JMSE

Journal of Multidisciplinary Studies in Education

ISSN:2645-9205

2017

Examination of Primary School 4th Grade Students' Attitudes Towards The Helpfullnes Value in The Context of Various Variables[1]

Mustafa DOLMAZ[2] iD , Hatice DOLMAZ[3] iD

[2] *Ministry of Interior, Tokat, Türkiye*
[3] *Ministry of National Education, Sivas, Türkiye*

ABSTRACT	ARTICLE INFO
Helpfulness is a value that humankind has been running to keep up with the economic, social and cultural conditions of daily life since the first day of its existence, that contributes to the welfare of the society, plays an important role in ensuring social unity, ensures social peace and prevents the deterioration of social balance. The aim of this research is to examine the helpfulness attitudes of primary school 4th grade students in the context of various variables. In the research, the survey (analitic survey) method, which is one of the quantitative research methods, was used. The population of the research consists of 4th grade primary school students of a public school in Sivas, Turkey, and the sample of the research is a student group of 60 students in total, consisting of twenty students from A, B, C classes of this school. Simple-random sampling method was used to determine the sample. The helpfulness attitude scale developed by Aktepe (2010) and the information form developed by the researcher were used as data collection tools in the research. In the analysis of the data of the study, One-Way Anova and Tukey Tests were used. As a result of the research, it was determined that the interest in social media, playing games, reading books, cinema, cartoons and the number of friends made a significant and positive difference on the helpfulness attitudes of the fourth grade students. It was observed that the economic status of the families of the students did not make a significant difference in their attitudes towards the helpfulness value.	

1. Introduction

The developments in information technologies in the era we live in have removed the boundaries that exist in the interaction between cultures and have led to a faster and more intense interaction between different cultures (Kılcan & Akbaba, 2018). Increasing interaction between societies, especially through mass media, internet and social media, brings along some changes in the social structure and some differentiations in beliefs and value judgments. This change is not always positive. Sometimes, behaviors such as an increase in immoral behaviors, drug abuse, prejudice, deterioration in family structure, injustice and egocentrism occur, and these negative behaviors threaten all humanity over time (Demircioğlu et al. 2018; Sönmez & Akıncan, 2019). In order to prevent such negative behaviors and to develop socially accepted behaviors in individuals, a number of basic principles called values should be gained (Duran, 2020; MoNE, 2018).

---

[1] The abstract of this study was presented as an abstract paper at the congress 5 th International Conference on Language, Education and Culture held on 28-30 September 2023.

[2] Corresponding author's address: Ministry of Interior, Tokat, Türkiye
e-mail: mdolmaz58@gmail.com

Values are the source of our thoughts that guide the decisions we make. They play a decisive role in almost every choice we make, from our relationships with each other to our holiday plans, from the rules we set in the business environment to the choice of the food we eat (Barnes, 2019). Values are cognitive structures that enable us to assign a sense of priority and meaning to actions by defining our preferences as good or bad, right or wrong. Values, like other cognitive structures, can be examined at the level of individuals and groups. In other words, societies, groups that make up societies, and individuals that make up groups have value-based norms and guidelines that show what is right, moral and valuable, and explain what they should do (Oyserman, 2015). Since values are based on the national and spiritual resources of societies, they are also an element of cultural heritage and are transferred from generation to generation. It is also the whole of the experiences of the ancestors of a generation and the principles that give them the strength and power to continue their daily lives as desired and to solve the problems they face (MoNE, 2018). This transfer begins in the family, which is the child's first social environment, develops over time through the social environment and mass media, and is shaped in the educational environment (Eroğul, 2012; Alimcan & Altunay Şam, 2017; Sağlam, 2016).

Values are standards that increase the quality of life of individuals. Values make it easier for individuals to attain a respectable personality and good status by giving them the behaviors they will need in their business, social and family life (Çalışkan & Çavuş, 2020; Kılcan & Akbaba, 2018; Aladağ, 2009). All of the knowledge, skills and competencies that individuals have find meaning with values (MoNE, 2018). Values contribute to social integrity, social peace and social development by enabling individuals to use their knowledge, skills and competencies in a way that takes into account the interests of the society as well as their own. According to Hökelekli (2010), individuals who bring values into behavior are individuals who are at peace with themselves and their environment, these individuals have strong characters and show the cha-racteristics of being good citizens.

Values are a tool that contributes to the socialization of individuals. This tool teaches individuals some of their individual and social responsibilities, plays an effective role in acquiring the affective input behaviors necessary for a healthy completion of their self-formation and the skills necessary for effective communication (Öz, 2019). In this respect, values are also norms that have a share in the identity acquisition of individuals (Kart & Şimşek, 2020).

Values are a part of our human side and can be developed through education like other aspects. For this reason, education systems aim to provide each member with the ability to adopt attitudes appropriate to the general morality and manners of the society and to exhibit behaviors that coincide with these attitudes. Because the future of every nation lies in raising virtuous citizens who are committed to universal and cultural values (Akalın, 2021). These virtues are values such as love, friendship, justice, patience, responsibility, honesty, respect, patriotism and helpfulness (MoNE, 2018).

Among these values, the helpfulness value has a special place. Helpfulness has various dimensions such as generosity, self-sacrifice, compassion, social responsibility, volunteering, sharing and cooperation, and the helpfulness value has a close relationship with values such as unity and solidarity, interdependency, respect, love, empathy (Aktepe, 2010; Aktepe, 2015). The helpfulness value is in a position to feed on other values and at the same time feed them. Schwartz (1994) briefly defined helpfulness as "caring for and protecting the well-being of those people around". From a wider perspective, helpfulness is "the state of providing material and moral support to people in need without expecting anything or any benefit" (Karatekin et al., 2012). Humans in order to keep up with both sociocultural and economic conditions and the conditions of nature and to survive, need to live together with others, help with each other and be in solidarity. It is seen that there are difficulties in solving some social problems in societies where there is little cooperation, and individuals cannot be successful in solving some of the problems they encounter as a result of not cooperating with other individuals. Cooperation is the key to a healthy social life (Baycar, 2019). Helping people in need ensures that individual problems that are likely to become social problems are resolved in social solidarity (Argon and Alğan, 2013; Özmete, 2010), it prevents the deterioration of social balance, reduces the differences between individuals living in the society in the physiological, psychological and economic context

(Özden, 2004), strengthens unity and solidarity by bringing individuals closer to each other (Sönmez & Akıncan, 2013), it plays an important role in the formation and continuity of social peace by activating respect, love and tolerance among individuals (Aktepe, 2010).

It is quite remarkable that studies on such a great value of social function, which are the subject of different disciplines such as philosophy, psychology, sociology, are few in number (Dolmaz & İlhan, 2021). When the literature is examined, the studies on the religious dimension of cooperation (Baycar, 2019), helpfulness as an input to the phenomenon of urbanization (Korte et al. 1975), 4th grade students' drawings about the helpfulness value (Aslan & Aybek, 2019), The relationship between tolerance and helpfulness (Aslan, 2018), the effect of performance-based learning activities on the helpfulness value (Tahiroğlu, 2013), group effects on the helpful-ness of accident witnesses (Korte, 1970), helpfulness in young children (Moore, 1977), peer acceptance and the relationship between helpfulness values of children (Ladd & Oden, 1979), relationship between freedom and helpfulness (Baumeister et al., 2009), the effects of city size, urgency and cost on helpfulness (Hedge & Yousif, 1992), news about the helpfulness value in the newspapers (Sönmez & Akıncan, 2013), the effects of community service practices on the helpfulness values of pre-service teachers (Kara et al., 2017), the metaphors of the 4th grade students about the helpfulness value (Bektaş & Karadağ, 2013), and the activity-based teaching of the helpfulness value (Aktepe, 2010) stand out. What makes this research unique is that it focuses on revealing some social-economic factors that are thought to affect students' helpfulness attitudes. Helpfulness is a social value, which has led researchers to the idea that the value of helpfulness can develop more in individuals whose social aspects are strengthened. Since helpfulness is a value that works in all conditions, such as the economic, social and cultural conditions of everyday life, it has been found worth investigating by researchers to what level variables such as reading books, watching movies, playing games and spending time on social media, which occupy an important place in the daily life of elementary school students, affect the value of helpfulness. Therefore, in this study, it will be tried to reveal to what extent some variables affect the helpfulness attitudes of 4th grade students.

For this purpose, answers to the following questions will be sought:

1. Do students' helpfulness attitudes show a significant difference in the context of their level of interest in social media?
2. Do students' helpfulness attitudes show a significant difference in the context of the time they spend playing games?
3. Do students' helpfulness attitudes show a significant difference in the context of their level of interest in reading?
4. Do students' helpfulness attitudes show a significant difference in the context of watching cartoons?
5. Do students' helpfulness attitudes show a significant difference in the context of their level of interest in cinema?
6. Do students' helpfulness attitudes show a significant difference in the context of the number of friends?
7. Do students' helpfulness attitudes show a significant difference in the context of their families' economic income levels?

2. Methodology

2.1. Research Design

The research was carried out in a quantitative design. Quantitative research is the research in which the researcher is an independent observer, the facts and emotions can be easily separated from each other, and the relationships between the variables and the reasons for these relationships are tried to be proven (Büyüköztürk et al. 2011). Survey / analytical survey method, which is one of the quantitative research methods, was used in the research. In survey research, in order to determine the attitudes, interests, abilities and skills of a community regarding an event, subject or situation, it is possible to select a piece

that can represent that community and to reveal the relations between the variables by collecting data from these people through various questions (Büyüköztürk et al, 2011; Sevinç, 2014; Vignoles, 2017).

2.2. Population and Sample

The population of the research consists of students studying at the 4th grade in a public school located in the city center of Sivas in Turkey in the 2020-2021 academic year. The sample of the study consists of a total of sixty randomly selected students from three different classes studying in this school. The sample of the study was determined by simple random sampling. Simple random sampling is a method in which each unit forming the sample has an equal probability of being selected, and the choice of an individual does not affect other individuals. Therefore, the valid and best way to select a representative sample is to take a simple random sample (Büyüköztürk et al. 2011; Böke,2014). In order to test and generalize the information obtained from the samples with statistical techniques, the sample should be made in accordance with simple random sampling (İslamoğlu & Alnıaçık, 2014).

2.3. Data Collection Tools

Two different data collection tools were used in the study. In order to determine the helpfulness attitudes of the students, the "Helpfulness Attitude Scale" developed by Aktepe (2010) was chosen and used as the primary data collection tool of the research. The scale consists of 26 five-point Likert type items, and it is a scale that allows students to respond as "I totally agree", "agree", "agree a little", "disagree" and "disagree at all". Since the Cronbach Alpha reliability coefficient of the scale was measured as 0.85, it can be said that the scale is reliable.

Another data collection tool used in the research is the "information form" prepared by the researchers. The information form includes seven questions that allow students to obtain data on social media, games, reading books, watching cartoons, the level of their interest in cinema, the number of friends and the econo-mic status of their families. The form has been designed in such a way that students can answer all questions as "none", "little", "moderate", "much" and "very much" except for the variable of their families' economic status, and the answers to the variable of their family's economic status are collected under the headings of "low", "medium", "good". For the language and field validity of the form, the opinions of field experts were used.

2.4. Data Collection

Before collecting the data of the research, the necessary legal permissions were obtained from the institution where the research would be conducted. Necessary information about the research was shared by interviewing the sample group where the research will be conducted and the teacher of this group, and data were collected by filling in the helpfulness attitude scale and information form by the 4th grade students in the spring term of the 2020-2021 academic year.

2.5. Data Analysis

After the data obtained in the study were entered into the Spss package program, in order to determine the tests to be performed on the data, it was checked whether the variances were homogeneous (Levene Test), whether the data were normally distributed (Shapiro-Wilk), it was observed that the distribution of the data was normal (p>0.05), and the variances were homogeneous (p>0.05). In addition, skewness and kurtosis values were examined for the normality of the distribution of the data. Tabachnick and Fidell (2013) stated that if the skewness and kurtosis values are between +1.5 and -1.5, it can be said that the data are normally distributed.

According to the test results obtained, "One-Way Analysis of Variance" should be used in the research to determine whether the helpfulness attitudes of the students differ significantly according to various variables. In addition, if there was a significant difference between the groups, the "Tukey Test" was used to determine which groups differed significantly from each other.

"Tukey Test" is one of the tests that gives the most accurate results among Post-Hoc tests and is used in the most sensitive measurements. However, in order to reduce the possibility of encountering a type 1

error to zero, the test results were also verified with the Bonferroni test. However, only the data obtained as a result of the Tukey test were shared in the tables.

Tablo 1. Test results showing normality of data distribution and homogeneity of variances

Shapiro-Wilk			Statistics		N	P
Classes	A	,944	Skewness:	-175	20	,283
			Kurtosis:	-1227		
	B	,939	Skewness:	,842	20	,232
			Kurtosis:	,304		
	C	,914	Skewness:	,294	20	,076
			Kurtosis:	-1420		
Levene's Test		Sd1		Sd2		P
1490		2		57		,234

3. Findings

3.1. Findings of Examining Students' Helpfulness Attitudes in the Context of Their Interests in Social Media

In order to determine whether the helpfulness attitudes of students differ according to their level of interest in social media, the one-way analysis of variance method was applied, and it was concluded that the helpfulness attitudes of the students differed significantly in the context of their level of interest in social media. Tukey test was used to determine which groups differed significantly. According to the test results, it was observed that the helpfulness attitudes of the students increased as the rate of using social media increased. Although there is no significant difference between the groups that does not use the social media "None" and the group that uses "Little", it is seen that the helpfulness attitudes of the students who use social media little, are higher than the students who do not use social media at all. It was observed that the group with the highest helpfulness attitude was the group that used social media "Very Much". It will be seen that in the context of high helpfulness attitudes, this group will be followed by respectively, the group that uses social media "Much", the group that uses social media "Moderate", the group that uses social media "Little" and the group that uses social media "None" the data on the test results are presented in Table 2.

Table 2. Analysis and test results on the relationship between students' helpfulness levels and their interest in social media

Variable	One-Way Anova Analysis (P)	Tukey Test			
		Main Group (I)	Compared Group (J)	Difference (I-J)	Differentiating Groups
Social Media Interest Level	,000	None	Little	-5,84444	1-3
			Moderate	-15,70085(*)	1-4
			Much	-28,11111(*)	1-5
			Very Much	-39,14141(*)	

3.2. Results of Examining the Helpfulness Attitudes of The Students in The Context of The Time They Spend Playing Games

In order to determine whether the helpfulness attitudes of students differ according to the level of time they devote to playing games, one-way analysis of variance method was applied, and it was concluded that the helpfulness attitudes of the students showed a significant difference in the context of the level of time they spent playing games. According to the results of the tukey test, which was conducted to

determine between which groups the significant difference between the groups was experienced, a significant difference was fo-und between the children who played "Little" and the children who played "Much" and "Very Much". In other words, it was determined that the helpfulness attitude levels of the children who play "Much" and "Very Much" are significantly higher than the children who play at "Moderate" level and "little" level. To make a general comment, when Table 3 is examined, it will be seen that as the time spent by the students on playing games increases, their helpfulness attitude levels also increase.

Table 3. Analysis and test results on the relationship between students' helpfulness levels and the time they spend playing games

Variable	One-Way Anova Analysis (P)	Tukey Test			
		Main Group (I)	Compared Group (J)	Difference (I-J)	Differentiating Groups
Time Allotted to Playing Games	,000	Little	Moderate	-5,20238	2-4
			Much	-14,61180(*)	2-5
			Very Much	-27,42208(*)	

3.3. Results of Examining Students' Helpfulness Attitudes in the Context of Their Level of Interest in Reading Books

One-way variance analysis was used to determine whether the helpfulness attitudes of students differ according to their level of interest in reading. As a result of the analysis, it was determined that the helpfulness attitudes of the students showed a significant difference in terms of their level of interest in reading. As a result of the Tukey test between the group with "None" interested in reading and the group with "Very Much" interested, it was observed that there was a significant difference in favor of the group that was "Very Much" interested. Although there is no significant difference between the other groups, it is seen that the level of helpfulness attitude increases as the students' interest in reading books increases. If it is necessary to make an order from the group with the highest helpfulness attitudes to the lowest group in terms of their interest in reading books it will be seen that the group with the highest level of helpfulness is the group that is "Very Much" interested in reading, followed by respectively the group that is "Much", "Moderate", and "Little" interested in reading. Table 4 shows that the group with the lowest level of helpfulness attitude is the group that "none" interested in reading books.

Table 4. Analysis and test results on the relationship between students' helpfulness levels and their interest in reading books

Variable	One-Way Anova Analysis (P)	Tukey Test			
		Main Group (I)	Compared Group (J)	Difference (I-J)	Differentiating Groups
Level of Interest in Reading	,000	None	Little	-5,75714	1-5
			Moderate	-10,63529	
			Much	-16,31667	
			Very Much	-33,31667(*)	

3.4. Results of Examining Students' Helpfulness Attitudes in The Context of Their Levels of Watching Cartoons

One-way variance analysis was used to determine whether the helpfulness attitudes of students show a significant difference according to their level of watching cartoons. As a result of the analysis, it was determined that the helpfulness attitudes of the students showed a significant difference in the context of watching cartoons. In the Tukey Test, which was conducted to determine between which groups the significant difference occurred, it was determined that there was a significant difference between the group that watched "Little" cartoons and the group that watched "Very Much" cartoons, in favor of the group that watched "Very Much" cartoons. When the Tukey test results given in Table 5 are carefully examined, it is clearly seen that although there is no significant difference between the other groups, the helpfulness attitudes of the 4th grade students increase as the level of watching cartoons increases.

Table 5. Test results on the relationship between students' helpfulness levels and cartoon watching levels

Variable	One-Way Anova Analysis (P)	Tukey Test			
		Main Group (I)	Compared Group (J)	Difference (I-J)	Differentiating Groups
Cartoon Watching Level	,009	Little	Moderate	-,29048	2-5
			Much	-7,22745	
			Very Much	-15,86190(*)	

3.5. Results of Examining Students' Helpfulness Attitudes in The Context of Their Level of İnterest in Cinema

As a result of the one-way variance analysis carried out to determine whether the helpfulness levels of students show a significant difference in terms of their interest in cinema, it was determined that the helpfulness attitudes of the students showed a significant difference in the context of their level of interest in cinema. As a result of the Tukey test, which was conducted to determine between which groups the significant difference occurred, it was determined that there was a significant difference between the group that was "None" interested in cinema and the group that was "Very Much " interested in cinema, in favor of the group that was "Very Much" interested. In addition, considering the difference between the main group and the compared group in the Tukey test results given in Table 6, it can easily be said that the helpfulness attitudes of the students are affected positively as the level of interest in cinema increases.

Table 6. Analysis and test results on the relationship between students' helpfulness levels and their interest in cinema

Variable	One-Way Anova Analysis (P)	Tukey Test			
		Main Group (I)	Compared Group (J)	Difference (I-J)	Differentiating Groups
Level of Interest in Cinema	,003	None	Little	-5,48039	1-5
			Moderate	-10,83333	
			Much	-15,21795	
			Very Much	-22,52564(*)	

3.6. Results of Examining Students' Helpfulness Attitudes in the Context of Number of Friends

As a result of the one-way variance analysis carried out to determine whether the helpfulness attitudes of the students show a significant difference in the context of the number of friends, it was determined that the helpfulness attitudes of the students showed a significant difference in the context of the number of friends. As a result of the tukey test, which was conducted to determine between which groups the difference occurred, it was observed that there was a significant difference between the students that with "Little" number of friends and the students with "Much" and "Very Much" number of friends, in favor of the students that with "Much" and "Very Much" number of friends. When Table 7 is examined, it can be easily seen that there are no students who state that they have no friends, and that as the number of friends of the students increases, their helpfulness attitudes also increase.

Table 7. Results on the relationship between students' helpfulness levels and the number of friends

Variable	One-Way Anova Analysis (P)	Tukey Test			
		Main Group (I)	Compared Group (J)	Difference (I-J)	Differentiating Groups
Number of Friends	,000	Little	None	-	2-4
			Moderate	-6,61029	2-5
			Much	-17,64706(*)	
			Very Much	-26,13529(*)	

3.7. Results of Examining Students' Helpfulness Attitudes in the Context of Their Families' Monthly Income Levels

As a result of the one-way variance analysis carried out to determine whether the helpfulness levels of students show a significant difference in the context of their families' monthly income levels, it was determined that the helpfulness attitudes of the students did not show a significant difference according to the economic income of their families. In other words, the economic status of the families does not make a significant difference on the helpfulness levels of the students. However, considering the difference between the main group and the compared group in the Tukey test results given in Table 8, it can be said that the helpfulness attitudes of the students increase as the economic level of the families increases.

Table 8. Analysis and test results on the relationship between students' helpfulness levels and their families' monthly income

Variable	One-Way Anova Analysis (P)	Tukey Test			
		Main Group (I)	Compared Group (J)	Difference	Differentiating Groups
Family's Monthly Income Level	,258	Low	Medium	-7,50000	-
			Good	-11,84615	

4. Discussion and Conlusion

The first result obtained from the study is that the students' level of interest in social media caused a significant difference in the helpfulness attitudes of the students ($F_{(4-59)}$= 97,638, p<.05*) and positively affected their helpfulness attitudes. As the students' interest in social media increased, it was observed that their helpfulness attitudes were also positively affected. Social media are platforms where people of all ages and cultures can express themselves by establishing online profiles, communicate quickly and globally, where individuals can get to know similar and different cultures, and where knowledge-behavior examples can easily spread (Tutgun-Ünal & Deniz, 2020). In other words, people share on social media and are exposed to shares. The level of social media use by children and young people has increased greatly in recent years. For this reason, the effects of sharing on social media on individuals' value acquisition and perceptions have reached incredible dimensions. In different studies, it was determined that individuals' tendencies towards various values can change positively through social media. It was revealed that sharing about universal values such as peace, tolerance, respect, sensitivity, honesty, love and patriotism is very effective in gaining positive attitudes towards these values and in developing behaviors compatible with these values (Çengelci Köse et al. 2017; Ayaydın & Ayaydın, 2018; Kılıçer et al., 2018).

The second result obtained from the study is that the time that primary school fourth grade students spare for playing games causes a significant difference in their helpfulness attitudes ($F_{(3-59)}$= 13,114, p<.05*). In other words, it was determined that as the time spent by the students on playing games increased, their helpfulness attitudes were positively affected, and the children who played more games adopted the value of helpfulness more than the children who played less. Play is an entertaining learning and therapy process that feeds on the culture of the society and that children learn by experiencing the social culture, values, traditions and customs, positively affecting the physical and emotional development of the child as well as the cognitive development. Play is a tool through which values are passed from generation to generation (Erdal, 2019; Huizinga, 2013). The child gets acquainted with concepts such as good-bad, beautiful-ugly in the play (Çoban & Nacar, 2006). These concepts are also concepts that help us determine our preferences and assign priority to our actions through our values (Oyserman, 2015). Plays are an effective source of value that can transfer values such as love, respect, solidarity, tolerance and empathy, which a healthy society needs and a good citizen, to children. It is the key to "common sadness-joy", "common future" and "common ideal" (Erdal, 2019). To make a general assessment in line with all these views, it can be easily said that playing games provide the necessary environment for students to acquire, adopt and practice different values.

The third result of the study is that the interest of primary school fourth grade students in reading bo-oks caused a significant effect on their helpfulness attitudes ($F_{(4-59)}$= 14,599, p<.05*) that is, as students' reading frequency increases, their helpfulness attitudes also develop in a positive way. In this case, it can be said that students with a high rate of reading books have a more positive attitude towards the value of helpfulness than students who do not read. Fairy tales, stories, memoirs, poetry books, picture books, fables and school textbooks that children read especially during primary school periods are works that expand their horizons and imaginations, and besides helping them to learn and discover new things by gradually meeting with the realities of life, it is a matter emphasized by many researchers that is an important tool that can instill the values and universal values of the society he/she lives in to the child (Dağı et al., 2018; Turan &Ulutaş, 2016). Literary products prevent us from being insensitive to what is happening around us, help us to gain values such as solidarity, honesty, freedom, respect, responsibility and sincerity through various incident examples and exemplary characters, and help us to grow up as sensitive individuals who act in line with the values we have gained (Temizyürek &Akyüz, 2016).

The fourth result obtained from the research is that the level of watching cartoons of the fourth grade students in primary school creates a significant difference on the helpfulness attitudes of the students ($F_{(3-59)}$= 4.213, p<.05*). According to the results of the research, it was determined that as the level of watching cartoons increases, the students exhibit a more positive attitude towards adopting the value

of helpfulness. Today, various mass media such as TV, tablets and phones offer various opportunities for children to socialize and encounter social values. Especially recently, as a result of children's interest in mass media, the educational power of cartoons that appeal to children and fascinate them with their colorful world has been discovered and some social values are tried to be transferred from generation to generation by being processed frequently through cartoons. Children adopt cartoon characters because of their desire to be role models in their early childhood and they want to be like them. Through these characters, positive identity development can be achieved in children and the internalization of social values by children is facilitated (Gümüş &Adam, 2020; Murat et al., 2019; Şentürk & Keskin, 2019; Karakuş, 2015). Because the message given in cartoons is universal and it is aimed to solve a social issue-problem within the framework of justice around good and bad characters. Emotions, value orientations and behaviors that are necessary for the continuity of human relations are often processed in cartoons, and it is aimed for children to grasp some relationships in daily life within the framework of a basic template, to encounter different human prototypes, and to internalize the correct behaviors of these prototypes (Özgökbel Bilis, 2011).

The fifth result of the study is that as the level of interest in the cinema increases, the helpfulness attitudes of the study group are affected positively, that is, the students who are more interested in cinema have a more positive attitude towards adopting the value of helpfulness than the students who do not (F(4-59)=4.467, p<.05*). Cinema films are one of the materials that come before students with mass media and are a source of affective development. Cinema films show values such as love, respect, loyalty, courage and hope, which have an important place in the lives of all individuals living in the world, operates in the most natural way in the daily life with a network of various relations in an impressive fiction. For this reason, cinema films are one of the most effective materials that can be used to implicitly gain students personal, cultural, historical and universal values (Griffin, 1996; Paquette, 2003). Since films reflect the values of the society in which they are produced to individuals, they play a major role in the construction of collective memory and in the transfer of values and culture (Öztaş, 2017).

Another result of the study is that the number of friends of primary school fourth grade students causes a significant difference on their helpfulness attitudes (F(3-59)= 13.406, p<.05*). According to this result, it can be easily said that the helpfulness attitudes of the students who have more friends are at a better level than the students who have less friends. It is a detail that should not be overlooked that groups of friends can be as effective as family, school and media on the development of values in students and the students' level of having values. Value interaction in children occurs for the first time as of the period they are together, but as children grow up, they begin to be more influenced by their peers. However, this interaction may not always be positive. From time to time, children can learn emotions such as jealousy and egocentrism from peer gro-ups (Akto & Akto, 2020; Emiroğlu, 2017).

The final result obtained from the research is that the economic status of the families of the fourth grade primary school students is not effective enough to make a significant difference on their helpfulness attitudes (F(2-59)= 1,390, p>.05*). However, when the data on the helpfulness attitude scores of the students are examined in detail, it can easily be concluded that as the income levels of the families of the students increase, their helpfulness attitudes are also positively affected. It is known that the economic income of individuals is highly effective on participating in various activities, using the phone, computer, going to the cinema and theater - acquiring the habit of reading, social media usage levels and leisure activities. It is revealed in various researches that as the income of individual's increases, the budget they allocate to such activities will also increase (Dolmaz & Metin, 2021; Sabbağ & Aksoy, 2011; Özcelebi & Cebecioğlu, 1990). These activities are very important activities for children to socialize, learn the customs and traditions of the society, recognize and internalize social and universal values.

5.Recommendations

The role of play in the development of the child's personality and identity should be taken into account, and parents should ensure that they allocate enough time to play in order for children to acquire

social relations, cultural values and the customs and traditions of the society in a fun, effective and permanent way. The play should not be seen as a leisure activity, it should not be forgotten that the play is a hidden learning environment for children.

Children should be given the habit of reading books at an early age with literary products such as fairy tales, stories and novels that they may like. It should be kept in mind that books can teach children history, culture, value judgments of the society they live in and some universal values.

Children should be introduced to cartoons, documentary films and movies that can contribute to their affective development, it should not be forgotten that these materials may also contain negative examples, if possible, movies should be reviewed before children watch them and children should be prevented from encountering negative examples.

It should be acted with the awareness that peer and friend groups affect the value perceptions, behavior patterns and personalities of individuals, in case of negative behaviors observed in children, the circle of friends should also be kept in mind as a factor to be considered.

Kaynakça

Akalın, E. (2021). Değerler eğitiminde klasik Türk edebiyatı metinlerinden faydalanmak: manzum nasihatnameler örneği. *Değerler Eğitimi Dergisi, 19*(41), 79-128.

Aktepe, V. (2010). *İlköğretim 4. sınıf sosyal bilgiler dersinde yardımseverlik değerinin etkinlik temelli öğretimi ve öğrencilerin tutumlarına etkisi* [Yayımlanmamış doktora tezi]. Gazi Üniversitesi.

Aktepe, V. (2015). Etkinliklerle yardımseverlik değer eğitimi (örnek çalışma). M. Gündüz (Ed), *Değerler eğitimi* (ss. 175-213). Maya Akademi.

Akto, A. & Akto, S. (2020). Erken çocukluk ve değerler eğitimi. *Uluslararası Sosyal Araştırmalar Dergisi, 13*(74), 326-340.

Aladağ, S. (2009). *İlköğretim sosyal bilgiler öğretiminde değer eğitimi yaklaşımlarının öğrencilerin sorumluluk değerini kazanma düzeyine etkisi* [Yayımlanmamış Doktora Tezi]. Gazi Üniversitesi.

Alimcan, D. & Altunay Şam, E. (2017). Sosyal bilgiler dersi boyutunda değerler eğitiminin önemi ve medyanın değerler üzerindeki etkisi. *Milli Eğitim, 215*, 239-259.

Argon, T. ve Alğan, Y. (2013). İlköğretim okulları öğretmenlerinin örgütsel vatandaşlık davranışları ile problem çözme becerileri. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 13*(1), 143-164.

Aslan, S. (2018). Relationship between the tendency to tolerance and helpfulness attitude in 4th grade students. *International Journal of Progressive Education (INASED), 14*(2), 29-36.

Aslan, S. & Aybek, B. (2019). The value of helpfulness: an analysis of the 4th grade primary school students' views and their drawings. *International Online Journal of Educational Sciences, 11*(5), 106-118.

Ayaydın, Y. & Ayaydın, H. Y. (2018). Sosyal medyanın değer oluşturma sürecindeki rolünün öğrenci görüşleriyle incelenmesi. *Değerler Eğitimi Dergisi, 16*(35), 57-89.

Barnes, J. M. (2019). Teachers' values: An international study of what sustains a fulfilling life in education. *Journal of Education and Training Studies, 7*(5), 1-18.

Baumeister, R. F., Masicampo, E. J., & DeWall, C. N. (2009). Prosocial benefits of feeling free: Disbelief in free will increases aggression and reduces helpfulness. *Personality and Social Psychology Bulletin, 35*(2), 260-268.

Baycar, A. (2019). Dini ve sosyolojik boyutlarıyla dayanışma-yardımlaşma olgusu. *Sakarya Üniversitesi İlahiyat Fakültesi Dergisi, 21*(39), 199-225.

Bektaş, M. & Karadağ, B. (2013). İlkokul 4. sınıf öğrencilerinin yardımlaşma değerine yönelik geliştirdikleri metaforların incelenmesi. *Turkish Studies (Elektronik), 8*(8), 271-286.

Böke, K. (2014). Örnekleme. K. Böke (Ed), *Sosyal bilimlerde araştırma yöntemleri* (ss.103-149). Alfa Basım Yayım Dağıtım.

Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş. & Demirel F. (2011). *Bilimsel araştırma yöntemleri*. Pegem Akademi.

Çalışkan, H. & Çavuş, M. (2020). Hoşgörü eğilim ölçeği yetişkin formu: Geçerlik ve güvenirlik çalışması. *Değerler Eğitimi Dergisi, 18*(40), 181-205.

Çengelci Köse, T., Karaduman, H. & Eryılmaz, Ö. (2017). Sosyal bilgiler öğretmen adaylarına göre sosyal medyada değerler. *Turkish Online Journal of Qualitative Inquiry (TOJQI), 8*(2), 250-271.

Çoban, B. & Nacar, E. (2006). *Okul öncesi eğitimde eğitsel oyunlar*. Nobel Basımevi.

Dağı, F., Alptekin, M. & Kaplan, T. (2018). Türk Dünyası hayvan masallarında tespit edilen değerler. *Selçuk Üniversitesi Türkiyat Araştırmaları Dergisi (SUTAD), 43*, 227-247.

Demircioğlu, İ. H., Demircioğlu, E. & Genç, İ. (2018). Pedagojik formasyon programına devam eden tarih öğretmen adaylarının gözüyle Türk dünyası temel değerleri: Fatih eğitim fakültesi örneği. *Değerler Eğitimi Dergisi, 16*(36), 39-56.

Dolmaz, M. & İlhan, G. O. (2021). Sosyal Bilgiler Öğretim Programında Yer Alan Değerlerin Öğretiminde Felsefi Eserler: Stoacılar Örneği. *Journal of History School*, 53, 2651-2680.

Dolmaz, M. & Metin, Ö. (2021). Ebeveynlerin gözüyle Covid-19'un eğitim-öğretim sürecine ve öğrencilerin sosyal hayatlarına etkileri. *International Journal of Social Science Research, 10*(1), 96-121.

Duran, M. (2020). Okul öncesi dönem velilerinin değerler eğitimine yönelik görüşleri. *Journal of History School, 13*(47), 2485-2507.

Emiroğlu, B. (2017). Değerler eğitiminin gençlerin sağlıklı sosyalleşmelerine etkisi. *International Journal of Eurasian Education and Culture, 2*(3), 115-126.

Erdal, K. (2019). Values education in kids games. *International Journal of Humanities and Research, 3*(2), 53-59.

Eroğul, N. (2012). Değerler eğitiminde aile ve okul etkileşiminin önemi. *Bilim ve Aklın Aydınlığında Eğitim, 150*-151, 19-25.

Griffin, K. (1996). Reel talk: Movies, values, and language acquisition. *The Journal of The Imagination In Language Learning*, 3, 42-46.

Gümüş, Ç. & Adam, H. (2020). Çizgi filmlerin okul öncesi dönem çocukları üzerine etkisi: Açıkhava tasarımları. *Ulakbilge*, 47, 409–421.

Hedge, A. & Yousif, Y. H. (1992). Effects of urban size, urgency, and cost on helpfulness: A cross-cultural comparison between the United Kingdom and the Sudan. *Journal of Cross Cultural Psychology, 23*(1), 107-115.

Hökelekli, H. (2010). Modern eğitimde yeni bir paradigma: *Değerler eğitimi. Eğitime Bakış Dergisi, 6*(18), 4-9.

Huizinga, J. (2013). *Oyunun toplumsal işlevi üzerine bir deneme*. M. A. Kılıçbay (Çev.), Ayrıntı Yayınları.

İslamoğlu, A. H. & Alnıaçık, Ü. (2014). *Sosyal bilimlerde araştırma yöntemleri*. Beta Basım Yayım Dağıtım.

Kara, C., Altıntaş, A. & Kaya, İ. F. (2017). Sosyal bilgiler öğretmen adaylarının topluma hizmet uygulamalarıyla "yardımseverlik değeri" kazanmaları hakkındaki görüşleri. *Akdeniz Eğitim Araştırmaları Dergisi*, 22, 23-37.

Karakuş, N. (2015). Okul öncesi döneme hitap eden tema içerikli çizgi filmlerin değerler eğitimine katkısı yönünden değerlendirilmesi (Niloya örneği). *Değerler Eğitimi Dergisi, 12*(30). 251-277.

Karatekin, N., Ekşi, H., Durmuş, A., Otrar, M., Durmuş, H. I. & Koç Yıldırım, P. (2012). *Perese Değerler Eğitimi Öğretmen Kitabı: Yardımseverlik*. Edam Yayıncılık.

Kart, M. & Şimşek, H. (2020). Türk eğitim sisteminde değer arayışı: Yenilenen (2017) ilköğretim programları hangi değerleri kazandırıyor?. *Değerler Eğitimi Dergisi. 18*(40), 9-44.

Kılcan, B. & Akbaba, B. (2018). Sosyal bilgiler öğretim programında yer alan dayanışma değerine ilişkin öğrenci algılarının incelenmesi. *Türkiye Sosyal Araştırmalar Dergisi, 22*(1), 185-210.

Kılıçer, K., Özeke, V. & Çoklar, A. N. (2018). Sosyal medya kullanıcılarına ait siber davranışların insani değerler bağlamında incelenmesi. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi, 56*, 19-39.

Korte, C. (1970). Group influences on the helpfulness of accident witnesses. *Law & Society Review, 5*(1), 7-20.

Korte, C., Ypma, I., & Toppen, A. (1975). Helpfulness in Dutch society as a function of urbanization and environmental input level. *Journal of Personality and Social Psychology, 32*(6), 996–1003.

Ladd, G. W, Oden, S. (1979). The relationship between peer acceptance and children's ideas about helpfulness. *Child Development, 50*(2), 402-408.

MoNE. (2018). Sosyal bilgiler öğretim programı (İlkokul ve Ortaokul 4,5,6,7. Sınıflar). https://mufredat.meb.gov.tr

Moore, S. G. (1977). Considerateness and helpfulness in young children. *Young Children, 32*(4), 73-76.

Murat, M., Doğan, Ş. & Öner, R. E. (2019). ""Afacanlar sınıfı" animasyon filmi ve kök değerler". *International Social Sciences Studies Journal, 5*(46), 5542-5563.

Oyserman, D. (2015). Values, psychology of. J. D. Wright (Ed.), *International encyclopedia of the social & behavioral sciences*. (ss. 36-40). Oxford Elsevier.

Öz, N. (2019). Kimlik ve karakter oluşumunda okulun rolü. *Diyanet İlmi Dergi, 55*, 197-215.

Özçelebi, O. S. & Cebecioğlu, N. S. (1990). *Okuma alışkanlığı ve Türkiye: Türkiye'de okuma sorunu, nedenleri ve çözüm yolları*. Milliyet Yayınları.

Özden, H. Ö. (2004). Türk vakıf kurumunun duygusal ve felsefî temelleri. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 4*(2), 339-349.

Özgökbel Bilis, P. (2011). *Çizgi filmlerde temsil edilen toplumsal değerler sistemi* [Unpublished doctoral dissertation]. Ege Üniversitesi.

Özmete, E. (2010). Sosyal kapitali yapılandırmak: Sosyal iletişim ağı ve yardımseverlik-gönüllülük. *Aile ve Toplum, 11*(6), 83-104.

Öztaş, S. (2017). Ortaöğretim tarih derslerinde tarihî filmlerin değer eğitiminde kullanımı. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi, 6*(5), 3076-3099.

Paquette, M. (2003). Real life and reel life. *Perspectives in Psychiatric Care, 39*(2), 47-48.

Sabbağ, Ç. & Aksoy, E. (2011). Üniversite öğrencileri ve çalışanların boş zaman etkinlikleri: Adıyaman örneği. *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 3*(4), 10-23.

Sağlam, A. (2016). Değerler eğitiminin öğrenci davranışlarına etkisinin veli görüşlerine göre incelenmesi. *Türkiye Sosyal Araştırmalar Dergisi, 20*(3), 723-742.

Schwartz, S. H. (1994). Are the universal aspects in the structure and content of human values. *Journal for Social Issues, 50*(4), 19-45.

Sevinç, B. (2014). Survey araştırması yöntemi. K. Böke (Ed.), *Sosyal bilimlerde araştırma yöntemleri* (ss.243-284). Alfa Basım Yayım Dağıtım.

Sönmez, Ö. F. & Akıncan, N. (2013). Ortaokul öğrencilerinin "yardımseverlik" değeri ile ilgili metefor algıları. *Gaziosmanpaşa Bilimsel Araştırma Dergisi, 7*, 105-120.

Sönmez, Ö. F. & Akıncan, N. (2019). Sosyal bilgiler öğretim programındaki yardımseverlik ve dayanışma değerlerinin ulusal gazetelerde yer alma düzeylerinin incelenmesi. *Sosyal Bilimler Araştırmaları Dergisi, 14*(2), 802, 815.

Şentürk, Ş. & Keskin A. (2019). Rafadan Tayfa çizgi filminin milli ve evrensel değerler açısından değerlendirilmesi. *Eskişehir Osman gazi Üniversitesi Sosyal Bilimler Dergisi, 20*, 1-15.

Tabachnick, B. G. & Fidell, L. S. (2013). *Using multivariate statistics*. (6th. Edition), Boston: Pearson.

Tahiroğlu, M. (2013). Performance task application concerning the promotion of the value of helpfulness in social studies course for primary schools. *Educational Sciences: Theory & Practice, 13*(3), 1855-1860.

Temizyürek, F. & Akyüz, E. (2016). Frank Cotrell Boyce'un 'Benim Adım Hiç Kimse' adlı çocuk kitabının göçün çocuklar üzerindeki etkisi açısından incelenmesi. M. Günyüz, B. V. Yıldız & T. Şimşek (Eds.), *III. Uluslararası Çocuk ve Gençlik Edebiyatı Sempozyumu Bildiriler Kitabı* (ss. 167-171). Step Matbaacılık.

Turan, F. & Ulutaş, İ. (2016). Okul öncesi eğitimi öğretmenlerinin etkinliklerde kullandıkları resimli öykü kitaplarının karakter eğitimi açısından incelenmesi. *Milli Eğitim Dergisi, 209*, 208-222.

Tutgun-Ünal, A. & Deniz, L. (2020). Sosyal medya kuşaklarının sosyal medya kullanım seviyeleri ve tercihleri. *Uluslararası Toplum Araştırmaları Dergisi (Opus), 10*(15), 1289-1319.

Vignoles, A. (2017). Taramalar ve boylamsal araştırma. A. Erözkan & E. Büyüköksüz (Eds.), Ö. Sarıoğlu (Trans), *Eğitimde Araştırma Yöntemleri ve Metodolojileri* (ss. 187-194). Anı Yayıncılık (Orijinal Eserin Yayın Tarihi, 2012).