# Relationship between the Tendency to Tolerance and Helpfulness Attitude in 4th Grade Students

**Serkan Aslan** [i]
Suleyman Demirel University

## Abstract

The purpose of this study is to investigate the relationship between the tendency to tolerance and helpfulness behavior in 4th grade primary school students. Relational screening model was used in the study. Simple random sampling method was used in the study. 265 students from the 4th grade of the primary school students have participated to the study. The data in the study were collected by using the scale of tolerance and the scale of helpfulness attitude. Descriptive statistics were used in the analysis of the data pearson product moments correlation analysis and multiple linear regression analysis were used in the analysis of data. As a result, it was found that a medium level significant relationship in the positive direction existed between the tolerance tendency scores and helpfulness attitude scores of fourth grade students, that the value belonging to tolerance displayed a significant relationship with acceptance and empathy sub-dimensions and that all three variables together explained 24% of the helpfulness attitude. This result has also revealed a predictive relationship between students' tendencies towards tolerance and helpfulness attitudes. Based upon the findings, following recommendations have been provided.

**Keywords:** Values education, tolerance, helpfulness, primary school, attitude.

------------------------------

[i] **Serkan Aslan** is a assistant professor at the Suleyman Demirel University. His research interests include multicultural education, value education and critical thinking.

**Correspondence:** serkanaslan@sdu.edu.tr

## Introduction

One of the aims of primary education is to equip the children with the cultural values of the environment they are living in. A certain part of those cultural values is formed by the values belonging to that community. It has been defined by Halstead and Taylor (2000, p. 169) as "principals and fundamental convictions which act as general guides to behavior, the standards by which particular actions are judges to be good or desirable". Each community transfers its values to new generations. As a consequence, in schools, values belonging to that community are applied. In that respect, from the first moment students begin to go to school, an effort is made to equip them with values such as tolerance, helping each other, love, respect, equality, justice.

Tolerance is described as a democratic value. Because it is founded on "respect for others" (Akbas, 2011; Cookson, 2001; Leirvik, 2007; Yesil & Aydin, 2007). A person with tolerance is able to understand a thought or behavior which is not adopted by different people and to tolerate it. In order to live a happy life together people should tolerate their differences, mistakes and approach each other with comprehension (Caliskan & Saglam, 2012). Despite the emergence of the concept of tolerance in the last quarter of the twentieth century as we use it today, it has emerged in Turkish society as a result of the integration of elements of Islam with elements of Turkish culture, human love and goodwill, especially with the acceptance of Islam (Kalin, 2013). It may be wise to mention that Hacı Bektaş Veli, Mevlana and Yunus Emre had great contributions to make individuals acquire the value of tolerance. As indicated by Hacı Bektaş Veli "Seventy-two nationsare one in our dervish convent." all people are approached with tolerance. Similarly, in his rubaie that emphasizes tolerance, Mevlana stated that "Be heretic or zoroastrian or pagan. Or ruin a hundred times your repentance ... This is not the door of despair, come as you are." The value of helpfulness is also one of the most prominent features of the Turkish people (Aktepe, 2010). In fact, there are numerous social organizations with the purpose of helping our society. Moreover, one of the best examples of this is "collective work" in our society. It means that villagers work with cooperation in a complimentary and sequential manner (Aktepe, 2010).

Helping each other represents the mutual assistance existing between persons or groups whose needs are met by the other (Koylu, 2016). Mutual assistance as a value which increases and strengthens the relations between individuals in the community, makes up deficiencies, fills gaps and strengthens the union, also reinforces respect, love and tolerance between individuals and thus contributes to ensure a continuing peace (Aktepe, 2010). Helpfulness means to love mutual assistance. Karatekin, Eksi, Isilak, Otrar, Koc-Yildirim and Durmus (2012, p. 14) have described helpfulness as" doing something for another person without making any calculation; using the power and means that the person has for the benefit of others, relieving a person from a trouble, assisting that person in overcoming difficulties, supporting, sharing responsibilities; eliminating the hardships of the one who is in a difficult position in a willing, sincere manner without feeling any annoyance. Helpfulness is a set of behaviors that have emerged as a result of solidarity and commitment in society. The survival of a society depends on the solidarity within society, and therefore, individual's helpfulness. It is wrong to perceive the value of helpfulness as the material criteria. Sometimes sharing a statement, sadness, sometimes listen to the problems and give hope is the expression of helpfulness (Aktepe, 2010). It is important not to give so much, but to give it readily.

When the literature in Turkey is examined, a small number of studies examining the tolerance tendencies of students (Caliskan & Saglam, 2012; Oztaskin-Bektas, & Icen, 2015; Yesilkayali, & Yildiz-Demirtas, 2013) and their attitude of helpfulness with regard to different variables were found. No study on the relationship between the tolerance tendencies of students and their attitude of helpfulness was found. This was seen as a deficiency by the researcher and decision was made to undertake this research. Koylu (2016) stated that the values of tolerance and helpfulness are two interrelated concepts. Indeed, various researchers have pointed thatw hile teaching one value to the students, other values are also gained (Aslan, 2016). The top universal values that should be acquired by primary school students are the values of tolerance and helpfulness. These two values seem to be

attached great importance considering the updated primary school programs in Turkey (Ministry of National Education [MNE], 2017a; 2017b). In addition, values education needs to be emphasized in schools since rapidly developing and changing living conditions require values. In this respect, it has become inevitable to examine primary school students' tendencies towards tolerance and their helpfulness attitudes their relations. Therefore a study on the tolerance tendencies of students and their helpfulness attitude was considered to be a subject worth researching. This research is expected to constitute a feedback for primary school teachers in equipping students with these values.

The purpose of this study was to examine the relationship between tolerance tendencies in 4th grade students and their helpfulness attitude. An answer was sought to the questions below in the scope of the research:

      1.  Is there a significant relationship between the tolerance tendencies and helpfulness attitude of students?

      2.  Is there a predictor value between the students' tolerance scale sub-dimensions and helpfulness attitudes?

## Research Method

### Model of Research

The model of the research consists of the relational screening model which is one of the screening models. The relational screening model has been described by Christensen, Johnson and Turner (2014, p. 45) as "researches conducted for explaining and estimating relationship between variables". Tekbiyik (2014) has stated that the method of correlational research presents the opportunity to explain the relationship between variables and to estimate the results. Hence, the relational screening model was used in the current study so as to determine the relationship between tolerance tendencies of fourth grade primary school students and their helpfulness attitudes.

### Population and Sampling

The population of the the study consists of students in the fourth grade of primary school in the province of Elazig. The sampling of the research is formed by 265 primary school fourth grade students selected by simple random method. According to this sampling method all participants need to have equal chances in participating to the research (Fraenkel, Wallen & Hyun, 2014). Due to the students being included to the study on the basis of equal chance, the simple random sampling method has been selected. 147 of the students are female and 118 are male. The research sample was selected among students studying at public schools. The reason for the selection of primary school students is the importance of encouraging students to acquire universal democratic values starting from earlier years.

### Data Collection Tools

Two types of data collection tools were used in the study. Those are:

*Tendency to Tolerance Scale (TTS):* This research has employed the "Tendency Tolerance Scale" developed by Caliskan and Saglam (2012). Exploratory factor analysis has been primarily conducted. As a result of the analyses made it was determined that the scale consisted of three sub-factors and 18 items which explain 47.97% of the total variance. The first factor of the scale was named as "value" it was noted that it explained 35.22% of the variance and consisted of 9 items; the second factor was named as "acceptance", it was found that it explained 6.88% of the variance and consisted of 5 items; the third factor was named as "empathy" and it was found that it explained 5.87%

of the variance and consisted of 4 items. The factor load concerning the items of the scale varies between 0.41-0.75. It was noted that the Cronbach Alpha internal consistency coefficient for the scale in general was .89; for the first factor it was .86, for the second factor. 70 and for the third factor .63. A confirmatory factor analysis was made in developing the scale and the fit index belonging to the model were found to be adequate. The lowest point obtained from the scale can be 18 whereas the highest point is 90.

*Helpfulness Attitude Scale (HAS):* In the study, the "Helpfulness Attitude Scale" developed by Aktepe (2010) was used. In order to study the construct validity of the scale, the Exploratory Factor Analysis (EFA) was used. After determining that the data were in conformity with the factor analysis, the analysis was made by using the principal components technique. In EFA, it was noted that the scale consisted of two factors and that it explained 54.38% of the total variance. As a result of the EFA, it was noted that the "Helpfulness Attitude Scale" was gathered under 7 factors and consisted of 26 items. The first factor was named as  "Self-Sacrifice", it explains 22.876% of the variance and consists of 5 items; the second factor is named as "Compassion", it explains 7.854% of the variance and consists of 5 items ; the third factor is named as "social responsibility" it explains 5.698 % of the variance and consists of 4 items ; the fourth factor is named as "cooperation", it explains 5.179 % of the variance: the fifth factor is named as "sharing", it explains 4.603% of the variance and consists of 3 items; the seventh factor is named as"generosity" it explains 3.856% of the variance and consists of 3 items. The Cronbach Alpha coefficient of internal consistence was found as .85; the first factor as .68, the second factor as .71, the third factor as .71, the fourth factor as .46, the fifth factor as .63, the sixth factor as .57 and for the seventh factor .46 (Aktepe, 2010). In the scale there are 19 positive and 7 negative items. The lowest point to be obtained from the scale is 26 whereas the highest point is 130. The scale was graded as 5 point likert scale.

Within the scope of the study, permission was obtained for both scales, and they were used in this research. The tolerance tendency scale was developed through including secondary school students in the sample, while helpfulness attitude scale was developed by selecting fourth class students of primary school as a sample. These measurement instruments used in the research were presented to three specialist faculty members and their opinions were asked about whether the scales could be used for the fourth class students of the primary school. In consideration of the feedback from the experts, the scales were used in the research. Explanatory factor analysis related to scales was carried out once more. The results were in line with those of the actual scales. Moreover, internal consistency coefficients of the scales were also examined. Hence, Cronbach Alpha coefficient of tolerance tendency scale was found as .81, the Cronbach Alpha coefficient related to the helpfulness attitude was found as .77. Based on these results we can state that the scale is reliable (Fraenkel, Wallen & Hyun, 2014).

**Data Collection**

The data were collected by the researcher between 01-30/05/2017 in the spring semester of 2016-2017 academic year. The researcher went to elementary schools and distributed the scales to the students and told them how to fill the scales. Correct filling of the scales have been reminded to the students. Students were provided with filling the scales within the framework of the voluntary principle. Before the scales were applied, official permission was obtained from the school administrations. It lasted 40 minutes for students to respond to the scales.

**Analysis of Data**

The data of the research were analyzed by using SPSS 21 package program. Beforehand, whether parametric tests would provide general conditions or not was checked. Whether data displayed a normal distribution was checked by Kolmogorov Smirnov test. In the Kolmogorov Smirnov test, it was noted that the tolerance tendency with (KSW=.168, p<.05) and helpfulness attitude scale were not displaying a normal distribution with (KSW=.081, p<.05). In order to be able to

make a final decision concerning normality of data belonging to the scales, the coefficients of skewness and kurtosis and the Q-Q graphic were studied (Ho, 2006; Secer, 2015). Following reviews, data were observed to ensure a normal distribution. In the analysis of data obtained in the research, Levene's test was used to test the homogeneity of variances. In the analysis of data, the Pearson Product Moments Correlation Analysis and Multiple Linear Regression analyses were used. To determine the correlation between the students' tolerance tendencies and helpfulness attitudes, the Pearson Product Moments Correlation analysis was used. Tan (2016) has indicated that to apply a correlation analysis the two variables had to be of continuous variable type, that a normal distribution should exist, that the correlation between variables should be linear and covariance hypothesis should be ensured among variables. Since all these assumptions are met in this research, Pearson Product Moments correlation analysis was used. Furthermore, in this research Multiple Linear Regression Analysis (MLRA) was used. Whether certain assumptions were met was checked in order to make a MLRA. To use a MLRA; a sufficient number of samples (Pallant, 2005), absence of multiple linear correlation (Field, 2009), ensuring single and multivariate normality and absence of extreme values are indicated as requirements (Pallant, 2005; Secer, 2015). In the study, it was noted that all these requirements were met and MLRA was used.

## Findings

In this section, findings are stated on whether a significant relationship the tolerance tendencies of students and their helpfulness attitude and whether the dimensions belonging to their tolerance tendencies predicted their helpfulness attitude or not.

The relationship between the student's tolerances tendencies and their helpfulness attitudes is studied and presented in Table 1.

**Table 1.** Relation between students' tolerance tendencies and their helpfulness attitude

| Variables | Tolerance Tendencies | Helpfulness Attitude |
|---|---|---|
| Tolerance Tendencies | 1 | - |
| Helpfulness Attitude | .480* | 1 |

N=265, *p<.01

As a result of the Pearson correlation analysis made to determine whether a significant relationship existed between students' tendency to tolerance and their helpfulness attitude; a moderate positive relationship (r=.480, p<.01) was found between their tolerance tendencies and helpfulness attitudes (Tuna, 2016). Accordingly, it can be said that in the event of an increase in the tolerance tendency of students, their helpfulness attitude points shall also increase.

Whether the value belonging to the acceptance and empathy sub-dimensions of the students' tendency to tolerance predicted their helpfulness attitude or not was studied and the results are presented in Table 2.

**Table 2.** The results of the multiple linear regression analysis on the tolerance to tendency predicting the helpfulness attitude

| Predicted variable | Predictor Variables | B | Standard Error | β | t | p | Double r | Partial r |
|---|---|---|---|---|---|---|---|---|
| Helpfulness Attitude | Fixed | 1.284 | .404 | | 3.179 | .00 | | |
| | Value | .685 | .191 | .268 | 3.590 | .00 | .448 | .217 |
| | Acceptance | .264 | .105 | .178 | 2.519 | .01 | .443 | .154 |
| | Empathy | .135 | .065 | .131 | 2.071 | .03 | .341 | .127 |
| | **R**= .486 | **R$^2$**= .237 | | **F$_{(3-261)}$**= 26.958 | | | **p**= .00 | |

The value found as a result of the multiple linear regression analysis made to display how value belonging to the tolerance tendency, acceptance and empathy sub-dimensions predicted the students' helpfulness attitude has displayed, together with the acceptance and empathy variables, a significant relationship with their helpfulness attitude (R=.486 $R^2$= .237) ($F_{(3-261)}$= 26.958  p<.01). Together with the subject three variables, it explains approximately 24% of their helpfulness attitudes. According to the standardized regression coefficients the order of importance of the predictor variables on helpfulness attitudes is value (β=.268), acceptance (β=.178) and value (β=.131). When the significance tests of regression coefficients are taken to account, the three predictor variables are observed as significant predictors on their helpfulness attitude.

## Discussion, Conclusion and Recommendations

A positively moderate significant relationship was found in the students' tendency to tolerance and their helpfulness attitude. Accordingly, in the event of an increase of the students' tendency to tolerance scores, it can be said that their helpfulness attitude scores shall also increase. Kaymakcan (2007) has described tolerance as "one of the principal values needed by individuals in order to live together with their differences in our day when the rights and liberties of individuals are under guarantee and personal freedoms are important". While, Celik (2014) has defined helpfulness in its simplest meaning as "The case of providing willingly any material or moral assistance to someone who is in need without looking for any return or personal benefit". The value of tolerance is closely related to love, respect, mutual assistance. In fact, Kolac (2010) has indicated that tolerance included concepts and values such as trust, understanding, acceptance, democracy, harmony, freedom, mutual assistance. In this respect, the presence of a significant relationship between the students' tendency to tolerance and their helpfulness attitude is an expected situation. This result of the research is supportive of this situation which is expected. In the research made by Oztaskin-Bektas and Icen (2015), the relationship between the tendency to tolerance of secondary school students and their democracy perceptions. As an outcome of the research, a positively significant relationship was found between the students' tendency to tolerance and their democracy perceptions. In the research performed by Yesilkayali and Yildiz-Demirtas (2013) a weak level of relationship was found between the parents' attitude on children's rights and the children's tendency to tolerance.

The value belonging to the tendency to tolerance scale, the value found as a result of the multiple linear regression analysis aimed to assess how acceptance and empathy sub-dimensions predict, with their helpfulness attitude were found to display a significant relationship on the helpfulness attitude of students. All three variables explain approximately 24% of the helpfulness attitude of the students. According to the result of the research the order of importance of predictor variables are value, acceptance and value. According to the result of the research, the value, acceptance and empathy sub-dimensions of tendency to tolerance were found to be significant predictors regarding their helpfulness attitudes. It can be said that for fourth grade students, to meet others' thoughts with respect and tolerance, to love people, to accept that others' thought might be correct, to forgive the errors of others, not to hate people, to put themselves into another's place, to be able to understand how someone is feeling (Caliskan & Saglam, 2012) increase their helpfulness attitude.

The following proposals were developed in the scope of the research:

1.  As a result of the study, it was found that there was a relationship between the students' tendency to tolerance and their helpfulness attitude and that the tendency to tolerance predict the helpfulness attitude. In this respect teachers, by implementing activities aimed at equipping students with tolerance, may develop the students' helpfulness attitudes in the positive sense.

2.  Doing researches the tendency to tolerance and helpfulness attitude of students at secondary education and high school levels shall contribute to the literature.

3. Doing qualitative researches that examine the tolerance and helpfulness values in detail shall be useful.

## References

Akbaş, O. (2011). Sosyal bilgilerde değerler ve öğretimi. B. Tay & A. Öcal (Ed.), *Özel öğretim yöntemleriyle sosyal bilgiler öğretimi*. Ankara: Pegem A Yayınları.

Aktepe, V. (2010). *Primary 4th grade in social studies course teaching "philantropy" value with activety based and effect on students'attitudes.* Unpublished doctoral disseration. Gazi University, Ankara.

Aslan, S. (2016). An investigation of the opinions of teachers of social studies about the values education. *International Journal of Eurasia Social Sciences, 7*(7), 203-227.

Cookson, P.W. (2001). Fostering moral democracy. *Educational Leadership, 59*(2), 42-45.

Christensen, L.B., Johnson, R.B., & Turner, L.A. (2014). *Research methods, design, and analysis. USA: Pearson.*

Çalışkan, H., & Sağlam, H.I. (2012). A study on the development of the tendency to tolerance scale and an analysis of the tendencies of primary school students to tolerance through certain variables. *Educational Sciences: Theory & Practice, 12*(2), 1440-1445.

Çelik, Z. (2014). *Research on primary school 4th grade students' attitudes of helpfullness in terms of various variables (example of the city of Erzurum).* Unpublished master thesis. Atatürk University, Erzurum.

Field, A. (2009). *Discovering statics using SPSS.* London: SAGE.

Fraenkel, J.R., Wallen, N.E., & Hyun, H. (2014). *How to design and evaluate research in education.* New York: McGraw-Hill Education.

Halstead, J.M. & Taylor, M.J. (2000). Learning and teaching about values: A review of recent research. *Cambridge Journal of Education, 30,* 169-202.

Ho, R. (2006). *Handbook of univariate and multivariate data analysis and interpretation with spss.* London & New York: Chapman & Hall.

Kalın, Z.T. (2013). *Ortaokul 5. sınıf öğrencilerinin hoşgörü eğilimlerinin çeşitli değişkenler açısından incelenmesi.* Yayımlanmamış yüksek lisans tezi. Ankara Üniversitesi, Erzurum.

Karatekin, N., Ekşi, H., Işılak, H., Otrar, M., Koç-Yıldırım, P., & Durmuş, A. (2012). *Perese değerler eğitimi öğretmen kitabı, yardımseverlik.* Ankara: Nobel.

Kaymakcan, R. (2007). *Bir değer olarak hoşgörü ve eğitimi değerler ve eğitimi.* İstanbul: Dem Yayınları.

Kolaç, E. (2010). Hacı Bektaşi Veli, Mevlana ve Yunus felsefesiyle Türkçe derslerinde değerler ve hoşgörü eğitimi. *Türk Kültürü ve Hacı Bektaşi Veli Araştırma Dergisi, 55*, 193-208.

Köylü, M. (2016). *Teoriden pratiğe değerler eğitimi.* Ankara: Nobel.

Leirvik, O. (2007). Hoşgörü, vicdan ve dayanışma: Ahlak ve din eğitiminde küreselleşen kavramlar. R. Kaymakcan, S. Kenan, H. Kökelekli, Ş. Arslan & M. Zengin (Ed.) *Değerler ve Eğitimi Uluslararası Sempozyumu.* İstanbul: Değerler Eğitimi Merkezi Yayınları.

MNE. (2017a). *Curriculum of sicence lesson*. Ankara: Devlet Kitapları Basımevi.

MNE. (2017b). *Curriculum of social sicence lesson (primary and secondary school 4, 5, 6 and 7. class')*. Ankara: Devlet Kitapları Basımevi.

Öztaşkın-Bektaş, Ö., & İçen, M. (2015). Ortaokul öğrencilerinin hoşgörü eğilimleri ile demokrasi algıları arasındaki ilişkinin incelenmesi. *Karadeniz Sosyal Bilimler Dergisi, 7*(1), 39-56.

Pallant, J. (2005). *Spss survival manual: a step by step guide to data analysis using spss for windows.* Australia: Australian Copyright.

Seçer, İ. (2015). *SPSS ve Lisrel ile pratik veri analizi: analiz ve raporlaştırma.* Ankara: Anı.

Tan, Ş. (2016). *SPSS ve Excel uygulamalı temel istatistik-1.* Ankara: Pegem.

Tekbıyık, A. (2014). İlişkisel araştırma yöntemi. M. Metin (Edt.) *Kuramdan uygulamaya eğitimde bilimsel araştırma yöntemleri.* Ankara: Pegem.

Tuna, F. (2016). *Sosyal bilimler için istatistik.* Ankara: Pegem.

Yeşil, R., & Aydın, D. (2007). Demokratik değerlerin eğitiminde yöntem ve zamanlama. *Türkiye Sosyal Araştırmalar Dergisi, 11*(2), 65-84.

Yeşilkayalı, E., & Yıldız-Demirtaş, V. (2013). Ebeveynlerin çocuk haklarına ilişkin tutumları ile ilköğretim öğrencilerinin hoşgörü eğilimleri arasındaki ilişki. *Buca Eğitim Fakültesi Dergisi, 36,* 1-14.