Research Article

Determination of Instructors' Opinions on the Effectiveness of Community Service Practices Course[*]

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Abstract

This study aims to determine the diversity of projects undertaken by gathering the perspectives of lecturers involved in a Community Service Practices (CSP) course. It examines the advantages and disadvantages of group versus individual work, the organizational structure and duration of projects, and the impact of community service awareness on lecturers. Utilizing a case study design within a qualitative research framework, this study employed criterion sampling, a purposeful sampling method, to identify the study group. Semi-structured interviews were conducted with eight lecturers who had taught CSP courses. The collected data were subjected to content and descriptive analysis. These findings indicate that lecturers strive to enhance students' individual and social awareness through these projects. Within the course framework, lecturers guide students in achieving equal opportunities, social responsibility, and professional competence. Project studies are conducted using individual, group, and mixed methods. Individual studies promote time management and independent learning skills, whereas group studies enhance cooperation and problem solving skills. Lecturers face challenges, such as procedural restrictions, time management issues, lack of motivation, environmental factors, and inexperience during the course. Further guidance, planning strategies, and communication mechanisms should be developed to address these challenges. The CSP course has contributed to an increase in social responsibility awareness, volunteerism, social interaction, and academic skills. Lecturers anticipate that candidate teachers will develop into sensitive, conscious, and responsible individuals in both academic and social contexts.

Keywords: Community service practices, lecturer, student.

1. Introduction

In contemporary society, there is an increasing demand for citizens who exhibit high levels of participation and collaboration, possess advanced cognitive abilities, develop innovative solutions, and demonstrate sensitivity to social services (Ulusoy & Topcubaşı, 2019). Consequently, it is imperative for individuals to become aware of and actively engage in social services. Social services are defined as work conducted by an individual or group for the benefit of others (Sarikas, 2016).

The primary objective of social services is to facilitate societal interaction and foster personal development among young individuals through active participation in well-structured intentional projects (Saran et al., 2011). Participation in social services enables young people to cultivate various essential skills and attitudes. Moreover, individuals involved in social services develop attributes such as autonomy, social solidarity, cooperation, communication, independent thinking, self-efficacy, self-esteem, academic motivation, achievement, empathy, and time management (Bartoll et al., 2018; Battistoni, 1997; Birdwell et al., 2013; Wade, 1995) while also enhancing their awareness of social justice and inequality issues (Donahue et al., 2003; Einfeld & Collins, 2008). The fundamental aim of education is to nurture citizens who engage in research, acquire knowledge, and effectively apply this knowledge to societal benefits (Uğurlu & Kıral 2013). John Dewey (1996) characterized education as a process of learning through doing and experiencing, wherein knowledge gained through experiences is utilized for societal advantage. This experiential learning approach underpins community service practices (Uzun & İris, 2019). To ensure systematic advancement of social services, a community service practice course was incorporated at the undergraduate level. In 2006, the Higher Education Institution (YÖK) integrated a community service practice (CSP) course into the curricula of teacher training institutions (Noyan & Kesten, 2020). Community service practices encompass meetings, informational activities, scientific events, and various activities organized within the framework of social responsibility, aiming to identify social problems and develop projects to address these issues (Altun & Polat, 2020; Tezbaşaran, 2009; YÖK, 2007).

A CSP course in education faculty programs aids teacher candidates in comprehending social problems, adopting an objective perspective, fostering solution-oriented awareness, and educating competent and empathetic citizens, thereby making significant contributions to the teaching profession (Akın, 2021; Eşki & Cinoğlu, 2012). Additionally, in the CSP course, prospective teachers develop volunteer skills and social values, gain experience, and integrate into society by contributing to the resolution of social problems (Dere & Akdeniz, 2021). It is crucial for educators to instruct future generations to strengthen their social connections and acquire new skills through CSP courses (Akcanca & Girgin, 2020). Therefore, the role, perception, and experience of faculty members who train prospective teachers within the scope of CSP courses are of paramount importance. Lecturers are involved in program development, communication, and collaboration with various institutions, planning and evaluating activities, and interacting with other lecturers and students within the course framework (Seban, 2014).

The literature review identified several studies exploring teacher candidates' opinions (Ayvacı & Akyıldız, 2009; Boran & Karakuş, 2017; Gökçe, 2011; Sönmez, 2010), attitudes (Çoban et al., 2010), social sensitivity (Özdemir & Tokcan, 2010), and perceptions (Akcanca & Girgin, 2020) regarding the CSP course. Additionally, research has highlighted the challenges that candidate teachers encounter during the CSP course process (Arkün & Seferoğlu, 2010; Elma et al., 2010; Özdemir & Tokcan, 2010; Uğurlu & Kıral, 2013). Studies have also examined lecturers' perceptions of CSP courses (Banerjee & Hausafus, 2007; O'Meara & Niehaus, 2009). However, investigations into the effectiveness of CSP courses from the lecturer's perspective remain limited.

For activities and projects within the CSP course to be meaningful and effective, several elements are essential: identifying societal deficiencies and meticulous process planning, potentially involving an analysis of the coordinator's role, including project stakeholders; fostering an environment conducive to student internalization of the activity; providing relevant experience for student participants; and thoroughly discussing and evaluating the activity process (Jones, 1998; Kartal, 2020). Consequently, the quality and effectiveness of the CSP course delivered to candidate teachers trained by lecturers actively involved throughout the process must be high (Akcanca & Girgin, 2020).

This study aimed to determine the diversity of projects conducted in the CSP course, the advantages and disadvantages of group and individual work, the organization and duration of project applications, and lecturers' opinions regarding the effects of community service awareness.The study aimed to address the following research questions:

> Which pedagogical strategies are employed by lecturers in the delivery of the Community Service Practices (CSP) course, and what is the current state of its organization and implementation?

- What are the intended objectives of the projects conducted within the scope of the CSP course?
- How is the planning process for the CSP course structured and carried out?
- What challenges do lecturers encounter prior to and during the implementation of CSP projects?
- What are the expectations of lecturers regarding the CSP course?

2. Method

2.1. Research Model

This study employs a case study design, which is a qualitative research methodology. A case study entails an in-depth analysis of a bounded system's operations involving the systematic collection of data regarding that system (Creswell, 2017; Yıldırım & Şimşek, 2021). This approach was selected to facilitate a comprehensive exploration of the methods used by lecturers in conducting the CSP course, the duration and function of its implementation, their expectations for the course, and the challenges encountered prior to and during project execution.

2.2. Study Group

Criterion sampling, a purposeful sampling technique, was used to select the study group. This approach involves choosing participants who satisfy specific predetermined criteria (Patton 2018). The study group was identified through criterion sampling, as the criterion was defined as lecturers within the faculty of education who had conducted a community service practice (CSP) course. Lecturers who met this criterion were included in this study. Voluntary interviews were conducted with eight lecturers from various disciplines who facilitated the CSP course.

2.3. Research Instruments

A semi-structured interview form, a data collection instrument designed to obtain comprehensive information (Büyüköztürk et al., 2018; Ocak, 2019), was used in this study. The interview questions were formulated based on a thorough review of the literature on community services, community service practices, and service learning. Probing questions were incorporated into the form to enhance the clarity of the primary questions and to elicit more detailed responses (Gündüz & Zorluoğlu, 2021). The interview form was submitted for expert review. Following the revisions based on expert feedback, pilot interviews were conducted with three faculty members to assess their functionality. Subsequent to the pilot interviews, necessary modifications were made to the semi-structured interview form, addressing instances in which responses were not obtained, thereby ensuring its appropriateness.

2.4. Data Collection

Prior contact was established with lecturers who voluntarily conducted the Community Service Practices (CSP) course, and interviews were conducted at their convenience using a semi-structured interview form. The interviews were completed within a four-week period, with each session lasting approximately 20 minutes. Prior to the interviews, permission was obtained from the lecturers to make audio recordings, and the interviews were audio recorded. The recordings were transcribed in written form shortly thereafter. In adherence to research ethics, faculty members were referred to by codes (OE1, OE2, etc.) instead of their names.

2.5. Data Analysis

The data obtained from the interviews were subjected to both content and descriptive analyses. Content analysis involves categorizing data with similar meanings based on their frequency of occurrence, resulting in the development of codes and categories (Ültay et al., 2021). This approach was applied to examine data related to organizational structure, the process itself, the period preceding the process, and the challenges encountered during the process. Descriptive analysis was employed in the findings section of the study, where the data pertinent to the project's objectives were analyzed using predetermined codes, categories, and themes derived from a literature review (Community Service Practices Course Directive, 2011) (Yıldırım & Şimşek, 2016). The interviews were submitted to an expert in qualitative research for evaluation. The expert reviewed four randomly selected transcripts, identified inconsistencies in codes and categories, and made necessary adjustments to the analysis.

2.6. Ethics Committee Permission

Approval for this research was obtained from the Süleyman Demirel University Social and Human Sciences Research and Publication Ethics Committee as per the decision dated 05/03/2025, numbered 165/9. Informed consent was obtained from all the participants involved in this study.

3. Findings

This section examines the methodologies employed by lecturers in the CSP course, the duration and current status of the course's implementation, the challenges encountered prior to and during the project, and lecturers' expectations of the course, all within the context of the research questions. The findings are presented in tabular form.

To elucidate the current state of the activities overseen by lecturers, the question 'What kind of activities did you supervise? Why?' was initially posed, and Table 1 was constructed on the basis of the responses provided.

Table 1

Projects Supervised

Project Purposes	Project Types	f	Interview Samples
Awareness	Empathy	2	OE_2 : "how their self-perception should change …"
	Awareness of Values	4	OE_4 : "… regarding water, electricity, food, and provisions waste …"
	Social Awareness	2	OE_4 : "… to visit the women who need help…"
	Environmental Awareness	2	OE_6 : "… we cleaned the surroundings of the faculty …"

Table 1 (continued)

Projects Supervised

Project Purposes	Project Types	f	Interview Samples
Equal Opportunity	Audio Description	2	OE_4 : "… a primary school student will be able to listen to stories from here as they wish…"
Assistin	Social Solidarity	4	OA_5 : "… benefiting students, having contributed to village schools in need…"
	Collaboration	2	OE_4 : "… we are doing things in cooperation and sharing in activities, they are preparing Ramadan packages…"
Vocational Proficiency	Out-of-School Learning	3	OE_3: "… by making the perception of science in general a little more colourful, this job was not a job that should be carried out in the classroom and in a boring way in the context of such a lesson…"

The objectives of the activities overseen by lecturers conducting the CSP course were categorized into four primary areas, each with corresponding codes: awareness (empathy, awareness of values, social awareness, and environmental awareness), assisting (social assistance and cooperation), equal opportunity (audio description), and professional competence (out-of-school learning).

To ascertain the preferred teaching method (individual learning or collaborative learning) of the lecturers conducting the CSP course, the question 'Do you conduct the studies in the CSP course individually or as group work?' was posed and Table 2 was generated based on the responses provided.

Table 2

Project Organization

Project Organization	Reason	f	Interview Samples
Individual	Time	1	OE_8: "… they do it individually because their available times and free slots are different…"
	Individual Experience	1	OE_7: "… I did it individually because I wanted each of them to have an experience of their own…"
Group	Collaboration	3	OE_1: "… We can get more efficiency when I assign it as group work …"
	Communication	1	OE_2: "… You need to learn to work together with people with whom you do not align intellectually, politically, ideologically, or in terms of character…"
	Peer Assessment	1	OE_2: "… get to know each other …"
	Self Assessment	1	OE_2: "… and even got them to recognise themselves…"
Individual/ Group	Leadership	1	OE_4: "… I make the person responsible for each activity the group leader so that they can gain leadership skills in organizing that activity. …"
	Belonging	1	OE5: "… I want them to act in a way that makes them feel good about themselves…"

Faculty members responsible for teaching community service practice (CSP) courses exhibit a preference for organizational formats that are individual, group-based, or a combination of both. The choice of an individual organization is primarily motivated by considerations of time management and personal experiences. In contrast, group organizations are favored for their potential to enhance collaboration, communication, peer assessment, and self-assessment. The

combined individual/group format was selected to cultivate leadership skills and foster a sense of belonging.

To elucidate the general approach of faculty members in course planning, the question, "Did you conduct the studies/activities in the CSP course on a weekly or semester-long (term-based) basis?" were posed, and the responses are listed in Table 3.

Table 3

Project Durations

Project Durations	Reason	f	Interview Excerpts
Weekly	Planning	1	OE$_4$: "… We plan on a weekly basis, but sometimes activities can extend for 2 or 3 weeks. We aimed for it not to be perceived as a one-time, finished task, but for them to understand that this service aspect is continuous …"
	Continuity	1	OE$_7$: "… We aimed to make them perceive that it is not perceived as I did it once and it is over, but that it is a service event, and that the service event is continuous …"
Term-Based	Workload	1	OE$_1$: "… Regarding the term-based (semestral) aspect, well, due to a heavy workload, we couldn't get together every week, so it's related to that…"
	Pandemic	1	OE$_2$: "… As I mentioned, due to the pandemic…"
	Broad Impact	1	OE$_6$: "… To see its widespread impact over a longer period …"
	Insufficiency of Course Hours	1	OE$_7$: "… Because we have a 3-hour class per week, and one hour of this class is for practical application. …"
Weekly/ Term-Based	Project Scope	1	OE$_5$: "… Depending on the project's impact, or more accurately, its comprehensiveness…"

Faculty members conducting the Community Service Practices (CSP) course organize their instruction on a weekly basis, a semester-long basis, or a combination of both. They prefer weekly planning to ensure continuity and systematic progression. Semester-long planning often results from factors such as workload, the effects of the pandemic, limited course hours, and the intention to achieve broader social impact. When the scope of the project demands it, they adopt a combined weekly and semester-long approach.

To ascertain the primary challenges and obstacles faced by faculty members prior to the implementation of their courses, the question, "What were the difficulties you experienced before the organizations you conducted in the CSP course?" was posed to these faculty members. The responses were subsequently compiled into Table 4.

Table 4

Difficulties Experienced Before the Project

Difficulties Before the Project	Reason	f	Interview Excerpts
Procedures	Non-Governmental Organization Functioning	1	OE$_1$: "… They should meet with an administrator to learn about the procedures…"
	Permission	3	OE$_8$: "… Permission might not be granted…"
Preparation Process	Lesson Planning	1	OE$_2$: "… I experienced difficulty regarding planning – issues like 'what can I do?', 'how should I do it?', 'what path should I follow?…"
	Project Idea	1	OE$_3$: "… After the creative idea generation phase, we don't face very serious problems…"
Personal Development	Lack of Motivation	2	OE$_8$: "… Students may not be very enthusiastic …"
	Experience	2	OE$_7$: "… Their lack of prior experience with community service practices poses a bit of a challenge for us in this course…"

The primary challenges and obstacles faced by faculty members during the organization of their courses were categorized into four main areas, each with corresponding codes: procedures (NGO operations, permissions), preparation processes (course planning, project ideas), personal development (lack of motivation, experience), and technology (distance education).

To ascertain the principal difficulties encountered by faculty members throughout the organizational process of their courses, the question, "What were the difficulties you experienced during the process of the organizations you conducted in the CSP course?" were posed to these faculty members, and Table 5 was compiled based on their responses.

Table 5

Difficulties Experienced During the Project Process

Difficulties During the Project Process	Reason	f	Interview Excerpts
Time Management	Time	2	OE$_5$: "…It was a time-consuming project…"
	Inability to Be Punctual	1	OE$_1$: "…Students' inability to be present there on that specific day at that specific time …"
Coordination	Collaboration	3	OE$_4$: "…Sometimes, problems arise with group collaboration …"
	Miscommunication	2	OE$_1$: "…Their unwillingness to communicate…"
Environmental Conditions	Socio-Cultural Situation of the School	1	OE$_2$: "…They had chosen a school with refugee students… the children were behaving in a spoiled/unruly manner …"
	Physical İmpossibilities	1	OE$_5$: "…Their space wasn't suitable; there was no dedicated area, so they tried to conduct it in the classroom …"
	Weather Events	1	OE$_4$: "…then the wind stopped blowing, I had a hard time…"
Economic Situation	Finances	1	OE$_7$: "…There's no support, at least in terms of transportation …"
Course İnstructor	Inexperience of the Faculty Member	1	OE$_8$: "… a certain inexperience or 'rookie' feeling from teaching/taking this course for the first time …"

The primary challenges and obstacles encountered by faculty members during the organization of their community service practice (CSP) courses were categorized into five main areas, each with associated codes: Time Management (issues related to time and punctuality), coordination (collaboration and communication deficiencies), Environmental Conditions (sociocultural context of the school, physical limitations, and weather-related events), Course Instructor (faculty inexperience), and Economic Situation (financial concerns).

To elucidate the societal and individual impacts and contributions of these courses, faculty members were asked, "What are your expectations from the CSP course?" Subsequently, Table 6 was developed based on the responses.

Table 6

Expectations From the CSP Course

Expectations From the CSP Course	Reason	f	Interview Excerpts
Academic Skills	Supporting Field Knowledge	2	OE_2: "… Work should be done to identify the child's area of expertise, select related topics, and aim to bring that develop it …"
	Planning Skills	2	OE_2: "… One needs to carry out that planning in a structured way to prepare the child for life…"
Personal Development	Empathy	2	OE_1: "… he student also needs to be understanding, meaning, able to adapt to the situation …"
	Ability to Adapt	1	OE_1: "… adapt to the situation …"
	Inquiry	1	OE_5: "… They can reflect on what actions to take …"
	Sense of Responsibility	1	OE_7: "… At least, because I try to emphasize individual responsibilities more, we check if they are not fulfilling their responsibilities …"
	Teamwork	1	OE_3: "… Harmonious teamwork among students …"
Societal	Socialization	2	OE_7: "… It also benefits their socialization…"
	Institutional Understanding	1	OE_1: "… There's the party we are serving; I want them to just agree readily, meaning I want to handle this without any problems. …"
	Mutual Help	1	OE_8: "… I actually want to ensure they understand that mutual help and solidarity are very important…"
Social Interaction	Awareness	4	OE_4: "… To be able to create an environment where they gain awareness at the action in terms of practical application. …"
	Volunteerism	1	OE_1: "… Not to see it as a burden or merely a task…"

The faculty members responsible for the Community Service Practices (CSP) course have articulated specific expectations from their classes, encompassing academic skills, personal development, and societal and social interaction. The expectation of academic skills involves enhancing field knowledge and planning abilities. Personal development expectations include fostering empathy, adaptability, critical questioning, sense of responsibility, and teamwork. Societal expectations encompass socialization, comprehension of institutional structures, and mutual aid. Finally, social interaction expectations involve cultivating awareness and volunteerism.

4. Discussion and Conclusion

Faculty members engage in community service practice (CSP) course-guide activities for diverse objectives within their project advisorships. It has been identified that faculty members aim to enhance project awareness, provide assistance, ensure equality of opportunity, and assess professional competencies. These activities, particularly those focused on fostering students' individual and societal sensitivities, are believed to align with the general principles of the CSP course directive (2010), which seeks to increase the awareness level of undergraduate students. Moreover, augmenting activities such as social aid and awareness within the CSP course will enable students to identify societal needs and devise solutions to address them (Moely & Ilustre, 2014; Santiago-Ortiz, 2019). In this context, faculty members aim to cultivate undergraduate students as individuals who recognize societal needs and generate solutions. Article 8 of the Basic Law of National Education (1973) underscores that disadvantaged groups requiring special education should benefit from the equality of opportunity and resources. The study by Gökkaya et al. (2023) demonstrates that teachers, through roles such as providing guidance, offering support, and addressing diverse student needs, contribute to the equality of opportunity in education by supporting disadvantaged groups. Consequently, it is posited that faculty members prioritize candidate teachers by embracing the principle of equality of opportunity. Şeker and Savaş (2023) noted in their interviews with teachers that out-of-school learning environments support children in various developmental areas. This suggests that the CSP course offers students a multidimensional educational experience that develops not only academic skills, but also social and individual awareness. Within the scope of the projects conducted in the study, there is an observed aim to foster a positive attitude towards the teaching profession among undergraduate students, who are future educators.

It has been observed that faculty members responsible for CSP courses exhibit a preference for individual, group, and combined individual/group project work structures. The misalignment between undergraduate students' available time slots and their preference for autonomous learning experiences is a primary factor influencing their inclination towards individual project structures. In alignment with this, Smith and Taylor (2022) highlighted that individual learning activities enhance students' time-management skills and foster self-regulated learning experiences. Consequently, it is inferred that faculty members aim to cultivate time management and independent working skills among prospective teachers. On the other hand, group work facilitates the adoption of diverse perspectives, enhances students' sense of responsibility, and develops their problem-solving skills (Karaman et al., 2020; Kesten et al., 2014; Saputro et al., 2020; Saran et al., 2011). Furthermore, Narong and Hallinger (2023) posited that community service and collaborative teamwork augment students' civic awareness and team responsibility by engaging them as active participants, thus advocating their integration into higher education curricula. It has been suggested that faculty members favor group work because of their potential to enhance students' abilities to generate collective ideas and collaborate with individuals from diverse backgrounds. In addition, this study identified that the CSP course possesses a dynamic and adaptable structure. Strategic planning by faculty members tailored to evolving conditions and project requirements significantly contributes to the effective implementation of the course. This adaptability is deemed valuable in equipping students with structured work disciplines and project management skills.

Faculty members responsible for conducting the CSP course encountered a range of challenges and obstacles before the commencement of the course. These challenges are primarily associated with procedural issues, preparation processes, personal developments, and technological aspects. According to Korthagen (2017), achieving planned educational and teaching objectives, particularly in field-based practical courses, is challenging because of procedural constraints and

insufficient collaboration. Addressing the communication and procedural issues faced by faculty members is believed to enhance course quality and promote equality of opportunities in education. Among personal development challenges, students' lack of motivation and inexperience with community service practices are particularly significant. Beldağ et al. (2015) suggest that the inexperience of teacher candidates may be attributed to anxiety and fear, which can be mitigated through increased guidance and mentoring at the course's outset.

Faculty members face various challenges during the CSP course project process, including time management, coordination, environmental issues, economic conditions, and personal factors. Öztuna Kaplan and Diker Coşkun (2012) indicate that teachers' difficulties in time management, student monitoring, and evaluation processes result from inadequate planning and organizational skills. Time management challenges are thought to arise from the lengthy nature of projects and students' failure to adhere to the designated timeframes. Environmental conditions, such as the school's sociocultural structure, physical limitations, and weather conditions, further complicate this process. Specifically, a lack of suitable space and adverse weather events have been shown to hinder project progress. Challenges related to course instructors are believed to stem from faculty members' inexperiences with the course. Çetinkaya's (2018) study highlighted issues such as faculty members' indifferent attitudes towards the course, lack of preparedness, disregard for teacher candidates' ideas, and insufficient institutional information. Faculty members teaching the course for the first time experienced difficulties in project management due to their inexperience in the organizational process. The multifaceted challenges encountered during the CSP course are corroborated by studies indicating that these issues arise from an unclear distribution of responsibilities, temporal problems, and inadequate communication strategies (Gökçe, 2011; Marcus et al., 2020; Seban, 2014).

The faculty members responsible for the CSP course aimed to generate impacts across various academic, personal, social, and societal interaction levels. In terms of academic skills, they anticipated that the course would enhance students' field-specific knowledge and assist them in acquiring planning skills. İlhan, Çam, and Çam (2018) have indicated that university students' engagement in academic, social, and cultural activities is influenced by faculty members' interaction and guidance during course processes. A key objective of undergraduate students is to advance their academic skills by engaging in studies pertinent to their fields of expertise within the CSP course framework. Regarding societal expectations, faculty members foresee that undergraduate students will socialize, establish effective collaborations with institutions, and develop an awareness of mutual assistance. A study conducted in Spain demonstrated that university students' participation in volunteer activities heightened their awareness of social responsibility and strengthened their social interactions (Aykırı 2017; Durán 2024). It is posited that universities that promote student involvement in social responsibility projects and support their participation in such activities will contribute to their development as individuals who align with societal expectations. Hasbun et al. (2016) found that service-learning practices enhance students' social responsibility skills and enable them to deliver more effective community services. This is corroborated by previous studies, which suggest that these practices are expected to increase teacher candidates' sensitivity to social issues, encourage them to assume responsibility for volunteer activities, and motivate them to provide more effective community services (Hürsoy & Yemişci, 2022; Yaşar & Amaç, 2018). It is believed that faculty members' expectations regarding this course are intended to cultivate students into more sensitive, conscious, and responsible individuals in their professional and social lives.

Based on the study's findings, the following recommendations are proposed:

- Considering the challenges faced by faculty members in delivering the CSP course, it is a,dvisable to offer an orientation to prospective instructors prior to the commencement of the course.
- To enhance the effectiveness of a CSP course, it is recommended that faculty members responsible for its delivery receive comprehensive orientation training in advance, focusing on the course's objectives, duration, and project management aspects.

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Ethics Committee Permission:

Approval for this research was obtained from the Süleyman Demirel University Social and Human Sciences Research and Publication Ethics Committee as per the decision dated 05/03/2025, numbered 165/9. Informed consent was obtained from all the participants involved in this study.