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**EVALUATION OF ACTIVITIES RELATED TO BEAUTIFY,  
MAINTENANCE AND REPAIR OF SCHOOL AND ITS ENVIRONMENT  
WITHIN THE SCOPE OF COMMUNITY SERVICE  
IMPLEMENTATIONS\***

**Abstract:**

Some of knowledge, skills, competences are tried to transfer to students in schools with the education and training programs; students' physical, mental, spiritual growth are provided as a holistic perspective. The function of the school is not only to transfer information; is to provide the development of students in many ways. In this respect, the community service implementations are intended to develop student confidence and a sense of responsibility, to create new interests, to improve some skills. Community service implementation contained in Primary and Secondary Schools Social Activities Regulation that was published in 2005 by Ministry of National Education is a reflection of this idea. When examining the related literature, there wasn't sufficient number of academic studies about community service activities applied in primary and secondary schools in Turkey. The studies were conducted mostly within the scope of "Community Service Implementations" course in universities. In this context, this study can be seen as a guide or sample for activities about community service will be practice in secondary schools involved in the stage of primary education.

The purpose of this study is to develop activities about acquisition B which is one of the 14 acquisitions included in relevant legislation and to determine the opinions of students and teachers about these activities. Acquisition B included in relevant legislation is about "making activities about beautify, maintenance and repair of school and its environment " In line with this acquisition, three activities were planned and implemented. This study was designed with a qualitative approach. The typical case sampling was used. In this context, students and teachers who study in the classes that activity is done at a secondary school located in the center of Eskişehir are included to study. Data to determine students' opinions were collected by questionnaire consisting of open-ended questions. Semi-structured interviews were conducted with teachers. In addition, researchers took field notes about the implementation process as a participant observer in the classroom. The analysis of the data obtained three key themes has emerged as cognitive, affective and psychomotor qualifications gained by students. In addition, participants were offered some suggestions for the activities. All teachers who participate in activities have stated that community service implementations are important and useful and raise awareness of the students about the related issues.

**Keywords:**

community service implementations, social awareness, social responsibility, sensitivity

**JEL Classification:** I00

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