



Perspectives of preservice social studies teachers on character and value education course

Durdane Öztürk^{a *}, Serpil Recepoğlu^b,

^a *Kırşehir Ahi Evran University, Faculty of Education, Kırşehir, Türkiye*

^b *Kastamonu University, Faculty of Education, Kastamonu, Türkiye*

Abstract

The aim of this study is to determine the views of preservice social studies teachers on the Character and Value Education course. The case study method, one of the qualitative research approaches, is used in the research. The study group consists of 15 pre-service teachers studying in the last year of the Department of Social Studies Education at Faculty of Education in Kırşehir Ahi Evran University. The data collected face to face with a semi-structured interview form were analyzed using the MAXODA 2020 software and through inductive content analysis. As a result of the research, preservice social studies teachers stated that the Character and Value Education course is a course that teaches basic human values and aims to contribute to social order. According to the pre-service teachers, the most effective factor in character and value education is the environment. Another finding of the study is that love is the value that pre-service teachers most want to instill in their students, and the station technique is the most frequently used method in value education.

Keywords: Social Studies; character and value course; character and value education; preservice social studies teachers

© 2016 IJCI & the Authors. Published by *International Journal of Curriculum and Instruction (IJCI)*. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

1. Introduction

Although the primary goals of education include imparting knowledge and providing vocational training, education and teaching also play a significant role in shaping human behaviors, characters, and personalities. Moreover, education aims for individuals to adopt the value judgments of the society in which they are born and raised. Social scientists emphasize the fundamental importance of values in explaining human behaviors (Kuşdil & Kağıtçıbaşı, 2000). All societies strive to instill their values in the younger generations. This effort is manifested in the socialization process, where all types of actions in social life are perceived and evaluated based on values. In this context, individuals are expected to

* Corresponding author Durdane Öztürk ORCID ID.: <https://orcid.org/0000-0001-5116-7933>

E-mail address: durdane.ozturk@ahievran.edu.tr

**This study was presented as an oral presentation by the first author at the International Social Sciences Education Congress (ERPA) between 22-25 September, 2022.

adopt the values of the society they live in and use them as criteria in their behaviors (Kılcal, 2007).

The Turkish Language Association (TLA) defines the concept of character as "the set of traits that enable an individual to govern themselves, to be in harmony with themselves, and to remain consistent and stable in their thoughts and actions; an individual's distinctive structure, the fundamental trait that distinguishes them from others, and the main characteristic that determines their behavior" (TLA, 2023). Rokhman et al. (2014) state that character is the behavior, attitude, or manner that distinguishes one person from another, or factors that may make one superior to others. Aktepe (2019) emphasizes that character expresses an individual's subjectivity and uniqueness. On the other hand, Lickona (2009) highlights the need for good character development in young people in the face of increasing crime tendencies and rates, the deterioration of family structures, and worsening social conditions. From this perspective, education should not only focus on students' cognitive structures but also on the development of their behaviors and characters (Zurqoni et al., 2018). Character education involves teaching young people the importance of basic human values, reducing intolerance, aggression, and antisocial behaviors, and enhancing their emotional and communicative competencies (Protz, 2013). However, the TLA defines the concept of value as "an abstract measure that determines the importance of something, the worth of something, and the connection between a desiring, needing individual and the object" (Turkish Language Association [TLA], 2023). Halstead & Taylor (2000) explain value as "criteria and beliefs that guide our behavior, feelings, and emotions, and contribute meaning to culture and society, allowing us to judge whether actions are good or desired." According to Aktepe (2014), value is "a systematic set of rules that elevate the quality and motivation of individual and societal life, focusing on the happiness of individuals and society, and a collection of standards that society converges upon over a long period." Value education is the process of instilling socio-cultural, aesthetic, and political values of a society into individuals (Veugelers & Vedder, 2003). Additionally, value education aims to reveal the innate positive aspects of an individual, ensure the all-round development of their personality, help them attain excellence, protect the individual and society from immorality, and maintain good morals (Aydın & Akyol Gürler, 2014, p.15). In short, the primary goal of Character and Value Education courses is to raise reliable and virtuous individuals desired by society. To achieve this, the family, school, and environment must work together in harmony to make a positive contribution to the upbringing of individuals. If any of these factors are lacking, some shortcomings may emerge in the process of raising good citizens (Ulusoy, 2019).

In today's world, Character and Value Education constitutes one of the most relevant topics in education. This can be attributed to the increase in moral issues globally, the rise in murder rates, drug use, and the proliferation of harmful behaviors such as suicide. The moral degradation experienced in almost every society, the escalating crime rates, the increasing tendency towards violence, societal insensitivity, and corruption prompt communities to search for solutions. Additionally, the forgetfulness of national culture and values, along with the decline in areas such as faith, history, spirituality, and national consciousness, necessitates further contemplation on the issue of values. A significant dimension of the sought-after solution is to find ways to instill basic moral values and implement them in schools. From this perspective, the need for Character and Value

Education is considered crucial for the desire to live in a peaceful and secure society (Kesgin, 2015).

The Character and Value Education course is taught as a compulsory field education course in some undergraduate programs, while it is an elective course in others (Council of Higher Education (CoHE), 2018). In the current time frame where Character and Value Education is of critical importance, educators have additional essential responsibilities. Drawing attention to this importance, Aktepe (2019) suggests that it would be appropriate to include Character and Value Education as an independent course in the curriculum, and to plan this process with accurate activities and materials in line with properly defined objectives and learning outcomes. In this context, when the literature is examined, studies related to Character and Value Education (Budak, 2021; Doğa Öztürkcan, 2020; Gürleyen, 2021; Görgüt, 2015; Haskuş, 2021) can be found, as well as studies on Character and Value Education programs (Yılmaz, 2021) and studies conducted with pre-service teachers (Şahin et al., 2020; Şimşek & Alkan, 2019; Şimşek, 2018; Şahin, 2019; Ökmen et al., 2022). The task of transferring culture and value judgments from generation to generation, which is among the primary goals of education, is closely related to determining which values should be conveyed, how they should be conveyed, and what qualities and behaviors educators should possess during this process. In particular, social studies educators have an essential role to play at this point. Despite this crucial task, no studies in the literature have focused on the Character and Value Education course and social studies teachers and pre-service teachers. Based on this observation, the aim of the research is to determine the views of preservice social studies teachers, who have not yet started their profession, regarding the Character and Value Education course they take as a compulsory course during their undergraduate education. In line with this purpose, the research seeks to answer questions related to how preservice social studies teachers define the concepts of character and value, and Character and Value Education, what they think the purpose of the Character and Value Education course is, their views on the inclusion of the Character and Value Education course in the undergraduate program, the factors influencing Character and Value Education, the values they want to instill in their students, and the methods and techniques they will use during value teaching.

2. Method

2.1. Research model

The aim of the research is to reveal the opinions of preservice social studies teachers on the Character and Value Education course. In line with this purpose, the study is a case study, one of the qualitative research approaches. Case studies involve an in-depth description and examination of a well-defined system (Merriam & Tisdell, 2015; Creswell & Poth, 2015; Yin, 2009). Patton (2014) states that the primary goal of case studies is to collect comprehensive and systematic information about each case of interest. In this context, a case study was employed in the research to conduct an in-depth examination of

the opinions of preservice social studies teachers who have taken the Character and Value Education course.

2.2. Study group

The research was conducted with fourth-year preservice teachers studying at the Department of Social Studies Education in Faculty of Education in Kırşehir Ahi Evran University during the 2021-2022 academic year's spring term. The study group consists of 15 preservice teachers, 7 females and 8 males, who have taken the Character and Value Education course. The age of the preservice teachers ranges from 22 to 30. Criterion sampling, one of the purposeful sampling methods, was used to determine the sample in the research. Purposeful sampling allows for the selection of information-rich cases related to the study's purpose, enabling in-depth research, while criterion sampling may consist of observation units with specific characteristics, such as people, events, objects, or situations (Büyüköztürk et al., 2014). In this research, studying at the Department of Social Studies Education and having taken the Character and Value Education course were set as criteria for including pre-service teachers in the sample. In direct quotations, participants are coded as "3FT" and "5MT." "3FT" refers to the third female preservice teachers in the sequence. The demographic characteristics of the participants are presented in Table 1.

Table 1. Participant Demographic Characteristics

Gender	N	%
Female	7	46
Male	8	54
Age		
22-24	3	20
25-27	8	53
28-30	4	27
Total	15	100

2.3. Data collection tools

The research data were collected using a semi-structured interview form developed by the researchers. The form consists of two sections. The first section includes questions to determine gender and age, while the second section contains eight open-ended questions. The questions were developed after reviewing studies in the literature on this topic and then presented to two subject matter experts and one language and expression expert. Necessary adjustments were made to the questions, and a pilot application was conducted with two preservice teachers not in the study group. After revising two questions, the final form was given. The open-ended questions in the interview form are as follows: (1) What is a value to you? (2) What is character to you? (3) How do you define the Character and Value Education course? (4) What is the purpose of the Character and Value Education

course? (5) What are your opinions on the inclusion of the Character and Value Education course in your undergraduate program? (6) What factors do you think are most influential in Character and Value Education? (7) What values do you want to instill in your students the most when you start your career as a teacher? (8) What methods and techniques would you use when teaching values to your students as a teacher?

2.4. Data collection process

The data were collected during the spring term of the 2021-2022 academic year. During the data collection process, preservice teachers identified through criterion sampling were contacted and informed about the scope of the research. Subsequently, face-to-face interviews were conducted with 15 participants who voluntarily participated in the research, using a semi-structured interview form that lasted 25-30 minutes. Participants expressed their opinions using the interview form provided to them. Questions from the participants were answered briefly and clearly during the interview. At the end of the interview, the written responses were read back to each participant to confirm their statements and to ask if they wanted to add or remove anything, ensuring participant approval.

2.5. Validity and reliability

In this research, credibility and transferability strategies were used to ensure validity, while consistency strategies were employed for the purpose of reliability (Yıldırım & Şimşek, 2018). Another way to increase the credibility of the research is to obtain participants' approval (Ersoy, 2017, p. 125). For this purpose, participant confirmation was obtained by reading their statements to them and asking if they wanted to add anything. To ensure transferability, the data collection and data analysis process, as well as the sampling method used in determining the participants, have been presented in detail (Creswell & Poth, 2015; Yıldırım & Şimşek, 2018). Participant opinions were collected using the form finalized based on expert opinions, and the data were transferred to a digital environment and analyzed. To determine the reliability among coders, the formula "Reliability = number of agreements / (total agreements + disagreements) x 100" was used, resulting in a reliability score of 89.60 (Miles & Huberman, 1994, p. 64). The researchers reconvened to create common themes and included direct quotes from participants for each theme.

2.6. Analysis of data

The data obtained using the semi-structured interview form were transferred to a digital environment and analyzed using the inductive content analysis technique with the MAXQDA 2020 program. Inductive analysis involves discovering patterns, themes, and

categories within the collected data, and findings emerge through the researcher's interaction with the data (Patton, 2014, p. 453). In inductive analysis, the meaning units within the dataset are considered and analyzed together (Creswell & Poth, 2015). In this context, the opinions of preservice teachers were examined in detail, and the data were coded independently by the researchers. After the coding process, similarities and differences among codes were examined, and related codes were combined to form themes. These themes are as follows: (1) Definition of value, (2) Definition of character, (3) Character and Value Education course, (4) Purpose of Character and Value Education, (5) Importance in the undergraduate program, (6) Effective factors in Character and Value Education, (7) Values to be instilled, and (8) Methods and techniques. Similar data were organized under these themes, and a meaningful whole was created between codes and themes, presenting the findings and participant statements.

3. Results

The data obtained within the scope of the research were examined in line with the research questions, and the findings are provided below. Figure 1 presents the 8 main themes.

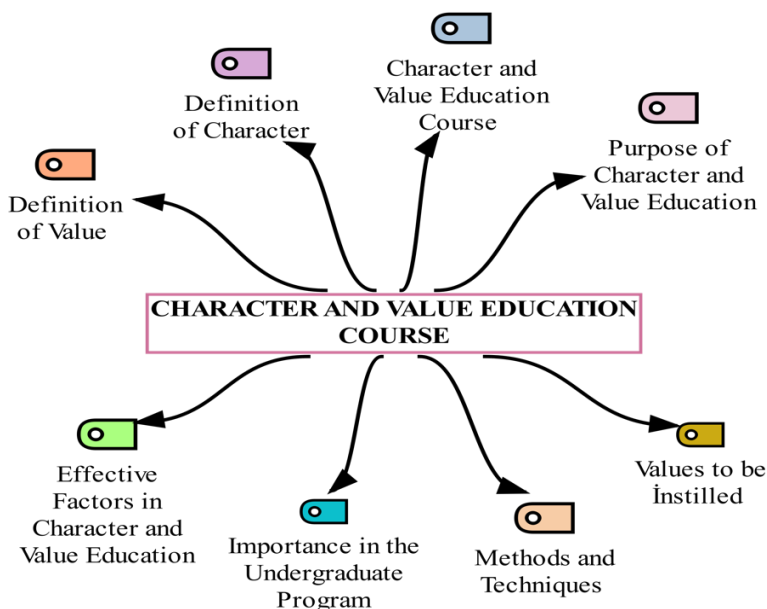


Figure 1. Code-theory model related to themes

As seen in Figure 1, 8 themes related to the Character and Value Education course have been identified. The findings are explained separately under these themes. In addition, the categories shown with bold lines in each theme reflect the frequencies of the most repeated codes by the participants.

3.1. Definition of value

Categories and frequency values related to how participants define the concept of value are shown in Figure 2.

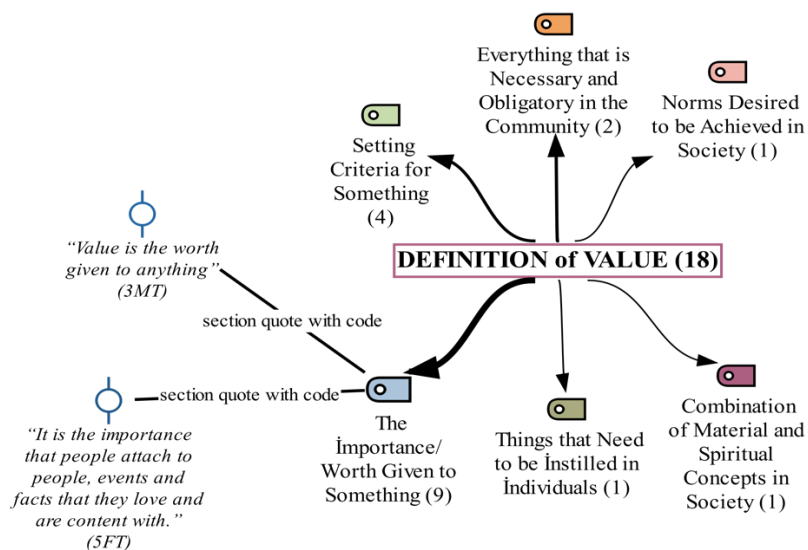


Figure 2. Hierarchical code-subcode model related to the definition of value

In Figure 2, it is seen that participants have expressed 18 opinions on the definition of the value concept, and these opinions were coded and collected in 6 categories.

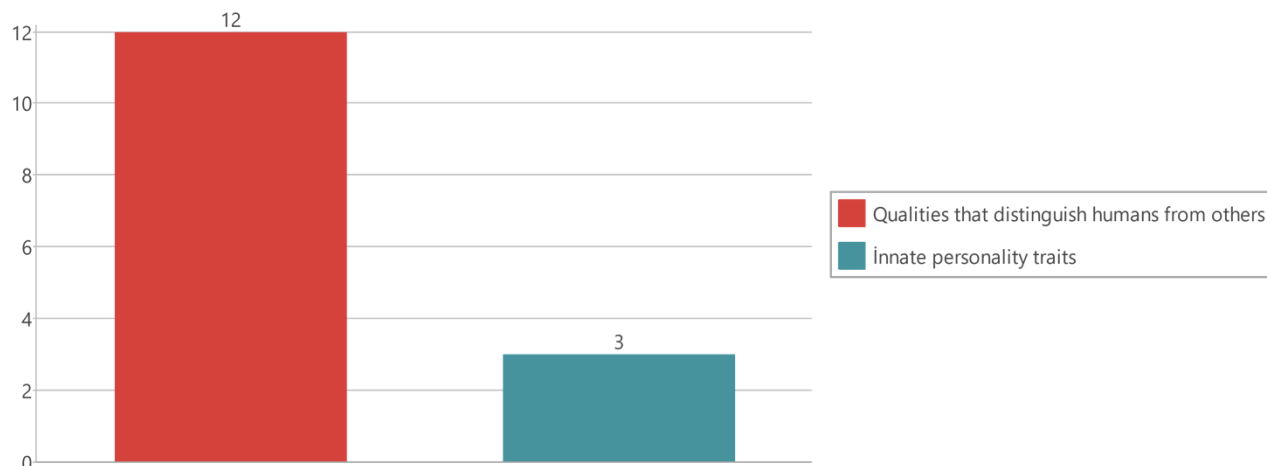
Participants mostly define the value concept as the importance/worth given to something (f:9). Furthermore, participants define the value concept as setting criteria for something (f:4); things that need to be instilled in individuals (f:1); norms desired to be achieved in society (f:1), and a combination of material and spiritual concepts in society (f:1). Some direct statements from participants regarding the "Importance/worth given to something" category are as follows:

"Value is the feeling of giving importance to a person, an animal, or, more precisely, to everything that exists in the entire universe; it is the given worth." [3FT].

"If you give importance or worth to something, then that thing is valuable. This importance and worth can be expressed as 'value'." [4MT].

3.2. Definition of character

Statistics of subcodes related to how the *participants* defined the concept of character are shown in Graphic 1.



Graphic 1. Statistics of subcodes related to the definition of character

As seen in Graphic 1, participants expressed 15 opinions related to the concept of character, and the opinions were coded and collected in 2 categories.

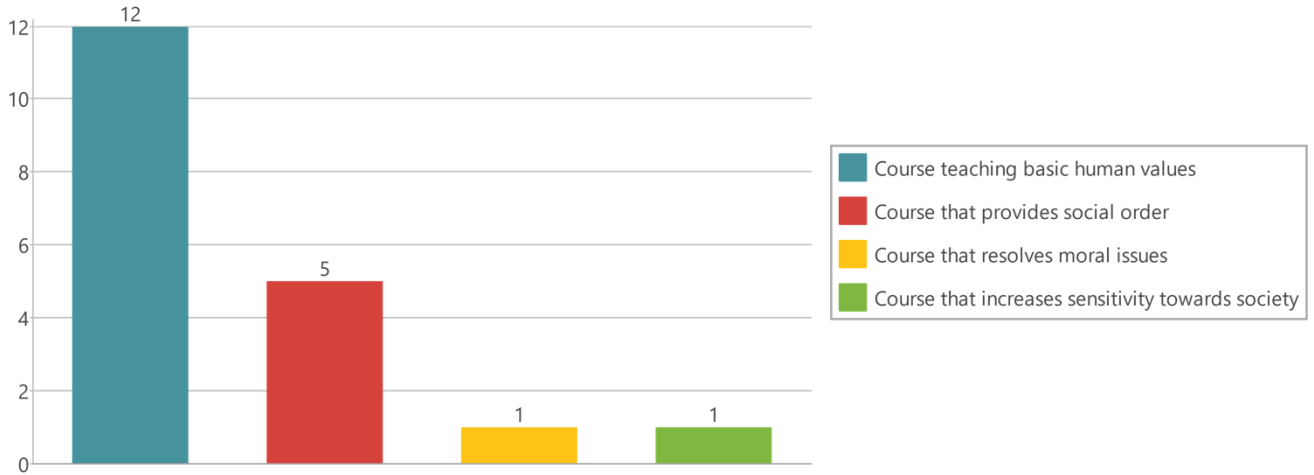
The participants mostly defined the concept of character as qualities that distinguish humans from others (f:12). Additionally, participants also defined the concept of character as innate personality traits (f:3). Some direct statements from the participants related to the "Qualities that distinguish humans from others" category are as follows:

"In my opinion, character is the fundamental traits that are unique to each person, determining their personality and distinguishing them from others." [12MT].

"Character is actually the main feature that is unique and distinguishes objects or people, used to describe what kind of person they are." [9FT].

3.3. Character and value education course

Statistics of subcodes related to how the participants defined the *Character and Value Education course* are shown in Graphic 2.



Graphic 2. Statistics of subcodes related to the Character and Value Education course

As seen in Graphic 2, participants expressed 19 opinions related to the Character and Value Education course, and the opinions were coded and collected in 4 categories. Participants mostly defined the Character and Value Education course as a course teaching basic human values (f:12). Furthermore, participants also described the Character and Value Education course as a course that provides social order (f:3), resolves moral issues (f:3), and increases sensitivity towards society (f:1). Some direct statements from the participants related to the "Course teaching basic human values" category are as follows:

"This course, which I took during my undergraduate education, is very important for me. Because this course is given to teach us basic human values, instill them, create sensitivity towards these values, and enable us to transform values into behavior." [12MT].

"Instilling and incorporating basic values such as love, respect, diligence, tolerance, sensitivity, solidarity, justice, equality, honesty, and integrity into daily life is important for a person. This course teaches us these basic values and thus helps us gain good human qualities." [7FT].

3.4. The purpose of character and value education

Subcategories and frequency values related to the participants' opinions about the purpose of the *Character and Value Education* course are shown in Figure 3.

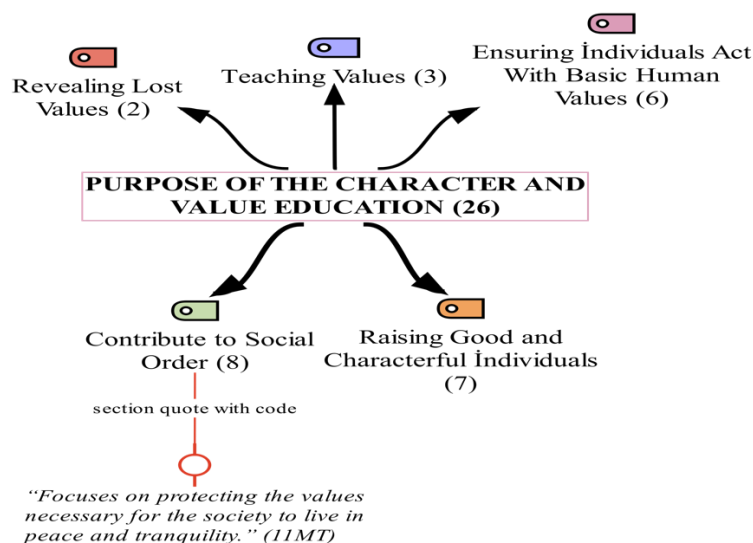


Figure 3. Hierarchical code-subcode model related to the Character and Value Education course 3.

As seen in Figure 3, participants expressed 26 opinions about the purpose of the Character and Value Education course, and the opinions were coded and collected in 5 categories. Participants mostly stated that the purpose of this course is to contribute to social order (f:8). In addition to this purpose, participants mentioned other objectives of the Character and Value Education course as raising good and characterful individuals (f:7); ensuring individuals act with basic human values (f:6); teaching values (f:3); and revealing lost values (f:2). Some direct statements from the participants related to the "Contribute to social order" category are as follows:

"This course has an important place in maintaining social order. Because an individual with the knowledge of this course does not disrupt the peace and harmony of society. In societies where there are many such individuals, peace and harmony are not disrupted." [3FT].

"The aim of this course is to provide societal harmony, peace and order by educating individuals who shape the society in a positive way. The importance of the aim of this course in the understanding of social order and peace, which has changed in a negative way, is increasing." [9MT].

3.5. Importance in the undergraduate program

The subcategories and frequency values related to the participants' opinions on the inclusion of Character and Value Education in undergraduate programs are presented in Figure 4.

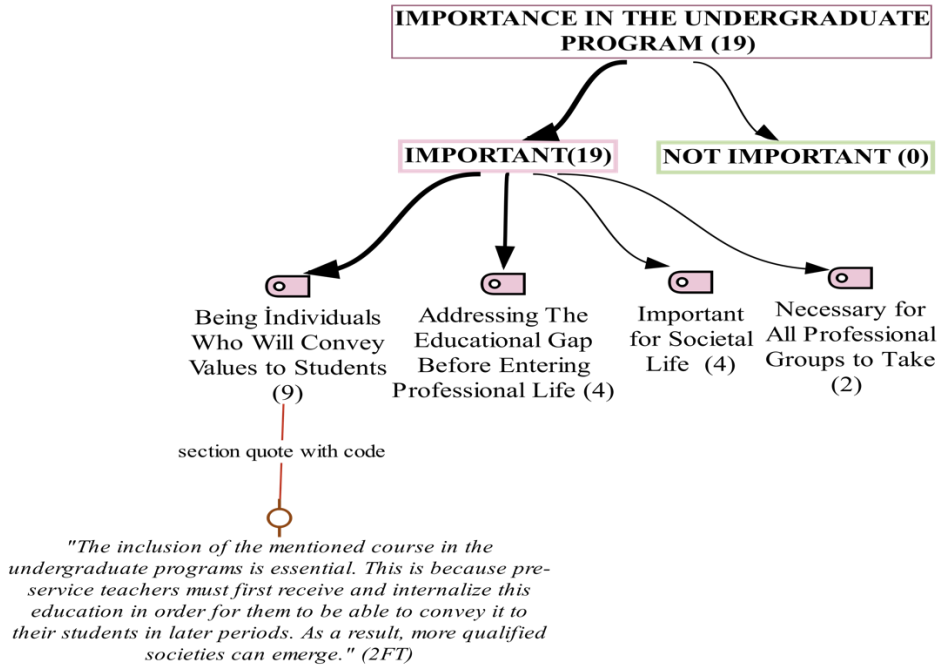


Figure 4. Hierarchical code-subcode model for the importance in the undergraduate program

In Figure 4, it is observed that the participants shared 19 opinions on the importance of the Character and Value Education course in the undergraduate program, and the opinions were grouped into 2 categories (important-not important). The "important" category consists of 4 subcategories. All participants expressed the importance of this course being in the undergraduate program. They most frequently cited their role as the individuals who will transmit values to students (f:9) as the reason for this importance. Participants also mentioned other reasons for the importance of this course in the program, such as eliminating this educational deficiency before professional life (f:4), the importance of this course for community life (f:4), and the need for all professional groups to take this course (f:2). Some direct quotes from the participants regarding the "Being the individuals who will transmit values to students" category are as follows:

"Yes, I think it is essential for this course to be in our undergraduate program since we will be teachers. Because in order to raise awareness about our values and instill them in our students, and to ensure that they live the rest of their lives with these values, it is crucial for us as preservice teachers to receive this education. I believe that by instilling these values in new generations, we will contribute to the transfer of our values from generation to generation." [11FT].

"Yes, of course, it is essential for it to be in the undergraduate programs. Particularly in the undergraduate programs of education faculties, having this course as a mandatory course in our department contributes to the development of our personality. Because through this course, we, as

preservice teachers, can learn how to teach the knowledge related to Character and Value Education to our students and raise individuals who embrace our values.” [13MT].

3.6. Effective factors in character and value education

The categories, subcategories, and frequency values related to the participants' opinions on the effective factors in Character and Value Education are presented in Figure 5.

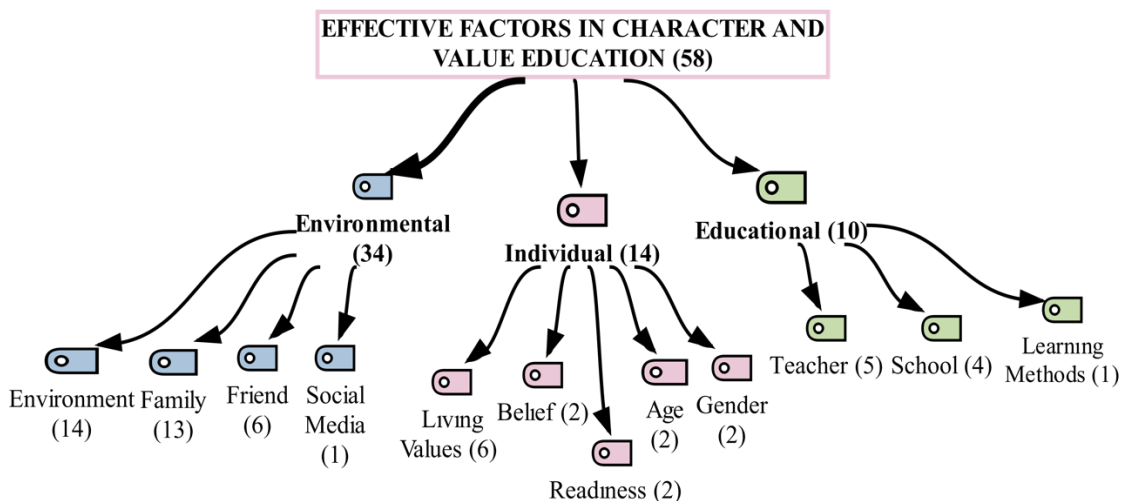


Figure 5. Hierarchical code-subcode model for the effective factors in Character and Value Education

In Figure 5, it is observed that the participants shared 58 opinions on the effective factors in character and value education, and the opinions were grouped into 3 categories. The majority of the participants expressed their opinion that environmental factors (f:34) play a more significant role in character and value education. In addition to environmental factors, they also stated that individual (f:14) and educational (f:10) factors are influential. Some direct quotes from the participants regarding the "Environmental" factors category are as follows:

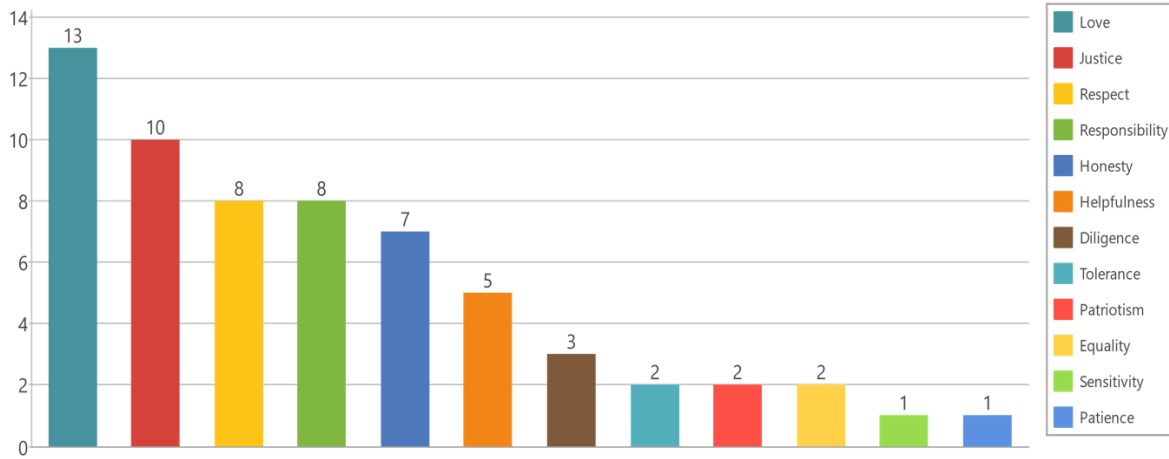
“As important as transferring the acquired knowledge to daily life and using this knowledge in daily life, what the individual learns from their environment is also essential. The individual's family, circle of friends, and even the street they live on are influential in shaping the individual's character and value judgments.” [4MT].

“I think the most critical factor in Character and Value Education is the individual's family and environment. This is because, during personality formation, the individual spends most of their time

first with their family and then with their environment (friends, teachers, neighborhood). Therefore, the environment is effective in Character and Value Education.” [7MT].

3.7. Desired values to be instilled

The statistics of the sub-codes related to the values participants want to instill in their students during their professional lives are shown in Graphic 3.



Graphic 3. Statistics of sub-codes related to desired values to be instilled

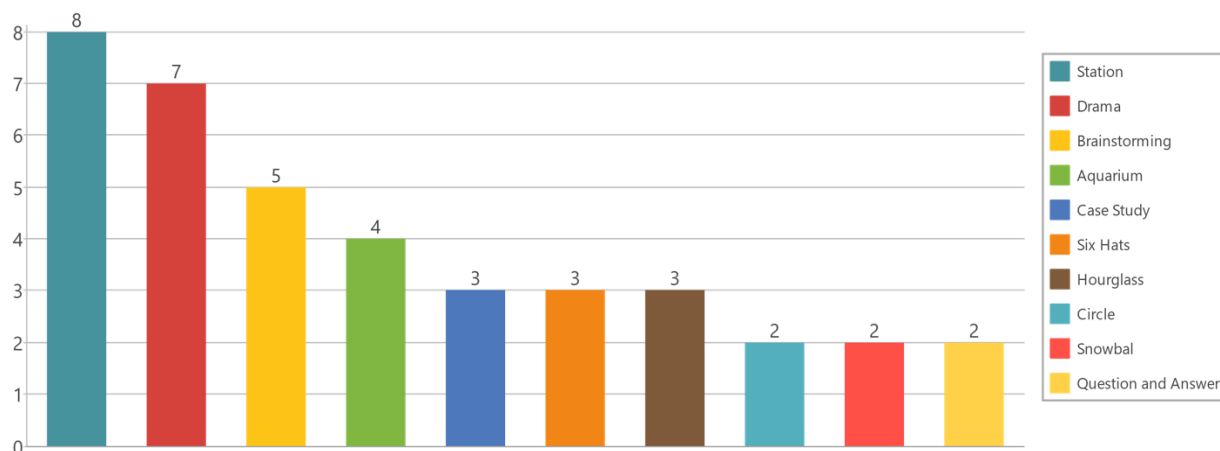
As seen in Graphic 3, participants expressed 62 opinions related to the values they want to instill, and these opinions were coded and collected in 12 categories. It is observed that participants expressed that when they become teachers, they would instill the value of love (f:13) the most in their students. In addition, participants stated that they would instill values of justice (f:10), respect (f:8), and responsibility (f:8). Some direct expressions of participants related to the "love" and "justice" categories are as follows:

“I would like to instill the value of love in my students more than other values. Because I think that without love, none of the other values can be instilled, and they will remain incomplete and meaningless.” [9MT].

“The value I want to instill in my students when I become a teacher is the value of justice. Because individuals who have embraced the value of justice treat people equally without discrimination. These individuals build a just society.” [6FT].

3.8. Method and technique

The statistics of the sub-codes related to the methods and techniques participants will use during value teaching to their students are shown in Graphic 4.



Graph 4. Statistics of sub-codes related to method and technique

As seen in Graphic 4, participants expressed a total of 39 opinions related to the methods and techniques they will use during value teaching, and these opinions were coded and collected in 10 categories. It is observed that participants stated that they would use the station technique (f:8) the most in their professional lives for value teaching. Moreover, participants expressed that they would consider using drama (f:7), brainstorming (f:5), and aquarium (f:4) methods or techniques. Some direct expressions of participants related to the "station" and "drama" categories are as follows:

“Instead of the direct instruction technique, when I need to instill some values in my students, I prefer practice-oriented methods and techniques, such as the station technique. This way, the value I want to teach can become more permanent.” [5FT].

“In my teaching career, I would use the technique that is suitable for the value I will teach from the techniques I have learned so far, but I would especially use the drama technique. Because with this method, students can learn through experience how to behave in certain situations.” [14MT].

4. Discussion and conclusion

The Character and Value Education course is included in the field education courses for senior students in the social studies teacher education undergraduate program within teacher training undergraduate programs (CoHE, 2018). The results obtained in the research in which the opinions of preservice teachers about this course were tried to be determined are presented in order.

According to the results obtained at the end of the research, participants defined the concept of value mostly as the importance or worth given to something, while they defined the concept of character as the features that distinguish a person from other people. In

support of this result of the research, Kızıler & Canikli (2016) also describe the concept of value as everything that is correct, beautiful, accepted, valuable, desired, and important or valuable. The concept of character, on the other hand, is defined by the Turkish Language Association (TLA, 2021) as the individual's unique structure, the fundamental characteristic that distinguishes them from others, and the main features that determine the individual's behavior patterns. Based on this result, it can be said that the definitions of preservice social studies teachers regarding the concepts of value and character are consistent with the literature and that they are aware of the meaning of the concepts of character and value. Indeed, Şimşek & Alkan (2019) stated in their study on the gains of the Character and Value Education course conducted with preservice teachers that they learned the concepts of value and character through this course.

According to another result of the research, it was determined that preservice social studies teachers defined the Character and Value Education course as a course that teaches basic human values. Additionally, it was determined that participants emphasized that the Character and Value Education course is a course that provides social order, eliminates moral problems, and increases sensitivity towards society. When the literature is examined, results supporting this result of the research are encountered. Şahin (2019) found in his study that preservice teachers saw the character and value education course as a process that takes place between the individual and society and facilitates the individual's adaptation to society, making social life possible. At the same time, in a study conducted by Yıldırım & Çalışkan (2017), teachers stated that value education is necessary for raising young generations, maintaining social order, and ensuring social unity and solidarity.

According to another result, preservice social studies teachers believe that the most important aim of the Character and Value Education course is to contribute to social order. In addition, participants stated that the other aims of the Character and Value Education course are to raise good and characterful people, to ensure that individuals act with basic human values, to teach values, and to reveal lost values. In support of this result, Ulusoy (2019) states that the main aim of Character and Value Education is to raise reliable and virtuous individuals desired by society. In another study, participants listed the roles of values as facilitating the formation of social life, influencing behaviors, uniting society, establishing human relationships, ensuring social continuity and order, guiding individuals, determining ethical and moral boundaries, and contributing to the progress of society (Receptoğlu, 2022).

All of the preservice social studies teachers participating in the research find it important for Character and Value Education courses to be included in undergraduate programs. The reason they find it important for Character and Value Education courses to be included in undergraduate programs is that they will be the ones transferring these values to their students in their professional lives, and they believe that this educational

deficiency should be addressed before they begin their careers. Similar results are found in the literature. In a study conducted by Şahin (2019), preservices Turkish language and literature teachers stated that Character and Values Education courses should be included in universities, as they felt insufficient in this area. Moreover, there are studies emphasizing that teachers and preservice teachers find themselves inadequate in values education and that the lack of necessary and sufficient education in the context of values education is the reason for this situation (Katılmış & Balcı, 2017; Şahinkayası & Kelleci, 2012; Oğuz, 2012; Yıldırım & Çalışkan, 2017). On the other hand, Thorberg (2008) emphasizes that it is not correct to expect teachers who do not have sufficient knowledge and equipment in value education to be successful in this context. However, competent teachers in value education can increase their students' achievements. Because Demirhan İşcan (2007) states in his research that values education also increases students' achievements.

According to most participants, environmental, individual, and finally educational factors are effective in Character and Value Education, respectively. Among the environmental factors, the environment is the most effective factor, whereas among the individual factors, the practice of values is the most effective factor. In educational factors, the teacher is expressed as the most effective factor. In a study conducted on the process of instilling values in schools, it was revealed that external factors were primarily effective. Here, external factors include family, relatives, media, and social environment (Başyigit, 2014). In addition to these factors, Çelikkaya (2022) states that associations, religious institutions, clubs, and peer groups should also be included in the environmental factor. In a supporting manner, Lickona (2009) emphasizes that for an effective character education to take place, schools, families, and communities need to help young people adopt, understand, appreciate, and act according to fundamental ethical values.

According to another result obtained in the research, the value of love is at the forefront of the values that the participants want to instill in their students. After the value of love, it was concluded that the other values they wanted to instill were justice, responsibility, respect, and honesty. The reason participants want to instill the value of love is that they think love is the foundation of all values. In support of the research's result, Yıldız (2013) states that a person gains value with love and that love is a complex emotion that contains many values and feelings. Therefore, when putting forward the concept of love, it is necessary to mention the values that make up and maintain it. There are also studies with similar results in which teachers emphasize the need to instill values such as respect, love, tolerance, patriotism, helpfulness, honesty, and respect for rights and freedoms (Çelikkaya & Yılmaz, 2017; Balcı & Yelken, 2013).

According to the final result of the study, participants expressed that they would use the following methods and techniques most frequently during character and value education: station, drama, brainstorming, and aquarium. However, in a study conducted by Çelikkaya

& Yılmaz (2017), teachers stated that they primarily tried to be role models and make use of example cases during value education. On the other hand, Elbir and Bağcı (2013), who examined graduate studies related to value education, reported that teachers mostly utilized cooperative learning techniques and creative drama methods in value education. Moreover, Lickona (2009) discusses strategies that can be used in value education at schools under main headings such as teaching conflict resolution management, using cooperative learning, encouraging moral reasoning, and creating a democratic classroom environment. Based on this result, it can be said that the preferences of teachers and preservice teachers for methods and techniques during value education differ.

Considering the results obtained from the study, the following suggestions can be offered:

- Environmental factors play a significant role in Character and Value Education. Therefore, to achieve the objectives of Character and Value Education, cooperation among schools, families, and communities should be targeted. Including families in character education programs and developing collaborative education programs with them should be a priority.

- This course is included within the scope of field education courses for preservice social studies teachers. Considering that teachers lacking adequate knowledge and equipment related to value education cannot effectively conduct value education, the Character and Values Education course should be mandatory in undergraduate programs, especially in faculties of education. Open the Discussion section with a clear statement of the support or nonsupport for your original hypotheses, distinguished by primary and secondary hypotheses. If hypotheses were not supported, offer post hoc explanations. Similarities and differences between your results and the work of others should be used to contextualize, confirm, and clarify your conclusions. Do not simply reformulate and repeat points already made; each new statement should contribute to your interpretation and to the reader's understanding of the problem.

Your interpretation of the results should take into account (a) sources of potential bias and other threats to internal validity, (b) the imprecision of measures, (c) the overall number of tests or overlap among tests, (d) the effect sizes observed, and (e) other limitations or weaknesses of the study. If an intervention is involved, discuss whether it was successful and the mechanism by which it was intended to work (causal pathways) and/or alternative mechanisms. Also, discuss barriers to implementing the intervention or manipulation as well as the fidelity with which the intervention or manipulation was implemented in the study, that is, any differences between the manipulation as planned and as implemented.

Acknowledge the limitations of your research, and address alternative explanations of the results. Discuss the generalizability, or external validity, of the findings. This critical analysis should take into account differences between the target population and the

accessed sample. For interventions, discuss characteristics that make them more or less applicable to circumstances not included in the study, how and what outcomes were measured (relative to other measures that might have been used), the length of time to measurement (between the end of the intervention and the measurement of outcomes), incentives, compliance rates, and specific settings involved in the study as well as other contextual issues.

End the Discussion section with a reasoned and justifiable commentary on the importance of your findings. This concluding section may be brief or extensive provided that it is tightly reasoned, self-contained, and not overstated. In this section, you might briefly return to a discussion of why the problem is important (as stated in the introduction); what larger issues, those that transcend the particulars of the subfield, might hinge on the findings; and what propositions are confirmed or disconfirmed by the extrapolation of these findings to such overarching issues.

You may also consider the following issues:

- What is the theoretical, clinical, or practical significance of the outcomes, and what is the basis for these interpretations? If the findings are valid and replicable, what real-life psychological phenomena might be explained or modeled by the results? Are applications warranted on the basis of this research?
- What problems remain unresolved or arise anew because of these findings? The responses to these questions are the core of the contribution of your study and justify why readers both inside and outside your own specialty should attend to the findings. Your readers should receive clear, unambiguous, and direct answers.

References

- Aktepe, V. (2014). The impact of activity-based value education on helpful attitudes of students. *Researcher: Social Science Studies*, 2(2), 17-49.
- Aktepe, V. (2019). Karakter ve Değer Eğitiminde rol model olarak öğretmen [Teacher as a role model in Character and Value Education]. In V. Aktepe (Ed.), *Karakter ve değer eğitimi* [Character and value education] (pp.298-324). Pegem Publishing.
- Aydın, M. Z. & Akyol Gürlü, S. (2014). *Okulda değerler eğitimi* [Values education at school]. Nobel Publishing.
- Balci, A. & Yelken, T. (2013). Teachers' opinions about the values in primary education social studies curriculum and values education. *Ahi Evran University Journal of Kırşehir Education Faculty*, 14(1), 195-213.
- Başığit, A. (2014). *The role of affective domain in education: An experimental study is an example of humanitarianism moral* [Master's Thesis]. İstanbul University.
- Budak, B. (2021). *English teachers' opinions about character and values education and their classroom practices* [Master's Thesis]. Erciyes University.
- Büyüköztürk, Ş., Çakmak, E. K., Akgün, O. E., Karadeniz, S. & Demirel, F. (2014). *Bilimsel araştırma yöntemleri* [Scientific research methods]. Pegem Publishing.
- Council of Higher Education (CoHE), 2018. [Yükseköğretim Kurulu, YÖK]. *Öğretmen yetiştirme lisans programları* [Teacher training undergraduate programs]. Ankara University.
- Council of Higher Education (CoHE), 2018. [Yükseköğretim Kurulu, YÖK]. *Öğretmen yetiştirme lisans programları* [Teacher training undergraduate programs]. Ankara University.
- Creswell, J. W. & Poth, C. N. (2015). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Çelikkaya, T. (2022). Karakter ve değer eğitimi değerlerimizi yaşa(t)mak [Character and value education Living Our Values]. Nobel Publishing.
- Çelikkaya, T. & Yılmaz, T. (2017). Teachers, students and parents' mutual expectations about value education. *Researcher: Social Science Studies*, 5(9), 395-416.
- Demirhan-İşcan, C. (2007). *The efficiency of primary school values education curriculum* [Doctoral Thesis]. Hacettepe University.
- Doğan-Öztürkcan, S. (2020). *A study on Hayriyye-i Nabi in terms of character and values education* [Master's Thesis]. Dokuz Eylül University.
- Doi: 10.7822/omuefd.799840
- Elbir, B. & Bağcı, C. (2013). Evaluation of post-graduate theses on values education. *Electronic Turkish Studies*, 8(1), 1321-1333.
- Ersoy, A. (2017). Fenomenoloji [Phenomenology]. In A. Saban and A. Ersoy (Ed), *Eğitimde nitel araştırma desenleri* [Qualitative research patterns in education] (pp.81-134). Anı Publishing.

- Görgüt, İ. (2015). *Examination of middle school physical education and other branch teachers' opinions related to moral, character and values education* [Doctoral Thesis]. Gazi University.
- Gürleyen, B. (2021). *Determination of the science teachers' character and values regarding global citizenship* [Master's Thesis]. Sinop University.
- Halstead, J. M. & Taylor, M. J. (2000). Learning and teaching about values: A review of recent research. *Cambridge Journal of Education*, 30(2), 169-202. <https://doi.org/10.1080/713657146>
- Haskuş, A. (2021). *The value perceptions and expectations from school of parents in the process of character and values education* [Master's Thesis]. Erciyes University. <http://dx.doi.org/10.33225/pec/18.76.881>
<https://doi.org/10.1016/j.sbspro.2014.05.197>
<https://doi.org/10.26466/opus.569630>
- Katılmış, A. & Balcı, A. (2017). The investigation of geography teacher candidates opinions' towards values education, *Marmara Geographical Review*, 35, 1-12. <https://doi.org/10.14781/mcd.291011>
- Kesgin, S. (2015). An evaluation on character education programs in the United States of America (Georgia & Florida). *Journal of Values Education*, 13(29), 117-148.
- Kıncal, R.Y. (2007). *Vatandaşlık bilgisi* [Citizenship information]. Nobel Publishing.
- Kıziler, H. & Canikli, İ. (2016). Değerler Eğitimi [Values education]. Ankara Deneme Publishing.
- Kuşdil, E. M. & Kağıtçıbaşı, Ç. (2000). Value Orientations of Turkish Teachers and Schwartz's theory of values running head: Values. *Turkish journal of psychology*, 45, 59-76.
- Lickona, T. (2009). *Educating for character: How our schools can teach respect and responsibility*. Bantam.
- Merriam, S. B. & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.
- Oğuz, E. (2012). Views of pre-service teachers on values and value education. *Educational Sciences: Theory & Practice*, 12 (2), 1309-1325.
- Ökmen, B., Şahin, Ş. & Kılıç, A. (2022). Proje tabanlı karakter ve değerler eğitimi dersinin öğrencilerin bilgi, beceri, değer ve tutumlarına etkisi [The effect of project-based character and values education course on students' knowledge, skills, values and attitudes]. *Milli Eğitim Dergisi [Journal of National Education]*, 51(236), 2947-2968. <https://doi.org/10.37669/milliegitim.942450>
- Patton, M. Q. (2014). *Qualitative Research and Evaluation Methods*. (M. Bütün and S. B. Demir, Trans. Ed.). Pegem Akademi Publishing.

- Protz, B. M. (2013). *Character education in print: Content analysis of character education in introduction to education textbooks* [Doctoral Thesis]. The University of North Carolina at Charlotte.
- Receptoğlu, S. (2022). Toplumsal değişimin değerler üzerindeki etkisine dair sosyal bilgiler öğretmen adaylarının görüşleri [Opinions of social studies teacher candidates about the effect of social change on values]. In R. E. Demirbatır (Ed), *Eğitim Bilimleri Alanındaki Gelişmeler* [Developments in Educational Sciences] (pp.213-228). Duvar Publishing.
- Rokhman, F., Hum, M. & Syaifudin, A. (2014). Character education for golden generation 2045 (national character building for indonesian golden years). *Procedia-Social and Behavioral Sciences*, 141, 1161-1165.
- Şahin, N. (2019). Examination of the impact of the course of character and value education on the attitudes of Turkish language and literature prospective teachers about value education. *RumeliDE Journal of Language and Literature Studies*, (15), 63-78. <https://doi.org/10.29000/rumelide.580457>
- Şahin, N. (2019). Examination of the views of turkish language and literature teacher candidates on character and value education course. *OPUS International Journal of Society Researches*, 11 (18), 1058-1090.
- Şahin, Ş., Ökmen, B. & Kılıç, A. (2020). Designing the character and values education course according to project-based learning. *Ondokuz Mayıs University Journal of Education Faculty*, 39(2), 360-384.
- Şahinkayası, Y. & Kelleci, Ö. (2012). Elementary school teachers' views on values education. *Procedia Social and Behavioral Sciences*, 93, 116-120.
- Şimşek, S. (2018). Perceptions of character and values education. *Electronic Turkish Studies*, 13(27), 1365-1388. Doi: 10.7827/TurkishStudies.14467
- Şimşek, S. & Alkan, V. (2019). Learning outcomes of the character and values education course. *Eskişehir Osmangazi University Journal of Social Sciences*, 20, 1263-1278. <https://doi.org/10.17494/ogusbd.555477>
- Thornberg, R. (2008). The lack of professional knowledge in values education. *Teaching and Teacher Education: An International Journal of Research and Studies*, 24 (7), 1791-1798.
- Türk Language Association, (TLA), (2023). [Türk Dil Kurumu Kurumu, TDK]. Türk Dil Kurumu Sözlüğü [Dictionary of Turkish Language Institution]. Retrieved January 18, 2023 from <https://sozluk.gov.tr/>
- Ulusoy. K. (2019). *Karakter değerler ve ahlak eğitimi* [Character values and moral education]. Pegem Academy Publishing.
- Veugelers, W. & Vedder, P. (2003). Values in teaching. *Teachers and Teaching: Theory and Practice*, 9(4), 377-389. <https://doi.org/10.1080/1354060032000097262>
- Yıldırım, A., & Şimşek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri* [Qualitative research methods in the social sciences]. Seçkin Publishing.

- Yıldırım, Y. & Çalışkan, H. (2017). The teachers opinions about values education and values in the 2005 with 2017 teaching programme of social studies lesson. *Journal of Multidisciplinary Studies in Education*, 1(1), 7-23.
- Yıldız, E. (2013). *Love appeals in Turkish* [Master's Thesis]. Gazi University.
- Yıldız, E. (2013). *Love appeals in Turkish* [Master's Thesis]. Gazi University.
- Yılmaz, F. (2021). Character education and character education programs. *Western Anatolia Journal of Educational Sciences*, 12 (1), 234-257. <https://doi.org/10.51460/baebd.756333>
- Yin, R.K. (2009). *Case study research: Design and methods*. Thousand Oaks, CA: Sage Publications.
- Zurqoni, Z., Retnawati, H., Apino, E., & Anazifa, R. D. (2018). Impact of character education implementation: A goal-free evaluation. *Problems of Education in the 21st Century*, 76(6), 881-899.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the Journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).