



Perceptions of Primary, Secondary, Anatolian and Vocational High School Teachers on Values Education

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Abstract

The objective of this study is to reveal the perceptions of primary, secondary, Anatolian and vocational high school teachers about values education. The study group of the research consists of primary school, secondary school, Anatolian high school and vocational high school teachers in Ankara in the 2016-2017 academic year. The analysis revealed five themes: teachers' studies on values education, teachers' views on the adequacy of values education, teachers' views on which value is prioritized in values education, teachers' views on the studies conducted within the scope of values education, and teachers' views on the success of values education. As a result of the research, teachers stated that class and school boards were generally prepared for values education, the scope of values education should be expanded and new values should be added according to technology, especially peer solidarity. In addition, it was determined that teachers approached the activities carried out within the scope of values education positively.

Keywords: Values education; teacher's opinion; Anatolian High Schools; vocational education

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1. Introduction

Values are desired goals that guide people's lives, serve as rules, and have different degrees of importance (Schwartz & Sagie, 2000). Values guide the understanding and interpretation of life and the formation of behaviors (Akıncı, 2005). In order for the contribution of values to the formation of behaviors to be positive, values must be included in formal education. Because; while education contributes to the development of a society and increasing its welfare level, on the other hand, it plays an important role in transferring the characteristics that distinguish the society from other societies from generation to generation. The most important tool for this is schools. The inclusion of universal values and norms as well as the cultural values of the society in the curriculum is of great importance for schools to fulfill this mediating role. The adoption and internalization of these values will be realized not at a certain level but at all levels of

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compulsory education. In this context, it is of great importance to determine the perceptions of primary school, secondary school, Anatolian high school and vocational high school teachers about the values education given at school. Because teachers have the most comprehensive and objective information about the quality of values education in their schools. Therefore, teachers' opinions about values education are important.

When the general objectives of the National Education system are examined, many values that students should acquire come to the fore. Raising "good people" and "good citizens", which stand out among these values, are also among the general aims of National Education. It is of great importance for students to acquire values at all levels of education within the education system in order to achieve this goal. For this reason, instead of a single course, it is important to create environments where values are revealed and their results are discussed in almost every course and various activities during the academic year. There should be various legal grounds for the incorporation of values into the education system. The legal bases of "Values Education" given in schools are as follows: Law No. 1739 on the Fundamental Law on National Education, which states that *"The general aim of Turkish National Education is to raise all members of the Turkish Nation to be loyal to Atatürk's reforms and principles and Atatürk's nationalism as expressed in the Constitution; to adopt, protect and develop the national, moral, humanitarian, spiritual and cultural values of the Turkish Nation; To raise them as citizens who love their family, homeland and nation and always strive to glorify them, who are aware of their duties and responsibilities towards the Republic of Turkey, which is a democratic, secular and social State of law based on human rights and the fundamental principles at the beginning of the Constitution, and who have turned these into behaviors"* (Ministry of National Education, 1973) In 2010, the first course circular No. 2010/53 of the Ministry of National Education Board of Education, 18. National Education Council (MEB, 2010), Democracy and Human Rights Curriculum (MEB, 2015), Primary Education Institutions Program (TTKB, 2017). In the first course circular No. 2010/53, it is stated that *"Values education should be handled in a multidimensional manner as it concerns the whole society. In this respect, there is a need for all elements that make up the education system to gain sensitivity and awareness in this regard."*, *"Our teachers have a leading role and duty in helping our students gain our values as well as being the implementers of the curriculum"* (MEB, 2010). In the 18th National Education Council decisions, *"sports, arts, skills and values education"* are directly mentioned as values education. In addition, *"Emphasis should be given to practices aimed at developing basic human, moral, social, cultural and democratic values at school, and sensitivity to cultural differences should be developed in teachers and students to create a democratic school culture and classroom atmosphere."* The importance of values education is underlined with these statements (MEB, 2010.)

When the literature is examined, although there are studies on values in education and "Values Education", there is no holistic and broad research that includes the perceptions of primary, secondary, Anatolian high school and vocational high school teachers to this extent. This research can fill this gap in this field. It is thought that the findings obtained from this research will support improving the quality of values education at all levels of education. This research can reveal how there are differences between schools in terms of values education as well as whether there are differences in

teachers' perceptions. It can serve as a source for discussions on how to work on the negative ones. It can provide a road map on what the Ministry of National Education should do about "Values Education".

1.1. Objective

The aim of this study is to reveal the perceptions of primary school, secondary school, Anatolian high school and vocational high school teachers about values education. For this purpose, answers to the following questions were sought.

1. What are the perceptions of primary school teachers about values education?
2. What are the perceptions of secondary school teachers about values education?
3. What are the perceptions of Anatolian high school teachers about values education?
4. What are the perceptions of vocational high school teachers about values education?

2. Method

2.1 Research Design

This research was conducted according to the descriptive phenomenological design, which is one of the qualitative research approaches. The phenomenological approach allows researchers to examine phenomena in more depth (Patton; 2002; Creswell, 2012; Yıldırım & Şimşek, 2016). The main purpose of the descriptive phenomenological design is to describe the perceptions and experiences of individuals (Saban & Ersoy, 2016, 59).

The study group of the research consists of primary school, secondary school, Anatolian high school and vocational high school teachers in Ankara in the 2016-2017 academic year. The study group consisted of 25 teachers from each education group. The research was conducted with a total of 100 teachers. 73 female teachers (f=73) and 27 male teachers (f=27) participated in the study.

2.2 Data Analysis

A structured interview form developed by the researcher was used as a data collection tool. The interview texts were analyzed by content analysis technique. The interview texts were analyzed in four steps: bracketing, phenomenological reduction, imaginative variation and synthesis of meanings and essences (Giorgi, 2009; as cited in Yılmaz & Şahin, 2016). When direct quotations were made from the participants, primary school teachers were coded as PSTs, secondary school teachers were coded as SSTs, anatolian high school teachers were coded as AHSTs, and vocational high school teachers were coded as VHSTs in order to make it clear which school group the participants were in. Participant numbers were added next to the given codes

3. Findings

3.1. Studies Conducted by Teachers on Values Education

Teacher opinions on this theme are given in Table 1.

Table 1. Teachers' Opinions on the Studies Conducted within the Scope of Values Education

Studies on Values Education by Teachers	PST f		SST f		AHST f		VHST f
Class and school board prepared	25	Class and school board prepared	8	Information was given during the guidance hour	6	In-class activities	12
Drama studies	22	Drama studies	5	Class and school board prepared	5	Speeches were made	5
Fairy tale story books were read	14	In-class activities	5	Seminar given by a counselor	4	Information was given during the guidance hour	5
Continuous instruction on love, respect, tolerance	13	Composition work was done	3	In-class activities	4	Class and school board prepared	2
I distributed it to Turkish and Life Science lessons	10	Debate	3	Monthly presentation	2	Activities at school	1
Story dictated	8	Poetry recital	2	Movie watched	1		
Composition work was made	5	Movie watched	2	Activities at school	1		
Poem dictated	5	Contests related to the concept	1	Debate	1		
Movie watched	4	Monthly presentation	1	I didn't do anything	1		
Behavior board prepared	1	Stories read	1				
		Activities held at the school	1				
		Behavior board was prepared (Success card)	1				

Since each teacher indicated more than one category, the total number of sources is higher than the number of participants. This is also true for some other tables.

As can be seen in Table 1, teachers stated that they mostly prepared class and school boards in studies related to values education. Primary school teachers used Life Science and Turkish lessons in addition to the board study on values education. Movie watching and essay writing were done. Secondary school teachers used achievement cards every month in addition to classroom and school boards to teach values. Anatolian high school teachers stated that they worked in collaboration with the guidance counselor in addition to classroom activities and bulletin boards. They also implemented social responsibility practices to help students acquire behaviors. Vocational high school teachers stated that they did values education in lessons and on duty and mostly prepared class and school boards.

Direct quotations from participant teachers are as follows;

PST6"I emphasized drama activities related to values education, especially in life science and Turkish lessons. I supported it with reading activities."

PST7"I made them do activities such as panel work, movie watching, composition writing, poetry writing, story writing, drama.

SST22 "Class and school boards were prepared."

SST11" Success cards were given to students who exhibited behaviors in line with these values. The student who collected the most success cards was rewarded at the end of the month. A board about values was prepared. Each month a new value was featured on the board. "

AHST8" In-class activities, seminars given by the guidance counselor, panel studies."

VHST3, VHST5 "The subject was emphasized by setting an example with our behaviors in lessons or on duty, and by informing students about our values and their importance when necessary in the lesson subjects."

3.2. Teachers' Opinions on the Adequacy of Values Education

Teacher opinions on this theme are given in Table 2.

Table 2. *Teachers' Opinions on the Adequacy of Values Education*

<i>Teachers' Views on the Adequacy of Values Education</i>	PST f	SST f	AHST f	VHST f
Values education is a sufficient study.	24	22	19	22
Values education is not a sufficient study.	1	3	4	3
I do not know which concepts constitute values education			1	
There are too many concepts in the content of values education.			1	
Total	25	25	25	25

As seen in Table 2, the majority of participant teachers at all levels stated that values education was an adequate study. Very few Anatolian high school and vocational high school teachers stated that they did not find the study sufficient. Direct quotations from participant teachers are as follows.

PST8"It is sufficient. However, there could be more values for students' social skills within the school. Even a course can be organized under the name of values education."

PST23"It may vary according to the individual and the environment. It is sufficient for my class."

SST1, SST17, SST17"Peer solidarity should be added."

AHST21 "It is sufficient. However, sub-concepts related to the change of individuals in the face of technology day by day can be added. Social loneliness etc."

VHST21 "It is sufficient. How sanctions should be applied to those who do not comply with the education our students receive according to values education."

VHST11 "It is sufficient. The issue of expressing free thought more easily should be given more space."

3.3. Teachers' Views on Which Value is Prioritized in Values Education

Teacher opinions on this theme are given in Table 3.

Table 3. *Teachers' Views on Which Value is Prioritized in Values Education*

<i>Important Value for Teachers</i>	PST f		SST f		AHST f		VHST f
Respect	16	Respect	19	Respect	19	Respect	11
Love	14	Love	13	Love	20	Love	9
Tolerance	9	Honesty	11	Tolerance	11	Honesty	10
Responsibility	7	Justice	9	Justice	6	Accuracy	9
Justice	4	Accuracy	5	Friendship	5	Tolerance	6
Accuracy	3	Empathy	5	National unity and solidarity	4	Justice	4
Assistance	3	Responsibility	4	Empathy	2	Love of homeland and nation	6
Love for the homeland	3	Love for the homeland	3	Diligence	2	Good morals	4
Self-confidence	2	Benevolence	3	Cooperation and sharing	3	Empathy	3
Benevolence	2	Equality	3	Freedom loyalty	3	Friendship	2
Empathy	2	Tolerance	3	Respect for human rights	2	Loyalty	1
Kindness	2	Love for the flag	3	Human love	2	Benevolence	2
Friendship	2	Cultural heritage	3	Accuracy	2	Assistance	2
Ownership of culture and history	2	Do not lie	3	Honesty	2	Responsibility	2
Good morals	2	Diligence	3	Acting with moral principles	3	Doing good	1
Cleaning	2	Family, traditions and customs	2	Love of religion, language, flag, homeland and nation	4	Human love	1
Compassion	2	Assistance	2	Humility	1	Equality	1
Honesty	2	Doing good	1	Family relationships	1	Respect for rights	1
A sense of responsibility	1	Right of servitude	1	Respect for labor	1	Love for the flag	1

<i>Important Value for Teachers</i>	<i>PST f</i>	<i>SST f</i>	<i>AHST f</i>	<i>VHST f</i>			
Sacrifice	1	Fidelity	1	Responsibility	1	Respect for human rights	1
Doing good	1	Respect for rights	1	Knowing your limits and boundaries	1	Friendship	1
Family	1	Friendship	1	Self-recognition	1	Diligence	1
Morality	1	Good morals	1	Respect for rights	1	Share	1
Respect for rights	1	Friendship	1	Doing good	1		
Communication	1	Humility	1	Being compassionate	1		
Self-confidence	1	A sense of responsibility	1	Respect and love for parents and elders	1		
		Human love	1	Equality	1		
		Peace	1	Friendship	1		
		Patience	1	Love of people and animals, protecting the little ones	2		

As seen in Table 3, the value of "respect" ranked first at all levels. More values were identified in Anatolian high school than in vocational high school, primary school and secondary school. Direct quotations from participant teachers are as follows

PST1"Love, respect, kindness, friendship, patriotism, friendship tree, I asked the children to say their favorite friends and the characteristics they like. I made sure that the names and characteristics of all children were mentioned on the friendship tree. The love of friendship is reinforced."

SST2 "I did a study on justice. I showed slides."

SST14"I did a study on respect. Boards were prepared."

AHST3 "Religious language, love for homeland and nation, love for human and animals, respect and love for parents and elders, awareness of protecting minors and animals.

AHST12 "I realized that they did not know the definitions of concepts such as respect, love, freedom, etc. I helped them to shape these concepts more meaningfully by correcting their mistakes with examples and by taking the students' thoughts."

AHST5 "Respect - justice - truthfulness - honesty were mentioned in the lesson when necessary."

VHST20 "As a school, respect, responsibility, valuing books and libraries, honesty and good morals were prioritized."

3.4. Teachers' Opinions on the Activities Conducted within the Scope of Values Education

Teacher opinions on this theme are given in Table 4

Table 4. *Teachers' Opinions on the Activities Conducted within the Scope of Values Education*

<i>Teachers' Opinions on the Activities Conducted within the Scope of Values Education</i>	<i>PST</i>	<i>SST</i>	<i>AHST</i>	<i>VHST</i>
<i>I find the activities related to Values Education positive</i>	14	9	8	21
<i>I find the studies on Values Education insufficient</i>	2	6	15	1
<i>Concepts related to Values Education are already present in the lessons, so I find it unnecessary.</i>	2			
<i>I find the studies on Values Education negative</i>	2			
<i>Integrate the studies on Values Education with the course content</i>		5	2	
<i>There should be a compulsory course called Values Education</i>		3		
<i>Insufficient time for studies on Values Education</i>	2	1		
<i>I find the studies on Values Education sufficient</i>	3	1		2
<i>I have not done any work on Values Education</i>				1
<i>Total</i>	25	25	25	25

As can be seen in Table 4, Anatolian high school teachers found the studies carried out in this context inadequate. Vocational high school teachers have a positive view of the studies carried out in this context compared to the teachers of other levels. Secondary school teachers, on the other hand, stated that the studies on values education should be integrated with the course content at a higher rate than the teachers of other levels. Secondary school teachers have a positive view of values education activities, but they see these activities as insufficient. Primary school teachers have a positive view of the studies carried out in this context. Direct quotations from participant teachers are as follows.

PST1 "It is important to be suitable for the level of children, not to pretend that only values education is taught. Instead of a big list, limited but assimilated values are important."

PST6" It is very effective when it is supported with activities appropriate to the level of children. It is important for the child to apply his/her values to his/her whole life as a requirement of humanitarian life."

PST11" What is done remains only in words. The important thing is to apply these concepts. To be a part of our lives! We can see what kind of a society we are by looking around us."

SST1 "Integrating these studies with the content of the course is beneficial for students.

SST15" It is not enough. They should be adopted more and more activities should be done."

AHST2" There are many deficiencies in terms of application. The boards are not very effective. Practices such as theater, drama, educational games should be done so that they are more effective."

AHST12 "It is not enough, it is not a work done with some people in a narrow area, but there should be an army of conscious people who are supported everywhere in the family, society, school, park."

VHST13" I think it is a useful study for students. We remind our values that are about to be forgotten. We create awareness on these issues. ."

VHST1" It is thought to contribute to the development of students' conscientious intelligence."

3.5. *Teachers' Views on the Success of Values Education*

Teacher opinions on this theme are given in Table 5.

Table 5. Teachers' Opinions on the Success of Values Education

<i>Teachers' Views on the Success of Values Education</i>	<i>PST</i>	<i>SST</i>	<i>AHST</i>	<i>VHST</i>
<i>Values Education is a successful study.</i>	21	22	17	21
<i>Values Education is not a successful study.</i>	4	2	3	1
<i>I am undecided about whether Values Education is a successful study</i>		1		3
<i>Values Education is partially successful</i>			5	
Total	25	25	25	25

As seen in Table 5, teachers at all levels find the study successful. Primary school teachers stated that the study was unsuccessful at a higher rate than other levels. Anatolian high school teachers found the study partially successful.

Direct quotations from the participant teachers are as follows.

PST9 "Not, because it is not done by doing and experiencing. The method of explaining with papers is very boring and does not achieve its purpose. Unless it is put into practice, I think it is useless to decorate the board."

PST25 "I do not find values education successful, I think it is an unnecessary burden. Normally, when the content of school and course curricula is organized in accordance with the values to be acquired, there is no need for this study. Moreover, the required values should first be taught to prospective teachers through teacher training programs. In addition, they should have the competence to teach these values in a way that is appropriate for the age group. Moreover, I believe that these values or whatever we call "value" is not something that can be gained by preparing a board or organizing weekly activities."

SST9 "The aim of this study is very good, I wish we could reach our goal in our students. I think it would be more effective to include this education in the curriculum and to include and emphasize this education in the activities in kindergarten and primary school ages at younger ages."

SST18 "Yes, it is a successful study. I think it causes students' spiritual feelings and sensitivities to develop and their behaviors to change."

AHST5" Yes, it is a successful study. Because; students coming to high school could not acquire these values neither in their families nor elsewhere. Today, computer, internet and virtual world are the biggest obstacles for individuals to socialize and adopt social values. The unconsciousness of the families and their shirking their responsibilities cause the new generation to grow up completely deprived of these values."

AHST7" Definitely, our students' lives are now on phones, tablets and computers. I think it is a successful study to prevent forgetting these values."

VHST16 "No, it is not enough, because instead of separating the subjects from each other, it should be in the form of awareness studies as a whole according to the flow of life."

VHST22" Yes, it is successful. It is important to adapt these concepts to life so that they do not remain at the level of knowledge."

4. Results and Discussion

In this study, which aims to reveal teachers' thoughts on values education, five themes were formed based on the findings. It has been determined that all levels of education use classroom and school board applications in studies related to values education. The other practices are giving values by using life science and Turkish lessons, watching movies, composition writing, monthly achievement card application, story writing, storytelling, social responsibility applications. These results are in line with the recommended activities for values education published in MEB's 2010/53 circular on the first lesson. Vitz (1990) stated that the use of stories in values education helps students associate and internalize values with real-life case studies. Although the teachers participating in the study stated that they prepared classroom and school boards for values education, they did not want values education to be given on paper. They want it to be given more by doing and experiencing, and in more time. This finding is in line with Meydan's (2014) view that it is more appropriate to use different approaches and methods together in values education and to use holistic approaches that

surround the student's life with values and with the findings of Kurtdede Fidan's (2009) research. The participants stated that values education should not be limited to schools and that pre-service teachers should also be given values education. This view is in line with Elbir and Bağcı's (2013) conclusion that pre-service teachers and teachers should receive training on contemporary methods and techniques that they can use during the teaching of values education. It was determined that the most important value at all levels of education was the value of "respect"

In the research, it was determined that values education should be given at least as much importance as academic education in schools, academic success alone will not be sufficient, the scope of values education should be renewed up-to-date, values education should be done actively, not on paper, teachers want a real values education, and it is imperative to start values education at an early age. As stated by Elbir and Bağcı (2013), values education is important because values are systematically transferred to new generations with a specific plan and program by preserving the structures of values that shape and affect the social structure and in the form of experience in life.

5. Recommendations

The results of the research show that while values education is mostly carried out through classroom and school boards at all school levels, it is mostly left to the individual efforts of teachers.

- Values education is too important to be confined to classroom and school bulletin boards. For this reason, students should be exposed to value-based activities to keep values alive in schools.
- In order for values education to be complementary to academic achievement, various observation forms should be created and these should be added to students' portfolios.

This research has revealed teachers' thoughts on values education. By taking into account the barriers and gaps in front of values education pointed out by this research, researchers can conduct studies on how values education can be made more effective and efficient.

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