



Views of Primary School Teacher Candidates about Values Education and Future Oriented Plans on Values Education

Research Article

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ABSTRACT

The aim of the current study is to determine the views of primary school teacher candidates about values education and future oriented plans on values education via suggestions which they have written for themselves. Phenomenological research methodology, which is one of the qualitative research methods, was used in the study. Participants of the study were chosen by criterion sampling and consisted of 76 primary school teacher candidates as 7 male and 69 female who are studying at 3rd and 4th grade of Sakarya University Faculty of Education Primary School Teacher Program. Data was collected via the letters which were written by the teacher candidates to themselves about values education throughout their professional careers, consisting the advices and suggestions they gave themselves. Content analysis method was used to analyse the data. Findings showed that primary school teacher candidates find values education necessary in terms of the societal (%60,29), personal (%35,30) and educational (%4,41) benefits it provides. Primary school teacher candidates stated that they are going to mostly emphasis on love, honesty, tolerance, responsibility and justice values thorough their professional life. Lastly, the primary school teacher candidates expressed that they are going to use methods based on the traditional approach (39,74%), the process approach (37,18%) and holistic approach to (23,08%) to gain these values to the students.

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Keywords:¹

Primary school teacher, teacher candidate, value, values education.

Introduction

Social life we are living in imposes us a number of duties and responsibilities to make people live in harmony with other people and all other existence. At this point, the concept of value, researched by fields such as philosophy, sociology and psychology, has a very important role in terms of providing the harmony in the social life. Because the values are extremely important criteria which give meaning to the socio-cultural

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factors of the society (Candan & Ergen, 2014; Özensel, 2003). Concept of value is related with feelings, thoughts, and behaviour contexts of people and determines the characteristics and cultures of societies and individuals (Kuşdil & Kağıtçıbaşı, 2000; Hofstede, 1980).

Concept of value, which regulates the societal life with its affective nature, structures the communication and interaction between individuals. In addition, it also provides a basis in individual sense for people to become self-sufficient, happy individuals and to be able to strongly cope up with the problems they are facing (Kirschenbaum, 1995). It can be said that the values that people have and the positive reflection of these values on their moral experiences play a key role for a healthy, peaceful life and being in peace of oneself and the environment. Society certainly will be better accordingly how individuals are well-trained in this regard. In this respect, values education aims to raise individuals who can have a satisfying life in terms of both personal and social life (Kirschenbaum, 1995). Lipe (2004) defines values education as all the direct and indirect interventions for a person's behavior, ideas about to right and wrong and thinking skills related to all of them. All actions to transfer the values to the new generations properly to be able to raise healthy generations and help them to reflect values on their lives internalizing these values can be called values education.

Transferring values of the society to the next generation is one of the most important goals of education because values education is seen as an umbrella term for citizenship values and moral values in practice and it is closely linked with social and cultural development (Halstead and Taylor, 2000; Yazar, 2011). Culture that people have is quite important in transfer of values from one generation to another. Each culture has its own values, every society has its own culture. While values could be different, they could also have similarities in different societies (Aydın, 1997). Values of a culture reflect to the behaviors under the influence by the culture of that society. Indeed, when the values education is considered on the basis of constructivist theory, children are seen as an active participant of the culture (Johansson, 2006; Johansson & Thornberg, 2014, as cited in: Lunn Brownlee, Scholes, Walker and Johansson, 2017). Because learning process consists of family, peer groups, teachers, school, close environment and culture. Thus, during the education process individuals should be supported to gain values to develop their relations in the society, to share the responsibilities, to be more sensitive about the environment and other living creatures and to be able to have self-control (Deveci and Selanik Ay; 2009Rena, 2006).

Schools have critical importance for the young population which constitutes a large segment of society, in terms of values education due to their role of transferring values to the children and young people in a controlled manner (Erden, 1998). Because the school environment and in-school interaction offer children environments they can socially interact with people around them (Yazar, 2011). Schools are places where new values are gained and the former acquired values from the family are reinforced. Children start school with the values they have already gained in their families and through their preschool experiences. According to Halstead and Taylor (2000), school has two main responsibilities at this point. First one is to expose children to values (respect to differences, equality etc.) which are important for society and support the values they gained in preschool period. Second responsibility of the school is to help children to think, understand and practice to be able to develop their own values (Halstead and Taylor, 2000). Because values are continuously enhanced by the individual and at this stage education plays an important role in constructing and shaping the values (Veugelers and Vedder, 2003). Therefore, value education does not mean only the transfer of moral values but also it should be directive to encourage children to express their ideas and opinions and to take responsibility for their own actions (Lunn Brownlee, Scholes, Walker and Johansson, 2016).

Veugelers and Vedder (2003) stated that one must hold mental and communicative skills in order to reflect the value. Because the situations we face in the school and the society require that individual to think about what's right and what's wrong and to make a judgment based on the values. Individuals need cognitive

skills in order to make those judgments, while they need communicative skills to be able to discuss values with others and make a judgment. Skill of reflecting values is necessary to observe different perspectives and to be able to make judgments about their own behaviours and the behaviours of others (Veugelers and Vedder, 2003: 381). In this regard, it can be said that values education should include activities based on cognitive development and communication skills. Value education activities may benefit from reading, writing, speaking, the interaction between expressing emotions and thought formation. Hence, methods such as autobiographical essay writing, reading and writing moral or didactic stories and writing for the journals can be used (Suh and Traiger, 1999: 726). On the other hand, activities from active learning approaches can be also used. Taking students to the countryside and nature trips, child welfare agencies, a foundation or association which cares homeless children, nursing homes, hospitals, historical places may help them to reinforce certain values (Hökelekli and Gündüz, 2007: 390). Considering the literature, approaches to values education are classified differently. First of these classifications examines values education in two main categories as traditional approach and process approach or constructivist approach. Traditional approach focuses on directly transferring dominant values to raise characterful individuals (Thornberg and Oğuz, 2013). Process approach to values education emphasis on the active participation of the student and student-teacher / student-student interactions. The production of knowledge is a personal interpretation process and when the relevant value is present, personal interpretation has much more importance (Veugelers and Vedder, 2003).

Doğanay, Seggie and Caner (2012) suggested that three main approaches as directly teaching values, reasoning-based values education and holistic approaches for values education. Direct values education approach is traditionally used at schools and it is a highly teacher centred approach. It has a deductive structure. It includes methods such as lectures, asking questions, demonstrations, modelling and narratives. Teacher as an authority figure tries to indoctrinate students with appropriate values (Akbaş, 2004; Doğanay, 2009; Senemoğlu, 2010).

Reasoning-based values education methods such as value clarification, value analysis, learning by action and moral dilemma discussions can be examined in the title of process approach. These approaches are value development-oriented approaches. Value clarification approach is based on making values explicit while students actively use thinking processes and make free choice. During the application, every thought is respected, and students are encouraged to express values without imposing certain values. What is important is the value acquisition process. In this approach, cooperative learning, choosing between alternatives and discussions are focused (Brady, 2011; Kirschenbaum, 1995; Senemoğlu, 2010). Moral reasoning (dilemma discussions) is based on the moral development approach developed by Kohlberg. In this approach, the aim is to develop moral judgment abilities of students with stories containing moral dilemmas and help them to reveal their values. The key point of the approach is the discussions and the questions used by teachers during this debate. Moral dilemma cases shared by the teacher in the classroom and students try to make judgments with small group and large group discussions. Teachers should be careful not to impose their personal views. Furthermore, they should pay attention to choose dilemmas nor very difficult to the inextricable extent nor very easy (Akbaş, 2008; Brady, 2011; Senemoğlu, 2010). Another reasoning-based value education approach is the value analysis approach. This approach aims to analyse a situation including value related problems and make judgments. In doing so, the students are expected to identify problems, gather information about the problem using a variety of resources, find alternative solutions and think about the outcomes of the alternative solutions to determine an appropriate final solution. Aim of this approach is to help students to use scientific research and rational thinking process in order to decide about the value problems they faced (Doğanay, 2009; Senemoğlu, 2010; Welton and Mallan, 1999).

On the other hand, holistic approaches try to combine direct value education and the value developing approach. The most obvious one of the holistic approaches is character education which was developed by

Lickona (1991). Character education focuses on moral cognition, perception and habits. In this approach, main values which symbolize good character are determined and methods to implement at school and class for gaining values are suggested. The suggested methods constitute a wide range of areas including whole school life, parental and environmental factors. Character education is a quite comprehensive approach that focuses on how school institution could affect the character development in a holistic way (Battistich, 2005; Senemoğlu, 2010).

Schools are the most important institutions which combines values and education on a common ground (Cihan, 2014). Lickona (1991) suggested that schools must provide a values education emphasizing all components of school life and schools and teachers have duties such as being positive models, creating a moral classroom environment, making family and society a part of education. This process is certainly influenced by several factors as structure of the family, course schedules and mass media, however the most significant effect belongs to teachers (Kurtulmuş, Tösten and Gündaş, 2014). Teachers have unique opportunity to help students to be able to get a positive decision in accordance with their own goals and to establish positive interpersonal relationships in the classroom. Therefore, teachers are required to accept the role of values on shaping behaviour (Kim Suh and Traiger, 1999). Thus, teachers' perceptions of the values and value education can be said to be quite important in terms of attaining the objectives of the education. However, teachers' features such as their attitudes and values reflected by the behaviours, personal preferences and worldviews also highly affect value education (Ülavere and Veisson, 2015). In this manner, candidate teachers' values, value perceptions, qualifications about values education and perspectives becomes important because they are going to perform this profession in the future. Research aims to determine primary school teacher candidates' opinions and planning related to values education. Determining primary school teacher candidates' views and their objectives for values education through their professional life is important for indicating the possible deficiencies of values education in the future in terms of their perspectives about values education and teaching values. However, the study is considered as important for presenting a picture of the future of values education in primary schools from the perspectives of teacher candidates. Furthermore, this research differs from similar studies in terms of the data collection method.

This study aims to determine the views of primary school teacher candidates about values education and future oriented plans on values education via suggestions which they have written for themselves. In line with this objective, following questions were asked:

1. What are the views of primary school teacher candidates related to the necessity of values education?
2. What are the values which primary school teacher candidates are planning to mostly emphasize through their professional life?
3. What are the plans of primary school teacher candidates for the methods they are going to use to teaching values which are important for them?

Method

Research Design

This study was carried out by using qualitative research method. Phenomenological research design, which is one of the qualitative research methods, was used in the study. Phenomenology is a field of science which examines events in a way that is perceived by the individuals in the society, avoids from long-standing assumptions, prejudices and philosophical dogmas starting with people and their conscious experience and tries to understand the individuals' way of perception of the events and circumstances (Bal, 2013). Research subject of phenomenology is actual characteristics of the phenomenon and the real situations in which it cannot be phenomenon the absence of these features (Van Manen, 1990). In this context, the views of primary

school teacher candidate's about values education and future planning of values education were described by their own written statements.

Research Group

Research group of the study was determined by criterion sampling which is one of the purposive sampling methods. Criterion sampling includes working on the cases that meet one or more criteria researchers. This criterion or criteria may be prepared by the researcher or previously prepared criteria can be used. Researcher should work on all those cases which involved according to criteria (Patton, 1987; Yıldırım and Şimşek, 2005). Accordingly, taking at least one course of life sciences teaching or social studies teaching was determined as the criteria to participate for teacher candidates in the study. Research group consisted of 76 primary school teacher candidates as 7 male and 69 female who are studying at 3rd and 4th grade of X University Faculty of Education Primary School Teacher Program. 54 of participants were 3rd grade and 22 of participants were 4th grade. Primary school teacher candidates were also asked whether they willingly chose primary school teaching program. While 56 (%73,6) teacher candidates stated that they willingly chose this program, 20 (%26,4) of them indicated that they unwillingly chose the program.

Data Gathering

The study benefited from the correspondence which is one of the data collection techniques. Correspondence is defined as data collection technique via the written communication. Surveys, written tests and letters are considered in this context (Karasar, 2016). In this study, letters which are written for teacher candidates by themselves were used as data collection tool. A form that was prepared by researchers and distributed to classroom teacher candidates who participated in the study. At the stage of preparing the form, first of all, the studies about the values education in the country and abroad were examined, then the issues which are important for the values education were determined and a draft was formed. This form has been presented to two individuals who are experts in the field of primary school teaching and final form was given after the approval of experts. First part of the form includes information related to the demographic characteristics of the primary school teacher candidates. Second part includes presentation essay. Presentation essay is a kind of introduction which offers correspondence to the participant, presenting the purpose of the data collection tool and expectations from the participants (Karasar, 2016). This section firstly mentioned the purpose of the study, and then explained what the content of the letters will be mainly composed of. The last part was prepared for teacher candidates to express themselves. Teacher candidates were asked to write a letter consisting of the advices for themselves about values education throughout their career. While writing the letters, they were asked to consider the necessity of values education, values that they are going to mostly emphasize throughout their career and the methods that they are going to use and factors that they need to pay attention. After the form was put into final form, it was carried out.

Data Analysis

Content analysis which is one of the quantitative data analysis methods was used to analyse the data. Content analysis is a suitable method for analysing qualitative data that are in different forms (Çetin, 2016). Content analysis consists of the conceptualization of the data collected, then rationally organization of these concepts and determining the themes that describe the data (Yıldırım and Şimşek, 2005). All data collected from teachers was organized and coded before the content analysis. After the organization of data, each data was read in detail and subjected to content analysis. Content analysis consists of 4 stages as coding, determining the themes, organization of the codes and themes, and the description and interpretation of the findings (Yıldırım and Şimşek, 2005). In this study, after the data was analysed in detail codes starting from the most often used statements and themes starting from the codes were organized. In the presentation of the findings, frequency and percentage information related to each theme and codes that construct the themes

were given. Also, verbatim quotations from the statements of teacher candidates were given for the all themes. Codes assigned to each data set were used in the presentation of these statements. Data was coded as O.K.3.1.32-O.K.4.1.1 and O.E.3.2.61-O.E.4.2.2. by gender and grade.²

The originality of the results of qualitative studies depends on the reliable and valid findings (Yıldırım, 2010). In this study, data was evaluated independently by two researchers and codes were formed in order to assure reliability. Consistency between the codes was measured by using the reliability formula ($\text{Reliability} = \text{Consensus} / \text{Dissensus} \times 100$) proposed by Miles and Huberman (1994). Accordingly, the codes were found to be consistent for 93%. Then, the code list was finalized with the joint work of two researchers and themes have been created. All the work done was detailly presented in the method section in order to ensure validity. In addition, the data collection process was conducted face to face by the researchers and participants were provided to can express themselves in a relaxed manner without time limit.

Results and Discussion

Views of 76 teacher candidates related to necessity of values education, values that they are going to mostly emphasize and the methods and techniques that they are going to use in values education were analysed with content analysis and accordingly, codes and themes have been created. The findings were presented respectively.

Views of Primary School Teacher Candidates on the Necessity of Values Education

In this section, 9 codes were created examining the views of teacher candidates regarding the necessity of values education, generated codes were grouped under 3 themes. The quantitative data for the generated codes and themes is presented in Table 1:

Table 1. Views of Primary School Teacher Candidates on the Necessity of Value Education

Views on the Necessity of Values Education	(f)	%
Values Education in terms of Social Benefits	41	60,29
Social development	29	42,64
Social cohesion	10	14,70
A liveable world	2	2,95
Values Education in terms of Personal Benefits	24	35,30
Contribution to personality development	13	19,11
Contribution to raise happy children	5	7,35
Contribution to social development	4	5,89
Contribution to life quality	2	2,95
Necessity of Values Education from Educational Perspective	3	4,41
Providing a holistic education	2	2,95
A basis for all the courses	1	1,47
TOTAL	68	100

Analysis of the data in Table 1 indicated that views appear to be grouped under three themes, from the most expressed to the least expressed statements, as values education in terms of social benefit (60,29%), values education in terms of personal benefits (35,30%) and values education as a necessity from educational perspective (4,41%). 8 teacher candidates did not expressed positive or negative idea about the necessity values education.

² Data means: O means, Preservice teacher candidates; E/K means male or female; 3/4 means grade level; 1/2 whether he / she chooses the teaching profession; Other numbers are row number.

According to the distribution of the themes, findings showed that the majority of teacher candidates (60,29%) consider values education as necessary in terms of the social benefits. Codes constituting the theme entitled as "Values education in terms of social benefits" are social development (42,64%), social cohesion (14,70%), and a liveable world (2,95%), respectively. O.E.3.1.6, indicating that the values education is necessary for social development, stated that *"Values education is extremely important for the development of a society. A society without values education is like a human body without taking a breath. A human being dies without taking breath. Values education is similarly one of the basic needs for the development of a society. If I do not have tolerance, love, respect and most importantly patience during my teaching career, this is not going to work. Patience against children is extremely important."* Similarly, O.K.3.1.40 expressed that *"What school concept remind many people of? An environment in which A-B-C was taught? A community of people who come together for academic work, or a formal institution which is important to go to be able to shape the future? Do not forget; even though school includes all of them, it is firstly the mirror of a society before everything. It has an inseparable interaction with culture and values of the society. It takes the values that individual it brings from the past and provide fully trained students with a set of values to the society as a product. Therefore, subjecting the society to a fundamental change brings firstly values education to the mind when it is related to the school. When this is ignored, the interaction that I mentioned also remains missing. Indeed, robot societies which has only academic achievements occurs."* emphasizing the benefits of values education in terms of affective dimension and its contribution to the society. O.K.4.1.14 has stressed that individuals have difficulty to adapt to society without values education. According to statements under this theme, it can be said that primary school teacher candidates see values education as necessary for a better social life.

When the data obtained from the primary school teacher candidates is examined, it was concluded that 35,30% of the primary school teacher candidates see values education as necessary in terms of the personal benefits. The second theme entitled "Values education in terms of personal benefits" is constituted by the codes which are contribution to personality development (19,11%), contribution to raise happy children (7,35%), contribution to social development (5,89%) and contribution to quality of life (2,95%), respectively. O.K.3.1.42 stated that *"If the student does not know values and be prepared for life, he/she cannot have a sufficient personality. Educating an individual without personality becomes one of the biggest mistakes that you can do to people."* emphasizing the necessity of values education for contribution to the personality development. In addition, 4th grade student O.K.4.1.3 put emphasis on that children should internalize the necessity of being a good person and that they would be happy in this way. Similarly, O.K.3.1.52 stressed happiness as *"My primary goal will be to educate well and happy individuals through my teaching life. Values education will be an important step for raising good and happy individuals. Step word actually may not be very accurate. I can describe it as a long process because we are going o face with values in whole of our lives."* Primary school teacher candidate O.K.3.1.20, who stated that she willingly chose the teaching profession, underlined the necessity of values education in terms of personal benefits with the statement *"A child, who has a sense of responsibility and awareness as an individual, is going to be a self-sufficient individual for the whole life. He/she will know what to do in certain situations."* When the primary school teacher candidates' statements are examined, it can be said that they see values education useful in terms of the contribution to live a more productive life as an individual.

The last theme constituted by the views on the necessity of values education is "Values education as a necessity in terms of educational perspective". Codes for values education as a necessity in terms of educational perspective are providing a holistic education (2,95%) and being a basis for all courses (1,47%), respectively. Indicating the necessity of values education in terms of educational perspective, O.K.3.1.43 suggested that *"Skills are formed depending on the values education. They are an integral whole. If a training aims to prepare individual for the future, help to stand on their own legs and lead to thinking and questioning everything, it should educate the individual on every aspect."* Under this theme, it can be said that teachers see values education necessary for achieving the objectives of education.

Values which Primary School Teacher Candidates are Mostly Planning to Emphasize

25 codes were created examining the views of primary school teacher candidates on the values which they are mostly planning to emphasize in their professional lives and generated codes were grouped under 2 themes, including universal values and national values. While creating the themes, the literature was reviewed, and the value classifications were taken into consideration. As a result, it has been decided that the values specified by teacher candidates to be discussed under two themes as universal and national values. National values are national symbols such as state, nation, homeland, language, traditions, army, national anthem, flag, patriotism and cultural heritage. Universal values can be expressed as values such as love, respect, tolerance, independence, equality, sensitivity (Demircioğlu and Tokdemir, 2008; Deveci and Selanik Ay, 2009). When deciding on including the values under which theme, their explanations were taken into consideration. Statements of primary school teacher candidates were considered while the codes were included in the themes. The quantitative data for the generated codes and themes are presented in Table 2:

Table 2. Values which Primary School Teacher Candidates are Mostly Planning to Emphasize

VALUES	f	%
Universal Values	167	96,5
Respect	47	27,16
Love	23	13,29
Honesty	17	9,82
Tolerance	17	9,82
Responsibility	17	9,82
Justice	10	5,78
Empathy	9	5,20
Helpfulness	4	2,31
Patience	4	2,31
Mercy	3	1,73
Trust	2	1,15
Companionship	2	1,15
Sharing	2	1,15
Sensitivity	2	1,15
Friendship	1	0,58
Compassion	1	0,58
Kindness	1	0,58
Cooperation	1	0,58
Equality	1	0,58
Generosity	1	0,58
Sedulity	1	0,58
Goodness	1	0,58
National Values	6	3,5
Patriotism	3	1,73
Caring about family unity	2	1,15
Cultural values	1	0,58
TOTAL	173	100

When the views of primary school teacher candidates on the values which they are mostly planning to emphasize was examined throughout their professional lives, universal values (96,5%) seems to come forward. According to frequencies of the codes under the universal values theme, respect was found to be mostly stated value (27,16%). Respect value was followed by "love (13,29%), tolerance (9,82%), responsibility (9,82%),

honesty (9,82%), justice (5,78%)” values, respectively. National values theme included patriotism (1,73%), caring about family unity (1,15%) and cultural values (0,58%) codes.

Primary school teacher candidates were observed to give importance to multiple values while expressing the values that they plan to mostly emphasize throughout their teaching lives. For example, O.K.3.1.45 expressed the values which she mostly cares as “As a teacher or as an individual, I should mostly handle justice, respect, honesty, empathy, sensitivity etc. values. It is necessary to develop faster and be happy and peaceful.” O.K.3.1.20 underlined the importance of respect, love and responsibility values with her statement “When you become a teacher, the most important and precious values that you are teaching to children would be respect, love and responsibility. Because first of all, having self-respect and accepting oneself as it is will help the individual to respect other people living in the community as well. Children will understand that everyone is different from each other and we need to respect the differences. Because first of all, the child has learned self-respect. Likewise, a person who loves oneself will love others and a child having responsibility and awareness of being an individual will be able to stand on her/his own legs. He/she will know what to do in certain situations.” O.K.3.1.58 highlighted both universal and national values with her statement “Values that I mostly care most about are love, respect, honesty, responsibility and patriotism. People must learn to love so that they could pursue the good work. They should know to respect to be able to respect other people who shares the same environment, their ideas and professions. Honesty should be your indispensable value to support these. You should teach children that they will be always unhappy, ashamed and have a fear of the emergence of their lie if they tell lies. You should be a teacher caring about the future of our country, reflecting this to the children and adopting the value of patriotism. If you can instil patriotism to your students in the early ages, you can prevent them to go into wrong directions and pollute their minds by the wrong mentalities in the future. You can initiate them not to be individuals who betray their homeland but striving for its improvement”.

Methods which Primary School Teacher Candidates Plan to Use in Values Education

Views of primary school teacher candidates about the methods they plan to mostly use in values education were analysed, 14 codes were created, and these codes were grouped under 3 themes. These themes have been created based on values education approaches. Quantitative data for the codes and themes is presented in Table 3:

Table 3. Views of primary school teacher candidates about the methods they plan to use in values education

Methods	(f)	%
Methods based on Traditional Approach	31	39,74
Role modelling	19	24,35
Providing experience examples	8	10,25
Using theatre, music, texts, biographies, narratives	2	2,56
Repetition	1	1,29
Reinforcement	1	1,29
Methods based on Process Approach	29	37,18
Educational games	9	11,54
Drama	6	7,70
Learning by doing and practising	4	5,12
Empathy	4	5,12
Activities	3	3,84
Trip observation method	2	2,57
Case method	1	1,29
Methods based on Holistic Approach	18	23,08
Family interaction	10	12,82
Implicit program	8	10,26
TOTAL	78	100

Table 3 indicates the finding that primary school teacher candidates mostly use traditional approach (39,74%) which aims to directly transfer values and process approach (37,18%) which is based on reasoning and aims to contribute to the students' actively value gaining/reinforcement process. A portion of 23,08% of teacher candidates stated that they would prefer the methods that can be addressed under holistic approaches.

Codes respectively constructing the theme of the use of traditional approaches are role modelling (24,35%), providing experience examples (10,25%), using theatre, music, texts, biographies, narratives (2,56%), to repetition (1,29%) and reinforcement (% 1,29), respectively. When data is examined, it can be concluded that teacher candidates will use mostly role modelling. Primary school teacher candidate O.K.3.1.66, who stated that she willingly chose the teaching profession, emphasized that she thinks role modelling as the best method with her statement "...The best way you can follow to be able to teach this value is to be good role model. If your students can see this value in you, they can apply it in their lives. Never forget that a teacher can change a person and a person can change the society." O.K.3.1.22 reported that "You should not forget about the values which are a balance supply for not only the society but also the world. You should teach respect, love, justice, honesty, helpfulness and lots of other values to not only your children (students) but you should determine them as a compass in your life and know that the best teaching way is showing them as doing and implementing them in your life." stressing that values education could be achieved by role modelling. O.K.3.2.25, who reported that she unwillingly choose teaching program, expressed her opinions as "...Telling real stories, I talk about how they should behave in such kind of situations and try to make them understand. I try to gain these values within the courses. Most importantly, I try to make them love each other." indicating that she is going to present sample situations and tell the right and wrong things herself. Expressions of teacher candidates who plan to use experience examples in values education revealed that interpretations of true behaviours will be transfer by the teachers rather than letting student to rationally think and make a judgment. O.K.3.1.33 made a suggestion for herself to use repetition and reinforcement in values education. When the teacher candidates' expressions were analysed, it can be concluded that they adopted an approach in which values will be mostly transferred to students by teachers.

According to expressions of primary school teacher candidates, 37,18% plans to use methods based on the process approach. "Methods based on the process approach" theme includes respectively; educational games (11,54%), drama (7,70%), learning by doing and practising (5,12%), empathy (5,12%), activities (3,84%), trip observation method (2,57%) and case study method (1,29%). O.K.4.1.9, who reported that she willingly chose teaching program, emphasized both games and value clarification with her statement "...While teaching the values, you should not do it forcing the students but making them fun and turning into games, helping them to understand by themselves." O.K.4.1.12 insisted on that she will try to make students need values by using games with a similar expression. O.K.4.1.8 highlighted both empathy and games stating that "I plan to play empathy games with students in order to teach value of respect to individual differences. I plan to develop such kind of games to prevent students to make fun of their friends having deficiencies and make them help their peers." Some of teacher candidates indicated that they plan to use empathy as a method in values education. Some of teacher candidates indicated that they plan to use empathy as a method in values education. Teacher candidates who plan to use empathy as a method of teaching, stated that they would mostly use written empathy method while some others would use historical empathy. O.K.4.1.8 reported that she is going to use drama in values education with her statement "Use drama method frequently; values are concepts from the real life, you will not have difficulty to do. Do not let difficulties to discourage you, let the light in the eyes of children be your hope." Similarly, O.K.3.1.47 underlined that importance of values can be understood by practising drama. Two of teacher candidates who preferred drama for teaching, expressed that they would use psychodrama method. O.K.3.1.44 supported learning by doing-practising method by stating that "Of course, the best way to learn is to do and practice. I have to present these situations in a form that they can experience." When the expressions of primary school teacher candidates under the methods based on the process approach theme, it can be said that teacher

candidates plan to gain values to students as adopting cognitive and social processes and using thinking processes about values.

When the data from the expressions of primary school teacher candidates were analysed, 23,08% of teacher candidates were found to have plans to use methods based on holistic approach. Theme entitled as "Methods based on holistic approach" included 2 codes which are implicit program and family interaction. Accordingly, 10 primary school teacher candidates (12,82%) emphasized the importance of the interaction between teachers and families to be able to implement an efficient values education. One of these teacher candidates, Ö.E. 4.1.7 expressed his opinions as "Families can be trained for the difficulties I have mentioned above. There may be a continuous interaction with families. It should be emphasized on what should be instead of the mistakes. In this process, we as teachers should have a purpose of patiently raising individuals who gained values, working very hard for our future. Expression of O.K.3.1.48 who reported that she willingly chose teaching profession "...The first value you are going to teach your students should be love. You cannot gain this value alone; the environment and family are also important factors. You tell that love is a good thing and let us love each other. However, there are children growing up with lack of love between people who does not know loving. Firstly, you need to raise the awareness of family" and advise of O.K.3.1.48 for herself as "The most important point you need to pay attention is not to forget that values education firstly starts with family and it is not only limited to student. So, never ignore the family factor." are the examples of this theme. On the other hand, some of teacher candidates (10,26%) reported that they plan to use implicit program in values education. These teacher candidates mostly elaborated on value gaining or reinforcement via classroom climate. For example, O.K.3.1.63 put emphasis on the psychological security in the classroom with her statement "We should provide a warm classroom environment to gain these values to the students. Students should feel safe themselves. When students feel safe and a good communication is provided, there is nothing that cannot be gained." 4th grade student O.K.4.1.6 stated that she plans to apply implicit program to gain the values which she finds essential.

Discussion and Conclusion

When the views of primary school teacher candidates on values education were examined, it was found that they see values education as necessary mostly in terms of social benefits (60,29%), then personal benefits (35,30%), and lastly educational benefits (4,41%). According to findings, it can be said that majority of teacher candidates think values education as a necessity in terms of social aspect. Kurtdede Fidan (2016), in their research conducted with primary school teacher candidates, found out that primary school teacher candidates see values education necessary to become and develop a healthy society. Merter and Bozkurt (2014) similarly carried out a study with primary school teacher candidates and found that primary school teacher candidates think lot of problems occurring in the society are caused because values education could not be efficiently implemented. Genç, Tutkun and Çoruk (2015), in their study with primary school teachers, concluded that primary school teachers see values important for maintenance of social life. All these findings correspond with the results of current study. In parallel with these results, primary school teacher candidates consider values education mostly in terms of the social aspect. Approximately 35% of primary school teacher candidates stated that they found values education in terms of personal benefits (personality development, happiness, social development, quality of life). In Kurtdede Fidan's (2016) study, a small amount of primary school teacher candidates have stressed the necessity of values for the personality development. Conducted research reveals the relationship between personality traits and values adopted by individuals (Oliver and Mooradian, 2003; Roccas, Sagiv, Schwartz, and Knafo, 2002; Yıldız and Dilmaç, 2012). However, there are also many studies indicating that values are associated with happiness or feeling well (Bulut and Dilmaç, 2018; Kılıç, Akyol, Yoncalık, 2018). Cubas-Barragan (2016) reached the conclusion that values education has a positive effect on the students' level of feeling good. Rokeach (1973) also regarded happiness as an objective value. From this perspective, the fact that primary school teacher candidates see values education necessary for the personal

benefits can be considered as a positive situation for the future of values education in primary schools. However, quite less expressions for personal benefits compared to social benefits is not an expected finding. According to Kirschenbaum (1995), values education is necessary to live a better life from both social and individual aspects. Thus, it can be concluded that values education should be further emphasized for individuals to have a more productive life in many aspects.

When the findings related to values that primary school teacher candidates mostly care about and plan to emphasize in their teaching life were considered, universal values (96,5%) were found to be mostly preferred. Thus, universal values, which teacher candidates are going to mostly care, are love, respect, tolerance, responsibility, honesty and justice. Most of the findings match with the research conducted by Gürdoğan Bayır, Çengelci Köse and Deveci (2016). According to this study, values which primary school teacher candidates mostly care and plan to emphasize; as respect, responsibility, honesty, helping and tolerance appear in the findings of the both studies. Kurtdede Fidan (2016) reached that primary values for primary school teacher candidates are love, respect, honesty, tolerance and helping. It is possible to see similar results in the different studies carried out with teachers or teacher candidates (Memişoğlu, 2017; Yıldırım and Turan, 2015). This reveals that the main values such as love, respect, tolerance, honesty are found to be important by teachers or teacher candidates. Considering that teachers are the most important practitioners of values education, their plans to work on these values in the classrooms can be evaluated as a positive situation in terms of the future of values education. Patriotism (1,73%), caring about family unity (1,15%) and cultural values (0,58%) are included under the national values theme. In this study, it is not expected that national values, especially patriotism, are preferred so less by teacher candidates. It becomes even more complicated when it is considered that teacher candidates stated their opinions related to social benefits of values education. Hence, this result is not consistent with some of the research findings which was carried out with teacher candidates (Gürdoğan Bayır, Çengelci Köse and Deveci, 2016; Kolaç and Karadağ, 2012; Merter and Bozkurt, 2014). Teacher candidates have not stated national values because they may have thought that individuals gaining universal values would already be useful for the society.

Considering the views of primary school teacher candidates related to methods that they are going to use, it was found that they plan to use methods based on traditional approach (39,74%), methods based on process approach (37,18%) and methods based on holistic approach (23,08%). The results for the traditional approach and the process approach of teacher candidates can be said that to be adopted at the same rate. Primary school candidates mostly prefer to use role modelling and presenting experience examples from the methods based on traditional approach while they use theatre, biographies, repetition and reinforcement at the least. They reported that they plan to use mostly educational games and drama, followed by learning by doing - practising, historical empathy - empathy, student-centred activities, trip - observation and case study method from the method based on the process approach. In the research by Demirhan Işcan (2014), teacher candidates stated that suggesting values in the values education and "explaining/enlightening values" method would be efficient even if they do not have a direct equivalent. Literature also has a variety of resources under this topic, most of the sources indicates that there is an expectation against teachers for the ethically transfer of values to the next generations in an open manner. Gaining values is quite complex, and a multivariate process while children have the most important role to build their own value systems or to reconstruct them (Johansson et al, 2014). Therefore, methods including to use active thinking and questioning skills of children are also essential for values education. Findings of many studies conducted with teachers and teacher candidates are consistent with the findings of the current study (Çelik, Esmer and Yılmaz, 2016; Gündüz, 2015; Kurtdede Fidan, 2009; Kurtdede Fidan, 2016). It can be considered as a positive situation that teacher candidates as the prospective teachers adopt methods supporting value transfer besides the methods based on process approach. On the other hand, some of teacher candidates have suggestions to themselves to use methods based on holistic approach. These teacher candidates stated that they are going to use implicit

program and family support for the values education. Implicit program and including the family to the process are quite important factors for the personality education approach which is one of the holistic approaches in values education (Berkowitz and Bier, 2005). In personality education approach, school is considered as a whole; family and environmental factors are also included, and all the processes at school or classroom can be used for value gaining (Ekşi, 2003; Lickona, 1991). Implicit program may cause both negative and positive outcomes in terms of values education (Halstead and Xiao, 2010), thus it is a development for values education that teacher candidates stated that they plan to use it consciously in values education.

Based on the research results, primary school teacher candidates mostly emphasized the social necessity of values education. For this reason, it can be suggested that personal and educational benefits of values education can be included in the courses handling values education or the courses that directly focuses on this content in the faculty of education. Findings showed that primary school teacher candidates give less importance to national values such as patriotism, caring to family unity. Therefore, using different methods and techniques can be suggested to gain these values and understand the social benefits of these values. Finally, more emphasis on the holistic approach which has been relatively less preferred, gaining experience for teacher candidates as including the value teaching strategies in the classes can be suggested. Also, why teacher candidates have been involved in that choices may be investigated in depth.

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