



Teachers' Views on the Implementation of the Values within the Scope of the Physical Education and Sports Curriculum

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Abstract

The purpose of today's education programs is to equip students with values besides academic success. This study aims to determine the views of teachers on the implementation of the values within the scope of the physical education and sports curriculum. 19 physical education teachers with four years or more professional experience working in public schools in the 2021-2022 academic year were included in the study. The research was created according to a descriptive phenomenological design, which is one of the qualitative research methods. The qualitative data analysis program MAXQDA 2020 was used in the research, and the data were interpreted by dividing them into codes, categories and themes with the content analysis method. The meaning of the values in the curriculum as a concept, the practices in the process of teaching values to students, the views on the school lessons, the education of the teachers, the obstacles to teaching values to students, the situation of the family and the school, the primary and secondary values, and the views of the teachers on the teaching of values were revealed in the findings. The following data were obtained after the data analysis: physical education teachers and the lessons are very effective and important in teaching values to students, the value explanations in the curriculum are generally understandable but they are given in an unplanned manner in practice, the undergraduate and in-service trainings on values are insufficient and inefficient, and such factors as social media, family structure, and the location of the school affect the transfer of values; however, the teaching of values will be more effective and productivity will increase by consideration of teacher training by authorities, cooperation and teachers' suggestions. Based on these results, recommendations have been presented regarding improving the quality and quantity of the undergraduate and in-service training of physical education teachers in terms of values education, writing the value expressions in the learning outcomes

Keywords

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more clearly and preparing written and visual guides on how these values can be taught, and conducting values education with school-family cooperation.

Introduction

How can values be taught in physical education and sports lessons, where psychomotor skills are at the forefront? What is the role of this course in values education? Every society takes as reference the values that belong to that society while establishing the education system in which they will raise future generations. The most important criteria for setting goals at all levels, especially the goals of education, are the values of society. As stated by Gömleksiz (2007), "Values are the elements that determine the characteristics that individuals want to acquire. The values of social institutions are also very effective in the design of education to be given either explicitly or implicitly". In order to maintain communal life in an orderly and harmonious manner, common behavior patterns, value systems such as customs, traditions, morals and religion, and social institutions have been established (Köknel, 1982). Each society has a system of values, which consists of historical, philosophical, socio-cultural and religious values that play a role in adopting certain behavioral patterns, and ordering, organizing and planning their priorities in social life accordingly (Seyyar, 2010).

Values have a significant contribution in forming a very important part of the reality experienced by the individual in his/her life and in making sense of the existence of the individual (Keskin, 2016). Value as a concept is defined as, "An abstract measure to determine the importance of something, the worth of something, preciousness; superiority, virtue; something that appears in the connection of the person with the object as a being who wants and needs" (Turkish Language Institution, 2022). This concept is defined by Veugelers and Vedder (2003) as basic good or bad beliefs, by Schwartz (1994) as a principle guiding living things, and by Halstead (2005) as a guide that determines our behavior. Kızılcelik and Erjem (1994) define value as basic beliefs related to emotions, thoughts and interests that are right and necessary for society.

Values are the heritage that has been distilled from the national and spiritual resources of society, reaching today and transferred to the future (Ministry of National Education [MoNE], 2018a). The values reflecting the will of the common mind of the people who live in society are largely created by the society in which they live (Durkheim, 1994). Newcomers to society become socialized first by internalizing the values of the society they join (Yazıcı, 2014). Values usually indicate a phenomenon (good, bad and degree of importance) accepted by a society (Kasapoğlu, 2013). So, values have a significant place in social life and values are attempted to be transferred to future generations in a systematic way (Varış, 1988). Thus, this can be realized through values education.

Values education ensures the development of the individual in all aspects and protects society from bad morals and negativities, and adapts the individual to society with good behaviors (Saygın & Saygın, 2015). According to Bacanlı (2011), values education denotes the studies carried out for the acquisition of certain values as well as general and social values. Values education can also be defined as "the process of teaching and adopting the values that are desired to be adopted in a society to the new generation and thus raising individuals with character and morality who have the skills to adapt to the society and the world they live in" (Önal & Hergüner, 2021, p. 60). One of the points to be considered in values education is to teach universal values as well as social values, and the other is to teach values in oppressive environments by internalization and as a role-model, not by force or imposition. An individual can be a good and happy person when s/he adapts to the values and universal values of the society s/he lives in.

Individuals who have not completed their personal development in terms of values and have not reached the maturity to acquire values are likely to give harm to themselves and society (Doğanay, 2011). In these individuals, the tendency to violence, alcohol and substance addictions, moral emptiness, and deterioration in moral behaviors can be seen; this can lead to alienation from society, unhappiness and even suicide. Therefore, values education should be given importance in schools in parallel with academic education.

The first place where values are introduced to the individual is the family. All kinds of educational processes given in the family, which takes all the responsibility for the child, play a major role in the structuring of the child's personality. In this context, it is stated that the values education given at early ages and in the family will contribute to the child's good citizenship awareness in the future (Dilmaç & Ekşi, 2007). First of all, the school and teachers are included in the values education given in the family with the beginning of the education life of the child. Thus, Deveci (2015) states that values education is important for the preservation of social structure and that it is necessary to foster values in individuals at home and at school in order to maintain the social order. Schools create an environment for the transfer of values to individuals and the development of knowledge, attitudes, skills and values of individuals.

Considering the general objectives of the Turkish National Education system, there are many values that should be taught to students at school. It is expected that values included in the general objectives, such as that all members of the Turkish Nation should "adopt, protect and develop the national, moral, humanitarian, spiritual and cultural values of the Turkish Nation; be loving and always try to glorify her/his family, homeland and nation; be aware of their duties and responsibilities towards human rights and the Republic of Turkey, with a balanced and healthy personality and character in terms of body, mind, morals, spirit and emotions, respectful to human rights, and responsible for society and acting accordingly" (MoNE, 1973) will be taught to students. For this reason, it is important to create environments where values are revealed and results are discussed in each lesson, beyond processing values in a single lesson (Kasapoğlu, 2013). Values are included in the programs prepared in schools in an explicit or implicit way. Schools are also an important control tool in terms of providing children and young people with values and norms, as well as monitoring whether they act in accordance with these values and norms (Akbaba Altun, 2003). Therefore, schools play an important role in the teaching of values. When the studies carried out in the school environment are examined, it is observed that values education practices yield positive results (Aladağ, 2009; Keskinöglü, 2008; Merter & Şekerci, 2015; Öğretici, 2011; Peterson & Skiba, 2001; Yaşar, Kasa, & Gürdoğan Bayır, 2015).

Values education in schools in Turkey has always been among the general aims of education, but the way it is taught has been insufficient and an attempt has been made to provide it in an unplanned and implicit way (Doğanay, 2011). As a result of the differentiation of expectations from future generations on the axis of scientific, technological, and social changes and developments that have taken place in recent years, the recommendations made in the 18th, 19th and 20th councils of National Education have found their place and a curriculum renewal study has been carried out by the Chairmanship of Education Board (2017). In the updated programs, it has been understood that the values that make up the basic human characteristics are the source of the power and strength to take action in the routine flow of life and in coping with the problems encountered. The purpose here is to equip each member of our education system with the competence to make appropriate moral decisions and to exhibit them in their behavior (MoNE, 2018a, 2018b).

With this understanding, it is stated that our values are not considered as a separate program or learning area, unit, subject, etc., but that they are included in each and every unit of the curricula (including the physical education and sports curriculum). The "root values" in the curricula are "justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, and helpfulness". It is stated that these values will come to life both on their own and by considering them together with the sub-values and other root values in the learning-teaching process (MoNE, 2018a, 2018b).

Physical education and sports lessons are in a very important position in value-transferring activities in terms of their nature, including activities and educational games that contain joy, competition, excitement and pleasure and providing multi-faceted development. Aydın and Gürler (2014) emphasize that it is not possible to learn values through cognitive processes and that they are learned through experience. As a matter of fact, it is thought that the games and activities used in physical education and sports are effective in teaching the targeted root values in terms of providing real experiences. Another point is that students have fun while learning values with these activities. It

is thought that learning is more permanent with activities that include entertainment. In addition, studies show that students learn many values such as justice, honesty, friendship, helpfulness, responsibility, empathy, tolerance and sensitivity in physical education and sports lessons (Filiz, 2019; Filiz & Demirhan, 2019; Güllü, 2016; Koç & Güllü, 2017; Kuter & Kuter, 2012; Önal & Hergüner, 2021; Piipari, Jaakkola, Liukkonen, & Nurmi, 2012; Tomik, Olex, & Mynarski, 2012; Uluşık, 2019; Usluoğlu & Mirzeoğlu, 2017). In parallel with these studies, Siedentop (1994) states that physical education should not only teach students to gain skills and develop strategies, but also that students should be educated with sports culture in order to be good advocates of sporting practices.

In this well-planned and well-managed course, students learn many social and moral behaviors such as obeying the rules, respecting others, defending their rights, being honest, cooperating, being helpful, and controlling their emotions in winning and losing situations. (Hergüner, Önal, & Hergüner, 2018). In addition to these, the purpose is to transfer the root values at the center of the curriculum to students in physical education and sports lessons. However, the desire of students to win may sometimes hinder their acquisition of behaviors related to values, and cause them to exhibit aggressive, annoying and disturbing behaviors (Tanrıverdi, 2012). Moreover, such emotions as excitement, pleasure, anger and aggression, which may occur from time to time in physical education and sports activities, may lead students to lose control (Taş, 2021). In all kinds of negative conditions, the experience and knowledge of physical education teachers related to values gains great importance. Undesirable behaviors can turn into desired values by the teacher acting as a role model with his/her discourse and behaviors and intervening appropriately and correctly. In this way, students can be rejuvenated as individuals who are compatible with social life and rules, sensitive to universal values, and strong physically and mentally.

Values are included in the physical education and sports curriculum (expressed as ten root values, associated sub-values, and other root values). However, there is no guide for how to teach these values. The programs have a flexible structure that gives freedom to the teacher. In the programs, it is required to plan the activities by associating the learning outcome with the values. While this relationship can be easily established in some learning outcomes (For example, PE.6.1.2.6. the individual respects the rights of others in games and activities prepared for sports; PE.10.2.4.2.1. the individual understands the concept of fair play in sports), some guidance may be needed (PE.7.1.2.9. the individual uses the material s/he has developed for sports and activities; PE.12.2.2.2.2. the individual implements appropriate physical development goals for himself/herself). Teaching values directly and in line with a good education program will be more effective and permanent in values education (Yazıcı, 2006). In addition, values can be taught with the hidden curriculum, which is widely used in values education. However, it is thought that a planned and exemplary values education, in which it is clearly stated how values are to be taught, will be much more effective besides the hidden curriculum. The thoughts, knowledge and practical experiences of teachers, especially the physical education teachers who are the practitioners of the curriculum in the field, greatly affect the teaching of values. In this regard, this study aims to determine the views of teachers on the values within the scope of the physical education and sports curriculum and the implementation of the values. It is thought that the results of the research will contribute to all stakeholders interested in the field, especially educational institutions.

When the literature is examined, the lack of research on the views of physical education teachers about values and how they teach values in their lessons is striking. The starting point of this research is whether physical education teachers consider themselves competent, whether they receive adequate education on values during their undergraduate education, and what are the positive or negative situations they encounter while teaching values in schools and their experiences. It is observed that the "Character and Value Education" course is an elective course in the Physical Education and Sports Teaching Undergraduate Program, which was updated in 2018. When the content of the course is considered, it is striking that there is no subject related to "teaching the values explicitly or implicitly by associating the values with the achievements" in the curriculum. Before 2018, no course on values was found in the undergraduate program. This situation creates the need to reveal the status of in-

service training of physical education teachers who have longer professional experience. With all this information and the result of the observations made in the field, it has been predicted that physical education teachers might have difficulties while teaching the values within the scope of the curriculum and it was desired to examine the opinions of the teachers. Studies on increasing the efficiency of physical education and sports lessons and teachers, which are thought to have a very effective role in teaching values, are important. It is thought that considering the results of the study and the suggestions presented, and making the necessary revisions regarding values education will contribute positively to the process of teaching values to students. In addition, it is thought that the results of the study are important in terms of providing opportunities for those who will conduct comparative studies on teaching values in physical education and sports classes in other countries, and that the suggestions made will develop different perspectives. Since this course has a universal language, it is hoped that it will contribute to the international arena in order to raise good global citizens.

Purpose of the Research

The purpose of this study is to determine teachers' views on the values within the scope of the physical education and sports curriculum in line with the teachers' experiences. In this context, answers are sought to the questions below. Concerning the views of physical education teachers:

1. What are their opinions on the clarity of the concept of value?
2. What are their views about the practices in the process of teaching values to students?
3. What are their views about school lessons in the process of teaching values to students?
4. What are their views about the education they receive?
5. What are their views on the obstacles to teaching values?
6. What are their views on the role of the family in the teaching of values?
7. What are their views on the role of the school in the teaching of values?
8. What are their suggestions for the teaching of values?
9. What are their opinions about the primary and secondary values?

Method

Research Design

A basic qualitative research approach was used in this research. The study was carried out in a descriptive phenomenological design in order to reveal the elements of physical education teachers' life experiences related to the values within the curriculum (Lopez & Wills, 2004). Descriptive phenomenology is concerned with what is known and basically tries to answer the question "what is known?" (Reiners, 2012). Phenomena can appear in various forms such as experiences, perceptions, orientations, concepts and situations in the environment we live in (Yıldırım & Şimşek, 2013). This method also questions the perceptions and meanings that individuals develop after their experiences (Ersoy, 2016). In this study, the experiences of physical education teachers were categorized within the framework of certain themes, and an attempt was made to obtain an in-depth understanding of how they interpreted the values in the curriculum and what this experience meant for them. In the study, "code tree", "code matrix" and "word cloud" images showing the frequency of the most mentioned words in the data were used in order to display the resulting codes and categories holistically.

Participants

All of the teachers in the study group have bachelor's degrees and are married.

Other demographic information of the physical education teachers participating in the research is given in Table 1.

Table 1. Demographic Information of Physical Education Teachers

Participant Code	Gender	Age	School Level	Years in Profession	Workplace
P1	Male	43	Secondary	9	Afyon
P2	Male	48	Secondary	23	Afyon
P3	Male	39	High	15	Afyon
P4	Female	35	High	10	Afyon
P5	Male	24	High	24	Afyon
P6	Female	31	High	9	Afyon
P7	Male	46	High	23	Ankara
P8	Female	35	High	12	Burdur
P9	Female	49	High	21	Burdur
P10	Female	46	High	21	Burdur
P11	Female	44	Secondary	21	Manisa
P12	Male	47	Secondary	24	Manisa
P13	Male	42	High	23	Afyon
P14	Female	30	Secondary	4	Sakarya
P15	Female	48	Secondary	23	Sakarya
P16	Female	33	Secondary	9	Sakarya
P17	Male	38	Secondary	8	Sakarya
P18	Female	44	Secondary	10	Sakarya
P19	Female	31	Secondary	12	Sakarya

The study group consists of physical education teachers working in secondary and high school levels in the provinces of Ankara, Sakarya, Burdur, Manisa and Afyon. 11 of the participants are female and 8 of them are male. While 10 of the participants worked in secondary schools, 9 of them worked in high schools. The participants are in the age range of 24-49 and have 4-24 years of professional experience (Table 1). In the study, the real names of the participants are hidden and each participant is identified with a code. The study group was formed by using the criterion sampling method, which is one of the purposive sampling methods (Yıldırım & Şimşek, 2013). Some of the criteria created by the researchers in determining the study group are as follows:

1. The fact that the researchers know the participants professionally: Physical education teachers, who were considered by the researchers to have sufficient interest, knowledge and experience within the scope of the study, were included in the study.
2. Being aware of the old and new curriculum: Participants were required to have followed the process regarding the state of the ten core values before and after inclusion in the curriculum. This issue was asked to the participants before the interviews performed in order to obtain data. It was observed that the entire study group met this criterion.
3. Desire towards values education: The efforts and willingness of the participants to teach values to students were among the criteria taken into account in the formation of the study group. While determining this criterion, physical education teachers who did not know about values education or were reluctant to give education in this direction, if any, were revealed. For this reason, the criteria of caring and willingness to contribute to the establishment of values in society were prioritized. In this regard, some physical education teachers stated that they wanted to take part in the plans, programs and actions to be created regarding values although they expressed having deficiencies in the acquisition of values during the interviews.

4. Implementation of values education: The fact that the participants conducted activities in class, extracurricular exercises or competitions related to values education was one of the criteria for forming the study group.
5. Experience: Observing the effect of values education on students and having the experience to make evaluations on these observations were among the criteria taken into consideration during the formation of the study group.

Data collection tool

The data of this research were obtained from the interviews made through the semi-structured interview form developed by the researchers. In order to form the questions in the semi-structured interview form, research articles on values (Balci & Yanpar Yelken, 2010; Kasapoğlu, 2013; Kulaksızoğlu & Dilmaç, 2013; Meydan, 2012; Oğuz, 2011; Önder & Bulut, 2013; Sarıca, 2018; Zengin, 2017) and the values in the curriculum were examined. The questions prepared based on the literature were directed to four participants who were not included in the analysis of the study and a pilot study was conducted. The data obtained from these four interviews were converted into text, the focal points of the participants' views were determined, and 9 semi-structured questions were prepared in accordance with the purpose and method of the study by obtaining expert opinion. With regard to preparing the questions, Bogdan and Biklen (1992), Brookfield (1992) and Patton (1987) suggested writing easy-to-understand questions, preparing focused questions, asking open-ended questions, avoiding directing, avoiding asking multidimensional questions, and asking alternative questions and probes. Attention was paid to preparing questions and asking questions in a logical order. Open-ended questions were used to provide flexibility in obtaining in-depth information from the participants instead of standard answers about the research topic. Apart from the interview questions, probe questions were also asked in order to learn the opinions or experiences that the interviewees could express in different ways.

The semi-structured interview questions directed to the participants of the research are listed below.

1. Do you think you have sufficient knowledge about "values" and "values education"?
2. Do you think the explanation of the values included in the learning outcomes of the curriculum is understandable?
3. Which method do you use to teach the values in the program?
4. How do you find the in-service trainings given within the scope of values in terms of quantity and quality?
5. What are your opinions about the difficulties you encounter in teaching values?
6. What are your thoughts on the effectiveness of physical education and sports lessons in teaching values?
7. Which values do you think are taught more and which do you think are taught less in your lessons?
8. What are your suggestions regarding more effective ways of teaching values in the program in the fields of education-training?

While forming the interview questions, the literature was reviewed and the prominent problems within the framework of the research topic were listed. For example, in the 11th item of the 20th National Education Council, it is stated that values education should take place in accordance with the developmental levels of children, based on the need for values education starting from pre-school education. The 19th item paves the way for initiatives to provide values education to students with special education needs through social and sporting activities by cooperating with public institutions and organizations. In the 97th item, it is emphasized that the curricula should be expanded to include universal values. While preparing the questions, an attempt was made to determine the problems

regarding the general framework of values education by starting from the legislation before the pilot interview. Following this process, four pre-interviews, which were not included in the analysis, were made during the formation of the interview questions, and an attempt was made to determine the situations that emerged in the process of teaching the values within the scope of physical education and sports lessons, and the question contents were created in the direction indicated by the answers obtained. The data obtained from the pre-interviews were analyzed by a faculty member who is an expert in the field, while hiding the identity of the participants, and the consensus between the coders was checked. It was observed that the compatibility of the data analyzed using the MAXQDA 2020 program was at the level of 95%. The prominent codes along with the fit index were shown to the participants, and they were evaluated as being appropriate to the opinions they put forward. After all these procedures, expert opinions were obtained and the interview questions were finalized.

The interviews were held in the form of phone calls and by using a voice recorder, with the consent of the participants, due to the pandemic conditions and providing convenience in reaching the participants. Creswell (2017), points out that telephone interviews at the request of the participants can provide great convenience in data collection. In qualitative research, there are many types of data collection tools such as e-mail, chat rooms, web-based interviews, blogs, internet messaging platforms, instant messages, and video conferences (Garcia, Standlee, Bechkoff, & Cui, 2009; James & Busher, 2007; Nicholas et al., 2010), and one of these methods is sound recordings. These methods have advantages in terms of cost and time efficiency as they reduce data collection, transportation and data transcription costs. They also provide time and place flexibility to the participants, giving them more time to think and respond to the information asked for. In addition, data collection with these methods helps to create a non-threatening and comfortable environment, making it easier for participants to discuss sensitive issues (Nicholas et al., 2010). The interviews generally lasted between 30-50 minutes. The recorded interviews were translated into text in the electronic environment. The participants were informed that the data would not be used anywhere other than the research, that their identity information would not be shared openly and that instead, a code would be given to each participant, that the interviews would only be evaluated for scientific purposes, and that the findings could be shared with them upon request.

Data analysis

In this research, the process of defining the phenomenon, creating the semi-structured interview form, and collecting the data was carried out, and then the process of analyzing, interpreting and reporting the data (McMillan & Schumacher, 2010) was followed. In the research, the audio recordings obtained from the interviews were deciphered using the MAXQDA 2020 program, which is a qualitative data analysis program. The data were interpreted by dividing the codes, categories and themes using the content analysis method. In content analysis, data is brought together within the framework of similar concepts and themes, and the process of interpreting them is done by arranging them in a way that the reader can understand (Yıldırım & Şimşek, 2013). In this study, the data were divided into meaningful sections with the inductive analysis method, and the categories and themes were created by determining what these sections mean conceptually. The reason for using the inductive analysis method is to give meaning to the data after the arrangement of the codes, categories and themes, and to explain and interpret the relationships between the findings. The codes were created according to the concepts obtained by transforming participant views into text (Strauss & Corbin, 1998). For this reason, a descriptive coding technique was used in the analysis of the interview transcripts. Descriptive coding is the process of summarizing the main subject of a passage in the data with a word or a short phrase, usually as a noun (Saldana, 2019). In addition, a word cloud, code matrix and code tree obtained from the data were used in the research in order to give the reader a holistic perspective.

In this study, ethical permission was obtained from Afyon Kocatepe University Social and Human Sciences Scientific Research and Publication Ethics Committee (2021/29828). In the research, criteria to ensure credibility (internal validity), transferability (external validity), consistency (internal reliability) and confirmability (external reliability) (Guba & Lincoln, 1982) were taken into consideration.

Credibility and ethics: The researchers collaborated with the physical education teachers included in the study and interacted with these teachers over a long period. The collaboration of the researchers with the working group enabled them to develop in-depth understanding regarding their views. Moreover, this ensured the establishment of a mutually trusting and friendly relationship and receiving correct and complete answers (Houser, 2013). Another method followed to ensure credibility is participant verification. Through this method, the codes, categories and themes created by the researchers were conveyed to the participants and their opinions were received as to whether the comments made by them were correct in their opinion (Maxwell, 2004). In this way, an attempt was made to eliminate sections that were likely to be misunderstood.

Transferability: In this study, in order to ensure transferability, how the sample selection was made and the characteristics of the participants were given in detail under the study group heading. A purposive sampling method was used in the study to ensure transferability, and the participants were selected because of their previous experience or knowledge about the subject studied. The raw data were reorganized according to the themes, and transferred without adding comments and by remaining true to the nature of the data (Guba & Lincoln, 1982).

Reliability: The internal validity of the research was ensured by employing more than one researcher (researcher variation) and by performing pre-interviews on the same subject with different teachers who were not involved in the study (data triangulation) (Denzin, 1973).

Confirmability: An attempt was made to present the data obtained from the interviews as raw data samples in the findings section with the participants' own expressions. Important sentences, categories, themes, and codes, the procedures used in the study process, and how the interview questions were developed are clearly stated in the method and findings sections (Holloway & Wheeler, 2013).

Findings

In this part, the codes, categories and themes that emerged as a result of the analysis of the data obtained from the interviews are presented in visual form. "Code matrix" and "word cloud" visuals, in which the data are concentrated in line with the views of the participants, are included in this section in order to present a holistic perspective to the reader. The findings regarding the question, 'What are the opinions of physical education teachers about the acquisition of values within the scope of the curriculum in this research?' and the sub-questions are given below.

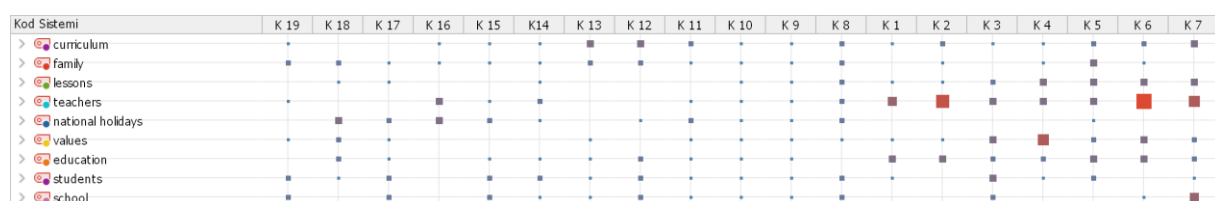


Figure 1. Code Matrix Showing the Codes in Which Participants' Views Are Concentrated

It can be observed in Figure 1 that the participants coded P6, P2, P7 and P1 in the teachers category; P1, P2, P5 and P6 in the education category; P4, P5, P6 and P7 in the lessons category of; and P7, P13 and P12 in the curriculum category expressed their opinions intensely. However, it can be seen that the participants expressed their opinions less intensely in the school, suggestions, values and national holidays categories.

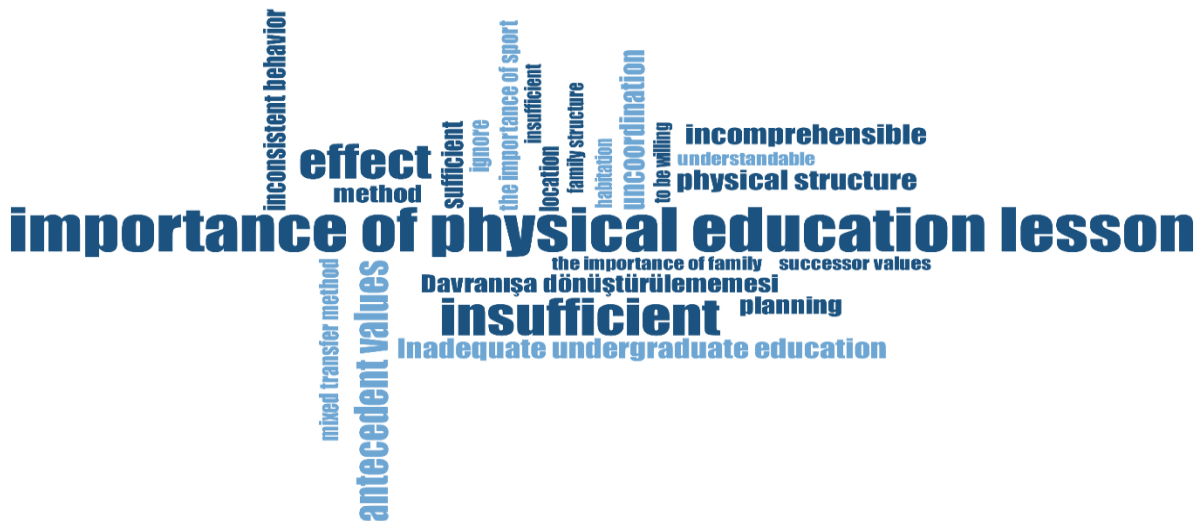


Figure 2. Word Cloud Showing the Codes Featured in the Data Obtained from the Interviews

According to the data obtained from the interviews, it is observed that the importance of physical education and sports lessons in the transfer of values, the inability to transform values into behavior, the change of the content of national holidays, the inadequacy of undergraduate education and the primary values codes stand out compared to the other codes (Figure 2).

These are as follows: codes for difficulty in being understood and being understandable under the curriculum category; codes for values knowledge, method, importance of personality, influence, hope for the future, lack of coordination, ignoring responsibilities and inconsistent behavior under the teachers category; codes for the importance of physical education and sports lessons, disadvantaged lessons, the differences in practice and the sporting activities and games codes under the lessons category; inadequacy of undergraduate education and in-service training codes under the education category; codes for social media, exam culture, exam and grade anxiety of student, inability to transform values into behavior, social-cultural environment of student under the obstacles category; codes for the structure, importance, socio-economic status and stereotyped negative attitudes under the family category; codes for location, physical structure and acting as a whole in the school category; codes for collaboration, teacher training and changing the content of national holidays under the suggestions category; and codes for respect, love, tolerance, helpfulness and self-control (primary); responsibility, justice, honesty, friendship and patience (secondary) codes under the primary and secondary values category.

Themes, categories and codes that emerged in the research in line with the teachers' views on the values within the scope of the MoNE physical education and sports curriculum and the implementation of these values are given in the tables below.

Opinions on the clarity of the concept of value (First sub-question)

Within the scope of the first sub-question of the research, the categories and codes obtained from the opinions of the participants on the intelligibility of the values in the curriculum are given below.

Table 2. Opinions on Clarity of the Value Concept

Category	Codes	n
Curriculum	Understandable	10
	Difficulty in understanding	7

Table 2 contains the views on whether the values in the curriculum within the scope of the MoNE physical education and sports curriculum are understood by the teachers. Accordingly, the majority of the teachers participating in the research stated that the values in the curriculum are sufficiently understandable (n=10), while the other teachers stated that these values are difficult to understand (n=7). Based on these data, a significant density was detected in the percentage of teachers who could not make enough sense of what the values in the curriculum meant, although information emerged indicating that the values in the curriculum were understood by the majority of the participants. At this point, the direct statements of some teachers about the values in the curriculum are as follows:

I can easily understand them when I read them (P5). It's short but I think it's enough (P9). I think these values are understandable by everyone (P10). It's very clear and precise to me (P11). The values are clear in the curriculum, and we have to make an effort to understand them (P15). I don't find it enough (P6). Frankly, I don't think it's very clear. It would be helpful if it was a little more practical, clearer and more descriptive (P1). No pinpoint shot existed; it was given in rounded sentences (P2).

Opinions on the Practices in the Process of Teaching Values to Students (Second sub-question)

Within the scope of the second sub-question of the research, the categories and codes obtained from the participants' opinions regarding the practices in the process of teaching values to students are given below.

Table 3. Opinions on the Practices in the Process of Teaching Values to Students

Category	Codes	n
Teachers	Values knowledge of the teacher	
	Sufficient	7
	Insufficient	12
	Method	
	Explicit	5
	Implicit	1
	Mixed	5
	Unplanned	8
	Importance of personality	6
	Influence	19
	Hope for the future	1
	Ignoring responsibilities	3
	Lack of coordination	6
	Inconsistent behaviors	6

Table 3 contains the opinions of teachers about the practices in the process of teaching students the values within the scope of the MoNE physical education and sports curriculum. Accordingly, while 12 of the teachers participating in the research stated that they did not have enough knowledge about values, 7 of them stated that they had enough knowledge about values. It was also observed that there were teachers who conveyed values in an unplanned way (n=8), explicitly (n=5), implicitly (n=1) and using both methods (n=5). In addition, opinions on the importance of personality (n=6) and influence (n=19) of the teacher in transferring values and that the inclusion of values in the curriculum would provide students with very important acquisitions in the future (n=1) were established. However, it was observed that some teachers ignored their responsibilities in conveying values (n=3), experienced lack of coordination with the group and school teacher group (n=6) and exhibited inconsistent behaviors in conveying values. Some of the direct statements belonging to the teachers about the attitudes and behaviors related to the practices in transferring values are as follows:

Values knowledge

Even though I have some deficiencies in the implementation of values, I really want the values to be taught to students (P8). Even though I have difficulty in teaching some values, I try to do so (P9). I know the 10 root values in detail (P11). Although I am a little weak in teaching values, I try to make up for my deficiencies by reading (P11). I don't know much about values (P12). Due to our branch, we have always given these values education to the students before. Also, we have always stated that s/he shouldn't lie, s/he should be honest, and s/he should applaud the winner (P14).

Method

I mostly teach them implicitly (P1). I sometimes talk about what the values are openly in lessons (P15). I use both implicit and open methods (P5). I'm trying to teach values with both explicit and implicit methods (P8). I can't fit into a certain mold (P9) I don't do anything like this on purpose (P10).

Importance of personality

Teachers' personalities are very important. I think it reflects on children (P12). Teachers' personality and character have a great influence on children's acquisition of values (P15).

Influence

Since physical education teachers generally come without prejudice; I think our students consider them more as role models and they like them more (P1).

Hope for the future

In the coming years, this will be a little more common (P1).

Ignoring responsibilities

It happens to many of our friends who immediately disrupt their work a little due to a small criticism coming from the school administration or parents, or who say what will happen if I don't do this (P1). We say, "Let's do this, let's do that", but after we win, we probably give up a little (P2).

Lack of coordination

All teachers should be able to implement this so that this will be permeant in children, but this has not been possible in most cases (P4). Did we sit down and make a joint decision on such matters? We have never got it. Have we applied it? We have never implemented it (P6).

Inconsistent behaviors

A student says, "Teacher, you say it is forbidden but that teacher gives permission", so you become the bad cop (P2). When one of us behaves differently, the student's behavior also changes (P3). If a female student's style of dress makes me uncomfortable as a woman, but if another teacher says it's okay, I can't tell her that it's wrong (P8).

Opinions on School Lessons in the Process of Teaching Values to Students (Third sub-question)

Within the scope of the third sub-question of the research, the categories and codes obtained from the opinions of the participants about the school lessons in the process of teaching values to students are given below.

Table 4. Views on School Lessons in the Process of Teaching Values to Students

Category	Codes	n
Lessons	Importance of physical education lesson	19
	Disadvantaged lessons	4
	Differences in practice	3
	Sporting activities and games	4

Table 4 contains the opinions of teachers about school lessons in the process of teaching the values within the scope of the MoNE physical education and sports curriculum. Accordingly, all of the teachers participating in the research (n=19) stated that physical education and sports lessons have an effective position in conveying values. In addition, opinions were obtained from the participants on the subjects of disadvantaged lessons (n=4), differences in practice (3), and sporting activities and games (n=4). Some direct statements of teachers about the significance of school lessons in the process of teaching values to students are as follows:

Importance of physical education and sports lesson

I can give something about values education in basketball, even in the lay-up shot (P2). I think it will be more effective than other courses (P3). Since students have more opportunity to learn group dynamics, values are easier for us to teach compared to other courses (P4).

Disadvantaged lessons

Since any lesson constantly teaches theoretical knowledge and tries to achieve success, I think these values fall behind a little in those lessons (P3).

Differences in practice

Students should receive the same training in transferring values. The child must experience the same thing in Agri and Van (P9).

Sporting activities and games

I observe that students learn some values in the games (P11). I observe that students who do sports learn these values more (P13)

Opinions on the Education Received by Physical Education Teachers (Fourth sub-question)

Within the scope of the fourth sub-question of the study, the categories and codes obtained from the participants' views on the education they received are given below.

Table 5. Opinions on Education Received by Teachers

Category	Codes	n
Education	Inadequacy of undergraduate education	14
	In-service training	
	Sufficient	4
	Insufficient	19

Table 5 includes teachers' views on the education they received regarding the values within the MoNE physical education and sports curriculum. Accordingly, the participants expressed opinions on the inadequacy of undergraduate education (n=14), the sufficiency of in-service training (n=4) and the insufficiency of in-service training (n=19). Some of the direct statements of the teachers about the education they received are as follows:

Inadequacy of undergraduate education

When I come across a classroom, I do not know very clearly what to do, how to prepare a plan (P1). During the undergraduate education, we did not receive adequate training on this subject (P3). I didn't learn anything in the undergraduate education. So, my relevant education is completely lacking in this regard (P4). Believe me, I didn't come across anything about values in my undergraduate period; I don't remember (P8).

In-service training

The in-service training I received on this subject was very sufficient and efficient (P8). I find it sufficient (P14). I don't think it's very efficient (P1). It does not achieve its goal (P2). There is no training given on how to teach or transfer the new acquisition to the students (P3).

Opinions on Obstacles to Acquisition of Values (Fifth sub-question)

Within the scope of the fifth sub-question of the research, the categories and codes obtained from the opinions of the participants regarding the obstacles to the acquisition of values are given below.

Table 6. Views on Obstacles to Acquiring Values

Category	Codes	n
Obstacles	Social media	14
	Exam culture	9
	Exam and grade anxiety of student	8
	Inability to transform values into behavior	7
	Socio-cultural environment of student	7

Table 6 includes the opinions of teachers about the obstacles to teaching values to students within the scope of the MoNE physical education and sports course curriculum. Accordingly, it was seen that the participants expressed their views on social media (n=14), exam culture (n=9), the student's test and grade anxiety (n=8), the inability to transform values into behavior (n=7), and the student's socio-cultural environment. Teachers' direct statements on the subject are as follows:

Children are particularly affected by social media (P2). A child in the 11th and 12th grades gets stressed about the AYT, TYT exams and does not come to my lesson very eagerly. You have a conflict when you try to get it ready and put it into practice or just convey what is in your mind (P5). The child may sometimes bring here the habits from the social environment or the environmental problems s/he experiences (P6). Test anxiety does not cause children to need to learn anything else (P12). Students cannot fully reflect the values on their lives (P19). The child puts litter in bins here, but throws it outside or starts to speak more slang. We see smokers sometimes (P1). Anxiety about grades prevents children from directing their attention to something else (P18).

Opinions on the Role of the Family in Teaching Values (Sixth sub-question)

Within the scope of the sixth sub-question of the research, the categories and codes obtained from the participants' views on the role of the family in the acquisition of values are given below.

Table 7. Views on the Role of the Family in Teaching Values

Category	Codes	n
Family	Structure	13
	Importance	10
	Socio-economic structure	9
	Stereotyped negative attitudes	6

Table 7 includes the views of teachers on the role of the family in the process of teaching values to students within the scope of the MoNE physical education and sports curriculum. Accordingly, the participants expressed opinions on the structure of the family (n=13), the importance of the family (n=10), the socio-economic status of the family (n=9), and stereotyped negative attitudes (n=6). Some direct statements of teachers are as follows.

In our school, there are students whose families are broken, and when the family structure is broken, it becomes more difficult in terms of these values (P3). If a parent comes to school and says to me that my child smokes and you cannot interfere, I cannot teach this value. That's why parents affect us so much (P8). Those whose families have a good financial situation can sometimes oppress other students. Those who are in a poor financial situation are also a bit introverted. They are not very engaging. Of course, this financial situation has some impact on students (P11). You cannot break down the stereotypes that have come from the family (P4). Family order in particular has a great influence on it. In other words, the children of broken families are difficult. Children with a family order are better at decent values (P18). The more the family instils these values, the more we will support them at school and make their roots strong (P11).

Views on the Role of the School in Teaching Values (Seventh sub-question)

Within the scope of the seventh sub-question of the research, the categories and codes obtained from the participants' views on the role of the school in the acquisition of values are given below.

Table 8. Views on the Role of the School in Teaching Values

Category	Codes	n
School	Location	16
	Physical structure	9
	Acting as a whole	19

Table 8 includes teachers' views on the role of school in the process of teaching values to students within the scope of the MoNE physical education and sports curriculum. Accordingly, the participants expressed opinions on the school's location (n=16), the physical structure of the school (n=9), and the school's acting as a whole in conveying values (n=19). Some direct statements of teachers are as follows.

The social environment of the school also directs the general morals and values of the students (P19). But the conditions of the school, its physical condition, whether it is a village school or a school in the center are all factors in practice for sure (P14). You are doing your best to teach values at the rural school; however, there is not much value left in the city (P15). I can say that physical inadequacies do not prevent this (P10). I don't actually think it will have much effect. You can also teach this value in a garden (P8). Harmony and acting together are very important at this point. If all the teachers in the school do not act together, the child will be confused about what the value is (P9).

Teachers' Suggestions for Teaching Values (Eighth sub-question)

Within the scope of the eighth sub-question of the research, the categories and codes obtained from the participants regarding their suggestions for teaching values are given below.

Table 9. Teachers' Suggestions for Teaching Values

Category	Codes	n
Suggestions	Cooperation	17
	Teacher training	15
	Need for time	13
	Volunteering	9
	Changing the content of national holidays	8

Table 9 contains teachers' suggestions for the process of teaching values to students within the scope of the MoNE physical education and sports course curriculum. Accordingly, the participants expressed suggestions for cooperation (n=17), teacher training (n=15), the need for time (n=13), volunteering (n=9), and changing the content of national holidays. Some direct statements of teachers in this context are as follows.

Cooperation with other teachers is necessary for values education (P11). I am in favor of bringing the values of teachers to the forefront. So how much does a teacher attach importance to these values? So, a teacher is not so important to me. We cannot reveal this value whether s/he is honest or not. First, teachers also need to receive training on this matter (P8). It should not be a compressed time frame (P7). Teachers need to be volunteers at every stage of values education (P6). National holidays are a bit boring for students (P15). Two or three children read poetry with the program. The teacher gives a speech, and the children stand there in the cold as it is always cold on the 29th of October. I think it should be celebrated differently or something different should be done (P10). National education should carry out activities in a different format. It is a little difficult for the students to stand there and read a poem as you said (P4).

Opinions on Primary and Secondary Values (Ninth sub-question)

The categories and codes obtained from the opinions of the participants regarding the values that stand out and remain in the background within the scope of the ninth sub-question of the research are given below.

Table 10. Views on Primary and Secondary Values

Category	Codes	n
Primary values	Respect	19
	Love	18
	Tolerance	11
	Helpfulness	10
	Self-control	10
Secondary values	Responsibility	18
	Justice	14
	Honesty	9
	Friendship	8
	Patience	7

Table 10 includes teachers' views on values that stand out and remain in the background within the scope of the MoNE physical education and sports curriculum. Accordingly, the participants expressed the primary values as respect (n=19), love (n=18), tolerance (n=11), helpfulness (n=10) and self-control (n=10); the secondary values are responsibility (n=18), justice (n=14), honesty (n=9), friendship (n=8) and patience (n=7). The direct statements of the teachers in this regard are as follows.

The frequently taught values are respect and love (P3). Helpfulness, responsibility and respect can be seen in the first place (P6). We actually teach helpfulness a lot (P9). Now I think responsibility is going backwards. I also think patriotism has started to go back a bit (P3). I think patriotism may be lagging behind (P4). Maybe patience is a little behind (P8).

Discussion

Within the scope of the research, the participant group of the study was first asked whether the concept of "value" in the curriculum was understood in order to reveal how it was perceived. This is important in that the correct perception of the concept by the participants will have a direct effect on the other questions answered and in order to prevent a misconception. The answers given by the participant group of this study to the questions coincide with the results of the analysis that the level of knowledge about the concept of value was sufficient. Similarly, it is stated in the research conducted by Balcı and Yanpar Yelken (2010) that "teachers make definitions about the concept of value in daily language with the equivalent of the word". On the other hand, Meydan (2012) dealt with the subject on the basis of courses and determined that values and value education in the courses other than the religious culture and ethics course and the social studies curriculum were not at a level that would raise a serious awareness among teachers and students. In this study, the fact that most of the physical education teachers stated that they understood the concepts related to the values in the curriculum correctly showed that the message given by the curriculum was understood and that there was awareness about the values, which contributed to the depth of the research. The participants of this study also emphasized the high commitment of those engaged in sports for social values (Güven, 1992).

All of the physical education teachers participating in this study reported that they played a very important "role" in conveying values. Kuter and Kuter (2012) state that physical education teachers can easily be a model for students by emphasizing the aspect of being able to communicate with students in the easiest way, playing games and training together, and experiencing common excitement, joy and sadness. In the study by Kurtdele Fidan (2009), the researchers also emphasized that teachers become role models for students by living the values and that values education has the same importance as general academic education. Participants reported that they used explicit methods extensively during the transfer of values to students, but that they generally acted in an unplanned way. A great majority of the participants also stated that they sometimes used explicit and sometimes implicit methods. Ülaver and Tammik (2017) emphasized that transferring values implicitly or explicitly through various games and activities, not as a separate discipline in education, is the recommended approach and that values should be included in educational practices. In this regard, it can be said that the effectiveness of values education can be included in the curriculum in an explicit and implicit way (Zengin, 2017). This situation was also found in our study. The findings obtained indicate that the participants mostly preferred the "drama" and "case study" methods. In the study conducted by Yıldırım and Turan (2015), it was determined that teachers mostly used such methods as "case study, drama, and question-answer" in teaching values. In studies conducted in the context of similar subjects, it has been found that teachers use case study (Baysal, 2013) and cooperative learning and creative drama methods (Can, 2008). In the study by Meydan and Bahçe (2010), it was concluded that teachers mostly preferred to be a model for the values to be permanent. In parallel to other studies, it is observed that physical education teachers benefit from many different methods in conveying values.

Negative opinions were also identified to the effect that some physical education teachers ignored student behaviors, acted incongruously and uncoordinatedly, and behaved inconsistently in the process of transferring values to students. Gökçe (1997) stated that this situation is due to the fact that teachers do not have the necessary qualifications, while Erdem, Gezer, and Çokadar (2005) attributed it to the lack of professional belief and sincerity. In the research by Kuter and Kuter (2012), the researchers made this evaluation regarding the solution to this problem: "It is possible to say that values education through physical education and sports requires people who know, adopt and have the courage to do this, and governments that enable them by supporting them".

Within the scope of the research, for the question "the role of physical education and sports lessons in the transfer of values", all of the participants drew attention to the position of physical education and sports lessons in conveying values and thought that it is an effective tool. The determination that individuals engaged in sports have a high level of commitment to social values (Güven, 1992) reveals the effectiveness of physical education teachers and lessons at this point (Kuter & Kuter, 2012). Moreover, there are also studies (Kaymakcan & Meydan, 2011) establishing that teachers generally fulfill both value-realizing and value-transferring approaches at a high rate.

The fact that some school lessons become disadvantaged in conveying values is among the results obtained from the participant's views. According to this, teachers emphasized that activities aimed at teaching values in some lessons cannot be carried out. According to the participants' views, the reason for this difference between the physical education and sports course and other courses may be the integration of the content of the courses according to the exams of that course and the central placement exams together with the motivation given to the students only in this direction. The fact that physical education and sports lessons are practical offers more opportunities to students in terms of acquiring values. Students learn by observing the behaviors of teachers who are role models and by doing and experiencing the behaviors aimed at teaching them. In similar research conducted by Yıldırım and Turan (2015), in the life science lesson, it was concluded that students saw their classroom teachers as role models in learning values. In addition, it was revealed that the fact that the life science program was not practical in the value teaching process was one of the difficulties experienced in teaching values. Participants also saw this situation as an obstacle to the transfer of values to students. Another point that the participants drew attention to regarding the transfer of values through lessons within the scope of physical education and sports is that teachers exhibit different attitudes and behaviors individually. Kurtdaş (2017) attributed this difference to the fact that "each individual is equipped with different physical, spiritual, mental and socio-cultural characteristics that distinguish the levels of perception and evaluation of values".

The answer to the question about the obstacles to the transfer of values was given as "social media" by the majority of the participants. In the research by Çaycı and Karagülle (2016), the researchers stated that today's digital communication compares different cultures in digital space independently of time and space, and this happens most rapidly in the media environment. It is stated in the research that this situation simultaneously brings about the hybridization of thought, knowledge, values and lifestyles, and as a result, the media threatens local cultures and values especially. In another study, in which Kurtdeğede Fidan (2009) obtained the views of pre-service teachers on values education, it is stated that "media reduces the effect of school and learning in values education". Another issue that the participants saw as an obstacle to the transfer of values is that students continue their education life with "exam and grade anxiety". According to some studies, it has been determined that test anxiety is related to students' exam performance and negatively affects success (Baltaş, 2007; Dawson, 2010). Due to the examination system in Turkey, teachers focus on course success rather than fostering behavior. Therefore, according to the participants, this anxiety arising as a result of the "exam culture" in Turkey causes students not to reflect the values on their behaviors.

The participants of this study stated that the undergraduate education received by physical education teachers is insufficient, and the in-service training given while working as a teacher is also inadequate in the process of transferring the values in the curriculum to students. In the study by Kurtdeğid Fidan (2009), the finding that teacher candidates did not receive training on values and values education and that they did not have the necessary knowledge is similar to this result. A similar finding was also revealed in the study by Tokdemir (2007), who concluded that teachers did not receive a good quality values education, they did not have the necessary knowledge in both conceptual and application terms, and they encountered various problems in values education. Taneri and Akgündüz (2018) determined that teachers did not have sufficient knowledge about preparing teaching materials and assessment tools for values education. On the other hand, Akbaş (2004) revealed such findings that the values taught at school were not sufficiently reinforced in the family and the environment, there was no cooperation between the school and the family, and the values taught in the school and the family could conflict.

It was observed that the participants focused on “family structure”, “socio-economic status of the family” and “stereotyped negative attitudes of the family” while answering the question about the importance of the family in transferring values. According to Keskin (2008), a good socio-economic status of the family ensures that students develop positive attitudes and behaviors towards values. However, Nelson (1975) emphasized the effectiveness of social environmental conditions such as the economic conditions of the family, family type and neighborhood in determining values. Similarly, Kohn and Schooler (1983) stated that there were differences in the behavior of parents and children according to economic class differences.

In this research, physical education teachers identified the primary values among the root values in the program as “love”, “respect”, “tolerance”, “helpfulness” and “self-control”, while the secondary values were identified as “responsibility”, “justice”, “honesty”, “friendship” and “patience”. Sarica (2018) states that values at all grade levels are included in the renewed programs, and that the values of responsibility, patriotism, helpfulness, honesty, respect, justice, friendship, self-control and patience are the most common values among the basic values. On the other hand, it is stated in the research by Erdem (2003) that the first three values are giving importance to quality in education, being scientific and pioneering. These values are followed by the values of honesty, dignity and trust. There is no parallelism with the primary and secondary values in the studies. As a matter of fact, all of these values at the core of the curriculum are important and desired to be transferred to the students. While a few values come to the fore in one study, other values come to the fore in another study. This research has revealed that many of these values are taught to students in physical education and sports lessons in line with the experience and knowledge of the teachers, in the content of the lesson and through educational games, but that a planned study and guidance are required in order to be more productive.

Conclusion

In this study, the values in the physical education and sports course curriculum and the views of teachers on the implementation of the values were examined. This research shows that many of these values in physical education and sports lessons are learned by the students in practice and through educational games, in line with the experience and knowledge of the teachers; however, it has been revealed that planned work and guidance are needed in order to be more productive. In conclusion, it has been established that physical education teachers and lessons are very effective and important in teaching values to students, value explanations in the curriculum are generally understandable but they are given in an unplanned way in practice, undergraduate and in-service trainings related to values are insufficient and inefficient, teachers’ behaviors and attitudes are different, and such factors as social media, family, exam and grade anxiety and the location of the school affect the acquisition of values; however, the teaching of values will be more effective and the efficiency will be increased by taking into account the teacher training, cooperation and teachers’ suggestions.

Suggestions

Suggestions based on research results

- It has been determined that physical education teachers find undergraduate education for values education insufficient and in-service training inefficient. In this context, it is recommended that the “Character and Values Education” course taught in the undergraduate period should be made compulsory and teachers should receive more in-service training. It can be ensured that these trainings are more effective and efficient, practical and remarkable in terms of content and quality.
- Most of the physical education teachers stated that they had difficulty in understanding the values desired to be associated with the learning outcomes. In the curriculum, the value expressions in the learning outcomes can be written more clearly. Moreover, guiding visuals, digital publications and guides with examples of how to teach the values in the outcomes can be prepared.
- When teachers’ suggestions were sought for a more effective values education, it was seen that teachers drew attention to cooperation the most. Based on this result, awareness can be created that all branch teachers and families should act in coordination and cooperation in teaching values. For this purpose, it is recommended to organize seminars and trainings involving school-family cooperation, in which families will also participate.
- It is recommended to carry out educational studies to eliminate factors such as social media, family structure, school location, and exam and grade anxiety that affect value acquisition.

Suggestions for future research

- This research focuses on the views of teachers regarding the implementation of the values within the physical education and sports curriculum. Similar studies can be performed by obtaining student opinions, since students are the target audience we want to teach values to. Studies to be carried out taking into account their opinions can increase the efficiency in values education.
- In the research, the opinions of physical education teachers at secondary and high school levels on teaching values were sought. A similar study can be planned with classroom teachers who teach physical education and games lessons in primary schools. Thus, attention can be drawn to the importance of younger age groups in values acquisition.
- Only the opinions of physical education teachers working in state schools were obtained. In this context, the views of teachers in private and public schools can be compared. The root values are the same in the physical education and sports curriculum of both types of school. However, the type of school that provides more effective value acquisition in practice can set an example for the other.
- A qualitative research approach was used in the research. Studies with different research approaches can be conducted regarding the acquisition of values. Thus, it can be ensured that values education can be viewed from many perspectives. Positive contributions can be made to the values education process with different results and suggestions.
- Only the opinions of physical education teachers were included in the study. In future studies, a comparative study can be made by obtaining the opinions of different branch teachers on the implementation of values. Root values are included in the curriculum of all courses. In this context, awareness can be raised about the collaboration of different branch teachers for teaching values.
- In other research to be conducted, a comparative study can be made between branches by keeping the sample group large and including all teaching branches, and thus, a profile of Turkey can be drawn for teaching values. By presenting the results of the wide-ranging research to the knowledge of the relevant institutions and organizations, more impact and contribution can be made for taking the necessary measures.

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