



Effect of Value Education Program Applied in Life Studies Lesson on Self-Esteem, Social Problem-Solving Skills and Empathy Levels of Students *

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Abstract

The aim of this research was to examine the effects of value education program, which was based on respect and responsibility, on self-esteem levels, social problem-solving skills and empathy levels of primary school 3rd grade students. "Pretest-posttest design with nonequivalent control groups" from quasi experimental designs was used for this purpose. Participants were 34 students for experimental group and 33 students for control group with total of 67 students. "The school short-form Coopersmith Self-Esteem Inventory" developed by Coopersmith (1967) and adopted into Turkish by Pişkin (1997); "Social Problem Solving Skills Scale" prepared by the researcher; and "KA-SI Empathic Tendency Scale for Children" developed by Kaya and Siyez (2010) were used for collecting data. Data analysis was performed by using two-factor ANOVA test with repeated measures. Results showed that value education program did not have a significant effect on increasing self-esteem levels of students. On the other hand, it was found to have a positive effect on social problem solving skills and empathy levels.

Keywords

Life studies lesson
Values education
Respect
Responsibility
Self-esteem
Social problem-solving
Empathy

Article Info

Received: 04.09.2015
Accepted: 08.12.2015
Online Published: 17.02.2016

DOI: 10.15390/EB.2016.5550

Introduction

Values which direct our choices are the most important determinants of individual behaviors. Value seems to be an inner concept that motivates our behaviors. Considering values as a basis for living more qualified lives as a society, values were addressed and also determined by several researchers. For example, Halstead (1996) defined values as leading behaviors, a reference point for making decision or principles, core beliefs, ideals and attitudes playing a role in the evaluation of behaviors. Rokeach and Regan (1980) also defined values as permanent beliefs that determine whether the outcomes of particular behaviors or a situation are individually or socially acceptable or not.

Preserving values and diffusing of them in society life is only possible with handing it down from generation to generation. For this reason, transfer of values is one of the most important duties of societies from past to present. Values need to be gained to individuals systematically especially in

* This study was conducted by Ebru Uzunkol from her doctoral thesis named "Effect of Values Education Program Applied in Life Studies Lesson on Self-Esteem, Social Problem-Solving Skills and Empathy Levels of Students".

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today's changing world with scientific and technological developments and at this point schools take the greatest responsibility. Values education which focuses on how values could be gained to students is regarded as one of the most popular and necessary research areas. Values education suggests educational exercises focusing on teaching values and moral rules to young individuals and also make them gain tendency to have values and moral rules to be able to live together with other people (Aspin, 2000; Thornberg, 2008).

Necessity of gaining values formally and systematically is more in the forefront compared to past because children are faced with much more stimuli by technological developments today. In fact, when the primary school programs transferred into practice at 2005-2006 academic year are considered, values education seems to separately take place as life and social sciences and social studies courses. Especially life studies lesson based on preparing students to life as knowing themselves and society also focuses on social emotional development areas, thus it is an extremely convenient course for values education. Life studies lesson aims to raise students as individuals democratic and making rational decisions about the problems they could face in their lives. In this manner, it is laid the baseline of developing values system and participating in the social life for students by life studies lesson (Belet, 1999, p. 5-10). Values and personal qualities expected from students to develop under the title of personal qualities in life studies lesson are self-esteem, sense of community, patience, tolerance, love, respect, peace, helpfulness, trueness, honesty, justice, open-mindedness, patriotism, protecting and developing cultural values (MoNE, 2009). On the other hand, qualities such as responsibility and respect to diversity which also carry quality of values should be gained in ability part.

Research about this issue has increased with the need of gaining values education to students formally. Different researchers suggested different approaches about how values should be gained to students. Briefly, these approaches can be suggestion of values, explanation of values, moral reasoning, value analysis and learning by activity. In suggestion of values approach, teachers directly infuse the values, beliefs and attitudes that they want to gain to students (Akbaş, 2008b). Teachers or adults insistently try to teach values that they think to be true and necessary (Doğanay, 2009, p. 348). In the explanation of values approach, the most important thing is the thinking processes that take place in gaining values. It is not important that what the values are but thinking about what is more valuable (Sunal & Haas, 2003). On the contrary of suggestion of values approach, individuals should make a decision freely after considering all the alternative and possible outcomes (Doğanay, 2009, p. 238). In moral reasoning approach developed by Kohlberg, teacher makes the students face with a moral dilemma situation by using an example and makes the groups. Then, the teacher asks to the groups what the best behavior could be showed in that situation is and asks them to discuss about it. Dilemmas in the examples are solved according to developmental levels of children (Akbaş, 2008a; Akbaş, 2008b; Ryan & Bohlin, 1999). Value analysis approach is based on examination of cases including social problems directly or by means of stories. Similarities and differences in these social cases are analyzed by why-how questions. Incidents from stories are systematically examined. After the examination, values are tried to be reached by demonstrating evidences (Aktepe, 2010, p. 105). Value analysis is implemented by eight stages as describing the value problem, clearing up the value problem, collecting proof and evaluation, considering the convenience and trueness of proofs, determining the alternative solution strategies, determining the outcomes of alternative solutions and behaving according to choices. Learning by activity approach seems to value analysis and explanation of values approaches. In addition, however, it is based upon acting out of chosen behavior (Huiitt, 2004).

One of the important issues about values education is aimed to which values should be gained to students besides how values could be gained. The most accepted view for this issue is to generally focus on universal values. Lickona (1991) addressed that two fundamental values as respect and responsibility should definitely taught at schools. These values can be basis for the construction of other values and these values are needed in every area. According to Lickona, these two values have a critical importance for personal growth, interpersonal relationships, democratic and humanistic society, fair and peaceful world (Lickona 1991, p. 43). From this perspective, it can be said that respect and responsibility values construct a baseline for the desired societal life. Moreover, respect and responsibility values are complementary for each other. Because Lickona (1991), stated that respect has a restrictive dimension while responsibility has an active dimension of morality. Respect is the restrictive dimension of morality because it protects us from harming things which are valuable for us. Responsibility is the active dimension of morality because it includes taking care of oneself and others, fulfilling the responsibilities, trying to make a better society and world minimizing the difficulties (Lickona, 1991). On basis of Lickona's ideas, respect and responsibility were decided to be focused on and included in the value education program.

Two main aims are intended to be achieved by values education. The first one is that students should have a character-wise life and should be provided to be satisfied about their lives. Second aim is about social benefit (Akbaş, 2008b; Kirschenbaum, 1995). According to first aim, a dimension of values education is thought to be about own self of the person. One of the most important steps of development of self is self-esteem as specified in the life studies lesson program. Thus, values have an important role in protecting and increasing self-esteem (Rokeach & Regan, 1980). Individuals who have low self-esteem have difficulties in social skills such as helping each other (Doğanay, 2009; Smelser, 1989). From this view, self-esteem could affect societal life besides providing individuals happier and productive lives. Societal aim of life studies lesson is not to think life studies lesson separate from values education and self-esteem development. One of the important points focused in life studies lesson besides values is skills. In the life studies lesson program, it is stated that children cannot reach results about themes before developing these skills. Marri (2005) indicated that some critical skills are needed for gaining of democracy which is one of the important purposes in life studies lesson. One of the most important of these skills is social problem-solving skill (as cited in Genç & Kalafat, 2007). The connection between democracy and solving social problems arise from the way followed in the solution of the problems. Individuals who are capability of social problem solving have the ability to solve problems without harming the other people or society. Because when the content of the problem is social, moral dimension of the solution also occurs. Then, it can be said that values, which individuals have, play a large role in the solutions of social problems. For this reason, either the values aimed to gain students or the strategies used when gaining these values are thought to be effective on social problem-solving skills. Hence, values and values education is very important for sustainability of healthy social relationships. This is also acceptable for children and being healthy individuals completed their social developments is possible with having healthy relationships with others. Children need to share their feelings and thoughts, understand other people's point of views and needs to be able to solve the problems they encountered (Beauford, 1994). Another important concept here is empathy. According to Eisenberg and Strayer (1987), empathy is a response occurring as an answer to emotional situation and cognitive position of another person and it is parallel with these situations. Empathy concept is closely related to positive social behaviors, moral development and also moral values (Gleichgerricht & Young, 2013; Palucka, 1997). Moral judgments are not totally related to empathy, however, empathy plays a large role in development of moral judgments (Myyrya, Juujärvi, & Peso, 2010). Dereli and Aypay (2012), concluded that empathy significantly predicted responsibility, friendship, peacefulness, respect, honesty and tolerance values in their research conducted with secondary school students. Noddings (2002) indicated that individual should make certain decisions to be able to make moral judgments and for this reason one should deeply understand the feelings of others. Accordingly, taking other's perspectives have big role in this process and empathy nearly constructs the heart of moral development (Cooper, 2011).

Self-esteem, social problem-solving and empathy concepts are extremely important factors for values education. It is thought that this process and interaction is bidirectional and values education is so important for development of self-esteem, social problem-solving and empathy. Although Bailey (2000) focused on that values system should absolutely include empathy and self-esteem (Bailey, 2000 as cited in Doğanay, 2009), Lickona (1991) addressed the positive influence of values education on social problem-solving skills. However, considering the research carried out in Turkey, it was not found any research focusing on the interaction of values education with self-esteem, social problem-solving and empathy. Similarly, it draws attention that values education dimension is missing in research about self-esteem, social problem-solving and empathy. Nevertheless, primary school years which some students come directly or after pre-school education are very important for values education. Because, in these years children show a great moral development with the increase in their reasoning capacities and taking into perspectives skills and expanding social worlds besides describing themselves with strengths and weaknesses (Berk, 2012). Therefore, this period is a very critical period for moral development and values get importance in this period (Charlesworth, Wood, & Viggiani, 2008). Based on this background, the current study aimed to examine the effects of value education program based on respect and responsibility (VEPBRR) integrated in life studies lesson over the self-esteem levels, social problem-solving skills and empathy levels of 3rd grade primary school students.

Method

In this research, one of the quasi experimental research designs, “non-equivalent pretest-post-test control group design” was used. In non-equivalent pretest-post-test control group designs, at first which of the available groups would be experimental group or control group is objectively determined. Then, pre-tests are given to both groups. In the application process, while experimental group is treated with the predetermined experimental procedure, control group is treated by traditional applications. Lastly, research is terminated by giving post-tests to both of the groups (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2009).

Participants

67 third grade students as 34 in experimental group and 33 in control group participated in this study. Firstly, third grade teachers from three primary schools in Sakarya were meet, and the aim and content of the study was explained. Predicating the voluntariness of teachers on, two different third grade classes were chosen from one of these schools. Then, “student identification form” developed by researcher was given to students and asked to fill by parents. In the experimental group there were 14 female and 20 male students, in the control group there were 14 female and 19 male students. For this reason, groups were similar in terms of gender distribution. Information collected by student identification form was presented below:

Table 1. Demographic Characteristics of Participants

Features	Experimental Group		Control Group		Total	
	f	%	f	%	f	%
Mothers' Profession						
Housewife	29	85,3	30	90,9	59	88,1
Worker	2	5,9	2	6,1	4	6,0
Civil Servant	2	5,9	0	0	2	3,0
Self-Employment	1	2,9	1	3,0	2	3,0
Fathers' Profession						
Unemployed	0	0	2	6,1	2	3,0
Worker	12	35,3	16	48,5	28	41,8
Civil Servant	1	2,9	0	0	1	1,5
Self-Employment	21	61,7	14	36,4	35	37,3
Retired	0	0	1	42,3	1	16,4
Mothers' Educational Status						
Primary School Graduate	23	67,6	23	69,7	46	68,7
Secondary School Graduate	4	11,8	5	15,2	9	13,4
High School Graduate	5	14,7	5	15,2	10	14,9
University Graduate	2	5,9	0	0	2	3
Fathers' Educational Status						
Primary School Graduate	11	32,4	14	42,4	25	37,3
Secondary School Graduate	7	20,6	12	36,4	19	28,4
High School Graduate	12	35,3	6	18,2	18	26,9
University Graduate	4	11,8	1	3	5	7,5

In addition to information mentioned above, it was observed that students had similar features in terms of monthly income, number of siblings, household members and home ownership status. Then, pre-tests were given and Independent Samples T-Test was performed to determine whether there is difference between groups in terms of dependent variables. T-test results showed that there was no difference in any dimension of independent variables between groups ($p > .05$). After the similar distributions between groups were seen, class A was randomly chosen as experimental group and class B was randomly chosen as or control group.

Measures

“The school short-form Coopersmith Self-Esteem Inventory” developed by Coopersmith (1967) and adopted into Turkish by Pişkin (1997); “Social Problem Solving Skills Scale” prepared by the researcher; and “KA-SI Empathic Tendency Scale for Children” developed by Kaya and Siyez (2010) were used for collecting data.

Coopersmith Self-Esteem Inventory was developed by Coopersmith (1967) to measure self-esteem levels of 8-10 year-old children and adopted into Turkish by Pişkin (1997). The school short-form Coopersmith Self-Esteem Inventory was used in this study. School short-form consists of the first 25 questions of the scale. In their research, Coopersmith (1967) found Kuder Richardson reliability coefficient of school short form as .91 for girls and .80 for boys. Maximum score that could be taken in the short form is 25 and it just gives information about integrated self-esteem (Pişkin, 1996). In the current study, Coopersmith Self-Esteem Inventory was implemented to 156 third grade students, who are studying at schools in Hendek, Sakarya and did not included in the study, to be able to test the reliability of the short form. KR-20 coefficient was calculated as .69. The coefficients between .50 and .80 is considered moderately reliable (Salvucci, Walter, Conley, Fink, & Saba, 1997, p. 115 as cited in Tan, 2009). Based on this result, the scale was determined to be reliable and convenient for this study.

Social Problem Solving Skills Scale was developed by the researcher. Firstly, in the scale development process literature was comprehensively reviewed and research carried out in Turkey or abroad about this issue was examined. For example, Arı ve Yaban (2012) were examined the reliability and validity of Rubin's (1988) Social Problem Solving Skills Test within 9 to 11 years old Turkish children. This test consists of two parts, namely acquiring object to acquire and friends. 8 different pictures and stories are shown to the students in this test. Then students are asked what they could do in order to have the object or friends in the picture. Warden and MacKinnon (2003) is aimed to reveal the links between children's social behaviour and their sociometric status, empathy and social problem-solving strategies. In this study they developed a social problem solving test for children ages 9-10. In their test Children are presented with problematic situations and asked generating solutions. Childrens' solutions are classified and given points. In this study, classification of Warden and MacKinnon (2003) were used. After the examinations, it was found suitable to develop rating scale. The aim of developing rating scale is to measure the answers of students given to questions about sample cases including social problem situations that they can encounter in their daily lives via an analytic rating scale. Social problem-solving skills were determined and then performance levels for each stage was also determined. Accordingly, analytic rating scale has three subdimensions as creating alternative solutions, choosing suitable solution and estimating the outcomes of solution in accordance with social problem-solving stages. Research carried out in Turkey and abroad (Arı & Yaban, 2012; Klasnor & Rubin, 1983; Warden & MacKinnon, 2003) and expert opinions were used to determine performance levels for subdimensions. Then, an analytic rating scale draft was prepared considering performance levels determined. After rating scale was formed, sample cases that would be asked to students was found. Three class teachers and five experts from different areas were asked to evaluate case incidents and questions in terms of suitability of student's level and aim of study; two Turkish education expert were asked to evaluate in terms of language and expression. After the necessary adjustments according to expert opinions, three short sample cases including social problems that children could encounter in daily life and three questions developed about these sample cases were decided to be used. Questions after the cases were aimed at *creating alternative solution strategies, choosing the suitable solution and estimating the positive or negative outcomes of that solution* as parallel with social problem-solving stages. Three expert was again consulted after sample cases, questions and rating scale have been a whole and scale was prepared for the pre-application. Also, separate forms were developed for girls and boys by searching the examples in the literature.

When the last version was prepared, pre-application was conducted with 61 third grade students to measure reliability and determine the flaws that could happen in application process. Before the pre-application, the aim of the study was detailly explained to class teachers, then students were explained carefully. Especially students were paid attention to answer questions individually. Application took totally one class hour. Last version of rating scale consisted of three different sections as creating alternative solutions, choosing the suitable solution and estimating the outcomes of solution. In *creating alternative solutions* dimension, students are expected to produce different solution strategies about sample cases. If any solution was not suggested or the solution suggested is not related to problem, student gets "0" point. If one solution was suggested, student gets "1" point; if two solutions were suggested, student gets "2" point; if three solutions were suggested, student gets "3" point; if four or more solutions were suggested student gets "4" point. In *choosing the suitable solution* dimension, students are expected to choose one of the solutions that they suggested. The solution chosen by student is scored in terms of five different criterion. Different sources were examined before constructing these criteria and Warden and MacKinnon's (2003) classification was used. Thus, if the solution strategy chosen by student is not comprehensible or unrelated to problem, student gets "0" point. If the student suggested a solution which includes verbal or physical violence and threat, student gets "1" point. These kind of solutions were called as "aggressive solutions". If a solution aimed at avoiding the problem or ignoring the problem, student gets "2" point. These solutions were also named "passive solutions". Students who chose a solution for solving the problem directly, get "3" point. These kind of solutions were called as "indirect solutions". Calling for parents, calling

watchman in the park are example solutions for indirect solutions. Lastly, students who chose to directly solve problems themselves, get "4" point. These kind of solutions were called as "direct solutions". Students who chose direct solutions also chose to directly talk to people making trouble or approach problems constructively. In the last dimension *estimating the outcomes of solution*, students are expected to estimate the outcomes if they apply the solution that they chose in the previous stage. These estimations are evaluated in four different levels. If the student did not state any outcome, he/she gets "0" point. Also, if the student stated an outcome but an unrelated outcome with the solution, student gets again "0" point. Student gets "1" if he/she stated one of the four levels above (e.g., if the student wrote only the positive outcomes that can occur in short time period), gets "2" if he/she stated two of them (e.g., if the student wrote positive and negative outcomes that can occur in short time period), gets "3" if he/she stated three of them (e.g., if the student wrote positive and negative outcomes that can occur in short time period and positive outcomes that can occur in long time period) and gets "4" if he/she stated four of them (e.g., if the student wrote positive and negative outcomes that can occur in short time period and positive and negative outcomes that can occur in long time period).

After this application, Cronbach Alpha coefficient and reliability between raters were calculated. Internal consistency coefficients were .78 for creating alternative solutions, .73 for choosing the suitable solution and .82 for estimating the outcomes of solution. Then, another researcher was asked to evaluate the answers of students to be able to calculate the reliability between raters. Firstly, aim of the study and features of criteria were detailly explained. After that, second researcher rated all data gathered from students. *Pearson Product-Moment Correlation* coefficient was calculated to examine the consistency between ratings of two researchers. *Pearson Product-Moment Correlation* coefficients were calculated as .97 for creating alternative solutions, .94 for choosing the suitable solution and .92 for estimating the outcomes of solution. Reliability calculations between raters showed that "Social Problem Solving Skills Scale" is a valid and reliable rating scale.

KA-SI Empathic Tendency Scale for Children was developed by Kaya and Siyez (2010) to determine empathy levels of children. Children form of scale consists of 13 items as 6 for cognitive empathy and 7 for emotional empathy. Cronbach Alpha coefficients were .84 for the total scale, .72 for cognitive empathy and .79 for emotional empathy (Kaya & Siyez, 2010). In this study, KA-SI Empathic Tendency Scale for Children was given to 149 third grade primary school students studying at Hendek, Sakarya, who was not included in the study to test the reliability and internal consistency coefficients were calculated. Internal consistency coefficients were .89 for the total scale, .81 for cognitive empathy and .82 for emotional empathy. Based on these calculations, scale was found appropriate for this study.

Procedure

The aim of this study is to determine the effect of value education program, integrated with life studies lesson, based on respect and responsibility on self-esteem, social problem-solving skills and empathy. For this aim, literature review about these two values was firstly done to prepare a value education program integrated into life studies lesson. In the need recognition stage, firstly 3rd grade Life Studies Lesson Program was examined in detail and gains that are directly related to respect and responsibility were included in the program. After that, 3rd grade teachers and area specialists were interviewed about their expectations of respect and responsibility. Aim and gains were constructed in the light of need recognition. In the next level, activities were prepared based on value analysis approach. Gains and activities were consulted to two specialist for each of program development and primary school teaching and the necessary adjustments were made. After the last version of the program was constructed, experimental and control groups were determined, each group were implemented pre-test measurement and it was found that there is no significant difference in terms of dependent variables. Before the application process started, researcher introduced to the students about activities that they will involve in for four hours. Then, the application was started, while value education program based on respect and responsibility is presented in life studies lesson in the experimental group, life studies lesson was continued according to teacher's guide book in the control group. Applications in both experimental group and control group were carried out by the researcher. Finally, both groups were given post-tests and examined whether groups differ in terms of dependent variables.

In the application process, some points especially drew attention in the courses carried out by researcher in both experimental group and control group. Firstly, groups were not informed that they were experimental group or control group and necessary attention was showed not to make them feel that distinction to be able to come over Hawthorne Effect. On the other hand, classroom order was paid attention to be same in terms of physical conditions for experimental group and control group. An encouraging and intimate communication style was internalized for students in both experimental group and control group and it was paid attention to prevent effects arising from the researcher. Also a check list was prepared to evaluate the approaches of researcher in experimental group and control group. Apart from researcher, two independent educator watched to two hours of video shoots for experimental group and control group and evaluated in terms of the check list developed. It was concluded that researcher showed similar and matching approaches in experimental group and control group.

Activities Carried Out in Experimental Group

Life studies lesson was carried out by researcher for 4 hours in a week of total 8 weeks. In these courses, value education program based on respect and responsibility was processed.

Courses were carried out based on value analysis. In this manner, sample cases, which are real or from real life including problem situation related to that value, were presented. Those sample cases were presented by assisting with pictures and slide shows that can take attention of students. Sample cases were read by teacher paying attention to accent and intonation and taking interest by students. Also, cartoons, short videos, photographs and pictures were also used in presenting problem situations about the values.

Cases including problems were presented to students and questions leading to think were asked to determine the value problem. After the value problem was clearly identified, students were asked to put themselves to another's place and given some time to think. The aim of this study is not to gain empathy to the students, to provide well understanding of the problem. Then, students were wanted to share their similar experiences. Thus, students made inferences about value problems. It was paid attention that students discovered value problem themselves without any involvement of researcher.

After value problem was determined, students were asked to create ideas (alternative solutions) for solution of the value problem. Creating alternative solution process was carried out with the whole class in the first weeks of the research. Voluntary students in class shared their solution suggestions and these suggestions were recorded to board by the teacher. Then a group discussion was carried out about the possible outcomes of the solutions and students were asked to choose one of the solutions considering the outcomes and to share the solutions that they chose with reasons. Lastly, a decision was made by the classroom and it was focused on how the solution will be applied in real life. Beside the applications with all classroom, individual and group activities took place. In the individual activities, everyone was given activity questionnaires including questions about value analysis processes. Individual activities were sometimes given as homework. On the other hand, in the group activities, groups changing between 4 and 6 members were constructed. Groups created alternative solutions, had conclusion by discussing about the positive and negative outcomes of these solutions and each group presented their solution to the class with the reasons. Moreover, drama technique was used for problematic and discontinued cases to complete and role playing by using value analysis approach stages. These activities were supported by different additional activities such as games, painting, preparing posters and finding mottos.

Activities Carried Out in Control Group

In control group, life studies lesson were carried out by researcher based on teacher guide book. Every point indicated in the guide book was paid attention and no stage was skipped while discussing a subject. Activities in guide book such as preparing posters and finding mottos were done.

Data Analysis

Independent Sample T-Test was performed to determine whether pre-test mean scores differ between groups or not. Significance cut-off score was considered as $p < .05$ for the interpretation of results.

Considering all assumptions were met, two-factor ANOVA test was used for repeated measures in testing the statistical effectiveness of value education program based on respect and responsibility given in life studies lesson. After that, contribution of each variable detected to be significant on the results were examined via Bonferroni Post-hoc Comparison test. Maximum margin of error was considered as $p < .05$, on the other hand, $p < .01$ and $p < .001$ significance levels were also demonstrated.

Results

Findings About the Effects of VEPBRR in Life Studies Lesson on Self-esteem Level

Effectiveness of VEPBRR on self-esteem was tested via One-Way Analysis of Variance (ANOVA) with Repeated Measures. Descriptive statistics are given on Table 2 and ANOVA results are given on Table 3:

Table 2. Findings on the Pre and Posttest Mean Scores in Self-Esteem Scale

Groups	Pre and Posttest Mean Scores	<i>n</i>	\bar{x}	Ss
Experimental Group	Pretest	34	15.52	3.87
	Posttest	34	15.64	3.90
Control Group	Pretest	33	16.15	3.97
	Posttest	33	16.27	3.74

Table 3. Findings on Repeated Measures ANOVA

Source	KT	Sd	KO	F	p	η^2
Between Groups	1565.537	66				
Group (Experimental / Control)	13.036	1	13.036	.546	.463	.008
Error	1552.501	65	23.885			
Within Groups	395.000	67				
Test (pretest and posttest)	.478	1	.478	.079	.780	.001
Group*Test	.000	1	.000	.000	.997	.000
Error	394.522	65	6.070			
Total	1960.059	133				

After Table 2 and 3 were considered, it was concluded that VEPBRR has not a significant effect on self-esteem levels of students participated in the study ($F_{(1,65)} = .000$; $p > .05$; $\eta^2 = .000$).

Findings about the Effects of VEPBRR Life Studies Lesson on Social Problem-Solving Skills

In this section, findings about creating alternative solutions (CAS), choosing the suitable solution (CSS) and estimating the outcomes of solution (EOS) were presented, respectively.

Findings about creating alternative solutions (CAS) skills

Effectiveness of VEPBRR on CAS was tested via One-Way Analysis of Variance (ANOVA) with Repeated Measures. Table 4 shows the descriptive statistics and Table 5 shows the ANOVA results:

Table 4. Findings on the Pre and Posttest Mean Scores in CAS

Groups	Pre and Posttest Mean Scores	N	\bar{x}	Ss
Experimental Group	Pretest	34	5.47	2.13
	Posttest	34	8.82	3.48
Control Group	Pretest	33	4.81	2.19
	Posttest	33	5.90	2.90

Table 5. Findings on Repeated Measures ANOVA

Source	KT	Sd	KO	F	p	η^2
Between Groups	832.328	66				
Group (Experimental / Control)	106.526	1	106.526	9.540	.003	.128
Error	725.802	65	11.166			
Within Groups	455.441	67				
Test (pretest and posttest)	165.351	1	165.351	43.470	.000	.401
Group*Test	42.844	1	42.844	11.263	.001	.148
Error	247.246	65	3.804			
Total	1287.769	133				

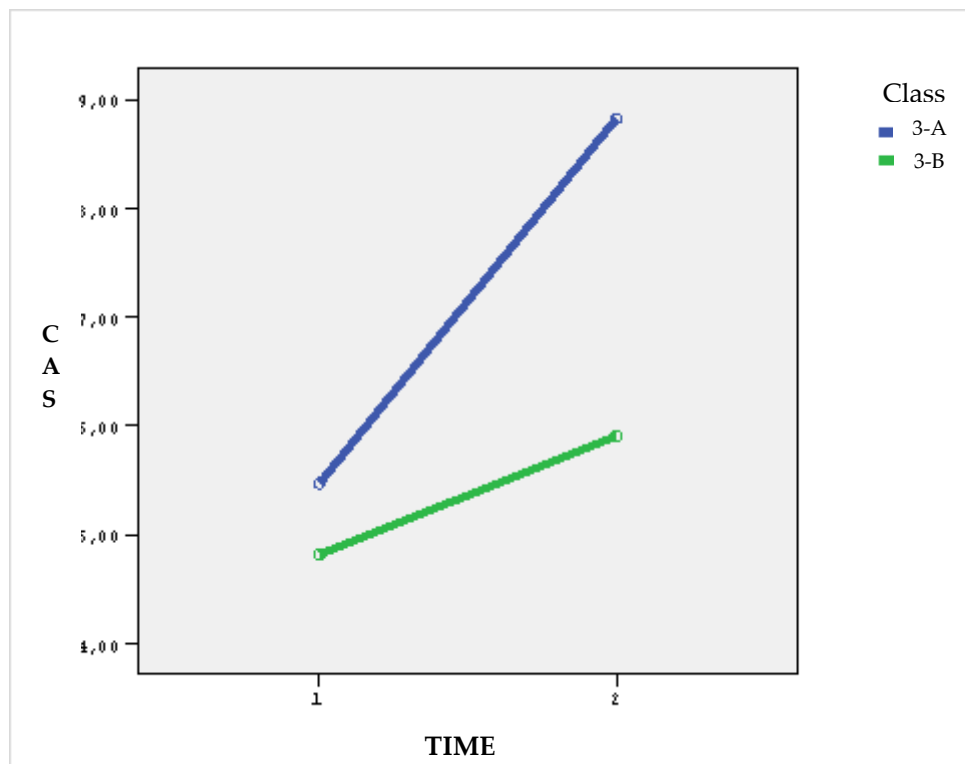
Table 4 and 5 indicated that creating alternative problem-solving solutions scores of students in experimental group showed a significant increase ($F_{(1,65)} = 11.263$; $p < .01$, $\eta^2 = .148$). Based on the findings, it was concluded that VEPBRR is effective on creating alternative problem-solving solutions skills. Bonferonni Post-hoc Multiple Comparison test was conducted to examine the differences between group mean scores more clearly and results was given in the Table 6.

Table 6. Bonferonni Post-hoc Multiple Comparison Test Results

		Experimental		Control	
		Pretest	Posttest	Pretest	Posttest
		Mean Difference (I-J)	Mean Difference (I-J)	Mean Difference (I-J)	Mean Difference (I-J)
Experimental	Pretest		-3.353***	.652	
	Posttest	3.353***			2.914***
Control	Pretest	-.652			-1.091*
	Posttest		-2.914***	1.091*	

* $p < .05$, ** $p < .01$, *** $p < .001$

According to Bonferonni Post-hoc Multiple Comparison in Table 6, there was no significant difference between pre-test mean scores of experimental and control group. However, when the post-test mean scores of two groups were considered, it was concluded that post-test mean scores of experimental group ($\bar{x}=8.82$, $ss=3.48$) and control group ($\bar{x}=5.90$, $ss=2.90$) showed a significant difference in favor of experimental group ($p < .001$). Interaction graph was thought to be examined to be able to make more efficient inferences and graph was presented in Figure 1.

**Figure 1.** Graph for Mean Scores of CAS Skills

When Figure 1 was examined, it was observed that there was a significant difference between post-test mean scores of experimental group and control group and mean score of experimental group was higher than control group. Also, it can be said that mean scores of both experimental group and control group showed an increase, however, increase in experimental group scores was more apparent than control group scores. Considering the findings of ANOVA and the interaction graph, it was interpreted that VEPBRR has a positive and significant effect on creating alternative solutions skills for social problems.

Findings about choosing the suitable solution (CSS) skills

Descriptive statistics for CSS skills were given in Table 7 and ANOVA results were given in Table 8:

Table 7. Findings on the Pre and Posttest Mean Scores in CCS

Groups	Pre and Posttest Mean Scores	N	\bar{x}	Ss
Experimental Group	Pretest	34	7.26	3.17
	Posttest	34	8.08	3.40
Control Group	Pretest	33	6.15	3.59
	Posttest	33	7.21	4.13

Table 8. Findings on Repeated Measures ANOVA

Source	KT	Sd	KO	F	p	η^2
Between Groups	1309.836	66				
Group (Experimental / Control)	33.135	1	33.135	1.687	.199	.025
Error	1276.701	65	19.642			
Within Groups	426.605	67				
Test (pretest and posttest)	29.724	1	29.724	4.874	.031	.070
Group*Test	.471	1	.471	.077	.782	.001
Error	396.410	65	6.099			
Total	1736.441	133				

Based on the results in Table 7 and 8, VEPBRR was not found effective on CSS skills ($F_{(1,65)} = .077$; $p > .05$, $\eta^2 = .001$).

Findings about estimating the outcomes of solution (EOS) skills

Descriptive statistics for EOS skills was presented in Table 9 and ANOVA results were given in Table 10:

Table 9. Findings on the Pre and Posttest Mean Scores in EOS

Groups	Pre and Posttest Mean Scores	N	\bar{x}	Ss
Experimental Group	Pretest	34	2.11	2.01
	Posttest	34	5.23	2.24
Control Group	Pretest	33	2.54	2.01
	Posttest	33	2.45	2.37

Table 10. Findings on Repeated Measures ANOVA

Source	KT	Sd	KO	F	p	η^2
Between Groups	499.238	66				
Group (Experimental / Control)	46.356	1	46.356	6.653	.012	.093
Error	452.882	65	6.967			
Within Groups	320.035	67				
Test (pretest and posttest)	76.707	1	76.707	31.732	.000	.328
Group*Test	86.200	1	86.200	35.659	.000	.354
Error	157.128	65	2.417			
Total	819.273	133				

According to results presented in Table 9 and 10, it was found that VEPBRR was effective on skills of estimating the outcomes of solution ($F_{(1,65)} = 35.659$; $p < .01$, $\eta^2 = .354$). Bonferonni Post-hoc Multiple Comparison test was performed to examine mean score differences between groups more clearly. Results were presented in Table 11:

Table 11. Bonferonni Post-hoc Multiple Comparison Test Results

		Experimental		Control	
		Pretest	Posttest	Pretest	Posttest
		Mean Difference (I-J)	Mean Difference (I-J)	Mean Difference (I-J)	Mean Difference (I-J)
Experimental	Pretest		-3.118***	-.428	
	Posttest	3.118***			2.781***
Control	Pretest	.428			.091
	Posttest		-2.781***	-.091	

* $p < .05$, ** $p < .01$, *** $p < .001$

When the Bonferonni Post-hoc Multiple Comparison test results in Table 11 were considered, it was concluded that post-test mean scores of experimental group ($M = 5.23$, $SS = 2.24$) and control group ($M = 2.45$, $SS = 2.37$) showed a significant difference in favor of experimental group. Interaction graph was needed to be examined to make more efficient inferences and graph was presented in Figure 2.

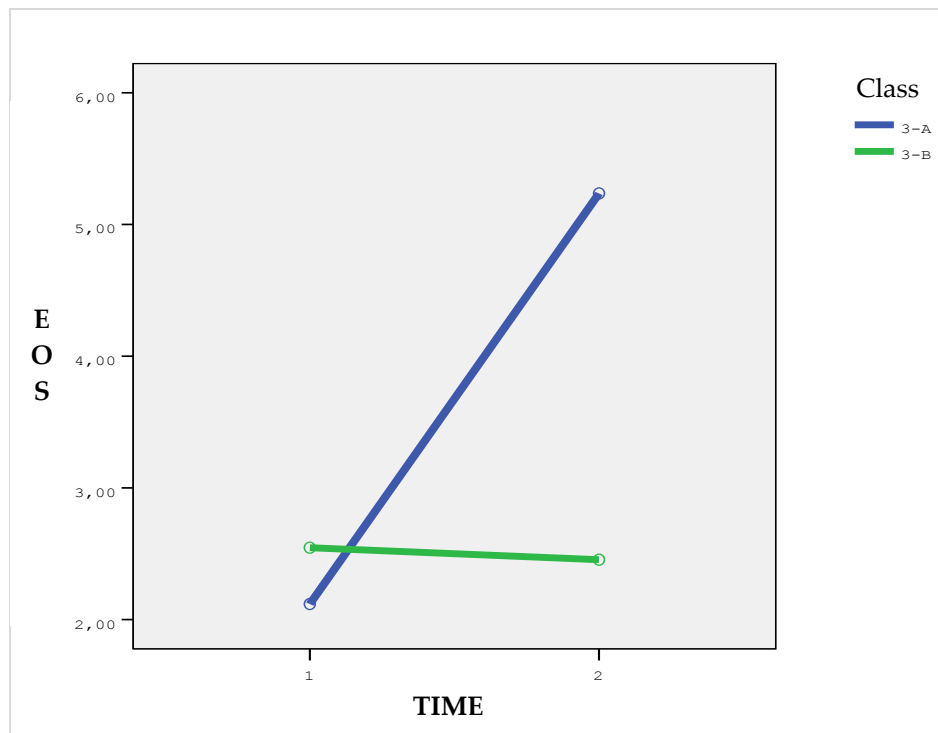


Figure 2. Graph for Mean Scores of EOS Skills

When Figure 2 was examined, it was seen an apparent difference between post-test mean scores of experimental and control group and the mean scores of experimental group was extremely higher than the mean scores of control group. Also, mean scores of experimental group was observed to show a great increase and control group had a slight decrease. When the ANOVA test results and interaction graph were considered together, VEPBRR was found to have a positive and significant effect on skills for estimating the outcomes of solutions about social problems. Moreover, based on the all statistical findings for social problem-solving skills, it was concluded that value education program based on respect and responsibility given in life studies lesson is effective on increasing the social problem-solving skills of third grade students.

Findings about the Effects of VEPBRR Life Studies Lesson on Empathy Levels

In this part of results section, findings about cognitive empathy (CE), emotional empathy (EE) and empathy total scores were presented respectively.

Findings about cognitive empathy (CE) levels

Descriptive statistics for cognitive empathy were given in Table 12 and ANOVA results were given in Table 13:

Table 12. Findings on the Pre and Posttest Mean Scores in CE

Groups	Pre and Posttest Mean Scores	N	\bar{x}	Ss
Experimental Group	Pretest	34	16.64	3.78
	Posttest	34	19.61	3.73
Control Group	Pretest	33	18.09	3.82
	Posttest	33	19.03	4.49

Table 13. Findings on Repeated Measures ANOVA

Source	KT	Sd	KO	F	p	η^2
Between Groups	1757.209	66				
Group (Experimental / Control)	6.143	1	6.143	.228	.635	.003
Error	1751.066	65	26.939			
Within Groups	454.978	67				
Test (pretest and posttest)	128.008	1	128.008	28.454	.000	.304
Group*Test	34.545	1	34.545	7.679	.007	.106
Error	292.425	65	4.499			
Total	2212.187	133				

Indicated in Table 12 and 13, results of variance analysis for mean scores of cognitive empathy levels between experimental group and control group, it was found that VEPBRR had a significant effect on cognitive empathy levels of students ($F_{(1,65)} = 7.679$; $p < .01$, $\eta^2 = .106$). Bonferonni Post-hoc Multiple Comparison test was performed to determine the source of difference and examine the mean score differences between groups more clearly. Results were presented in Table 14:

Table 14. Bonferonni Post-hoc Multiple Comparison Test Results

		Experimental		Control	
		Pretest	Posttest	Pretest	Posttest
		Mean Difference	Mean Difference	Mean Difference	Mean Difference
		(I-J)	(I-J)	(I-J)	(I-J)
Experimental	Pretest		-2.971***	-1.444	
	Posttest	2.971***			.587
Control	Pretest	1.444			-.939
	Posttest		-.587	.939	

* $p < .05$, ** $p < .01$, *** $p < .001$

According to Bonferonni Post-hoc Multiple Comparison test in Table 14, the difference between pre-test measurement mean scores ($\bar{x} = 16.64$, $ss = 3.78$) and post-test measurement mean scores ($\bar{x} = 19.61$, $ss = 3.73$) of the experimental group is significant ($p < .001$). However, there was no significant difference between pre-test measurement mean scores ($\bar{x} = 18.09$, $ss = 3.82$) and post-test measurement mean scores ($\bar{x} = 19.03$, $ss = 4.49$) of control group. Interaction graph was examined to make more efficient inferences and graph was presented in Figure 3.

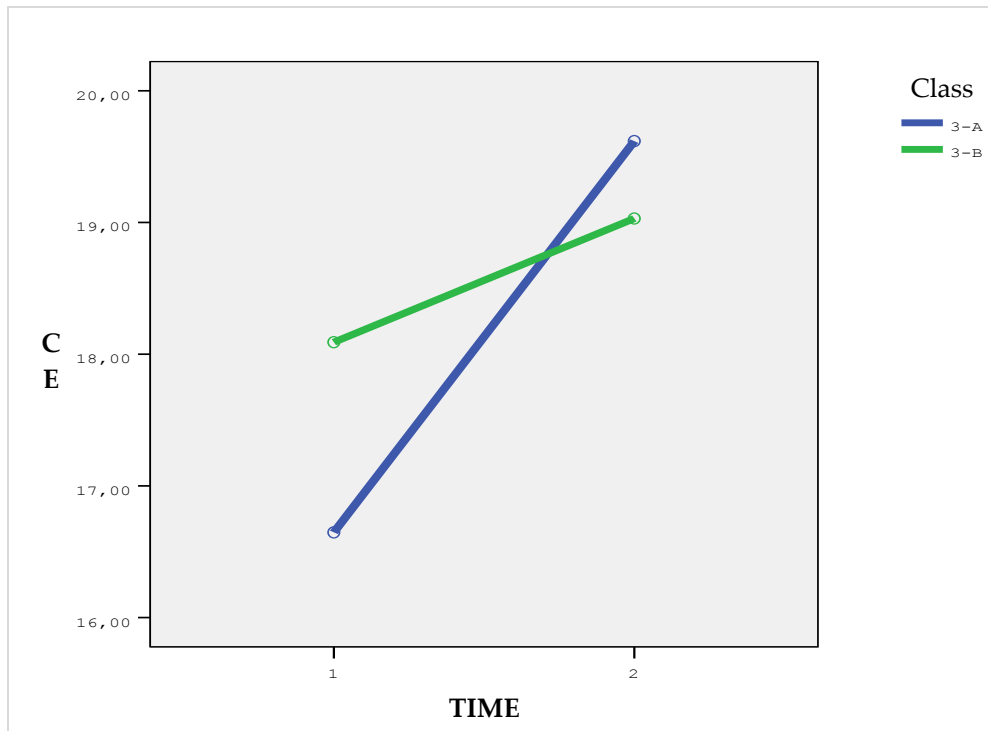


Figure 3. Graph for Mean Scores of CE

When the figure 3 was examined, although there was not found an extreme difference between post-test mean scores of experimental group and control group, experimental group post-test mean score was higher. Furthermore, it could be interpreted that mean scores of both experimental group and control group showed an increase, however the increase in the mean score of experimental group was higher than the control group. When the ANOVA test results and interaction graph were considered together, VEPBRR given in life studies lesson was found to have a positive and significant effect on cognitive empathy levels of students.

Findings about emotional empathy (EE) levels

Descriptive statistics for emotional empathy were given in Table 15 and ANOVA results were given in Table 16:

Table 15. Findings on the Pre and Posttest Mean Scores in EE

Groups	Pre and Posttest Mean Scores	N	\bar{x}	Ss
Experimental Group	Pretest	34	21.02	4.09
	Posttest	34	23.00	3.38
Control Group	Pretest	33	22.37	4.08
	Posttest	33	22.86	5.06

Table 16. Findings on Repeated Measures ANOVA

Source	KT	Sd	KO	F	p	η^2
Between Groups	1820.284	66				
Group (Experimental / Control)	9.435	1	9.435	.339	.563	.005
Error	1810.849	65	27.859			
Within Groups	535.547	67				
Test (pretest and posttest)	45.622	1	45.622	6.332	.014	.089
Group*Test	21.622	1	21.622	3.001	.088	.044
Error	468.303	65	7.205			
Total	2355.831	133				

As seen on Table 15 and 16, VEPBRR did not have a significant effect on emotional empathy ($F_{(1,65)} = 3.001$; $p > .05$, $\eta^2 = .044$).

Findings about the total of empathy scores

Descriptive statistics for empathy total scores were given in Table 17 and ANOVA results were given in Table 18:

Table 17. Findings on the Pre and Posttest Mean Scores in Empathy

Groups	Pre and Posttest Mean Scores	N	\bar{x}	Ss
Experimental Group	Pretest	34	37.67	7.09
	Posttest	34	42.61	6.32
Control Group	Pretest	33	40.45	7.29
	Posttest	33	41.75	9.18

Table 18. Findings on Repeated Measures ANOVA

Source	KT	Sd	KO	F	p	η^2
Between Groups	6306.090	66				
Group (Experimental / Control)	30.803	1	30.803	.319	.574	.005
Error	6275.287	65	96.543			
Within Groups	1543.723	67				
Test (pretest and posttest)	326.469	1	326.469	19.179	.000	.228
Group*Test	110.828	1	110.828	6.511	.013	.091
Error	1106.426	65	17.022			
Total	7849.813	133				

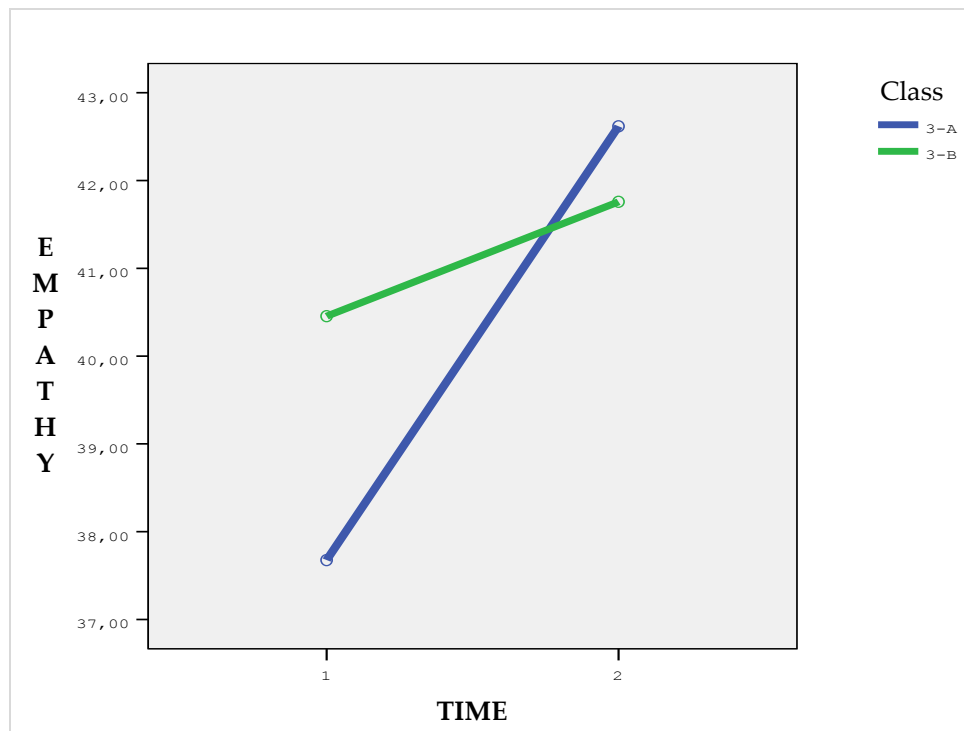
As presented in Table 17 and 18, results of variance analysis for empathy total scores between experimental group and control group, it was found that VEPBRR had a significant effect on empathy levels of students ($F_{(1,65)} = 6.511$; $p < .05$, $\eta^2 = .091$). Bonferonni Post-hoc Multiple Comparison test was performed to determine the source of difference and point out these mean score differences between groups more clearly. Results were presented in Table 19.

Table 19. Bonferonni Post-hoc Multiple Comparison Test Results

		Experimental		Control	
		Pretest	Posttest	Pretest	Posttest
		Mean Difference (I-J)	Mean Difference (I-J)	Mean Difference (I-J)	Mean Difference (I-J)
Experimental	Pretest		-4.941***	-2.778	
	Posttest	4.941***			.860
Control	Pretest	2.778			-1.303
	Posttest		-.860	1.303	

* $p < .05$, ** $p < .01$, *** $p < .001$

According to Bonferonni Post-hoc Multiple Comparison test in Table 19, the difference between pre-test measurement mean scores ($\bar{x} = 37.67$, $ss=7.09$) and post-test measurement mean scores ($\bar{x}=42.61$, $ss=6.32$) of the experimental group is significant ($p < .001$). On the other hand, there was no significant difference between pre-test measurement mean scores ($\bar{x} = 40.45$, $ss=7.29$) and post-test measurement mean scores ($\bar{x} = 41.75$, $ss=9.18$) of control group. Interaction graph was examined to make more efficient inferences and graph was presented in Figure 4.

**Figure 4.** Graph for Total Mean Scores of Empathy

When the figure 4 was examined, although there was not found a big difference between post-test mean scores of experimental group and control group, experimental group post-test mean score was higher than the control group. Also, it could be said that mean scores of both experimental group and control group showed an increase, yet the increase in the mean score of experimental group was more apparent than the control group. When the ANOVA test results and interaction graph were considered as a whole, VEPBRR given in life studies lesson was found to have a positive and significant effect on empathy levels of students.

Result, Discussion and Suggestions

The aim of this study was to examine the effects of value education program based on respect and responsibility on self-esteem levels, social problem-solving skills and empathy levels. Results of the study showed that value education program based on respect and responsibility has not significant effect on self-esteem levels of 3rd grade primary school students. This results may have several different reasons and should be considered with different research findings to be able to make better inferences. When the research conducted in Turkey aiming to increase self-esteem levels of children was considered, it was concluded that experimental implementations are not effective on increasing the self-esteem levels of children. Güloğlu (1999), for instance, aimed to determine the effect of self-esteem development program, developed by Morganett (1994) and adopted into Turkish, on self-esteem levels of 5th grade primary school students. Results indicated that self-esteem development program did not significantly increase the self-esteem levels of students. Other research carried out about self-esteem also supported this situation (Uşaklı, 2006; Ünal, 2007; Yıldırım, 2006). On the other hand, when the research conducted in abroad was considered, it may concluded that different applications may cause different outcomes on self-esteem. For example, in the study of Grace Edna Rowland (2002), creative drama activities were found to increase the self-esteem levels of students. While some research focused on the interaction between values education and self-esteem found that values education affects self-esteem positively, other research found that values education does not affect self-esteem. For example, Smith (1997) tested a character education program which includes focusing on twelve values as responsibility, distinguishing right and wrong, respecting rights of others, self-discipline, cooperation, making decisions, problem-solving, citizenship rights and responsibilities, resisting the oppression, resisting the drive of joining a group and protecting from harmful habits. Experimental applications revealed that character education is effective on self-esteem levels of 6th and 7th grade students. Similarly, El Hassan and Kahil (2005) made a research with 7-9 year-old children and showed that values education including love, respect and peace values has an effect on self-esteem levels of students. On the contrary, Scott (2004) concluded that character education did not affect self-esteem in the research conducted with 39 students in the age range between 12 and 17 and under the behavioral risk. Germaine (2001) focused on the difference between self-esteem levels of students who took a formal values education and who did not take a formal values education, however, there was not a difference between self-esteem levels of two student groups. It does not seem possible to make certain judgements about the effect of values education on self-esteem based on the research. However, it could be said that results of this study is consistent with the results of research by Germaine (2001) and Scott'in (2004). Self-esteem is affected by several external factors such as social life, familial attitudes (Bulanda & Majumdar, 2009; Frank, Plunkett, & Otten, 2010). This also may be a matter of this study. Moreover, research carried out with smaller groups about self-esteem is thought to be more effective (Doğru & Peker, 2004). Therefore, crowded classroom sizes may be said to negatively affect self-esteem development. On the basis of these results, it is suggested that research about the effect of values education on self-esteem should be planned by including also families of students and carried out in less crowded classrooms.

When the data gathered about social problem-solving skills was evaluated as a whole, it was found that value education program based on respect and responsibility had a positive effect on social problem-solving skills of 3rd grade primary school students. Accordingly, it was concluded that VEPBRR was effective on increasing the skills of creating alternative solution about social problems. By creating alternative solutions and especially detecting the obstacle situations, solution of the

problem becomes one-step closer (D'Zurilla and Nezu, 2010). On the other hand, skills of creating different solutions make coping with stress in problem situations easier (Dubow & Tisak, 1989; Özgülük & Erdur Baker, 2010). This is thought to be very important for creating more healthy solutions. Also, noticing that he/she could create different solutions may increase the children's belief about solving the problem. Results of current study showed that value education program based on respect and responsibility, well-integrated into life studies lesson according to value analysis approach, is extremely effective on creating alternative solutions skills for the problems of 3rd grade primary school students. When the findings about choosing suitable solution level of social problem-solving skills was considered, value education program based on respect and responsibility did not have a significant effect on choosing the suitable solution skills of children. Post-test mean scores of experimental and control group did not show a significant difference. Although there is a significant difference between pre-test and post-test mean scores of experimental and control groups, these data have not been considered because group-test effect was not significant. Nevertheless, interaction graph showed a certain and similar increase for both groups. Based on data, this difference may be caused by attitude of researcher and different external factors. When the findings about the last subdimension of social problem-solving skills, estimating the outcomes of solution was considered, value education program based on respect and responsibility was effective on estimating the outcome skills of students. Experimental group post-test mean scores were higher the control group post-test mean scores. There was also significant difference between pre-test and post-test mean scores of experimental group. Estimating the outcomes about the solutions means evaluation of the solution which was decided (D'Zurilla, Nezu, & Maydeu-Olivares, 2004). In this stage, students are expected to estimate the positive and negative outcomes of the solution strategy that could occur in short or long term (Warden & MacKinnon, 2003). Evaluation of the results requires student's thinking about the effects of solution for oneself and others. Therefore, evaluation of positive and negative outcomes of behavior contributes to develop better relationships and solving problems healthier (Miga, 1994). Thus, estimating the outcomes of the solution skill is very important for solving problems efficiently. From this point of view, contribution of value education program based on respect and responsibility over the estimating outcomes is an important finding in terms of social problem-solving skills. In the related literature, only a few studies directly focused on the effect of values education on social problem-solving skills. For example, Dereli İman (2014) examined the effect of the value education program on the pre-school children's social skills, psycho-social development, and social problem solving skills in her study. Research results showed that the value education program increased the childrens' social problem solving skills level. This situation is consistent with the survey results. In addition, there are some research about usefulness of problem-solving strategies in character education. For example, Aiello (2011) in their research demonstrated that social problem-solving strategies, taught in 3rd, 4th and 5th grade classes, could be used in character education. Lickona (1996) indicated that problem solving strategies definitely must take place to gain students values in a good character education. Based on the findings of this study and other studies, values education and social problem-solving were found highly related to each other. Hence, Miller and Kim (1988) stated that character educations plays a large role in the solution of social problems (as cited in Huitt, 2004). From these perspectives, the effects of value education program carried out in research on social problem-solving skills seem extremely significant.

When the findings about empathy was evaluated, VEPBRR given in life studies lesson was found to have a positive effect on empathy levels of 3rd grade primary school students. Cognitive

empathy is skill of comprehending other's feelings, being purified from own feelings. In other words, cognitive dimension of empathy is based on distinguishing other's feelings from own feelings. A children, who can distinguish other's feelings from own feelings, means to complete the most important step of empathy (Hoffman, 2000; Strayer, 1990; Wai & Tiliopoulos, 2012). Sharing other's feelings and giving suitable responses to these situations is said to be required to understand other's feelings and looking from their eyes. Effect of values education given in life studies lesson on cognitive empathy is extremely significant. Furthermore, findings about emotional empathy dimension indicated a significant increase in mean scores of experimental group in the process. However, it is not possible to say that increase is certainly caused by the education because the group-test interaction effect is not significant in ANOVA results. Therefore, it was concluded that value education program based on respect and responsibility did not have significant effect on emotional empathy levels of children. Similarly, Baldwin (2008), aimed to determine the effect of character education on emotional empathy in their research. In the manner of these aims, one of two groups in 6th grade were given character education and the other group were not given character education. Bryant's (1982) empathy scale for children and adolescents, focuses on emotional empathy, was used to determine the empathy levels of children. As a result, character education was not found significantly effective on emotional empathy levels of children. This situation is consistent with the current research results. In this research, significant difference in the emotional empathy scores of experimental group could be caused by researcher attitudes or uncontrolled external factors. On the other hand, results of total empathy scores showed that value education program based on respect and responsibility has a significant and positive effect on empathy levels of students. When the related literature was reviewed, there is an agreement that empathy should be a part of processes such as values education, moral education and character education (Doğanay, 2009; Hoffman, 2000; Lickona, 1991; Ryan & Bohlin, 1999). Similarly, Khatchadourian (2010) aimed to determine the effect of social skills training given for eight weeks on empathy levels of 5-6 year-old children. Constructed program included ethical values and is shaped around expression of feelings, friendship, team work, helping others, patience, compassion, trust and generosity values. Similarly, in the application process, activities in which students actively participated, such as discussions based on stories and role plays were carried out. Consequently, program was found to have a positive effect on empathy levels of children. Otherwise, it was concluded that programs oriented to develop skills of conflict resolution affect empathy levels of children positively (Türnüklü, Kaçmaz, Sünbül, & Ergül, 2010; Şahin, Bulut Serin, & Serin, 2011). Considering that main teaching method used in this research is value analysis and value analysis method includes problem-solving steps, this information is thought to be consistent with research results. Also, when the content of values education was considered, respect and responsibility values are thought to be effective on empathy development. Thus, recent research showed that there is a positive relationship between those values and empathy (Erken, 2009; Yontar, 2013).

On the basis of the research results, it was found that value education program based on respect and responsibility, applied in life studies lesson and structured according to value analysis approach, increased the social problem-solving skills and empathy levels of students. However, considering the findings, VEPBRR was not found effective on self-esteem, choosing the suitable solution and emotional empathy. Therefore, future research are recommended to carry out with smaller group numbers. Only the value analysis approach were used in this study. Using values analysis approach with different student-centered value education approaches can improve the efficiency. Also, using qualitative data collection methods in the measurement of self-esteem can give more reliable results. In addition to all these, it can be suggested that including the parents in the value education program. Considering the results of research it can be suggested that using the activities applied in experimental group in the life studies lesson or the other lessons. This study was carried out at the 3rd grade level. But the activities applied in experimental group can be carried out at the 1st and the 2nd grades.

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