

## Effectiveness of Values Education Curriculum for Fourth Grades

### İlköğretim 4. Sınıf Düzeyinde Değerler Eğitimi Programının Etkililiği

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#### Abstract

This study aims to identify the effects of a values education curriculum designed to make fourth grades children acquire the values of “universality” and “benevolence” on pupils’ values-related cognitive behaviors, affective characteristics and performance. The study made use of “mixed methods”. As its experimental design, it employed the “pretest-posttest control model”. The study was conducted in 2005-2006 academic year in a public school in Ankara, where two classes were found to be equal. Randomly, class 4-A was assigned as the experimental group and 4-B as the control group. In the experimental group the values-related cognitive behavior acquisition level of pupils were found to be meaningfully higher than those in the control group. The experimental group pupils used more expressions reflecting values than the control pupils in the interviews during and after the implementation of the program. The control pupils used more expressions contrary to the values when compared to experimental pupils (At the end of the study in the experimental group, the number of statements congruent with the values treated was 85 and the number of those that were not congruent was 7; at the end of the study in the control group, the number of statements not congruent with the values treated was 19). Additionally, experimental pupils displayed a larger number of positive value-related behaviors during the study than the control pupils (Number of positive behaviors in the experimental group: 725; in the control group: 8).

*Key words:* Values, values education, primary education.

#### Öz

Bu çalışmanın amacı, ilköğretim 4. sınıf düzeyinde, “evrensellik” ve “iyilikseverlik” değerlerini kazandırmaya yönelik hazırlanan değerler eğitimi programının; öğrencilerin değerlerle ilgili bilişsel davranışlarına, duyuşsal özelliklerine ve değerleri gösterme düzeylerine etkisini saptamaktır. Araştırmada “karma yöntem”; deneysel desen olarak ise, “öntest-sontest kontrol gruplu model” kullanılmıştır. Araştırma, Ankara’daki bir devlet okulunda 2005-2006 öğretim yılında gerçekleştirilmiştir. Araştırmanın yapıldığı devlet okulunda, 4-A ve 4-B sınıflarının denkliği belirlenmiş, böylece bu iki denk grup araştırmaya alınmıştır. Araştırmada seçkisiz olarak 4-A sınıfı deney grubu, 4-B sınıfı ise kontrol grubu olarak atanmıştır. Bazı derslerle bütünleştirilerek değerler eğitimi programının uygulandığı deney grubundaki öğrencilerin değerlere ilişkin bilişsel davranışları kazanma düzeyleri, kontrol grubu öğrencilerinden anlamlı bir biçimde yüksek bulunmuştur. Deney grubundaki öğrencilerin duyuşsal özelliklere ilişkin puanları ile kontrol grubundaki öğrencilerin puanları arasında anlamlı farklılık bulunamamıştır. Ancak, deney grubundaki öğrenciler, gerçekleştirilen görüşmelerde, kontrol grubu öğrencilerine göre değerlerin özelliklerini yansıtan daha fazla ifade kullanmışlardır. Programa katılmayan öğrenciler ise, programa katılan öğrencilere göre, daha fazla değerlerin özelliklerinin aksini yansıtan ifadeler kullanmışlardır (Deney grubunun uygulama sonrasında ele alınan değerlere ilişkin uygun ifade sayısı: 85; uygulama sonrasında ele alınan değerler için uygun olmayan ifade sayısı: 7; kontrol grubunun uygulama sonrasında ele alınan değerler için uygun olmayan ifade sayısı: 19). Araştırmada deney grubu öğrencileri, kontrol grubu öğrencilerine göre, programın uygulanması sırasında değerlere ilişkin daha çok olumlu nitelikte davranış sergilemiştir (Deney grubunda ele alınan değerlere ilişkin belirlenen olumlu nitelikte davranış sayısı: 725; kontrol grubunda ele alınan değerlere ilişkin belirlenen olumlu nitelikte davranış sayısı: 8).

*Anahtar Sözcükler:* Değerler, değerler eğitimi, ilköğretim.

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### Introduction

*“Values are the treasure of life, making humans wealthy and rich. ... Values bring independence and freedom, expand the capacity to be self-sufficient, and liberate one from external influences...As we develop values within the self, we share the fragrance of those values with the world around us, and in this way move forward to a better world..”-Dadi Janki (Brahma Kumaris World Spiritual University, UNDPI, UNESCO & UNICEF, 1995: v).*

Values are elements most effective in guiding people’s behaviors and shaping their lives throughout their lives. In the process of education, acquisition of cognitive behaviors is emphasized most, whereas affective characteristics are ignored as their acquisition takes a long time due to the fact that it is relatively hard to make children acquire such characteristics. This study, therefore, aims to determine the effects of the values education curriculum designed to equip primary pupils with the pre-specified values on pupils’ values-related cognitive behaviors, affective characteristics and performance.

People who do not have values clear to themselves are not clear with their aims, what they support and stand against, where they are headed in the future and why. When people’s values are not clear, they become insufficient in controlling their lives and identifying criteria for selecting what to do with their time and energy. Thus, the ability to uphold values is a precious gift given to them. However, very few people have real, clear and open values (Raths, Harmin, & Simon, 1966).

According to Rokeach (1973), the concept of value may be used to refer to a person’s values or an object’s worth. A value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. And also values serve as standards or criteria. Similarly, Schwartz (1992) has defined the concept of value as cognitive representations used for arranging people’s behaviors as well as their biological needs, and needs related to social interaction or social institutions. According to Schwartz’s theory, values define as conceptions of the desirable that guide the way social actors (e.g. organisational leaders, policy-makers, individual persons) select actions, evaluate people and events, and explain their actions and evaluations. In this view, values as desirable, transsituational goals, varying in importance, that serve as guiding principles in people's lives.

Schwartz (1992) has grouped value types within themselves on two orthogonal dimensions. The first one contains the two polars. *Openness to change vs. conservation*: On this dimension, “self-direction” and “stimulation” values oppose “security”, “conformity” and “tradition” values. *Self-enhancement vs. self-transcendence*: On this dimension, “power” and “achievement” values oppose “universalism” and “benevolence” values (Schwartz, 1992).

The values emphasized in the values education curriculum designed for this study were “*open-mindedness, honesty, helpfulness, responsibility*”, which are within the scope of the “*universality*” and “*benevolence*” value types.

Children start to learn values early in life. This starts in the family and continues with the effects of the media, friends, caregivers, teachers, the community and so on (Halstead & Taylor, 2000). As children grow up, the values of homes and communities, interests and the media become major influences on their personal development, especially in early adolescence. This is not surprising given the fact that young people are engaged in a continuous process of exploring, making sense of, and arriving at their own beliefs, attitudes and values, testing them against the views and actions of peers, parents and TV (Taylor, 1996).

A quality education perceives humans as a whole and supports education that feeds the affective domain as well as the cognitive domain (Association for Living Values Education International & UNESCO, 2006; Taylor, 1996). Children bring their values obtained through preschool experiences and/or their families when they start school. The school has two roles here. The first one is to form and build on the values that children have already started to develop by suggesting to reveal in the future the set of values in today's society (such as equality, or respect for differences); and the second one is to help children reflect these as well as understand and implement their own values (Buzelli & Johnston, 2002; Halstead & Taylor, 2000).

Values education is an open initiative aimed to provide instruction in values, value development or value actualization. The question at this point is whether virtues and proper behaviors should be taught or whether students should be allowed to decide for themselves what is right and what is wrong (Dale, 1994; Lickona, 1993; Superka, Ahrens, Hedstrom, Ford & Johnson, 1976). There is no universal answer to the question "Which values?". The right values will change from one society to another. Many educators therefore suggest communities to become involved in identifying and defining the virtues to be included in curricula. It has been stated that the identification of character traits that need to be developed at school needs to be done with the involvement and consensus of students, teachers, families, and school-parent association (Brynildssen, 2002; Vess & Halbur, 2003).

Different approaches to values education exist. The typology of values education was formulated for the first time in 1973 in a doctoral dissertation by Superka. He outlined five basic approaches to teaching values: inculcation, moral development, analysis, values clarification and action learning (Superka et al, 1976). In this study, "*values clarification*" and "*moral development*" approaches have been used in the values education curriculum designed for 4th graders.

According to Kirschenbaum (2000), the best way to reach aims in values education is to use all approaches. The values clarification approach is in line with and supports universal values, also helps the teaching and reinforcement of universal values. Regardless of the approach used, the process of values education is generally a long-term process requiring many applications and facilities for continuous support (Florida Institute of Education-University of North Florida, 1998).

People and institutions researching the different applications of values education in other parts of the world are more in number than those in Turkey (Scott, 1970; Heartwood Institute, 1992; Character Education Institute, 1996; AEGIS, 1996; Developmental Studies Center, 1996-Hewlett Foundation; Jefferson Center for Character Education, 2000; Burke, Crum, Genzler, Shaub & Sheets, 2001; Bulach, 2002; Howard, 2002; Duer, Parisi & Valintis, 2002; Community of Caring, 2004; Association for Living Values Education International & UNESCO, 2006; Lion Quest, 2006; Giraffe Heroes Project, 2007 vb.). In Turkey, values studies focus mostly on the field of social psychology (İmamoğlu & Karakitapoğlu Aygün, 1999; Kuşdil & Kağıtçıbaşı, 2000; Karakitapoğlu & İmamoglu, 2002). However, the emergence of studies in the field of education and curriculum development is rather recent. Values-related studies in education are mostly descriptive studies (Çakır, 1999; Şen, Alisinanoğlu & Haktanır, 2003). In addition to these, and especially with the use of drama, some studies also focus on the materialization of values education albeit rather rarely (Eren, 2005; Akar Vural, Çengel, Elitok Kesici & Gures, 2006). Therefore, this study is expected to be an important step towards filling the niche in this area in Turkey and towards encouraging studies of this type.

The current study aims to identify the effects of the fourth grades values education curriculum designed to equip students with the values of "universalism" and "benevolence" on

students value-related cognitive behaviors, affective characteristics and performances. The development of values and the importance given to a value by individuals may change through an individual's lifetime. However, it is important to equip students with certain values starting from basic education, thus giving them a solid background in these values. The student can then use this solid background to further develop and internalize these values, and reflect them in his/her behaviors. The fourth grades values education curriculum designed for this study is also expected to bring about these benefits.

## Method

### *Research Design*

This study aims to investigate the effects of a fourth grades integrated values education curriculum on the values-related cognitive behaviors, affective characteristics and performance of students who participated in the program, and its contributions for students. The study makes use of both qualitative and quantitative research design, known as the mixed method. Patton states that (1990) understanding this design is easier if the research methods, data collection and analysis elements of qualitative and quantitative approaches are distinguished. The study conducted interviews and observations to record the opinions and behaviors of participants, thus making the experimental research design completely in harmony with qualitative definitions. The experimental design known as the "pretest-posttest control model" has been employed in the study. In both groups, pre and post-experimental measurements have been conducted.

### *Participants*

The study was conducted in Ankara, in a public school attended by the children of families from lower and middle socio-economic backgrounds in 2005-2006 academic year. The class 4-A was assigned as the experimental group, and the class 4-B as control group. Before identifying these classes as experimental and control groups, their equivalence was ensured with the help of the following.

The pupils' academic success levels, their cognitive behaviors and affective characteristics with respect to the values emphasized in the program were tested. In order to examine the equivalence of students' academic success levels, the difference between their GPAs at the end of Grade 3 were tested.

The Mann Whitney U-test did not yield a difference between the 3rd grade scores of the experimental and control pupils in Life Studies, Math and Turkish courses (U=262,000 p=0,710>0,050; U=250,500 p=0,551>0,050; U=272,500; p=0,925>0,050).

In order to see their equivalence between the experimental and control students with respect to their cognitive behaviors and affective characteristics, an Open Ended Written Examination and a Multiple Choice Affective Characteristics Form was used.

According to Mann Whitney U-test, prior to the implementation of the program, no difference was found between the experimental and control students with respect to their scores assessing their values-related cognitive and affective levels (For cognitive behaviors; experimental group  $\bar{X} = 2,88$ ; control group  $\bar{X} = 2,72$  U=281,000 p=0,380>0,050; affective characteristics, experimental group  $\bar{X} = 26,23$ ; control group  $\bar{X} = 25,76$  U=319; p=0,909>0,050).

### *Dependent Variables*

The dependent variables in the study were the three dimensions of the values. Like beliefs, values have the elements of cognitive behavior, affective characteristics and performance. This study attempts to determine how the values education curriculum affects and contributes to pupils' cognitive behavior, affective characteristics and performance.

Tools prepared before and after the implementation of values education program have been applied for each variable mentioned above in both experimental and control groups.

*Cognitive behavior.* In order to test the knowledge of pupils about the values emphasized in the values education program, an Open Ended Written Exam Form consisting of 8 open ended questions was prepared. The form requires pupils to think answers to written questions and write them down. After these open-ended questions were written by the researchers, they were submitted for expert review. The forms were then revised in line with the opinions of these experts, and piloted on a group of 158 individuals resembling those in the participant group. Final adjustments were made to the forms but the number of questions remained the same, the questions asked by the pilot group, the problems they reported about the questions and their answers.

*Affective characteristics.* In order to determine pupils' affective characteristics related to the values in the values education program, a Multiple Choice Affective Characteristics Form was designed. It was made of 8 items, each 2 of which were related to the same value. Each item contains short stories on the values in the program. After reading the stories, the pupils were expected to initially choose one of the three alternatives related to the story, and then one of the five alternatives in the same item. Pupils' answers to the form were not evaluated as right or wrong. The aim here was for the pupils to identify answers appropriate to themselves about the story. The form, which was designed by making use of the literature, was submitted for expert review (curriculum development experts, measurement and evaluation experts, developmental psychology experts, social psychology experts working in the field of values). The form was revised after expert review. The intelligibility of the form was tested by administering it on a pilot group. Final adjustments were made to the forms by considering the questions asked by the pilot group, the problems they reported about the questions and their answers. The form was tested once again another pilot group, and finalized when the test-givers did not report any negative opinion about the intelligibility of the form. The questions and items on the form were finalized accordingly, but the number of questions and items stayed the same.

In order to test the reliability of the form, it was given to the same group twice under similar conditions and with a spacing of 3 weeks, and the relationship between the values obtained by the same people was considered. The test-retest method was used to make a reliability estimate (implemented on 150 pupils). The test-retest coefficient was 0,715 and concluded to be meaningful ( $p=0,000<0,050$ ). For a tool of measurement to be used in studies, a reliability coefficient between .70-.80 is considered enough. And also may be well satisfied with a solid .70 (Özgüven, 1999; Popham, 2000). Especially for forms without one single answer such as the one used here, this can be interpreted as an indicator of a positive and strong relationship between the pretest and posttest. As a result, a high level of test reliability is revealed by a reliability estimate correlation close to 1.00. For research purposes, a useful rule of thumb is that reliability should be at least .70 and preferably higher (Özçelik, 1989; Fraenkel & Wallen 1993).

The consistency of the findings was tested by two types of interview forms in addition to the tools mentioned above. The first one was composed of 8 short stories and open-ended questions in order to determine the affective characteristics of pupils about the values in the program and to compare to the multiple choice affective characteristics form used in the study and also including 8 short stories; the second one included only open-ended questions so as to

determine the cognitive behaviors and affective characteristics of pupils related to the given values.

In order to determine the values-related performance of pupils in the experimental and control groups, their class behaviors and behaviors during breaks were observed as much as possible. During the observations, student performances related to the values in the program were noted down. Camera recordings were also made in addition to writing down notes.

#### Procedure

The values education curriculum used in the study was planned to cover a 17-week treatment (2005-2006 academic year). It was integrated with the Turkish, Social Studies and Science & Technology courses offered within the scope of the official primary school 4th year curriculum.

In the program, Schwartz's value categorization was used. The values of "open-mindedness, helpfulness, being responsible and honesty" from the value types of "universalism" and "benevolence" on the Self Transcendence end were chosen. These values were chosen after experts and teachers were asked to complete a form about appropriate values to be taught to 4th graders.

A literature survey was conducted, and the opinions of curriculum development experts, developmental psychology and social psychology experts and class teachers were obtained. The curriculum was fine-tuned and finalized in line with the comments of these experts. The values education curriculum given to the experimental group was integrated with Turkish, Social Studies and Science & Technology courses as the literature suggested that this would make values education a part of real-life (Weber, 1998; Sinclair 2004).

Before assigning the experimental and control groups, pre-observations studies were held in the groups available. Teacher characteristics and general student behavior in and outside of the classroom related to the values specified were observed. Notes from these observations were shown to the experts and it was decided that all groups had similar characteristics with respect to value-related performances. Also, group equivalence with respect to value-related cognitive behaviors and affective characteristics was investigated. Following the analyses mentioned in the *participants* part, the classes known as 4-A and 4-B were concluded to be equals. And randomly, class 4-A was assigned as the experimental group, and 4-B as control.

Prior to the program, the teacher of the experimental group was informed about values education and provided with the details of the program. While the values education program was being run in the experimental group of class 4-A, the control class of 4-B did not experience any intervention into the instruction. The values treated in the experimental group were also treated in the control group as these values were included in primary school curricula. However, these values were treated in the control group as suggested in teacher's handbooks, course books and workbooks. In other words, these values were taught via informative texts and questions largely. The existing process in this class was merely observed.

Three dimensions about values education were emphasized in the study: Cognitive behaviors, affective characteristics and performance.

The values education approach of values clarification was used in the study. In this approach, the aim was to help pupils become aware of and identify their own values and those of other people; to enable open and honest communication about values between pupils and others; to assist the use of rational thinking and emotional awareness so that pupils would examine their personal feelings, values and behavior patterns (Superka et al, 1976). While using

the values clarification approach in the study, the following stages were taken into consideration: Allowing pupils to choose between alternatives: helping them discover, examine and choose from among available alternatives; making them ponder and then choose a value: assisting them in pondering the results of each alternative; choosing freely: identifying how choices were made in the past; encouraging pupils to prize their choices: encouraging them to think about what they prize and cherish; enabling pupils to express their choices to others; assisting them in acting and living in accordance with their choices; helping them to examine and establish repeated behaviors or patterns of actions based on their choices.

The questions that are asked of the children are important in studies based on values clarification. These questions do not have right or wrong answers; the important thing is that children react in accordance with their personalities. They are basically assisted in finding the answer to the question: "why".

Another approach used in the study was the moral development approach. This approach aims to help pupils in developing complex moral judgment based on high-level sets of values, not only enabling them to share their reasons with others but also supporting the change in their judgment levels (Superka et al, 1976).

In line with this approach, the study used moral conflict stories consisting of the following stages. First, pupils were faced with a dilemma and presented with the content of the story, offering them assistance whenever necessary. Then pupils were asked to paraphrase the dilemma (to help them construct their individual stance and reasons), and they were given the opportunity to test their judgment of the dilemma. They were asked additional questions in order to reveal additional judgments about the moral issue and these were examined. Following this, pupils were made to express their judgment related to the issue. To be able to do this, they were asked to choose the best answer to the dilemma that reflected their feelings. They were then asked whether they believed that they chose the best answer for the issue/dilemma, and encouraged to precisely express their reasons about the dilemma.

No value was imposed on the pupils at any time during the study. The aim was to enable pupils to choose a way to make complex judgments, give them the freedom to choose from among the existing alternatives and to act accordingly, thus ensuring values development. In values education, values can only develop when pupils are allowed to speak out and explore their own values.

As has been mentioned before, quantitative data was collected before and after the study, while qualitative data was obtained before, during and after it. The two kinds of data thus complemented each other to make the study more detailed, realistic, concrete and holistic.

Before and after the study, the value-related cognitive behaviors and affective characteristics of both groups were measured, and observation principles were identified. Both groups were observed before and during the study. In the experimental group, this was done by taking notes and video recordings. Additionally, individual interviews were held with both groups before, during and after the study.

#### *Data Analysis*

In the study, the cognitive behaviors and affective characteristics scores were analyzed within and across experimental and control groups. As the normality assumption was not met and the number of pupils in both experimental and control groups was below 30 (experimental group: 26 pupils, control group: 25 pupils), "non-parametric statistics" were used in the analyses. In comparisons within groups, "Wilcoxon Signed Rank Test for Paired Samples" was used and in comparisons across groups "Mann Whitney U-Test for Independent Samples" was

used. Qualitative data from interviews and observations were analyzed by using content analysis.

### Findings

Initially, the value-related cognitive behaviors scores of the experimental and control group pupils were examined. In the group that received the integrated values education program, pupils' pre and posttest scores related to cognitive behaviors were considered. In the control group that did not receive the values education program, the pre and posttest results of the group were considered. Data about these are presented below in Tables 1 and 2.

Table 1.

*Wilcoxon Signed Rank Test Results of Pre- And Post-Treatment Open-Ended Question Form Scores of Experimental Group*

Group			n	Mean Rank	Rank Sum	z	p
Experimental	Open Ended Questions Posttest	Negative Rank	3	10,50	31,50	3,259*	0,001
	-	Positive Rank	20	12,23	244,50		
	Open Ended Questions Pretest	Equal	2	-	-		
		Total	25				

\* Based on negative ranks

\*\*p<.05

Table 2 .

*Wilcoxon Signed Rank Test Results of Pre- And Post-Treatment Open-Ended Question Form Scores of Control Group*

Group			n	Mean Rank	Rank Sum	z	p
Control	Open Ended Questions Posttest	Negative Rank	7	12,07	84,50	0,798*	0,425
	-	Positive Rank	13	9,65	125,50		
	Open Ended Questions Pretest	Equal	5	-	-		
		Total	25				

Based on negative ranks

\*\*p<.05

According to the Wilcoxon Signed Rank Test, there was a statistically significant difference between the open-ended question form pretest and posttest scores of experimental group pupils ( $z=3,259$ ;  $p=0,001<0,050$ ); while no such difference exists between those of control group pupils ( $z=0,798$ ;  $p=0,425>0,050$ ).

Table 3 shows the findings related to the posttest scores on the cognitive behaviors of experimental and control groups.

Table 3.  
*U-Test Results of Open Ended Questions Posttest Scores of The Two Groups*

	Group	n	Mean Rank	Rank Sum	U	p
Open-Ended Posttest	Experimental	25	36,34	908,50	41,500	0,000
	Control	25	14,66	366,50		
	Total	50				

\* $p < .05$

According to the Mann Whitney U-test, there was a statistically significant difference in favor of experimental group between the open-ended question form posttest scores of experimental group and control group pupils ( $U=41,500$ ;  $p=0,000 < 0,050$ ).

Those pupils who received the values education program successfully acquired values-related knowledge when compared to pupils who did not participate in the program. Additionally, those who participated in the values education program were able to reflect their values-related knowledge during the interviews.

EG-EBU: *I think open-minded people respect others' ideas, listen to them respectfully, and can express themselves.*

EG-Ç: *Being honest means not lying...* EG-BU: *Honest people try to do the best for themselves and those around them, and they never lie.*

EG-EBO: *Being helpful means helping others when they are in need. For instance, it's not only financial help, but if a friend has a worry, we can help this person by sharing him/her worry.*

EG-YB: *I think being responsible means fulfilling tasks nicely, in the right way and at the right time.*

Quantitative data has also been obtained in the study about the affective characteristics of control and experimental pupils. Table 4 presents data analysis pertaining to the affective characteristics of experimental and control pupils.

Table 4.  
*U-Test Results of Posttest Scores of The Two Groups*

	Group	n	Mean Rank	Rank Sum	U	p
Story Assessment Posttest	Experimental	26	28,92	752,00	249,000	0,149
	Control	25	22,96	574,00		
	Total	51				

\* $p < .05$

The Mann Whitney U-test revealed that no significant difference existed between the affective characteristics posttest scores of pupils who did and did not receive the integrated values education program ( $U=249,000$ ;  $p=0,149 > 0,050$ ).

On the other hand, pupils who participated in the values education program chose more positive statements about values after the final treatment than they did before it. There was also consistency between the answers of these pupils to the parallel items in the form.

Apart from these, interviews focusing on the values treated in the program were held with both experimental and control group pupils. Pupils who participated in the values education program yielded rich and diverse qualitative data about values during the interviews.

When compared to pupils who did not participate in the program, those who did used more statements about values both during and following the program (Prior to the study in the experimental group, the number of statements congruent with the values treated was 41; during the study it was 124; and after the study it was 85).

EG-HKA: *I think Kaan should tell the truth about Berk's composition. I don't think his friend will get upset, on the contrary he'll be happy; because his errors will be corrected (telling the truth for other people's wellbeing).*

EG-EBU: *If Mehmet and Kemal stopped fighting and Mehmet tried to help Kemal, they might have a better relationship (helping someone even though they are not on good terms).*

EG-ME: *I think Esra should firstly fulfill the task given by the teacher, meet her responsibility, and if she has time she can go out to play with her friends (fulfilling a task without getting distracted).*

EG-G: *Berk may have liked his own composition but if his friend has seen errors in it, he shouldn't get upset but think about these comments (reviewing one's own thoughts/actions when faced with criticism).*

Those who did not participate in the program, on the other hand, used more statements reflecting the opposites of values (Following the study, the number of statements not congruent with the values was 7 in the experimental group and 19 in the control group).

CG-ME: *I wouldn't tell all the errors in Berk's composition to the teacher, I would just say there are few minor errors (lying).*

CG-M: *Mehmet should help Kemal because he may find himself in a difficult position one day and then Kemal may help him (helping in return to obtain a benefit).*

CG-ME: *Esra can go out with her friends instead of preparing for her presentation, she can do that the following week (not meeting deadlines for tasks).*

CG-M: *Neslihan gets upset with her friend for not liking her drawing. Her friends get upset with Neslihan and shout at her, Neslihan retaliates by doing the same (not respecting other people's thoughts and emotions).*

Experimental group pupils used 124 statements related to the values treated in the program in the interviews held during the program. After the program, they used 85 statements. The most commonly mentioned value was *being responsible*.

EG-H: *Esra should meet her responsibilities towards her friends and teacher, she should do her homework (completing tasks).*

EG-G: *The entire group was responsible for preparing the invitation cards, when their own work was complete, those in the group could have helped Zeynep and Cenk (all members making an effort in groupwork).*

Experimental group pupils commonly and consistently made values-related statements during and after the program, thus suggesting a positive change in values-related affective area.

Performances of both experimental and control pupils were observed as well. Those who participated in the program revealed negative values-related behaviors before the values education program; however, during the program they displayed more positive values-related behavior than control pupils (In the experimental group, the number of positive statements about the values treated was 725; in the control group, it was 8).

*When discussing how land erosion may be prevented, some pupils commented on “meeting responsibilities to protect the environment”. A group of pupils also mentioned this in their presentation about noise pollution (feeling responsible to protect the environment)*

In a role play, paying taxes was the main focus point.

*H. asked “How on earth am I going to pay this tax?” and C. added “Maybe we shouldn’t pay it”, and H. objected “We can’t do that, paying taxes is a citizen’s duty”. (being responsible)*

*Many pupils were gathered round the teacher’s desk buying stickers to help the Association of the Visually Impaired.(helpfulness)*

When discussing charity work EG-EK: *“We raised money for a friend in need.*

*EG-AS: A friend and I bought some school materials for a friend who could not afford them.” (organizing charity work)*

A group of pupils said to their friends during a presentation *“Thank you for criticizing us. We will consider your comments next time.” (reviewing one’s own thoughts/actions when faced with criticism).*

Pupils in the experimental group were asked questions following a role play. The audience commented on errors in the role play and made a few suggestions.

*EG-E: ...He shouldn’t lie to his friends, he shouldn’t do that knowing that other people’s actions were wrong. (being truthful)*

As for the control group observations, the following examples can be given:

*When pupils were asked to solve problems on their own in the Math class, a boy looked into his friend’s notebook and copied it into his own. (cheating)*

*The pupils were debating “The Benefits and Harms of Technology”. After a point, it turned into a conversation. Pupils started to shout and stopped listening to one another (not respecting other people’s thoughts and emotions).*

As can be seen from some of these examples, it was seen during the program that the experimental group pupils mostly displayed the positive behaviors of “protecting the environment”, “meeting responsibilities about health” and “helpfulness”, whereas control group pupils mostly displayed negative behavior such as “not fulfilling tasks”. Related to the value of *being responsible*, the experimental group pupils most commonly displayed the behavior of “meeting responsibilities to protect the environment”; whereas the control group pupils most commonly displayed the behavior of “not fulfilling tasks”. As for the value of *being honest*, the experimental pupils most commonly displayed the behavior of “being truthful”; while the control pupils displayed each of the following values once: “asking for permission before using someone else’s belongings”, “not stealing” and “cheating”. In the experimental group, the value of *helpfulness* was most commonly displayed by the behavior of “helping others”, while in the control group no behavior was observed related to this value. When it comes to the value of *being open-minded*, the experimental pupils most commonly displayed “not showing respect” followed by “reviewing one’s own thoughts/actions when faced with criticism”, while in the control group the most commonly observed behavior was “having tolerance for thoughts and emotions different from one’s own”.

### Conclusions and Recommendations

The values-related cognitive behaviors posttest scores of the pupils in the experimental group were significantly higher than those of their pretest scores. This suggests that the pupils in the experimental group successfully acquired the knowledge of values intended in the

program. Also, the values-related cognitive behaviors as reflected in the open-ended posttest scores of pupils in the experimental group were meaningfully higher than the posttest scores of control pupils. This shows that pupils in the experimental group were more successful than control pupils in acquiring values-related information. The qualitative data obtained from both groups corroborate the quantitative data, thus explaining the difference between the two groups in favor of the cognitive behaviors of the experimental group.

No statistical difference was found in the study between experimental and control pupils, with respect to their posttest scores on story assessment related to values-related affective characteristics. However, particularly in the affective area, obtaining significant differences in a limited timeframe is rather difficult. Knowledge-based test results also show this. Students are generally successful on these tests. On the other hand, interviews with pupils yielded rich data in favor of the experimental group.

In a study by Akar Vural et al. (2006), it has been mentioned that with the use of drama in education, students may become aware of moral issues; and with the help of various problem situations conjured in the classroom with the guidance of the teacher, higher level thinking skills may be used to establish empathy with others and understand their moral values. Bulach (2002) states that success on such educational programs means a decrease in bullying and violence as these programs makes students more tolerant, polite, compassionate and forgiving. In a different study by Duer, Parisi, & Valintis (2002), a similar program has led to positive changes in students' respect and responsibility levels. Records kept by administrators show a decrease in unacceptable behavior.

Feedback from various countries to the Living Values Education Program designed with the help of UNESCO reported the following: An experienced 1st grade teacher in Iceland reported in her pupils an outstanding development in getting interested, showing respect and engaging in collaboration. A 2nd grade teacher from Lebanon stated that her pupils could now resolve their conflicts with friends (Association for Living Values Education International & UNESCO, 2006).

While the pupil in our study displayed negative values-related behaviors before participating in the values education program; it was found that the experimental pupils displayed more positive values-related behaviors than control pupils during the study.

In a study about basic education in New Jersey, the effects of the program on students' break time behaviors were examined. Generally, it was seen that second graders displayed a small but positive change in their behaviors (Howard, 2002).

In a study with high school students from three different regions in the Midwestern metropolis, the program was seen to bring about an increase in the awareness of character education and a positive change in students' school behavior (Duer et al, 2002). Data from the study of Burke et al. revealed that such a program encouraged positive behavior in students (2001).

Yet another study listed values-related behaviors, turned them into a likert type scale, and offered it to 220 students attending school some of which used character education and some of which did not. The results showed that the scores of those who underwent character education were higher than the scores of others (Bulach, 2002). Eren (2005) studied Human Values Education with Creative Drama and mentioned families and class teachers who reported positive behavior change in 3 students. Also, a positive behavioral change was reported by the family of a pupil who was in the habit of stealing things from family and friends.

In addition to the various effects of values education on students, Lovat & Clement (2008) emphasize its importance: Quality teaching alerts educators to the potential of the role of

explicit teaching in values education. The capacity of values education to complement and even enhance the learning goals implicit in quality teaching. This suggests that values education has the potential to remind individuals and systems of the fact that it is the affective and relational aspects of teaching that ultimately give it power and positive effects.

In line with the findings obtained in our study, it can be said with confidence that programs that encourage the acquisition and internalization of socially beneficial skills, values and behaviors need to be integrated with the other disciplines in the curriculum. To this end, these programs need to be designed around skills and values. Additionally, participants need to be in a consensus about the implementation of values education programs and these programs must be sincerely supported. In values education programs, no value should be imposed on students. They need to be able to choose freely, express and value their own choices, act accordingly and internalize the values. Course books need to be reviewed and, if need be, replaced. Also positive role modelling should be presented in a learning process. Systematic work about values education should be made in all stages of education gradually and across all curricula.

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