

Full Length Research Paper

Meaning that social studies teacher candidates give to value concept and their value rankings*

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This work determines the role that value education plays in shaping people's personal and social life. This research aims to put forward meaning that social studies teacher candidates give to value concept and its value ranking. To achieve this aim, the opinions of 12 social studies teacher candidates were obtained. During the data collection period, phenomenology pattern, that is, one of the qualitative research methods was used, and the data were analyzed using content analysis. At the end of the research, it was understood that social studies teacher candidates give positive meaning to value concept and adopt national values.

Key words: Value, value education, social studies.

INTRODUCTION

Education is one of the most fundamental elements used in the development of a society. Value concept has become more important. In recent years, value concept has gained more importance as it has made education more compatible with the era where it is used. There are values that are expected of individuals to have good social life. For that reason, different definitions regarding value concept have been given. According to Turkish Language Association (TDK, 2017), value is all of the moral and material elements that cover the social, cultural, economic, and scientific values which a nation has. While values shape communal life, they are defined as intangible phenomenon that supports the development of people's characters (Aladağ and Kuzgun, 2015). According to another definition, values which are expressed as standards that guide behaviors of people in

communal life (Halstead, 1996) are society's approved attitudes and beliefs which form the judgments related to what is good or bad (Veugelers and Vedder, 2003). It is obvious that family, school, and social environment has important influence on individuals who are a part of society for improvement and progress of society to maintain their lives by gaining fundamental human values (Yazıcı, 2006).

Values that start in family and are internalized as result of interactions with school and social environment enhance perspectives of individuals. Culture transferred from generation to generation is provided by values that keep society together. It affects also communal development, change, and continuity (Kolaç and Karadağ, 2012). In value education, first, the fundamental values which shape human lives and relations with others

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are determined and how these values have effect on people's communal living (Beck, 1976).

Value education is an activity and participation in this activity is ensured in schools. Values that make individuals gain in school environment are transferred in a program in value education process (Robb, 1998). Value education is a principle and belief on achievement of fundamental values in school and effects of values on both individual and communal development (Chaitanya, 2017). School environment and interaction fields provide socialization environment to gain values (Balci and Yanpar Yelken, 2010; Oğuz, 2012). It is aimed to make people responsible and sensitive; it solves individuals' problems, makes people to think versatile and fits into the environment (Katılmış, 2017). It is also expressed that value education which has connective effects on societies in terms of culture is a process in the school curriculum (Palispis, 2007). It is remarked that the effects of values would increase by improvement of program, activity, and school books that support value education process maintained in formal education process in schools (Kurtdede Fidan, 2009). The most important responsibility belongs to teachers in schools which transfer value in specific system (Robb, 1998; Yazıcı, 2006). Social studies course is accepted as an effective course for value transfer. It transfers cultural richness between the past and present (Sağlam and Genç, 2015). It is hoped that this study would contribute to related field literature because of its importance.

Aim of research

This research aims to study the meaning that social studies teacher candidates give to value concept and its ranking. The study aims to look at the following questions:

- (1) What is value concept,
- (2) What are national and universal values,
- (3) What are the effects of value gained in school and out of school, and
- (4) What are the roles and effects of social studies course in value education.

METHODOLOGY

In this research, phenomenology pattern, one of the qualitative research methods is used to put forward meanings that social studies teacher candidates give to value concept and their value ranking. Data are analyzed using content analysis. Phenomenology pattern works on situations and phenomenon that are not recognized in details and it helps individuals to comprehend them better (Yıldırım and Şimşek, 2008). In the research, the opinions of teacher candidates were taken by half structured interview form prepared by the researcher. Interview form was prepared after literature survey by taking opinions of two academic members who are social studies education and assessment-evaluation specialist. In the last step, interview form was taken in its final shape by taking

the opinions of one or more social studies educators.

Study group

Social studies teacher candidates (12) who continue their education in a government university in West Black Sea Region form the study group of this research. Teacher candidates are selected using easy accessible sample method and participation in the research was voluntary. The opinions of social studies teacher candidates are taken by interviewing them one by one. The opinions of the teacher candidates who participated in the research were taken by tape recorder, while the others' opinions were in written form. Data collected by interview were transferred to computer. Specific themes were composed by the researcher. Content analysis was done based on composed theme. Findings obtained are interpreted. In interpreting the findings, direct quotations from the participants were also taken. Teacher candidates who participate in the study are coded as females and males; females are indicated as 'FT1, FT2, FT3, FT4, FT5, FT6, and FT7' and males as 'MT1, MT2, MT3, MT4, and MT5'. Opinions of 5 males and 7 females totally 12 social studies teacher candidates were taken. Participants are in the age range of 23 to 25.

FINDINGS

Findings regarding value concept

Findings regarding opinions of the teacher candidates about value concept are shown in Table 1. When Table 1 is examined, 5 teacher candidates emphasize that value concept is an element that makes humans humane. Four teacher candidates express individual and communal development, 3 teacher candidates say it is an important element and affects life, 1 teacher candidate expresses common culture, connective factor, 1 teacher candidate voices concepts like good, bad, beautiful, and ugly, 1 teacher candidate says money is value. The teacher candidate who thinks value concept is a factor that makes humans humane says:

"I think they are rules which make humans humane and satisfy society" (FT2).

One of the participants who talks about the importance of value in people's individual and communal development indicates:

"Values are important for the development of an individual and society" (MT5). One of the teacher candidates says values are elements which affect human life:

"Values are components which humans see as important. These components have important place in human life" (FT4).

The teacher candidate who indicates values are common culture factor and connective power for societies says:

Table 1. Findings regarding opinions about value concept.

Opinions, n	People
Make human a human, 5	FT2-FT4-MT1-MT2-FT6
Individual and communal development, 4	FT1-FT2-MT4-MT5
Important, effect life, 3	FT4- FT5-MT3
Common culture, connective element, 1	FT7
Judgements like good bad-beautiful ugly, 1	FT3
Money, 1	MT5

Table 2. Findings regarding national values.

Program, n	People
Flag, 6	FT3-FT4-MT3-FT6-FT7-MT5
Anthem, 6	FT3-FT4-MT3-FT6-FT7-MT5
Tolerance, 6	FT2-FT3-MT1-MT2-FT6-FT7
Respect, 6	FT1-FT2-MT1-FT6-MT4-FT7
Nationalism, 4	FT1-FT3-MT1-FT6
Hospitableness, 4	FT1-FT4-FT6-FT7
Patriotism, 4	FT1-FT6-FT7-MT2
Love, 4	FT1-FT6-MT4-FT7
Mercy, 2	FT1-FT4
Peace, 2	FT1-MT1
Righteousness, 2	FT1-FT7
Conscience, 2	FT4-MT4-FT7
Etiquette, 1	FT1
Freedom, 1	MT1
Helpfulness, 1	FT1

“A society can stand by staying loyal to values. Common culture and values are integrative” (FT7).

The teacher candidate says values help to separate bad from good:

“They are concepts like bad or good. Value can be a subject item, behavior or role” (FT3).

A participant emphasizes that values are important for people’s financial life:

“Value means money but we have something more valuable than money like family, love, country, nation” (MT5).

From the findings, it can be said that the teacher candidates evaluate values as moral and material elements that shape human life, support individual and communal development and unite different cultures.

Findings regarding national values

The findings regarding national values are shown in Table 2. As shown in Table 2, teacher candidates focus mostly on flag (6), anthem (6), respect (6), tolerance and

(6) values; at least freedom (1), etiquette (1), and helpfulness (1) values when national values are mentioned. It is understood that the participants initially adopt national components like flag, national anthem as national values.

Findings regarding universal values

The findings regarding universal values that address all humanity are shown in Table 3. When Table 3 is examined, it is seen that the teacher candidates mostly express love (7), respect (6), freedom (6), and peace (5) values when universal values are mentioned; at least they express righteousness (1), sensitivity (1), responsibility (1), etiquette and (1) values. When the findings are evaluated, it can be said that the teacher candidates accept values like love and respect as universal values.

Findings regarding whether universal or national values should be given a priority

Findings regarding whether teacher candidates see universal values or national values as a priority are

Table 3. Findings regarding universal values.

Program, n	People
Love, 7	FT1-FT3-FT4-MT1-FT6-MT3-MT5
Respect, 6	FT1-FT4-MT1-FT6-FT7-MT5
Freedom, 6	FT1-FT3-FT4-MT3-MT4-MT5
Peace, 5	FT1-FT3-FT4-MT4-FT6
Tolerance, 3	MT1-FT6-MT3
Honesty, 2	MT1-FT7
Helpfulness, 2	FT6-MT3
Conscience, 2	MT3-MT5
Righteousness, 1	FT1
Sensitivity, 1	FT2
Responsibility, 1	FT2
Etiquette, 1	FT2

Table 4. Findings regarding ranking of values.

Precedence, n	People
National, 9	FT1-FT2-FT4-FT6-MT2-MT3-FT7-MT4-MT5
Universal, 3	FT3-MT1-MT4

shown in Table 4. In Table 4, 9 teacher candidates say national values should be given priority, while 3 teacher candidates say universal values should be given priority. One of the participants who says national values should be given priority says:

“Firstly, national values are important because individuals who cannot internalize national values cannot perceive universal values” (FT6).

One participant gives importance to universal values:

“Universal values are important. Value of human in the world is important” (MT4).

It can be said that national values are prominent, while universal values are in the second rank.

Findings regarding contribution of value in school and out of school processes

Findings regarding contribution of value gained in school and out of school are shown in Table 5. When Table 5 is examined, it is understood that 7 teacher candidates think value supports personal development. Four teacher candidates think value supports human relations; 3 teacher candidates emphasize value makes one to explore the environment. Two teacher candidates indicate value helps one to think versatile. One of the teacher candidates who think value supports personal development says:

“Values affect character and behaviors” (FT7).

One them who emphasizes value supports human relations says:

“Improvement of interpersonal communication makes individuals to socialize and see value” (MT5).

One of the teacher candidates who believes value helps one to explore the environment says:

“It helps student to be aware of the school environment school and out of school environment” (FT1).

One of the participants who think values make one to think versatile says:

“They learn to be understanding and look from different perspectives. They live in harmony with the society and gain respect and status” (FT6).

From the findings, it can be said that it contributes to individual and communal development.

Findings regarding social studies course in terms of value education

Findings regarding social studies course in terms of value education are shown in Table 6. When Table 6 is examined, it is seen that 7 teacher candidates indicate

Table 5. Findings regarding contribution of value gained in school and out of school processes.

Opinions, n	People
Support personal development, 7	FT2-FT3-FT4-MT1-MT4-FT6-FT7
Support human relations, 4	FT4-FT6-MT3-MT5
Explore environment, 3	FT1-MT1-MT3
Contribution to think versatile, 2	FT2-FT6

Table 6. Findings regarding social studies course in terms of value education

Opinions, n	People
Nature of social studies, 7	FT2-MT1-MT2-FT6-MT3-FT7-MT5
Rearing qualified individual, 3	FT4-MT4-FT5
Education based on activities, 2	FT1-FT3

that value education is suitable to the nature of social studies. Three teacher candidates think value education aims to produce qualified individuals in social studies course. Two teacher candidates support education based on activities in social studies course. One of the teacher candidates who indicate value education is suitable to the nature of social studies says:

“Social studies course is the most appropriate course for value education as it helps students to gain” (FT6).

One of the teacher candidates who think that value education makes individuals qualified in social studies course says:

“Values education plays an important role in social studies course. One of the achievements of social studies course is to make individuals useful to the society and it protects individuals’ values” (FT4).

One of the participants who express that value education is based on activity in social studies course says:

“It teaches values to students by giving examples from the environment” (FT1).

When the findings are evaluated generally, it can be said that social studies course has important role in value education.

Findings regarding enabling and complicating factors for values education social studies course

Findings regarding enabling and complicating factors for value education social studies course are shown in Table 7. When Table 7 is examined, 3 teacher candidates think value education supports the training of good citizens in

context of social studies course. Three teacher candidates express that they do not have idea regarding complicating and enabling factors. Two teacher candidates indicate that existence of intangible elements in course makes value education process harder. Two teacher candidates say that activity and material based value education makes the process easier in social studies course. One teacher candidate expresses that few hours given to teach the course affects value education negatively; another teacher candidate says interdisciplinary feature of social studies course makes value education process harder. One of the teacher candidates who states value education supports the training of good citizens in context of social studies course says:

“It makes the training of useful citizens to the society easy” (FT4).

The teacher candidate who says he does not have idea regarding complicating and enabling factors says:

“I have no idea” (MT3).

One of the participants who says existence of intangible elements in course makes value education process harder indicates:

“Increase in intangible activities makes value education a complicated process” (FT7).

The candidate who says that activity and material based value education is easier in social studies says:

“Concept of the course is quite suitable to give value education. They are values that can be placed easily in topics. It is easy to teach the course by using material” (FT2).

Table 7. Findings regarding enabling and complicating factors for values education.

Opinions, n	People
It makes rearing good citizen easier, 3	FT3-FT4-MT1
I have no idea, 3	FT1-MT3-MT5
Intangible elements make harder, 2	FT6-FT7
Education process gets easy by activities and materials, 2	FT2-FT7
Fewness of course hours is complicating factor, 1	MT4
Interdisciplinary feature of course makes harder, 1	FT6

Table 8. Examination of program

Program, n	People
Not Examined, 9	FT2-FT3-FT4-FT6-MT2-MT3-MT4-FT7-MT5
Examined, 3	FT1-MT1-FT6

Another candidate says:

“Value education is within this course and gives lessons from life and this situation enables it. Few hours used to teach this course in primary schools makes value education harder” (MT4).

The teacher candidate who says that the interdisciplinary feature of social studies course complicate value education process says:

“Value education containing many different fields complicates issues” (FT6).

When the findings are evaluated generally, it can be said that the teacher candidates remark that training good citizens and activity based education are an enabling and complicating factors for values education in social studies course.

Findings regarding social studies education program

Findings regarding whether social studies education program are examined in sense of value education or not are shown in Table 8. When Table 8 is examined, it is seen that 9 teacher candidates did not view education program in terms of value education, 3 teacher candidates viewed it. One of the teacher candidates who examined the program says:

“I have examined the program and found it quite beneficial” (MT1).

From the finding, social studies education program was not examined generally but there are teacher candidates who examined the program.

RESULTS AND DISCUSSION

This research investigates the meanings that social studies teacher candidates give to value education and how they rank values. According to the result of the research, most of the social studies teacher candidates say that they think value concept is one of the fundamental elements that make humans humane and it shapes human life. They express that value affects both individual and social development.

Most of the teacher candidates focus on flag, national, anthem, respect and tolerance elements, when national values are mentioned. Whereas when universal values are mentioned, most of them focus on love, respect, freedom, and peace. When the social studies teacher candidates classify national and universal values according to their importance and priority ranking, national values come first for individuals but they express universal values as also important. In social studies course, the teacher candidates build consensus on personal development; effective communication process and socialization is supported regarding what kind of effects value education has in school and out of school processes. It is understood that the participants point out that value education process is suitable to the nature of social studies in the role and importance of social studies course regarding values education. The teacher candidates indicate value education has significant influences in training active and qualified individuals in social studies course. While structure and content of the process enable the training of qualified citizens as related to enabling and complicating factors for value education in social studies course, few hours given to the course and intangibility of the program can affect the process negatively. It is understood that most of the participants could not have the opportunity to examine value education program but some of them could. Positive

opinions are reached regarding value education. When national values are mentioned, concepts like flag and national anthem are focused on; when universal values are mentioned, concepts like respect and freedom which are important for all humans are emphasized.

This research is in line with the research of Kolaç and Karadağ (2012) done on sense of results. Results of the study show that value education and humanitarian values play a role in individual development and training of qualified society; values like love, respect, and tolerance are supported in this study (Deveci, 2015). Even though there are some problems in value education process, it is in line with the research of Katılmış (2017) and expresses several positive opinions. Results of the research done by Kurtdede Fidan (2009) show that ideal activities should be given more place in value education; helpful materials, movies, and stories with positive effects are supported in the results of this study. In another research that supports this study, importance of benefiting from activities and school-family cooperation is highlighted (Baş et al., 2016). In the research of Balcı and Yanpar Yelken (2010), it was expressed that values are gained and improved in communal relationships; personal developments of people are affected by value education.

From the result, it was understood that the meaning that teacher candidates give to value concept and their value tendency is positive; they see national values primary for their individual and social development. The following recommendations are given in this research:

- (1) This research is a qualitative study that contains the meaning which teacher candidates give to value concept and value ranking. It is recommended to researchers who have interest in this topic to conduct studies which can contribute to literature by using different methods, topics and contents.
- (2) Services given to school-family cooperation should be improved because it is believed that value can be supported in school and out of school.
- (3) In social studies course, researches and thesis that contribute to related literature field regarding the quality and quantity of value education should be increased.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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