

## MEANINGS IMPOSED BY TEACHER CANDIDATES ON BASIC VALUES

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*People comprehend the qualities and the values they possess such as freedom, honesty, justice, respect, love, empathize, tolerance, peace, happiness, responsibility and be fair in order to realize and control the preferences they made in their lives. The individual normally promotes his/her own life with various values like cultural values, universal values, personal values and social values. Values education enables the individual to develop the values system that s/he has arranged and used. Therefore, values education is considered necessary as it frames the life of individual and provides to stand out at the universal level. In this study the perception of teacher candidates in respect of conceptualization of basic values is inquired. In order to determine the meanings imposed by teacher candidates on basic values, the study was conducted with 94 teacher candidates who were receiving education in Faculty of Education. Data of the research was obtained with the inquiry form developed by the researcher. Teacher candidates were asked to reply the question "How do you define basic values for your part?" Content analysis was used for analyzing the written replies. Data were evaluated by following up the stages of content analysis. In order to determine the meanings imposed by teacher candidates on basic values, first the statements were taken up separately for each individual and then they were classified by taking into consideration the content similarity. Each classification was named and accordingly main themes were attained. Analysis results were arranged in view of the values classification (traditional, democratic, working-job, scientific and basic) used by Akbaş and the values classification (terminal and instrumental) used by Rokeach. Comparison was made considering both classifications. The original statements of teacher candidates were also given during presentation of the findings in order to support the themes.*

**Keywords:** basic values, values concept, teacher candidate, values education

Today's world is in a state of rapid flux. As rapid flux and transformation are being experienced recently, the societies witness several developments in all social, political, cultural, economical, technological, environmental and psychological respects. Accommodating the transformation is resulting from psycho-social development of the modern people. While people are easily

accommodating the visible material differentiation they do not succeed in accommodating the social and psychological transformations evenly. One of the most efficient ways in accommodation process is making the rising generation to gain the values that will enable them to integrate with the society they live in.

Social awareness or social sensitivity is to establish relationship with the living environment, events and to take responsibility in this regard. The individual's attitudes and behaviors developed by him/her towards the basic values judgment play an important role in his/her social relations and own intrinsic sensation.

Values education anticipates that the individuals should achieve universal values together with their own cultural and social values in the changing world and be ready against potential inconveniences (Doğan, 2007). Individuals' status, personality, reliability, recognition in terms of social context is determined with the values they gained. All the social and cultural institutions existing in the society are efficient in individual's gaining the values. However, in the society, school is the social institute that is responsible from education of the individual and is established for that purpose. Raising individuals who appreciated the basic values is taking place among the principles of school.

Values are generalized basic moral principles or beliefs that are deemed accurate and necessary by the majority of a social group or society in order to provide and maintain its own existence, association, process and continuation; reflect their common feeling, consideration, purpose and benefit (Kızılcelik & Erjem, 1996). In other words value is defined as the tendency of preferring one state to another. Values are the insights that form resource for behaviors and serve to reason them. Besides, values define what the individuals deem important and indicate the wishes, preferences, desired and undesired situations (Erdem, 2003). As most commonly defined in the literature, values are targets that are desired; lead the lives of people; have different significance level and are beyond case. Lyons (2003) underlines that values are used in the literature to define the interrelated and occasionally unrelated concepts such as knowledge, belief, attitude, social norm, interest, purpose, view of life, ideology and that the values are mixed up with ethics. Value, at the same time, is a significant dependent variable of the studies related with culture, society and personality in the literature but is used as independent variable in the studies on attitude and behaviors (Rokeach, 1973). Values reflect the desires, preferences and wishes, in a sense, they are the confidence about whether something is desirable or not (Güngör, 1993).

Values are the concepts that have both micro and macro meanings. In the basis of individual behavior, values are the internalized standards compromising the needs of individual and demands of social life. In this case, values provide to the individuals the appropriate alternatives for their actions. Whereas in the macro platform like cultural life, values explain the shared meanings that enable integration with the social life.

Values are the principles that lead the lives of individuals. Value can be an object, behavior, institute or role. Values are structures at stake. Especially, value priorities may be subject of change in order to cover the requirements that occur in the course of time (Kuşdil & Kağıtçıbaşı, 2000). Characteristics of values can be listed as follows:

- Values are integrative matters that are appreciated by the society or individuals.
- They are the standards which are believed as covering the social needs of the society and for the sake of individuals.
- They are considerations related with conscience, feelings and sensations.
- Values are the incentives that are available in the conscience of the individual and directing the behavior.
- Values are the features that cover and go beyond the norms.

### Classification of Values

Several classifications were made regarding gain of values. The classification specified by M. Rokeach (1973) takes place among the most recognized and appreciated classifications and according to this classification values are divided into two categories namely as “terminal values” and “instrumental values” that represent the qualities required for obtaining the terminal values. The values in this classification are shown in Table 1.

Table 1. *M. Rokeach's Classification of Values (1973)*

Terminal Values		Instrumental Values	
Prosperous life	Mental tranquility	Ambitious/eager	Vision
Exciting life	Real love	Broadminded	Independence
Sense of accomplishment	National Security	Capable	Intellectual
World for peace	Pleasure	Cheerful	Logical
Beauty world	Salvation	Clean	Tenderness
Equality	Self-respect	Brave	Obedient
Family security	Social recognition	Tolerant	Kind
Freedom	Lasting friendship	Helpful	Responsible
Happiness	Knowledge/Wisdom	Honest	Self-control

Values were arranged in five groups namely traditional, democratic, working-job, scientific and basic values according to the classification made by Akbaş (2004) for meeting the affective purposes of the Turkish National Education System. The values in this classification are shown in Table 2.

Table 2. *M. Akbaş's Classification of Values (2004)*

Values groups	Values samples
<b>Traditional</b>	National security, benevolence, family security, husbandry, reliable, contended.
<b>Democratic</b>	Respectful, courtesy, tolerant, collaboration.
<b>Working-job</b>	Hardworking, determined, entrepreneurial, responsible.
<b>Scientific</b>	Investigator, creativity, curious, scientific, critical.
<b>Basic</b>	Esthetic, healthy, protecting the environment, clean.

As it is understood from these classifications, there is not any agreed classification of values. Diversified perception of values due to social and cultural reasons brought out various classifications of values. The determinations that are made by taking into consideration the needs of societies can be varied from person to person, society to society.

As being the educational institute that primes the children for society, schools are highly efficient in having the values gained. The child learns the

social behaviors through the relations s/he establishes with her/his teachers, friends and other adults in the school. S/he appreciates the culture, values of the society in which s/he lives and made them a part of her/his personality. Main objective of the schools is to raise individuals who are both academically successful and appreciated basic values. Schools should implement deliberate applications in respect of having the values like tolerance, fair, sharing, cooperation, reliable and similar basic values be gained and try to make the students to gain these values during applications (Bigger and Brown, 1999). Putting the values in service in a learning-teaching environment contributes to the social and emotional developments of the children. It helps the children to be aware of, recognize and know their own values. It is important to take into consideration the attainments and background of the teachers concerning values for realizing an efficient teaching-learning process in adopting values. In order to get students adopt basic values in the schools principally the teacher candidates must be aware of, know their own values as well as understand the importance of their being a model for adaptation of these values in student's case.

### Approaches Used in Values Education

The values selected in the schools can be transferred by traditional inspiration method as well as students can be made aware of their own values through value explanation approach. Besides, moral reasoning and value analysis approaches can also be used in order to distinguish the values of student and make the systematic analysis of the values.

#### Values Education by Inspiration

With this approach students acquire the certain values preferred by the society. It is intended to establish value states and the determined values, a certain group of these values in the minds of students through the values education by inspiration (Naylor & Diem, 1987).

#### Value Explanation

This approach enables the individual to be aware of his/her own sensation, belief, priority and values, to know his/her strength and weakness and have self esteem. This approach helps the individual to realize the life values, to take decision, to implement his/her decision and to accomplish. It is also called as life skills education. It assists the student to learn the knowledge, skill and sensation that will guide him/her throughout his/her life in a changing world. With value explanation approach the individuals are allowed to establish their own value systems.

Purpose of value explanation approach is to enable students be aware of their own values. This approach anticipates gaining values through activities to be implemented by the teachers within the current program instead of a separate teaching-learning environment in respect of having the values gained. Values are entreated by creating an environment in which the students can easily make their case in the activities carried out in the classroom. Showing consideration to every idea is essential in this approach (Bacanli, 2002).

## Moral Reasoning

This approach was developed by Kohlberg and the purpose is to elicit the moral judgment of the students with the stories involving moral dilemma. Kohlberg examined in the studies he made how the children and adults interpret the rules that manage their behaviors in certain cases. As a result of his studies, he states that people go through six judgment stages. These six stages take place in three levels. These levels are (Senemoğlu, 1997):

*I. Pre-conventional level:* This level covers the specifications of “dependence to external rules” period. Rules are set up by others. The child at this level behaves according to the criteria for good and bad that are appreciated within the culture.

*Stage 1. Obedience and punishment orientation:* Children at this level only obey to the authority and avoid from punishment.

*Stage 2. Self-interest orientation:* Covering the children’s own needs and demands is important.

*II. Conventional level:* For the individual, expectations of the family, group and nation are before anything else. These expectations are accepted without considering their near and clear results and they are deemed rewarding. Promoting the social order and loyalty are important.

*Stage 3. Interpersonal accord and conformity:* Good behavior is to help or please the others. Gaining public acceptance, being good boy or girl is important.

*Stage 4. Authority and social order maintaining orientation:* Proper behavior is performing one’s duty according to the authority and social order.

*III. Post-conventional level:* It is the level in which the individual selects the moral principles s/he wants to follow as being independent from the others and authority as well as organizes his/her own value system.

*Stage 5. Social contract orientation:* Application of laws and individual rights are analyzed critically. It is agreed that the codes and values of the society are relative and specific to the society.

*Stage 6. Universal ethical principles:* The individual personally selects and establishes the moral principles. These principles are depended on some abstract concepts such as justice, equality, human rights.

Role of teacher in this approach is to help the students when they are solving their dead ends by giving examples involving moral dilemma. While doing this the teacher has each student encountered with moral dilemma and allows him/her to hear what other students say about the given case. Purpose of this approach is not accommodating the selected values into the minds of students.

## Value Analysis

Value analysis approach is applied when a real or artificial problem is confronted. In this approach individuals acquire moral thinking skills on the basis of cases. Social problems are analyzed by taking into consideration the stages of scientific problem solving method. In value analysis, the primary duties are as follows:

1. Defining the subject
2. Specifying the alternatives
3. Collecting evidence related with each alternative and estimating the outcome
4. Evaluation of proofs and estimation of long term results
5. Defining the possible situations
6. Evaluating and disclosing the possible outcomes for each case
7. Selecting among the alternatives and taking decision on the proper action.

Application of each stage until acquisition of relevant competencies is important in the values education.

### Purpose of Study

In this study, the perception of teacher candidates in respect of conceptualization of basic values is inquired.

### Method

This study was conducted by following up a descriptive approach to explore how teacher candidates conceptualize the basic values. Forms including the question “How do you define basic values for your part?” applied to the teacher candidates in this study within frame of their roles in values education defined in elementary school programs. This study was performed pursuant to “content analysis” under qualitative research paradigm.

### Study Group

The study group of the research was consisted of the students from Turkey, Eskişehir Osmangazi University, Faculty of Education, Primary School Teaching, Mathematics Teaching and Science Teaching Departments. 94 teacher candidates in total participated to the study and numeric distribution was as follows: Primary School Teaching 40, Mathematics Teaching 30 whereas Science Teaching 24 students. Male and female students were taken from each department in equal numbers. Among the Purposeful Sampling Methods, “maximum diversity sampling” method was used while determining the study group.

### Data Analysis

Data was evaluated by following up the stages of content analysis. For the purpose of determining the meanings imposed by teacher candidates on basic values, first the statements were taken up separately for each student and then they were classified by taking into consideration the content similarity. Each classification was named and accordingly main themes were attained. Analysis results were arranged in view of the values classification (traditional, democratic, working-job, scientific and basic) used by Akbaş (2004) and the values classification (terminal and instrumental) used by Rokeach (1973). Comparison was made considering both classifications.

The original statements of teacher candidates were also given during presentation of the findings in order to support the themes.

## Findings and Comments

In this part primarily values were arranged in 5 theme groups namely “traditional values”, “democratic values”, “working-job values”, “scientific values” and “basic values” according to the classification meeting the affective purposes of the Turkish National Education System on the basis of the replies produced by teacher candidates regarding basic values concept. Besides this, various “values samples” indicated by the teacher candidates in their statements with respect to values concept were also separately evaluated. Distribution of values as to their frequencies and percentages were stated in Table 3.

Table 3. *Meanings Imposed by Teacher Candidates on Basic Values*

Value groups	Values Samples	<i>f</i>	%
<b>Traditional</b>	Reliable	58	62
	Family security	31	33
	National security	24	26
	Benevolence	7	7.4
	Husbandry	3	3.2
<b>Democratic</b>	Tolerant	55	56
	Collaboration	49	52
	Respectful	46	49
	Courtesy	14	15
<b>Working-job</b>	Entrepreneurial	31	33
	Hardworking	19	20
	Responsible	19	20
	Determined	18	19
<b>Scientific</b>	Investigator	18	19
	Creativity	13	14
	Curious	12	13
	Scientific	11	12
	Critical	11	12
<b>Basic</b>	Esthetic	21	22
	Protecting the environment	14	15
	Healthy	6	6.3
	Clean	5	5.3

When we look at the values themes that were originated according to the classification that met the affective purposes of the Turkish National Education System, the most noted value in “*traditional values*” theme had been “reliable” whereas the one having the less frequency was “husbandry”. Secondly, in “*democratic values*” theme the most noted value had been “tolerant” whereas the one having the less frequency was being “polite”. In the third theme group namely “*working-job values*”, the most noted value had been “entrepreneurial” whereas the one having the less frequency was “determined”. In the fourth theme group namely “*scientific values*” theme the most noted value had been “investigator” whereas the one having the less frequency was “critical”. In the last theme group namely “*basic values*”, the most noted value had been “esthetic” whereas the one having the less frequency was being “clean”.

In this study, when the statements of teacher candidates regarding definition of basic values were analyzed, it was seen that the candidates were mostly noted in their statements the values that fell under “traditional values” and “democratic values” categories in direction with the

classification that was originated as to affective purposes of the Turkish National Education System.

*“Having national feelings, making habit of working, freethinking, having own consideration, knowing when and where to view life”.* (M, Primary School Teaching)

*“Principally having future purposes”.* (F, Primary School Teaching)

*“Being environmentally-conscious, responsible, respectful to those who are around and diversified individuals”.* (F, Science Teaching)

*“Being tolerant to those who are around”.* (F, Primary School Teaching)

*“Above all, being aware of our own self. Trustworthiness, fairness, being responsible, respectful take the second place”.* (M, Primary School Teaching)

*“Respect”.* (M, Math. Teaching)

*“Declaring truth for good or ill”.* (M, Primary School Teaching)

*“Reading, writing, going to theatre and cinema, acting as to the rules of good manner, believing in oneself, being respectful to those who are around, attentive to goods of own and others”.* (M, Science Teaching)

*“In my opinion, humanity comes first.”* (F, Primary School Teaching)

*“Principally, knowing oneself, endeavoring to learn and experience love”.* (F, Math. Teaching)

In this part, secondly, the replies produced by teacher candidates regarding basic values concept were arranged in 2 theme groups namely *“terminal values”* and *“instrumental values”*. Accordingly, distribution of values as to their frequencies and percentages were stated in Table 4.

Table 4. Meanings Imposed by Teacher Candidates on Basic Values

<b>Terminal Values</b>	<i>f</i>	%	<b>Instrumental Values</b>	<i>f</i>	%
Family security	31	33	Tolerant	55	56
Real love	31	33	Brave	31	33
National security	24	26	Broadminded	31	33
Beauty	21	22	Intellectual	24	26
Peace	19	20	Honest	24	26
Lasting friendship	17	18	Independence	21	22
Sense of accomplishment	12	13	Responsible	19	20
Equality	12	13	Ambitious/eager	18	19
Prosperous life			Kind	14	15
Excitement			Self-control	14	15
Social recognition			Tenderness	13	14
Freedom			Obedient	12	13
Mental tranquility			Logical	11	12
Happiness			Vision	10	11
Knowledge/Wisdom			Cheerful	8	8.5
Pleasure			Helpful	7	7.4
Salvation			Capable	5	5.3
Self-respect			Clean	5	5.3

According to the classification made by M. Rokeach (1973), values are divided into two categories namely as *“terminal values”* and *“instrumental values”* that represent the qualities required for obtaining the terminal values. When this classification was taken into consideration it was seen that the statements of teacher candidates regarding definition of values were covering the values under instrumental values category. Terminal values were proportionately behind. In *“Instrumental values”* theme the most noted value had been *“tolerant”* whereas the one having the less frequency was being *“clean”*. In the *“Terminal values”* theme group, the most noted value had been *“family security”* whereas the one having the less frequency was

“equality”. It was seen in the study that teacher candidates did not make statements involving many of the values in the “terminal values” theme group while they were defining the value concept. The statements cover the values that take place in the instrumental values theme.

When the relevant studies are examined; Aydın (2003) revealed in his study directed to determine the value perception of the youth that adolescents between 18-22 in age give priority to the values providing social order. Sarı (2005) asserted that political values ranked first in his study in which he tried to specify the value preferences of teacher candidates. In the study of Yıldırım (2009) patriotism, hardworking, attaching importance to family, sensitiveness, respect, love, honesty, freedom, tolerance, benevolence, solidarism, attaching importance to health and being scientific come into prominence among the values desired by the class teachers as being gained by the students. Balcı and Yanpar-Yelken (2010) emphasized on the place of teachers, values in the social life and the role of values in socialization and personality development of the individual in their studies directed to determine the meanings imposed by the elementary school teachers on the “value” concept. It is inferred from these results of researches, the further studies on the subject of “value” should be made in a broad sample and as such to investigate the effect of several factors like age, proficiency, gender, socio-economical level and similar numerous factors. As the values are structures at stake, especially, value priorities may be subject of change in order to cover the requirements that occur in the course of time.

## Conclusion

In this study that was conducted in order to determine the perception of teacher candidates in respect of conceptualization of basic values, significant results were obtained. Teacher candidates used 94 different statements while defining the “value” concept. In these definitions 10% of the students made statements regarding “value” concept as being “clean”, “husbandry”, “benevolence”, “healthy”, “cheerful”, “vision”, “capable”. Nearly 50% of the candidates made statements regarding “value” concept as being “reliable”, “tolerant”, “collaborate”, “respectful”.

However, it was determined that teacher candidates stated different values that were close in terms of content as they imposed different meanings to the “value” concept. This situation does not come to mean that they do not give importance to these values. Only the way of denoting the recognized and appreciated values had been different.

For the studies to be carried out concerning values education, it is suggested to make research on the subjects such as the roles of teachers in values education process, place of values education in our education system, citizenship education and values education, values education in pre-service teacher training process.

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