



Investigation of Pre-School and Classroom Education Teacher Candidates' Perceptions on Values Education (Kars Province Example)

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Abstract

Values are known as standards that have principles, act as a guide to behavior, and decide whether beliefs and certain behaviors are good or desirable. As a concept that shapes a person's lifestyle, values are brought to people through education and training activities. The aim of this study is to examine pre-service teachers' perceptions of values education. The study was applied to 125 pre-service teachers studying at Kafkas University Dede Korkut Faculty of Education, Department of Primary Education, Preschool Education and Classroom Education. In the selection of the departments included in the study, the school experience of the students, teaching practices and whether they have taken or have taken community service lessons were taken into account. The data obtained were collected through the "Personal Information Form" in which various questions about the participants were added and the "Values Education Attitude Scale" consisting of 22 items. The study is a descriptive study in scanning model. It was observed that gender and family education status did not have any statistical effect on students' perceptions of values education. As a result of the statistical comparison made in terms of the students' grade point averages, a significant difference ($p < 0.05$) was found and it was found that the perception levels of students with high grade averages were higher than those with low grade averages. In line with the data obtained, it was observed that the achievement of students had a positive effect on their perception of values education.

Keywords: Preschool Education, Classroom Education, Values Education, Teacher Candidate

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Citation:

İçen Kükürt, E. & Çağlar, A. (2021). Investigation of Pre-School and Classroom Education Teacher Candidates' Perceptions on Values Education (Kars Province Example). *Social Scientific Centered Issues*, 3(1), 3-8.

Introduction

Values are among the most fundamental issues that determine the status of societies and their levels in human relations. In general, the acceptance of society as a society is also important in the quantity and quality of values and the approach of the people in them to values. Values are socially revealed and applied by people. Therefore, it is accepted that values determine the behavior of people, affect, shape and direct human behavior. Values play an important role in changing and improving people's perceptions by influencing their individual and social perspectives positively while guiding people's behavior. Although the values vary from society to society, universal rules are accepted and applied by all societies and take their place in human relations.

It is stated that values play an active role at all levels of society in order to raise individuals in accordance with the society and to be compatible, and that they enable individuals to live as a whole by ensuring the unification of the society (Özen, Gülerüz, & Özen, 2012). Individuals who approach education from different angles in order to meet their expectations from life increase in direct proportion to their desire to realize this expectation and affect the individual's perception and meaning of education (Bolat, 2016). The aim of the modern understanding of education is to train actives who are healthy in education and spirit, who can advance and develop the society to which the society belongs. Here are the two main objectives of education; It can be concluded that it is to train the individual "for himself" and "for the society" (Yeşilyaprak, 2016). So the main purpose of the education given to the individual is; To be raised as a good citizen and to have the necessary equipment to develop himself and meet all his needs in accordance with moral and ethical principles.

Values are not stable and change and develop throughout the life of societies. Thanks to the individual values, he adapts to the society, environment and environment he / she lives in. When managing the members of social values, principles, rules; It is stated that it presents unwritten schemes in terms of behavior, attitude, action and belief (Köknel, 2007). As societies develop and change, the value system can be affected by this development and enter new forms and patterns. Values may be partially resistant to these changes, but values take their new shape as the existing culture changes over time. Generally, change is seen as a disruption of order for the old generation individual; It points out that it is a desired situation for the new generation by seeing it as the normal result of changing the requirements and needs of the age. It would not be wrong to think that the reason for intergenerational conflict is that existing value forms are interpreted differently between generations (Bolat, 2016).

Values are defined as standards that have principles, act as a guide, and decide whether beliefs and certain behaviors are good or desirable (Halstead & Taylor, 2000). While values are shaped by the traditions and customs of the society, they can change over time (Oğuzkan, 1981). The school reflects the values of the society to which it belongs (Halstead, 1996).

Although the values contain various differences according to the beliefs of the societies, they have the same meaning in terms of content and should be supported with education. The transfer of values through education has gained importance due to the inability to transfer value in the transfer of knowledge (Lovatt, 2000; Çağlar, 2010). There are widespread deficiencies in educating prospective teachers in accordance with values education (Taylor, 1994). Knowledge and skills, conflict and conflict management, bullying and bullying prevention, moral development, aggression, social influence and grouping processes, ethics, citizenship, etc. should be included in the education of teacher candidates and in the teaching profession. Values education included in educational programs can be given implicitly to students through planned learning activities or through the cultural environment created in the school or classroom. Schools where formal education is given are environments where new values are gained or reinforced in addition to the values gained in the family (Özer & Çam Aktaş, 2019). Of values education in Turkey in 2011-2012 academic year, which began to be implemented in schools as a project to prevent the degeneration of values, the values for each academic year by the Ministry of Education as recommended and appears to be created for specific committees to determine these values. Values are transferred to students in various activities depending on the program determined by these committees (Cihan, 2014).

Considering that the preschool period is one of the critical periods in which the child experiences very rapid developments in all areas of development, is open to learning, does not have difficulty in obtaining information, and lays the foundations of his future life, values education can be given as education in this period in terms of shaping his future lives (Sapsağlam and Ömeroğlu, 2016; Symons & Clark, 2000; Dereli-İman, 2014; Yaka et al., 2014; Balat & Dağal, 2009). For a qualified preschool education, values should be given to children along with the education in which academic skills are developed (Balat & Dağal Balaban, 2011). Some of the values (Respect, Love, Responsibility, Tolerance, Cooperation, Assistance, Solidarity etc.) included in the 2013 MEB Preschool Education Program were explicitly or implicitly stated in the basic principles of the program (Ada, 2016). General principles of this program; It seems that the education given to children is to develop feelings and behaviors such as love, respect, cooperation, responsibility, tolerance, solidarity and sharing, and the program takes into account cultural and universal values, and values education is not a separate field, but a whole with achievements and indicators. (MEB, 2013).

Since pre-school period Piaget's cognitive development stages cover the pre-operational period and cannot perceive abstract concepts in this period, concepts in values education should be concretized (Aral, 2011). In addition, primary school students also experience problems in understanding and interpreting some values in terms of practice in values education (Keskin, 2012).

For the implementation of values education activities, education was notified to the units of the ministry in the first week of education in 2010-2011 with the first lecture circular (Board of Education and Discipline, 2010). In addition, values education was not specified as a different field in the 2013 preschool education program, it was asked to be included in the whole program. Because values are a concept that shapes a person's lifestyle, so they should be included in all activities during the day and should not be restricted to a certain time period (MEB, 2013). Teachers have a very important role in shaping the moral values of children, adopting social rules and transferring them to future generations after family. It is important that the study reveals whether pre-service teachers are sufficient in their education of values and what their perceptions are about it. Values education becomes extremely important and does not receive sufficient research in the literature yet. The purpose of this service is to question the adequacy of the education that teacher candidates received at their discretion. Therefore, what are the perceptions of prospective teachers towards education of values? Whether there are variables based on age, gender, major and grade point average? It aims to find answers to such questions.

Method

In the study, "Personal Information Form" and "Values Education Attitude Scale" consisting of 22 items were used to examine the perceptions of pre-service teachers about values education prepared by Yaşaroğlu (2014). It is a quantitative study in scanning model, one of the descriptive research methods. Scanning model is the method that describes the situation that existed in the past and continues today (Karasar, 2005: 77). In the study, 143 pre-service teachers studying at Kafkas University, Dede Korkut Education Faculty, Department of Primary Education, Preschool Education and Classroom Education were reached, 18 of them were excluded due to incomplete and incorrect filling in the answers. A total of 125 samples were studied. In the selection of the departments included in the study, it was taken into consideration that the students were taking or have taken practice-oriented courses such as the community service course in which information about morality and ethical values are given and school experience and teaching practices.

Data were collected through the "Values Education Attitude Scale" consisting of 22 items (Yaşaroğlu 2014) and "Personal Information Form" with various questions about the participants. The scale responses on a 5-point Likert-type scale are in the form of grading and the options are; 1) Strongly Disagree, 2) Disagree, 3) Moderately Agree, 4) Agree and 5) Strongly Agree. The data were measured in SPSS 20.0 package program. The normal distribution was examined with the Kolmogorov-Smirnov test in order to find the hypothesis tests used to compare the values education perception levels according to the sociodemographic characteristics of the students in the study, and it was found that the data did not show a normal distribution. Since the scoring was not parametric in the data obtained, Mann Whitney U and Kruskal Wallis tests, which are among nonparametric statistical analysis types, were used. Results are expressed as mean \pm standard error. A p value of <0.05 was considered statistically significant in statistical analysis.

Results

What are the perceptions of the study teacher candidates towards the education of values? Whether there are variables based on age, gender, department they attend and grade point average, what is the effect of the courses taken? It aims to find answers to such questions. It was observed that gender, family education status, department and the class they are studying did not have any statistical effect on students' perception of values education.

Table 1. Mann Whitney U test results of attitude scores by gender

Group	N	average \pm standard error	U	P
Girl	83	92,35 \pm 1,37	1474,5	0,160
Boy	42	89,07 \pm 2,06		

P>0,05

As a result of the comparison of students' attitude scores according to gender, it was seen that there was no statistically significant difference (Table 1).

Table 2. Mann Whitney U test results of attitude scores by department

Department	N	average \pm standard error	U	P
Preschool	57	91,37 \pm 1,35	1764,5	0,389
Classroom Education	68	91,15 \pm 1,78		

P>0,05

As a result of the comparison of the students' attitude scores according to the department, it was seen that there was no statistically significant difference (Table 2).

Table 3. Mann Whitney U test results of attitude scores by class

Classrooms	N	average \pm standard error	U	P
3rd Class	76	90,68 \pm 1,42	1639,5	0,26
4rd Class	49	92,12 \pm 1,92		

It was seen that there was no statistically significant difference (P> 0.05) as a result of the comparison of the attitude scores of the students by class (Table 3).

Table 4. Kruskal-Wallis Test results of attitude scores according to mother's education level

Mother education level	N	average \pm standard error	Chi-Square	df	P
None	34	89,12 \pm 2,19	3,402	4	0,493
Primary school	62	92,79 \pm 1,48			
Middle School	12	89,67 \pm 5,19			
High school	11	94,36 \pm 3,11			
University	6	84,83 \pm 6,88			

It was seen that there was no statistically significant difference (P> 0.05) as a result of the comparison of the attitude scores of the students according to the mother's education level (Table 4).

Table 5. Kruskal-Wallis Test results of attitude scores according to father's education level

Father education level	N	average ± standard error	Chi-Square	df	P
None	12	86,83 ± 3,95	6,375	4	0,173
Primary school	41	89,32 ± 2,16			
Middle School	20	97,05 ± 1,45			
High school	39	91,92 ± 1,78			
University	13	90,46 ± 5,08			

It was observed that there was no statistically significant difference ($P > 0.05$) as a result of the comparison of the students' attitude scores according to the father's education level (Table 5).

Table 6. Kruskal-Wallis Test results of attitude scores according to department and class

Department-	N	average ± standard error	Chi-Square	df	P
Preschool 3	36	90,36 ± 1,66	2,372	3	0,499
Preschool 4	21	93,10 ± 2,30			
Classroom Education 3	40	90,38 ± 2,27			
Classroom Education 4	28	91,39 ± 2,92			

It was observed that there was no statistically significant difference ($P > 0.05$) as a result of the comparison of the attitude scores of the students according to the department and class (Table 6).

Table 7. Kruskal-Wallis Test results according to the grade point average of the attitude scores

Grade average	N	average ± standard error	Chi-Square	df	P
(1) 0-1,99	16	86,19 ± 2,88	10,049	2	0,007*
(2) 2-2,99	45	88,93 ± 1,98			
(3) 3 and above	64	94,14 ± 1,53			

* $P < 0,05$

As a result of the comparison made in terms of the students' grade point averages, a statistically significant difference ($P < 0.05$) was found (Table 7), and it was found that the perception levels of students with high grade average were higher than students with low grade averages.

Conclusion, Discussion and Recommendations

The school reflects the values of the society to which it belongs (Halstead, 1996). Although the values contain various differences according to the beliefs of the societies, they have the same meaning in terms of content and should be supported with education. Transfer of values through education has gained importance due to the inability to transfer value in knowledge transfer (Lovatt, 2000; Çağlar, 2010).

There are widespread deficiencies in educating prospective teachers in accordance with values education (Taylor, 1994). Knowledge and skills, conflict and conflict management, bullying and bullying prevention, moral development, aggression, social influence and grouping processes, ethics, citizenship, etc., subjects should be included (Thornberg, 2008). According to the researchers conducted in the field and the opinions of experts, learning by doing learning method should be used in children to ensure permanent learning (Şişman & Turan, 2012).

As a result; according to the data obtained, it was observed that the courses taken by the students had a positive effect on the perceptions of values education, but it was determined that the perception levels of the students with high grade averages were higher than the students with low grade average. We believe that this situation indicates that students approach the lessons with anxiety about points. While values education is given in pre-school and primary education, children's age and developmental characteristics, individual differences should be taken into consideration, and more behavior-based practices should be included in order not to experience confusion in terms.

Therefore, the lessons given to pre-service teachers should be given more practically, and it should be ensured that the students adopt the moral and value judgments of the society without worrying about the points.

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