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Analyzing 2nd Grade Life Studies Objectives for Root Values and Identifying 2nd Graders' Perceptions of Root Values

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Abstract

The aim of this study is to determine the relationship between the learning objectives for 2nd graders in the 2018 Life Studies curriculum and root values and to find out the perceptions of 2nd grade primary school students towards root values by means of a word association test. It is a qualitative research in the phenomenology model. The study group for the research consists of 17 students attending the 2nd grade. List of Root Values and the Word Association Test [WAT] were used as data collection tools. The objectives in six units in the 2018 Life Studies 2nd grade curriculum were examined by the researchers in terms of their relationship with root values. The word association test on root values was applied to primary school students. Descriptive analysis techniques were used to analyze the data. Students' answers were evaluated, and frequency tables of the words were created. Considering the frequencies of the answer words, four cut-off points were determined. Conceptual network maps were then prepared with the words at the cut-off points. In the conceptual networks, the relationships between the words produced by the students related to the keywords were revealed. The findings obtained in the study reveal that the root values associated with the objectives do not show a balanced distribution across units and that student perceptions of root values are shaped independently of the relationship between the root values and the learning objectives. The results of the study show that word association tests can be used as a diagnostic tool.

Keywords: Word association, life studies, values, 2nd grade of primary school

Introduction

The aim of Life Studies course, by its nature, is to prepare the individual for life, to introduce them to their surrounding environment and teach them basic values. Thus, it has an important part to play in basic education. The course helps shape the individual's behaviors which in turn affects the rest of the community. Values stand out as one of the most influential elements molding human behaviors. Value is a crucial concept that regulates social functioning, maintains peace and safety in society, and builds public awareness. Also, the *raison d'être* of education is to raise individuals with public awareness and a good character built on values. As the intersect of the two important concepts above, values education is a critical instrument for extending good and desired acts across the society while replacing bad and undesired ones with favorable equivalents (Turan & Ulusoy, 2014). Values education is basically initiated in family, yet schools have an undeniable share in this regard. Schools play an active role in teaching students the values included in their curricula explicitly or implicitly, boosting students' moral development, and preparing students for real life (Cihan, 2014). Values education had been performed in a tacit manner in the context of Türkiye since the establishment of the Republic until 2005, when it gained a serious place in the national primary curriculum as an outcome of the United Nations Educational, Scientific and Cultural Organization [UNESCO]-supported Living Values Program [YDEP] (Cihan, 2014; Ministry of National Education [MoNE], 2005). It has become even more important since then. As a definite step taken in 2018, the curricula for different grade levels were revised and the objectives of the 2018 Primary School Life Studies Curriculum were reduced by placing weight on the relationship between learning objectives and root values (MoNE, 2018).

Value has been discussed as a concept in most researches in the literature (Ekşi & Katılmış, 2020; Genç & Beldağ, 2019; Tay, 2017). The current study is not an exception in this respect, and it applied a word association test to primary school students as a means of determining the relations between the concepts to reveal the respondents' perceptions. Word Association Tests [WAT] are "tests that can reveal the cognitive structures of individuals, the connections between these structures and the

networks existing in the mind, and also help determine the concepts in long-term memory and the nature of the connections between these concepts” (Ercan, Taşdere, & Ercan, 2010; Karakuş, 2019). The fundamental principle is that any of the objects previously experienced at once is likely to call to mind the others once they are recalled later. In other words, the frequency of a certain response to a certain group of topics is decided by the strength of the relational bond between the stimulus and responses in the respondents’ cognitive architecture (Pack & Pons, 1985). For applying word association tests, respondents are provided with certain concepts written repeatedly and the students are expected to put in order the ideas that come to their mind within a limited period of time. The point of this method is to reach the list of concepts associated with the stimulating (key) concept on the respondents’ minds (Buldur, Aladağ, Kaya, & Duran, 2010). The associated ideas or phrases listed by the respondents give hints about their cognitive structure. These data can be woven into conceptual networks so that the conceptual relations can be concretized for a clearer understanding. The literature shows that word association tests are utilized for revealing students’ cognitive portraits (Bahar et al., 1999; Cardellini and Bahar, 2000), identifying misconceptions (Ercan, Taşdere, and Ercan, 2010) and depicting their conceptual changes (Nakiboğlu, 2008) in a wide range of areas. In the literature, such tests have been employed in the context of sciences (Balbağ, 2018; Nergiz, 2022; Özyurt and Yalman, 2020; Roncevic, 2023; Sarioğlan and Deveci, 2021; Sikumbang, Rakhmawati, and Suwandi, 2019; Timur et al., 2020) and social studies (Çelik, 2020; Gençoğlu, 2019; İlker & Aktaşlı, 2022; Lam, Sheng, & Zhang, 2023; Şentürk & Keskin, 2023; Yılmaz, 2019). There are also studies using word association tests in Life Studies courses (Ekici & Bilici, 2017; Gündoğan & Gültekin, 2018; Tezcan, 2019). However, no example has been found which addresses the relationship between learning objectives and root values and learners’ cognitive structure concerning values in one single study. Life Studies is a course whereby pupils begin to conceive real life and gain life experiences and also acquire some rules and values. Moreover, it is one of the settings where values are referred to most considerably. Since primary students are still in the concrete operational stage, it deserves attention what they hold in their cognition regarding values as abstract concepts. For this study, 2nd grade pupils were selected as the most eligible group rather than 1st graders, who are preoccupied with basic literacy skills. It is believed that revealing students’ cognitive structures and knowing which values are associated with which concepts will provide convenience for teachers in course design and materials development. Bearing these in mind, this study attempted to find out the relationship between the objectives in the 2018 Life Studies Curriculum and root values and to analyze the students’ cognitive structures regarding root values by means of a word association test.

The purpose of this study is twofolds. It aims at describing the relationship between root values and the 2018 Life Studies Curriculum learning objectives for the 2nd grade. It also analyzes the the 2nd grade pupils’ cognitive landscape concerning root values with the aid of a word association test. The study seeks to answer the following research questions:

1. What relationship exists between the learning objectives specified in units for the 2nd grade level in the 2018 Life Studies Curriculum and root values?
2. What do the primary 2nd grade pupils’ cognitive structures about root values look like?

Method

This section of the paper is dedicated to the research model, study group, data collection tool, data collection procedure, data analysis, validity and reliability of the research, the researcher's role, ethical permissions, and Institutional Review Board.

Research Model

According to Creswell (2016), qualitative research is “an approach to testing objective theories by examining the relationship between variables.” Merriam (2015) defines the same as “research in which the researcher continues with a process by explaining concepts, meanings and relationships based on observations, interviews and documents, and follows a path from the general to the specific.” Departing from these definitions, the present study was planned to find out the relationship between the learning objectives for 2nd graders in the 2018 Life Studies Curriculum and root values and to expose the 2nd grade primary students' perceptions of root values by using a word association test. Considering the main purpose, this study adopted a qualitative research method. The following steps were followed during the implementation of the selected methodology. First, the relation between the objectives for the 2nd grade in the 2018 Life Studies Curriculum and root values was analyzed through content analysis. Then, the word association tests completed by 17 students at the 2nd grade level were examined with document analysis. Thirdly, a descriptive explanation was made about how the collected data sets relate to each other. The study was conducted as a phenomenology among qualitative research designs. Phenomenology allows comprehending the meaning of an individual's life experiences and restating it in writing. The common meaning underlying the phenomenon is explained through the life experiences of the individual (Baker et al., 1992). In this approach, it is important to obtain the individual's actual experiences from the real world (Edmonds & Kennedy, 2017). The current study bears the features of phenomenology as it makes it possible for 2nd graders to express in writing their personal experiences regarding values on a word association test and it sheds light on their concrete experiences.

Study Group

The study group of this study consisted of 17 pupils attending the 2nd grade level in a state school located in Ardeşen district of Rize province in the northeast of Türkiye during the 2021-2022 education year. The participants were selected through convenience sampling for proper implementation of the procedure and in-depth follow-up of the students. There were 12 males and 5 females in the sample. The participating students' names were not exposed at any stage of the research. To avoid failure to do so, the participants were renamed as Ö1, Ö2, Ö3,, and Ö17 throughout the research.

Data Collection Tool

In this study, two data collection tools were used, which are list of root values and a word association test. In the first place, the learning objectives set out in the 2018 Life Studies Curriculum were investigated in order to find out their relationship with root values. The related root values were revealed through document analysis and they were tabulated accordingly. Also, the Word Association Test (WAT) was applied to demonstrate the 2nd grade pupils' cognitive manifestation of the root values in the 2018 Life Studies Curriculum. In this test, each value was written 5 times in a vertical line by allocating 2 minutes for each value. In the relevant literature, some studies have reported 10 responses from the students on the word association test (Buldur et al., 2020; Kaya and Akış, 2015) while some

others have noted 5 responses (Demirkaya et al., 2020; Ercan et al., 2010). Likewise, the time given for answering the items have been noted as 30, 60 and 75 seconds (Aladağ et al., 2018; Atabek Yiğit, 2015; Bahar et al., 1999; Bozyiğit & Kaya, 2017; Gussarsky & Gorodetsky, 1988; Kaya & Akış, 2015; Kaya & Aladağ, 2018; Nakiboğlu, 2008; Preece, 1978). Yet, it is stated in the literature that the allocated time may vary depending on the respondents' level. For example, Yılmaz and Yarar Kaptan (2022) found that 2 minutes was too short to handle 10 items about values on a word association test. They suggested amending the number of WAT responses as 5 and the maximum duration as 2 minutes in view of the student level. Therefore, the limits above were observed in the current study. Below is the image of an excerpt from this data collection tool.

Adalet.....	Dürüstük.....	Sevgi.....
Adalet.....	Dürüstük.....	Sevgi.....
Adalet.....	Dürüstük.....	Sevgi.....
Adalet.....	Dürüstük.....	Sevgi.....
Adalet.....	Dürüstük.....	Sevgi.....

Picture 1. Word association test as the data collection tool

Data Collection

In this study, data collection included two stages. In the first stage, the 2018 Life Studies Curriculum was examined for the 2nd grade learning objectives and then displayed in tables in connection with the corresponding root values by the researcher (Tables 1-10). In the second stage, the data were collected on site by the researcher on 29.12.2021 after obtaining the students' consents. Prior to the implementation, the students were informed about the logic of the test by following a set of predetermined instructions. The mini training was accompanied by an exercise containing key concepts different from those covered in the main test. Before starting the implementation, the students were assured that there were no right or wrong answers. They were provided the list of the root values related to the learning objectives followed by a word association test. The students were asked to write down the words they associate with each value within the given time. A separate sheet of paper was distributed and 2 minutes were given for each value. The copies for the next value were given out after the students finished filling out the previous one in 2 minutes. The implementation lasted approximately 40 minutes (1 class hour).

Data Analysis





The study data were analyzed with document analysis and descriptive analysis techniques. Document analysis was performed on the 2018 Life Studies Curriculum to find out the root values underlying the learning objectives for the 2nd grade level, and the objectives were given in tables after being matched with the relevant root values.

The other data analysis technique was frequency analysis among descriptive analysis techniques. Descriptive analysis is the accurate and systematic presentation of the study findings, analyzing and interpreting them, and lastly clearly stating the results. In this study, utmost care was

taken to report the obtained data (associated words) as they were. Upon the completion of the Word Association Test, the responses given by each student for each key concept were tagged, the words derived from the key concepts were ranked from the highest to the lowest time of repetitions, and frequency tables were created. The responses were omitted if they were found to be duplicate or irrelevant. The remaining responses were analyzed and processed for reporting. Although the frequency tables display all of the derived words, the conceptual networks include only entries with 4 or more appearances. The study findings were presented by including tables, figures and necessary explanations.

In using word association tests as a diagnostic tool, the practitioner counts the emergences of the response words to prepare a frequency table and draws a model conceptual network map based on this table. In this study, Bahar et al.'s (1999) Cut-off Point Technique was used. In this procedure, "3-5 numbers below the most frequently occurring word for any key concept in the word association test is set as the cut-off point in the frequency table, and the cut-off point is lowered at regular intervals until all keywords appear on the map" (Bahar et al., 2015). The resulting conceptual map is useful for researchers as it brings to light how students see the relationships between specific concepts. As in this procedure, a frequency table was prepared first. The words at each cut-off point were tabulated by associating them with the conceptual networks. The cut-off points were set at 10 as the beginning of the most frequently appearing number for each category. The cut-off points were calculated by decreasing by 2 downwards. The phrases with the cut-off point of $KN \geq 10$ are marked in green, those with $KN 8-9$ are in blue, $KN 6-7$ in red, and $KN 4-5$ in yellow. Next, the words related to the key concepts in the corresponding bands and the relationship between them are shown by drawing conceptual networks. The conceptual networks were created with miro web 2.0. Table 1 shows the index for the cut-off point ranges and color markers. In designing of the maps, the concepts at equal cut-off points were illustrated with the same color in order to demonstrate clearly the connection between the concepts and the response words.

Table 1. *Cut-off point bands and color symbols*

<i>Cut-off Point interval</i>	<i>Color</i>
KN \geq 10	
KN8-9	
KN 6-7	
KN 4-5	

Validity and Reliability of Study

Validity and reliability are two of the most decisive criteria for the credibility of the results of any study. Yıldırım and Şimşek (2016) also state that to ensure validity a researcher must report the collected data in detail and give an account of how they reached the results. In this research, the data analysis process was elaborated and the response words obtained from the analysis and interpretation of the findings were used as the main data source, and they were referred to in the section on findings. In addition to this, the students' responses to the key words on the test were checked by a specialist to calculate the reliability coefficient. Reliability analysis was performed on 20% of the entire data and the results were compared with the figures obtained by the researcher for inter-rater agreement. The Miles and Huberman agreement percentage was found to be 100%. To further support study reliability, samples from the students' responses in the word association test were quoted as part of the findings without disclosing the respondents' identities. As for the descriptive analysis of the relationship between the learning objectives and values, the analysis was conducted independently by a specialist,

the reliability coefficient was calculated to see the agreement between the two analyses. The analysis results on the same units were compared to calculate the agreement percentage. Again, the formula of Miles and Huberman was applied and it was seen that the findings were 98% compatible. For the remaining 2% subject to disagreement, consensus was reached through discussions of the specialist and the researcher.

Researcher's Role

The researcher, also the corresponding author, is a classroom teacher who has been employed by the Ministry of National Education [MoNE] for 17 years. She is also doing master's degree in Classroom Teaching in a state university. She has been in charge as the study participants' classroom teacher for the last 2 years. As a requirement for conducting a qualitative research, she has undertaken and passed the course of Qualitative Research Analysis at graduate level. The researcher is the main person responsible for carrying out the research so she implemented the test in the class. The other researcher is a professor of classroom teaching at a state university. Values education is among her primary research interests and specialization.

Ethical Permits of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Recep Tayyip Erdoğan University Social and Humanities Ethics Committee

Date of ethical review decision= 15.03.2023

Ethics assessment document issue number= 2023/099

Findings

The study findings are presented in parallel to the research questions. The first question of the research was "What relationship exists between the learning objectives specified in units for the 2nd grade level in the 2018 Life Studies Curriculum and root values?" The findings about this sub-problem are presented separately for each unit in the curriculum. Table 2 shows the relationship between the objectives in the unit titled "Life in Our School" under the 2018 Life Studies Curriculum for the 2nd Grade and root values.

Table 2. The relationship between learning objectives in “Life in Our School” and root values

Unit 1: Life in Our School										
Objectives: 11										
Name of objectives *	Justice	Friendship	Honesty	Self-Kontrol	Patience	Respect	Love	Responsibility	Patriotism	Helpfulness
HB.2.1.1.				+		+				
HB.2.1.2.						+				
HB.2.1.3.				+				+		
HB.2.1.4.	+					+		+		
HB.2.1.5.				+						
HB.2.1.6.						+		+	+	
HB.2.1.7.	+	+	+	+	+	+	+	+		+
HB.2.1.8.						+				
HB.2.1.9.						+				
HB.2.1.10.		+	+			+	+			
HB.2.1.11.				+	+					
Total	2	2	2	5	2	8	2	4	1	1

* Name of objectives are presented as given in the 2018 Life Studies Curriculum

As seen in Table 2, the unit titled “Life in Our School” contains 11 learning objectives for the 2nd Grade in the 2018 Life Studies Curriculum. The objectives were grounded on all of the root values. The most intensive relationship was seen between the 11 objectives and the value of respect (f=8) whereas the rarest relationship was drawn with patriotism (f=1) and helpfulness (f=1). In total, 29 relationships were detected between the objectives in this unit and root values. Table 3 shows the relationship between the objectives in the unit titled “Life in Our Home” under the 2018 Life Studies Curriculum for the 2nd Grade and root values.

Table 3. The relationship between learning objectives in “Life in Our Home” and root values

Unit 2: Life in Our Home										
Objectives: 9										
Name of objectives *	Justice	Friendship	Honesty	Self-Kontrol	Patience	Respect	Love	Responsibility	Patriotism	Helpfulness
HB.2.2.1.						+	+			
HB.2.2.2.						+	+	+		+
HB.2.2.3.				+						
HB.2.2.4.								+		+
HB.2.2.5.						+		+		
HB.2.2.6.				+				+		+
HB.2.2.7.						+				+
HB.2.2.8.				+				+		
HB.2.2.9.				+	+					
Total	-	-	-	4	1	4	2	5	-	4

*Name of objectives are presented as given in the 2018 Life Studies Curriculum

As seen in Table 3, there are 9 learning objectives in the unit “Life in Our Home” for the 2nd Grade in the 2018 Life Studies Curriculum. The objectives in this unit were associated with 6 of the 10 root values. The most frequent value was responsibility (f=5). On the other hand, no relationship could

be determined with justice, friendship, honesty and patriotism (f=0). A total of 20 relationships were found in the Unit 2 in terms of the root values. Table 4 shows the relationship between the objectives in the unit titled “A Healthy Life” under the 2018 Life Studies Curriculum for the 2nd Grade and root values.

Table 4. *The relationship between learning objectives in “Healthy Life” and root values*

Unit 3: Healthy Life										
Objectives: 7										
Name of objectives*	Justice	Friendship	Honesty	Self-Kontrol	Patience	Respect	Love	Responsibility	Patriotism	Helpfulness
HB.2.3.1.				+						
HB.2.3.2.				+						
HB.2.3.3.				+		+				
HB.2.3.4.								+	+	+
HB.2.3.5.									+	+
HB.2.3.6.				+						
HB.2.3.7.				+						
Total	-	-	-	5	-	1	-	1	2	2

* Name of objectives are presented as given in the 2018 Life Studies Curriculum

As Table 4 shows, the unit “A Healthy Life” covers 7 objectives for the 2nd Grade in the 2018 Curriculum. The objectives in this unit were linked with 5 of the 10 root values. The most frequently dealt value was self-control (f=5). On the contrary, no relationship was found between the objectives and values such as justice, friendship, honesty, patience and affection (f=0). A total of 11 relationships were elicited in Unit 3. Table 5 shows the relationship between the objectives in the unit titled “A Safe Life” under the 2018 Life Studies Curriculum for the 2nd Grade and root values.

Table 5. *The relationship between learning objectives in “A Safe Life” and root values*

Unite 4: A Safe Life										
Objectives: 6										
Name of objectives*	Justice	Friendship	Honesty	Self-Kontrol	Patience	Respect	Love	Responsibility	Patriotism	Helpfulness
HB.2.4.1.				+						
HB.2.4.2.				+				+		
HB.2.4.3.										+
HB.2.4.4.				+				+		+
HB.2.4.5.				+						
HB.2.4.6.				+						
Total	-	-	-	5	-	-	-	2	-	2

* Name of objectives are presented as given in the 2018 Life Studies Curriculum

As can be seen in Table 5, there are 6 objectives in the unit “A Safe Life” for the 2nd Grade in the 2018 Life Studies Curriculum. The objectives in this unit linked to 3 of the 10 root values. The most intensive relationship included the value of self-control (f=5). By contrast, the objectives were not related to the values of justice, friendship, honesty, patience, respect and patriotism (f=0). A total of 9 relationships were identified in Unit 4. Table 6 shows the relationship between the objectives in the unit titled “Life in Our Country” under the 2018 Life Studies Curriculum for the 2nd Grade and root values.

Table 6. *The relationship between learning objectives in “Life in Our Country” and root values*

Unit 5: <i>Life in Our Country</i>										
Objectives: 8										
Name of objectives *	Justice	Friendship	Honesty	Self-Control	Patience	Respect	Love	Responsibility	Patriotism	Helpfulness
HB.2.5.1.									+	
HB.2.5.2.									+	
HB.2.5.3.									+	
HB.2.5.4.									+	
HB.2.5.5.							+			+
HB.2.5.6.									+	+
HB.2.5.7.						+				
HB.2.5.8.									+	
Total	-	-	-	-	-	1	1	-	6	2

* Name of objectives are presented as given in the 2018 Life Studies Curriculum

Table 6 shows that the unit “Life in Our Country” covers 8 objectives for the 2nd Grade in the 2018 Life Studies Curriculum. The objectives in this unit were found to be associated with 4 of the 10 root values. The most frequently addressed value was patriotism (f=6). On the contrary, no relationship was found between these objectives and values such as justice, friendship, honesty, self-control, patience and responsibility (f=0). A total of 10 relationships were elicited in Unit 5. Table 7 shows the relationship between the objectives in the unit titled “Life in Nature” under the 2018 Life Studies Curriculum for the 2nd Grade and root values.

Table 7. *The relationship between learning objectives in “Life in Nature” and root values*

Unit 6: <i>Life in Nature</i>										
Objectives: 9										
Name of objectives *	Justice	Friendship	Honesty	Self-Control	Patience	Respect	Love	Responsibility	Patriotism	Helpfulness
HB.2.6.1.								+		
HB.2.6.2.								+		
HB.2.6.3.										
HB.2.6.4.				+				+	+	
HB.2.6.5.				+						
HB.2.6.6.										+
HB.2.6.7.				+				+		
HB.2.6.8.										
HB.2.6.9.										
Total	-	-	-	3	-	-	-	4	1	1

* Name of objectives are presented as given in the 2018 Life Studies Curriculum

As Table 7 shows, 9 objectives are contained in the unit titled “Life in Nature” for the 2nd Grade in the 2018 Life Studies Curriculum. The objectives in this unit were associated with 4 of the 10 root values. The highest number of relations was available with the value of responsibility (f=4). However, the values of justice, friendship, honesty, patience, respect and affection were not related to the objectives (f=0). A total of 9 relationships were reached in Unit 6. The frequencies of the root values

implied by the objectives in all units in the 2018 Life Studies 2nd Grade Curriculum are displayed in Table 8 below.

Table 8. Frequency of root values reflected in objectives in all units

	Unit 1 11 Objectives	Unit 2 9 Objectives	Unit 3 7 Objectives	Unit 4 6 Objectives	Unit 5 8 Objectives	Unit 6 9 Objectives	Total
Justice	2	-	-	-	-	-	2
Friendship	2	-	-	-	-	-	2
Honesty	2	-	-	-	-	-	2
Self-Kontrol	5	4	5	5	-	3	22
Patience	2	1	-	-	-	-	3
Respect	8	4	1	-	1	-	14
Love	2	2	-	-	1	-	5
Responsibility	4	5	1	2	-	4	16
Patriotism	1	-	2	-	6	1	10
Helpfulness	1	4	2	2	2	1	12
Total	29	20	11	9	10	9	88

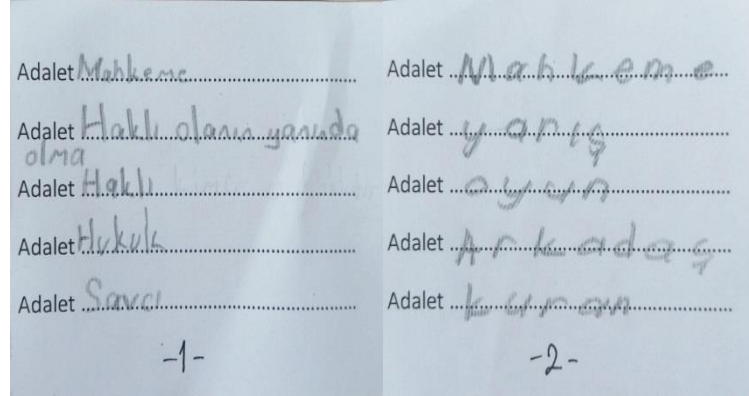
According to the table above, the learning objectives address the values of self-control ($f=22$) and responsibility ($f=16$) at the highest frequency while the opposite is true of justice, friendship and honesty ($f=2$). All of the values were found to be referred to at least once. The total number of relationships was 88. The second research question was “What do the primary 2nd grade pupils’ cognitive structures about root values look like?” The findings under this sub-problem are presented separately for each root value in the same order as in the 2018 Life Studies Curriculum. The words associated with each value along with the respective recurrences are displayed in tables. Then, conceptual networks were built in connection with the cut-off points indicated in colors. Table 9 shows the words considered associated with “justice” by the participating 2nd grade pupils and their respective frequencies.

Table 9. Words that 2nd grade primary school students associate with the key concept of “justice” and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Honesty	13	Not hitting a friend	1
Court	13	Support	1
Race	7	World	1
Lawyer	5	Not cheating	1
Standing on the side of the righteous	4	Be good	1
Law	4	Brother/sister	1
Atatürk	3	Not hitting a girl	1
God	2	Quran	1
Friend	2	Okey	1
Seperation	2	Police	1
Right side	2	Be respectful	1
To be equal	2	Exhibition	1
Judge	2	Next	1
Right	2	Keep your promise	1
İnjustice	2	İnnocent	1
Game	2	Liar	1
Solicitor	2	Total	85

In the word association test on the value of justice, a number of 33 different responses were provided by the students, and they occurred for 85 times in total. Based on the cut-off points, 2

responses fell in the range of $KN \geq 10$; 1 response in $KN 6-7$, and 3 responses in $KN 4-5$. No response was found in the range of $KN 8-9$. The total number of distinct responses within the cut-off points was 6. The total number of the responses in all the cut-off point ranges was 46. The students' responses regarding the concept of "justice" are illustrated below.



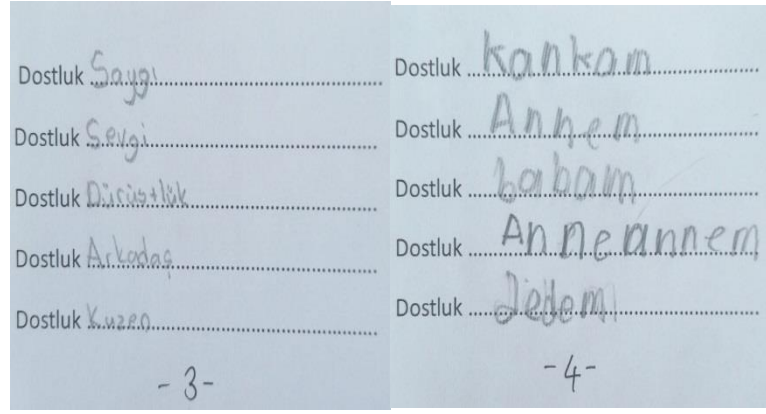
Picture 2. Students' responses to "justice"; Ö1, Ö2

Table 10 shows the words considered associated with "friendship" by the participating 2nd grade pupils and their respective frequencies.

Table 10. Words that 2nd grade primary school students associate with the key concept of "friendship" and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Friend	15	Grandmother	1
Brotherhood	8	Father	1
Cousin	7	Flag	1
Love	7	Join	1
Being kind hearted	5	Together	1
Relative	4	Grandfather	1
Helpfulness	4	Tagging	1
Honesty	3	Get along well	1
Bestie	3	Hero	1
Make peace	2	Not to fight	1
Togetherness	2	Angel	1
Animals	2	Game	1
Respect	2	Teacher	1
Trees	1	To care	1
God	1	Lover	1
Atatürk	1	Get closer	1
Mother	1	Total	84

In the word association test on friendship, 33 different responses were noted again, and these responses occurred for 84 times in total. Based on the cut-off points, 1 response was in the range of $KN \geq 10$; 1 response in $KN 8-9$; 2 responses in $KN 6-7$, and 3 responses were in $KN 4-5$. A total of 7 distinct responses were found within the cut-off points. The total number of the responses in all the cut-off point ranges was 50. The students' responses regarding the concept of "justice" are illustrated below. The students' suggestions about "friendship" are illustrated below.



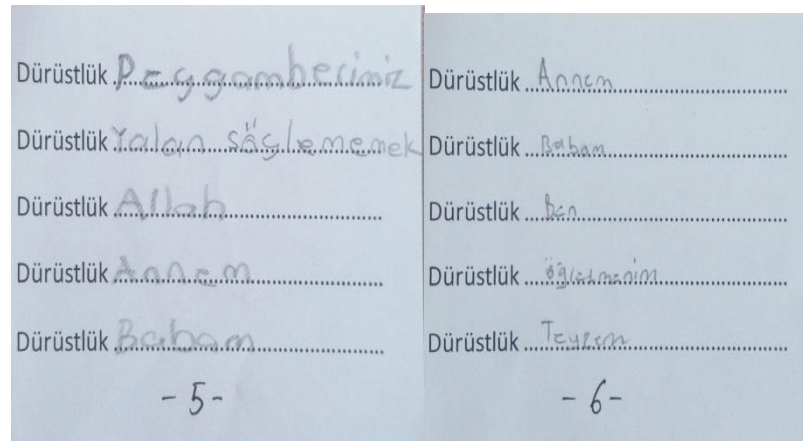
Picture 3. Students' responses to "friendship"; Ö3, Ö4

Table 11 shows the words considered associated with "honesty" by the participating 2nd grade pupils and their respective frequencies.

Table 11. Words that 2nd grade primary school students associate with the key concept of "honesty" and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Mother	15	Atatürk	2
Father	11	Grandmother	2
Prophet	9	Goodness	2
God	8	Good people	1
Myself	4	Ant	1
Speaking the truth	4	Quran	1
Teacher	4	Angel	1
Older sister	3	Respect	1
Grandfather	3	Keep your promise	1
Aunt	3	Aunt	1
Lie	3	Help each other	1
Brother	2	Total	83

In the word association test on the value of honesty, a number of 23 different responses were provided by the students, and they occurred for 83 times in total. Based on the cut-off points, 2 responses fell in the range of $KN \geq 10$, another 2 responses in $KN 8-9$, and 3 responses were in $KN 4-5$. No response was found in the range of $KN 6-7$. The total number of distinct responses in the cut-off points was 7. The total number of the responses in all the cut-off point ranges was 55. The students' responses regarding the concept of "honesty" are illustrated below.



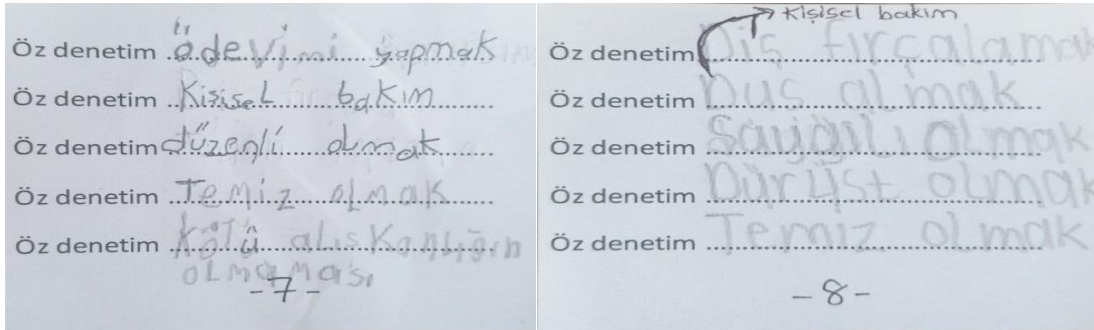
Picture 4. Students' responses to "honesty"; Ö5, Ö6

Table 12 shows the words considered associated with “self-control” by the participating 2nd grade pupils and their respective frequencies.

Table 12. Words that 2nd grade primary school students associate with the key concept of “self- kontrol” and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Personal care	11	Listen	2
Cleaning	11	Car	1
Studying	7	Be knowledgeable	1
Be respectful	7	Struggle	1
Diligence	6	Taking care yourself	1
Being honest	5	Protect yourself	1
Being organized	5	Not having bad habits	1
Good person	4	Not to say bad words	1
Helpful	3	Being planned	1
Clever	2	Patience	1
To be successful	2	Love	1
Reading books	2	Not To Be Lazy	1
Do homework	2	Total	82
Responsibility	2		

In the word association test on the value of self-control, a number of 26 different responses were provided by the students, and they occurred for 82 times in total. Based on the cut-off points, 2 responses fell in the range of $KN \geq 10$; 3 responses in $KN 6-7$, and another 3 responses in $KN 4-5$. No response was found in the range of $KN 8-9$. The total number of distinct responses in the cut-off points was 8. The total number of the responses in all the cut-off point ranges was 56. The students’ responses regarding the concept of “self-control” are illustrated below.



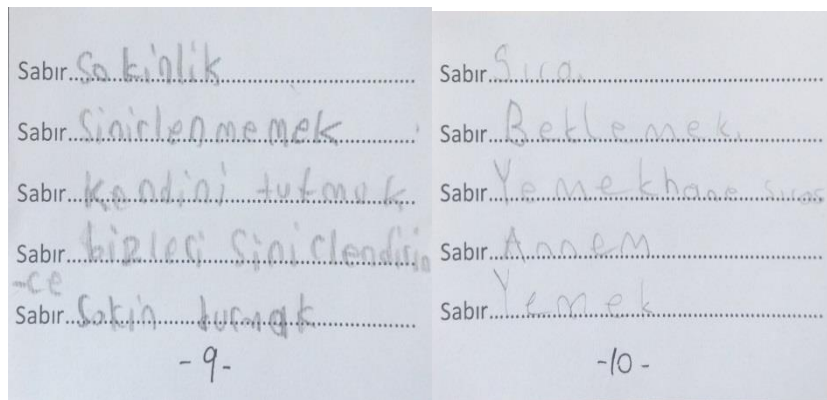
Picture 5. Students’ responses to “self-control”; Ö7, Ö8

Table 13 shows the words considered associated with “patience” by the participating 2nd grade pupils and their respective frequencies.

Table 13. Words that 2nd grade primary school students associate with the key concept of "patience" and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Mother	7	Chocolate	1
Waiting for the bus	5	Much desired thing	1
Queue	5	Grandfather	1
Waiting	4	Lesson time	1
Canteen	4	Outside	1
Father	3	Not to beat	1
Journey	3	Fall	1
National anthem	2	Power cut	1
At game	2	At home	1
To be patient	2	Plant	1
Calm	2	Goodness	1
Chess	2	When you fight	1
Service	2	My self	1
When you get angry	2	Keep calm	1
Dining hall	2	Fear	1
Older sister	1	Bad word	1
Brother	1	Cousin	1
God	1	Park	1
Kindergarten	1	Not to get angry	1
Friend	1	With tablet computer	1
Humiliation	1	Aunt	1
When you hear a scolding	1	Plane	1
Grandmother	1	Food	1
If they laugh at me	1	TOTAL	80
Flag	1		

In the word association test on the value of patience, a number of 48 different responses were provided by the students, and they occurred for 80 times in total. Based on the cut-off points, 1 response was in the range of KN 6-7 and 4 responses in KN 4-5. No response was found in the range of KN \geq 10 and KN 8-9. The total number of distinct responses in the cut-off points was 5. The total number of the responses in all the cut-off point ranges was 25. The students' responses regarding the concept of "patient" are illustrated below.



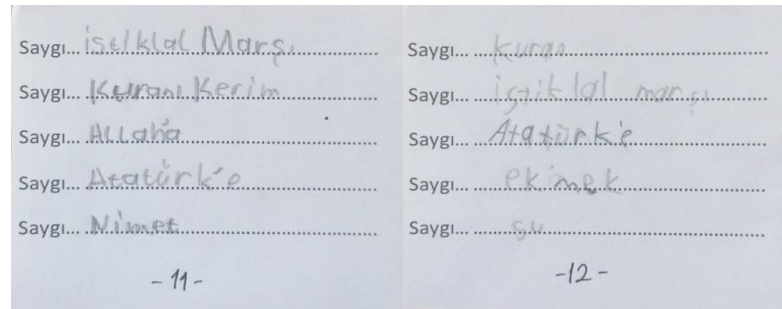
Picture 6. Students' responses to "patience"; Ö9, Ö10

Table 14 shows the words considered associated with "respect" by the participating 2nd grade pupils and their respective frequencies.

Table 14. Words that 2nd grade primary school students associate with the key concept of "respect" and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
National Anthem	14	Blessing	3
Quran	14	Teacher	3
God	13	Prophet	3
Atatürk	10	Prayer	2
Bread	7	Homeland	2
Father	4	Our elders	1
Mother	3	Water	1
Flag	3	Total	83

In the word association test on the value of respect, a number of 15 different responses were provided by the students, and they occurred for 83 times in total. Based on the cut-off points, 4 responses fell in the range of $KN \geq 10$ and 1 response in each of $KN 6-7$ and $KN 4-5$ ranges. No response was found in the range of $KN 8-9$. The total number of distinct responses in the cut-off points was 6. The total number of the responses in all the cut-off point ranges was 62. The students' responses regarding the concept of "respect" are illustrated below.



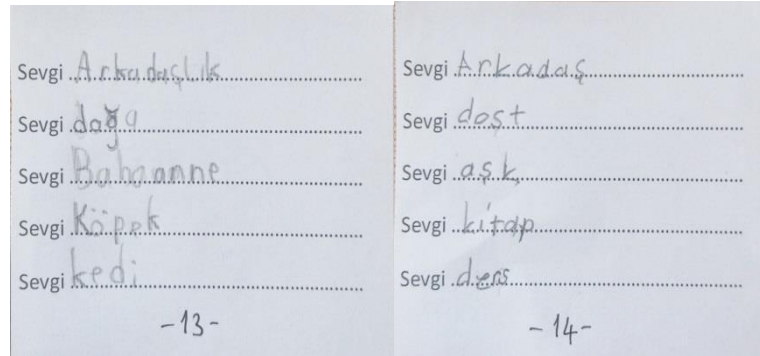
Picture 7. Students' responses to "respect"; Ö11, Ö12

Table 15 shows the words considered associated with "love" by the participating 2nd grade pupils and their respective frequencies.

Table 15. Words that 2nd grade primary school students associate with the key concept of "love" and number of repetitions

Related Words	Number Of Repetitions	Related Words	Number Of Repetitions
Mother	8	Older Sister	1
God	7	Brother	1
Friend	6	Shopping	1
Teacher	5	Car Race	1
Atatürk	4	Grandmother	1
Father	4	Baby	1
Animal	4	Bumper Car	1
Love	3	Flower	1
Lesson	3	Grandfather	1
Friendship	3	Sacrifice	1
Brotherhood	3	Football	1
Dog	3	Construction Material	1
Nature	2	Angels	1
Goodness	2	Prophet	1
Cat	2	Hide And Seek	1
Book	2	Be Respectful	1
Quran	2	Being Lover	1
Toy	2	Total	84
To Love	2		

In the word association test on the value of love, a number of 36 different responses were provided by the students, and they occurred for 84 times in total. Based on the cut-off points, 1 response fell in the range of KN 8-9; 2 responses in KN 6-7, and 4 responses in KN 4-5. No response was found in the range of $KN \geq 10$. The total number of distinct responses in the cut-off points was 7. The total number of the responses in all the cut-off point ranges was 38. The students' responses regarding the concept of "love" are illustrated below.



Picture 8. Students' responses to "love"; Ö13, Ö1

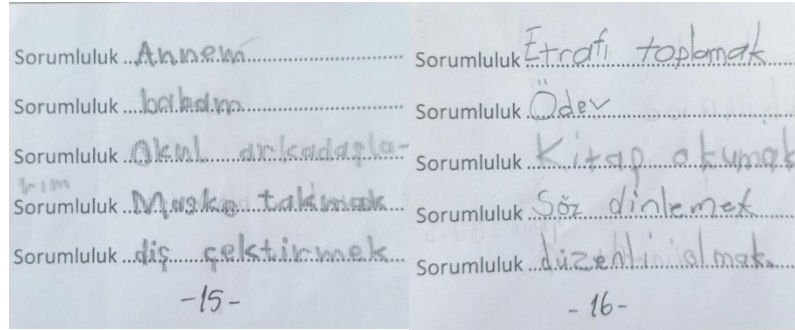
Table 16 shows the words considered associated with "responsibility" by the participating 2nd grade pupils and their respective frequencies.

Table 16. Words that 2nd grade primary school students associate with the key concept of "responsibility" and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Homework	12	My stuff	1
Being organized	5	Housework	1
My toys	5	Caring for the patient	1
Doing business	4	My animals	1
Respect	4	Prepare	1
Pack your bag	3	Not to fight	1
Tidy up	3	Not to be arrogant	1
Reading books	3	Not running in the hallway	1
To tidy a bed	3	Dog care	1
Mother	2	Wearing mask	1
Listening to lesson	2	To pray	1
Duty	2	Guard	1
Friends	1	School	1
Soldier	1	Being planned	1
Father	1	Comfortable	1
Protect the flag	1	Collect the chairs	1
Turn off computer	1	To listen	1
Not littering	1	To be clean	1
Collect what I scatter	1	Keep in mind	1
Have a tooth pulled	1	To sweep the floor	1
Pick up something that has fallen	1	Total	78
Folding things	1		

In the word association test on the value of responsibility, a number of 42 different responses were provided by the students, and they occurred for 78 times in total. Based on the cut-off points, 1 response was in the range of $KN \geq 10$ and 4 responses were in KN 4-5. No response was found in the range of KN 8-9 and KN 6-7. The total number of distinct responses within the cut-off points was 5. The

total number of the responses in all the cut-off point ranges was 30. The students' responses regarding the concept of "responsibility" are illustrated below.



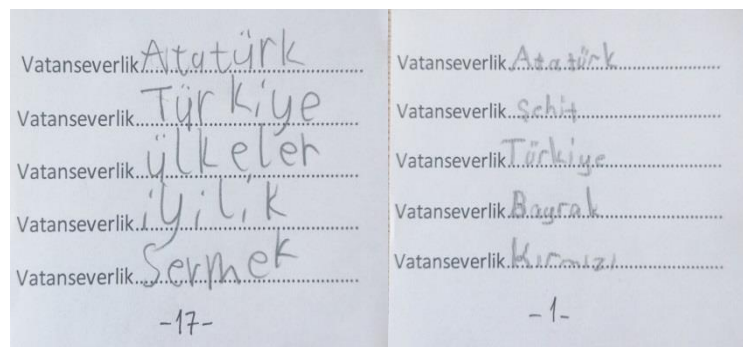
Picture 9. Students' responses to "responsibility"; Ö15, Ö16

Table 17 shows the words considered associated with "patriotism" by the participating 2nd grade pupils and their respective frequencies.

Table 17. Words that 2nd grade primary school students associate with the key concept of "patriotism" and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Atatürk	14	Sending off soldiers	1
Flag	12	Father	1
Martyr	9	Our dear	1
Türkiye	9	World	1
Land	5	Goodness	1
Soldier	4	English	1
War	3	Blood	1
Homeland	3	Red	1
Ankara	2	To protect	1
Minister	2	To love	1
Myself	2	City	1
Person	2	Turkish	1
National anthem	2	Country	1
God	1	Countries	1
Mother	1	Total	85

In the word association test on the value of patriotism, a number of 29 different responses were provided by the students, and they occurred for 85 times in total. Based on the cut-off points, 2 responses were in the range of $KN \geq 10$; 2 responses were in $KN 8-9$, and 2 responses in $KN 4-5$. No response was found in the range of $KN 6-7$. The total number of distinct responses within the cut-off points was 6. The total number of the responses in all the cut-off point ranges was 53. The students' responses regarding the concept of "patriotism" are illustrated below.



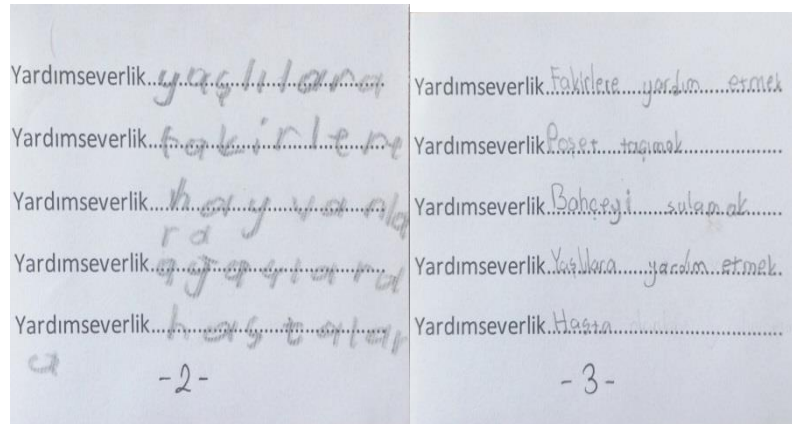
Picture 10. Students' responses to "patriotism"; Ö17, Ö1

Table 18 shows the words considered associated with “helpfulness” by the participating 2nd grade pupils and their respective frequencies.

Table 18. Words that 2nd grade primary school students associate with the key concept of “helpfulness” and number of repetitions

Related words	Number of repetitions	Related words	Number of repetitions
Helping the elderly	14	Plant saplings	1
Poor	10	Help	1
Help for people with disabilities	7	To do one’s work	1
Tree	4	Being good	1
Friend	4	Brother /sister	1
Animal	4	Broken	1
Mother	3	To share	1
Father	3	Carry a bag	1
Kızılay	3	Aunt	1
Watering	2	Ukraine	1
Patient	2	To give	1
Teacher	2	Wound	1
Giving space to the elderly	2	Elderly	1
In the difficult situation	2	Elderly care	1
Without parents	1	Deliver food	1
Beggar	1	Yeşilay	1
To fall	1	Total	81

In the word association test on the value of helpfulness, a number of 33 different responses were provided by the students, occurring for 81 times in total. Based on the cut-off points, 2 responses were in the range of $KN \geq 10$; 1 response was in $KN 6-7$, and 3 responses in $KN 4-5$. No response was found in the range of $KN 8-9$. The total number of distinct responses in the cut-off points was 6. The total number of the responses in all the cut-off point ranges was 43. The students’ responses regarding the concept of “helpfulness” are illustrated below.



Picture 11. Students’ responses to “helpfulness”; Ö2, Ö3

All of the findings obtained from the analyses are summarized in the table below.

Table 19. Frequencies of responses associated with root values within cut-off points

	Justice	Friendship	Honesty	Self-Control	Patience	Respect	Love	Responsibility	Patriotism	Helpfulness
Tree										4
Relative		4								
God			8			13	7			
Mother			15		7		8			
Friend		15					6			4
Soldier									4	
Atatürk						10	4		14	
Lawyer	5									
Father			11			4	4			
Flag									12	
Waiting					4					
Myself			4							
Diligence				6						
Studying				7						
Speaking the truth			4							
Honesty	13			5						
Being organized				5				5		
Bread						7				
Help for people with disabilities										7
Poor										10
Standing on the side of the righteous	4									
Animal							4			4
Law	4									
Being kind hearted		5								
Good person				4						
National anthem						14				
Doing business								4		
Brotherhood		8								
Canteen					4					
Personal care				11						
Quran						14				
Cousin		7								
Court	13									
Waiting for the bus					5					
My toys								5		
Homework								12		
Teacher			4				5			
Prophet			9							
Respect				7				4		
Martyr									9	
Love		7								
Queue					5					
Cleaning				11						
Land									5	
Türkiye									9	
Helpfulness		4								
Race	7									
Helping the elderly										14
Total	46	50	55	56	25	62	38	30	53	43

In the table above, the phrases cited most often are listed alphabetically and their respective frequencies are color coded based on the cut-off points. Only the responses with the cut-off point equal to and above the frequency of 4 are included in the table. As can be understood from the table, 6 recurrent responses were seen regarding “justice” with a total frequency of 46. These figures change for “friendship”, namely 7 recurrent responses with a total frequency of 50. Another value, “honesty” was repeatedly associated with 7 words yielding the total frequency of 55. There are 8 types of responses to “self-control” with a total frequency of 56. “patience” was associated with 5 recurrent phrases giving the frequency of 25. The recurrent responses to “respect” were counted as 6 giving the frequency of 62. Another value, “affection”, was associated with 7 recurrent responses and a frequency of 38 in total. “responsibility” was repeatedly associated with 5 phrases totaling to a frequency of 30. The number of recurrent responses and frequency were 6 and 53, respectively, for “patriotism”. Last but not least, “helpfulness” was associated with 6 types of responses leading to a total frequency of 43. The cut-off points were then translated into conceptual networks as follow:

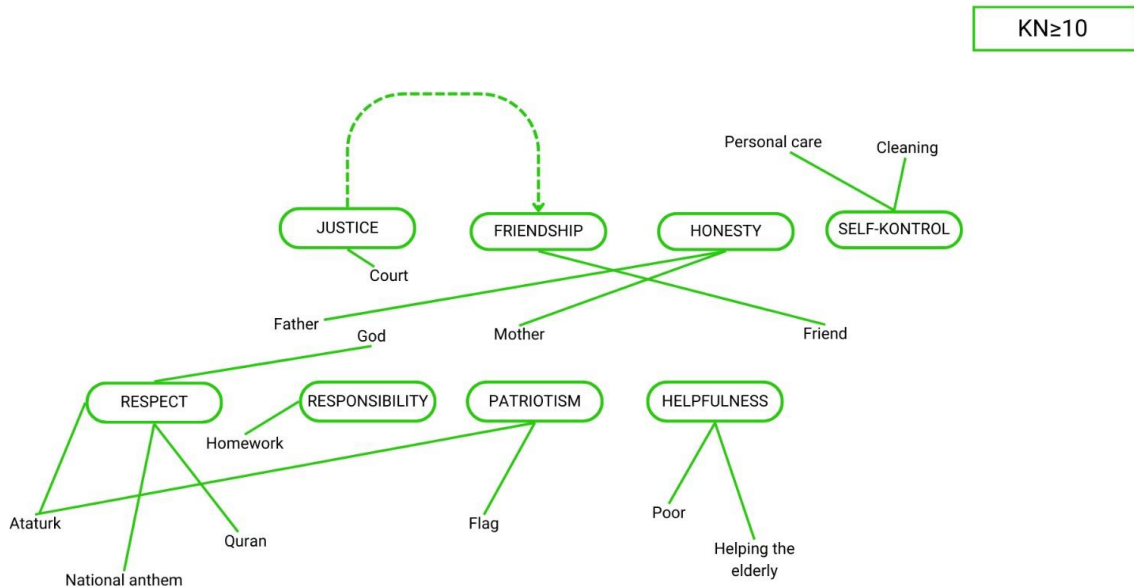


Figure 1. Conceptual network of responses with cut-off point equal to and above 10

In the conceptual network above, the color green was used to indicate the band of $KN \geq 10$. When the cutoff point was set at and above 10, the frequency of the responses to the value of respect increased. 4 phrases or words were in the cutoff point in relation with this value, but 2 phrases or words were seen in relation with honesty, self-control, patriotism and helpfulness. Responsibility value was corresponded with 1 phrase or word in the cutoff point. A total of 16 responses were produced in the range of $KN \geq 10$. Particularly, “Atatürk” was associated with respect and patriotism within the same frequency range. The other value in this group, justice, was often paraphrased with “honesty” falling within this frequency range.

KN 8-9

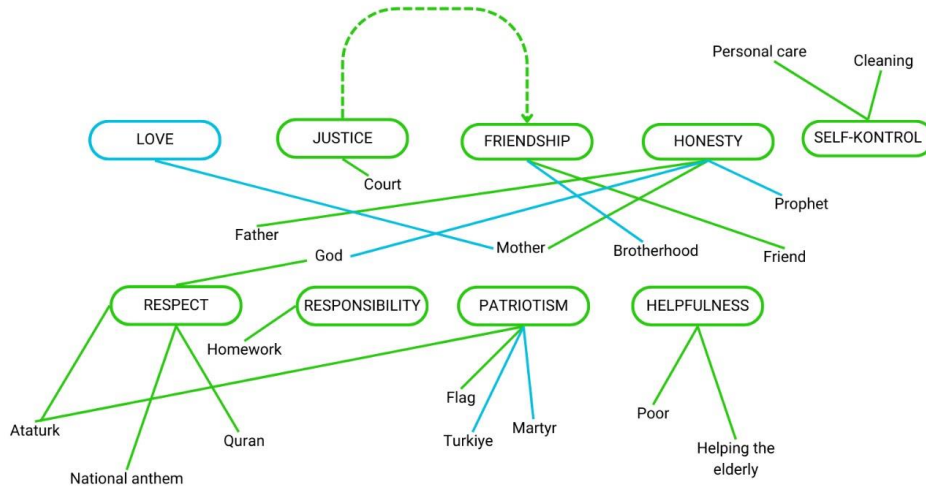


Figure 2. Conceptual network of responses with cut-off point range of 8-9

The second cutoff point range, KN 8-9, was color coded in blue. Taking the cutoff point as 8-9 showed that responses concerning friendship, honesty and patriotism as well as affection were suggested. There were no suggestions about the other values, i.e. justice, self-control, respect, responsibility, helpfulness, in this frequency range. While affection and friendship were represented by 1 response in this cutoff point, 2 responses were associated with each of honesty and patriotism. Within the cutoff point KN 8-9, there were 6 responses. Among these, the term “God” was associated with the value of respect in $KN \geq 10$ while it was connected with honesty in the adjacent lower cutoff point, which is KN 8-9. Similarly, “mother” was associated with honesty within the cutoff range of $KN \geq 10$ but the same term was suggested in relation with the value of affection within KN 8-9. Another value, friendship, was found to be affiliated with “brotherhood” in KN 8-9 cutoff point range.

KN 6-7

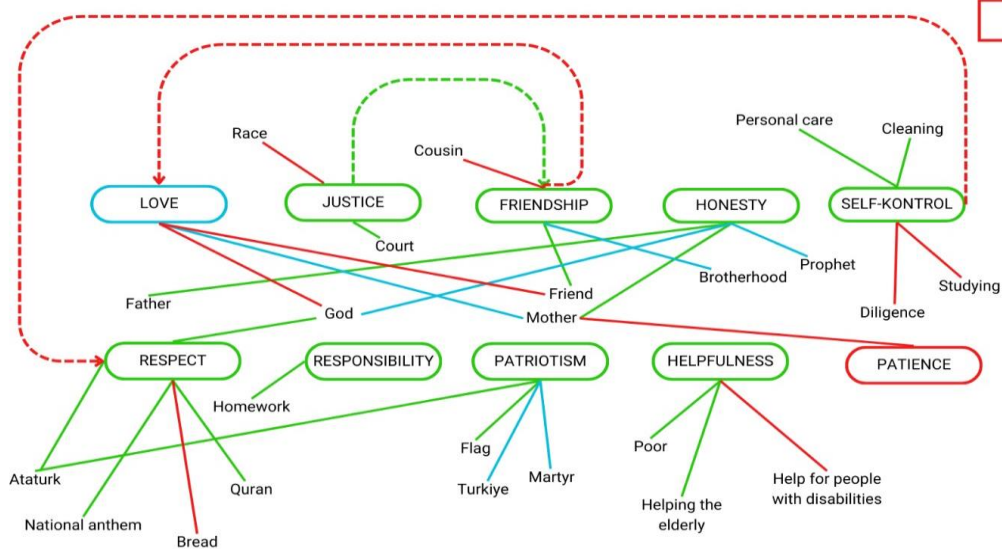


Figure 3. Conceptual network of responses with cut-off point range of 6-7

The next range, KN 6-7 namely, is coded in the color red. When the cut-off point was taken as 6-7, responses were seen about affection, justice, friendship, self-control, respect, helpfulness and patience. No responses were observed in relation with the other three values, i.e. honesty, responsibility, patriotism. In this group, there were found 2 phrases or words regarding affection, 1 regarding justice, 2 regarding friendship, 3 about self-control, and 1 for each of respect, helpfulness and patience values. There are a total of 11 responses in the range of KN 6-7. For instance, “God” was seen to be associated with affection in this group while the same term was suggested for honesty in KN 8-9 and respect in KN≥10 ranges. Likewise, the term “friend” was associated with affection within the range of KN 6-7 but with friendship in the top range, KN≥10 namely. “mother” was associated with patience in the range of KN 6-7, associated with honesty in KN≥10 and affection in the range of KN 8-9. Other suggestions included “race” evoked by justice, “cousin” by friendship, “diligence” and “studying” evoked by self-control, “bread” by respect, and “help for people with disabilities ” by helpfulness.

In this band, it was seen that the entry “friendship” was directly linked to the term “affection”. As for the suggestions concerning self-control, a direct association was made with the “respect” falling within this frequency band.

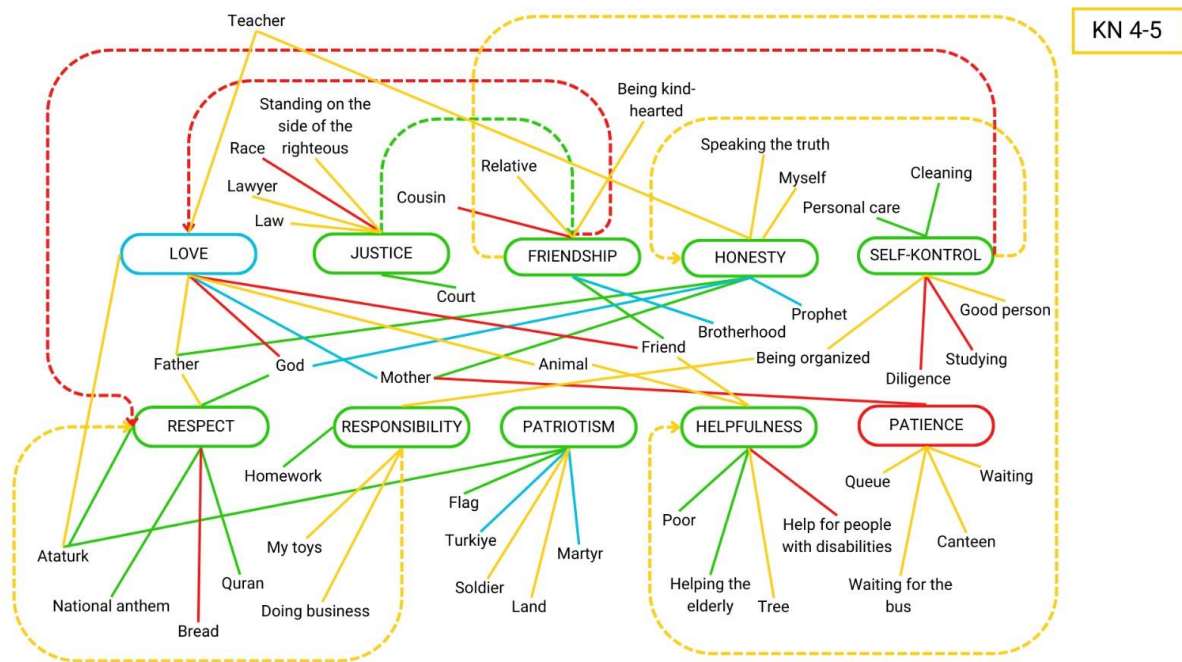


Figure 4. Conceptual network of responses with cut-off point range of 4-5

KN 4-5 range is shown in yellow. When the cut-off point was held in the range of 4-5, responses were noted related to all of the values in question. This cut-off point sheltered 4 phrases or words about affection, 3 about justice, 3 for each of friendship, honesty and self-control, and 1 for respect, 4 for responsibility, 2 for patriotism, 3 about helpfulness, and 4 phrases or words about patience. In this cutoff range, 30 responses were produced in total. As an example, the value of justice was explained with “standing on the side of the righteous”, “lawyer” and “law”. Another value, friendship, was explained with “being kind hearted ” and “relative(s)”; honesty was associated with “myself” and “speaking the truth”; self-control with “a good person”; responsibility was associated with “my toys” and “doing business”; patriotism with “soldier” and “land”; patience was connected with “waiting for the bus”, “waiting”, “queue” and “canteen”; and the value of helpfulness was linked with “tree”. Apart from these,

“teacher” was suggested for affection and honesty values, “animal” for affection and helpfulness, and “being organized” was suggested in response to responsibility and self-control. Also, “Atatürk” was found to be in association with respect and patriotism within the range of $KN \geq 10$ and another value, affection, in the range of KN 4-5. The term “father” was associated with honesty in $KN \geq 10$ range but it fell under the range of KN 4-5 when it was associated with affection and respect. Similarly, “friend” was offered for friendship value in $KN \geq 10$, affection value in KN 6-7 and helpfulness in KN 4-5.

The responses to the value of responsibility showed a direct reference to “respect” and it fell under this frequency range. Again, the responses about self-control included “honesty” and it was within the same frequency range. Lastly in this group, one response (helpfulness) was directly offered in relation to the value of friendship, and it was in this frequency range, too.

Discussion and Conclusion

This study scrutinized the 2018 Life Studies Curriculum from the point of root values and attempted to put forth the students’ conceptions of root values. It was found out that the students’ perceptions were independent on the relation of the root values with the Curriculum. Esemen (2019) found in his study that the objectives under the 2009 Life Studies Curriculum were matched with basic values but the same cannot be said for the 2018 Curriculum. In Esemen’s study, the objectives under scrutiny were dominantly linked with “responsibility” whereas the most common value was “self-control” in our study, followed by “responsibility”. The current study dealt with the same curriculum as Esemen (2019) but reached conflicting results. The reason can be the blurred distinction between the values of responsibility and self-control.

As mentioned above, the second most prevalent value in our study was “responsibility”. This finding is supported by Hatay Uçar and Çetinkaya (2021), Çetinkaya and Metin (2018), Güzel (2013), and Yaşaroğlu (2013) as they found the same in their analysis of coursebooks. However, Özkan (2017) found out that the most frequently implied value was “affection” in the coursebooks. The disagreement could be due to the fact that Özkan (2017) put coursebooks under the scope. Coursebooks differ from curricula in that values are covered in coursebooks in a direct or indirect manner.

Also, in this study, the learning objectives were targeted at root values such as patience, justice, honesty and friendship at the lowest level. This result seems to be in concordance with Hatay Uçar and Çetinkaya (2021), Çetinkaya and Metin (2018), Özkan (2017), and Şara, Keyvanoğlu and Tuna (2017) as they reported honesty, patience and justice to be the least connected with the learning objectives in the coursebooks. These results support our findings.

The values of justices, friendship and honesty were linked with the objectives in Unit 1 only. Hatay Uçar and Çetinkaya (2021) point out that students are more likely to acquire values when they are targeted often in coursebooks. In the study of Hatay Uçar and Çetinkaya (2021), the value of honesty had a place of %0,4 in coursebooks, remaining below the other values in those sources so it was regarded unsatisfactory for the acquisition of that value. However, in this study, the values such as justice, friendship and honesty were embedded in Unit 1 only and they had relatively lower frequency, yet the variety of the students’ answers was quite high in the Word Association Test. Moreover, there recurrent responses were at a considerable extent in the students’ conceptual network intervals. In contrast to Hatay Uçar and Çetinkaya (2021), the findings here suggest that students have acquired

certain values in spite of a weak relation between the learning objectives and target values. This might be the positive impact of the students' social environment and everyday life on value acquisition.

As one looks at the relationships between the Life Studies objectives and values, it can be noticed that the number of objectives decreases in the subsequent units. For example, all of the 10 root values were targeted with a frequency of 29 under the 11 objectives in Unit 1. However, in Unit 6, there were 9 objectives related with 4 of the 10 root values with a frequency of 9. It is obvious that the number of objectives decreases along the units in the 2nd Grade Life Studies Curriculum. What is more, the number of the related values becomes smaller with a lower frequency. In the scope of the relations between the objectives and values, the largest number of relations was established with self-control and responsibility values while the smallest number of relations was made with justice, friendship and honesty. Similarly, Erbaş and Başkurt (2021) examined the Life Studies Coursebooks for grades 1, 2 and 3 produced by various publishers. They also concluded that justice and honesty were the least seen values in the objectives whereas self-control and responsibility were the subject of the most intense relation. The abovementioned study checked the existence of the values in Life Studies coursebooks imposed in the Life Studies curricula. They noted that both responsibility and self-control were the most widespread values in all of the coursebooks for grades 1, 2 and 3.

As regards the student responses, the highest recurrence rate was found with "respect" among other values. In other words, 15 distinct ideas were proposed in reference to respect value by the students. The frequency of those responses in the cutoff point was 62. By looking at these results, it can be argued that the number of learning objectives targeting "respect" had a positive effect on the similar responses generated by students.

Another value explained with closely related responses was "self-control". There were 26 distinct responses under this entry and their frequency in the cutoff point was 56. By the same token, it can be suggested that the number of learning objectives handling self-control value encouraged similar responses from students.

The largest number of distinct responses was noted with "patience", which was 48. The frequency of those responses in the cutoff point was 25. The smaller number of objectives teaching patience and wide variety of responses in this regard imply that the students' responses might have been triggered by their personal lives or experiences instead of the course objectives.

The value of responsibility also yielded a large number of distinct responses equal to 42. The frequency of the responses was 30 in the cutoff point. It can be noticed that the student responses were quite varied and did not exhibit a high frequency in the cutoff point despite the large number of related objectives. It can be inferred that the objectives concerning the value of responsibility were not persuasive enough to guide students' experiences. Instead, the students might have acquired this value by themselves in their context of living.

Aydemir and Ulu Kalın (2018) conducted a phenomenology with pre-test and post-test on 8th grade students to elicit the students' conceptualizations of independence, freedom, self-confidence and modernization by means of a word association test. The initial test yielded a limited number of responses and a cutoff point below 10; therefore, only one mind map was generated. However, they could obtain 3 mind maps showing richer relations among the concepts in the final test. In the same way,

4 different cutoff points were fixed in this study so that the students' mind maps could be portrayed in 4 conceptual networks.

The conceptual networks built on the cutoff points reveal that 16 relations were established with 8 values in the range $KN \geq 10$. These values are justice, friendship, honesty, self-control, respect, responsibility, patriotism and helpfulness. As a notable example, "Atatürk" was offered to express not only respect but also patriotism. In Aydemir and Ulu Kalın (2018), the concept of Atatürk was also the only example associated with more than one value at the same time. In a survey, Aksoy and Kılıç (2023) administered a Word Association Test [WAT] to 9th grade high school students to explore their cognitive structure regarding Atatürk's principles. They found out that the terms "Atatürk" and "freedom" together formed a strong point of reference. As far as our study is concerned, respect is highly related with life studies objectives, like patriotism. On the other hand, justice and honesty were less related with the objectives. Nevertheless, they proved to be directly interrelated because of their co-occurrence within the cutoff point range of $KN \geq 10$.

The conceptual network for the range of KN 8-9 exhibits associations of 4 values, i.e. respect, friendship, honesty, patriotism, with 6 distinct phrases or words. Of the terms in this range, "mother" and "Allah" were also associated with specific values in $KN \geq 10$. It can be seen that the values in the cutoff point ranges do not relate to the objectives uniformly. In other words, a cutoff point range hosts values that are strongly or weakly related with the objectives. Among other values, the responses about patience were not included in top two cutoff point ranges.

Next, the conceptual network derived from KN 6-7 show associations of 7 values, i.e. affection, justice, friendship, self-control, respect, helpfulness, patience, with 11 distinct phrases or words. In a similar study by Oğuz Namdar and Akbayrak (2019) on 10 gifted 3rd grade students, it was found out that the students were able to associate the value of justice with mother, father, right and scale thanks to drama activities. In our case, the students suggested other concepts in response to justice. Some of the responses in the range of KN 6-7 previously occurred in the upper cutoff point ranges, too. Apart from this, self-control and respect were paired up with friendship and affection in the word association test although the former was commonly related with the objectives while the latter was less so in the curriculum analysis. This frequency level also displays terms associated with patience value.

The last conceptual network, which was based on KN 4-5, demonstrates associations through 29 distinct phrases or words. The responses in this range are distributed across all values. For example, "teacher", "animal", "being tidy/organized" and "father" were associated with two different values. Some other explanations were used in the range of KN 4-5 in addition to the upper ranges. There was a direct association between responsibility and respect, which both were highly related to the objectives. Also, a direct line was drawn between self-control and honesty on one side and friendship and helpfulness on the other side although they were related with the objectives at varying degrees. Dinç, Sezer, Üztemur and İnel (2018) also observed that the students associated the key concepts (equality, justice, right, responsibility, freedom) with democratic values. A similar tendency was observed in this study, too because the students associated a root value with another root value in some situations. This suggests that the relations between the objectives and values do not overlap with the value relations in students' minds. Support comes from a study which applied a word association test as a diagnostic tool instead of assessment and evaluation.

As stated earlier, the literature avails no example using both a word association test and conceptual network. The present study was undertaken to expose the 2nd grade primary school students' perceptions concerning root values. The results suggest that the learning objectives have a slight effect to this end. Considering their responses, the students' value perceptions may have been largely affected by their social facts and the people they communicate with instead. Thus, it can be posited that social context is as significant as family, school and curriculum for students' value acquisition. This argument was evidenced in Yarar Kaptan and Kara (2020). In their study, they compared the perceptions towards root values of 3rd and 4th grade students attending multigrade classes and single-grade classes. They arrived at the conclusion that the participants in single-grade classes acquired justice, friendship and respect at a higher level whereas their peers in multigrade classes achieved higher acquisition of patience, responsibility and helpfulness. They pointed out that the students' understandings of root values differ depending on the class type, those in single-grade classes exhibiting more diversified value perceptions.

Recommendations

To sum up, a number of recommendations are made by taking into consideration the study results:

- Extra studies can be undertaken for teaching of the values where students show only a lower level of association in word association tests.
- Due to the relatively weaker self-expression skills of 2nd grade students in general, future studies had better target the 3rd grade level and beyond. Alternatively, data can be collected via interviews by asking respondents to justify their statements.
- In word association tests, students sometimes write ambiguous or unclear responses. In order to overcome this and to better reveal the students' mental representations and assumptions, WATs can be triangulated with other techniques like interviews, observation and concept maps.
- As stated in the literature, word association tests can help investigate students' cognitive structures and assess their learning during the teaching process. In order to measure their' pre-learning or the effectiveness of the teaching, word association tests can be used.
- Social environment seems to be more powerful than learning objectives in the formation of the value-oriented mental structures of 2nd grade primary school students. Therefore, it would be useful to strengthen value acquisition process through out-of-the-school learning activities along with practices that promoting school-family cooperation.
- The study can be replicated by employing other data collection tools to reveal students' root value perceptions.
- The curriculum might be revisited for the relationship between objectives and values. In this scope, the values can be distributed in a more balanced way in all units.
- The study may be partially replicated on the objective and value relations in the curriculum for grades 1 and 3 with the aim of monitoring the change in such relationships at consecutive grade levels.

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Author 2: 50%

Conflict Statement

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İlkokul Hayat Bilgisi Kazanımlarının Kök Değerler Açısından İncelenmesi ve Öğrencilerin Kök Değerlere Yönelik Algılarının Belirlenmesi

Giriş

Toplum içerisinde bireylerin ilişkilerini düzenleyen, kendi kültürleri ve evrensel kurallarla şekillenen davranış biçimleri değerler olarak karşımıza çıkmaktadır. Toplumda birlik ve beraberliğin, dayanışma ve saygının oluşturulmasında değerler etkili rol oynamaktadır. Bu bağlamda değerler eğitimi toplumsal kimlik oluşturma konusunda önem kazanmakta ve eğitim sürecinde de önemli bir yer tutmaktadır. Değerler eğitimi, toplumdaki iyi ve olumlu davranışların yaygınlaştırılması, kötü ve olumsuz davranışların ise iyi ve olumlu davranışlara dönüştürülmesinde önemli roller üstlenmektedir (Turan & Ulusoy, 2014). Eğitim sürecinde değerler eğitimi temel dersler içerisinde kazanımlara entegre edilerek verilmektedir. Özellikle ilkökul düzeyinde Hayat Bilgisi dersi kök değer kazanım ilişkisinin yoğun olarak kurulduğu bir ders olarak karşımıza çıkmaktadır. Öğrencilere kazandırılması gereken kök değerlerin Hayat Bilgisi programında ne düzeyde yer aldığı ve öğrencilerin bilişlerinde kök değer ilişkisinin ne düzeyde kurulduğu merak konusudur. Alanyazında Hayat Bilgisi öğretim programında ve ders kitaplarında kök değer kazanım ilişki düzeyini inceleyen çalışmalara rastlanmaktadır (Çetinkaya & Metin, 2018; Erbaş & Başkurt, 2021; Güzel, 2013; Hatay Uçar & Çetinkaya, 2021). Fakat kök değerlerin öğrenciler tarafından ne düzeyde kazanıldığını, bilişsel yapılarını ne düzeyde şekillendirdiğini kelime ilişkilendirme testi aracılığıyla araştıran bir çalışma bulunmamaktadır. Bu verilerden hareketle 2018 Hayat Bilgisi Öğretim Programı'nın 2. sınıf kazanımları ile kök değerler arasındaki ilişkinin düzeyinin ve ilkökul 2. sınıf öğrencilerinin kök değerlere yönelik algılarının belirlenmesi amaçlanmıştır. Bu bağlamda oluşturulan alt problemler ise şu şekildedir.

1. 2018 Hayat Bilgisi Öğretim Programı 2. sınıf ünitelerinde yer alan kazanımlar ile kök değerler arasındaki ilişki nasıldır?

2. İlkokul 2. sınıf öğrencilerinin kök değerlere yönelik bilişsel yapıları nasıldır?

Yöntem

Araştırma olgubilim deseninde nitel bir çalışmadır. Araştırmanın örneklemini kolay ulaşılabilir örnekleme yoluyla belirlenen ilkokul 2. sınıf öğrencilerinden oluşmaktadır. Bu kapsamda Rize ilindeki bir devlet okulunda ilkokul 2. sınıfa devam etmekte olan 17 öğrenci çalışmaya dâhil edilmiştir. Araştırmada veri toplama aracı olarak Kök Değerler Listesi ve Kelime İlişkilendirme Testi [KİT] kullanılmıştır. Söz konusu çalışmada araştırmacılar tarafından 2018 Hayat Bilgisi 2. sınıf Öğretim Programı kök değer kazanım ilişkisi bağlamında incelenmiştir. Her üniteye yer alan kazanım kök değer ilişkisi tablolar halinde sunulmuştur. Ayrıca öğrencilerin kök değerlere ilişkin algılarını ortaya çıkarmak üzere kelime ilişkilendirme testi uygulanmıştır. Verilerin analiz edilmesinde betimsel analiz tekniklerinden yararlanılmıştır. Kelime ilişkilendirme testi ile elde edilen öğrenci cevap kelime frekansları dikkate alınarak dört adet kesme noktası belirlenmiştir. Kesme noktalarında yer alan cevap kelimelerinin kök değerlerle ve birbiriyle ilişkisini ortaya koymak üzere kavram ağları hazırlanmıştır. Kavram ağlarından elde edilen sonuçlarla 2018 Hayat Bilgisi 2. Sınıf programının kazanım kök değer ilişkisi değerlendirilmiştir.

Bulgular

Çalışmada elde edilen bulgular, kazanım kök değer ilişkisinin her üniteye eşit ve dengeli dağılım göstermediğini ortaya koymaktadır. Bulgulara göre 2018 Hayat Bilgisi 2. Sınıf Öğretim Programı'nda kazanım kök değer ilişkisi en fazla öz denetim (f=22) ve sorumluluk (f=16) değerlerinde kurulmuştur. En az kazanım ilişkisi kurulan kök değerler ise adalet, dostluk ve dürüstlük (f=2) değerleridir. Kazanımlarla değer ilişkilendirilme oranı ilk ünitelerde daha fazla iken ilerleyen ünitelerde kazanım değer ilişkisinde azalma olduğu görülmüştür. Ayrıca bulgular, öğrencilerin kök değer algılarının kazanım kök değer ilişkisinden bağımsız olarak şekillendiğini göstermektedir. Öğrencilerin kelime ilişkilendirme testlerinde verdikleri cevaplara göre kesme noktası aralığında en fazla cevap kelimesi üretilen değer öz denetim (f=8) iken en az cevap kelimesi üretilen değer sabır ve sorumluluk (f=5) değerleridir. Kesme noktası aralığında en fazla frekans toplamına sahip değer saygı (f=62), en az frekans toplamına sahip değer ise sabır (f=25) değeridir. Kesme noktalarında yer alan cevap kelimeleri ile oluşturulan kavram ağlarında sevgi ve sabır değerleri dışında kalan tüm değerlerle ilişkili cevap kelimelerin $KN \geq 10$ kavram ağında yer aldığı görülmüştür. Sevgi değeri ile ilişkili cevaplara $KN 8-9$ aralığında rastlanırken, sabır değeri ile ilişkili cevaplar $KN 6-7$ aralığında yer almıştır. Kavram ağlarında farklı değerlerle ilişkilendirilmiş cevapların da var olduğu görülmüştür. Bunun yanında adalet – dürüstlük, öz denetim – saygı, dostluk – sevgi, öz denetim – dürüstlük, dostluk – yardımseverlik ve sorumluluk – saygı değerleri arasında doğrudan ilişki kurulmuştur.

Tartışma ve Sonuç

2018 Hayat Bilgisi Öğretim Programı'nın kök değer ilişkisi açısından incelendiği ve öğrencilerin kök değer algılarının ortaya konulduğu bu çalışmada öğrencilerin kök değer algıları ile Hayat Bilgisi Öğretim Programı'nın kök değer ilişki düzeyinin birbirinden bağımsız olduğu görülmektedir. Esem (2019) aynı programı inceleyerek yürüttüğü çalışmada kazanımlarla en fazla ilişki kurulan değer "sorumluluk" değeri olduğunu belirtmiştir. Bu çalışmada ise aynı program incelenmiş olmasına rağmen en fazla kazanım değer ilişkisi kurulan değer "öz denetim" olduğu sonucuna ulaşılmıştır. Bu durumun sorumluluk ve öz denetim değerleri arasındaki ayrımın çok net olmamasından kaynaklandığı

düşünülebilir. Hatay Uçar ve Çetinkaya (2021), Çetinkaya ve Metin (2018), Güzel (2013), Yaşaroğlu (2013)'nın araştırmalarının sonuçları en fazla "sorumluluk" değeri ile kazanım değer ilişkisi kurulduğunu göstermektedir. Bu çalışmadan elde edilen sonuçlar da benzer şekilde "sorumluluk" değerinin en fazla kazanım değer ilişkisinin kurulduğunu göstermektedir. Çalışma sonuçları alanyazın çalışmalarını destekler niteliktedir. Benzer şekilde Hatay Uçar ve Çetinkaya (2021), Çetinkaya ve Metin (2018), Özkan (2017), Şara, Keyvanoğlu ve Tuna (2017) araştırmalarında dürüstlük, sabır ve adalet değerleri ile en az ilişki kurulduğunu belirtmiştir. Bu çalışmadan elde edilen sonuçlar da alanyazın çalışmalarına benzer şekilde sabır, adalet, dürüstlük ve dostluk değerlerinin en az ilişki kurulan değerler olduğunu göstermektedir. Değerlere yönelik öğrenci cevapları incelendiğinde saygı değerine yönelik cevapların pek çok öğrenci tekrar edildiği ve kesme noktası aralığında frekansının yüksek olduğu görülmüştür. Saygı değerine yönelik kazanım değer ilişkisinin de yüksek oluşu öğrenci biliş düzeyini etkilediği ve öğrencilerin benzer cevaplar vermesinde etkili olduğu sonucunu verebilir. Değerlere yönelik öğrenci cevaplarında farklı cevap sayısının en fazla olduğu değer sabır değeri olduğu görülmüştür. Sabır değeri ile kazanım ilişkisinin düşük düzeyde oluşunun öğrenci biliş düzeyine etkisinin de düşük olduğu sonucunu verebilir. Öğrenci cevaplarının büyük oranda birbirinden farklılık göstermesi öğrenci cevaplarının kendi yaşantı ve deneyimlerinden yola çıktıklarının göstergesi olabilir. Çalışmanın sonuçları kelime ilişkilendirme testinin öğrencilerin kavramsal anlama düzeyini ortaya koyduğunu, müfredat öncesi ve sonrası kullanılabilirliğini göstermektedir.

Öneriler

Bu sonuçlardan hareketle düşük seviyede ilişki kurulan kök değerlere yönelik ek çalışmalar yapılabilirliği, 2018 Hayat Bilgisi Öğretim Programı'nın kazanım-kök değer dağılımının yeniden düzenlenebileceği ve çalışmanın farklı sınıf düzeylerinde de yürütülebileceği önerilmektedir. Ayrıca değerler eğitiminde okul-aile işbirliğini önemseyen uygulamalar ile birlikte okul dışı öğrenme etkinlikleri ile değer edinme sürecinin desteklenmesi de önerilmektedir. Bu çalışmanın kelime ilişkilendirme testleri üzerine yeni araştırmalara öncülük etmesi ve katkı sağlaması umulmaktadır.