

## Teachers' assessment of values education implementation

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### Abstract

The purpose of the study is to assess the implementation of values education in K-12 schools based on teachers' views. Developed by the authors, a Questionnaire on Values Education Implementation with 33 items on a five-point Likert-type scale was used to collect data from teachers, which was grouped into four components; aims, content, learning-instruction process and evaluation process. As for 'aim', teachers believed that the aims of values education clear and understandable and the aims are concurrent with the aims of other course curricula. As for content, most of the teachers indicated that the values selected for the infusion were in line with our culture. As for learning process, teachers reported that the activities in related to values were successive to one another, teachers were seen to be role models for achieving the aims values education, principals should make a claim to values education for effective implementation. As for evaluation, teachers believed that evaluation criteria set for values education were clear.

**Keywords:** Values education, teacher views.

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## **1. Introduction**

Human kind has never been confronted with the changes we have recently observed in our society. This societal change has influence on our life style and also on many areas in our life. Values we hold has been affected by this change, because values evolve over time and could not resist to societal transformation. In modern societies, different from the traditional society, each generation has differentiated in their own values orientation compared with previous generations. In this perspective, values get received attention by many researchers. Thus, first, this concept should be understood well so that we could take a position in developing values in modern society. Values are defined by various scholars in different perspectives. This results in different definitions of values. Rokeach (1973) believe that value is a pattern of belief on the behind of a specific behaviour or existence. Similarly, Halstead and Tayler (2000) define the values as general principles and basic beliefs guiding to the behaviours, and standards judging the actions as good or desired. Elbir and Bagci (2013) relates the values with the societal issues and think that values are considered as to be standard and source for behaviour, and also standard that held adapt the individuals to the society. It is understood that values are a sets of criteria and guiding principles of one's behaviours in a certain situation and position in a societal issues. It is believed that values are not innate, but they could be developed through experiences via interaction with others and observations (Bostrom, 1999). In this regard, an environment in which the values are gained is so much important to obtain the values in a desired manner. Thus, the field of values education has been getting and getting importance by many education systems and also scholars.

### **1.1. Study context**

Values education, as a topic, has recently received a greater attention in Turkish literature and several efforts have been done to integrate its implementation into all course curricula. Since there is no separate values education course in any level of education in Turkey and its implementation is aimed to be included in other course curricula, teachers, in this regard, has very crucial role and should be equipped in the acquisition of values. Due to its interdisciplinary and even transdisciplinary nature, values education is infused in several course subjects (mostly, in moral education and social studies). However, values education implementation and infusion of values into course curriculum could sometimes be ineffective due to; heavy course content, ineffective design of learning environment, lack of teachers' qualification and so on. In this regards, a need has been emerged how to infuse values education in course and how this could be effective. Antalya Provincial Ministry of Education developed a values education program for all level of schools. Values education program has been implemented in K-12 since 2011.

### **1.2. Literature review**

Review of available studies indicated that there are several studies on values education implementation in various part of Turkey. Some of these studies sampled teachers some others students and parents. Fidan (2009) conducted a study with 206 senior students in faculty of education on teaching values. Teacher candidates indicated that many things could be done in teaching values; explanation of values, visual materials and activities (videos, films and theatre) having values, taking place in social projects in which any of values could be performed, observation of values and preparing a case studies. Elbir and Bagci (2013) analysed graduate theses ( $n = 21$ ) on values education and concluded that both teacher candidates and teachers should be trained on contemporary methods and techniques to be used in values education instruction. In another study, Ozmen, Er and Gurgil (2012) reported that teachers believed in the importance of values education and used various techniques their own instruction on values; namely, explanation of a value, moral reasoning and role modelling. In the study of Yildirim (2009) with classroom teachers, it was indicated that values education should be started at home since parents play a crucial role in early ages, and various activities should be undertaken in and out-off the schools for students to obtain the values.

### 1.3. Purpose of the study

The purpose of the study is to assess the implementation of values education in K–12 schools in Antalya based on teachers' views.

## 2. Method

As for data collection and design of the study, survey research design was employed. This type of design helps the researcher collect data from large amount of people and also describe the participants' view, tendencies, feelings and so on.

### 2.1. Participants

Population covers all teachers in public schools in Antalya. The questionnaire was sent to the teachers, who have been implementing values education in their classes, through Internet. Of the teachers, 4,153 adequately filled out the questionnaire and returned. Thus, participants of the present study consisted of 4,153 teachers (2,057 females, 1,915 males, 48 missing). The demographics of the participants were presented in Table 1. Teachers' experience in teaching profession ranges from first year to more than 40 years. Of the teachers, 197 were pre-school teachers, 1,389 were classroom teacher, 1,213 were middle school teachers, 1,170 were high school teachers and the remaining were missing.

**Table 1. Demographics of the participants**

	Frequency ( <i>f</i> )	Percentage (%)
<i>Gender</i>		
Female	2057	51.2
Male	1915	47.6
Missing	48	1.2
<i>Teachers' experiences</i>		
First year	97	2.4
2–5 year	649	16.1
6–10 year	821	20.4
11–15 year	754	18.8
16–20 year	751	18.7
21–25 year	451	11.2
More than 25 years	447	11.1
Missing	51	1.2
<i>School Level of Teachers</i>		
Pre-School	197	4.9
Elementary	1389	34.6
Middle	1213	30.2
High School	1170	29.1
Missing	51	1.3

### 2.2. Data collection instrument

Developed by the authors, a Questionnaire on Values Education Implementation with 33 items on a five point Likert type scale (five-strongly agree to one-strongly disagree) was used to collect data from the teachers. In order to develop the instrument and establish an item pool, a semi-structured interview from was prepared and applied to 70 teachers in various levels (primary to secondary level) where values education implementation had been undertaken since 2011. The interview transcripts were coded to establish categories and also possible items for the questionnaire. Of the items in the pool, 33 items were drawn in accordance with four components of curriculum development; aims, content, learning-instruction process and evaluation process.

### 2.3. Data collection and analysis

Data were collected via Internet in 2014–2015 academic year, fall semester. Only valid and completed instruments were considered for the study. Having collected the instrument, the separate data sent in SPSS were created and all the data were converted into this data set. Two main steps were taken to analyse the data. In the first step, data screening procedures were done; missing cases, randomness of the data and so on. In the second step, descriptive statistics (frequency, percentage, mean and SD) were run over the screened data.

### 3. Results

Description of the data was grouped into four components; aims, content, learning-instruction process and evaluation process.

#### 3.1. An aspect of 'aim' of values education

Four of the items were associated with the aims of values education implementation in schools. The mean values of teachers' responses to these four items were ranged from 3.65 to 3.96. Teachers believed that the aims of values education was clear and understandable ( $\bar{X} = 3.96$ ,  $SD = 0.95$ ), concurrent with the aims of other course curricula ( $\bar{X} = 3.80$ ,  $SD = 0.96$ ), observable ( $\bar{X} = 3.65$ ,  $SD = 1.01$ ) and achievable ( $\bar{X} = 3.66$ ,  $SD = 0.98$ ). Table 2 represents the mean values and standard deviation corresponding to each item in the aspect of aim.

**Table 2. Mean and standard deviation of items on 'aims of values education'**

Items on 'aim of values education'	Mean	SD
1. Clear and understandable	3.96	0.95
2. Consistent with the aims of other courses	3.80	0.96
3. Observable	3.65	1.01
4. Achievable	3.66	0.98

#### 3.2. An aspect of 'content' of values education

Six of the items were associated with the content of values education implementation in schools. The mean values of the teachers' responses to these six items were ranged from 3.23 to 4.14. Teachers indicated that the guiding book was sufficient in terms of theory of value education ( $\bar{X} = 3.23$ ,  $SD = 1.09$ ), selected values attracted to students' interest ( $\bar{X} = 3.41$ ,  $SD = 1.05$ ), the scope was clear enough ( $\bar{X} = 3.71$ ,  $SD = 0.97$ ), selected values were appropriate to students' age and developmental level ( $\bar{X} = 3.73$ ,  $SD = 0.94$ ) and the selected values were in line with our culture ( $\bar{X} = 4.14$ ,  $SD = 0.85$ ). On the other hand, teachers believed that values were superficially given ( $\bar{X} = 3.36$ ,  $SD = 1.04$ ). Table 3 represents the mean values and standard deviation corresponding to each item in the aspect of content.

**Table 3. Mean and standard deviation of items on 'content of values education'**

Items on 'aim of values education'	Mean	SD
5. Clearly explained scope	3.71	0.97
6. Consistent with our culture	4.14	0.85
7. Theoretically appropriateness of guiding book	3.23	1.09
8. Selected values' appropriates to students' age and development	3.73	0.94
9. Attracted by students	3.41	1.05
10. Superficiality of the content*	3.36	1.04

\*Negative items

### 3.3. An aspect of 'learning and instruction' of values education

Eighteen of the items were associated with learning and instruction process of values education implementation in schools. The mean values of the teachers' responses to these items were ranged 2.69–4.13. In terms of learning process, teachers reported that various activities (seminars, theatres) were performed during values education implementation ( $\bar{X} = 3.16$ ,  $SD = 1.09$ ), school web site ( $\bar{X} = 3.25$ ,  $SD = 1.12$ ) and social media ( $\bar{X} = 3.25$ ,  $SD = 1.07$ ) were used effectively for values education, development of materials in schools on values education were done effectively ( $\bar{X} = 3.27$ ,  $SD = 1.07$ ), students were involved in individual activities ( $\bar{X} = 3.28$ ,  $SD = 1.01$ ), the duration of the materials (films and video) developed by provincial ministry of education was enough ( $\bar{X} = 3.34$ ,  $SD = 1.07$ ), used effectively in the classes ( $\bar{X} = 3.40$ ,  $SD = 1.09$ ) and attracted by the students ( $\bar{X} = 3.42$ ,  $SD = 1.04$ ), the activities used encouraged the students to think ( $\bar{X} = 3.48$ ,  $SD = 0.99$ ), values education implementation established school and parent cooperation ( $\bar{X} = 3.54$ ,  $SD = 1.08$ ), activities were complimentary to one another ( $\bar{X} = 3.63$ ,  $SD = 0.90$ ), values education should be included in a program as a separate course hour ( $\bar{X} = 3.77$ ,  $SD = 1.19$ ) and it was effective of teachers' position as role mode in the implementations ( $\bar{X} = 4.13$ ,  $SD = 0.93$ ). On the other hand, teacher did not think that classroom size (crowdedness) was appropriate ( $\bar{X} = 2.75$ ,  $SD = 1.15$ ), teleconference was used as activity ( $\bar{X} = 2.69$ ,  $SD = 1.17$ ), use of school boards was ineffective ( $\bar{X} = 2.89$ ,  $SD = 1.15$ ) and activities were related with the daily life of the students ( $\bar{X} = 3.17$ ,  $SD = 1.13$ ). Table 4 represents the mean values and standard deviation corresponding to each item in the aspect of learning and instruction.

**Table 4. Mean and standard deviation of items on 'learning and instruction of values education'**

Items on 'aim of values education'	Mean	SD
11. Activities' complimentary to one another	3.63	0.90
12. Effective use of materials (film, videos and ppt) in classless	3.40	1.09
13. The duration of materials (film, videos and ppt)	3.34	1.07
14. Attractiveness of the materials (film, videos and ppt)	3.42	1.04
15. Development of new materials in schools	3.27	1.07
16. Relating the activities with daily life *	3.17	1.13
17. Class size (e.g., crowdedness)	2.75	1.15
18. Individual activities	3.28	1.01
19. Encouragement of students to think	3.48	0.99
20. Variety of the activities (seminars and theatre)	3.16	1.09
21. Variety of activities (teleconference)	2.69	1.17
22. Appropriateness of a separate class hour for values ed. In a program	3.77	1.19
23. Appropriateness of time dedicated to the activities	3.07	1.17
24. The importance of teachers' position (e.g., Role model)	4.13	0.93
25. Establishment of school-parent cooperation	3.54	1.08
26. Effectiveness of school web-site for values education	3.25	1.12
27. Use of social—media	3.25	1.07
28. Ineffectiveness of use of school boards*	2.89	1.15

\*Negative items

### 3.4. An aspect of 'evaluation' of value education

Six of the items were associated with evaluation process of values education implementation in schools. The mean values of the teachers' responses to these items were ranged 3.32–4.06.

**Table 5. Mean and standard deviation of items on 'evaluation of values education'**

Items on 'aim of values education'	Mean	SD
29. Objectiveness of school principals in assessment	3.63	0.98
30. Adopting the implementations by principals	4.06	0.91
31. Gaining intended behaviours	3.34	1.05
32. Clearness of evaluation criteria	3.37	1.02
33. Appropriateness of reward/certification systems in implementation	3.32	1.06

Teachers believed that reward and certification system set for values education implementation in schools was appropriate ( $\bar{X} = 3.32$ ,  $SD = 1.06$ ), the content was appropriate for achieving the intended behaviours ( $\bar{X} = 3.34$ ,  $SD = 1.05$ ), evaluation criteria set for values education were clear ( $\bar{X} = 3.37$ ,  $SD = 1.02$ ), principals were objective in assessment of values education in the schools ( $\bar{X} = 3.63$ ,  $SD = 0.98$ ) and these implementations should be adopted by the principals ( $\bar{X} = 4.06$ ,  $SD = 0.91$ ). Table 5 represents the mean values and standard deviation corresponding to each item in the aspect of evaluation.

#### 4. Conclusion and suggestions

This study was undertaken with 4,153 teachers in various field and level (e.g., primary, secondary). The teachers were sent a questionnaire with 33 items and were asked to assess values education implementation in their schools in the context of Antalya. Teachers assessed the implementations in four aspects of values education; aim, content, learning and instruction process and evaluation process. In general, they rated all aspects of values education as moderate to high. However, they rate some items as low (e.g., class size for the values education and some communicative activities). One of the significant teacher views was that values education should be performed as separate class hour rather than infusion into the course subjects. They may report this due to the fact that the course (math and science) content they taught could be overloaded and the teachers may not have enough time to integrate values into their own course content. However, detachment of values from the course content is not in line with the theory of values education taken into consideration by Antalya provincial ministry of national education; interdisciplinary approach. In this sense, teachers could use values as subjects in their activities, encourage students to take part in and out-of school activities, use school corridors and board.

The impact of the values education implementation and how students' behaviours are changed as a result of this implementation could only be observed in a long-term periods and longitudinal studies. The present study only gives a brief assessment on the implementations in short-term periods. Thus, longitudinal and observational studies should be a design of further studies.

Following suggestions could be drawn from this survey study.

##### 4.1. Suggestion for educational practices

Classroom size should be re-considered for values education activities or more group activities should be developed for the crowded classes. Teachers should be encouraged to develop various activities and also role play for the students in their classes. School and parent cooperation is important and should be established. In this regard, principals should adopt the activities and the implementations in overall schools.

##### 4.2. Suggestions for further research

This study exploratory in nature and only presents teachers' responses to certain items. Researchers are suggested in their further research to conduct explanatory studies and make series of

participatory observations in schools and also classrooms where values education has been implemented. This type of studies addresses 'why' and 'how' of teachers' responses and help complete the general picture about the assessment of values education implementation.

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