Evaluating the Effectiveness of the Biography-Based Values Education Program Implemented by Distant Education Method

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The present study was conducted to assess the effectiveness of biography-based values education program (BBVEP) implemented through the distant education method. Moreover, BBVEP carried out through distant education was also studied in the context of the views of students and parents. A mixed method was used in the research process. In this context, the research was carried out from the perspective of exploratory-sequential mixed method, which is one of the mixed methods. The research was carried out with a total of 34 students, including an experimental group of 16 students and a control group of 18. The qualitative dimension of the research included 9 students and 15 parents. Data on the quantitative dimension of the research were collected through the Tolerance Tendency Scale, Helpfulness Value Scale and Love Value Scale. Qualitative data were acquired through semi-structured interview forms created separately for parents and students. Quantitative data were subjected to t-test, Shapiro-Wilk Normal Distribution Test, and ANOVA; Qualitative data, on the other hand, underwent descriptive analysis. According to the quantitative results of the study, biography-based values education program implemented through distant education did not make a statistically significant impact on the values of love, helpfulness, and tolerance of students. However, there was an increase in the score averages of each scale in favor of the posttest. It was determined as a result of interviews conducted with parents and students that they believed the implemented program was effective and efficient. According to qualitative results, parents generally believe that the study of values education can be performed by way of distant education. Parents and students have positive opinions on biography-based values distant education program. Furthermore, some parents and students noted that the conducted studies were effective in the behaviors of the students, while some parents indicated that their results could be observed in the future.

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INTRODUCTION

Education covers the totality of activities carried out for the self-realization of individuals and the development of societies. These activities consist of processes carried out within a specific plan. Although there is a focus on how much behavioral change (Bacanlı, 2005) is needed to ensure self-realization and societal development, education should help all aspects of individuals, including cognitive, sensory, and psychomotor aspects (Ministry of Education, 2018) and make them participate in the society. Very different educational activities are being undertaken to make this happen. One of them appears to be distant education.

It is known that the history of distance education goes back many years. In general, distance education is an educational practice in which students and teachers in different environments carry out learning-teaching activities through communication technologies and postal services (İşman, 2008). Distance education activities started with letters in the past, gained a new dimension with radio and television, and peaked with the development of communication technologies and infrastructure systems (Yıldırım, 2022). Today, distance education is an educational process that can be carried out synchronously or asynchronously with the learner and the teacher in different places (Kaçan & Gelen, 2020).

While the recent pandemic has quickly introduced distance learning into our lives, this practice has been around for three centuries. There have been major changes in distant education practices in recent years (Gunawardena &McIsaac, 2013). Distant education activities differ from earlier distant education research undertaken throughout the pandemic period in terms of content and scope in addition to the way they are implemented, particularly with the advancement of technology. This difference is fundamentally classified as compulsory and voluntary basis.

Distant education, which was first implemented locally, regionally, and nationally, has gained international qualifications today with the development of technology. Ateş (2010) describes distant education as the biggest shift that improved knowledge and internet technology has brought about to educational environments as alternatives to face-to-face education. Distance education is expressed as a form of structured learning (Gunawardena &McIsaac, 2013), in which students and instructors are separated by space and sometimes by time. Over time, there has been a shift from distance education to online education (Mason, 2000). With online education applications, the simultaneity problem of distant education has been eliminated, providing a temporal standard. Distant education applications seem to be entering our lives more and more with the development of technology. Advances in PC technologies and internet infrastructure, in particular, have diversified distant education applications. One of the studies that will

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involve distant education is values education. Values, which are one of the crucial components of education in our day and age where education and training activities are conducted to remote platforms, are conveyed either directly or indirectly. In addition, as values are a part of all education activities, distant education and training activities also incorporate values both directly and indirectly.

Fundamental traits that set people apart from other humans and other organisms include values that are superior and useful (TDK, 2005). Similarly, they can be expressed in general terms as structural elements that are unique to the nation, which make people a nation, and separate nations from other nations. Values give meaning to an individual's life as a fundamental part of his/her business and daily life (Kasapoğlu, 2013). Values are defined as facts that are generally believed, desirable, and used as a benchmark for behavior (Elbir & Bağcı, 2013). Values education, on the other hand, is expressed as a process of creating values-oriented behavior and emotion and opinion change through the life of an individual (Yıldırım, 2019). Studies on values education can be carried out in a variety of settings, including classroom, out-of-school, and in-school education. One of theseis biography-based values education.

Biography is defined by Kaymakcı and Er (2009) as literary products written impartially on the basis of documents to reveal the lives of people who have come forward on any subject and gained a great reputation in the eyes of society. Biographies are used as educational materials in many subjects as well as in values education process (Çalışkan & Öntaş, 2018). Students see the behavior of others and the way they keep values as role models. Yıldırım (2019) determined that secondary school students take historical figures as a model for values.

During the pandemic, distant education led to the transformation of educational activities in schools towardsdistant education or online education. This trend has also hindered schools' attempts to provide values education implicitly or in conjunction with activities. Hence, this study was designed to determine the contribution to the development of students of the values education program conducted through biographies within the scope of distance education. Various studies have been conducted in literature to determine the views of different groups including mostly the parents (Arslan, Arı & Kanat, 2021; Stites, Sonneschein & Galczyk, 2021), teachers (Bakioğlu & Çevik, 2020; Yang,2020), students (Akbaba et al. 2016; Arı &Arslan, 2020; Birişçi, 2011; Burke & Dempsey, 2020;Sintema, 2020; Chaney, at all, 2007), teacher candidates (Karakuş et al, 2020; Paydar & Doğan, 2019), academicians (Kurnaz & Serçemeli, 2020). These studies have primarily focused on the evaluation of distance education process and cognitive activities. In addition, Yigittir and Er (2013) conducted a study on biography-based values teaching, and no further papers were found.

The absence of studies exploring the effectiveness of biographies often referred to in the education process on values education makes this study unique. Furthermore, there is no study in the literature that evaluates values based on parent and student opinions within the scope of distant education. The lack of an experimental study of values through distant education applications in literature increases the importance of such a study. The aim of the present study was to determine the impacts of biography-based values education program (BBVEP) carried out in the form of distance education on the value development of secondary school students. This constitutes another strong aspect of the study. It is thus thought that the present work will contribute to the related literature. Therefore, the objective of this study was to evaluate the effectiveness of biography-based values education program (BBVEP). Under this scope, answers have been sought to the following questions below:

1- What are the impacts of biography-based values education study carried out through distance education on the values of the students?

2- What are the student and parent's opinions regarding biography-based values education study carried out through distance education?

METHOD

Research Model

This research employed a hybrid method, which aims to eliminate the limitations of both quantitative and qualitative approaches by combining them. In this context, the research was carried out from the

perspective of the exploratory-sequential mixed method, which is one of the mixed methods. With the exploratory-sequential mixed method, the quantitative data are firstly analyzed and then the qualitative data are analyzed (Creswell, 2016), and the data obtained in the quantitative part are supported by qualitative findings.

Because random assignment is not always possible in the quantitative part of the research, the model of the research was conducted using a control group along with a pretest/posttest model designed in a semi-experimental form. A group of experiments and controls were created from students who applied voluntarily for the study. In the process, the experiment and control groups were created without random assignment. Pretest and posttest were applied to the experiment and control groups simultaneously. No application was made to the control group while experimental processing was implemented on the experimental group. The qualitative part of the research was conducted according to the phenomenology method. The topic focused on the study was determined as evaluating the opinions of experimental group students and parents regarding the process of biography-based values education carried out with distance education.

Research group

Different research groups were used because the research was conducted in the form of a mixed method in which quantitative and qualitative research methods were used in conjunction. Since an explanatory-sequential mixed method design was employed, purposive sampling was used for the quantitative part, while criterion sampling was used for the qualitative part. Purposive sampling allows for in-depth research by selecting information-rich situations depending on the purpose of the study (Büyüköztürk, et al., 2011; Yıldırım & Şimşek, 2013). The qualitative research consisted of a total of 34 students, including an experimental group of 16 students and a control group of 18 students. Some of the students were selected as the experimental group whereas the others were included in the control group. The qualitative study group was comprised of experimental group students and experimental group parents who volunteered to take part in the study. Due to the limitations imposed by the pandemic, some of the experimental group students were unable to participate in the interviews. Table 1 presents detailed information on the participants.

Table 1. Descriptive information about the research group

	Group	Gender	*f*		Grade	*f*	Age	*f*
Quantitative research group	Experimental group	Male	8		6. grade	8	12 Years	7
		Female	8		7. grade	8	13 Years	11
	Control group	Male	11		6. grade	10	12 Years	9
		Female	8		7. grade	9	13 Years	10
Qualitative research group	Student	Male	3		6. grade	3	12 Years	4
		Female	5		7. grade	5	13 Years	4
	Parent	Male	7	Profession	Housewife	8	34-40 Years	5
		Female	8		Teacher	4	41-45 Years	5
					Officer	4	46-50 Years	5
					Worker	1		
				Education level	First-secondary school	3		
					High school	7		
					College	5		

During the research procedure, experimental and control groups were developed, and student volunteers were taken into account. The students were selected from the 6th and 7th grades studying at the same school. Since 5th-grade students were not recognized, and 8th-grade students were in the process of preparing for the exam, they were not included in the experimental and control groups.

Implementation Process

Initially, a biography-based values teaching curriculum was developed. The program's intended parameters have been set. The activities that will be made to achieve the gains were designed. The course

timetable for these events was subsequently developed. In the second phase, the experimental and control groups were formed. Those who were able to resume classes from these voluntary groups were recruited into the experimental group. The students and parents who formed the experimental group were provided with the necessary information on the study's nature, duration, etc. Preliminary tests were administered simultaneously to the experimental and control groups. Lessons were then taught via distant education in the context of the biography-based values education program to the experimental group. No procedure was applied to the control group. The application process was carried out 3 days a week for five weeks in the form of two lessons at a time. Pretest and posttest were applied to the experiment and control groups simultaneously after finishing implementation. Afterward, discussions were held with the experimental group and the parents of the experimental group regarding the process. The values education program with biographies applied to the experimental group is given Table 2.

Table 2. Values education program with biographies

	Biographyand Value	Aim	Time
1. Week		Pretests	
2. Week	**Yunus Emre and Love**	Realizes the value of love.	40+40
		Expresses the importance of love value.	40+40
		Explains the value of love in different ways	40+40
3. Week	**Mevlâna Celâleddin Rumi and Tolerance**	Realizes the value of tolerance.	40+40
		Expresses the importance of tolerance value.	40+40
		Explains the value of tolerance in different ways	40+40
4. Week	**Mustafa İzzet Baysal and helpfulness**	Realizes the value of helpfulness.	40+40
		Express the importance of helpfulness value.	40+40
		Explains the value of helpfulness in different ways	40+40
5. Week		Posttest	

Since the education process was carried out remotely, the activities were carried out in the form of reading biographies, watching documentaries, watching and evaluating short films, creative writing, and worksheets. In addition, research assignments and slogan writing activities were also organized.

Data Collection Tools

Due to the mixed-method nature of the study, quantitative and qualitative data gathering instruments were utilized.

Quantitative data collection tools

Data on the quantitative dimension of the research were collected through the Helpfulness Value Scale (Yıldırım, 2019), Love Value Scale (Yıldırım, 2019), and Tolerance Tendency Scale (Çalışkan & Sağlam, 2012).

Helpfulness Value Scale: It was developed by Yıldırım (2019) to measure the level of helpfulness value of secondary school students. The scale consists of 11 items. The helpfulness value scale is comprised of "societal" and "universal" sub-dimensions. Also, 32.32% of the total 42.27% variance in EFA measurements is accounted for by the first factor and 9.94% by the second factor. As a result of the DFA for construct validity, the chi-square value (χ^2=90.40; p.00) appeared to be significant. Fit index values, on the other hand, were determined to be RMSEA=.04, NFI=.93, CFI=.96, IFI=.96, GFI=.97, AGFI=.96, and SRMR=.03. The internal consistency of the helpfulness value scale was calculated as .79, Spearman Brown's split-half reliability test was .78, and the test-retest was .79. In this study, the internal consistency coefficient for the pretest was .79 and the Spearman-Brown split-half reliability test was .75. The internal consistency coefficient for the posttest was .84 and the Spearman-Brown split-half reliability test was calculated as .78.

Love Value Scale: It was developed by Yıldırım (2019) to measure the level of love value of secondary school students. The scale consists of 15 items. The love value scale is comprised of "individual," "societal" and "universal" sub-dimensions. Eleven items of the 15-item scale are positive; moreover, item 4 is expressed negatively. Of the total 41.96% variance described in the AFA measurements, 23.42% is accounted for by the first, 9.72% by the second, and 7.81% by the third factor. As a result of the DFA for construct validity, the chi-square value (χ^2=286.85; p.00) appeared to be significant. Fit index values were determined to be

RMSEA=.04, NFI=.90, CFI=.93, IFI=.93, GFI=.97, AGFI=.96, and SRMR=.04. The internal consistency of the love value scale was .77, Spearman Brown's split-half reliability test was .75, and the test-retest was .77. In this study, the internal consistency coefficient for the pretest was .72 and the Spearman-Brown split-half reliability test was .78; The internal consistency coefficient for the posttest was .87 and the Spearman-Brown split-half reliability test was .89.

Tolerance Tendency Scale: It was developed by Çalışkan and Sağlam (2012) to measure the tolerance tendency of secondary school students. The scale of 18 items has three sub-dimensions - empathy, acceptance, and value. Of the total 47.97% variance described in the AFA measurements, 35.22% is accounted for by the first, 6.88% by the second, and 5.87% by the third factor. As a result of the DFA for construct validity, the chi-square value (χ^2=549.39, p = .00) was found to be significant. Fit index values were calculated as RMSEA=.06, NFI=.98, CFI=.98, IFI=.98, RFI=.97, GFI=.94, AGFI=.91, and SRMR=.04. The internal consistency coefficient of the tolerance tendency scale was calculated as .89, the test-repeat test was .84, and the internal consistency reliability coefficient was also calculated as .79. The internal consistency coefficient of pretest in this research was .85 and Spearman Brown's split-half reliability test was .81; internal consistency coefficient for posttest was .88 and Spearman Brown's split-half reliability test was .90

Qualitative data collection tools

Data on the qualitative dimension, on the other hand, were collected through the semi-structured interview form developed by the researcher. The researcher prepared separate semi-structured interview forms for students and parents. After the semi-structured interview questions were prepared, the opinions of two experts who conducted qualitative studies were taken. According to the opinions of the experts, the study was finalized. During the interview, probes were also included as needed. Two different forms were prepared separately for parents and students after examining the literature in a manner that suited the purpose of the research. The parent interview form consists of a total of ten questions, including three for descriptive purposes. The student interview form contains a total of eight questions, including three for descriptive purposes.

In qualitative research, practices such as "credibility", "transferability", "consistency" and "confirmability" (Yıldırım & Şimşek, 2013) are used to ensure the validity and reliability of the study. For the credibility of the research, the findings obtained were confirmed by the participants. In addition, direct quotations were made from the interviews with the participants. In order to ensure transferability, which is important for qualitative studies, sample selection, participant characteristics and how the study was conducted were explained.

Analysis of data

As the research was conducted utilizing a mixed methodology, quantitative and qualitative data analysis were also conducted. In the first step of the quantitative data analysis, the normality of the distributions of the pre- and post-test data was checked independently. After the normality of the data was determined, a two-way ANOVA test was employed using the SPSS 21.0 statistics software.

Audio recordings obtained from interviews for qualitative data were transcribed. In the analysis process, a descriptive analysis method suitable for qualitative methods was used. Direct quotations were taken from the findings of the interviews. When quoting directly, students were expressed as S1, S2, S3, …; and parents were expressed as P1, P2, P3, etc.

RESULTS

Due to the mixed-method nature of this study, the findings were separated into quantitative and qualitative components.

Quantitative Findings

Average and standard deviations of pretest and posttest scores on the values of helpfulness, love, and tolerance of students who were involved in experimental and control groups were first calculated in the research process. Findings on average and standard deviations of pretest and posttest scores on the values of helpfulness, love, and tolerance of students are shown in Table 3.

Table 3. Average and Standard Deviation Values of Pretest/Posttest Scores related to The Values of Helpfulness, Love and Tolerance of Experimental Group Students

	Measurements	Experimental group			Control group		
		N	$\bar{x}$	SD	N	$\bar{x}$	SD
Helpfulness Value scale	Pretest	34	53.00	1.77	34	51.26	3.70
	Posttest	34	53.60	1.80	34	50.94	3.86
Love Value scale	Pretest	34	68.46	4.35	34	63.15	6.75
	Posttest	34	70.13	4.32	34	64.94	5.40
Tolerance Tendency scale	Pretest	34	84.33	3.41	34	80.94	6.92
	Posttest	34	86.06	3.17	34	80.57	7.43

Table 3 presents pretest and posttest scores of scales on the values of helpfulness, love, and tolerance of the experimental and control group students. The score averages of students in the experimental group as follows: Helpfulness Value Scale pretest $\bar{x}$=63.00 and posttest $\bar{x}$=53.60; Love Value Scale Pretest $\bar{x}$=68.46 and posttest $\bar{x}$=70.13; The Tolerance Tendency Scale pretest $\bar{x}$=84.33 and posttest $\bar{x}$=86.06. The score averages of students in the experimental group as follows: Helpfulness Value Scale pretest $\bar{x}$=51.26 and posttest $\bar{x}$=50.94; Love Value Scale Pretest $\bar{x}$=63.15 and posttest $\bar{x}$=64.94; The Tolerance Tendency Scale pretest $\bar{x}$=80.94 and posttest $\bar{x}$=80.57.

Examining Table 3, it was discovered that the average posttest score for the experimental group increased on each scale. Students in the control group had a little decrease in the value ratings for helpfulness and tolerance, and an increase in the value score for love. A two-factor ANOVA test was conducted for repeated measurements to determine whether the pretest and posttest score averages were statistically significant. Analysis results are given in Table 4.

Table 4. Two-way Anova-test results for repetitive measurements for BBVEP

	Source of Variance	KT	SD	KO	F	p	η^2
Tolerance Tendency Scale	Inter Groups	455030.43	32				
	Intervention (experiment/control)	217.34	1	217.34	4.71	.03	.13
	Error	1427.69	31	46.05			
	In-group	330.11	33				
	Time (Pretest / Posttest)	8.18	1	8.18	8.16	.37	.03
	Intervention*time	17.47	1	17.47	1.78	.19	.05
	Error	304.46	31	9.82			
	Total	455360.54	65				
Helpfulness Value Scale	Inter Groups	180485.46	32				
	Intervention (experiment/control)	40.73	1	40.73	4.34	.04	.12
	Error	291.02	31	9.39			
	In-group	58.65	33				
	Time (Pretest / Posttest)	.29	1	.29	.16	.68	.00
	Intervention*time	3.56	1	3.56	2.01	.16	.06
	Error	54.80	31	1.77			
	Total	180544.11	65				
Love Value Scale	Inter Groups	293070.66	32				
	Intervention (experiment/control)	372.66	1	372.66	5.96	0.2	.16
	Error	1936.27	31	62.46			
	In-group	420.13	33				
	Time (Pretest / Posttest)	50.11	1	50.11	4.20	.04	.11
	Intervention*time	.11	1	.11	.01	.92	.00
	Error	369.91	31	11.93			
	Total	293490.79	65				

When Table 4 was examined, it was determined that the intervention effect on the tolerance value was significant in the experiment and control group students (F $_{(1.31)}$ = 4.71; p < .05, η^2 = .13). According to these findings, when comparing the pre- and post-test measurement results, the tolerance levels of the

experimental group and the control group change significantly. The differentiation that existed between measurements taken at different times for tolerance value was found not to be significant ($F_{(1.31)}$ = 8.16; p > .05, η^2=.03). However, the interaction effect of intervention and time was also determined not to be significant ($F_{(1.31)}$ = 1.78; p > .05, η^2 = .05).

It was determined that the intervention effect on the helpfulness value was significant in the experimental and control group students ($F_{(1.31)}$ = 4.34; p < .05, η^2 = .12). Based on this finding, the helpfulness value score averages of experimental and control group students differ significantly when the pretest/posttest measurement results are assessed together. The difference between helpfulness value measures taken at different periods did not appear to be statistically significant ($F_{(1.31)}$ = .16; p > .05, η^2=.00). It was also determined that the intervention and time interaction effect in students' helpfulness value scores were not statistically significant ($F_{(1.31)}$ = 2.01; p > .05, η^2 = .06).

Table 3 reveals that the intervention effect on the love value of students in the experimental and control groups is statistically significant ($F_{(1.31)}$ = 5.96; p < .05, η^2 = .16). In this regard, it may be argued that students' helpfulness value score averages differ significantly when the love value of the experiment and control group is evaluated together. Similarly, there was a significant differentiation between all measurements taken at different times for the love value ($F_{(1.31)}$ = 4.20; p > .04, η^2=.11). However, the interaction effect of intervention and time of the students' love value scores was not significant. ($F_{(1.31)}$ = .01; p > .05, η^2 = .00).

Qualitative Findings

Parent and student opinions were taken under the qualitative findings. The first question asked to parents and students is how they perceive values education. Analysis results are given in Table 5.

Table 5. Parent and student views on values education

	Kod	f
Parent	Education of values	13
	Social behavior education	7
	Moral education	3
Student	Education of values	6
	Moral education	5

Within this scope, parents expressed values education as "education of values," "social behavior education," "moral education." Similarly, students also stated values education as 'education of values' and 'moral education'. Below are direct quotes from parents and students.

Quotes from parents:
P3: "*Values education is the teaching of the values that we need in the national spiritual sense.*"
P8: "*Teaching or applying values such as love, respect, helping people, kindness to the person.*"
P12: "*Teaching children love, respect, and how to behave.*"
P15: "*An education that covers respect, love, tolerance, dedication, work, frugality, and so on.*"

Quotes from students:
S3: "*I think there are values that are important in our lives throughout our lives. ... educating them.*"
S4: "*A moral lesson, study*"
S6: "*It means tolerance, love, helpfulness. So it makes us understand them better.*"
S8: "*Respect, tolerance, dedication, self-confidence ... their education*"

The second question presented to parents is intended to obtain their opinions regarding the study on values education conducted through distance education. Thirteen of the parents who participated in the interviews agreed that values education could be studied through distance education, while two believed that it would be ineffective. While others suggested that it was possible, they argued that it would not be the same as traditional education. Below are examples of direct quotations from parents' perspectives.

P3: *"I don't believe it is as efficient as face-to-face education. But of course, it is a good thing to do it with distance education as an alternative in this atmosphere. It must have been helpful. But of course, it's not a substitute for face-to-face education."*

P4: *"Nope, I don't believe."*

P6: *"Distance education has become a reality of our day. That's why it has to be done. Although it may not be as effective as face-to-face education, there is no barrier to teaching values education."*

P9: *"What you did became distance education. It needs appropriate arrangements to be an education. It's better to teach through face-to-face education for those arrangements."*

Another question posed to parents and students is how they evaluate the study of distantly conducted biography-based values education. Twelve parents evaluated the study on values education based on biographies as positive, while three parents classified it as inadequate. Each student who participated in the interview described the research as positive. Below are direct quotes from the statements of parents and students.

Quotes from parents:

P2: *"I think kids should be trained like this rather than lectures. I think they'll be useful to them for the rest of their lives."*

P4: *"I think it's inadequate. Because it's not face-to-face. At home, kids can't do things freely when they want to. The computer is throwing them out of class. They can't go back to class, it doesn't happen. They're very different at the computer in the home."*

P6: *"As a result of this study, I think that children see people who can set an example for themselves and behaviors that will set an example for them, so it will, of course, cause positive behavioral change."*

P8: *"There was talk of elders at work at the point of love, respect, and helpfulness. From the times of Mevlana and Yunus Emre to the life of a benevolent generous person like İzzet Baysal who live in recently. The lives of such great people have been taught ... We had to learn about their lives to be successful in our future lives or to look like these people. You obviously gave it its foundation at an early age."*

Quotes from students:

S2: *"I thought it was a very good thing. I wish there was more to this. ... We learn tolerance and morality in lessons"*

S4: *"It was nice, but it was a little short on time. It was fun and we were learning ethics."*

S8: *"We learned about a lot of people's lives. We found out what they did, they did good things. ... M. İzzet Baysal, for example, made many sacrifices for Bolu. He put a lot of effort into it."*

S9: *"Well, at least we protect our values better. We're becoming conscious about them"*
"

Another question posed to parents and students is whether the study of biography-based values education conducted distantly has an impact on the students. Eleven of the participating parents indicated that it had an influence on their children, while four stated that it had no effect. However, 8 of the students who participated in the interviews felt that the study of biographies-based values education was beneficial to them, while one student disagreed. The following are direct quotations from parents and students.

Quotes from parents:

P1: *"I believe its contribution. In every way, I think he reinforces his own responsibilities, his love, his respect, by talking to his teacher - what he took from home is different from what he took from his teacher. "*

P4: *"It's half-to-half. I don't think it's beneficial like face to face. "*

P9: *"We'll see in the future process. It's hard to say anything right now. "*

P15: *"Yes... "A… was very impressed by how Izzet Baysal came to these days and by his words that "I earned this property because of the respect I show for my bread"*

Quotes from students:

S1: *"We have become better acquainted with the lives of those we have learned. Tolerance in Mevlana; love, helpfulness in Yunus Emre, etc. "*

S3: *"It worked, yeah. We understood the importance of helpfulness, compassion, and love. "*

S4: *"It has had some influence on morality and behavior. Because we focused a lot on morality and behavior in the lesson. So we learned good things. I think this has come to life".*

S9: *"in myself, in things that I myself would do... it set an example for me in things like helpfulness. "*

CONCLUSION and DISCUSSION

The intervention impact of BBVEP on the tolerance value of students in the experimental and control groups was shown to be statistically significant. Consequently, when the findings of the pre- and post-tests are evaluated together, the tolerance values of the experimental group and the control group differ significantly. The interaction between measures at different times and intervention*time was found to be insignificant. In addition, it was discovered that the experimental group's posttest score average for tolerance levels increased. Yarar Kaptan (2015) discovered that computer-assisted value education had a substantial impact on the tolerance level of the experimental group's students. Yıldırım (2019) discovered that the out-of-school values education program had a considerable impact on students' tolerance (implicitly). Similarly, Dilmac (2007) human values education program resulted in a considerable rise in student tolerance. According to Bulach (2002), the values education program taught kids to be more tolerant, kind, empathetic, and forgiving, and it reduced bullying and violence. Taş (2016) discovered that through his interviews with teachers, the value of tolerance among students increased. Accordingly, values education studies either explicitly or subtly influence the values of pupils. This study revealed that it was effective, although not significantly so.

The effect of BBVEP interference on the helpfulness value of students was substantial in both the experimental and control groups. According to this study, when the results of the pre- and post-tests were evaluated together, it was discovered that the experimental and control groups had significantly different mean scores for helpfulness value. However, neither the measures of helpfulness value at different periods nor the intervention*helpfulness value ratings of students differed substantially. However, the helpfulness values of experimental group students increased in favor of posttest score averages. Yıldırım (2019) discovered that the out-of-school values education program had a considerable impact on student helpfulness. According to Aktepe (2010), activity-based values increase the helpfulness value attitude scores of experimental group students. Erikli (2016) observed that the activity-based values education program affected the participants' values of helpfulness and solidarity. This condition is supported by a variety of academic studies (Aktepe, 2015; Demirhan, 2007; Sar, 2007; Taş, 2007).

The intervention impact of BBVEP on the love value of students in the experimental and control groups was shown to be substantial. Consequently, when assessing the findings of the pre- and post-tests together, it can be stated that the values of love between the experimental and control groups differ significantly. While there was a substantial difference between assessments conducted at different periods for love value, the intervention*time interaction effect on students' love value scores did not alter significantly. The average posttest score for students in the experimental group increased, as measured by the love value subscale. It was determined that the out-of-school values education program administered by Yıldırım (2019) has a substantial impact on the love value of kids. The experimental method raised the average love value scores of students. Similarly, Hassan and Kahil (2005) discovered a statistically significant difference in the love ratings of experimental group students following the experimental technique.

Taking into account the aforementioned findings, it was determined that the effect of time*intervention of BBVEP conducted via distance education had no significant impact on the tolerance, love, and helpfulness of students. It has been discovered, however, that the studies of values education in literature, which encompass numerous activities, have an effect on students' values. Gill and Jaswal (2010) discovered that their values education program led to statistically significant variations in the average scores of participants in the experimental and control groups. Kunduroğlu and Babadoğan (2011) determined that students in the program saw a considerable improvement in their values. Lamberta (2004) discovered that his research on

values education enabled pupils to acquire a variety of values. Likewise, Balcı (2008) concluded that the values education program allows children to learn values. The lack of substantial differences in this study is likely due to the fact that the educations were provided via remote learning. This is due to the limits of distant education (Eygü & Karaman, 2013). Limitations include the limited activities available to pupils, their incapacity to be physically active, and their inability to take advantage of group dynamics because they do not share the same surroundings. In addition to this, connection issues, technological inadequacies, and similar concerns are the most significant obstacles to the efficiency of the distant education process. However, the study found that the experimental group's average scores on measures of tolerance, affection, and helpfulness improved. This situation suggests that BBVEP, which is delivered via remote education, has little impact on pupils. This is consistent with the previously referenced material.

Under qualitative findings, student and parent comments were gathered. Parents and students were found to use the terms "education of values," "social behavior education," and "moral education" to describe values education. According to parents, the purpose of values education is to foster the development of decent persons and good citizens. According to Yüksel (2006), mankind's goal in the twenty-first century is to develop the model of "good people" and "good citizens." Yücel (2011) recognized being a good citizen as one approach to be a good person and emphasized that the ultimate objective is to reach the excellent person. Good people, according to Yıldırım (2019), are those who are loved by society and possess human values. According to Yıldırım (2019), a person having human values is often referred to as virtuous, righteous, and a decent citizen. Good people and good citizens share a number of ideals, regardless of what they are called. Therefore, there is a need to investigate effective values that may be implemented through a variety of strategies and procedures for the development of good individuals and good citizens. One of them is the study of values education and values education based on biographies through distance learning.

Although distance education eliminates limitations such as time and geography, it lacks the numerous benefits of face-to-face education. Although the distant education method has numerous advantages, it is also known to have a number of disadvantages and restrictions (Eygü & Karaman, 2013). According to Chang and Satako (2020), distant education poses significant obstacles for educators, students, and parents. In the first place, the lack of a shared environment with the students, the inability to make eye contact, which is one of the most crucial components of communication, and the lack of motivation supplied by the classroom environment are the primary factors contributing to this predicament. Indeed, Sintema (2020) asserts that communication between students and instructors during the distant education process is inadequate. Despite these disadvantages and restrictions, the majority of parents who participated in the interview agreed that values education could be studied via online education. Even though it would not be the same as face-to-face schooling, some parents believed that values education may be studied via distance education. In conversations with students, a comparable assertion has been heard.

The majority of parents and all of the kids who participated in the interview viewed the study of remotely administered values education as favorable. In addition, all of the students who participated in the study agreed that it was fruitful. Parents hold a favorable opinion of values education. The majority of participating parents and children believed that the remote study of biography-based values education had a beneficial effect on students. Biographies are utilized actively in the process of values education. According to Koc, Demirkaya, and Ünal (2020), the adoption of biographies of social leaders, successful people, and historically significant persons by pupils who view them as a part of themselves facilitates the teaching of values. According to Yiğittir and Er (2013), biography-based value teaching can be beneficial, and as the class level advances, value awareness will become more effective and lasting. This study also indicated that the study of biography-based values education delivered via distance education influenced pupils. Because biographies enable students to assimilate ideals and reflect on their lives through the lens of the individuals they view as role models. Er (2010) underlined that biographies can be used effectively to teach ideals to young minds in the process of future construction.

Each form of education is intended to influence students in some way. Several research have concluded that values education courses influence pupils. Taş (2016) conducted instructor interviews for his research. According to teachers who participated in the interview, the experimental process had a favorable impact on the kids' values of hospitality, helpfulness, and tolerance. Similarly, teachers and parents interviewed as part of Yıldırım (2019) study on values education in non-school contexts reported observing beneficial

improvements in students who participated in the study. The efficiency of instruction is enhanced by the face-to-face nature of the cited studies. In contrast, this research was conducted via distance education. However, most parents who participated in the interview reported observing a variety of good improvements in their children after receiving biography-based values education. The following suggestions can be made in light of the research's conclusions and subject matter.

This study indicated that values education based on biographies has an effect on students' values. From this point on, it is recommended that schools conduct values education studies using biographies.

2- The distance education process is restricted in a number of ways. This impacts the sensitive development and value gains of students. Therefore, regardless of the circumstances, there must be a chance to impart values education. The study of values education through biographies is one of them. Utilizing biographies in distance education enables students to get a variety of benefits. For students to gain values during the process of distance education, it is suggested that teachers conduct values education studies through biographies.

3-It is proposed that the planned study of biography-based values education in schools be supplemented with activities such as drama, theatre, and role-playing.

4. This study evaluates the effectiveness of biography-based values education delivered via distance education. Quantitative or mixed methodologies can be used to determine the efficacy of biographies-based values education studies conducted in face-to-face settings. Studies can also be conducted on the impact of biographies-based values education on kindergarten, elementary and high school students.

Declarations

Conflict of Interest
No potentialconflicts of interest were disclosed by theauthor(s) with respect to the research, authorship, or publication of this article.

Ethics Approval
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Research and Publication Ethics Statement
The study was approved by there search team's university ethics committee of the Sakarya University (ApprovalNumber/ID: E-61923333-050.99-43061/36/07. Hereby, we as the authors consciously assure that for the manuscript is fulfilled:

• This material is the authors' own original work, which has not been previously published else where.
• The paper reflects the authors' own research and analysis in a truthful and complete manner.
• The results are appropriately placed in the context of priorandexisting research.
• All sourcesusedare properly disclosed.

Contribution Rates of Authors to theArticle
The article was prepared by a single author.

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