Student Opinions on the Order of Importance of the Root Values and in Which Course They Can be Taught Better

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Article Info	ABSTRACT
	This study which aims to reveal the opinions of secondary school students about the order of importance of root values and in which course can be better taught, was carried out with 322 secondary school students who were selected in accordance with the easily accessible sampling method during their education in the spring semester of the 2021-2022 academic year in Mamak and Çankaya districts of Ankara. The data of the study were collected with the "Idea Determination Form about in which course the root values will be taught better" and "The Form for determining the order of importance of the root values" created by the researchers. The SPSS program was used in the analysis of the data obtained from the participants by going to the schools previously determined by the researchers. In the analysis of the data, the findings part of the research was created by using the frequency values in line with the participant answers. When looking at the results of the study, it was determined that the root values that the students in the participant group considered the most important among the root values were justice, patriotism, and honesty respectively while the root values that they considered the least important were self-control, patience and responsibility. On the other hand, it was determined that the courses that the participants considered the most important in gaining the root values were respectively religious culture and moral knowledge, Turkish and social studies, and the least important courses were music, foreign language, and visual arts. Based on these results, it can be suggested that planning and implementation of regulations should be made by underlining that all the lessons in secondary schools are important and necessary in terms of root values, considering that all the root values in the programs have the same importance for individuals and they are complementary to each other.

INTRODUCTION

Since the history, the increase in the human population in general, the communication of people with each other and the activities they do together such as naturally acting together, sharing the public space together, on the other hand, the needs arising as a result of rapid advances in science and technology and increasing social confusion It has led scientists to find the principles of behavior that will provide well-being, peace and holistic living for the whole of the world, and as a result of a general effort, the importance of morality, ethics and values for societies and their benefits to society have come to the forefront (Chowdhury, 2016; Durmuşoğlu-Saltalı, 2021; Montagu, 2000).

It is seen that values emerge as a result of an individual's effort to make sense of and evaluate existence, a centrally held set of persistent dispositions that can determine both deep and environmental attitudes that tend to motivate a person's behavior (Thomas, 1997a cited in Thomas, 2005, p. 260). Elements that have become the property of the society over time and at the same time constitute the common heritage of the society (Kaymakcan & Meydan, 2020), the criteria used and desired to be reached to refer to the standards that are judged to be good or desirable for certain behaviors that act as general guides for the actions of the individual (Gökalp, 2021, p.7); Halstead & Taylor, 2000, p.169), which has an important place in the social control mechanisms in the society to perform their duties (Özensel, 2021, p.61) as well as deep-rooted beliefs that frame how individuals in society think, decide and act (Brand, 1999, p. 42), and abstract and generalized behavioral principles that arise from the emotionally strong bonds of members of a group (Theodorson & Theodorson, 1979).

There is an increasing concern in many countries in the world about the transfer of values, which have a very important mission as guiding and guiding elements in people's lives in an individual sense and as rules regulating social life in a social sense (Yazar and Lala, 2020; Fisher, 2005, p.49). This state of concern raises questions such as when, how, to what extent and where values should be transferred to future generations, and how successful they will be.

It is actually not correct to define a time and place limit for the process of transferring values to future generations. Therefore, it is known that these trainings are carried out planned or unplanned in families, religious institutions, camps, military institutions and educational institutions, starting from pre-school. While the unplanned part of the process takes place outside the school, which includes the family and the environment, the planned and programmed part takes place under the name of values education in schools which are generally educational institutions (Çalışkan and Yıldırım, 2020, p.3).

Studies on values education in recent years indicate that schools, where more efforts are made on the previous value acquisitions of individuals in the family, environment, anywhere other than school, and where sufficient confidence and self-efficacy are provided for the values of the individual, have a more active role (Cummings, 2009; Toomey, 2009, p.148).

Values education activity, which is carried out planned or unplanned in schools, which are educational institutions, inevitably takes place in every activity of schools and in almost every behavior there. For example, when teachers choose subjects and textbooks, distribute homework to students, explain their grades (Harris, 1991, p.31), become a role model for them (Kuşdil and Kağıtçıbaşı, 2000), they determine the rules of the classroom, school and any activity with the students and help the school. Values education can take place even in the behaviors exhibited by the personnel.

It would not be wrong to show the courses being taught and the program curriculum that make up the contents of those courses among the elements that have an important role in the planned and programmed values education activities in schools. It is known that the aforementioned curriculum is updated or changed from time to time in order to raise well-equipped individuals in accordance with the requirements of the age and the determined needs. In this context, changes were made in the curriculum of secondary schools in Turkey in 2018, and a title called "our values" was created to cover all the programs. Under this heading ten root values (justice, friendship, honesty, self-control, patience, respect,

love, responsibility, patriotism, benevolence) are determined and in the stage of gaining these values, "values are used both on their own and with the associated sub-values and values in the learning-teaching process and it will come to life by considering it together with other root values" (MEB, 2018) as well as general framework has been drawn about how the education of the root value will be carried out in each lesson.

It is expected that the teachers, who are responsible for the acquisition of the root values in the curriculum of the courses, will benefit from the different techniques, methods and strategies suitable for the relevant course and the subject, as well as the materials on values education, along with the approaches that have been put forward and proven effective in values education, while carrying out the values education activity (Australian Government Department of Education, Science and Traning, 2006, p.56; Usta, 2019). However, the opinions of the individuals who are aimed to gain the root values about the root values included in the curriculum of each lesson, in which lesson they should be applied, and the order of importance of these root values will undoubtedly guide them in the successful and permanent acquisition of the root values.

When the literature is examined, no study has been found on showing how primary school students perceive the root values (Yaşaroğlu and Biçer, 2020), comparing the perceptions of primary school students studying in combined and detached classes (Yarar Kaptan and Karar, 2020), examining the students' views on the values gained to the students with the social activities module (Koç Akran and Yıldız, 2020), determining primary school students' perceptions of value (Duran and Bitir, 2021) and examining secondary school students' views on the value of academic honesty (Görmez and Merey, 2022) as well as which root value should be taught more in which course. This situation constitutes the main reason for carrying out the present research. The research carried out within the framework of this basic reason was carried out in order to reveal how the secondary school students determined the order of importance of the ten root values that are common in the curricula of secondary school courses and their views on which root value can be gained in which course. In this context, it is thought that the results of the study will help teachers in gaining the root values in the curricula of secondary school courses, and will also guide the changes to be made in the curricula of the secondary school level courses.

METHOD

In this part of the study, information about the design of the current research, the study group, data collection tools and how the collected data were analyzed is given.

Research Design

The study was carried out in the screening model in accordance with the quantitative research. In the literature, it is mentioned that the survey model is a research approach that is used to make a judgment about the characteristics of a certain group or to describe a past or present situation as it is. Here, the subject or the object of the research is defined in its own conditions and as it is, without interference from outside. Researchers do not make an effort to influence or change an existing individual or object (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, and Demirel, 2010, p.16; Karasar, 2010).

Participants

The study group of the research consisted of 322 secondary school students (5, 6, 7 and 8th grade) who were studying in public schools in Mamak and Çankaya in the central districts of Ankara during spring term of the 2021-2022 academic year and the students were chosen in accordance with the easily accessible sampling method (149 boys, 173 girls). The easy accessibility in the study group can be explained by the fact that some researchers in the researcher group are working in schools in the designated districts, and some researchers have previously met the administrators and social studies teachers in the schools where the research was conducted.

Data collection tool

There are two forms in the data collection tool used in the study. In the first form (Idea determination form for which course to gain the root values better), the students were asked a question about which course they were studying at school could best gain each of the ten root values included in the curriculum of their courses. In this form, a table with ten root values is given and each root value is opposite to secondary school courses (Physical Education and Sports, Information Technologies and Software, Religious Culture and Moral Knowledge, Science, Visual Arts, Foreign Language, Mathematics, Music, Social Studies, Turkish) are given in columns. In the second form (determining the order of importance of the root values) the students are given a form with ten root values, and grading was made against the root values in order to determine the importance order of each root value for the student (1st important in the rank, 2nd important in the rank, 3rd important in the rank…., 10th important in the rank).

Data collection

Before the data of the study were collected, some of the researchers went to the predetermined schools, entered the classrooms, taking into account the appropriate conditions of the students and informed the students about the purpose of the study. In these briefings, it was stated that the study is not an exam, the answers will be used for an academic study, they are free to participate or not, and they can end the study whenever they want. Afterwards, they were informed about the first form and underlined that each of the root values in the form should be considered separately and they were asked to mark the blank spaces in the form about which course could best teach each root value. The average response time for the first form is between 5-10 minutes. Afterwards, he collected the completed forms from the participants and distributed the second form to the students. The researchers, who also carried out information activities for this distributed form, asked the students to rank from 1 to 10, which root value was more important for students, one being the most important, and 10 being the least important. Filling out this form took an average of 5 minutes. Afterwards, the participants asked the students if they had any questions they wanted to ask for this study, and they left the practice school because it was seen that no questions were asked.

Analysis of data

Both forms obtained from the students within the scope of the study were first classified separately and numbers were given to both forms. Afterwards, it was checked whether there were deficiencies in the forms and no deficiencies were found. The participants made a cooperation and completed the data entry into the SPSS 22.0 program as soon as possible. Then, the SPSS files collected by a researcher were combined into a single file and the analysis of the data was started. Frequency values, which are descriptive statistics, were used in the analysis of the data.

Ethic

We state that the study is an original study, that we act in accordance with scientific ethical principles and rules from all stages of the study, including preparation, data collection, analysis and presentation of information, that we cite all data and information that were not obtained within the scope of this study, and that we include these sources in the bibliography. We also declare that we have not made any changes and that we comply with ethical duties and responsibilities by accepting all the terms and conditions of the Committee on Publication Ethics (COPE).

FINDINGS

The opinions of the students who participated in the research on which course would be better to acquire the root values and their thoughts on the order of importance of the root values are given in the following sections. In this context, the table below presents the findings on which course will best teach the root values.

Table 1. *Participant views on which course the root values better will be taught better*

	Physical Education	Information Technologies and software	Religious Culture and Moral Knowledge	Science	Visual Arts	Foreign Language	Mathematics	Music	Social Studies	Turkish
Justice	99	70	212	70	52	62	87	57	196	162
Friendship	171	72	187	71	69	72	70	67	118	130
Honesty	89	77	250	79	54	57	84	51	103	132
Self control	124	62	137	101	76	81	86	66	107	124
Patience	99	75	196	76	83	81	109	69	102	113
Respect	129	104	245	111	113	90	117	92	145	154
Love	118	87	208	99	97	86	107	97	129	150
Responsibility	146	130	173	129	121	142	139	114	186	179
Patriotism	85	57	130	69	59	57	62	86	211	178
Benevolence	145	89	231	86	81	72	75	66	150	139
TOTAL	1205	823	1969	891	805	800	936	765	1447	1461

When we look at the table above it is seen students participating in the study think the justice root value will be taught better in the first place in the religious culture and ethics lesson, secondly in the social studies lesson, thirdly in the Turkish lesson, fourthly in the physical education and sports lesson, fifth in the mathematics lesson, sixth and seventh in information technologies and software and science course, the foreign language course in the eighth, music in the ninth and finally in the visual arts courses.

On the other hand, in line with the answers of the participants it is seen that they think friendship root value will be taught better in the first place in the religious culture and ethics lesson, secondly in physical education and sports, thirdly in Turkish lesson, fourthly in social sciences, fourthly and fifthly in information Technologies and software as well as in foreign language lesson, seventhly in science, eightly in maths lesson, visual arts in the ninth and finally in music lesson.

Considering the views of the participants on which course can best gain the root value of honesty, it was determined in the first place in the religious culture and ethics lesson, secondly in Turkish lesson, thirdly in social sciences, fourthly in physical education and sports, fifthly in mathematics, sixthly in science, seventhly in information Technologies and software, eightly in foreign language lesson, visual arts in the ninth and finally in music lesson.

It has been determined that participants who think that the root value of self-control will be gained most

in religious culture and ethics lessons, second in Turkish and physical education and sports lessons, third in social studies lesson, fourth in science lesson, fifth in mathematics lesson, sixth in foreign language lesson, seventh in the visual arts lesson, as the eighth in the music lesson and finally in the information technologies and software lesson.

Participants who think that the root value of patience will be gained mostly in the religious culture and ethics lesson, the relevant value can be gained secondly in the Turkish lesson, thirdly in the mathematics lesson, fourthly in the social studies lesson, fifthly in the physical education and sports lesson, sixthly in the visual arts lesson, seventh in the visual arts lesson, the eighth in science lesson, the ninth in the information technologies and software lesson and finally in the music lesson.

Considering the participant's views on which course the root value of respect can be gained the most, the related root value is mostly found in the religious culture and ethics lesson, second in the Turkish lesson, third in the social studies lesson, fourth in the physical education and sports lesson, fifth in the mathematics lesson, and sixth in the visual arts lesson, in the science lesson in the seventh, in the information technologies and software lesson in the eighth, in the music lesson in the ninth, and finally in the foreign language lesson.

When we look at the views of the participants on which course the root value of love can be gained the most, it is seen that this root value is the most in the religious culture and ethics lesson, secondly in the Turkish lesson, thirdly in the social studies lesson, fourthly in the physical education and sports lesson, fifth in the mathematics lesson, sixth in the lesson in the science course, as the seventh both in the visual arts and music course, in the information technologies and software course in the eighth place, and in the foreign language course in the ninth place.

On the other hand, when we look at the views of the participants on which course can bring the root value of responsibility the most, it is seen that the most in social studies, second in Turkish, third in religious culture and ethics, fourth in physical education and sports, fifth in foreign language, and sixth in the mathematics course, in the information technologies and software course in the seventh, in the sciences in the eighth, in the visual arts course in the ninth, and finally in the music course.

It has been determined that the participants stated that it will be taught The patriotism root value is highest in social studies, second in Turkish, third in religious culture and ethics, fourth in music, fifth in physical education and sports, sixth in science, seventh in mathematics, and eighth in visual arts, ninth in both information technologies and software and foreign language courses.

When we look at the opinions of the participants on which course the benevolence root value can be gained the most, it is seen that this root value is mostly in the religious culture and ethics lesson, secondly in the social studies lesson, thirdly in the physical education and sports lesson, fourthly in the Turkish lesson, fifthly in the information technologies and software, in science class as the sixth, in the visual arts class as the seventh, in the mathematics class as the eighth, in the foreign language class as the ninth, and finally in the music class.

Finally, when an evaluation is made about which course can gain the most ten root values, the first lesson in which the participants can gain the most ten root values is the religious culture and ethics lesson, the second Turkish lesson, the third social studies lesson, the fourth physical education and sports lesson, fifth in mathematics, sixth in science, seventh in information technologies and software, eighth in visual arts, ninth in foreign language and finally in music.

The findings showing the views of the participants about the order of importance of the root values included in the curriculum are given in the table below.

Table 2. *Participants' views on the order of importance of root values*

	Important in the 1st place	Important in the 2nd place	Important in the 3rd place	Important in the 4th place	Important in the 5th place	Important in the 6th place	Important in the 7th place	Important in the 8th place	Important in the 9th place	Important in the 10th place
Justice	97	65	48	24	23	20	12	16	17	5
Friendship	8	38	41	48	35	30	32	35	22	28
Honesty	48	49	39	48	39	27	27	22	25	9
Self control	10	5	9	21	21	21	29	32	40	132
Patience	11	13	28	19	40	38	33	35	59	48
Respect	24	45	52	31	43	42	40	21	21	5
Love	17	22	30	48	43	41	42	36	22	24
Responsibility	14	17	18	32	37	48	48	45	42	23
Patriotism	96	50	27	23	19	14	25	30	32	21
Benevolence	4	25	34	34	25	45	40	46	38	22

When looking at Table 2, it is seen that the root value that the students who participated in the study consider the first important is justice, followed by the root values such as patriotism and honesty, respectively. The root value that the participants consider the least important in the first place is the root value of benevolence. The root value that the participants consider as the second most important is again the root value of justice. This is again followed by the root values of patriotism, honesty and respect. The root value, which is considered important in the third place, is the root value of respect. This is followed by the root values of justice and friendship. While friendship, honesty and respect are among the root values considered important by the participants in the fourth place, love, respect, patience and honesty are in the fifth place, responsibility, benevolence and respect are in the sixth place, responsibility, love, respect, benevolence in the seventh place, benevolence, responsibility, love in the eighth place, patience, responsibility, self-control in the ninth place and lastly the important root values in the tenth place are self-control, patience and friendship. In general, it has been determined that the root values that the participants consider important are justice in the first place, patriotism in the second place and honesty in the third place, while the least important root values are self-control in the first place, patience in the second place and responsibility in the third place.

DISCUSSION, CONCLUSION, RECOMMENDATIONS

Considering the results of this study, which was carried out in order to determine the students' views on the importance of these root values in which course can be better gained in the curriculum of the secondary schools since 2018, it is revealed that they think that the root values of justice, friendship, honesty, self-control, patience, respect, love are in the religious culture and ethics lesson most whereas the root values of

responsibility and patriotism can be gained in the social studies lesson the most. In addition to this, the course that the participants think can be gained in the second and third place by the root values varies depending on each root value, but Turkish and social studies courses are among the courses that students think can gain the root values.

On the other hand, it has been determined that students consider gaining root values of justice the least in foreign language, music and visual arts lessons; mathematics, visual arts and music in gaining the root value of friendship; Foreign language, visual arts and music in gaining the root value of honesty; visual arts, music and information technologies and software in gaining the root value of self-control; science, information technologies and software and music in gaining the root value of patience; information technologies and software in gaining the root value of respect; visual arts, information technologies and software, music and foreign language in gaining the root values of love and patriotism; science, visual arts and music lessons are used in gaining the root value of responsibility and mathematics, foreign language and music lessons are used in gaining the root value of benevolence.

When we look at the lessons that students consider the most important and least important in acquiring root values in general, the most important lessons regarding the root values are the religious culture and ethics lesson, the Turkish lesson is the second, and the social studies lesson is the third. In addition, the least important courses are music, foreign language and visual arts, respectively. This situation coincides with the findings of the study conducted by Özmen, Er, and Gürgil (2013) with primary school branch teachers. In the related study, teachers see religious culture and moral knowledge, social studies and Turkish lessons as the most responsible in their views on values and values education, while they see arts, music and mathematics lessons as the least responsible. In the present study, the students' stating that the root values will generally be better taught in religious culture and ethics, social studies and Turkish lessons, as well as the visual arts and music lessons among the lessons that will provide the least benefit in gaining the root values, can be considered as proof that the results of both studies overlap.

Another result that emerged in the research is on the students' views on the order of importance of the root values. In this context, the most important root value among the root values for students is the root value of justice. This root value is followed by the root values of patriotism and honesty. This situation indirectly overlaps with the results of some studies (Karatekin, Gençtürk, and Kılıçoğlu, 2013; Kılcan, 2020; Yiğittir, 2010; Yiğittir and Öcal, 2010). In the study conducted by Karatekin, Gençtürk, and Kılıçoğlu (2013) on students, teacher candidates and teachers, honesty and patriotism were among the values that were considered important at first in the value preferences of all participants. This result is in line with the results of the present study. On the other hand, in the study conducted by Kılcan (2020) with secondary school teachers, the most important root value that teachers consider is the root value of justice. Then, honesty and patriotism are among the values that are considered important. In the study conducted by Yiğittir (2010), families count patriotism and honesty among the values they most want to be taught at school. Similarly, in the study conducted by Yiğittir and Öcal (2010), the value of honesty is considered among the basic values preferred by students. Similarly, in the study conducted by Yiğittir and Öcal (2010), the value of honesty is considered among the basic values preferred by students. On the other hand, in the study conducted by Buluç and Uzun (2020) with pre-service classroom teachers, the fact that the prospective teachers consider the value of honesty the most important among the instrumental values indirectly overlaps with the findings of this study. In another study on values (Gülay Ogelman and Sarıkaya, 2015), honesty is among the most important values that preschool teachers should bring to students. The result of the study is in line with the results of this research. In the study conducted by Çelikkaya and Kürümlüoğlu (2017) for parents, students and social studies teachers, the value of fairness (justice) and honesty were shown among the most important values in the value preferences of the students participating in the research, just as in the findings of this study. Teachers and parents who participated in the same study also see the value of honesty among important values, as in the findings of this study. All these results can be considered as proof that the value of honesty is among the values preferred by both teachers and students at the beginning. In addition, when the root values that students consider the least important in

the current study, self-control, patience and responsibility root values are the values that are considered the least important by the students.

Based on all these results, it is important to organize and balance the importance of each lesson in secondary schools by taking into account the students' perspectives in gaining the root values. Of course, it cannot be expected that each root value will be gained at the same rate in every lesson. However, it is an expected situation that every lesson is taught with activities for root values. Similar points were underlined in the study conducted by Güven (2013). In the related study, the lessons in primary school were examined in terms of values and it was mentioned that there were deficiencies because a certain standard could not be established in the programs in terms of values. On the other hand, it is known that the lessons in schools are taught through books prepared based on the curriculum. In this context, it is recommended to allocate sufficient time to root values both in the preparation of the contents of the textbooks and in the teaching of the lessons through these books. On the other hand, it is recommended to include in-class and extra-curricular activities aimed at gaining root values, taking into account the integrity of the subject and course content of each course.

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