



Research Article

Opinions of classroom teachers on values education in primary school curriculum

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Article Info

Received: 21 February 2023

Accepted: 24 May 2023

Available online: 30 June 2023

Keywords

Classroom teacher

Curriculum

Value

Value education

Abstract

In values education, the primary school period (7-9 years), which is the most important stage in the character development of individuals, and indirectly the classroom teachers are very important. Primary school teachers play a critical role in the implementation of the values education curriculum that has been given importance recently. The purpose of this research is to examine the views of primary school teachers on values education in primary school curriculum. In the study using descriptive survey model, quantitative method was used. Purposive sampling method was used in the research. In this context, the sample of the study consisted of 281 classroom teachers in the city center of Tokat in the 2020-2021 academic year. In the study, an opinion scale on value education developed by Başçı (2012) was used to collect quantitative data. Frequency, percentage, t-test for independent groups and one-way analysis of variance were used in the analysis of the data. Considering the results of the research; effective value education, value in the curriculum and the general sum of all sub-dimensions in favor of female teachers in the opinions of teachers on values education; in favor of teachers in the 20-29 age group in the general sum of all sub-dimensions; It was found that the views on the family-environment-media sub-dimension were in favor of the teachers working for 1-5 years. It was found that there was no significant difference in the grand total of all sub-dimensions according to the classes they taught.

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To cite this article:

Ozcan, S. (2023). Opinions of classroom teachers on values education in primary school curriculum *Journal for the Education of Gifted Young Scientists*, 11(2), 153-160. DOI: <http://dx.doi.org/10.17478/jegys.1300101>

Introduction

In order for individuals to develop emotionally and socially, values should be adopted by children. Actions and behaviors are positive in children who develop emotional and social competences. Values not only regulate the social life of individuals, but also contribute to their personal and academic success (Koç, 2018). Curriculum has a high share in raising the human profile desired by the society and conveying the desired values to the students. The important thing in the curriculum is to support the students to adopt the values. In order to raise generations who can keep up with the society, some values should be gained in the lessons. Teachers are the ones who will give values education. Teachers have assumed the role of educational leaders in the society. They will provide values education in the classroom and convey the values needed within the scope of the curriculum to the students within the scope of the role models they have undertaken both in the society and at school. There are three cornerstones of values education: school, family and student. The emergence of success as a result of the planned and applied indicators in values education is as a result of this harmony (Shodhganga, 2019). Up to a certain period, family and society influence the adoption of values by individuals. The most important time period in transferring values to individuals is their school life (Bursa & Çengelci

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Köse, 2017). In his study, Çelik (2020) is based on the observations of administrators and educators who take an active role in the values education program, which is deemed appropriate to be transferred for primary school students. Demands for in-service training on teaching values to educators were determined. Erbaş and Başkurt (2020) worked qualitatively at the stage of revealing the process of how values education will be given in the life studies course, which is the major course of primary school students.

Problem of Study

The problem of this study is to investigate the opinions of the classroom teachers, who play an important role and are the education leaders, about the acquisition of values education in the curriculum. With this research, it is aimed to determine the values education in the primary school curriculum according to the opinions of the teachers. The sub-problems of this research are;

- Do primary school teachers' views on values education in the primary school curriculum differ according to gender?
- Do primary school teachers' views on values education in the primary school curriculum differ according to age?
- İlkokul öğretmenlerinin ilkokul müfredatındaki değer eğitimine ilişkin görüşleri mesleki kıdemlere göre farklılaşmakta mıdır?
- Do primary school teachers' views on values education in the primary school curriculum differ according to their age?
- Do primary school teachers' views on values education in the primary school curriculum differ according to the classes they teach?

Method

Research Model

This research was carried out according to the screening model, which is one of the quantitative research types, and the screening models aim to determine the existing characteristics of any group (Karasar, 2009). In this study, the changes in the views of classroom teachers on values education according to different variables were examined.

Study Group

The study group was formed at the primary school level in Tokat in the 2020-2021 academic year. It consists of 281 teachers teaching the classes. Criterion sampling, one of the purposeful sampling techniques, was used to determine the study group for the size of the study. The criterion sampling we have determined is that it provides a basis for the study of situations that respond to a series of criteria. Accordingly, the criteria for participation in the study group; 1-4 grades in primary schools in Tokat in the 2020-2021 academic year. It is the state of being a classroom teacher who implements the curriculum in the classrooms. In this context, 281 of 462 classroom teachers working in the city center of Tokat were reached.

Table 1. Characteristics of classroom teachers in the study group

Gender		N	%
	Female	126	44,8
	Male	155	55,2
Age			
	20-29 years	24	8,5
	30-39 years	83	29,5
	40-49 years	99	35,2
	50-59 years	67	23,8
	60 + years	8	3,0
Seniority			
	1-5 years	21	7,5
	6-10 years	25	8,9

	11-15 years	59	21,0
	16-20 years	49	17,4
	21-25 years	56	19,9
	26 + years	71	25,3
Level of Class Taught			
	1st grade	66	23,5
	2nd grade	66	23,5
	3rd grade	66	23,5
	4th grade	83	29,5

Data Collection Tools

The data collection tool used in the research consists of two parts. There is a personal information form and the "Values Educational Opinion Scale" developed to get the opinions of teachers.

Personal Information Form

Within the scope of obtaining the personal information of the teachers participating in the research, questions about the gender, age, professional seniority and class status of the teachers were included.

Opinion Scale for Value Education

In the research, a five-point Likert-type view scale for values education, consisting of 25 items, was used for the practice of examining teachers' views on values education in primary school curriculums (Başçı, 2012). With the scale used, it is aimed to determine the opinions of teachers about values education in primary school curriculum. The scale is a 5-point Likert type scale.

Procedure

Permission was obtained for the scale used in the research, and the data of the teacher value scale questionnaire were collected between 01 June and 01 July 2021. All necessary permissions were obtained from the Tokat Provincial Directorate of National Education. It was sent to our schools in an official letter, and the necessary information was shared and filled in objectively by our teachers.

Data Analysis

SPSS program was used in the analysis of the data obtained, and t-test and analysis of variance were used in statistical analysis.

Results

In this section, the views of primary school teachers on the content of values education in the primary school curriculum and the findings on their differentiation according to some variables are presented.

Values Education and Gender

Table 6. T-Test results on the differentiation of primary school teachers' views on values education in the curriculum according to gender

Sub-dimensions of Scale	Gender	n	\bar{X}	Ss	t	p
Parent-Environment-Media	Female	126	3,9762	,47136	-,685	,494
	Male	155	4,0202	,58187		
Effective value education	Female	126	4,2390	,53648	1,357	,176
	Male	155	4,1441	,61840		
Value in the curriculum	Female	126	3,5057	,40271	1,426	,155
	Male	155	3,4258	,51297		
Total of Scale	Female	126	11,7209	,36026	,899	,370
	Male	155	11,5901	,47503		

There was no difference in the general and sub-dimensions of the scale according to gender in the teachers' views on values education ($p > .05$).

Values Education and Grade Level Taught

Table 7. ANOVA results on the differentiation of primary school teachers' views on values education in the curriculum according to the class they teach

Sub-dimensions of Scale	Grade Level	Sum of Squares	df	Mean square	F	p
Parent-Environment-Media	Between group	,973	3	,324	1,136	,335
	Within group	79,074	277	,285		
	Total	80,047	280			
Effective value education	Between group	1,181	3	,394	1,156	,327
	Within group	94,315	277	,340		
	Total	95,496	280			
Value in the curriculum	Between group	,497	3	,166	,756	,520
	Within group	60,741	277	,219		
	Total	61,239	280			
Total of Scale	Between group	,827	3	,276	1,518	,0210
	Within group	196,296	277	,182		
	Total	198,123	280			

There was no difference in the sub-dimensions of the primary school teachers' views on values education according to the grade level of the teachers ($p > .05$). However, there was variation in the general dimension of the scale ($p < .05$). When the table was examined in terms of its general dimensions, a significant difference was observed ($p < .05$).

Values Education and Age

Table 8. ANOVA results on the differentiation of primary school teachers' views on values education in the curriculum according to their age

Sub-dimensions of Scale	Grade Level	Sum of Squares	df	Mean square	F	p
Parent-Environment-Media	Between group	3,170	4	,792	2,845	,024
	Within group	76,877	276	,279		
	Total	80,047	280			
Effective value education	Between group	9,601	4	2,400	7.713	,000*
	Within group	85,895	276	,311		
	Total	95,496	280			
Value in the curriculum	Between group	2,248	4	,562	2,630	,035*
	Within group	58,990	276	,214		
	Total	61,239	280			
Total of Scale	Between group	3,555	4	,989	5,157	,001*
	Within group	194,567	276	,172		
	Total	196,123	280			

It was determined that the views of primary school teachers on values education differed according to the ages of the teachers in the general and sub-dimensions of the scale ($F_{(4-276)} = 5,157, p < .05$). In the parent-environment-media dimension, the opinions of the teachers in the 20-29 age group differ more positively than the opinions of the teachers in the 50-59 and 60 and over age group.

Values Education and Professional Seniority

Table 9. ANOVA results on the differentiation of primary school teachers' views on values education in the curriculum according to their seniority

Sub-dimensions of Scale	Seniority	Sum of Squares	df	Mean square	F	p
Parent-Environment-Media	Between group	2,656	5	,531	1,887	,097
	Within group	77,391	275	,281		
	Total	80,047	280			
Effective value education	Between group	10,115	5	2,023	6,516	,000*
	Within group	85,381	275	,310		
	Total	95,496	280			
Value in the curriculum	Between group	2,592	5	,518	2,431	,035*
	Within group	58,646	275	,213		
	Total	61,239	280			
Total of Scale	Between group	3,526	5	,705	4,075	,001*
	Within group	196,596	275	,173		
	Total	197,123	280			

In the general and sub-dimensions of the scale (except for the Parent-Environment-Media dimension) the views of primary school teachers on values education differed according to the professional seniority of the teachers ($F_{(5-275)} = .707$, $p < .05$). Considering all sub-dimensions, it can be said that the opinions of teachers with 1-5 years of seniority are more positive than the opinions of teachers with other professional seniority.

Conclusion and Discussion

Primary education level is a very important education level in giving values education and it is very important to determine the opinions of the classroom teachers who give education at this level on values education. In this study, the views of primary school teachers in the province of Tokat, which is a city of middle socio-economic level in Turkey, on the contents of values education in the primary school curriculum were examined.

It has been observed that there is no differentiation according to gender, there is a differentiation according to the law in the views of primary school teachers on values education, but the opinions of young primary school teachers with low seniority and younger age regarding the content of values education in the curriculum are more positive.

While there was no differentiation according to gender in the research, there was variation in the studies in the literature. In the study conducted by Canpolat, Kaya, and Küçüktağ (2010), it was seen that female teacher candidates studying as classroom teacher internalized spiritual values more than male teacher candidates. In his study, Can (2008) stated that teachers' views on values education practices differ in favor of female teachers. Gedik (2010) found in his study that female teachers attach more importance to the value of life satisfaction and security in value orientations, and male teachers to the value of power. This finding differs from my research.

Differentiation in terms of professional experience is also seen in the study of Kılcan (2010), but the findings differ and he found differentiation in 16-20 years of professional experience.

Recommendations

In the research, it is a quantitative study and it is limited only to the province of Tokat, and it can be ensured that the research is carried out on a large scale. In addition, qualitative research methods can be used to conduct in-depth research on values education.

Limitations of Study

The research is limited to the 2020-2021 academic year, primary school teachers' views on values education, classroom teachers (1-4) working in official institutions affiliated to the Tokat Provincial Directorate of National Education, and the resources provided about the research topic.

Acknowledgment

I would like to thank the classroom teachers and school principals working in the province of Tokat who participated in the conduct of this research, the officials of the Tokat Provincial Directorate of National Education who gave the necessary research permission to conduct the research, and Assist.Prof .Fatma Budak, my supervisor who provided all kinds of information support in my research. In this research, the data were collected with the Google form, the consent statements of the participants were taken and the volunteers were included in the research, and it was done with ethical sensitivity.

Biodata of Author



Servet Ozcan graduated from Atatürk University, Faculty of Education, Classroom Teaching Department. He completed his master's degree without thesis in the field of classroom education at Gazi Osmanpaşa University. He worked as a classroom teacher and administrator in the province of Tokat. He has received many awards in his managerial position. He has attended many in-service trainings in his field. He still works at the Tokat Public Education Center. E-mail: sahibindenzen60@gmail.com

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