



Research Article

A solution proposal for high school students to transfer values education to their lives: Action research

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Abstract

The aim of this study is to propose a solution for high school students to transfer their education on values education to their lives. The researcher prepared a training content consisting of 8 sessions on transferring values education to life for high school students. The implementation conditions of the prepared training content were announced at the school and 18 of the 30 students who voluntarily wanted to participate in the study were included in the study, who received the lowest score according to the scale scores. The study was conducted with action research design, one of the qualitative research methods. Students' ability to transfer values to their lives was analyzed with the Values Based Life Scale and a semi-structured form developed by the researchers. SPSS program was used to analyze the scale data and content analysis was used to analyze the semi-structured form. As a result of the study, students' post-test scores of transferring values to their lives, valuable life and life satisfaction were significantly higher than their pre-test scores. According to the answers given by the students within the scope of the semi-structured form, it was concluded that the values education they received in their family, school and social environments before the study was not sufficient and they had difficulties in applying it to their lives, but with the education, they were willing to apply values to their lives in school, family and social environments and the education applied improved them.

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Introduction

Values are principles that affect feelings, thoughts, behaviors and attitudes, and enable distinguishing between right and wrong (Uzunkol, 2014). Since values are directly related to the language, culture, traditions and lifestyles of the society in which they live, their use in education is also very important (Ministry of National Education, 2018). Values education is one of the most important topics that have been emphasized in recent years both in Turkey and around the world and that is taken into consideration when planning educational policies. Values include morality and belief systems applied to ensure the continuity and order of a society (Tarkoçin et al., 2013). When the definitions related to values are examined, it can be concluded that they are used as a criterion in social and individual actions, serve as a guide for behavior, guide behavior, and contain a dynamic structure in beliefs and actions between society and the individual (Yıldırım & Akpınar, 2016). Values represent a very important place in the self-evaluation, development, order and order of both the individual and the society (Yıldırım, 2019). The contact between the past and the future can also be realized through values (Rassin, 2010). In this respect, values can be transferred from generation to generation, but they can also be lost when they are not transferred (Oğuz, 2012). Bakioglu and Levent (2014) emphasize that values are

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important for the personality development of an individual and that the transfer of values through education is necessary for the sociocultural regulation of society. In Turkey, with the decisions of the 18th National Education Council in 2010, the importance of values in education programs was emphasized (Uyanık Balat, 2012). In the Education Model for the Turkish Century, values education was emphasized and the importance and necessity of transferring values to life was emphasized (MoNE, 2024). Since values are important in shaping individuals' beliefs, attitudes and behaviors, they are seen as integral parts of education (MoNE, 2017). Values education has represented an important place in shaping the individual's own personality structure and influencing the society as a part of the society (Yıldırım, 2019). Although values education is related to the fields of morality, citizenship and character education, it has a dynamic that includes many disciplines (Ladwig, 2010). With values education, it is aimed for students to have and apply their own social values and to develop awareness of universal values (Yılmaz & Yılmaz, 2017). It is thought that most of the incidents of aggression, addiction, suicide and violence that occur worldwide are caused by the lack of transferring values to life and that values can be realized most effectively through education (Ladwig, 2010; Yıldırım, 2019). In this respect, values education has recently been seen as very important both in the world and in Turkey, and it has been included in education curricula, leading to the conclusion that it is actually a need (Koh, 2012; Moscardo & Murphy, 2011; Yıldırım, 2019). As a result, it is observed that the importance and need for values education is increasing day by day both in the world and in Turkey, and many postgraduate theses, articles and books have been published on the subject. It has been observed that the studies conducted within the scope of values education (Demir, 2018; Gümüş, 2016; Mei-Ju et al., 2014; Yazar Kaptan, 2015; Yıldırım, 2019; Uyu, 2015) on descriptive, experimental and relational basis are limited in number, those related to the application to life are limited within the school, there are few out- of-school activity-based values education practices and they include certain dimensions of values education.

In this context, the aim of this study is to propose a solution for high school students to transfer the education they receive on values education to their lives. Students generally acquire the education they receive in the context of values education at the theoretical level or with theory and practice contents that do not support each other. This situation may cause students to have problems in transferring values to their lives and may prevent the efficiency of the values education activities implemented. Therefore, in this study, the 8-session values education program developed by the researchers aims to provide a solution for high school students to transfer values to their lives. In line with this main objective, the following sub- objectives were aimed:

- Does the education program developed for high school students to transfer values education to their lives have an effect on students' ability to transfer values to their lives?
- Is the developed education program effective on students' life satisfaction?
- Is the developed training program effective on students' perceptions of valuable life?

Method

In this study, which aims to propose a solution for high school students to transfer values to their lives, action research design, one of the qualitative research methods, was used. Solution- based practices for problems encountered in schools or classrooms or research studies conducted to organize educational environments effectively and efficiently are referred to as action research (Johnson, 2015). In action research, the researcher is directly involved in the process and makes plans, practices and arrangements regarding the problems encountered during the research process and utilizes qualitative and quantitative tools while doing these studies (Yıldırım & Şimşek, 2018).

Study Group

The study included 11th grade students studying in an Anatolian high school in Pursaklar district of Ankara province. The Values-based Life Scale was applied to 30 students who volunteered to participate in the study and 18 students with the lowest scale scores were included in the study. Prior to the study, the necessary approvals were obtained from Ankara Provincial Directorate of National Education and are presented in the appendix. Students participating in the

study are total of 18 students, 9 girls and 9 boys, were included in the study.

Data Measurement Tools Values Based Life Scale

In the study, the Values-based Life Scale was used as a data measurement tool. The scale is a five-point Likert type. The scale consists of two sub-dimensions as valued life and life satisfaction and has a total of 16 items. Validity and reliability studies were conducted for the scale adapted into Turkish by Işık and Bilge (2023) and the scale was analyzed as a valid and reliable scale at the point of adaptation for Turkish culture. Scale content is presented in the appendix.

Semi-structured Form

The form prepared by the researchers includes questions on personal information and transfer of values to life. The form was finalized after being evaluated by 1 professor, 2 PhD graduates and 3 scientific experts.

Data Analysis

SPSS program and content analysis method were used to analyze the data. The values-based life scale was administered to the students before and after the training program. In addition, a semi-structured form was applied before and after the training. Quantitative and qualitative (the content analysis method was used.) measurement tools were used and Wilcoxon test, one of the nonparametric tests, was used for quantitative measurements due to the small sample group; content analysis method was used to analyze the interviews. In addition, a reliability analysis was conducted for the study and Cronbach Alpha reliability coefficient was observed as $\alpha = 0.91$.

Implemented Training Program-8 Sessions

Table 1. Implemented Training Program

Sessions	Process	Subject	In-School Activity	Bringing to Life (App. homework)
Session 1	Meet and greet event Explanation of session rules Processing the value of HELP Session 4 summary Application assignment	The Value of Cooperation	Watching a movie about the value of 'Helping' with students and analyzing the movie...	Every student in the district's market, helping the elderly to carry bags...
Session 2	Summary of the previous session Evaluation on the assignment Processing the value of frugality Summary of Session 4 5th application assignment	Frugality Value	Watching a documentary about the value of 'Frugality' with students and discussing the documentary...	Frugality-themed planning on the follow-up of 1-month bills by talking to neighbors about bills at home and in the apartment...
Session 3	Summary of the previous session Evaluation on the assignment LOYALTY Value processing Summary of Session 4 Application Assignment	Value of Loyalty	Hosting a writer on the subject of loyalty at the school and having a conversation with the students included in the program...	Visiting a teacher who had a significant impact on our lives during our primary and secondary school years...
Session 4	Summary of the previous session Evaluation on the assignment Processing the value of kindness Summary of Session 4 Practice task (positive-negative speech)	Courtesy Value	Writing poems about courtesy and having a discussion with Literature teachers on the poems...	Each student gives feedback to one person by saying five positive and five negative statements (verbal and non-verbal)
Session 5	Summary of the previous session Evaluation on the assignment Processing the value of RESPONSIBILITY Summary of Session 4 5th application assignment	Responsibility Value	Writing stories about responsibility and interviewing Literature teachers through the stories...	A one-week follow-up on turning off faucets and electricity left on at school, at home, in our building...
Session 6	Summary of the previous session Evaluation on the assignment Processing the value of LENITY Summary of Session 4 5th application assignment	Value of Generosity	An area in the school is created under the name of charity stone and for 1 week, students in the school are introduced by the students included in the program.	Group students follow the alms stone area.
Session 7	Summary of the previous session Evaluation on the assignment Processing the value of SOLIDARITY Summary of Session 4 Application homework (Palestinian awareness)	Solidarity Value	Meeting of the students included in the training with the author on the context of 15th of July / Çanakkale 18th of March...	Announcements by students at school and in the community about the persecution in Palestine, such as boycotts, etc...
Session 8	Summary of the previous session Evaluation on the assignment TOLERANCE Value processing General evaluation Termination	Value of Tolerance		Everyone in the group sits in the center in turn and the other members only say nice words to him in a tolerant way...

Table 12 shows the 8-sessions values education program developed by the researchers. In the sessions, it was planned to support the education program to be implemented by considering the Virtue-Value-Action framework within the scope of the Turkish Century Education Model with actions. The values covered in the sessions were determined by the researchers through a literature review. The values determined were based on the most desired values to be developed in education systems. One value was covered in each session (the values covered were addressed in the sessions with cognition, emotion and behavior practices), the value covered was supported with an activity outside the session hours in the school and an out-of-school application task; it was aimed to enable students to transfer the values to their lives. In the 8-session training, author meetings, film documentaries, film analyses and practice assignments were conducted with the students included in the program.

Findings

In this section, the quantitative and qualitative findings of the research will be presented.

Findings on Quantitative Measurements

The effect of the developed education program on students' ability to transfer values to their lives:

The results of the analysis of the 8-session values education program on students' ability to transfer values to their lives are shown in Table 2.

Table 2. Wilcoxon test results for dependent samples of the values-based life scale

Values-based life scale	n	Rank average	Sequence total	z	p
Negative rows	2	1,50	3,00	-3,59	.00
Positive rows	16	10,50	168		
Total	18				

*p<.05

When Table 2 is examined, a significant difference was observed between the students' pre-test and post-test values-based life scale scores ($p<.05$). The post-test scores of the students on the values-based life scale ($mdn= 70$) were significantly higher than the pre-test scores ($mdn= 37.5$).

The effect of the developed education program on students' perceptions of life satisfaction:

The results of the analysis of the effect of the 8-session values education program on students' perceptions of life satisfaction are shown in Table 3.

Table 3. Wilcoxon test results for dependent samples of students' life satisfaction perceptions

Life Satisfaction	n	Rank average	Sequence total	z	p
Negative rows	2	1,50	3,00	-3,64	.00
Positive rows	16	10,50	168		
Total	18				

*p<.05

When Table 3 is examined, a significant difference was observed between the pre-test and post-test life satisfaction scores of the students ($p<.05$). Students' life satisfaction post-test scores ($mdn= 26.5$) were significantly higher than their pre-test scores ($mdn= 13.5$).

The effect of the developed training program on students' perceptions of valuable life:

The results of the analysis of the effect of the 8-session values education program on students' perceptions of valuable life are shown in Table 5.

Table 4. Wilcoxon test results for dependent samples of students' perceptions of valued life

Precious Life	n	Rank average	Sequence total	z	p
Negative rows	1	2	2	-3,53	.00
Positive rows	16	9,44	151		
Equal	1				
Total	18				

*p<.05

When Table 5 is examined, a significant difference was observed between the students' pre-test and post-test valuable life perception scores ($P<.05$). Students' post-test scores ($mdn= 45$) were significantly higher than their pre-test scores ($mdn= 25$).

Qualitative Findings

Within the scope of the study, interviews were conducted with the students before and after the training using a semi-structured form. The interviews were categorized into themes and codes through content analysis. The answers were reported under the themes of family, school and social environment and the codes of pre-interview and post-interview and are explained in Table 5.

Table 65 Pre-post interview contents on students' ability to transfer values to their lives

Theme	Pre-interview codes	n	Last call codes	n
Family	Everyone at home already knows.	5	Practices at home helped me to inform them	12
	My father and mother explain the values and I follow them.	6	too.	
	It happens spontaneously, like greetings, etc.	4	My parents found what I told them valuable. I also actively made suggestions.	10
			Planning and going home allowed us to see the values that were being missed.	13
School	Explained in lectures but not practiced	13	I was very impressed by the extracurricular application of the content.	17
	Teachers explain values education. I just listen.	10		
			Values are also practiced and learned with friends.	14
Social environments	Values are not given much importance in society, they are taken at face	11	If values are practiced, they affect the environment.	15
	value. Material things affect people in society more.	9	Spiritual things make society happier than material things.	11
	It is very difficult for me to influence society	7	It is possible for me to influence society.	12

When Table 6 is examined, it is observed that the students' answers are addressed with the themes of family, school and social environments. The content of the interviews with the students was evaluated by content analysis. Since the effectiveness of the study was to be examined, the contents of the pre-interview and post-interview were analyzed separately. When the answers given are analyzed, it is seen that the number of codes in the family theme in the pre-interviews is (those at home already know=5; my father and mother tell me and I warn them=6), and the number of codes given after the training practice is (the practices at home enabled me to inform them as well=12; I actively made suggestions=10; planning and going home enabled us to see the values that were neglected=13).

When the interviews were analyzed within the scope of the school theme, it was observed that in the preliminary interviews, the values were categorized into codes in school environments as (Values education is explained in lessons but not applied= 13; Teachers explain values education, I only listen= 10), and in the interviews conducted after the education practice, the values were categorized into codes as (I was very impressed by applying the content outside the classroom= 17, Values are also applied and learned with our friends= 14).

When the preliminary interviews were analyzed within the scope of the theme of social environments, it was seen that the student responses were coded as (No one attaches importance to values in society, they are kept in promise=11; material things are more important in social environments=9; it is very difficult for me to influence society=7), while after the final interviews, the student responses were coded as (If values are applied, they affect the environment=15; Spiritual things make society happier than material things=11; It is possible for me to influence society=12).

Conclusion and Discussion

Quantitative and qualitative results regarding the assessment tools used to evaluate students' benefit from the training are described below.

The effect of the developed education program on students' ability to transfer values to their lives:

Students were administered the values-based life scale before and after the 8-session training program. When the pre-test and post-test results were analyzed, it was observed that the post-test scores of the students were significantly higher than the pre-test scores. Therefore, the 8-session training program was effective in helping students transfer values to their lives. Similarly, Yildirim (2019) examined the effect of values education on the citizenship consciousness of secondary school students and concluded that after the training, the students' citizenship consciousness improved with the values education program and that the parents and teachers of the students who received the training also stated that the training was beneficial. Arslan (2023) examined the opinions of 25 students staying in the dormitories of the Turkish Religious Foundation about the activities implemented within the scope of the dormitory. The students stated that the activities positively affected them cognitively, motivationally, spiritually and contributed to their moral development.

The effect of the developed training program on students' perceptions of life satisfaction:

Students were administered the values-based life scale before and after the 8-session training program. The perception of life satisfaction from the sub-dimensions of the scale was examined within the scope of the study. When the pre-test and post-test results of the application were analyzed, it was observed that the post-test life satisfaction scores of the students were significantly higher than the pre-test scores. Therefore, the 8-session training program increased the life satisfaction levels of the students. Dursun (2016) concluded that there is a significant relationship between life satisfaction and values and that living with values predicts life satisfaction. Bayat and Sezer (2018) concluded in their study that there is a relationship between the perception of intrinsic and extrinsic traditional values and life satisfaction, therefore, the perception of traditional values in the social sense is effective on life satisfaction.

The effect of the developed training program on students' perceptions of valuable life:

Students were administered the values-based life scale before and after the 8-session training program. Valued life perception, one of the sub-dimensions of the scale, was examined within the scope of the study. When the pre-test and post-test results of the application were analyzed, it was observed that the post-test scores of the students' perceptions of valuable life were significantly higher than the pre-test scores. Therefore, the 8-session training program increased the students' perceptions of valuable life. Similarly, Şirin and Ulaş (2015) observed a positive relationship between character education and subjective well-being of middle school students in their study. Gençdoğan et al. (2015) observed that being tolerant and patient predicted life satisfaction in their study.

The interview contents with the students were divided into themes and codes by content analysis. Since the effectiveness of the study was to be examined, the pre-interview and post-interview contents were analyzed separately. When the answers given in the pre-interviews are analyzed, it is observed that values education in the family theme in the pre-interviews is taught by family members in family environments without the students being very active and the number of codes (those at home already know=5; my father and mother tell me and I follow them=6) is insufficient in this sense. However, it is seen from the number of response codes given that students can also take responsibilities and be active in values education at home after the education practice (Practices at home enabled me to inform them as well=12; I actively made suggestions=10; planning and going home enabled us to see the values that were neglected=13). This shows that the values education program positively affected students' transfer of values to their lives in family environments.

When the interviews were analyzed within the scope of the school theme, it was found that the values were not taught and applied in school environments (It is explained in lessons but not applied=13; Teachers explain values education, I only listen=10), but when the responses of the students in the interviews conducted after the training application were

examined (I was very impressed by applying the content outside the classroom=17, Values are also applied and learned with our friends=14), it was concluded that the practices carried out in school environments with education were effective in the context of values education. This situation shows that the values education program positively affects students' transfer of values to their lives in school environments.

When the preliminary interviews were analyzed within the scope of the theme of social environments, while the student responses were (Nobody gives importance to values in society, they are kept in promise=11; material things are more important in social environments=9; it is very difficult for me to influence society=7), after the final interviews, the student responses were (If values are applied, they affect the environment=15; Spiritual things make society happier than material things=11; It is possible for me to influence society=12). While the students had the opinions that the values were not applied in social environments and remained in words, not in practice, after the training, they had the opinions that the values could affect the environment with the transfer of values to life and that spiritual dynamics are more valuable than material dynamics in social terms. This shows that the values education program has a positive effect on students' living and transferring values in social environments.

Recommendations

According to the findings obtained in the study, the following suggestions were made:

In values education programs to be implemented in schools, it may be useful to produce and implement content that will affect students' cognitive, emotional and behavioral aspects at the same time. It may be useful to develop values not only through presentation, but also through content that will enable students to use their metacognitive skills through movie and novel analyses, author interviews, and application activities and support them with practices in which they will take an active role in behavioral terms. Students can be supported in values education through educational programs that include integrity within the scope of family, school and social environments. Values education programs implemented are not only theory-based but can be supported by practices. Considering that activities such as panels, seminars, etc. in school environments are not sufficient for students, modules for practice can be designed and implemented. Our study, which we have implemented and received positive results, can be revised and implemented according to secondary and primary school students. School-parent, community-parent values education interactive small group studies and study contents can be planned and implemented by ministries. Along with descriptive studies, model proposal studies and experimental studies on values education can also be expanded. In schools, one class hour per week can be devoted to practical work in the context of values education by teachers trained in values education. Within the scope of values education, theater, drama, etc. can be designed by students and implemented under the guidance of teachers. Parents and students can be included in systematic trainings on values education through interactive group work in school environments during out-of-school hours.

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