



| Research Article / Araştırma Makalesi |

Compassion Value in Fifth Grade Turkish Textbook

5. Sınıf Türkçe Ders Kitabında Merhamet Değeri

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Keywords

1. values education
2. fifth grade turkish textbook
3. compassion
4. compassion value

Anahtar Kelimeler

1. değerler eğitimi
2. 5. sınıf türkçe ders kitabı
3. merhamet
4. merhamet değeri

Received/Başvuru Tarihi

01.05.2020

Accepted / Kabul Tarihi

21.09.2020

Abstract

Purpose: In this study, it was aimed to examine compassion and love, respect, tenderness, sacrifice, fidelity, help, tolerance, altruism, sympathy, responsibility, which are related to compassion, in a fifth grade Turkish textbook taught by the Ministry of National Education in 2019-2020 academic year.

Methodology: In this research, it was investigated how often the value of "compassion," which is decreasing day by day, was used in secondary school fifth grade Turkish textbooks. Document analysis method, one of the qualitative research methods, was used for the study. Textbooks can be used as a data source when document analysis is performed in educational research. In this study, the value of compassion in the fifth grade Turkish book and the values considered to be related to the value of compassion were examined one by one in the themes.

Findings: There was no balance in the distribution of values in the fifth grade Turkish textbook. Among the values, the value of love was at the forefront, and the value of compassion was less mentioned in the book. In addition, while conveying the values, the values that evoke the opposite of the values were also included in the book.

Highlights: While conveying the values, the values that evoke the opposite of the values were also included in the book. That was not beneficial for values education.

Öz

Çalışmanın amacı: Bu çalışma 2019-2020 öğretim yılında Millî Eğitim Bakanlığı tarafından okutulan 5. Sınıf Türkçe ders kitabında merhamet değeri ve merhamet değeriyle ilişkili kabul edilen sevgi, saygı, şefkat, fedakârlık, vefa, yardımlaşma, hoşgörü, diğerkâmlık, duygudaşlık, sorumluluk değerlerini incelemeyi amaçlamaktadır.

Materyal ve Yöntem: Bu çalışmada değer olarak günümüzde giderek azalan "merhamet" değerinin ortaokul 5. Sınıf Türkçe ders kitaplarında hangi sıklıkta kullanıldığı araştırılmıştır. Çalışma için nitel araştırma yöntemlerinden doküman analizi yöntemi kullanılmıştır. Eğitimle ilgili araştırmalarda doküman analizi yapıldığında ders kitapları veri kaynağı olarak kullanılabilir. Bu çalışmada 5. sınıf Türkçe kitabındaki merhamet değeri ve merhamet değeriyle ilişkili kabul edilen değerler temalarda tek tek incelenmiştir.

Bulgular: 5. Sınıf Türkçe ders kitabı değerleri iletme açısından dengesizlik göstermiştir. Değerler arasından en çok sevgi değeri ön plandadır ve merhamet değeri kitapta az geçmiştir. Değerler iletirken kitapta değerlerin zıddını çağrıştıran değerlere de yer verilmiştir.

Önemli Vurgular: Değerler iletirken kitapta değerlerin zıddını çağrıştıran değerlere de yer verilmiştir. Bu değerler eğitimi için faydalı değildir.

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INTRODUCTION

Values are criteria used to classify an action as good or bad, and they are mental beliefs that prevent people from doing wrong (Uysal, 2008; Bolay, 2007). Every human behavior is associated with a value. However, although values are objective as a concept, people's perception of values in their minds and the reflection of this mental perception on behavior are subjective (Uysal, 2008). Value is not independent of culture (Akbaba Altun, 2003), and values have a social aspect (Gökdere, 2003). The social environment determines the perceptions of individuals towards an action. For this reason, people who grow up in different social environments have different cultural and socioeconomic societies, so their evaluation of good or bad behavior will be different from each other (Monaghan & Just, 2013; Özensel, 2003).

Education is a remarkably effective social environment in creating a common value in society and the perception and experience of values. Thus, individuals who receive the same education are close in terms of their outlook on life, anxiety, sensitivity, value judgments, and moral understanding (Uysal, 2008). In addition, education transfers the values existing in society to new generations. However, rapid social changes that occur in societies with technology, press, and news, and the internet cause the existing values in different layers of society to differentiate (Özensel, 2003; Seyyar and Köleoğlu, 2014) and sometimes to lose them (Seyyar and Köleoğlu, 2014).

Compassion, one of the feelings and values that have begun to be lost in today's society, is the feeling of another's pain and wanting to relieve their pain (Sayar, 2019; Akın, 2018). Compassion is love/love of people, altruism, taking responsibility for the well-being of another, and sometimes sacrificing for the good of another. At the same time, compassion is to feel the pain of another; in other words, it is empathy. Compassion is an effort to relieve the pain of others and helping each other, and respecting the other person's rights and not marginalizing him because of his characteristics is to be tolerant (Sayar, 2019; Akın, 2018; Dalgali and Gürses, 2018). Compassion is an important value in the healing of society and the treatment of individual and social suffering. However, recently, it is seen that social compassion is not the same as before, both in the individual and in the society (Sayar, 2019; Akın, 2018; Dalgali and Gürses, 2018).

It is seen that people sometimes do not feel compassion, and sometimes they want to stay away from compassion knowingly and willingly (Gilbert, McEwan, Gibbons, Chotai, Duarte, and Matos, 2012). In addition to this distant stance, it is also known that people lack a sense of compassion and skill (Gilbert, McEwan, Gibbons, Chotai, Duarte, and Matos, 2012; Whetsel, 2017). However, compassion is an important social value in the formation of social and individual conscience, and compassion and altruism are closely related to feeling responsible for other people (Sayar, 2019). In societies where compassion is gradually decreasing, it is seen that feelings such as love, respect, helping, sacrifice, and digamy decrease or disappear (Gilbert, McEwan, Gibbons, Chotai, Duarte, and Matos, 2012; Harris, 2017; Gilbert, McEwan, Matos, and Ravis, 2010). Instead, health problems such as depression, anxiety, eating disorders, as well as many other social problems such as cruelty, insensitivity, and personal attachment problems, increase (Sayar, 2019).

Education has a great role in solving social problems and reviving the value of compassion in the eyes of the individual and society; because the best way to build societies is through education. So many values, which have begun to be lost in today's world, are tried to be gained to students through curricula and textbooks in schools (Yılar, 2016; Eriş, 2003; Çinpolat, 2018).

Importance and Purpose of the Study

Values education is a subject that has been emphasized in our country as well as all over the world in recent years. Today, while preparing educational programs, creating the content of textbooks, and determining goals, more references are made to universal values. At the beginning of the main objectives of education, the individual, which is equipped with knowledge and skills, is also introduced to human and ethical values. For this reason, it is among the foremost duties and responsibilities of educators to create sensitivity in our students towards universal, humane, and ethical values and to make efforts to embody these values in behaviors at every education level.

Schools have the mission of raising individuals who have adopted basic human values. Gaining basic values is among the objectives of the Turkish National Education Basic Law and curricula. At the beginning of the basic law, among the aims of national education are to raise individuals who adopt moral and spiritual values, have a balanced and healthy personality and character in terms of body, mind, morals, spirit, and emotions. It is seen that this general purpose is implemented with the curriculum (Ekşi, 2003). Textbooks form the basic structure of learning activity, and in this respect, textbooks are an important variable in the development process of students. Turkish textbooks also have a leading role in shaping the educational process (Çinpolat, 2018). Since the Turkish lesson is a versatile lesson, each selected text should have a deep impact on the child. In order to ensure the child's self-development in various aspects, the texts in the textbook should closely address the child's personality, values, imagination, and social life (Yılar, 2016).

Books are an effective stimulus in the formation of personality structure from the pre-school period. While meeting the needs of children for learning, having fun, playing, getting to know life and people, books fulfill many functions such as providing children with a culture of reading and contributing to their school-type learning (Yılar, 2016). Hence, textbooks are an important tool in value transfer.

In value education, textbooks are used as an important resource to introduce students to universal and ethical values and embody them in behavior. Especially Turkish textbooks consist of texts containing messages about values. While students are

introduced to the texts in the Turkish textbooks and the heroes in the texts, they also encounter the values that are the subject of these books. So, it is important to examine the values in Turkish textbooks in the context of values education.

The Turkish textbook, which has an intense literary aspect and textual weight, is especially important in terms of conveying the value of compassion. There are many studies on values in the literature, and among these, there are also studies examining the values in the Turkish textbook (Yılar, 2016; Ekşi, 2003; Çinpolat, 2018). However, as of the 2019-2020 academic year, the Fifth Grade Turkish Textbook has been renewed. Consequently, it is important to examine this renewed book in terms of values, especially the concept of compassion, which is an important value for both the individual and the society, and the values of compassion, sacrifice, fidelity, love, respect, helping, tolerance, altruism, sympathy, and responsibility, which are closely related to the concept of compassion. Therefore, this study was carried out to examine the current Fifth Grade Turkish Textbook within the framework of these values.

METHOD

In this study, it was investigated how often the value of "compassion," which is gradually decreasing today, was used in secondary school fifth grade Turkish textbooks. Document analysis method, one of the qualitative research methods, was used for the study. A researcher using document analysis can obtain the data he needs without observation or interview. Textbooks can be used as a data source when document analysis is performed in educational research (Yıldırım and Şimşek, 2008). In this study, the value of compassion in the fifth grade Turkish book and the values considered to be related to the value of compassion were examined one by one in the themes.

Scope and Sample

The scope of the study consisted of fifth grade Turkish textbooks. As a sample, the fifth grade Turkish textbook, which was renewed by the Ministry of National Education in the 2019-2020 academic year, was chosen.

Data Collection and Analysis

The data of this research were collected by document analysis, which is one of the qualitative research methods. Document analysis is the examination of written materials containing information about the investigated case or cases (Yıldırım and Şimşek, 2008). In this study, first of all, a literature review on the value of compassion was made. Then the values that are the indicator of the value of compassion, such as love, respect, tenderness, compassion, sacrifice, fidelity, helping, tolerance, altruism, sympathy, and responsibility, were determined by taking the opinions of 4 different experts. After the expert opinion, the researchers created a form to examine the fifth grade Turkish textbook in line with the themes and sub-headings of the themes. A descriptive index of values has been added to this form. In addition, the values specified in the book were filled in by the researchers with colorful explanation forms. Turkish textbooks used in the secondary school fifth grades were renewed in the 2019-2020 academic year. It was examined how often the value of compassion in the renewed book was used in 4 sections, which were preparatory studies, reading texts, activities, and evaluation questions, and in eight themes, which were "Individual and Society," "National Struggle and Atatürk," "Nature and Universe," "Our National Culture," "Citizenship," "Health and Sports," "Virtues" and "Science and Technology." The researchers concurred on the suitability of the data with four field experts.

FINDINGS

In this section, the findings of the study will be presented. Findings are summarized and explained in tables. Information on the number of repetitions and the total value in the preparatory studies, reading texts, activities, and theme evaluation questions of the values of compassion and compassion in the themes of the Turkish textbook are shown in the tables.

Table 1. The value of compassion in the first theme and other values related to the value of compassion

	Compassion	Tenderness	Sacrifice	Fidelity	Love	Respect	Helping	Tolerance	Altruism	Sympathy	Responsibility	Total
Preparatory Studies					2	4		1				7
Text Readings	3	4	1		3	1	2	1	3	1	1	20
Activities	9	8		1	11	4	4	1		1		39

	Compassion	Tenderness	Sacrifice	Fidelity	Love	Respect	Helping	Tolerance	Altruism	Sympathy	Responsibility	Total
Theme Evaluation Questions	1	1			21	2						25
Total	13	13	1	1	37	11	6	3	3	2	1	91

According to Table 1, in the First Theme of the Fifth Grade Turkish Textbook titled "*Individual and Society*," *Compassion* and other values related to *Compassion* were mentioned 91 times in the preparatory work, text readings, activities, and theme evaluation questions. Values were used the most in the activities (39) and the least (7 times) in the preparatory studies. They were mentioned 25 times in theme evaluation questions and 20 times in text readings. *Compassion* value, which was accepted as the roof value for the study, was directly mentioned only 13 times in the first theme and 9 times in the activities section, 3 times in the text readings, and once in the theme evaluation questions. Among the other values associated with *Compassion*, the value of *Love* (37 times) was given the most. The values of *Sacrifice*, *Fidelity*, *Empathy*, and *Responsibility* were included at least (1 each).

Love (37 times), the most mentioned value in the first theme, was mentioned in all of the preparatory studies, text readings, activities, and theme evaluation questions. The value of *Love* was mentioned 21 times in the theme evaluation questions, 11 times in the activities, 3 times in the text readings, and 2 times in the preparatory studies.

In the first theme, the value used the most after *Love* was *Tenderness*. The value of *Tenderness* was mentioned 8 times in activities, 4 times in text readings, and once in theme evaluation questions, 13 times in total. Then, *Respect* was mentioned 11 times in total, including 4 times in the preparatory studies and activities, 2 times in the theme evaluation questions, and once in the text readings. After the value of *Respect*, the value of *Helping* was mentioned 4 times in the activities and twice in the text readings, 6 times in total. The value of *Helping* was mentioned 4 times in activities and twice in text readings, 6 times in total. *Tolerance* was mentioned 3 times in total, once in the preparatory studies, text readings, and activities. *Altruism* was mentioned 3 times in text readings. *Sympathy* occurred twice in total, once in text readings and activities.

In the first theme, there was an imbalance in the distribution of values and values to preparatory studies, text readings, activities, and theme evaluation questions. While the value of *Love* came to the fore in this theme, it was remarkable that the values of *Responsibility*, *Fidelity*, and *Sacrifice* were mentioned only once in this theme. However, responsibility and other values should have been emphasized in this theme, which deals with the individual and society. Especially when it comes to the individual and society, the responsibility of the individual to the society and the compassion and compassion of each individual in the society in this direction are also particularly important in terms of social order. It is important that these values appear more in this theme.

Table 2. The value of compassion in the second theme and other values related to the value of compassion

	Compassion	Tenderness	Sacrifice	Fidelity	Love	Respect	Helping	Tolerance	Altruism	Sympathy	Responsibility	Total
Preparatory Studies												0
Text Readings	3	2	6		13	1	6		1	1	8	41
Activities	4	3	10	1	22	1	13				23	77
Theme Evaluation Questions					3							3
Total	7	5	16	1	38	2	19	0	1	1	31	121

According to Table 2, in the Second Theme titled "National Struggle and Atatürk" in the Fifth Grade Turkish Textbook, *Compassion* and other values related to *Compassion* were mentioned 121 times in text readings, activities, and theme evaluation questions. While values were mentioned most in the activities (77 times), they were never mentioned in the preparatory studies. They were mentioned 41 times in text readings. The value of *Compassion*, which was accepted as the roof value for the study, was directly used in the second theme 4 times in the activities and 3 times in the text readings, 7 times in total. Among the other values associated with *Compassion*, the value of *Love* (38 times) was given the most. *Tolerance* values were never found in the second theme.

Love (38 times), the value most frequently mentioned in the second theme, was mentioned in text readings, activities, and theme evaluation questions. The value of *Love* was mentioned 22 times in activities, 13 times in text readings, and 3 times in theme evaluation questions.

In the second theme, the most used value after *Love* was *Responsibility*. *Responsibility* was mentioned 23 times in activities and 8 in text readings, 31 times in total. After the value of *Responsibility*, the value of *Helping* was mentioned 13 times in activities and 6 times in text readings, 19 times in total. *Sacrifice* was mentioned 10 times in activities and 6 times in text readings, 16 times in total. *Tenderness* was mentioned 3 times in activities and twice in text readings, 5 times in total. *Respect* was mentioned twice in total, once in text readings and once in activities. *Fidelity* is mentioned once in activities. *Altruism* and *Sympathy* were mentioned once in text readings, but *Tolerance* is not mentioned in the second theme.

In the second theme, as in the first theme, it was seen that there was no balance in the distribution of values. In a theme titled "National Struggle and Atatürk", mentioning the value of *Fidelity* only once was not sufficient due to the theme of the theme. This value should have been mentioned as much as the value of *Love* and *Responsibility*.

Table 3. The value of compassion in the third theme and other values associated with the value of compassion

	Compassion	Tenderness	Sacrifice	Fidelity	Love	Respect	Helping	Tolerance	Altruism	Sympathy	Responsibility	Total
Preparatory Studies												0
Text Readings	3	1	1		4		8				6	23
Activities	1	2		2			3	1	1		5	15
Theme Evaluation Questions												0
Total	4	3	1	2	4	0	11	1	1	0	11	38

According to Table 3, in the Third Theme of the Fifth Grade Turkish Textbook titled "Nature and the Universe," *Compassion* and other values related to *Compassion* were mentioned 38 times in text readings, activities, and theme evaluation questions. While values were mentioned the most in the text readings (23 times), they were never mentioned in the preparatory studies and the theme evaluation questions. Values were mentioned 15 times in activities. *Compassion* value, which was accepted as the roof value for the study, was mentioned 3 times in text readings and once in activities. Among the other values associated with *Compassion*, the values of *Helping* (11 times) and *Responsibility* (11 times) were mostly included.

Being one of the values most frequently mentioned in the third theme, the value of *Helping* was mentioned 8 times in text readings and 11 times in total in activities. *Responsibility* value was mentioned 6 times in text readings and 5 times in activities, and 11 times in total.

After the values of *Helping* and *Responsibility*, the value of *Love* was mentioned 4 times in text readings. The value of *Tenderness* was mentioned twice in activities and once in text readings, 3 times in total. The value of *Fidelity* was mentioned twice in activities. *Respect* and *Sympathy* were not included in the third theme.

In this theme, as in the previous themes, there was an imbalance in terms of the distribution of values. In addition, this theme, which deals with nature, should have included more love for nature.

Table 4. The value of compassion in the fourth theme and other values associated with the value of compassion

	Compassion	Tenderness	Sacrifice	Fidelity	Love	Respect	Helping	Tolerance	Altruism	Sympathy	Responsibility	Total
Preparatory Studies			1		5						2	8
Text Readings	1	1	8		33	5	4		2	2	1	57
Activities			1		15							16
Theme Evaluation Questions		1		2	5	2						10
Total	1	2	10	2	58	7	4	0	2	2	3	91

According to Table 4, in the Fourth Theme of the Fifth Grade Turkish Textbook titled "*Our National Culture*," *Compassion* and other values related to *Compassion* were mentioned 91 times in the preparatory studies, text readings, activities, and theme evaluation questions. Values were used most frequently in text readings (57 times) and least in preparatory studies (8 times). They were mentioned 16 times in the activities and 10 times in the theme evaluation questions. *Compassion* value, which was accepted as the roof value for the study, was explicitly mentioned once in the fourth theme. Among the other values associated with *Compassion*, the value of *Love* was given the most place (58 times).

Love (58 times), which was the most mentioned value in the fourth theme, was mentioned in the preparatory studies, text readings, activities, and all of the theme evaluation problems. The value of *Love* was mentioned 33 times in text readings, 15 times in activities, 5 times in theme evaluation questions, and 5 times in preparatory studies, 58 times in total.

In the fourth theme, after the *Love* value, the most common value was *Sacrifice*. The value of *Sacrifice* was mentioned 8 times in the text readings, once in the activities and once in the preparatory studies, 10 times in total. After the *Sacrifice* value, the value of *Respect* was mentioned 5 times in the text readings and 2 times in the theme evaluation questions, and 7 times in total. The value of *Helping* was mentioned 4 times in text readings. The value of *Tenderness* was mentioned twice in total, once in text readings and once in theme evaluation questions. The value of *Fidelity* was mentioned twice in the theme evaluation questions. While *Altruism* and *Sympathy* values passed twice in text readings, *Tolerance* value did not occur in the fourth theme.

Similarly, the distribution of values was uneven in this theme. In this theme of culture, the value of *Tolerance* should have been as much as the value of *Love*. Loving the National Culture was as important as being tolerant of the cultural differences in the National Culture. For this reason, while the love of culture was given, the concepts of tolerance towards different cultures should also be given.

Table 5. The value of compassion in the fifth theme and other values associated with the value of compassion

	Compassion	Tenderness	Sacrifice	Fidelity	Love	Respect	Helping	Tolerance	Altruism	Sympathy	Responsibility	Total
Preparatory Studies	1					1	1		1	1	3	8
Text Readings	1	2		1	7	4	2		2	2	3	24
Activities		1			3	3	2				3	12

	Compassion	Tenderness	Sacrifice	Fidelity	Love	Respect	Helping	Tolerance	Altruism	Sympathy	Responsibility	Total
Theme Evaluation Questions	1		1		3		2					7
Total	3	3	1	1	13	8	7	0	3	3	9	51

According to Table 5, in the "Citizenship" theme, the fifth theme of the Fifth Grade Turkish Book, the concepts of *Compassion* and *Compassion* were used 51 times in total in the preparatory studies, text readings, activities, and theme evaluation questions. While the values were mostly mentioned (24 times) in the text readings, they were mentioned at least (7 times) in the theme evaluation questions. They were used 8 times in preparatory studies and 12 times in activities. The value of compassion, which formed the basis of our study, was used once in the preparatory studies, in the reading texts, and the theme evaluation questions, and it was used 3 times in total. The most used value among the values associated with compassion was *Love* (13 times).

The value of *Love*, which was mostly mentioned in the fifth theme, was never used in preparatory studies. However, it was used 7 times in text readings and three times in activities and theme evaluation questions. Thus, *Love*, the most used value in the fifth theme, was used 13 times in total.

In the fifth theme, the most used value (9 times) after *Love* was *Responsibility*. The value of *Responsibility* was mentioned 3 times in the preparatory studies, 3 times in the text reading, and 3 times in the activities, 9 times in total. The *Respect* value was used 8 times after the responsibility value; it is used once in preparatory studies, 4 times in text readings, and 3 times in activities. The value of *Helping* was used once in the preparatory studies and twice in text readings, activities, and theme evaluation studies, and is used 7 times in the fifth theme. Throughout the theme, the values of *Altruism* and *Sympathy* were used three times, once in the preparatory studies and twice in the text readings. *Compassion* and *Tenderness* values were mentioned three times in total. While *Fidelity* value was used once in text readings, *Tolerance* value did not pass in the fifth theme.

The values also showed an imbalance in terms of distribution in this theme. *Responsibility* value was the second-highest value after *Love* value. From the point of view of the theme, although the *Responsibility* value was the second most frequently repeated value, it is important to include this value more.

Table 6. The value of compassion in the sixth theme and other values associated with the value of compassion

	Compassion	Tenderness	Sacrifice	Fidelity	Love	Respect	Helping	Tolerance	Altruism	Sympathy	Responsibility	Total
Preparatory Studies					2							2
Text Readings	1	3	3	4	16	2	4		1	2		36
Activities			1		2		1			1		5
Theme Evaluation Questions				1	3		1		1		1	7
Total	1	3	4	5	23	2	6	0	2	3	1	50

According to Table 6, in the Sixth Theme of the Fifth Grade Turkish Textbook titled "*Health and Sports*," *Compassion* and other values related to *Compassion* were mentioned 44 times in text readings, activities, and theme evaluation questions. The values

were used the most (31 times) in the text readings and at least (2 times) in the preparatory study. They were mentioned 7 times in theme evaluation studies and 8 times in activities. The *Compassion* value, which was accepted as the roof value for the study, was used once in the text readings in the sixth theme. Among the other values associated with compassion, the value of *Love* (20 times) was given the most.

Love (20 times), which was the most frequently mentioned value in the sixth theme, was mentioned 13 times in the text readings, 3 times in the theme evaluation questions, and twice in the activities and preparatory studies, a total of 20 times.

In the sixth theme, the value used most after the value of *Love* was *Helping*. The value of *Helping* was mentioned 4 times in text readings and once in activities and theme evaluation questions, a total of 6 times. After the value of helping, the value of *Fidelity* was mentioned 4 times in text readings and once in theme evaluation questions, a total of 5 times. *Sacrifice* was mentioned 3 times in text readings and once in activities, 4 times in total. *Tenderness* was mentioned 3 times in text readings. *Altruism* was mentioned once in text readings and once in theme evaluation questions, a total of 2 times. Although the *Responsibility* value was used once in the theme evaluation questions, *Tolerance* and *Sympathy* values were not used in the sixth theme.

In this theme, the values were not the same in terms of distribution, and values were not given many places in this theme.

Table 7. The value of compassion in the seventh theme and other values associated with the value of compassion

	Compassion	Tenderness	Sacrifice	Fidelity	Love	Respect	Helping	Tolerance	Altruism	Sympathy	Responsibility	Total
Preparatory Studies					3	1	4					8
Text Readings	5	4	3	9	11	6	7	2	6	1	1	55
Activities			3		8	7	8		3	1	3	33
Theme Evaluation Questions					1		2					3
Total	5	4	6	9	23	14	21	2	9	2	4	99

According to Table 7, in the seventh theme of the Fifth Grade Turkish Textbook titled "*Virtues*," *Compassion* and other values related to *Compassion* were mentioned 88 times in the preparatory work, text readings, activities, and theme evaluation questions. Values were mentioned the most in the text readings (46 times) and the least in the theme evaluation questions (3 times). They appeared 31 times in activities and 8 times in preparatory studies. *Compassion* value, which was accepted as the roof value for the study, was mentioned 3 times in the seventh theme directly in the text readings. Among the other values associated with compassion, the value of *Love* was given the most (22 times).

Love (22 times), the most frequently mentioned value in the seventh theme, was mentioned in the preparatory studies, text readings, activities, and all of the theme evaluation questions. The value of *Love* was mentioned 10 times in the text readings, 8 times in the activities, 3 times in the preparatory studies, once in the theme evaluation questions, and 22 times in total. The value of *Helping*, like the value of love, was the second most repeated value, used in all areas (20 times), using theme evaluation questions (2 times), preparatory studies (4 times), text readings, and 7 times each in activities.

In the seventh theme, the most common value after the value of helping was *Respect*. *Respect* was mentioned 7 times in activities, 5 times in text readings, and once in preparatory studies, a total of 13 times. After the *Respect* value, the *Altruism* value was mentioned 5 times in the text readings and 2 times in the activities, and 7 times in total. *Sacrifice* was used 3 times in text readings, 3 times in activities, 6 times in total, and *Fidelity* value was used 6 times in text readings. *Responsibility* value was mentioned once in text readings and 3 times in activities, a total of 4 times. *Tenderness* value was used 3 times only in text readings.

The least used values in the seventh theme were *Tolerance* and *Sympathy*. *Sympathy* was used once in text readings and activities, and the *Tolerance* value was used twice in text readings.

Values showed an imbalance in this theme as well. When the Secondary School Fifth Grade Turkish Textbook was examined, having a theme titled "*Virtues*" can be considered as an important step towards gaining virtuous behaviors to students. *Compassion*, *love*, *respect*, *altruism*, *sympathy*, etc. concepts were not included in the reading texts. In the activities section, the

values of sacrifice, responsibility, love, and respect were used once. It would have been more appropriate to have chosen a text including all values (tenderness, tolerance, compassion, sympathy, etc.) as the first reading text in the theme of virtues.

Table 8. The value of compassion in the eighth theme and other values associated with the value of compassion

	Compassion	Tenderness	Sacrifice	Fidelity	Love	Respect	Helping	Tolerance	Altruism	Sympathy	Responsibility	Total
Preparatory Studies												
Text Readings					1						3	4
Activities					3							3
Theme Evaluation Questions					4	1					1	6
Total					8	1					4	13

According to Table 8, in the Eighth Theme titled "*Science and Technology*" in the Fifth Grade Turkish Textbook, *Compassion* and other values related to *Compassion* were mentioned 13 times in text readings, activities, and theme evaluation questions. Values were mentioned the most (6 times) in the theme evaluation questions and at least (0 times) in the preparatory studies. Values were mentioned 4 times in text readings and 3 times in activities. The *Compassion* value, which was accepted as the roof value for the study, was not used directly in the sixth theme. Among the other values associated with *Compassion*, the value of *Love* (8 times) was given the most. In the *Science and Technology* theme, the values of compassion, sacrifice, fidelity, helping, tolerance, altruism, and empathy were not used in preparatory studies, text readings, activities, and theme evaluation questions. *Responsibility* value was mentioned 4 times, and *Respect* value was mentioned once.

The value of *Love*, which was the most used value in the eighth theme, was mentioned in the theme evaluation questions (4 times), activities (3 times), and text readings (once). *Responsibility* value, the most used value after love value, was used in text readings (3 times) and theme evaluation questions (once). The value of *Respect* was used in the theme evaluation questions (once).

When we examined the secondary school fifth grade Turkish textbook in terms of compassion and values related to compassion, values were used the most in the second theme, "*National Struggle and Atatürk*" (121 times); they were mentioned at least in the eighth theme, "*Science and Technology*" (13 times). Values were included in the seventh theme, *the Virtues Theme* (99 times), *the National Culture theme* (91 times), *the Individual and Society theme* (91 times), *the Citizenship theme* (51 times), *the Health and Sports Theme* (50 times), and *the Nature and the Universe Theme* (38 times). When all themes were examined, it was seen that the most used value was *Love*, except for the third theme.

DISCUSSION AND CONCLUSION

Secondary School Turkish Fifth Grade Textbook published by the Ministry of National Education has been examined in terms of Compassion, Tenderness, Sacrifice, Fidelity, Love, Respect, Helping, Tolerance, Altruism, Sympathy, and Responsibility which the four field experts and researchers who expressed their opinions in this study accepted as compassion value and values related to compassion value ("MEB Board of Education and Discipline Press Statement," 2017, p. 24). These values were examined separately in each of the 8 themes in the Preparatory Studies, Text Readings, Activities, and Theme Evaluation Questions in the Fifth Grade Turkish Textbook. Compassion value and other values related to compassion were mentioned 554 times in 8 themes. These values were mostly seen in text readings, and the most recurring value in the texts among these values was the Love value, 204 times in total. This finding is similar to previous studies (Deniz and Karagöl, 2018; Yılar, 2016).

There was an imbalance between the distribution of compassion and other values that were considered to be related to compassion in the themes. This finding is similar to previous studies (Deniz and Karagöl, 2018; Gül, 2017; Yılar, 2016). It was seen that compassion and other concepts related to compassion were mostly used in text readings. This finding differs from previous studies on the subject. According to previous studies, values are mostly used in activity studies (Deniz and Karagöl, 2018). It is

important that the values are given in the reading texts, but it is also important to be in activities for values in order to gain compassion and other concepts. Because values are earned as they are applied. After each theme, adding activities that students can apply the values in the text to the books will facilitate the acquisition of values (Ay, 2013; Whitson, 2014; Kohler-Evans, and Barnes, 2015).

According to the result of this study, which examined compassion and other values related to compassion, the value of compassion was only mentioned 34 times in the book. For the acquisition of compassion value, it may be useful to put more emphasis on this value. Previous studies examining the fifth grade Turkish textbook in terms of values have also concluded that the value of Love was the most mentioned value (Yılar, 2017; Deniz and Karagöl, 2018), similar results obtained in this study. It is positive that the value of love is included in so many books, but compassion is an important value in keeping people together and revitalizing the social conscience at the desired level. For this reason, although the value of love is often considered in the book in terms of compassion, it is not enough on its own.

In previous studies on values, it is concluded that not every value is included in the textbooks and some values are highlighted (Doğan and Gülüşen, 2011; Yılar, 2017; Deniz and Karagöl, 2018). A similar finding is obtained in this study as well. It may not be possible to give every value throughout the book. However, the value that should come to the fore according to the themes of the themes can be included in more texts and activities. For example, compassion was mentioned 13 times in the first theme called "Society and Individual." However, the value of Compassion could have been brought to the fore more in this theme title because compassion is an important value in the well-being of individuals and societies. In the Eighth theme named "Science and Technology," compassion and values related to compassion were the least included. These values were mentioned only 13 times in total in the theme. The value of love has not exceeded 8 times, the value of responsibility 4 times, and the value of respect 1 time, while other values have never exceeded.

Books and the texts in the books are important in terms of value education (Yılar, 2017; Çinpolat, 2018). However, when transferring values, it is not enough to just mention the values that are desired to be gained in the texts. The texts should also be free of concepts that would evoke the opposite of the value to be gained. For example, in the text "The Child and the Ballooner" in the first Theme of the Secondary School Turkish Fifth Grade Textbook, the sentence "*The excitement he felt as he approached his goal step by step did not even make you feel the thorns of the acacia tree that stings and hurts his legs*" (p. 35), based on mutual interest rather than compassion. It has a meaning that evokes shopping. According to this sentence, the child will save the balloons and will receive a balloon in return. Compassion and tenderness values include helping someone without any expectation.

Similarly, in the reading text titled "Who Knows the Value of Goodness" in the seventh theme titled Virtues, it is explained that today's people do not know the value of goodness, but those who do not know the value of goodness will be punished in some way. While giving this message, the concept of ingratitude is more prominent in the story. Because in the story, the wolf wants to eat the person who helps him. Even though the horse and dog had done well to their owners for years, they were thrown out when they got old. The messages given here overshadow the virtue of goodness and help. Primary and secondary school students identify with the heroes in the stories in Turkish textbooks. For this reason, the character traits of the people in the stories in Turkish textbooks are important (Çinpolat, 2018). In addition, it is not enough to just give messages about that value in the texts prepared to gain values. Both the value to be gained should be given in the text, and the texts should be away from concepts that would evoke opposite concepts.

As a result, in the fifth grade Turkish textbook taught in schools affiliated to the Ministry of National Education, love and respect, which are values related to compassion, are repeated more quantitatively than other concepts; however, it is necessary to improve the transfer of these values and other values related to compassion in the text and in other parts. In addition, the number of times the compassion value mentioned in the texts (34 times) is not sufficient in terms of quantity. It is thought that the greater involvement of the value of compassion in the themes will benefit the development of social and individual conscience.

RECOMMENDATIONS

It has been observed that the values were unevenly distributed in the themes in the book. Besides, values were given more place in text reading passages. The absence of an activity that includes any application about values may be a deficiency in terms of gaining values. The absence of an activity that includes any application about values may be a deficiency in terms of values education. It may be beneficial to enable the students to apply the values in the text reading passages through the activities.

It is important that the story characters in the themes are chosen well because children identify with the characters in the stories. Thus, it is necessary to include qualified characters that children will take as an example in text reading passages.

While the values in the themes are given in the texts and other sections, it is necessary to pay attention not to give the concepts that will evoke the opposite of those values.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The authors received no financial support for the research, authorship, and publication of this article.

Statements of publication ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The study was conducted and reported with 65% contribution of the first author and 35% contribution of the second author.

Ethics Committee Approval Information

In this study, the document review technique, one of the qualitative research methods, was used. Ethics committee approval is not required for document review research.

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