

A BIBLIOGRAPHIC REVIEW ON THE QUALIFICATION OF ARTICLES ABOUT VALUES EDUCATION IN TURKEY*

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Abstract

The study aims to analyse the scientific academic background of the concept of 'values education' which has nearly twenty years historical background in Turkey. In this context, 957 articles completed by the end of 2017 regarding values education were examined. The articles in the research have been examined by considering variables such as publishing performance in terms of year, institution, department; distribution by method and related components, and according to the topics discussed; theory, approach, and models used in creating scientific background. The research is structured in descriptive document scanning model. Both qualitative and quantitative methods were used in data analysis. Examination forms developed by the researchers

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were used to analyse the articles. As a result of the examinations, it is carried out that the highest number of articles (113) was reached in 2015; while most of the articles (70.7%) are written by researchers working in the field of education, researchers from the fields of theology (11.6%), science-literature (6.1%) and other fields (4.5%) have also contributed extensively to the articles; the rate of articles scanned in high-level indexes (SSCI, SCI and AHCI) and articles in foreign languages was low; the studies which samples are from primary and higher education are more intense; the most addressed issues were the value preferences, and attitudes and evaluations regarding the values education; in 22.7% of the articles, a clear, understandable and independently followed and repeatable method was not specified; while the explanation of academic contribution of the article was found to be incompatible with the subject, problem and method, and scientifically problematic in 4.2% of the articles, no explanation about the academic contribution was specified in half of the articles.

Keywords: Values education studies, Values education in academy, Values education in Turkey, Monitoring values Education

TÜRKİYE'DE YAYINLANAN DEĞERLER EĞİTİMİ MAKALELERİNİN NİTELİĞİ ÜZERİNE BİBLİYOGRAFİK BİR ARAŞTIRMA

Öz

Bu makale Türkiye’de yaklaşık otuz yıllık bir tarihi geçmişe sahip “değerler eğitimi” olgusu üzerine yazılmış makalelerin bilimsel-akademik arkaplanını analiz etmeyi amaçlamaktadır. Bu bağlamda 2017 yılı sonuna kadar tamamlanan değerler eğitimi ile ilgili toplam 957 makale incelenmiştir. Makaleler yıl, kurum, akademik disipline ait yayın performansı; kullanılan yöntem ile ilgili hususlar, makalede incelenen konular ve bilimsel arkaplanı yapılandırmak için başvurulan teoriler, yaklaşımlar ve modeller gibi değişkenlere göre analiz edilmiştir. Çalışma betimsel doküman incelemesi modelinde yapılandırılmıştır. Veri analizinde hem nitel hem de nicel yöntemler kullanılmıştır. İncelemede araştırmacılar tarafından geliştirilmiş form kullanılmıştır. Araştırma sonucunda, en yüksek makale yayın düzeyine 113 makale ile 2015 yılında ulaşıldığı makalelerin çok büyük kısmının (%70,7) eğitim alanında çalışan akademisyenler tarafından yazıldığı, ilahiyatçılar (%11,6), fen-edebiyat (%6,1) ve diğer alanların (4,5) makalelere yoğun olarak katkı verdiği anlaşılmaktadır. Üst düzey indekslerde (SSCI-SCI-AHCI) taranan dergilerde yayınlanan ve yabancı dilde yayınlanan makalelerin oranı oldukça düşük, iköğretim ve üniversiteyi örneklem alan çalışmalar oldukça yoğundur. En sık ele alınan konular değer tercihleri ve değer eğitimine ilişkin tutum ve değerlendirmelerdir. Makalelerin %22,7’sinde açık ve bağımsız olarak tekrarlanabilir bir bilimsel yöntem açıklaması yapılmamış, makalelerin %4,2’sinde araştırmanın özgün değeri açıklanırken araştırma konusu, problem ve yöntemi ile örtüşmeyen açıklamalara yer verilmiş, makalelerin yarısında ise özgün değer hiç belirlenmemiştir.

Anahtar Kavramlar: Değerler eğitimi araştırmaları, Akademiye değerler eğitimi, Türkiye’de değerler eğitimi, Değerler eğitimi çalışmalarını izleme

Introduction

In Turkey, values education which is one of the most studied topics in recent years has been an issue in the academy about 30 years ago (See Meydan, 2018). Hundreds of articles have been studied in different academic fields about values and values education and related topics. The main goal of this article is to review these studies, contributed by thousands of academicians and researchers from different backgrounds, in a holistic perspective. As a researcher working in the field of values education, it is possible to propose a number of indicators suggesting a need for self-criticism to all conducted studies.

A literature review will be sufficient to recognize the limitations of many articles. The main themes of the studies are the examination of values education in connection with the curriculum, the opinions of the stakeholders, and determination of the context of values in literary texts. As there are many repetitive studies among studies conducted with different data collection and analysis methods having educational, historical, religious, sociological, psychological and cultural perspectives, there are also various studies with original subject, method and approach (See Meydan, 2018). However, it is understood that there is a need for a perspective that will enable to reach the results obtained by evaluating the broad academic experience in a holistic way.

Analysing the academic knowledge produced in the field of values education in terms of research topics, methods, conclusions and recommendations, the issues that need to be studied, and scientific and ethical problems will provide an important resource for creating a holistic value education policy. Similar studies have been carried out in Turkey with limited sample and focused on technical subjects such as research methods, data collection techniques and the department where the studies are conducted. In these studies, articles in the field of values education have been examined in a way to produce results related to the quantity of the studies rather than the quality of the research processes and the information produced (Baş & Beyhan, 2012; Adıgüzel & Ergüney, 2014; Levent & Kınık, 2017; Beldağ, 2016; DüNDAR & Hareket, 2016).

As in all fields of education, policy, strategy and method development studies in the field of values education cannot be carried out independently from scientific discussions on values and education. Although none of the scientific studies dealing with the different dimensions of reality in various ways can tell us the absolute truth alone, it provides some conclusions about reality. Studies that combine these results and different perspectives and findings are more likely to develop a policy of values education that will attain

common sense. With these conclusions and studies, developing a values education policy that will reach social common sense is much more possible. In this sense, the article aims to provide a holistic perspective to attain the scientific knowledge by using academic experience about values in Turkey on education policy and research.

1. Aim of Research

The aim of the research is 'to examine the academic studies on values education from the first one until 2018 in Turkey in terms of their potential to contribute to the development of values education theories and processes and to evaluate their weaknesses and strengths'. The following research questions were investigated in the study which consists of qualitative and quantitative evaluations of academic studies:

- a) How are the distribution and variation of the articles performance in values education in terms of period, indexes and academic disciplines?
- b) How is the distribution of the topics handled in articles of values education?
- c) How is the efficiency of values education articles in terms of problem-based scientific research design and method?

2. Method

The research is structured in descriptive survey model. The research is structured in descriptive document scanning model. Both qualitative and quantitative methods were used in data analysis. Document analysis from qualitative research methods and descriptive statistics such as frequencies and percentage from quantitative methods were used in analysing the data.

2.1. Data Sources and Study Group

The studies on values education which are conducted by scholars from Turkey were examined in this study. A three-step process was followed in determining the publications to be examined. In the first stage, the databases were browsed with pre-determined keywords. In the second stage, studies reached as a result of browsing and not majorly related to values education were eliminated by examining the titles, abstracts and keywords. In the third stage, among the articles of which entire texts were read, those which could not be linked to values education within the framework of the objectives of our research were eliminated.

Browsing of the databases and finding the articles (the first two stages) were completed during February, March, April and May (2018). The articles were determined by browsing the databases of DergiPark, ISAM, Sobiad, ASOS, TEI, Araştırmaz, ERIC, Jstore, ProQuest, InformaWorld, DOAJ, EBSCOHost, Google Scholar, Index Islamicus, Index Copernicus, Web of Science, and ISI. While browsing in Turkish, the keywords used were 'değer' (value), 'değerler' (values), 'değerler eğitimi' (values education), 'değer eğitimi' (value education),

'karakter' (character), and 'karakter eğitimi' (character education). After examining the articles based on their titles, abstracts and keywords, those which repeated or were not related to values education were eliminated, and the remaining 1042 articles were examined mainly. Since 85 more articles were eliminated during the main examination for not being related to values education, a total of 957 articles were the subject of examination. While browsing in English, the words 'value education' OR 'values education' OR 'character education' OR 'moral education' AND 'Turkey' OR 'Turkish' were used for scanning, and 306 articles were accessed in the first browsing. 211 articles determined to be not related to values education in the preliminary evaluation in accordance with the research criteria were eliminated, and the remaining 95 articles were reserved for detailed examination. As four other articles that could not be associated with values education were eliminated during the detailed examination, a total of 91 articles were subjected to examination.

Some basic criteria were taken into account in order to see if the article to be examined is related to values education within the objectives of the research. The first criterion was that the title, abstract or keywords of the article mentioned the words value, values, character, values education or character education. Despite including these words in the title, abstract or keywords, the articles that did not have their focus on values or values education apart from some indirect mentions were not included in the research. Additional criteria such as the article's relation with affective education and whether the sampling was one of the education stakeholders or not were also applied.

In addition to the points mentioned above, the data sources of the research are limited to the framework given below:

- a) The articles used as data sources in the research are those whose full texts researchers were able to access. No article was examined based on its abstract.
- b) The research is limited to the studies conducted between 1989, when the earliest academic publication as a dissertation was done by Aydemir (1989), and the end of the year 2017 based on the database browsing with the keywords determined according to the project aim.
- c) Articles published only in Turkish or English were examined.

2.2. Data Collection Instrument

Examination forms developed by the researchers were used to examine the articles. The examination form was prepared in Microsoft Excel program, and both the numeric expressions about the codes and inferences and explanations enabling descriptive analysis were entered in this form. The formation of the form was completed in a process. By reviewing similar domestic and foreign studies in the literature, potential examination points, themes, categories, codes and criteria were determined. Among the similar studies, the study which was taken into account the most in the preparation of the form

was 'Moral Education Trends over 40 Years: A Content Analysis of the Journal of Moral Education (1971-2011)' by Lee and Taylor (2013). A draft form was created and assessed with the participation of all researchers. Assessment criteria, codes, categories and themes were discussed in the meetings; what the codes meant and how much and in what form they could be included in the article were exemplified. The articles were examined first by each researcher separately and then by combining the results. The points that were not marked with the consensus of all the researchers were discussed based on the article text, and a consensus was built. The themes, codes and categories included in the data collection tool were determined by an understanding that would provide results suitable for research purposes with the scientific terminology.

2.3. Data Collection Process

Data collection process of the project took place between May 2018 and November 2018. The examination process was conducted as independent parallel examination. Each article was examined by at least two researchers. Both the researchers' forms were matched and the points that showed discrepancy were re-examined by being opened to discussion or by consulting the opinion of a third researcher when necessary, and then the last marking was completed. In order to communicate regarding the points that resulted in hesitations in the examination process, an online platform was created, and discussions were held through this platform.

Other principles followed by the research team during the examination of the articles are as follows:

- a) If there was a case that the author indicated regarding the examination points, it was accepted as it was. If not, the researcher tried to make inferences from the hints.
- b) In evaluations related to value education approaches, development approaches and learning-teaching models and methods, whether the approach was clearly applied in the article's content was taken into account. For instance, if it was possible to identify according to which approach the applied values education activities were prepared in an experimental article, this was taken as a criterion for the point in question.
- c) Considering the possibility of tending to make superficial examination with the convenience of having many options, agreeing on a single and common point as much as possible was encouraged. However, for the cases in which reflecting the essence of the text was thought to be difficult, the option of multiple marking or using the other option and entering data manually were used unhesitatingly.

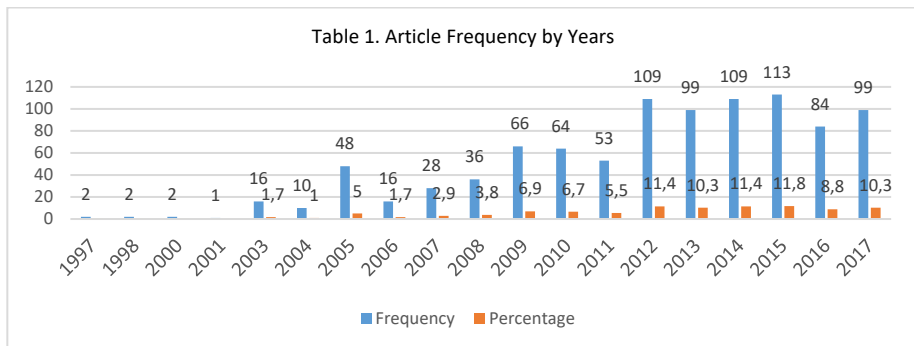
2.4. Validity and Reliability

Conducting the research as transparent and clear as possible, taking precautions that would decrease the effects of subjective evaluations on the result, correct choice of data sources and the confirmation of internal and external consistency of analyses are among the factors that strengthen the validity and reliability of qualitative researches. The following strategies were followed to ensure the validity and reliability of the research:

- a) *Long-term depth-focused interaction with the data sources:* Full texts of the articles were thoroughly read and the data obtained were recorded. In order to confirm the accuracy of coding and inferences, different parts of the article were read comparatively and multiple times when necessary. Where the necessary inferences were drawn was marked on the article, and in cases that the researcher was not sure, other group members were consulted for further assessment.
- b) *Independent parallel examination:* All articles were independently reviewed and coded by at least two researchers, and it is seen that the agreed rate of coding was quite high. As a result of the pairing, reliability coefficient for qualitative research of Miles and Huberman (1994) was calculated. The coefficient which indicates the reliability of the study when it is above 0.80 was calculated as 0.88 for this study. Online or face-to-face interviews were conducted on differentiating coding.
- c) *Detailed and data-based description:* The data obtained in the research were written in a detailed way on the examination form and coded. Data analysis and drawing themes from the qualitative data processes adhered to the raw data. To ensure reliability in this respect, direct references to the texts were made when necessary.
- d) *Archiving the documents of the research process:* In order to increase the verifiability of the reliability of study, raw data obtained within the research, tables created in the analysis stage, classifications, results obtained, notes taken are stored for the purpose of being examined when necessary.

3. Findings

3.1. Values Education Article Publication Performance

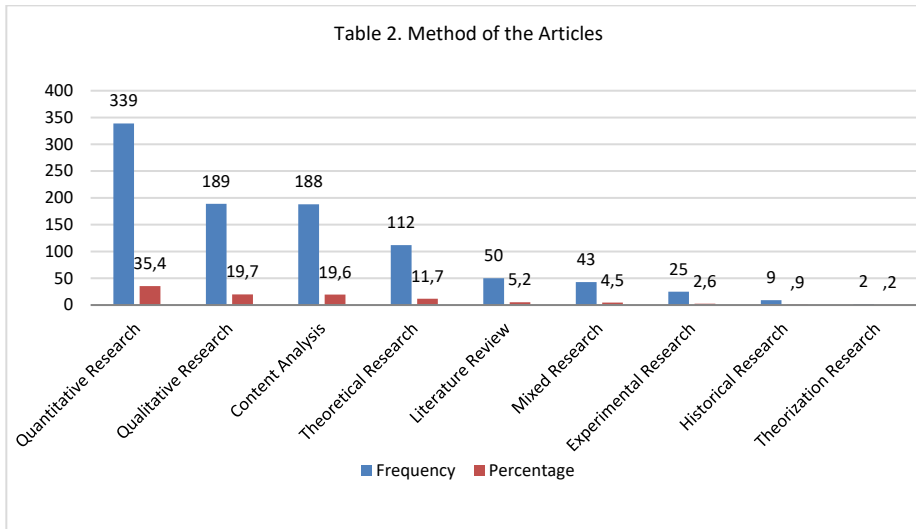


According to the scanning conducted in line with the research criteria, a total of 957 articles were published between the 1997 and 2017. In terms of quantitative development, 2005 and 2012 are seen to be the threshold jump periods. Most publications are made between 2012 and 2015. After the year 2015 which is the peak period of publications, there has been a partial decrease which has been followed by relatively fewer article publications. Whether the decrease after 2015 is temporary or is a permanent case as a result of reaching satisfaction in values education will be revealed in time.

Our examinations show that 29.4% (281 articles) of 957 articles have been published previously as thesis or paper. 8% of the articles are scanned in SSCI, SCI and AHCI indexes which are accepted as top level indexes. The rate of articles scanned by at least one of the other international indexes is 66%. 25.9% of the articles are in national indexes or databases. 90% of the articles are in Turkish, and 9.5% were published in English.

The author of 70.7% of the articles, the first author in articles with multiple authors, is an academic or researcher in the field of education. The contribution of researchers working in theology to value education articles is 11.6%; sciences and humanities 6.1%; economics and administrative sciences are 4.5%. 21 of the studies were published by researchers working in the field of medicine and health sciences, 11 in arts, and 9 in sports. 27 of the articles have been published by researchers working in the fields of engineering, communication, security, humanities and social sciences, tourism, computers, informatics, agriculture etc.

3.2. Articles in terms of their Methods



Quantitative method was used the most in the articles (35.4%). The rate of qualitative researches trying to understand ethno-cultural phenomena through techniques such as observation and interviewing was 19.7%. The rate of content analysis studies defined by the researchers under the qualitative research model, but mostly aimed at determining the values in a story or novel text, is 19.6%. 11.7% of the articles consist of theoretical researches aimed at revealing the importance of a certain subject and concept or compiling and gathering information from different sources within the framework of a certain argument. The rate of literature revealing the perspectives of the works from a certain period, person or thought regarding the values and their education is 5.2%.

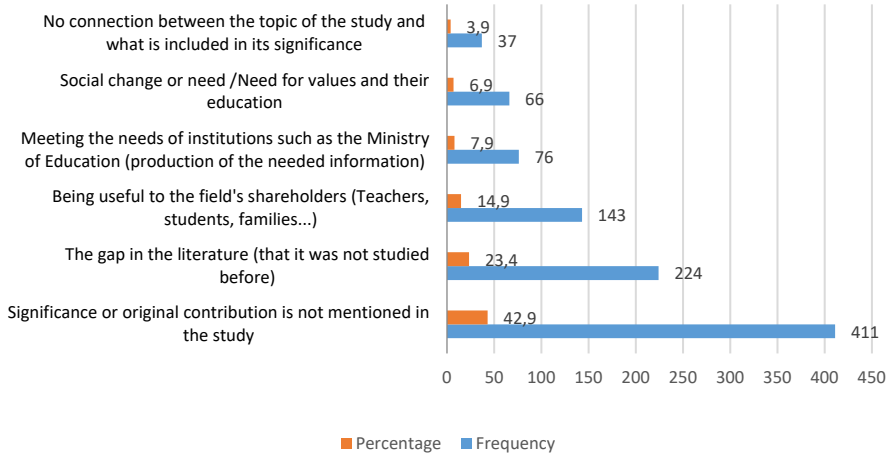
The point that is important in terms of giving an idea about the quality of value education research is the lack of mixed, experimental and theorization research which provides access to more holistic information as a result of long-term research processes. The ratio of mixed studies among all articles is 4.5% (43 articles). This includes researches that are often not evaluated among mixed research models¹ and are based on one of the qualitative and quantitative data in a single-layered process and uses the other as an auxiliary data source to support it. Therefore, it is seen that the proportion of the studies with real mixed designs is less. The frequency of using experimental methods which are important for methods, techniques and material development processes in value education is 2.6% (25 articles); while theorization studies that provide comprehensive models remain in 0.2% (2 articles).

3.3. Academic Contributions of the Articles

The importance or academic contribution in scientific research is the expression of the difference from the research done before it, to which problem or deficiency it will bring a solution and what kind of solution this will be, and what contributions it will make to the related fields conceptually, theoretically or methodologically, based on the literature evaluation. It refers to the contribution that is intended to be made for the identification, definition and elimination of a deficiency or problem. At the beginning of the study, the researcher should define the theoretical and conceptual framework of the topic and identify the deficiency or problem with a critical evaluation of the literature and ultimately express the contribution of their research in a succinct way.

¹ For detailed information about mixed design, see Baki, A. & Gökçek, T. 2012. "Karma Yöntem Araştırmalarına Genel Bir Bakış." *Elektronik Sosyal Bilimler Dergisi* 11(42), ss.01-21.

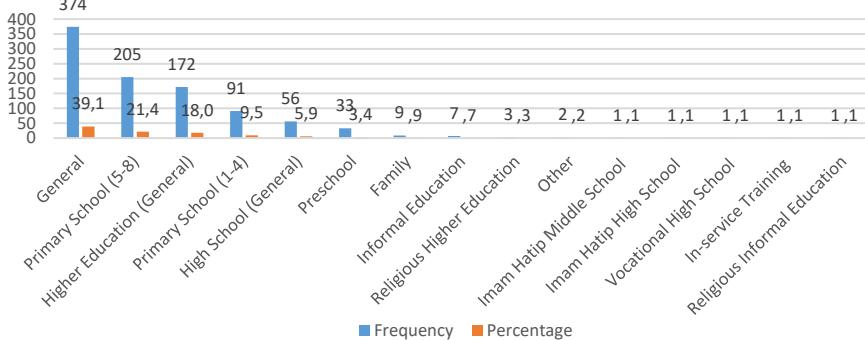
Table 3. Articles in terms of identification of the original contribution



It was determined that 42.9% of the articles did not contain an original value description. In 23.4% of the articles, the original value is defined as the gap in the literature, the contribution to the literature, or the fact that the topic has not been studied before. The production of important information for value education shareholders such as family, teacher and student is specified as the original value in 143 (14.9%) articles. The information needed by the Ministry of Education and other institutions where value education studies are carried out has been shown as the original contribution in 7.9% of the studies, and that the social change and transformation has increased the need for studies in the field of values and education was identified as the original value for 6.9% of the articles. In 37 (3.9%) articles, no correlation was found between what was written as the original value of the article and the subject matter of the article.

3.4. Contents of Articles

Table 4. Values Education Level Studied in the Articles



In the articles, the areas where the education of values and the levels of work are intense and the need for research is high are examined. According to the data, values and their education were generally handled in 374 articles without any level determination. Secondary education level of primary education (middle school) was the most studied education level with 205 articles, while general higher education was the second with 172 articles. Values and their education were examined in 91 articles in the first level of primary education (primary school), while general secondary education was the subject of 56 articles.

33 articles for preschool education and only 9 articles on values and their education in the family have been written, the sum of both being less than 5% of all articles. However, the periods and environments in which affective gains can be best achieved are family and preschool education environments. The total number of articles on the issues related to values and their education in religious education environments was five. Another area that has been surprisingly under-studied is vocational secondary education. Only one article about values education in vocational schools has been published.

One of the most striking results in the data is frequency of studying values and their education in higher education. Values and their education in higher education were studied in 18% of the articles. Most of these articles are aimed at determining the value preferences of the students of higher education - especially education faculty. Although this is explained by the easily accessible sampling and the importance of value preferences of prospective teachers in articles, the fact that one of every five articles is in this field is a negative situation regarding the perception of work-quality in scientific research.

3.5. Key Topics Discussed in Values Education Articles

Table 5. Key Topics Discussed

	Topics	Primary Topic		Secondary Topic		General	
		F	%	F	%	F	%
1	Value preferences/Attitudes and Perceptions Regarding Values and their Education	309	32,3	80	25,9	389	30,73
2	Course Books/Education Materials /Literary Texts and Values Education	110	11,5	17	5,5	127	10,03
3	Significance and Contribution of Administrators and Teachers in Values Education	61	6,4	29	9,4	90	7,11
4	Other Topics	54	5,6	34	11	88	6,95
5	Historical Experience, Sources and Examples	71	7,4	13	4,2	84	6,64
6	Education Programs, Curricula and Values Education	64	6,7	13	4,2	77	6,08
7	Religion/Belief/Religious Practice and Values Education	34	3,6	13	4,2	47	3,71

8	Moral/Ethical/Personality Development and Values Education	32	3,3	14	4,5	46	3,63
9	Trial/Development of Methods and Techniques in Values Education	31	3,2	13	4,2	44	3,48
10	Citizenship/Democracy/Democratic Attitude and Values Education	21	2,2	20	6,5	41	3,24
11	Education Administration/Politics and Values Education	21	2,2	11	3,6	32	2,53
12	Pre-Service Teacher Training and Values Education	14	1,5	12	3,9	26	2,05
13	Bullying/Violence/Youth Problems and Values Education	20	2,1	4	1,3	24	1,90
14	Good Application Examples in Values Education/Domestic Models	14	1,5	11	3,6	25	1,97
15	Values Education Approaches	11	1,1	11	3,6	22	1,74
16	Different Country Applications/Models in Values Education	16	1,7	5	1,6	21	1,66
17	Significance and Opinions of Family and Parents in Values Education	18	1,9	2	0,6	20	1,58
18	Environment Factors/Shareholders in Values Education	13	1,4	5	1,6	18	1,42
19	Philosophical Foundations of Education and Values Education	17	1,8	-	-	17	1,34
20	Academic Success/Spiritual Well-being and Values Education	13	1,4	4	1,3	17	1,34
21	Education Technologies, Media and Values Education	11	1,1	2	0,6	13	1,03
22	Learning-Teaching Approaches and Values Education	2	0,2	1	0,3	3	0,24
Total		957	100	309	100	1266	100

It is observed that 648 articles handled a single topic, while more than one topic was handled in 309. The most frequently covered topics in articles are values education and attitudes and comments regarding value preferences. In total, 389 articles have studied this topic as primary or secondary topics. 10.03% of articles studied values and their education in textbooks and auxiliary teaching materials, and 7.11% studied education shareholders' significance and qualities in values education. Historical experience, resources and examples in values education were studied in 6.64% of articles, while 6.08% handled values and their education in educational programs.

Religion, beliefs and worshipping practices in value education (3.71%), moral/ethical/personality development and values education (3.63%), introducing, testing and developing methods and techniques in values education (3.48%), citizenship, democratic attitudes and values (3.24%), and education management/policies and values education (2.53%) are topics covered in more than 30 articles. All other topics are studied less than once a year on average. For example, only three articles about learning and

teaching approaches and values education, 25 (1.97%) on examples of good practice, 22 (1.74%) on value education approaches and 18 (1.42%) on the environment and shareholders in value education have been written.

When a holistic reading on the findings is made, it is interesting to see that there is a lack of studies aimed at integrating the philosophical and experiential background of education with values education, while on the contrary there is an excess of studies aimed at assessing value preferences and education applications and especially determining value in curricula, textbooks, literary works and auxiliary teaching materials. The findings also show development of methods, techniques and models in value education, associating value education with psychological and educational-scientific foundations, and the limitation of studies aimed at efficient use of in-school and out-of-school domains in value education.

3.6. Theories, Approaches, and Models Used to Form the Scientific Framework in Values Education Articles

Table 6. Approaches, Theories, and Models Used in the Articles

	Approach in the Article	f	%
Psychological Development Theory/Approaches	No Theory or Approach	806	93,6
	Cognitive Moral Development (Piaget, Kohlberg)	34	3,6
	Psycho-social Theory (E. Erikson)	13	1,4
	Other Theories	14	1,4
Learning-Teaching Theories/Approaches	No Learning-teaching theory	881	92,0
	Constructivist Learning	35	3,7
	Social Learning	21	2,2
	Other Theories, Approaches and Models	20	2,0
Values Education Approaches/Models	No Values Education Approach	738	77,1
	Direct Teaching of Values	102	10,7
	Moral Judgment	45	4,7
	Character Education	44	4,6
	Moral Education	38	4,0
	Value Explanation	26	2,7
	Value Analysis	26	2,7

One of the factors that will enable a strong structure of the theoretical background in value education studies is the consideration of psychological development approaches because value education is directly related to the affective and cognitive dimension of the

human personality. In 896 (93.6%) of the articles examined, no development approaches were applied in the process of defining the research topic and problem or evaluating the findings. This is considered a serious inadequacy in the scientific infrastructure of the articles.

The most widely mentioned theory of development in articles is the theory of cognitive moral development, which establishes a relation between cognitive structure and moral development. As described by Piaget or Kohlberg, this theory was prominently included in the evaluation of theoretical background or findings in 34 (3.6%) articles. E. Erikson's psycho-social theory was prominently included in 13 (1.4%) articles. Among the 14 theories evaluated in the other category, psychoanalytic theory was addressed a total of four (0.4) times. Carol Gilligan's theory, which explains moral development in women as care and justice in men, has been prominently included in the theoretical structure of two articles. Social development theory, positive psychology, autonomous-relational self-approach, multi-intelligence, self-determination and ecological perspective in intergenerational value transformations, value-attitude-behaviour model and emotional attachment theories were each included once.

Another factor that will strengthen the theoretical background of values education studies is the scientific depth of education. It is possible to produce more efficient studies by utilizing the pedagogy knowledge accumulation of problem identification, research design and evaluation of findings. In this context, when we look at values education articles, the situation does not seem very pleasant. In 92% of the articles, no learning-teaching theory is included in the theoretical structure of the research, the design of the research model or the evaluation of the findings. In 76 (8%) articles, a learning-teaching theory appears to have been taken into account.

The most applied learning-teaching approach in articles is the constructivist learning approach with 3.7% and social learning theory with 2.2%. While behavioural learning is highlighted in 4 articles, Montessori model in 3, multi-intelligence theory, learning styles approach, lifelong learning and problem-based learning each in 2 articles; brain-based learning, learning by doing principle, active and integrated learning, web-based learning approach and project-based learning are each taken into account in one article.

In 738 (77.1%) of the articles, the approaches widely used in the field of values education are not included in the process of establishing the theoretical framework, designing the research model and evaluating the findings. In the remaining 219 (22.9%) articles, at least one of the value education approaches is systematically involved in defining the subject and problem of the article or discussing or interpreting the findings.

The most referenced approach is the direct teaching approach of values with 102 (10.7%) articles. Kohlberg's approach to moral judgment is extensively covered in 44 (4.7%) articles; the character education model in 44 (4.6%) paper on the process of structuring

the theoretical background or evaluating the findings. The moral education approach of a religious-based moral education has been highlighted in 38 (4%) articles.

It is seen that approaches that support value relativity in value education and advocate a student-centred approach to education are less handled than other approaches. 26 (2.7%) articles are structured based on the value explanation/clarification approach that emphasizes individuality and relativity in value education. The value analysis approach that benefits from scientific research processes and project-based education by focusing on social problems in value education is also highlighted in 26 (2.7%) articles.

3.7. Scientific Inadequacies in the Articles

Within the values education researches, some methodological problems were determined in the articles reviewed. These problems also point to issues of value education studies scientifically. Table 7 presents some of the findings that are expected to contribute to the studies that can improve the quality of value education and develop the theory and practice of value education. The details are given in the following headings.

Table 7. Significant Scientific Inadequacies in the Articles

	Significant Scientific Inadequacies in the Articles	Numbers of Articles
I	In the study, a method that is clear, comprehensible, and independently could be followed is not specified.	218
II	The essential parts such as subject and problem, purpose, method and findings that should be included in the article summary is not included.	132
III	The study does not have a problem statement and therefore an appropriate original value or the significance of the study.	41
IV	The introduction part of the article is based on the values definition and values clarifications from the previous studies without being evaluated in the context of the subject and problem of the article instead of defining the subject and the problem effectively.	31
V	In the article, there were generalizations based on the personal opinion and experience of the author instead of the conclusions and recommendations obtained from the findings.	29
Total		452

3.7.1. Inadequacies Regarding Methodology

In 268 of the values education articles, a clear, comprehensible, independently can be followed-up and repeatable method is not indicated. This shows that 22.7% of the articles do not have any concerns about following a proper method and explaining it (See for examples: Kasapoğlu, 2003; Kelptekin, 2010; Sahib ve Demirel, 2010). It also shows that

there is a problem about the systematicity and transparency of knowledge, which is the basis of the scientific research. However, the fact that scientific data is auditable and falsifiable depends on obtaining and presenting it through a systematic and a clear process.

The findings reviewed in the context of methodological problems in the articles are summed up around the following themes:

- a) In most of the articles, distinct headings in which information about the method is conveyed are not given or information about the method is not given in the introduction or in any other title.
- b) In some articles, information about the method is given in a distinct title or in the different parts of the article. However, there are shortcomings regarding data collection tools, development and structure of the tools, data collection processes, population-sample or research group, or data analysis methods.
- c) As a common situation in theoretical articles; problems, aims, original values, characteristics of data sources, the reasons to select them, and the conceptual and theoretical structure based on the information are not given.
- d) In qualitative and experimental studies, procedures and processes that are important for reliability are not clearly included.
- e) Some articles do not contain information about the method in the main text of the article; however, some brief information about method is given in the abstract. This situation is a problem in terms of clarity of the method and it also reveals the situation of giving an information in the abstract which is not included in the main text of the study.
- f) While the article does not provide a clear and sufficient information about the method of the study, describing some concepts about methodology by giving long and unnecessary excerpts from some research methods books which is based on stereotyped writing methods remains beyond its purpose.

3.7.2. Inadequacies Regarding Abstract

In 132 of the articles reviewed, it was found that the abstract did not give an idea about the subject and problem, purpose, method and findings of the article. These articles have an abstract but is incomplete. Articles in some of the old dated journals (e.g. World of Philosophy Journal) which did not provide abstracts due to the publication template of the journal were excluded. The inadequacies are grouped under the following headings:

- a) The information about the purpose, scope, and method of the study is not included in the abstract of the article.
- b) The information about the method, which should be included in the main text and abstract of the article, is not included in the main text, only briefly mentioned in the abstract.

- c) Indicating only the findings and results in the abstract.
- d) Presenting one or more paragraphs from the introduction part as abstract.

3.7.3. Inadequacies Regarding Distinctive Value Definitions Based on Problem Statement

The distinctive value or academic contribution of the article expresses the potential of contribution to the development of theory and practice in the field of study. In 41 articles, there were gaps regarding the distinctive value of the studies. Identified inadequacies are presented in the following themes:

- a) Determining a distinctive value that contradicts with subject, aim and method of the article and which are not possible to be studied or reached by the method is stated.
- b) Presenting the importance of the general subject, method, person, works, and concept studied in the article as distinctive value.
- c) Including purpose, research questions or technical information about the method instead of distinctive values under the heading of "Importance or Distinctive Value".
- d) Definition of distinctive value by conflicting expressions (e.g. 'there are many studies in the field that detect this problem, so this study is important') or essentialist understanding (e.g. 'because it is important').

3.7.4. Creating the Introduction Part of the Article from Excerpts which are Unrelated to Subject and Problem

In the introductory part of 31 articles, an introduction has been made with the related definitions of value, value taxonomies, etc. from the previous studies without being evaluated in the context of the subject and the problem of the study instead of defining the subject and problem. Some examples of such studies are presented below in two categories:

- a) The definitions of value and approaches to value taxonomy are presented without making any connection with the subject and in a stereotyped way through quotations from early studies in the early 2000s.
- b) The important and known conceptual framework and theoretical structure of the article is disregarded, and familiar value definition and taxonomies or general explanations are considered sufficient in the introduction and findings parts.

3.7.5. The Problem of Presenting Results and Recommendations not based on Study Findings

In 29 of the articles reviewed, the results and recommendations were not based on the study findings. In such studies, the authors either give directly the results and recommendations of other studies or include experiences that are not related to his/her own study. The followings are examples of how this problem appears in these articles:

- a) Giving results directly from other studies and obtained from his/her own study.
- b) Giving results and suggestions by highlighting results and suggestions which are not directly related to the main subject and purpose of the study.
- c) Giving results and recommendations that contradict the findings of the study.

5. Conclusion and Evaluation

At the end of browsing conducted according to the research criteria, a total of 957 values education articles were found to be published between the first publication in 1997 and the end of 2017. The most quantitatively productive period was between 2012 and 2015, with the highest number of articles (113) being published in 2015. While the vast majority of articles (70.7%) are written by researchers working in the field of education, researchers from theology (11.6%), science and humanities (6.1%) and economics, business, political science and public administration (4.5%) also heavily contributed to the articles. A total of 1679 researchers contributed to the articles as authors. It is seen that an average of 1.75 authors contributed per article. The fact that one third of the articles have been published as papers or thesis before and that proportions of articles scanned in the highest-ranking indexes (SSCI, SCI and AHCI) and articles in foreign languages were low is noteworthy.

The important point in terms of giving an idea about the nature of value education research in the findings is the lack of mixed, experimental and theory development research, which allows access to more holistic information as a result of long-term research processes. These studies do not reach even one per cent in all studies². It has been found that almost half of the articles do not contain description of a distinctive value as academic contribution, 37 articles show no relationship between the topic of the article and what was indicated to be its original value, and clear mistakes were made in defining original value. Considering the importance of the original value in terms of problem-based

² Similar findings are noted in the study of Dündar and Movement (2016), one of the rare studies examining values education articles in the literature. The study found that the field literature compilation /literature review and quantitative descriptive research were high in number among the values education studies and that documents and surveys were the most preferred data collection tools. See Dündar, H. & Movement, E. 2016. "Değerler Eğitimi Araştırmalarında Yönelimler: Değerler Eğitimi Dergisi Örneği." *Akademik Bakış Dergisi*, 55, ss.207-233.

scientific research, this situation remains one of the essential issues to be improved in researches.

More than half of the articles were allocated to the study of values in the curriculum, textbooks or materials or to determine the value preferences of education stakeholders, while subjects such as method, model and technic development/trial in value education that would contribute directly to the field have been studied in a limited number of studies. Preschool, which is the most critical period for value education, is the least studied education level among all levels of education. The lack of articles on values and its education in vocational education is another remarkable issue today, when work ethic is a very important phenomenon.

An interesting finding regarding the subject and value education studied in articles is the high frequency of studies in higher education. Approximately one out of every five articles is written on value education in higher education. This result, which belongs to a period that is not very efficient for value education in terms of development, is often explained in articles with easily accessible sampling or the importance of prospective teachers in values education, and thus can be considered as a negative situation related to the perception of work-quality in scientific researches. Therefore, some rare journals focusing on education scanned in high-level indexes in Turkey regard articles with such sampling not suitable for publication³. It is understood that this issue should be taken into account in values education research designs.

While the value education articles with sample from higher education are frequently published, only nine articles discussed value education in the family have published. It seems that the family, which is the most important stakeholder group of affective education, has not been adequately addressed. One of the reasons for this inadequacy can be the difficulty of family researches. The results of this study showed that researchers prefer to work with easily accessible samples. However, it can also be considered that to make values education a part of the formal curriculum in 2004 and to assign value education with the first lesson circular numbered 53 published in 2010 as a responsibility of schools also were effective on this.

Findings related to the article subjects show that there are few studies aimed at integrating the intellectual and experiential background of education and values education. One of the basic characteristics of scientific knowledge is that it has a cumulative progression. Researchers use the basic approaches, models and methods produced by scientific methods in a unique way and deal with current problems and bring

³ See: <http://egitimvebilim.ted.org.tr/index.php/EB/pages/view/guideForAuthors#focusAndScope>, Accessed December 29, 2018, 01:51 pm.

a new approach to them. While making use of the previous findings in the formation of the theoretical framework, defining the subject and problem, structuring the research model and interpreting the findings, they can place their views on their problems on a scientific basis. In this context, it is understood that values education approaches are very limited in the articles, especially student-centred approaches are taken into consideration only in 52 articles.

Values education is built on the cognitive, affective and behavioural learnings in a similar way to other learning and education fields. Therefore, values education can be based on a more scientific basis when studied in connection with the general scope of education and learning-teaching theories. However, a research design based on educational approaches was determined in only 8% of the articles and development approaches in about 6% of the articles. It can be said that further researches are needed to develop value education methods and techniques based on developmental and theoretical foundations. For example, brain-based learning, project-based learning, and problem-based learning theories can be studied in values education in terms of practices of them.

It is understood that the number of studies on methods and technical experimentation/development, examples of good practice and educational technologies and values education that have the potential to make a direct contribution to the development of value education is very small among the articles. On the other hand, while the sum of these researches does not reach 50, the numbers of articles about the value preferences of education stakeholders and which values are included in educational materials, which are weak in theoretical foundation and are aimed at describing the existing, are 389 and 127, respectively. In the most general sense, science provides a person with the opportunity to describe, understand, explain, prediction and control what is happening. Although all these functions of science work in a related manner, studies that are related to the functions such as prediction and control after understanding and explanation have higher potential to make concrete contributions to the improvement of educational processes. Such functions can be performed in education through methods, techniques, models, material development and experimentation studies. This function is weaker in articles that aim at determining the value preferences of education stakeholders, which constitute a very large number of studies in the literature.

Some scientific inadequacies have been identified in the value education articles in terms of defining the subject and problem and explaining the distinctive value: (i) no problem grounding based on the accumulation and deficiencies in the field is done by evaluating the theoretical and conceptual framework of the field; (ii) there is the habit of repeating the literature that appeared in the first studies instead of conducting a good field review and a broad and profound reading; (iii) researchers are unable to connect their subjects, findings, theoretical background of their research and the points related to the problem situation to the general literature and knowledge of values education.

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