



A Study on Extending the Values Education Program in Preschool

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Abstract

Within the scope of the Education of Values Project conducted by Turgut Özal University and the Ankara Directorate of National Education, 200 preschool teachers were trained during the 2012-2013 academic year. In accordance with the positive feedback from these teachers in terms of their applications in their classrooms, the training is generalized in 19 districts of Ankara. As part of this project, 19 teachers who attended previous trainings were trained as formatter teachers. These formatter teachers educated teachers within the districts. These teachers in the districts applied the program in their classrooms during the education process. The purpose of the present study was to gain information about the results that might come up regarding the ideas of the teachers who were trained by the formatters when they applied the Program of Education of Values in their classrooms. In the present study, 237 teachers were asked to evaluate the training they had via the Project Evaluation Form after completing the training regarding the Education of Values. From the pool of these 237 teachers, 88 of these forms were completed and returned to the researchers, so that the opinions of the teachers' trainings given by formatters were evaluated depending on these forms. Considering the training they had and the program applied, the Teacher Evaluation and Personal Information Forms developed by the researchers, were the tools used to collect the data. In the present study the teachers generally stated positive opinions, and considered the program useful even when it is extended and taught not only by teachers but also by the formatters. You need to insert findings and results of the study into this section by taking the word limit into account. You need to insert findings and results of the study into this section by taking the word limit into account. You need to insert findings and results of the study into this section by taking the word limit into account. The applications in the classrooms were fruitful so the generalized study of the program could begin in Turkey.

Keywords: education of values, preschool, teacher training

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Okul Öncesinde Değerler Eğitimi Programının Yaygınlaştırılması Üzerine Bir Araştırma

Öz

2012-2013 eğitim-öğretim yılında Turgut Özal Üniversitesi ve Ankara Milli Eğitim Müdürlüğü'nün ortaklaşa yürüttüğü “Değerler Eğitimi Projesi” kapsamında 200 okul öncesi öğretmenine eğitim verilmiştir. Öğretmenlerin sınıflarında uygulamaları ve olumlu dönütler elde ettiklerini belirtmeleriyle okul öncesi öğrencileri için geliştirilen Değerler Eğitimi Programı, 2013-2014 eğitim öğretim yılında öğretmenlerden ve Ankara Milli Eğitim Müdürlüğü'nden gelen talepler doğrultusunda Ankara'nın 19 ilçesinde yaygınlaştırılmıştır. Bu yaygınlaştırma çalışması kapsamında daha önce eğitim almış olan 19 öğretmen formatör olarak yetiştirilmiştir. Formatör öğretmenler ilçelerde bulunan öğretmenlere eğitim vermişlerdir. İlçelerdeki öğretmenler eğitim sürecinde programı sınıflarında uygulamışlardır. Bu araştırmada formatör öğretmenlerden eğitim alarak programı sınıflarında uygulayan öğretmenlerin Değerler Eğitimi Programına yönelik düşüncelerini ortaya koymak ve buradan yola çıkılarak programın formatörler tarafından eğitim verilmesi suretiyle yaygınlaştırılması durumunda ortaya çıkabilecek sonuçlarla ilgili bilgi sahibi olunması amaçlanmıştır. Araştırma kapsamında, eğitimler ve öğretmenler tarafından sınıfta gerçekleştirilen uygulamalar tamamlandıktan sonra Değerler Eğitimi Programı eğitimi almış olan 237 öğretmenden aldıkları eğitimi ve programı değerlendirmeleri istenmiş ve öğretmenler proje değerlendirme formunu doldurarak araştırmacılara ulaştırmışlardır. Araştırmacılara 88 form ulaşımıştır. Öğretmenlerin program ve formatör öğretmenlerden almış oldukları eğitime yönelik görüşleri bu 88 form kapsamında değerlendirilmiştir. Öğretmenlerin uyguladıkları program ve aldıkları eğitime yönelik görüşlerine yönelik olarak araştırmacılar tarafından geliştirilen Öğretmen Değerlendirme Formu ve Kişisel Bilgi Formu kullanılmıştır. Araştırma sonucunda, bazı öğretmenlerin yaşamış oldukları birtakım zorluklar olmakla birlikte genelde programa ilişkin olumlu görüş belirttikleri, programın yaygınlaştırılması ve araştırmacıların değil formatörlerin eğitim vermesi durumunda da eğitime katılan öğretmenlerin olumlu kazanımlar elde ettiği, sınıflarındaki uygulamaların sonuçlarından verim aldıklarını düşündükleri dolayısıyla programın Türkiye genelinde yaygınlaştırma çalışmalarına başlanabileceği düşünülmektedir.

Anahtar Kelimeler: değerler eğitimi, okul öncesi, öğretmen eğitimi

Introduction

It is believed that values are the criteria that address the social needs of the society. Values are there for the sake of the individual as well as being the motives that leave marks on individual's consciousness and direct his behaviors (Özgüven, 2003). Responsibility, honesty, fairness, respect, helpfulness and tolerance are examples of values which are considered universal. Values form a general framework for the attitudes that direct behavior and influence an individual's behaviors towards others (Demirhan İşcan, 2007). In this sense, values are closely related with dimensions of people's emotions, ideas and behaviors. Ryan and Bohlin (1999) express that the education of values fosters the development of knowledge, skills and talents that students can handle and it provides opportunities for students to make reasonable choices.

In recent years, the education of values is in the political agenda of many countries (Veugelers & Kat, 2003). As for our country, since the first years of the Republic, the education system has had a great role in raising citizens and improving social values (Balcı & Yelken, 2010). The Ministry of National Education Head Council of Education and Morality has circulated implementation of law number 6312, dated 8 September 2010, to governorships and to all elementary and secondary schools which were created in order to mandate value oriented educational activities within and outside of the classrooms. Accordingly, further procedures are defined related to the education of values in the content of the general curriculum and values and education of values are greatly emphasized (Tezgel, 2006; MNE, 2013).

Since it is very hard for children to learn values, also known as "ethic rules," by trial and error, it is very important to teach values systematically in preschools as an individual's basic values form during these years. Besides, children who adopt positive values in early years can make better decisions and solve their problems by themselves which are the characteristics of self-confident children. Not adopting values can cause a person's social failure, exclusion and misery. In this sense, adopting the values contributes to children's happiness (Eyre & Eyre, 1993). Teaching values in a systematic way is as essential as beginning to teach them at early ages (Neslitürk, 2013).

Education of Values and Teachers

The most important role is given to teachers in terms of teaching values in schools. The teacher is both a model and a guide for the students with his presence. With the inclusion of various methods and techniques, bringing children values given in the program has increased the teacher's responsibilities (Özmen, Er & Gürgil, 2012).

Akpınar & Özdaş (2013), with their study conducted with 55 teachers, Özmen, Er & Gürgil (2012) with 130 teachers, stated that teacher's aspect in terms of education of values is positive. However, teachers are confused about how to support the education process and where it lacks. Thornberg (2008) in his study entitled "Lack of Professional Knowledge in Education of Values," indicated that teachers expressed opinions of applying it only when there was an issue within

one of the following areas: as a reaction to the problem without planning, focusing on students' behaviors within the school, dealing with only daily school life, or it was partially applied or mostly applied unconsciously. Findings of Yiğittir & Keleş (2011) and Üner (2011) are also showing that teachers meet difficulties while applying the education of values.

In this sense, it is necessary to have an education of values program applied in advance which proves its effectiveness by its positive outputs. Starting from this idea, with the cooperation of both Turgut Özal University and the Ankara Directorate of National Education, 200 preschool teachers were trained during the 2012-2013 academic year. In accordance with the positive output from these teachers in terms of their applications in their classrooms, the training is generalized in 19 districts of Ankara.

In this regard, 19 preschool teachers out of 200 were volunteered and trained to be formatters for education of values and they were officially given the right to be formatters by the Ankara Directorate of National Education. These formatters introduced the program to the preschool teachers in 19 different districts and trained them. Teachers in the districts applied the program in their classrooms. The purpose of this study is to become informed about the results that might come up regarding the ideas of the teachers who were trained by the formatters when they applied the Program of Education of Values in their classrooms.

Method

The present study is conducted with the cooperation of both Turgut Özal University and the Ankara Directorate of National Education. The study is supported by the Turgut Özal University Scientific Research Fund under project number 2013-04-017. The study is the last step of the project regarding its generalization. Qualitative methodology was used, and the analyses were done with case study design. Case study is a qualitative design that studies a current event in its own life frame (Yıldırım & Şimşek, 2008). The study is conducted in Ankara.

Study Group

Within the scope of the research, 237 formatters were asked to evaluate the training they had and the program they applied after completion. Of those, 88 of the teachers filled out the Project Evaluation Forms which were returned to the researchers to form the basis of the evaluation of the teachers' opinions.

Data Collection Tools

Teacher Evaluation and Personal Information Forms, developed by the researchers, were used to determine the teacher's opinions. The steps taken while developing the forms are as follows: draft questions regarding the case were prepared, opinions of 5 experts were asked, the forms were re-organized depending on the suggestions, a pilot scheme with 10 preschool teachers was done, and taking

into account the direction of teachers' opinions the necessary changes were made and the forms took their final shape.

Personal information form. Developed by the researchers to gather information regarding participant's age, gender, hometown and school.

Teacher evaluation form. Includes questions regarding the teacher's observation about colleagues, students. Application of the activities in the program, experiences with parents, feedback from principles and about himself / herself.

Education of values program. The program is developed by Şirin, Şafak, Yuvacı, Bayrak and Öztürk. The program took form during the education process of preschool students in Ankara (Turkey) in 2003 and pilot studies were conducted for two years (Şirin et al., 2014). The interviews conducted with teachers and parents indicated positive results (Şirin et al., 2014). The application of the program starting from the 2013-2014 academic year was approved with the law number 17 dated 7 March 2013 by the Ministry of National Education Head Council of Education and Morality.

Education of Values Program is a program that supports students' learning desire, transforms information into living usage via internalizing it, being able to make observations on behaviors that are learned and maintaining these behaviors through reinforcements. Educational approaches of Piaget, Vygotsky, Skinner, Gardner and Bloom formed the foundation of the program. Within the scope of the program Love, Friendship, Respect, Empathy, Responsibility, Fairness, Honesty, Politeness, and Trust are the topics taught. Each topic is discussed regarding the following processes: Explanation, Behavior Description, Evoking the Feeling of Necessity, Exemplifying, Supporting the Behavior, Using Reinforcers through Repetition, Ensuring Parent Education and Participation, Socializing and Social Projects that are Applied, Reporting, and Going Back. Activities are planned and applied depending on these topics.

Research Process

Before the study process began, formatter teachers had training in Education of Values for one week as teacher trainers and sample applications were conducted. Afterwards, in the last week of every month a meeting was arranged with formatter teachers and studies were carried out in terms of educational topics and content under the Program of Education of Values. Formatter teachers presented the Program of Education of Values and trained the teachers accordingly within their district for one day in the first week of every month. The necessary educational content is given to teachers monthly. The teachers applied their monthly practices regarding the program in their classrooms. Trainings and applications continued for 8 months. One month after completing teacher's training (teachers were given time to apply the program content in their classrooms related to the last month) the teachers were asked to fillout and hand in the Teacher Evaluation Form.

Teachers handed in these evaluation forms to the researchers in person or by mail. 237 evaluation forms were given and 88 of them were completed and returned to the researchers.

Data Analysis

Analysis regarding teacher evaluation is done with case study design. Case study is a qualitative design that studies a current event in its own life frame. (Yıldırım & Şimşek, 2008, p. 277). Teachers' explanations and expressions were assessed via content analysis under the constructs of qualitative design. Considering the results, coding and thematisation were done, they were presented and interpreted in tables with the help of frequency and percentage values. Direct quotations were often given to support the interpretations. Content analysis is the digitization process of what people are saying and writing by coding according to clear instructions (Balcı, 2009, p. 189). The basic procedure done within the scope of content analysis based upon gathering similar data together considering the frame of certain topics and organizing and interpreting these in a way that the readers can understand (Yıldırım & Şimşek, 2008, p. 227).

Findings and Discussion

In the present study, the opinions of the teachers trained by former teachers were studied in terms of the program. Information is gathered from the responses of the trained preschool teachers to the questions asked in the Teacher Evaluation Form. Teachers' opinions are as follows:

Question 1: My observations related to the application of the activities

Table 1

Teachers' Opinions during the Application Process about the Positive Sides of the Activities Applied

Positive sides	<i>f</i>	%
I got positive feedback from parents and children	6	6.8
Sample activities that are easy, applicable, sufficient and clear facilitate our work.	20	22.7
There was an increase in children's behavior of using kindness terms	3	3.4
Teacher-parent-student performances strengthen the relationship, enhanced awareness.	11	12.5
Students participated in the activities with curiosity and there were positive behavioral changes.	22	25.0
The most effective thing while applying the activities was having a plan for each day.	1	1.1
Children felt they were precious and grown-up individuals	6	6.8
Abstract concepts were embodied. Children easily understood.	15	17.0
Stories contributed greatly to acquisition.	2	2.3
Non-response	2	2.3
Total	88	100.0

Teachers' opinions during the application process about the positive responses to the activities applied are as follows: 25.0% of them stated their positive opinions regarding the application of the activities as "Students participated within activities with curiosity and there were positive behavior changes," 22.7% of them stated that "Sample activities that are easy, applicable, sufficient and clear facilitate our work," 12.5% of them stated that "Teacher- parent-student performances strengthen the relationship, enhanced awareness", 17.0% stated that "Abstract concepts were embodied. Children understood easily," 6.8% of them stated that "I got positive feedback from parents and children" and "Children felt they were precious and grown-up individuals."

Table 2

Teachers' Opinions in Terms of Challenges They had while Applying the Activities during the Application Process of the Program

Challenges	<i>f</i>	%
I didn't have any difficulty.	27	30.6
It was difficult at first to embody abstract concepts as children were young.	21	23.9
I had difficulty while applying the activities and including them within the plan regarding time.	10	11.4
I had difficulty in parent participation and feedback since it was hard for them at first to adopt activities and they were busy.	12	13.6
Some teachers were not willing to apply the program and resisting it.	2	2.3
I had difficulty in activities that parent informing was not much.	2	2.3
The location of my school and physical conditions of the classroom caused trouble.	10	11.3
I had difficulty in a visual way as stories had no pictures within the scope of the program.	4	4.5
Total	88	100.0

Teachers' opinions in terms of challenges they had while applying the activities during the application process of the program are as follows: 23.9% of them stated that "It was difficult at first to embody abstract concepts as children were young," 13.6% of them stated that "I had difficulty in parent participation and feedback since it was hard for them at first to adopt activities and they were busy," 11.4% of them stated that "I had difficulty while applying the activities and including them within the plan regarding time," 11.3% of them stated that "The location of my school and physical conditions of the classroom caused trouble," and 30.6% of the teachers stated that they didn't have any difficulties.

Table 3

Teachers' Suggestions on Applying the Activities during Application Process of the Program

My implications	<i>f</i>	%
I have no suggestions.	8	9.1
In order to enhance the games and activities an activity pool can be created for all the participants.	6	6.8
I think drama performances are very effective.	4	4.5
Activities and plans can be made by dividing children into age groups monthly.	8	9.1
I think that this education should be reorganized according to subjects and ages (elementary, secondary, etc.).	4	4.5
These studies should also be in the curriculum and within the new system, teachers should be informed.	6	6.8
Stories about these topics can be illustrated. Besides these stories, cartoons and other visual sources can be prepared.	10	11.4
Practices in which parents will be more active and acquainted with can be added.	10	11.4
These workshops can be organized annually.	2	2.3
Non-response	30	34.1
Total	88	100.0

Teachers' suggestions regarding the application of activities are as follows: 11.4% of them stated that "Stories about these topics can be illustrated. Besides these stories cartoons and other visual sources can be prepared," 11.4% of them stated that "Practices in which parents will be more active and acquainted with can be added," 9.1% of them stated that "Activities and plans can be made by dividing children into age groups monthly," 6.8% of them stated that "These studies should also be in the curriculum and within the new system, teachers should be informed," 6.8% of them stated that "In order to enhance the games and activities an activity pool can be created for all the participants," 4.5% of them stated that "I think that this education should be reorganized according to subjects and ages. (elementary, secondary, etc.)" While 34.1% of the teachers gave no response to the question "Do you have any suggestions regarding the application of the activities?" 9.1% of them responded as "I have no suggestions."

Question 2: My observations of students

Table 4

Teachers' Opinions about Their Students and Their Positive Observations on Them during the Application Process

Positive sides	<i>f</i>	%
They became children who don't hurt eachother, who greet and respect eachother and sharing.	50	56.8
They share what they have learned with others.	5	5.7
Their awareness towards their friends, families and environment increased.	11	12.5
Even though the process is over the positive changes in their behaviors continues.	3	3.4
Children learn easily, they are very open to learning; they participate curiously and willingly.	15	17.0
Non-response	4	4.5
Total	88	100.0

Teachers stated their positive observations related to their students in the end of the education of values program as follows: 56.8% them stated that "They became children who don't hurt eachother, who greet and respect eachother and sharing," 17.0% of them stated that "Children learn easily, they are very open to learning; they participate curiously and willingly," 12.5% of them stated that "Their awareness towards their friends, families and environment increased," 5.7% of them stated that "They share what they have learned with others," 3.4% of them stated that "Even though the process is over the positive changes in their behaviors continues."

Table 5

Teachers' Opinions in Terms of Challenges They Had with Their Students while They were Applying the Program

Challenges	<i>f</i>	%
I don't experience any difficulties.	11	12.5
We didn't have enough time to complete the activities	5	5.7
Parents didn't participate as much as they should within the scope of the program	12	13.6
Some tough students didn't improve much in behaviors and couldn't stop hitting although they improved verbally.	7	8.0
Having a young age group made it difficult for the students to understand some topics.	11	12.5
Since the values are abstract concepts, repetition is necessary to acquire them.	11	12.5
We had difficulty in applying activities to all children as the classrooms were crowded in number.	6	6.8
Some of the students didn't want to participate in the activities.	3	3.4
Non-response	22	25.0
Total	88	100.0

Percentages of the teachers who were giving the education of values to students and having difficulties are as follows: While 12.5% of them were expressing that “I don’t experience any difficulties,” 25.0% of them gave no response. In terms of the difficulties teachers had, 13.6% of them stated that “Parents didn’t participate as much as they should within the scope of the program,” 12.5% of them stated “Having a young age group made it difficult for the students to understand some topics,” 12.5% of them stated “Since the values are abstract concepts, repetition is necessary to acquire them,” 8.0% of them stated that “Some tough students didn’t improve much in behaviors and couldn’t stop hitting although they improved verbally,” 6.8% of them stated that “We had difficulty in applying activities to all children as the classrooms were crowded in number,” 5.7% of them stated that “We didn’t have enough time to complete the activities,” and 3.4% of them stated that “Some of the students didn’t want to participate in the activities.”

Table 6

Teachers’ Suggestions during the Application Process of the Program

My implications	<i>f</i>	%
In order to help parents be more responsive practices can be made.	12	13.6
It would be nicer if the sources could be given in hard copy.	1	1.1
I think it will be more effective and help children understand easily if the stories are illustrated and published into a book.	4	4.5
The activities and plans should be done considering children’s age group and their need of special education.	6	6.8
I think excursions will be more effective as activities.	2	2.3
I think the school should do a collaborative work and give the education to all children.	6	6.8
Activities can be organized focusing on drama and visual practices.	7	8.0
I think Ministry of National Education should build a plan by adopting education of values.	1	1.1
Non-response	49	55.7
Total	88	100.0

Teachers who presented the education of values to students gave the following suggestions depending on their observations about the students: 13.6% of the teachers stated that “In order to help parents be more responsive practices can be made,” 8.0% of them stated that “Activities can be organized focusing on drama and visual practices,” 6.8% of them stated that “The activities and plans should be done considering children’s age group and their need of special education,” 6.8% of them stated that “I think the school should do a collaborative work and give the education to all children,” 4.5% of them stated that “I think it will be more effective and help children understand easily if the stories are illustrated and published into a book,” 2.3% of them stated “I think excursions will be more effective as activities,” 1.1% of them stated “It would be nicer if the sources could be given in hard copy” and “I think Ministry of National Education should build a plan by adopting education of values.” 55.7% of the teachers left this question unanswered.

Question 3: My experiences with parents

Table 7

Teachers' Positive Opinions about Parents during the Application Process

Positive sides	<i>f</i>	%
Parents thanked and said that they were very happy.	26	29.5
Parents followed the behavior chart curiously and told that they started to see the expected behavior changes in their children.	20	22.7
At first they didn't pay any attention but later they got interested in the activities.	3	3.4
Parents' awareness increased in terms of values and their relationship with their children improved positively.	19	21.6
They liked the activities and practices a lot and want to share the results of the activities that are applied every day.	5	5.7
Non-response	15	17.0
Total	88	100.0

Teachers presenting the education of values to students stated their positive opinions about parents as follows: 29.5% of them "Parents thanked and said that they were very happy," 22.7% of them stated that "Parents followed the behavior chart curiously and told that they started to see the expected behavior changes in their children," 21.6% of them stated that "Parents' awareness increased in terms of values and their relationship with their children improved positively," 5.7% of them stated that "They liked the activities and practices a lot and want to share the results of the activities that are applied every day," 3.4% of them stated that "At first they didn't pay any attention but later they got interested in the activities," and 17.0% of the teachers left this question unanswered.

Table 8

Teachers' Opinions Regarding the Difficulties They had with Parents during the Application Process of the Program

Challenges	<i>f</i>	%
I didn't have any kind of difficulty.	26	29.5
Some parents said that they were busy and didn't have time for parent participation.	20	22.7
It made it difficult for us when the values were not applied at home regarding consistency.	3	3.4
Some parents thought that the education was unnecessary and were not concerned.	19	21.6
I had difficulty in communicating with parents and couldn't get feedback.	5	5.7
Non-response	15	17.0
Total	88	100.0

Teachers opinions regarding their practices with parents in percentages are as follows: While 29.5% of the teachers stated that “I didn’t have any kind of difficulty,” 17.0% of them gave no response. Teachers shared the difficulties they had with parents and the percentages of their opinions are: 22.7% of them stated as “Some parents told that they were busy and didn’t have time for parent participation,” 21.6% of them stated as “Some parents thought that the education was unnecessary and were not concerned,” 5.7% of them stated “I have difficulty in communicating with parents and can’t get feedback,” 3.4% of them stated “It made it difficult for us when the values were not applied at home regarding consistency.”

Table 9

Teacher’s Suggestions Related to Parents

My implications	<i>f</i>	%
Methods to increase parent participation in the activities should be developed.	7	8.0
Activities that parents can apply at home could be planned.	4	4.5
Parents can be educated on this subject.	23	26.1
I think these kind of supportive trainings should be carried on.	4	4.5
Non-response	50	56.8
Total	88	100.0

Teachers presenting the education of values to students suggested the following ideas: 26.1% of them stated that “Parents can be educated on this subject,” 8.0% of them stated that “Methods to increase parent participation in the activities should be developed,” 4.5% of them stated that “Activities that parents can apply at home could be planned.” and “I think these kind of supportive trainings should be carried on,” 56.8% of the teacher left this question unanswered.

Question 4: My observations related to my colleagues

Table 10

Teachers’ Observations about Their Colleagues during the Application Process

My observations about my colleagues	<i>f</i>	%
I shared all the topics with my colleagues and they started applying it also.	35	39.8
I transfer the practices I make.	6	6.8
My colleagues realized the improvements in my classroom and appreciated.	10	11.4
Didn’t draw my colleague’s attention.	2	2.3
My colleagues told that they followed our board in the hallway attentively.	5	5.7
I don’t have any sharing with my colleagues.	4	4.5
Non-response	26	29.5
Total	88	100.0

Teachers' observations about their colleagues with percentages are as follows: 39.8% of them stated that "I shared all the topics with my colleagues and they started applying it also," 11.4% of them stated that "My colleagues realized the improvements in my classroom and appreciated," 6.8% of them stated that "I transfer the practices I make," 5.7% said that "My colleagues told that they followed our board in the hallway attentively," and 29.5% of them left this question unanswered.

Question 5: Feedback that I received from my principal/principals

Table 11

Feedback that Teachers Got from Their Principals during the Application Process of the Program

Feedback I got from my principle/principles	<i>f</i>	%
My principle was very glad, interested with the application and supported it.	33	37.5
My principle was not really concerned.	8	9.1
We were able to get permission from my principle to participate after being persistent.	2	2.3
We were criticized about some of the topics on account of the fact that they were abstract.	2	2.3
Non-response	43	48.9
Total	88	100.0

Teachers' statements regarding the feedback they got from their principle/principles are as follows: 37.5% of them stated that "My principle was very glad, interested with the application and supported it," 9.1% of them stated that "My principle was not really concerned," 2.3% of them stated that "We were able to get permission from my principle to participate after being persistent" and "We were criticized about some of the topics on account of the fact that they were abstract," and 48.9% of the teachers left this question unanswered.

Question 6: Observation of self

Teacher's opinions depending on their self-assessments are given with their percentages as follows: 25.0% of them stated that 'Doing different exercises, making parents and children happy pleased me,' 23.9% stated "I think I developed myself in something that was important to me," 12.5% stated "My awareness increased. Along with the children I also did different exercises and thought what else I could do more," 8.0% of them stated that 'Gradually more productive studies are emerging and this motivates us,' 3.4% of them stated that "I think I should provide educational environment in terms of these topics rather than publishing plan," and 2.3% of them stated that "I thought I would have difficulty while teaching these abstract concepts to children but it was not like that."

Table 12

Teachers' Observations of Self during the Application Process of the Program

Observations about myself	<i>f</i>	%
Doing different exercises, making parents and children happy pleased me.	22	25.0
My awareness increased. Along with the children I also did different exercises and thought what else I could do more.	11	12.5
I think I developed myself in something that was important to me.	21	23.9
Gradually more productive studies are emerging and this motivates us.	7	8.0
I thought I would have difficulty while teaching these abstract concepts to children but it was not like that.	2	2.3
I think I should provide educational environment in terms of these topics rather than publishing plans.	3	3.4
Non-response	22	25.0
Total	88	100.0

When teachers' opinions in terms of application of the activities are examined, it is seen that teachers stated more positive ideas about the practicability of the activities, student participation and teaching of values that are abstract concepts. They stated that it was hard to embody abstract concepts, parents were not supportive, physical conditions of the school were not sufficient were all making it difficult for teachers (30.6% of the teachers told that they had no difficulties). They suggested developing sources that are easy to reach such as creating an activity pool and visual resources, and to generalize the education via repeating it every year (55.7% of the teachers didn't have any suggestions.) Özmen, Er & Gürgil (2012) conducted a study with 130 teachers and expressed that teachers view education of values positively. Besides, some teachers might have difficulties in applying the activities (Hassan & Kahil, 2005, p. 82). The difficulty is experienced mostly while teaching the values (Tokdemir, 2007; Türk, 2000).

When teachers' opinions regarding their students are examined, they think that their students usually acquire positive attainment. They mostly have difficulty in parent participation and support, children's age group (in terms of teaching abstract concepts such as love-respect). Teachers mostly shared their suggestions such as increasing parent awareness and generalizing the present education program (55.7% of the teachers didn't reply to this question). In their study, Yiğittir and Keleş (2011) and Üner (2011) had findings supporting that teachers might have difficulties with students while applying the activities and want and need support. Yalar and Yanpar (2011) emphasize that teachers ask for in-service training about education of values. This is parallel to the findings of the present research which states that teachers have difficulty with their students and to their suggestions. However, it is found that teachers think that their students had positive attainments. Crowther (1995) educated children (preschool age to grade 8) for 8 months in his study. During those eight months he did studies with teachers and parents separately. He prepared children in a way that they would show behaviors of respect, responsibility, kindness and helpfulness. As a result of the study, with the help of the feedback from

teachers and their observations he found that the atmosphere within the school got better and cooperation among children increased. Besides, Viadero (2003) studied topics such as cooperation, responsibility and empathy in his study regarding program of education of values. He found that there was a decrease in negative behaviors of children and an increase in positive behavior. The study supports the findings of the present study.

When teachers' opinions are examined in terms of parents during the application process, they stated positive opinions about their participation, feedback and willingness. However, the thing that they had most difficulty with was the parent participation (while 29% of the teachers were telling that they had no difficulty, 17% had no response to this question). Suggestions that teachers made about parents were via providing family training (half of the teachers left this question unanswered). Depending on their findings, Kurtulmuş, Tösten, & Gündaş (2014) expressed that teachers are affected negatively from parents during the education process of values and mostly experienced difficulty in terms of reinforcement. Akbaş (2004), Baydar (2009) and Halstead's (1996) studies also support these findings. Difficulties that teachers had depending on parent education coincide with Baydar (2009), Bolat, Balcıoğulları & Dikbaş (2007) and Kurtulmuş, Tösten, & Gündaş's (2014) studies. Kuş (2009), Meydan & Bahçe (2010), Yalar & Yanpar (2011), conducted studies with 50 classroom teachers and found that teachers expressed ideas pointing to the necessity of parent support and to the importance of parent-teacher cooperation in education of values. Again, Chou, Yang, & Huang (2014), Çelenk (2003) and Üner's (2011) studies indicate the importance of parent-teacher cooperation in education of values.

When teachers' observations are examined regarding their colleagues, most of them stated that their colleagues were interested. The question related to teachers' observations of their principles was left unanswered by nearly half of the teachers and the rest stated they their principles were interested. When teachers' observations of themselves were examined during the application process, they expressed that they were happy and stated that they improved themselves (25% of the teachers didn't give any answer to this question). Education of values has great importance in the Turkish educational system. In the preschool program of the Ministry of National Education, education of values is stressed greatly among basic principles of preschool education and there are objectives and achievements regarding values (MNE, 2013, p. 11.) Even though it is not systematic, teachers teach values and apply activities related to these values (Meydan and Bahçe, 2010; Johansson et al., 2011; Akpınar & Özdaş, 2013). This might explain teachers' colleagues and principles showing interest in the program of education of values.

Based on all these topics, although some teachers had difficulties, generally it is seen that teachers shared positive opinions about the program of education of values. It is seen that generalizing the program and having formatter teachers apply it instead of researchers also provided positive gains and teachers stated that most of the activities applied in the classrooms were fruitful so it is thought that extending practices of the program throughout Turkey can commence. Studies conducted indicate meaningful effects of the program which was developed by experts, adopted by teachers and applied effectively in the classrooms (Dilmaç, 1999; Karma & Kahil,

2005; Skaggs & Bodenhorn, 2006; Aydın, 2008; Öztürk, 2011.) Findings overlap the findings of the present study.

Conclusion and Recommendations

Within the scope of the Education of Values Project conducted by Turgut Özal University and the Ankara Directorate of National Education, 200 preschool teachers were trained during the 2012-2013 academic year. In accordance with the positive feedback from these teachers in terms of their applications in their classrooms, the training is generalized in 19 districts of Ankara. As part of this project, 19 teachers who attended previous trainings were trained as formatter teachers. These formatter teachers educated teachers within the districts. These teachers in the districts applied the program in their classrooms during the education process. The purpose of the present study was to have information about what the results could be expected when the generalization study is conducted with the participation of formatter teachers as trainers of the other teachers.

When teachers' opinions regarding the application of activities are examined, they stated positive opinions about the practicability of the activities, student participation and teaching abstract concepts. While expressing the difficulties they had in terms of the application of activities they expressed opinions on the following topics: values that were abstract were difficult to embody, parents were not supportive, and the insufficient physical conditions of schools. In terms of the application of activities while most of the teachers had no suggestions, the ones who made suggestions suggested creating activity pools and visual sources and providing the education annually related to generalization practices of the program. When teachers' opinions regarding students are examined, it is seen that they had positive opinions about their students' gains. However, they were having difficulty in parent participation and support and the age group was also making it hard for them to teach abstract concepts such as love and respect. While most of the teachers had no suggestions, the ones who had suggested increasing parent's sensitivity and had suggestions aimed at extending the present education of values program. When teachers' opinions in terms of teachers during the application process are examined, they stated positive opinions such as parent participation, feedback and enthusiasm. However, they had difficulty mostly in parent participation and made suggestions related to family training. Half of the teachers had no suggestions. When teachers' opinions in terms of their colleagues and principles are examined, most of them expressed that their colleagues were concerned but while almost half of the teachers didn't respond to the same question regarding their principles, the rest stated that their principles were concerned and supportive. When teachers' opinions about themselves during the application process of the program are examined, they expressed that they were happy and improved themselves.

Based on these findings, although some teachers had some difficulties, they expressed positive opinions related to the program and stated that in the condition of formatter teachers training other teachers, they still had positive gains and had success in the activities they applied in their classrooms. Hence, the generalization studies of the program can begin in Turkey.

In line with the findings of the present study the suggestions can be made as follows: Qualified programs regarding education of values can be developed and teachers can be trained about applications of value education. Activity pools for preschool children can be created (manuals or web content can be developed) and easy access to these can be provided for teachers. Educational opportunities can be given to teachers that can support their creation of activities and materials. Practices to raise parent awareness can be developed. Workshops can be organized for improving teacher-parent communication. In-service training workshops can be organized for preschool teachers throughout Turkey.

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