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Root Values in the Sixth Grade Social Studies Textbook: A Document Analysis

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lalekbra@gmail.com**ABSTRACT**

Values are the elements that support the individual's life and facilitate living with other people. They are the most critical factors that transfer the accumulation of societies to the future and regulate social life. The sources that form the origin of values constitute a part of the internal control mechanism of society. Within this mechanism, the norms determined by society or the individual are shaped in order to adapt to social life. While the transfer of values to new generations is generally carried out within social life, today, there is a need for values education in educational processes. In the 2018 updated Social Studies Curriculum, ten root values are observed. Texts in the Social Studies Textbook play an important role in instilling these root values. In this research, the 6th Grade Social Studies Textbook, which is being taught in public schools affiliated to the Ministry of National Education as of the 2023-2024 academic year, was examined. This research aims to determine the extent to which root values are included in the texts within the scope of seven subjects in the book. The research was conducted using the document review method, which is among the qualitative research methods. Criterion sampling, which is a type of purposive sampling, was used as the sampling method. The descriptive analysis method was applied to obtain the data. Frequencies and percentages of the data were calculated using the Frequency and percentage rates of data were calculated using the Excel program. The results obtained are presented visually as tables and graphs. As a result of the analysis, it was concluded that the most common root values in the book content are responsibility ($f=65$), helpfulness ($f=55$), justice ($f=45$) and respect ($f=34$), respectively.

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Altıncı Sınıf Sosyal Bilgiler Ders Kitabında Yer Alan Kök Değerler: Bir Doküman İncelemesi

ÖZET

Değerler, bireyin hayatını destekleyen başka insanlarla birlikte yaşamasını kolaylaştıran unsurlardır. Toplumların birikimini geleceğe aktaran, sosyal yaşamı düzenleyen en önemli etkenlerdir. Değerlerin kökenini oluşturan kaynaklar, toplumun iç kontrol mekanizmasının bir parçasını teşkil eder. Bu mekanizma içerisinde, toplumun veya bireyin belirlediği normlar, toplum hayatına uyum sağlamak amacıyla şekillenir. Değerlerin yeni nesillere aktarılması genel olarak sosyal yaşamın içinde gerçekleştirilmekteyken günümüzde eğitim süreçlerinde de değerler eğitimin verilmesine ihtiyaç duyulmaktadır. 2018 yılında güncellenen Sosyal Bilgiler Öğretim Programında yer alan on kök değer olduğu görülmektedir. Bu kök değerlerin kazandırılmasında Sosyal Bilgiler Ders Kitabında yer alan metinler önemli bir işleve sahiptir. Bu çalışmada 2023-2024 eğitim-öğretim yılı itibarıyla Millî Eğitim Bakanlığına bağlı devlet okullarında okutulmakta olan 6. Sınıf Sosyal Bilgiler Ders Kitabı incelenmiştir. Bu araştırma ile kitap içeriğinde yer alan yedi konu alanı kapsamında metinlerde kök değerlere ne oranda yer verildiğinin belirlenmesi amaçlanmaktadır. Araştırma, nitel araştırma yöntemleri arasında yer alan doküman incelemesi yöntemiyle yapılmıştır. Örneklem yöntemi olarak amaçsal örneklemenin bir türü olan ölçüt örnekleme kullanılmıştır. Verilerin elde edilmesinde betimsel analiz yöntemi uygulanmıştır. Excel programı kullanılarak verilerin frekans ve yüzde oranları hesaplanmıştır. Elde edilen sonuçlar tablo ve grafik olarak görselleştirilerek sunulmuştur. Yapılan analizler neticesinde kitap içeriğinde en fazla yer alan kök değerlerin sırasıyla sorumluluk ($f=65$), yardımseverlik ($f=55$), adalet ($f=45$) ve saygı ($f=34$) olduğu sonucuna ulaşılmıştır.

INTRODUCTION

Throughout the processes that societies have undergone from the past to the present, they have developed unique values that define their identities. In this context, value plays a crucial role among the essential building blocks of societal identities and holds significance in the assessment of phenomena, behaviors, communication, and various other areas (Hançerlioğlu, 2005). Values are elements that support an individual's life or human health, and this concept has been explained in various forms in the literature. According to the Turkish Language Association (TLA, 1998), value is a measure that highlights the importance of something in social life; Dilmaç, Deniz, and Deniz (2009) define it as the sum of beliefs about right and wrong in individuals' lives, including desired and undesired judgments; Bolay (1997) describes it as attitudes towards situations and events, whether desired or not, and perceptions related to ideals; Ayverdi (2006) sees it as the high moral quality and value attributed to an individual or something; Dönmezer (1982) defines it as the general reference point for behaviors in life; Güngör (2010) characterizes it as the societal consensus regarding desired and undesired things. Societies preserve their existence by transferring the values that constitute their identities from generation to generation, maintaining points that distinguish them from other societies. The sources on which these values are grounded form the culture and contribute to the internal control mechanism of the society. The rules set forth by the society or individual operate within this mechanism to harmonize social life (Büyüksakallı, 2019). Values represent everything that contributes to individual life or human health without causing harm to society (Zecha, 2007). Values, representing basic needs, principles, and standards, are defined as elements guiding general behaviors. Each action associated with values has a reasoned justification. When the moral aspects of a society are strongly desired, moral values are emphasized in societal values, while strong communication and social relationships are desired, social values are emphasized (Halstead & Taylor, 2000). There are changes and differentiations in the values over time among the main themes of culture. Besides the unique values of societies, universality is observed in values such as truth, morality, helpfulness, justice, responsibility, etc. Here, it is observed that being an ideal individual is as important as an ideal society (Dilmaç et al., 2009). Although societies have their own differences, they have shown common tendencies in the cultivation of an ideal individual and have made efforts to perpetuate the values related to it in every era (Topal, 2019).

Values define the fundamental motivation of individuals' behaviors, leading them to consider and engage in these behaviors as important. Values are thoughts that influence individuals' preferences (Erdem, 2003). In line with living conditions, the importance of values is continually updated by reevaluating value preferences in priority areas (Büyüksakallı, 2019). Values are defined as common behaviors that should be applied within society. These shared behaviors, even if not explicitly written somewhere, evolve into the rules established by the community (Yaman, Taflan, & Çolak, 2009). Values tend to determine and shape an individual's behaviors within social life, generally having an impact at the beginning, throughout the process, and at the end of events in human life. In these stages, values shape the roles individuals take on in their lives (Demirel, 2022). Every society strives to teach its unique values to the next generation. In this context, the idea that teaching societal values should be integrated into the education provided in schools is highlighted, not only as a part of social life. Values education aims to guide individuals in adhering to the rules within the social structure, building a stronger personality and character, increasing awareness in life, deriving enjoyment, and contributing to the overall welfare of the society they live in (Akbaş, 2015).

The significance of the meaning attributed to education in schools is crucial. The role of the school is not merely to disseminate or impose correct values on students, as commonly perceived in society. Since schools are public institutions, they align with constitutional guidelines, general legal regulations, and the values and norms expressed within this context (Demirel, 2022). Values are elements that constitute the fundamental principles of educational programs. These values form the basic human qualities and represent the source of strength and energy to cope with the challenges encountered in the normal course of life. The development of societies is like a tree (Veenhoven, 2000). Its roots, with its past and traditions, and its trunk and branches, extend to the present and the future by drawing nourishment from these roots (Zerubavel, 2003). Values can be imparted to students both explicitly and implicitly. Societies are taking more steps to emphasize the importance of values and education, striving to reclaim their roots. In this context, in Turkey, there has been an increased focus on values education since the end of the last century, and values education is incorporated into educational programs. As a result of significant changes in the education system in Turkey in the years 2004-2005, it is observed that the content of the curriculum has been largely renewed. Instructional programs designed for various courses have focused on values education. Subjects

related to this have been included starting from preschool education programs (Koçoğlu, Ersoy, & Atik, 2018). The concept of root values has emerged in values education, and subjects related to values are determined within the framework of these root values. These root values are identified as justice, honesty, friendship, love, patience, respect, self-discipline, responsibility, patriotism, and generosity. Recognizing the impact of these values on the teaching and learning process as they are examined in the program, they are imparted in a process-oriented manner during the value education process in which individuals participate (Ministry of National Education (MNE), 2018).

When examining studies on values education, it is observed that research has been conducted on values education with different subjects and contents. Kasapoğlu (2013) investigated values education through storytelling; Altan (2011) explored multiple intelligences and values education; Kuter and Kuter (2012) researched values education through physical education and sports. Additionally, in the literature of the field, studies investigating the place and importance of values education in different subjects have been encountered. Yaşaroğlu (2013) examined values education in life skills lessons; Fidan (2019) in social studies lessons; Kaymakcan and Meydan (2011) in religious culture lessons; Kaygana, Yapıcı, and Aytan (2013) within the scope of Turkish language lessons. In the literature review, studies were found that investigated the values included in social studies textbooks. Karacan (2018) examined national and universal values in fifth-grade social studies textbooks; Tural, Şahal, Duman, and Yılmaz (2022) explored values in sixth-grade textbooks; Demirel (2022) focused on core values in social studies textbooks; Oğuz-Haçat and Demir (2020) analyzed social studies textbooks in terms of values.

It is anticipated that this study will contribute to the literature on values education, and it has been decided to analyze the textbook used in the sixth grade during the 2023-2024 academic year within the framework of root values (Yıldırım, Kaplan, Kuru, & Yılmaz, 2019). The aim of the research is to examine the texts in the textbook used in the 6th grade during the 2023-2024 academic year within the framework of root values. Accordingly, the relevant textbook underwent a detailed examination, and the findings and results obtained from the study were evaluated. The research is limited to the analysis of MNE publications textbook used in the 2023-2024 academic year for the social studies 6th-grade course in Turkey, concerning values education. In line with the research objectives, the following questions were addressed:

The distribution of root values presented in the 6th-grade social studies textbook:

- ✓ How is the distribution of root values according to subjects?
- ✓ How is the distribution of root values throughout the entire book?
- ✓ Which root value is the most frequently used and the least used?

METHODOLOGY

Research Design

Document review, one of the qualitative research methods, was used to compile the data in the study. Descriptive analysis method was used to analyze the research data and the study group was determined using the criterion sampling method, which is a type of purposeful sampling. It is based on the detailed and extensive examination of data obtained through participant observations, in-depth observations, and document collection (Glesne, 2013). Document review aims to classify and reveal the existing and recorded information in line with the research purpose. Written sources such as books, journals, newspapers, records, documents, reports, and novels from the past are examined according to the qualities desired within the framework of the research purpose. Visual sources like films, series, photographs, and images are also investigated based on the characteristics determined by the research purpose. Additionally, depending on the nature of the research, different research methods are used in conjunction (Mertkan, 2015).

The Sample of the Research

For the purposes of the research, the 6th grade social studies textbook used in the 2023-2024 academic year was downloaded from the online environment in PDF format (Yıldırım et al., 2019). Since the research aims to examine the texts within the framework of root values, criterion sampling was created and the relevant textbook was examined accordingly. Criterion sampling refers to a research method in which a certain criterion determined by the researcher is used (Yıldırım & Şimşek, 2013). In this study, 10 root values, which were decided by the Ministry of Education to be included in textbooks, were taken as criteria. The 6th grade social studies textbook has been previously examined in terms of root values. However, a study can be repeated, which is inherent in scientific research. In qualitative research, different findings can be obtained in the same study. This study was carried out in this direction.

Data Acquisition and Analysis Process

The content analysis of the textbook was conducted according to the descriptive analysis technique. Descriptive analysis involves interpreting previously published research or findings to reach trends in a specific field (Çalık & Sözbilir, 2014). The texts in the textbook were individually examined by researchers within the framework of root values. The obtained findings were initially recorded in an Excel table. The percentage and frequency rates of the recorded findings in this table were determined. The sentences including the relevant root value in the texts were individually identified to ensure provability and transferability. At the end of approximately 15 days of examination, the findings obtained by both researchers were consolidated. Matching and non-matching determinations were identified. Subsequently, collaborative work was conducted on the non-matching determinations. Following this, to ensure validity and reliability, the relevant determinations were reviewed by a social studies field expert. As a result of the examination conducted by the expert regarding the identification of relevant root values within the text context, necessary adjustments were made. Finally, the obtained determinations were compiled into tables, and explanations related to the tables were provided. After the explanations in the tables, examples from sentences containing root values were presented in quotation marks.

Ethics Committee Permission Certificate

Since document review, which is among the qualitative research methods, was used in this research, ethics committee permission is not required.

FINDINGS

In this part of the research, findings regarding the root values in the 6th grade social studies textbook are included. The findings regarding the root values in the We and Our Values subject are given in Table 1 below.

Table 1*We and Our Values Related to the Subject of Root Values*

Root Values	f	%
Justice	13	9.49
Friendship	3	2.19
Honesty	4	2.93
Self-discipline	1	0.72
Respect	17	12.40
Love	8	5.84
Responsibility	33	24.09
Patriotism	11	8.03
Benevolence	47	34.31
Total	137	100.00

When the values in Table 1 are examined based on the analysis of all texts in the first subject of the 6th grade social studies textbook, *We and Our Values*, it is seen that root values are emphasized 137 times. Benevolence is the most frequently mentioned value with 47 occurrences (34.31%), followed by responsibility with 33 occurrences (24.09%), and respect with 17 occurrences (12.40%). According to the findings, the root value of patience was not encountered. Below are examples of sentences from the first subject of the textbook where the relevant values are mentioned:

Benevolence ($f=47$) value is exemplified as follows:

"Our ancestors, who said, 'A stone won't move from its place without joint effort,' acted in unity and solidarity against their enemies." (p.34)

"All generous citizens across the country organized charity campaigns in unity and solidarity." (p.36)

Regarding the responsibility ($f=33$) value, the examples are as follows:

"As an example, while it is expected for a doctor-mother to perform motherhood at home, it is also expected for her to treat patients in the hospital and adhere to traffic rules when driving." (p.14)

"Because I felt the responsibility of raising a human being on my shoulders." (p.15)

Regarding the respect ($f=17$) value, the example is as follows:

"Our nation, throughout history, has accommodated different religions, sects, and ethnicities within the structures of the states it has established." (p.31)

The findings related to the root values in the subject of Journey to History are presented in Table 2 below.

Table 2

Findings on the Core Values of the Subject Area's Journey Throughout History

Root Values	<i>f</i>	%
Justice	14	41.18
Friendship	2	5.88
Respect	6	17.65
Responsibility	4	11.76
Patriotism	6	17.65
Benevolence	2	5.88
Total	34	100.00

When Table 2 is examined, it is seen that root values are emphasized 34 times as a result of the examination of the second subject, History Journey, in the relevant textbook. Justice is the most frequently mentioned value with 14 occurrences (41.18%), followed by patriotism and respect values with 6 occurrences each (17.65%). Below are examples of sentences from the second subject of the textbook where the relevant values are mentioned:

Justice ($f=14$) value is exemplified as follows:

"He governed the country in accordance with the dual organization together with his brother İstemi Yabgu." (p.55)

"Criminals who did not adhere to legal rules were punished very severely." (p.60)

For patriotism ($f=6$) value, the examples are as follows:

"The mutual duties of statesmen and the people, love of the homeland, lifestyles, artistic perceptions, and traditions are discussed." (p.56)

"The nation participated collectively in wars." (p.51)

Regarding the respect ($f=6$) value, the example is as follows:

"When children saw the trees, they showed them the same respect a child shows to their father." (p.60)

The findings regarding the root values in the Life in the World in the subject field are presented in Table 3 below.

Table 3*Findings Regarding Root Values in the Subject Area of World Life*

Root Values	<i>f</i>	%
Responsibility	1	100.00
Total	1	100.00

When Table 3 is analysed, based on the analysis of all the texts in the subject area of Life on Earth, which is the third subject in the relevant textbook, it is observed that the value of responsibility from the root values is emphasized once (100%). Below is an example of sentence in the third subject of the textbook where relevant value is mentioned:

As an example related to the value of responsibility ($f=1$):

"However, we should not neglect to protect nature while industrializing." (p.122)

The findings related to the root values in the subject of *Science and Technology in Our Lives* are presented in Table 4 below.

Table 4*Findings on the Root Values of the Subject on Science and Technology in Our Lives*

Root Values	<i>f</i>	%
Responsibility	2	100.00
Total	2	100.00

When analysing Table 4, based on the analysis of all the texts in the subject on *Science and Technology in Our Lives*, which is the fourth subject in the relevant textbook, it is observed that the root values are emphasized twice (100%). Below are examples of sentences in the fourth subject of the textbook where relevant values are mentioned:

As an example related to the value of responsibility ($f=2$):

"This subject is important to me because I am sensitive to the environment." (p.148)

"In order to prevent these losses, we book lovers should be careful against piracy and should not buy books without tax stamp." (p.153) statements are included."

The findings related to the root values in the subject of *I Produce, I Consume, I am Conscious* are presented in Table 4 below.

Table 5

Findings on the Root Values of the Subject I Produce, I Consume, I am Conscious

Root Values	<i>f</i>	%
Justice	1	6.25
Patience	1	6.25
Respect	3	8.75
Responsibility	8	50
Patriotism	2	12.5
Benevolence	1	6.25
Total	16	100.00

When analysing Table 5, based on the analysis of all the texts in the fifth subject, 'I Produce, I Consume, I am Conscious,' of the 6th-grade social studies textbook, it is observed that the root values are emphasized 16 times. The value of responsibility is the most frequent, occurring 8 times (50%), followed by the value of respect, which occurs 3 times (8.75%). Sentences containing the values of friendship, honesty, self-control, and love were not encountered. Below are examples of sentences in the fifth subject of the textbook where relevant values are mentioned:

As an example related to the value of responsibility ($f=8$):

"It is our duty to take care of efficient agricultural areas and protect natural resources." (p.161)

"Every working citizen is obliged to pay taxes in proportion to their income."(p.180)

In an example where the values of responsibility ($f=8$) and respect ($f=3$) are given together:

"While consuming water, bread, electricity, etc., we should avoid waste. Additionally, we should ensure the continuity of living organisms in the soil and water by not polluting nature." (p.174)

"We should not forget that there are other living beings on Earth besides us." (p.174)"

The findings related to the root values in the subject *I Participate in Governance* are presented in Table 6 below.

Table 6*Findings on the Root Values of the Subject I Participate in Governance*

Root Values	<i>f</i>	%
Justice	17	38.64
Respect	6	13.64
Responsibility	17	38.64
Patriotism	3	6.81
Benevolence	1	2.27
Total	44	100.00

When analysing the findings in Table 6, based on the analysis of all the texts in the sixth subject, *I Participate in Governance*, of the relevant textbook, it is observed that the root values are emphasized 44 times. The values of responsibility and Justice are the most frequent, occurring 8 times each (38.64%), followed by the value of Respect, which occurs 6 times (13.64%). Sentences containing the values of friendship, honesty, self-control, patience, and love were not encountered. Below are examples of sentences in the sixth subject of the textbook where relevant values are mentioned:

For the value of Justice ($f=17$):

"Individual rights and freedoms are secured by laws." (p.192)

"All citizens are equal before the law." (p.195)

For the value of Respect ($f=6$):

"In the classroom environment, it can be given as an example that students, by showing respect for each other's rights, have an equal right to speak and express their opinions freely." (p.209)

The findings related to the root values in the subject *Our International Relations* are presented in Table 7 below.

Table 7*Findings on the Root Values of the Subject Our International Relations*

Root Values	<i>f</i>	%
Friendship	2	22.22
Respect	2	22.22
Patriotism	1	11.11
Benevolence	4	44.45
Total	9	100.00

When looking at Table 7, based on the analysis of all the texts in the seventh subject, *Our International Relations*, of the utilized textbook, it is observed that the root values are emphasized 9 times. The value of benevolence occurs the most frequently, appearing 4 times (44.45%), followed by the values of friendship and respect, each occurring 2 times (11.11%).

For the values of friendship ($f=2$) and benevolence ($f=4$):

"While doing these, Turkey has not become a captive of past issues and has extended a hand of friendship, brotherhood, and cooperation to all countries." (p.231)

For the value of benevolence ($f=4$):

"At the same time, organizations such as TİKA, AFAD, etc., carry out aid activities all around the world." (p.241)

The findings related to the root values obtained throughout the entire relevant textbook used as a data source in the research are presented as a whole in Table 8.

Table 8

Distribution of Values in the Social Studies 6th Grade Textbook

Root Values	Subjects								Total
	We and Our Values	Journey to the History	Life on Earth	Science and Technology in Our Life	I Produce, I Consume, I am Conscious	I Participate in Governance	Our International Relations		
Justice	13	14	-	-	1	17	-	45	
Friendship	3	2	-	-	-	-	2	6	
Honesty	4	-	-	-	-	-	-	4	
Self-Control	1	-	-	-	-	-	-	1	
Patience	-	-	-	-	1	-	-	1	
Respect	17	6	-	-	3	6	2	34	
Love	8	-	-	-	-	-	-	8	
Responsibility	33	4	1	2	8	17	-	65	
Patriotism	11	6	-	-	2	3	1	23	
Benevolence	47	2	-	-	1	1	4	55	
Total	137	34	1	2	16	44	9	243	

When analysing the findings obtained for the entire analyzed relevant textbook in Table 8; based on the analysis of all the texts in the book, it is observed that the root values are emphasized 243 times. The most emphasis on root values is found in the subject *We and Our Values* ($f=137$), while the least emphasis is seen in the subject *Life on Earth* ($f=1$). In terms of root values, it is concluded that the highest emphasis is on the value of responsibility ($f=65$), and the least emphasis is on the values of self-control ($f=1$) and patience ($f=1$).

DISCUSSION AND CONCLUSION

When we look at *Our and Our Values*, which is the first subject of the 6th grade social studies course, it is seen that it is the subject where root values are emphasized the most. It was concluded that the main root values, from most to least, are helpfulness, responsibility, and respect. In the findings obtained, it is seen that the root value of patience is not included in this subject field.

When all the texts within the scope of the second subject, *Journey to History*, are examined, it is seen that root values are emphasized 34 times in the relevant texts. It was determined that the value of justice was most frequently mentioned, followed by the values of patriotism and respect. When all the texts in *Life on Earth*, the third subject in the relevant textbook, are examined, it is seen that the root value of responsibility is emphasized only once. No other root values have been determined. This subject is the subject with the least emphasis on root values in the book reviewed. In this context, it is thought that the subject field should be reviewed. A similar result was observed in the study by Köksal, Yaylacı Kılıç, Yel, Erbaş, and Kılcan (2022) in which they examined the sixth grade social studies textbook used in the 2021-2022 academic year. There is no mention of any root values in the field of subject people, places, and environments.

Based on the examination of all texts in the field of *Subject in Science and Technology in Our Lives*, it is seen that the root value of responsibility is emphasized twice in the relevant texts. Other root values were not found in this field of subject. Based on the examination of all texts in the *I Produce, I Consume, I Am Conscious* learning area, which is the fifth unit in the 6th grade social studies textbook used, it is seen that root values are emphasized 16 times in the relevant texts. It has been concluded that the root value that is most included in this field of subject is responsibility, followed by the root values of respect and patriotism. In the examination of all the texts in the field of *Subject I Agree with Management* in the examined textbook, it is seen that the

root values are emphasized 44 times in the relevant texts. It has been determined that the most common root values are responsibility and justice, followed by the root value of respect. In this subject, sentences containing the values of friendship, honesty, self-control, patience, and love were not found. In the examination of all texts in the seventh and last subject field, Our International Relations Subject field, it is seen that root values are emphasized 44 times. It was determined that the most frequently mentioned root value was helpfulness, followed by the root values of friendship and respect.

All texts in the seven subjects in the textbook were examined and it was determined that the root values were emphasized 243 times in total. It has been concluded that the subject in which root values are included the most is Us and Our Values, and the subject that is least included is Life on Earth. In terms of the root values included in the Textbook, it is seen that the most included root value is responsibility, and the least included root values are self-control and patience. When we look at the root values determined by Köksal et al. (2022) in the textbook they examined, it was determined that the most frequently emphasized root value was helpfulness, while the root value of self-control was not included in the book. Another study that supports this result is the study conducted by Tural et al. (2021), in which they examined the social studies 6th grade textbook used in the 2019-2020 academic year. It was determined that values were included 181 times in total in the textbook examined in this study. It was concluded that the most mentioned values were listed as responsibility, peace, and importance to family unity. Another finding is that the root values emphasized in the Social Studies Curriculum are integrated in a similar way in the 6th grade textbook. This shows that the core values that are intended to be imparted to students are mostly effectively reflected in course materials. When we look at the texts in all units of the 6th grade social studies book, it is seen that the root values of justice, respect, responsibility, patriotism, and helpfulness are the most frequently mentioned root values, respectively. It is seen that the root values of friendship, honesty, patience, self-control, and love are the least included root values. Researchers state that the reading texts in the book are especially important in terms of fairness, responsibility, independence and scientific values. It is understood that values such as love, independence, sensitivity, aesthetics, diligence, honesty, and savings are less prominent compared to the observed situation.

In Akyol's (2015) study, where he examined the values in the texts in the 6th grade social studies textbook used in the 2015-2016 academic year, it was determined that the

prominent values were scientificness, independence, fairness and responsibility. Values such as honesty and love were found to be at the lowest rates in the texts of the 6th grade social studies textbook. In the study conducted by Oğuz-Haçat and Demir (2020), the 6th grade social studies textbook used in the 2019-2020 academic year was examined. As a result of the analysis, it was determined that there were prominent values. In the study where Erbaş (2021) examined the textbook used in the 4th grade social studies course in the 2019-2020 academic year, the most frequently mentioned root values were responsibility, self-control and sensitivity, and the least mentioned root values were justice, equality, It was found that there was honesty.

Another result among the findings of this study is that the root values do not show a balanced distribution. This result was also obtained and criticized in the study by Tural et al. (2021). When we look at the studies in the literature regarding this result; It is seen that similar findings are found in the results of Güçlü's (2019) and Oğuz-Haçat and Demir's (2020) research. Social studies course is suitable for the transfer of values due to its content and has an important function. In this context, the fact that some values are rarely included in the textbooks can be considered as the fact that the values are not among the review criteria when the books are examined.

Another result among the findings of this study is that the root values do not show a balanced distribution. This result was also obtained and criticized in the study by Tural et al. (2021). When we look at the studies in the literature regarding this result; It is seen that similar findings are found in the results of Güçlü's (2019) and Oğuz-Haçat and Demir's (2020) research. Social studies course is suitable for the transfer of values due to its content and has an important function. In this context, the fact that some values are rarely included in the textbooks can be considered as the fact that the values are not among the review criteria when the books are examined.

When the literature is examined, there are studies detailing the root values in the social studies textbook (Akbaş, 2015; Akyol, 2015; Altay, 2022; Köksal et al., 2022; Oğuz-Haçat & Demir, 2020; Tural et al., 2021). The studies of Akbaş (2015) and Akyol (2015) were conducted only on general values before the root values were included in textbooks. In this context, it is not about the inclusion of root values in textbooks. Köksal et al. (2022) and Oğuz-Haçat and Demir (2020) examined and compared the values in 4th, 5th, 6th and 7th grade social textbooks. In the study conducted by Turan et al. (2022), the 6th grade social studies textbook was examined similarly to this study. However,

although the results are close to each other, they are not the same. Studies conducted using the qualitative research method can be repeated. In addition to the situation examined here, there are also different results resulting from the individual differences of the researchers conducting the research. As a matter of fact, when we look at the studies conducted, it can be seen that the results overlap to a certain extent.

SUGGESTIONS

The following suggestions have been made according to the findings obtained as a result of examining the Social Studies textbook in the context of root values.

- ✓ In this study, the sixth grade social studies textbook was examined within the framework of root values. Social studies textbooks used at different levels can be examined in terms of root values.
- ✓ Social studies textbooks used in 5th, 6th, 7th and 8th grades at secondary school level can be examined together comparatively. In order to determine how much theoretical knowledge can be reflected in practice, studies can be conducted to determine to what extent the values included in the textbooks can be imparted to students.

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