

The Effect of a Values Education Program Supported by the Persona Dolls Approach in Preschool

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Abstract: The purpose of this research was to examine the effects of a values education program supported by the Persona Dolls Approach on the social values of Turkish and Syrian refugee children attending the same preschool class. This study was conducted using a quasi-experimental design with pre-test and post-test with the control group. The data of the research was collected through the Personal Information Form for Turkish/Syrian Children and the Scale for Preschool Social Values Acquisition Scale (SPSVA). According to the findings of the research, the values education program supported by the Persona Dolls Approach had a positive effect on the attainment of social values in the children and this effect was permanent. There was a statistically significant difference between the post-test scores of the experimental and control groups regarding the love/tolerance, respect, responsibility, cooperation/helpfulness, and kindness sub-dimensions and total scores of the SPSVA and this difference was in favor of the experimental group. In addition, it was determined that there was a significant difference between the mean scores of the Turkish children in the experimental group on the love/tolerance, respect, responsibility, cooperation/helpfulness, and kindness sub-dimensions and the total scores of the SPSVA and the mean scores of the Turkish children in the control group in favor of the experimental group. There was a significant difference between the mean scores of Syrian refugee children in the experimental group on the love/tolerance, respect, responsibility, cooperation/helpfulness, and kindness sub-dimensions and total mean scores of the SPSVA and the mean scores of Syrian children in the control group. This difference was found to be in favor of the Syrian children in the experimental group. According to these results, educators working with refugee children can include activities supported by the Persona Doll Approach to help these children adapt to their classroom environment and friends. The Persona Doll Approach can be used to support children to recognize and respect different cultures. This research was conducted with children only. The impact of activities involving the rest of the family that are designed to help refugees adapt to a different society and to ensure that individuals in the host society are more able to accept them could also be examined.

Keywords: Persona dolls approach, preschool education, refugee children, values education, social values

Okul Öncesi Eğitimde Kimlikli Bebekler Yaklaşımı ile Desteklenen Değerler Eğitimi Programının Etkisi

Öz: Bu araştırmanın amacı, Kimlikli Bebekler Yaklaşımı ile desteklenen değerler eğitimi programının aynı anasınıfına devam eden Türk ve Suriyeli mülteci çocukların sosyal değerleri üzerindeki etkisini

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incelemektir. Bu çalışma, ön test ve son test kontrol gruplu yarı deneysel desen ile yürütülmüştür. Araştırmanın verileri 'Türk/Suriyeli Çocuklar İçin Kişisel Bilgi Formu' ve 'Okul Öncesi Sosyal Değerler Kazanımı Ölçeği' aracılığıyla toplanmıştır. Araştırma bulgularına göre, Kimlikli bebek yaklaşımı ile desteklenen değerler eğitimi programının çocukların sosyal değer kazanımına olumlu etkisi olduğu ve bu etkinin kalıcı olduğu görülmüştür. Deney ve kontrol gruplarının OSDKÖ sevgi- hoşgörü, saygı, sorumluluk, işbirliği-yardımseverlik, nezaket alt boyutlarına ve toplam puanlarına ilişkin son test puanları arasında istatistiksel olarak anlamlı bir farkı olduğu ve bu fark deney grubu lehine olduğu ortaya çıkmıştır. Ayrıca, deney grubunda yer alan Türk çocukların OSDKÖ'nin sevgi-hoşgörü, saygı, sorumluluk, işbirliği-yardımseverlik, nezaket alt boyutlarına ve toplam puan ortalamaları ile kontrol grubunda yer alan Türk çocukların puan ortalamaları arasında deney grubu lehine anlamlı bir farklılığın olduğu belirlenmiştir. Deney grubunda yer alan Suriyeli mülteci çocukların OSDKÖ'nin sevgi-hoşgörü, saygı, sorumluluk, işbirliği-yardımseverlik, nezaket alt boyutlarına ve toplam puan ortalamaları ile kontrol grubunda yer alan Suriyeli çocukların puan ortalamaları arasında anlamlı bir farklılık vardır. Bu farklılık deney grubunda yer alan Suriyeli çocukların lehine olduğu görülmüştür. Bu sonuçlara göre, mülteci çocuklarla çalışan eğitimciler bu çocukların sınıf ortamlarına ve arkadaşlarına uyum sağlamaları için Kimlikli Bebek Yaklaşımı ile desteklenen etkinliklere yer verebilirler. Çocukların farklı kültürleri tanımalarını ve saygı duymalarını desteklemek için Kimlikli Bebek Yaklaşımı'nın kullanılabilir. Bu araştırma sadece çocuklarla yürütülmüştür. Mülteci ailelerin topluma uyum sağlamaları ve toplumdaki diğer bireylerin mültecileri kabul edebilmesi için aile katılım çalışmalarına yönelik etkinliklerin etkisi incelenebilir.

Anahtar kelimeler: Kimlikli bebekler yaklaşımı, okul öncesi eğitim, mülteci çocuklar, değerler eğitimi, sosyal değerler

Introduction

The number of refugees is on the increase around the world due to ethnic and religious discrimination, political events, economic problems, natural disasters and environmental issues, violations of human rights, and war. Syria is one of the countries from which millions of people have fled as a result of the violation of their human rights. According to 2019 data from the United Nations High Commissioner for Refugees (UNHCR), Syrian refugees are mostly located in countries in the immediate region, including Türkiye, Lebanon, Iraq, Jordan, and Egypt). In 2020, the number of Syrian refugees in Türkiye was 3,656,526 people, including 500,060 Syrian refugee children between the ages of 0 and 4, and 558,898 between the ages of 5 and 9 (www.multeciler.org.tr, 2020). A total of 35,553 Syrian children were receiving preschool education, according to the Ministry National of Education's data for 30 June 2020. As of 29 August 2024, the number of Syrians under temporary protection registered in Türkiye was 3,096,157 according to data released by the Directorate of Migration Management, Ministry of Interior. In data obtained from the Department of Education in Migration and Emergency Situations on 13 December 2023, the number of Syrian students in the preschool age group was 56,050. The percentage of refugee children attending school is generally between 15 and 20% (Erdoğan, 2015). This shows that refugee children benefit less from educational opportunities than other children in society. The education of refugee children is not only important for these children but also for the host countries, because schools play an important role in the adaptation of refugee children to host countries and in the development of their sense of belonging (Taylor & Sidhu, 2012). Moreover, having an education gives refugee children better skills to deal with the problems they encounter (Frater-Mathieson, 2004). Refugee children are in the high-risk group in terms of behavioral and emotional problems as a result of the troubles they have faced. It has been found that the preschool education of these children in host countries reduces these risks (Aghajafari et al., 2020). Preschools can provide a chance for refugee children and other children in the same society to get

to know and accommodate each other through activities based on intercultural education (Gerokosta, 2017). According to the results of research about discriminatory behaviors toward refugee children and the interaction between these children and other children in preschool, children in the host society did not show discriminatory behaviors toward refugee children, but there was no adaptation in the classroom environment, (Kardeş & Kozikoğlu, 2021). In addition, it has been determined that preschool teachers working with refugee children in Germany faced problems in communicating with these children, as well as behavior problems, interpersonal conflict, and problems related to cross-cultural sensibilities (Busch et al., 2018). It has been found that refugee children have issues with housing, health, and education. At the same time, one of the hardest challenges these children face is dealing with their own identities, values, cultures, and customs. Other people and children in society can only adapt and appreciate refugees if they understand the refugees' values, and refugees can only adapt to them if they accept the values of the community, they find themselves in (Altındış, 2013; Collet, 2010; Çolak & İçeri, 2022). Making the adjustment to a new educational environment as a refugee child in a foreign country is one of their primary responsibilities and this process of adaptation is mutual. Many post-migration factors have an impact on how well refugee children adjust to school, including the characteristics of the school, teachers, and other children. For this reason, teachers may need to specifically adapt to the educational programs and practices used in schools to refugee children (Anderson et al., 2003). In this regard, it is necessary to include social values programs in classroom environments where both refugee children and other children are learning.

Values are an indispensable part of social life and have an impact on the adaptation of children to social life and learning how to coexist peacefully. It is important to equip children with values at an early age, and for this reason it has been proposed that values education start during preschool education (Franciamore, 2014). One study found that values education had a positive impact on the social and emotional development of preschool children and enhanced their attitudes regarding responsibility, respect, and compassion (Purba et al., 2020). In addition, it was determined that a values education program improved the levels of empathy, honesty, respect, and courage in children aged 6-7 (Betawi, 2019). Another study also found that a values education program had a positive effect on the behavior of preschool children (Stewart-Burrison, 2014). In a world that is changing quickly, children who learn these principles will have a strong basis on which to build new possibilities and work with others (Lee, 2013).

After the Syrian refugees began living in Türkiye's urban centers, various cultural differences, prejudices, exclusionary attitudes and difficulties in developing and maintaining social relations with peers were observed. For this reason, social values education needs to be included in preschools for Turkish children as well as Syrian children to accommodate their different cultures. The Persona Dolls Approach is one of the methods which can be used to help children adjust to different cultures within the framework of values education. The persona dolls were first created by Kay Taus, a preschool teacher working in California in the 1800s. The lack of sufficient materials in a classroom environment made up of children from different ethnicities and cultures led to Taus making these dolls. Each doll is physically completely different from the other and they are designed to represent children from different cultures and backgrounds. In addition, each doll has a unique story (Divrengi & Aktan-Acar, 2012). This approach, based on respect for diversity and equality in the preschool years, helps children to respect and demonstrate understanding towards others who are different from themselves (MacNaughton, 1999). The children are supported to actively express their feelings and thoughts in sessions involving the persona doll.

During this interactive process, they also develop their critical thinking and problem-solving skills (Brown, 2008). The stories told in the persona doll sessions are about classroom realities, specific problems experienced by children or issues of social concern. These situations enable children to think about the doll's problem, to empathize, to solve problems, and to develop an attitude towards difference and injustice (Smith, 2009). It was determined that children improved in terms of respecting and understanding differences and experienced enhanced empathy and self-esteem after the implementation of the Persona Dolls Approach in early childhood education (MacNaughton, 1999; Smith, 2009). Children have also been found to have a better and more healthy sense of self and others as a result of this approach (Dignan & Reijnhart, 2004). A study about the effects of Persona Dolls Approach on the attitudes and learning of refugee children speaking Arabic revealed that children showed empathy and were positive towards the persona dolls, and that the atmosphere in the classroom was good when these dolls were used (Al-Jubeih & Vitsou, 2021). Examining the research about Persona Dolls Approach, most studies seem to focus on children's ability to respect differences. However, no values education program supported by a Persona Dolls Approach has been found. In particular, no values education program using the Persona Dolls Approach in a classroom environment including pre-school refugee children was found in the literature.

The basis of the present study was the idea that a values education program supported by the Persona Dolls Approach would facilitate the acquisition of basic social values in children who were receiving preschool education with Syrian refugee children, increase the persistence of acquisition, and develop awareness about the differences between them. It was thought that a values education program including the topics of love, respect, responsibility, collaboration, tolerance, kindness, helpfulness, honesty, and self-control would also have an effect on the adaptation of both the refugee children and the Turkish children who were sharing the same classroom environment. In line with this thought, the present study aimed to examine the effect of a values education program supported by the Persona Dolls Approach on the acquisition of social values in children.

Method

Research Design

This study was conducted with a pre-test and post-test quasi-experimental design because the values education program supported by the Persona Dolls Approach was implemented to experimental group, but not applied to the control group. This allowed for the effect of the values education program supported by the Persona Dolls Approach on children's acquisition of social values to be determined. The control group continued their normal education program which was the standard 2013 Preschool Education Program of the National Ministry of Education. In this research, the dependent variable was the acquisition of social values in preschool children, while the values education program supported by the Persona Dolls Approach was an independent variable. The researcher conducted the pre-test application between September 28 and October 2, 2020. After the values education program supported by the Persona Dolls Approach had been implemented, the Social Values Acquisition Scale was administered to the experimental and control groups by the researcher as a post-test on November 13, 2020, in the same environment and conditions as for the pre-test.

Participants

The schools in the study group were determined using the homogeneous sampling method, one of the purposeful sampling techniques. Homogeneous sampling is defined as forming a study

group from a similar subgroup in the population related to the research problem (Büyüköztürk et al., 2012). First, schools in the city center of Adıyaman in which refugee children were receiving education were identified, in order to be able to determine the sample group. Refugee children were being taught in 13 classrooms connected to primary schools and in 10 independent preschools. One independent preschool was included in the study group with a continuous number of children in mind. In order to avoid any interaction between the children and the teachers in the study group, it was made sure that the experimental group and the control group were drawn from the morning and the afternoon groups, respectively. In this research, the experimental group consisted of a total of 13 children, of whom 11 were Turkish and two were Syrian, while the control group consisted of a total of 14 children of whom 13 were Turkish and one was Syrian. Twenty-seven children thus participated in the study.

Among the Turkish children, 14 were girls (58.99%) and 10 were boys (37.03%), while two of the Syrian children were girls (7.4%) and one was a boy (3.7%). Four of children were the first child in the family (14.81%), 10 of the children were the second child (37.03%), seven children were the third child (25.92%), two children were the fourth child (7.4%), and one child was the fifth child (3.7%) in the Turkish children group, while in the Syrian group one child was the second child (3.7%), one child was the third child (3.7%), and one child was the fifth child (3.7%). Among the Turkish children, five children had one sibling (18.51%), ten children had two siblings (37.03%), six children had three siblings (22.2%), two children had four siblings (7.4%), two children had five siblings (7.4%), while among the Syrian children one child had three siblings (3.7%), one child had four siblings (3.7%), and one child had five siblings (3.7%). None of the children had previously received preschool education. None of the Syrian children had been born in Türkiye according to the information regarding their birthplace, and it was found that they had all been in the country for four years.

Measures

The Personal Information Form for Turkish/Syrian Children and the Scale for Preschool Social Values Acquisition (SPSVA) were used as data collection tools in this research. The Personal Information Form was prepared separately for the Turkish and Syrian children. Both versions of the form contained questions about the gender of the child, the number of children in the family, the number of siblings, previous pre-school education status, the age of the parents, the education level of the parents, the profession of the parents, and the employment status of the parents. In addition, in the version for the Syrian children, there were questions about whether they were born in Turkey, how many years they had been in Turkey, whether their parents spoke Turkish, and whether anyone in the family could speak Turkish. The SPSVA, which was developed by Atabey (2014), was used to determine the effect of the values education program supported with the Persona Dolls Approach on the acquisition of social values in the children. This scale comprises five subdimensions, namely, love/tolerance, respect, responsibility, collaboration/help, and kindness. The scale includes 19 items. The subdimensions of love/tolerance and of respect have four items, the subdimension of responsibility has five items, and the subdimensions of collaboration/help and kindness have three items each. As a result of the validity and reliability study of the scale, the total analysis of variance was 40.47% at the end of the exploratory factor analysis and the index of content validity was 0.99 (Atabey, 2014). As a result of the analysis conducted for this study, the Cronbach's alpha value of the scale was found to be .91. The SPSVA is administered individually. In general, it takes approximately 20-25 minutes to complete. A quiet and calm environment was used in order not to distract the child during this time, and it was applied

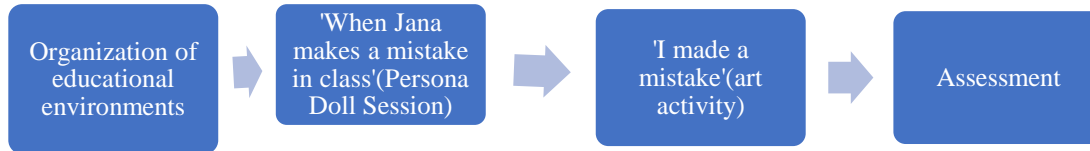
at a table suitable for children. The researcher first met the child, explained the purpose of the research and how the scale would be applied. Then, the researcher showed the child the pictures in the scale one by one and asked the relevant questions and marked the answers given by the child on the corresponding form.

Values Education Program Supported with the Persona Dolls Approach and the Process of Implementation

The aim of the values education program supported by the Persona Dolls Approach, which was developed within the scope of this research, was to support the attainment of social values of pre-school children. In the process of preparing the education program, the literature on both the Persona Dolls Approach and values education was examined in order to determine the values to be included in the program (Atabey, 2014; Buchanan, 2007; Dignan & Reijnhart, 2004; England, 2009; Franciamore, 2014; MacNaughton, 2000; Sapsağlam, 2015; Smith, 2009; Srinivasan & Cruz, 2009; Trout, 2008; Uyanık-Balat, 2012). As a result, it was concluded that the values that should be taught to preschool children would include love, respect, responsibility, cooperation, tolerance, kindness, helpfulness, honesty and self-control, and these were included in the content. The program consisted of a total of 90 activities within Turkish, art activity, drama, music, play, math, and science activities. Learning through experience, attainments and achievements, being appropriate to the developmental level of children, the series of different types of activities, the connection of transitions between activities, the use of active and passive activities, and of activities based on play were all taken into consideration during the development of the activities.

Figure 1

An example: One-day education program on the values of tolerance and self-control



The values education program supported by the Persona Dolls Approach started after breakfast in the experimental group and continued until the school day ended in the afternoon. The researcher prepared the educational environment according to the activity plan for that day while the children were eating. When the children came into the classroom, they were greeted with a different transitional activity every day. Afterwards, the persona doll session was implemented. Two different dolls were used in this research. One of them was a girl named Jana who came from Syria, while the other doll was a boy named Ahmet who was Turkish. In these sessions, stories were told about Ahmet and Jana, and the children were asked questions to which they gave answers. These stories covered the situations that Ahmet and Jana encountered in their daily lives, their problems and their relationships with their friends, with reference to the specific values being taught. After the persona doll session, the transitional activity included in the education plan for that day and two other different activities were started. These activities were implemented to support the values taught in the persona doll session. After all the activities were completed, evaluation questions were asked in accordance with the desired outcomes and indicators, including descriptive, affective, achievement and indicators, and associating the questions with everyday life.

The values education program supported with the Persona Dolls Approach was implemented in the experimental group by the researcher between 5 October and 13 November 2021 and the classroom teacher of the control group continued the standard daily education program during this time. The education program was implemented for five days a week for a period of six weeks in total.

Data Analysis

The distribution of personal data of children was given as frequency and percentage values. The normality test was completed for determining which test should be used in the analysis of data; in this research, the data was found not to be normally distributed. The Shapiro-Wilk W test, one of the methods to show normally distributed data in statistical analysis, was applied because this test should be used when the number of samples is less than 50 ($n < 50$) (Ghasemi & Zahediasl, 2012). In this study, the number of samples was 27 ($n < 50$) and nonparametric tests were prepared. The Mann-Whitney U test was used to bring out the effect of the SPSVA score of the children who participated in the values education program supported by the Persona Dolls Approach and to compare the pre-test and post-test of the experimental group, and the post-test and heritability-test of the experimental group, the Wilcoxon Signed Ranks test was used.

Results

The findings of the pre-test of SPSVA from the Mann-Whitney U test of the experimental group and control group before the implementation of the values education program supported by the Persona Dolls Approach are given in Table 1.

Table 1

Findings of Mann-Whitney U Test of Pre-test of Experimental and Control Groups

Sub-Dimensions	Group	n	Mean Rank	Rank Sum	U	Z	p
Love/Tolerance	Experimental	13	14.58	189.50	83.50	-. 668	. 504
	Control	14	13.46	188.50			
Respect	Experimental	13	13.04	169.50	78.50	-. 985	. 325
	Control	14	14.89	208.50			
Responsibility	Experimental	13	15.27	198.50	74.50	-. 930	. 353
	Control	14	12.82	179.50			
Collaboration/ Helpfulness	Experimental	13	13.50	175.50	84.50	-. 964	. 335
	Control	14	14.56	202.50			
Kindness	Experimental	13	14.69	190.50	65.00	-. 623	. 260
	Control	14	12.50	161.50			
Total Score	Experimental	13	15.24	198.50	82.40	-. 953	. 326
	Control	14	14.57	192.50			

p < .05*

The findings of the Mann-Whitney U Test of the pre-test scores of the experimental and control groups for the SPSVA are seen in Table 1. There was no significant difference between the groups in the pre-test scores for the sub-dimensions of love/tolerance, respect, responsibility, collaboration/helpfulness, and kindness or the total score obtained from the SPSVA ($p > .05$). This

may be interpreted as the experimental group and control group having similar qualities at the start of the study.

The post-test Mann Whitney U test scores of the children in the experimental and control groups are given in Table 2.

Table 2

Findings of Mann-Whitney U Test of Post-Test of Experimental and Control Groups

Sub-Dimensions	Group	n	Mean Rank	Rank Sum	U	Z	p
Love/Tolerance	Experimental	13	20.96	272.50	.500	-4.648	.001*
	Control	14	7.54	105.50			
Respect	Experimental	13	20.92	272.00	1.000	-4.629	.001*
	Control	14	7.57	106.00			
Responsibility	Experimental	13	21.00	273.00	.000	-4.531	.001*
	Control	14	7.50	105.00			
Collaboration/Helpfulness	Experimental	13	20.46	266.00	7.000	-4.403	.001*
	Control	14	8.00	112.00			
Kindness	Experimental	13	20.85	271.00	2.000	-4.536	.001*
	Control	14	7.64	107.00			
Total Score	Experimental	13	20.86	270.90	4.000	-4.651	.001*
	Control	14	7.65	107.2			

$p < .05^*$

The results in Table 2 show that there was a significant difference between the post-test scores of the children in the experimental and control groups for the sub-dimensions of love/tolerance, respect, responsibility, collaboration/helpfulness, and kindness, and the total scores ($p < .05$) and this difference was in favor of the experimental group. It can be said that this significant difference arose from the content of education program implemented.

The findings related to the pre-test and post-test scores for the SPSVA of the children in the experimental group are given in Table 3.

Table 3

Findings of Wilcoxon Signed Ranks Test of Between Scores for Pre-Test and Post-Test of Children in the Experimental Group

Sub-Dimensions	Test	n	\bar{x}	Std.	Min	Max	Negative Mean Rank	Positive Mean Rank	Z	p
Love/Tolerance	Pre	13	.0385	.09388	.00	.25	.00	7.00	-3.358	.001*
	Post	13	.9808	.06934	.75	1.00				
Respect	Pre	13	.0192	.06934	.00	.25	.00	7.00	-3.358	.001*
	Post	13	.9615	.09388	.75	1.00				
Responsibility	Pre	13	.1077	.10377	.00	.20	.00	7.00	-3.307	.001*

	Post	13	.9385	.09608	.80	1.00				
Collaboration/ Helpfulness	Pre	13	.0513	.12518	.00	.33	.00	7.00	-	.001*
									3.358	
Kindness	Post	13	.9744	.09245	.67	1.00				
	Pre	13	.1154	.21926	.00	.50	.00	7.00	-3.270	.001*
Total Score	Post	13	.9487	.12518	.67	1.00				
	Pre	13	.0641	.05484	.00	.17	.00	7.00	-3.188	.001*
	Post	13	.9595	.04379	.89	1.00				

$p < .05^*$

The findings in Table 3 show that there was a significant difference between the post-T pre-test and post-test SPSVA scores of the children in the experimental group for love/tolerance, respect, responsibility, collaboration/helpfulness, and kindness and the total score ($p < .05$). It can be said that the values education program supported by the Persona Dolls Approach was effective in the children's acquisition of social values according to this result.

The findings related to pre-test and post-test SPSVA scores of the children in the control group are given in Table 4.

Table 4

Findings of Wilcoxon Signed Ranks Test of Between Scores for Pre-Test and Post-Test for Children in the Control Group

Sub-Dimensions	Test	n	\bar{x}	Std.	Min	Max	Negative Mean Rank	Positive Mean Rank	Z	p
Love/Tolerance	Pre	14	.0179	.06682	.00	.25	.00	3.50	-2.333	.020*
	Post	14	.429	.16155	.00	.50				
Respect	Pre	14	.0536	.10645	.00	.25	.00	1.50	-1.414	.157
	Post	14	.1250	.18989	.00	.50				
Responsibility	Pre	14	.0714	.09945	.00	.20	.00	3.50	-2.333	.020*
	Post	14	.1714	.17289	.00	.40				
Collaboration Helpfulness	Pre	14	.0238	.08909	.00	.33	.00	2.50	-1.890	.059
	Post	14	.1429	.25198	.00	.67				
Kindness	Pre	14	.0000	.00000	.00	.00	.00	3.50	-2.333	.020*
	Post	14	.1667	.21681	.00	.67				
Total Score	Pre	14	.0376	.03217	.00	.11	.00	6.00	-2.949	.003*
	Post	14	.1504	.10698	.00	.32				

$p < .05^*$

There was a significant difference between the scores of children in the control group for the love/tolerance, responsibility, and kindness sub-dimensions and the total score, according to the information in Table 4 ($p < .05$). There was not a significant difference between pre-test and post-test scores for the sub-dimensions of respect and collaboration/helpfulness ($p > .05$). According to this, it can be said that the standard Preschool Education Program of the National Ministry of Education was effective in the acquisition of values of love/tolerance, responsibility, and kindness, but not effective with regard to respect and collaboration/helpfulness.

Table 5

Findings of Wilcoxon Signed Ranks Test of Between Scores for Post-Test and Heritability-Test of Children in the Experimental Group

Sub-Dimensions	Test	n	\bar{x}	Std.	Min	Max	Negative Mean Rank	Positive Mean Rank	Z	p
Love/Tolerance	Post	13	.98	.06	.75	1.00	.00	.00	.00	1.00
	Heritability	13	.98	.06	.75	1.00				
Respect	Post	13	.96	.13	.50	1.00	.00	.00	.00	1.00
	Heritability	13	.96	.13	.50	1.00				
Responsibility	Post	13	.93	.09	.80	1.00	2.50	2.50	-1.00	.317
	Heritability	13	.90	.10	.80	1.00				
Collaboration/Helpfulness	Post	13	.97	.09	.67	1.00	.00	.00	.00	1.00
	Heritability	13	.97	.09	.67	1.00				
Kindness	Post	13	.94	.12	.67	1.00	1.50	1.50	.00	1.00
	Heritability	13	.94	.12	.67	1.00				
Total Score	Post	13	.95	.03	.89	1.00	2.50	2.50	-1.00	.317
	Heritability	13	.95	.04	.84	1.00				

$p < .05^*$

As Table 5 shows, there was no significant difference between scores of the children in the experimental group for the sub-dimensions of love/tolerance, respect, responsibility, collaboration/helpfulness, and kindness and the total score for the post-test and heritability test ($p > .05$). This result could be interpreted as indicating that the effect of the education program continued after the implementation process.

Discussion and Conclusion

This article focuses on the effectiveness of the values education program supported by Persona Dolls Approach on the children's attainments of social values. It was determined that implemented values education program in the experimental group was effective.

The pre-test SPSVA scores of the experimental and control groups were evaluated and there was no significant difference between groups. The results of the post-test showed that there was a significant difference between the experimental group and control group, and this was in favor of the experimental group. The experimental group was asked questions about the achievements within the scope of the values education program supported by the Persona Dolls Approach, and their active participation in the activities was ensured. During the education program, stories were told using the Persona Dolls Approach and, in this process, questions about the achievements were emphasized. Communication was established between the persona dolls (Ahmet and Jana) brought to the classroom and the children. In this way, the children were supported to empathize with Ahmet and Jana. They were able to express their feelings and thoughts about events related to values in the stories of the dolls. During the play-based activities that supported the stories of Ahmet and Jana, the children's respect for each other, and their abilities to take responsibility, cooperate with and help their friends, speak and behave politely, be honest and demonstrate self-control were supported, and social values were gained by ensuring their participation in an

educational environment that was also fun. Melati (2020), in research examining the effect of traditional play-based learning on increasing the value of responsibility in preschool children, concluded that traditional game-based learning has a significant effect on the development of responsibility. In the study by Polat et al. (2020), the effect of social skills and social adaptation programs on the social skills, problem behaviors, and value behaviors of 60-72-month-old Afghan children was examined, and the result showed that this program was effective on the social skills of children, that values behaviors and social skills increased, and that problem behaviors decreased. Güneş (2018) examined the effects of values education activities on preschool children's value perceptions and social and emotional development, and stated that values education activities had a positive effect on these. Trout (2008) examined whether a values education program including Bible stories had an effect on the acquisitions of love, respect, hope, dependence, honesty, justice, and courage values in the experimental study; the findings showed that this program positively affected positively the values acquisitions of preschoolers. Values education supported with different methods has thus been shown to have a positive influence on the gaining of social values in children. This is in parallel with the result that the values education program supported by the Persona Dolls Approach in the present study promoted the acquisition of social values in children. It was found that there was a significant difference between the pre-test and post-test scores of the experimental group, and that this difference was in favor of the experimental group. Al-Juebh and Vitsou (2021) found that refugee children showed empathy towards persona dolls and that these dolls supported an efficient classroom environment in their study, which was about the effect of the Persona Dolls Approach on the attitudes and learning of refugee children who spoke Arabic. In the research of Purba et al. (2020) about the effects of values education on the development of social and emotional skills of preschoolers, it was determined that values education affected the development of social and emotional skills and enhanced various positive attitudes in the children, including responsibility, respect, and compassion. Kuru (2020), in her research examining the effects of a Laughter Yoga Program for refugee children in the pre-school period on the children's self-esteem, social skills and resilience, concluded that the social skills of the children participating in the program increased. According to the results of the study examining the effect of Early Childhood Education summer kindergartens on Syrian children and other children, the social and emotional maturity levels of the children participating in the program increased and their tendency to exhibit maladaptive behaviors decreased (Erdemir & Diri, 2019). Kardeş (2018) found that the Birleşen Dünyalar Social and Emotional Development Program had a positive effect on the development of social and emotional skills of Syrian refugee children between the ages of six and seven who received education at Temporary Training Centers. In the research of Smith (2009) about the effect of using Persona Dolls Approach in early childhood education, it was determined that this approach prevented the learning of discrimination, and enhanced empathy, self-respect, and the skills to challenge discrimination in children. In the research of Erikli (2016) examining the effect of a values education program prepared for five- and six-year-old children attending a kindergarten on the values of respect, responsibility, honesty, cooperation, sharing and friendship, it was found that the program contributed to the acquisition of respect, cooperation, honesty, friendship and sharing but had no effect on the value of responsibility. Examining the studies, values education programs and the Persona Dolls Approach can be seen to enhance the level of acquisition of social values in children. These results are similar to findings of the present study that the values education program supported by the Persona Dolls Approach promoted the attainment of social values in children.

The results of the pre-test and post-test of the control group showed that there was a significant difference in the sub-dimension of love/tolerance, responsibility, kindness and the total

score in the post-test. There was no significant difference in the sub-dimensions of respect and collaboration/helpfulness in the control group. In terms of the post-test and heritability-test of the experimental group, there was also no significant difference. The reason for this may be that activities aimed at social values were not implemented, different methods and techniques were not used in the context of activities, and there were not enough different types of activities in the control group. In the study by Gündoğdu (2021), it was found that awareness about different cultures and the ability to self-regulate of children who received Montessori education were higher than those of children who received the Preschool Education Program of the National Ministry of Education. In the research of Yavaş (2020), which examined the effects of these two programs on the values, social competence, and behaviors of children, the result showed that there was no significant difference between the levels of responsibility, respect, and friendship in the children, while the levels of collaboration, honesty, and sharing of children who received Montessori education were higher than those of the children in the Preschool Education Program of the National Ministry of Education. Sapsağlam (2016) examined the objectives of preschool education programs in terms of values education, and found that there were 19 acquisitions related to self-esteem, self-control, responsibility, cleanliness, love, tolerance, courtesy, respect and sensitivity in 2013 Ministry of National Education Preschool Education Program. Research by Keçecioglu (2015), examining the social skills of preschool children according to the Ministry of National Education Program and the Montessori approach, showed that the communication skills of the children who were educated according to the Ministry of National Education Program were better than the communication skills of the children who were educated according to the Montessori approach. However, it was also stated that children who received education according to the Ministry of National Education Program had a larger number of behavioral problems. Examining these studies, it can be said that the findings of the present research are in parallel with results of these studies. In addition, these studies showed that intervention programs had positive effects, as was the case with the program implemented in the present research.

On the basis of the results of this study, a number of recommendations can be made to educators and researchers. Educators could implement activities supported by the Persona Dolls Approach to help refugee children adapt. Values education programs could be used to improve the communication between children in classroom environments in which refugee children are also being educated. In order to support children's ability to adapt to each other in such classroom environments, in-service training could be provided for educators to enable them to understand the cultures of refugee children. The Persona Dolls Approach could also be used to support children to recognize and respect different cultures. Families could also be included as part of the process of implementing values education programs that use the Persona Dolls Approach. The present study included with Syrian refugee children. Researchers could also study other refugee groups, including Afghani, Iraqi, Pakistani, Somalian, and Bangladeshi children. Researchers could also examine the effects of activities involving the families of these children that are designed to help refugees and people in the host society to adapt to and accept each other.

Ethics Committee Approval Information: With regard to the application, interviews were held with the school administration and classroom teachers after obtaining the necessary permissions from Gazi University Assessment Committee, with decision number 2020/550 on 10.11.2020, the Evaluation Ethics Sub-Working Group, and the Adiyaman Governorship Provincial Directorate of National Education.

Conflict of Interest Information: The author declares that there is no conflict of interest with any institution or person included within the scope of the study.

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Geniş Özet

Giriş

Etnik ve din ayrımı, siyasi olaylar, politik görüşler, ekonomik nedenler, doğal afetler ve çevre sorunları, temel insan haklarının ihlali ve savaş gibi nedenlerden ötürü dünya genelinde mülteci sayısında artış vardır. İnsan haklarının ihlali sonucu birçok kişinin mülteci konumuna düştüğü ülkelerden biri de Suriye'dir. Türkiye'de geçici koruma altındaki Suriyeli mülteci sayısı 2020 verilerine göre 3 milyon 656 bin 526 kişidir. Bu verilere göre, 0-4 yaş arası mülteci çocuk sayısı 500 bin 60 ve 5-9 yaş arası ise 558 bin 898 olarak belirtilmiştir (www.multeciler.org.tr, 2020). Millî Eğitim Bakanlığı (MEB)'nin verilerine göre 30 Haziran 2020 itibariyle anaokullarında 35 bin 553 Suriyeli mülteci çocuk eğitim görmektedir. Mülteci çocukların genel olarak okullaşma oranı %15-20 düzeyindedir (Erdoğan, 2015). Bu da mülteci çocukların toplumdaki diğer çocuklara göre eğitim imkânlarından daha sınırlı olarak yararlandıklarını göstermektedir. Mülteci çocuklar karşılaştıkları sorunlardan dolayı davranışsal ve duygusal problemler konusunda yüksek risk altındadırlar. Bu çocukların ev sahibi ülkelerde okul öncesi dönemde alacakları eğitimin bu risk durumlarını azalttığı ortaya çıkmıştır (Aghajarafi et al., 2020). Okul öncesi eğitim kurumları kültürlerarası eğitime dayalı etkinliklerle hem ev sahibi toplumdaki çocukların hem de mülteci çocukların birbirlerine karşı uyum geliştirmelerine fırsat sunabilmektedirler (Gerokosta, 2017). Değerler eğitiminin okul öncesi dönemdeki çocukların sosyal-duygusal becerilerinin gelişimini olumlu etkilediği ve çocukların sorumluluk, saygı ve merhamet gösterme ile ilgili tutumlarının arttığı ortaya çıkmıştır (Setiawan & Pramono, 2020). Suriyeli mültecilerin yoğun bir şekilde Türkiye'de şehir merkezlerinde yaşamaya başlaması ile toplumsal yaşamda farklılıklar görülmektedir. Bu nedenle sosyal değerler eğitiminin hem Türk çocukların hem de Suriyeli çocukların farklı kültürlerle karşı uyum sağlayabilmeleri için okul öncesi eğitim kurumlarında yer alması gerekmektedir. Değerler eğitimi kapsamında farklı kültürlerle karşı uyum sağlamada kullanılan yöntemlerden biri de Kimlikli Bebekler Yaklaşımıdır. Okul öncesi dönemde farklılıklara saygı ve eşitliği temel alan Kimlikli Bebekler Yaklaşımı ile çocukların kendilerinden farklı olana saygı duymalarını ve anlayış göstermeleri konusunda destek sağlanmaktadır (MacNaughton, 1999). Bu nedenle, Kimlikli Bebekler Yaklaşımı ile desteklenecek olan değerler eğitim programının Suriyeli mülteci çocukların yer aldığı anasınıflarında çocukların temel sosyal değerlerinin kazanımını kolaylaştıracağı, kalıcılığı arttıracacağı ve çocukların farklılıklara yönelik farkındalıklarını geliştireceği varsayılmaktadır. Aynı sınıf ortamlarında eğitim görmeye başlayan mülteci çocukların ve Türk çocukların birbirlerine uyum sağlamaları için sevgi, saygı, sorumluluk, iş birliği, hoşgörü, nezaket, yardımseverlik, dürüstlük ve özenetim değerlerinin yer aldığı bir değerler eğitim programının etkili olacağı düşünülmektedir. Bu düşünce doğrultusunda, bu araştırmada Kimlikli Bebekler ile Desteklenmiş Değerler Eğitimi Programı'nın çocukların sosyal değerler kazanımına etkisinin incelenmesi amaçlanmıştır.

Yöntem

Bu çalışmada nicel araştırma yöntemlerinden “ön test -son test kontrol gruplu yarı deneysel desen” kullanılmıştır. Bu araştırmada “ön test-son test kontrol gruplu yarı deneysel desenin” kullanılmasının sebebi deney grubuna Kimlikli Bebekler Yaklaşımı ile Desteklenen Değerler

Eğitimi Programı'nın uygulanmasıdır. Kontrol grubu ise normal eğitim programları olan MEB 2013 Okul Öncesi Eğitim Programlarına devam etmiştir. Bu çalışmada çalışma grubunda yer alan okullar amaçlı örnekleme yöntemlerinden benzeşik örnekleme yöntemi ile belirlenmiştir. Bu çalışmada deney grubunda 11 Türk ve iki Suriyeli olmak üzere toplam 13 çocuk, kontrol grubunda ise 13 Türk ve bir Suriyeli olmak üzere toplam 14 çocuk yer almıştır. Araştırmaya toplam 27 çocuk katılmıştır. Bu çalışmada veri toplama araçları olarak 'Türk/Suriyeli Çocuklar için Kişisel Bilgi Formu' ve 'Okul Öncesi Sosyal Değerler Kazanımı Ölçeği' kullanılmıştır. Türk/Suriyeli çocuklar için kişisel bilgi formu Türk ve Suriyeli çocuklar için ayrı ayrı hazırlanmıştır. Araştırma kapsamında hazırlanan 'Kimlikli Bebekler Yaklaşımı ile Desteklenen Değerler Eğitimi Programı' anasınıfına devam eden çocukların sosyal değerler kazanımlarını desteklemeyi amaçlamaktadır. Programın içeriğinde 'sevgi, saygı, sorumluluk, iş birliği, hoşgörü, nezaket, yardımseverlik, dürüstlük ve özdenetim' değerlerine yer almaktadır. Çocuklara ait demografik bilgilere ilişkin dağılımlar frekans ve yüzde değerleriyle verilmiştir. Araştırma verilerinin analizinde öncelikle uygun testlerin belirlenmesi için normallik testi yapılmış ve bu testlerin sonucunda verilerin normal dağılım göstermediği belirlenmiştir. Verilerin normal dağılım gösterip göstermediklerini test etmek için istatistiksel analizlerde kullanılan yöntemlerden biri olan Shapiro-Wilks testi esas alınmıştır. Yapılan Shapiro-Wilks Testi sonucunda verilerin analizinde non-parametrik testler tercih edilmiştir.

Sonuç ve Tartışma

Bu çalışmanın sonuçlarına göre, kimlikli bebekler yaklaşımı ile desteklenen değerler eğitimi programının deneysel grup üzerinde etkili olduğu belirlenmiştir. Araştırma sonucuna göre, deney ve kontrol grubunun son test puanları arasında deney grubu lehine anlamlı bir farklılığın olduğu ortaya çıkmıştır. Bu sonuç yapılan araştırmaların sonuçları ile benzerlik göstermektedir. Melati (2020), geleneksel oyun merkezli öğrenmenin okul öncesi dönem çocuklarının sosyal değerlerinin gelişiminde etkili olduğunu belirtmiştir. Güneş (2018) değerler eğitiminin çocukların değer algıları ve sosyal duygusal gelişimleri üzerine etkisini incelediği çalışmada, değerler eğitimi etkinliklerinin çocukların değer algılarında ve sosyal duygusal gelişiminde olumlu bir etkiye sahip olduğunu ortaya koymuştur. Bu çalışmada Kimlikli Bebekler Yaklaşımı ile desteklenen değerler eğitimi programının uygulandığı deney grubunun ön-test ve son-test puanları arasında anlamlı bir farklılığın olduğu ve bu farkın son-test lehine olduğu belirlenmiştir. Al-Jeubh ve Vitsou (2021) araştırmalarında mülteci çocukların kimlikli bebeklere sempati gösterdiklerini ve bu bebeklerin etkili bir sınıf ortamı oluşturmaya destek sağladıklarını ortaya koymuşlardır. Kimlikli Bebekler Yaklaşımının erken çocukluk eğitiminde kullanıldığı bir çalışmada, bu yaklaşımın ayrımcılığı engellediği, empati, öz-saygı ve ayrımcılığa karşı çıkma becerilerinin gelişiminde etkili olduğu belirlenmiştir (Smith,2009). Kontrol grubunun ön-test ve son test sonuçlarına bakıldığında 'sevgi-hoşgörü, sorumluluk, nezaket' alt boyutlarında ve toplam puanda son test lehine anlamlı bir farklılığın olduğu ve 'saygı ve iş birliği-yardımseverlik' alt boyutlarında ise anlamlı bir farklılığın bulunmadığı ortaya çıkmıştır. Bu durum kontrol grubunda toplumsal değerlere yönelik etkinliklerin uygulanmaması, farklı yöntem ve tekniklerin kullanılmaması ile açıklanabilir. Gündoğdu (2021) tarafından yapılan çalışmada, Montessori Eğitimi alan çocukların farklı kültürlere bakış açılarının ve öz düzenleme becerilerinin Millî Eğitim Bakanlığı Okul Öncesi Eğitim Programı alan çocuklara göre daha yüksek olduğu bulunmuştur. Yavaş'ın (2020) Montessori Eğitimi ile Millî Eğitim Bakanlığı Okul Öncesi Eğitim Programı'nın çocukların değerler, sosyal yeterlilik ve davranış düzeyleri üzerindeki etkisini incelediği çalışmasında, çocukların sorumluluk, saygı ve arkadaşlık düzeyleri arasında anlamlı bir fark olmadığı, ancak

Montessori eğitimi alan çocukların iş birliği, dürüstlük ve paylaşım düzeylerinin Millî Eğitim Bakanlığı Okul Öncesi Eğitim Programı'ndaki çocuklara göre daha yüksek olduğu sonucuna ulaşılmıştır. Bu araştırmanın sonuçları kapsamında eğitimcilere ve araştırmacılara öneriler sunulmuştur. Eğitimciler, mülteci çocukların adaptasyonu için Kimlikli Bebekler Yaklaşımı ile desteklenen etkinlikler uygulayabilir. Mülteci çocukların eğitim aldığı sınıf ortamında çocuklar arasındaki iletişimi artırmak için değerler eğitimi programları kullanılabilir.