A Study on Primary School Students' Sense of Belonging to Ethical Values and Ethical Value Anxiety

RESEARCH ARTICLE

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Abstract

This study aims to explore the sense of ethical belonging among students in the basic education period, particularly regarding their orientation toward ethical values and any ethical value-related concerns they may exhibit. Additionally, the findings are expected to inform and support moral and ethical values education by identifying students' levels of anxiety related to ethical values as well as their predispositions toward such values. A mixed-method research design was employed, utilizing an exploratory sequential approach. Quantitative data were collected first, followed by qualitative data, which served to explain further and support the initial findings. According to the analysis based on the variable of mothers' age, no significant differences were found in the sub-dimensions of love-respect, justice, friendship-honesty, and patience among primary school students. However, significant differences emerged in the total scale score and the sub-dimensions of self-control, responsibility, helpfulness, and patriotism. Regarding fathers' age, a significant difference was observed in the justice sub-dimension. Among the ethical values assessed, the most frequently selected by students fell under the "love/respect" sub-dimension, with love emerging as the most prominent theme. This preference is believed to stem from the perception of love as a fundamental human need. Furthermore, it was observed that students closely associate their academic responsibilities, such as homework, with the broader concept of responsibility during the basic education period.

Keywords: sense of belonging, ethical value concerns, ethical values, values education, primary education

İlkokul Öğrencilerinin Etik Değerlere Yönelik Aidiyet Duyguları ve Etik Değer Kaygıları Üzerine Bir Araştırma

ARAŞTIRMA MAKALESİ

Öz

Çalışma, temel eğitim dönemindeki öğrencilerin etik değerlere yönelik aidiyet durumlarını ve çocuklardaki etik değer kaygılarını (varsa) ortaya çıkarmayı amaçlamaktadır. Ayrıca araştırma sonuçlarının öğrencilerin etik değerlere yönelik kaygı düzeyleri ve etik değerlere olan yatkınlığını ortaya çıkararak ahlak ve etik değerler eğitimi sürecine katkı sunması beklenmektedir. Araştırma, karma yöntem araştırması ile gerçekleştirilmiştir. Açımlayıcı sıralı desen ile yapıldığından öncelikle nicel veriler toplanmış, sonraki aşamada nitel veriler toplanmıştır. Nitel veriler yapılan çalışmayı açıklayıcı ve destekleyici bir rol üstlenmiştir. İlkokul öğrencilerinin anne yaş değişkeni bağlamında yapılan test sonuçlarına göre annenin yaşı; sevgi-saygı, adalet, dostluk-dürüstlük, sabır alt boyutlarında anlamlı bir farklılık göstermemiştir. İlkokul öğrencilerinin anne yaş değişkenine göre; ölçek toplam puanı, öz denetim, sorumluluk, yardımseverlik ve vatanseverlik alt boyutlarında anlamlı bir farklılık göstermektedir. Ölçeğin adalet alt boyutunda ise baba yaş değişkeni bağlamında anlamlı farklılık tespit edilmiştir. Öğrencilerin en çok tercih ettikleri değer "sevgi/saygı" alt boyutunda sevgi temasına aittir. Bu durum, sevginin insanlar için önemli bir ihtiyaç gibi algılanmasından kaynaklandığı düşünülmektedir. Temel eğitim döneminde öğrencilerin ödevlerini sorumluluklarıyla ilişkilendirdikleri tespit edilmiştir.

Anahtar Kelimeler: *aidiyet duygusu, etik değer kaygısı, etik değerler, değerler eğitimi, temel eğitim*

Introduction

In an increasingly digitalized and complex world, raising children has become a significant responsibility, both for families and for society as a whole. As societies evolve, so do their expectations for individuals to act ethically and responsibly. This makes the ethical development of children a central concern in contemporary education. Raising a child properly now involves not only meeting their physical and emotional needs, but also nurturing their ethical and moral growth—an endeavor that requires professional insight into child development, expert consultation, and supportive educational environments (Furman, 2021).

The acquisition, transmission, and internalization of ethical values is foundational to raising morally conscious individuals who will serve as the building blocks of a healthy society. Ethical education plays a key role in this developmental process, influencing both the behaviors of individuals and the collective conscience of future generations. As such, ethics in education must be considered a priority and examined in relation to a broad range of

variables. Education is, at its core, a deliberate process of behavioral change and personal development (Aydın, 2013), and ethical values lie at the heart of this transformation.

Values education, as defined by scholars such as Meydan (2014), refers to the educational processes that help children and adults become aware of positive values and develop them in accordance with their potential. However, the definition and scope of values education are not universally fixed; they are deeply influenced by the philosophical foundations and cultural context of the educational system that delivers it. The philosophical orientation of a society or education system can profoundly shape how values are taught, interpreted, and internalized.

Ethics, as a field of study, has been explored from multiple perspectives in both Turkish and international academic literature. At its core, ethics examines the nature and justification of moral judgments (Acar, 2000; Pieper, 2002) and is rooted in individual attitudes and behaviors (Kuçuradi, 2003). It also includes established codes of conduct in various professional fields (Aydın, 2013; Öztürk Başpınar & Çakıroğlu, 2014), and is often viewed as a philosophical discipline that investigates the essence of morality (Cevizci, 2014; Kuçuradi, 2003). Ethical values are dynamic and can change over time depending on societal transformations (Ülgen, 2003; Türk Sanayicileri ve İş İnsanları Derneği [TÜSİAD], 2009). Moreover, ethics encompasses behavioral norms that may not be codified in law but form an integral part of an organization's or profession's culture (Acar, 2000; TÜSİAD, 2009; Ülgen, 2003).

The teaching profession, in particular, is closely tied to ethical responsibilities. Teachers are expected to embody and model a wide array of ethical values such as fairness, honesty, respect, and care (Aslanargun et al., 2016; Bayles, 1989; GTC Northern Ireland, 2004; Şentürk, 2009; Yılmaz, 2019). Ethics, which addresses all human actions, evaluates the qualitative dimensions of behaviors that render them morally acceptable or not (Pieper, 2002). The relationship between ethics and morality is often defined in terms of abstraction; ethics is viewed as more general and philosophical, while morality refers to the lived and practical aspects of ethical action (Gül & Gökçe, 2008; Helvacı, 2010). In the context of primary education, there is an increasing need to foster a strong sense of ethical belonging among students, particularly in alignment

with core values outlined in national curricula—such as respect, love, justice, honesty, patience, self-control, patriotism, responsibility, and helpfulness. The main reason why the values mentioned in the article are coded as "ethical values" is that these values are directly related to the moral principles and norms that guide individuals' behavior. Although values are used as a general concept in the literature, ethical values in particular stand out in the context of education as fundamental principles that shape students' social and individual development and enable them to distinguish between right and wrong. Although these values are mostly referred to as "values" or "core values" in the Ministry of National Education's curriculum, it is seen that these values play a functional role in developing ethical awareness and responsibility in practice. In this context, the classification of values as ethical values in our study reflects an approach consistent with the ethical development goals of the curriculum and emphasizes the importance of ethical education. When children lack a connection to these ethical values, they may experience ethical anxiety or moral confusion, potentially leading to behavioral or psychological challenges. For instance, a child who fails to adopt honesty as a value in play may struggle with peer relationships or group inclusion. Similarly, a lack of ethical belonging, often observed in socially withdrawn individuals, may lead to emotional distress and health issues. In this context, the current study aims to identify the ethical values most frequently lacking among children and to explore how these vary across demographic and familial variables. It also seeks to examine primary school students' levels of ethical value, anxiety, and their overall predispositions toward ethical thinking and behavior. Through this, the study hopes to provide insights into which values should be emphasized in educational programs and teaching practices. The study responds to broader institutional concerns regarding values education. For instance, Article 29 of the 18th National Education Council in 2010 (Ministry of National Education [MoNE], 2010) called for a comprehensive nationwide survey to determine the values held by children and youth, to be repeated every four years. This highlights a recognized need for empirical data to guide policy and curriculum development in values education. It is also essential that ethical principles be developed in a participatory, impartial, and inclusive manner, ensuring the involvement of all stakeholders in educational and professional communities (Acar, 2000; Gözener, 2008; Küçükoğlu, 2012). Furthermore, ethical education must go beyond theory and be integrated into

students' lived experiences. It should empower students to shape their own lives and contribute positively to others' lives through a framework grounded in ethical reasoning and values. Despite the importance of this topic, there remains a gap in empirical studies on children's ethical attitudes and anxieties, particularly in the Turkish context. A search of the National Thesis Center yields 1139 graduate theses using the keyword "ethics," 227 of which are in the field of education, and 35 at the doctoral level. However, few of these focus on the primary school level or explore ethical value concerns through mixed-method research. Based on this background, the present study poses the following research questions:

1. Do primary school students' sense of belonging and ethical value concerns differ significantly according to age, grade level, gender, number of family members, number of siblings, parental education level, parents' occupation, and age?

2. What are the views of primary school students regarding their ethical value concerns and their sense of belonging to ethical values?

By addressing these questions, the study aims to contribute to the field of values education by providing a clearer picture of the ethical orientations of children aged 7–11. It is hoped that the findings will inform new teaching strategies and support further research focused on the ethical development of children in early education.

Methodology

This research was conducted in accordance with mixed-method research. Since the use of a single data source would be inadequate and a single piece of evidence would cause problems in illuminating the whole problem, a mixed-method research design was considered more appropriate for this study. It was also aimed to verify and intensify the information to be obtained through quantitative research. Studies that include a quantitative and qualitative method and are not dependent on the research paradigm of any method type are called mixed-method designs (Greene et al., 1989).

Mixed-method research starts with the identification of the problem situation, as in other research methods. In the study, it was thought that an exploratory sequential design would be appropriate for in-depth analysis of the quantitative findings obtained for the ethical value attitudes and ethical value

concerns of primary school students. It was thought that the interviews with the students would play a supportive role in the quantitative data. After the quantitative and qualitative findings were obtained, they were reported in the conclusion and discussion sections in accordance with the texture of the mixed-method research.

Working Group

The study group of the research was selected among 5612 students studying in second, third, and fourth grade in 144 schools in Kars city center. When the sample size for different population sizes was calculated, it was seen that the sample size of this study should be applied to 400 students with 95% confidence, while it should be applied to 3716 students with 99% confidence (Cohen et al., 2000). It was calculated that the required sample group should be applied to 1119 people with a sampling error (d) of (+/- 0.03). Since it was thought that the literacy levels of the students in the first grade of primary school and their ability to answer the scale correctly would negatively affect the validity of the study, the first-grade students were not included in the sample group. The sample was created with the stratified purposive sampling method.

Data Collection Tools

The "Personal Information Form" and the "Interview Form on Feelings of Belonging to Ethical Values and Ethical Value Concerns" developed by the researcher were used in the data collection process of the study. In addition, the "Scale of Feelings of Belonging to Ethical Values and Ethical Value Concerns" was used for the quantitative data of the study. The scale developed by Yardimciel (2022) was applied to collect quantitative data. In the exploratory factor analysis of the Scale of Feelings of Belonging to Ethical Values and Ethical Value Concerns, the KMO value was found to be 0.88, and the significance level of Bartlett's sphericity test was $p < .01$, indicating that the sample was sufficient for exploratory factor analysis. The scale consists of 8 dimensions and 28 items. In addition, the Cronbach Alpha coefficient of the scale was 0.90, the Cronbach Alpha coefficients of the sub-dimensions were between 0.68 and 0.80, and the item-total correlation was above 0.30 (between 0.37 and 0.61) for all items. The expert approval method was used to assess the validity and reliability of the semi-structured interview form. Following revisions based on the feedback received, the interview form now consists of 29 open-ended questions.

"As a result of the stepwise item elimination during the exploratory factor analysis, the scale was reduced from its original 76-item structure to 32 items, with this 32-item structure explaining 59.02% of the total variance—significantly higher than the original structure. This finding indicates that the 32-item version of the scale more effectively measures both the sense of belonging to ethical values and ethical value-related anxiety compared to the larger item pool. The contributions of the factors to the explained variance range between 5.27% and 9.99%. The scale's structure, comprising eight dimensions—namely, love-respect, justice, honesty, patience, self-control, responsibility, benevolence, and patriotism—and 32 items, was also supported by confirmatory factor analysis. Furthermore, the anxiety dimension within this structure was found to be reliably and validly measured, demonstrating that the scale is capable of assessing ethical value-related anxiety in a secure and robust manner" (Yardimciel , 2022, pp. 72-73).

Process

In the study, firstly, quantitative data were collected from a sample group consisting of 1119 students studying in official primary schools affiliated with the Ministry of National Education, then in order to support the quantitative results with comprehensive data, the results of the study conducted with a group consisting of 30 students studying in official primary schools were tried to be supported with qualitative data. In the quantitative phase of the study, data were collected by applying the Scale of Elementary School Students' Sense of Belonging and Ethical Value Concern Towards Ethical Values to second, third and fourth grade students. In the qualitative part, interviews were conducted with 30 students.

To ensure the rigor, validity, and reliability of the interview process, participants were instructed to present themselves accurately and authentically. This was corroborated through member checking, whereby participants reviewed and confirmed the consistency of the data with their intended perspectives. Furthermore, data analysis was conducted independently by multiple researchers to enhance analytical triangulation and minimize bias. All interviews were systematically recorded (audio or video) and transcribed verbatim following each session. Comprehensive documentation of every phase of the research process was maintained to uphold methodological transparency and accountability.

Analysis of Data

The data of the study were analyzed with the SPSS 21.0 package software. Frequency, relative coefficient of variation, percentage, the arithmetic mean statistics were used for descriptive analysis. First of all, normality tests were used to test the normality of the distribution of the data. The most well-known normality tests are Kolmogrov-Smirnov, Chi-Square, Lilliefors, and Shapiro-Wilk normality tests. At this point, which test would be preferred was decided based on the sample size of the study. In order to obtain the quantitative data of the study, Kolmogrov-Smirnov test was taken into consideration since the sample group to which the scale was applied consisted of 1119 students. For this case, the studies of Ak and Büyüköztürk were taken as a reference. Ak (2008, p.10) suggests that the Kolmogrov-Smirnov test should be applied when the number of observations is 30 and above; Büyüköztürk (2017, p. 42) suggests that the Kolmogrov-Smirnov test should be applied when the number of data is 50 and above. As a result of the analyses, it was determined that the tests were not normally distributed. Non-parametric tests were applied for groups that did not show normal distribution. However, the fact that the number of female (562) and male (557) students in the primary school student sample group was very close to each other during the analysis process may suggest that the data were normally distributed in terms of the gender variable. However, in this case, Skewness and Kurtosis values are checked. Skewness and Kurtosis values between +1 and -1 indicate that the data are normally distributed, while values between +1 and -1 indicate that the data are not normally distributed. Skewness (0.009) and Kurtosis (-2.004) values of the gender variable are not between +1 and -1. For this reason, it was determined that the gender variable did not show a normal distribution, and Mann-Whitney U Test was applied instead of the T-test. The Mann-Whitney U test was applied to paired groups that did not show normal distribution, and the Kruskal-Wallis H test was applied to more than two groups.

A recording device and semi-structured interview forms were used to collect qualitative data. During the data collection process, a voice recorder was used after obtaining permission from the participants. In order to obtain in-depth information during the interview process, questions other than those specified in the semi-structured interview form were asked to the participants. Büyüköztürk (2020, p. 159) stated that semi-structured interviews provide the researcher with more in-depth information. The data related to the qualitative part of the research

were analyzed using "descriptive and content analysis" methods, which are qualitative research approaches. Content analysis is a systematic technique that allows the classification of signs based on certain rules, the judgments contained in these signs, and the evaluation of the judgments made by the researcher as a scientific report in the light of clearly formulated rules (Janis, 1949, p. 425). At the beginning of the research process, a semi-structured interview form was created in accordance with the problem situation of the research, in which expert opinions were taken at every stage. Then, in accordance with the purpose of the study, coding categories related to the interview form and themes appropriate to these categories were created. Expert opinions were also consulted to ensure internal consistency, which ensures that the data within the same theme form a meaningful integrity, and external consistency, which ensures that the themes form integrity within themselves, and to determine the themes and codes. After the determined themes and codes, interviews were conducted, and the interviews were recorded. The recorded interviews were transcribed as they were.

In the qualitative research study process, 30 participants took part with the systematic sampling model in public primary schools. In the sample, 10 students were selected from second grade, 10 students from third grade and 10 students from fourth grade. Students selected from second, third, and fourth grade were equally distributed in terms of the gender variable. Participants in the qualitative research group were divided into "Girls: K" and "Boys: E". In this context, the coding was "K1, K2, E1, E2...". In the given coding, K and E represent gender, and numbers represent order. The first ten rows of participants represent second graders; the group of eleven to the twentieth person represents third graders, and the last group of ten represents fourth graders. The interviews were recorded on voice recorders and transcribed in the next stage. After this stage, counting and digitization were performed. In this context, themes and codes were created in parallel with the answers given. The frequencies of the answers given by the participants according to the themes and codes were extracted, and each unit was counted each time. In this context, the frequency of the answers under the same theme sub-heading was revealed. Finally, sample statements of the participants in the qualitative research group are given.

Findings

Findings on Students' Attitudes Towards Ethical Values and Ethical Value Concerns

Under this heading, variables showing significant differences in the quantitative research dimension are included. In this context, since no significant difference was found for the variables of primary school students' sense of belonging towards ethical values and ethical value concerns scale, students' age, grade, number of people in the family, number of siblings, father's educational status, mother's occupational status and father's occupational status, data on these variables were not included. The data obtained for the variables of gender, mother's education level, mother's age, and father's age in the application with the scale of primary school students' feelings of belonging towards ethical values and ethical value concerns are presented in detail.

Table 1

Mann-Whitney U Test Results According to Gender Variable

Dimension	Gender	n	Rank Average	Sequence Sum	U	p*
Love-Respect	Girl	562	592,10	332761.00	138476.00	.00
	Boy	557	527,61	293879.00		
Justice	Girl	562	581,34	326715.00	144522.00	.02
	Boy	557	538,46	299925.00		
Friendship-Honesty	Girl	562	569,39	319998.00	151239.00	.32
	Boy	557	550,52	306642.00		
Patience	Girl	562	576,29	323873.00	147364.00	.05
	Boy	557	543,57	302767.00		
Self-Control	Girl	562	585,62	329120.00	142117.00	.00
	Boy	557	534,15	297520.00		
Responsibility	Girl	562	586,28	329489.00	141748.00	.00
	Boy	557	533,48	297151.00		
Helpfulness	Girl	562	573,91	322539.00	148698.00	.12
	Boy	557	545,96	304101.00		
Patriotism	Girl	562	582,21	327203.50	144033.50	.00
	Boy	557	537,59	299436.50		
Scale Total	Girl	562	592,04	332727.00	138510.00	.00
	Boy	557	527,67	293913.00		

*$p < .05$

When the love-respect sub-dimension is examined in terms of gender variable, there is a significant difference in the love-respect sub-dimension between girls (MR=592.10) and boys (MR=527.61) in favor of female students; in the justice sub-dimension between girls (MR=581.34) and boys (MR=538.46) in favor of female students; in the patience sub-dimension between girls (MR=576.29) and boys (MR=543.57) in favor of female students; in the responsibility sub-dimension between girls (MR=586.28) and boys (MR=533.48) in favor of female students; and in the patriotism sub-dimension between girls (MR=582.21) and boys (MR=537.59) in favor of female students. When the total scale scores are examined in terms of the gender variable, there is a significant difference in the total scale scores between girls (MR= 592.04) and boys (MR= 527.67) in favor of girls. In this context, girls have a higher sense of belonging and ethical value concern towards ethical values than boys.

Table 2

Kruskal-Wallis H Test Results According to Mother's Education Status Variable

Dimension	Mother's Education Status	n	Rank Average	Sd	χ^2	p^*	Meaningful Difference
Love- Respect	(1) No literacy	61	550,94	5	3.57	.61	
	(2) Primary school graduate	287	534,42				
	(3) Secondary school graduate	256	559,66				
	(4) High school graduate	287	579,83				
	(5) University graduate	195	568,04				
	(6) Y.L. Graduate	33	581,85				
Justice	(1) No literacy	61	494,23	5	6.37	.27	
	(2) Primary school graduate	287	546,29				

Dimension	Mother's Education Status	n	Rank Average	Sd	χ^2	p^*	Meaningful Difference
Responsibility	(1) No literacy	61	468,14	5	8.89	.11	
	(2) Primary school graduate	287	541,19				
	(3) Secondary school graduate	256	571,19				
	(4) High school graduate	287	574,84				
	(5) University graduate	195	568,08				
	(6) Y .L. Graduate	33	629,83				
Helpfulness	(1) No literacy	61	499,20	5	10.10	.07	
	(2) Primary school graduate	287	524,86				
	(3) Secondary school graduate	256	594,81				
	(4) High school graduate	287	574,36				
	(5) University graduate	195	561,93				
	(6) Y .L. Graduate	33	571,70				
Patriotism	(1) No literacy	61	506,77	5	7.12	.21	
	(2) Primary school graduate	287	533,68				
	(3) Secondary school graduate	256	570,32				
	(4) High school graduate	287	568,34				
	(5) University graduate	195	581,92				
	(6) Y .L. Graduate	33	605,15				
Scale Total	(1) No literacy	61	470,75	5	11.74	.03	1-3 1-4 1-5 1-6 2-3 2-5
	(2) Primary school graduate	287	524,74				
	(3) Secondary school graduate	256	582,47				

Dimension	Mother's Education Status	n	Rank Average	Sd	χ^2	p^*	Meaningful Difference
	(4) High school graduate	287	572,11				
	(5) University graduate	195	582,78				
	(6) Y.L. Graduate	33	617,38				

*$p < .05$

According to the results of the Kruskal-Wallis H test conducted according to the mother's education status, the mother's education status was found in the love-respect sub-dimension (χ^2=3.57, p = .61), justice sub-dimension (χ^2=6.37, p = .27), friendship-honesty sub-dimension (χ^2=2, 67 p = .74), patience sub-dimension (χ^2=10.59, p = .06), responsibility sub-dimension (χ^2=8.89, p = .11), helpfulness sub-dimension (χ^2=10.10, p = .07), and patriotism sub-dimension (χ^2=7.12, p = .21).

A significant difference was found in the self-control sub-dimension (χ^2=13.55, p = .01) according to the mother's education status. According to the results of the Mann Whitney U test conducted to determine between which groups the difference was, the mean scores of illiterate mothers (MR= 482.60) were significantly lower than those of secondary school graduates (MR= 582.71), high school graduates (MR= 571.50), university graduates (MR= 577.16) and postgraduate mothers (MR=654.33). Similarly, the averages of mothers who graduated from primary school (MR= 522.18) were significantly lower than those of mothers who graduated from secondary school (MR= 582.71), high school (MR= 571.50), university (MR= 577.16), and graduate school (MR= 654.33). A significant difference was found in the total scale scores according to the mother's education status (χ^2=11.74, p = .03). According to the results of the Mann Whitney U test conducted to determine between which groups the difference was, the Mean scores of illiterate mothers (MR= 470.75) were significantly lower than those of secondary school graduates (MR= 582.47), high school graduates (MR= 572.11), university graduates (MR= 582.78) and postgraduate mothers (MR= 617.38). Similarly, the Mean scores of mothers who graduated from primary school (MR= 524.74) were significantly lower than those of mothers who graduated from secondary school (MR= 582.47) and university (MR= 582.78).

Table 3

Kruskal-Wallis H Test Results According to Mother's Age Status Variable

Dimension	Mother Age Status	N	Rank Average	Sd	χ²	p*	Meaningful Difference
Love-Respect	20-30 years old	225	551,71	3	6.46	0.09	
	31-40 years old	695	567,90				
	41-50 years old	159	553,32				
	Age 51 and over	10	328,45				
Justice	20-30 years old	225	527,04	3	7.18	0.06	
	31-40 years old	695	567,59				
	41-50 years old	159	589,92				
	Age 51 and over	10	397,50				
Friendship-Honesty	20-30 years old	225	556,93	3	1.95	0.58	
	31-40 years old	695	568,20				
	41-50 years old	159	529,63				
	Age 51 and over	10	551,35				
Patience	20-30 years old	225	560,58	3	0.95	0.81	
	31-40 years old	695	558,78				
	41-50 years old	159	569,58				
	Age 51 and over	10	477,50				
Self-Control	20-30 years old	225	550,05	3	8.26	0.41	1-4 2-4 3-4
	31-40 years old	695	567,06				
	41-50 years old	159	562,10				
	Age 51 and over	10	289,70				
Responsibility	20-30 years old	225	568,15	3	9.09	0.02	1-4 2-4 3-4 2-3
	31-40 years old	695	548,89				
	41-50 years old	159	608,53				
	Age 51 and over	10	352,95				
Helpfulness	20-30 years old	225	553,26	3	8.97	0.03	1-4 2-4 3-4
	31-40 years old	695	560,51				
	41-50 years old	159	585,58				
	Age 51 and over	10	289,45				

Dimension	Mother Age Status	N	Rank Average	Sd	χ^2	p^*	Meaningful Difference
Patriotism	20-30 years old	225	531,30				1-4
	31-40 years old	695	562,56	3	15.63	0.00	2-4
	41-50 years old	159	610,83				3-4
	Age 51 and over	10	305,65				2-3
Scale Total	20-30 years old	225	543,18				1-4
	31-40 years old	695	564,92	3	8.39	0.03	2-4
	41-50 years old	159	582,19				3-4
	Age 51 and over	10	293,95				

*p < .05

According to the results of the Kruskal-Wallis H test conducted according to the age of the mother of primary school students, no significant difference was found in the love-respect sub-dimension (χ^2=6.46, p = .09), justice sub-dimension (χ^2=7.18, p = .06), friendship-honesty sub-dimension (χ^2=1.95, p = .58), and patience sub-dimension (χ^2=0.95, p = .81). According to the maternal age variable of primary school students, the total scale score (x^2=8.39, p = .03), self-control (x^2=8.26, p = .41), responsibility (x^2=9.09, p = .02), helpfulness (x^2=8.97, p = .03), and patriotism (x^2=15.63, p = .00) sub-dimensions differ. The Mann-Whitney U test was applied to determine which groups this significant difference was between. According to the results of the Mann-Whitney U test conducted to determine between which groups there is a significant difference in the self-control sub-dimension of the scale, the averages of mothers aged 51 and over (MR=289.70) are lower than those of mothers aged 20-30 (MR=550.05), 31-40 (MR=567.06) and 41-50 (MR=562.10). According to the results of the Mann Whitney U test conducted to determine between which groups there is a significant difference in the responsibility sub-dimension of the scale, the Mean scores of mothers aged 51 and over (MR=352.95) are lower than those of mothers aged 20-30 (MR=568.15), 31-40 (MR=548.89) and 41-50 (MR=608.53). In addition, the averages of the mothers between the ages of 41-50 (MR=608.53) were higher than the averages of the mothers between the ages of 31-40 (MR=548.89), which constituted a significant difference. According to the results of the Mann Whitney U test conducted to determine between which groups there is a significant difference in the benevolence sub-dimension of the scale, the averages of mothers aged 51 and over (MR=289.45) are lower than those of mothers aged

20-30 (MR=553.26), 31-40 (MR=560.51) and 41-50 (MR=585.58). According to the results of the Mann Whitney U test conducted to determine between which groups there is a significant difference in the patriotism sub-dimension of the scale, the averages of mothers aged 51 and over (MR=305.65) are lower than those of mothers aged 20-30 (MR=531.30), 31-40 (MR=562.56) and 41-50 (MR=610.83). In addition, the averages of the mothers between the ages of 41-50 (MR=610.83) were higher than the averages of the mothers between the ages of 31-40 (MR=562.56), which constituted a significant difference. According to the results of the Mann-Whitney U test conducted to determine between which groups there is a significant difference in the total scores of the scale, the Mean scores of mothers aged 51 and over (MR=293.95) are lower than those of mothers aged 20-30 (MR=543.18), 31-40 (MR=564.92) and 41-50 (MR=582.19).

Table 4

Kruskal-Wallis H Test Results According to Father's Age Status Variable

Dimension	Father's Age Status	N	Rank Average	Sd	χ^2	$p*$	Meaningful Difference
Love- Respect	20-30 years old	38	523,32	3	1.08	0.78	
	31-40 years old	621	560,56				
	41-50 years old	389	557,93				
	Age 51 and over	71	586,08				
Justice	20-30 years old	38	566,29	3	10.58	0.01	1-4 2-4 3-4
	31-40 years old	621	538,65				
	41-50 years old	389	575,50				
	Age 51 and over	71	658,45				
Friendship- Honesty	20-30 years old	38	632,62	3	3.88	0.27	
	31-40 years old	621	549,31				
	41-50 years old	389	562,59				
	Age 51 and over	71	600,50				
Patience	20-30 years old	38	605,59	3	4.33	0.22	
	31-40 years old	621	553,21				
	41-50 years old	389	555,23				
	Age 51 and over	71	621,14				

Dimension	Father's Age Status	N	Rank Average	Sd	χ^2	p^*	Meaningful Difference
Self-Control	20-30 years old	38	541,16	3	3.02	0.38	
	31-40 years old	621	547,53				
	41-50 years old	389	581,47				
	Age 51 and over	71	561,46				
Responsibility	20-30 years old	38	577,37	3	3.20	0.36	
	31-40 years old	621	549,72				
	41-50 years old	389	564,21				
	Age 51 and over	71	617,54				
Helpfulness	20-30 years old	38	562,92	3	3.75	0.28	
	31-40 years old	621	544,33				
	41-50 years old	389	580,43				
	Age 51 and over	71	583,59				
Patriotism	20-30 years old	38	604,41	3	3.62	0.30	
	31-40 years old	621	548,76				
	41-50 years old	389	565,84				
	Age 51 and over	71	602,58				
Scale Total	20-30 years old	38	571,03	3	4.28	0.23	
	31-40 years old	621	545,51				
	41-50 years old	389	570,91				
	Age 51 and over	71	621,10				

*$p < .05$

There are differences in the justice (χ^2=10.58, p = .01) sub-dimensions of primary school students according to the father's age variable. The Mann-Whitney U test was applied to determine which groups this significant difference is between. According to the results of the Mann-Whitney U test, the averages of fathers aged 51 and over (MR=658.45), 20-30 years (MR=566.29), 31-40 years (MR=538.65) and 41-50 years (MR=575.50) are higher than those of the fathers, which may indicate a significant difference.

Qualitative Research Findings on Primary School Students' Feelings of Belonging to Ethical Values and Ethical Value Concerns

The sample group in the qualitative research dimension of the study consists of 30 participants in the quantitative research dimension. The study titled "A New Classification of Values and Values That Should Be Acquired by Students Based on These Values" by Acat and Aslan (2012) was used in naming the categories. The root values in the Turkish Language Curriculum were used in determining the themes. The obtained data were presented to an expert opinion and finalized. One of the important problems of the study, the question "Do primary school students have ethical concerns?" was shaped by the qualitative dimension of the study. The studies conducted revealed that primary school students have ethical concerns. 8 themes and 201 codes were determined in Question 1, 10 themes and 191 codes in Question 2, and 9 themes and 185 codes in Question 3. It is seen that the participants included all the root values when answering the questions about their mothers. This supports the data obtained in the quantitative research dimension. The findings of the participant group included in the qualitative dimension of the research are presented in detail in tables and paragraphs.

Table 5

Students' Views on Root Values

Themes	Categories	Codes	f (n=201)
The Value of Love	Social/Communal Values	Human Love	11
		Love of Animals and Plants	1
		Love of Vehicles	1
		Communication	2
		Agreement	1
		Awareness of Being a Family	2
	Personal/Selfless Values	Loneliness	1
		Happiness	6
		Profit	9
		Tolerance	8
		Physical Contact	5

Themes	Categories	Codes	f (n=201)
The Value of Respect	Social/Communal Values	Respect for People	16
		Solidarity	2
		Building a Good Bond	2
	Personal/Selfless Values	Pure Self-Interest	6
		Being Kind	5
	Aesthetic Values	Virtue	3
	Traditional/Conservative Values	Divine Command	1
		Decency	10
The Value of Justice	Social/Communal Values	Equality	10
		Togetherness	1
	Personal/Selfless Values	Fairness	10
		Precious	1
		Correct Behavior	2
The Value of Friendship	Social/Communal Values	Friendship	7
		Spending Time	4
	Personal/Selfless Values	Benefit	6
		Friendly	4
		Affectation	1
The Value of Honesty	Social/Communal Values	Loyalty	1
	Personal/Selfless Values	Being Uncomfortable	1
	Traditional/Conservative Values	Accuracy	9
		Reliability	2
The Value of Responsibility	Social/Communal Values	Duty	5
	Personal/Selfless Values	Responsibility	3
The Value of Helpfulness	Social/Communal Values	Support	9
		Sharing	6
	Personal/Selfless Values	Morale	4
	Traditional/Conservative Values	Kindness	4
		Helping the Living	3

Themes	Categories	Codes	f (n=201)
The Value of Patriotism	Social/Communal Values	Protecting State Property	1
		To Respect the Martyrs	1
	Personal/Selfless Values	Diligence	3
		Love of the Forest	1
		Love of Country	5
		Glorification	1
	National Values	The Love of Atatürk	1
		Love of The Flag	2
		Love of the National Anthem	1

The students participating in the study were asked which of the core values (love, respect, justice, friendship, honesty, patience, responsibility, self-control, helpfulness, and patriotism) they preferred the most and the reasons for choosing these core values. According to the relevant question, it was determined that primary school students responded most to the themes of "love, respect, and helpfulness" respectively. None of the participants responded to the themes of "self-control" and "patience". The theme with the least response was the value of "responsibility". Here are some sample statements for students: K11- Patriotism, our teacher gave us a book set this year, and there was a book called "Heroes of Liberation". The book mostly had a sense of patriotism, and when I read that book, I realized that patriotism was very important. I want to glorify my homeland. Love is very important to me. Imagine that people hate each other, no one loves each other, and no one respects each other. Or think of a classroom, where everyone interrupts each other and no one has any respect. In this case, everyone becomes very bad and restless. Love is not only between people; however, it can also be between animals and plants. I experience respect and reverence the most in my classroom. Let me put it this way, we learned while standing because there was a live class in the third grade due to Covid-19. When schools opened, we came to school in the 1st semester. We were not used to some situations. We were interrupting each other, talking without even moving our fingers, and some even forgot to raise their hands, but in the past, when we lowered the volume in distance education, these situations did not happen, and the

sound would be cut off. The order in which the second, third, and fourth grades of primary school participating in the research responded to the themes at the class level was fourth grades, third grade, and second grades, respectively. This situation can also be explained by the students' level of education and maturity. While the second-grade students mostly focused on the theme of "love" in the first interview question of the research, the third-grade students mostly added the label "respect" to the first interview question of the research. It was determined that the fourth-grade students mostly answered the theme of "helpfulness" in the first interview question of the research.

2. With the Second-Grade Question in the Qualitative Research Dimension of the Study (Which Values Does Your Mother Care More According to You? Why?)

Table 6

According to the Student, Their Mothers' Opinions about the Root Values

Themes	Categories	Codes	f (n=191)
The Value of Love	Social/Social Values	Human Love	15
		Love of Nature	2
		Communication	5
	Personal Selfless Values	Tolerance	9
		Physical Contact	10
The Value of Respect	Social/Communal Values	Respect for People	8
	Personal/Selfless Values	Homage	4
		Empathy	1
		Sake	2
	Aesthetic Values	Virtue	1
The Value of Justice	Social/Communal Values	Equality	7
	Personal/Selfless Values	Fairness	7
	Traditional/Conservative Values	Piety	1

Themes	Categories	Codes	f (n=191)
The Value of Friendship	Social/Communal Values	Friendship	5
		Don't Give Treats	4
	Personal/Selfless Values	Friendly	1
		Affectation	2
The Value of Honesty	Personal/Selfless Values	Kind and Polite Behavior	1
	Traditional/Conservative Values	Accuracy	13
		Reliability	4
The Value of Patience	Personal/Selfless Values	Persistence	12
		Stand/Bear	7
		Endure	11
The Value of Responsibility	Social/Communal Values	Duty	5
	Personal/Selfless Values	Responsibility	9
		Diligence	2
Self- Control Value	Personal/Selfless Values	Self-Restraint	1
		Internal Discipline	1
The Value of Helpfulness	Social/Communal Values	Support	9
		Sharing	10
	Personal/Selfless Values	Morale	2
		Sacrifice	12
	Traditional/Conservative Values	Charity	6
The Value of Patriotism	National Values	The Love of Atatürk	1
		Love of The Flag	1

When the students who participated in the study were asked which of their mothers' core values (love, respect, justice, friendship, honesty, patience, responsibility, self-control, helpfulness and patriotism) they preferred the most and the reasons for choosing these core values, it was determined that they responded most to the themes of "love, helpfulness and patience". According to the participants, the values that their mothers adopted the least were directed to the themes of "self-control and patriotism". Here are some sample expressions of their mothers' actions and thoughts towards core values according to the students:

E2- Patience: My mother is a patient person. Because I have a 3-year-old younger brother and he constantly irritates my mother, but my mother never gets angry, she is always patient. K5- Friendship: When she lived in Istanbul, she had a great time with her friends there. My mother is a person who loves friendship and treats her friends very well. When her friends come to visit, my mother makes tea and shares it. Justice: My mother taught me justice. In order to teach me justice, she first told me about justice. K14- Love: Because she loves us. She loves flowers, insects, in short, everything. For example, she always loves us, comes and kisses us, and always watches us. It is obvious from this behavior that she loves us. Honesty: My mother has never lied to us. My mother always tells me that I should be honest because honesty solves every problem. Responsibility: My mother does the housework. She looks after us and does the housework, and sometimes she does the housework when my father is not there. She also fulfills my father's responsibilities without any problems. My mother loves us and usually spends time with us and hugs us."

3. Which is Found in the Qualitative Research Dimension of the Study with the Question 3 (Which Values Do You Think Your Father Cares More About to You? Why?)

Table 7

According to the Student, Their Father's Views on the Root Values

Themes	Categories	Codes	f (n=185)
The Value of Love	Social/Social Values	Human Love	11
		Communication	4
	Personal Selfless Values	Interest	1
		Kindness	5
		Physical Contact	6
The Value of Respect	Social/Communal Values	Respect	12
	Personal/Selfless Values	Homage	9
		Tolerance	9

Themes	Categories	Codes	f (n=185)
The Value of Justice	Social/Communal Values	Equality	11
	Personal/Selfless Values	Fairness	9
		Fairness	5
The Value of Friendship	Social/Communal Values	Friendship	7
	Personal/Selfless Values	Friendly	6
The Value of Honesty	Traditional/Conservative Values	Accuracy	5
		Reliability	1
The Value of Patience	Personal/Selfless Values	Persistence	10
		Stand/Bear	3
		Endure	5
The Value of Responsibility	Social/Communal Values	Duty	15
	Personal/Selfless Values	Responsibility	13
		Protectiveness	2
The Value of Helpfulness	Social/Communal Values	Support	9
		Sharing	6
		Sacrifice	5
	Traditional/Conservative Values	Charity	3
The Value of Patriotism	National Values	The Love of Atatürk	1
		Love of the National Anthem	1
		Love of The Flag	2
		Patriot	6
	Personal/Selfless Values	Liking Job	1
	Economic Values	Security Guard	2

According to the students who participated in the research, fathers' root values (love, respect, justice, friendship, honesty, patience, responsibility, self-control, helpfulness, and patriotism) to the question about which ones they prefer the most and the reasons for choosing these root values that they choose, respectively, the most "respect, responsibility, love, justice, and charity" it has been determined that they give answers to their themes. According to the participants, the values least adopted by fathers, respectively, "honesty, patriotism, and friendship," have been directed to the theme. The primary school participating

in the research is according to second, third, and fourth grade students, none of the fathers "according to the theme of self-control" he does not place values on your relationship. According to the students participating in the study, it has been found that fathers often engage in actions and behaviors directed to the codes of "duty, responsibility, perseverance, equality, human love and respect". One of the points that draws attention in the third interview question of the research is that according to the students, fathers' actions and behaviors are related to the themes of "justice, love, respect, responsibility and helpfulness". In this context, primary school second, third, and fourth grade students" the value of justice and responsibility" it can be said that they are reconciled with their fathers.

According to the students, some of the sample expressions of fathers' actions and ideas towards root values are as follows: K1-Justice: Recently, we were watching a TV series at home as a family. My 5-year-old brother wanted another program to open, and I wanted something else to open. But my father said to us in turn, first we will do what your brother says, and then we will do what you say. Responsibility: My father goes to work. He took my tablet to work, and I said to my father, "Don't forget my tablet," and he said, "Okay,"and he brought it back in the evening. He goes to the meeting and to work on time. Helpfulness: My father will help us. My brother had fallen once, and my father rushed to his aid and lifted him up. Once our neighbor's wife fainted, my father brought her to the hospital. E4-Honesty: My father does not hide anything from us and never tells lies. Patience: My father is a patient person. For example, although my father is very hungry, he waits patiently until my mother prepares food. My father also does his work patiently. Justice: My father is a just person. My father always behaves very fairly and never takes sides with anyone. He treats people honestly and equally. For example, my brother and I do not take sides when we argue. When he brings something home, he distributes it equally among us. E9-Responsibility: My father is a teacher and goes to school regularly. He takes care of his business. When there is a problem at school, he tries to solve it. When he comes home, we put the dishes in the dishwasher and sweep the house. It is also a responsibility to bring money home and meet our needs. Respect: My father always tells me that I should be respectful. My father also respects my grandfather. Justice: Sometimes when there is a fight at school, my father tries to be fair to the children. My father does not do injustice. K15-Love: When my father comes from his mission, he spends time with me, hugs me, and hugs me. He's kissing me. Honesty: My

father loves me very much and respects me, but at the same time, he wants me to be a very honest person. When my father experiences something, he tells my mother and us about the problem as it is. Responsibility: My father is fulfilling his responsibilities. For example, he goes to work and works for us.

Discussion and Conclusion

In the study, it was found that students used the value of love/respect the most as loving school, respecting friends, being kind to friends, and taking their friends' belongings without permission; they used the value of justice the most to support their friends when they were right and not to be unfair to their friends while playing games; they used the value of friendship/honesty the most to be honest with their friends and trust their friends; they used the value of patience the most to listen to the lessons taught in the classroom patiently. It was also found that students had the self-control to apologize the most when they made mistakes against their friends and to be upset when they did not keep their promises. It was found that students used the value of responsibility the most, as acting in accordance with the classroom rules and taking care of their belongings, and students used the value of helpfulness the most, as being kind to their friends so as not to offend them. It was found that students used the value of patriotism the most, such as loving the national anthem and loving my country. In light of the findings given above, the value situations that students associated the most with the root values and the areas they used frequently were determined. In the interview, eight themes and 201 codes were identified in the first question, 10 themes and 191 codes in the second question, and nine themes and 185 codes in the third question. It is seen that the participants included all the root values while answering the questions about their mothers. This supports the data obtained in the quantitative research dimension. Because in the quantitative research dimension, this situation supports the situation of a significant difference in the self-control, responsibility, helpfulness, patriotism, and total scale scores in the context of the mother's age variable. The value most preferred by the students is love in the "love/respect" sub-dimension. In the questions asked in the qualitative research dimension, it is seen that the students expressed the concepts of "love for people, love for school, tolerance, respect for people, and kindness" regarding the value of love. As a result of the relative variability analysis conducted in the quantitative research dimension, it was seen that this situation coincides with the items that the students focused on the most: "loving school, respecting friends,

being kind to friends, not taking friends' belongings without permission". In this respect, it is also seen that the qualitative dimension of the study supports and deepens the quantitative dimension. According to the second, third, and fourth grade primary school students, the most preferred root values by their mothers are: love, helpfulness, and patience, respectively. In the quantitative study, it was determined that there was no significant difference in the sub-dimensions of love/ respect, justice, friendship/honesty, and patience in the context of the variables of mother's age, education, and professional status, and that these values were accepted by all mothers. In the interviews, the students mostly placed their mothers in actions and behaviors related to the themes of "patience and self-control". In this context, it can be said that the second, third, and fourth grade primary school students agreed with their mothers on the "value of patience".

According to the second, third, and fourth grade primary school students, the most preferred root values of fathers are: love/respect, responsibility, justice, and helpfulness values, respectively. There are two striking points in this finding; the first point is that the students match their fathers with their work and professional status, and evaluate them as responsible. The second point is that the students match the value of justice with their fathers. In addition, in the quantitative dimension of the study, it was found that fathers matched the value of justice, and a significant difference was found in favor of fathers aged 51 and over. In this respect, it is seen that the data obtained in the qualitative research dimension support the data obtained quantitatively. It was determined that the second-grade students associated the value of justice with the concepts of good child tendency, evil, cheating, injustice, fairness, equality, right, need, getting along well and truth. It was determined that the third-grade primary school students associated the value of justice with the concepts of sadness, equality, restlessness, right, fairness, being fair, religiousness, being disturbed, cheating, impartiality, sharing, good child tendency, and happiness. It has been determined that fourth grade primary school students associate the value of justice with the concepts of justice, equality, rights, discrimination, shame, peace, not taking sides, being on the side of the right, sadness, and love. It is observed that students' value concepts increase as the grade level increases. This situation is thought to be due to maturation. In addition, it is thought that children's interactions in their everyday lives have a positive effect on this situation. In the data obtained in the quantitative findings of the study and the interviews conducted in the qualitative dimension, it has

been determined that the value of justice is frequently associated with fathers, and this situation is frequently exemplified. In this context, it can be said that the concepts of justice and fatherhood meet on a common ground. The views shared by E1, E11, K1, E7, K2, and K3 support this situation. Most participants described their fathers as fair and impartial, emphasizing that they treat all family members equally in various daily situations. Participants reported that fathers distribute resources, responsibilities, and attention without favoritism, such as sharing treats equally, dividing household tasks fairly, and mediating disputes between siblings in a balanced manner. These observations align with findings in the literature, indicating that men often conceptualize justice concretely and prioritize fairness, whereas women tend to emphasize interpersonal relationships (Brockner et al., 2001, pp. 310–314; Sweeney & McFarlin, 1997, p. 90). In the study, no significant difference was found between the ethical value attitudes of children aged 7-11 in terms of age. In this regard, it can be said that the ethical attitudes of students in the basic education period do not make a difference in terms of the age variable.

In the study conducted by Demir (2007), it was found that the decision-making strategies of official school administrators did not show a significant difference according to the age variable. In the study conducted by İşcan (2007), no significant difference was found in the scores related to affective characteristics between the experimental and control groups. In the study conducted by Memiş and Güney Gedik (2010), no significant difference was found in terms of the value of 'helpfulness' depending on the age variable. In the study conducted by Stika (2012) in the Czech Republic, it was found that moral education did not contain a significant difference in terms of the age variable. In Lamberta's (2004) doctoral thesis study with a total of 16 students, 8 experimental and 8 control groups, 11 of the 12 values requested to be given to the experimental group did not show a significant difference in terms of the experimental and control groups. In the study conducted by Kara (2017), the opinions of teachers regarding the practices of values education in primary and secondary schools did not show a significant difference in terms of the age variable. In the study conducted by Karakülçe (2018), it was found that there was no significant difference in the democratic attitudes of classroom teachers in terms of the age variable. Ergün (2021) determined in his study that 1st-grade teachers saw the achievement value group the most, second and third grade teachers saw the most important

value group, and fourth-grade teachers saw the self-management value group as the most important value group. Ergün (2021, pp. 89-90) determined that the results obtained in the context of the age variable in his study were parallel to the findings obtained in this study, and that there was no significant difference in any of the sub-dimensions related to the age variable in the study. While no significant difference was found in the study on the ethical value attitudes of primary school students due to the determination of the age variable with the age range of 1; in studies where the age range period was determined with the time range of 5-10 years, it was seen that the age factor created a significant difference in moral development. Kohlberg found that age groups showed different characteristics in his studies on different age groups with the same stories (Engin, 2014, p. 41). One of the scientists who expressed the importance of the age variable on moral development is J. Piaget. In his studies on moral values, J. Piaget stated that values progress especially with maturation and that the development of value-thought progresses in parallel in different age cycles (Akt. Güngör, 1998, p. 59). In the study conducted by Tarım (2020), it was determined that the age variable was important and that the ethical orientations of classroom teachers differed significantly according to the age variable. Kohlberg was interested in the levels of moral reasoning rather than the behaviors of individuals in his studies. He stated that progress in moral development periods depends on both calendar age and mental development. However, Kohlberg did not take calendar age as a criterion alone. The reason for this is that he explained that older adults may show lower levels of moral behavior. In this context, it is useful to state that it is insufficient to explain the ethical value attitudes and ethical value concerns that students have only in the context of the age variable. Age cannot always be a criterion for moral development (Kohlberg, 1971, p. 22).

Although Keskinoğlu (2008) argued that moral education should be introduced after the fourth grade, this claim does not align with the findings of the current study, which indicate that primary school students begin to develop ethical attitudes and concerns as early as ages 7–8. The concepts of ethics and morality, much like interconnected gears in a machine, cannot be considered in isolation from one another. Delaying structured and systematic moral education to later school years risks neglecting the formative early years of children's character and value development. The study's findings underscore the importance of initiating moral and ethical education during the early grades of primary school. As more

research in this area emerges, particularly concerning early childhood moral development, the need for age-appropriate and consistent moral education at younger ages becomes increasingly evident.

The qualitative data from the study clearly illustrate how primary school students experience and express ethical concerns. For example, one student reported feeling sad after telling a lie because it would hurt someone else, reflecting an internalized sense of empathy and honesty. Another student recounted a past experience of guilt for disobeying a rule as a young child, and the subsequent moral obligation they felt to confess their action. Regarding the use of resources, students demonstrated an awareness of environmental ethics and responsibility, showing care for books and natural resources like water. These examples suggest that children do not merely learn ethical rules but emotionally engage with and reflect upon them, developing a sense of moral accountability. Thus, the presence of ethical concerns at an early age strongly supports the necessity of integrating value-based education into the early stages of formal schooling.

Recommendations

In light of all these findings, the following conclusions were reached regarding values, values education, and ethical values for second, third, and fourth grade students in the basic education period:

1. The most preferred values by the students and the most common values in student expressions are love/respect values. These values express importance at the level of physiological needs of the individual. Students express the love of their mother, father, and siblings as a need.

2. Values that play a role in the socialization of students and provide solutions to the fear of loneliness are companionship and benevolence values. Because students generally stated that the reasons for being kind to their friends, meeting their needs, and doing favors for them were to avoid being alone and losing their friends. Moreover, it is seen that loneliness anxiety is also underlying the reasons for doing favors for their friends.

3. An individual's acceptance is measured by the sense of trust he/she builds in society. This is also the case for students in basic education. 'Credit Values' are needed in order not to be excluded from the environment of friends, to take part in games, and to be accepted by the class they are in. The values that support this situation are justice and honesty. For students in basic education, it is important that the games played are on a transparent ground. In this respect, honesty plays the role of a mutually signed note for students.

4. It was determined that students in the basic education period associate their homework with their responsibilities. In this context, it is thought that the value of responsibility is a "self-oriented" value, and in this regard, it will be beneficial to consider this value as a "Personal Value".

5. The value of patience is one of the most important values that students have difficulty in fulfilling due to both their developmental characteristics and their age of play. Students constantly paired this value with breaktime and lesson times. They generally stated that they had problems in the context of recess periods due to the interruption of their games. In this manner, it is thought that being patient requires a high level of effort and skill for students at the 7-11 age level.

6. The value that the students were not aware of and almost never included in their discourse was determined as 'self-control value'. In this context, self-control can be considered as a 'Missing Value' or unrecognized value (there was only one answer about this value in questions 1, 2, and 3 of the study). In this regard, it is thought that it would be beneficial to prepare the existing programs in light of this information.

7. The data obtained can be supported by current research to be carried out in this field, or can be the source of a new value classification that can be developed.

Genişletilmiş Özet

Giriş

Bu araştırma, temel eğitim dönemindeki öğrencilerin etik değerlere yönelik aidiyet durumlarını ve çocuklardaki etik değer kaygılarını (varsa) ortaya çıkarmayı amaçlamaktadır. Ayrıca araştırmanın sonuçları öğrencilerin etik değerlere yönelik kaygı düzeyleri ve etik değerlere olan yatkınlığını ortaya çıkararak öğrencilerin ahlak ve etik değerler eğitimi sürecine katkı yapması beklenmektedir.

Çalışmaya dâhil edilen öğrencilerin etik değer tutumları ve etik değer kaygıları yaş, sınıf, cinsiyet, birey sayısı, kardeş sayısı, anne ve babanın eğitim düzeyi, yaş durumu ve mesleki durum bağlamında incelenmiştir. Araştırma, öğrencilerin 7-11 yaş düzeyindeki etik kaygılarını belirlemeyi amaçlamıştır. Ayrıca öğrencilerin etik tutumları ve etik değer kaygıları üzerindeki etkisi sınıf bağlamında belirlenmeye çalışılmıştır. Bu bağlamda araştırmanın soruları şu şekilde ortaya konulmuştur:

1. İlkokul öğrencilerinin etik değerlere ilişkin aidiyet duyguları ve etik değer kaygıları yaşa, sınıf düzeyine, cinsiyete, ailedeki birey sayısına, kardeş sayısına, öğrencinin anne ve babasının eğitim durumuna, anne ve babasının mesleğine ve yaşına göre anlamlı bir şekilde farklılaşmakta mıdır?

2. İlkokul öğrencilerinin etik değerlere ilişkin aidiyet duyguları ve etik değer kaygılarına ilişkin görüşleri nelerdir?

Nitekim mevcut araştırmada, ilkokul öğrencilerinin etik değerlere yönelik aidiyet duygularını ve etik değer kaygılarını ortaya koyarak bu değerlerin kazandırılmasında etkili olduğu düşünülen yeni yöntemlere ve yeni çalışmalara (2, 3 ve 4. sınıf) yön vereceği düşünülmektedir. Araştırmada, Türkiye ve yurt dışında ilgili akademik çalışmaları araştırarak çalışmaya katkı sağlayacak sonuçları kategorilere ayırmanın konu ile ilgili akademik çalışmalara kaynak teşkil edeceği ve benzer akademik çalışmalara katkı sağlayacağı düşünülmektedir. Ayrıca çalışmanın değerler eğitimi çalışmalarına da hizmet edeceği düşünülmektedir.

Yöntem

Çalışma, karma yöntem araştırması ile gerçekleştirilmiştir. Açımlayıcı sıralı desen ile yapıldığından öncelikle nicel veriler toplanmış, sonraki aşamada nitel veriler toplanmıştır. Nitel veriler yapılan çalışmayı açıklayıcı ve destekleyici bir rol üstlenmiştir.

Araştırmanın evrenini Kars il merkezindeki 144 okulda 2, 3 ve 4. sınıflarda öğrenim gören 5612 öğrenci oluşturmaktadır. Gerekli örneklem grubunun (+/- 0,03) örnekleme hatası (d) ile 1119 kişiye uygulanması gerektiği hesaplanmıştır. İlkokul birinci sınıftaki öğrencilerin okuryazarlık düzeylerinin ve ölçeği doğru yanıtlayabilmelerinin çalışmanın geçerliliğini olumsuz etkileyeceği düşünüldüğünden birinci sınıf öğrencileri çalışmaya dâhil edilmemiştir. Örneklem tabakalı amaçsal örnekleme yöntemi ile oluşturulmuştur.

Çalışmanın veri toplama sürecinde "Kişisel Bilgi Formu", "Etik Değerlere Ait Olma Duyguları ve Etik Değer Kaygısı Görüşme Formu" ve "Etik Değerlere Yönelik Aidiyet Duyguları ve Etik Değer Kaygıları Ölçeği" kullanılmıştır. "Etik Değerler ve Etik Değer Kaygıları İçin Aidiyet Duygusu Ölçeği"nin açımlayıcı faktör analizinde KMO değeri 0,88 ve Bartlett'in küresellik testi anlamlılık düzeyi $p<0,01$ olarak bulunmuş olup örneklemin açımlayıcı faktör analizi için yeterli olduğunu göstermektedir. Ölçek 8 maddeden oluşmaktadır. Boyutlar 28 maddeden oluşmaktadır. Ayrıca ölçeğin Cronbach Alpha katsayısı 0,90, alt boyutların Cronbach Alpha katsayıları 0,68 ile 0,80 arasında ve tüm maddelerde madde-toplam korelasyonu 0,30'un üzerinde (0,37 ile 0,61 arasında) bulunmuştur. Yarı-yapılandırılmış görüşme formunun geçerlik ve tutarlılığında uzman onay yöntemi kullanılmıştır. Alınan geri bildirimler doğrultusunda yapılan düzeltmeler sonrasında görüşme formu 29 açık uçlu sorudan oluşmuştur.

Çalışmanın verileri SPSS 21.0 paket yazılımı ile analiz edildi. Öncelikle verilerin dağılımının normalliğini test etmek için normallik testleri kullanıldı. Normal dağılım gösteren değişkenlere parametrik, normal dağılım göstermeyenlere ise nonparametrik testler uygulandı. Nitel verilerin toplanmasında kayıt cihazı ve yarı-yapılandırılmış görüşme formları kullanılmıştır. Veri toplama sürecinde katılımcılardan izin alınarak ses kayıt cihazı kullanılmıştır. Görüşme sürecinde derinlemesine bilgi elde etmek amacıyla katılımcılara yarı-yapılandırılmış görüşme formunda belirtilen sorular dışında sorular da sorulmuştur. Büyüköztürk vd. (2020, s.159), yarı-yapılandırılmış görüşmelerin araştırmacıya daha derinlemesine bilgi sağladığını belirtmiştir. Nitel araştırma çalışma sürecinde, devlet ilkokullarında sistematik örnekleme modeli ile 30 katılımcı yer almıştır. 2., 3. ve 4. sınıflardan seçilen öğrenciler cinsiyet değişkeni açısından eşit dağılmıştır.

Bulgular, Sonuç ve Tartışma

Çalışmada öğrencilerin sevgi/saygı değerini en çok okulu sevme, arkadaşlara saygı gösterme, arkadaşlarına karşı nazik olma, arkadaşlarının eşyalarını izinsiz alma olarak kullandıkları; adalet değerini en çok arkadaşları haklı olduğunda onları desteklemek ve oyun oynarken arkadaşlarına haksızlık yapmamak için kullandıkları; arkadaşlık/dürüstlük değerini en çok arkadaşlarına karşı dürüst olmak ve arkadaşlarına güvenmek için kullandıkları; sabır değerini en çok sınıfta işlenen dersleri sabırla dinlemek için kullandıkları bulunmuştur. Ayrıca öğrencilerin arkadaşlarına karşı hata yaptıklarında en çok özür dileme ve verdikleri sözleri tutmadıklarında üzülme konusunda öz denetime sahip oldukları görülmüştür. Öğrencilerin sorumluluk değerini en çok sınıf kurallarına uygun davranmak ve sahip oldukları eşyalara sahip çıkmak, öğrencilerin en çok yardımseverlik değerini ise arkadaşlarını gücendirmemek için onlara nazik davranmak olarak kullandıkları bulunmuştur. Öğrencilerin vatanseverlik değerini en çok millî marşı sevmek ve ülkemi sevmek olarak kullandıkları bulunmuştur.

Yukarıda verilen bulgular ışığında öğrencilerin kök değerleri en çok ilişkilendirdiği değer durumları ve sıklıkla kullandıkları alanlar belirlenmiştir.

1. Yapılan görüşmede 1. soruda sekiz tema ve 201 kod, 2. Soruda 10 tema, 191 kod, 3. Soruda dokuz tema ve 185 kod tespit edilmiştir. Katılımcıların anneleriyle ilgili soruları yanıtlarken kök değerlerin tamamına yer verdikleri görülmektedir. Bu durum nicel araştırma boyutunda elde edilen verileri desteklemektedir. Çünkü nicel araştırma boyutunda bu durum anne yaşı

değişkeni bağlamında öz denetim, sorumluluk, yardımseverlik, vatanseverlik ve toplam ölçek puanlarında anlamlı bir farklılık olma durumunu desteklemektedir.

2. Öğrencilerin en çok tercih ettiği değer "sevgi/saygı" alt boyutunda yer alan sevgidir. Nitel araştırma boyutunda sorulan sorularda öğrencilerin sevgi değerine ilişkin "insan sevgisi, okul sevgisi, hoşgörü, insana saygı ve nezaket" kavramlarını dile getirdikleri görülmektedir. Nicel araştırma boyutunda yapılan göreli değişkenlik analizi sonucunda bu durumun öğrencilerin en çok yoğunlaştıkları "okulu sevmek, arkadaşlarına saygı göstermek, arkadaşlarına karşı nazik olmak, arkadaşlarının eşyalarını izinsiz almamak" maddeleriyle örtüştüğü görülmüştür. Bu bakımdan çalışmanın nitel boyutunun nicel boyutu desteklediği ve derinleştirdiği de görülmektedir.

3. İlkokul 2, 3 ve 4. sınıf öğrencilerine göre annelerinin en çok tercih ettiği kök değerler sırasıyla; sevgi, yardımseverlik ve sabır değerleridir. Nicel çalışmada anne yaşı, eğitim ve mesleki statü değişkenleri bağlamında sevgi/saygı, adalet, dostluk/dürüstlük, sabır alt boyutlarında anlamlı bir fark olmadığı ve bu değerlerin tüm anneler tarafından kabul edildiği belirlenmiştir. Görüşmelerde öğrencilerin annelerini en çok "sabır ve öz kontrol" temalarıyla ilgili eylem ve davranışlara yerleştirmeleridir. Bu bağlamda ilkokul 2, 3 ve 4. sınıf öğrencilerinin "sabır değeri" konusunda anneleriyle uzlaştıkları söylenebilir.

4. İlkokul 2, 3 ve 4. sınıf öğrencilerine göre babaların en çok tercih ettiği kök değerler sırasıyla; sevgi/saygı, sorumluluk, adalet ve yardımseverlik değerleridir. Bu bulguda dikkat çeken iki husus vardır, birinci husus öğrencilerin babalarını iş ve mesleki durumlarıyla eşleştirmeleri ve sorumlu olarak değerlendirmeleridir. İkinci husus ise öğrencilerin adalet değerini babalarıyla eşleştirmeleridir. Ayrıca çalışmanın nicel boyutunda babaların adalet değeriyle eşleştiği görülmüş ve 51 yaş ve üzeri babalar lehine anlamlı bir fark bulunmuştur. Bu bakımdan nitel araştırma boyutunun elde edilen verilerin nicel olarak elde edilen verileri desteklediği görülmektedir. 2. sınıf öğrencilerinin adalet değerini iyi çocuk eğilimi, kötülük, hile, adaletsizlik, hakkaniyet, eşitlik, hak, gereksinim, iyi geçinme ve doğruluk kavramlarıyla ilişkilendirdiği belirlenmiştir. İlkokul 3. sınıf öğrencilerinin adalet değerini üzüntü, eşitlik, huzursuzluk, hak, hakkaniyet, adil olma, dindarlık, rahatsız edilme, hile, tarafsızlık, paylaşımcılık, iyi çocuk eğilimi ve mutluluk

kavramlarıyla ilişkilendirdiği belirlenmiştir. İlkokul 4. sınıf öğrencilerinin adalet değerini adalet, eşitlik, hak, ayrımcılık, utanç, barış, taraf tutmama, haklının yanında olma, üzüntü ve sevgi kavramlarıyla ilişkilendirdiği belirlenmiştir. Sınıf düzeyi arttıkça öğrencilerin değer kavramlarında artış olduğu görülmektedir. Bu durumun olgunlaşmaya bağlı olduğu düşünülmektedir. Ayrıca çocukların çevresel yaşamlarındaki etkileşimlerinin bu duruma olumlu etkisi olduğu düşünülmektedir. Çalışmanın nicel bulgularında elde edilen veriler ve nitel boyutta yapılan görüşmelerde adalet değerinin sıklıkla babalarla eşleştirildiği ve bu durumun sıklıkla örneklendirildiği tespit edilmiştir.

5. İlkokul öğrencilerinin etik değer tutumları ile ilgili çalışmada yaş değişkeninin 1 yaş aralığı ile belirlenmesi nedeniyle anlamlı bir fark bulunmazken yaş aralığı döneminin 5-10 yaş zaman aralığı ile belirlendiği çalışmalarda yaş faktörünün ahlaki gelişim üzerinde anlamlı bir fark yarattığı görülmektedir. Kohlberg, aynı öykülere sahip farklı yaş grupları üzerine yaptığı çalışmalarda yaş gruplarının farklı özellikler gösterdiğini tespit etmiştir (Engin, 2014, s. 41). Yaş değişkeninin ahlaki gelişim üzerindeki önemini dile getiren bilim insanlarından biri de J. Piaget'dir. J. Piaget, ahlaki değerler üzerine yaptığı çalışmalarda değerlerin özellikle olgunlaşmayla birlikte ilerlediğini ve değer-düşünce gelişiminin farklı yaş döngülerinde paralel ilerlediğini belirtmektedir (Akt. Güngör, 1998, s. 59). Tarım, (2020) yaptığı çalışmada yaş değişkeninin önemli olduğunu ve sınıf öğretmenlerinin etik yönelimlerinde yaş değişkenine göre anlamlı farklılık tespit etmiştir.

Kohlberg, çalışmalarında bireylerin davranışlarından ziyade ahlaki muhakeme düzeyleriyle ilgilenmiştir. Ahlaki gelişim dönemlerindeki ilerlemenin hem takvim yaşına hem de zihinsel gelişime bağlı olduğunu belirtmiştir. Ancak Kohlberg, takvim yaşını tek başına bir ölçüt olarak almamıştır. Bunun nedeni, yaşlı yetişkinlerde daha düşük ahlaki davranış düzeyleri gösterebileceğini açıklamasıdır. Bu bağlamda, öğrencilerin yalnızca yaş değişkeni bağlamında sahip oldukları etik değer tutumlarını ve etik değer kaygılarını açıklamanın yetersiz olduğunu belirtmekte fayda vardır. Yaş her zaman ahlaki gelişimin ölçütü olamaz (Kohlberg, 1971, s. 22).

Öneriler

Araştırmada ilkokul öğrencilerinin de etik kaygılara sahip olduğu tespit edilmiştir.

1. Öğrencilerin en çok zaman geçirdikleri ortamların başında ise okul ortamları gelmektedir. Bu hususta öğretmenlerin dersleri ve okul ortamını, öğrencilerin bilişsel gelişiminin yanı sıra duyuşsal gelişimine de katkıda bulunacak şekilde düzenlemeleri ve öğrencilerin kendilerini huzurlu hissedebileceği bir ortamı yaratmaları yararlı olabilir.

2. Çalışmanın nitel araştırma boyutunda öğrencilerin özellikle "öz denetim/sabır ve sorumluluk" değerlerine ilişkili olan ders ve teneffüs sürelerinin çocukların gelişim özelliklerine göre ve ihtiyaçları oranında düzenlenmesinin faydalı olacağı düşünülmektedir. Bu açıdan okul yöneticilerinin öğretmenlerle etkili bir iletişim süreci oluşturması ve çocukların gelişim özellikleri için olumlu bir okul ortamının oluşmasını sağlaması çocukların etik değer tutumlarına olumlu katkılar sağlayabilir.

3. Araştırma sonuçları paralelinde öğrencilerin sahip oldukları kök değerleri geliştirmeye ihtiyaç duyulduğunu ve bilinmeyen (öz denetim) kök değerlerinin de çeşitli etkinlikler ile geliştirilebileceği/öğretilebileceği düşünülmektedir.

Data Availability Statement: The data generated or analyzed during this study are available from the corresponding author upon reasonable request.

Use of Artificial Intelligence: Artificial intelligence–assisted tools were used exclusively to improve the language and style of the manuscript. The authors retain full responsibility for the content, analysis, and scientific integrity of the study.

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