Issues on Education and Research: Volume 2

Edited by

Gregory T. Papanikos

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Athens Institute for Education and Research

2010

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Values Education Program and its Outcomes

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Values are elements most effective in guiding people's behaviors and shaping their lives throughout a lifetime. In the process of education, the acquisition of cognitive behaviors is emphasized most, whereas affective characteristics are ignored as their acquisition takes a long time and it is relatively hard to make children acquire and observe such characteristics. This study therefore aims to determine the effects of the values education curriculum designed to equip primary pupils with the pre-specified values on pupils' values-related affective characteristics.

People who do not have values clear to themselves are not clear with their aims, what they support and stand against, where they are headed in the future and why. When people's values are not clear, they become insufficient in controlling their lives and identifying criteria for selecting what to do with their time and energy. Thus, the ability to uphold values is a precious gift given to them. However, very few people have real, clear and open values (Raths et al, 1966).

According to Rokeach (1973), the concept of value may be used to refer to a person's values or an object's worth. A value is enduring belief that a specific mode of conduct or end-state of existence is personally or socially prefereable to an opposite or converse mode of conduct or end-state of existence. And also values serve as standards or criteria to guide not only action but also judgment, choice, attitude, evaluation, argument, exhortation, rationalization, and ... attribution of causality.

Schwartz (1992) has defined the concept of value as cognitive representations used for arranging people's behaviors as well as their biological needs, and needs related to social interaction or social institutions. According to Schwartz's theory, values define as conceptions of the desirable that guide the way social actors (e.g. organisational leaders, policy-makers, individual persons) select actions, evaluate people and events, and explain their actions and evaluations. In this view, values as desirable, transsituational goals, varying in importance, that serve as guiding principles in people's lives.

The main assumption in Schwartz's theory, the most important characteristic distinguishing values from one another is the *type of motivational goal* they express (Schwartz, 1992). The distinguishing characteristic of values is their motivational content. Values are the cognitive representatives of motivations related to the fact that people need to communicate with others to coordinate their important goals or behaviors (Bilsky&Schwartz, 1994).

Schwartz has grouped value types within themselves on two orthogonal dimensions. The first one contains the two polars. *Openness to change vs. conservation:* On this dimension, "self-direction" and "stimulation" values oppose "security", "conformity" and "tradition" values. Both of the former emphasize independent action, thought and feeling and readiness for new experience, whereas all of the latter emphasize self-restriction, order and resistance to change. Hedonism shares elements of both openness and self-enhancement. *Self-enhancement vs. self-transcendence:* On this dimension, "power" and "achievement" values oppose "universalism" and "benevolence" values. Both of the former emphasize pursuit of self-interests, whereas both of the latter involve concern for the welfare and interests of others (Schwartz, 1992).

The values emphasized in the values education curriculum designed for this study were *"open-mindedness, honesty, helpfulness, responsibility"*, which are within the scope of the *"universalism"* and *"benevolence"* value types.

Young people in the modern world suffer increasingly more from factors such as violence, social problems or lack of respect. Many parents and educators believe that the teaching of values may be an important part of the solution to these problems. Accordingly, children and young people should not only be taught knowledge but also how to be a better person and how to live together with differences. A quality education perceives humans as a whole and supports education that feeds the affective domain as well as the cognitive domain (UNESCO&Association for Living Values Education International, 2005).

Children start to learn values early in life. This starts in the family and continues with the effects of the media, friends, caregivers, teachers, the community and so on (Halstead&Taylor, 2000). As children grow up, the values of homes and communities, interests and the media become major influences on their personal development, especially in early adolescence. They have such an effect on adolescents that they may even outweigh the influences of the school, operate discordantly from or in parallel to it. This is not surprising given the fact that young people are engaged in a continuous process of exploring, making sense of, and arriving at their own beliefs, attitudes and values, testing them against the views and actions of peers, parents and TV (Taylor, 1996).

Values education is an open initiative for instruction in values, value development or value actualization. The real issue in values education is "Should the students be given social values to distinguish right from wrong, or should they be allowed to shape their own values?". Some educators emphasize values clarification, moral judgment and reaching consensus, thus giving the

students a central role in forming values and making decisions. The question at this point is whether virtues and proper behaviors should be taught or whether students should be allowed to decide for themselves what is right and what is wrong (Dale, 1994; Lickona, 1993; Superka et al, 1976). There is no universal answer to the question "Which values?". The right values will change from one society to another. Many educators therefore suggest communities to become involved in identifying and defining the virtues to be included in curricula. It has been stated that the identification of character traits that need to be developed at school needs to be done with the involvement and consensus of students, teachers, families, and school-parent association (Brynildssen, 2002; Vess&Halbur, 2003).

If we wish to make the world a better place for all, we need to place positive values at the heart of any education. Through activities aimed at raising awareness, good students may adopt behaviors based on values; and counseling through the exploration of values, education can offer more benefits (UNESCO &Association for Living Values Education International, 2005).

Different approaches exist to values education. The typology of values education was formulated for the first time in 1973 in a doctoral dissertation by Superka. He outlined five basic approaches to teaching values: Inculcation, moral development, analysis, values clarification and action learning (Superka et al, 1976). In this study, *"values clarification"* and *"moral development"* approaches have been used in the values education curriculum designed for 4th graders.

According to Kirschenbaum (2000), the best way to reach aims in values education is to use all approaches. The values clarification approach is in line with and supports universal values; on the other hand, students can be given traditional moral values such as respecting social values, patriotism or citizenship by using the inculcation or modeling approaches. Thus the values clarification approach helps the teaching and reinforcement of universal values.

The current study aims to identify the effects of a primary school level values education curriculum designed to equip students with the values of "universalism" and "benevolence" on students value-related cognitive behaviors, affective characteristics and performances. *In this paper* pupils' affective characteristics related to the values emphasized in the program and identify the level of values effects are presented.

The development of values and the importance given to a value by individuals may change through a lifetime. However, it is important to equip students with certain values starting from basic education, thus giving them a solid background in these values. The student can then use this solid background to further develop and internalize these values, and reflect them in his/her behaviors. The primary level values education curriculum designed for this study is also expected to bring about these benefits.

Schools and families try to socialize children, the fit between them is likely to be related to family socialization processes (Knafo, 2003). And also socialization processes and family relationships are interrelated. The effectiveness of socialization may be related to the talent of the child to adopt

someone else's perspective, to interpret parents' statements and behaviors, and the type and intensity of the effect triggered in the child (Grusec&Goodnow, 1994).

One of the classic issues in socialization has been the relation between compliance (in the presence of a socialization agent) and internalization (autonomous, internally regulated, rule-compatible conduct not requiring the presence of surveillance) (Kochanska, 2002).

According to Kelman (1958), social influence may occur at different levels. It is proposed that these differences in the nature or level of changes that take place correspond to differences in the process whereby the individual accepts influence. Three different processes of influence can be distinguished: compliance, identification, and internalization (Kelman, 1958).

People adopt the induced behavior not because he believes in its content but because he/she expects to gain specific rewards or approval and avoid specific punishments or disapproval by conforming. Identification can be said to occur when an individual accepts influence because he/she wants to establish or maintain a satisfying self-defining relationship to another person or a group. And internalization can be said to occur when individual adopts the induced behavior because it is congruent with his value system. He/she may consider it useful fort he solution of a problem or find it congenial to his needs. Behavior adopted in this fashion tends to be integrated with the individual's existing values. When an individual adopts an induced response through compliance, he/she tends to perform it only under conditions of surveillance by the influencing agent. When an individual adopts an induced response through identification, he/she tends to perform it only under conditions of salience of his relationship to the agent. When an individual adopts an induced response through internalization, he/she tends to perform it under conditions of relevance of the issue, regardless of surveillance or salience.

The values students attain and develop during the values education process will eventually affect their families, surrounding people and the whole society. Succeeding in this type of education, namely internalizing the values, reflecting the values to behaviors, will thus have positive effects on the interactions within the society as well as its future.

Method

This study aims to investigate the effects of the primary level integrated values education curriculum on the values-related affective characteristics students who participated in the program, and to identify the level of values effects. The study makes use of both qualitative and quantitative research design, known as the mixed method. Patton states that (1990) understanding this design is easier if the research methods, data collection and analysis elements of qualitative and quantitative approaches are distinguished. The study conducted interviews and observations to record the opinions and behaviors of participants, thus making the experimental research design

completely in harmony with qualitative definitions. The experimental design known as the "pretest-posttest control model" has been employed in the study. In both groups, pre and post-experimental measurements have been conducted.

Participants

The study was conducted in a state school attended by the children of families from lower and middle socio-economic backgrounds. The class 4-A was assigned as the experimental group, and the class 4-B as control group. Before identifying these classes as experimental and control groups, their equivalence was ensured through the following studies.

The pupils' academic success levels, their cognitive behaviors and affective characteristics with respect to the values emphasized in the program were tested. In order to examine the equivalence of students' academic success levels, the difference between their GPAs at the end of Grade 3 was tested.

The Mann Whitney U-test did not yield a difference between the 3rd grade scores of the experimental and control pupils in Life Studies, Math and Turkish courses (U=262,000 p=0,710>0,050; U=250,500 p=0,551>0,050; U=272,500; p=0,925>0,050).

In order to see their equivalence between the experimental and control students with respect to their cognitive behaviors and affective characteristics, an Open Ended Written Examination and a Multiple Choice Affective Characteristics Form was used.

According to Mann Whitney U-test, prior to the implementation of the program, no difference was found between the experimental and control students with respect to their scores assessing their values-related cognitive and affective levels (For cognitive behaviors; experimental group $\bar{X}$ = 2,88; control group $\bar{X}$ = 2,72 U=281,000 p=0,380>0,050; affective characteristics experimental group $\bar{X}$ = 26,23; control group $\bar{X}$ = 25,76 U=319; p=0,909>0,050).

Independent Variables

The independent variable of the study was the values education curriculum. A review of the literature shows that values education takes place either as a separate course or a project or integrated into other courses. It has been stated that values education is a part of life and thus needs to be integrated into other courses (Weber, 1998; Sinclair 2005). As a result, the values education curriculum in this study was decided to be integrated with primary school 4th grade Turkish, Social Studies and Science and Technology courses.

Following this, the primary level for this values education curriculum was chosen. This was done through following moral development rules and taking

the opinions of experts such as developmental psychologists and curriculum development experts, and as a result primary school 4th graders were chosen.

In the values education curriculum used in this study, the values of "open-mindedness, helpfulness, being responsible and honest" from the values types of "universalism" and "benevolence" were treated. These values were chosen following the opinions of experts and teachers. The resulting values education curriculum was designed by examining the values education literature and consulting experts and teachers. During this process, the *values clarification* and *moral development approaches* were followed.

In *values clarification* approach, the aim was to help pupils become aware of and identify their own values and those of other people; to enable open and honest communication about values between pupils and others; to assist the use of rational thinking and emotional awareness so that pupils would examine their personal feelings, values and behavior patterns (Superka et al, 1976).

While using the values clarification approach in the study, the following stages were taken into consideration: Allowing pupils to choose between alternatives: helping them discover, examine and choose from among available alternatives; making them ponder and then choose a value: assisting them in pondering the results of each alternative; choosing freely: identifying how choices were made in the past; encouraging pupils to prize their choices: encouraging them to think about what they prize and cherish; enabling pupils to express their choices to others; assisting them in acting and living in accordance with their choices; helping them to examine and establish repeated behivors or patterns of actions based on their choices.

The questions that are asked of the children are important in studies based on values clarification. These questions do not have right or wrong answers; the important thing is that children react in accordance with their personalities. They are basically assisted in finding the answer to the question: "why".

Another approach used in the study was the moral development approach. This approach aims to help pupils in developing complex moral judgment based on high-level sets of values, not only enabling them to share their reasons with others but also supporting the change in their judgment levels (Superka et al, 1976).

In line with this approach, the study used moral conflict stories consisting of the following stages. First, pupils were faced with a dilemma and presented with the content of the story, offering them assistance whenever necessary. Then pupils were asked to paraphrase the dilemma (to help them construct their individual stance and reasons), and they were given the opportunity to test their judgment of the dilemma. They were asked additional questions in order to reveal additional judgments about the moral issue and these were examined. Following this, pupils were made to express their judgment related to the issue. To be able to do this, they were asked to choose the best answer to the dilemma that reflected their feelings. They were then asked whether they believed that they chose the best answer for the issue/dilemma, and encouraged to precisely express their reasons about the dilemma.

No value was imposed on the pupils at any time during the study. The aim was to enable pupils to choose a way to make complex judgments, give them the freedom to choose from among the existing alternatives and to act accordingly, thus ensuring values development. In values education, values can only develop when pupils are allowed to speak out and explore their own values.

Dependent Variables

Tools prepared before and after the implementation of values education program have been applied for *affective characteristics* mentioned above in both experimental and control groups.

Affective Characteristics: In order to determine pupils' affective characteristics related to the values in the values education program, a Multiple Choice Affective Characteristics Form was designed. It was made of 8 items, each 2 of which were related to the same value. Each item contains short stories on the values in the program. After reading the stories, the pupils were expected to initially choose one of the three alternatives related to the story, and then one of the five alternatives in the same item. Pupils' answers to the form were not evaluated as right or wrong. The aim here was for the pupils to identify answers appropriate to themselves about the story. The form, which was designed by making use of the literature, was submitted for expert review (curriculum development experts, measurement and evaluation experts, developmental psychology experts, social psychology experts working in the field of values). The form was revised after expert review. The intelligibility of the form was tested by applying it on a pilot group. Final adjustments were made to the forms by considering the questions asked by the pilot group, the problems they reported about the questions and their answers. The form was tested once again another pilot group, and finalized when the test-givers did not report any negative opinion about the intelligibility of the form.

In order to test the reliability of the form, it was given to the same group twice under similar conditions and with a spacing of 3 weeks, and the relationship between the values obtained by the same people was considered. The test-retest method was used to make a reliability estimate (implemented on 150 pupils). The test-retest coefficient was 0,715 and concluded to be meaningful (p=0,000<0,050). For a tool of measurement to be used in studies, a reliability coefficient between .70-.80 is considered enough. And also may be well satisfied with a solid .70 (Özgüven, 1999; Popham, 2000). Especially for forms without one single answer such as the one used here, this can be interpreted as an indicator of a positive and strong relationship between the pretest and posttest. As a result, a high level of test reliability is revealed by a reliability estimate correlation close to 1.00. For research purposes, a useful rule of thumb is that reliability should be at least .70 and preferably higher (Özçelik, 1989; Fraenkel&Wallen 1993).

The consistency of the findings was tested by an interview form in addition to the tools mentioned above. The interview form was composed of 8 short stories and open-ended questions in order to determine the affective characteristics of pupils about the values in the program and to compare to the multiple choice affective characteristics form used in the study.

Effects of Values: In order to determine the effects of values on pupils, they were asked questions starting with "why" during the interviews and the data was used from the observations. In determining the level of the effects, Kelman's definition was used. According to Kelman (1958), influence occurs in three different processes: compliance, identification and internalization. These have been explained in the introduction of this article.

As has been mentioned before, quantitative data was collected prior to and following the study, while qualitative data was obtained before, during and after it. The two kinds of data thus complemented each other to make the study more detailed, realistic, concrete and holistic.

Before and after the study, the value-related affective characteristics of both groups were measured. Additionally, individual interviews were held with both groups before, during and after the study. And also observation were conducted before and during the study both groups. During the observations, student performances related to the values in the program were noted down. Camera recordings were also made in addition to writing down notes.

Data Analysis

In the study, the affective characteristics scores were analyzed within and across experimental and control groups. As the normality assumption was not met and the number of pupils in both experimental and control groups was below 30 (experimental group: 26 pupils, control group: 25 pupils), "non-parametric statistics" were used in the analyses. In comparisons within groups, "Wilcoxon Signed Rank Test for Paired Samples" was used and in comparisons across groups "Mann Whitney U-Test for Independent Samples" was used. Qualitative data from interviews and observations were analyzed by using content analysis.

Results

The value-related affective characteristics-related scores and qualitative data of the experimental and control group pupils are presented in this section.

In the group that received the integrated values education program, pupils' pre and posttest scores related to affective characteristics were considered. In the control group that did not receive the values education program, the pre and posttest results of the group were considered. Table 1 presents data analysis pertaining to the affective characteristics of experimental and control pupils.

Table 1. *U-Test Results of Posttest Scores of the Two Groups*

	Group	n	Mean Rank	Rank Sum	U	p
Story Assessment Posttest	**Experimental**	26	28,92	752,00	249,000	0,149
	Control	25	22,96	574,00		
	Total	51				

The Mann Whitney U-test revealed that no meaningful difference existed between the affective characteristics posttest scores of pupils who did and did not receive the integrated values education program (U=249,000; p=0, 149>0,050).

On the other hand, pupils who participated in the values education program chose more positive statements about values after the final implementation than they did before it. There was also consistency between the answers of these pupils to the parallel items in the form.

Apart from these, interviews focusing on the values treated in the program were held with both experimental and control group pupils. Pupils who participated in the values education program yielded rich and diverse qualitative data about values during the interviews.

When compared to pupils who did not participate in the program, those who did used more statements about values both during and following the program.

> **EG-ME:** *I think Ayla should tell the shop-owner that Seda stole his chocolates, she should tell her name and address (being truthful).*
> **EG-HKA:** *I think Kaan should tell the truth about Berk's composition. I don't think his friend will get upset, on the contrary he'll be happy; becuase his errors will be corrected (telling the truth for other people's wellbeing).*
> **EG-EBU:** *If Mehmet and Kemal stopped fighting and Mehmet tried to help Kemal, they might have a better relationship (helping someone even though they are not on good terms).*
> **EG-EBU:** *If a friend has not understood a subject and we don't help him, he will not be able to answer questions about that subject in future exams (helping others for their wellbeing).*
> **EG-ME:** *I think Esra should firstly fulfill the task given by the teacher, meet her responsibility, and if she has time she can go out to play with her friends (fulfiling a task without getting distracted).*
> **EG-H:** *Esra should meet her responsibilities towards her friends and teacher, she should do her homework (completing tasks).*
> **EG-İ:** *When his friends criticize his presentation, Murat should revise his work (reviewing one's own thoughts/actions when faced with criticism).*

EG-G: *Berk may have liked his own composition but if his friend has seen errors in it, he shouldn't get upset but think about these comments (reviewing one's own thoughts/actions when faced with criticism).*

Those who did not participate in the program, on the other hand, used more statements reflecting the opposites of values.

CG-MN: *Cenk promised to help his mom but he must play with his friends because he's missed them (not being true to one's word).*
CG-ME: *I wouldn't tell all the errors in Berk's composition to the teacher, I would just say there are few minor errors (lying).*
CG-Ş: *If Mehmet helps Kemal, then Kemal may help him when he needs it. He may also help Mehmet in classes and Mehmet may take better grades (helping in return to obtain a benefit).*
CG-M: *Mehmet should help Kemal because he may find himself in a difficult position one day and then Kemal may help him (helping in return to obtain a benefit).*
CG-ME: *Esra can go out with her friends instead of preparing for her presentation, she can do that the following week (not meeting deadlines for tasks).*
CG-K: *Esra can procrastinate her presentation assignment, she can play with her friends. If she doesn't, they may stop talking to her (getting distracted and not fulfilling tasks).*
CG-M: *Neslihan gets upset with her friend for not liking her drawing. Her friends get upset with Neslihan and shout at her, Neslihan retaliates by doing the same (not respecting other people's thoughts and emotions).*
CG-Ş: *Murat has studied hard for his presentation for two weeks, and sought information. Even though his friends may say negative things, Murat should add his work to his portfolio (not reviewing one's own thoughts/actions when faced with criticism).*

Experimental group pupils used 123 statements related to the values treated in the program in the interviews held during the program. After the program, they used 83 statements. The most commonly mentioned value was *being responsible*.

EG-H: *Esra should meet her responsibilities towards her friends and teacher, she should do her homework (completing tasks).*
EG-ME: *I think Esra should firstly fulfill the task given by the teacher, meet her responsibility, and if she has time she can go out to play with her friends (fulfilling a task without getting distracted).*
EG-G: *The entire group was responsible for preparing the invitation cards, when their own work was complete, those in the*

group could have helped Zeynep and Cenk (all members making an effort in groupwork).

Experimental group pupils commonly and consistently made values-related statements during and after the program, thus suggesting a positive change in values-related affective area.

The Effects of the Values in the Program on Experimental and Control Pupils

Experimental and control pupils were asked "Why" questions related to the values mentioned in the program prior to, during and after its implementation. The answers to these questions were analyzed together with the data from the observations prior to and during the program in order to determine the effects of the selected values on pupils. Here, Kelman's three influence processes were considered: compliance, identification and internalization (Kelman, 1958).

The data coming from the pre-program interviews and observations revealed the following about the effects of the selected values on the experimental pupils: One statement was identified on the compliance level and 10 on the identification level. On the latter level, statements seemed to focus mostly on *being honest* and *helpful*. In the control group, the pre-program data revealed 3 statements on the identification level about the values of *being helpful* and *responsible*. Prior to the program, data on the identification level was obtained from both experimental and control pupils. Such data obtained from the experimental group was more than that obtained from the control group. Pupils accept the influence because they want to form or maintain satisfactory self-defining relationships. Pupils who reveal identification believe in the opinions and behaviors they adopt. They are not interested in what others want but other's expectations for their own role performance. Therefore, the opinions adopted through identification are related to external resources and social support, and they do not integrate with the pupil's value system.

Data from the observations during the program and an examination of the work produced by pupils revealed the following about the level of effect that the values had on *experimental pupils*: A total 101 behaviors were displayed on the compliance level, 135 on the identification level, and 75 on the internalization level. The statements on the compliance level focused on *being honest,* whereas those on the identification and internalization levels they focused on *being responsible*. When the data obtained from interviews and observations prior to the program was compared with those obtained throughout the program, a significant increase was seen on all levels.

Data obtained from the observation of experimental pupils during the study and that obtained from the interview of experimental pupils during and after the program is consistent with each other. In all three groups of data, the statements on the identification level were generally high. However, the number of statements on the internalization level obtained from interviews during the program was higher than other levels. Internalization appears when pupils accept the influence as the conceptual and behavioral content of the

encouraged behavior is rewarded internally. Pupils internalize the rules, norms and values of the society because they view them as harmonious with their systems, can integrate them with their own value systems and use them to increase their values. In the control group, data on the compliance level was obtained once during the program. One pupil said that his fondness of classes relied on getting good marks or praise from the teacher.

In the control group, observation data during the program was rather shallow when compared to the pre-program data. While no data was found on the compliance level before the program, it was observed once during the program. Naturally, the data observed throughout the program related to the effects of values on pupils was much more diverse and rich in the experimental group than in the control group. This can be attributed to the implementation of the values education program in the experimental group. It was seen in the interviews and observations before, during and after the program that the experimental pupils mostly used statements on the identification level. The pupils identify the rules, norms and values of the society as they help them get to know themselves, and maintain and preserve their relationships. Naturally, the duration this study may have been inadequate to obtain data on the internalization level. In order to accept a value as internalized, one needs to conduct long-term observations of all elements related to that value and identify the consistency of the value throughout the process. In this study, the interviews and observations did not lead to the result that pupils had certainly internalized any of the values. Only clues were obtained about internalization through interviews and observations.

Discussion

No statistical difference was found in the study between experimental and control pupils, with respect to their posttest scores on story assessment related to values-related affective characteristics. However, particularly in the affective area, obtaining meaningful differences in a limited timeframe is rather difficult.

In order to identify pupils' affective characteristics related to the values in the program, quantitative data was collected by using forms, and at the same time, interviews based on stories were held with both experimental and control pupils before, during and after the program. Even though a statistical difference may not exist between the experimental and control pupils' values-related affective characteristic scores, interviews with pupils yielded rich data in favor of the experimental group.

In a study by Akar Vural et al (2006), it has been mentioned that with the use of drama in education, students may become aware of moral issues; and with the help of various problem situations conjured in the classroom with the guidance of the teacher, higher level thinking skills may be used to establish empathy with others and understand their moral values. Bulach (2002) states that success on such educational programs means a decrease in bullying and violence as these programs makes students more tolerant, polite,

compassionate and forgiving. In a different study by Duer et al (2002), a similar program has led to positive changes in students' respect and responsibility levels. Records kept by administrators show a decrease in unacceptable behavior.

Feedback from various countries to the Living Values Education Program designed with the help of UNESCO reported the following: An experienced 1st grade teacher in Iceland reported in her pupils an outstanding development in getting interested, showing respect and engaging in collaboration. A 2nd grade teacher from Lebanon stated that her pupils could now resolve their conflicts with friends. A 9-year-old pupil from Australia said that the course about values changed the way he felt about values and he discovered new things about himself, so the course was well worth his effort. In South Africa, secondary students who resorted to violence previously were reported to guide life values programs for their friends and displayed leadership for peace (UNESCO&Association for Living Values Education International, 2005).

It has been argued that in values education external pressures slow down value internalization while judgment triggers it. In this study too, pupils were encouraged to make judgments during the program. This is how they were encouraged to internalize the selected values.

In line with the findings obtained in our study, it can be said with confidence that programs that encourage the acquisition and internalization of socially beneficial skills, values and behaviors need to be integrated with the other disciplines in the curriculum. To this end, these programs need to be designed around skills and values, not subject-area content. Additionally, participants need to be in a consensus about the implementation of values education programs and these programs must be sincerely supported. In values education programs, no value should be imposed on students. They need to be able to choose freely, express and value their own choices, act accordingly and internalize the values. Course books need to be reviewed and, if need be, replaced. Also positive rol modelling should be presented in a learning process. Systematic work about values education should be made in all stages of education gradually and across all curricula.

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