

Full Length Research Paper

The views of prospective social studies and classroom teachers about values and values education

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When education programs are examined in Turkey, values education is observed to be included in the context of many lessons, especially in the social studies. Individuals acquire knowledge, skills, values and habits, which are necessary for the integration of individuals into the society they live in, through social studies. This study was conducted for defining the views of prospective classroom and social studies teachers that are responsible for teaching these lessons regarding value and values education, and determining descriptive case. The research used easy reachable sampling technique and included 150 prospective teachers. Prospective teachers preferred 32 different values in explaining value and stated that 37 values could be taught in social studies lesson. Prospective teachers also stated that modeling could be mostly used in teaching values in social studies lesson.

Key words: Values, values education, social studies, prospective teachers.

INTRODUCTION

Values, which can be defined as everything from endless ideas to behavioral actions in literature (Huitt, 2004), are the basic criteria providing meaning to the socio-cultural elements of society. At the same time, Perry (1926) maintains that values can be interpreted within the framework of the sort, amount and intensity of individuals' interests (As cited in Karatay, 2011). There is a direct relationship between the harmonization of individuals to these criteria and their integration in society. While the high level of the harmonization refers to high level of harmonization to the values of the society, its opposite means lack of harmonization and alienation from society. Individuals should learn values or be taught about values in order to maintain their life in harmonization with society. Since personal efforts are not enough for learning values,

education institutions are expected to take this responsibility. As a matter of fact, when education programs in Turkey are examined, value education is observed to be included in the context of many lessons (Life Studies, Science and Technology, Turkish Language, Religious Culture and Moral Knowledge), mainly within the context of social studies lesson. Social studies lesson is taught between the 4th and 7th grades and aims to avail individuals with knowledge, skill, value and habits necessary for their integration to society. At the same time, social studies greatly contribute to the positive development of individuals in terms of their personalities (Sanchez, 2006). Classroom teachers and social studies teachers share the responsibility of teaching this lesson. In the context, classroom teachers and social studies teachers

can be said to need the field and pedagogical content knowledge about values and value education. Mentioned requirements can be acquired in teacher education period, during which knowing the views of prospective teachers on the value and value education may be important. Therefore, explanations of prospective teachers regarding values they consider to teach and their thoughts on the way of teaching these values can be researched.

The studies in literature regarding value education focuses on the description and classification (explication) of values, how and by whom they are taught and the effectiveness of applied programs (Halstead and Taylor, 1996; Haydon, 1998; Wilson, 2000; Silcock and Duncan, 2001; Dilmac and Eksi, 2007; Dilmac, 2007; Demirhan İscan, 2007; Baydar, 2009). Recent studies also examine the views and experiences of individuals who teach or will teach values regarding this process (Can, 2008; Tay, 2009; Cengelci, 2010; Guney Gedik, 2010; Oguz, 2012; Bektas, 2012). This research aims to define the views of prospective classroom and social studies teachers (prospective teachers) who will have the responsibility of teaching social studies lesson regarding value and value education.

Knowing what prospective teachers think about value and value education within the context of social studies education is thought to make some contributions; the first is revealing their preliminary information about the values they will teach and therefore ensuring the revision of teacher training process with the dimension of values. In addition, this study is expected to fill the gap regarding the researches about values and value education based on prospective teachers and to lead similar future studies.

Purpose of the study

This research aims to determine the views of prospective teachers (Classroom Teaching and Social Studies Teaching) on value and value education. To this end, the following questions are answered:

1. How do prospective teachers explain value?
2. Which values should students acquire in social studies lesson according to the views of prospective teachers?
3. How should these values be acquired to students in social studies lesson according to the views of prospective teachers?

METHOD

Research design

This research determines the views of prospective teachers about value and value education and tries to describe current situation. Therefore, "descriptive method" was used in the research. Since

data were collected through a survey form involving three open-ended questions, content analysis technique was used.

Applications of content analysis have three distinct approaches: conventional, directed and summative. All three approaches are used to interpret meaning from the content of text data and, hence, adhere to the naturalistic paradigm.

One of the major differences among the approaches is coding scheme and origin of codes (Hsieh and Shannon, 2005). Since closed approach was preferred, this research used directed content analysis. Content analysis using a directed approach is guided by a more structured process than in a conventional approach (Hickey and Kipping, 1996 cited in Hsieh and Shannon, 2005). The research is a descriptive case study. Case studies aim to understand the social phenomenon of a single or small group in their natural environment and to give a detailed description (Bloor and Wood, 2006).

Data sources

In the research, data were collected from senior prospective teachers in the Department of Social Studies and Classroom Teaching, Ahi Evran University, in 2011/2012 academic year. The research included a total 150 prospective teachers and used easy accessible sampling technique. This sampling technique aims to include appropriate suitable and voluntary participants in research (Creswell, 2005). In this respect, the study was conducted in the university where researcher was serving and included voluntary prospective social studies and classroom teachers. The source of the research data consisted of 56(37.3%) social studies teaching and 94(62.7%) classroom teaching students. 103(68.7%) of the prospective teachers were females and 47(31.3%) of them were males.

Procedure

Since content analysis was used in the research, it was conducted according to the steps of this analysis (Neuman, 2007; Bilgin, 2006; Yildirim and Simsek, 2011), as follows.

Goals of the research were determined in the first step. The aim of the research is to define the views of prospective teachers about value and value education within the scope of social studies lesson. In the second step, data acquisition tool was developed, study group was created and data were collected. The study used data acquisition tool consisting of three open-ended questions.

It is important to think carefully about what kind of questions one needs to ask. Open-ended questions have the advantage of allowing the respondent to freely formulate an answer. This is important, as it allows you as a researcher to discover opinions or answers that you had not thought about before (Muijs, 2004). For this reason, this research used open-ended questions. Questions were prepared by taking into account seven factors defined by Muijs (2004) and scanning of related literature. To minimize the problems of prepared questions, firstly, questions were tested by having colleagues read them. Following that, questions were applied to a small group consisting of ten people who are not in the sampling group. Questions were rearranged within the framework of the feedbacks. Lastly, the questions were presented to a total of 6 academic members from Ahi Evran (2), Gazi, Kirikkale (2) and Mersin Universities for their views and evaluations, considered as "appropriate" "can be used after correcting" and "inappropriate". The evaluations of the experts were compared under their own categories; the consensus and dissensus in the comparisons were determined and the reliability of the questions was calculated as 0.83 using Miles and Huberman's (1994) formula (Reliability = Consensus / Consensus + Dissensus). Obtained harmonization

coefficient indicates the usability of the questions by evaluators at high reliability level. In addition, the questions were corrected and took their final form in terms of expression according to experts' views. The questions in data acquisition tool were created as follows:

1. Please write what you understand from the expression "value".
2. Which values should students taught in social studies lesson?
3. How should values be taught in social studies lesson?

The data acquisition tool created by the aforementioned way was applied to the data source of the research after taking necessary permissions.

The categories were determined in the third step. In determining categories, a category system in a certain field was taken and record units were grouped according to this; in other words, closed approach was preferred (Bilgin, 2006). In this respect, literature was scanned and value classification whose basis was created by Spranger (1928) was used for the first two questions in data acquisition tool. According to this classification, values are classified as aesthetic, theoretical (or scientific), financial, social and religious values. For the third question in the data acquisition tool, five value approaches (value suggestion, value analysis, moral judgment, action learning, and value explanation), created by Superka et al. (1976), were taken as basis; and learning through observation approach recently suggested by Lickona (1988), Ryan and Bohlin (1999), Narvaez and Lapsley (2008) and Akbas (2006) was added to these approaches. This classification was used in the analysis of the third question.

Through these classifications, the step of understanding and analyzing data in the data acquisition tool commenced; in other words, this step involves the quantitative determination of data frequencies. In this step, primarily, each data acquisition tool was examined one by one on question basis. The first and second questions determined which value is defined by the expressions of the students in value dimension. The third question primarily determined which value teaching approach the statements were in.

Data obtained through this way are presented in tables, and sample citations from data acquisition tool were given in order to support the comments of the researcher and reflect the statements of prospective teachers. These citations were presented with codes given to the data acquisition tool as "16-F-CT or 95-M-SS coded prospective teachers.

The last step in content analysis was evaluation, deduction and interpretation (Bilgin, 2006). These activities are presented in conclusion, discussion and suggestion.

FINDINGS

What is value according to the views of prospective teachers?

Table 1 shows the findings about the answers of prospective teachers given to the question "Please write what you understand from the term, value?"

Table 1 shows that prospective teachers explained the question "Please write what you understand from the term, value?" with 32 different values and grouped them under 5 categories. From these values, 17 values were expressed in social values category, 7 values were expressed in political values category, 6 values were expressed in theoretical values category and 1 value was expressed in

Table 1. The values prospective teachers used in explaining value.

Value group and value name	F
Social values	
Attaching importance to traditions	95
Protecting cultural heritage	37
Respect	31
Love	21
Tolerance	20
Beneficence	16
Trueness	12
Hospitality	10
Responsibility	8
Family	4
Mercifulness	3
Friendship	3
Being well-behaved	2
Reliability	2
Solidarity	1
Neighborhood	1
Affinity	1
Political values	
Patriotism	38
Flag	10
Feasts	9
Kemalism	8
National anthem	3
Peace	2
War	1
Theoretical (scientific) values	
Laws	9
Language	8
History	4
Being Scientific	3
Being Hardworking	2
Justice	1
Religious values	
Belief	12
Aesthetic values	
Aesthetic	2

aesthetic and religious values categories. The most commonly used values among these values attach importance to traditions (95), patriotism (38), protecting cultural heritage (37), respect (31), love (21), tolerance (20) and beneficence (16). Justice (1), neighborhood (1),

affinity (1), and war (1) were the least used values.

Some examples of answers given by prospective teachers to the question "Please write what you understand from the term, value?" are as follows:

81-F-CT prospective teacher defined the value as; "We can call the common concepts which bind the society and put the people together on a common ground as value".

103-F-SS replied as, "Value is a thought or a behavior accepted by the whole society or almost the whole society, that is, what comes to my mind".

The prospective teacher coded 58-M-CT defined value as "The behavior which the society accept as truth, tolerate when they are done or find it odd when they are not done".

The prospective teacher coded 136-M-SS defined value as "Common beliefs, general customs and traditions which have been accepted and held by the society for many years".

Which values should students acquire in social studies lesson according to prospective teachers?

Table 2 shows the findings about the answers of prospective teachers given to the question "Which values should students acquire in Social studies lessons?"

Table 2 shows that prospective teachers explained the question "Which values should student acquire in social studies lessons?" through 37 different values and these values are grouped under 5 categories. From these values, 18 values were expressed in social values category, 10 values were expressed in political values category, 6 values were expressed in theoretical values category and 2 values were expressed in aesthetic values category and 1 value was expressed in religious values categories. Prospective teachers were observed to mostly use respect (84), love (75), patriotism (70), and trueness (66), respectively for explaining the question, while the least used values were freedom (2), democracy (2), reliability (2), nature (2), laws (2), and mercy (1), war (1).

Some examples of answers given by prospective teachers to the question "which values should be acquired in social studies lesson?" are as follows:

The prospective teacher coded 101-M-SS expressed his own opinion as: "Values such as philanthropy, responsibility, aesthetics, respect and national consciousness should be gained".

122-F-SS stated that "values such as responsibility, sensitivity to cultural heritage, sedulity, philanthropy, respect, love, toleration, sensitivity to natural environment, patriotism absolutely should be gained".

The prospective teacher coded 84-F-CT stated values to be gained as; "sedulity, freedom, toleration, respect,

Table 2. The values prospective teachers think to be acquired in social studies lessons.

Value group and value name	F
Social values	
Respect	84
Love	75
Trueness	66
Tolerance	59
Beneficence	40
Protecting cultural heritage	36
Attaching importance to traditions	33
Responsibility	23
Being well-behaved	16
The conscious of nation and society	14
Sensibility	8
Cleanliness	7
Solidarity	6
Friendship	5
Family	3
Patience	3
Reliability	2
Mercy	1
Religious values	
Belief	6
Political values	
Patriotism	70
Kemalism	21
Flag	16
Feasts	11
Peace	8
National anthem	5
Equality	4
Freedom	2
Democracy	2
War	1
Theoretical (scientific) values	
Being hardworking	23
Being scientific	15
Justice	10
History	4
Language	3
Laws	2
Aesthetic values	
Aesthetic	6
Nature	2

hygiene, hospitability, love, truthfulness, patriotism,

philanthropy, scientific thinking".

The prospective teacher coded 59-F-CT ordered values to be gained as "brotherhood, love, respect, toleration, hospitability, responsibility, friendship, philanthropy".

How should values be taught to students in social studies lessons according to the views of prospective teachers?

Table 3 shows the findings about the answers of prospective teachers given to the question "How should the values be taught to students in Social studies lessons?"

Prospective teachers stated that values could be taught through 30 methods within 6 different value teaching approaches in response to the question, "How should values be taught to students?" While answering the question, prospective teachers mostly stated the following methods: through modeling (57), doing-experiencing (52) and drama (23), respectively. Discussion (1) and in-group activities methods (1) were the least.

Some examples of answers given by prospective teachers to the question, "how should values be taught in social studies lesson?" are as follows:

110-F-SS: "I think the teacher should have students gain the values by doing activities, dramatizing and giving them roles".

82-F-CT coded prospective teacher stated: "values can be given by telling those values during the lessons, listening [to] their importance from older people. Cultural values can be shown with the help of trips and pictures".

The prospective teacher coded 96-F-SS stated: "values should be gained by doing activities such as drama, case study, discussion techniques, etc".

64-M-CT stated: "the teacher should have the students like and embrace the values; in the meantime he or she must be a good model for the students".

CONCLUSION AND SUGGESTIONS

Prospective teachers explained value through 32 different values in response to the question "Please write what you understand from the term, value?" The most commonly used values attached to importance to traditions (95), patriotism (38), protecting cultural heritage (37), respect (31), love (21), tolerance (20) and beneficence (16); while the least used ones were justice (1), neighborhood (1), affinity (1) and war (1). The values prospective teachers used for explaining value are related with the 5 dimensions in the value classification of Spranger (1928); and among these values, 17 values were used in the social values category, 7 values were used in the political values category, 6 values were used in the theoretical

Table 3. Teaching values in social studies lesson according to the prospective teachers.

Value approaches	F
Value suggestion	
Informing and consciousness-raising	19
Explaining among subjects	17
Explaining their benefits, aims and what they are	17
Telling like a story	4
Endearing and adopting	4
Suggestion	3
Giving reinforcement	8
Homework	2
Pictures	2
Action learning	
Experience	52
Activities	14
Giving reinforcement	8
Method-techniques	7
Projects	2
Moral Judgment	
discussion	1
Learning through observation	
Modeling	57
Discovering during the process	17
Visual materials	6
Films	3
Latent learning	3
Value analysis	
Sample events	9
Researches	4
Empathy	4
In-group activities	1
Discussion methods	1
Value explanation	
Drama	23
Visits	17
Theatres	6
Interviewing with elderly people	3
Games	5

values category and 1 value was used in each of aesthetic and religious value categories. Any value in the financial value dimension of the value classification of Spranger (1928) was not used for explaining value. In addition, 117 prospective teachers preferred using

sentences for explaining value, and 33 of them preferred explaining value by one or more value names.

The fact that prospective teachers preferred mostly attaching importance to traditions and placing protecting cultural heritage at the third rank in explaining value shows that they are important in this research. Their preference of these dimensions by prospective teachers in explaining value may mean that their own values are related to that dimension. In addition, Kincal (2002) defines values as standards used by members of a culture for determining what is desirable or undesirable, good or bad, beautiful or ugly. It can be understood from this definition that value is related to members of a culture. In this context, it can be said that mentioning cultural features, that is, attaching importance to traditions and protecting cultural heritage for explaining values is significant. In addition, the expressions "attaching importance to traditions and protecting cultural heritage" by prospective teachers can be considered to be relevant with the values in the tradition dimension, which is one of the 10 value dimensions of Schwartz (1992). As a matter of fact, according to Schwartz (1992), values in the tradition dimension cover accepting, binding to and respecting some customs and ideas of religion or traditional culture.

Prospective teachers expressed values belonging to the dimensions (except for financial values dimension) of Spranger's (1928) value classification while explaining value, which indicates that they generally make parallel explanations with value explanations in literature regarding value education. Thus, accordingly, Schwartz and Bilsky (1987-1990)'s values (1) are concepts or beliefs, (2) pertain to desirable end states or behaviors, (3) transcend specific situations, (4) guide selection or evaluation of behavior and events, and (5) are ordered by relative importance (As cited in Schwartz, 1992). Value and value characteristics defined by Schwartz and Bilsky are observed to be used by prospective teachers.

In addition, prospective teachers can be said to state the features about the value (all behaviors accepted as true by a majority of the society, qualifications that are given importance, and facts and concepts tolerated when performed from past to present, important thoughts, beliefs, etc. connecting people at the common ground) mentioned in the value definitions in literature (Rokeach, 1973; Raths et al., 1978; Schwartz, 1992; McGettrick, 1995; Halstead and Taylor, 1996; Kucuradi, 1998; Gungor, 1998; Aydin, 2003; Huitt, 2004; Ulusoy, 2007).

Prospective teachers answered the question "Which values should be acquired in social studies lesson?" with 37 different values. The most commonly used values for explaining this question by prospective teachers were respect (84), love (75), patriotism (70), and trueness (66), respectively; while the least used values were freedom (2), democracy (2), reliability (2), nature (2), laws (2), mercy (1) and war (1). The prospective teachers did not

state any financial value dimension based on Spranger's (1928) value classification for the first question of the research. With this dimension, the answers of the prospective teachers can be said to be consistent.

It is observed that prospective teachers stated 17 of 20 values determined in the social studies program, that started in Turkey in 2005, and do not refer to values as independence, hospitality and attaching importance to being healthy; on the other hand, they additionally stated 20 different values as "protecting cultural heritage, attaching importance to traditions, being well-behaved, the conscious of nation and society, friendship, patience, reliability, mercy, Kemalism, flag, feasts, national anthem, equality, democracy, war, history, laws, belief and nature", which are not involved in the program. It is found out that values in mostly social (18) and political (10) dimensions are determined to be values prospective teachers considered to be acquired.

It can be said that which values should be taught to the students during education process is still an important question and problem. The values stated in literature regarding value education (Lickona, 1991; Bennet, 1993; Tay and Yildirim, 2009; Tay, 2009; Brynildssen, 2002; Akbas, 2004; Hawkes and Heppenstall, 2002) are observed to be stated by teachers. In this context the values which should be taught to students can be said to be universal (although some of their meanings change from one society to another).

Prospective teachers stated that values could be taught through 30 methods within 6 different value teaching approaches in response to the question, "How values should be taught in social studies lesson?" Prospective teachers stated that modeling, which is in the learning through observation dimension, could be mostly used in value education; while learning through experiencing, which is in the activity learning dimension, was in the second place. Considering the discussion on teaching values, it is observed that character education is emphasized and the approach that character education can be taught through modeling gains importance in the United States of America (Lickona, 1988; Ryan and Bohlin, 1999; Shea, 2003; Narvaez and Lapsley, 2008). In this context, the fact that prospective teachers placed modeling in the first place is significant. In addition, since prospective teachers placed learning through experience in the activity learning dimension at the second place and emphasized learning through activities in the same dimension. It could be said that they emphasized the necessity of teaching values according to the social studies program based on constructivist perception, which became effective in Turkey in 2005.

According to the research conducted by Oguz (2012), prospective teachers stated that in-class activities, social and cultural activities, sample life stories, homework, projects could be used in value education, and teachers should be model to students. In that research, similarly,

prospective teachers stated that values could be taught to the students through homework, researches and modeling.

According to teachers' view, value education is (a) most often reactive and unplanned, (b) embedded in everyday school life with a focus on students' everyday behavior in school, and (c) partly or mostly unconsciously performed (Thornberg, 2008). In this research, prospective teachers stated that value education could be realized through suggestion, discovering during process, modeling and latent learning. In this respect, the results of the research can be said to be similar with the research results of Thornberg (2008).

While prospective teachers mostly preferred social, political and theoretical values in explaining value, they used few religious and aesthetic values, and no financial values. This situation may mean that prospective teachers cannot explain the concept of value in all dimensions. Therefore, more comprehensive explanations and education about value can be given to prospective teachers.

Prospective teachers stated that 37 values could be taught to students in social studies lesson. 20 values are predicted to be acquired in the primary school social studies program in Turkey. The values which are not included in the program are thought to be considered by social studies program development experts.

Researchers should conduct a research on whether values (protecting cultural heritage, attaching importance to traditions, flag, belief, etc.) which are not included in the program are necessary. Thus, the opinions of education stakeholders (teachers, administrators, professionals, students, family, etc) should be explored.

Prospective teachers stated that 30 methods can be used in value education in social studies lesson. These views of the prospective teachers can be used in value education. Moreover, with the help of a research, it can be determined whether the value teaching methods defined by prospective teachers are used by teachers and how and how much they use these methods.

In this study, it is required from prospective teachers to express what they understand from value in words. With research prospective teachers can be made to express what they understand from the term, value by means of drawing pictures. The similarities and differences between these two expressions can be determined.

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