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The Analysis of the Levels of Turkish Candidate Teachers' Having the Values in the European Values Education Program

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Abstract

The aim and problem of this study is to analyze the levels of Turkish candidate teachers' having the 12 values stated in the *European Values Education Program* in terms of some certain personal variables. In this descriptive study, a descriptive survey model was used. For this purpose, 443 Turkish candidate teachers were surveyed using a five point Likert-type *"Values Education Scale"* which encompasses the 12 values stated in the European Values Education Program and a *"Personal Information Form"* The data driven were analyzed using SPSS. T-test was used for two variables, ANOVA was used for multiple variables, and Tukey HSD test was used for the source of differences. Significant differences were determined among candidate teachers according to *"Gender"*, *"The Region of Primary Education"*, *"Number of Siblings"*, *"The Type of the Undergraduate Program"*, *"Social and Cultural Life Habits"* and *"The Type of the High School Education"*. As candidate teachers should improve themselves in the area of values education during the accession of Turkey to the European Union, Turkish candidate teachers should be involved in this program executed in Europe.

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1. Introduction

The recent technological advances and especially the rise of global capital have caused a postmodern era to begin and the World has transformed into a global village. The term globalization can be defined, in an ideological way, as *a spread of the national and sentimental values of countries all over the world and transformation of the world into a global village through the disappearance of differences in harmony*. In such structure, education is expected to be designed in a way to reinforce both universal and national values. In the realization of this expectation, schools and teachers are gaining importance. As the Theories of Modernization through Education suggests, industrial societies have evolved into modern societies by transforming their traditional infrastructure and values. In this process of change, modern schools have assumed great responsibilities (Eskicumalı, 2003:17). Because, schools are environments designed to cultivate the cultural, social, ideological, economic and psychological values that are viewed as desired qualities by the educational system in children (Senemoğlu, 2007; Hotaman, 2010). As a result, schools, as educational institutions, are not indifferent to and free from values

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(Özdemir, 2007; Özgüven, 2000; Erdem, 2003:56). This being the case, schools are responsible for modifying individuals' behaviors or cultivating new behaviors so as to respond to changes that occur in an individual's surroundings. According to Schweisfurth (2002), schools have an important part in raising a citizenship consciousness in individuals. One of the fundamental elements that hold a society together is common values. Cipani (2008; Day, 2002) suggests that education and instruction processes are full of professional and personal values and teachers, consciously or unconsciously, take those into the classrooms. Cangelosi (2000) also suggests that some personal traits can coincide with professional values.

In educational institutions, candidate teachers have to be aware of their own values in the first place to be able to cultivate fundamental values in children. Teachers assume significant roles in reaching designated goals in the process of values education (Demircan İşcan, 2011:245). Teachers are the executives of educational systems. *Values*, are social life organizers within a society. These unwritten values are agents that determine the relationships among individuals, and between individuals and nature. *Value* is a tendency of an individual to adopt some certain principles in his relationships with others (Schlechty, 1990; Özden, 1999), or it is a different attitude or permanent belief that is shaped in tune with the understanding of life (Robb, 1998). Value is the tendency to adopt a preference over another (Erdem, 2003:56; Willemse, 2005:211). Dewey states that values are part of the social life and individuals learn them through experience (Gutek, 2001; 17). Therefore, values form as a result of an interaction between members of a society and shape behaviors, attitudes, beliefs and habits. Living Values Education (Oktay, 2001:27), a global movement for constituting a culture of peace supported by UNESCO, highlights the importance of twelve values – personal and social. These values are *Cooperation, Freedom, Happiness, Honesty, Humility, Love, Peace, Respect, Responsibility, Simplicity, Tolerance and Unity*.

Cooperation: Cooperation is a situation in which individuals unite their forces for common goals, they make efforts to take part in labor or they benefit mutually from interactions among themselves. Most of the problems that arise in the world and in the countries where we live are caused by humans and, still, the solutions require human cooperation. A Turkish saying may be phrased as follows: *It is supporting one another that two hands find strength.* Thus, cooperation should be adopted as a fundamental value for nations which have limited resources to meet their endless needs. Teenagers must be open to cooperation and be willing to cope with difficulties resulting from everyday problems (Thomas, 1998).

Freedom*:* Freedom is a state of mind in which *"individuals think and act by taking others' presence and thoughts into consideration and by balancing truths with responsibility and choices with conscience."* Thus, freedom should be accepted not as *"a situation in which individuals act without limits"* but as "primarily the freedom of expression, the freedom of travel (free circulation of workforce), free enterprise (freedom of private business), the free circulation of goods and capital within designated limits". The European Union defends social and political freedom as well as economic freedom. Human rights and freedom constitute the fundamental system of values and beliefs of the European Union.

Happiness: Happiness is a state of temporary or permanent welfare and peace thanks to self-sovereignty of oneself. A community or society composed of happy individuals is high in productivity, efficiency and life quality. Happy people have strong life energy and inner peace. They enjoy living together in peace and harmony; and therefore, this is an advantage for adopting many values.

Honesty: Conscientious truth is a state of not deceiving, not telling lies, being consistent within oneself and towards others. Either personal or social, all relationships are based on honesty. Relationships not based on truths would not last long. When nations or states want to cooperate on anything, it is important that the start line is honesty. Honesty requires being frank and open. It must be a duty of an educational institution to make this value live on and to cultivate it in young individuals.

Humility: Humility is a state of knowing that we do not own everything we have but we only have inherited them. Being humble requires staying away from exaggeration and showiness. We shouldn't take what we have far too seriously. Humility is an understanding of life and lifestyle. What we have doesn't make us superior to others or privileged individuals, on the contrary, they help us to understand the universe and explore our limits within our power.

Love: Love is a state of accepting ourselves, others and all other things unconditionally. Love is the value that attaches importance to human existence. No matter how we call it, if a relationship is to be started, love is the key to this. Love can only provide the trust, affection, a life full of happiness, all of which are the qualities that every individual deserves. Love will flourish as long as we last.

Peace: It is possible to define peace as *"knowing internal and external stimuli and living with them in harmony"*. After seeing the damage caused by continental and massive wars to our world, it is not possible to tolerate new wars anymore. On the other hand, many people have died or killed believing in a cause. As it was necessary to prevent new social and economic catastrophes, the European Union has been founded and member countries have adopted ***"peace"*** as a fundamental value, thus laying the foundations of a peace which would make any kind of war impossible. With a unified Europe and the European Union, it will be much easier to reinforce and guarantee peace, democracy, law and justice in either Europe or the world in the future.

Respect: Respect can be defined as a state of accepting or admitting the difference between us and others. It is one of the important prerequisites of living in society. Individuals should respect themselves and others around them. Respecting oneself helps one to be able to see through oneself. For one to respect others, one needs unconditional acceptance (Yüksel Şahin, 2010:37).

Responsibility*:* Responsibility can be defined as the sum of expectations which society attributes to an individual living on his own or in society. It is an individual's share of duties or loads for a life or order to go further smoothly and healthily. To cultivate an awareness of responsibility in an individual, it is necessary to organize some social and cultural events at school (Yeşil, 2003:52). Those expectations occur and improve naturally. For teenagers, the ability to act on a sense of responsibility and to attain some skills depends on their encounter with fundamental values and principles through their family, background and school education (Özdemir, 2007:196).

Simplicity: Simplicity is a state of being truthful (honest) and sincerely open (frank) towards himself or towards others. Simplicity means sincerity, warmth and kindness. It means the reluctance to see the downsides of the people close to us. It also means determination and honesty. It is important in maintaining and reinforcing relationships. Even when we open ourselves to a person, the extent of simplicity affects our behavior and attitude. Simplicity means trust.

Tolerance: Tolerance is the state of respecting the differences, not insisting on one's truths, or even being open to actions, comments or views that are considered wrong or misleading. As humans, we can learn something from other people or living things around. We can evaluate them without reacting, judging or even criticizing them. If we think they are different, then certainly they are going to think that we are different. We can work on those differences through time and we can have fewer differences than before. This kind of approach will provide the realization of the desire to live together in one society; because unconditional acceptance comes with tolerance.

Unity: Unity is the "willingness of people to want to be with others, to live with others and to act together in groups. Acting together in groups and coping with problems with assistance will make it easier to solve many problems considered impossible to solve alone in the first place. It is logically necessary that countries located in similar environments team up with one another for similar problems. Therefore, member countries of the European Union have adopted the value "unity" with the idea that the problems in member countries could be solved by the cooperation of member and candidate countries.

1.1. Purposes of the study

The purpose and problem of this study is to analyze the levels of Turkish candidate teachers' having the 12 values stated in the European Values Education Program according to some certain personal variables.

2. Method

This study aims to determine the levels of Turkish candidate teachers' having the 12 values stated in *"the European Living Values Education Program"*. This study is qualitative in this manner and a descriptive survey model based on *"reflecting the present situation as it is"* (Karasar, 2002) has been used.

2.1. Participants

The sample of this study is 321 female and 122 male students (a total of 443 students) who were enrolled in the "Teacher Training Program" at Yıldız Technical University in the academic year 2011 – 2012.

2.2. Data Collection Instruments

"Living Values Education Scale (LVES)" and a *"Personal Information Form (PIF)"* were used to collect data necessary for this research.

Living Values Education Scale (LVES)

Living Values Education Scale (LVES) is a five point Likert-type scale which encompasses the 12 values (Cooperation, Freedom, Happiness, Honesty, Humility, Love, Peace, Respect, Responsibility, Simplicity, Tolerance and Unity) stated in the European Values Education Program. High scores show that Turkish Candidate Teachers

(TCT) have high value levels in the designated value areas. In the reliability study of the scale, Cronbach alpha value reads .81. For the content validity of the scale, expert views have been asked regarding the twelve (12) values in the Living Values Education Program and it has been agreed that this content would be enough for Turkish Candidate Teachers (TCT) as well. The items on the scale which has been approved by experts have been checked out in order to be able to determine the value levels of Turkish Candidate Teachers (TCT).

"Personal Information Form"

In this study, personal information about the students have been obtained through "Student Personal Information Form". With this form, personal information regarding "Gender, Number of Siblings, the Region of Primary Education, the Region of Elementary Education, the Type of the High School Education, the University they study at, the Faculty at University, the Type of the Undergraduate Program and Social and Cultural Life Habits" has been collected.

2.3. Data Analysis

The collected data were analyzed with the help of SPSS for Windows 15. Frequencies, percentages, mean scores, standard deviations were calculated and the levels of candidate teachers' having the values were determined using t-test and one-way ANOVA in independent samples and Tukey test was used in determining the direction of differences. The level of significance in the interpretation of results is accepted as .05.

3. Results

In this section, results that were reached as a result of the statistical analysis of the data collected to solve the problem were demonstrated. In Table 1, candidate teachers' mean scores regarding the Living Values have been provided.

Table 1. Candidate teachers' living values mean scores

n	Low Score	High Score	$\overline{X}$	Ss
443	16.00	57.00	44.39	5.70

As shown in Table 1, candidate teachers' mean score is $\overline{X}$=44.39 (*Ss*=5.70). According to the data in Table 1, it can be said that candidate teachers have a great sense of perception regarding living values. Independent groups results for the t-test which is carried out to determine whether there is significant difference in candidate teachers' living values scores according to *Gender, the Region of Primary Education, the Region of Elementary Education, t* the University they study at *and Social and Cultural Life Habits,* were presented in Table 2.

Table 2. The independent group t-test results of candidate teachers according to Gender, the Region of Primary Education, the Region of Elementary Education, the University they study at and Social and Cultural Life Habits

Variables					
Gender	n	$\overline{X}$	Ss	t	p
Female	323	44.77	3.30	2.28*	.02*
Male	120	41.38	2.81		
The Region of Pr. Ed.	n	$\overline{X}$	Ss	t	p
Rural	131	44.38	5.14	2.17*	.03*
Urban	312	42.31	5.56		
The Region of Ele. Ed.	n	$\overline{X}$	Ss	t	p
Rural	42	45.12	5.42	0.97	.36
Urban	401	44.30	5.73		
The Univ. They St. at	n	$\overline{X}$	Ss	t	p
State	334	44.40	5.51	0.59	.95
Private	109	44.36	5.37		
Soc.-Cultur. Life Hab.	n	$\overline{X}$	Ss	t	p
Rural	111	45.90	5.30	3.24*	.001**
Urban	332	43.89	5.74		

*p<.05

As seen in Table 2; there is significant difference (t= 3.17), $p < .05$; t= 2.17, $p < .05$; t= 3.24, $p < .01$) according to Gender, the Region of Primary Education, the Region of Elementary Education, the Type of Undergraduate Education and Social and Cultural Life Habits. Female candidate teachers' living values mean scores are higher ($\bar{X}$=44.77, *Ss* =3.30) than those of male candidate teachers' ($\bar{X}$=41.38, *Ss*=2.81). The mean scores of candidate teachers who went to primary school in rural areas are higher ($\bar{X}$=44.38, *Ss* =5.14) than the mean scores of candidate teachers who went to primary school in urban areas ($\bar{X}$=42.31, *Ss* =5.56). The mean scores of candidate teachers who consider themselves rural in terms of social and cultural life habits are higher ($\bar{X}$ =45.90, *Ss* =5.30) than the mean scores of candidate teachers who consider themselves urban in terms of social and cultural life habits ($\bar{X}$=43.89, *Ss* =5.74). However, there isn't significant difference according to the mean scores of the Region of Elementary Education (t= 0.97, p>.05) and the University they study at (t= 0.59, p > .05). The results of One-way ANOVA which was carried out to determine whether there is significant difference in candidate teachers' scores regarding living values according to number of siblings, the type of high school, the type of faculty and the type of the undergraduate program, is presented in Table 3.

Table 3. One-way ANOVA test result of living values total scores according to number of siblings, the type of high school, the type of faculty and the type of the undergraduate program

Resource					
No of Siblings	Sum of Squares	Df	Mean Square	f	Sig.
Between groups	484.159	5	96.83	3.06*	.01*
Within Groups	13891.710	437	31.78		
Total	14375.869	442			
Type of High Sch.					
Between groups	918.160	4	229.54	7.00*	.000*
Within Groups	14354.102	438	32.77		
Total	15272.262	442			
Type of Faculty					
Between groups	140.448	3	46.81	1.44	.22
Within Groups	14335.421	439	32.42		
Total	14375.869	442			
Type of Undergr. Prog.					
Between groups	521.293	8	65.16	2.04	.04
Within Groups	13854.576	434	31.92		
Total	14375.869	442			

*p<.05

When we look at table 3; we see a significant difference in the mean scores of candidate teachers regarding living values according to *number of siblings* (F = 3.06, $p < .05$), *the type of high school* (F = 3.06, $p < .05$) and *the type of the undergraduate program* (F = 2.04, p <.05). There is no significant difference according to the type of the faculty (F = 1.44, p > .05). The results of Tukey test carried out to determine the sources of differences that emerged according to number of siblings, the type of high school and the type of the undergraduate program were given in Table 4.

Table 4. The Results of Tukey Test according to number of siblings, the type of high school and the type of the undergraduate program

VARIABLES											
No of Siblings	**n**	$\bar{X}$	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**	**(9)**
1 sibling (1)	131	44.70	-	.64	1.15	.73	1.58	3.17			
2 sibling (2)	123	44.05	-	-	.51	1.38	.93	3.82*			
3 sibling (3)	105	43.54	-	-	-	1.84	.42	4.33*			
4 sibling (4)	34	45.44	-	-	-	-	2.32	2.43			
5 sibling (5)	25	43.12					-	4.76*			
6 sibling (6)	25	47.88						-			
Types of Hi. Sc.	**n**	$\bar{X}$	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**				
Anatolian Hi (1)	130	45.75	-	1.34	1.08	6.94*	.42				
General Hi. (2)	187	44.40	-	-	.26	5.60	1.77				
Vocational H. (3)	77	44.66	-	-	-	5.86*	1.51				
Anat. Voc. H. (4)	20	38.80	-	-	-	-	7.37*				
Super Hi. . (5)	29	46.17	-	-	-	-	-				
Underg. Prog.	**n**	$\bar{X}$	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**	**(9)**

CITE	(1)	95	43.60	-	2.22	.40	.63	1.78	2.05	1.41	2.12	1.29
ELT	(2)	23	45.82	-	-	1.82	1.59	.44	.17	3.64	.10	.93
PCG	(3)	64	44.00	-	-	-	.23	1.38	1.65	1.81	1.72	.89
Matths	(4)	52	44.23	-	-	-	-	1.15	1.42	2.04	1.49	.66
Physi	(5)	39	45.38	-	-	-	-	-	.26	3.19	.33	.49
Chemi	(6)	72	45.68	-	-	-	-	-	-	3.46*	.07	.76
Histo	(7)	43	42.18	-	-	-	-	-	-	-	3.53	2.70
TLL	(8)	18	45.72	-	-	-	-	-	-	-	-	.83
Music E.	(9)	37	44.89	-	-	-	-	-	-	-	-	-

*p<.05

The results of Tukey test, which provides the direction and degree of the significant differences in candidate teachers' living values scores in terms of number of siblings, the type of the high school and the undergraduate program, are presented in Table 4. When we look at table 4; [1] according to number of siblings, candidate teachers with six (6) siblings have higher mean scores ($\bar{X}$=47.88) than the ones with two (2) ($\bar{X}$=44.05), three (3) ($\bar{X}$=43.54) and five (5) ($\bar{X}$=43.12), [2] according to the type of high school, candidate teachers who went to Anatolian high school ($\bar{X}$=45.75), General high school ($\bar{X}$=44.40),Vocational high school ($\bar{X}$=44.66) and Super high school ($\bar{X}$=46.17) have higher mean scores than the ones who went to Anatolian Vocational high school ($\bar{X}$=38.80); and finally, [3] according to the type of the undergraduate program, candidate teachers who study Chemistry ($\bar{X}$=45.68) have higher mean scores than the ones who study History ($\bar{X}$=42.18), which is a significant difference.

4. Conclusions and Recommendations

In this study, it is found that Turkish candidate teachers have a high level of designated values. The fact that female candidate teachers have higher value scores than male candidate teachers can be attributed to the fact that teaching profession coincides with maternity values peculiar to gender. Also, the fact that candidate teachers who went to school in rural areas have higher value scores than those of the ones who went to school in urban areas can be attributed to the fact that primary interpersonal relationships are usually more dominant and especially under close monitor. This situation is also present in and connected to the fact that candidate teachers who consider themselves rural in terms of social and cultural life habits have higher values than the ones who consider themselves urban. In the formation of identity, childhood era and the environment in which this era is spent is important. This being the case, the personality of the ones who spent their childhood in rural areas have been affected by the values present in the regions where they spent that era. The fact that the ones who have many siblings have higher value scores is thought to be owing to the fact that they share the same house, same room and even the same bed. Sharing the same living space would certainly require some values that have happened to be considered as rules. According to the type of high school, the fact that the ones who went to super high school is thought to have such levels because intensive foreign language teaching there have prepared the ground for those students to be open to different cultures.

1. Because the accession of Turkey to the European Union is ongoing, the values stated in the European Values Education Program should be integrated into our curriculum.
2. It would be to our advantage to choose candidate teachers among college students who have happened to adopt the values within the scope of European Values Education Program.
3. It would be necessary and beneficial to carry out an in-service training program in which all active teachers and faculty members familiarize themselves with the values stated in the European Values Education Program and be role models.

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