



RESEARCH ARTICLE

DEFINITION OF THE VALUES THAT PRE-SERVICE TEACHERS WANT THEIR STUDENTS TO GAIN

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ABSTRACT

The purpose of the present research is defining which values pre-service teachers, who have an important responsibility in values education, want their students to have most, and which values they will try to teach to their students. The research adopted case study, which enables the studying and analysis of one or some special cases in detail. Within the scope of the present research, semi-structures interviews were conducted with the participants, which include 34 pre-service teachers, who got formation education at Bartın University, Faculty of Education. Data were written on the computer by the researcher first, then were analysed using descriptive analysis, which is a qualitative research method. Three experts were asked for opinions to provide the reliability of the research. The numbers agreements and disagreements were detected, and the reliability was calculated as 92%. According to obtained findings, the values pre-service teachers want to teach their students are; love and respect. The most important reason for this finding is that, these values form the basis for other values, and these values are more difficult to teach than others. Consequently, it can be claimed that, the values that pre-service teachers want to teach their students are actually the values that they themselves should have.

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INTRODUCTION

Researches are conducted on the concept of values, which won fame with Weber. However, there are still different perceptions related to the concept of "value" (Halstead and Taylor, 1996: 5). The most common definition of values in the literature is that they are desired objectives with different levels of importance, which guide human lives. Values reflect wants, preferences and desires, in other words values are beliefs about whether something is desirable or not. The concept of value, which has a very broad area of use, is in a way the goal of our lives, not only ours, but also the things that we want to be the goal of others' lives (Güngör, 1993:84). Values have an important place in providing continuance and peace in a society. For the people to live together and safely in a society, the individuals within have the responsibility to protect and adopt the existing values. When the individuals don't act in accordance with their responsibilities, there will always be tension and unrest in that society.

Fichter (1990) defines the functions of values in terms of the society as follows:

- Values are used as tools to evaluate the social values of individuals and their relationships.
- Values attract individuals' attention to material culture objects that are considered as desirable, useful and important.
- Values indicate the ideal ways of thinking and behaving in every society.
- Values guide individuals in choosing and realizing their social roles.
- Values are the tools of social control and pressure. They guide individuals to obey the traditions and encourage them to do the right thing.
- Values also function as tools of solidarity. One of the actions of social sciences are that groups mostly gather to share some values (cited in: Özensel, 2003:231-232).

Schools are the most appropriate places to teach this kind of uses. These objectives can only be attained with qualified teachers at schools. Some previous researches on the importance of values education at schools suggested that; teacher training institutions should include new objectives related to the values education and teaching of basic values, teachers should develop themselves professionally in classroom management and values education (Ada, Baysal and Korucu, 2005), teachers and the system should be questioned for an effective values education, teachers should reconsider their personality, professional knowledge, satisfaction,

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relations, values, pedagogical quality and shortly the profession of teaching, more studies should be conducted on the subject point (Lovat, 2007), teachers should be at the centre of schools and the system in the follow-up of values education, and these should act in coordination (Bryk and Schneider, 2002), studies should be conducted on the teaching of values in the classroom, at school and in the society (Refshauge, 2004), and there is no better place than schools for an effective values education (Snook, 2007). Values education start at the family, but schools are important for the continuity of this education. However, “school is not a natural organization like a family but more a social organization formed to realize certain objectives (Akyüz, 1991:247). Even the children learn many roles and habits in their families, they can’t complete their development in this environment, because, the children will enter various environments after their families, such as school, games and profession; and will continue their development in these environments. Additionally, schools are also responsible for making up for the missing or incorrect learning from the families. For this reason, school and teachers have great responsibilities (Akyüz, 1991:242). The most important point here is the raising of responsible individuals with good qualities (Tozlu, 1991:75).

Individuals try to maintain their lives in an environment formed with the values of themselves and others. Individuals may change their values with their interaction with their environment. School life has an important place in this process, because school life forms an important part of the process of gaining values. In addition, school is an area of experience and learning that is based on values (Turan and Aktan, 2008). The future of a society depends on well-raised individuals with good qualities. However, individuals cannot reach these qualities on their own. For this reason, providing every individual at school age with values and skills to help them present correct moral decisions and behaviours is inevitably among basic goals of schools. Accordingly, teachers have important roles at schools, which have an important place in establishing the basis of the personality of children. Teachers’ value judgement, ideas, attitudes and behaviours can affect the children directly. Teachers take the place of parents at schools. Some children obey and listen to their teachers more than their parents. As teachers are that effective on the lives of children, they have certain responsibilities in values education and teaching their students some basic values. The purpose of the present research is defining which values pre-service teachers, who have an important responsibility in values education, want their students to have most, and which values they will try to teach to their students. The findings will be of guiding quality for the planning of values education in the future, and raise awareness in the society about the subject point.

MATERIALS AND METHODS

Research Design

The present research adopted case study method, which is a qualitative research method, and enables the studying and analysis of one of some special cases in detail. Case studies try to enable the studying of an existing case by establishing detailed causal relationships (Yıldırım, A. and Şimşek, H., 2008). Case study is defined as the study in which the researcher tries to examine a certain case or cases within a certain period of time. In a case study, the researchers obtained

detailed information using data collection tools (observation, interview, documents, reports) (Cresswell, 2007).

Work Group

The present research was conducted with the participation of 34 pre-service teachers who got pedagogical formation training at Bartın University, Faculty of Education in 2015. Because the universe is too large, sampling was conducted, and purposive sampling method, which is a common sampling method for qualitative studies, was adopted accordingly. The main purpose of purposive sampling is gathering detailed information about the subject of the research in accordance with a certain goal (Maxwell, 1996). The participation was taken on voluntary basis, and the identities of the participants were kept confidential.

Data collection and analysis

All data of the present research were collected with “Semi-Structured Interview” form of open-ended questions, which was developed by the researcher. Due to certain levels of standard and flexibility at the same time, semi-structured interview technique is more appropriate for the studies on educational sciences (Ekiz, 2003). Related literature was reviewed before developing the form, and interview questions were prepared for pre-implementation in accordance with the obtained information. Then, pre-implementation was done on 10 people, and some questions were revised accordingly. During the semi-structured interviews, pre-service teachers were asked 2 questions in order to define the values they want to teach to their students. These questions are:

- What do you think are the most important values that students need to gain? Why?
- What kind of changes do you think will be in your students’ lives when you teach them these values?

These interviews took 10-15 minutes, and were recorded by the researcher. As the interviews were recorded, they were numbered from 1 to 34, for an easier interpretation of findings. Then, 3 experts were asked for their opinions, to provide reliability. The numbers of agreements and disagreements were detected, and the reliability of the research were calculated using Miles and Huberman (1994) formula (Reliability = agreement / agreement + disagreement). In qualitative studies, 90% of agreement between the evaluations of experts and researchers, provides a desired level of reliability. The reliability of the present research was calculated as 92%. As for the validity, “Detailed reporting of the collected data, and the researcher’s explanation of how the findings were obtained are considered as the important criteria for validity” (Yıldırım and Şimşek, 2008). Collected data were analysed in accordance with descriptive analysis approach. In the descriptive analysis, many direct quotations from the interviewed participants were presented in order to reflect their perspectives in a striking manner. The purpose of descriptive analysis is organizing and interpreting the obtained findings, and presenting these to the reader in content integrity. Accordingly, obtained data were described in a logical and comprehensible way first, then these descriptions were interpreted. As stated by Yıldırım and Şimşek (2008), descriptive analysis was conducted in four steps: creating a framework for data analysis based on the dimensions in the research questions and interview and/or observation;

processing the data in accordance with this framework and choosing the direct quotations to be used while writing the findings; defining the findings and organized data and supporting these with direct quotations where needed, and finally interpreting the findings and explaining the cause and effect relationships between the findings.

Findings and Interpretation

In the present research, which was based on interviews in order to define which values pre-service teachers want to teach their students, and why they attach importance to these values, first general opinions were presented, then interesting expressions were presented directly.

1st finding related to values that pre-service teachers want to teach to their students, obtained in accordance with their answers to the question “What do you think are the most important values that students need to gain? Why?”:

Table 1. The Values that Pre-service Teachers Want to Teach to their Students

Value	Frequency
Respect	8
Love	8
Responsibility	5
Honesty	4
Justice	3
Trust	1
Self-confidence	1
Tolerance	1
Empathy	1
Benevolence	1
Ethics	1

According to Table 1, the values that most pre-service teachers want to teach their students are respect (n=8) and love (n=8). These values are followed by responsibility (n=5), honesty (n=4) and justice (n=3). Considering these values that pre-service teachers want to teach their students, primarily respect and love, we can claim that these values are the most basic values that every individual should have. After all, these values were always included in the previous studies on values (Lickona,1991; Rokeach, 1973; Schwartz, 1992; Güngör, 1998; Kale, 2004; Ercan ,2001; Canatan ,2004; Acat and Aslan, 2012).

The idea of pre-service teacher K. U. related to respect value is as follows:

“Respect is an essential value for all other values to be meaningful, for the interaction between individuals is effective, and for the world to be a liveable place. Where there is no respect, it is impossible to teach other values. For this reason, teaching students to respect first their families, then their teachers and finally their friends must be the priority of teachers at schools.”

Ö.S’s idea is as follows:

“My idea is that, respect is the door to many values. The students, who have adopted the respect value, will gain other values (love, tolerance, modesty, etc.) naturally, because a person can love a respected one, will be tolerant and honest to them, and seeking love in a place without respect is meaningless.”

Related to respect value M. K.: stated that “Respect is a must for a healthy society”, E. D. said “Individuals should respect to themselves first”, İ.A. said “Happiness will come along with respect”, M.Y. said: “Values, such as love, compassion, humanity and friendship cannot exist without respect”, and M. G.: stated that “Individuals, who are respectful in both their family relationships, and social process, can be beneficial for the society”. Considering the perspectives of pre-service teachers of respect, we can understand that respect is required to gain other values and it forms the basis for other values. Respect is the spine that keeps the family and the society together. Where there is no respect, people cannot live together. Because human is a social being, they interact and will have to explain their ideas to others. After all, if the ideas, personality, knowledge, behaviours and attitudes of a person are not respected, that person will move away from that society. For this reason, respect within societies and inter-societies is important.

The expression of pre-service teacher A. T. related to love value is as follows:

“Loving hearts don’t get tough, the one who loves is always loved and respected. Let’s have a look around, what do we and the people we value need? Love and friendship; friendships can only be established through love. The strongest bases are the ones founded with love. Even some may not be aware of this, and ignore their spiritual feelings only caring about materials, only correct way is always the way with justice and love in it. To feed our souls, we need these feelings. The hearts of the ones who don’t care about these, go stone. Love is love everywhere, and great everywhere, but only when given to ones who deserve.”

H.T’s statement is as follows:

“In social terms, love can be defined as ‘the most general value followed and adopted by the members of a society’. From this perspective, love presents itself as aesthetic, social, political, moral and religious values. But, beliefs play an important role in the basis of all values, especially love, because the most important of our beliefs is love and it shapes our personalities. People form their perspectives of the world in an integrity through love. Therefore, love means the philosophy of life, and the system of values.”

Similarly, Y.S: stated that “If the students learn these values, it will be easier to learn the other”, D.D.G. said: “Love can be won after some effort, because love grows with beauty, and all beauties can exist with efforts”, A.Ö. said: “By teaching love, the foundations of many values can be formed among students”, Ç.E. said: “Love is above all, babies grow with love, flowers live with love, and people care about everything they do when they do it with love”, and A.G. stated that “Love is the food of the body and soul”. Considering pre-service teachers’ perspectives of love, we can conclude that love is considered as the locomotive of many values like respect. Love and respect are two values that form the basis of other values, and also feed each other. If people love somebody, they also respect them. That respect and love are the most important values for pre-service teachers, who have an important role in shaping the futures of societies, is very important in terms of the values heritage to be passed to next generations, because people will have difficulty in teaching the values they don’t have or adopt.

2nd finding related to pre-service teachers' answers to the question "What kind of changes do you think will be in your students' lives when you teach them these values?":

Pre-service teachers believe that, when they can teach their students the respect value "the society will live in peace" (Y.S.), "there will be an environment of peace" (M.K.), "the sense of agreement will increase" (Ö.S), "people will be happier" (İ.A), "people will feel more valuable" (A.T.). Similarly, if they can teach love value, they believe that "people will be more positive" (D.D.G), "an environment of tolerance will be dominant" (K.U.), "social ethics will be better" (H.T), "people won't be evil-minded" (D.B) and "people will be more hopeful for the future" (F.C). After all, these two values involve the contributions of all other values to the society. In a society without love and respect, people will be both unhappy and selfish. As for the other values that pre-service teachers want to teach their students, they stated that when their students have the sense of justice, honest individuals will be raised, they can distinguish between right and wrong, they will be just to humanity, and behave everyone equally (M.G). If the students have the sense of responsibility, they will be beneficial citizens for their country, they will complete their tasks correctly, they will be more successful in life and they will grow out to be qualified individuals (A.Ö).

When students are honest, they can live in a more peaceful society, people will be happier, the society will be healthier mentally, and there will be an environment of respect and love (K.E), and if the students can be tolerant, they will be more understanding individuals, and tolerance can solve many social problems, people can live happily together if they tolerate each other (M.Ş). According to pre-service teachers, who participated in the present research, if they can raise benevolence among their students, the sense of sharing will develop, there will be awareness, and the students will gain the sense of togetherness (T.L); if their students can be self-confident they will accept the existence of other people, and be able to stand on their own feet (A.O); and if the students can show empathy, they can understand each other, every body will respect to each other, prejudice will disappear, and people's point of views will change. A general evaluation of the changes that will occur if pre-service teachers can teach their students the above mentioned values indicates that, pre-service teachers believe that if they can protect social values, people will be happier, there will be an environment of confidence, and people will value each other with a humanistic perspective (Gündüz, 2015). After all, societies can affect next generations through social values. Because values occur affectively, they have an important place in people's lives and every individual wants to transfer these values to next generation.

DISCUSSION AND CONCLUSION

The following conclusions have been reached, in the light of the findings obtained from interviews conducted with 34 pre-service teachers in order to define the values they want to teach their students:

Values affect each other, and at the same they are affected from each other. Values, such as respect, love, tolerance, benevolence cannot be considered separately (Şen, 2007:8-9). Values are the primary elements of cognitive constructions of the individuals. An upper level harmony between values in one

of the conditions of adaptation to environment. Therefore, there must be a consistency between the individuals' adaptation to society and the behaviours they exhibit (Özensel, 2003:228). Especially the values of love and respect are both the basis and the common point of other values. Without these two values, developing and teaching other values are very difficult. According to the findings obtained in the present research, pre-service teachers want to teach their students the values that can affect all human values and the ones that are the keystones of the society. These values are; love and respect notably, and responsibility, honesty and justice. These values are very important and irreplaceable for the society. The societies should be established on the basis of these values in order to be able to live together. Many researchers have included these values in their studies as they classified the values, and reported the importance of them (Lickona,1991; Rokeach, 1973; Schwartz, 1992; Güngör, 1998; Kale, 2004; Ercan, 2001; Canatan, 2004; Acat and Aslan, 2012).

The values of love and respect have an important place as they have profound meanings. People cannot do a job if they don't love it, they can't respect someone if they don't love them, and they can't help someone who they don't respect. On the contrary, people can have all the good feeling for the ones they love and respect. Students sometimes can be affected from their teachers at the school environment, and attach more value to them than their parents (Lovat, 2007). They can love their teachers more, and respect them more (Demirel, 2011). As teachers have such a strength, they can transform the classroom into a convenient environment for teaching love and respect values (Refshauge, 2004; Yazar and Tekbıyık, 2009).

Love and respect are values that exist in the nature of human beings and need stimulants to come to surface. People can bring these values to surface by interacting with others, and reflect them on their behaviours. On the other hand, if people are affected negatively from the people they interact with, these values can become blunt and disappear in time. These two basic values start to develop in the family (Aydın, 1993) and are shaped at school (Bryk and Schneider, 2002). If the teachers can work well on the basis formed in the family well to develop these values, the children can become individuals that fit into society. However, if the children get confused between the basic values given in the family and the values taught at school, they will become unhappy individuals and grow distant to social life. In this context, teachers have an important mission in teaching the values, and transferring the values to next generation (Snook, 2007; Turan and Aktan, 2008). Another important finding is that, pre-service should have the values they want to teach, themselves first (Gözütok, 1995; Gürkan, 1993; Mentiş Taş, 2004). A person cannot teach a value if they don't adopt or internalize it. Teachers have a strength to affect next generation, and it is important that they have the value they want to teach in terms of consistency. If a teacher doesn't respect and love their students, they cannot teach these values to their students, and even they can cause their students to lose these values. Therefore, the view of the world teachers have, and the values they adopted are of utmost importance for next generation. Consequently, the present research shows that, the primary values that pre-service teacher want to teach to their students are respect and love. These two values are the source and skeleton of many other values such as responsibility, honesty, and justice. We need to protect these two values, in order to raise healthy generations and transfer the basic values we have

to the future. And teachers have a great responsibility in teaching of these values to their students (Akyüz, 1991; Suh and Traiger, 1999; Rowe, 2004; Davidson, 2005, Lovat, 2009; Clement, 2009).

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