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Values Education on the Basis of Education Administrator, Teacher and Curricula*

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The aim of this study is to determine the role and importance of values education with the spiral of education administrator, teacher and curriculum. In this general purpose, school managers and teachers' opinions about the role given values education in curriculum and recommendations on values education to be effective, teachers' importance about values education, activities about values education in schools and importance of value education were evaluated. This study, which is designed as a qualitative research approach, is carried out by using "case study" design. The study group is composed of 43 participants, who study in Mevlana University Social Science Institute master of Education Administration, Supervision, Planning and Economics in 2012-2013 the academic year. The study group is chosen with "easy to reach case sampling" method. Data are obtained through "semi-structured interview form" and they are analysed by 'content analyses. The result of the study shows that majority of teachers and administrators believe the importance of values education and have a high opinion of values education although there are limited the number of schools which don't do activity about values education and also don't include values education in their curriculum. On the other hand, the most powerful recommendations on values education are foregrounding family in values education, practicing of values and increasing awareness of teachers about this situation.

Introduction

At present time, experiencing a rapid change in all aspect of life, material and spiritual culture of societies have been changing. This change between material and spiritual culture without against spiritual culture in other words changing without cultural delay is an indicator of healthy development of societies. In general, the development is adversely affected in societies, ahead of the change in material culture. Therefore, attention should be given to

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specific areas in order to live equal change and support two cultures mutually. The first of all these areas is values education.

Value is a set of material and spiritual elements, covering social, cultural, economic and scientific values (Turkish Language Institution, 2013). Values are the general principles and basic beliefs that guide behavior. In the same time, values are standard that enable to question whether actions are good (Halstead & Taylor, 2000). Along similar lines, Kıncal (2002) defines the values in the form that members, belonging to a culture, use the standards in order to determine what is beautiful or ugly, desired or undesired, good or evil. On the other hand, it can be seen in literature that the concept of value is related to morality, character, attitude, virtue and ethical behaviors (Özen, Güleryüz & Özen, 2012).

Values point at their wishes, preferences and states that are desired or not by identifying what individual see important (Erdem, 2003). Values which distinguish beauty from ugly, right from wrong, good from bad indicate societies' ideal individuality (Güler, 2008). Values are uniting phenomenon adopted by individuals or society (Özgüven, 1994). With these features, values are seen social capital that sustains society and values provide interlocking society and individuals around the certain criteria.

To carry out its main functions, it must be required by values education. In this case, the concept of values education comes into prominence. Value education refers to teaching values, society with its social, political, cultural, aesthetic values (Veugelers & Vedder, 2003). Practices which develop the excising values they have or acquire value to cover exceptions of society and responsibility of schools are called as values education (Katılmış, 2010). Shortly, values education is the activity of gaining value. In more detail, value education is the teaching of values clearly. In addition to this, values education involves in areas that citizenship education, character education, moral education, legal education, sex education, religious education and drug addiction education (Yiğittir & Öcal, 2010).

Society with individuals who have value education is powerful. Individuals, who don't have enough advance or maturing in terms of values, harm both environment and yourself in addition to this, communities formed by these individuals are uneasy (Doğanay & Sarı, 2004). Today's society is faced with erosion of value. The reason of this, individuals don't grow according to certain moral standards (Aladağ, 2012). To encounter any problem in social relationship, individual is taught how to solve ethical problems. This also increases the importance of education system that must take note of values education. Recent studies show that there are important moral problems in society (Can, 2008). In fact many experts, including UNESCO educators, think that modern society is experiencing serious problems on the subject of social and moral values. Whether 'developed' or 'developing', even if the size of problems differ a little bit, in many countries there are important developments which confirm this observations. For example; weakening of family institution, worsening civil culture and understating day by day, local/global, property - worldly/spiritual tensions between the elements of environment, use of life menacingly, abuses against children and so on (Kenan, 2009).

At this point, the principle of value education educate individuals who demonstrate examples of good character, have moral values, acting in sense of responsibility by emphasizing universal values which jointly owned by humanity. Therefore, values education aims to provide very important moral and civic values such as respect, love, responsibility, virtue, courage, faith, perseverance, justice, individual discipline (Altan, 2011). In this regard, schools which have duties about values education are among the important institutes.

According to Akbaş (2004), teaching values to students, contributing to their moral development, influencing character and sense of self are among the important duties of school. Schools fulfill this duty with triple sharers which are administrators, teachers and curriculums.

First thing to minimize the problems encountering in terms of values education is to prepare a value education program. In other words, curriculums should be organized in a way to adopt values (Fidan, 2009). Values education mainly takes place around the purposes taking part in education program's affective field and come up affective education. In fact, Demircioğlu and Tokdemir (2008) approach values as located in affective area and affecting our actions and mental phenomena that shape them. At this point, Akbaş (2008) points out that affective education takes place new primary programs under different names and social sciences, social studies, science and technology, mathematic, religious culture and moral knowledge's curriculums include affective features even a little.

Importance of the Study

Studying on value education and phenomenon of value is a difficult task. Value's differences culture to culture and society to society is the main reason of this difficulty and changing of it depending on many dynamics in time (Coşkun & Yıldım, 2009). On the other hand, the concept of value education is not a new concept. Although these concepts are in existence every moment of history and because of curial practices of century, we live in, it again comes to fore and becomes popular (Akyüz, 2012). When we look studies in the literature, studies on value education studied recently is the affirmation of above determination.

Researches on teacher view the field of value and value education in the literature mainly concentrates on preferences of teachers' values, teaching of values and problem encountered (Bektaş, 2012; Coombs-Richardson & Tolson, 2005; Narvaez & Lapsley, 2008; Thornberg, 2008; Üner, 2011; Veugelers, 2000; Willemse, et all, 2005; Yılmaz & Dilmaç, 2011). On the other hand, many researches have been studied on values of students, gaining of the values, places (content) of value and impact, initially social science, in various programs (Aladağ, 2012; Balcı & Yanpar Yelken, 2013; Bulach & Butler, 2002; Çelikkaya, Filoğlu & Öktem, 2013; Deveci & Ay, 2009; Dilmaç, et all. 2011; Erdal, 2009; Ersoy & Şahin, 2012; Husu & Tirri, 2007; Katılmış, Ekşi & Öztürk, 2011; Keskin, et all. 2012; Merey, Kuş & Karatekin, 2012; Such & Walker, 2004; Taşdemir, 2012; Tay, Durmaz & Şanal, 2013; Yaşar & Çengelli, 2012; Yeşilyurt & Kurt, 2012; Yiğit & Dilmaç, 2011; Yiğittir & Öcal, 2010; Yiğittir & Öcal,2011). Quantitative method has been used in this study and also focused opinions of teachers.

It hasn't been possible to say studies about values education in a new stage. For this reason, it is recommended that studies on process of value education should be studied about these topics; roles of teachers in process, place of value education in our education system, citizen education and value education, value education in the process of pre-service teacher training process (Balcı & Yanpar Yelken, 2010). In this regard, it is considered that this study, using qualitative and taking trio of teacher, administrator and curriculum, will offer new contributions.

Aim of the Study

The aim of this study is to determine the role and importance of values education with the spiral of education administrator, teacher and curricula. In line with this general aim, answers to the following question were sought:

1. Do you believe importance of values education?
2. Is there any activities in your school about values education?
3. Do your teachers care about values education?
4. Do you think that enough place is given to values education in curricula?
5. What do you suggest about values education to be more effective?

Method

In this section of the study, information about the study design, study group, data collection and data analysis are given.

Research Design

This study which is designed as a qualitative research approach is carried out using "case study" design. As the aim of case study is to reveal results about a certain case, the results obtained are not generalized to different cases (Yıldırım & Şimşek, 2006).

Study Group

The study group is composed of 43 participants, who study in Mevlana University Social Science Institute master of Education Administration, Supervision, Planning and Economics in the academic year 2012-2013.The study group was chosen with "easy to reach case sampling" method. In this method, the researchers choose a case which is close and easy-to-reach (Yıldırım & Şimşek, 2006). Demographic characteristics about study group are given in Table 1.

Table 1. Demographic characteristics of study group

Gender		**f**	**%**
1	Female	4	11,76
2	Male	30	88,24
The Type of School		**f**	**%**
1	Primary School	28	82,35
2	Secondary School	6	17,65
Title		**f**	**%**
1	School Administrator	18	52,94
2	Teacher	16	47,06
Seniority		**f**	**%**
1	1-5 Years	3	8,82
2	6-10 Years	7	20,59
3	11-15 Years	16	47,06
4	16 Years and more	8	23,53
General Total		**34**	**100.00**

Data Collection Tool

To collect data "semi-structured interview forms", which were developed by the researchers and which is composed of five open-ended question and instruction as to how to fill in the form. This form was sent to two experts in the field and one language experts for its suitability to purpose, clarity and understandability and according to feedback from them it was re-arranged to have its final form. Following this method, the researcher tried to achieve content and face validity of the measurement tool. As a matter of fact, Büyüköztürk (2007) emphasizes that content and face validity of measurement tool can be assessed with expert views.

Data Collection and Analysis

Data collection tool is applied in master course in Mevlana University in 9-10 May 2013. The researchers informed the study group about the significance and scope of the study and how to fill in interview form. Those who volunteered to take part in the study were applied the data collection tool and the application lasted 30 minutes.

Data from interview form were first recorded as word document and then transferred to NVivo 8 qualitative data analysis program and submitted to content analysis to analyze. The essence of content analysis is to group similar concepts and themes together and interpret and present them in a way understandable to reader (Yıldırım & Şimşek, 2006). In the process of analysis, the views teachers expressed with regard to the extend teachers use common teaching principles and the problems they encounter when using these principles were analyzed and the resulting themes were modeled in a way to show the relation between them. The thickness of the arrows which show the relations in the model indicates the number of references to that theme. This numeric value obtained was used to determine the thickness of arrows in 1n to 5n range. The thicker the arrows indicating themes increases, the number of reference increases as well.

In a qualitative study by Yıldırım and Şimşek (2006), they emphasized that validity of the study is achieved with expert view, participant confirmation and detailed description and reliability of the study is achieved with consistency and confirmation examination. The results obtained were confirmed by five participants to achieve validity of the study. To achieve reliability, an outsider expert was asked to analyze raw data and the correlation between his results, interpretations and suggestions and those of this study was examined. On the other hand, detailed quotations were made from the results of the study to reflect the essence of the views in relevant theme to increase the quality of the study.

Findings

In this section, findings have been given considering the sequence of questions.

1. Analysis about the Beliefs on Values Education's Importance

Thanks to the qualitative analysis, model is located in Figure 1. Besides, the number of attribution and the views of teachers and administrators about the importance of values education are located in Figure 1. In addition to this, opinions, obtain from believing about importance of values education, are given with details below, these are loadings (the number of references made to the theme) that maximum number of loads and opinions in these themes.

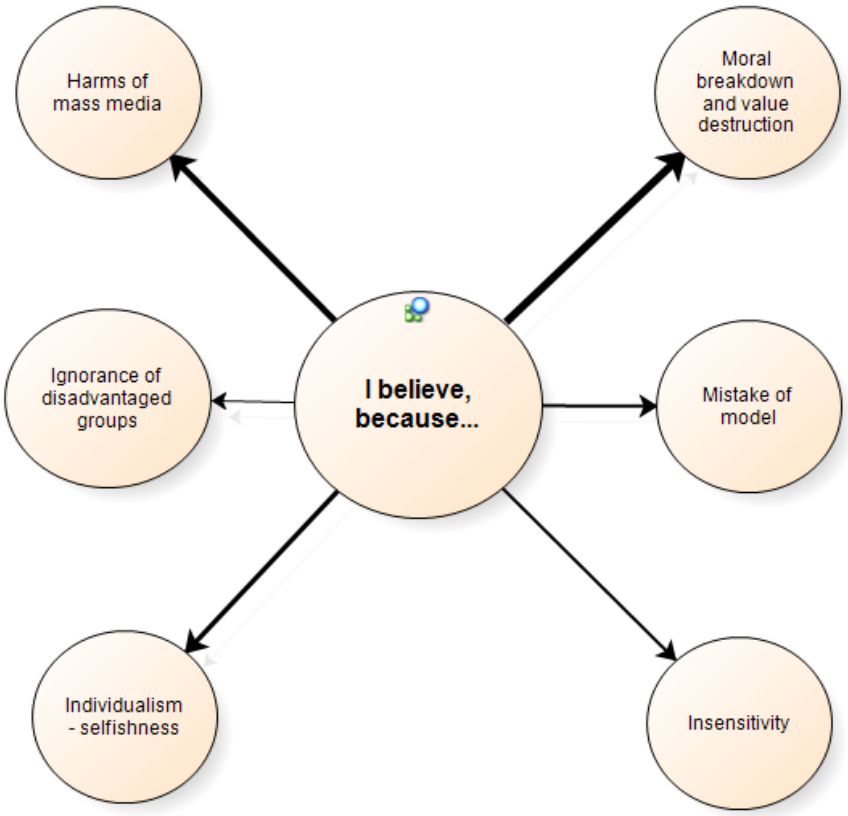


Figure 1. Schematic views on analysis about the beliefs on values education's importance.

Moral breakdown and value destruction: The most loading has been found on this theme. Directors and teachers believe that most important thing is the importance of values education. Because, there is collapsing of moral and value erosion. Reference views have been illustrated below.

> *"Yes, I believe the importance of values education. I think that in daily life, immoral situations should be prevented. Moral erosion has been living in society. The disrespectfulness of other people's right, law has increased… (1, Director, Man)"*
>
> *"The principles of moral are crushed and it is seen as a normal thing, love and respect are unimportant, telling lie and earning money but in an unlawful way, sexuality is getting important… (2, Director, Man)"*
>
> *"The elements of society are important. For example; truth, trust, helpfulness, loyalty, lie, gossip, sexuality, bad words, pride, respect, love etc. topics are problematic… (18, Teacher, Man)"*

The harms of mass media: Secondly, the most loading are made on this theme by participants. They emphasize that the harms of mass media tools bring about value erosion. The views of participants are below and they have been illustrated.

> *"Television, internet, mobile phones etc. cause serious problems for children. For these reasons, young's behave to their parents disrespectfully. Values education are necessary. (8, Teacher, Man)"*

Individualism-selfishness: One of theme is individualism regarding the belief that value education is important. The views of participants are below.

"... Personal benefits are more important than social benefits, doing everything for personal benefits and it is seen as normal, people who think like that are increasing, shortly individualism is crucial. (2, Director, Man)"

"... In the classroom, students behave disrespect to each other. They don't show any respect, they behave individually. They never think other things. (9, Teacher, Man)"

"... Nowadays, individualism is important in society. Friendship, helpfulness, truth etc. are decreasing. (15, Director, Man)"

Insensitivity: Important parts of the participants say that there is insensitivity in the society. Examples about this theme are below.

"... There is a thick-headedness in society .Insensitivity is getting increasing. Moral values are degenerating. Youngs who have self-confidence are growing up but self-confidence are abusing. (21, Director, Man)"

Mistake of model: Another factor is mistake of model. Directors and teachers think that is one of the reasons for value education. Participants think those children and youth's appropriate wrong models. The views of participants are below as an example.

"... Some societies affect other societies which have weak value system. Because of technology, people are trying to be same as foreign singers and footballers instead of Mevlana, Yunus, Hacı Bektaş etc... (5, Teacher, Man)"

Ignorance of disadvantaged groups: One of the participants agrees that disadvantaged groups are actually ignored and underestimated. So, value education is necessary. That person say that *"... decrease in respect, love and greeting each other; undermining the value of elders and youngers, neighbors, ill people, people with special needs even the animals (1, Director, Man)*

2. Analysis about Activities which are made in Schools for Value Education

A model is prepared for the analysis regarding activities which are made in schools for value education, and the model is illustrated in Figure 2. Themes formed by teachers' opinions and the themes that have maximum load are given with detail in Figure 2. Besides, there are lots of opinions about value education activities and themes are described below.

Weekly-monthly board: The most loading are found on "weekly –monthly board" theme. Research show that firstly the preparation of weekly or monthly boards are suggested by directors and teachers. Two opinions giving the foundation for this theme are shown below.

"I prepare monthly wall panel for value education; I get somebody to do story, drama, art activities, sing, project and invite guardians of students. (3, Teacher, Woman)"

"Firstly, a plan is made. Teachers separate and topics are distributed. Responsible teachers have prepared wall panel in school every week. About topic, boards are made in every class. (30, Teacher, Man)"

Displaying exemplary behavior: According to directors and teachers, the most second loading is on this theme. Views giving the basis of this theme are below.

"Exemplary behaviors are being shown at wall panel. Students who behave truly win reward. Thankful letters are sent to their families.(25,Teacher,Woman)"

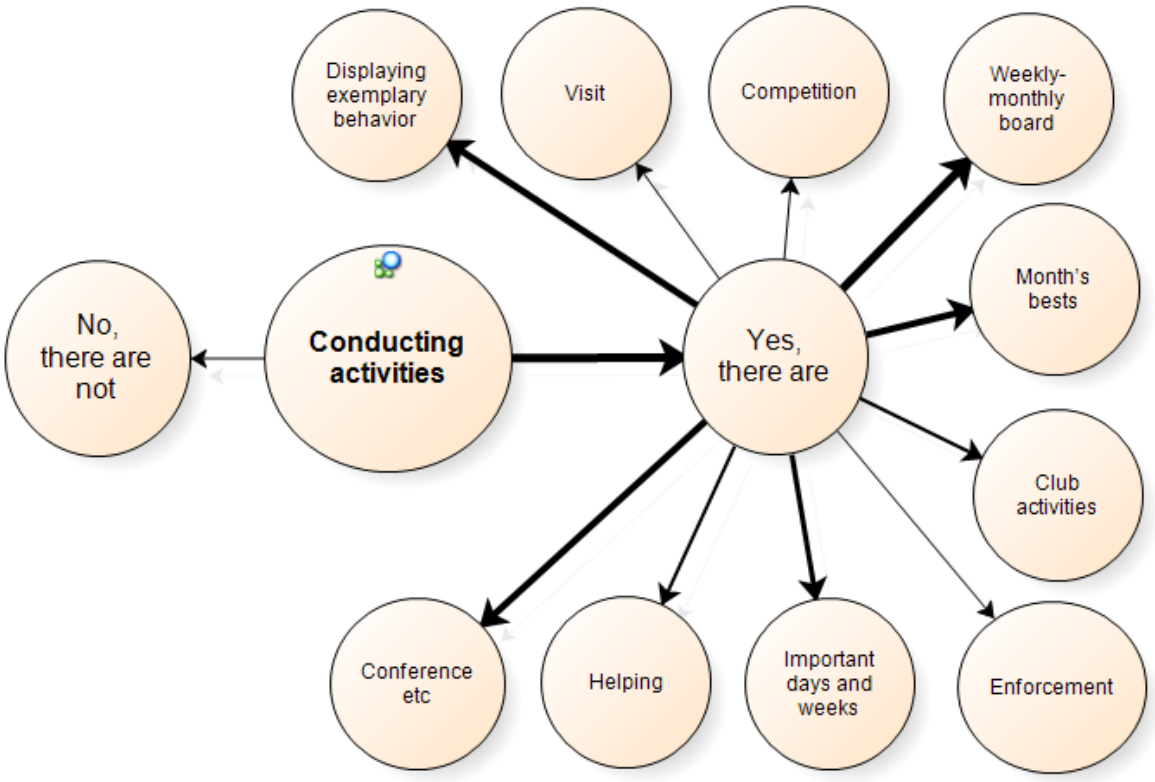


Figure 2. Schematic views on activities related to values education in schools.

Conference etc.: The most load achieved by teachers and directors is on the theme called "conference etc.". The view referencing to this theme is as follows: *"We make presentations about one theme every month, actually this duty is school guide teacher's duty. (2, Director, Man)"*

Month's bests: This theme is among the themes that most loads happened. For example *"…Activities regarding the most clear class, the most loved student and why he or she is picked are prepared…"(32, Director, Man).*

Important days and weeks: Important part of teachers and directors agree that important days and weeks should be celebrated at schools. One of the participants stated *"we arrange several activities in national and spiritual days like March 18, April 23. (16, Director, Man)"*

Club activities: Another theme is obtained thanks to data analysis. Important part of teachers and directors agree that club studies are useful for value education. About this theme, one of the participants says *"At club studies, some studies carry on about value education. For example, there is a value education club. Besides, at guide hours, topics are processing about value education. (18, Teacher, Man)"*

Helping: Some of teacher and director say that helping one another is an activity for value education. One of them*: "… Some money is picked for students who live earthquake, flood or a disaster; some projects are prepared for refugees. (24, Teacher, Man)"*

Competition: One of the themes is competition for value education. Sample view: *"With different value topics (picture, poem etc.), competitions are arranged. (8, Teacher, Man)"*

Enforcement: Another activity which is done at school is having someone do something. This theme's reference view: *"... To decrease using jargon words at school, small money punishments are arranged; so having someone does something theme occurs and money is used for charities. (1, Director, Man)"*

Visit: There is "visit" theme for value education but it is found at the end of the line. *"We are visiting students who haven't got any parents (15, Director, Man)" and "Visits to the old people's home are being made. (25, Teacher, Woman)"*

3. Analysis about the Solutions of Teachers on Importance of Value Education

Model formed based on the analysis regarding the importance teachers and directors give to the value education are shown Figure 3 via themes.

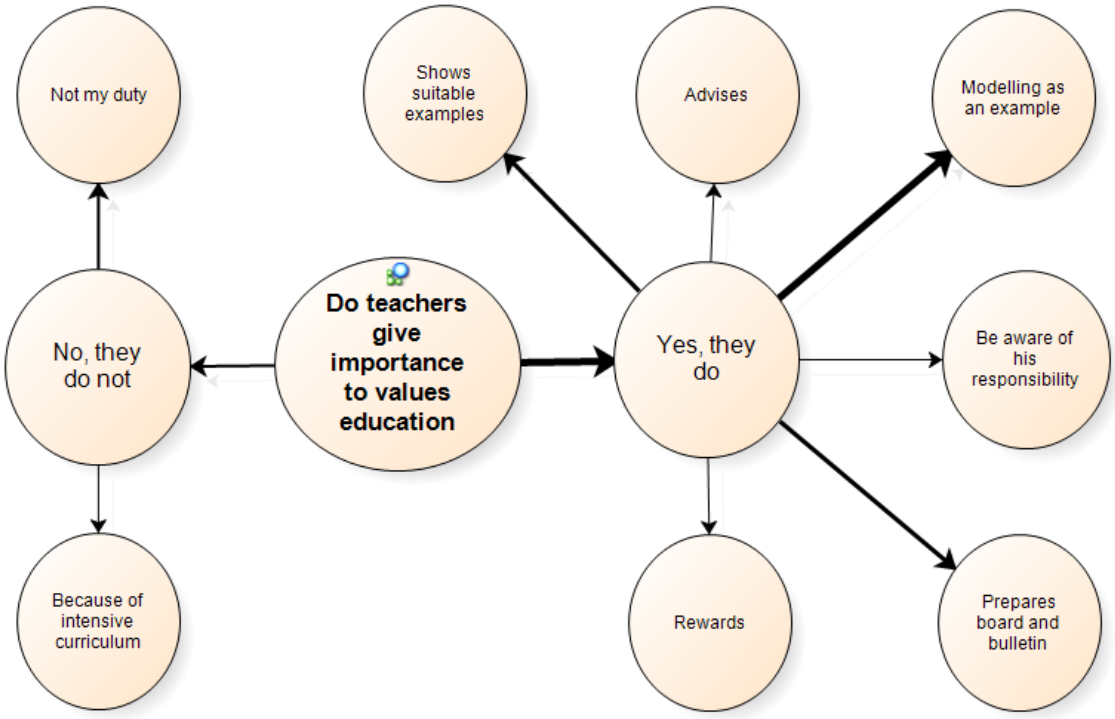


Figure 3. Schematic views on teachers and administrators' importance given to values education.

Yes, teachers give importance for value education: The most part of teachers and directors in this study say that teachers give importance for value education. Samples and sub-themes are below.

Modeling as an example: Data show us that teachers give importance for value education but most loading is on this theme. According to participants, teachers both give importance for value education and they behave as a role model. Reference views are below.

> *"...Behave honestly, attributing lesson on time, correcting wrong behaviours immediately are crucial. (9, Teacher, Man)"*
>
> *"Teachers should behave as a sample for job moral (20, Director, Man)"*
>
> *"School bus and meal are given to the students who have financial problems. Orphan children are followed and teachers always help them... (21, Director, Man)"*

Shows suitable examples: It is another theme. Teachers and directors give examples from national and spiritual values. It is seen that teachers give importance for value education. Reference views are below.

> *"... Giving examples from national and universal values. (2, Director, Man)"*
>
> *"... I'm giving several samples at lesson. For example; legends, sample situations etc. (34, Teacher, Man)"*

Prepares board and bulletin: The most loading is on this theme. Teachers make wall panel and brief reports, it means that they give importance for value education. Reference views are below. *"Teachers prepare wall panel at classes about value education ... (30, Teacher, Man)"*

Advises: Teachers' role as consults is recognized that they give importance to the value education. One of the participants says that *"It is difficult to say "yes" for all teachers. Being a volunteer consultant, visiting families show that teachers give importance for value education. (2, Director, Man)"*

Beware of his/her responsibility: Slightly less number of teachers and directors think that teacher support value education because they see it as duty. Reference view: *"... Some teachers think that it is not a duty but responsibility. (27, Director, Man)"* and *"... At the beginning of the lesson, I explain our values. This is my duty. I explain our values at guardian conference. (29, Director, Man)"*

Rewards: Reward is recognized as an indicator that teachers give importance to value education, so the final theme is "reward". It can be summarized like that: *"... Teacher prepares a list which includes moral rules at school. When children obey the rules, they are awarded with a star. Most star means that most award. (31, Director, Man)"*

No, teachers do not give importance to the value education: Part of the teachers and directors say that teachers do not give importance to value education. Samples and sub-themes are below.

Not my duty: One of the reasons for teachers' opinion that value education is not important is the underlying belief that "It is not my duty". Some of the participants agree that value education is not teacher's job. The view of this theme:

> *"Teachers whom I saw do not interest in value education and they believe that it is nonsense. Actually, some teachers want to cancel activities about value education. According to them, the view of every family is different so it is not necessary. Teacher is responsible for his or her lessons. (7, Director, Woman)"*

Because of intensive curriculum: At a second line, this theme is found. The reason behind why teachers do not give importance to value education is because teachers' belief that curriculum is dense and intensive. *"Actually, our teacher cannot do more things for value education. Because, our list of courses is dense and time is not enough. So, we cannot do many studies. (8, Teacher, Man)"*

4. Analysis about the Giving Place to Values Education in Curricula

Thanks to analysis, model is obtained and it is at Figure 4. Figure 4 is formed based on teachers and administrators' opinions that value education is given enough importance in curriculum.

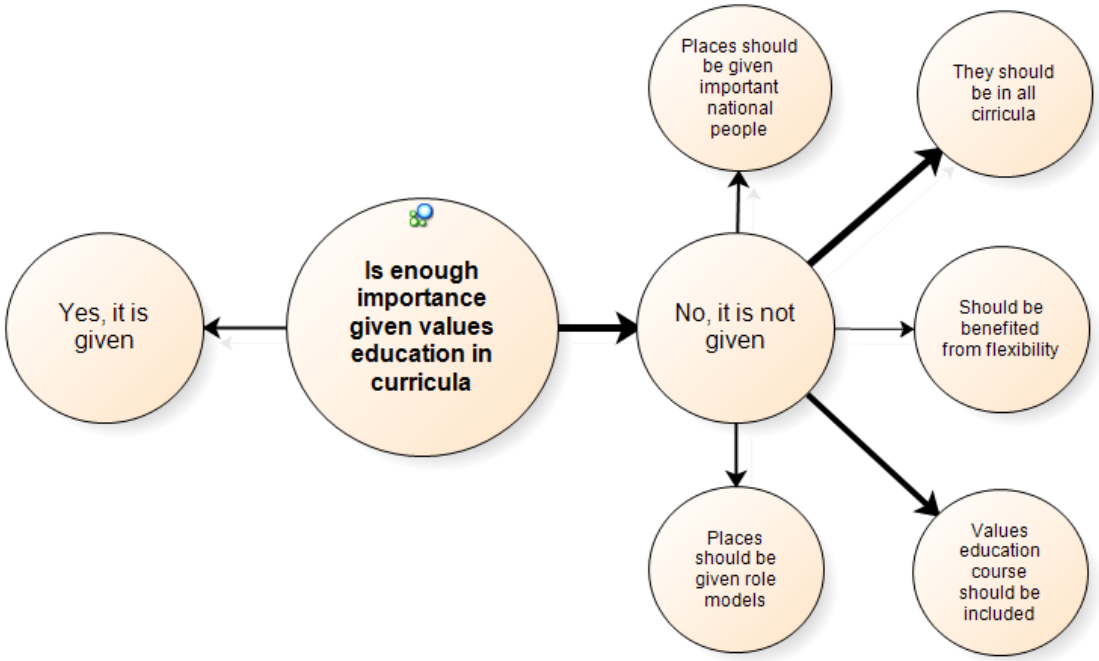


Figure 4. Schematic views on analysis about the giving place to values education in curricula.

Yes, it is given: The only a few part of teachers and directors think that value education is given enough places in curriculum. Reference views are below.

> *"Yes, there are concepts about value education at lesson books. How much is it examined should be controlled. Who chose it and adopt it? The most important point is that value education is found but who? (28, Director, Man)"*

No, it is not given: It is seen that most of the participants think value education is not given enough importance in curriculum. Sub-themes and samples regarding these themes are below.

They should be in all curricula: Most loading is obtained on this theme. Reference views are below. *"Value education should be at all lessons. Teacher should teach truth helping and virtue. (33, Director, Man)"*

Value education course should be included: Second most loading is obtained on the theme that "value education course should be included". If value education lesson is added, it will gain more qualification. Reference views are below.

> *"… List of courses should be decreased and every year value education lesson should be implemented… (24, Teacher, Man)"*
>
> *"Value education lesson can be added. (27, Director, Man)"*
>
> *"Value education is sometimes mentioned but it should be more and lesson booklets should be made. (30, Teacher, Man)"*

Places should be given role models: Participants believe that sample people would contribute to the value education courses. The view of this theme is as follows: *"Value education is not enough at lesson context. So, sample people and situations should be added to the value context. (34, Teacher, Man)"*

Places should be given important national people: It is shown that value education is not given much importance because according to some of the participants, national characters do not take expected attention. Reference views are below.

> *"… I'm a Turkish teacher, texts are not picked from valuable writers and poets (like Yunus Emre, Mevlana, Hacı Bektaş Veli, Yahya Kemal and others).Most writers are heard firstly. (23, Teacher, Man)"*

Should be benefited from flexibility: Small number of participants' opinions created the theme that "should be benefited from flexibility". The main idea is that benefiting from flexibility that curriculum approves, value education can be more emphasized. The opinion is as follows: *"it is not given enough place. So, we, as teachers, should fulfill this role. For example, choosing of reading texts from Turkish course books can be examined. Performance assignments or Project homework regarding this issue can be given to students" (9, Teacher, Male)*

5. Analysis about the Suggestions for Value Education to be More Effective

Qualitative analysis regarding participant teachers' and directors' suggestions for value education to be more effective are shown as a model in figure 5.

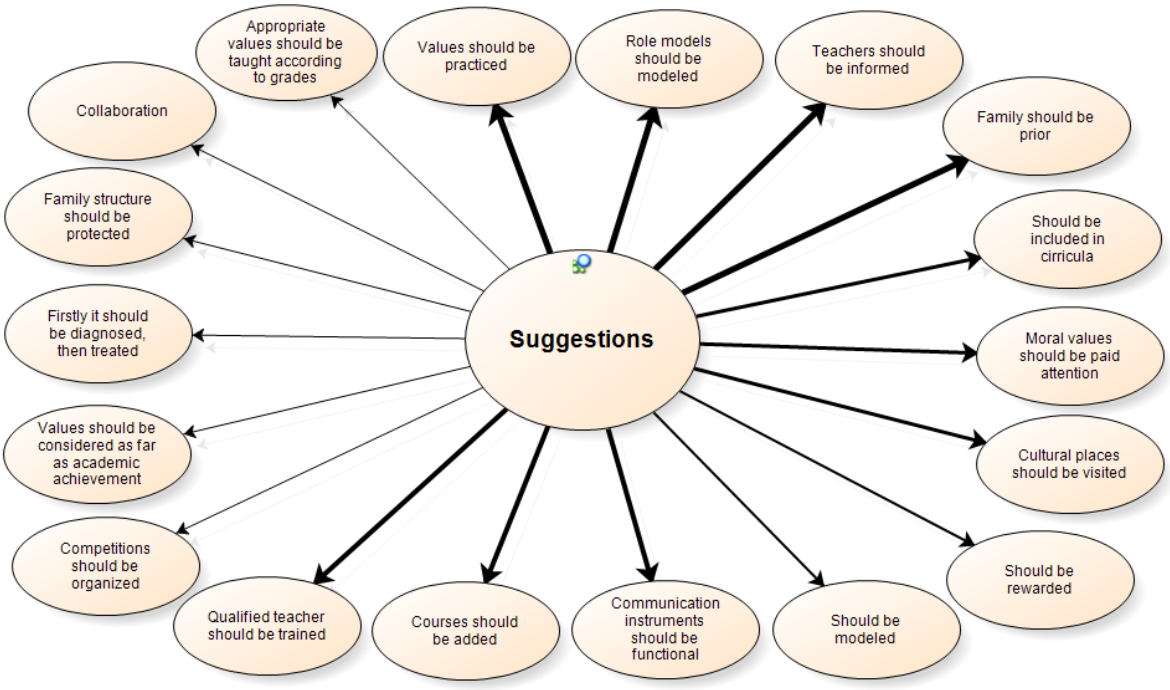


Figure 5. Schematic views on suggestions how to be values education more affective.

Family should be prior: Thanks to qualitative analysis, second most loading is on this theme. Important duty of families has been agreed. Reference views are below.

> *"… Family should be careful about value education. Because everything starts from family. Family should follow their children. Family should be the first for value education. (16, Director, Man)"*

Values should be practiced: It is another theme at a second line. If values are applied, their education will be more effective. Reference views are below.

> *"If everybody plants a young tree, we will have forest one day. In my opinion, everybody should live values education. (3, Teacher, Woman)"*
>
> *"Firstly, we should meet our children good examples and try to apply it. But children see that these values are not applied at families, teachers, media etc. Because, children do what they see in the past. Shortly, youngs should behave according to values. (4, Teacher, Man)"*

Teachers should be informed: The most loading is on this theme. Teachers should be made conscious. Reference views are below.

> *"Teacher who should give value education. Firstly, the importance of value education should be mentioned to the teachers. (12, Teacher, Man)"*
>
> *"Teachers should be informed by experts, the importance of value education should be explained ... (21, Director, Man)"*

Role models should be modeled: It is another theme about value education. Reference views are below.

> *"Important people should be seen as a model (like Hz. Muhammed, Yunus, Mevlana, Hacı Bektaş, etc.).(8, Teacher, Man)"*
>
> *"Famous footballers, singers should be watched to the students, it will be useful for their value education. (13, Director, Man)"*

Communication instruments should be functional: This theme will be effective for students. The views of participants are below.

> *"Mass media tools affects people so, it should be used for positive aims. (1, Director, Man)"*
>
> *"Films should be made for parents' happiness but it should be about value education. (6, Teacher, Man)"*
>
> *"Several communication tools should be true and instructive. For example: Dramatic news are increasing day by day (14, Teacher, Woman)"*

Qualified teacher should be trained: It is another theme. If teachers are educated, value education will be more fast. Reference views are below.

> *"... Institutions should be in collaboration. According to findings, teacher education programmes should be rearranged and while students are taken to the education faculties, criteria should be arranged. Because if not, teachers cannot give values. It depends on educating good teachers. (21, Director, Man)"*

Courses should be added: Another suggestion is adding lesson about value education. Participants believe that doing this, value education will be useful. This theme is obtained from this sentence: *"Value education will be more useful, if "value education" lesson is added (3, Teacher, Woman)"*

Should be included in curriculum: Important part of the participants suggest that value education should be at curriculum. Reference views are*: "All lessons' contexts should have value education. (8, Teacher, Man)"*

Cultural places should be visited: It is another suggestion for value education. This theme explains *"…Worship places, historical places should be visited and the importance of these places should be explained. (15, Director, Man)"*

Moral values should be paid attention: Important part of the participants agree that this theme is crucial. Reference views are below.

> *"… A person who doesn't have past, will not have a future. So, we should learn Ottoman system, how does this system work? Ottoman's foundation depends on spiritual values and it is seen that it is crucial to give importance to the spiritual values. Shortly, spiritual values should be at all people. (11, Teacher, Man)"*

Themes which are obtained from suggestions are also at findings. At **"awards should be given"** theme, it is suggested that students should be awarded. This example can be given for this theme. *"For value education, chocolate etc. should be given to the children. (19, Director, Man)".* **"He/she should be a model".** This sentence explains it. *"Teachers especially who are at primary school should be an example. (10, Teacher, Man)".*

There are lots of themes about value education. **"Competitions should be arranged".** This theme can be explained like that. *"At schools, a work is made but all teachers and students have tasks. Picture, poem, composition etc. competitions should be arranged between teachers and students… (21, Director, Man)".* At **"Lesson should be considered as success"** theme, there is a suggestion. *"… Schools should focus on lesson success, give importance to the values and moral and be learned our values. Up to you, is that child whose math lesson is 5 point is valuable or another child whose lesson success is 4 but knows values? (24, Teacher, Man)".* **"Before diagnosis, later treatment"** theme is obtained. "*Firstly a diagnosis should be applied. So, lack of values in society should be found. At the end of the work, treatment should be started. (27, Director, Man)".* **Family's structure should be protected.** *"… Value education should be at all societies and people should be educated at every topic. The most important work is family structure should be protected. (4, Teacher, Man)".* **"There should be collaboration".** *"Value education should start from family, and then it should be continued by directors and teachers at schools. Family, school, media and politicians should be careful about their words and actions (5, Teacher, Man)".* **"Values which are taught should be at a suitable class level".** *"At the beginning from primary school to universities same values are being tried to give to students. It is wrong. Values should be at suitable levels. (17, Director, Man)".*

Discussion and Result

Harm of mass media tools, value erosion and lack of moral are real causes of the importance of value education; it is found by teachers and directors. Besides, some factors have appeared (for example: people behave personally, becoming desensitized towards actions, especially young see wrong people as a model and pushing groups that have disadvantage) and these factors cause more believe about value education. Another research studies support these results. At one another research, Yazar (2010) emphasize that value education is affected from bad publications. Likely result is obtained from another research study by Balcı and Yanpar Yelken (2013).

According to findings, schools which don't make activity about value education are found. However, some schools achieve it and generally weekly-monthly wall panel is at the pioneer of these activities. According to participants, another important activity for value education is teacher and director's sample behaviors. The result of the study conducted by Fidan (2009)

shows that living values, modeling, giving importance to the value education are crucial. It is obtained that conferences, panels etc. has been done and the best ones are chosen. Important days and weeks have been celebrated; club studies, helping each other, competitions and visits about value education are other activities. This result has been applied theatrically. Çelik (2009) has same ideas about value education. According to this, Çelik states that informal communication channels are important, so preparing brochures, organizing contests, calling by phone or emailing would contribute to the value education.

According to results of research, most part of the teachers gives importance to the values education. Teachers demonstrate this importance via the ways of behaving as a sample, national and universal values are being shown as a sample, wall panels and journals are being prepared, teachers are also being a consultant, and students who behave suitable are awarded a prize. On the contrary, it is obtained that less part of the teachers do not give importance to the value education with the excuses of excessive courses or the idea that it is not their responsibility. Yazar and Erkuş (2013) say that value education is given based on teachers' will and it is not enough. Similar result from Haydon's (2004) study reports that value education should be given to the teachers and they should be supported.

As a result of this study, it is found that a small number teachers and directors give importance to value education in curriculum. However, majority of participants agrees that value education do not take enough place in curriculum. Lovat and Clement (2008) explain that value education should be at center of teaching and learning activities. But there are another research studies which support results. Ersoy and Şahin (2012) emphasize that there are value analysis at lesson books. However, in course books activities regarding value education focus on telling and value analysis however do not emphasize moral inference, learning by observing and doing. Tokdemir (2007) says that teachers do not find list of enough for value education. Most part of teachers and directors agree that value education should be at all curriculums. Deveci and Tay (2009) have same ideas that several values can be learned with value education; students can gain several values via value education. Results obtained from different researches support each other. In this research, participants state that national and important characters should be given place in curriculum. National and sample people should be added to the value education program. It will be useful. In addition to this, in this research it is stated that flexibility provided by the curriculum should be benefited in value education.

When the suggestion for effective value education is taken into consideration, the most powerful suggestion is that family should be given priority. A research has been done by T.R. Prime Ministry (2010) Family and Social Research Principality and this research shows that %83,7 have same opinion, family should be at the first line. At Barni (2011) and others' research, family is found crucial for value education. But Türk's (2009) research shows that families do not give enough time to their children for value education. Participants agree that value education will be comprehended if values are applied. Teachers should also be made conscious.

To be more effective on value education, national and universal people should be seen as a model, communication tools should be functional, good teachers should be ready and lesson should be added. And also, value education should be at curriculums cultural places should be visited, spiritual values should be important. In addition to this, giving awards, being model, arranging competitions, protecting family structure, making collaboration, considering levels will be more effective for value education. Other research results support the findings of this research. Helton and Helton (2007), value education should be given to all students whatever

the students' belief background. A research studied by Ekşi and Okudan (2011) shows among its results that values should be interiorized with consolidation. Güleryüz and Özen (2012) say that level of students should be considered while arranging activities for value education. Gömleksiz and Cüro (2011)'s research studies show likely results. Obtained results are covered programmes should be preferred, school-family collaboration should be improved and level of students should be considered for value education.

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