TEACHERS' VIEWS ON CHARACTER/VALUES EDUCATION IN SCHOOLS

Abstract: The purpose of this study is to depict the character /values education in schools through teacher views. This study is mainly based on a descriptive survey model. Quantitative and qualitative data collection techniques were used together in the study. The study group of the study is two public secondary schools in Aydın Province and two public secondary schools in İzmir, in Turkey. A questionnaire was applied to 66 teachers who wanted to participate in the research and semi-structured interviews were conducted with 23 teachers. The percentages, frequencies and averages of the quantitative data were calculated. Qualitative data were analyzed through content analysis. According to the results of the research; the meanings of character/values education are moral development, social benefit, honesty, personality development, love-respect for teachers. The influence of the family is higher than the other factors (media, peer, school and teacher) on character /values education. Family communication is the most effective factor in the family features on the development of character/values. In the media features, the purpose of using the internet and the type of TV programme have the highest effects on the development of the character/values. Educational factors such as the quality of teachers, profession-love, and openness to improvement are the most influential factors on character/values education. Lessons' effects on characacter/values education such as Religious Culture and Moral Knowledge, Guidance and Career Planning, Social Studies and Turkish are higher than the other lessons. The achievements related to the character/values education have not been sufficiently achieved. Many values have not been realized in schools although they seem very important.

Keywords: values, education, character education, teachers' views

Kerim Gündoğdu, PhD
Full Professor Adnan Menderes University,
Curriculum & Instruction Dept.
Aydın, Turkey
E-mail: gundogduk@gmail.com
ORCID: 0000-0003-4809-3405

Nurtaç Üstündağ, PhD
Dr. Research Assistant
Adnan Menderes University,
Curriculum & Instruction Dept.
Aydın, Turkey
E-mail: nurtac.ustundag@adu.edu.tr
ORCID: 0000-0002-2014-6571

Mehmet Altın, PhD
Dr. Research Assistant
Adnan Menderes University,
Curriculum & Instruction Dept.
Aydın, Turkey
E-mail: mehmet.altin@adu.edu.tr
ORCID: 0000-0002-3825-6728

Muhammed Eken
Res. Assist. PhD student,
Adnan Menderes University,
Curriculum & Instruction Dept.
Aydın, Turkey
E-mail: muhammed.ekeen@gmail.com
ORCID: 0000-0002-9390-9218

Okan Yolcu
PhD Candidate,
Adnan Menderes University,
Curriculum & Instruction Dept.
Aydın, Turkey
E-mail: okangor@hotmail.com
ORCID: 0000-0002-3043-1173

Murat Çırakoğlu, PhD
Dr, Principal of Atakent Erdogan Kibarer Middle School,
Izmir, Turkey
E-mail: cmurat0904@hotmail.com
ORCID: 0000-0003-1079-7079

INTRODUCTION

The character of the individual consists of a combination of unique characteristics and value judgments of the environment (Gündoğdu, 2010). The virtues such as benevolence, honesty and courage are accepted as a character trait, and characterization is used for the character and the person who possesses these virtues (Hökelekli, 2011). The character of the individual consists of three parts: physical, mental, cognitive and moral. Since these elements come together, the individual's character begins to be shaped and the individual should be educated at a very early age (Uysal, 2008).

According to Bakioğlu and Sılay (2011), character education states that values such as honesty, fairness, responsibility, respect for themselves and others, being a good citizen should be adopted by the society. Character education tries to develop these values by revealing these values that exist in the nature of the person. What is essential in character education is the ability to convert morally appropriate behaviors into habits (Orhan, 2013). The place where the individual's education can take place first and foremost is the family. The attitudes and behaviors of the family towards the child are of great importance for the healthy development of the child (Gökçek, 2007). It is very important in the character education of the individual that the education that the individual receives from the family and the education they receive from the school support each other by providing effective cooperation with the family (Erdem, 2005).

Character education is to deliberately shape all aspects of school life in order to develop positive character in an individual (Avcı, 2011). Ryan (1993) argues that schools should play a leading role in helping students find good and righteousness and develop their character. In the Turkish Education System, in the National Education Basic Law No. 1739, considering the virtues such as self-confidence, sociality, patience, tolerance, love, peace, benevolence, honesty, honesty, justice, patriotism, protection and development of cultural values, democracy and self-respect. these virtues. When the content of the Basic Law of National Education No. 1739 is examined, it is seen that it reflects the characteristics of character education (Orhan, 2013). Adopting, protecting and developing the national, moral, human, spiritual and cultural values of the Turkish nation; family, homeland, loving the nation and always trying to glorify, and so on. The task of training generations is given to schools and educational activities in schools, teaching programs, textbooks are prepared taking these items into consideration (Koç, 2013). Modeling and teacher behavior have an important role in character education. Therefore, when teachers consider their modeling behaviors such as responsibility, integrity, honesty, courtesy, patriotism etc. can create effective character training with students (Gökçek, 2007).

According to Lickona (1997), the teacher should approach his students with love and respect for effective character education, create a positive classroom climate, include moral problems in everyday life and ensure that they are discussed freely and fairly in the classroom. The teacher should create a positive and democratic classroom environment. In character education, not only family and educational institutions play an active role. Peer groups also play an important role in the development of the child's personality (Kılınç, 2011). While children are oriented towards families in primary school ages, they later turn to peer groups. The effects of this group are often above the influence of parents and teachers (Gündoğdu, 2010). Peer groups have the power to influence young people positively and negatively in the development of personalities outside the school, in the choice of profession, in school selection, in cigarette, alcohol, drug use, and towards illegal behaviors and therefore the effect on character education is very important (Torun, 2007). . Mass media has destroyed the national borders with the technology they have, causing the social and cultural features of the countries to interact (Taylan and Arklan, 2008).

In terms of value definitions, the most frequently emphasized concepts, beliefs and tendencies, normative standards and objectives are related to values (Mehmedoğlu, 2006). Value is the belief that something is desirable or undesirable (Güngör, 1993). Basaran (1995) defines the value as the quality and quantity that determines the

importance of an object, process, idea and / or action in the organization and states that they are used as a tool in the evaluation of the object, process, idea and / or action. The concept of values education constitutes the basis of the learning in the affective field. In his research on Bloom's complete learning theory, he emphasizes that affective qualities play an important role in the success and influence of individuals (Bloom, 1998). Different contents from ethics to aesthetics, sexuality education and health education can be made subject to education under this name (Kaymakcan and Meydan, 2012). Values education; to reveal the values that exist in the students and to develop them, to introduce the values that the school deems important (Yiğittir, 2009). Values education has two purposes in order to ensure that individuals are happy by living a characterful life and to ensure that the peace and happiness of the individual is reflected in society (Uysal, 2008).

Educational institutions should be involved in the creation of values as part of social life, not only where values are lived, but also places where values are created. Educators state that it is necessary to give importance to values education, which is the common point on which society unites, while preparing the education programs (Bakioğlu & Sılay, 2011). In addition to being emphasized in educational programs, values are also included in the learning environment created by the teachers in the classroom, the implementation of activities as well as their attitudes and behaviors towards students (Veugelers and De Kat, 2003). The school environment and in-school interaction areas provide a socializing environment for values. The perception of value is expected to have a significant effect on teachers' view of life, the methods they prefer in teaching values and their attitudes towards the profession (Balcı and Yanpar Yelken, 2010).

Purpose of the Study

The purpose of the study is to describe the current situation of character/values education that takes place in schools through teacher views. Sub-problems to be answered for this purpose ar as follow:

1. What do character/values mean education?
2. What is effective in character/values education of students?
3. To what extent does character/values education take place at school?

METHOD

This study is a descriptive study designed according to the screening model. Survey models are mainly quantitative research approaches that aim to describe a past or present situation as it exists (Karasar, 2012). Survey can be defined as a research material consisting of a series of questions aimed at describing people's living conditions, behaviors, beliefs or attitudes (Thomas, 1998 cited in Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz and Demirel, 2013). Qualitative research methods were also utilized in the study. A descriptive researcher made questionnaire and semi-structured interview forms were used to collect data. Interview is a communication process based on a predetermined and serious objective, based on interaction with the other person asking questions (Yıldırım & Şimşek, 2008).

SAMPLING

In this research, 66 teachers working in two secondary schools in Aydın and two secondary schools in İzmir provinces were surveyed. Semi-structured interviews were conducted with 23 teachers. The personal information of the teachers participating in the survey is presented in Table 1.

Table 1. Personal Information of Teachers Patricipated to the Survey					
Gender	f	%	Branch	f	%
Female	43	65	Turkish Langıage	14	21
Male	23	35	Science & Technology	12	18
Total	66	100	Mathematics	10	15
Experience	f	%	English	7	11
21 years and over	4	6	Religous Culture & Ethics	6	9
16-20 years	17	26	Religous Culture & Ethics	4	6
11-15 years	17	26	Physical education	4	6
6-10 years	21	32	Visual Arts	2	3
0-5 years	7	10	Guidance & Career Planning	2	3
Total	66	100	Music	2	3
Age	f	%	Technology & Design	2	3
51 age and over	3	5	Informatics	1	2
41 - 50 ages	19	29			
31 - 40 ages	30	45			
20 - 30 ages	14	21			
Total	66	100	Total	66	100

When Table 1 is examined, it is seen that 43 (65%) of the teachers who answered the questionnaire were female and 23 (35%) were male. 7 (10%) seniority of 0-5 years, 21 (32%) seniority of 6-10 years, 17 (26%) seniority of 11-15 years, seniority of 16-20 years 17 (26%) and 4 (6%) teachers participated in the study. The age ranges of the teachers were 14 (21%) for 20-30 years, 30 (45%) for 31-40 years, 19 (29%) for 41-50 years and 3 (5%) for 51 years and older. shows. When the branches of the teachers participating in the study were examined, 14 (21%) teachers were in Turkish, 12 (18%) teachers were Science and Technology, 10 (15%) teachers were Mathematics, 7 (11%) teachers were English, 6 (9%) teachers were Social Studies, 4 (6%) Teacher's Religious Culture, 4 (6%) Teacher's Physical Education, 2 (3%) Teacher's Visual Arts, 2 (3%) Guidance and Career Planning, 2 (3%) Teacher's Music, 2 (3%) Teacher's Technology and Design, 1 (2%) teachers are IT teachers. The personal information of the interviewed teachers is presented in Table 2.

Table 2. Personal Information of Teachers Patricipated to the Interviews					
Gender	f	%	Branch	f	%
Female	14	65	Turkish Langıage	3	13
Male	9	35	Science & Technology	3	13
Total	23	100	Mathematics	3	13
Experience	f	%	Religous Culture & Ethics	3	13
21 years and over	2	9	Social Studies	2	9
16-20 years	7	30	Physical education	2	9
11-15 years	5	22	Visual Arts	2	9
6-10 years	7	30	Guidance & Career Planning	2	9
0-5 years	2	9	Technology & Design	1	4
			Music	1	4
			Arabic	1	4
Total	23	100	Total	23	100

When Table 2 is examined, it is seen that 14 (65%) of the interviewed teachers were female and 9 (35%) were male. According to the seniority of the teachers, 2 (9%) teachers are between 0-5 years, 7 (30%) teachers are between 6-10 years, 5 (22%) are between 11-15 years, 7 (30%) teachers are

between 16-20 years, 2 (9%) teachers have seniority of 21 years or more. 4 (17%) of the teachers were Turkish, 3 (13%) Science and Technology, 3 (13%) Mathematics, 3 (13%) Religious Culture, 2 (9%) Social Studies, 2 (9%) Physical Education, 2 (9%) Visual Arts, 2 (9%) Guidance and Career Planning, 1 (4%) Technology Design and 1 (4%) Music branches.

DATA COLLECTION AND ANALYSIS

Quantitative data were collected through the questionnaire of character/values education. Qualitative data were collected through semi-structured interviews. In the interview form, the questions were prepared by the researcher in accordance with the purpose of the study together with the literature review. The draft form was finalized in consultation with field experts.

Interviews were held with teachers who volunteered in a selected secondary school in the teachers' room, considering accessibility and volunteering. First, permission was obtained from the school administration for interviews and questionnaires and the subject of the research was introduced to the teachers. Conversations, each lasting approximately 20 minutes, were recorded with the voice recorder. Percentage, frequency and average of the data obtained from the survey were calculated. The qualitative data obtained in the research were analysed through content analysis.

RESULTS

MEANING OF CHARACTER/VALUES EDUCATION

Table 3 presents the findings of the teachers' responses to what character/values education means.

Table 3. Findings related to the meaning of character/values education		
Categories	f	%
Moral development	9	18,4
Social benefit	7	14,3
Honesty	6	12,2
Personality development	5	10,2
Love respect	5	10,2
Helpfulness	4	8,1
the Hoşgr	3	6,1
Responsibility	2	4,1
Diligence	2	4,1
Empathy	2	4,1
Formality studies	1	2,05
Genetic	1	2,05
Stability	1	2,05
self-confidence	1	2,05
Total	49	100

When Table 3 is examined, it is stated that 9 (18.4%) teachers gave moral development response regarding what character/values education means, 7 (14.3%) stated that teachers provided social benefit, 6 (12.2%) teachers' honesty, 5 (10.2%) teacher personality development, 5 (10.2%) teacher love-respect, 4 (8.1%) teacher helpfulness, 3 (6.1%) tolerance, 2 (4.1%) teacher responsibility, 2 (4.1%) teachers worked hard, 2 (4.1%) teachers empathy, one (2.05%) teachers formality, 7 (35%) of the interviews with teachers will provide moral

development of values education, 4 teachers students' personality development (20%).
Similar findings emerged during interviews with teachers. Teachers' responses to what character/values education means are monthly plans, personal development of children, social and spiritual development. The teachers stated that they do monthly studies and they take a value to the centre every month and do studies about it.

WHAT FACTORS AFFECT CHARACTER EDUCATION?

The findings of the teachers' responses to the order of importance (most important 1, not important at all 4) of the factors affecting the character/values education are presented in Table 4.

Table 4.
Findings Regarding the Importance of Factors Affecting Character/values Education

Factors	Ranking
Family	1,57
Peers	2,84
School	3,11
Media	3,14

When table 4. is examined, it is seen that the teachers are in the first place with 1.57 average in the ranking of the factors that are effective in character/values education. The factors that are effective in character/values education are followed by peers (X=2.84), school (X=3.11) and media (X=3.14), respectively. Similar findings emerged during interviews with teachers. The teachers stated the factors that affect character/values education as family, peer, school and lessons and media. The family has been identified as the most important factor by most teachers. The statements of some of the teachers regarding the factors affecting the character/values education are as follows:

T9: *"The first place where values education is given is family. Generally, families do not give their education on this issue and behave irrelevant. The biggest administrative and conscientious responsibility after the family falls to us educators. This deficiency of the family exponentially returns to teachers as a more intensive burden. Unfortunately, the lack of behaviours that need to be gained at critical time also appears here. "*

T4: *"In my opinion, the family takes the first place. If the family, school and environment are all collaborative students, the student is affected. "*

T6: *"Character is the point where the behaviour meets, taken from the family. I think it's genetic. We can correct this with school education. "*

T1: *"Values education means moral education for me. The importance of the family becomes more apparent when we place the moral values in the middle. I think character education ends at the end of adolescence. What is done after that age is futile. What I observe at school is that the children who receive correct family upbringing are quite characterful. "*

T12: *"I think the family is number one as usual, but in recent years media and especially social media have been influential on character. Unfortunately, it is almost impossible for most children to avoid these effects. "*

Table 5 presents the findings of teachers' responses to the order of importance (most important 1, least important 9) of family characteristics affecting character/values education.

Table 5.
Findings Regarding the Importance of Family Characteristics Affecting Character/values Education

Characteristics	Ranking
Family communication	3,22
Parent-child relationship	3,45
Education level	4,07
Beliefs and values	4,59
Socio-economic level	5,39
Living with parents only	5,61
Becoming an extended family	6,58
Settlement (place)	6,90
Close communication with relatives	7,06

When the Table 5 is examined, it is seen that the teachers have the highest opinion that family communication is the most effective factor in character/values education with a mean of 3.22. Parents' association with 3.45 average, education level with 4.07 average, beliefs and values with

4.59 average, socio-economic level with 5.39 average, being nuclear family with 5.61 average, being large family with 6.58 average, respectively.

Is followed by settlement with an average of 6.90 and last relative communication with 7.06.

Similar findings emerged during interviews with teachers. The teachers stated that the family plays a big role in character/values education and especially the communication within the family is effective. The expressions of some of the teachers regarding the family traits that affect character/values education are as follows:

T5: *The main determinant of the maturation of children's character is impressive and most importantly, the family. The main factors such as the education, social, cultural and economic structure of the family have a positive or negative effect on the character of the child. "*

T11: *orum I think the family is very effective in character education. The environment in which the*

child lives, the socio-economic level of the family and the democratic environment in the family are very important. Besides, the education level and belief of the family plays an important role. "

T19: *"The family should be educated and the environment in which the family lives and their relations with each other play an important role.*

T4: *"I do not think that the level of education is very effective in character education. I know many excellent families whose family values are significant but have low educational levels. "*

Table 6. presents the findings of teachers' responses to the order of importance (most important 1, least important 7) of media factors affecting character/values education.

Table 6. Findings Regarding the Importance of Media Factors Affecting Character/values Education	
Factors	Ranking
Purpose of Internet use	2,77
TV shows	2,98
Spending time with TV	3,95
Spending time on internet	4,09
Followed magazine / newspaper	4,36
Quality of magazine / newspaper	4,60
Critical media literacy	5,42

When table 6. is examined, it is seen that teachers are of the opinion that the purpose of internet use is most effective with 2.77 average among the media factors in character/values education. This is followed by television programs with 2.98 average, 3.95 average television viewing time, 4.09 average time spent on the Internet, 4.36 average magazine-newspaper follow-up, 4.60 average followed by the quality of the magazine-newspaper average and 5.42 average last critical media literacy.

Similar findings emerged during interviews with teachers. Teachers stated that media plays a role in character/values education and especially the purpose of using the internet is effective. The statements of some of the teachers regarding the media factors affecting character/values education are as follows:

T6: *I don't think there will be a factor affecting character education more than the series. I think that as the artistic quality of the series increases,*

the power of influence will increase. We read that there is a serious value debate in the Arab world for the popularity of Turkish TV series in the Arab market."

T21: *gibi It seems like it overtook the effect of internet TV on people. Now, more than a TV addiction focuses on internet addiction. Especially social media is the backbone of the internet. Maybe the next generation has already shaped Facebook."*

T5: *"The media, TV and the internet are unwittingly transmitting messages to the subconscious of children."*

T16: *I think TV series are very poor quality and the media should focus on more educational issues. I can say that the issues discussed in the series are very contrary to our values and create a deformation in children. I think that such publications should be limited. "*

T22: Unfortunately, since the media and the internet, which is now the abandonment of our age, are used unconsciously, they have a negative impact on the majority of our youth.

Table 7 presents the findings of the teachers' responses to the order of importance (most important 1, least important 17) of school-related factors affecting character/values education.

When Table 7 is examined, it is seen that teachers have the highest opinion that the quality of teachers is most effective with a mean of 4.93 among the characteristics of schools / teachers affecting character/values education. In this respect,

teacher's love of work (X=5,11), openness to development (X=5.70), individual differences of students (X=5.82), children's self-expression environment (X=6.35), education given in school (X=7.44), the environment of the school (X=8.17), the opportunities the school has (X=8.67), the teacher's in-service training (X=9,10), the economic level of the teacher and the course provided by the school extracurricular activities (X=9.87), qualifications of the school administrator (X=10,01), the school's infrastructure for sporting activities (X=10.64), library and research facilities (X=11.38), the school's private school (X=11.87), the school is a public school (X=12.20), elective course diversity (X=13.55).

Table 7. Findings Regarding the Importance of School / Teacher Characteristics Affecting Character/values Education	
Characteristics	Ranking
Teacher quality	4,93
Teacher's love of work	5,11
Openness of teacher to development	5,70
Individual difference of students	5,82
Children's self-expression environment	6,35
Education at school	7,44
School environment	8,17
School facilities	8,67
In-service training received by the teacher	9,10
The economic level of the teacher	9,87
Extracurricular activities provided by the school	9,87
Qualities of the school administrator	10,01
Infrastructure of the school for sports activities	10,64
School library and research facilities	11,38
Being a private school	11,87
Being a public school	12,20
Diversity of elective courses of the school	13,55

Similar findings emerged during interviews with teachers. It is often stated that teachers have an impact on character education. Particular emphasis was given to the role model of teachers. Some of the teachers' statements regarding school/teacher factors affecting character/values education are as follows:

T17: "The teacher is always a role model. The effect on the student is very high. Our behaviour does not escape the attention of the students.
"T20: As we are in constant communication with students throughout the day, we are setting an example (good / bad). Both our character and the way we talk, even our clothes. "
T8: We have great influence. But we cannot give what we want to give because we expect a teaching-

oriented exam success. Education is neglected. The teacher should be a role model, with all kinds of behaviour."
T3: I think we have a great influence on students because of the conditions we are in. We will be able to touch their lives more if the activities are increased while we are at school. We need to share more with the students outside the classes. "
T12: The most important variable after family is the quality of teachers. Loving teachers who do their job well can influence the character of the students. Especially the attitudes of the classroom teachers are quite high in shaping the character of the students compared to the field teachers. We can understand this very easily from the general structure of the students coming to us.

The findings of the teachers' responses to the importance of the courses in character/values education are presented in Table 8.

Table 8. Findings on the Importance of Courses in Character/values Education		
Views	f	%
Important	34	53,9
Partially important	22	34,9
Not important	7	11,1
Total	63	100

When Table 8 is examined, it is seen that 34 (53.9%) teachers stated that the courses were important in character/values education, 22 (34.9%) teachers were partially effective and 7 (11.1%) teachers stated that they were not effective.

Similar findings were obtained during interviews with teachers. While some of the teachers stated that the lessons were important in character/values education, some did not find the lessons effective. The statements of some teachers are as follows:

T6: Lessons are not important because education is extracurricular. "

T1: Every course has a benefit. But some lessons are more effective. Especially in the subject of Religious Culture and Ethics. Turkish, Visual Arts, Physical Education, Music, Social Studies.

T5: I think that all the lessons taught in the school contribute to character and values education. Social studies, Turkish, Mathematics, Technology and Design, Visual Arts, Music, Physical Education, Religious Culture and Moral Knowledge. When the specific structure of each course is examined, it is seen that the values pass. In some courses, TEOG focuses on teaching anxiety about raising gains. Yetiştirme

T15: I think that the lessons given in the school do not contribute sufficiently to character education. The prerequisite for values education is to provide an environment for the child to use his or her free will. These values cannot be applied sufficiently because of the common curriculum intensity in academic anxiety. "

Table 9 presents the findings of teachers' responses to the ranking of the courses that contribute to character/values education (the most effective 1, the least effective 13).

Table 9. Ranking of Courses Contributing to Character / Values Education	
Dersler	Ranking
Religous Culture & Ethics	2,74
Guidance & Career Planning	3,01
Sosyal Bilgiler	3,76
Turkish Language	3,78
Physical education & sports	6,02
Human Rights	6,24
History of Turkish Revolution and Ataturk	6,72
Science & Technology	6,82
Music	6,94
Foreign Language	7,07
Visual Arts	7,19
Technology & Design	8,29
Mathematics	8,54

When Table 9 is examined, it is seen that teachers think that Religious Culture and Ethics lesson has the most effect on character/values education with an average of 2.74. Guidance and Career Planning (X=3.01), Social Studies (X=3.76), Turkish (X=3.78), Physical Education and Sports (X=6.02), Human Rights (X=6,24), History of Turkish Revolution and Kemalism (X=6,72), Science and Technology (X=6,82), Music (X=6,94), Foreign Language (X=7.07), Visual Arts (X=7,19),

Technology and Design (X=8,29) and Mathematics (X=8,54).

Similar findings emerged during interviews with teachers. Teachers frequently mentioned the importance of Religious Culture and Ethics, Guidance and Career Planning, Social Studies and

Turkish courses in character/values education. The expressions of some of the teachers regarding the courses that affect character/values education are as follows:

T7: *Courses that require communication such as Social Studies, especially Turkish, are important elements of socialization. The interaction-intensive courses are the ones that contribute the most to character education. "*

T9: *I think guidance and religious education are particularly effective on the character. It is also important to know your own history. "*

T14: *"Since Turkish is our own language, it is very important in expressing our situation. Expressing themselves correctly can make them the dominant character. Religious Culture is more related to issues related to the upbringing of individuals with proper character ethics. We can perceive guidance as the basis of character education."*

T2: *"I think that Sports Activities, Music, Painting lessons are important for students to express themselves. They express themselves freely without note and exam concern."*

T16: *"I think that my own lesson is especially decisive in character education. As a result, the course of religious culture fully serves this purpose. The content of the Religious Culture course includes Islamic religion in many circles, but Hz. According to the Prophet, one of the three*

pillars of Islam is undisputed morality. However, serious weaknesses in the character of individuals who have undergone religious upbringing are a separate research topic."

T18: *From my point of view, character education is somewhat limited. As a mathematician, although we do not have much tendency towards this field, it is a fact when we try to be a role-model as a teacher. I think that some of the reading passages of famous mathematicians are related to character education. "*

T22: *As a mathematician, we can think that we have made the least contribution to character education. This is exactly the case for me. I think we should try to contribute to character education not with our mathematician side but with our teacher side. "*

T23: *I think that the general quality of guidance teachers is very important in character education.*

T13: *"I think that universal values such as individual and community education, human love, democracy and morality contribute more to values education in Social Studies, Turkish, Guidance, Religious Culture and Ethics courses.*

T8: *"In fact, all courses can include values education as intermediate disciplines. But I think it will contribute more to the verbal courses such as Turkish, Social Studies and Religious Culture."*

TO WHAT EXTENT DOES CHARACTER/VALUES EDUCATION TAKES PLACE IN SCHOOL?

Table 10 presents the findings of the teachers' responses to the extent to which the character/values education achieves its objectives.

Table 10.
Findings on the Attainments of Objectives in Character/values Education

Views	f	%
Partially Agree	25	38,4
Agree	19	29,2
Do not agree	15	23
Do not agree at all	5	7,7
Absolutely agree	1	1,5
Total	65	100

When Table 10 is examined, 25 (38.4%) teachers agree partially, 19 (29.2%) teachers agree, 15 (23%) teachers disagree, 5 (7.7%) teachers do not and 1 (1.5%) teachers stated that they strongly agree. From the answers given to the questionnaire, it can be said that teachers have positive opinions about the achievement of the aims of character/values education. In the interviews, it is seen that teachers have more negative opinions about the achievement of the objectives. The views

of some of the teachers on this subject are as follows:

T21: "There is no sufficient time, no sufficient environment, nor a teacher who knows what to do about it.

T12: "I don't think there is anything about character education. In this particular effort is being made. Only the students get what they want to get by observing from their friends or teachers"

T16: "The important deficiency in achieving the objectives is the continuity of the values ".

T2: "I do not think that the aims of values education are achieved in this education system. They are trying to gain goals to support the personal development of students, but they cannot be given exactly."

T5: "The aims for the values in the curriculum are not sufficiently achieved due to academic anxiety and activities aimed at raising the common curriculum."

T17: "After seeing a decrease in the respect and love of students even for their teachers, I can say that our values education is useless. Maybe this is the case in our province, but as far as I follow from the press, the problem belongs to our country."

The findings of the teachers' opinions about the importance of the values that are tried to be formed by the character/values education and the degree of realization / observation are presented in Table 11. When Table 11 is examined, it is seen that the honesty of the teachers is very important (80.6%) and they think that it is a little real (51.5%). While traditionalism is seen as important by teachers (37.5%), it is seen that it is a bit (31.5) and very (28.9%) in schools. While empathy / compassion was considered to be very important (81.8%), it was found to be a bit at school (48.4%); While fairness is considered to be very important (87.5%), it is thought that it occurs slightly (48.4%) and less (33.3%) in school. Teachers believe that self-esteem is very important (83.6%) and that it is a little (48.4%) and less (30.3%) in the school. Democratic thinking is again seen as very important (89.5%), but it is thought that it takes place at school (40.6%) and less (37.5%). Virtue / virtue is considered to be very important (86%) and it is thought to be less (48.8%) and slightly (39.5%) in school. While self-control / discipline was seen as very important (93.3%), it was less (40.7%) and slightly (37%) in the school; while sportsmanship was seen as important (42.5%) and very important

(40.9%), it was slightly (55.8%) in school; While having love is considered very important (90.4%), it is understood that it occurs a little (40%) and less (40%) in school. Teachers think that courage is very important (68.6%), while it is a bit (34.2%), more (23.7%) and sufficient (23.7%) in school. It was very important to follow the rules (88.2%) and less in the school (50%); while respect for human rights is also considered to be very important (94.2%), they think that it is less realized in school (43.7%).

While pride was considered to be very important by the teachers (47.9%), it was observed to be a little bit in the school (40.5%); humility was seen to be very important (71.6%), while it was slightly realized in school (56.2%); while honor was seen as very important (81.1%), it was slightly realized in school (60.6%); while loyalty / commitment was seen to be very important (73%); while social responsibility was seen as very important (80.3%) and less (48.5%) in school; and slightly (42.4%). Generosity is very important (73%), while it is a bit realized in school (42.8%); sharing is again very important (69.8%), but it is a bit realized (40.6%); piety was significant (44.9%) and was slightly higher in school (38.9%); it was found that fraternity was very important (56.2%) and was slightly more frequent in school (52.6%); attention is very important (68.9%) and is thought to be a little bit (45.9%) in the school. While patience was considered to be very important by the teachers (73%), it was found to be a bit at school (43.3%); while politeness /courtesy was considered to be very important (71%), it was less frequent in school (38.2%); while optimism was considered to be very important (76.4%), it was slightly realized in school (45.7%); while competitiveness was considered to be very important (43.7%), it was slightly realized at school (47.3%); while the spirit of cooperation / teamwork was seen as very important (58.9%), it was slightly realized in the school (45.7%); wisdom / wisdom was found to be very important (72.3%), while it was low in school (44.1%); While hospitality is considered very important (66%), the opinion that it takes place at school (30.7%) is predominant. Based on these findings, while almost all values are considered very important by teachers, the realization / observation level of these values is not considered sufficient.

Table 11.
Findings Related to Importance and Realization of Values in Schools

Values	Importance level										Degree of realization									
	Very		Quite		Some		Little		Not		Very		Quite		Some		Little		Not	
	5		4		3		2		1		5		4		3		2		1	
	f	%	f	%	f	%	f	%	F	%	f	%	f	%	f	%	f	%	f	%
Honesty	50	80,6			12	19,3					2	6,1	7	21,2	17	51,5	5	15,1	2	6,1
Tradititionalism	9	22,5	15	37,5	10	25	6	15			11	28,9	6	17,1	12	31,5	7	20	2	5,3
Empathy/compassion	36	81,8	6	13,6	2	4,5							5	15,1	16	48,4	10	30,3	2	6,1
Being fair	42	87,5	3	6,2	3	6,2					1	3,0	3	9,1	16	48,4	11	33,3	2	6,1
Self-esteem	41	83,6	5	10,2			3	6,1			1	3,0	3	9,1	16	48,4	10	30,3	3	9,1
Democratic thinking	43	89,5	1	2,0	1	2,0	2	4,1	1	2,0			3	9,4	13	40,6	12	37,5	4	12,5
Virtuousness / virtues	43	86	3	6,0	4	8,0							2	4,6	17	39,5	21	48,8	3	6,9
Self-control / discipline	42	93,3	1	2,2	1	2,2			1	2,2	1	3,7	2	7,4	10	37,0	11	40,7	3	11,1
Sportsmanship/Fair play soul	23	42,5	18	40,9	13	29,5							4	11,8	19	55,8	9	26,4	2	5,8
Having love	47	90,4	4	7,7	1	1,9					1	2,2	7	15,5	18	40	18	40	1	2,2
Courage	35	68,6	9	17,6	7	13,7					9	23,7	9	23,7	13	34,2	5	13,1	2	5,3
Following the rules	45	88,2	4	7,84	2	3,9					1	2,9	1	2,9	11	32,3	17	50	4	11,7
Respect for human rights	49	94,2	1	1,9			2	3,8			1	3,1	3	9,4	12	37,5	14	43,7	2	6,2
Pride	23	47,9	9	18,7	9	18,7	3	6,2	4	8,3	9	24,3	6	16,2	15	40,5	7	18,9		
Humility/Modesty	38	71,6	11	20,7	2	3,7	2	3,7			1	3,1	2	6,2	18	56,2	10	31,2	1	3,1
Honor	43	81,1	6	11,3	2	3,7	2	3,7			1	3,0	5	15,1	20	60,6	6	18,1	1	3,0
Loyalty/fidelity/loyalty	38	73,0	10	19,2	4	7,7					4	11,8	2	5,9	19	55,9	8	23,5	2	5,9
Social responsibility	41	80,3	6	11,7	2	3,9	2	3,9					1	3,0	14	42,4	16	48,5	2	6,1
Generosity	38	73,0	10	19,2	4	7,7					4	12,5	5	14,3	15	42,8	9	28,1	2	5,7
Sharing	37	69,8	9	16,9	7	13,2					1	3,1	7	21,9	13	40,6	9	28,1	2	6,2
Piety	22	44,9	10	20,4	9	18,3	6	12,2	2	4,1	6	16,6	8	22,2	14	38,9	5	13,9	3	8,3
Frugality	27	56,2	10	20,8	9	18,7	2	4,2			6	15,8	3	7,9	20	52,6	8	21,0	1	2,6
Carefulness	31	68,9	7	15,5	7	15,5					5	13,5	2	5,4	17	45,9	10	27,0	3	8,1
Patience	38	73,0	8	15,4	6	12,5					1	3,3	1	3,3	13	43,3	10	33,3	5	16,6
Politeness / courtesy	38	71,0	12	22,6	1	1,9	2	3,7			2	5,9	2	5,9	11	32,3	13	38,2	6	17,6
Optimism	39	76,4	8	15,7	2	3,9	2	3,9			2	5,7	4	11,4	16	45,7	10	28,5	3	8,5
Competitiveness	21	43,7	9	18,7	15	31,2	3	6,2			5	13,1	5	13,1	18	47,3	7	18,4	3	7,9
Cooperation/teamwork	33	58,9	7	12,5	13	23,2	3	5,3			2	5,7	3	8,5	16	45,7	10	28,5	4	11,4
Wisdom	34	72,3	8	17,0	3	6,4			2	4,2	1	2,9	2	5,9	12	35,2	15	44,1	4	11,7
Hospitality	35	66,0	10	18,8	8	15,1					10	25,6	11	28,2	12	30,7	5	12,8	1	2,5

CONCLUSION, DISCUSSION AND SUGGESTIONS

For teachers, character/values education means social benefit and moral development in students. Aydın and Akyol Güler (2014) talk about similar meanings in his book. Yeşil and Aydın (2007) define values education as the education of society to behave within the framework of their values from the individuals who make up it.

Teachers are of the opinion that most family, then peer, school and media influenced character/values education. In the study of Uysal (2008), all the teachers evaluating the role of the family in the character education of the students emphasized that the family is very important. In addition to these ideas, most of the teachers stated that the most important factor in character education was family. Family communication was the most influential among the family factors affecting character/values education, followed by the association of parents, education level, beliefs and values, socio-economic level, living with parents, relative communication, location and extended family opinion has emerged.

Teachers perceive the purpose of the use of the internet and the most watched television programs among the media factors affecting character/values education. These factors are followed by television watching time, internet usage time, whether or not the magazine / newspaper being followed, the nature of the magazine / newspaper being followed, and critical media literacy. Tomlinson (2004) states that the impact of media on character and values is broad due to its important role in all areas of globalization, but limited because it is not the only source of cultural experience.

Teachers are of the opinion that teacher quality is the most effective among the characteristics of schools / teachers that affect character/values education. In this respect, the teacher's love of work, openness to development, individual differences of students, children's self-expression environment, the teacher's economic level, the education given in the school, the opportunities the school has, the teacher's in-service training, the school environment, the school administrator's qualifications, the school is a public school, the extracurricular activities provided by the school,

the infrastructure of the school for sporting activities, the school being a private school, library and research facilities, and the diversity of elective courses are followed. In the study of Orhan (2013), it was found that school administrators should be a model for students in terms of character education. According to Çağatay (2009), the school has great importance in the development of the student's character. Teachers' classroom behaviors and methods and school administrators were also effective on the child's character development. According to Kaymakcan and Meydan (2012), it is very important for moral character education to be organized in appropriate conditions for moral character development such as family, school, peer group and environment in which the student lives. In his study, Avcı (2011) concluded that the role model of teachers was effective on the character development of students. Uysal (2008) stated that since the families and society cannot provide adequate moral education, the school and therefore the teachers assume responsibility for character/values education.

It has been concluded that the development of teachers on the child is effective especially in the early ages, the children are affected when they see the values they have as behaviour, the teachers are models for them, and the positive and negative effects are effective in all aspects. In a study, Avcı (2011) concluded that the role model of teachers was effective on the character development of students.

Teachers are of the opinion that Religious Culture and Ethics course is most effective in character/values education. However, Guidance and Career Planning, Social Studies, Turkish lessons are seen to be effective on character/values education. According to Karatay (2011), developing a common sense, thinking and understanding of value is possible only by presenting literary works containing these values to children. Such works can compare the values that children should acquire in the socialization process and meet the expectations of the society regarding their character education. In the study of Orhan (2013), it was found out that the information given in the Life Science course was learned by living without memorization and became active in the lesson and that the Life Science program

facilitated the student's self and life recognition. In developed countries, character education is integrated into a curriculum depending on the situation or a civic and social studies course. In these courses, it is aimed that individuals adopt universal values such as courage, loyalty, justice, respect, hope, honesty and love (Karatay, 2011). They think that the character/values education of the teachers mostly fails to reach their goals. Ateş (2013) stated in his research that values education practices are mostly on paper, families are inadequate in bringing universal values to children, and media, social sharing sites, and in a values education to be given without the support of the environment, the school alone will be inadequate.

According to Kaymakcan and Meydan (2012), it is not enough to form the system theoretically or to give the knowledge of moral concepts and principles, and to try to create habits by applying them. Implementing programs to improve students' behaviour related to their character structures is an important task. Everyone in the school community should be involved and the process and progress should be evaluated (Bulach, 2002). According to Stiff-Williams (2010), school principals should provide the necessary team training and organize a special planning event in which teachers can combine character education and standard-based curriculum instruction.

Based on the results of the research, the following recommendations can be made for researchers and practitioners:

For researchers; The effect of the family in character/values education can be examined through interviews with parents and students. How characters / values education takes place can be examined through observations. Interviews can be held with teachers working in schools at different levels.

For the practitioners; it can be ensured that concepts and practices related to character/values education take more place in the courses. Teachers can be informed in order to achieve the objectives of the gains in character/values education and they can be provided with more time in the education of values in and out of the lesson.

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