



Trends of Values Education Research in Turkey: A Content Analysis of Published Articles

Taha Yazar

Dicle University, Turkey

e-mail: taha.yazar@dicle.edu.tr

Özgür Tatal

Ministry of National Education, Turkey

e-mail: ozgurtatal@windowslive.com

Abstract

In recent years there has been a large increase in the number of research that deal with values education in Turkey. There are several reviews to determine the trends of these studies. However, these reviews were mostly limited to theses, dissertations and proceedings, and it is necessary to review articles on values education. The data of the research conducted with the qualitative research method was gathered by document analysis. 479 articles were included in the research after duplicates and the articles published in non-refereed journals were removed. Content analysis was used to analyze the obtained data. According to the findings of the research; (a) the highest number of articles were published in 2017, (b) qualitative research methods were the most common research methods, (c) most frequently document analysis was preferred as the data collection tool, and content analysis was preferred as the analysis method, (d) data were collected from pre-service teachers the most and purposeful sampling was the most favored sampling method, (e) the sample size is mostly less than 50, (f) mostly the answer to a single research question was sought, (g) the majority of articles were written by two authors, (h) most articles were written by assistant professors as titles and by teachers of the Ministry of National Education on an institutional basis, (i) the articles mostly used domestic sources (j) the majority of the articles were written in Turkish and had not an English extended summary, (k) the most favored journal was The Journal of Values Education.

Keywords: research trends, values education, values instruction, Turkey

*This article is an extended and updated version of the paper presented at the Third Cyprus International Congress of Education Research, Famagusta, North Cyprus, December 2017.

A. Introduction

History has shown us that since the existence of humanity, morality and moral values should be possessed and individuals should be endowed with moral values regardless of their ideas and opinions (Işık, 2016). The primary aim of education is also to improve people in terms of both knowledge and behavior, to regulate the individual's behavior, to ensure that their words and behaviors comply with the etiquette and moral rules (Yaman, 2002). Nowadays, value education is a topic discussed in almost all developed countries. Although there are different views on values, it can be said there is an increasing awareness of the need for values education that pervades social life in civilized societies, and almost all societies believe that values should be imparted to the next generations (Ashton & Watson, 1998; Metin & Yilmazer, 2019).

Value or character education has emerged in the USA at the beginning of the 20th century and has shown its influence in many countries (Metindoğan, 2018). The publication of studies in the field of values education coincides with the 1970s. Names such as Rokeach, Simon, How, Raths, Harmin, Kirschenbaum, Kohlberg came to the fore in the studies conducted on the subject. By the 1990s, however, individual values of orientation rather than social and moral values had gained popularity. The social problems experienced in the following period brought values and moral education back to the agenda. Families, educators and community leaders have begun to re-emphasize moral and values education in schools in the face of the problems (Kirschenbaum, 1992, 2000; Veugelers & Vedder, 2003).

In Turkey, it can be said that efforts to acquire values began during the reign of the Seljuk Empire (1075-1308). Mevlana Jalaluddin Rumi (1207-1273), who lived in Anatolia in the XIII. century, has used the texts he deliberately set up in his book *Mesnevi* as a method of value education (Aslan & Aybek, 2019; Durmuş, 2016). The *Ahiq* organization, which was established in the same period, is the product of a system of thought that combines Islamic morality and Turkish traditions. In addition to being a professional organization, it has also assumed the role of a non-governmental organization that helps its members to learn about values in moral terms and to implement them (Kaya, 2013).

After this period, the Ottoman Empire (1299-1922), which was established in Anatolia, continued the tradition of the Seljuk Empire in the education of values. In addition to science, religious sciences were taught in the madrasas, which formed the

middle and higher parts of the Ottoman education system, and moral education was included in these courses (Şimşek, 2018). It can be said that a moral education based on Islam was given in the madrasas of this period since there was a religious education in the madrasas and religion aimed at educating people with certain moral standards. In the Tanzimat reform era, moral education began to be given more importance. In the document called "The April 1847 Instruction", it is stated that the "Moral Treatises" will be taught in the Ottoman elementary schools (sibyan), and this situation has been continued with the "Statute on General Education" dated 1869. In addition, after the introduction of an independent course called morality in Ottoman junior high schools (rüştiye) and high schools (idadi), books were also written for this course (Katılmış, 2010; Kop & Sömen, 2020).

By the time of the Republic, important developments in the field of National Education were realized under the leadership of Atatürk. Moral education was also included in the first developed curriculum (Katılmış, 2010). In the curriculum dated 1922, through the citizenship education course (malumat-ı medeniyye), it was attempted to gain democratic values for the students. Social values were included in the civics course (Keskin, 2008) in the curricula prepared from 1926 to 1968, and in the courses combined with the name of social studies in the 1968 curriculum (Kop & Sömen, 2020). In recent years, studies on values education in Turkey have gained momentum. The values expressed in the general objectives of the previous curricula were directly included in the primary education curricula with the changes made in 2004, and the texts to be included in the textbooks and workbooks were requested to include these values (Ministry of National Education, 2004, 2005). In recent changes to the curriculum in 2017, values education has been addressed under a separate heading and values have been included in the gains. In addition, it was desired that these values be brought to the students in an implicit way by making them felt and experiential (Ministry of National Education, 2017).

In this day and age, thousands of studies are published in almost every discipline and subject area, and very rapid accumulation of knowledge is emerging. It is almost impossible for policymakers, researchers or practitioners to keep up with this pace, keep up with innovations and deal with a large number of individual research reports (Clarke, 2007; Gough, Oliver, & Thomas, 2012). The reviews created by the analysis and synthesis of all this information allow the reader or the researcher to reach the well-equipped information source in a short time (Türen & Enç, 2013). In addition, it uncovers the areas of uncertainty and sheds light on researchers by identifying places where little or no research has been conducted, but where new studies are needed (Petticrew & Roberts, 2006). It also helps to identify questions that future studies should address by uncovering questions at the focus of past studies (Cooper & Hedges, 2009).

Above previous studies indicate that a research regarding with values education seems to be a very fascinating research focus, not only in Turkey but also in many countries e.g. Sweden (Thornberg & Oğuz, 2013), China (Wu & Zhao, 2019), The United States (Strike, 1993; Berkowitz, 2011), New Zealand (Mutch, 2000), India (Lakshmi & Paul, 2018), and Indonesia (Hakam, 2018). Additionally, some other studies which have similar

research area including Dede (2012), Gorgut (2018), Gündoğdu et al. (2017), Martin & Alacaci (2015), Şahin (2019), and Sozbilir & Kutu (2008).

There are several reviews, which will be mentioned in the next title, in the literature on values education in Turkey. One of the reviews includes proceedings presented at a symposium in Turkey on values education, while the others include post-graduate theses on the subject. However, in order to determine the general trends of the studies in the field of values education, it is necessary to review the articles in this field. In this context, it was thought that determining the trends of the published articles on values education in Turkey would both eliminate the gap in the literature and help new research by providing information about the current status of research on values education from certain points of view. This research aims to determine the trends of the articles published in academic journals on values education. We think that determining how the subject is handled in the published articles will help to show a general appearance of values education in Turkey. We also hope that the research will help researchers by identifying areas where further studies are needed on values education. For this purpose, the following questions were addressed in the study:

- RQ. 1. What is the distribution of the articles published on values education by years?
- RQ. 2. What is the distribution of the articles published on values education according to the research methods used?
- RQ. 3. What is the distribution of articles published on values education according to the data collection tools used?
- RQ. 4. What is the distribution of articles published on values education according to the data analysis methods applied?
- RQ. 5. What is the distribution of the articles published on values education according to the participants?
- RQ. 6. What is the distribution of articles published on values education according to the sampling methods used?
- RQ. 7. What is the distribution of articles published on values education by sample sizes?
- RQ. 8. What is the distribution of the articles published on values education according to the number of research problems?
- RQ. 9. What is the distribution of the articles published on values education according to the number of authors?
- RQ. 10. What is the distribution of the articles published on values education according to the author's titles?
- RQ. 11. What is the distribution of the articles published on values education according to the author's institutions?
- RQ. 12. What is the distribution of the articles published on values education according to the number of sources used?
- RQ. 13. What is the distribution of the articles published on values education according to the languages they were written?

RQ. 14. What is the distribution of the articles published on values education according to the journals they were published?

RQ. 15. What is the distribution of articles published on values education by the status of having an extended English summary?

B. Literature Review

In parallel with the changes in curricula in Turkey, there has been a large increase in the number of scientific research that addresses values education in different dimensions. When the related literature is examined, it is seen that there are reviews conducted to determine the general trends of these studies. Adıgüzel & Ergünay (2012) reviewed 157 graduate theses conducted on values in Turkey between 2000 and 2011. As a result of the research, it was determined that values were mainly addressed in Master's theses and that a limited number of theses were written in this field. It was also determined that more studies were done in educational sciences compared to other disciplines. According to the domain subjects, it was concluded that the studies were conducted for values education in general and that there was a limited number of studies in domain subjects such as teacher values, student values, and instructor values.

Baş & Beyhan (2012) reviewed 22 graduate theses published between 2005 and 2010 in their research to analyze the graduate theses that are the subject of values education in Turkey. As a result of the research, the authors determined that although the number of postgraduate theses on the subject is low, there has been an increase in the past years and most theses were written in 2010. They also concluded that most theses were done at the master's level and the department of curriculum and instruction. They stated that qualitative and quantitative research methods were used at similar rates in the studies, the scale and document analysis forms were the most used as the measurement tool, and the descriptive analysis method was mostly adopted.

In the research conducted by Beldağ (2016), 126 postgraduate theses published between 1999 and 2015 were reviewed. In the study, it was concluded that the majority of the theses were master's theses, most studies were done in 2013, and the most studied subject in the theses was student values. In addition, it was determined that the qualitative research method was the most preferred method of research and random sampling was the most preferred method of sampling.

Dündar & Hareket (2016) reviewed articles in the *Journal of Values Education* which published in Turkey. As a result of the examination of 202 articles published in the journal between 2003 and 2014; they found that most of the articles were written by academics from Marmara, Sakarya and Selçuk Universities. In the study, in which narrative reviews and studies based on quantitative descriptive models were found to be the most published, it was determined that documents and questionnaires were the most preferred data collection tools. In the analysis of the data, it was seen that mostly predictive analysis was made, t-test and non-parametric tests were used extensively in researches.

Gündüz, Başpınar, & Büyükkarcı (2017) reviewed 54 doctoral dissertations conducted on values education between 2000 and 2015, via content analysis. According to the

research results it has been determined that; the number of doctoral dissertations has increased since 2009, the most doctoral dissertations were written by Gazi University students, primary school students were the most preferred participants, dissertations were mostly carried out in the mixed method, and scales and interview forms were used the most as data collection tools.

Kapkın, Çalışkan, & Sağlam (2018) reviewed 113 graduate theses conducted on values education between 1999 and 2017. As a result of the review, it was determined that the theses on the subject were limited, most of them were published in the last 10 years and they were prepared to determine the value perception in literary works in general.

98 theses were included in the research conducted by Kurtdede-Fidan & Öner (2018) to examine the postgraduate theses on values education between 2011-2016. Theses on the subject were published the most in 2013, the most theses were written by the students of Atatürk and Necmettin Erbakan Universities, the number of doctoral dissertations was less than the master's theses, most of the theses were conducted based on the qualitative research method, document analysis was mostly used as data collection tool and most teachers, students and written sources were used as samples in the studies.

Karagöz & Şeref (2019) reviewed 167 articles published in the Journal of Values Education between 2009 and 2018 in order to determine the bibliometric profile of the journal in their research. As a result of the analysis performed; they were stated that the articles in the journal were mostly in the range of 21-30 pages, majority of them written by a single author, mostly prepared by researchers from Sakarya University, Ministry of National Education and Marmara University, and the authors are mostly assistant professors.

Metin & Yilmazer (2019) determined the trends of the studies presented between 2012 and 2017 in the International Social Studies Education Symposium. According to the results of the review including 106 proceeding abstracts; it was concluded that the most common research studies were conducted in 2017 with two authors to determine the perceptions and attitudes of the students in the Social Studies Curriculum. In addition, qualitative document analysis technique and quantitative descriptive research methods were mostly used in the papers, the most frequently interviews and documents were used as the data collection tool, mostly undergraduate students were taken as participants and content analysis was used the most in the analysis of the data.

C. Research Methodology

In this study, "document analysis" was adopted from qualitative research models as it was intended to examine the articles published in Turkey on values education. The document analysis model is based on existing materials without the need for a data collection tool. Due to the readiness of the data, it enables the researcher to draw conclusions from the materials by presenting information that cannot be obtained through tests and observations, without the need for the researcher to ask questions or conduct tests (Mayring, 2011).

1. Study Population

The population of research consists of articles published in Turkey on values education between 2000 and 2019. In the study, criteria sampling was used in the selection of the sample, one of the purposeful sampling methods, that allows for an in-depth examination of a particular situation in the qualitative research methodology. The main thing in criteria sampling is to study all situations that meet certain criteria that are predetermined or created by the researcher (Yıldırım & Şimşek, 2011). In the current research for articles on values education; full-text published in peer-reviewed journals before 2020 in English or Turkish and indexed in the specified databases were determined as criteria.

2. Data Collection

The data of the research was obtained using document analysis. For identifying the target studies a literature search was performed in electronic databases (Table 1). The search was conducted two times in August 2017 and January 2020 (As the early findings of the research were presented at a Congress in 2017 and then made up to date by expanding the scope of the research in 2020). In *Ulakbim*, *Asos İndeks*, *Acar İndeks*, *Türk Eğitim İndeksi*, *Akademik Dizin*, *Araştırmak* and *Yök Akademik* databases, the keywords "değerler eğitimi (values education)", "değer eğitimi (value education)", "değerler öğretimi (values instruction)" and "değer öğretimi (value instruction)" were scanned. The numbers of studies listed as a result of the scanning process in the databases are presented in Table 1.

Table: 1 The numbers of listed studies.

| Database | Keywords searched | | | | Results |
|----------------------|-------------------|-----------------|--------------------|-------------------|------------|
| | Values education | Value education | Values instruction | Value instruction | |
| Ulakbim | 237 | 38 | 2 | 19 | 296 |
| Asos Index | 72 | 2 | 0 | 0 | 74 |
| Acar Index | 27 | 11 | 1 | 2 | 41 |
| Türk Eğitim İndeksi | 38 | 10 | 1 | 6 | 55 |
| Akademik Dizin | 16 | 22 | 2 | 9 | 49 |
| Araştırmak | 16 | 6 | 0 | 1 | 23 |
| Yök Akademik | 300 | 89 | 1 | 14 | 404 |
| Overall Total | | | | | 942 |

As a result of detailed scanning in different electronic databases, 942 studies were listed. Studies that were found to be listed as duplicates and published in non-refereed journals were eliminated. At the end of the process, 479 studies that were found suitable for analysis were coded and examined within the scope of the research (see Appendix A.).

3. Coding Process

The article classification form (see Appendix B.) was used in coding the articles included in the study. The article classification form has been prepared by researchers in line with research questions, considering the form developed by Sözbilir, Kutu and Yaşar (2012) in order to prepare the study data for analysis. The coding process was carried out by systematically collecting descriptive information expressing the characteristics of the studies listed as a result of the literature review and converting them into quantitative data. Prior to the coding process, the first author excluded 291 duplicates. Subsequently, a total of 21 other studies were eliminated since they were not published in peer-reviewed journals and not available in full text. As a result, the remaining 630 full-text studies were evaluated and coded by the authors.

The coders, as per the criteria sampling, selected studies and this process resulted in the selection of 479 studies. Inter-coder reliability was found to be 97% based on the formula proposed by Miles & Huberman (1994): $\text{Coder reliability} = \frac{\text{number of agreements}}{\text{total number of agreements} + \text{disagreements}} \times 100$. This ratio shows that inter-coder reliability is at an acceptable level (Neuendorf, 2002). Disagreements between the coders were resolved by consensus.

4. Data Analysis Techniques

Content analysis, one of the qualitative data analysis methods, was used in analyzing the research data. In content analysis, data related to each other are brought together within the framework of certain concepts and themes and arranged and interpreted in an understandable way (Yıldırım & Şimşek, 2011). In line with the research questions, the data were coded into the article classification form by the researchers in categories. The frequencies of the data categorized with content analysis were presented through graphics.

D. Findings

In the findings section of the study, trends of 479 articles published between 2000 and 2019 on values education in Turkey were analyzed and presented in line with research questions.

RQ. 1. What is the distribution of the articles published on values education by years?

The results of the analysis showed that the popularity of values education in Turkey has been increasing year by year, with the most articles published in 2017 (n=86) and partial declines in the number of studies published after that date (Fig. 1.).

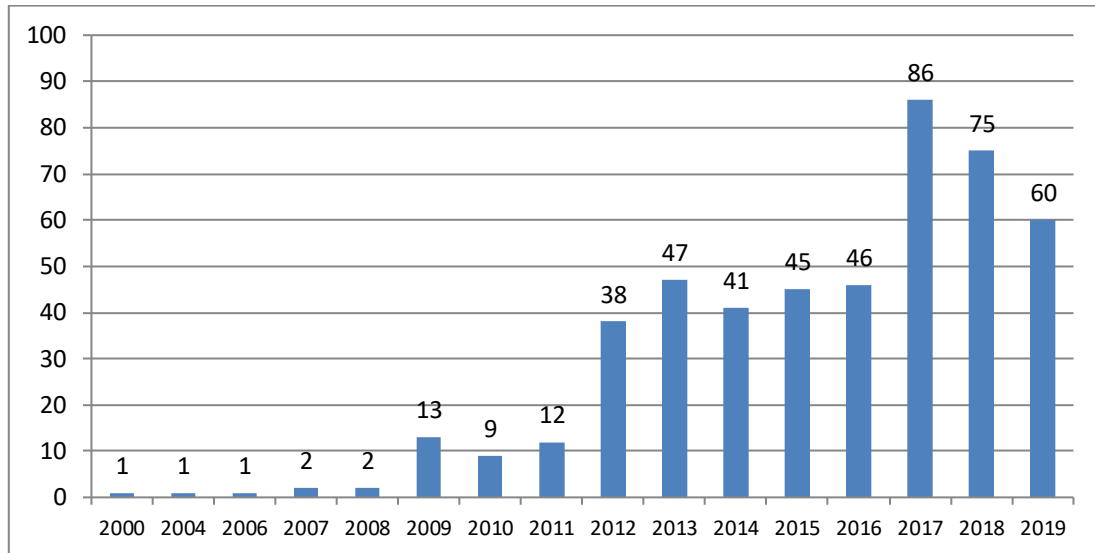


Figure: 1 Distribution of the articles by years.

RQ. 2. What is the distribution of the articles published on values education according to the research methods used?

It was understood that the most qualitative research method (n= 258) and the least mixed method (n= 24) were preferred in values education research in Turkey (Fig. 2.).

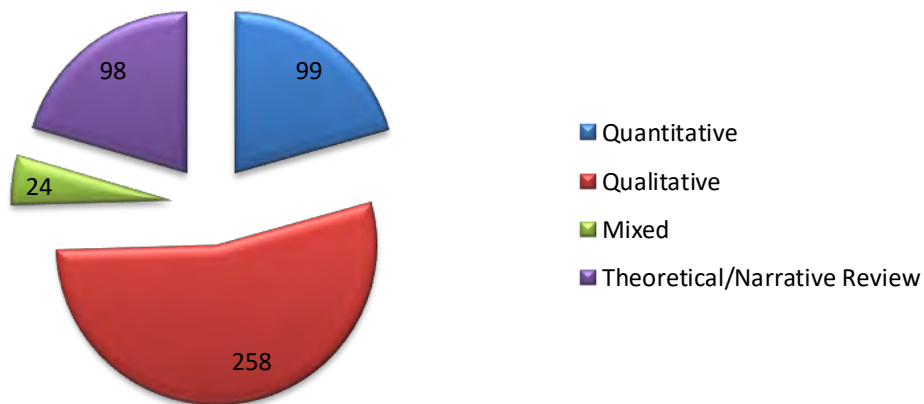


Figure: 2 Distribution of the articles according to the research methods used

RQ. 3. What is the distribution of articles published on values education according to the data collection tools used?

In the articles on values education in Turkey, mostly using of qualitative research method was reflected in the preferred data collection tools. In the articles, document analysis (n = 154) and interview (n = 109) were mostly utilized as data collection tools. In addition, it was observed that the data collection tool was not used in 88 articles (Fig. 3.).

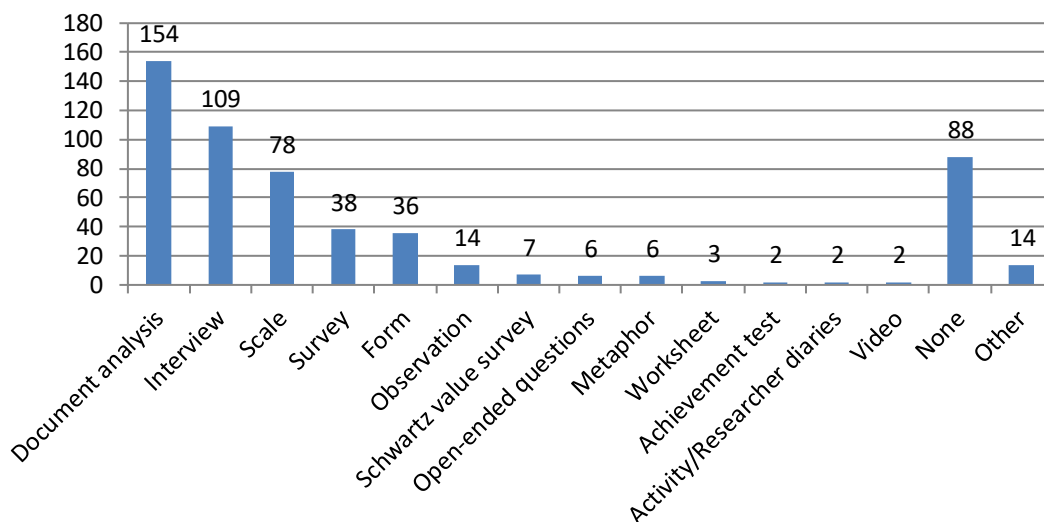


Figure: 3 Distribution of articles according to the data collection tools used

RQ. 4. What is the distribution of articles published on values education according to the data analysis methods applied?

In the articles examined within the scope of the study, the use of the qualitative research method mostly affected the data analysis method to be applied. The most qualitative data analysis methods (n= 264) were used, followed by predictive methods (n= 236), and the least preferred were descriptive statistics (n = 152). Among the qualitative analysis methods, it was seen that content analysis (n = 151) was preferred more than descriptive analysis (n = 113) (Fig. 4.).

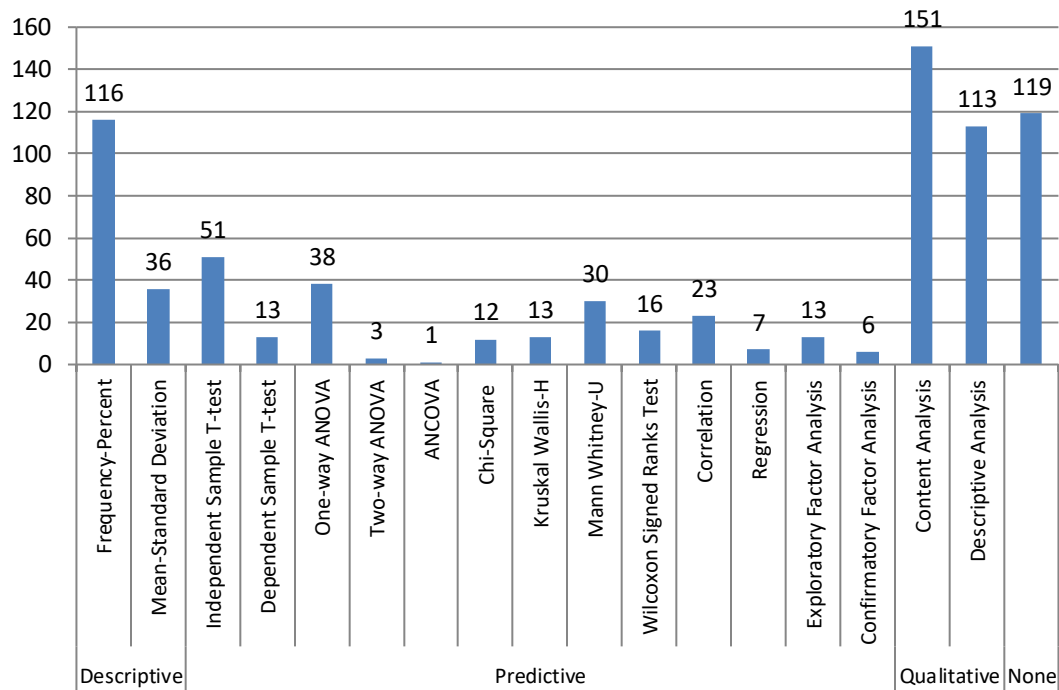


Figure: 4 Distribution of articles according to the data analysis methods applied

RQ. 5. What is the distribution of the articles published on values education according to the participants?

It was seen that there was no study group (theoretical, document analysis, etc.) in the majority of the articles ($n = 240$). Considering the distribution of the articles with the study group, it was understood that students and teachers from all levels from pre-school to university, as well as parents and school administrators, were selected as the participants. Pre-service teachers ($n = 53$) constitute the most preferred participant group. In addition, it is noteworthy that the number of articles in which graduates other than pre-service teachers participated in the study group was 2, and the number of studies conducted with the academic staff was only 1 (Fig. 5.).

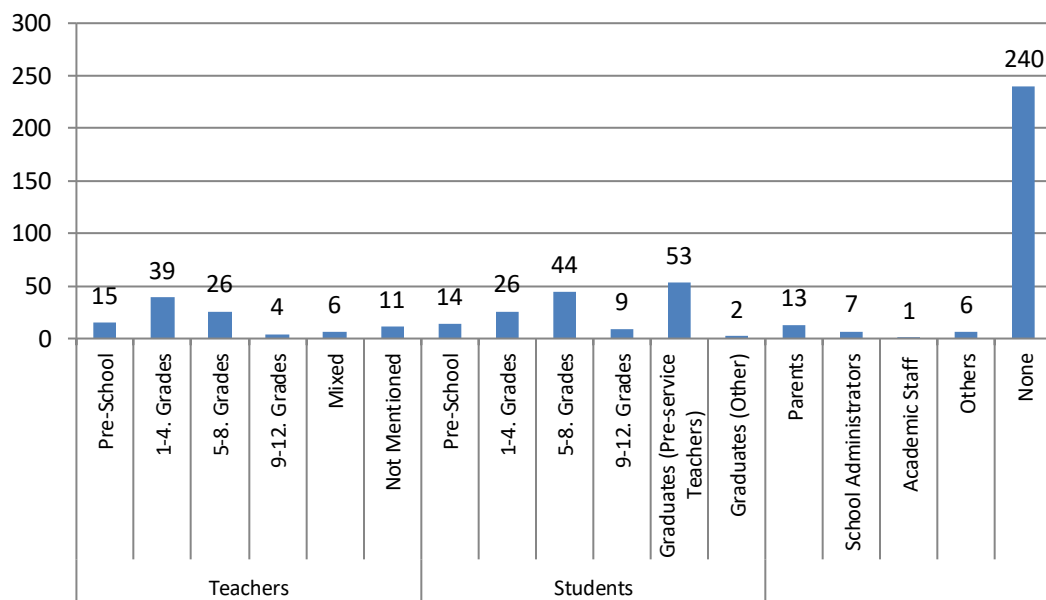


Figure: 5 Distribution of the articles according to the participants

RO. 6. What is the distribution of articles published on values education according to the sampling methods used?

When the sampling methods used in the articles on values education were examined, the effect of the research method used is seen here as well. Due to the greater use of qualitative research method in the articles, mostly purposive sampling methods were preferred. It was observed that the most convenience sampling (n= 55) was preferred among the purposive sampling methods. In addition, while sample selection was not used in 226 studies, it was not specified how the sample was determined in 68 studies (Fig.6).

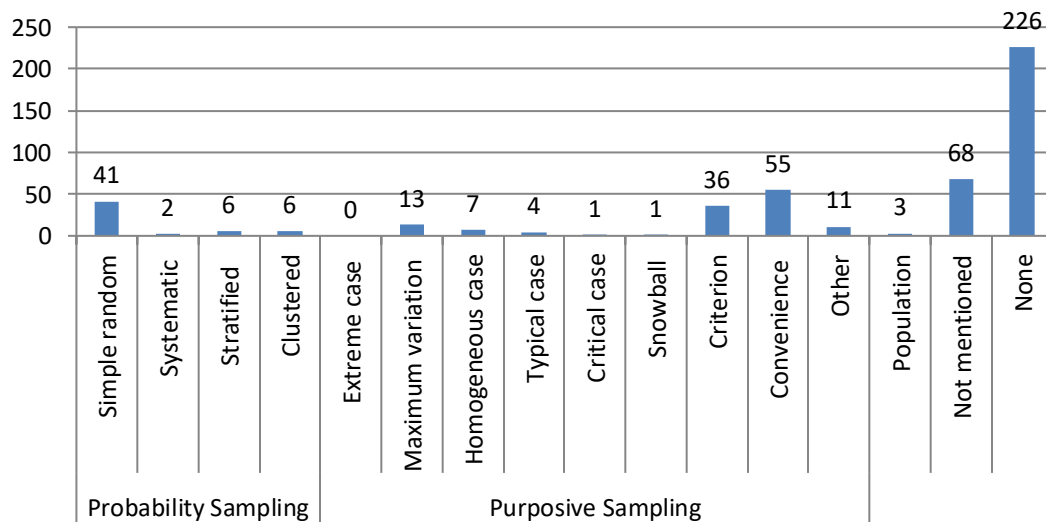


Figure: 6 Distribution of articles published on values education according to the sampling methods used

RQ. 7. What is the distribution of articles published on values education by sample sizes?

Considering the distribution of the articles on values education by sample sizes, it was determined that the sample sizes of 0-50 (n = 92) and 200+ (n = 65) were mostly preferred (Fig. 7.).

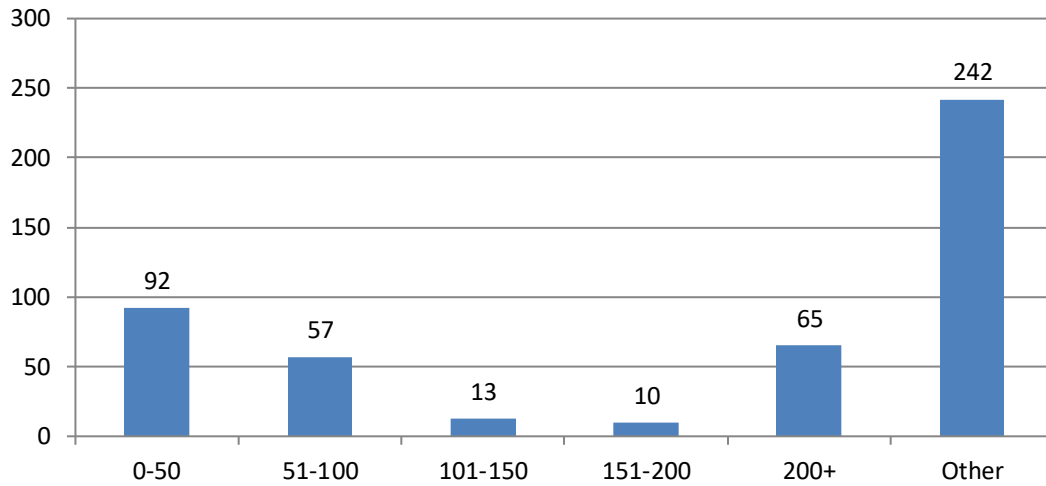


Figure: 7 Distribution of articles by sample sizes

RQ. 8. What is the distribution of the articles published on values education according to the number of research problems?

In the articles published on values education in Turkey, it was observed that they sought answers to between 1 and 17 research problems. Although answers to a single research problem (n= 154) were mostly sought, there was no research problem in 96 studies (Fig. 8.).

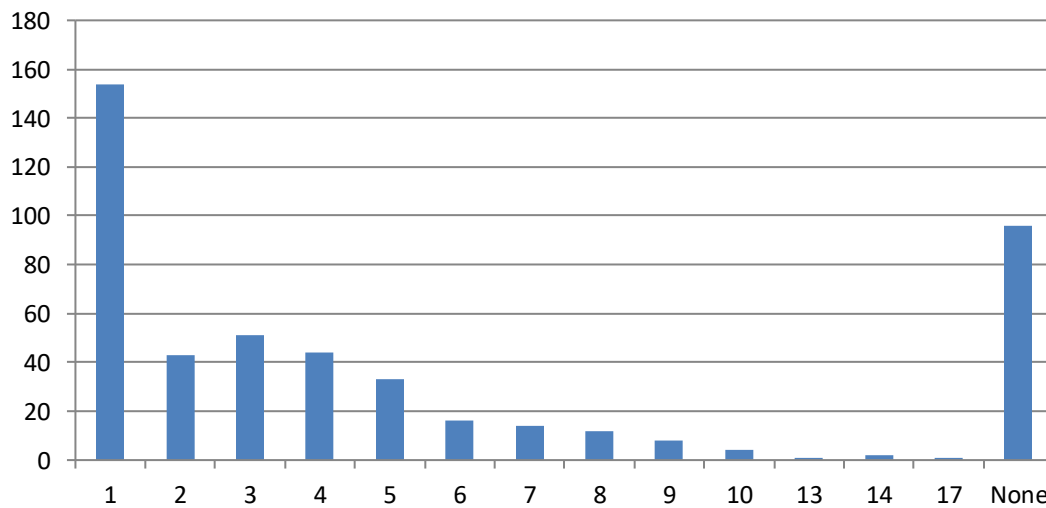


Figure: 8 Distribution of the articles according to the number of research problems

RQ. 9. What is the distribution of the articles published on values education according to the number of authors?

It was observed that the number of authors in articles published on values education varied between 1 and 8. Most of the articles were written by 2 authors (n = 217), followed by articles with a single author (n = 183). The number of articles with more than 3 authors was only 15 (Fig. 9.).

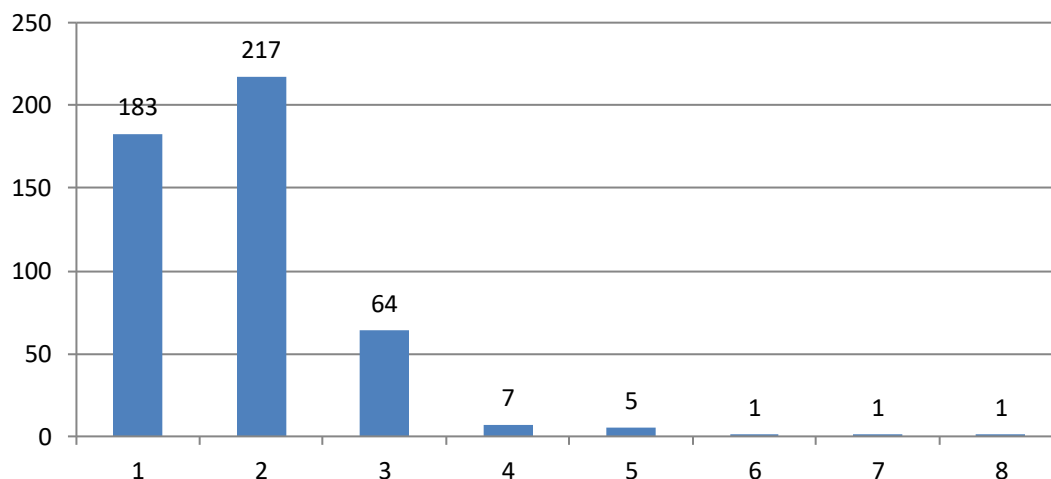


Figure: 9 Distribution of the articles according to the number of authors

RQ. 10. What is the distribution of the articles published on values education according to the author's titles?

Considering the distribution of the titles of the authors in the articles, it was seen that there were authors in 10 different titles. The most assistant professors (n = 324) were the authors, followed by the associate professors (n = 136) (Fig. 10.).

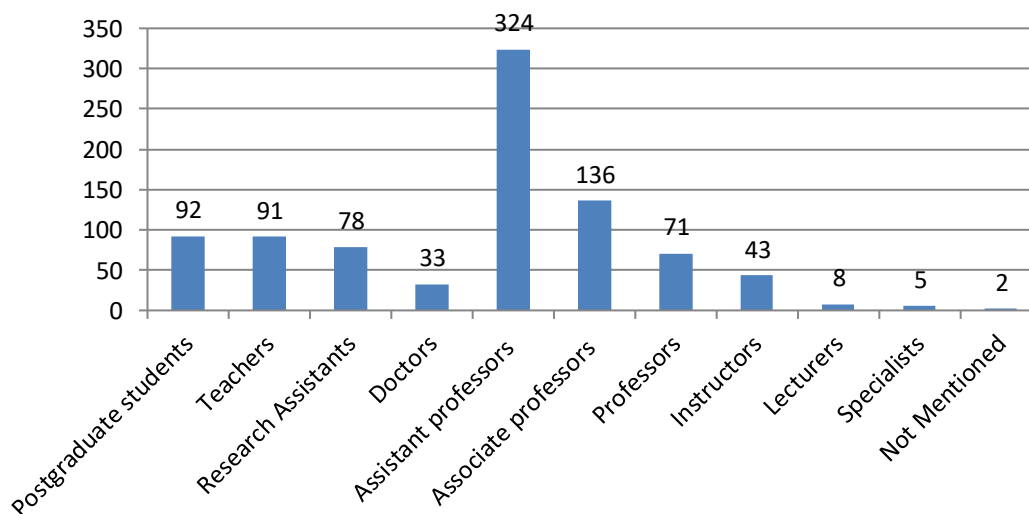


Figure: 10 Distribution of the articles according to the author's titles

RQ. 11. What is the distribution of the articles published on values education according to the authors' institutions?

The articles on values education in Turkey were written by researchers working in 111 different institutions in total. In the articles, it is understood that most of the authors were teachers (n= 94) who served in the Ministry of National Education, while in the universities, most articles were written by researchers from Sakarya University (n= 42) and Gazi University (n= 39). The number of frequencies for each of the other institutions mentioned in the chart is between 1 and 10 (Fig. 11.).

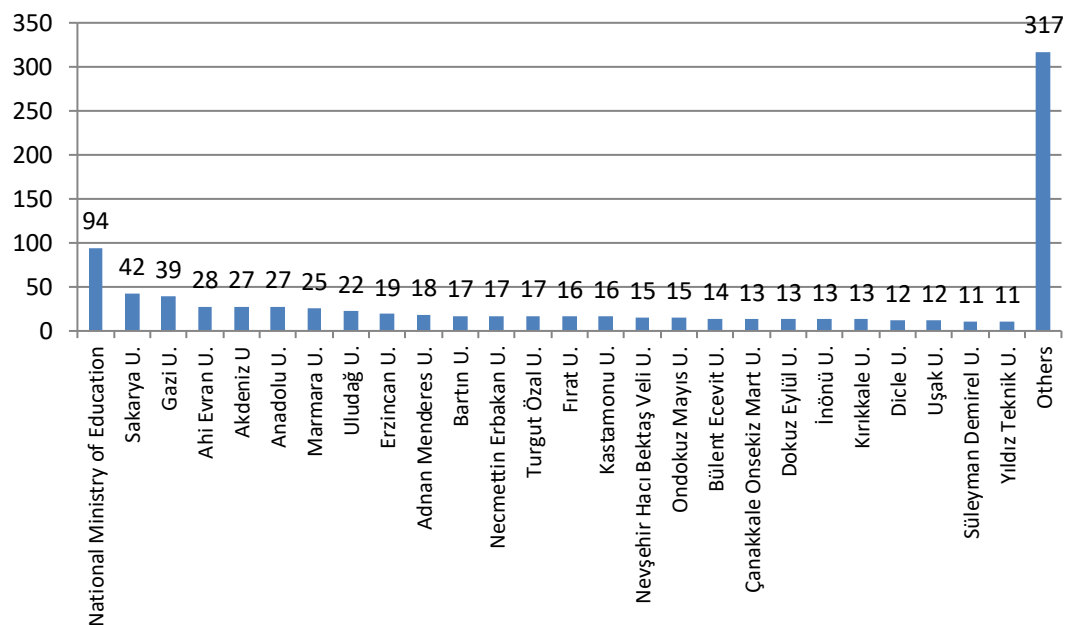


Figure: 11 Distribution of the articles according to the authors' institutions

RQ. 12. What is the distribution of the articles published on values education according to the number of sources used?

In the articles published on values education in Turkey, it was observed that the authors mostly benefited from Turkish references (72%). It was also determined that there was an average of 36 references per article, 26 of which were domestic, 10 of which were foreign (Fig. 12.).



Figure: 12 Distribution of the articles according to the number of sources used

RQ. 13. What is the distribution of the articles published on values education according to the languages they were written?

While the vast majority of articles were written in Turkish (n = 452), 23 articles were written in English and 4 articles were written in both languages (Fig. 13.).

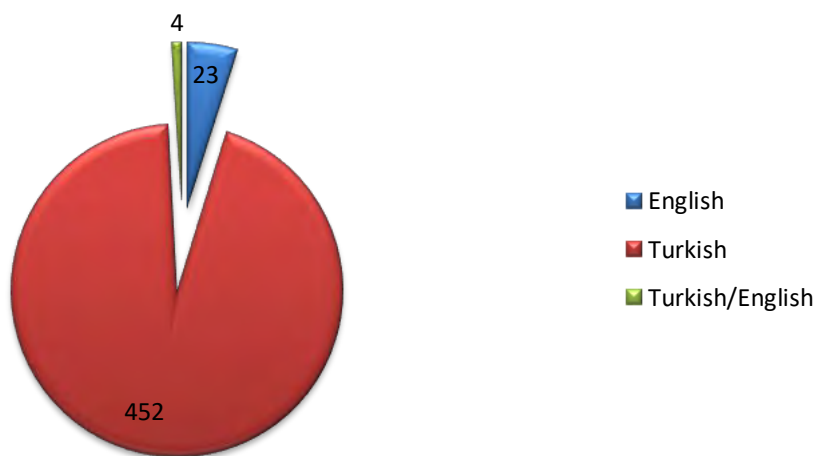


Figure: 13 Distribution of the articles according to the languages they were written

RQ. 14. What is the distribution of the articles published on values education according to the journals they were published?

It was determined that the articles in the field of values education were published in 124 different journals in total. Most articles were published in the Journal of Values Education (n= 73) and Turkish Studies (n= 31). The number of frequencies for each of the journals listed as others in the chart is between 1 and 3 (Fig. 14.).

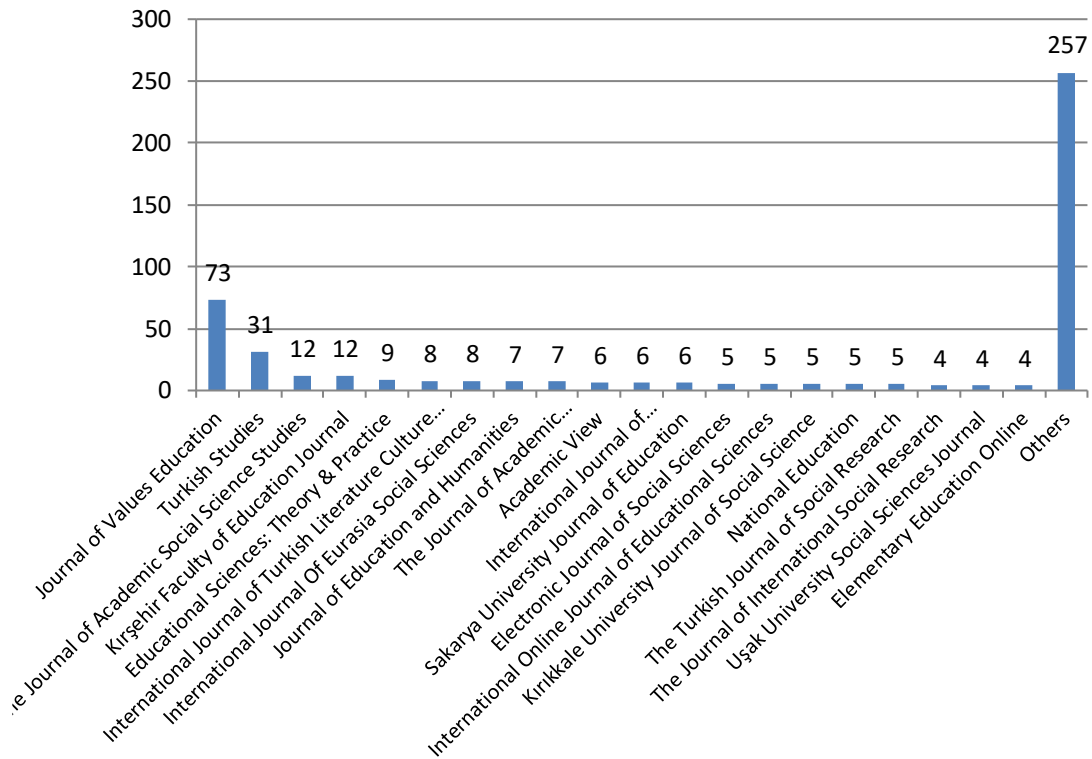


Figure: 14 Distribution of the articles according to the journals they were published

RQ. 15. What is the distribution of articles published on values education by the status of having an extended English summary?

While 208 of the articles published on values education had an extended summary, 271 of them had not (Fig. 15.).

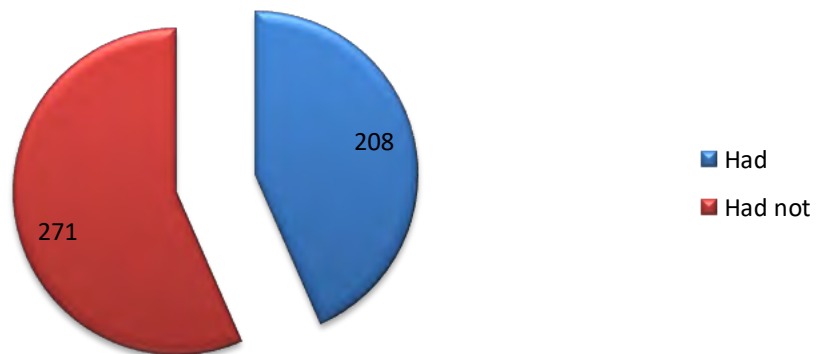


Figure: 15 Distribution of articles by the status of having an extended English summary

E. Discussion

In this research, 479 articles published in Turkey on values education between 2000 and 2019 were analyzed. The first of the articles covered by research in Turkey was published in 2000, there was an increase in the number of articles published since 2009, and the number of articles reached the highest level in 2017, resulting in a partial decrease in the following two years. When the literature on the subject was examined, it was observed that the doctoral dissertations in the field of values education in Turkey were similar to the results of the research and that there had been a noticeable increase in the number of doctoral dissertations since 2009 (Gündüz et al., 2017). It was understood that the most increase in master's theses occurred in 2013, and the number of theses decreased in the following years (Kurtdele-Fidan & Öner, 2018), in the Journal of Values Education most of the articles published in 2015 and the number of articles also decreased in the following years (Karagöz & Şeref, 2019), the highest number of proceedings on the subject in the International Social Studies Education Symposium were presented in 2017 (Metin & Yilmazer, 2019). When this result is evaluated, it is thought that the Ministry of National Education's emphasis on values education and the fact that the subject is directly involved in the education programs implemented since 2005 has been effective in the increase in the number of articles published. The number of articles published after 2017 tended to decrease may have been influenced by the fact that the literature was saturated as a result of the over-examination of the subject and the researchers turned to different topics.

Considering the research methods used in the articles examined within the scope of the study, it was seen that the studies conducted in the mixed design were the least preferred, in which the qualitative research method was most preferred by the researchers. There was a similar situation in both the post-graduate theses (Beldağ, 2016; Kurtdele-Fidan & Öner, 2018) and the proceedings presented at the International Symposium on Social Studies Education (Metin & Yilmazer, 2019) in Turkey. In the studies here, qualitative research was used the most and the mixed research method was used at least. Thinking over the nature of the values education, the use of the qualitative research method makes the situation more understandable in order to obtain in-depth information. However, considering only doctoral dissertations, it was seen that the mixed research method was preferred the most (Gündüz et al., 2017). Due to the nature of doctoral dissertations, the subject is expected to be examined with a more holistic and multi-dimensional approach. Since mixed studies also enable this, researchers may have preferred this method more in their doctoral dissertations to increase the quality of their studies.

When the data collection tools used in the articles were examined, mostly using of qualitative research method was reflected in the preferred data collection tools. It is known that the selection of data collection tools used in research should be based on the research model (Juodaitytė & Kazlauskienė, 2008). In this respect, it was seen that, following the nature of qualitative research, document analysis and interview were preferred most. Similarly, document analysis has been used mostly as a data collection tool in graduate

theses (Adıgüzel & Ergünay, 2012; Baş & Beyhan, 2012; Kurtdede-Fidan & Öner, 2018) and articles published in the *Journal of Values Education* (Dündar & Hareket, 2016). However, in doctoral dissertations, unlike the results of the research, since they were mostly carried out in mixed method, the highest scales were used (Gündüz et al., 2017), and the most interviews were used in the proceedings presented at the International Social Studies Education Symposium (Metin & Yilmazer, 2019).

Similar to the data collection tools used, mostly using of qualitative research method in the articles examined within the scope of the study also affected the data analysis method to be applied. While qualitative data analysis methods were used the most, followed by predictive methods and descriptive statistics were the least preferred. Content analysis was more preferred than descriptive analysis in qualitative analysis methods. Similar to this result of the study, the most qualitative analysis methods were used in the proceedings presented at the International Symposium on Social Studies Education (Metin & Yilmazer, 2019). However, in doctoral dissertations (Gündüz et al., 2017) and articles published in the *Journal of Values Education* (Dündar & Hareket, 2016), qualitative analyses have been the least preferred methods of analysis.

Approximately half of the articles examined in the scope of the study did not have a study group, while the remaining articles showed that the students were the most preferred participants and the pre-service teachers were the most preferred among them. The use of convenience sampling mostly in the selection of samples may affect obtaining this result in the research. Since the researchers are university academicians or teachers in schools affiliated to the Ministry of National Education, it is possible for them to include their own students in the study group of their research. In parallel with the results of the research in other reviews conducted on the subject, it is seen that the most students were included in the study groups (Dündar & Hareket, 2016; Gündüz et al., 2017; Kapkın et al., 2018; Kurtdede-Fidan & Öner, 2018; Metin & Yilmazer, 2019).

When looking at the sampling methods used in the articles on values education, the effect of the research method used was seen here as well. Due to the greater use of qualitative research method in the articles, the most purposive sampling methods were preferred. Purposive sampling methods have emerged within the tradition of qualitative research and are widely used in such research (Baltacı, 2018; Yıldırım & Şimşek, 2011). It was observed that the most convenience sampling was preferred among the purposive sampling methods in the research. This result of the research coincides with the results of other reviews in which a similar comparison has been made. In the proceedings presented at the International Symposium on Social Studies Education (Metin & Yilmazer, 2019) and in the doctoral dissertations (Dündar & Hareket, 2016) on values education in Turkey, the most purposive sampling method was applied in the selection of samples.

When the articles analyzed within the scope of the research are considered according to the sample size, it was determined that the sample sizes between 1-50 were most preferred. A similar situation applies to doctoral dissertations (Gündüz et al., 2017), articles published in the *Journal of Values Education* (Dündar & Hareket, 2016), and proceedings presented at the International Symposium on Social Studies Education (Metin & Yilmazer,

2019). In these studies, it was concluded that the samples consisted mostly of small groups.

Although the number of research questions in the articles published on values education in Turkey ranged from 1 to 17, answers to a single research question were mostly sought. When the articles were examined according to the number of authors, the number of authors varied between 1 and 8 and the maximum number of articles were with 2 authors. The number of articles with more than 3 authors was only 15. Karagöz & Şeref (2019) concluded that articles with a single author were the majority in their studies, in which they examined the articles published in the *Journal of Values Education*, while Metin & Yılmaz (2019) concluded that most of the papers presented at the International Social Studies Education Symposium were with two authors. In both studies, it was stated that the number of studies with 3 or more authors was very small in parallel with the results of the research.

Considering the distribution of the titles of the authors in the articles, it was seen that there were authors in 10 different titles. While most assistant professors were included in the articles as authors, it was concluded that this was followed by associate professors. It is also noteworthy that the number of professors was less than teachers, research assistants and even students. Karagöz & Şeref (2019) also stated in their study, in which they reviewed the articles published in the *Journal of Values Education*, that the articles included mostly assistant professors and then associate professors as authors. According to Kutluca & Demirkol (2016), this may be due to the requirement that assistant professors preparing to become associate professors need to do more article studies in order to fulfill the criteria for the associate professorship. The fact that professors are now in a leading and directing position, they are at the highest level in terms of titles and they have no concerns about promotion may have caused them to take place less in research.

When examining the institutions in which the authors worked, it was understood that the majority of them were teachers in schools under the Ministry of National Education. When evaluated on the basis of the university, it was seen that most authors were from Sakarya and Gazi Universities. In the reviews that examined the articles published in the *Journal of Values Education* (Dündar & Hareket, 2016; Karagöz & Şeref, 2019), it was similarly concluded that most authors served at Sakarya University. There are some differences in the results of the reviews in which theses related to the subject were examined. Two of the reviews concluded that the most theses were written by Gazi University students (Elbir, 2013; Gündüz et al., 2017), in a study Yeditepe (Beldağ, 2016), in another study it was determined that the most theses were written by students of Atatürk and Necmettin Erbakan Universities (Kurtdele-Fidan & Öner, 2018). It can be said that this is due to the type of studies examined in the reviews (master thesis or doctoral dissertations) and the difference in the years covered.

In the articles published on values education in Turkey, it was understood that the authors mostly benefit from local sources. It was also determined that there was an average of 36 resources per article, 26 of which are domestic and 10 are foreign.

Considering the distribution of the journals in which the articles were published, it was seen that articles related to values education were published in 124 different journals, and most articles were published in the Journal of Values Education. This journal is the only peer-reviewed academic journal to publish in particular on values education in Turkey and therefore it can be said that it affects the authors' preference for this journal to publish their articles on values education.

While most of the articles were written in Turkish, it was understood from the results of the research that 23 articles were written in English and 4 articles were written in both languages. The review carried out by (Dündar & Hareket, 2016) concluded that all the articles published in the Journal of Values Education were in Turkish. In addition, when considering the availability of extended abstracts in English, it was seen that although numerous articles had an extended abstract in English most of them had not.

F. Conclusion

The results of the research, that we carried out to determine the trends of the articles published on values education in Turkey, can be said largely showing similarities to the results of the reviews that analyzed the post-graduate theses and proceedings on the subject, although there are some differences. In this respect, several suggestions can be made based on the trends of the current studies. More studies can be carried out in the mixed research pattern, which will allow for an in-depth and multidimensional examination of values education. Also in order to increase the worldwide visibility of values education research and to reach larger audiences, the articles can also be written in English, or at least extended English abstracts can be included in the articles. It is also remarkable that gaining the first values of the person in the family, socialization and personality formation in this period reveals the importance of the family in values education. In the realization of a qualified instruction and values education in the school, important responsibilities fall not only to teachers but to all other school staff (Kapkın et al., 2018). In view of this situation, apart from students and teachers, other stakeholders such as parents, faculty members, and school administrators can be given more weight in the study groups of the research to be carried out on the subject. Furthermore, the number of experimental studies can be increased in order to determine to what extent the values education applied in schools is successful and which approaches or methods are more effective.

BIBLIOGRAPHY

- Adıgüzel, C. O., & Ergünay, O. (2012). Türkiye'de Değerler Üzerine Gerçekleştirilen Lisansüstü Tezlerin Eğitim Bilimleri ve Öğretmen Yetiştirme Perspektifinden İncelenmesi. *Electronic Journal of Social Sciences*, 11(41).
- Ashton, E., & Watson, B. (1998). Values Education: A Fresh Look at Procedural Neutrality. *Educational Studies*, 24.
- Aslan, S., & Aybek, B. (2019). *Uygulama Örnekleriyle Çokkültürlü Eğitim ve Değerler Eğitimi*.

Ankara: Anı Yayıncılık.

- Baltacı, A. (2018). Nitel Araştırmalarda Örneklem Yöntemleri ve Örnek Hacmi Sorunsalı Üzerine Kavramsal Bir İnceleme. *Journal of Bitlis Eren University Institute of Social Sciences*, 7(1).
- Baş, G., & Beyhan, Ö. (2012). Türkiye’de Değerler Eğitimi Konusunda Yapılmış Lisansüstü Tezlerin Farklı Değişkenler Açısından Değerlendirilmesi. *Journal of Values Education*, 10(24).
- Beldağ, A. (2016). Values Education Research Trends in Turkey: A Content Analysis. *Journal of Education and Training Studies*, 4(5).
- Berkowitz, M. W. (2011). What works in values education. *International Journal of Educational Research*, 50(3), 153–158. <https://doi.org/10.1016/j.ijer.2011.07.003>
- Clarke, M. (2007). Overview of Methods. In *Reviewing Research Evidence for Nursing Practice: Systematic Reviews*. Oxford: Blackwell.
- Cooper, H., & Hedges, L. V. (2009). Research Synthesis as a Scientific Process. In *The Handbook of Research Synthesis and Meta-Analysis*. New York: Russell Sage Foundation.
- Dede, Y. (2012). Why is Mathematics Valuable ? A Comparison of Turkish and German Mathematics Teachers Por que a Matemática é Importante ? Uma Comparação entre Professores de Matemática Turcos e Alemães. *Bolema, Rio Clarp*, 26(44), 1171–1206.
- Dündar, H., & Hareket, E. (2016). Değerler Eğitimi Araştırmalarında Yönelimler: Değerler Eğitimi Dergisi Örneği. *Akademik Bakış Dergisi*, 55.
- Durmuş, G. (2016). Mesnevî’de Tahkiyeye Dayalı Değer Eğitimi. *Electronic Turkish Studies*, 11(9).
- Elbir, B. (2013). Evaluation of Post-Graduate Theses on Values Education. *Journal of Turkish Studies*, 8(1).
- Gorgut, I. (2018). Values Education and Physical Education in Turkey. *International Education Studies*, 11(3), 18. <https://doi.org/10.5539/ies.v11n3p18>
- Gough, D., Oliver, S., & Thomas, J. (2012). Introducing Systematic Reviews. In *An Introduction to Systematic Reviews*. London: Sage.
- Gündoğdu, K., Çelik, B., Hancı Yanar, B., Turgut Kahyaoğlu, S., & Dönük, G. G. (2017). Trends İn Values And Character Education Researches İn Turkey: A Content Analysis Study. *International Online Journal of Educational Sciences*, 9(1). <https://doi.org/10.15345/iojes.2017.01.006>
- Gündüz, M., Başpınar, Z., & Büyükkaracı, A. (2017). 2000-2015 Yılları Arasında Değer Eğitimi Üzerine Yapılan Doktora Tezlerinin İçerik Analizi. *Dicle University Journal of Ziya Gokalp Education Faculty*, 31.
- Hakam, K. A. (2018). Tradition of value education implementation in indonesian primary schools. *Journal of Social Studies Education Research*, 9(4), 295–318. <https://doi.org/10.17499/jsser.98315>
- Işık, H. (2016). Türkiye’de değerler eğitimi. Retrieved August 6, 2020, from <https://www.gencufuk.com/turkiyede-degerler-egitimi/>

- Juodaitytė, A., & Kazlauskienė, A. (2008). Research Methods Applied in Doctoral Dissertations in Education Science (1995-2005): Theoretical and Empirical Analysis. *Vocational Education: Research & Reality*, 15.
- Kapkın, B., Çalışkan, Z., & Sağlam, M. (2018). Türkiye’de 1999-2017 Yılları Arasında Değerler Eğitimi Alanında Yapılmış Lisansüstü Çalışmaların İncelenmesi. *Journal of Values Education*, 16(35).
- Karagöz, B., & Şeref, İ. (2019). Değerler Eğitimi Dergisi’nin Bibliyometrik Profili (2009-2018). *Journal of Values Education*, 17(37).
- Katılmış, A. (2010). *Sosyal Bilgiler Derslerindeki Bazı Değerlerin Kazandırılmasına Yönelik Bir Karakter Eğitimi Programının Geliştirilmesi*. Marmara University.
- Kaya, U. (2013). Değerler Eğitiminde Bir Meslek Teşkilâtı: Ahîlik. *Journal of Values Education*, 11(26).
- Keskin, Y. (2008). *Türkiye’de Sosyal Bilgiler Öğretim Programlarında Değerler Eğitimi: Tarihsel Gelişim, 1998 ve 2004 Programlarının Etkililiğinin Araştırılması*. Marmara University.
- Kirschenbaum, H. (1992). A Comprehensive Model for Values Education and Moral Education. *The Phi Delta Kappan*, 73(10).
- Kirschenbaum, H. (2000). From Values Clarification to Character Education: A Personal Journey. *Journal of Humanistic Counseling, Education and Development*, 39(1).
- Kop, Y., & Sömen, T. (2020). Türk Eğitim ve Kültür Tarihinde Değerler Eğitimiyle İlgili Örnekler. In *Karakter ve Değerler Eğitimi*. Ankara: Nobel Akademi.
- Kurtdede-Fidan, N., & Öner, Ö. (2018). Değerler Eğitime Yönelik Yapılan Lisansüstü Tezlerin İncelenmesi. *International Journal of Field Education*, 4(1).
- Kutluca, T., & Demirkol, M. (2016). Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisinin Bibliyometrik Analizi. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 28.
- Lakshmi, V. V., & Paul, M. M. (2018). Value Education in Educational Institutions and Role of Teachers in Promoting the Concept. *International Journal of Educational Science and Research*, 8(4), 29–38. <https://doi.org/10.24247/ijesraug20185>
- Martin, R. A., & Alacaci, C. (2015). Positive youth development in Turkey: a critical review of research on the social and emotional learning needs of Turkish adolescents, 2000–2012. *Research Papers in Education*, 30(3), 327–346. <https://doi.org/10.1080/02671522.2014.963828>
- Mayring, P. (2011). *Nitel Sosyal Araştırmaya Giriş: Nitel Düşünce İçin Bir Rehber*. Ankara: Bilgesu Yayıncılık.
- Metin, Ö., & Yılmaz, A. (2019). Değerler Eğitimi Alanındaki Çalışmaların Eğilimi: USBES Örneği (2012-2017). *International Journal of Field Education*, 5(2).
- Metindoğan, A. (2018). Değerler eğitimi nasıl verilmeli? Retrieved August 6, 2020, from <https://www.egitimreformugirisimi.org/degerler-egitimi-nasil-verilmeli/>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Source Book*. California: Sage.
- Ministry of National Education. (2004). *Sosyal Bilgiler 4.-5. Sınıf Programı*. Ankara: Devlet

- Kitapları Müdürlüğü Basımevi.
- Ministry of National Education. (2005). *İlköğretim Türkçe Dersi Öğretim Programı ve Kılavuzu*. Ankara: MEB Basımevi.
- Ministry of National Education. (2017). *Türkçe Dersi Öğretim Programı*. Ankara: MEB Yayınları.
- Mutch, C. (2000). Values Education in New Zealand: Old Ideas in New Garb. *Citizenship, Social and Economics Education*, 4(1), 1–10. <https://doi.org/10.2304/csee.2000.4.1.1>
- Neuendorf, K. A. (2002). *The Content Analysis Guidebook*. California: Sage.
- Petticrew, M., & Roberts, H. (2006). *Systematic Reviews in the Social Sciences*. Oxford: Blackwell.
- Şahin, Ü. (2019). Values and Values Education As Perceived By Primary School Teacher Candidates. *International Journal of Progressive Education*, 15(3).
- Şimşek, H. (2018). Osmanlıdan Cumhuriyete Değerler ve Eğitimi. *Proceedings of Erol Güngör Symposium in the National Thought System in the Republican Era*. Kırşehir, Turkey.
- Sozibilir, M., & Kutu, H. (2008). Development and Current Status of Science Education Research in Turkeyo Title. *Essays in Education*, 24, 1–22. <https://doi.org/10.1017/CBO9781107415324.004>
- Strike, K. A. (1993). Against "Values": Reflections on Moral Language and Moral Education. *Education Policy Analysis Archives*, 1(13), 13. <https://doi.org/10.14507/epaa.v1n13.1993>
- Thornberg, R., & Oğuz, E. (2013). Teachers' Views on Values Education: A Qualitative Study in Sweden and Turkey. *International Journal of Educational Research*, 59(59), 49–56. <https://doi.org/10.1016/j.ijer.2013.03.005>
- Türen, S., & Enç, N. (2013). Literatür İncelemeleri ve Klinik Araştırmalarda Önemi. *Turk Soc Cardiol Turkish Journal of Cardiovascular Nursing*, 4(6).
- Veugelers, W., & Vedder, P. (2003). Values in Teaching. *Teachers and Teaching: Theory and Practice*, 9(4).
- Wu, S., & Zhao, X. (2019). The Overall Status of International Values Education Research in the Recent Ten Years. *Education Journal*, 8(6), 266–273. <https://doi.org/10.11648/j.edu.20190806.15>
- Yaman, E. (2002). *Değerler Eğitimi: Eğitimde Yeni Ufuklar*. Ankara: Akçağ Yayınları.
- Yıldırım, A., & Şimşek, H. (2011). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayıncılık.