

# Examination of Social Studies Textbooks in terms of Approaches of Values Education\*

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## Abstract

In the program of primary education in Turkey, comprehensive modifications were made by the Ministry of Education and The Chairman of the Board of Education (TTKB) in 2004. In this new Social Study and Instruction program some values like assiduity, scientificity, responsibility and respect to variety are defined as "the value given direct". The target of this study is to examine these activities which take part in the lesson books of social studies at 6th grade and 7th grade in terms of approaches of values education. Five social studies lesson books of 6th grade and three social studies lesson books of 7th grade which received approval from The Chairman of The Board of Education (TTKB) in the 2010-2011 academic years compose the universe of this study which executed with the examination method. Two social studies lesson books of 6th and 7th class which are chosen randomly among these books constitute the sampling of this study. In order to determine that if these activities are suitable to the approaches of values education, a Schedule of Event Criteria (SEC) is improved by the researchers and the data are examined according to this schedule. As a result of this examination in these activities for values of education which take part in social studies lesson books of 6th and 7th grade, some findings are reached that approaches of value analysis and suggestion are given in but moral reasoning, explanation of value, observation/learning through modeling are not given in.

## Key Words

Social Studies, Examination of Lesson Book, Values of Education, Approaches of Values Education.

Countries' interactions in terms of social, economic, political and cultural increased with the changing life conditions and developing technology. With this interaction while solid things have become fragile in the modern world, changing has emerged rapidly (Bauman, 2005). People have gained some new values by imitating other members (İlgar, 1996). For modern human who is surfing around the world with only one click, imitative behavior has occurred on global basis. Some changes and transformations have been in

the beliefs and value judgments of individuals living in different society and formed in accordance with changes in social structures (Durkheim, 1995). This cultural transformation in the modern world weakened social bonds and sense of responsibility in people (Hökelekli, 2002).

Values are elements that sustain society (Gömlüksiz, 2007). The future of society depends on well-trained and good charactered people (Ekşi, 2003). Education of the people who have a good character is not left the chance. In a country like Turkey where people of different ethnic, faith and beliefs live, training of common values is very important to ensure the peace, welfare and continuity. To bring in common values those individuals is possible with taking part of common values in the curriculum and so in the textbooks which are prepared accordance with this curriculum. Its contribution to ensuring continuity of the community reveals importance of values education (Şen, 2007).

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The concept of “value” means that abstract measure for determining the importance of something; asset owned by a thing; high and useful quality (Arslan & Yaşar, 2007). According to Bolay (2007) “value” means something that people give value and pursue to achieve, desire strongly to get. In social studies curriculum, the notion of value is defined as the common thought, purpose, basic moral principles or beliefs which are accepted to be correct and necessary by the majority of the members of community or a social group to ensure its continuity, process, unity and existence (Şen, 2007). To bring individuals in those basic moral principles and objectives with a formal way will be through education.

Noticing certain values, producing new values from some values, adopting the values produced by themselves and shaping own personality taking measures to these values and transforming these into behavior take place with education. This education is expressed in the literature as “values education” (Yeşil & Aydın, 2007). Values education is a clear and conscious attempt to teach values (Keskin, 2008). According to Taylor, values education is an education encourages to people that the idea of wide variety of selection, revealing the opportunities, commitment to the responsibilities and developing individual’s value of preference, managing his behaviors and attitudes (cited in Thornberg, 2008). According to Slater (2002);

Values education is a new umbrella concept to classify of common program experiences such as moral, social and cultural education; personal and social training; multi culturalist/ anti-racist education; themes in the program beyond, particularly citizenship, personal environment and health; spiritual care; ethic of school; activities added to the program; broad community connections; common worship, meeting; school life as a learning community (cited in Keskin, 2008).

To fulfill the expectations of the community and school’s own responsibility, the school’s activities practiced for the value acquisition or values development of the youth, are called “values education” (Katılmış, 2010). Individuals, in the early stages of development, begin to gain values in the family which is a social institution (Baloğlu & Balgamiş, 2005). According to the state for approval of behaviors, in the family, they learn truth and wrong, good and evil. The values given child consciously or without a plan by the family may vary from family to family, region to region according to cultural, social and economic characteristics of family. There-

fore values education of individuals who are in the age of primary education continues in the institution of school which has a very important function like building the future of society. Values education is more systematically organized at school than family. School helps to students to gain local values together with universal values of society in which they live (Akkiprik, 2007). The subject of that which values will incorporate to student at school shape accordance with the general objectives of National Education and with the curriculum prepared in accordance with these purposes.

It is clearly expressed that which values should be given at school to the citizens of Turkish republic, in the Aims of Turkish National Education prepared becomingly to National Education Basic Act No:1739.

(Article 1) ... the people who adopts national, moral, humanitarian, spiritual and cultural values of the Turkish Nation, therefore, protects and improves them; loves his family, his motherland and always work to move forward it; (...) knows his/her duties and responsibilities for the Republic of Turkey and transforms them to the behaviors (...); (Article 2) have a balanced personality in terms of physical, mental, moral, spirit and emotional, and have a healthy personality and character, independent and scientific thinking skills, a broad worldview, respectful to the human rights, value personality and enterprise, feel responsibility for the society, constructive, creative and productive (...).

The general objectives of the Turkish National Education customized according to the course in the curriculum. Social studies also is a lesson which gives a place to the Values Education and tries to educate citizens equipped with positive values and helps individual to develop positive attitude towards himself and his environment (Doğanay, 2006). Educating individuals who love their motherland and nation know and use their rights, fulfill their responsibilities, accept to protect and improve the cultural heritage, aware of the interaction of human-natural environment, have a scientific principles of morality and who are democratic and responsive are of the general objectives of social studies curriculum (Ulu Kalın, 2007). We can say that looking at these general substances, social studies lesson is a values education lesson (Cüro & Gömleksiz, 2011). Öztürk (2006), explained the value-related issues that social studies aims to develop for individuals.

To develop a positive attitude to other people, groups and cultures, ethnic, racial and other differences; depending on the individual and

public values like privacy right of the process, property, human rights, freedom and unifying values like justice equality, authority, participation, reality and patriotism; appreciating duties of the institutions politic, economic and social in our society and in other societies, the contributions of different groups to our culture, democratic values and behaviors and constitutional protections; using the process of giving value when analyzing conflicts and when judging democratic values such as equality and justice; knowing the importance of responsibility in human relationships, cooperation, worry about others, creativity and open-mindedness.

The curricula come into effect thorough training activities organized at the schools. The textbooks are important educational tools to gain value to the students. The textbooks provide cultural transmission to new generations both tradition and modern societies although technological developments in era provide new educational material to use at the school activities (Özkan, 2010). Also, textbooks continues the feature of being education materials in which the official program seen most clearly (Aslan, 2009). Textbooks are used for giving the knowledge and skills as well as transferring the values to the new generations. To give place in the textbooks the values education will upraise people to upper point than they are (Dilmaç, 1999) and will contribute to maintaining existence of society and civilization. The applications, practiced through these books, aim to educated new generations as appropriate for today's needs, in terms of the knowledge, skills and values. Achieve this goal is closely related with the values of individuals have (Katılmış, 2010). Because of reaching all zones of society regardless of socio-economic and cultural differences, textbook's effect and contribution will be great to whole society.

It is changed the scope of primary education program in Turkey by the Ministry of Education in 2004. In the 2004 social studies curriculum, some values such as scientific, peace, responsibility and respect for diversity were determined as "value given direct". Also, in this program, it was explained that which approaches will be participated these values to the education and training environment. Although these approaches named different headings in the literature, modern approaches proposed to use in value education in social studies curriculum are "values explanation", "moral reasoning", «values analysis» and "observation/learning through mo-

deling". Information about approaches that can be used for training values is as follows (Milli Eğitim Bakanlığı [MEB], 2004):

There are different approaches about how to teach values needed to be done in school. Selected values in schools can be transferred with both traditional suggestion method and can be provided to become aware of students own values with the approach of values explanation. In addition, in order to understand student's value and to make systematic value analysis, analysis of moral reasoning and value analysis approaches can also be used. By examining the resources of the field, different approaches used for value teaching are given below.

It is possible to confirm that the situation of activities in textbooks if was being prepared according to the approaches of value education, as review these activities taken part in textbooks. The target of this study is to examine activities taken part in the 6<sup>th</sup> and 7<sup>th</sup> grade social studies textbooks in terms of conformity to approaches of value education. The review like that is studied firstly in the literature. So, it is thought that this study will contribute significantly to literature. For example; textbook author may benefit it to prepare the appropriate activities in textbooks; National Education be used for its findings put forward the situation of current social studies books; literature gain it offered a new schedule and review example; researchers be used for it as it is flexible to use in the reviews of activities in different textbook in terms of value education.

There are some studies reviewed examinations of social studies textbooks in the literature. One of these is article entitled "protectionist values in Turkish educational system: an example of primary school textbooks" studied by Özkan (2010). In this article, Özkan (2010) analyzed the protectionist values in social studies textbooks before and after implementation of compulsory primary education. At the end of this review which he has made with screening model in fourteen different textbooks, he ascertained that protectionist values take place more at second stage than at the first stage for each period. This result reveals the importance of studying second stage textbooks in term of value education. In other study, Belet and Deveci (2008) have examined Turkish textbooks in term of value determining ten themes, such as national value, responsibility, self-control, diligence, tolerance, compassion, kindness, being honorable, consistency and honesty. As a result of their analysis, they determined that there are values in most of the texts at the Turkish textbooks

which take place in the scope of research. As it is seen, researches are mostly intended to determinate the quantity. Unlike these researches outlined above, the contribution of this research to the literature is to examine the activities prepared to give the values which will be given directly in primary sixth and seventh grade social studies textbooks in terms of suitability to the approaches of values education. Approaches of value education take place in literature as a separate subject but there has not found a research which treats a textbook's appropriateness to the approach of value education. It has been thought that this research will be beneficial to literature because it is a first study in its field and gives a "Schedule of Event Criteria (SEC)". This study aims to reveal that which approaches of value education were used for preparing the activities taken part in the 6<sup>th</sup> and 7<sup>th</sup> grade social studies textbooks. In this context, it is looked for answer the following research questions.

1. What is the availability of "suggestion" method in the activities prepared to gain values?
2. What is the availability of "value clarification" method in the activities prepared to gain values?
3. What is the availability of "moral reasoning" method in the activities prepared to gain values?
4. What is the availability of "value analysis" method in the activities prepared to gain values?
5. What is the availability of "observation" method in the activities prepared to gain values?

### Method

The research was conducted through document analysis method. In this research, document review used as a stand-alone method of investigation.

### Sample

This study's data source consists on textbooks. The research data are obtained from the primary 6<sup>th</sup> and 7<sup>th</sup> grade social studies textbooks. The universe of research is composed of five 7th grade social studies textbooks and three 6th grade social studies textbooks prepared in accordance with curriculum and approved by the Ministry of Education in 2010-2011 academic years to use for primary school for five years. The sample of research consists two 6th and two 7th grade social studies textbooks selected from these books randomly.

### Instrument and Process

A schedule is developed by researchers in order to examine the activities in terms of values education approaches in the primary sixth and seventh grade textbooks. This schedule is named "Schedule of Event Criteria (SEC)" given in table 1.

Values teaching approaches given in social studies (6-7) instructional program 2004 and values encountered commonly in a literature are based on the preparation of SEC. According to this, five topics have been achieved as "suggestion", "value clarification", "moral reasoning", "value analysis" and "learning thorough observation" methods. These topics are met in the literature with different names but the names in social studies curriculum are taken into account.

At the development of data collection instrument, draft articles were written after determining approaches to value education. In the stage of writing articles, primarily, features which should be involved in activities were determined by utilizing literature and social studies curriculum. Initially suggested 18, value clarification 28, moral reasoning 17, value analysis 16 and observation occurred 7 draft articles. Firstly, this draft articles were presented for the opinion of academic and then it was reorganized. Examination of the people related to subject with different size contributes to the research in terms of internal validity (persuasiveness). Thus, it is required to make an evaluation meeting with researcher and expert or to take opinion through sending data to the expert. In addition, it is required to ensure the external validity with the direct quotations. In this study, it is also tried to ensure both validity. Primarily, the substances reorganized are prepared to an expert opinion by three academics working in the fields of social studies education, measurement and evaluation and value education and discussing in issues such as represent the approach, the applicability condition in measuring and understanding. A form is prepared for the application of an expert judgment (Büyüköztürk, 2009) which is one of the logical ways used in supplying content validity of research. This form consist of options new the substances like "appropriate" "not appropriate" and "corrected". On the form a space line is given under the substances for the research that mark the "corrected" option to write their recommendations and a few lines are given at the end of the form for all participants to indicate additional sight. By sending electronic mail or delivering, this form is delivered to 7 academics expert in the field of

Educational Sciences, Turkish Education, Social Studies Education and Value Education and 3 social Studies teachers in the elementary schools. Experts have reported opinion such as the ways represent the constituents of the relevant approach, comorbid or not, understandability applicability to measure the activities of the textbooks, to contain the correct information. In line with these

opinions, substances have been rearranged and taken its final form. With the final regulation, item's number changed like that: suggestion seventeen, value clarification seventeen, moral reasoning ten, value analysis nine and observation method six. Out of this process related to the internal validity, data has been tried to ensure the external validity supporting by direct quotations.

**Tablo1.**

*The Schedule of Event Criteria (SEC ) Formed in Accordance With Approaches to Values Education*

<i>In The Values Education Activities Prepared In Accordance With The Approach of "SUGGESTION"</i>		Yes	No
1	Values accepted true socially are predetermined.		
2	The definition and useful aspects of value written directly.		
3	Values are depicted as a stand-alone subject.		
4	Predicates that determine the value include such statements frequently "should" "ought to" Ex. We should help elders.		
5	Expressions are sermonizing nature.		
6	Information about values continually repeats.		
7	Values education tends to grow individuals who fulfill the duties and responsibility.		
8	Values education is teacher-centered, so it has a narrative structure that will enable teacher active.		
9	Interrogation the state about the value take in and analysis don't take place.		
10	A connection between the conduct and values established but a discussion on them isn't made.		
11	The information related to values is suitable to memorize.		
12	There is a deductive structure. After presented the rural and generalizations about the value, subject supported by the example given.		
13	There is song, poem, folk tale, historical and fictional history related to value.		
14	Modeling is supported by imitating a person in the lives of the students.		
15	Subjects of values educations are prepared in accordance with the concrete materials and expression.		
16	There is no personal value of students.		
17	Questions have been prepared to recall memorized information. Ex. What is patriotism?		
<i>In The Values Education Activities Prepared In Accordance With The Approach of "VALUE CLARIFICATION"</i>		Yes	No
1	There are expressions that can help students to realize their own values.		
2	There are expressions offering students a range of options that can help them to see the alternatives.		
3	There are expressions that can help students to make a choice thinking about the possible consequence of each alternative.		
4	There are questions that encourage students to think about the situation related to value.		
5	There are expressions that help students to make their own value choices consciously.		
6	There are expressions that encourage students to explain their choice to the class.		
7	There are expressions that underlined importance of more why selected the value than what it is.		
8	The content is suitable for students to make class discussions supportive their chosen value.		
9	The content reflects the state that students may face in their daily life.		
10	Students are encouraged to behave suitable with the value selected in class as well as in their daily lives, and to show continuity in this behavior.		
11	Used for some modern technics such as sample event, role playing, group discussion, active listening, thought papers, paper value, open-ended questions autobiography, interviews and so on.		
12	The content is suitable for students to develop a rational point of view establishing cause-effect relationship.		
13	The content interests of students.		
14	It has a structure while a student is doing a clarification of value, other students are listening respectfully.		
15	Questions prepared for group or individuals are appropriate for group or individuals.		
16	Content is suitable for discussion in the class and analysis.		
17	There are some statements to develop high level cognitive-looking such as problem solving, critical thinking skills.		

<i>The Values Education Activities Prepared In Accordance With The Approach of "VALUE ANALYSIS";</i>		Yes	No
1	Values education made through the example events.		
2	The problem about the value given in example case is clear and brief.		
3	There are questions to consider, to think and to distinguish.		
4	Questions help student to find the problem of value, evaluate the event rationally and conclude different results.		
5	It is asked to student what might be in a different case after the information related to value give them.		
6	There are statements to gain students critical thinking skills.		
7	Students were asked to collect evidence and information about the value problem.		
8	There are statements to determine the appropriateness of the information and evidence collected by students to the purpose and benefits.		
9	There are statements help students practice problem solving method to daily life.		
<i>In The Values Education Activities Prepared In Accordance With The Approach of "MORAL REASONING";</i>		Yes	No
1	Values proposed by the school were determined as a basic value.		
2	Case studies or stories contained moral dilemma were used.		
3	The dilemma in the story related to the topic of lesson.		
4	The dilemma in the story is appropriate to the level of students.		
5	The dilemma in the story is simple and clear.		
6	The dilemma in the story is an open-ended structure that students can give different answers instead of giving a single response.		
7	The dilemma in the story is also suitable for group discussions.		
8	The questions about the dilemma in the story prepared appropriate to execute around the question of "what is the best course of behavior."		
9	During the evaluation it is more important to use process of reasoning in reaching the solution than the solution and why achieved this solution.		
10	Evaluation made properly to Kohlberg's stages of moral development and aimed to the students identified as having a sub-phase pass to a higher impairment.		
<i>In The Values Education Activities Prepared In Accordance With The Approach of "LEARNING THROUGH OBSERVATION";</i>		Yes	No
1	Students are included in the education process of all the senses.		
2	Students are required to observe the positive aspects of an important person in their life.		
3	Students will compare their own values with the observed person's values.		
4	There are statements to understand the views of person from students as well as model-looking.		
5	There are forms that person can take note the effects to own of this values and what is the dominant characteristics and values of people.		
6	Expressions are given in the classroom to discuss the observation notes.		

At the developing stage of Schedule of Event Criteria, the researchers collaborated with electronic mail and phone constantly. In addition, researchers have come together once and identified the activities about the value of unit examined in textbooks, then they are assessed together the suitability of these activities to the Schedule of Event Criteria. The researchers' purpose in doing so is an attempt to minimize the subjectivity which is an important reliability problem in the qualitative researches. In these qualitative researches which accept that it was impossible to achieve same results in the case of repetition of a research in a similar group, it is expected to data analysis among the researches; this study will provide the external reliability. For these reasons, researchers, avoiding the different perceptions and interpretations, acted with common sense at every stage of this research. Even they supported the study data by making direct quotations. All of these are very important in terms of reliability of study.

**Analysis of Data**

In this study, because of the documents' being single source of data, the data obtained from textbooks are subjected to content analysis. Activities constitute the unit of analysis at the content analysis. Issues integrity with them, sample events, image studies selected as an activity and in these activities the status of giving place to the value of unit is determined. Units and frequencies related to its value given Table 2:

When table two is examined, it is observed that seven units are in sixth grade social studies textbooks and seven values expected to gain in these units. In addition, the difference between frequencies and percentages of activities to acquire these values draw attention. For example, at the first book the value of natural environmental sensitivity which is the value of life on earth unit is located in eight of ten activities and this value is constituted 80, 00% of total related activity. In the

second book, the same value is located in five of sixteen activities and constituted 31.25%. Units and values are same but frequencies and percentages and the state of giving place to the related value in these activities are quite different. In the first book one of the seven activities in the first unit (14,28%), eight of ten activities in the second unit (80,00%) ten of fourteen activities in the third unit(71,48%), three of the seven activities in fourth unit (42, 85%), three of the fifteen activities in the fifth unit (20,00%), twelve of fourteen activities in the sixth unit ( 85,71%), one of the six activities in the seventh units (16,16%) related to the value of unit. These values for the second book is as follows: two of nine activities in the first unit (22,22%), five of sixteen activities in the second unit (31,25%), fourteen of fourteen activities in

the third unit (100%), five of seventeen activities in the fourth unit (29,41%), three of twelve activities in the fifth unit ( 25,00%), ten of twelve activities in the sixth unit (83,33%), zero of ten activities in the seventh unit (0,00%) are directly related to the value of unit. Also seventh grade textbooks were examined with the content analysis according to matching unit with the value given in curriculum. The theme of the analysis is a table that shows the matching of unit with the value and also the unit is the activities created with the integrity of the subject. The results of analysis are as follows:

When table three is observed it is seen that seven units are in seventh grade social studies textbook and seven values expected to gain in these units. When the frequencies and percentages of activities to gain these values are examined, it is seen that

**Table 2.**  
*Activities Related To Values In 6th Grade Social Study Textbooks*

UNITS	VALUES	BOOK-I						BOOK-II					
		N		RELATED VALUE		OTHER		N		RELATED VALUE		OTHER	
		f	%	f	%	f	%	f	%	f	%	f	%
Learning Social Studies	Scientific	7	100	1	14,28	6	85,72	9	100	2	22,22	7	77,78
Life on the earth	Sensitivity to the natural environment	10	100	8	80,00	2	20,00	16	100	5	31,25	11	68,75
Turks in the silk road	Sensitivity to cultural heritage	14	100	10	71,42	4	28,58	14	100	14	100,00	0	100
Resources of our country	Responsibility	7	100	3	42,85	4	57,15	17	100	5	29,41	12	70,59
Our Country and the World	Charity	15	100	3	20,00	12	80,00	12	100	3	25,00	9	75,00
The adventure of democracy	Respect for his rights and freedoms	14	100	12	85,71	2	14,29	12	100	10	83,33	2	16,67
Electronic century	Diligence	6	100	1	16,66	5	83,34	10	100	0	0,00	10	100

**Table 3.**  
*Activities Related to Values in 7th Grade Social Studies Textbooks*

UNITS	VALUES	BOOK-III						BOOK-IV					
		N		RELATED VALUE		OTHER		N		RELATED VALUE		OTHER	
		f	%	f	%	f	%	f	%	f	%	f	%
Communication and Human Relations	Respect for diversity	9	100	1	11,11	8	88,89	16	100	1	6,25	15	93,75
Population in our country	Patriotism	13	100	1	7,69	12	92,31	12	100	1	8,33	11	91,67
Journey to the Turkish History	Aesthetic	38	100	3	7,89	35	92,11	26	100	5	19,23	21	80,77
Economic and Social Life	Honesty	16	100	6	37,5	10	62,5	13	100	5	38,46	8	61,54
Science in Time	Scientific	22	100	2	9,09	20	90,91	28	100	1	3,57	27	96,43
Living Democracy	Justness	11	100	1	9,09	10	90,91	17	100	1	5,88	16	94,12
Bridges Between the Countries	Peace	15	100	3	20,00	12	80,00	28	100	2	7,14	26	92,86

there are some differences but these differences are not as high as in the sixth grade social studies textbooks.

In the third book, one of nine activities in the first unit (11,11%) one of thirteen activities in the second unit (7,69%) three of thirty eight activities in the third unit (7,89%) six of sixteen activities in the fourth unit (37,5%) two of twenty two activities in the fifth unit (9,09%) one of eleven activities in the sixth unit (9,09%) three of fifteen activities in the seventh unit (20,00%) have been found related to the value of the unit. The examination of activities related to the unit's value included in table two and three with the Schedule of Event Criteria (SEC) constitutes the second phase of data analysis. When determining which of the events is appropriate for the approaches to value education in this schedule, the choice "yes" or "no" is marked with X according to the state of the feature located in items to make the activities. If the items which are marked "Yes" are less than 30% of the total materials at its approaches, it is said any approaches on the value "Not available/ appropriate", if it is 30-70% "partially suitable", if it is over 70% it is "Appropriate". That is the reason why kept the range of "Appropriate" so high is the activity, to be fully in line with an approach must include almost all the feature of this approach. Appropriate: 3, partially appropriate: 2, not available: 1. like that, numerical values are given and frequencies and percentages are taken in the computer environment. The tables of frequencies and percentages and direct quotations about the approaches take part in the finding chapter.

**Results**

In this section, it is given place to the result of examination which made with the Schedule of Event Criteria (SEC) and to the direct quotation which is obtained from these activities located in the sixth and seventh grade social studies textbooks for the

values education. In analyzed social studies textbooks, activities which detected to be prepared for give the unit values are examined with the SEC whether or not appropriate to the approach of value education. If the activity is partially or wholly appropriate to an approach, the findings reached by determining to which approach, at what level and what extent is suitable, the frequency and percentage are given in the following tables. In addition, some remarkable findings in these tables is supported by making direct quotations in some activities of social studies textbooks.

**Findings belong to the Sixth Grade Textbooks**

When the data of the first book at table 4 is examined, it is determined that suggestion and value analysis approaches were used in the preparation of activities related to the value in the sixth grade social studies textbooks but moral reasoning, value clarification and observation approaches were not used. It is found that sixteen activities were related to suggestion approach in the first book. While three of these activities were appropriate, the other thirteen activities were partly suitable. It is found that the rate of the activities which were partly suitable to the suggestion approach in the total activities was 81,2% and the proportion of suitable activities was 18.8%. In addition, twenty three activities in the first book were found about the approach to value analysis. One of these activities was not available, eighteen of them were partly suitable and four of them were appropriate. The activities which were not available to value analysis constitute the rate 4,3% of total activity, activities which were partly suitable constitute the rate 78,3% and the suitable ones constitute the rate 17,4%. As examined the second book's data at table four , it is also determined that the approaches to suggestion and value analysis were used again in the preparation of activities related to the value but moral reasoning, value

**Table 4.**  
*The Suitability of Social Studies Textbooks in 6th Grade to the Approaches of Values Education*

APPROACH TO VALUES EDUCATION	BOOK -I (Altun, Doğan, & Uzun, 2009).								BOOK-II (Akbaba, Kolukisa, & Tokcan, 2010),							
	NOT FOR ANY		PARTIAL-LY FOR		ENTIRELY FOR		N		NOT FOR ANY		PARTIAL-LY FOR		ENTIRELY FOR		N	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
SUGESSTION	0	0	13	81,2	3	18,8	16	100	0	0	16	94,1	1	5,9	17	100
VALUE ANALYSIS	1	4,3	18	78,3	4	17,4	23	100	1	4,3	13	56,6	9	39,1	23	100
MORAL REASONING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VALUE CLARIFICATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OBSERVATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

clarification and observation approaches were not. Seventeen activities were found about suggestion approach. Sixteen of them were partly suitable and one of them was suitable to approach. The activities which were partly suitable constitute the rate 94,1% and the suitable one constitutes the rate 5,9% of total activity. In addition, it is observed that twenty three activities are related to value analysis and one of them was not available, the other thirteen were partly suitable and the other nine were suitable. Available activities constitute the rate 4,3%, the partly suitable ones constitute the rate 56,6% and the suitable ones constitute 39,1% of total activity.

The percentage and frequency of the activities listed in the table which is “partially appropriate” are quite high compared to these “appropriate” this shows that the majority of the activities in the textbooks are not prepared appropriately to the approach, so the rate of conformity to the substances on SEC is not 70% and over. This situation has been widely seen when examining the activities in the textbooks. For example, at the examined second book the expressions used in an activity in which the values transfer with suggestion are as follows:

...To write history as important as making history, if those who write history do not stand loyal to history makers the unchanging fact turns into a form that surprises man king.”  
 “We must be the men who always looking for the facts and when we believe that we find it. We should dare to expression it.

M. Kemal Atatürk

Events involving these sentences “...We should be men” expression suggests directly the value expected from students. Questioning of the values is not done at the event but at the end of the expressions the question. “What the words of M. Kemal Atatürk want to tell us?” is addressed to the students. This question is only a question to repeat the transferred and substantial. It is not a question which may direct

the student to think, to analyze causes and results or allowing students to make the discussion on the dilemma and so make them more active in the training. Apparently, this activity is an activity appropriate with the first section of SEC. Although it has some aspects like directed to the transfer of a predetermined value, include phrases such as “- should, -ought to”, support a teacher-centered education, it is seen that activity remained incomplete in some aspects such as the definition of value and the writing of useful aspects, a matter of treatment alone, establishing a clear link between rules and values.

In the same book, in the unit to educate the value of “responsibility” the expressions inspiring value are in majority. Among examples, “... rivers are rapidly polluted.” The effect of the dirty and toxic water left in the factories into the rivers has great in there. So we should not pollute our rivers and should prevent the polluters. “... To protect forests and to leave more forest land to the next generations we should protect forests (Book II, s.103-110).” There are some activities like that.

**Findings belong to the Seventh Grade Textbooks**

As examined third book’s data at table five, it is seen that suggestion and value analysis approaches were used in the preparation of these activities about the value again, bur moral reasoning, value clarification and observation approaches were not used in textbooks. Eight of fourteen activities about the value in the third book are partly suitable and six of them are suitable to the suggestion approach. The rate of the activities which are partly suitable is 57,1% and the suitable ones rate is 42, 9% of total activity. Besides, five activities are about the approach to value analysis. Three of them are partly suitable and the other two are suitable. The partly suitable ones constitute the rate 60,00% and the suitable ones constitute also the rate 40,00% of total activity.

**Table 5.**  
*The Suitability of Social Studies Textbooks In 7th Grade to The Approaches of Values Education*

APPROACH TO VALUES EDUCATION	BOOK-III (Özcan, Kaya, Koyuncu, & Polat, 2008).								BOOK-IV (Arslan, 2010)							
	NOT FOR ANY		PARTIAL-LY FOR		ENTIRE-LY FOR		N		NOT FOR ANY		PARTIAL-LY FOR		ENTIRELY FOR		N	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
SUGGESTION	0	0	8	57,1	6	42,9	14	100	0	0	3	60,0	2	40,0	5	100
VALUE ANALYSIS	0	0	3	60,0	2	40,0	5	100	2	15,4	8	61,5	3	23,1	13	100
MORAL REASONING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLARIFICATION VALUE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OBSERVATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

As observed fourth book's data at table five, it is seen that suggestion and value analysis approaches were used in the preparation of these activities about the value over again, but moral reasoning, value clarification and observation approaches were not used in textbooks. Five activities are related to suggestion approach in second book. Three of these five activities are partly suitable and two of them are suitable to the approach. These activities which are partly suitable form the rate 60,00% and the other suitable two form the rate 40,00% of total activity. Also, it is stated that thirteen activities are about value analysis in the book and two of these activities are not available, eight of them are partly suitable and three of them are suitable to the approach. The activities which are not available the rate 15,4% , the partly suitable ones form the rate 61,5% and the suitable ones form the rate 23,1% of total activity.

According to the data in table 5, the frequency and percentage showed the status of activities to an approach "partially appropriate" or "suitable", according to the Sixth grade textbooks. They are more closer to each other, but still "partially appropriate" more and that the activities given more place to the value analyses approach is remarkable. As an example to an activity related to value analysis "Conductor Seattle's Letter" can be given. This activity prepared to the value of "Natural Environmental Awareness" and being the direct given value in second unit of IV Book is found "partially appropriate" to the approach of value analysis.

Big and I think White Reis is sending us the news that he wants to buy our land. But leave us enough to live a comfortable life. Every pine tree glistening in the sun, the mist floating on the black forest, each bee buzzing have a sacred mean in memory and thoughts of our people. We are a part of the soil and the soil is a part of us. Fragrant flowers are our sisters. Reindeer, horse and the great eagle are also our brothers. Foaming waves of the river, sap of the flowers in the meadow, perspiration of little horse and each of them belongs to one origin, to our origin. Because of this, while Great Reis in Washington wants to us our land, he wants a lot of things.

*Which features of the nature see Chief Seattle as a part of their? Why Chief Seattle think that Great Reis in Washington wants a lot thing while he wants to buy the land?*

Water in rivers and streams just flowing water for us, it is our ancestor' blood in the same time. If we sell this land to you, you must te-

ach your children that this soils and water is sacred. We love the rivers and streams like our sisters and brothers. Would you show the same love for our brothers and sisters?

*Chief Seattle says what they saw as the rivers and streams? If people love rivers and streams like their sisters and brothers, how they behave toward them (...)* (Book IV, p. 56).

This activity is examined in accordance with the SEC's value analysis approach. Although it is accordance with the items such as a sample letter to be made through values education, the problem is understood and students directed to think but it is lack of in terms of some items as problem solving, adapting to daily life and discussion on what will happen in different situations. There is a picture also in an activity example prepared to educate the value of respect for diversity. In this picture four children with different hair colors are playing ball. In the directive of picture it is called that determine the differences between children. But the reflected difference is only the hair color. In the picture below, "We all have many different features. We all need to respect these differences." said but what about the probability that determine the differences have no question or comments. Therefore, while this activity is examining with SEC, it is examined in the framework of suggestion in terms of contain a sermonizing expression. This only event prepared to bring the value of the unit is found "Not appropriate" at the end of the review for both approaches. Therefore, in the examined textbooks, these types which carried some of activities encountered property of the two approaches but in terms of content remained inadequate to handle a value.

### Discussion

The formation of society consist of individuals who gain the values like honesty, diligence, responsibility, respect and helpfulness will contribute to the continuation of the society and to the welfare of people. National Education which is an important institution to training the individuals in society can reach through textbooks all segments of society regardless of socio-economic and cultural differences. For this reason, textbooks are an important education and training material in order to constitute a common culture in society, provide the continuity of the society and train individuals to gain positive values. Therefore, preparing activities situated in textbooks with appropriate methods and techniques is expected to contribute education to achieve its purpose.

The target audience of social science textbook (6-7) is the students who are about to enter or newly introduced in adolescence. Due to the feature of growth it can be seen many attitudes and behavior change at these students as an emotional excitement and exuberance, relationships which are quickly established and deteriorated, drawing attention and an effort to have a role. Value judgments may change suddenly due to the biological, psychological, and sociological characteristics of the period of adolescence. Growing, socializing and having abstract thinking individuals may have both an identity and behavioral complexity while they are feeling the need to determine the location of them in life (Hökeleki, 2002). In this complex period, textbooks and social studies education program have an important role to establish their value judgments (Evin & Kafadar, 2004).

In this study, activities prepared for teaching values in social studies textbooks have examined in terms of compliance with approaches of values education. Review consists of different stages. Firstly, a table is made in which the values will be examined matched with the units. Secondly, status of taking part in social studies textbooks of these values in this table determined. Then, the frequency and percentage of the activities to gain the value in each unit is taken. Accordingly, it is concluded that the activities situated in 6<sup>th</sup> grade social studies textbooks showed significant difference in the distribution both between units and between books the same level, however, the activities situated in 7<sup>th</sup> grade social studies textbooks, distribution of units and books the same level values are close to each other.

In a study of Cüro and Gömleksiz (2011) elementary students' attitudes have been revealed towards certain values in the social studies curriculum. In this study, it is concluded that social studies curriculum is effective at gaining the value specified in the program to the students. Of course, this is an important study for the literature. However, the source which can more influence to gain a value to the students than the curriculum is textbooks expected to be prepared according to the education programs. So, it is an important point in terms of reflection of curriculum to education that what extent the activities, prepared about the values, is taken part in and which methods or technics used to prepared these activities in textbooks. Because, if the philosophical foundation underlying the existing curriculum is constructivism, but the activities in the textbooks are compatible with the prennialism, it means that the curriculum isn't realized. In this

case, the individuals will raise according to the textbooks rather than written program. The findings of this study show that 6<sup>th</sup> grade social studies textbooks give place to the activities which are "partially appropriate" to the suggestion technique at rates of 81% and 94%. Moreover, only the value of analysis among the approaches of values education is given in but the moral reasoning, value clarification and approaches to learning through observation have not been included in any of the textbooks which were examined. Is there not a serious problem that should be considered on this regard?

This study contains a table, which may help to review the activities, situated in not only social studies textbooks but also textbooks of other field in the primary schools, in terms of approaches of values education. It is also the first and original work about the subject. Because of all of them, we think it would considerably contribute to the literature.

It is not faced with a study in the literature to discuss directly the findings of this study. However, an article studied by Aladağ (2009) who trained to determine the effect of the approaches of values education in social studies teaching students to the level of gaining the value responsibility obtained the data by Cognitive and Affective Level Scale. In this study, for 8 weeks he touched in a class through the activities prepared in accordance with approaches to value education, in other class through the textbooks. As a result of this study, he found significant differences at the both affective and cognitive levels of students in favor of the experimental group, so this is the evidence of preparing this activities appropriately with the approaches to values educations will make meaningful contribution to education. By this way, we can say that preparing the activities in the textbooks, which can reach the entire community, in accordance with the approaches to values education can make a positive effect on affective and cognitive development of students. Well, is the activity in textbooks prepared in accordance with the approaches of values education?

When we look at the current situation at the textbooks we examined, we found that in the activities which are prepared in accordance with article of values education in 6<sup>th</sup> and 7<sup>th</sup> grade social studies textbooks, two different approaches of values education are given: suggestion and value analysis. Suggestion is considered a traditional education approach but value analysis a contemporary approach. Not providing of all the contemporary approaches in the written curriculum in the activities taken part in textbooks expected to prepare in light of contemporary approaches, shows

that the social studies textbooks should reconsider regarding the appropriateness of the curriculum. Also, in the books we observed it shows the needs for both this study and reorganization of the textbooks because percentages and frequencies of the activities which are partly suitable are quite high than the activities are suitable. And this is also reveals the need to the reorganization of these textbooks in accordance with the approach to value education. In addition, the significant differences between units in the rate of granting the values can cause while students gain a value dominantly another other value weakly or no gain. On the other hand, the availability status of the activities to the approach of values education may affect students to convert this value to the behavior. Based on research findings, it can be propose the re-evaluation of the textbooks in terms of the suitability to approach of values education and the rate of giving place the activity about value in the content of books. It is important to study with expert in the field on this subject and to establish a balance without ignore the skills and knowledge aimed by social studies curriculum to provide to the students.

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