

Value Orientations of Candidate Teachers in Knowledge Society

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Abstract

Problem Statement: Enormous changes over the last decades have led to evolving roles of schools, teachers and education itself. This new era of a knowledge society has broadened boundaries of schools, education and learning. Thus, the variables involved in education demand exploration. One of the essential components of education is the teacher. Various characteristics of teachers have been examined. In recent years, teachers' values have been one of the topics explored by educational researchers.

Purpose of the Study: The purpose of this study was to examine candidate teachers' values in a knowledge society and to determine whether their scores on values types differed according to a set of independent variables.

Method: Participants in this study were 192 students at Nigde University, Education Faculty. The sample consisted of 108 females (56.3%) and 84 males (43.8%). The Value Scale was used to measure value orientation of the participants. Data were collected using the "Values Scale." This self-report instrument consists of 38 items scored on a five-point Likert scale. The Values Scale has three sub-scales. Traditional, universal and hedonistic values subscales were determined based on a review of the literature related to values in a knowledge society. Data were analyzed using the Statistical Packages for Social Sciences (SPSS), version 22.

Findings: The findings showed that candidate teachers had high scores on traditional, universal and hedonistic values. Results showed significant gender difference in scores on traditional and hedonistic values. Significant differences in traditional values were found according to candidate teachers' place of longest residence. Candidate teachers' scores

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on value subscales differed according to whether or not they were involved in political activism. Candidate teachers' scores on traditional, universal and hedonistic values did not differ significantly according to the other independent variables applied in the study.

Conclusion and Recommendations: Overall, the findings of this study were unique. Therefore, more work with diverse populations and assessment instruments is required in order to further clarify relationships between candidate teachers' values and a variety of independent variables.

Keywords: Knowledge society, values, traditional values, universal values, hedonistic values, candidate teachers.

Introduction

During the last several decades, enormous changes in technologies and scientific knowledge have imbued "knowledge" with more immense power than ever before. The present days of human history are often referred to as the "information age" and today's societies as "information societies." Therefore, production of information and use of up-to-date information have become national priorities. Information societies have inevitably brought about the need for changes in education and socialization of new generations of youth. Today's young individuals are expected to be problem solvers, critical and creative thinkers. Furthermore, the abundance of information necessitates persons living in this age to be life-long learners.

With this new era of the information society, roles and functions of students, teachers, schools and education have changed. For example, today's students are expected to be good at searching, understand various methods of accessing information, eliminate/differentiate unnecessary/unneeded information, select and implement learning strategies, critique information, preferably produce new information, and evaluate learning outcomes (Savin-Baden and Major, 2004). Correspondingly, the teacher is no longer in the position of transmitting information to pupils, but rather serves as a mentor or guide who accompanies the student in the construction of knowledge. Teachers are expected to foster curiosity, encourage students toward searching and finding their own answers, as well as sustain their motivation and efforts to learn (Dalin & Rust, 1996; Hancock et al., 2003). School has also changed. Schools must now assume a guiding role for students, not only within the confines of their walls but everywhere else. In other words, the learning process has expanded beyond classrooms. Indeed, Rice (2006) noted that "it is now widely acknowledged that faculty no longer have full responsibility for the transfer of knowledge" (p.19). Basic characteristics of a "knowledge society is a society in which lifelong learning (including learning how to learn) is necessary" (Stock, 2011, p. 965). As such, as stated by Heidenreich in 2002, the definition and status of education and learning have evolved in the knowledge society (as cited in Stock, 2011). As such, education is more personalized than ever before.

Today's education takes into account individuals' needs, learning styles, learning pace, and other individual and contextual differences. As such, it is more inclusive of personal and cultural differences and the needs of students. Accordingly, in 2004 the National Ministry of Education of Turkey [MEB] initiated a reform process that assumes a student-centered, constructivist approach nationwide. The Ministry views the present time as "a time where information is rapidly produced and renewed;" therefore, the new generations of persons are expected to be equipped with competencies in accessing, using and producing information. Although this era puts such remarkable emphasis on information, it has a social function to it and is not value free (Caprile & Pascual, 2011; Drucker, 1996). Education functions as a means of acculturation of new generations. In other words, young generations are introduced to the traditions and values of a society through education. On the other hand, education is also supposed to prepare new generations in accordance with predictions of the future needs of a society, and as critical and creative thinkers, productive citizens and creators of the future. Put differently, today's education seeks a balance between familiarizing the youth with their roots and inviting and encouraging them to venture toward the unknown and innovation.

While education undertakes more complex roles than ever before, so do teachers as one of the primary actors in education. Like anybody else, teachers have values of their own. There is a remarkable body of research indicating the impact of teachers' values on student behavior (i.e., Brophy, 1986; Dar, 2015; Harbour et al., 2015). In order for today's education to be fruitful, various characteristics of teachers should be examined. One of these is their values. In recent years, investigations of value orientations of teachers in information societies (or, as some call them, "knowledge societies") have gained popularity. In Turkey, teacher training takes place via two different paths. One path is through a college faculty of education. The other, which is periodically embraced by politicians in power, is through short-term training programs provided by faculties of education to senior year students, or to graduates of faculties of letters and arts or faculties of science. These persons are provided with a Pedagogical Preparation Certificate Program that consists of both theoretical and practical coursework. Upon successful completion of this program, individuals attain equal credentials with graduates of faculties of education. There has been discussion about whether these persons can possibly attain similar values and attitudes to those whose training and preparation typically takes four to five years in faculties of education. There have been numerous studies examining the values of teachers-in-service and candidate teachers-in-training. However, no work was found that focused on candidate teachers participating in Pedagogical Preparation Certificate Programs. The current study intends to contribute to the literature on teachers' values by investigating this unique group of candidate teachers.

Thus, the main purpose of this study was to investigate the values orientations of candidate teachers participating in a Pedagogical Preparation Certificate Program. In fulfilling this main goal of the study, firstly, pre-service teachers' scores on value types were determined; secondly, relationships between values orientations of candidate teachers and the following variables were examined: gender, field of

study, age, level of education, type of high school attended, parental level of education, perceived socioeconomic status, place of longest residence, frequency of following the news, participation in political activism and political orientation.

Method

Research Design

The current research utilized the correlational research design. Such a design involves clarification of the potential relationship between the variables.

Research Sample

Participants in this correlational study were 192 voluntary students enrolled in the Pedagogical Preparation Certificate Program at Nigde University, Education Faculty, during the fall semester of the 2014-2015 academic year. The sample consisted of 108 females (56.3%) and 84 males (43.8%). Participants' ages ranged between 18 and 33 years, with a mean of 23.6 (SD=2.2). A majority of the participants' parents were primary school graduates (48% of mothers and 41% of fathers). In quantitative survey research, for instance, if population size is 10,000, assuming alpha level as .05, and the margin of error as .03, the required sample size would be 119 (Barlett, Kotrlik, & Higgins, 2001). Therefore, in this study, it (192) was considered to be a sufficient sample size to generalize findings from a drawn sample back to the population.

Research Instruments

Data were collected using the "Values Scale" developed by Altunay and Yalcinkaya (2011). This self-report instrument consists of 38 items scored on a five-point Likert scale, ranging from 1 (not important) to 5 (highly important). The Values Scale has three sub-scales. Traditional, universal and hedonistic values subscales were determined based on a review of the literature focused on values in a knowledge society.

A Personal Information Form was also included to gather information about participants' socio-demographic variables such as gender, field of study, age, level of education, type of high school attended, parental level of education, perceived socioeconomic status, place of longest residence, frequency of following the news, participation in political activism and political orientation.

Validity and Reliability

Altunay and Yalcinkaya (2011) administered the draft form of the scale to 400 candidate teachers and reported a Cronbach's alpha coefficient of .86 for traditional values subscales, .92 for universal values subscales and .75 for hedonistic values subscales. The authors tested construct validity of the scale by using confirmatory factor analysis that verified the three-factor structure of the Values Scale. In the current study, internal consistency of subscales was examined and Cronbach's alpha

coefficients of .82 for traditional values subscales, .90 for universal values subscales and .79 for hedonistic values subscales were found.

Data Analysis

The analysis of data was conducted in two stages. In the first stage, pre-service teachers' scores on value types were determined through descriptive statistics. In the second stage, MANOVA was conducted to test whether there were significant differences in value types of pre-service teachers according to the independent variables of gender, level of education, etc. The sub-scales of the Value Scale were taken as dependent variables. Gender, field of study, age, level of education, type of high school attended, parental level of education, perceived socioeconomic status, place of longest residence, frequency of following the news, participation in political activism and political orientation were the independent variables. Each of the 13 independent variables was entered into the MANOVA one at a time to ensure sufficient cell size. To control family-wise error rate (which is the problem with multiple comparisons or testing), a procedure developed by Benjamini and Hochberg (1995) and then recently modified by Benjamini and Yekutieli (2001) was used (the False Discovery Rate; FDR). While the modified FDR procedure, which is also referred to as the B-Y method, controls the experiment-wise α , this procedure also provides increased power according to Bonferroni correction (Benjamini & Hochberg, 1995; Benjamini & Yekutieli, 2001). In the B-Y method, the critical value is determined by:

$$\alpha / \sum_{i=1}^k (1/i)$$

where k is the number of hypothesis tests (Narum, 2006). Although an alpha level of .05 was selected, conducting 13 hypothesis (k) tests yielded an alpha level of 0.0157 per test. SPSS version 22 was used for all statistical calculations.

Results

The first purpose of the study was to determine scores of traditional, universal and hedonistic values of prospective teachers in a knowledge society (see Table1). Descriptive results showed that participants ranked each item most either as "important" or "highly important." Candidate teachers' scores on subscales are presented in Table 1 below.

Table 1.
Descriptive Statistics for Value Sub-scales

Values	Items	M	SD	Lowest and Highest Possible Scores		
				Min	Max	
Traditional values	Justice, trust, friendship, respect, commitment, responsibility, status, leadership, competence, appreciation, moral consistency	1-12	51.7	5.57	12	60
Universal values	World peace, commitment to knowledge, scientific inquiry, change, aesthetics, equality, open-mindedness, empathy, flexibility, openness to criticism, being different, creativity, regard for human rights, collaboration, team work, community participation, media literacy	13-32	85.1	9.55	20	100
Hedonistic values	Liberty, achievement, sensation, a comfortable life, aspiration, pleasure	33-38	26.6	3.26	6	30

In order to perform a parametric test, data were first screened for errors, missing data, outliers and fulfillment of test assumptions. There were no missing values or outliers. Normality tests indicated significant non-normality for dependent variables (traditional, universal and hedonistic values). Since MANOVA is fairly robust to non-normality (Mertler & Vannatta, 2002), and since group sample size was quite large, normality was assumed. Linearity of the three dependent variables was tested by calculating the Pearson correlation coefficients. Findings indicated the correlation coefficients were statistically significant ($r_{TU}=.706$; $r_{TH}=.681$; $r_{UH}=.757$, $p<.001$). Therefore, linearity assumption was also fulfilled. MANOVA was then conducted, and the homogeneity of variance-covariance matrices was tested within MANOVA. The Box's Tests were not significant for *gender* or *mothers' level of education* factors and indicated that homogeneity of variance-covariance was fulfilled except for *gender* and *mothers' level of education* factors. Mertler and Vannatta (2002, p. 126) stated, "If Box's Test is significant in such a situation, a more robust MANOVA test statistics, Pillai's Trace, is utilized when interpreting the MANOVA results." Therefore, while Pillai's Trace was used for *gender* and *mothers' level of education* factors, Wilks' λ was used as the test statistic for other factors.

One-way MANOVA was conducted to test whether candidate teachers' scores on "traditional," universal and "hedonistic" values differed significantly according to gender. Findings showed that gender did have a significant effect on the three dependent variables [Pillai's Trace=.084, $F(3,188)=5.755$, $p=.001$, partial $\eta^2=.084$]. In the second part of the analyses, follow-up tests were conducted for the effects of gender on each of the dependent variables. Univariate tests indicated that gender had a significant effect on the result of "traditional values" [$F(1,190)=9.995$, $p=.002$; partial $\eta^2=.050$] and "hedonistic values" [$F(1,190)=12.490$, $p=.001$; partial $\eta^2=.062$].

Regardless of whether there was a significant gender difference or not, females' scores on each of the three types of values were higher than males' (see Table 2).

Table 2.
Univariate Effects for Gender

Values	Gender	n	Mean	SD	df	dferror	F	p
Traditional values	Female	108	52.77	4.103	1	190	9.995	.002*
	Male	84	50.26	6.804				
Universal values	Female	108	86.14	8.629	1	190	3.234	.074
	Male	84	83.65	10.507				
Hedonistic values	Female	108	27.29	2.762	1	190	12.490	.001*
	Male	84	25.65	3.639				

MANOVA results revealed significant differences on the dependent variables [Wilks' $\lambda=.876$, $F(12, 489.755)=2.099$, $p=.016$; partial $\eta^2=.043$] according to place of longest residence. ANOVA was conducted on each dependent variable as a follow-up test to MANOVA. Differences according to place of longest residence were significant for "traditional values" [$F(4,187)=5.085$, $p=.001$, partial $\eta^2=.098$]. Scores on universal values [$F(4,187)=2.680$, $p=.033$, partial $\eta^2=.054$] and "hedonistic values" [$F(4,187)=3.098$, $p=.017$, partial $\eta^2=.062$] were not significant according to the place of longest residence. The Benferroni post hoc analysis showed that those whose longest place of stay were villages had significantly different scores on "traditional" values than those who lived in municipalities ($p=.001$). In addition, those whose longest place of stay were villages were significantly different than those who lived in provinces ($p=.005$). Table 3 presents means and standard deviations for values by place of longest residence. Table 3 illustrates that persons whose place of longest residence were municipalities had the highest and those whose longest place of residence were villages had the lowest scores.

Table 3.
Univariate Effects for Place of Longest Residence

Dependent Variable	Place of Longest Residence	n	Mean	SD	df	dferror	F	p
Traditional values	Village	17	47.53	6.728	4	187	5.085	.001*
	Municipality	12	55.83	2.406				
	District	55	51.47	5.624				
	Province	55	52.76	4.409				
	Metropolitan Area	53	51.13	5.903				
Universal values	Village	17	81.35	9.993	4	187	2.680	.033
	Municipality	12	89.67	7.451				
	District	55	83.76	10.541				
	Province	55	87.44	8.610				

Table 3 Continue

Dependent Variable	Place of Longest Residence	n	Mean	SD	df	dferror	F	p
Hedonistic values	Metropolitan Area	53	84.06	9.056	4	187	3.098	.017
	Village	17	24.76	3.364				
	Municipality	12	28.42	2.065				
	District	55	26.15	3.498				
	Province	55	27.18	2.919				
	Metropolitan Area	53	26.55	3.297				

Candidate teachers' scores on value subscales differed according to whether or not they were involved in political activism [Wilks' $\lambda=.927$, $F(3,188)=5.199$, $p=.002$]. Significant univariate effects were found on "traditional values" scale [$F(1,190)=9.553$, $p=.002$, partial $\eta^2=.048$] and "hedonistic values" scale [$F(1,190)=11.068$, $p=.001$, partial $\eta^2=.055$]. In other words, those who were not involved in political activism had higher scores on both traditional and hedonistic values (see Table 4).

Table 4.*Univariate Effects for Involvement in Political Activism*

Dependent Variable	Activism	n	Mean	SD	df	dferror	F	p
Traditional values	Yes	21	46.73	6.915	1	190	9.553	.002*
	No	171	51.98	5.377				
Universal values	Yes	21	81.33	9.689	1	190	1.950	.164
	No	171	85.30	9.517				
Hedonistic values	Yes	21	23.45	3.328	1	190	11.068	.001*
	No	171	26.75	3.181				

Candidate teachers' scores on "traditional", "universal" and "hedonistic" values did not differ significantly according to the following independent variables: age (Wilks' $\lambda=.942$, $p=.081$), field of study (Physical Education and Sport, History, Turkish Language and Literature, Mathematics, Chemistry) (Wilks' $\lambda=.929$, $p=.540$), their level of education (undergraduate student, bachelor's degree, master's degree) (Wilks' $\lambda=.995$, $p=.823$), whether they had already attained a bachelor's degree or not ($p=.727$), their mother's level of education (illiterate, literate, primary school graduate, middle school graduate, high school diploma, undergraduate degree) (Pillai's Trace=.110, $p=.282$), their father's level of education (illiterate, literate, primary school graduate, middle school graduate, high school diploma, undergraduate degree) (Wilks' $\lambda=.859$, $p=.133$), the type of high school attended (general/generic high school, Anatolian high school, occupational high school) (Wilks' $\lambda=.875$, $p=.257$), frequency of following daily news (every day, frequently, seldom, never) (Wilks' $\lambda=.983$, $p=.952$), perceived socioeconomic status (lower,

middle, higher) (Wilks' $\lambda=.938$, $p=.444$) and political orientation (liberal, conservative, socialist, social democrat, nationalist, other) (Wilks' $\lambda=.921$, $p=.230$). Candidate teachers' means and standard deviations on value sub-scales according to these independent variables are illustrated in Table 5 below.

Table 5.
Scores on Value Subscales according to Independent Variables

Variable	Categories	n	Traditional		Universal		Hedonistic	
			Mean	SD	Mean	SD	Mean	SD
Field of Study	PE	51	52.33	4.889	86.76	8.999	26.98	2.494
	History	52	50.83	6.255	85.25	9.711	26.83	3.179
	Sociology	12	52.67	3.447	87.25	6.877	27.08	2.275
	Turkish Lang. & lit.	45	51.40	6.436	83.42	10.467	26.18	4.002
	Chemistry	11	52.18	4.956	82.36	8.617	25.82	2.523
	Mathematics	21	51.90	4.857	84.05	10.122	25.90	4.194
Age	18 – 21	18	52.17	5.159	84.67	8.636	26.50	3.015
	22 – 25	145	51.67	5.476	85.08	9.549	26.81	3.072
	26 – 33	29	51.38	6.444	85.17	10.386	25.45	4.154
Level of Education	Undergraduate student	154	50.87	5.577	84.05	9.550	27.67	4.269
	Bachelor's	24	51.64	5.612	85.03	9.634	26.58	3.297
	Master's	14	52.80	4.382	86.00	6.164	26.20	2.168
University graduate	No	154	51.64	5.803	84.74	9.784	26.53	3.417
	Yes	38	51.82	4.614	86.32	8.540	26.76	2.614
Mother's Education	Illiterate	27	51.96	4.871	84.11	10.047	26.33	2.646
	Literate	14	48.64	6.990	76.64	12.413	24.00	5.129
	Primary School	87	51.93	5.987	85.89	8.940	26.78	3.210
	Middle School	32	52.22	4.331	87.03	8.921	27.22	2.859
	High school	20	50.60	5.020	84.30	7.270	26.60	2.703
	University	12	55.60	2.881	88.80	11,167	27.60	2.881
Father's Education	Illiterate	3	53,33	5,774	90,67	4,163	27,33	3,055
	Literate	7	50,00	4,082	76,29	8,558	26,43	2,573
	Primary School	79	51,87	6,233	84,57	10,391	26,41	3,481
	Middle School	33	53,03	4,187	88,52	8,078	27,64	2,560
	High school	45	49,98	5,711	83,13	8,869	25,87	3,435
	University	25	52,20	4,099	86,80	7,831	26,80	3,139
Type of High school	General	147	51.65	5.533	84.51	9.565	26.38	3.195
	Anatolian	26	51.75	6.361	86.21	10.147	26.71	4.112
	Occupational	19	53.83	1.722	87.33	7.367	27.50	1.378
Following news	Every day	40	51.50	5.119	84.65	8.903	26.45	.519
	Often	99	51.78	5.258	85.72	8.819	26.69	.330
	Seldom	53	51.53	6.613	83.80	11.342	26.35	.460
Perceived SES	Lower	29	49.97	6.560	82.21	9.785	25.31	3.526
	Middle	122	51.48	5.458	84.91	9.434	26.54	3.281
	Higher	41	53.46	4.770	87.49	9.344	27.56	2.757
Political Orientation	Conservative	42	52.29	4.261	85.71	7.617	26.60	2.759
	Socialist	31	50.23	6.140	84.10	9.743	25.70	3.914
	Social democrat	27	51.44	4.145	83.26	10.200	26.85	2.461
	Nationalist	72	51.49	6.659	84.10	10.412	26.39	3.515
	Other	20	52.40	4.235	89.35	7.922	27.60	3.169

Discussion and Conclusion

The purpose of this study was to examine candidate teachers' values in a knowledge society and to determine whether their scores on various value types differed according to a set of independent variables. The findings of the first part of this study showed that candidate teachers had high scores on "traditional", "universal" and "hedonistic" values. In their study with candidate teachers, Altunay and Yalcinkaya (2011) also reported relatively high scores on traditional, universal and hedonistic values. Oguz (2012) found that candidate teachers mostly agreed with value types like universalism, and they agreed with hedonism. In a similar study, Kolac and Karadag (2012) found that a majority of candidate teachers reported embracing universal values such as regard for human dignity and human rights, freedom of thought/speech, world peace and love. In another study of prospective teachers by Dilmac et al. (2008), participants valued universalism, security, benevolence and self-direction. Working with a sample of students from a faculty of theology, Arslan and Tunc (2013) reported benevolence, universalism, security and self-direction as the most esteemed values. A great number of studies found candidate teachers or teachers in service identifying with universal values (Kusdil & Kagıtcıbası, 2000; Memis & Gedik, 2010; Sahin-Firat & Acıkgöz, 2012; Ros et al., 1999). Given these findings, one can tentatively conclude that candidate teachers from a knowledge society appear to embrace the importance of world peace, a scientific attitude, openness to change and criticism, as much as the importance of traditional values or hedonistic values such as liberty, achievement, sensation, a comfortable life, aspiration and pleasure.

Findings showed significant gender difference in scores on traditional and hedonistic values. Female candidate teachers had higher scores on traditional values (justice, trust, friendship, respect, commitment, responsibility, status, leadership, competence, appreciation, moral consistency, etc.) and hedonistic values (liberty, achievement, sensation, a comfortable life, aspiration, pleasure, etc.). Although scores on universal values did not differ according to gender, female scores were still higher than male scores. Previous research reports mixed results regarding gender differences in values of candidate teachers. For example, while the findings of Altunay and Yalcinkaya (2011) found significantly higher female scores on all three value scales (traditional, hedonistic and universal), Dilmac et al. (2008) found significantly higher male scores on universal values and values related to self-direction. In another study conducted by Basciftci et al. (2011), while value preferences of prospective teachers in terms of gender showed significant differences in hedonism and universalism, they did not with respect to traditional values. On the other hand, in another study, the same author did find significant gender differences in traditional values. Bulut (2012) found that female candidate teachers had significantly higher scores on the values of compassion, conformism and security. In short, while some studies reported gender differences in some values, others found either no gender differences or differences in other values (Memis & Gedik, 2010; Sahin-Firat & Acıkgöz, 2012; Arslan & Tunc, 2013).

The female candidate teachers' higher scores on both traditional and hedonistic values raise curious questions. These two sets of values are quite contradictory to one another. As mentioned above, Sahin-Firat and Acikgoz (2012) reported similar findings. These authors interpreted their finding as indicating a value conflict among Turkish teachers. They went on to see this conflict as a reflection of Turkey's conflicting historical struggle with balancing Western and Eastern values. Given that Turkey has a highly patriarchal culture and females would be expected to adhere to traditional gender roles and traditional values, one could interpret females' higher scores on hedonistic values as an indication that some young women lean more toward Western values and challenge traditional gender roles that the culture imposes on them. However, a significant accumulation of further research is needed in order to draw any firm conclusions regarding female candidate teachers' values.

Another curious finding of this study was related to candidate teachers' place of longest residence. Individuals who lived in municipalities had the highest scores on all value subscales, while those who lived in villages had the lowest scores on those values. However, these differences were only significant as they related to traditional values. In other words, significant differences on traditional values were found between persons who lived in villages and those who lived in municipalities and between persons who lived in villages and those who lived in provinces. In a similar study, Dilmac et al. (2008) also found significant differences based place of longest residence; however, they also found significant differences only in traditional values. Their findings showed that persons whose longest place of residence were villages or municipalities had significantly higher traditional value scores than those who lived in districts or provinces.

Previous research has reported mixed findings regarding place of longest residence and values of candidate teachers. Some studies have reported more traditional values by persons living in smaller towns (villages and municipalities) and more hedonistic values by persons who lived in bigger towns (provinces and metropolitan areas). Other researchers have not found any differences in candidate teachers' values based on place of longest residence (Altunay & Yalcinkaya, 2011; Coskun & Yildirim, 2009). In Turkey, smaller places of residence are generally known to be stricter in traditional values, while larger places are relatively more accepting of individuality and of more diverse lifestyles/values. Findings of the current study do not fully conform with these common observation. For instance, a significant difference would not be expected between people who lived in villages and those who lived in municipalities, since they are both small towns and would be expected to be equally traditional. One might at least in part attribute this to the impact of university education, as well as to increased access to various sources of information in today's knowledge society. In other words, perhaps generalizations made for the general population of Turkey in terms of place of stay may not fully apply to persons who acquire university education and interact with cultures other than those found in their place longest stay.

Findings regarding political activism showed significant differences in traditional and hedonistic values scores. Persons who were not politically active had higher

scores on both of these scales. No other studies with Turkish candidate teachers' values and political orientation were found. Results of this study did not show any significant difference in candidate teachers' value scores according to parental levels of education or perceived socioeconomic status. Previous research on these variables also showed mixed results. While some studies found no significant differences in candidate teachers' value scores based on parental levels of education and perceived socioeconomic status (i.e., Altunay & Yalcinkaya, 2011), others only found no significant difference in terms of parental level of education (i.e., Coskun & Yıldırım, 2009). There have also been studies reporting partial differences based on parental levels of education and perceived socioeconomic status (i.e., Bulut, 2012; Dilmac et al., 2008). One could expect both parental level of education and socioeconomic status to have a significant impact on a person's life and thus on their values. Finding no significant differences in teachers' values based on these variables can be interpreted in various ways. One could attribute the similarities these individuals have to their level of development and relatively similar college experiences. In other words, these persons may come from families of origin with differing socioeconomic and other qualities, but they are also at similar ages with similar developmental concerns, and relatively similar academic and personal experiences during their university years. Further research is needed, however, to draw any tangible conclusions.

Although there have been studies (i.e., Aktay 2008; Sahin-Firat & Acikgoz, 2012) showing differences in candidate teachers' value scores according to their age, the current study did not find any significant differences. Although not significant, persons younger than 25 years had relatively higher scores on traditional and hedonistic value scales and lower scores on universal value scale than those over 25. In other words, a negative weak correlation was observed between traditional values and age. This finding is partially consistent with findings by You and Penny (2011) who conducted a longitudinal study with university students. These authors noted "there was a significant increase in students' post-conventional moral reasoning scores between freshmen and seniors and a significant decrease in students' pre-conventional moral reasoning scores between freshmen and seniors."

Research findings regarding values and their relationship to the type of high school attended have been mixed. Some studies did not find any significant differences in individuals' values according to the type of high school they had attended (Ozkul, 2007), while others have found partial differences. For example, Altunay and Yalcinkaya (2011) found that persons who graduated from general high schools were more likely to subscribe to traditional and hedonistic values than those who graduated from teachers' high schools. Likewise, Bulut (2012) found that candidate teachers' scores on universal values, conformism and security differed according to the type of high school they attended. One should keep in mind that Turkish literature on candidate teachers often involves studies with students at faculties of education and not as many persons in Pedagogical Preparation Certificate Programs. Therefore, comparisons or differences between findings of the current

study and the findings of studies of students attending to faculties of education should be interpreted with caution.

Candidate teachers' scores on three types of values scales did not differ based on their areas of study or their level of education (undergraduate student, bachelor's degree and master's degree). Some studies have found differences in teachers' values according to their areas of study (Donmez & Comert, 2007; Sahin-Firat & Acikgoz, 2012). Candidate teachers' scores on subscales did not differ by their political orientation or the frequency with which they followed daily news.

The findings showed that candidate teachers had high scores on traditional, universal and hedonistic values. Results showed significant gender difference in scores on traditional and hedonistic values. Significant differences on traditional values were found according to candidate teachers' place of longest residence. Candidate teachers' scores on value subscales differed according to whether or not they were involved in political activism. In other words, those who were not involved in political activism had higher scores on both traditional and hedonistic values. Candidate teachers' scores on traditional, universal and hedonistic values did not differ significantly according to the following independent variables: age, perceived socioeconomic status, field of study, level of education, whether they had already attained a bachelor's degree or not, their mothers' level of education, their fathers' level of education, the type of high school attended, frequency of following daily news, and political orientation.

Candidate teachers' values did not differ according to the majority of independent variables of this study. This could in part be due to limitations of the study. For one, *the Value Scale* used in this study is relatively newly developed and may need further refinement. Likewise, considering that the mean age of the participants was 23.6, and the existing literature on young adult development (Belenky et al., 1986; Chickering & Reisser, 1993; Perry, 1970), the participants may still be in the process of forming their values. Therefore, the sets of values these persons have may not be established yet. Furthermore, the majority of these students (trainees) were not employed. One could also assume that young adults who have not tested their values in the workplace (as active participants in the society) may not have enough opportunities to test their existing values. In short, there could be a host of reasons for the particular findings of this study. Therefore, further work with diverse populations and with different instruments is needed in order to clarify the relationships between candidate and in-service teachers' values and the independent variables of this study.

Note

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Öğretmen Adaylarının Bilgi Toplumunda Değer Yönelimleri

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Özet

Problem Durumu: Çağımızın modern toplumu bilgi toplumu olarak nitelendirilmektedir. Bilgi toplumuna geçişle birlikte bilginin üretimi ve geçerli bilginin kullanılması ülkeler için önemli bir güç haline gelmiştir. Bilgi toplumu, problem çözebilen, eleştirel ve yaratıcı düşünebilen bireylere ihtiyaç duymaktadır. Bilgi toplumunda öğrenme yaşam boyu devam eden bir süreçtir. Bilgi toplumu olgusuyla beraber eğitimin, okulun, öğretmenin ve öğrencinin tanımı da yeniden yapılandırılmıştır. Öğrenci, araştıran, bilgiye ulaşma yollarını bilen, sonuca ulaşmada gereksiz bilgileri göz ardı edip bilgiyi ayıklayarak kullanabilen, bilgiye sorgulayıcı, eleştirel yaklaşabilen ve yeni bilgiler üretebilendir. Öğretmen ise, bilgi aktaran konumundan çıkıp öğrenciye bilgiyi yapılandırmasında rehberlik eden bir özelliğe bürünmüştür. Okul bu süreçte bireye yön veren bir kurum işlevi görmekte, okul dışında da öğrenme devam etmektedir. Eğitim ise bireye özgün bir yapı taşımak

zorunda kalmıştır. Öğrencilerin öğrenme ihtiyaçlarına, hızlarına ve öğrenme biçimlerine göre eğitim sürecinin düzenlenmesi gereği ortaya çıkmıştır. Nitekim, Türkiye milli eğitim sistemi de öğretim programlarında 2004 yılında bu gelişmeler doğrultusunda öğrenci merkezli ve yapılandırmacı yaklaşımı temel alan köklü bir değişime ve yeniliğe yönelmiştir. İçinde bulunduğumuz çağ, “bilginin hızla yenilenecek üretildiği çağ” olarak nitelendirilmiş ve bu özelliklere bağlı olarak toplumun bireylerinin sahip olmaları gereken özellikler “bilgiye ulaşma, bilgiyi kullanma ve üretme” olarak ortaya konulmuştur. Her ne kadar eğitim, çağımızın yükselen değeri “bilimsel bilgi”yi merkeze koyan bir anlayışa sahip olsa da, bilgi toplumunda eğitimin sosyal bir işlevi de vardır ve bu işlev değerden bağımsız değildir.

Araştırmanın Amacı: Geleceğin öğretmenleri olarak öğretmen adaylarının bilgi çağında değer yönelimlerinin belirlenmesinin önem kazandığı gerçeğinden hareketle bu çalışma gerekli görülmüştür. Bu nedenle bu çalışmanın amacı öncelikli amacı bilgi toplumunda öğretmen adaylarının değer yönelimlerinin belirlenmesi olarak ortaya konmuştur. İkinci amacı da öğretmen adaylarının değer yönelimlerini cinsiyet, bölümlerine, yaş, eğitim düzeylerine, üniversite mezuniyet durumlarına, mezun olunan lise türüne, anne-baba eğitim düzeyine, algılanan sosyo-ekonomik düzeye, en uzun yaşanan yerleşim birimi, güncel olayları takip etme, siyasi anlamda aktif olma ve politik yönelim değişkenlerine göre incelemek olarak belirlenmiştir.

Araştırmanın Yöntemi: Bu araştırma, genel tarama modellerinden ilişkisel tarama türünde bir araştırmadır. Araştırmanın katılımcılarının Niğde Üniversitesi Eğitim Fakültesi pedagojik formasyon sertifika programına kayıtlı 192 gönüllü öğretmen adayı oluşturmaktadır. Katılımcıların 108’i kadın (56.3%) ve 84 ‘ü erkektir (43.8%). Yaşları ise 18 ila 33 arasında değişmektedir. Öğretmen adaylarının değer yönelimlerinin belirlenmesinde Altunay ve Yalçınkaya tarafından geliştirilen geleneksel, evrensel ve hedonistik alt ölçeklerinden oluşan “Değerler Ölçeği” kullanılmıştır. Ayrıca katılımcılara ait yaş, cinsiyet, bölüm, okul türü vb bilgilerin sorulduğu araştırmacı tarafından geliştirilen kişisel bilgi formu hazırlanmıştır. Araştırmaya katılım tamamen gönüllülük esasına dayalı olarak gerçekleştirilmiştir.

Araştırmanın Bulguları: Araştırmanın ilk alt amacı doğrultusunda öncelikle değer yönelimleri incelenmiş ve bilgi toplumunda öğretmen adaylarının geleneksel, evrensel ve hedonistik değerlere ait ifadeleri “önemli” ve “çok önemli” düzeyde belirttikleri ortaya çıkmıştır. Araştırma sonucunda öğretmen adaylarının geleneksel ve hedonistik değerlerinin cinsiyete göre farklılaştığı ve bütün değer alt boyutlarında kadınların daha yüksek puanlara sahip oldukları belirlenmiştir. Öğretmen adaylarının geleneksel değerlerinin en uzun yaşadıkları yerleşim birimine göre farklılık gösterdiği belirlenmiş; ayrıca bütün değer alt boyutlarında en uzun süre beldede yaşayanların yüksek puanlara sahip olduğu, köyde yaşayanların da en düşük puanlara sahip oldukları gözlenmiştir. Öğretmen adayları içerisinde siyasi olarak aktif olmayanların geleneksel ve hedonistik değerler alt ölçek puanlarının daha yüksek olduğu belirlenmiştir.

Öğretmen adaylarının “geleneksel”, evrensel ve “hedonistik” değerlerinin yaş

kategorilerine, bölümlerine (beden, tarih, türk dili, matematik, sosyoloji, kimya), eğitim düzeylerine (lisans öğrencisi, lisans mezunu veya yüksek lisans mezunu), üniversite mezunu olup olmamalarına, anne eğitim düzeyine (okur yazar değil, okur yazar, ilkokul mezunu, orta okul mezunu, lise mezunu, lisans mezunu), baba eğitim düzeyine, öğrencilerin mezun oldukları lise türüne (genel lise, anadolu lisesi, meslek lisesi), güncel olayları takip etme durumu (hergün, sıklıkla, nadiren, hiç), algılanan sosyo-ekonomik düzeye (alt, orta, üst) ve politik yönelim (liberal, muhafazakar, sosyalist, sosyal demokrat, milliyetçi, diğer) durumuna göre manidar bir farklılık göstermediği bulunmuştur.

Araştırmanın Sonuçları ve Önerileri: Bu araştırma sonuçları değerlendirildiğinde, yeni nesil öğretmenlerin bilgi toplumunu gerektirdiği niteliklere sahip dünya barışını, bilimsel tutumu, değişim ve eleştiriye açık olmayı önemseyen evrensel değerlere sahip bireyler olduğu kadar geleneksel değerleri ve özgürlük, heyecan, rahat bir yaşam, hurs, zevk gibi hedonistik değerleri de önemseyen bireyler oldukları ifade edilebilir. Kadın öğretmen adaylarının geleneksel (*adil olmak, güven, dostluk, saygı, sadakat, sorumluluk, statü, tanınma, liderlik vb.*) ve hedonistik değerlerinin (*özgürlük, başarı, heyecan, rahat bir yaşam, hurs, zevk vb.*) daha yüksek olduğu ortaya çıkmıştır. Bu bulgular değerlendirildiğinde, kadınların birbirine zıt denebilecek hem geleneksellik hem de hedonistik değerlerinin daha yüksek olması çelişkili bir duruma dikkati çekmektedir. Literatürde de kendine yer bulan bu bulgu “Batı-Doğu ikilemi yaşayan Türkiye kültürünün kadın öğretmenler üzerine bir yansıması” olarak değerlendirilmektedirler. Nitekim, toplum cinsiyet rollerine gereği olarak kadınların geleneksel değerlere daha bağlı olması beklenir. Ancak, bununla birlikte kadın öğretmen adaylarının hedonistik değerlerinin de önemli görmesi kadın öğretmen adaylarının bakış açısı ve rolünde bazı değişiklikler olduğuna da dikkati çekmektedir.

Bu çalışmanın bazı sınırlılıkları da bulunmaktadır. Bunlardan ilki çalışmada elde edilen sonuçlar sadece kişilerin bildirimleri üzerine dayanmasıdır. Kişinin daha objektif yöntemlerle değerlendirilmesi ortaya konan ilişkilerin geçerliğini artırabilir. Ayrıca bu çalışma kesitsel bir çalışmadır. Kişinin değerlerindeki değişimlerin zaman içinde izlenmesi ve bu değişimlerin bazı değişkenlerle ilişkisinin boylamsal bir çalışmada değerlendirilmesi önemli sonuçlar ortaya koyabilir. Ayrıca çalışma grubunun sayısının azlığı ve sadece bir üniversitedeki formasyon öğrencilerinden oluşması da bir sınırlılıktır. Benzer çalışmalar daha geniş örneklerde tekrarlanabilir.

Anahtar Kelimeler: Bilgi toplumu, değerler, geleneksel değerler, evrensel değerler, hedonistik değerler, öğretmen adayları.