

# The Relationship of Values in Elementary School 4th Grade Social Studies Textbook with the Attainments and Their Level of Being Included in Student Workbooks\*

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## Abstract

In this study, the relationship of values in elementary school 4th grade Social Studies textbook with the attainments and their level of being included in student workbook are tried to be determined. Case study, which is a qualitative research method, was applied for this research. To collect data, document analysis technique, which is among the qualitative research techniques, was used. The Social Studies Course Workbook included in this research was accepted as a course book for five years by Ministry of Education, Head Council of Education and Morality. The workbook was prepared as an assistance tool. The textbook set (textbook, workbook, teacher's book), which is taught in Düzce province and was decided to be used, was provided and some comparisons were made to control whether there are any deficiencies (some missing parts, etc.) because of press. After making sure that there are not any deficiencies, the analysis procedure was started. Some of the results that can be derived from the research can be summarized as; some attainments are not related to values; all the values are included in workbook, but some activities are not sufficient; the value of being scientific is given by an activity that was designed according to positivist mentality.

## Key Words

Value Education, Social Studies Courses, Students' Workbooks, Acquisition, Activities.

The concept of value is widely used always almost in all part of the life and sciences (Açıklalın, 1998; Akbaba-Altun, 2003; Atay, 2003; Aydın, 2003; Durmuş, 1996; Güngör, 1998; Haçerlioğlu, 1994; Hökelekli, 2006; Özensel, 2003; Özlem, 2002; Schwartz, 1992; Timüçin, 1994; Yıldırım, 2004). It could be stated that values are the basic determinative behavior of

the relation between person to person, people to society, person to organisations, person to nature etc. It is the meaning of values that person attributes to relationship, behaviors and point of views. The entity and the meaning that person attribute on itself is also produce the values, and the outcomes of the effort that was spent in the way of acquiring knowledge lead person to values. These are the criteria that person adopt in life and rules of living in a society (Arslan, 1994; Aydın, 2011; Bolay, 2007; Cevzci, 1996; Mengüşoğlu, 1971; Yüksel, 2002).

Values are in someway personal criteria of what to do and how to live, and guide to become known of the relationship between others. These are the values that reveal the concrete utterance of what is suitable or not, preferred or not such as good-bad, right-wrong, beautiful-ugly (Rokeach, 1973; Taşdan, 2010; Yazıcı, 2006; Yüksel, 2002). Consequently values are defined as generalised basic moral principles or beliefs of which are accepted right and necessary by a society or group in order to exist

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and survive its continuity in a manner of common sensation, belief, purpose and interests (Kızılçelik & Erjem, 1994; Özgüven, 1999).

Values could be acquired at early ages, persons are born with a potential that includes all types of positive and negative attributes, and personality emerged as a result of this potential (Schwartz, 1994). This is a process of interaction that is built with in and out of the person and has great influence on the further life experience; it results in good behavior for a child if the life experience is positive, otherwise the outcome could turn into negative behavior. School in which students are enrolled could shape the character of a child and improve the sense of values that initiated in family, even it has been debated that schools should teach some values that families hadn't achieved before. For this reason, it is crucially important for a school to serve acceptable and right character education (Fenstermacher, 1999; Montagu, 2000; O'Sullivan, 2004; Parlar, Çavuş, Levent, & Ekşi, 2010).

There is close relation between value acquisition and character development (Koca, 1987). If it is the facts that people have two tendencies as superior and inferior, values can be significant within these two ways. The issue of what to teach to further generation is a meaningful question need to be responded. It is seen that human being have come to an agreement about certain values in historical context and these are universally important. The other critical question is whether to train students within certain values or do they allowed acquiring it by themselves (Lickona, 1993; Superka, Ahrens, Hedstrom, Ford, & Johnson, 1976). This is closely related with how person is appreciated. It is useless to train people through certain values in humanism (Demirel, 2003) since they accept people to be capable of controlling their behavior and for existentialism (Akbaba-Altun, 2003) that offer as much freedom as they can. It is inevitable for a philosophy to train person value based that support human life in the world is coincidental.

It is one the objectives of schools to train people that internalize basic humanistic values and to develop them financially (Ada, Baysal, & Korucu, 2005; Aytaç, 2000; Bulach & Butler, 2002; Ekşi, 2003). It is crucially important for a person to reach happiness without losing superiority as a human that is essential for reason, body and heart. Happiness is a destination only after an education that could appeal reason, body and heart. Starting point of an education for a child is family; and constructs the base of moral education if great attention is paid for reason, body and heart harmoniously.

Both family and school have responsibilities in terms of children's character education since most of the time spent there (Parlar et al., 2010). Institutionalisation of education and school are consequences of the nationalism initiated with enlightenment and modernism (Aslanargun, 2007). One of the aims of school is to train morally upright person; furthermore qualified education tries to appeal people entirely, not only for cognitive development, but also for emotionally (Kaya, 1997; UNESCO, 2005).

Interaction within the school can offer socialisation for children. Attitudes and behaviors towards students could be shaped via curriculum, teachers' and administrators' practices (Akbaş, 2009; Balcı & Yanpar, 2010; Ulusoy, 2007; Veugelers & Vedder, 2003). Some courses deserve more importance, for example courses of social studies or citizenship are mostly preferred to include value education depending on the countries and curriculum. Teaching aim of social studies, one of the three traditional basic aim of which is "citizenship education" is to get students acquire certain beliefs, values and behaviors in a country (Barth & Demirtaş, 1997; Davies, Gorard, & Nick, 2005; Doğanay, 2002; Kan, 2010; Leming, 2000).

Two sources are dominant in the course of social studies for values. The first one is consisted of three components of character; these are cognitive development, conceptual development, and conscious of learner. Second is democratic education that emphasizes human dignity and rational process. The purpose of social studies course is with the help of these values to train morally devoted and educated citizens who are also effective participants of democratic society (Katılmış, Ekşi, & Öztürk, 2010; Uçar, 2009).

In the curriculum of social studies courses in Turkey from the beginning of twentieth century (named second constitutional monarchy), certain values more or less and direct or indirect have been emphasized. Although the focus of values and sources have differed depending on the political atmosphere in the country, the importance of values and its place in education welcomed with great attention in all curriculum (Keskin, 2008; Yiğittir & Keleş, 2011). Values should be taught through other courses, basic components of Social Studies Curriculum in 2005, different from that of previous ones, has been stated as abilities, concepts and values; and some examples related with them presented with explanation (Deveci & Selanik Ay, 2009; Tezgel, 2006; Yiğittir & Keleş, 2011).

The basic role of implementing curriculum granted to teachers. The points of action for teachers should

be on curriculum, where as teachers are inclining to apply for coursebooks and ready made materials instead of curriculum (Kiliç & Seven, 2002; Yazıcı, 2006). Nonetheless, the researches in literature about values and value education greatly focus on the value preference of teachers, teaching values and emerging problems related with values (Coombs-Richardson & Tolson, 2005; Çelikkaya, 2011; Katılmış et al., 2010; Sarı 2005; Tay, 2009; Veugelers, 2000; Willemse, Veugelers, Lunenberg, & Korthagen, 2005; Yıldırım, 2009). The literature is rare about the level and frequency of values appeared in curriculum and workbooks.

### Purpose

The purpose of this research is to analyse the relation between values stated in elementary fourth grade social studies courses and acquisition in curriculum and the level of existence in students' workbooks in teaching year of 2010–2011.

### Method

It employed a qualitative research method of case study to collect and analyse the interpretations and meanings due to the interpretive, meaning-making nature based on the philosophical assumption that research is socially constructed activity completely via the methods of either observation, interview or document analysis, and the goal of research is an understanding of a particular situation or context, highlighting the concern about the situatedness of knowledge

### Data Collection and Analysis

The technique of document analysis has been employed through the research. It includes analysing written document that is related with purpose of the study. As a written document, Social Studies Student's Workbook (SSSW) has been analysed that was approved by Ministry of Education (MoNE), Head Council of Education and Morality in 02.12.2008 for five years as a course book. Students' workbook was prepared to compliment for course book at schools. The components of course book (course book, students work book, teachers' guide book) that was decided for this study were obtained from state school in one of the provinces of Turkey, Düzce and compared with similar copies in order not to let any misunderstandings and mistakes could be caused from copy then the researcher started analysis.

### Validity and Reliability

In order to ensure validity and reliability, first the curriculum and SSSW that is analysed has been triply checked in terms of originality and whether they are the actual coursebooks that is used at fourth grade of elementary schools. Copies of the course books compared with other copies that are being used and get use of the online version of books at website of MoNE.

Since this research has been presented at a symposium, first analysis was done before the date of summary submission, second was developed before it was presented, then it has been analysed considering the critics of listeners some of whom were expert in curriculum development before submission to a journal. Each of three analyses have been compared and contrasted in terms of consistency and poor ones were omitted.

The curriculum and workbook that were analysed could be attained at schools and websites by anyone who is interested in. It is preferred to repeat the analysis in close intervals and presented in detailed. Findings were presented with the help of original documents and let the reader be aware of each steps of analysis to ensure external validity. Having been presented before at a symposium could be a kind of external confirmation provided by experts.

### Results

In this research, the relations of values between acquisitions stated at workbooks have been analysed, to what extent and how values placed at activities and evaluation tried to be investigated.

### Learning Field of Individual and Society (I am aware of myself)

The values in this field are "respect for ideas and feelings" and "tolerance". There are relations of values and acquisition at the level of individual differences, relation between ideas and feelings, ideas and feelings at unsimilar conditions and respect for others' ideas and feelings. Value of tolerance was considered at the level of respect for others' ideas and feelings and activities of them placed in SSSW. The activities of "Can and Nisan, my best friend, I am the only" were the example of them. Value teaching was tried to be achieved by explanation and results of activities weren't found satisfying. "My feelings, ideas, facts and what I did, İşıl and Berna" were organized according to approaches of value explanation and analysis. The value of tolerance

was stated with the relation of previous values and acquisitions.

### **Learning Field of Culture and Heritage (I learn my history)**

The values underlined here are “to consider unity of family, respect for Turk ancestors and patriotism”. The value for the unity of family was related with the acquisition level of constructed family history, the examples that reflect national culture in family and environment. This value was handled with four activities at student’s workbook such as “interview at my home, history of my family, the secrecy of the goods, and unity of my family”, and activities were organized according to approaches of value explanation and self evaluation. It can be state that activities that considering unity of family were not found satisfying. The values of respect for Turk ancestors and patriotism were generally focusing on the roles of Atatürk in Declaration of Republic and Independence War, and reduced to only Atatürk and another character such as Black Fatma as well as patriotism were limited to certain characters as Turk ancestor.

### **Learning Fields of Places and Environment (Places where we live)**

Direct value of this field is “like for nature”. It was only related to one of the acquisition as “the value of nature” such as literature and where I live, Mother Nature, I am searching for news and love for nature and activities were organized according to approaches of value explanation and self evaluation. Approach of value analysis was applied in some activities but there weren’t direct statements enough to appeal love of nature at the form of self evaluation

### **Learning Fields of Production, Distribution and Consumption (from production to consumption)**

Direct value was placed as “to give importance to be healthy and purity”. This value was hardly related with acquisition, economic side of activities were prioritized more than being healthy and pure. Activities were “make shopping at school canteen, searching for news, purity and healthy, germ hunter” and the level of given activities at evaluation form are reduced to standarts. There is only one statement at self evaluation form.

### **Learning Field of Science, Technology and Society (Thanks God you are here)**

The value here is related with “science”, furthermore, there is close relations with “development of technological product, comparison of past and present, design products that meet needs and usage of them”. The aim of the activities such as “my grandfather, my father and I am” and “from fire to electricity” is to explain scientific developments and is compare the evolution of it from past to present within the years. It was also stated in the form of self evaluation. The activities of “I want to contribute designing the future”, “I am designing a poster”, “I reach information” and “science” were organized depending on the value explanation, value analysis and moral reasoning. Information that presented under the heading of science was mostly reduced to the borders of positivism against to the philosophy of current curriculum such as “the basic source of knowledge is human mind” and “scientific developments could only be achieved through research, experiment and observation”. The activity sample related with the acquisition of using the technological devices hasn’t been included.

### **Learning Field of Groups, Institutions and Social Organizations (All together)**

The value of this title is “helpfulness” and related with “consider the togetherness”, “social groups and cooperation”, “interaction of individual and society”, “relation of school and environment”. The activities were “I am searching for newspaper and journals”, “letter of Atatürk to Kızılay (Red Crescent)”, “volunteers”, “brave pioneers”, “things that ease our life”, “what will we do”, “I am designing poster”, “It was my duty of humanity”, “we are solving our problems”. The method of value explanation, value analysis and moral reasoning have been used; evaluation process were done by self evaluation but seem rather simple.

### **Learning Field of Power, Management and Society (People and Management)**

The value of this title is “freedom”, and related with the acquisition on the level of “administration unit of where you live”, “Grand National Assembly”, and “national sovereignty”. The activities were “to whom you vote for”, “no limit for service”, “I am searching for news” and “freedom”. The methods of value explanation, value analysis and moral reasoning have been implemented; and self evaluation form has been used.

### Learning Field of Global Relations (friends of further away)

The value of this title is “hospitality” and related with acquisition at the level of “recognizing the several states of the world”. The activities were “all the flowers were siblings” and “hospitality in our proverbs and real facts”. There isn't clear statement whether examine the acquisition of the values.

### Discussion

The values that are sufficient relating to at least one acquisition were “respect for ideas and feelings, tolerance, to give importance to unity of family, respect for Turk ancestors, patriotism, science, freedom and helpfulness. Value education have taken more attention within the last years (Sanchez, 1998; Veugelers & Kat, 2003). The curriculum of Social Studies in 2005 have been based on information, ability, value and concepts; it was prioritised to gain democratic attitudes and values (Ata, 2009; Katılmış et al., 2010).

The values that were not sufficiently related with acquisitions are love for nature, purity, give importance of being healthy and hospitality. Value education in schools are performed within the process of citizenship training, and teachers in this process gain some values to students whether voluntarily or not (Coombs-Richardson & Tolson, 2005). The first thing to be done in order to eliminate the problems in the process of value education is to prepare effective curriculum and organize rich content various enough to appeal the interest of children (Bishop, 1993; Yalar, 2010).

All of the values included in Fourth Grade Social Studies curriculum have been stated in SSSW, but some values which were poorly related with acquisition such as love for nature, purity, give importance to being healthy and hospitality could not be found enough to gain such values to students. It has also been the fact for the Curriculum of Turkish Lesson (Akyol, 2008; Odabaşı, 2007). Since planning, organizing and evaluating process of teaching defined as teaching design, it is important to give more importance to teaching technology and material usage so as to make teaching process efficient and individualize teaching learning process (Akoyunlu, Altun, & Soylu, 2008; Çelik, 2009; Sezer, Yıldırım, Mat, Yıldız, & Çalışır, 2008; Şahin, 2001; Turan, 2002).

*Preliminary information presented for the acquisition of science value activity have handled in a positivist*

*manner contrary to constructivism that new curriculum was alleged to base. It is important to gain scientific thought convenient with new educational paradigm and transformation of the nature of knowledge based on it (Hesapçıoğlu, 2001; Özden, 1999). The purpose of Social Studies Course is significantly critical in terms of developing scientific thought (Öztürk, 2007; Katılmış et al., 2010; Katılmış, 2010). Although values are the tools for continuity of society, it is the fact that they are inclined to change depending on the dynamism of society. At the same time values could be changed depending on the importance that person give in different conditions and roles (Çileli, 2000). Consequently, although some deficiencies, course book have been prepared depending on the constructivist approach (Duban, 2008; Uşun, 2007).*

The activities chosen for values of helpfulness, freedom, hospility in relation to acquisition are not convenient according to the educational principle from near to far. There is close relations between students' life satisfaction and relations that students build with people around school and hometown (Dilmaç & Ekşi, 2008). It was also stated that it is hard for students to internalize the qualifications that is aimed to gain (Ada et al, 2005; Baysal & Saban, 2010). Values as culture in macro level is important to integrate with social life (Parashar, Dhar, & Dhar, 2004). The harmony of individual and organisations is in some respect reflection of the harmony of individual and environment. The concept of individual-environment harmony is a kind of harmony of individual characteristics and his job, profession and organisation (Muchinsky & Monahan, 1987).

*The approaches of value explanation, moral reasoning and value analysis that were proposed in curriculum have been stated. Values in curriculum should be presented as value explanation, value analysis and moral reasoning with case sample and short story (Milli Eğitim Bakanlığı [MEB], 2011). A researcher stated that (Doğu, 2010) value education at Fifth Grade of Social Studies Course included prompting, question-answer, value clarification and hidden curriculum. Either hidden or directly, there should be balance between the moral development of students and their cognitive, affective and action level (Akbaş, 2008; Dilmaç, 2007). The approaches of value acquisition or their poor presentation are other deficiencies of curriculum. According to study that was done by Can (1998), teachers effectively use the methods of prompting, modelling, building empathy and value clarification*

on in the process of value education, but they poorly apply to methods of value analysis and value reasoning.

Consequently, it was tried to check with the questions stated in self evaluation form whether the values acquired or not, but it seems impossible to understand the level of comprehension via simple form. The evaluation techniques used for value education in social studies course were observation, checking homework and self evaluation (Çengelci, 2010). The activities of elementary course books and students' work book could be reconstructed in terms of content and class time enough to provide teachers make use of the activities effectively (Turhan, 2010). The values of respect for Turk ancestors and citizenship have reduced to national sovereignty and Atatürk only, and these activities were in capable of presenting the values significantly.

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