

30. Evaluation of Teacher Candidate's Opinions on Determining the Factors Affecting the Values Formation Process¹

Abdurrahman TÜRKER²

APA: Türker, A. (2024). Evaluation of Teacher Candidate's Opinions on Determining the Factors Affecting the Values Formation Process. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, (42), 452-468. DOI: <https://doi.org/10.5281/zenodo.13980908>

Abstract

This study aims to reveal the opinions of prospective teachers regarding the determination of the factors affecting the formation process of values. This research, which aims to reveal the opinions of teacher candidates, has a survey model and a descriptive nature. The research was conducted with teacher candidates preparing for KPSS on the online platform in 2022-2023. The number of participants forming the sample in the research is 605. A questionnaire developed by the researcher was used as a data collection tool in the study. The reliability and validity study of the survey was conducted, 1 item was removed from the survey and the survey was given its final form. Additionally, using exploratory factor analysis, it was seen that the factor loading of each item was 0.30 and above. As a result of the exploratory factor analysis conducted by the researcher, the construct validity of the scale was found to be high. Frequency, percentage, arithmetic mean, t-test, and one-way ANOVA tests were used to analyze the data. According to the results obtained, the opinions of prospective teachers about the factors affecting the formation of values are as follows: 71.2% support the view that "one value can affect the formation of another value." Additionally, 68.6% agreed with the statement "A person's self-perception is effective in the formation of values." In addition, the rate of those who say, "I think social media has a positive contribution to people's value judgments" is 40.3%. When we evaluate the factors affecting the formation of teacher candidates' values in terms of gender, although there is no significant difference, when the average scores are examined, it is observed that men express more positive opinions than women. While there was a significant difference in terms of marital status, it was determined that single-teacher candidates expressed more positive opinions than married teachers. A significant difference was found according to age groups, and it was observed that teacher candidates aged 20-24 had more positive opinions than those aged 25-29 and those aged 40 and over. In addition, it was concluded that the geographical region of residence does not have a determining effect on value formation. As a result, this research has shown that many factors can be effective in the process of formation of values and differences may arise depending on

¹ **Statement (Thesis / Paper):** It is declared that scientific and ethical principles were followed during the preparation process of this study and all the studies utilised are indicated in the bibliography.

Conflict of Interest: No conflict of interest is declared.

Funding: No external funding was used to support this research.

Copyright & Licence: The authors own the copyright of their work published in the journal and their work is published under the CC BY-NC 4.0 licence.

Source: It is declared that scientific and ethical principles were followed during the preparation of this study and all the studies used are stated in the bibliography.

Similarity Report: Received - Turnitin, Rate: 12

Ethics Complaint: editor@rumelide.com

Article Type: Research article, **Article Registration Date:** 13.07.2024-**Acceptance Date:** 20.10.2024-**Publication Date:** 21.10.2024; DOI: <https://doi.org/10.5281/zenodo.13980908>

Peer Review: Two External Referees / Double Blind

² Dr., Burdur Mehmet Akif Ersoy University, Faculty of Education, Department of Primary Education / Dr., Burdur Mehmet Akif Ersoy Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü (Burdur, Türkiye), **eposta:** abdurrahmanturker88@gmail.com, **ORCID ID:** <https://orcid.org/0000-0002-4810-8550>, **ROR ID:** <https://ror.org/04xk0dc21>, **ISNI:** [0000 0004 0386 420X](https://orcid.org/0000-0004-0386-420X), **Crossref Funder ID:** [501100016210](https://orcid.org/501100016210)

the variables.

Keywords: Values education, formation of values, opinions of teacher candidates

Değerlerin Oluşum Sürecini Etkileyen Faktörlerin Belirlenmesine Yönelik Öğretmen Adaylarının Görüşlerinin Değerlendirilmesi³

Öz

Bu çalışmanın amacı, değerlerin oluşum sürecini etkileyen faktörlerin belirlenmesine yönelik olarak öğretmen adaylarının görüşlerini ortaya çıkarmaktır. Öğretmen adaylarının görüşlerini ortaya çıkarmayı hedefleyen bu araştırma tarama modelinde olup betimsel bir nitelik arz etmektedir. Araştırma, 2022-2023 yılında çevrimiçi platformda KPSS'ye hazırlanan öğretmen adayları ile gerçekleştirilmiştir. Araştırmada örnekleme oluşturan katılımcı sayısı 605'tir. Araştırmada veri toplama aracı olarak araştırmacı tarafından geliştirilen anket kullanılmıştır. Anketin güvenilirlik ve geçerlik çalışması yapılarak 1 madde anketten çıkarılmış ve ankete son şekli verilmiştir. Ayrıca açımlayıcı faktör analizi kullanılarak her bir maddenin faktör yükünün 0,30 ve üzerinde olduğu görülmüştür. Araştırmacı tarafından yapılan açımlayıcı faktör analizi sonucunda, ölçeğin yapı geçerliliği yüksek bulunmuştur. Verilerin çözümlenmesinde, frekans, yüzdelik, aritmetik ortalama, t-testi ve one-way anova testleri kullanılmıştır. Elde edilen sonuçlara göre, öğretmen adaylarının değerlerin oluşumunu etkileyen faktörler hakkındaki görüşleri şu şekildedir: "Bir değer başka bir değer oluşmasını etkileyebilir." görüşünü % 71,2 oranında desteklemektedirler. Ayrıca, "Kişinin kendine yönelik algısı, değer oluşumunda etkilidir." ifadesine % 68,6 oranında katılmışlardır. Bunun yanı sıra, "Sosyal medyanın insanın değer yargılarına olumlu katkısının olduğunu düşünüyorum." diyenlerin oranı % 40,3'tür. Öğretmen adaylarının değerlerin oluşumunu etkileyen faktörleri cinsiyet açısından değerlendirdiğimizde, anlamlı bir fark bulunmamış olsa da ortalama puanlara bakıldığında erkeklerin kadınlara göre daha olumlu görüş bildirdikleri gözlenmektedir. Medeni durum açısından anlamlı bir farklılık bulunurken, bekar öğretmen adaylarının evli olanlara göre daha olumlu görüş bildirdikleri tespit edilmiştir. Yaş gruplarına göre de anlamlı fark bulunmuş, 20-24 yaş aralığındaki öğretmen adaylarının 25-29 yaş aralığındakilere ve 40 yaş ve üstü olanlara göre daha olumlu görüşlere sahip olduğu görülmüştür. Ayrıca, ikamet edilen coğrafi bölgenin değer oluşumuna belirleyici bir etkisi olmadığı sonucuna ulaşılmıştır. Sonuç olarak bu araştırma göstermiştir ki değerlerin oluşma sürecinde birçok faktör etkili olabilmekte ve değişkenlere göre de farklılıklar ortaya çıkabilmektedir.

Anahtar kelimeler: Değer eğitimi, değerlerin oluşumu, öğretmen adaylarının görüşleri

³ **Beyan (Tez/ Bildiri):** Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.

Çıkar Çatışması: Çıkar çatışması beyan edilmemiştir.

Finansman: Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

Telif Hakkı & Lisans: Yazarlar dergide yayınlanan çalışmalarının telif hakkına sahiptirler ve çalışmalarını CC BY-NC 4.0 lisansı altında yayımlanmaktadır.

Kaynak: Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.

Benzerlik Raporu: Alındı – Turnitin, Oran: 12

Etik Şikayeti: editor@rumelide.com

Makale Türü: Araştırma makalesi, **Makale Kayıt Tarihi:** 13.07.2024-**Kabul Tarihi:** 20.10.2024-**Yayın Tarihi:** 21.10.2024; **DOI:** <https://doi.org/10.5281/zenodo.13980908>

Hakem Değerlendirmesi: İki Dış Hakem / Çift Taraflı Körleme

Introduction

Globalization is rapidly increasing its impact as a factor that affects the values of societies positively or negatively. This impact leads to rapid changes in the spiritual, moral, and human values of societies. Younger generations must understand this change and develop the necessary adaptation mechanisms to understand their values. Thus, in addition to being protected from negative effects, they should also be supported to adopt positive values. Recently, increasing globalization activities have added new dimensions to the formation of values. Societies' values such as obedience, honor, morality, neighborly relations, the culture of trust, loyalty, confidentiality, love, tolerance, and respect are either dissolved or reinterpreted under global influences (Dogan, 2007).

Values education plays an important role in ensuring that society lives together and provides an environment of trust. For this reason, studies on values education have attracted more attention in recent years (Ekici, 2023; Turker, Atay, and Gunduz, 2023; Yazicioglu and Aktepe, 2022; Gundogan, 2020; Topal, 2019).

Different studies have been conducted on what the concept of value means, its content, and its definition (Eksi and Katilmis, 2020). The fact that the concept of value has an abstract character and is within the field of interest of many disciplines (philosophy, sociology, psychology, etc.) shows that a single definition is difficult (Korkmaz, 2013). According to perspectives that explain values on an individual basis (Caliskur and Aslan, 2013; Gungor, 2010; Erdem, 2003; Hofstede, 2001; Kusdil and Kagıtcıbası, 2000), there is a relationship between values and behaviors. Likewise, Adler reduces values to observable behaviors (Korkmaz, 2013). According to perspectives that explain values on a social basis (Korkmaz, 2013; Oguz, 2012; Akbaba-Altun, 2003), the continuity of culture is the focus. While defining values from a social perspective, Korkmaz (2013) emphasizes the cognitive and emotional aspects of values. According to Aydın (2011), value is "an important human phenomenon that appears as positivity scales and is therefore adopted by the group, although its realization is concrete, it is abstract in its simple form, is based on a belief and therefore has internal connections with religion". As a result, values can be defined as concepts that emerge because of interaction with the individual's life, society's culture, and social environment, can change from person to person, and become concrete when they can be transformed into behavior.

Explaining the concept of value generally refers to the individual's tendency to move in a certain direction. Guiding factors, instincts, certain norms, attitudes, and guiding people are the factors that form the basic principles of the individual's behavior (Halman and Moor, 1993). The approach to values is examined in three basic dimensions: philosophical, psychological, and sociological in different disciplines. From a philosophical perspective, values exist like natural objects and do not change. Only values judgments change. However, in this case, the question arises as to how values can change from society to society, from age to age, or among different members of the same society. According to the understanding of objectivity, it is not the values that change, but the groups or individuals who perceive these values (Toku, 2002). In psychology, the concept of value is linked to attitudes, beliefs, needs, desires, motivations, and levels of individual preference. Values are related to psychological structure factors at various levels. Among these factors, values are sometimes in the position of influencing and sometimes being affected (Ersoy, 2012). From a social perspective, values are generalized principles and beliefs that reflect shared feelings, thoughts, goals, and interests accepted by members to maintain the continuity and unity of society. Values are the standards that determine the basic standards in social life and determine what is desired, appreciated, and right (Ozlem, 2002).

An important reason why values education has begun to attract great attention in recent years is the damage and loss of social values. Developments in science and technology have caused socio-cultural disruptions and negative events have begun to increase (Lickona, 1991). For this reason, it became necessary to transfer the values of education to new generations. In addition, values education should be included in school programs, continuous development of teachers, and social awareness should be increased (Akarsu, 2015). Thus, for values education to be effective, teachers and the system need to be reviewed (Lovat, 2009).

Throughout history, values have always been a topic of curiosity and constant interest among various segments of society, including philosophers, thinkers, and educators. The origin and formation of values is an area that has been researched for a long time and different opinions have been expressed. There are various views on how values are formed. Research generally suggests that values either exist in an existing essence and are transmitted through inheritance, are acquired later, or even have a divine source. According to some researchers, values originate from the principle of universal respect and are not relative or arbitrary for people (Rheta, 1999). A group of researchers believe that values come from a Creator (Okumus, 2009; Keskin, 2004). Another group claims that values are acquired through influences such as environment, culture, and education (Oncu, 2015; Sanchez, 2005; Pennings, 1970). According to this view, values are not inherited but are learned and acquired by people. Time is a major factor in the value formation process, and important behaviors can turn into value patterns over time. The environment is also one of the effective factors in value formation (Tugral, 2005). The environment shapes people through the culture it has accumulated over a long period (Gibbs and Earley, 1994). The physical environment is another factor affecting value formation, which includes climate and geographical features (Tugral, 2005). It is not possible to consider individuals' values independently of the influence of the physical environment (Fekadu, 2014). Geographical factors have been effective in the formation of individual and social values. In respect of Ibn Khaldun, humans are shaped by their environment. When a society lives in the same environment for a long time, it is affected by the physical conditions of the environment and adapts to these conditions (Sahin and Belge, 2016). It is also known that cultural differences are related to values (Miyamoto, Nisbett, and Masuda, 2006). One of the main reasons why values differ from society to society is geographical and environmental differences. These differences can influence how much societies care about values, which can lead societies and individuals to classify values. Different classifications are created in values education research to provide more lasting and successful outcomes. Values are classified as scientific, economic, artistic, social, political, and religious by Spranger (1928); Accordingly Rokeach (1968), values are teleological (a comfortable life, real love, a sense of accomplishment, etc.) and instrumental (ambitious/willing, imaginative, broad-minded, independence, etc.); According to Schwartz (1996), values include things like strength, prosperity, hedonism, stimulation, universality, etc. as social-individual, moral-non-moral, general-specific, long-term-short-term, and so on; Forest (1973), social-psychological, economic, psychological, and health, socio-political, educational, and about the environment and natural resources; Lickona (1991), as well as immoral and moral principles; in respect to Aspin (2007), values are any part of morality, religion, aesthetics, politics, society, education, etc. Kilby (1993), as well as personal and group ideals; According to Hofstede (2001), values are desirable; self-expression values versus survival values and secular-rational values versus traditional values, according to Welzel and Inglehart (2010); Values were categorized as internal, external, moral, personal, and knowledge-based by Cohen (1985). As intrinsic, transcendent, and normative values, according to Ulken (1965); The terms core, special, optional, and transitory values are defined by Basaran (1992); Moral, economic, political, religious, artistic, social, and scientific values are defined by Gungor (2010) as follows; traditional, democratic, work-related, scientific, and fundamental value groups are defined by Akbas (2004). As values of

introversion and extroversion, Gunduz (2016); values are categorized under the following headings: national, religious, universal, human, individual, and societal values (Aktepe and Gunduz, 2019).

According to Dewey, values are created through reason and people shape these values using their cognitive processes (Shook, 2002). Values are not innate but are learned in schools through lessons and student interaction. The acquisition of values often occurs through education, and in this view, the educational process has a great impact on values. Teachers play a strategic role in the education process, and imparting values is at the center of this process (Unal, 2011). When an education system is considered, the quality and interaction of teachers greatly affect the success of the system (Yalın, 2004). Teachers not only transfer knowledge but also play an important role in values education (Straughan, 1988). As part of school life, teachers should present core values to shape character education. Teachers have an important role in modeling values such as honesty, respect, and responsibility. Considering that schools affiliated with the Ministry of National Education are cultural and value organizations, teachers have a great influence on the values that schools will adopt (Aktepe and Yel, 2009). Guy, Spalding, and Westcott (1961) pointed out the importance of teacher candidates gaining competence in values education. Values education occurs through intentional or unintentional modeling by teachers (Hansen, 1995). Students especially take teachers as models; therefore, teachers' attitudes and behaviors have a great impact on students (Cinar, 2008). Various studies show that teachers have an important role in values education. It has been emphasized that teacher candidates also play an important role in teaching values (Lovat, 2009; Clement, 2009; Sclapp and Davidson, 2005; Suh and Traiger, 1999). Therefore, teacher candidates' attitudes towards values teaching are also important. Teacher candidates will have an important role in raising the individuals needed in the modern and global world. In our country, teacher candidates will play an effective role in changing the perception of values. As a society that combines traditional and modern values, the education of teacher candidates will play a key role in establishing modern values and transferring them to future generations.

When the literature is examined, it can be seen that teacher candidates (Celikkaya and Demirbas, 2013; Altunay and Yalcinkaya, 2011; Fidan, 2009; Tay, 2009; Dilmac, Bozgeyikli, and Cıkılı, 2008), parents (Yigittir, 2010) and teachers and students (Meydan, Aktepe, and Durmaz, 2015; Nalcacı and Beldag, 2015; Aktepe and Yel, 2009; Samancı, 2009; Turan and Aktan, 2008); many studies have been conducted on value perceptions, value preferences and value understandings (Prencibe, 2001). However, there is no study to evaluate the opinions of teacher candidates regarding the determination of the factors affecting the formation process of values. In this context, this study offers a different perspective on the views of teacher candidates on the process of formation of values.

Due to the situations stated above, this study aims to reveal the opinions of teacher candidates in determining the factors affecting the formation process of values. To achieve this general purpose, answers were sought for the following sub-objectives.

Sub-goals:

1. In terms of gender,
2. In terms of marital status,
3. In terms of age,
4. In terms of the region of residence; is there a significant difference between the views of prospective

teachers on determining the factors affecting the formation process of values?

Method

Model of the Research

This study is based on a scanning model that aims to reveal the thoughts of teacher candidates and has a descriptive nature. Survey models are research methods that aim to describe the past or current situation as it is (Karasar, 2012).

Population and Sample

The study population of the research consists of teacher candidates preparing for KPSS in 2022-2023. Due to the large size of the study population, sampling was used. KPSS preparation online platforms were determined through cluster sampling, which is used in cases where employees form dispersed and distant groups (Arlı and Nazik, 2004). Thus, 605 teacher candidates on KPSS preparation online platforms constituted the sample of the research. Participation in the research was completely voluntary and participants' personal information was kept confidential. Specific information about the participants is detailed in Table 1.

Table 1

Personal characteristics of the participants

Gender	Female					Male	
	538					67	
Marital status	Single					Married	
	413					192	
Age	40 and above	20-24 age	25-29 age	30-34 age	35-39 age		
	238	150	95	61	61		
Region of Residence	Mediterranean	Black Sea	Aegean	Marmara	Central Anatolia	Eastern Anatolia	Southeastern Anatolia
	123	65	59	98	124	52	84

Data collection tool

In this study, a questionnaire developed by the researchers was used for data collection. The survey used was prepared to determine the opinions of prospective teachers in determining the factors affecting the formation process of values. In the survey, there are five Likert-type options rated at five different levels (strongly disagree, disagree, undecided, agree, strongly agree) for participants to express their opinions. The survey consists of two parts. In the first part, there are four questions to describe the personal information of teacher candidates (such as gender, marital status, campus and age). The second part includes 31 questions to determine the factors that affect how values are formed.

According to Karasar (2012), to use the data collection tool effectively, it is important to use enough closed-ended questions that encourage answering, facilitate the answering process of the source person,

and facilitate the evaluation of the research. The elements of the data collection tool to be used for the research were determined primarily because of the literature review and examination of open-ended questions directed to prospective teachers. Thus, the first draft of the survey developed for "Evaluating the opinions of teacher candidates towards determining the factors affecting the formation process of values" was created. The survey was applied to 200 people for preliminary testing purposes and the reliability of the survey was checked. As a result, the Cronbach alpha value was found to be 0.84. According to Ozdamar (1997), an alpha coefficient greater than 0.70 indicates that the scale is reliable.

Factor analysis was performed to determine the construct validity of the scale. Before starting factor analysis, the KMO (Kaiser-Meyer-Olkin) value and Bartlett's test results were examined to evaluate the suitability of the scale for factorization. The analyses showed that the KMO value was 0.76 and Bartlett's test results were suitable for factor analysis of the scale's data. When we evaluated each item separately, it was seen that the factor loadings were at the desired level. In factor analysis, it is stated in the literature that factor loadings of 0.30 or higher are acceptable (Buyukozturk, 2002).

Analysis of Data

Before being evaluated, the data was carefully reviewed to check whether it was completed by the rules and to verify that all surveys were completed as required. An evaluation was made on a total of 605 surveys. In the analysis of the data, to score the answers given by the students, 1 point was given for "Strongly Disagree", 2 points for "I Disagree", 3 points for "Undecided", 4 points for "Agree", and 5 points for "Strongly Agree" according to the items of the survey. Frequency analysis, percentage arithmetic mean, t-test, and one-way ANOVA tests were used to analyze the data. The findings obtained as a result of the analysis are that the score range of 4.20–5.00 is "I strongly agree", the score range of 3.40–4.19 is "I agree", the score range of 2.60–3.39 is "Undecided", the score range is 1.80– A score range of 2.59 was interpreted as "I disagree", and a score range of 1.00–1.79 was interpreted as "Strongly disagree".

Results

According to the answers given by the teacher candidates, the survey results obtained are analyzed in the table below. Table 2 presents the frequency distribution, percentage rates, factor loadings, and average values of the data. With the survey results in Table 2; when we look at the prominent items, the 8th item with the highest average in the survey is "I believe that teachers should be role models in value formation." When examined, it was seen that the average score of the teacher candidates was 4.53, with 60% (n=363) falling within the "strongly agree" range and 35.9% (n=217) falling within the "agree" range. When the research on values education is examined, it is often emphasized that teachers should be role models (Taş and Yeşiltaş, 2016; Temur and Yuvacı, 2014; MEB, 2010; Kuşdil and Kağıtçıbaşı, 2000; Suh and Traiger 1999). In their study, Zumrutkal and Arslantas (2021) state that teachers being role models in the classroom environment and approving or rejecting students' behaviors affect the value transfer processes. In this context, teacher candidates need to be good models for students in value formation, as it will influence students' behavior and form the basis for shaping their future lives.

In the second item of the survey, "I think the family is more effective in shaping values." It was observed that the average score was 4.47, 53.4% (n=323) fell in the "strongly agree" range, and 43% (n=260) fell in the "agree" range. Many teacher candidates think that values are acquired in the family at the beginning of development and that it is primarily the responsibility of mothers and fathers to establish

basic values in children. In many studies, teacher candidates stated that the role of the family is of great importance in acquiring values (Yazar, 2012; Fidan, 2009).

In the 3rd item of the survey, "I think that the social environment is effective in the formation of individual's value judgments." It was observed that the average score was 4.31, 36.2% (n=219) fell in the "strongly agree" range, and 60.2% (n=364) fell in the "agree" range. Many teacher candidates believe that value formation develops with the individual's interaction with his social environment from the moment he is born. Human behavior, whether conscious or unconscious, is largely adopted by social models. While these social models may occur in the immediate social environment (family, relative, teacher, etc.), cultural institutions and other distant environments also affect the individual's behavior (Cakır, 2009). However, in a society, language, customs, and traditions, some professional activities, religious practices, and moral values are generally adopted and learned by observing, imitating, and modeling the behavior of others (Bandura, 1977). Studies showing that the social environment affects value judgments (Bacanlı, 2013; Fromm, 2004) support this view of teacher candidates.

In the 11th item of the survey, "I think social media has a positive contribution to people's value judgments." It was seen that the average score of the teacher candidates who participated in the survey was 2.35, 4.8% (n = 29) fell in the "strongly agree" range, and 10.4% (n = 63) fell in the "agree" range. The majority of teacher candidates, 40.3% (n=244), do not believe that social media contributes positively to their value judgments, stating that they "disagree". Some studies have been carried out (Ayaydın and Yıldız Ayaydın, 2018; Oguz and Sozcu, 2016; Yılmaz and Ersoyol, 2013; O'Keeffe and Clarke-Pearson, 2011; Ray and Jat, 2010; Villani, 2001) shows that social media positively affects values such as helpfulness, cultural commitment, patriotism, and animal love. This shows that social media has positive effects as well as negative effects. In this context, it is necessary to question whether social media can have positive effects on people's value judgments. Therefore, because social media is an integral part of our lives, prospective teachers should raise the awareness of their future students about media literacy and contribute to children's use of media correctly. Likewise, it is important to raise people's awareness about social media use.

Findings in Terms of Sub-Goals;

The tables below check whether there are significant differences in terms of sub-goals. It was also interpreted whether there was a difference for each variable.

Table 3

Table of Differences Between Means According to the Answers Given by Teacher Candidates in Terms of Gender

	N	Avarage	Standard deviation	t value	Sig. (2-tailed)
Male	67	3,90	,40	1,06	,287
Woman	538	3,85	,33		

Looking at the information given in Table 3, the mean of the answers given by female teacher candidates was 3.85 (n=538) and the standard deviation was .33; the mean of male teacher candidates was 3.90 (n=67) and the standard deviation was .40. The result of the t-test applied to the average scores was found to be .287. According to this value, the difference between the groups is insignificant at the .05 level ($p>0.05$). In other words, the opinions of male teacher candidates and female teacher candidates

are similar to each other. However, the average of the opinions of male teacher candidates was slightly higher than that of female teacher candidates. Some studies (Akuzum and Saracoglu, 2022; Dogan, 2018; Ozkan and Soylu, 2014; Turan and Aktan, 2008) support the result of this study. On the other hand, female teacher candidates' levels of value are higher than men (Zavalsız, 2014; Altunay and Yalcinkaya, 2011).

Table 4

Table of Difference Between Means According to the Answers Given by Teacher Candidates in Terms of Marital Status

	N	Avarage	Standard deviation	t value	Sig. (2-tailed)
Married	192	3,78	,31	-3,664	,00
Single	413	3,89	,34		

Looking at the information given in Table 4, the mean of the answers given by married teacher candidates was 3.78 (n=192) and the standard deviation was .31; the mean of single teacher candidates was 3.89 (n=413) and the standard deviation was .34. The result of the t-test applied to the average scores was found to be .00. According to this value, the difference between the groups is significant at the .05 level ($p < 0.05$). In other words, single teacher candidates expressed more positive opinions than married teacher candidates. This shows that single-teacher candidates have more intense perceptions of social issues, orientation towards values, seeking innovation, and expressing opinions and opinions. Apart from our study, no other study has been found in the literature examining the value formation views of teacher candidates according to marital status.

Table 5

Table of Differences Between Means According to the Answers Given by Teacher Candidates in Terms of Age

Age	N	Average	Standard deviation	Source of variance	KT	sd	KO	F	p	Significant difference (Tukey HSD)
20-24 age (1)	238	3,9104	,34718	G. Arası	2,962	4	,740			
25-29 age (2)	150	3,8991	,31269	G. İçi	66,769	600	,111			
30-34 age (3)	95	3,8044	,34409	Toplam	69,731	604		6,653	,000	1-5;2-5
35-39 age (4)	61	3,8038	,30729							
40 years and above (5)	61	3,6959	,33758							
Total	605	3,8586	,33978							

When Table 5 is examined, it is seen that there is a significant difference between the opinions of teacher candidates regarding the determination of the factors affecting the formation process of values according to age categories ($F = 6.653$; $p < 0.05$). According to the results of the Tukey HSD test, which was conducted to determine which age categories the opinions of teacher candidates regarding the formation process of values differ, the average of the opinions of teacher candidates in the 20-24 age

category is 3.9104 (n=238), the standard deviation is .34718; In the 25-29 age category, the mean is 3.8991 (n=150), the standard deviation is .31269; In the 30-34 age category, the mean is 3.8044 (n=95), the standard deviation is .34409; In the 35-39 age category, the mean is 3.8038 (n=61), the standard deviation is .30729; In the 40 and above category, the mean was 3.6959 (n=61) and the standard deviation was .33758.

When we consider the findings in this table in general and consider all categories, it can be said that while the importance of views on the formation process of values decreases as age progresses, the opinion that the views of pre-service teachers at an early age on the formation process of values become more important is gradually increasing. As a matter of fact, in terms of age, it can be said that young teacher candidates have more views on value formation than older teacher candidates. As a matter of fact, because of the studies conducted by (Gunduz, 2019; Saracaloglu, Evin Gencel, and Altın, 2015; Sarıcı-Bulut, 2012), when the multidimensional values of teacher candidates were examined, it was determined that the values differ according to age groups.

Table 6

Table of Difference Between Means According to the Answers Given by Teacher Candidates in Terms of Region of Residence

Area	N	Average	Standard deviation	Source of variance	KT	sd	KO	F	p	Significant difference (Tukey HSD)
Mediterranean (1)	123	3,8209	,37900	G. Arası	,837	6	,140			
Black Sea (2)	65	3,8511	,26111	G. İçi	68,893	598	,115			
Aegean (3)	59	3,9502	,31041	Toplam	69,731	604		1,211	,299	YOK
Marmara (4)	98	3,8255	,33465							
Central Anatolia (5)	124	3,8632	,33791							
Eastern Anatolia (6)	52	3,8877	,33496							
Southeastern Anatolia (7)	84	3,8690	,36051							
Total	605	3,8586	,33978							

Looking at the information given in Table 6, according to the results of the one-way ANOVA test applied to the average scores in terms of the region of residence and the results of the Tukey HSD test performed to find out which groups the differences between the groups are (F= 1.211; p>0.05), it is seen that the teacher candidates Their views on the formation process of values do not differ depending on the region they reside in. The mean opinion of teacher candidates residing in the Mediterranean Region is 3.8209 (n=123), and the standard deviation is .37900; Black Sea Region mean 3.8511 (n=65), standard deviation .26111; Aegean Region mean 3.9502 (n=59), standard deviation .31041; Marmara Region mean 3.8255 (n=98), standard deviation .33465; Central Anatolia Region mean 3.8632 (n=124), standard deviation .33791; Eastern Anatolia Region mean 3.8877 (n=52), standard deviation .33496; It was determined that the mean of the Southeastern Anatolia Region was 3.8690 (n=84) and the standard

deviation was .36051. In some studies (Turker, 2019; Gunduz, 2019; Yasar, Kasa, and Bayır, 2015), there was no difference between the regions where teacher candidates reside and their value levels. It supports the results of the study.

Discussion and Implications

In the light of the findings obtained from the surveys applied to 605 teacher candidates to reveal the opinions of teacher candidates regarding the determination of the factors affecting the formation process of values, the following results were reached:

When the opinions of teacher candidates are examined, item 26 of the survey reads "One value can affect the formation of another value." Considering the answers given by the teacher candidates, 71.2% of them said they agreed, which is a good result. This situation reveals the importance of the values held by individuals in terms of collective value formation. Again, in the 22nd item of the survey, "A person's perception of himself is effective in the formation of values." Considering the answers given by the teacher candidates, the fact that 68.6% of the teacher candidates agreed confirms that individuals with a high sense of self, respect, and belief will add value to their environment and work and will be effective in the formation of one's values.

In addition, the 11th item of the survey used in the research was "I think social media has a positive contribution to people's value judgments." Considering the answers given by the prospective teachers, it is a surprising result that only 40.3% said they did not agree. Because social media is an integral part of our lives, teacher candidates should raise the awareness of their future students about media literacy and contribute to children's use of media correctly. Likewise, it is important to raise people's awareness about the use of social media.

Although there is no significant difference in terms of gender in the research, it is seen that relatively (when looking at the average scores) men express more positive opinions than women. Similar results are also found in the study conducted by Arslan (2007). However, in the research conducted by Altunay and Yalcinkaya (2011), Dilmac, Bozgeyikli, and Cıkılı (2008), it was concluded that female teacher candidates attach more importance to values than male teacher candidates. This result differs from the result obtained from the research.

A significant difference was found between the opinions of teacher candidates in terms of marital status. It is seen that single teacher candidates express more positive opinions than married teacher candidates. This shows that single-teacher candidates have more intense perceptions of social issues, orientation towards values, seeking innovation, and expressing opinions and opinions. A similar result was reached by Memiş and Guney Gedik (2010), who studied with prospective classroom teachers.

A significant difference was found between the opinions of teacher candidates in terms of age. It has been determined that the opinions of teacher candidates in the 20-24 age category are more positive than the teacher candidates in the 25-29 age category, and the opinions of teacher candidates in the 25-29 age category are more positive than the teacher candidates in the 40 and above age category. It can be said that as teacher candidates get older, the importance they attach to expressions such as expressing opinions, being open-minded and willing decreases. The fact that teacher candidates between the ages of 20 and 24 have the highest average in expressing opinions on value formation and that their opinion averages decrease as they get older can be interpreted as the decrease in generating ideas, the

importance given to values, expressing their opinions clearly, and giving importance to the formation of values as teacher candidates get older.

No significant difference was detected in terms of geographical regions. It was concluded that the geographical region of residence does not have a decisive effect on value formation. Some studies (Gunduz, 2019; Turker, 2019; Yasar, Kasa, and Bayır, 2015) support this finding. Even before starting their careers, prospective teachers may have values. In their future roles, they will effectively convey these values by creating educational environments, carrying out educational activities, and modeling positive behaviors to students. In this context, the personality structures of prospective teachers may have been a factor in their tendency to create values.

Conclusion

As a result, this research shows that values contain many components and can be affected by many factors. The formation of values takes time, and the meanings attached to them may change depending on the experiences. Interpreting values depending on a factor, or a variable can sometimes give incorrect results. That's why we need to consider all factors that affect values.

Limitations and suggestions for future research

This research is based solely on quantitative research methods and a survey is used as a data collection tool. The data is limited to the information obtained from the study group. The research is limited to the opinions of the participants and was carried out with a measurement tool developed by the researcher. The study is limited to the specified group and the research question needs to be tested in different contexts by repeating it in different samples and models. This research is limited to only teacher candidates in Turkey and should be reconsidered in a larger study group.

The recommendations developed according to the research results are as follows:

- The number of academic studies revealing the opinions of teachers, teacher candidates, and students regarding the formation process of values is insufficient. Studies in this field need to be increased.
- Considering the social aspect of values, it may be recommended to do it on different sample groups (parents, students, administrators, etc.).
- The fact that the values held by teachers will affect the students they will educate cannot be ignored. For this reason, it is necessary to determine the opinions of working teachers regarding the formation of values and to evaluate them according to the results obtained.

References

- Akarsu, S. (2015). "Examination of the Songs in Primary School (1-4) and Secondary School (5-8) Music Textbooks in Terms of Values and Student Perceptions on Values Education." Doctoral Thesis, Yüzüncü Yıl University, Institute of Educational Sciences, Van.
- Akbaba-Altun, S. (2003). Educational management and values. *Journal of Values Education*, 1 (1), pp. 7-18.
- Akbaş, O. (2004). "Affective Objectives of Turkish National Education in Primary Education II. Evaluation of the Degree of Realization in the Stage." Doctoral Thesis, Gazi University Institute of Educational Sciences, Ankara.
- Aktepe, V. and Gündüz, M. (2019). Values education. In A. Uzunöz and V. Aktepe (Edt.), *Special Teaching Methods Volume 1 (2nd Edition)* (71-103). Ankara: Pegem Akademi Publishing.
- Aktepe, V. and Yel, S. (2009). Describing the value judgments of primary school teachers: Kırşehir province example, *Turkish Journal of Educational Sciences*, 7(3), pp. 607-622.
- Aküzüm, C. and Saraçoğlu, M. (2022). Examining the relationship between teacher candidates' moral maturity levels and their perceptions of value teaching. *Journal of Values Education*, 20 (43), pp. 169-197.
- Altunay, E. and Yalçınkaya, M. (2011). Examining prospective teachers' views on values in the information society in terms of some variables. *Educational Administration in Theory and Practice*, 17(1), 5-28.
- Arlı, M. and Nazik, M.H. (2004). *Introduction to Scientific Research*. Ankara: Gazi Bookstore.
- Arslan, M. (2007). The problem of values in the Turkish education system and its reflection on educational programs, in *Values Education International Symposium* (pp. 635-656), R. Kaymakcan, S. Kenan, H. Hökelekli, Ş. Aslan, M. Zengin (Ed.), Istanbul: Dem Publications.
- Aspin, D. N. (2007). The ontology of values and values education. In D. N. Aspin and D. J. Chapman (Eds.), *Values education and life long learning* (pp. 27-47). Dordrecht: Springer.
- Ayaydın, Y. and Yıldız Ayaydın, H. (2018). Examining the role of social media in the value creation process with student opinions. *Journal of Values Education*, 16(35), pp. 57-89.
- Aydın, M. (2011). Values, their functions and morality. *Educational Outlook Journal*, 7(19), pp. 39-45.
- Bacanlı, H. (2013). *Educational Psychology*, Ankara: Pegem Akademi Publications.
- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Basaran, T. E. (1992). *Human relations in management*. Ankara: Gül Publishing House.
- Büyüköztürk, Ş. (2002). Factor analysis: Basic concepts and its use in scale development. *Educational Administration in Theory and Practice*, 32, 470-483.
- Çakır, M. A. (2009). *Social cognitive learning theory, educational psychology* (Ed: Alim Kaya). Ankara: Pegem Akademi Publications.
- Çalışkur, A. and Aslan, A. E. (2013). Rokeach values inventory reliability and validity study. *Balıkesir University Social Sciences Institute Journal*, 16(29), pp.81-105.
- Çelikkaya, T. and Demirbaş, Ç. HE. (2013). Opinions of social studies teacher candidates regarding the values in the social studies curriculum. *The Journal of Academic Social Science Studies*, 6 (5), pp. 527-556.
- Çınar, I. (2008). The importance of primary education and teachers. *Journal of Education* (20), pp. 1-28.
- Clement, N. (2009). *Values education and quality teaching*, Springer Science Business Media, Australia.
- Cohen, E. D. (1985). *Making value judgment: Principals of sound reasoning*. Malabar, Florida: Krieger Publishing.

- Dilmaç, B., Bozgeyikli, H., Çıkkılı, Y. (2008). Examining the value perceptions of teacher candidates in terms of different variables. *Journal of Values Education*, 6 (16), pp. 69-91.
- Dogan, I. (2007). Value problem in the Turkish education system. Recep Kaymakcan, Seyfi Kenan, Hayati Hökelekli, Şeyma Arslan, Mahmut Zengin (Ed.). *Values and education* (pp. 615-634). Istanbul: Values Education Center Publications.
- Doğan, P. K. (2018). Examining the relation between social values perception and moral maturity level of folk dancers. *International Journal of Higher Education*, 7(1), pp. 126-139.
- Ekici, Ö. (2023). Reasons why value transfer does not occur in line with teachers' opinions. *İnönü University Faculty of Education Journal*, 24(2), pp. 820-840.
- Ekşi, H. (Editor), and Katılmış, A. (Editor), (2020). *Character and Values Education*. Ankara: Nobel Publishing House.
- Erdem, A. R. (2003). An important element in university culture: Values. *Journal of Values Education*, 1 (4), pp. 55-72.
- Ersoy, E. (2012). Sociological dimension of value differentiations (Malatya Example). Kumsati Publications, Istanbul.
- Fekadu, K. (2014). The paradox in environmental determinism and possibilism: A literature review. *Journal of Geography and Regional Planning*, 7 (7), 132-139. DOI: 10.5897/JGRP2013.0406
- Fidan, N. K. (2009). Teacher candidates' views on value teaching. *Journal of Theoretical Educational Sciences*, 2(20), pp.1-18.
- Fischer, R. (2009). Where is culture in cross cultural research? An outline of a multilevel research process for measuring culture as a shared meaning system. *International Journal of Cross Cultural Management*, 9(1), 25-49. <https://doi.org/10.1177/1470595808101154>
- Forest, L.B. (1973). Using values to identify program needs. *Journal of Extension*. Fall 1973, Vol 11, 24-34.
- Fromm, E. (2004). *Psychoanalysis and religion*. A. Arıtan (Trans.). Istanbul: Purifier.
- Gibbs, L. and Earley, E. (1994). Using children's literature to develop core values. Phi Delta Kappa Fastback. ERIC veri tabanından erişildi. (ERIC No: ED366992).
- Gundoğan, A. (2020). The necessity of value education and its functionality in the context of life sciences course, according to the opinions of classroom teacher candidates. *Journal of Qualitative Research in Education*, 8(2), pp. 599-628.
- Gündüz, M. (2016). Classifying values by categories. *Journal of Education and Training Studies*, 4(10), pp. 212- 220, DOI: <http://dx.doi.org/10.11114/jets.v4i10.1765>.
- Gündüz, M. (2019). Determination of tolerance levels of teacher candidates. *SDU International Journal of Educational Studies*, 6(2), pp. 43-52. Doi:10.33710/sduijes.606172
- Güngör, E. (2010). *Research on the psychology of values*. (4th Edition). Istanbul: Ötüken Publishing.
- Guy, G. V., Spalding, W. B. and Westcott, H. E. (1961). The role of values in teacher education. *Journal of Teacher Education*, 12(1), pp. 12-17.
- Halman, L. and Moor, R. (1993). Comparative research on values. *The Individualizing Society Value Change in Europe and North America*, P. Ester – L. Halman- R.D.Moor Edited By.Tilburg: Tilburg University Press.
- Hansen, D. T. (1995). Teaching and the moral life of classrooms. *Journal for a Just and Caring Education*, 2, pp. 59-74.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*, 2. Edition. Sage.
- Karasar, N. (2012). *Scientific research method*. Ankara: Nobel Publishing Distribution.
- Keskin, M. (2004). A generalization on the relations between religion and society. *Journal of Academic*

- Research in Religious Sciences 4 (2), pp. 8-21.
- Kilby, R. W. (1993). *The study of human values*. Maryland: University Press of America.
- Korkmaz, A. (2013). Sociology of values. *Journal of Social Sciences*, 7(14), pp.51-78.
- Kuşdil, M. E. and Kağıtçıbaşı, C. (2000). Turkish teachers' value orientations and Schwartz value theory. *Turkish Journal of Psychology*, 15(45), pp. 59-80.
- Lickona, T. (1991). *Educating for Character: How our schools can teach respect and responsibility*. Newyork: Bantam Books.
- Lovat, T. (2009). Values education and quality teaching: Two sides of the learning coin. Terry Lovat and Ron Toomey (Editors). *Values Education and Quality Teaching* (pp. 1-12). Callaghan: Springer Science.
- MEB (Ministry of National Education), (2010). *Decisions of the 18th National Education Council*. Ankara.
- Memiş, A. and Güney Gedik, E. (2010). Value orientations of classroom teachers. *Journal of Values Education*, 8(20), 123-142. Retrieved from <https://dergipark.org.tr/tr/pub/ded/issue/29180/312472>
- Meydan, A., Aktepe, V., and Durmaz A. (2015). Examining student opinions regarding the values aimed to be imparted in the school environment. *Electronic Journal of Social Studies Education*, 2(2), pp. 43-54.
- Miyamoto Y, Nisbett R. E., and Masuda T. (2006). Culture and the physical environment: holistic versus analytic perceptual affordances. *Psychological Science*, 17(2), pp. 113- 119. <https://doi.org/10.1111/j.1467-9280.2006.01673.x>
- Nalçacı, A., Beldağ, A. (2015). Teacher opinions about teaching values in primary school 4th and 5th grade social studies courses. *International Journal of Eurasia Social Sciences*, 6(21), pp. 67-81.
- Oğuz, E. (2012). Teacher candidates' views on values and values education. *Educational Sciences in Theory and Practice*, 12 (2) [Supplementary Special Issue], Spring, pp. 1309-1325.
- Oguz, S. and Sözcü, U. (2016). The effect of social media use on values according to social studies teacher candidates. *Electronic Turkish Studies*, 11(9).
- O'Keeffe, G. S., Clarke-Pearson, K. (2011). The impact of social media on children, adolescents, and families. *Pediatrics*, 127(4), pp. 800-804.
- Okumuş, E. (2009). Social change and religion. *Electronic Journal of Social Sciences*, 8 (30), 323-347. Access address: <https://dergipark.org.tr/tr/download/article-file/70155>
- Öncü, A. (2015). *Values in Ahmet Hamdi Tanpınar and Oğuz Atay in the context of values education*. (Doctoral Thesis) Accessed from YÖK Thesis Center database. (Thesis No: 385657).
- Özdamar, K. (1997). *Statistical data analysis with package programs*. Eskişehir: Anadolu University Publications
- Ozkan, R. and Soylu, A. (2014). Basic human values adopted by education faculty students (Niğde province example). *Turkish Studies*, 9(2), pp. 1253-1265.
- Ozlem, D. (2002). *On the debate of objectivism/absolutism and subjectivism/relativism in the problem of values, Knowledge and Value*, ed. Şahabettin Yalçın, Vadi Publications, Ankara.
- Pennings, I. M. (1970). Work value systems of white-collar workers. *Administrative Science Quarterly*, 15(4), pp. 397-405. DOI: 10.2307/2391330
- Prencibe, A. (2001). *Children's Reasoning About the Teaching of Values* (Master's Thesis, Univeristy of Toronto,2001). ProQuest Dissertations and Thesis, AAT.MQ58877.
- Ray, M. and Jat, K. R. (2010). Effect of electronic media on children. *Indian pediatrics*, 47, 561-568.
- Rheta, D. (1999). Implications of Piaget's constructivist theory for character education. *Action in Teacher Education*, 20(4), 39-47. <https://doi.org/10.1080/01626620.1999.10462933>

- Rokeach, M. (1968). *Belief, attitudes, and values: A theory of organization and change*. San Francisco: Jossey-Bass Inc.
- Sahin, C. and Belge, R. (2016). Geographical determinism in Ibn Khaldun. *International Refereed E-Journal of Social Sciences*, 57, 439-467. Access address: <https://dergipark.org.tr/tr/download/article-file/383475>
- Samancı, O. (2009). Values and Expectations that Primary School Students Give Importance to in Their Social Relationships. III. In *Social Sciences Education Congress* (pp. 287-291). Ankara: MEB State Books Printing House.
- Sanchez, T. R. (2005). Facing the challenge of character education. *International Journal of Character Education*, 19(2), 106-111. Erişim adresi: <https://files.eric.ed.gov/fulltext/EJ718739.pdf>
- Saracalolu, A. S., Evin Gencil, I., and Altın, M. (2015). Examining the Social Values and Critical Thinking Levels of Teacher Candidates. *Search for the Future in Education, Symposium on Skills, Morals and Values Education in Turkey from Past to Present* (pp.191-215). Bartın, Turkey.
- Sarıcı-Bulut, S. (2012). Value orientations of Gazi Education Faculty students. *International Journal of Turkish Literature Culture Education*, 3(1), pp.216-238.
- Schwartz, S. H. (1996). Value priorities and behavior: Applying a theory of integrated value systems. C. Seligman, J. M. Olson and M. P. Zanna, (Der.), *The psychology of values: The Ontario symposium*, Vol. 8 içinde (1-24). Mahwah, NJ: Lawrence Erlbaum Associates.
- Scloop, U. and Davidson, J. (2005). Classroom assistants in Scottish primary schools. In Roger Hancock and Janet Collins. *Primary Teaching Assistants: learners and learning*. London: David Fulton Publishing.
- Shook, J. R. (2002). The philosophical context of Dewey's pedagogical beliefs. (Trans. C. Turer). *Journal of Academic Research in Religious Sciences*, 2 (1), pp. 113-131.
- Spranger, E. (1928). *Types of men: The psychology and ethics of personality*. Halle, M. Niemeyer.
- Straughan, R. (1988). *Can we teach children to be good? Basic issues in moral, personal and social education*. Philadelphia: Open University Press.
- Suh, B. K. and Traeger, J. (1999). Teaching values through elementary social studies and literature curricula. *Education*. Summer. Vol. 119 Issue 4. (pp. 723-727).
- Taş, A. M. and Yeşiltaş, P. D. (2016). School principals' views on values and value acquisition. *Hitit University Social Sciences Institute Journal*, 9(2), pp.1125-1146.
- Tay, B. (2009). Prospective teachers' views concerning the values to teach in the course of social sciences. *Social and Behavioral Sciences*, 1, pp. 1187-1191.
- Temur, Ö. and Yuvacı, Z. (2014). Examination of values and activities selected from schools that implement preschool values education. *Amasya University Faculty of Education Journal*, 3(1), pp. 122-149.
- Toku, N. (2002). "The dilemma of values: Subjectivity and objectivity", *Muğla University Philosophy Department Symposium Proceedings*, Editor: Yalçın Ş., pp.101-113, Ankara: Vadi Publications.
- Topal, Y. (2019). Values education and ten root values. *Blue Atlas*, 7(1), pp. 245-254.
- Tuğral, S. (2005). "Value system in the Quran." *Doctoral Thesis*, Ankara University Institute of Social Sciences. Ankara.
- Turan, S. and Aktan, D. (2008). Social values that exist and are thought to exist in school life. *Turkish Journal of Educational Sciences*, 6(2), pp. 227-259.
- Turker, A. (2019). "Examination of Value Judgments of Science Teacher Candidates." *Master's Thesis*, Burdur Mehmet Akif Ersoy University, Institute of Educational Sciences, Burdur.
- Turker, A., Atay, Ç. K., and Gunduz, M. (2023). Examining the value judgments of science teacher candidates. *RumeliDE Journal of Language and Literature Research*, (36), pp. 404-422.

- Ulken, H. Z. (1965). Values, culture, and art. Istanbul Technical University Rectorate Conference Series, Istanbul.
- Ünal, F. (2011). An examination of the values that teachers want to impart to their students. *Journal of Education and Humanities: Theory and Practice*, 2(4), pp. 3-24.
- Villani, S. (2001). Impact of media on children and adolescents: A 10-year re-view of the research. *Journal of the American Academy of Child and Adolescent Psychiatry*, 40(4), pp. 392-401.
- Welzel, C. and Inglehart, R. (2010). Agency, values, and well-being: A human development model. *Social Indicators Research*, 97, 43-63.
- Yahn, H. I. (2004). *Instructional technologies and material development* (13th ed.). Ankara: Nobel Publishing.
- Yaşar, Ş., Kasa, B., and Bayır, Ö. G. (2015). Classification of values as national and universal according to the opinions of classroom teacher candidates. *Turkish Studies*, 10(3), pp.581-600.
- Yazar, T. (2012). Teacher candidates' opinions about values. *Pegem Journal of Education and Training*, 2(1), pp. 61-68.
- Yazicioglu, T. and Aktepe, V. (2022). Identifying the values to be acquired by the students in inclusive classrooms based on the views of the classroom teachers. *International Journal of Progressive Education*, 18(1), pp. 52-64.
- Yigittir, S. (2010). Values that parents of primary school students wish to be taught in schools. *Values Education Journal*, 8(19), pp. 207-223.
- Yılmaz, K. and Ersoyol, H. (2013). Opinions of parents, teachers, and teacher candidates about the impact of media on changing childhood. *The Journal of Academic Social Science Studies*, 6(4).
- Zavalsız, Y. S. (2014). Value perception of university students (Karabük University example). *Turkish Studies*, 9(2), 1739-1762.
- Zumrutkal, S., and Arslantas, H. A. (2021). The role of the teacher in the values education perspectives. *Black Sea International Scientific Journal*, 1(50), 240-253.