

## INVESTIGATION OF THE ATTITUDES OF HIGH SCHOOL STUDENTS TOWARDS ACQUISITION OF VALUES

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### ABSTRACT

Values are the constituent of the societies and have an important role in predicting the attitudes and behaviors of the individuals which therefore need to be protected and sustained. The attainment of the values from the early years both in the family and the school is of great importance. In the recent years, values attainment has gained importance in our curricula. However, not much research is found on the attitudes of the students on value acquisition. In order for to fulfill this gap, in this research the attitudes of high school students towards acquisition of values were tried to be determined. The data were collected via "The Attitude Determination Scale for Value Acquisition" developed by Çetin (2017). The population of the study is composed of high school final grade students attending the central districts of Ankara in 2018-2019 academic year. The sample is composed of a total of 356 high school final grade students 200 of whom were female and 156 male attending the four central districts randomly chosen among the eight central districts. The research is a descriptive survey. In the analysis of the data, firstly tests for the normality of the distributions were conducted, after the proven results on the normality of the distributions independent samples t-test and one-way ANOVA was actualized. Moreover, in order for determining the effect of the independent variables on the attitudes towards value acquisition effect size values were calculated. The findings of the research revealed that the attitude scores of high school students towards values acquisition showed a meaningful difference in terms of their mothers' educational level, minding values acquisition and academic achievement. However, it was found that gender and fathers' educational status caused no meaningful difference in the attitude scores.

**Keywords:** Values, values education, attitudes, high school students.

## **INTRODUCTION**

In every society there are beliefs, ideas and norm systems that make up the culture that is owned or being connected to. All of these are values (Ercan, 2001; Marsico, 2018). Values are described as the tendency to prefer a specific situation to another. Values are understandings that become the resources and provide the judgement of the behaviors. Moreover, it is the "value" that shows the situations desired or not preferred, the preferences, choices by describing what the individuals see as important (Erdem, 2003). Being abstract thoughts however transformed into behaviors and become concrete, it is by the means of values for the individuals to distinguish that they are in the right knowledge, right thinking, right evaluating and in right behaviors (Dilmaç & Ulusoy, 2012). So, when we have an idea on the values of the individuals as well as the people from different cultures we could formulate an idea on their attitudes and behaviors (Başaran, 1992). Values are accepted as the most beneficial, the best, the most accurate. Moreover, they are not the sole request or desires of individuals but qualities that are accepted by the societies, good for everyone, desirable for everybody and valid among the societies (Matuso, 2018).

Due to the fact that values are a dimension of an individual's affective domain, the aim of values education is to bring up individuals whose formation of personalities is strong and behaviors are mature. In this sense, education should be in such a way that is aware of the individual's three dimension composed of cognitive, affective and behavioral and to develop these dimensions. It is of great importance that values are not an inborn or hereditary quality but an important characteristic that should be attained in the course of lifetime. Individuals gain the values that will serve to direct their personalities, points of views, the direction of their behaviors and what will serve as the basic criteria that will help to be known by others during their lifetimes (Yeşil & Aydın, 2007). Values that start to be attained in the childhood term, increases with the development process and are formed in the consequence of learnings. It is the family in which the maturation of the child in terms of physical, mental and the psychological occurs. Although the child learns most of the roles and habits in this environment, still needs to sustain this development in various environments such as school or play. It is the school that complements the family education in personality development (Akbaş, 2004; Akyüz, 1991). However, the attainment of the values systematically at school should be sustained throughout the whole life so that it would be more persistent. So, the teaching of the values in the family and the school has been an integral part of education and training (Kantar, 2014).

It is a fact that in our century, education is actualized via curricula that are focused more on academic success and therefore aim at strengthening the cognitive structures. But trying to train individuals predominantly just in one domain and omitting the affective domain causes many problems in the society. However, affective domain composed of components such as feelings, preferences, pleasures, beliefs, expectations, attitudes, values, morals and ethics is an essential dimension for individual and social life. Disregarding and ignoring the affective domain in education causes the individuals not being able to use their competencies effectively (Bacanlı, 2006). The solution is handling the human as a whole and endeavoring on improving the qualities that make an

individual a human. Also, it should be taken into account that as much as the cognitive aspect, the values of a human are also an essential elements of the modern life and should be paid attention to (Çetin, 2018).

As values are so important for the societies, the importance of education and teaching of them is inevitable. As schools are the places in which education and training is done planned and systematical, so they are among the most effective field for teaching the values (Şen, 2007; Ulusoy, 2010). Therefore, educational institutions in the democratic societies should endeavor to attain a structural understanding that not only the cognitive aims are actualized but also values are presented to the students (Yazıcı, 2006). In this sense, the values aimed to attain to the individuals to be trained are presented in Turkish National Education general and special aims. According to the 1739 numbered Basic Law of National Education, the general aims of the Turkish National Education:

“Article 2: The general aim of the Turkish national education is to train all individuals of the Turkish society as:

1. Belonging to Atatürk's revolutions and principles, and the expression of the Constitution in the nationalism of Atatürk depends on; Adopting, protecting and developing the national, moral, human, spiritual and cultural values of the Turkish nation; loving his/her family, country, nation and always trying to glorify them; being trained as citizens who know their duties and responsibilities as citizens of the Republic of Turkey which is a secular and social state of law and behaving accordingly,
2. Having balanced and healthy personality and character in terms of body, mind, morality, spirit and emotion, having the power of free and scientific thinking, a broad world view, respecting human rights, values personality and enterprise, and is responsible for society; educated as constructive, creative and productive individuals (MEB, 2009, p. 4).

In recent years, Ministry of the National Education has included into the curricula they have recently developed subjects directly related with the values in order for preserving our values that started to be dissolved and leave a better world to our future generations. In this respect, values have been started to be included directly in the curricula starting from the nursery stage in all stages (Aydın, 2010). Teaching as well as internalizing the values are among the most important roles of the schools as institutional structures. Taken into account in this aspect, it is seen that taking into account the values education practices in school contexts is essential (Cice & Özgan, 2017).

Educational efforts to attain the values is a point to be considered in all stages of the education process. When the studies on the subject are examined it is seen that the researches are on the views and attitudes of the teachers working in different stages of education. However, there are rare studies on the students' views and attitudes who are the target group of values education. In this study, high school students participated in the research particularly because as Erikson states in his theory, adolescence is a phase in which the young seeks for his/her identity and trying to find him/herself a convenient identity. In this phase, the adolescent tries to

determine a philosophy of life and it is the values that have a very important place in this philosophy (Kısaç & Turan, 2015). Therefore, it is important to determine the attitudes of high school students towards acquisition of values and whether their attitudes differed according to the variables specified in the research. In this context the main aim of this research is to determine the attitudes of high school students towards values acquisition. In accordance with this basic aim, answers to these research questions were researched. Do the attitudes of high school students differ according to:

- Gender,
- Educational status of the parents,
- Minding value acquisition,
- Academic achievement variables?

## **METHOD**

### ***Research model***

This research is a descriptive survey model in which the attitudes of high school students towards value acquisitions were tried to be described as it was. The fact that the research is based on students' views makes the research a descriptive one. In survey models, the current situations and the conditions are tied to be revealed exactly as they are. The situations usually occur in the natural surroundings. In these kinds of researches, there is no arranging of the variables as experimental or physically or controlling the actualization or not of the events. The events and behaviors will continue as they are whether any research is made or not (Büyükoztürk et al., 2018; Kaptan, 1998).

### **Population and the sample of the study**

The population of the research is made of the final grade high school students studying in the central district of Ankara in 2018-2019 academic year. The sample is comprised of a total of 356 students 200 of whom were women and 156 of whom were men in four central districts who were randomly chosen among the eight central districts. In determining the sample of the study two-stage cluster sampling method was used. Firstly, four districts were chosen among the eight central districts and then the chosen four districts were accepted as clusters and one high school was chosen from each district and the final grade high school students were applied the attitude scale towards value acquisition.

### **Data collection tool**

The data in the research were collected via the "The Attitude Determination Scale for Value Acquisition" (ADSV) developed by Çetin (2017). The scale composed of 41 items and 5 sub-dimensions was organized as "Totally Agree", "Substantially Agree", "Partially Agree", "Disagree", "Totally disagree" in 5 Likert type. The five factor structure of the scale explains the 60.767% of the total variance. In the reliability of the scale, Cronbach Alpha

internal consistency coefficients and test re-test methods were used. For the whole scale; Cronbach Alpha internal consistency was calculated as .96, for the sub scales respectively as .95, .89, .85, .80, .81. A positively meaningful relation was found between the scale sub factors and the scale overall  $\alpha=0.01$ . In order for determining the test re-test reliability of the scale, the results of the implementation results reliability coefficient of 90 students after 20 days was found as .75. The Spearman-Brown internal consistency calculated by dividing the test into two equal parts was found as 0.91. For examining the distinctiveness of the items in the scale, corrected item total correlations were calculated and item analysis was made by high-low group 27% in comparisons. The results of the item analysis revealed that the item total correlation values differed between 0.31-0.79, t-test results of the comparison of scores of high-low group 27% the intergroup difference for each question was meaningful in  $\alpha=.001$  level. Each factors were named respectively as "minding values acquisition, satisfaction from values acquisition, readiness for values acquisition, belief in attempt for values acquisition, belief in requirement for values acquisition". The highest score to be taken from the scale is 210 whereas the lowest is 41. The high scores taken from the scale shows positive attitude for values acquisition.

The data obtained in the research was analyzed via SPSS (Version 21.0). Before the analyses, whether the data set fulfilled the requirements for parametric test or not was controlled, after the controls the result that the distribution fulfilled the parametric test requirements was decided and t test and variance analysis techniques were used between the variables and Scheffe was used in the conditions that the variances were homogeneous and Dunet C test results were used for the variances were not homogeneous. In addition, for determining the effect of the independent variables on the attitude determination for value acquisition influence quantity value was calculated (Büyüköztürk, 2013; Taşpınar, 2017).

## FINDINGS (RESULTS)

The information on the high school students who participated in the research is given in Table 1.

**Table 1:** Demographic Characteristics of the Students

		f	%
Gender	Female	200	56,2
	Male	156	43,8
	<b>Total</b>	<b>356</b>	<b>100</b>
Educational Status of the Mother	Primary school	45	12,6
	Secondary school	181	50,9
	High school	62	17,4
	University	68	19,1
	<b>Total</b>	<b>356</b>	<b>100</b>
Educational Status of the Father	Primary school	101	28,4
	Secondary school	94	26,4
	High school	90	25,3
	University	71	19,9
	<b>Total</b>	<b>356</b>	<b>100</b>
Minding Value Acquisition	Very much	156	43,8
	Much	161	45,2
	Fair	39	11,0
	<b>Total</b>	<b>356</b>	<b>100</b>
Academic Achievement	Very Good	60	16,9
	Good	193	54,2
	Average	103	28,9
	<b>Total</b>	<b>356</b>	<b>100</b>

When Table 1 is examined it is seen that 56.2% of the students participating in the study are female whereas 43.8% are male. Mothers of the students are 12.6% primary school graduate, 50.9% secondary school, 17.4% high school and 19.1% university graduate. However, fathers are 28.4% primary school, 26.4% secondary school, 25.3% high school and 19.9% university graduate. 43.8% of the students stated that they minded value acquisition as “very much”, 45.2% “much” and 11% as average. 16.9% of the students’ academic achievement is “very good”, 54.2% is good and finally 28.9% is “average” level.

### The Distribution of Values Acquisition Total Attitude Scores

The distribution of the total scores the students got from the attitude scale is given in Table 2.

**Table 2.** The Distribution of Values Acquisition Total Attitude Scores

Attitude	N	$\bar{X}$	ss	Min.	Max.	Number of item	$\bar{X}$	
							139,41 – 205,00	
							f	%
	356	158,85	23,73	75	195	41	295	82,87

“High” (139.41 points and over), “average” (106.61-139.40), “low” (106.60 points and below”.

When the mean of the total attitude scores are investigated it is seen that the mean of attitude score is  $\bar{X}$  =158,85. Examining the scores in terms of five option answer category; it is seen that 295 (82.87%) of the 357 high school students’ attitude score mean is in 139.41-205.00 range. According to this finding it could be stated that a great majority of the students are in a positive attitude towards values acquisition.

The distribution of the attitude scores of the students according to gender variable is presented in Table 3:

**Table 3.** t-Test Results of the Students’ Scores According to Gender Variable

Sub-dimensions of the scale	Gender	n	$\bar{X}$	ss	t	p
I. Sub-dimension	Female	200	61,67	9,66	,32	,747
	Male	156	62,03	11,47		
II. Sub-dimension	Female	200	36,27	5,27	1,44	,150
	Male	156	37,15	6,07		
III. Sub-dimension	Female	200	16,64	3,83	2,03	,050
	Male	156	17,50	4,14		

IV. Sub-dimension	Female	200	18,44	3,74	1,00	,318
	Male	156	18,03	3,81		
V. Sub-dimension	Female	200	29,36	4,88	,41	,685
	Male	156	29,15	4,95		
Scale Overall	Female	200	158,18	21,93	,60	,546
	Male	156	159,71	25,91		

When Table 3 is examined, it is seen that there is no meaningful difference between the attitude score means of the male  $\bar{X}=149.31$  and female students  $\bar{X}=154.80$  they got from the score overall [ $t_{(354)}=.60, p>0,05$ ]. Depending on this finding it could be said that both female and male students' attitude score means are close to each other and both groups have a high attitude score means towards values acquisition. Besides the attitude score distribution on the sub-dimensions is similar to that of the score overall.

The attitude scores of students towards values acquisition according to mothers' educational status is given in Table 4:

**Table 4.** Variance Analysis Results of the Students' Attitude Acquisition Scores According to Mothers' Educational Status Variable

Sub-dimensions of the scale	Educational Status of the Mother	n	$\bar{X}$	ss	F	p	Intergroup Difference	Size Effect ( $\eta^2$ )
I. Sub-dimension	1. Primary school	45	56,54	13,71	8,746	,000*	1-3,1-4,	,069
	2. Secondary school	181	60,87	10,26				
	3. High school	62	62,42	9,27				
	4. University	68	63,85	8,75				
II. Sub-dimension	1. Primary school	45	33,12	6,71	14,650	,000*	1-3,1-4,	,111
	2. Secondary school	181	35,56	5,52				
	3. High school	62	37,76	4,90				
	4. University	68	37,88	4,84				
III. Sub-dimension	1. Primary school	45	14,90	4,36	12,901	,000*	1-3,1-4,	,099
	2. Secondary school	181	16,07	3,68				
	3. High school	62	17,48	3,59				
	4. University	68	18,69	3,81				
IV. Sub-dimension	1. Primary school	45	16,66	4,37	9,576	,000*	1-3,1-4,	,075
	2. Secondary school	181	17,27	4,37				
	3. High school	62	18,40	3,00				
	4. University	68	19,16	3,19				
V. Sub-dimension	1. Primary school	45	27,12	6,38	6,628	,000*	1-3,1-4,	,053
	2. Secondary school	181	28,87	5,11				

	3. High school	62	29,40	3,94			
	4.University	68	30,13	4,25			
	1. Primary school	45	144,49	31,59			1-3,1-4,
<b>Scale Overall</b>	2. Secondary school	181	155,78	23,00	12,974	,000*	,100
	3. High school	62	161,45	19,11			
	4.University	68	164,12	19,38			

The variance analysis results made for testing the significance of the difference between the students’ mothers’ educational status and the attitude acquisition scores means showed that mothers’ educational status differed the students’ attitude scores [ $F_{(3-352)}= 12,974, p<0.05$ ]. According to the Dunet C test results applied for determining which groups the difference originated from, it was seen that students whose mothers were high school ( $\bar{X}=161,45$ ) and university graduates ( $\bar{X}=164,12$ ) had higher attitude score means than those whose mothers were primary school graduates ( $\bar{X}=144,49$ ). On the other hand, it was seen that attitude score distribution regarding the sub-dimensions of the scale is similar to that of the scale overall. According to the effect size analysis, it was observed that the mother’s educational status variable had an effect closer to “high” level in terms of the score overall ( $\eta^2=,100$ ). When the effect size analyses values are examined in terms of the scale sub-dimensions, it could be stated that mother’s educational status variable indicates a medium and higher medium level effect size. In accordance with the findings obtained it could be said that students whose mothers’ educational status are high more positive attitudes towards attitude acquisition to those whose mothers are relatively lower ones.

The attitude scores of students towards values acquisition according to fathers’ educational status is given in Table 5:

**Table 5.** Variance Analysis Results of the Students’ Attitude Acquisition Scores According to Mothers’ Educational Status Variable

Sub-dimensions of the scale	Educational Status of the Mother	n	$\bar{X}$	ss	F	p	Intergroup Difference	Size Effect ( $\eta^2$ )
<b>I. Sub-dimension</b>	1. Primary school	101	61,35	9,64	,499	,683	-	-
	2. Secondary school	94	61,17	10,34				
	3. High school	90	62,17	12,06				
	4.University	71	62,96	9,71				
<b>II. Sub-dimension</b>	1. Primary school	101	35,25	5,41	2,947	,033*	1-3	,024
	2. Secondary school	94	36,41	5,47				
	3. High school	90	36,80	5,68				
	4.University	71	37,86	5,77				
<b>III. Sub-dimension</b>	1. Primary school	101	17,02	4,20	,682	,564	-	-
	2. Secondary school	94	17,48	3,24				
	3. High school	90	16,69	4,63				
	4.University	71	16,82	3,70				



IV. Sub-dimension	1. Primary school	101	17,23	4,07	6,026	,001*	1-3	,049
	2. Secondary school	94	17,55	3,64				
	3. High school	90	19,01	3,25				
	4. University	71	19,04	3,80				
V. Sub-dimension	1. Primary school	101	29,23	5,12	1,987	,116	-	-
	2. Secondary school	94	28,89	4,61				
	3. High school	90	28,74	5,20				
	4. University	71	30,48	4,45				
Scale Overall	1. Primary school	101	159,14	23,65	,322	,809	-	-
	2. Secondary school	94	157,04	21,27				
	3. High school	90	160,46	27,00				
	4. University	71	158,80	22,83				

When Table 5 is examined it was seen that the variance analysis results made for testing the significance of the difference between the students' fathers' educational status and the attitude acquisition scores means showed that fathers' educational status did not differ the students' attitude scores [ $F_{(3-352)} = ,322, p > 0.05$ ]. On the other hand, it was seen that attitude score distribution regarding the sub-dimensions of the scale differs in terms of II. And IV. Dimensions. The Scheffe test results applied for determining which groups the difference arose from showed that in both sub-dimensions students whose fathers were university graduates had higher attitude score means than those whose fathers were primary school graduates. Besides, it was seen that attitude score distribution regarding the sub-dimensions of the scale is similar to that of the scale overall. According to the effect size analysis, it could be stated that in the sub-dimensions of the scale in which there was a meaningful attitude scores mean was found, fathers' educational status could have caused a low effect size.

The distribution of the attitude scores of students towards values acquisition according to minding the value acquisition is given in Table 6:

**Table 6.** Variance Analysis Results of the Students' Attitude Acquisition Scores According to Minding the Value Acquisition Variable

Sub-dimensions of the scale	Minding Value Acquisition	n	$\bar{X}$	ss	F	p	Intergroup Difference	Size Effect ( $\eta^2$ )
I. Sub-dimension	1. Much	156	67,36	7,57	158,782	,000*	1-2,1-3,2-3	,474
	2. Fair	161	60,99	6,81				
	3. Little	39	43,18	10,53				
II. Sub-dimension	1. Much	156	39,96	4,14	158,110	,000*	1-2,1-3,2-3	,473
	2. Fair	161	35,75	3,76				
	3. Little	39	27,18	5,23				
III. Sub-dimension	1. Much	156	18,87	3,54	76,408	,000*	1-2,1-3,2-3	,302
	2. Fair	161	16,52	3,23				
	3. Little	39	11,64	2,94				
IV. Sub-dimension	1. Much	156	19,55	3,30	43,533	,000*	1-2,1-3,2-3	,198
	2. Fair	161	18,06	3,42				

V. Sub-dimension	3. Little	39	13,92	3,63	41,093	,000*	1-2,1-3,2-3	,189
	1. Much	156	30,75	3,99				
	2. Fair	161	29,21	4,56				
Scale Overall	3. Little	39	23,56	5,46	173,475	,000*	1-2,1-3,2-3	,496
	1. Much	156	172,07	15,75				
	2. Fair	161	156,37	15,42				
	3. Little	39	116,23	25,29				

When Table 6 is examined, it is seen that according to the variance analysis conducted for testing the significance of the students' attitude acquisition scores according to minding the value acquisition variable, the variable differed the students' attitude scores [ $F_{(2-353)} = 173,475, p < 0.05$ ]. In order for determining from which groups the difference originated from the conducted Dunnet C test results showed that students who mind values acquisition "much" ( $\bar{X} = 172,07$ ) have higher attitude score means than those who mind "average" and "low" ( $\bar{X} = 156,37$ ), ( $\bar{X} = 116,23$ ) and those who mind "average" higher than those who mind "low". On the other hand, it was seen that attitude score distribution regarding the sub-dimensions of the scale is similar to that of the scale overall.

According to the effect size analysis, it was observed that minding values acquisition variable had a "high" effect level in terms of attitude acquisition scores ( $\eta^2 = ,496$ ). When the effect size analyses values are examined in terms of the scale sub-dimensions, it could be stated that there is a similar effect size in terms of the scale overall in other words "high" size effect. In accordance with the findings obtained it could be said that students who mind values acquisition more have more positive attitudes towards attitude acquisition to those who mind it less.

The distribution of the attitude scores of students towards values acquisition according to academic achievement variable is given in Table 7:

**Table 7.** Variance Analysis Results of the Students' Attitude Acquisition Scores According to Academic Achievement Variable

Sub-dimensions of the scale	Academic Achievement	n	$\bar{X}$	ss	F	p	Intergroup Difference	Size Effect ( $\eta^2$ )
I. Sub-dimension	1. Very good	60	63,11	10,80	4,676	,010*	1-3	,026
	2. Good	193	62,13	10,46				
	3. Average	103	59,25	9,45				
II. Sub-dimension	1. Very good	60	37,72	5,71	8,158	,000*	1-3,2-3	,044
	2. Good	193	37,31	5,39				
	3. Average	103	34,82	5,69				
III. Sub-dimension	1. Very good	60	17,68	3,81	4,551	,011*	1-3,2-3	,025
	2. Good	193	17,33	3,98				
	3. Average	103	16,05	3,95				
IV. Sub-dimension	1. Very good	60	18,53	3,71	1,465	,232	-	-
	2. Good	193	18,14	3,39				
	3. Average	103	17,60	4,52				
V. Sub-dimension	1. Very good	60	30,57	3,88	4,095	,017*	1-3	,023
	2. Good	193	29,36	5,18				
	3. Average	103	28,33	4,75				
Scale Overall	1. Very good	60	161,51	23,32	5,444	,005*	1-3,2-3	,030
	2. Good	193	161,33	23,36				
	3. Average	103	152,43	23,71				

Table 7 informs about the attitude scores means of students towards values acquisition in terms of academic achievement. According to the variance analysis results made for testing the significance of the difference between the total attitude acquisition scores, there was found a meaningful difference [ $F_{(2-353)}= 5,444, p<0,05$ ] between the attitude scores. Results of the Scheffe test conducted for determining from which groups the difference arose from showed that students whose academic achievement is “very good” ( $\bar{X}=161,51$ ) and good ( $\bar{X}=161,33$ ) have higher attitude score means than those with “average” ( $\bar{X}=152,43$ ) academic success. On the other hand, the attitude score means of the sub-dimensions of the scale except for the IV. Dimension, shows similarity with the scale overall. According to the effect size analysis, it was observed that academic success variable in the scale overall had a “low” effect level in terms of attitude acquisition score means ( $\eta^2=,030$ ). Examining the effect size in terms of the scale sub-dimensions, it is observed that the effect size similar to scale overall is low. Based on this finding, it could be stated that students with “very good” and “good” academic success have higher attitudes than students with “average” academic success.

### **CONCLUSION, DISCUSSION and SUGGESTIONS**

At the end of the research in which the main aim was to determine the attitudes of high school students towards values acquisition, it was seen that the attitude score means of the students who participated in the research towards attitude acquisition is in a range reflecting quite positive attitude. It was also found that there was a meaningful difference in the attitude scores of the students towards values acquisition according to the mother’s educational status, minding values acquisition and academic success variables. On the other hand, gender and father’s educational status had no effect on a meaningful difference in the attitude scores. When the analysis results are examined in terms of the variables, while the gender variable did not make any difference in the scores of the students towards attitude acquisition, it was seen that students whose mothers’ educational status were high had more positive attitudes than those whose mothers’ educational status were relatively lower ones. However, the students’ fathers’ education status made no meaningful difference in the attitude score means of the students. Examining the findings in terms of the minding the values variable, it was found that students who minded attitude acquisitions had more positive attitudes than those who minded attitude acquisition less. When the students’ attitude scores are examined in terms of academic success, it was determined that students with “very good” and “good” academic achievement had relatively more positive attitudes than those with “average” level.

In addition to these findings, when the attitude score means are analyzed with effect size, it was seen that mother’s educational status variable had an effect close to “high” level in terms of total attitude score ( $\eta^2=,100$ ). With regard to effect size in terms of the sub-dimensions of the scale, mother’s educational status variable was observed to have average and over average effect size. Moreover, minding the attitude variable had “high” level size effect on total attitude scores towards attitude acquisition ( $\eta^2=,496$ ). When the effect size values are investigated in terms of the sub-dimensions of the scale, it was found that they had “high” level size effect similar to that of the structure in the scale overall. In the scale overall, academic achievement level had a “low” level

size effect with the attitude score means towards attitude acquisition ( $\eta^2=.030$ ). It was found that there was a similarity with the general distribution in terms of the sub-dimensions of the scale.

The literature on attitude attainment is usually on the views and attitudes of the teachers and teacher candidates (Aran & Demirel, 2013; Kurtdede Fidan, 2009; Senemoğlu & İşcan, 2009; Yalar & Yanpar-Yelken, 2011; Yapıcı, Kutlu & Bilican, 2012; Yaşaroğlu, 2014) but limited in terms of students (Aslan & Aybek, 2018; Aydemir & Kalın, 2018; Durmaz & Şanal, 2013; Koç & Çelik, 2017; Kısaç & Turan, 2015). On the other hand, there was no research directly on this research subject.

As a part of the individual's affective dimension, the acquisition of the values is very important to be handed down to the next generations for every year of stage. Any efforts conducted to attain the values is very precious. In this sense, there is need for studies the qualitative and quantitative dimensions of which are strong in order to make quality initiatives and to achieve success. Especially focusing on studies related with children and adolescents who are the target audience of values education is important in terms of the attempts to have a quality dimension. It is believed that this study will contribute to the literature in this direction. Studies that would be conducted with different variables and assessment instruments will help to develop a point of view as well as developing new strategies on values education.

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