



# Technium.

40/2023

---

---

2023  
A new decade for social changes

**Technium**  
**Social Sciences**

Powered by

**PLUS**  
**COMMUNICATION**



## **Perspectives of High School Teachers on the Role of Values Education in the Curriculum: A Qualitative Study at Asir District, Saudi Arabia**

**Mesfer Ahmed Mesfer Alwadai<sup>1</sup>, Ali Albashir Mohammed Alhaj<sup>2</sup>**

<sup>1</sup>College of Education, King Khalid University, Abha, Kingdom of Saudi Arabia,

<sup>2</sup>College of Sciences and Arts. Dhahran Aljanoub, King Khalid University/Kingdom of Saudi Arabia

[malwadai@kku.edu.sa](mailto:malwadai@kku.edu.sa), [alalhaj@kku.edu.sa](mailto:alalhaj@kku.edu.sa)

**Abstract.** The current study covets to investigate the perspectives of Saudi high school teachers on the role of values education in the curriculum in inculcating certain moral values among high school students in the Asir district. Also, the study purports to probe the degree to which the role of values education in the high school curriculum imbues unequivocal moral values among high school students from the perspectives of their teachers. The qualitative study method was employed by two researchers because qualitative research is a line of research that probes and stipulates a better understanding of real issues. Moreover, the two researchers adopted one of the most appropriate tools to attain the objectives of the study. It is an opinion poll of fourteen items concentrated on the perspectives of Saudi high school teachers in the Asir district. The study results showed that high school teachers perceive the high school curriculum as having a pivotal role in stilling values education and moral improvement among the students. The study results also displayed that values education is the most commonly responding and spontaneous and embedded in diurnal educational life with a focus on students' diurnal behavior in high school, and relatively or usually unconsciously fulfilled.

**Keywords.** Asir District; Curriculum; High School Teachers; Qualitative Study; Perspective; Values Education

### **Introduction:**

The progress of good values has always been a central issue and theme of education everywhere. Many educational experts have approved and acknowledged the crucial role played by schools in value education and moral culture (Durkheim, 2013; Sadler et al., 2006; Duman, 2014; Dewey, 1934). The prominent role of schools is not only confined to providing academic programs through which students can obtain and gain social, educational, learning, and life skills that will enable them to be successful in education and life. (Palmer, & Gasman, 2008; Comer, 1984; Lucas, Henze, & Donato, 1990). One of the schools' key parts is to unequivocally promote essence expedient values that build the foundation of morality and good behavior. In this context, value education is a direct and indirect intercession by the instruction institution that purposes to impact the moral evolution of an individual comprising conduct, the

capacity to think about and understand matters and considerations of morals, and the genuine opinions about a sense of right and wrong (Kohlberg, 1964; Lipe, 2004; Sonenshein, 2007). Improving values is a challenging and intricate process that is far-fetched to give a prompt or undoubtedly measured results. (Milson and Mehlig, 2002; Kayiran, & Bagçeci, 2018).

In this method among other further provisions, the school syllabus has an important role in shaping, interceding, and steadfastly instituting worthy values in the students. Notwithstanding most teachers agree that educational establishments should teach both explicit value education and implicit values education, the former refers to high schools' official syllabi on what and how to teach values and morality, including teachers' explicit intentions and practices of values education whereas the latter refers to a hidden curriculum and implicit values, embedded in school and classroom practices (Halstead, 1996; Powney, et al., 1995). Moreover, these two types of value education to be enclosed in the curriculum is discussable. Hence, the current study intends at getting the standpoints and perspectives of Saudi Arabian high school teachers on values education in the curriculum. This research paper also aims to delve into the moral values goals of Saudi Arabian high schools regarding values education. The four main objectives of this scholarly research are: (1) to examine the perspectives of high school teachers on values education in the curriculum and; (2) to identify high school teachers' perspectives on the role of values education in the curriculum in inculcating certain values such as love, happiness, cooperation, tolerance, sharing, and honesty among high school students were not handled in the curriculum; (3) to scrutinize to what extent the content of high school curriculum nurtures values education among high school students through adequate and acceptable pedagogical textbooks that obvious in their stance and manners in their society.

In harmony with the supposed objectives of the current academic work, the subsequent research questions were posed by the two researchers:

**QR1:** What are high school teachers' perspectives on values education in the curriculum?

**QR2:** How do high school teachers perceive the role of values education in the curriculum in inculcating certain moral values among high school students that were not handled in the curriculum?

**QR3:** To what extent does the content of the high school curriculum nurture values education among high school students?

### **Related Literature**

#### **The Concept of Values Education**

In a nutshell values education can be defined as an education that entails directing young people to manage their conduct and stance in a way that they can acclimate to the community. (DeVries, & Zan, 1994; Benninga, 1991; Sprod, 2003). According to Taylor (2000) "values education, in its various forms, encourages reflection on choices, exploration of opportunities and commitment to responsibilities, and for the individual in society, to develop values preferences and an orientation to guide attitudes and behavior" (p. 3). Taylor uses the term values education as an overarching concept including terms such as moral education, civic education, and citizenship education. In values education, the development of the personality of the person is sustained, and chances are given for the person to practice the virtues (e.g., morality, responsibility, integrity, esteem) necessary for the foundation and support of societal order. (Althof, & Berkowitz, 2006; Lickona, 1996)

Values education is today one of the most interesting and inspiring areas in education. While educators have not entirely overlooked this particular field in past years, there has been during the last few years a fabulous escalation of concern and focus on "values" and "valuing" in education. This greater concern and activity have impacted the whole educational range from primary education to tertiary education. (Superka, 1976; Silver, 1976; Tomlinson, & Quinton, 2019).

Values education has attracted the attention and interest not only of teachers and students but also of educationalists, educators, psephologists, thinkers, and political experts. (Lemin, 1994; Superka, 1976; Venkataiah, 1998). Their thoughts, theories, and tenets have been conveyed through a great variety of materials, comprising cinema, fixed film, logs, videotapes, textbooks, books, mini-courses, and comprehensive syllabi that have been prepared and circulated for the explicit objective of assisting the teaching of values and valuing. (Schmidt, & Adkins, 2012; Etherington, 2013; Superka, 1976; Lerner, 1976).

The categorization of values education approaches was originally developed by Superka in doctoral studies in 1973. The five values education approaches that make up the typology are inculcation, moral development, analysis, clarification, and action learning. (Superka, & Johnson, 1975; Kupchenko, & Parsons, 1987; Iscan, & Senemoglu, 2009). The design of the inculcation approach is to imbue or internalize certain values in young people that are reasoned suitable. based on this approach, values are categorized as criteria or standards of conduct the provenance of which is a community or culture. (Kao, 2005; Superka, & Johnson, 1975; Dishon, & Goodman, 2017; Alwadai, & Alhaj, 2022). In this context Barman (1980) claims that Superka and Johnson's quintuple classification of values education inculcation will not play a part in students' deciding their values or their related decision-making skills, thus controversy that this approach does not give any progresses to values education. (Basyigit, 2021; Duban, & Aydoğdu, 2016; Chouhan, 2020). The moral development approach is founded on the theory and study of mental development psychologists such as Jean Piaget and Lawrence Kohlberg. the ethical issue approach to values education aims to stimulate students to improve more intricate ethical issue patterns through consecutive and sequential phases. This approach concentrates mainly on moral values," such as impartiality, justice, equality, and human decency. (Kohlberg, 1963; Emde, & Johnson, 1990; Kay, 2017; Superka, 1976)

The analysis is the approach to values education confirmed by most of the contemporary prominent educators of social studies, such as Hunt, Metcalf, Oliver, Shaver, and Fraenkel. (Hunt, 1981; Superka, 1976; ; Dilmaç,) . Moreover, the goal of the analysis approach is to assist students to employ logical reasoning and scientific inquiry methods regarding value issues. Value analysis is the approach to values education that focuses first and foremost on cultural value concerns instead of personal ethical issues. Lavaroni, & Togni, 1979; Farmer, 1988; Meyer, 1976).

To conclude, values education aims to develop fully students' personalities physically mentally, emotionally, and spiritually. It also intends to instill good behavior and conduct, responsibility, patriotism, public spirit, and national consolidation.

### **Previous studies**

There are several studies in the literature regarding what values should be taught to students in values education. For example, Duman, (2014) conducted a study to explore the socio-emotional goals of the Turkish kindergarten curriculum concerning values education. The findings of the study displayed that out of seventeen socio-emotional purposes, thirteen

purposes were closely related to ten various values. These ten diverse values were discovered to be inadequate when evaluated subject to the previously mentioned evaluation. Willemse, Lunenberg, & Korthagen (2005) carried out an exploratory study to examine the preparation of student teachers for moral education. The results of the study arouse, among others, the conclusion that greater focus is required on the implied and unpremeditated facets of preparing trainee teachers for moral education. Tonga(2016) explored the perspectives of Swedish and Turkish teachers on values education. The results showed that the main method of values education noted by these Swedish and Turkish teachers was to be an affable role model in usual interactions with students. Khan, Muhammad,& Masood,(2021) studied teachers' opinions about the instilling of values in high school students. The finding of the study indicated that values education is an absent element in their education system. High school teachers seemed to be displeased with the syllabi, schooling, and ongoing career development training in the domain of values education. Thornberg (2008) investigated teachers' perceptions of their practice of values education and sought their extent of professionalism in this issue. The research findings revealed that values education is (a) most often respondent and impromptu, (b) included in daily academic life with an emphasis on students' ordinary behavior in school, and (c) comparatively or usually unintentionally done. In addition, further sessional expertise seems to be not present in the area of values education within these teachers.

By surveying the foregoing previous research. This study limits some of the previous surveys that cope with values education in curricula in general among university students and high school students as well. Moreover, this study is the first exertion to evince the perspectives of high school teachers on values education in the curriculum at Asir district, Saudi Arabia. Hence, this investigation came to close the loopholes in this arena and this is what marks recent research distinguishable from other research.

## **Method**

### **Method Study Design**

The qualitative study method was employed by two researchers in the present investigation because qualitative research is a line of research that probes and stipulates a better understanding of real issues. Moreover, an opinion poll of fourteen items is utilized as a research instrument for data capturing through random samples for the representative population selected from among high school teachers in Asir district, Saudi Arabia; because this qualitative study aims at exploring perspectives of Saudi high school teachers on values education in the curriculum.

### **Participants**

The purposive sampling of the current study is about a hundred Saudi high school teachers in the Aisir district who joined this study at their willingness. The overall number of participants is regarded to have been adequate given positive or negative attitudes on the role of values education in the high school curriculum. Finally, participants were asked to answer an opinion poll of fourteen items.

### **Study Variables**

The independent variable contained in this study was inquiring about the role of values education in the high school curriculum. The dependent variable included in this study was the perspectives of Saudi high school teachers in the Asir district on the role of values education in the high school curriculum.

### Investigative Tool

In light of that the recent investigation purposed to scrutinize the perspectives of Saudi high school teachers in the Asir district on the role of values education in the high school curriculum. Consequently, the two researchers adopted one of the most appropriate tools to attain this objective: an opinion survey prepared by them to have the pers participants'. The opinion poll was comprised of fourteen items concentrated on the perspectives of Saudi high school teachers in the Asir district on the role of values education in the high school curriculum. Opinion poll demands participants to express their view on each item in a five Likert-type opinion poll: ( agree, strongly, agree disagree, and strongly disagree.). To test the validity of the opinion poll, it was reviewed first by ten experienced professors from different Saudi universities who reviewed the tool for its validity. To improve the reliability of the instrument, it was piloted with a group of twenty-five Saudi high school teachers in the Asir district.

**Table (1)**  
*Cronbach's Alpha for the Reliability of the questionnaire*  
*(Pilot Sample: n=25)*

Statement	No. of Items	Alpha
The overall Reliability of the questionnaire	14	0.88

The modifications in the opinion poll then were done by the two researchers hinged on the advice suggested by experienced professors. At the end of the first term of 2022 AD, about a hundred Saudi high school teachers in the Asir district were given the questionnaire and were as d to afford their appropriate responses through Google Forms. All hundred respondents answer the questionnaire. It is important to note for the questionnaire, all items were about a five-item Likert scale (i.e. Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree); the highest grade was given 5degreese, and the lowest grade was given 1 degree.

### Reliability Statistics of the questionnaire

**Table (2)**  
*Cronbach's Alpha for the Reliability of the questionnaire*  
*(All Sample: n=100)*

Statement	No. of Items	Alpha
The overall Reliability of the questionnaire	14	0.88

As seen in table 2, the value of Cronbach's  $\alpha$ (**internal consistency**) for all items (1-14) was high (0.88). The overall alpha reliability coefficients for perspectives of Saudi high school teachers in the Asir district on the role of values education in the high school curriculum.

**Table (3)**  
**Perspectives of Saudi high school teachers in Asir district on the role of values education in the high school curriculum.**

Ser No.	Statement		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Deviation	Rank
1	The objectives of values education in the Saudi high school curriculum are to inculcate Islamic beliefs and moral values in the students.	Freq.	53	35	9	2	1	4.37	0.81	4
		%	53.0	35.0	9.0	2.0	1.0			
2	The availability of values education in the Saudi high school curriculum helps students develop skills to make and enunciate ethical decisions, respect the human dignity of others, and help others.	Freq.	62	34	4			4.58	0.57	1
		%	62.0	34.0	4.0					
3	The availableness of values education in the Saudi high school curriculum helps students treat others fairly and justly, and not harass or harm others.	Freq.	12	25	17	28	18	2.85	1.31	14
		%	12.0	25.0	17.0	28.0	18.0			
4	Values education in the high school curriculum promotes high school students' self-responsibility values and self-esteem values as well.	Freq.	35	31	19	9	6	3.80	1.19	12
		%	35.0	31.0	19.0	9.0	6.0			
5	Values education was mostly portrayed as a daily practice deep-rooted in the issue of social relationships.	Freq.	38	38	24			4.14	0.78	10
		%	38.0	38.0	24.0					
6	A qualified high school curriculum should include value education related to objectives in the affective domain.	Freq.	42	31	8	11	8	3.88	1.29	11
		%	42.0	31.0	8.0	11.0	8.0			
7	Value education in the high school curriculum aims to affect the moral development of a person including behavior, the ability to think about and perceive issues of right and wrong, and the actual opinions about right and wrong.	Freq.	34	34	12	11	9	3.73	1.29	13
		%	34.0	34.0	12.0	11.0	9.0			
8	The high school curriculum recognizes its own positive/negative feelings and manages them appropriately.	Freq.	49	30	18	2	1	4.24	0.89	5
		%	49.0	30.0	18.0	2.0	1.0			
9	The high school curriculum with educational values settles conflicts with others.	Freq.	41	40	18		1	4.20	0.80	7
		%	41.0	40.0	18.0		1.0			
10	The high school curriculum has a pivotal role in values education and moral improvement among students.	Freq.	61	30	9			4.52	0.66	2
		%	61.0	30.0	9.0					
11	The high school curriculum with education values minimizing cultural divergences.	Freq.	48	35	4	10	3	4.15	1.09	9
		%	48.0	35.0	4.0	10.0	3.0			
12	The high school curriculum with education values enhances students' respect for self and others, fostering cooperation and problems -resolution skills.	Freq.	47	34	13	3	3	4.19	0.98	8
		%	47.0	34.0	13.0	3.0	3.0			
13	The high school curriculum with education values teaches students to adhere to the laws and rules of the Kingdom of Saudi in various circumstances.	Freq.	44	34	22			4.22	0.79	6
		%	44.0	34.0	22.0					

Ser No.	Statement		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Deviation	Rank
14	The high school curriculum with values education demonstrates self-confidence among students.	Freq.	63	23	14			4.49	0.73	3
		%	63.0	23.0	14.0					
<b>Mean* for total</b>								<b>4.10</b>	<b>0.27</b>	

\* The mean of 5 degrees

### Data Analysis

Analyzing captured data from the given opinion poll helped the two researchers to come to an entire ending about the perspectives of Saudi high school teachers in the Asir district on the role of values education in the high school curriculum. To procure this, the two researchers used a relevant opinion poll of fourteen items. Just as importantly out of a hundred Saudi high school teachers in the Asir district participated with lots of enthusiasm in the opinion survey.

### Results

After verifying the reliability and validity of the opinion survey, the results of the fourteen items of the questionnaire have been discussed meticulously. In response to the statement, "the availability of values education in the Saudi high school curriculum helps students develop skills to make and enunciate ethical decisions, respect the human dignity of others, and help others." The respondents perceived the availability of values education in the Saudi high school curriculum helps students develop skills to make and enunciate ethical decisions. As 34.0% agreed, and 62.0% strongly agreed and ranks No1.

In response to the statement, " the high school curriculum has a pivotal role in values education and moral improvement among the students". The respondents perceived that the high school curriculum has a pivotal role in values education and moral improvement. As 30.0% agreed and 61.0% strongly agreed and ranks No 2. In response to the statement, " the high school curriculum with values education demonstrates self-confidence among students ".The respondents perceived that the high school curriculum with values education demonstrates self-confidence. As 23.0% agreed, and 63.0% strongly agreed, and ranks No 3.

In response to the statement, " the objectives of values education in the Saudi high school curriculum are to inculcate Islamic beliefs and moral values in the students.". The respondents perceived that the objectives of values education in the Saudi high school curriculum are to inculcate Islamic beliefs and moral values in the students. As 35.0% agreed, and 53.0% strongly agreed and ranks No 4. In response to the statement, " The high school curriculum recognizes its own positive/negative feelings and manages them appropriately." The respondents perceived that the high school curriculum recognizes its own positive/negative feelings and manages them appropriately. 30.0.% agree, and 49.0% strongly agreed and ranks No 5.

In response to the statement, " the high school curriculum with education values teaches students to adhere to the laws and rules of the Kingdom of Saudi in various circumstances.". The respondents perceived the high school curriculum with values education teaches students to adhere to the laws and rules of the Kingdom of Saudi in various circumstances. As 34.0% agree, and 44% strongly agreed and ranks No 6. In response to the statement, " the high school curriculum with educational values settles conflicts with others.". The respondents perceived

the high school curriculum with educational values settling conflicts with others. As 40.0% agreed, and 41.0% strongly agreed, and ranks No 7.

In response to the statement, "the high school curriculum with education values enhances students' respect for self and others, fostering cooperation and problem-resolution skills". The respondents perceived that the high school curriculum with education values enhances students' respect for self and others, fostering cooperation and problem-resolution skills. As 34.0% agreed and 47.0% strongly agreed and ranks No 8. In response to the statement, "the high school curriculum with education values minimizing cultural divergences.". The respondents perceived that the high school curriculum with education values minimized cultural divergences. As 35.0% agreed and 48.0% strongly agreed and ranks No 9.

In response to the statement, "values education was mostly portrayed as a daily practice deep-rooted in the issue of social relationships.". The respondents perceived that values education was mostly portrayed as a daily practice deep-rooted in the issue of social relationships. As 38.0% agreed and 38.0% strongly agreed and ranks No 10. In response to the statement, "a qualified high school curriculum should include value education related to objectives in the affective domain ". The respondents perceived that a qualified high school curriculum should include value education related to objectives in the affective domain. As 31.0% agreed and 42.0% strongly agreed and ranks No 11.

In response to the statement, "values education in the high school curriculum promotes high school students' self-responsibility values and self-esteem values as well." The respondents perceived that values education in the high school curriculum promotes high school students' self-responsibility values and self-esteem values as well. As 31.0% agreed and 35.0% strongly agreed and ranks No 12. In response to the statement, "values education in the high school curriculum promotes high school students' self-responsibility values and self-esteem values as well". The respondents perceived that values education in the high school curriculum promotes high school students' self-responsibility values and self-esteem values as well. As 34.0% agreed, and 34.0% strongly agreed and ranks No 13.

In response to the statement, "the availability of values education in the Saudi high school curriculum helps students treat others fairly and justly, and not harass or harm others ". The respondents perceived that the availability of values education in the Saudi high school curriculum helps students treat others fairly and justly, and not harass or harm others. As 0% agreed, and 12.0% strongly agreed and ranks No 14.

## **Discussions**

To answer research question 1: What are high school teachers' perspectives on the role of values education in the curriculum? (Table 3) The results of the study demonstrated that Saudi high school teachers in the Asir district perceived that the availability of values education in the Saudi high school curriculum helps students develop skills to make and enunciate ethical decisions, respect the human dignity of others, and help others. Table (3) displays the general average of the positive role played by values education in the high school students and curriculum came to a higher degree with an arithmetic average of (4.10)

To answer research question 2: How do high school teachers perceive the role of values education in the curriculum in inculcating certain moral values among high school students that were not handled in the curriculum? The study results revealed that high school teachers perceive the high school curriculum has a pivotal role in values education and moral improvement among students and the high school curriculum with values education demonstrates self-confidence among students.

To answer research question 3: To what extent does the content of the high school curriculum nurture values education among high school students? The study results displayed that values education is the most commonly responding and spontaneous and embedded in diurnal educational life with a focus on students' diurnal behavior in high school, and relatively or usually unconsciously fulfilled.

The findings of this research paper authenticated and corroborated the results of earlier studies, which probed the perspectives of high school teachers on the role of values education in the curriculum in inculcating certain moral values among high school students that were, (Duman, 2014; Willemse, Lunenberg, & Korthagen, 2005; Tonga, 2016; Khan, Muhammad, & Masood, 2021; Thornberg, 2008)

### **Conclusions**

The current study aimed at examining the perspectives of high school teachers on the role of values education in the curriculum in inculcating certain moral values among high school students in the Asir district, the study raised three questions and came with many results. The main results can be outlined as follows: - the degree to which the role of values education in the curriculum in inculcating certain moral values among high school students is higher from the perspectives of high school teachers. Table (3) displays the general average of the positive role played by values education in high school students and curriculum came to a higher degree with an arithmetic average of (4.10). Also, the availability of values education in the Saudi high school curriculum helps students develop skills to make and enunciate ethical decisions, respect the human dignity of others, and help others. To sum up, the high school curriculum has a pivotal role in values education and moral improvement among students.

### **Pedagogical implication**

This study has made the initiative and opening gambit towards improving the content of the high school curriculum so that the targets of values education may be achieved in all respects. The two researchers hope this study will give a touchstone and point of reference for further reflections on the positive role played by values education in high school students and curriculum in moral improvement among high students.

### **Recommendations**

The two researchers recommend the necessity to undertake further studies on the role of values education on other variables such as character internalizing and professional conduct among graduate students and undergraduate students.

### **Acknowledgments**

The two authors offer their heartfelt gratitude and sincere thanks to the Deanship of Scientific Research at King Khalid University for funding this research paper through the General Research Project under grant number [G.R.P.1 /43/No 140, YP,1443).

### **About the authors**

#### **1. Professor Mesfer Ahmed Mesfer Alwadai**

**Mesfer Ahmed Mesfer Alwadai** is a full professor of Curriculum and Instruction at the College of Education, King Khalid University Saudi Arabia. He obtained his Ph.D. in Curriculum from Southern Illinois University Carbondale (SIUC). Dr. Mesfer published a lot of papers in ISI, DOAJ, GOOGLE SCHOLAR, EBSCO, and SCOPUS Journals, as regional, and

national refereed and indexed journals. He acts as a consultant, expert, and Dean of Dhahran Aljanoub College of Sciences and Arts. <https://orcid.org/0000-0001-5403-1337>

## 2. **Drs. Ali Albashir Mohammed Alhaj**

**Ali Albashir Mohammed Alhaj** received his first Ph.D./in English literature/ from the University of Khartoum, in 2003, his second Ph.D., in translation / from Omdurman Islamic University, in 2014, and his third Ph.D. in Applied Linguistics / Sudan University of Science and Technology 2018. His 4th Ph.D. in Pure linguistics from Bahri University in 2021. Drs. Ali Now is the 5<sup>th</sup> Ph.D. scholar in interdisciplinary studies. Drs. Ali published a lot of papers in ISI, DOAJ, GOOGLE SCHOLAR, EBSCO, and SCOPUS Journals, and 45 books, and 10 books of his books were translated into ten international languages <https://orcid.org/0000-0003-4845-176X>

## References

- [1] Althof, W., & Berkowitz\*, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of moral education*, 35(4), 495-518.
- [2] Alwadai, M. A. M., & Alhaj, A. A. M. (2022). The Male Islamic Studies Teachers' Perceptions of the Extent of including National Values in High School Courses. *Technium Soc. Sci. J.*, 35, 210.
- [3] Arweck, E., & Nesbitt, E. (2004). Values education: the development and classroom use of an educational program 1. *British Educational Research Journal*, 30(2), 245-261.
- [4] Bağçeci, B. (2018). Needs Analysis on Values Education Programme for Preschool Students. *Journal of Education and Training Studies*, 6(10), 69-73.
- [5] Basyigit, A. (2021). Approaches to values education in primary education: an instrument validation study to measure teachers' approaches to values education.
- [6] Benninga, J. S. (1991). *Moral, Character, and Civic Education in the Elementary School*. Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 (paperback: ISBN-0-8077-3055-6, \$22.95; cloth: ISBN-0-8077-3056-4, \$43.95).
- [7] Chouhan, M. D. S. (2020). Impacts of Value Education. *Chetana International Journal of Education*, 5(4), 46-51.
- [8] Comer, J. P. (1984). Home-school relationships as they affect the academic success of children. *Education and urban society*, 16(3), 323-337.
- [9] DeVries, R., & Zan, B. (1994). *Moral classrooms, moral children: Creating a constructivist atmosphere in early education* (Vol. 47). Teachers College Press.
- [10] Dewey, J. (1934). *A common faith*. New Haven, CT: Yale University Press
- [11] Diego.Superka, D. P., & Johnson, P. L. (1975). *Values Education: Approaches and Materials*.
- [12] Dılmaç, B., Kulaksizoğlu, A., & Ekşlı, H. (2007). An Examination of the Humane Values Education Program on a Group of Science High School Students. *Educational Sciences: Theory & Practice*, 7(3).
- [13] Dishon, G., & Goodman, J. F. (2017). No-excuses for character: A critique of character education in no-excuses charter schools. *Theory and Research in Education*, 15(2), 182-201.
- [14] Duban, N., & Aydoğdu, B. (2016). Values education from the perspectives of classroom teachers. *European Journal of Social Science Education and Research*, 3(3), 80-88.

- [15] Duman, G. (2014). Evaluation of Turkish preschool curriculum objectives in terms of values education. *Procedia-Social and Behavioral Sciences*, 152, 978-983.
- [16] Durkheim, E. (2013). *The evolution of educational thought: Lectures on the formation and development of secondary education in France*. Routledge.
- [17] E., Ling, L., & Cooper, M. (Eds.). (1998). *Values in education*. Psychology Press.
- [18] Emde, R. N., & Johnson, W. F. (1990). The Do's and Don'ts of Early Moral Development: Psychoanalytic. *The emergence of morality in young children*, 245.
- [19] Etherington, M. (2013). Values education: Why the teaching of values in schools is necessary, but not sufficient. *Journal of research on Christian education*, 22(2), 189-210.
- [20] Farmer, R. (1988, March). Values education: an argument for the defense. In *The Educational Forum* (Vol. 52, No. 1, pp. 69-75). Taylor & Francis Group.
- [21] Halstead, J. M., (1996). Values and values education in schools. In J. M. Halstead, & M. J. Taylor (Eds.), *Values in education and education in values* (pp. 3-14). London: The Falmer Press.
- [22] Hunt, B. S. (1981). *Effects of values activities on content retention and attitudes of students in junior high social studies classes*. Arizona State University.
- [23] Iscan, C. D., & Senemoglu, N. (2009). Effectiveness of values education curriculum for fourth grades. *Egitim Ve Bilim*, 34(153), 1.
- [24] Kao, T. C. (2005). *High school principals' values and their symbolic and cultural leadership approaches to character education in China*. The University of San
- [25] Kay, W. (2017). *Moral development: A psychological study of moral growth from childhood to adolescence*. Routledge.
- Sarason, S. B. (1996). "Revisiting" The culture of the school and the problem of change". Teachers College Press.
- [26] Kayiran, D., & Thornberg, R. (2008). The lack of professional knowledge in values education. *Teaching and teacher education*, 24(7), 1791-1798.
- [27] Khan, I., Muhammad, Y., & Masood, S. (2021). Teaching values to students for their holistic development: An analysis of secondary school teachers' beliefs.
- [28] Kohlberg, L. (1963). The development of children's orientations toward a moral order I. sequence in the development of moral thought. *Vita Humana*, 11-33.
- [29] Kohlberg, L. (1964). Development of moral character and moral ideology. *Review of child development research*, 1, 383-431.
- [30] Kupchenko, I., & Parsons, J. (1987). *Ways of Teaching Values: An Outline of Six Values Approaches*. 983.
- [31] Lavaroni, C., & Togni, R. (1979). Values education: A framework and exercises. *The Social Studies*, 70(3), 133-137
- [32] Lemin, M. (1994). *Values Strategies for Classroom Teachers*. Oxford University Press, GPO Box 2784y, Melbourne, Victoria 3001, Australia.
- Duman, G. (2014). Evaluation of Turkish preschool curriculum objectives in terms of values education. *Procedia-Social and Behavioral Sciences*, 152, 978-983.
- [33] Lerner, M. (1976). *Values in Education: Notes toward a Values Philosophy. Perspectives in American Education*.
- [34] Lickona, T. (1996). Eleven principles of effective character education. *Journal of Moral Education*, 25(1), 93-100.
- [35] Lipe, D. (2004). A critical analysis of values clarification. Retrieved November 14 2013

from/http://www.apologeticspress.org/research/Critical\_Analysis\_of\_Values\_Clarification.pdfS.

- [36] Lovat, T. (2017). Values education as good practice pedagogy: Evidence from Australian empirical research. *Journal of Moral Education*, 46(1), 88-96.
- [37] Lucas, T., Henze, R., & Donato, R. (1990). Promoting the success of Latino language-minority students: An exploratory study of six high schools. *Harvard educational review*, 60(3), 315-341.
- [38] Meyer, J. R. (Ed.). (1976). *Reflections on values education*. Wilfrid Laurier Univ. Press
- [39] Milson, A. J., & Mehlig, L. M. (2002). Elementary school teachers' sense of efficacy for character education. *The Journal of Educational Research*, 96(1), 47-53.
- [40] Palmer, R., & Gasman, M. (2008). "It takes a village to raise a child": The role of social capital in promoting academic success for African American men at a Black college. *Journal of college student development*, 49(1), 52-70
- [41] Powney, J., Cullen, M. A., Schlapp, U., Glissov, P., Johnstone, M., & Munn, P. (1995). *Understanding values education in primary school*. Edinburgh: Scottish Council for Research in Education.
- [42] Sadler, T. D., Amirshokoohi, A., Kazempour, M., & Allspaw, K. M. (2006). Socioscience and ethics in science classrooms: Teacher perspectives and strategies. *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching*, 43(4), 353-376.
- [43] Schmidt, C., & Adkins, C. (2012). Understanding, valuing, and teaching reflection in counselor education: A phenomenological inquiry. *Reflective Practice*, 13(1), 77-96.
- [44] Scriven, M. (1966). SOCIAL SCIENCE EDUCATION CONSORTIUM. PUBLICATION 122, MORALITY.
- [45] Silver, M. (1976). Values Education. *Developments in Classroom Instruction*.
- [46] Stephenson, J., Burman
- [47] Sonenshein, S. (2007). The role of construction, intuition, and justification in responding to ethical issues at work: The sensemaking-intuition model. *Academy of Management Review*, 32(4), 1022-1040.
- [48] Sprod, T. (2003). *Philosophical discussion in moral education: The community of ethical inquiry*. Routledge.
- [49] Superka, D. P. (1976). Values Education Sourcebook: Conceptual Approaches, Materials Analyses, and an Annotated Bibliography.
- [50] Taylor, E. (2000). Fostering Mezirow's transformative learning theory in the adult education classroom: A critical review. *Canadian Journal for the Study of Adult Education*, 14(2), 1-28.
- [51] Thornberg, R. (2013). Teachers' views on values education: A qualitative study in Sweden and Turkey. *International Journal of Educational Research*, 59, 49-56.
- [52] Tonga, D. (2016). Transforming values into behaviors: A study on the application of values education to families in Turkey. *Journal of Education and Learning*, 5(2), 24-37.
- [53] Tomlinson, P., & Quinton, M. (Eds.). (2019). *Values across the curriculum* (Vol. 18). Routledge.
- [54] Venkataiah, N. (Ed.). (1998). *Value education*. APH Publishing.
- [55] Veugelers, W. (2000). Different ways of teaching values. *Educational Review*, 52(1), 37-46.

- [56] Willemse, M., Lunenberg, M., & Korthagen, F. (2005). Values in education: A challenge for teacher educators. *Teaching and Teacher Education*, 21(2), 205-217.