

Value Priorities of Teacher Candidates in the Education Faculty of Pamukkale University in Denizli, Turkey

Zeynep Meral TANRIOGEN*

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Abstract

Problem Statement: Behavior is the visible conclusion of unseen values. More concretely, the teaching attitudes of teachers are affected by their values. The study of values is therefore fundamental to the study of teaching. If it is possible to understand the values of teachers, it is possible to estimate the teaching behaviors of teacher candidates. This will help identify which values of students are barriers to improving their teaching abilities and adjust the teaching curricula to resolve these issues before teacher candidates become teachers. An effort must be made to change the values that hinder the teaching abilities of teacher candidates and support them with values that will help them teach.

Purpose of the Study: The purpose of this study was to explore the terminal and instrumental values that contribute to the formation of value types of teacher candidates.

Method: The Schwartz Value Survey (SVS) was used to measure the values of the teacher students. The population of this study included 4856 students who attended different departments in the faculty of education. The data were collected from 498 students who were selected by a stratified random sampling technique. Questions guiding the study were: (1) What are the values of the education faculty students as future school teachers? (2) Are there any significant value differences between students who belong to various departments of the faculty? (3) Are the values affected by specific variables such as gender?

*Dr. , Pamukkale University, Faculty of Education, Educational Sciences Department, Denizli, e-mail: zatogen@gmail.com

Findings: Results indicated that 48% of female teacher candidates (156) and 41% of male teacher candidates (71) ranked family security terminal value as a supremely important value guiding their lives. When the teacher candidates are in their first three years of school, their first rank value preferences tend to be conservative values. However, when they reach the fourth class, their first rank value priorities shift to universal value type. All students except social sciences students preferred conservative values as primary values that direct their behaviors.

Conclusion and Recommendations: It is necessary to develop universal values for teacher candidates. According to the findings, both female and male students noted conservative higher order value types. When they reach their fourth year, their first rank value priorities shift to universal value type. Students studying in the department of social sciences primarily preferred a universal value called "a world at peace."

Keywords: Higher order value types, Value types, Terminal values, Instrumental values

Introduction

Values are critical in all human lives because they affect attitudes and shape behaviors. There has been a considerable amount of research on values and value theory has been an important issue in psychology since Rokeach's (1973) work. Schwartz (1992) explained values as criteria that people use to choose and justify their behavior and much of the subsequent research has been influenced by Schwartz's values theory. Values are beliefs, and beliefs influence perceptions (Robbins 2005). Reece and Brandt (1999) called values the deep personal beliefs and preferences that influence behavior. Gibson et al. (1997) defined values as "a person's view of the world." Behavior is an important aspect of a person's inner world. Robbins (2005) saw values as a specific mode of conduct of existence.

Today, the most recent version of the Schwartz Value Survey (SVS) measures ten basic values that were found to work universally in different cultures and social groups. Schwartz (1992) conducted his SVS with a wide survey of over 60,000 people to identify common values that acted as 'guiding principles for one's life.' Schwartz identified 10 value types. The power value type reminds people social status and dominance over people and resources. Stimulation represents an exciting life. Self-direction prioritizes independence, creativity, and freedom. The universalism value type demonstrates social justice and tolerance. Benevolence indicates the welfare of others. The conformity value type requires obedience. Tradition indicates respect for traditions and customs. The achievement value type represents personal success. The hedonism value type reveres pleasure. Security is related with safety and the welfare of society. These ten value types contain four higher-order value types. Openness to change combines stimulation, self-direction, and a part of hedonism; self-enhancement includes achievement and power and hedonism; conservation contains security, tradition, conformity; and self-transcendence contains universalism and benevolence.

For each value type, Schwartz (1992) also chose terminal and instrumental values, which are also expressed via consumption behavior. *Terminal Values* are desirable end-states of existence: the goals that people would like to achieve during their life time. *Instrumental Values* are preferable models of behavior or means of achieving one's terminal values. Schwartz explained terminal and instrumental values, which can be considered the sources of ten value types. These ten value types represent the ten dimensions of the SVS.

Table 1 shows the relationships between higher order value types, value types, terminal values, and instrumental values. It brings clarity and a different point of view to Schwartz's classified values. The table of classified values isn't intended to change the meaning of Schwartz's value order; it is only to aid understanding.

The related studies (Dilmac et al., 2008; Karaca, 2008; Oguz, 2012; Fatoki, 2016; Caliskan et. al., 2015) generally focused on these ten dimensions and their priorities for teacher candidates including security, universalism, hedonism, power, achievement, stimulation, conformity, tradition, benevolence, and self-direction. However, they do not emphasize the behaviors related to these dimensions. Terminal (i.e. creativity) and instrumental (i.e. curious) values, on the other hand, form the basic foundation of the value types.

The purpose of this study was to explore the terminal and instrumental values that contribute to the formation of value types of teacher candidates and their priority orders for them. It was hypothesized that this perspective will assist to observe, analyze, and identify the behaviors responsible for the formation of value types. For this reason, the items that represent the value types on the SVS have been handled one by one.

This research was intended to determine the values of the teacher candidates of the education faculty program of Pamukkale University. Questions guiding the study were:

- (1) What are the terminal and instrumental values of the education faculty students as future teachers?
- (2) Are there value differences between students who belong to various departments of the faculty?
- (3) Are their values affected by uncontrollable variables such as gender?

Table 1.*The Table of Classified Values*

<i>Higher order value types</i>	<i>Value types</i>	<i>Terminal values</i>	<i>Instrumental values</i>
<i>Conservation</i>	Security	National security	Healthy
		Family security	Clean
	Tradition	Sense of belonging	
		Social order	Accepting one's lot in life
<i>Openness to change</i>	Conformity	Reciprocation of favors	Moderate
		Respect for tradition	Devout
	Self-Direction	Politeness	Humble
		Self-discipline	Obedient
	Stimulation	Self-respect	Honoring parents and elders
		Creativity	Choosing own goals
<i>Self-enhancement</i>	Hedonism	Freedom	Curious
		An exciting life	Independent
	Achievement	A varied life	Daring
		Pleasure	Enjoying life
<i>Self-transcendence</i>	Power	Pleasure	Enjoying life
		Self-Respect	Capable
	Universalism	Social power	Ambitious
		Wealth	Successful
	Benevolence	Authority	Intelligent
		Social recognition	Influential
	Social Justice	Preserving public image	
	A world at peace	Protecting environment	
	A world of beauty	Broad minded	
	Equality		
	Unity with nature		
	Wisdom		
	Inner harmony		
	Spiritual life	Forgiving	
	Meaning in life	Honest	
	True friendship	Helpful	
	Mature love	Loyal	
		Responsible	

The table of classified values (Table 1) designed by the author of this paper in the light of Schwartz (1992), shows the relationships between higher order value types, value types, terminal and instrumental values.

Method

Research Design

Because this study attempts to determine significance value priorities as a guiding principle in candidate teachers' lives, the descriptive survey was considered the proper research model.

Research Sample

The population of this study included 4856 students studying different departments of the Faculty of Education in Pamukkale University during 2010-2011. By employing Cochran's (1962) proposed formula for stratified random sampling, 496 students were chosen as a sample. To determine an appropriate sample size to represent the population, the table generated by Krejcie and Morgan (1970) and reprinted by Gay (1996) was also used. After determining the representative sample size (356), the population-sample ratio was calculated by a simple proportion formula and found to be 7.36%. This ratio was used as sampling criteria for selecting students from each department.

Research Instrument and Procedure

The SVS was used to measure the values of the teaching students in the education faculty of Pamukkale University. This survey was chosen because it has been validated and shown to be reliable cross-culturally in more than 20 countries (Schwartz, 1992), and measures an individual's core values rather than behavioral values (Ralston et al., 1999).

The SVS presents two lists of value items. Items 1 to 30 represent terminal values and items 31 to 57 indicate instrumental values. Respondents rated the importance of each value item "as a guiding principle in MY life" on a 9-point scale labeled 7 (of supreme importance), 6 (very important), 5, 4 (unlabeled), 3 (important), 2 (unlabeled), 1 (unlabeled), 0 (not important), and -1 (opposed to my values).

Validity and Reliability

The SVS was translated into Turkish by the researcher. The translated instrument was submitted to bilingual academics to verify its accuracy. The validity and reliability procedures were conducted for the Turkish translation and it was found reliable (Cronbach's Alpha = .947) and valid.

Data Analysis

The data of this research was collected by administrating the SVS and a descriptive analysis was used for the overall assessment of the participants' views. The collected data was analyzed by several statistical techniques including percentages and frequencies. SPSS 15.0 was used for analysing of data.

Results

This section presents the findings of this study involving 323 female (65%) and 173 male (35%) candidate teachers. Table 2 shows teacher candidates' perceptions towards terminal values by their gender.

Table 2.

Teacher Candidates' Perceptions of Terminal Values by Gender

<i>Value Order</i>	<i>Female</i>	<i>Male</i>
1	Family Security	Family Security
2	A World at Peace	Self Respect
3	National Security	Social Justice
4	Self Respect	Freedom
5	Social justice	National Security

According to the findings, both female and male students rated the "family security" value highest. Of the teacher candidates, 48% of females (156) and 41% of males (71) ranked the "family security" terminal value as the most important value guiding their lives. "Family security" was ranked 227 times as the supreme value type, which means that 46% of the total sample of candidate teachers prioritized it. At the same time, 170 candidate teachers (34%) ranked "family security" as very important. There is a high level of acceptance among candidate teachers about the family security terminal value, which can be called a conservative terminal value and also considered a higher order value type. As shown in Table 2, male and female students have the same primary value (i.e. Family Security), but diverge from there. Female students preferred "a world at peace," a universal value, while male students preferred "self-respect," which belongs to the openness to change value group. Generally, it can be argued that national and family security is a primary value directing students' behavior.

Table 3 shows teacher candidates' perceptions towards instrumental values by gender.

Table 3.

Teacher Candidates' Perceptions of Instrumental Values by Gender

<i>Value order</i>	<i>Female</i>	<i>Male</i>
1	Healthy	Healthy
2	Honoring of parents and elders	Honoring of parents and elders
3	Choosing own goals	Choosing own goals
4	Independent	Independent
5	Clean	Clean

Of teacher candidates, 159 (49%) females and 74 (41%) of males ranked "Healthy" as their primary instrumental value. This instrumental value was ranked first 233 times, which means that 47% of the sample ranked it as important. An additional 157

(32%) candidate teachers ranked “healthy” as very important. There is widespread acceptance among candidate teachers about the value of the healthy instrumental value. These findings show very interesting value orientations for candidate teachers. Three of the five values preferred by students, including “healthy,” “honoring of parents,” and “clean,” are considered conservative instrumental values. However, the other two values, “choosing own goals” and “independent,” are in openness, the opposite higher order value type. It is very surprising that students’ instrumental values were not related to self-enhancement (achievement, power, hedonism) and self-transcendence (universalism, benevolence).

According to Table 4, teacher candidates’ value preferences change by their year in school.

Table 4.

Teacher Candidates’ Perceptions of Terminal Values by Their Year in School

Terminal values	Year 1	Year 2	Year 3	Year 4
1	National security	National security	Family security	A world at peace
2	Self respect	Family security	Social justice	Family security
3	Inner harmony	Social justice	National security	National security
4	Family security	A world at peace	A world at peace	Self respect
5	A world at peace	Self respect	Self respect	Social justice

Among fourth year teacher candidates, 49% ranked “a world at peace” as the primary guiding value to their lives. An additional 35% ranked it as very important. During their first three years of school, the teacher candidates’ primary value preferences tend to be conservative values such as national and family security. However, when they reach the fourth class, these value priorities shift to “a world at peace” as a terminal value, which is a universal value type. The universal value type is perceived as a “self-transcendence higher order value type” and this seems to increase depending on seniority. For example, teacher candidates’ value preferences in the first year in school tend to be conservative, but according to their educational experiences, their primary conservative values shift over time to universal value types. Their conservative values have been also pushed down to the second or third ranks.

Table 5 shows that all teacher candidates chose “healthy” as their primary instrumental value regardless of class level.

Table 5.*Teacher Candidates' Perceptions of Instrumental Values by Year in School*

Instrumental Values	Year 1	Year 2	Year 3	Year 4
1	Healthy	Healthy	Healthy	Healthy
2	Honest	Honoring of parents and elders	Honoring of parents and elders	Choosing own goals
3	Choosing own goals	Independent	Choosing own goals	Independent

Among teacher candidates, 62% in their first year in the faculty of education, 53% in their second year, 44% in their third year, and 41% in their fourth year ranked the "healthy" instrumental value type first, demonstrating that teacher candidates perceive health as the highest ranked instrumental value needed for their security. Other reported higher order instrumental values included self-transcendence (honesty) and openness to change (choosing own goals, independence, etc.).

These findings about teacher candidates' perceptions of terminal values by their departments have been shown in Table 6. All students except those in social sciences preferred conservative values as the primary values directing their behavior. On the other hand, students (50%) studying in the department of social sciences primarily preferred a universal value called "a world at peace."

Table 6.*Teacher Candidates' Perceptions of Terminal Values by Department*

Pre-School	Primary School	Social Sciences	Science	Turkish
National security	Family security	A world at peace	Family security	Family security
A world at peace	National security	National security	Self respect	National security
Family security	A world at peace	Family security	Inner harmony	Freedom
Self respect	Self respect	Social Justice	True Friendship	Social justice
Social justice	Social justice	Self respect	Social justice	A world at peace

Table 7 shows teacher candidates' perceptions towards instrumental values by their departments. Among the teacher candidates attending different departments of the faculty, 63% ranked the "healthy" instrumental value as their primary value.

Table 7.

Teacher Candidates' Perceptions of Instrumental Values by o Department

<i>Pre-school</i>	<i>Primary school</i>	<i>Social sciences</i>	<i>Science</i>	<i>Turkish</i>
Healthy	Healthy	Healthy	Healthy	Healthy
Honoring of parents and elders				
Choosing own goals	Independent	Clean	Clean	Clean
Enjoying Life	Choosing own goals	Choosing own goals	Independent	Choosing own goals
Independent	Honest	Independent	Responsible	Successful

It is interesting to note that students attending different departments of the faculty of education have the same instrumental values in the first and second ranks "health" and "honoring of parents and elders," respectively. Health is a security value, but honoring parents and elders is a "conformity" value type. However, both "security" and "conformity" are included in conservation higher order value types.

Discussion and Conclusion

Values are very effective for directing the behaviors of all individuals. In light of the data obtained, it is clear the candidate teachers (both male and female) were primarily affected by conservative values. Turkish student teachers more often displayed traditional-conservative preferences (Thornberg & Oguz, 2016). Women and men do not differ greatly in the order of importance they attribute to the ten values (Schwartz & Rubel, 2005). Dilmac et al. (2008) did not find any difference between male and female teacher candidates' perceptions of conservative value types, but their value orders showed differences related to universalism. He also found that candidate teachers rank universal values highest. Results suggest that teacher candidates' opinions of social values change with relation to gender (Kurt, 2014).

"Devout," an instrumental value of tradition and a conservative value type, is not related to national and family security. It can be said that the national and family security were much more important than being devout. According to this finding, it

is possible to state that the more concrete values, including security, come before the abstract values, such as devoutness.

Never-ending human needs trigger the effects of human motivation. Needs create tension, which in turn makes a person take action to satisfy the need. Once a goal has been achieved, there is a sense of satisfaction and reduced tension (Reece & Brandt 1999) and another need emerges. According to Maslow, people tend to satisfy their needs in a particular order. Maslow identified five basic groups of human needs that emerge in a specific sequence in a hierarchy of importance. In this scheme, when one need is satisfied, another emerges and demands satisfaction, and so on through the hierarchy. The five levels of needs that represent the order of importance to the individual are physiological, safety, social, esteem, and self-actualization (Lunenborg & Ornstein, 1996). According to Maslow, people who have not satisfied their physiological needs cannot think about their security needs. Therefore, students cannot be motivated by their security needs toward desired behaviors in an educational setting.

The findings of this study showed that candidate teachers mainly thought the conservative values directed their behaviors. Similarly, Balay (2014) discovered that candidate teachers ranked security higher than respect. Besides this, the students could not consider environmental and personal values as primary affecting values. Depending on the findings, it seems that students are probably in a state of tension and cannot be motivated by higher level needs including social, esteem, and self-actualization because they can not satisfy their more fundamental security needs. Oguz (2012) used the SVS to examine teacher candidate value types and found that pre-service teachers possess mostly universalism, benevolence, and security types. The study revealed high importance of universalism, security, self-direction, and benevolence (Moskvicheva et. al, 2016).

Considering Turkey's geopolitical situation, it's clear that Turkey has great strategic importance. All over the Middle East there is great chaos. The Turkish people, as well as the teacher candidates, experience security needs more than other needs, and this need still seems to be unsatisfied. This unsatisfied security need suppresses the universal, self-enhancement, and self-transcendence higher order value types. Nations from Eastern Europe, Western Europe, the Far East, North America, and those influenced by Islam show characteristic patterns, each of which differs meaningfully from the others (Schwartz, 1994). Security and tradition values are an important part of past and present Turkish culture (Aypay, 2016).

From an economic perspective, many negative conditions exist for faculty of education graduates. Their assignment as teachers is not guaranteed. In addition, teacher salaries are very low and insufficient to support a family. For these reasons, candidate teachers may have preferred family security as a primary value.

The data shows that self-enhancement, which is a high order value type, is not perceived by the teacher candidates in this study as a primary value. It is expected that anyone who values self-enhancement will be affected by achievement, power, and hedonism. Wealth, authority, social power, ambition, capability, and enjoying

life are behavior models of these values. The traditional structure of Turkish society and its religious values do not support to idea that people should use the power or money that they possess only for their own improvement.

Islamic values necessitate that wealthy people should share one fourth of their earnings with poor people. According to Islamic values, ambition is also considered a weakness and a sin. Islamic Sufism depends on self-control. It might be true that candidate teachers do not consider self-enhancement values as primary to their own behaviors because of the cultural structure of Turkish society.

However, it is remarkable that as teacher candidates progress through school, higher universal values suppress conservative social values and become the primary values directing their behaviors. This difference between grades and value orders of candidate teachers is obvious and has been noted in other studies (Karaca, 2008). Dilmac et al. (2008) found that teacher candidates in their fourth year of the faculty ranked universalist value types as the guiding principal in their lives. Karaca (2008) indicated that the value priorities of teacher candidates did not vary between departments.

As the time devoted for education increases, universal terminal and instrumental values that affect behaviors, such as social justice, a world at a peace, a world of beauty, equality, unity with nature, wisdom, inner harmony, protecting the environment, and being broad-minded might emerge. The increasing competencies to cope with life that people acquire through education may also reduce the importance of security values (Schwartz, 2006). Akin (2009) examined the democratic values of teacher candidates, including a freedom terminal value, and found that female teacher candidates had more democratic values than their male counterparts.

According to the findings, both female and male students ranked conservative higher order value types, such as the "family security" value, highest. When they reach their fourth year, though, their first priority shifts to "a world at peace" as a terminal value, which is a universal value type. Instrumental values were not significantly related to self-enhancement (achievement, power, hedonism) and self-transcendence (universalism, benevolence) among the students' five highest value preferences. Students studying in the department of social sciences primarily preferred a universal value called "a world at peace."

This study identified, the value priorities of teacher candidates. It is necessary to develop universal values for teacher candidates in the education faculties for the sake of the world and national peace. The "universalism" value type represents a preference for social justice and tolerance and teaching "universal" values can help to break down the walls of prejudices. Education may reduce the importance of security values (Schwartz, 2006). Values affect attitudes and attitudes affect behaviors.

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Denizli Pamukkale Üniversitesi Eğitim Fakültesi'ndeki Öğretmen Adaylarının Değer Öncelikleri

Atıf:

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Özet

Problem Durumu: Bizim kolaylıkla görebildiğimiz bir davranış sadece sadece değerlerin bir sonucudur. Öğretmenlerin öğretme davranışları da onların değerleri tarafından etkilenmektedir. Bu yüzden değerler konusu öğretim çalışmalarına temel teşkil eder. Eğer öğretmen adaylarının değerlerini anlayabilirsek öğretmen adaylarının olası öğretme davranışlarını tahmin edebiliriz. Böylelikle öğretmen adaylarının hangi değerlerinin öğretmenlik becerilerine engel teşkil edip etmediğini bulabiliriz. Ve onlar mezun olmadan onları eğiterek onları etkileyebiliriz. Öğretim becerilerine engel olan değerleri değiştirmeye çalışmalıyız ve öğretim becerilerine destek olan değerlerini de geliştirmelerine yardımcı olmalıyız.

Araştırmanın Amacı: Bu araştırmanın amacı öğretmen adaylarının değerlerinin oluşumuna ve önceliklerinin belirlenmesine katkısı olan amaç ve araç değerlerinin ne olduğunu keşfetmektir. Çalışmaya yön veren sorular aşağıdaki gibidir:

- (1) Geleceğin okul öğretmenleri olarak öğretmen adaylarının amaç ve araç değerleri nelerdir?
- (2) Fakültenin çeşitli bölümlerinde okuyan öğretmen adaylarının değer öncelikleri sıralamasında farklılıklar bulunmakta mıdır?
- (4) Değerleri cinsiyet gibi kontrol edilemeyen değişkenlere göre farklılık göstermekte midir?

Araştırmanın Yöntemi: Öğretmen adaylarının değerlerini ölçmek için Schwartz Değerler Ölçeği (SVS) kullanılmıştır. Bu çalışmanın evrenini eğitim fakültesinin farklı bölümlerine devam etmekte olan 4856 öğrenci oluşturmaktadır. Veriler rastgele tabakalı örnekleme tekniği kullanılarak belirlenen 498 öğrenciden elde edilmiştir. Araştırmanın %63'ünü (323) kız öğrenci, % 35'ini (173) erkek öğrenci oluşturmaktadır.

Araştırmanın Bulguları: Sonuçlar göstermektedir ki kız öğretmen adaylarının %48'i ve erkek öğretmen adaylarının %41'i aile güvenliğini hayatlarına yön veren üstün öneme sahip amaç değer olarak ilk sıraya yerleştirmişlerdir. Kız ve erkek öğrenciler arasında birinci sırada konservatif bir amaç değer olan aile güvenliğinin ilk sırada yer aldığı görülmektedir. Aile güvenliği "Güvenlik" üst değer tipi sıralamasına girmektedir. 1,2,3 ve 4. Sınıfta okuyan öğretmen adaylarının ilk üç sınıfta davranışlarına etki eden öncelikli ana değer olarak conservative değerleri (ulusal

güvenlik ve aile güvenliği) seçtikleri, dördüncü sınıfa gelindiğinde ise öncelikli değer olarak evrensel bir değer tipi olan Dünya’da barış ana değerinin tercih edildiği görülmektedir. Dikkat çeken başka bir nokta ise evrensel bir değer öncelik sıralamasında fakültede geçirilen zaman arttıkça kademeli olarak yükselmesi ve birinci sırada yer alan konzervatif bir değer yerini almış olmasıdır. Dördüncü sınıfta konzervatif değerler 2. 3. Sıralara ötelenmiştir. Sosyal Bilgiler öğretmenliği dışında diğer bölümlerde okuyan öğretmen adaylarının davranışlarına yön veren öncelikli değer olarak konzervatif değerleri tercih ettikleri görülmektedir. Sosyal bilgiler öğretmenliği bölümünde okuyan öğrenciler için ise ilk sırada evrensel bir değer olan Dünya’da barış yer almıştır.

Araştırmanın Sonuçları ve Önerileri: Elde edilen veriler ışığında öğretmen adaylarının davranışlarına öncelik veren değerler bakımından en çok konzervatif üst sıra değer tipinden etkilendikleri söylenebilir. Fakat şunu da belirtmek gerekir ki konzervatif değer tipi olan gelenek’in araç değeri dindarlık, ulusal güvenlik ve aile güvenliği amaç değerlerinin araçları olan sağlık ve temizlik araç değerlerinin önüne geçememiştir. Öyle görünüyor ki öğretmen adayları için ulusal güvenlik ve aile güvenliği dindarlık araç değerinden daha önceliklidir. Öğretmen adaylarının öncelikli ara değeri Sağlık olmuştur. Güvenliği sağlayacak ara değer öğretmen adaylarına göre ilk sırada sağlıklıdır.

İhtiyaçlar insanın hayatında bitmek tükenmek bilmeyen bir döngüdür. Motivasyon sürecini bu bitmek tükenmek bilmeyen ihtiyaçlarımız başlatır. İhtiyaç organizmada bir dengesizlik yaratır. Bu dengesizlikten kurtulmak için motive olur ve bir davranışta bulunuruz. Eğer davranışımız uygun bir davranışsa organizmamızı tekrar dengeye sokar ve bu sefer başka bir ihtiyacı karşılamak için güdüleniriz. Maslow ihtiyaçlar hiyerarşisi teorisinde bir insanın hayatında ihtiyaç olarak görebileceği ihtiyaçları en temel ihtiyaçtan en uzak ihtiyaca doğru sınıflandırmıştır. Ve Maslow’un teorisinin dayandığı bilimsel ilkelere göre bir önceki basamakta yer alan ihtiyaçlar karşılanmadıkça bir sonraki basamakta yer alan ihtiyaç için güdülenemeyiz ve davranışta bulunamayız. Yani fizyolojik ihtiyaçları karşılanamayan bir birey güvenlik ihtiyacı için motive olamaz. Öğretmen adaylarının conservative değerleri sıklıkla davranışlarına yön veren öncelikli değerleri olarak görmeleri bunun yanında çevre ve kişisel değerleri ön sıralara taşıyamamaları güvenlik ihtiyaçlarını karşılayamadıkları, gerilim yaşadıkları ve üst basamaklarda yer alan sosyal ihtiyaçlar, saygı ihtiyacı ve kendini gerçekleştirme ihtiyacı için motive olamadıklarını anlatıyor olabilir. Verilere bakıldığında üst sıra değer tipi olan Öz-genişletim (başarı, güç ve hazcılık) değer tipinin öncelikli değerler olarak algılanmadığı göze çarpmaktadır. Öğretmen adaylarının öz genişletim değerlerini davranışları için öncelikli birer değer olarak görmüyor olmaları Türk toplumunun kültürel yapısından kaynaklanıyor olabilir.

Bununla birlikte öğretmen adayları için bir üst sınıfa çıktıkça evrensel değerlerin konzervatif değerleri bastırıp davranışa yön veren öncelikli değer olarak ortaya çıkması dikkat çekicidir. Eğitime ayrılan süre; Sosyal adalet, Dünya barışı gibi davranışa yön veren evrensel araç ve amaç değerlerin öne çıkmasına yardım ediyor olabilir.

Öğretmen adaylarının üst sıra değer tiplerinden birisi olan değişime açık olma davranışlarını geliştirmeleri gerekmektedir. Bir insanı değişime açık hale getiren değerler Schwartz'a göre meraklı olma, kendi hedeflerini belirleme araç değerleri ve öz-saygı, yaratıcılık amaç değerleridir. Yaratıcılığı davranışlarına yön veren öncelikli değer olarak gösteremeyen öğrenciler yaratıcı nesiller yetiştirmekte zorlanabilirler. Değişime açık olmayı sağlayacak amaç ve araç değerler konusunda çalışmalar yapılabilir ve öğretmen adayları desteklenebilir.

Anahtar Kelimeler: Üst sıra değer tipleri, değer tipleri, amaç değerler, araç değerler.