



EXAMINING THE VIEWS OF PARENTS IN TERMS OF VARIOUS VARIABLES RELATED TO VALUES OF HIGH SCHOOL GEOGRAPHY CURRICULUM

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Abstract

The values or personal qualities (integrity, respect, aesthetic... etc) considered as basic criteria giving meaning to the socio-cultural elements of communities can be described as the principles and shared beliefs adopted and overrated by a great majority of the community members. That the values for people have begun to lose its importance to some extent due to various factors in today's world has revealed a number of social problems along with it. In this context, the purpose of this research is to examine the differentiation of views of the parents depending on various variables related to values of high school geography curriculum. The data for this study in the scanning model have been obtained from the questionnaires applied to the parents of 89 students of three high schools which have been selected with random method in Çayeli, Rize. The data obtained have been analyzed via independent *t* test and one-way analysis of variance. As a result, there has been found no significant difference between the proportion of where parents live and children's consideration of adopting the values. In addition, there has been found no significant difference between the matter of parents' gender (mother or father), age (under 40 and over 40) and economic condition (monthly income higher than 1,000 TL and below 1,000 TL), and the matter of parents' considering themselves and schools sufficient in values education.

Key Words: Teaching Geography, Values, Student Parents.

INTRODUCTION

The values are the basic criteria that add meaning to society's socio-cultural elements. In the analyses of existing social structure, the importance of understanding the cultural environment of a phenomenon, and beliefs, values, norms and attitudes in this environment is indisputable. In this sense, in the process of understanding a society, the values of that society play a big part (Tay and Yıldırım, 2009, p.1502 c.f. Ozensel, 2003). Values themselves or their order of importance may vary from culture to culture and country to country. Depending on the their growing up facilities and opportunities, people may come together around a set of common values or fall apart due to lack of values in common. People form most of their activities, goals and ideologies in their life around the values they believe in and adopt. People may reflect their viewpoints to their behaviors through this formation.

Values are treasures of life. The values bring independence and freedom, and improve human's capacity of self-sufficiency. We develop the values on our own, and then share them with the outer world, so we proceed towards a better world (Demirhan Iscan, 2007, p.1 c.f. Janki-Brahma Kumaris World Spiritual University, 1995). On the other hand, values are closely related to people's feelings, thoughts and behaviors. Social scientists express that the values are of fundamental importance in the explanation of human behaviors (Dilmac and Eksi, 2007, p.21). Cafo and Somuncuoglu (2000) define the "value" concept as a term used for a component of a common symbolic system that serves as criteria or standard to make a choice among alternatives of method



before taking an action. The values format an overall framework for the attitudes that lead behaviors, and canalize the individual's behaviors towards the others (c.f. Demirhan Iscan, 2007, p.15).

The concept of value has been handled by Powney and the others (2004) within three conceptual frameworks (c.f. Demirhan Iscan, 2007, p.15):

- Values include religious and moral sides of belief. They also point out the other viewpoints related to how we sustain and organize our lives, and what kind of experiences we have.
- The values may be related to our cognition, emotions and behaviors.
- Values can be expressed in two different levels: Basic and contextual (can be named as basic values, universal values; contextual values are those giving specific information in specific situations).

The concept of value has been used by a variety of science fields including economics, philosophy, sociology, psychology, mathematics and theology. The wide use of it, has added a lot of new meaning to the value concept (Akbas, 2004, p.43). Teaching of values used in every step of education at schools constitutes the content of humane behaviors from a social aspect. It is seen that every country or every culture has reflected the values, which they adopted, and are either good or bad, in their existing schools as values teaching.

When the international studies are examined, it can be observed that teaching of values is handled as personality or character training, as well. Especially, it is noticed that in the curriculums to be implemented at the schools, the terms "personality or character training" are mostly used. The values are closely related to everyman's living space and his experiences, and meanwhile, these basic values appear as the personality feature for everyman (Balat, 2006, p.14).

One of the most remarkable elements in the new curriculums modernized in 2004 and 2005 in Turkey, is that the significance of various values; namely, personal qualifications have been defined. Because the fact that a variety of values (solidarity, tolerance, science, love, respect, sensitivity, patriotism, etc) being adopted by the society for ages are not attached importance anymore brings about some social problems. Therefore, the number of academic studies regarding values in particular has considerably increased recently. Here are some of the studies executed in this field in our country: Cebeci (2007), Koc (2007), Tokdemir (2007), Dilmac (2007), Demirhan Iscan (2007), Budumlu Akkirkpik (2007), Ulusoy (2007), Sen (2007) , Campbell (2008), Armstrong (2009), Cengelci (2010), and Gecit and Gencer (2011).

The schools, where education is conducted collectively, assume an important role to enable individual to gain the country's common values and the universal values. Since "right values education" provided at the schools can be a guide in building the characteristics of the new generation, some values anticipated to be adopted by the students were suggested in geography curriculum in 2005. Being the executors of the curriculum, the teachers have to create appropriate learning areas in which the students can adopt the values identified in accordance with the aimed gains. The main values envisaged in the curriculum are as follows: *solidarity, tolerance, science, love, respect, sensitivity, patriotism, peace, aesthetic, responsibility* (Ministry of Education, 2005, p.30).

AIM OF THE STUDY

Families undertake a significant role in shaping individuals' personalities and adopting various values. The values that appear in children in family environment first, develop further with school life. Because of the families' significant mission in development of values, in this study, the views of families related to values in the scope of curriculum will be specified in terms of several variables.

METHOD

Model of the Study

This descriptive study is in the form of scanning model. This model is a type of a study carried out to ascertain the current situation. What is mainly attempted to be studied is to find answers to the following questions: "what is the current state of the event or the problem?", "which stage are we at?" (Cepni, 2009, p.65).

Population and Sample

The population of this study is the parents of high school students. The sample is parents of 89 students attending to Ahmet Hamdi Ishakoglu High School, Imam Hatip High School (Vocational Religious High School) and Girls' Vocational High School in Cayeli, Rize in 2010–2011 academic year. The parents in the sample have been selected by random sampling method.

Means of Data Collection

In this study, a questionnaire has been employed as a means of data collection. The questionnaire designed to be distributed to the students' parents consists of two parts. The first chapter includes questions for parents to expose their personal characteristics. In the second part, 3-item five point Likert-Type scale are placed. Also the values aimed to be gained by the students during geography course are specified in the questionnaire, so that the parents' awareness of the topic has been raised. However, it is a duty to specify that the questions used in the questionnaire have been taken from the scale that Tay and Yildirim (2009) developed; and some new additions have been made by the researcher.

Data Analysis

In the analysis of quantitative data obtained by the means of data collection, SPSS (Statistical for Social Sciences) software has been utilized. The data provided by this software has been evaluated through independent t test and one-way analysis of variance.

FINDINGS

Table 1: T-Test Results of Parent's Considering Themselves Proficient In Values Education According To Their Parental Status

Parental Status	N	\bar{X}	S	sd	t	p
Mother	35	3.62	.87	87	1.02	.308
Father	54	3.83	.94			

There has not been found any significant difference regarding parent's considering themselves proficient in values education according to their parental status (table-1), $t(87)= 1.02, p>.05$.

Table 2: T-Test Results of Parent's Considering Themselves Proficient In Values Education According To Their Ages

Parental Age	N	\bar{X}	S	sd	t	p
Aged 40 and below	23	3.43	.94	87	1.95	.054
Aged over 40	66	3.86	.89			

There has not been found any significant difference between age status of parents and their considering themselves proficient in values education $t(87)= 1.95, p>.05$ (table 2). However, that the average rates of parents over 40 ($X=3.86$) are higher than the average rates of those aged 40 and below ($X=3.43$) points out that elder parents consider themselves more proficient in values education.

Table 3: T-Test Results of Parent's Considering Themselves Proficient In Values Education According To Their Economical Status

Economical Status of Parents	N	\bar{X}	S	sd	t	p
1000 TL and below	41	3.70	.95	87	.429	.669
Over 1000 TL	48	3.79	.89			

As seen in Table 3, there is not a significant difference between economical status of parents (monthly income higher than 1,000 TL and below 1,000 TL) and their perception of themselves proficient in values education. This fact is understood from the data of $t(87) = .429, p > .05$ (table 3).

Table 4: T-Test Results of Parent's Considering The School Proficient In Values Education According To Parental Status

Parental Status	N	\bar{X}	S	sd	t	p
Mother	35	3.40	1.00	87	.217	.828
Father	54	3.35	1.03			

It is understood from the data of $t(87) = .217, p > .05$ (table 4) that there is not a significant difference between parent's considering the school proficient in values education according to their parental status.

Table 5: T-Test Results of Parent's Considering The School Proficient In Values Education According To Their Ages

Parental Age	N	\bar{X}	S	sd	t	p
Aged 40 and below	23	3.30	1.10	87	.363	.718
Aged over 40	66	3.39	.99			

There is not a significant difference between parents' ages and their considering the school proficient in values education $t(87) = .363, p > .05$ (table 5).

Table 6: T-Test Results of Parent's Considering The School Proficient In Values Education According To Their Economical Status

Economical Status of Parents	N	\bar{X}	S	sd	t	p
1000 TL and below	41	3.58	.94	87	1.86	.065
Over 1000 TL	48	3.18	1.04			

There has not been found any significant difference between economical status of parents and their considering the school proficient in values education, $t(87) = 1.86, p > .05$ (table 6). However, that the average rates of parents getting monthly income of 1000 TL and below ($X = 3.58$) are a bit higher than the rates of parents getting a monthly income over 1000 TL points out that parents of lower income level consider the school more proficient in values education.

Table 7: ANOVA Results Indicating To What Extent Children Adopt The Values According To Their Living Environment

Source of Variance	Sum of Squares	sd	Mean Squares	F	p
Between Groups	.343	2	.172	.225	.799
Within Groups	65.702	86	.764		
Total	66.045	88			

Parents' Environment	Living	N	\bar{X}	S
Village		26	3.8462	.92487
District		44	3.7047	.79474
Province		19	3.7895	.97633
Total		89	3.7640	.86632

According to the results of one-way analysis of variance (ANOVA), although parents in the villages think their children adopt these values better, when looked at the table 7 and the attached one, there has not been found any significant difference among the values of the parents living in villages, districts and provinces, $F(2, 86) = .225, p > .05$.

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

Significant findings have been obtained from this study, in which the views of the parents regarding the values (*solidarity, tolerance, science, love, respect, sensitivity, patriotism, peace, aesthetic, responsibility*) in the geography curriculum of 2005, have been discussed from various aspects. As a result of *t* test and Anova analysis, there has not been found any significant difference between -parental age (aged 40 and below-over 40), status (mother or father) and income (monthly income higher than 1,000 TL and below 1,000 TL)- and parents' considering themselves and schools proficient in values education. Even though there is not a significant difference, the study revealed out that parents over 40 consider themselves more proficient than parents aged 40 and below in terms of values education. In addition, parents getting monthly income of 1000TL and below consider the school more proficient in values education. Furthermore, according to Anova test, there has not been found any significant difference between the rates of parents' living environment (village, district, and province) and their children's intention of adopting these values. However, the children of parents living in villages have been found out to adopt these values better than those of parents living in districts and provinces. These obtained results are found to be consistent with the results of the previous study on "Views of the Parents Related to Life Science Instruction Curriculum" In this study, it has been revealed out that parents living in villages think their children adopt these values better compared to the parents living in cities and this difference is not found to be significant (Gecit and Gencer, 2011).

In this study, in which the views of students' parents on values education have been revealed in terms of various variables, any significant difference especially regarding the parents' age, sex, economic conditions and living environment has not been identified. In general, it can be stated that the parents do not find both themselves and the school sufficient for value education. Therefore, the educational activities for parents training and awareness raising activities for teacher can be conducted for the values that are especially attached importance to in the new curriculums. Besides, through the implementation of new qualitative and quantitative studies, the views of all the shareholders towards the values, and the alternative value judgments can be put forward. In this way, it will be possible to give further place to the values in curriculums that all segments of society can contribute to and adopt in the next stage. Because in today's world where the communal subversions appear, it is agreed by both the politicians and academicians that these values are attached a great importance since they provide social integrity. However disputable it is among the segments to decide what values are necessary to educate, the attempts should be sustained to provide consensus among the shareholders on the values protecting either universal or national components.

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