

The Attitude Determination Scale for Value Acquisition: A Validity and Reliability Study

Saban CETİN

Department of Educational Sciences, Faculty of Education, Gazi University, Ankara, Turkey

Abstract

This study aims to develop a measurement tool having measurement reliability with the aim of determining attitudes for values acquisition of secondary school students. The study was conducted on totally 325 high school senior students as 200 female and 125 male students in spring semester of 2014-2015 educational year. In the study, expert opinion was taken for extend and appearance validity of the scale, and Exploratory factor analysis (EFA) was applied for structure validity. As a result of the exploratory factor analysis, it was detected that the scale had a structure of five factors. This five-point structure consisting of totally 41 items as 25 positive and 16 negative items are named as “minding values acquisition, satisfaction from values acquisition, readiness for values acquisition, belief in attempt for values acquisition, belief in requirement for values acquisition”, respectively. Total variance explanation ratio of this structure consisting of totally five factors relating to scale was 60.767%. Scale reliability was examined with internal consistency and retest methods, and it was detected that reliability coefficients obtained as a consequence of the analyses was in an acceptable level. The results obtained from item analyses show that scale items have a distinctive feature. In line with these results, it may be said that the scale is a measurement tool having required psychometric features that may be used with the aim of measuring the attitudes for values acquisition of the secondary school students.

Keywords: values, attitude, scale development, values education

1. Introduction

Stunning development and changes experienced in every field today requires formation of new paradigms by a variety of institutions, particularly educational institutions within the social structure. One of underlying reasons is the fact that moral culture is behind physical culture developed thanks to technological developments. The structure called as moral culture consists of belief, values and norms. However, values stand out more in terms of shaping and directing social and individual behavior, and affecting operation of social institutions (Erkenekli, 2013).

Values are socially accepted norms. Values are concepts providing more viewpoints to behaviors of people. Values function as standards directing selection or change of behavior of people and events (Fidan, 2009). Values can be expressed as common thought, purpose, basic moral principle or beliefs accepted for being right and necessary by majority of members to enable and maintain presence, integrity, function and continuation of a social group or society (Ozden, 1998).

A child grows in an environment having moral values previously. A child grows in a cultural environment along with physical environments required for his/her life from birth, and tries to adapt to both environments. Inability to adapt to either environment causes unhappiness of individual (Akbas, 2004). Hence, it is required that individuals realize some basic values, adapt required values, acquire new values, turn these acquired values into personality and form a behavioral change (Yaman, 2012). Values acquisition is a life-long process with the effect of daily in-life interactions and socialization tools such as family, peer groups and mass communication tools (Coombs-Richardson and Homer, 2005).

Values acquisition by individual begins with self-awareness of self. Nevertheless, people can realize values by knowing and recognizing that he/she is not alive for no reason, his/her existence has a reason and meaning, even his/her presence is a value, he/she knows the importance of being human and makes his/her own way (Aras, 2014).

“For the fact that a young individual can make different decisions relating to life, he/she need to clarify his/her values for making right choices and answering questions in their minds correctly” (Simon et al., 1972).

It is enabled with education that individuals realize certain values, produce new values from those values, adapt the values produced and shape their own personality in accordance with these values. This education is expressed as “values education” in the literature (Yesil and Aydin 2007). On examination of the values education in accordance with basic principles, it is seen that these principles adapt an approach containing both information dimension and emotion-behavior dimension. In this sense, particularly internalization of values are highlighted in character education programs applied particularly in schools today (Turan, 2014).

In such circumstance, aim of values education for young people is to enable the acquisition of skill of applying information, values and rules on life reasonably (Bottery, 2004). Starting from family, the values acquisition becomes a more systematic process than the family. School helps students gain social as well as universal values (Akkiprik, 2007). How and in what way the values are to be taught to individuals are shaped in

line with General Purposes of Turkish National Education and education programs prepared in accordance with these purposes. On examination of National Education Basic Law numbered 1739, it is clearly stated that values education should be incorporated into Turkish National Education General Purposes in accordance with universal values. Values education is one of the most important agenda topics discussed in 18th National Education Council. Within this scope, values are implicitly included in pre-2005 education programs while it has been explicitly included in programs developed in and after 2005; it is clearly expressed that various values should be gained by children via providing values education to students by highlighting social benefit within scope of raising a good human. In this line, it was announced with initial lecture notice that values education activities would be implemented in all units affiliated with the ministry within first week of 2010/2011 Educational Year (Yasaroglu, 2014).

All these interventions is an indication that care is taken for values education in our country as well as the whole world. However, qualified transformation of changed applied to program in this sense into application is closely related to teachers having a key role in application of the program along with emotional readiness of the target group for application. Emotional features are products and also incomes of educational programs. Emotional income features with the capability of explaining 25% of variability in learning level are a combination of interest, attitude and academic self-confidence of students towards a lecture, or a learning object (Bloom, 1998).

Attitude as one of emotional features is tendency of positive or negative reaction taught towards a certain object, event, institution, concept or other people (Tezbasaran, 1997). It is known that attitudes are directing powers behind behaviors. Attitude researches may determine attitude changes and have some predictions relating to possible behaviors and reactions. Starting from these predictions, measures can be taken and conditions may be provided for formation of expected or desired attitudes in case of certain events and revealing some behavior types (Inceoglu, 2010). Hence, attitudes of groups constituting target group of the programs towards values acquisition for reaching this purpose are highly important for values education applications to be arranged for young people to enable continuation of society in the future.

On examination of literature relating to values education, it is observed that a number of studies are conducted to determine views of students and teachers relating to values education (Kusdil and Kagıtcıbası 2000; Revell, 2002; Akbas, 2004; Aydin, 2005; Sari, 2005; Tokdemir, 2007; Witherspoon, 2007; Thornberg, 2008; Keskin, 2008; Dilmac et al. 2008; Baydar, 2009; Yildirim, 2009; Fidan, 2009; Oguz, 2011; Yazar, 2012; Oguz, 2012; Tasdemir, 2012). No single study was seen aiming to determine attitude of students towards values acquisition. This situation led to formation of the study in such manner and it is thought to fill a gap in this sense.

The aim of this study is to develop a measurement tool having measurement reliability for determining attitudes for values acquisition of the secondary school students.

2. METHODOLOGY

2.1. Population and Sample

The study group of the study consisted of totally 325 high school senior students as 200 female and 125 male students having education in secondary school institutions in Gölbaşı District of Ankara Province in spring semester of 2014-2015 educational year. The students within the study group was randomly selected and applications were performed based on voluntariness principle. 62% of the students within the study group were females and 38% of these were males. In sample determination stage of the study, criteria given for factor analysis by Tabachnick and Fidell (2007) in detection of number of samples are considered. 300 students were assessed as “good”, 500 as “very good” and 1000 as “perfect” for factor analysis in accordance with these criteria. In consideration of these criteria, it may be said that the sample has a sufficient level.

2.2. Data Collection Tool

Literature review was performed to develop a measurement tool and a student group of 30 was asked to write down their thoughts relating to values acquisition. A trial form of 52 items was formed benefiting from the data obtained. The scale items were presented to opinions of four field experts, some arrangements were performed on the trial form by evaluating feedbacks obtained from the opinions. The trial form arranged in line with expert opinions was applied to 25 high school senior students, thereby testing understandability of items. The scale form taking its final form at the end of this process was applied to the student group of 325 as 52-item form.

2.3. Data Analysis

As a result of the examinations, depending on the data obtained from application of the scale form, validity and reliability studies of the scale were performed. The data were transferred to the IBM-SPSS 22 data analysis program. In the first stage, Cronbach's Alpha reliability coefficient and item total correlations within this scope were calculated. In evaluation of item total correlations, items under 0.30 and having negative values were excluded from the scale. In addition, KMO (Kaiser-Meyer-Olkin) sample compliance test and Bartlett's test was

performed. As a consequence of the analyses performed, 11 items having a load value below 0.45, having close values of factor load values in different factors and having low distinctiveness were excluded. How sufficient attitudes for values acquisition for each item in the scale is for differentiation of people is evaluated for significance of the difference between upper-lower 27% group item points in accordance with scale points using t-test. Actual application form of ADSVA consists of 41 items. Exploratory factor analysis (AFA) was performed for structure validity.

3. RESULTS

Results obtained from validity and reliability studies for measurement tool are given below.

Exploratory Factor Analysis (EFA)

Structure validity of the scale was examined using exploratory factor analysis (AFA). Kaiser-Meyer-Olkin (KMO) values were calculated to detect compliance of the data obtained after application to the factor analysis and Bartlett Sphericity test was performed. As a result of the analysis performed, it was observed that KMO values for the factor analysis of 41 items were 0.90. The fact that minimum KMO values for the factor analysis are 0.60 and Barlett Sphericity test is significant is seen to be acceptable for acceptability of the analysis values (Buyukozturk 2013). KMO values obtained from this study can be said to be compatible with evaluation criteria. Barlett test result was detected as [$X^2 = 5987,559$; $p < .001$]. This result shows that measured variable is multivariate in universe parameter. Varimax vertical spinning method was used to determine independent sub-factors of the scale. 0.45 value was determined as the criteria for lower cutting point of the factor loads. As a result of the basic components factor analysis using Varimax rotation method, 5 factors with eigenvalue greater than 1 were obtained. 5 factors obtained explains 60.77% of the total variance. The greater variance ratios obtained at the end of the analysis, more stronger the factor structure is. The fact that this level is between 40% and 60% is accepted to be sufficient (Tavsancil 2014). Each sub-factor is termed as “minding values acquisition, satisfaction from values acquisition, readiness for values acquisition, belief in attempt for values acquisition, belief in requirement for values acquisition”, respectively. The results obtained as a result of the exploratory factor analysis (EFA) are given in Table 1.

Table 1. Factor analysis results of attitude determination scale for values acquisition (ADSVa)

Factor Item no	Factor Common Variance	Varimax Factor Loads	Eigen values	Factor Explained Variance %	Factor Item no	Factor Common Variance	Varimax Factor Loads	Eigen values	Factor Explained Variance %
Factor I			15.855	19.816	FactorIII			2.295	9.210
Item25	.694	.746			Item21	.777	.769		
Item40	.606	.735			Item19	.646	.762		
Item31	.748	.718			Item18	.727	.762		
Item39	.664	.708			Item43	.565	.606		
Item48	.594	.704			Item17	.519	.517		
Item22	.658	.690			FactorIV			1.977	9.132
Item36	.618	.675			Item37	.689	.756		
Item23	.686	.636			Item32	.633	.728		
Item26	.731	.623			Item35	.664	.684		
Item42	.650	.621			Item29	.587	.599		
Item30	.660	.620			Item38	.435	.506		
Item45	.568	.614			FactorV			1.654	9.081
Item28	.604	.606			Item5	.593	.752		
Item34	.556	.572			Item49	.635	.682		
Item47	.544	.552			Item50	.658	.665		
Factor II			3.133	13.529	Item52	.687	.566		
Item12	.703	.766			Item14	.510	.553		
Item10	.683	.741			Item3	.429	.540		
Item6	.607	.703			Item9	.459	.457		
Item11	.592	.697							
Item7	.491	.673							
Item2	.595	.607							
Item1	.529	.586							
Item13	.388	.561							
Item16	.533	.542							
Total								60.767	

Reliability Analysis

Reliability of the scale was tested with analysis methods depending on obtaining internal consistency re-test test reliability values Cronbach Alpha internal consistency coefficient was found as .95, .89, .85, .80, .81, respectively for each sub-scale and the whole scale and .96 for the whole scale. In order to determine re-test test reliability of the scale, two applications were performed with 20-day-interval to 90 students, and correlation coefficients between the points obtained as a result of two applications were calculated. Re-test test reliability coefficient was calculated as .75. It is stated that the scales with reliability coefficient of and over .70 is accepted as reliable (Pallant, 2005; Fraenkel et al. 2012). It may be said that the reliability coefficient calculated in this sense is sufficient. In addition, Spearman-Brown internal consistency coefficient calculated with division of the test into two equal halves was calculated as 0.91. This result may be interpreted as an indication that all items within the scale measure the same feature.

In detection of the internal consistency, with the aim of examining distinctiveness of the items within the scale, initially corrected item total correlations were calculated, and then t-test was performed for determining the significance of the difference between average points of upper 27% and lower %27 groups. Corrected item total correlation values of the scale vary between 0.31-0.79. As a result of t-test performed between the points of upper-lower 27% groups, the difference between both groups was detected to be significant in $\alpha=.001$ level for all questions. The fact that *t* values relating to the differences are significant between lower and upper groups is interpreted as an evidence of distinctiveness of the item (Tezbasaran 1997; Erkus 2012). Based on these results, it may be said that the items in the scale have distinctive feature. The results relating to reliability analyses for the scale are given in table 2.

Table 2. Reliability analysis results

Factor Item no	Item Total Correlation	Lower27% Upper27% t	Cronbach Alpha Internal Consistency Coefficient	Factor Item no	Item Total Correlation	Lower27% Upper27% t	Cronbach Alpha Internal Consistency Coefficient	
Factor I			.95	FactorIII			.85	
Item25	.710	11.497***		Item21	.565	9.089***		
Item40	.590	7.711***		Item19	.392	4.943***		
Item31	.786	13.341***		Item18	.567	9.307***		
Item39	.703	9.638***		Item43	.543	7.778***		
Item48	.656	10.296***		Item17	.563	8.778***		
Item22	.670	12.256***		FactorIV				.80
Item36	.677	10.018***		Item37	.501	8.246***		
Item23	.701	11.110***		Item32	.326	4.381***		
Item26	.721	11.681***		Item35	.630	9.000***		
Item42	.697	9.855***		Item29	.621	10.056***		
Item30	.740	11.400***		Item38	.485	5.998***		
Item45	.675	11.938***		FactorV				.81
Item28	.653	9.924***		Item5	.310	3.705***		
Item34	.677	10.065***		Item49	.599	9.881***		
Item47	.583	9.836***		Item50	.581	9.156***		
Factor II			.89	Item52	.692	10.142***		
Item12	.616	7.939***		Item14	.554	7.639***		
Item10	.621	10.529***		Item3	.361	6.940***		
Item6	.569	9.373***		Item9	.484	6.050***		
Item11	.547	8.099***						
Item7	.379	4.734***						
Item2	.668	9.069***						
Item1	.610	7.761***						
Item13	.423	9.700***						
Item16	.491	8.154***						
Total							.96	

***P<.001

Correlations between the points obtained from the scale and the points of the sub-factors varied between 0,39 and 0,92. It was observed that the sub-factors and the factors were in positive relationship in $\alpha=0.01$ significance level. Significant correlation coefficients between the items in the measurement tools and the sub-total points were accepted as internal consistency indicator. The correlation values of the sub-factors determined after the factor analysis with each other and the whole scale are given in table 3.

Table 3. Correlation values between attitude determination scale for values acquisition (ADSVA) and sub-factors

Factors	1.Sub-factor	2.Sub-factor	3.Sub-factor	4.Sub-factor	5.Sub-factor
1.Sub-factor					
2.Sub-factor	,637**				
3.Sub-factor	,579**	,554**			
4.Sub-factor	,612**	,440**	,381**		
5.Sub-factor	,588**	,469**	,386**	,552**	
Scale total	,923**	,787**	,703**	,727**	,752**

**P<.01

Consequently, ADSVA consists of 41 items as 16 negative and 25 positive items. Scale items were graded as “Totally Agree”, “Substantially Agree”, “Partially Agree”, “Disagree”, “Totally disagree” in 5 likert-type. Negative items within the scale is graded as opposite of positive items. The highest point to be taken from the scale is 210 while the lowest point is 41. The fact that the points within the scale are high shows positive attitude for values acquisition.

4. CONCLUSION AND DISCUSSION

Aim of this study is to develop a scale having measurement reliability that can help determining attitudes for values acquisition of secondary school students. In scale development process, opinions of the target group about values acquisition were applied, the relevant literature was examined, and a broad item pool relating to this subject was constituted. On decision of validity of scope and appearance of the measurement tool, expert opinions were taken, and these opinions were determinative in ultimate decision. 41 items within the scale was stated as “Totally Agree”, “Substantially Agree”, “Partially Agree”, “Disagree”, “Totally disagree” in 5 likert type grading, and it was applied to 325 high school senior students within the sample. In order to test validity of the scale, exploratory factor analysis (AFA) was performed to the data set obtained. As a result of the analysis, 11 items were excluded from the scale, and the ultimate scale form of 41 items was reached. 41 items within the definite scale form consist 60.767% of the total variance.

In reliability of the scale, Cronbach Alfa internal consistency coefficients and re-test test methods were used. Cronbach Alpha internal consistency was calculated as .96 for the whole scale, and as .95, .89, .85, .80, .81 for the sub-scales, respectively. A $\alpha=0.01$ significant positive relationship was detected between the sub-factors of the scale and the whole scale. In order to determine re-test test reliability of the scale, the reliability coefficient was calculated as .75 as a result of the implementation participated by 90 students with 20-day-interval. Spearman-Brown internal consistency coefficient which was calculated as division of the test into two equal halves was found as 0.91.

In order to examine distinctiveness of the items within the scale, corrected item total correlations were calculated and item analysis was performed with comparison of 27% lower-upper group. As a result of the item analysis, it was determined that item total correlation values varied between 0.31-0.79, and the difference between the groups for each question at the end of the t-test as a consequence of the comparison of the points of 27% upper-lower group was in $\alpha=.001$ level. These results obtained as a result of the analysis constitute a strong evidence relating to distinctiveness of the items within the scale.

From the study, psychometric results obtained from the scale shows that Attitude Determination Scale for Values Acquisition (ADSVA) is a measurement tool that can be used in determination of the attitudes of the students and that has measurement reliability.

5. SUGGESTIONS

On examination of the literature, it is observed that the studies conducted relating to the subject are predominantly related to opinions of teacher candidates and teachers relating to values education. Fewness of studies based on student opinion and the absence of opinion and attitude studies for values acquisition within these studies is important in terms of providing a data tool that can be used accordingly to the literature. It is thought that the scale developed will contribute to the field and studies of researchers in this direction. Application of the measurement tool to different sample groups will enable structural strengthening of the present scale. Moreover, it will give idea to researchers for measurement tools that can be developed in this direction.

REFERENCES

- Akbas O. (2004). (Evaluation of the degree of reaching of affective goals at the elementary level in Turkish national education system).Turk milli egitim sisteminin duyussal amaclarinin ilkogretim II. kademedeki gerceklesme derecesinin degerlendirilmesi. Yayinlanmamis doktora tezi, Gazi Universitesi Egitim Bilimleri Enstitusu, Ankara.

- Akkiprik, G.B. (2007). (According to general high school's teachers acquiring values to students by character education). Genel lise öğretmenlerine göre karakter eğitimi yoluyla öğrencilere kazandırılacak değerler. Yayınlanmamış yüksek lisans tezi, Yedi Tepe Üniversitesi, Eğitim Bilimleri Enstitüsü, İstanbul.
- Aras, G.(2014). (Man and society: literature and values education) İnsan ve toplum: edebiyat ve değerler eğitimi. *Akademik Bakış Dergisi*. İktisat ve Girişimcilik Üniversitesi Türk Dünyası Kırgız-Türk Sosyal Bilimler Enstitüsü.
- Aydın, A. (2005). (Compares value hierarchy between the students language and history-geography faculty and the student of divinity faculty). Dil ve tarih coğrafya fakültesi öğrencilerinin değer hiyerarsileri ile ilahiyat fakültesi öğrencilerinin değer hiyerarsilerinin karşılaştırılması. Yayınlanmamış yüksek lisans tezi, Ankara Üniversitesi Sosyal Bilimler Enstitüsü.
- Baydar, P.(2009). (The level of value acquisition which is determined in fifth grade primary school and the evaluation of the problems which are encountered in that process). İlköğretim 5. sınıf sosyal bilgiler programında belirlenen değerlerin kazanım düzeyleri ve bu süreçte yaşanan sorunların değerlendirilmesi. Cukurova Üniversitesi Sosyal Bilimler Enstitüsü. Yayınlanmamış yüksek lisans tezi.
- Bloom, B.S.(1998). (Human Qualities and Learning at School) *İnsan Nitelikleri ve Okulda Öğrenme* (cev. Özcelik DA) (3. Baskı). İstanbul : MEB Yayınları.
- Bottery, M.(2004). Values education: Introduction. R. Bailey, (Ed.) *Teaching values and citizenship across curriculum: Educating children for the world*. London: Routledge Falmer, pp. 3-13.
- Buyukozturk, Ş., Kilic, C., Akgun, E., Karadeniz, S. & Demirel F (2013). (Scientific Research Methods) *Bilimsel Araştırma Yöntemleri*, Ankara: Pegem-A Yayıncılık. :177-178
- Coombs-Richardson, R., & Homer T. (2005). A Comparison of values rankings for selected American and Australian teachers. *Journal of Research in International Education*, 4 (3), 263- 277.
- Deroche, E.F. & Williams M.M. (2001). *Character Education*. Boston: Scarecrow Press, Inc.
- Demirel, M.(2009). A review of elementary education curricula in Turkey: Values and values education. *World Applied Sciences Journal*, 7 (5): 670-678.
- Dilmac, B., Bozgeyikli H. & Cıkılı, Y.(2008). (Examination of teacher candidates' values perceptions according to different variables). Öğretmen adaylarının değer algılarının farklı değişkenler açısından incelenmesi. *Değerler Eğitimi Dergisi*, 6(16): 69-91.
- Erkenekli, M.(2013). (An Integrated Value-Centered Cultural Model Suggestion for Social Culture Studies). Toplumsal kültür araştırmaları için değer merkezli bütünleşik bir kültür modeli önerisi. *Savunma Bilimleri Dergisi*, 12(1): 147-172.
- Erkus, A.(2012). (Psychology Measurement and Scale Development). *Psikolojide Ölçme ve Ölçek Geliştirme*. Ankara: Pegem Akademi Yayınları.
- Fidan, K.N.(2009). (Opinions of The Candidate Teachers About Value Education). Öğretmen adaylarının değer öğretimine ilişkin görüşleri. *Kuramsal Eğitimbilim*, 2(2): 1-18.
- Fraenkel, J.R, Wallen, N.E & Hyun, H.H.(2012). *How to design and evaluate research in education*. New York: McGraw Hill.
- Hoe, S.L.(2008). Issues and Procedures in Adopting Structural Equation Modeling Technique. *Journal of Applied Quantitative Methods*, 3(1): 76-83.
- Inceoglu M 2010.(Attitude, Perception, Communication). *Tutum,Algı,İletişim*. Beykent Üniversitesi Yayınevi. İstanbul.
- Keskin, Y.(2008). (Values education in social studies teaching curriculums at Turkey: Historical development, researching of 1998 and 2004 curriculums effectiveness). Türkiye’de sosyal bilgiler programlarında değerler eğitimi: tarihsel gelişim, 1998 ve 2004 programlarının etkililiğinin araştırılması. İstanbul: Marmara Üniversitesi Eğitim Bilimleri Enstitüsü. Yayınlanmamış Doktora Tezi.
- Kahn, J.H.(2006). Factor Analysis in Counseling Psychology Research, Training, and Practice: Principles, Advances, and Applications. *The Counseling Psychologist*. 34(5): 684-718.
- Kusdil, M.E. & Kagitçibasi, C.(2000). (Values Tendency of Turkish Teachers and Schwartz Theory of Values). Türk öğretmenlerinin değer yönelimleri ve schwartz değer kuramı. *Türk Psikoloji Dergisi*, 15: 59- 76.
- Oguz, A.(2011). (Teacher candidates' democratic values and teaching and learning understandings). Öğretmen adaylarının demokratik değerleri ile öğretim ve öğrenme anlayışları, *Değerler Eğitimi Dergisi*, 9(22): 139-160.
- Oguz, E.(2012). (Views of Pre-service Teachers on Values and Value Education). Öğretmen adaylarının değerler ve değerler eğitimine ilişkin görüşleri. *Kuram ve Uygulamada Eğitim Bilimleri (KUYEB) - Değerler Eğitimi Sempozyumu Ek Özel Sayısı*, 12(2):1309-1325.
- Pallant, J.(2005). *SPSS survival manual: A step by step guide to data analysis using SPSS for Windows*. Australia: Australian Copyright.

- Revell, L.(2002). Children’s responses to character education. *Educational Studies*, 28: 421-431.
- Sari, E.(2005). (Value preferences of candidate teachers). Ogretmen adaylarının deger tercihleri: Giresun Egitim Fakültesi ornegi, *Degerler Egitimi Dergisi*, 3(10): 73-88.
- Simon, S.B., Leland, W.H & Kirschenbaum, H.(1972). Values clarification a handbook of practical strategies and students. New York: Hart Publishing Company, Inc.
- Tabachnick, B.G, & Fidell, L.S.(2007). *Using multivariate statistics*. Boston: Allyn and Bacon.
- Taşdemir, A. (2012). (Examination of Turkish Students’ Opinions Related to Values in the Example of Iraq, Saudi Arabia and Turkey). Değerlere ilişkin Türkiye, Irak ve Suudi Arabistan örneklemindeki Türk öğrencilerin görüşlerinin incelenmesi. *Kuram ve Uygulamada Eğitim Bilimleri (KUYEB)*, 12(3): 1707-1736.
- Tavsancıl, E.(2014). (Attitude Measurement and Data Analysis with SPSS) *Tutumların Olculmesi ve SPSS İle Veri Analizi*. Nobel Yayıncılık. Ankara.
- Tezbasaran, A.A. (1997). (Likert Type Scale Development Guide). *Likert Tipi Olcek Gelistirme Kılavuzu*. Ankara: Türk Psikologlar Derneği.
- Tokdemir, M.A. (2007). (History Teachers Views on Values and Values Education). Tarih ogretmenlerinin degerler ve deger egitimi hakkındaki gorusleri. Trabzon: Karadeniz Teknik Universitesi Sosyal Bilimler Enstitusu. Yayınlanmamış Yüksek Lisans Tezi.
- Thornberg, R.(2008). The lack of Professional knowledge in values education. *Teaching and Teacher Education*. 24: 1791-1798.
- Turan, I.(2014). (Character Education: America Example). Karakter Egitimi: Amerika Ornegi, *Marife Bahar*. pp. 90.
- Yaman, E.(2012). (Values Education) . *Degerler Egitimi*, Ankara: Akçay Yayınları.
- Yasaroglu, C.(2014). (The Investigation Of Classroom Teachers' Attitudes Towards The Value Education In The Term Of Various Variables). Sınıf ogretmenlerinin degerler egitimine yönelik tutumlarının cesitli degiskenler acısından incelenmesi. *International Journal of Social Science*, 27: 503-515.
- Yazar, T.(2012). (Opinions of the Prospective Teachers about Values). Ogretmen adaylarının degerler hakkındaki görüsleri, *Pegem Egitim ve Ogretim Dergisi*, 2(1): 61-68.
- Yesil, R. & Aydın, D.(2007). (The Method and Timing in Democratic Values Education). Demokratik degerlerin egitiminde yöntem ve zamanlama. *Türkiye Sosyal Arasturmalar Dergisi*, 11 (2): 65-84.
- Yildirim, K.(2009). Values education experiences of Turkish class teachers: A phenomeonological approach. *Eurasian Journal of Educational Research*, 35: 165-184.
- Witherspoon, W.A.(2007). Character education: determining barriers to iplementation. Ph. D. Thesis. George Fox University.