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Teachers' Views Regarding the Values Covered in the Social Studies Curriculum

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Abstract

Societies constantly develop and change. In this regard, their expectations from education in terms of raising well-educated individuals increase day by day. Especially unfavorable events such as wars and violation of human rights have increased the importance of educated people's being equipped with values as much as knowledge and skills. Schools are the primary institutions that bear the responsibility of raising people equipped with values and they try to discharge this responsibility through curriculum. Social studies curriculum has an important role in helping individuals to gain these values. The main purpose of this study is to identify the views of teachers regarding the values in the social studies curriculum. In line with this general purpose, the level allocated to values in the objectives, content and teaching-learning processes and the level that should be allocated; the differences between the levels that the values are taught and the levels they should be taught; the suitability of school and family environment and generally social life for teaching the values; the order of importance for the values; and the problems encountered in the process of teaching the values in social studies course were investigated according to teachers' views. The study was conducted with 117 classroom and social studies teachers, working in 15 schools located in Adana, Turkey. The data were collected through the "Views regarding the Values covered in the Social Studies Curriculum" questionnaire developed by the researcher. In analyzing the data frequencies, percentages, arithmetic means and standard deviations were calculated and independent samples t-test was performed. Results show that there are significant differences between the level allocated to the 24 values and the level they should be allocated in the social studies curriculum. According to teachers, the values covered in the program are not taught adequately. Besides, teachers do not find the physical conditions of schools, and the family and social life of students adequate in teaching the values. The mostly regarded values by the teachers are being fair, respect for the flag and the national anthem, unity of family, patriotism, and toleration. The problems mostly encountered in the process of teaching the values are inadequate physical equipment at schools as well as inadequate time and family support.

Keywords: Social studies curriculum, values, curriculum evaluation.

1. Introduction

Schools are the institutions primarily responsible for the cognitive, psychomotor and emotional development of the children. Each course taught at school tries to contribute to individuals' development in these three main aspects within its own framework. However, while some of the courses in the curriculum contribute much more to the cognitive domain as a matter of their nature, some courses contribute much more to the psychomotor domain. Social studies course is among the significant courses which are supposed to contribute especially to the affective domain in addition to the cognitive domain. Since, social studies is a course playing a vital role in teaching foreseen knowledge, skills, values and attitudes and accordingly educating the citizen equipped with the required qualifications. Although civic competence is not the only responsibility of social studies nor is it exclusive to the field, it is more central to social studies than to any other subject area in schools. As Kara, Topkaya and Şimşek (2012) also stated, through the skills and values that covered in the Social studies curriculum, students will be able to get in a healthier socialization process.

Doğanay (2002, p.17) defines Social Studies, benefiting from the content and methods of other social sciences and humanities, as a field of study which handles human's interaction with his physical and social environment within the time dimension with an interdisciplinary approach and aiming to educate citizens equipped with fundamental democratic values about the life, able to think effectively, and skillful in a globalizing world. According to the National Council for the Social Studies (NCSS, 1992), social studies is the integrated study of the social sciences and humanities to promote civic competence, and the primary purpose of this course is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. The social studies course offered in primary education is of major importance in enabling students to internalize basic social priorities, a citizenship consciousness, a worldview and social skills and behaviors, and in equipping students with the skills that will enable them to become good and useful citizens (Akınoğlu, 2008). Tay, Durmaz and Şanal (2013) stated that the main purpose of social studies is to help the young people make informed and rational decisions for the public good as the citizens of a culturally diverse and democratic society in an interconnected world. As for Kaya and Eroğlu (2013), a child starting primary school starts to learn democratic governance, processes, principles and values with social studies curriculum considered as the formal civic education program and in this respect social studies course can be accepted as the field of application of democracy education. As it can be seen in these explanations, social studies have a crucial role especially in educating (raising) citizens who are fully equipped with the required knowledge, skills and values for democracy. In short, since civic competence is the central aim of social studies, educating students who are committed to the ideas and values of democracy is the central goal of this course.

The formation of society consist of individuals who gain the values like honesty, diligence, responsibility, respect and helpfulness will contribute to the continuation of the society and to the welfare of people (Ersoy and Şahin, 2012). Since one of the most essential features of a good citizen is being equipped with some values, values education is closely related to citizenship education. In the national elementary curriculum, the concept of value is defined as the common thought, purpose, basic moral principles or beliefs which are accepted to be correct and necessary by the majority of the members of community or a social group to ensure its existence, unity, process, and continuity (Özgüven,1999; cited in MONE, 2005). According to Oluwagbohunmi (2013), the search for the means of instilling good traits, norms and attitude in the citizens through the formal school system led to the inclusion of social studies in the curriculum; and the subject therefore focuses on developing the right values, attitudes and skills that will help the child to become a responsible citizen, to interact effectively with others and perform civic and national duties.

Social studies is a subject that is value-laden (Adeyemi, 2012; Kan, 2010). The basic common values in the social studies curriculum for 4th-7th grades in Turkey are being fair, appreciation of family unity, independence, peace, being scientific, being hardworking, solidarity, sensibility, cleanliness and appreciation of being healthy, aesthetics, tolerance, hospitality, freedom, honesty, respect to others' feelings and opinions, respect to Turkish flag and national anthem, responsibility, patriotism, helpfulness, love, Repect for Turk ancestors, Sensitivity to the natural environment, academic honesty, and Sensitivity to cultural heritage (MONE, 2005). However, these values' taking place in the curriculum cannot ensure that they will be taught to the students at the desired level. Stating that the individuals not equipped with the values necessary for themselves and their social and physical environment can use their knowledge for the actions without benefit for the humanity and environment Doganay (2006, p.257) emphasizes that even though the values are an important area which should be developed and matured by education, they are neglected both in general education and in social studies education.

That the values are neglected in social studies appears not only in the curriculum but also in the researches carried out related to this course. Oruç and Ulusoy (2008) analyzed the master's theses related to teaching social studies in Turkey between 2000 and 2007 and indicated that only six of them focused on values and skills. Over last few years, even the number of studies conducted regarding to the values education within the framework of social studies course in Turkey has relatively increased (Balcı & Yanpar-Yelken, 2013; Berkant & Sürmeli, 2013; Çelikkaya & Öztürk-Demirbaş, 2013; Ersoy & Şahin, 2012; Gömleksiz & Cüro, 2011; Kan, 2010; Kurtdede Fidan, 2013; Tay, Durmaz, & Şanal, 2013; Yaşar & Çengelci, 2012), it is still difficult to say that the number of these studies is sufficient.

In order for social studies which has important roles in raising individuals to improve and transform the society with an active and participative spirit, the instructional program should be equipped with values as much as knowledge and skills. Besides, arrangement of the implementation process of the curriculum in schools in accordance with values education is also significant. To what extent does the social studies course fulfill this responsibility in helping individuals to gain values? Are the values that should be owned by active citizens covered in the present curriculum adequately and efficiently? What do teachers think about the values covered in the curriculum? Answers to be given to questions like these will contribute to help social studies course to fulfill the responsibility of raising active citizens in a much more qualified way. The main purpose of this study based on this notion is to identify the views of teachers regarding the values in the social studies curriculum. In line with this general purpose, the following questions guided the study:

1. According to teachers' views, are there differences between the level allocated to values in the goals, content and teaching-learning processes and the level that should be allocated?
2. According to teachers' views, are there any differences between the levels that the values are taught and the levels they should be taught?
3. According to teachers' views, to what extent is the level of school and family environment and generally social life suitable for teaching the values in the social studies course?
4. According to teachers' views, what is the order of importance for the values covered in the social studies course?
5. According to teachers' views, what are the problems experienced in the process of teaching the values covered in social studies course?

2. Method

2.1. Participants

The participants of the study were identified using cluster-sampling method among 4th and 5th grade classroom and social studies teachers working in schools located in Adana city center, Turkey. The study was conducted with 117 classroom and social studies teachers, 66 (56.4%) females and 51 (43.6%) males, working in 15 schools. Of the 117 teachers, 4 (3.4%) teachers had 0–5 years; 12 (10.3%) teachers had 6–10 years; 25 (21.4%) teachers had 11–15 years; 24 (20.5%) teachers had 16–20 years and 51 (43.6%) teachers had 21 and more years of seniority.

2.2. Data Collection Instrument

The data were collected through the "Views regarding the Values covered in the Social Studies Curriculum" questionnaire developed by the researcher. The first section of the questionnaire aimed to obtain information about the participants' personal features (gender, years of experience, etc.). The second part investigated how much the 24 values (independence, peace, being scientific and hardworking, etc.) covered in the goals of the curriculum and how much they should be covered and aimed to find out the views regarding to what extent these values could and should be taught. The questions were given on a 5-point Likert scale (1. Never-5.Always). The questionnaire also included questions that aimed to identify views regarding the appropriateness of the physical conditions in the school and family environment of the students and the social life in general in teaching the values, which values are given more importance, and the problems experienced in the process of teaching the values. Reliability and validity of the questionnaire was enhanced with the help of 14 experts (eight instructors, four classroom teachers, and two social studies teachers). The questionnaire was also piloted with 17 teachers and revised accordingly.

2.3. Data Analysis

The data were analyzed using frequencies, percentages, arithmetic means and standard deviations. The differences between teachers' views regarding the level allocated to values in the related categories and the level they should be allocated are compared using independent samples t-test.

3. Results

3.1. Teachers' Views About The Level Allocated To Values In The Curriculum And The Level That Should Be Allocated

One of the question sets in the questionnaire is intended for determining the teacher views regarding to what extent 24 values in the curriculum take place in the learning outcomes, content and activities and to what extent they should take place. Means and standard deviations about teachers' responses, and results of the t-test performed to investigate the differences between current and ideal situations of the values covered in the social studies curriculum are illustrated in Table 1 and Table 2.

Table 1. T-Test Results About The Level Allocated To Values In The Goals and Content And The Level That Should Be Allocated

	The Level Allocated To Values In The Goals					The Level Allocated To Values In The Content				
	Current Situation		Ideal Situation			Current Situation		Ideal Situation		
Values	Mean	SD	Mean	SD	t	Mean	SD	Mean	SD	t
1. Being fair	3.52	.92	4.60	.52	-11.641*	3.33	.93	4.63	.61	-13.014*
2. Appreciation of family unity	3.86	.98	4.59	.61	-8.351*	3.72	.99	4.66	.57	-10.046*
3. Independence	3.71	.94	4.57	.57	-9.680*	3.61	.96	4.66	.52	-11.455*
4. Peace	3.79	1.01	4.68	.50	-9.752*	3.69	.97	4.67	.51	-10.838*
5. Being Scientific	3.79	.98	4.53	.63	-8.916*	3.72	.96	4.60	.64	-9.616*
6. Being hardworking	3.72	.97	4.52	.61	-9.529*	3.59	.95	4.61	.57	-11.731*
7. Solidarity	3.95	.95	4.60	.57	-8.038*	3.85	.90	4.69	.53	-9.767*
8. Sensibility	3.60	.97	4.58	.56	-10.448*	3.57	.90	4.63	.53	-11.562*
9. Cleanliness and appreciation of being healthy	3.75	.96	4.53	.65	-9.466*	3.72	.93	4.60	.67	-10.043*
10. Aesthetics	3.07	1.06	4.33	.72	-12.837*	3.22	.98	4.38	.77	-11.447*
11. Tolerance	3.69	1.04	4.68	.50	-9.576*	3.68	.96	4.66	.58	-10.148*
12. Hospitality	3.67	1.02	4.44	.70	-8.088*	3.68	.98	4.50	.69	-8.522*
13. Freedom	3.57	1.06	4.57	.57	-10.297*	3.55	.98	4.65	.56	-11.857*
14. Honesty	3.55	1.03	4.71	.49	-11.145*	3.57	1.00	4.76	.50	-11.651*
15. Respect to others' feelings and opinions	3.61	.97	4.69	.49	-11.672*	3.66	.94	4.73	.48	-11.113*
16. Respect to Turkish flag and national anthem	4.02	1.05	4.66	.60	-6.210*	3.95	1.03	4.72	,53	-7.418*
17. Responsibility	3.66	.98	4.62	.59	-9.862*	3.68	.90	4.63	.55	-10.363*
18. Patriotism	3.77	1.10	4.68	.56	-8.213*	3.81	1.00	4.74	.56	-8.978*
19. Helpfulness	3.68	.96	4.66	.50	-10.455*	3.72	.90	4.68	.50	-10.738*
20. Love	3.71	.95	4.67	.52	-9.815*	3.66	.93	4.71	.52	-11.598*
21. Respect for Turk ancestors	3.80	1.10	4.54	.67	-6.952*	3.73	1.04	4.65	.59	-8.643*
22. Sensitivity to the natural environment	3.70	.97	4.62	.52	-10.011*	3.70	.91	4.64	.54	-9.967*
23. Academic honesty	3.33	1.12	4.50	.63	-11.345*	3.32	1.10	4.54	.65	-11.614*
24. Sensitivity to cultural heritage	3.56	1.08	4.56	.67	-9.181*	3.55	1.08	4.63	.62	-10.004*

*P<.01

As it is seen in Table 1, the current situation means related to the level of 24 values in social studies curriculum taking place in the outcomes change between 3.07 and 4.02; while the means related to the ideal situation of the values change between 4.33 and 4.71. As a result of t-test, it was found that the differences between the current situation of the values and the importance means pointing the ideal level were significant for all values (p<.01).

Table 1 reveals that the means for current situation of the values in the content of the social studies curriculum are between 3.22 and 3.85; while the means of importance level of the values are between 4.38 and 4.76. T-test performed in

order to analyze the differences between the means of current and ideal situations of the values shows that the differences between the means were is statistically significant all the values (p<.01).

Results about the differences between the level allocated to values in the activities and the level that should be allocated, and the level that the values are already taught and the level they should be taught are illustrated in Table 2.

Table 2. T-Test Results About The Level Allocated To Values In The Learning Activities And The Level That Should Be Allocated And The Level That The Values Are Taught And The Level They Should Be Taught

	The Level Allocated To Values In The Learning Activities					The Level That the Values in the Curriculum Are Taught				
	Current Situation		**Ideal Situation**			**Current Situation**		**Ideal Situation**		
Values	Mean	SD	Mean	SD	t	Mean	SD	Mean	SD	t
1. Being fair	3.43	.98	4.59	.57	-13.317*	3.38	.95	4.72	.48	-14.518*
2. Appreciation of family unity	3.62	.97	4.53	.65	-10.293*	3.60	.95	4.66	.56	-11.573*
3. Independence	3.62	.94	4.54	.63	-10.435*	3.54	.94	4.66	.56	-12.098*
4. Peace	3.53	1.03	4.54	.60	-11.829*	3.59	1.03	4.71	.51	-12.082*
5. Being Scientific	3.51	1.03	4.51	.70	-11.018*	3.42	1.01	4.64	.53	-13.131*
6. Being hardworking	3.58	.97	4.55	.66	-10.838*	3.51	.95	4.68	.56	-13.253*
7. Solidarity	3.70	.90	4.58	.59	-10.570*	3.64	.94	4.66	.52	-10.970*
8. Sensibility	3.54	.90	4.56	.59	-11.009*	3.50	.87	4.64	.50	-12.707*
9. Cleanliness and appreciation of being healthy	3.66	.87	4.58	.63	-11.386*	3.58	.98	4.70	.53	-11.535*
10. Aesthetics	3.19	.99	4.40	.75	-13.088*	3.31	1.02	4.55	.62	-12.284*
11. Tolerance	3.47	.98	4.58	.60	-11.115*	3.48	.91	4.68	.56	-13.226*
12. Hospitality	3.59	.98	4.46	.70	-9.686*	3.65	.89	4.57	.60	-10.755*
13. Freedom	3.48	1.00	4.59	.54	-11.939*	3.45	.99	4.69	.51	-13.042*
14. Honesty	3.49	.98	4.64	.56	-12.324*	3.59	.95	4.77	.49	-12.404*
15. Respect to others' feelings and opinions	3.57	.99	4.68	.55	-11.741*	3.51	.97	4.78	.43	-13.459*
16. Respect to Turkish flag and national anthem	3.88	1.05	4.66	.64	-7.390*	3.93	.95	4.73	.56	-8.758*
17. Responsibility	3.52	.87	4.60	.58	-12.830*	3.49	.90	4.75	.45	-14.145*
18. Patriotism	3.74	.98	4.58	.73	-8.388*	3.76	.96	4.75	.50	-9.994*
19. Helpfulness	3.64	.86	4.59	.59	-11.459*	3.69	.86	4.73	.53	-12.153*
20. Love	3.59	.93	4.58	.61	-11.493*	3.71	.82	4.66	.55	-11.757*
21. Respect for Turk ancestors	3.80	1.04	4.56	.73	-6.947*	3.76	1.01	4.66	.59	-8.841*
22. Sensitivity to the natural environment	3.61	.94	4.63	.58	-11.851*	3.60	.92	4.75	.45	-12.736*
23. Academic honesty	3.27	1.08	4.47	.68	-12.454*	3.37	1.10	4.62	.61	-12.494*
24. Sensitivity to cultural heritage	3.53	1.03	4.51	.73	-10.238*	3.62	1.04	4.66	.57	-10.368*

*P<.01

Table 2 in which the analysis results related to the level of values' taking place in the learning activities and the ideal level they should take place are illustrated reveals that, while the current situation means of the values are between 3.19 and 3.88; the means related to importance level of the values are between 4.40 and 4.68. Results of the t-test shows that, the differences between the level allocated to values in the activities and the level that should be allocated are statistically significant for all values (p<.01).

The second sub-question of the research was as "According to teachers' views, are there any differences between the levels that the values are taught and the levels they should be taught?" The current situation means regarding to what extent 24 values in social studies curriculum were taught are between 3.31 and 3.93 as it can be seen in Table 2; while the importance means regarding the ideal level they should be taught are between 4.55 and 4.78. The differences between the level that the values are already taught and the level they should be taught were found to be statistically significant at.05 level.

3.2. The Suitability Level of School And Family Environment And Generally Social Life For Teaching The Values In The Social Studies Course

Another question set in the questionnaire is intended for determining the teachers' views regarding to what extent the physical conditions of schools (such as building, garden, classrooms, etc..), the culture of life in school, students' family environments and the life in the society are suitable for teaching the values in social studies course. Descriptive statistics of teachers' answers to this question are shown in Table 3.

Table 3. Descriptive Statistics About Suitability level of School's physical conditions, Schools' Culture, Students' Family Environment and Social Life In General for teaching the values

	School's physical conditions		School's culture		Students' Family Environment		Social Life	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Values								
1. Being fair	3.28	1.04	3.37	1.11	2.94	1.08	3.23	1.08
2. Appreciation of family unity	3.56	1.04	3.64	.99	3.18	1.00	3.44	.99
3. Independence	3.57	.96	3.60	1.08	3.18	1.11	3.32	1.09
4. Peace	3.63	.99	3.64	1.02	3.24	1.05	3.38	1.06
5. Being Scientific	3.31	1.16	3.35	1.19	2.97	1.17	3.10	1.23
6. Being hardworking	3.64	.94	3.62	1.03	3.17	1.09	3.33	1.04
7. Solidarity	3.56	1.02	3.58	1.05	3.29	1.04	3.50	1.05
8. Sensibility	3.44	1.03	3.50	1.14	3.12	1.15	3.32	1.13
9. Cleanliness and appreciation of being healthy	3.57	1.12	3.61	1.12	3.29	1.20	3.42	1.17
10. Aesthetics	3.17	1.11	3.25	1.17	2.93	1.18	3.14	1.26
11. Tolerance	3.68	1.05	3.60	1.15	3.22	1.15	3.39	1.14
12. Hospitality	3.75	.92	3.83	.92	3.57	1.06	3.76	1.01
13. Freedom	3.61	1.07	3.58	1.13	3.26	1.21	3.42	1.20
14. Honesty	3.52	.92	3.54	1.03	3.26	1.01	3.42	1.07
15. Respect to others' feelings and opinions	3.49	1.02	3.56	1.05	3.12	1.12	3.30	1.15
16. Respect to Turkish flag and national anthem	4.12	.98	4.13	.95	3.58	1.15	3.80	1.05
17. Responsibility	3.56	1.06	3.59	1.050	3.25	1.07	3.37	1.08
18. Patriotism	3.93	.99	3.92	.99	3.53	1.11	3.60	1.15
19. Helpfulness	3.71	1.01	3.68	.99	3.42	1.04	3.49	1.03
20. Love	3.65	1.12	3.75	1.08	3.37	1.19	3.42	1.18
21. Respect for Turk ancestors	3.87	1.05	3.88	1.14	3.33	1.20	3.46	1.18
22. Sensitivity to the natural environment	3.56	1.12	3.60	1.13	3.11	1.18	3.18	1.18
23. Academic honesty	3.46	1.101	3.53	1.18	3.06	1.23	3.17	1.26
24. Sensitivity to cultural heritage	3.61	.99	3.68	1.05	3.07	1.17	3.31	1.15

*P<.01

As seen in Table 3, the arithmetic means regarding to the convenience of the physical conditions of the schools in terms of teaching the values in social studies curriculum are between 3.17 (aesthetics) and 4.12 (respect for the Turkish flag and the national anthem). When the teachers' opinions about the convenience of the culture of life in school are examined, it is seen that the first three values which the most positive opinions the teachers have about are respect for the flag and the national anthem (4.13), patriotism (3.92) and respect for Turkish ancestors (3.88); while the first three values which the most negative opinions the teachers have about are aesthetics (3.25), being scientific (3.35) and being fair (3.37). According to teachers, the values that the students' family environments are most suitable are respect for the flag and national anthem (3.58), hospitality (3.57) and patriotism (3.53); while the values that the students' family environments are most unsuitable are aesthetics (2.93), being fair (2.94) and being scientific (2.97). While the values that the teachers find the general life in the society most suitable in terms of teaching of the values are respect for the flag and national anthem (3.80), hospitality (3.76) and patriotism (3.60); the first three values receiving the most negative opinions are being scientific (3.10), aesthetics (3.14) and academic honesty (3.17). According to teachers' opinions, while the values

that the physical conditions of schools, the culture of life in school, students' family environments and the life in society in general are most convenient to teach are respect for the flag and the national anthem and patriotism; the features that these dimensions have are found inconvenient in terms of aesthetics and being scientific.

3.3. The Order of İmportance for the Values Covered In Social Studies Curriculum

Within the research, the teachers were asked to put the values they see as the most important and prioritized among the values covered in social studies course in order of importance. Table 4 shows the most prioritized values by the teachers.

Table 4. The most Prioritized Values by the Teachers

Order	The Most Prioritized Five Values As The First Choice	f	The Most Prioritized Five Values As The Second Choice	f	The Most Prioritized Five Values As The Third Choice	f
1	Being fair	24	Independence	12	Honesty	14
2	Respect to Turkish flag and national anthem	13	Appreciation of family unity	10	Tolerance	11
3	Appreciation of family unity	11	Tolerance	10	Respect to others' feelings and opinions	9
4	Patriotism	9	Patriotism	9	Being Scientific	9
5	Tolerance	8	Respect to Turkish flag and national anthem	8	Peace	6

As it can be seen in Table 4, among the values covered in the social studies curriculum, while the most prioritized five values as the first choice are being fair, respect to Turkish flag and national anthem, appreciation of family unity, Patriotism, and tolerance; the most prioritized five values as the second choice are independence, appreciation of family unity, tolerance, patriotism, and respect to Turkish flag and national anthem. The most prioritized five values as the third choice are honesty, tolerance, respect for others' feelings and opinions, being scientific, and peace.

3.4. The Problems Encountered In The Process Of Teaching the Values

Table 5 illustrated the teachers' views about the problems they encountered in the process of teaching the values covered in social studies course.

Tablo 5. Problems Encountered İn The Process Of Teaching The Values

	Never		Seldom		Sometimes		Frequently		Always			
	f	%	f	%	f	%	f	%	f	%	Mean	SD
1. Inadequacy of time	4	3.4	10	8.6	44	37.9	36	31.0	22	19.0	3.53	1.00
2. Inadequacy of equipment	2	1.7	11	9.5	36	31.0	46	39.7	21	18.1	3.62	.94
3. Insufficient physical conditions	7	6.0	19	16.4	28	24.1	41	35.3	21	18.1	3.43	1.14
4. Teachers' insufficient knowledge and skills in teaching values	48	42.9	37	33.0	16	14.3	8	7.1	3	2.7	1.93	1.05
5. Teachers' believing the necessity of acquisition of some values	56	49.6	30	26.5	19	16.8	4	3.5	4	3.5	1.84	1.05
6. Teachers' not being a sufficient model for students in terms of the values	70	60.9	27	23.5	11	9.6	4	3.5	3	2.6	1.63	0.97
7. Inadequacy of the students' readiness level	6	5.2	23	20.0	37	32.2	38	33.0	11	9.6	3.21	1.04
8. Negative effects of social environment	7	6.1	21	18.4	34	29.8	33	28.9	19	16.7	3.31	1.13
9. School's not providing a good environment in which the values are live and lived	13	11.2	29	25.0	38	32.8	24	20.7	12	10.3	2.93	1.15
10. Trying to teach the values not keeping them alive but only telling them	10	8.6	22	19.0	39	33.6	30	25.9	15	12.9	3.15	1.13
11. The values' gained at school not being cared by the families	8	6.9	14	12.1	32	27.6	44	37.9	18	15.5	3.43	1.10
12. The values' gained at school not being valid for the real social life	21	18.8	21	18.8	25	22.3	30	26.8	15	13.4	2.97	1.32

As seen in Table 5, in teaching process of the values covered in social studies course, the most common problems teachers indicate that they face with are lack of material, inadequacy of time, lack of physical facilities and the values' taught at school not being cared by the families; while the least encountered problems are the items implying for the professional and personal characteristic competency of the teacher such as "not being a model for my students enough about these values", " not believing that some values should be gained" and "not having the necessary knowledge and skill about values education".

4. Discussion

The first question of the research was about the differences between the level allocated to the 24 values and the level they should be allocated in the dimensions (objectives, content, teaching-learning process) of social studies curriculum. At the end of the analysis, that the means obtained from a 5-point rating scale were generally between 3 and 4 and according to this the values take place in the outcomes, content and activities at a level above average. Also in the research that Gömleksiz and Cüro carried out (2011), it was found that the social studies course made important contributions to development of values such as patriotism, caring for cultural and national values, respect, protecting the nature and responsibility in students. Although not with a high rate also in Akengin, Saglam and Dilek's study (2002) it was stated that the 64.6 percent of the students found social studies course effective in teaching the responsibilities. Teachers particapated to Deveci and Dal's (2008) study also found the curriculum inclusive of all necessary values, and a majority of them stated that the curriculum was efficient in terms of involving outcomes, activities and explanations concerning values.

On the hand, The teachers pointed out that the values should take place much more in the dimensions of the curriculum's outcome, content and teaching-learning processes. In the analysis, it was found that the differences between the values' current situation and importance means were significant for all values ($p<.01$). In parallel with this, the differences between the level of teaching the values in the curriculum and the ideal level they should be taught were also found significant ($p<.01$). The teachers emphasized that the values should be taught at a higher level than the current situation. Uçar (2009) having similar findings also put forward that the teachers believe that the values take place in curriculum at a moderate level; however, there should be given more place to these in the curriculum. Also in the study of Kurtdede and Fidan (2013), teachers stating that the curriculum had deficiencies in terms of values education mentioned the deficiencies of the activities in social studies curriculum, content's being much intensive and not being well organized and insufficiency of the given time for the outcomes. Whereas as emphasized by Ersoy and Şahin (2012), in a country like Turkey where people of different ethnic, faith and beliefs live, training of common values is very important to ensure the peace, welfare and continuity.

According to teacher's views, while the physical conditions of schools, the culture of life in school, the family environments of students and the life in society in general were found relatively more favorable for respect for the flag and national anthem and patriotism values, the means of these conditions related to the eligibility level in terms of teaching value were found under 4 out of a 5-point rating in general. These findings are similar to results of Baydar's (2009) study. Also in the study of Balcı and Yanpar-Yelken (2013), teachers stated the social, cultural and economic characteristics of the family; the lack of a rich environment for social activities at school; mass media; the deficiencies of the physical infrastructure of school and equipment; values' not being applied to daily life; crowded classrooms; the characteristics of schools' close environment and the weakness of school-family relations as sources of problems encountered in values education. However, teaching values is possible with setting all factors in school and out of school in coordination in a direction that will serve the same purpose. It is obvious that the desired objectives can never be reached with the developments on the curriculum only as a printed material. As emphasized by Tay and Yıldırım (2009), disruptions may occur in the educational process of a child as a result of various factors concerning family, school, or environment, and these problems can be solved through cooperation between family and school. Teaching of values starts within the family and continue within the school; but, also the school -with its formal and informal aspects- with the family and social environment are the dimensions having constantly significant impact on teaching the desired values. None of these can be charged for teaching values or not being able to teach values adequately on their own. As emphasized by the teachers participated to Deveci and Dal's (2008) study, values can be taught only if support from families and student's immediate environment is guaranteed. Consistency between the values presented at school and the ones adopted by the families is very important for the children to internalize the values presented within instructional settings and to reflect them on their own behaviors (Deveci & Dal, 2008).

Within the research, teachers were asked to put the values they see as the most important among the values covered in social studies course in order of importance. Findings show that, teachers mostly prioritize the values of respect to Turkish flag and national anthem, patriotism, unity of family and toleration. Similar to this findings, in studies carried out by Yıldırım (2009), Tay (2009) Çelikkaya and Öztürk-Demirbaş (2013) it is found that "patriotism" is one of the most emphasized values that needed to be taught. Tay and Yıldırım (2009) and Yiğittir (2010) also indicated that parents ranked some national, traditional and moral values such as "patriotism," "honesty," "caring for family unity", "responsibility," and "being hardworking" as the most important values that children should be taught. Paralely Gömleksiz and Cüro's (2011) findings, show that elementary school students have positive attitudes towards the values named patriotism, cultural values, respect, environment and nature, responsibility and scientific attitude. Also in the study of Yaşar and Çengelci (2012), teachers wanted the outcomes regarding the national values in social studies curriculum to be increased. All these findings point that both the teachers and parents and students care generally much more for national and traditional values in Turkish National Educational System.

According to the findings, the most common problems the teachers stated that they faced with teaching the values covered in social studies course are the lack of material, inadequacy of time, lack of physical facilities and the values' gained at school not being cared by the families. In the study that Berkant and Sürmeli (2013) carried out, it was concluded that teachers have difficulties in teaching various values in social studies course with regard to different levels and variables. When the research findings related to social studies are analyzed, it is seen that the insufficient support from the family and social environment for the values tried to be taught at school is at the top of the factors making it difficult to teach the values (Baydar, 2009; Deveci & Dal, 2008; Kurtdede-Fidan, 2013; Yaşar & Çengelci, 2012; Yıldırım, 2009). For instance, in the study Yıldırım (2009) conducted teachers pointed out that they encountered a lot of problems resulting especially from the inadequacy of the family and environment in the process of values education. As for the study of Baydar (2009), teachers seeing the family as the most significant factor in values education, emphasized the adverse effect of the environment out of school and the classroom's being crowded as problems. Similarly, teachers participated to Deveci and Dal's (2008) study mentioned the conflict between the values taught at school and the ones praised and practiced at home as well as the limited amount of time allocated for social studies for an effective value education.

According to the findings, the least encountered problems teachers' faced in teaching the values covered in social studies course are the items implying for the professional and characteristic competency of the teacher such as "not being a good model for my students about these values", "not believing that some values should be gained" and "not having the necessary knowledge and skill about values education". In this instance, it can be said that the teachers see themselves quite competent in terms of values education. Teachers participated in the research of Balcı and Yanpar-Yelken (2013) and pointed out many problems can be resulted from the school, family and close environment, stated that the deficiencies can be derived from themselves were relatively less encountered. Despite of this, they also suggest giving in-service training in terms of values education to the teachers. However in Temli, Şen and Akar's (2011) study, teachers thought that they were not sufficiently equipped to deal with moral education as moral education was little emphasized during their pre/in-service education. These findings obtained from the research bring to mind that the teachers could be subjective in assessing themselves.

5. Conclusion and Recommendations

In sum, according to the results of the study, teachers think that the values are covered in the social studies curriulum in a reasonable level but; those values cannot be taught adequately and the level that allocated to the values in the curriculum should be enhanced. Besides, teachers do not find the physical conditions of schools, and the family and social life of students adequate in teaching the values. National and traditional values such as being fair, respect for the flag and the national anthem, unity of family, and patriotism are the most regarded values by the teachers. The problems mostly encountered in the process of teaching the values are inadequate physical equipment at schools as well as inadequate time and family support. In this regard, following are the suggestions about teaching the values more efficiently in social studies course set forth in accordance with the findings of this research:

- The number of values should be enhanced in the goals, content and teaching-learning process of the social studies curriculum. It is also important to place the values at the centre of school policy and classroom practices.

- Schools, families, teacher educators and the society should cooperate and be in a consensus about which values should be taught and how values education could be carried out. To this end, members of these groups should be trained through well-organized, systematic educational activities (courses, seminars, conferences, TV programs, etc.) in terms of teaching values and creating family/school/society culture on the base of common national, universal and democratic values.
- The amount of time allocated to teach the values in the social studies course should be enhanced.
- Population of classes should be lessened and physical conditions and facilities of the schools should be improved.
- It is vital to increase the number of the studies conducted using both qualitative and quantitative methods on values education in Turkey. It is also important to highlight that since the findings of this study are limited to responses provided on a survey questionnaire, further research should be done through qualitative methods to collect more detailed data, and to deal in-depth with the issue.

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