RESEARCH ARTICLE   **Open Access**

Social studies teachers' opinions on values education

İsa Aliç*[1] iD and Kubilay Yazıcı[2] iD

[1] Aksaray Municipality, Aksaray, Türkiye.

[2] Department of Social Studies Education, Faculty of Education, Ömer Halisdemir University, Niğde, Türkiye.

Abstract

Values play a crucial role in the formation and maintenance of an organised social structure. The continuity of a well-ordered society is closely related to the presence of shared and positive values among its members. Societies that have adopted ideal values have historically achieved a more enduring place in history. Without moral values, individuals cannot live in a stable and harmonious order merely through written legal rules. One of the fundamental aims of education is to raise citizens who possess certain values and are capable of assuming responsibility. It is widely acknowledged that values are undergoing a process of degeneration. This process, which leads to the corruption of values, also places educational institutions in a difficult position, particularly regarding issues such as violence. Therefore, it is necessary to re-examine whether the values that the curriculum seeks to convey truly serve their intended purpose. The present study aims to explore the opinions and solution suggestions of social studies teachers regarding the problems encountered in values education within middle school social studies courses. The research employed a phenomenological design, one of the qualitative research methods, and the criterion sampling method, a form of purposive sampling, was used in the selection of the study group. In this context, the study group consisted of social studies teachers working in middle schools in a province located in the Central Anatolia region during the 2024–2025 academic year. A semi-structured individual interview form was used as the data collection instrument, and the data obtained from the interviews were analysed using the inductive method. Efforts were made to ensure objectivity throughout the research process. Another researcher reviewed the data collected, and inter-rater agreement was achieved. The findings were then discussed within the framework of the relevant literature, and appropriate recommendations were provided.

Keywords: Social studies education, values, behaviour.

Introduction

Educators are aware of the challenges of raising individuals who can adapt to change and development without losing their true identity in a changing and evolving world. The rapid increase in technological developments and the widespread adoption of these innovations in society lead to changes in social and cultural structures. For the country's stability, it is important to instil a sense of national unity and solidarity in young people. This can be achieved through the transmission of values to younger generations (Demircioğlu & Tokdemir, 2008).

Values are generally facts that are believed in, desired, and used as behavioural criteria. Although value is defined as the tendency to prefer one particular situation over another, it also manifests as perceptions that are the source of behaviour and help evaluate it. Values are standards by which people can adapt to society. Values are fundamental criteria for conscious and purposeful

behaviours. They guide the determination of acceptable attitudes and behaviours for individuals participating in social activities (Elbir & Bağcı, 2013). Values that affect social structure must be transferred to new generations in a planned manner without distorting their essence. Therefore, values education is of great importance (Baş, Buldu, & Meydan, 2022).

Values education is an educational field that aims to guide individuals regarding moral principles, attitudes, and behaviours. This education aims to contribute to individuals' character development, social adaptation, and sense of social responsibility, providing many different developments and benefits for students (Ulusoy & Dilmaç, 2012).

Values education in schools is generally not confined to a single course; many curriculum programs include values-based learning outcomes, and values are delivered through an integrative approach. Particularly in Social Studies (Elementary/Middle School), Religious Culture and Ethics Knowledge (or alternatives applied instead of Religious Culture and Ethics Knowledge), Turkish, courses with Ethics/Moral content (e.g., Guidance, Family and Consumer Sciences), Visual Arts, Music, and Traffic/First Aid practical programs, learning outcomes related to values are explicitly included. Additionally, the Ministry of National Education's "Values Education" directive and curriculum guides envision supporting values through all courses at the school level.

The 2018 curricula placed values at the center of the curriculum; "course-specific" values were explicitly stated and integrated into learning outcomes at the course level. However, in the 2024 curriculum update (within the context of the Turkish Century/Maarif Model), a more fundamental redesign of the program approach was implemented; it is reported that emphasis was placed on acquiring values at both individual and societal levels through the "virtue-value-action" framework and competency/skill-oriented arrangements. In other words, while the integration from 2018 continues, it can be said that in 2024, values are addressed with a more systematic and competency-based approach within the curriculum framework.

In terms of values education, the social studies course is considered an important tool for explaining and teaching social values to students. While this course guides students on how to live in society, it also provides them with knowledge about different cultures and societies. In this way, the social studies course provides students with a platform to understand and internalize values (Gömleksiz & Cüro, 2011).

The function of the social studies course in values education is to enable students to learn fundamental values such as democracy, human rights, and justice and integrate these values into their lives. This course instils a sense of social responsibility in students while also teaching values such as ethics, respect, and tolerance. The content of the social studies course generally covers topics suitable for values education. For example, while topics such as democracy struggles and human rights violations can be addressed in history lessons, values such as global issues and environmental awareness can be emphasized in geography lessons. In this way, the social studies course offers students a broad perspective on understanding and applying values (Turan, 2018; Yeşilyurt, 2020). The social studies course has an important role in terms of values education. While this course guides students on how to live in society, it also aims to raise them as ethical and responsible individuals. Therefore, examining the social studies course in terms of values education offers an important opportunity for students to understand and internalize values (Kan, 2010).

The social studies course is essentially a values education course. It can be characterized as the course that overlaps most with values compared to other courses. The Social Studies course is of great importance for acquiring values due to its historical content, inclusion of different cultures, and biographies of important personalities. The strongest aspect of values education stems from the interdisciplinary structure of the Social Studies course. Social studies can be defined as the process of establishing connections with social reality based on evidence and physical information obtained from it. Social studies is about people and their lives. Since the course has a multidisciplinary structure, it is also in relation to other scientific disciplines. Therefore, it is more difficult to define than history and geography. Social studies has two fundamental characteristics: being comprehensive and interdisciplinary (Balcı & Yelken, 2013). Teaching as "citizenship," one of three traditional approaches to social studies teaching, refers to the process of instilling certain behaviours, knowledge, and values in students. According to the above definition, values, behaviours, and knowledge are taught in the social studies course. In a globalizing world, the structure and dimension of values have expanded. Social studies education provides students with a platform to understand, internalize, and apply social values. Values are fundamental principles that shape a society's cultural and social structure. These values teach students concepts such as moral principles, justice, tolerance, and responsibility while also encompassing social norms (Çengelci, 2010).

While the Social Studies course teaches students values, it also develops their critical thinking and analytical skills (Kafadar, Öztürk, & Katılmış, 2018). Students learn to look at historical events, political decisions, and social changes from different perspectives. This develops their empathy skills and helps them understand different value systems. The importance of the social studies course in terms of values education is that it teaches students how to be ethical and responsible individuals in society. This course encourages students to be sensitive to human rights, democracy, and the environment. At the same time, the social studies course enables students to make positive contributions to society by providing them with skills to understand and solve social problems (Şahin, 2013).

The rapid change and development of socio-cultural life, science, and technology also change the qualities needed by society and individuals. These changes naturally reveal the need to renew and update topics that will raise people who can respond to the needs of the age (Board of Education and Discipline, 2024). It is known that, in addition to economic, social, and political developments, developing scientific research today is also effective in the preparation and updating of programs.

The Social Studies course aims to provide primary school students with basic knowledge, skills, attitudes, and values related to social life in line with information selected from social sciences; thus raising conscious, good, and responsible citizens. In this respect, the Social Studies course is also a values education course. Its handling of different cultures, historical events, and individuals' life stories contributes to students' development of values such as empathy, tolerance, and social sensitivity. Its interdisciplinary structure enables students to grasp values from different perspectives. Additionally, the Social Studies curriculum emphasizes protecting national interests alongside individual and social values. Therefore, the Social Studies course plays an important role as a citizenship education program in raising active, responsible, and value-based individuals (Yıldırım, Becerikli, & Demirel, 2017). There are strong connections between skills and values, such as creativity, critical thinking, participation in decision-making,

empathy, tolerance, teamwork, communication, and learning and democracy included in the social studies course, and responsibility, self-confidence, respect for different ideas, and environmental sensitivity (Batmaca, 2016; Kılıç Şahin, 2010).

Research on values education and Social Studies teaching shows that, particularly in recent years, there have been important developments at the intersection of these two fields. Many studies in the national literature (e.g., Katılmış & Şahin, 2018; Kafadar, Öztürk, & Katılmış, 2018; Yıldırım, Becerikli, & Demirel, 2017) reveal that the Social Studies course plays a central role in acquiring values in students. However, the vast majority of these studies were conducted only in the Turkish context, and most were limited to teacher opinions. In internationally conducted research (e.g.,; Nucci & Narvaez, 2020; Lovat, 2017; Thornberg & Oğuz, 2016), it is seen that values education is addressed together with concepts of global citizenship, ethical reasoning, and social responsibility. This situation demonstrates that studies in Turkey need to be enriched in terms of theoretical and comparative aspects. This research aims to fill this gap in both national and international literature; it aims to make an original contribution to the literature by examining the scope and effect of values education in the Social Studies course with a holistic approach.

Examining the social studies course in terms of values education helps students understand, question, and adopt their values, thereby becoming more sensitive and responsible individuals in society. Therefore, the importance and effect of the social studies course in terms of values education is excellent. It is thought that this research will both address an important deficiency in the literature and express problems experienced in values education and solution proposals from the perspective of social studies teachers. Therefore, the sub-problems of the research were determined as follows:

1. What are teachers' views on the importance of providing values education in the social studies course?
2. What are teachers' views on values education provided in the social studies course?
3. What are teachers' recommendations regarding methods and techniques used in acquiring values?
4. How do teachers explain the problems they encounter in teaching values?
5. What are teachers' views on students displaying compatible behaviour after receiving values education?

Method

Research model

The research was conducted using the Phenomenology design from qualitative research methods. Phenomenology is a qualitative approach that focuses on exploring individuals' lived experiences and meanings attributed to a particular phenomenon (Creswell, 2013). In this research, the Phenomenology design was used since it aimed to examine social studies teachers' views on values education in social studies courses.

Study group

The study group of this research consists of 20 Social Studies teachers working in middle schools located in the center of a province in the Central Anatolia region. In selecting the study group, teachers teaching Social Studies at the middle school level were determined as the basic

criterion. Participants were carefully selected to be qualified to provide data suitable for the research objectives and to participate voluntarily. Additionally, teachers' professional experience levels and types of schools where they work were considered to increase sample diversity and reflect different perspectives. This approach is consistent with qualitative research's goal of collecting in-depth data and comprehensively examining participants' experiences.

Data collection tool and application process

A semi-structured individual interview form was used as the data collection tool in the research process. The relevant literature was reviewed, and draft interview questions were prepared according to the research purpose. A pilot application was conducted with a social studies teacher to test whether the interview form was suitable for the research purpose. After the applications, the interview form was finalized using information obtained, and it was directed to participants by obtaining a voluntary participation form in line with the research.

Data analysis

The content analysis method was used in analyzing the research data. Content analysis enables systematic interpretation of qualitative data by organizing them into themes and categories (Yıldırım & Şimşek, 2021). In the research, interview data were coded as T1, T2, T3... T20, and participants' statements were presented in the findings section through these codes. The data obtained were shown in frequency tables, explaining the prevalence of each theme and category, thus ensuring both orderly presentation and interpretation of the data. This method enables direct reflection of participants' views and in-depth analysis through themes.

Credibility of the research

To increase the credibility of the research, an interview form was created by examining the relevant literature. Care was taken to be objective during the research process. A different researcher checked the data obtained during the research process, and consensus was achieved. Each stage of the research process was presented to the reader to increase transferability. Accordingly, the research report was written in detail, and direct quotations were included in the findings section. Care was taken to be objective during the research process; a different researcher checked the data obtained, and consensus was achieved. To ensure the confirmability (external reliability) of the research, data obtained during the research process are kept by researchers to allow readers to examine them.

Findings

Findings regarding the first sub-problem of the research

As a result of analyzing interviews conducted with participants regarding the research sub-problem "What are teachers' views on the importance of providing values education in the social studies course?", all participants (n=20) stated that the inclusion of values in the social studies curriculum was positive. Participants' views on these topics are presented in Table 1.

Table 1 Teachers' views on the inclusion of values in the curriculum

Upper Code	Lower Code	Participants	N
Importance of Values	Acquisition of national and spiritual values	T2, T3	2

Upper Code	Lower Code	Participants	N
	Important in raising active citizens	T11, T13	2
	Necessary for personality and social development	T14, T15	2
Culture and Social Dimension	Important for cultural transmission	T16	1
	Necessary for ensuring social harmony	T4	1
Educational Appropriateness	Suitable for interdisciplinary education	T5	1
Sustainability	Important for sustainability of values	T17	1
General Evaluation	Positive views	T1, T6, T7, T8, T9, T10, T12, T18, T19, T20	10

When Table 1 is examined, teachers' views are grouped under upper codes: "Importance of Values," "Culture and Social Dimension," "Educational Appropriateness," "Sustainability," and "General Evaluation." This classification enables teachers to systematically evaluate the function of values in the Social Studies program. All teachers found the inclusion of values in the program important for acquiring national and spiritual values, as well as for active citizenship and personal development. Some participants stated that values are only addressed theoretically, and there are deficiencies in practice. In general, it is seen that teachers support values education and find the program content positive. This classification and interpretation reflect the researcher's analysis and content-based evaluation beyond merely presenting data.

Regarding the topic, some participants' views can be evaluated as follows within the framework of the researcher's classification and interpretation. For example, T2 stated that "national and spiritual values are extremely important," emphasizing that values should be acquired as a priority objective in the Social Studies course. Similarly, T4 highlighted the course's function in ensuring social life harmony, expressing that the inclusion of values in the program is critical for social integration. T13 stated that one of the fundamental aims of the Social Studies course is to raise students as active and responsible individuals; this supports the course's values, education, and citizenship education function. T16 expressed that the course plays an important role in transmitting cultural values, revealing that the Social Studies course has a central position in acquiring values through historical and cultural elements. These examples show how participants perceive the importance of the course in values education and are interpreted in accordance with the research themes.

Findings regarding the second sub-problem of the research

As a result of analyzing interviews conducted with participants regarding the research sub-problem "What are teachers' views on values education provided in the social studies course?", the majority of participants stated that values education is included in a limited way within the social studies curriculum. Participants' views on these topics are presented in Table 2.

Table 2 Teacher views on the adequacy of values education

Views	Participants	N
Finding inadequate	T1, T3, T5, T6, T14, T16, T17, T20	8
Finding adequate	T2, T10, T12, T19	4
Inadequate in practice	T4, T18	2
Conditional adequacy (if given effectively)	T9, T15	2
Not stated	T7, T8, T11, T13	4
Reasons for Inadequacy	Participants	N
Should be broader in curriculum	T3, T20	2
Deficiencies in practice	T4, T18	2
Time limitation	T14	1

Content needs enrichment	T16	1
Material deficiencies	T1	1

When Table 2 is examined, it shows that a large portion of teachers (more than 50%) think that values education is inadequate in its current state. Among the reasons for inadequacy, the narrow scope of the curriculum, scarcity of practice-based activities, and weak connection with daily life stand out. A group of teachers emphasized that the course is partially adequate but needs further development in terms of content and method. Fewer teachers find the current application adequate. This situation reveals that there is no consensus among teachers regarding the quality of values education, but there is a strong tendency that it needs to be developed.

Some teachers participating in the research drew attention to deficiencies in the application of values education. T4 expressed that there are some gaps and deficiencies in the program, emphasizing that values need to be integrated more effectively into course content. T5 stated that the current application is inadequate, noting that values education should be emphasized more by younger generations, and the curriculum should be updated accordingly. While T16 generally finds the course content adequate, they expressed that the values should be more related to daily life and that the content should be enriched. These views indicate that teachers believe values education should be developed in both theoretical and practical dimensions and interpreted in accordance with the research themes.

Findings regarding the third sub-problem of the research

As a result of analyzing interviews conducted with participants regarding the research sub-problem "What are teachers' recommendations regarding methods and techniques used in acquiring values?", participants emphasized learning by doing and experiencing and stated that emphasis should be placed on practice beyond theoretical knowledge transfer. Participants' views on these topics are presented in Table 3.

Table 3 Methods and techniques used/recommended in teaching values

In-Class Methods and Techniques	Participants	N
Drama/Role-playing	T4, T11, T15, T17, T19	5
Case study analysis	T4, T10, T17	3
Learning by doing and experiencing	T1, T2, T20, ~~T21~~	3
Discussion method	T4, T17, T18	3
Question-answer technique	T5, T9	2
Role-playing	T4	1
Brainstorming	T5	1
Establishing empathy	T10, T20	2
Storytelling	T4	1
Out-of-Class Methods and Techniques	Participants	N
Trip-observation	T2, T12, T18, T20	4
Social activities	T8	1
Authentic learning	T19	1
Conducting interviews	T2	1
Visiting sacred places	T11	1

When Table 3 is examined, teachers prioritize active and participatory learning methods in teaching values. While drama and role-playing are the most frequently recommended methods, techniques that encourage students to think, such as discussion, brainstorming, and case study analysis, stand out. Additionally, trips, observations, and field studies are considered important for relating values to daily life. These results reveal that active learning strategies are critical for

values education to be successful.

Participants made various suggestions for teaching methods that can be used in values education. T4 emphasized that non-teacher-centered methods such as discussion, drama, case analysis, storytelling, and role-playing can be used in classroom activities. T2 drew attention to the importance of students learning values through experiences, stating that trips, visits and interviews conducted with elders are effective methods. T19 recommended drama and out-of-school (authentic) learning activities. These views show that teachers realize the importance of interactive, experiential, and student-centered methods in values education and are interpreted in accordance with the research's teaching methods theme.

Findings regarding the fourth sub-problem of the research

As a result of analyzing interviews conducted with participants regarding the research sub-problem "How do teachers explain the problems they encounter in teaching values?", participants stated that the curriculum's being limited and inadequate lesson hours constitute an important problem. Participants' views on these topics are presented in Table 4.

Table 4 Problems encountered in acquiring values

Problems	Participants	N
Negative impact of social media and technology	T16, T18, T20	3
Environment-school value contradiction	T3, T6, T17	3
Inadequate family support	T4, T17	2
Students not internalizing values	T1, T7, T18	3
Material deficiencies	T1	1
Time inadequacy	T10	1
Crowded classrooms	T12	1
Discipline problems	T6	1
Student reluctance	T10, T18	2
Curriculum inadequacy	T5	1
Stating no problems experienced	T13, T14	2

When Table 4 is examined, the main problems teachers face during the values education process are more clearly visible. The negative impact of social media and technology (N=3), environment-school value contradiction (N=3), and students not internalizing values (N=3) emerge as the most frequently mentioned problems. Additionally, teachers stated material and resource inadequacy and lack of family and environmental support as important problems. This situation shows that both students and society do not fully support the values education provided in schools, and teachers face various difficulties in this process.

Participants shared their views on problems encountered during the values education process. T4 stated that students receiving contradictory values from their families and environments, and teachers not having adequate equipment in values education, are fundamental problems. T6 drew attention to the problem of classroom indiscipline and values taught not finding correspondence in daily life. T16 expressed that students being under the influence of social media leads to not valuing values. T12 pointed to the difficulty of applying drama and other activities in crowded classrooms, emphasizing that application deficiencies are an important obstacle in transferring values to life. These views present problems teachers face in implementing values education as themes and present the research findings in an interpretive framework.

Findings regarding the fifth sub-problem of the research

As a result of analyzing interviews conducted with participants regarding the research sub-problem "What are teachers' views on students' displaying compatible behaviour after receiving values education?", the majority of participants expressed that not all students can display behaviour compatible with values. However, some students adopt values and reflect them in their behaviour. Participants' views on these topics are presented in Table 5.

Table 5 Students' status of displaying behaviour compatible with values

Views	Participants	N
Partially displaying compatible behaviour	T4, T11, T16, T18, T20	5
Not displaying compatible behaviour	T1, T3, T7, T19	4
Displaying compatible behaviour	T13, T17, ~~T21~~	2
Being effective in the long term	T9, T15	2
Depending on environmental factors	T14	1
Not stated	T2, T5, T6, T8, T10, T12	6
Reasons for Not Reflecting in Behaviour	Participants	N
Negative effects of environmental factors	T4, T12, T17	3
Inadequate family support	T16, T17	2
Social media effect	T13, T18	2
Values not being internalized	T1, T7	2
School-daily life contradiction	T3, T19	2

When Table 5 is examined, most teachers' responses reveal that students are inadequate in converting the values they receive into behaviour. Teachers indicate factors such as lack of family support, negative impact of media, weakening in social values, and negative role of the environment outside school among the reasons for this situation.

Participants shared their views on the extent to which students adopt and apply values. T4 stated that some students observably display values such as empathy, respect, and cooperation acquired in the Social Studies course within the classroom. T12 expressed that family and environmental factors limit students' ability to apply values. T16 emphasized that approximately 60% of students adopt values; however, when there is family support, this rate can rise to 90%. While T17 stated that the vast majority of students apply values, they expressed that some students have difficulty reflecting on values due to environmental effects. These views reveal that students' processes of adopting and applying values are affected by both individual and environmental factors and are interpreted in accordance with the research themes.

When the findings obtained in the research are evaluated overall, it is seen that the vast majority of teachers evaluated the inclusion of values in the social studies curriculum as a positive development. Participants stated that acquiring these values, especially by emphasizing national, spiritual, and social values, is important both for individual development and social harmony. It was expressed that activities such as drama, discussion, case studies, storytelling, and out-of-school learning are among the effective methods in teaching values. However, teachers expressed that they face various difficulties in the application process such as material and resource inadequacy, negative impact of social media and technology, environment-school value contradiction, and students having difficulty internalizing values. Additionally, inadequate family and environmental support emerged as an important factor negatively affecting the sustainability of values education provided in schools. Participant views show that students largely adopt values such as respect, empathy, and cooperation, but environmental factors are

determinative in converting these values into behaviour. When all these findings are evaluated together, it was concluded that to implement values education in the social studies course effectively, interaction among teachers, students, families, and the environment needs to be strengthened.

Conclusion, discussion, and recommendations

The conclusions obtained based on the findings in this study are as follows:

The first conclusion reached in the research is that most teachers evaluate the inclusion of values in the social studies curriculum as a positive and important development. Participants found the inclusion of these values in the program meaningful, particularly emphasizing national and spiritual values. This finding parallels Demirhan-İşcan and Demir's (2009) determinations regarding the role of values in fulfilling citizenship rights, responsibilities, and duties in social studies education; Merey, Kuş, and Karatekin's (2012) findings that the social studies course in Turkey is functional in acquiring individual and social values; and Kızılay's (2015) conclusion that students emphasize the values dimension most in defining good citizens. At the international level, Sim and Low (2012) emphasize the importance of values education for social harmony and establishing democratic life; Turnbull (2002) emphasizes the role of social studies in cultural continuity. Accordingly, the findings of this research are consistent with both national and international literature and reveal that the social studies course plays a central role in values education.

Another conclusion obtained in the research is that a significant portion of teachers find value education practices conducted in the social studies course inadequate. More than half of the participants (n=7) attributed this inadequacy particularly to curriculum limitations and lack of practice. This situation coincides with Tokdemir's (2007) findings that teachers need in-service training on values education. According to these results, it can be said that the vast majority of teachers are willing to participate in professional development programs to increase the effectiveness of values education.

Another conclusion reached in the research is that the methods teachers most frequently recommend in teaching values are drama, discussion, and case study analysis. Additionally, trips, observations, and learning by doing and experiencing activities were among the methods teachers found compelling. This conclusion coincides with Üstündağ's (2005) views on the group cooperation-based structure of creative drama and Doğan's (2007) determinations that creative drama integrates methods such as problem-solving, brainstorming, and cooperative learning. Similarly, Ruken et al.'s (2007) study also supports this research's conclusions. Therefore, it can be said that teachers prefer active, student-centered methods in values education.

Another important conclusion reached in the research is that teachers face various difficulties in acquiring values. Participants most frequently expressed problems of material and resource inadequacy (n:6), lack of family and environmental support (n:5), and curriculum inadequacy (n:4). This situation shows similarity with Yalçın's (2019) findings. It shows that difficulties encountered in values education may stem from students, teachers, parents, and the curriculum.

The final important conclusion reached in the research is that students cannot fully reflect the values intended to be acquired in their behaviours. The majority of participant teachers (n=7)

showed inadequate family support, negative impact of media, and weakening in social values among the fundamental reasons for this situation. This conclusion coincides with problems such as family-school incompatibility, socio-cultural differences, and values remaining in knowledge and not converting to behaviour, as stated by Berkant, Efendioğlu, and Sürmeli (2014) in their studies. Therefore, this research reveals that values education should be addressed with a holistic approach, not only in the school environment but also with family and societal support.

Social studies education has an important role in the process of forming values. This education helps students develop critical thinking and problem-solving skills while teaching them society's values. Therefore, the importance of social studies education in the process of forming values is excellent. In line with the research findings, some recommendations have been developed for more effectively acquiring values in the Social Studies course. First, strengthening materials and resources that teachers can use in conveying values is important; in this way, lessons can be supported with concrete examples and made more effective. Participants emphasized that the influence of family and environment is significant in students' process of internalizing values; therefore, strengthening school-family-environment cooperation can ensure values are supported both at school and at home. Additionally, teachers stated that students experience difficulties in applying values to daily life; in this context, increasing practice-oriented activities such as drama, role-playing, discussion, and case studies is recommended. Participants expressed that students have difficulty valuing values under the influence of social media and technology; therefore, guiding lessons on social media awareness and the applicability of values in daily life will be beneficial. Finally, it was observed that some teachers do not have adequate equipment regarding values education; therefore, organizing programs that will support teachers' professional development can increase teaching quality in values education.

These recommendations can help values be taught more effectively in the social studies course, and students can better understand these values. In this way, they can contribute to students being raised as individuals more sensitive to and responsible for values.

Authors' Statement

Author contribution

Conceptualization and design of the study: IA, KY; data collection: IA, KY; analysis and interpretation of results: IA, KY; preparation of draft manuscript: IA, KY. Authors reviewed the results and approved the final version of the article.

Ethics committee approval

The study was approved by Niğde Ömer Halisdemir University Ethics Committee (date: 05.08.2025, number: 2025/14-62).

Conflict of interest statement

 "The authors declare that they have no conflicts of interest to disclose."

Funding

The authors declare that the study received no funding.

Support and acknowledgments

References

Altıntaş, E. M. (2014). Öğretmenlere göre ilköğretim din kültürü ve ahlak bilgisi dersinde değer öğretimi [Value education in elementary religious culture and ethics course according to teachers] (Published doctoral dissertation). Erciyes Üniversitesi.

Balcı, A., & Yelken, T. (2013). İlköğretim sosyal bilgiler programında yer alan değerler ve değer eğitimi uygulamaları konusunda öğretmen görüşleri [Teachers' views on values and values education practices in the primary school social studies curriculum]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 14*(1), 195–213. Retrieved from https://dergipark.org.tr/tr/pub/kefad

Baş, A. B. S., Buldu, A. F., & Meydan, A. (2022). Sosyal bilgiler öğretmen adaylarının sanal müzeleri eğitsel amaçlı kullanması ile ilgili görüşleri [Social studies pre-service teachers' views on using virtual museums for educational purposes]. *Bildiri Tam Metin Kitabı*, 62.

Batmaca, M. K. (2016). Sınıf öğretmenlerinin 4. sınıf sosyal bilgiler dersinde yer alan değerlerin öğretimine ilişkin görüşleri [Primary school teachers' views on teaching values in the 4th grade social studies course] (Published master's thesis). Sosyal Bilimler Enstitüsü.

Berkant, G. H., Efendioğlu, A., & Sürmeli, Z. (2014). Değerler eğitimine yönelik öğretmen görüşlerinin incelenmesi [Examination of teacher opinions on values education]. *International Periodical for the Languages, Literature and History of Turkish or Turkic, 9*(5), 427–440. https://doi.org/10.7827/TurkishStudies.6845

Creswell, J. W. (2013). *Nitel araştırma yöntemleri* [Qualitative research methods] (M. Bütün & S. B. Demir, Trans.). Siyasal Kitabevi.

Çengelci, T. (2010). İlköğretim beşinci sınıf sosyal bilgiler dersinde değerler eğitiminin gerçekleştirilmesine ilişkin bir durum çalışması [A case study on the realization of values education in the fifth grade social studies course in primary education] (Doctoral dissertation). Anadolu Üniversitesi.

Demircioğlu, İ. H., & Tokdemir, M. A. (2008). Değerlerin oluşturulma sürecinde tarih eğitimi: Amaç, işlev ve içerik [History education in the process of value formation: Purpose, function, and content]. *Değerler Eğitimi Dergisi, 6*(15), 69–88. Retrieved from https://dergipark.org.tr/tr/pub/ded

Demirhan İşcan, C., & Demir, K. (2009). Vatandaşlık eğitiminde değerler ve değerler eğitimi [Values and values education in citizenship education]. In *1. Uluslararası Avrupa Birliği, Demokrasi, Vatandaşlık ve Vatandaşlık Eğitimi Sempozyumu Bildiri Kitabı* (pp. 137–146). Pegem Akademi Yayıncılık.

Doğan, N. (2007). Yaratıcı düşünme [Creative thinking]. In Ö. Demirel (Ed.), *Eğitimde yeni yönelimler* (pp. 167–192). Pegem Yayıncılık.

Elbir, B., & Bağcı, C. (2013). Değerler eğitimi üzerine yapılmış lisansüstü düzeydeki çalışmaların değerlendirilmesi [Evaluation of postgraduate studies on values education]. *Electronic Turkish Studies, 8*(1). https://doi.org/10.7827/TurkishStudies.4330

Gömleksiz, M. N., & Cüro, E. (2011). Sosyal bilgiler dersi öğretim programında yer alan değerlere ilişkin öğrenci tutumlarının değerlendirilmesi [Evaluation of student attitudes towards values in the social studies curriculum]. *Uluslararası İnsan Bilimleri Dergisi, 8*(1), 95–134. Retrieved from https://www.j-humansciences.com/ojs/index.php/IJHS

Gömleksiz, M. N., & Kılınç, H. H. (2015). Ortaokul öğretmenlerinin değerler eğitimine ilişkin görüşleri, beklentileri ve önerileri [Middle school teachers' opinions, expectations, and suggestions regarding values education]. *Researcher: Social Science Studies, 3*(2), 35–45. https://doi.org/10.18301/rsss.23

Gözel, Ü. (2018). Hayat bilgisi dersi öğretim programının değerler eğitimi açısından öğretmen görüşlerine göre değerlendirilmesi [Evaluation of the life science curriculum in terms of values education according to teacher opinions] (Published master's thesis). Adnan Menderes Üniversitesi.

Kafadar, T., Öztürk, C., & Katılmış, A. (2018). Farklı ülkelerin sosyal bilgiler öğretim programlarının değerler eğitimi boyutunda karşılaştırılması [Comparison of social studies curricula of different countries in terms of values education dimension]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 19*(1), 154–177. https://doi.org/10.29299/kefad.2018.19.1.13

Kan, Ç. (2010). Sosyal bilgiler dersi ve değerler eğitimi [Social studies course and values education]. *Milli Eğitim Dergisi, 40*(187), 138–145. Retrieved from https://dergipark.org.tr/tr/pub/milliegitim

Katılmış, A., & Şahin, M. (2018). *Değerler eğitiminin sosyal bilgiler öğretimindeki yeri* [The place of values education in social studies teaching]. Pegem Akademi.

Kılıç Şahin, H. (2010). İlköğretim okullarında sosyal bilgiler dersini yürüten 4. ve 5. sınıf öğretmenlerinin sosyal bilgiler dersi öğretim programında yer alan değerlerin kazandırılmasına ilişkin görüşleri [Views of 4th and 5th grade teachers teaching social studies course in primary schools on gaining the values in the social studies curriculum] (Master's thesis). Eğitim Bilimleri Enstitüsü.

Kızılay, N. (2015). Sosyal bilgiler öğretmenim: Bana göre iyi vatandaş [My social studies teacher: According to me a good citizen]. *Turkish Studies, 10*(11), 987–1006. https://doi.org/10.7827/TurkishStudies.8468

Lovat, T. (2017). *Values education and quality teaching: The double helix effect.* Springer. https://doi.org/10.1007/978-981-10-5375-1

Merey, Z., Kuş, Z., & Karatekin, K. (2012). İlköğretimde vatandaşlık eğitimi: Karşılaştırmalı bir çalışma [Citizenship education in primary education: A comparative study]. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi, 3*(3), 795–821. Retrieved from https://dergipark.org.tr/tr/pub/gefad

Nucci, L., & Narvaez, D. (Eds.). (2020). *Handbook of moral and character education* (2nd ed.). Routledge. https://doi.org/10.4324/9780203114896

Ruken, A. V., Terzis, N. P., & others. (2007). How does drama affect students' perception of ethical values: Friendship, truth and lie, fairness, conflict resolution. In N. P. Terzis (Ed.), *Education and values in the Balkan countries* (pp. 435–451). Kyriakidis Brothers S.A.

Sim, J. B. Y., & Low, E. L. (2012). Character and citizenship education: Conversations between personal and societal values. *Asia Pacific Journal of Education, 32*(4), 381–394. https://doi.org/10.1080/02188791.2012.738679

Şahin, T. (2013). Sosyal bilgiler öğretmen adaylarının değerler eğitimi öz-yeterliliklerinin incelenmesi [Investigation of social studies pre-service teachers' self-efficacy in values education] (Doctoral dissertation). Marmara Üniversitesi.

Talim ve Terbiye Kurulu Başkanlığı [TTKB]. (2024). Değerler eğitimi etkinlik kitabı yayımlandı [Values education activity book published]. Retrieved from https://www.meb.gov.tr/degerler-egitimi-etkinlik-kitabi-yayimlandi/haber/28204/tr

Thornberg, R., & Oğuz, E. (2016). Moral and citizenship educational goals in values education: A cross-cultural study of Swedish and Turkish teachers. *Teaching and Teacher Education, 55,* 110–121. https://doi.org/10.1016/j.tate.2016.01.002

Tokdemir, M. A. (2007). Tarih öğretmenlerinin değerler ve değer eğitimi hakkındaki görüşleri [History teachers' views on values and values education] (Unpublished master's thesis). Karadeniz Teknik Üniversitesi Sosyal Bilimler Enstitüsü.

Turan, R. (2018). 2017 ilkokul ve ortaokul sosyal bilgiler dersi öğretim programı üzerine genel bir değerlendirme [A general evaluation on the 2017 primary and secondary school social studies curriculum]. *Diyalektolog: Uluslararası Sosyal Bilimler Dergisi,* (19). Retrieved from https://dergipark.org.tr/tr/pub/diyalektolog

Turnbull, J. (2002). Values in educating for citizenship: Sources, influences and assessment. *Pedagogy, Culture & Society, 10*(1), 123–134. https://doi.org/10.1080/14681360200200135

Ulusoy, K., & Dilmaç, B. (2012). *Değerler eğitimi* [Values education]. Pegem Akademi.

Uzun, M., & Köse, A. (2017). Okul öncesi eğitimde değerler eğitiminin uygulanmasına yönelik öğretmen görüşleri [Teacher opinions on the implementation of values education in preschool education]. *Bayburt Eğitim Fakültesi Dergisi, 12*(23), 305–338. Retrieved from https://dergipark.org.tr/tr/pub/befdergi

Üstündağ, T. (2005). *Yaratıcılığa yolculuk* [Journey to creativity]. Pegem Yayıncılık.

Yalçın, M. (2019). Değişen (2017) 5. sınıf sosyal bilgiler müfredatındaki değerler eğitimiyle ilgili öğretmen görüşleri (Sivas örneği) [Teacher opinions on values education in the revised (2017) 5th grade social studies curriculum (Sivas example)] (Published master's thesis). Binali Yıldırım Üniversitesi.

Yeşilyurt, Y. (2020). Sosyal bilgiler programındaki beceri ve değerlerin Yeni Zelanda sosyal bilgiler programındaki beceri ve değerlerle karşılaştırılması [Comparison of skills and values in the social studies curriculum with skills and values in the New Zealand social studies curriculum]. *Journal of Social Sciences and Education, 3*(2), 450–464. Retrieved from https://dergipark.org.tr/tr/pub/jsse

Yıldırım, S. G., Becerikli, S., & Demirel, M. (2017). Farklı bakış açılarına göre sosyal bilgiler dersinde değerler eğitimi [Values education in social studies course according to different perspectives]. *İlköğretim Online, 16*(4), 1575–1588. https://doi.org/10.17051/ilkonline.2017.342943

Yıldırım, A., & Şimşek, H. (2021). *Sosyal bilimlerde nitel araştırma yöntemleri* [Qualitative research methods in social sciences] (12th ed.). Seçkin Yayıncılık.