Evaluation of the Remarks on the Effectiveness of Values Teaching Conducted at Schools

By

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Abstract

The purpose of the present research is revealing remarks on effectiveness of values teaching conducted on schools of pre-service teachers who have an important place in values teaching. The present research adopted descriptive survey method in order to reveal pre-service teachers' remarks. The present research was conducted on 344 pre-service teachers, who prepared for KPSS (Public Personnel Selection Examination) in the private teaching institutions in the provincial centre of Isparta in 2015-2016 academic year. As the data collection tool of the research, a questionnaire developed by the researcher was used. After reliability and validity studies of the questionnaire, 1 item was excluded from the questionnaire, and it was finalised. Additionally, exploratory factor analysis was conducted on the questionnaire, and it was split into five sub-categories (self-development, teaching responsibility, hidden curriculum, effectiveness of official program and teaching methods), and remarks on values teaching were studied in this context. Frequencies, percentages, arithmetic averages, t-test and one-way ANOVA tests were used in data analysis. According to obtained findings, the effectiveness of the values teaching conducted at school is very low (4.7%) and additionally hidden curriculum is required (77.9%) according to pre-service teachers' remarks. Female and older pre-service teachers have more positive remarks on hidden program. Consequently, the present research showed that schools alone weren't enough in values teaching, and it would be healthier through hidden program with the cooperation of families and environment.

Keywords: *Values teaching, hidden program, school, pre-service teacher, effectiveness of values teaching*

1. Introduction

With the increasing number of recent studies, the importance of values teaching is increasing accordingly (Gündüz, 2014; Ülger, 2012; Tahiroğlu, 2011; Çengelci, 2010; Yiğittir, 2009; Aladağ, 2009; Keskin, 2008; Ulusoy, 2007; Dilmaç, 2007; Akbaş, 2004). Especially subjects, such as when to start values teaching, where the values should be taught, whose responsibility the values teaching is, whether the official program is enough or hidden program is required have been the issues of concern for researchers studying values teaching, and will continue to be so.

Values are phenomena that provide the maintenance of societies and shed light on next generation. For this reason, values should be taught correctly and effectively in order to be able to raise healthy generations (Özsoy, 2007). Even there are different opinions related to where the values should be taught, many scientists have accepted that values teaching starts in the family and is shaped at the school. Taken the developmental process of children, first years have an important place in personality development. Children can be quickly shaped in terms of personality in this period. Additionally, as quickly they can be shaped, it is as difficult to correct wrong behaviours in the future. Considering this fact, families need to be very sensitive in the first years of their children. If children can learn some basic values in their families, it will be easier for teachers (Turan & Aktan, 2008) to develop and build these values on more solid grounds in the future.

Even children cannot learn some values in their families, school is again the place to compensate for this. In this context, more responsibilities fall on the teachers in values teaching (Turan & Aktan, 2008). Especially during primary school period, children may not listen a word of their parent, while they mind

every word of their teachers. If teachers act in accordance with this characteristic of children, they can easily understand that their first responsibility is setting a model for them. Because children spend most of their times with their teachers during school period, they will be in constant interaction, and learn positive-negative values here.

Another important issue besides teacher responsibilities in values teaching is whether teachers themselves have these values, knowledge about these values, their intellectual levels, self-development, the ability to use hidden program when necessary, personality, respectability, and competence in their area (Ada, Baysal & Korucu, 2005; Gözütok, 1995; Gürkan, 1993; Mentiş Taş, 2004), because a teacher without tolerance, honesty, responsibility, benevolence, patience, and sense of justice cannot be expected to teach these values to their students. Moreover, the methods teacher use while teaching values to their students, professional development on the area are other important indicators of effective values teaching.

Until a certain age, children get their basic education from their parents, who form their environment. Parents should teach their children sense of trust and responsibility as of young ages. Additionally, parents must pay effort in making their children self-confident individuals who can adapt to the society and stand on their own legs (Aydın, 1993, p.51). On the other hand, schools are the complements and continuance of the family education with character formation and citizenship education with teaching activities. Additionally, school is responsible for correcting the mistakes coming from the family. For this reason, great responsibilities fall to teachers and schools (Akyüz, 1991, p.242).

If the teachers can add the desired values on the foundation laid in the family, children will be individuals who can fit into the society (Maslovaty, 2003). However, if children get confused between the basic values taught in the family and the values taught at schools, they will be both unhappy and have problems in fitting in the society in the future. In this context, teachers have great responsibilities in teaching children values, and transferrin these values to next generation.

Besides the in-service teachers, pre-service teachers have an undeniable importance in shaping the future of a society and transferring values to next generation (Akyüz, 1991; Suh and Traiger, 1999; Rowe, 2004; Davidson, 2005, Lovat, 2009; Clement, 2009). Pre-service teachers are the corner stones in values teaching, as they need to develop themselves during their pre-service education, and teach these values as in-service teachers. The attitudes and ideas of the individuals, who will teach the values, are as important as teaching of the values. Someone, who doesn't believe in the benefits of what they are doing or don't have the sense of doing what they do better, cannot be expected to be useful (Özgüven, 1994, p.350). We can predict that, an individual can only be useful for other people if the attitudes and behaviours of an individual are consistent.

Some previous researches on the importance of values teaching at schools reported that in the follow-up of values education, teachers, schools and systems should be in the centre and cooperate (Bryk & Schneider, 2002), more studies should be conducted on the teaching of values in the classrooms, at school and in the society (Refshauge, 2004), teacher training institutions should include new objectives in their programs related to values education and teaching of basic values, teachers should develop themselves constantly in classroom management and values education, and classroom teachers should be provided with in-service trainings on the quality and management of student behaviours, values education and new primary education program (Ada, Baysal & Korucu, 2005).

Moreover, it was emphasized that teachers and system should be questioned for a more effective values education, teachers' personalities, knowledge, relations, values, pedagogical qualities, in short teaching profession should be reviewed, studies on these issues should be conducted (Lovat, 2009) and there is no place more important and more efficient than schools in values education.

2. Research Objective

The purpose of the present research is revealing remarks of pre-service teachers, who have an important place in leaving a trace on next generation in values teaching, on the effectiveness of the values teaching conducted at schools. Accordingly, the answers to the following questions are sought:

Sub-objectives:
1- Is there a significant difference between per-service teachers' remarks on values teaching at schools in terms of gender?
2- Is there a significant difference between per-service teachers' remarks on values teaching at schools in terms of marital status?
3- Is there a significant difference between per-service teachers' remarks on values teaching at schools in terms of branch?
4- Is there a significant difference between per-service teachers' remarks on values teaching at schools in terms of age?

3. Method

Research Model
The present research adopted descriptive survey method in order to reveal pre-service teachers' remarks. Descriptive survey model is a research approach that aims at describing an existing or past case as it is (Karasar, 2009, p.77).

Universe and Sample
The universe of the present research consists of pre-service teachers who prepare for KPSS (Public Personnel Selection Examination) in the private teaching institutions in the provincial centre of Isparta in 2015-2016 academic year. Because of the large size of the universe, it was sampled. Private teaching institutions were selected randomly, through cluster sampling method, which is used when components of the universe are scattered and formed by distant groups (Arlı & Nazik, 2004). Four private teaching institutions were selected accordingly, and 344 pre-service teachers from these institutions form the sample of the present research. The participation was on voluntary basis, and the identities of the participants were kept confidential. Personal information of the participants are presented in detail in Table 1.

Table 1: Personal features of the participants

Gender	Male		Female
	104		240
Marital status	Single		Married
	296		48
Branch	Classroom teaching		Other
	40		304
Residence	Village	District	Province
	24	48	272
Age	20-24	25-29	30-34
	253	52	39

Data Collection Tools
The questionnaire developed by the researcher was used as the data collection tool of the present research. This questionnaire was developed in order to define pre-service teachers' remarks on the effectiveness of the values education given at schools. The items on the questionnaire were scored on a 5-point likert type scale ranging between "Totally disagree", "Disagree", "Agree to some extent", "Agree", and "Totally agree". The first part of the questionnaire consists of five questions (gender, marital status, branch, residence, and age) intended at learning personal information of pre-service teachers, and the

second part consists of 18 items intended at defining pre-service teachers' remarks on the values education given at schools.

The questionnaire consists of a sufficient number of closed ended items as according to Karasar'a (2012), a sufficient number of closed ended questions have such benefits as inviting participants to the desired perspective in responding, enabling sources with answering convenience, and providing researcher with evaluation convenience. The items of the data collection tool to be used in the research were first defined with literature review and open-ended questions asked to pre-service teachers. This way, first draft of the "remarks on values teaching" questionnaire, developed as the data collection tool of the present research was created. Draft questionnaire was implemented on 90 participants as a pilot implementation, and the cronbach alpha value of the data collection tool was calculated as .80. According to Özdamar (1997) cronbach alpha value over .70 indicates that the questionnaire can be accepted as a reliable measurement tool.

Factor analysis was conducted in order to test the construct validity of the scale. Before this analysis, KMO values and Bartlett's test results were studied in order to define whether the scale is fit to factorization. Accordingly, KMO value was calculated as .76 and Bartlett's test results showed that the scale was fit to factorization. Exploratory factor analysis was used for the present research. Exploratory factor analysis studies the relationships between the items and tries to explore the construct validity of the scale (Tabachnink & Fidell, 2001). According to the results of exploratory factor analysis conducted on 18 items, 1 item was excluded from the questionnaire as it has low factor load. (*I think a teacher should give opportunities and guide their students to taking responsibilities as they try to instil the values they want to teach*). Total explained variance is 60.39%. Consequently, five factors were obtained, and their variance of explaining the scale is as follows: i. Factor variance: 22.42%, ii. Factor variance: 12.09%, iii. Factor variance: 10.76%, iv. Factor variance: 7.78%, v. Factor variance: 7.32%. Principle components analysis and Varimax method of vertical rotation methods were used in factor analysis, and the obtained factor load values are presented in Table 2 below.

Table 2: Rotated Component Matrix Sonuçları

	Self-development	Teaching responsibility	Hidden program	Effectiveness of the official program	Teaching method
i12	,816				
i14	,800				
i13	,771				
i10	,682				
i11	,639				
i16	,620				
i15	,609				
i7		,816			
i9		,733			
i8		,618			
i3		,423			
i2			,735		
i5			,685		
i6			,445		
i4				,680	
i1				,637	
i17					,284
i18					,701

*Coloured item was excluded

As a result of the exploratory factor analysis, problematic item was excluded and the five factors and the items included in these factors by the researcher as presented below:

Self-development:	(i10, i11, i12, i13, i14, i15, i16)
Teaching responsibility:	(i3, i7, i8, i9)
Hidden program:	(i2, i5, i6)
Effectiveness of the official program:	(i1, i4)
Teaching method:	(i18)

One by one analysis of the items showed that factor loads were at desired levels. In factor analysis, factor load over 0.30 is considered acceptable (Büyüköztürk, 2002). Results of the exploratory factor analysis conducted by the researcher show that the scale has high construct validity.

Data Analysis

Before data analysis, all questionnaire forms were checked whether they were filled in properly, and it was observed that all forms were filled in properly. Analyses were conducted on 344 questionnaire forms. In order to score the participants' scores on the questionnaire for data analysis, "Totally disagree" was given 1, "Disagree" 2, "Agree to some extent" 3, "Agree" 4 and "Totally agree" was given 5 points. Frequencies, percentages, arithmetic averages, t-test and one-way ANOVA tests were used in data analysis. Findings obtained from the analyses were interpreted based on the following scoring: 4.20-5.00: "Totally agree", 3.40–4.19: "Agree", 2.60–3.39: "Agree to some extent", 1.80–2.59: "Disagree" and 1.00–1.79: "Totally disagree".

3. Results

The following table was formed in accordance with the analysis of the data obtained with the pre-service teachers' answers to the questionnaires. In Table 3, frequencies, percentages, factor loads and the average values of the obtained data are presented.

The prominent items in the questionnaire were investigated and it was observed that 77.9% of the participants stated that they "totally agreed" with the 13th item "I think teachers should teach values everywhere, not only in the classroom." The average of the scores of pre-service teachers for this item is 4.66, which is within "totally agree" range. Most of the pre-service teachers think that values education given ay classrooms is not enough and the values should be also taught outside the classroom through hidden curriculum (Türedi, 2008; Tuncel, 2008; Doğanay, 2007; Sarı, 2007 & Yüksel, 2005). Based on its definition, value is not a phenomenon specific to a certain place, but also we can encounter in every aspect of our lives in with our behaviours. In this context, it is not correct to limit the values within the classroom in this context. It would be more meaningful for students, if teachers teach values to students in different environments in association with life through hidden program.

Similarly, 76.7% of the pre-service teachers, who participated in the present research, stated that they "totally agreed" with the 17th item, "I believe teachers can teach values to their students more easily based on experienced sample cases." The average of the scores of pre-service teachers for this item is 4.66, which is within "totally agree" range. Most of the pre-service teachers believe that in values teaching, students should be provided with the opportunity to empathise based on experiences instead of teaching values through theoretical information. There are various approaches in values teaching, and one of the most common of these is teaching values through sample cases, in other words experienced cases, or cases that can possibly occur in real life. This will make the children to comprehend and interpret the values more correctly (Gündüz, 2015).

Only 4.7% of the pre-service teachers stated that they "totally agreed" with the 1st item "I believe values are taught sufficiently at schools." The average of the scores of pre-service teachers for this item is 2.69,

which is within "agree to some extent" range. Almost all of the pre-service teachers think that values education at schools is insufficient. Indeed, values education starts in the family, develops at the schools (Maslovaty, 2003) and turns into behaviours in the society. These three form the locomotive of values education given to children. Recently, the effects of informal education, in other words, hidden program on values education has been researched more frequently (Yaygın and Dindar, 2010). The importance of values education, which is a very sensitive issue for the society, may be lost when it is given through formal education. Due to their nature, human beings may ignore some important things in anxious environments, such as schools and tests. In this case, the importance of values education given at schools becomes more debatable.

Table 3: Questionnaire results

IN	Theorems	fy	1: Totally disagree 2: Disagree 3: Agree to some extent 4:Agree 5:Totally agree					$\overline{X}$
			1	2	3	4	5	
1	I believe values are taught sufficiently at schools.	,637	f	68	120	20	120	16	2,69
			%	19,8	34,9	5,8	34,9	4,7	
2	I believe informal ways are more effective in values teaching.	,735	f	24	36	24	140	120	3,86
			%	7,0	10,5	7,0	40,7	34,9	
3	Teachers should take on an important role in values teaching.	,423	f	16	8	16	84	220	4,40
			%	4,7	2,3	4,7	24,4	64	
4	I think present methods used in values teaching are very effective.	,680	f	60	80	72	6	68	3,00
			%	17,4	23,3	20,9	18,6	19,8	
5	I believe the target values should be taught to children by behaving in accordance with the target value.	,685	f	24	28	28	104	160	4,01
			%	7,0	8,1	8,1	30,2	46,5	
6	I believe religion is the basis of values education.	,445	f	32	48	56	112	96	3,55
			%	9,3	14,0	16,3	32,6	27,9	
7	I believe the teacher of the values should be tested whether they have the target values.	,816	f	36	28	40	88	152	3,84
			%	10,5	8,1	11,6	25,6	44,2	
8	I believe what students are affected from cognitively should be researched before teaching the values.	,618	f	28	20	16	96	184	4,12
			%	8,1	5,8	4,7	27,9	53,5	
9	I believe there should be a separate lesson on values teaching and activities.	,733	f	24	16	48	112	144	3,97
			%	7,0	4,7	14,0	32,6	41,9	
10	I think parents should support teachers in values teaching.	,682	f	12	16	20	48	248	4,46
			%	3,5	4,7	5,8	14,0	72,1	
11	Teachers should participate in academic studies on values.	,639	f	20	8	28	68	220	4,33
			%	5,8	2,3	8,1	19,8	64,0	
12	Pre-service teachers should prepare social projects on values at faculties of education.	,816	f	8	8	24	96	208	4,41
			%	2,3	2,3	7,0	27,9	60,5	
13	I think teachers should teach values everywhere, not only in the classroom.	,771	f	4	8	12	52	268	4,66
			%	1,2	2,3	3,5	15,1	77,9	
14	I believe teachers should make their students prepare campaigns in their classrooms on teaching of values, such as kindness, tolerance, and responsibility.	,800	f	12	8	4	76	244	4,54
			%	3,5	2,3	1,2	22,1	70,9	
15	I believe values teaching should be conducted in accordance with the ages of learners.	,609	f	4	8	20	60	252	4,59
			%	1,2	2,3	5,8	17,4	73,3	
16	I think teaching programs should be revised as values centred.	,620	f	16	4	44	104	176	4,22
			%	4,7	1,2	12,8	30,2	51,2	
17	I believe teachers can teach values to their students more easily based on experienced sample cases.	,701	f	4	8	8	60	264	4,66
			%	1,2	2,3	2,3	17,4	76,7	

Findings in terms of Sub-Objectives:
The tables below presents whether pre-service teachers' remarks on each category (self-development, teaching responsibility, effectiveness of official program, and teaching method) vary significantly by other variables.

1- Is there a significant difference between per-service teachers' remarks on values teaching at schools in terms of gender?

Table 4: The Variation Average Scores of Pre-service Teachers' Responses by Gender

Category	Gender	N	Average	Standard deviation	t value	Sig. (2-tailed)
Self-development	Male	104	27,9615	6,92529	-9,287	,000
	Female	240	32,6667	2,44550		
Teaching responsibility	Male	104	15,1923	3,91184	-4,327	,000
	Female	240	16,8667	2,99213		
Hidden program	Male	104	10,9615	3,13429	-2,120	,035
	Female	240	11,6333	2,48824		
Effectiveness of official program	Male	104	5,5385	1,81109	-,951	,342
	Female	240	5,7667	2,13649		
Teaching method	Male	104	4,5000	,84761	-2,703	,007
	Female	240	4,7333	,68129		

As presented in Table- 4, there isn't a significant difference across genders only in "effectiveness of official program" category ($p>0,05$). (Özmen, Er & Gürgil, 2012; Arslan, 2007). There are significant differences across genders in other categories in favour of female participants ($p<0,05$). In other words, female pre-service teachers provided more positive remarks on the effectiveness on the values teaching at schools than male pre-service teachers in "self-development", "teaching responsibility", "hidden program" and "teaching method" categories (Altunay & Yalçınkaya, 2011).

2- Is there a significant difference between per-service teachers' remarks on values teaching at schools in terms of marital status?

Table 5: The Variation Average Scores of Pre-service Teachers' Responses by Marital Status

Category	Marital status	N	Average	Standard deviation	t value	Sig. (2-tailed)
Self-development	Single	296	30,8919	5,05312	-3,417	,001
	Married	48	33,4167	1,95517		
Teaching responsibility	Single	296	16,2027	3,42268	-2,161	,031
	Married	48	17,3333	2,95594		
Hidden program	Single	296	11,4054	2,76991	-,421	,674
	Married	48	11,5833	2,35049		
Effectiveness of official program	Single	296	5,9189	1,93982	5,170	,000
	Married	48	4,3333	2,15696		
Teaching method	Single	296	4,6622	,66439	-,039	,969
	Married	48	4,6667	1,11724		

As presented in Table- 5, there aren't significant differences in terms of marital status in "hidden program" and "teaching method" categories ($p>0,05$). There are significant differences in other categories

in favour of married teachers ($p<0,05$). In other words, married pre-service teachers provided more positive remarks on the effectiveness of values teaching at schools than single pre-service teachers in "self-development" and "teaching responsibility" categories.

3- Is there a significant difference between per-service teachers' remarks on values teaching at schools in terms of branch?

Table 6: The Variation Average Scores of Pre-service Teachers' Responses by Branch

Category	Branch	N	Average	Standard deviation	t value	Sig. (2-tailed)
Self development	Classroom	40	32,0000	3,17038	1,055	,292
	Other	304	31,1447	4,99426		
Teaching responsibility	Classroom	40	16,2000	3,22808	-,319	,750
	Other	304	16,3816	3,40439		
Hidden program	Classroom	40	12,2000	1,41784	1,916	,056
	Other	304	11,3289	2,82557		
Effectiveness of official program	Classroom	40	6,5000	1,76867	2,665	,008
	Other	304	5,5921	2,05648		
Teaching method	Classroom	40	4,8000	,40510	1,245	,214
	Other	304	4,6447	,77424		

As presented in Table-6, there is a significant difference in terms of branch, only in "effectiveness of official program" category ($p<0,05$). There aren't significant differences in other categories ($p>0,05$). In other words, both classroom and other branches pre-service teachers have similar remarks on the effectiveness of values teaching at schools in "self-development", "teaching responsibility", "hidden program" and "teaching method" categories. There is a significant difference in favour of classroom pre-service teachers in the effectiveness of official program category, which may be result of the fact that values education that starts in the family becomes official first in the hands of classroom teachers (Akbaş, 2004). Indeed, classroom teachers can detect advantages and disadvantages in values education earlier than the teachers of other branches. Values education conducted at schools on the basis of values education that starts in the family, under official program may be more effective in the first years, and loose this effectiveness in later years.

4- Is there a significant difference between per-service teachers' remarks on values teaching at schools in terms of age?

As presented in Table-7, one-way ANOVA test was conducted on data in order to find out whether average scores varied by age, and Tukey HSD test was conducted to find out the sources of differences. Accordingly, in "self-development" and "hidden program" categories, 30-34 age group pre-service teachers have more positive remarks than other age groups. In "effectiveness of official program category" pre-service teachers in 20-24 and 25-29 age groups have more remarks than pre-service teachers in 30-34 age group; and in "teaching method category, pre-service teachers in 20-24 age category have more positive remarks than other pre-service teachers. Interestingly, in "teaching responsibility" category, pre-service teachers in 20-24 and 30-34 age groups have more positive remarks on the effectiveness of values teaching at schools than pre-service teachers in 25-29 age category.

Table 7: The Variation Average Scores of Pre-service Teachers' Responses by Age

Category	Age	N	Average	Standard deviation	F value	Significant difference (Tukey HSD)
Self development	20-24	256	31,3594	4,79989	9,955	30-34 age group: more significant
	25-29	52	29,0769	5,50880		
	30-34	36	33,5556	1,79594		
Teaching responsibility	20-24	256	16,4844	3,36064	8,427	20-24 and 30-34 age groups: more significant
	25-29	52	14,8462	3,35708		
	30-34	36	17,6667	2,82843		
Hidden program	20-24	256	11,4844	2,73821	4,968	30-34 age group: more significant
	25-29	52	10,5385	2,49283		
	30-34	36	12,3333	2,52982		
Effectiveness of official program	20-24	256	5,9063	2,00171	22,516	20-24 and 25-29 age groups: more significant than 30-34 age group
	25-29	52	6,0769	1,60692		
	30-34	36	3,6667	1,78885		
Teaching method	20-24	256	4,7500	,56011	8,449	20-24 age group: more significant
	25-29	52	4,3077	,91905		
	30-34	36	4,5556	1,27491		

As an overall review of the findings for all categories presented in the table above, we can suggest that in all categories, older pre-service teachers have more negative remarks on the effectiveness of official program and more positive remarks on the effectiveness of hidden program. Indeed, as values education is conducted at schools, hidden program is as effective as the official program. Similarly, Yaygın & Dindar (2010) found in their research that teachers who served at primary school accepted the existence of hidden program at their schools (Tuncel, 2008) and stated that hidden program had important functions in values education. According to Bacanlı'ya (2006, p.60), teaching of values is the most important of these functions.

4. Discussion and Conclusion

Within the scope of the present research, a questionnaire was conducted on 344 pre-service teachers in order to reveal pre-service teachers' remarks on the effectiveness of values education at schools and the following findings were obtained with the collected data:

Values education has become a frequently debated and studied subject in recent years. Especially, the concern is on where values education should start, when it should start, and how values should be taught. There are various approaches to values teaching, but the most well-known of these are: Character education approach, latent teaching (hidden program) of values approach, values transferring (directly teaching of values) approach, values explanation (defining values) approach, moral reasoning (moral dilemma/moral development) approach, values analysis approach, action learning and learning through observation approach (Gündüz, 2015). It is possible to conduct most of these approaches at schools with official program. However, sometimes hidden programs cannot be used at schools very much in values education at schools due to some reasons, such as the attitudes of teachers and parents. However, previous researches show that in values education hidden program is as effective as the official program (Tuncel, 2008; Doğanay, 2007; Sarı, 2007 & Yüksel, 2005).

An interesting finding of the present research is that only 4.7% of the pre-service teachers stated that they "totally agreed" with the 1st item "I believe values are taught sufficiently at schools." This finding indicates that hidden program should be used at schools especially in values education. Similarly, 77.9% of the participants stated that they "totally agreed" with the 13th item "I think teachers should teach values everywhere, not only in the classroom.", which also indicates the necessity of hidden program (Türedi, 2008). Williams (1993), who studied how the teaching of moral values and character education was conducted in the classrooms, reported that while it was expected that formal lessons on respect given under the official curriculum presented perfect results, respect could be best taught through hidden program, through modelling and providing a positive moral environment (Cited in: Doğanay, 2007, p.282; Illich, 2000)

Another finding of the present research on the effectiveness of hidden program is that female pre-service teachers have more positive remarks than male pre-service teachers, and pre-service teachers in 30-34 age group have more positive remarks on the hidden program than younger pre-service teachers. Teaching profession requires experience and maturity. Teachers become more experienced in older ages, and can evaluate what is more beneficial for their students with a broader perspective. Accordingly, it is significant that remarks on hidden program get more positive with older age.

Additionally, female teachers' having more positive remarks than male teachers can be explained with social gender roles. Indeed, in Turkish society, more important tasks fall to mothers than fathers in values teaching and training. Due to their nature, women are more emotional, more maternal, more fond of children, and they are the primary teachers of their children (Powell & Greenhause, 2010; Dedeoğlu, 2009; Alozie, Simon & Merrill, 2003). With these characteristics, women can see and think what is more beneficial for the children in values education in more detain than men.

Exploratory factor analysis was conducted on the questionnaire on values education developed for the present research provided five categories (self-development, teaching responsibility, teaching methods, hidden program, and effectiveness of official program), and in all these categories except for the "effectiveness of official program" female teacher provided more positive remarks than male teachers. In accordance with the questionnaire items in these categories, we can suggest that these items support hidden program directly or indirectly. Indeed, female pre-service teachers' having more positive remarks on the hidden program than male pre-service teachers supports the findings obtained in these categories. Analyses conducted to reveal the variation in remarks on values teaching by marital status showed that, there wasn't a significant difference between married and single pre-service teachers in hidden program category, while married pre-service teachers had more positive remarks on "self-development" and "teaching responsibility" categories. These findings indicate that married individuals can see values education from a more different and broader perspective than single individuals due to the responsibilities they have towards their spouses and children. Thus, values education is a sensitive issue that requires responsibilities both in the family and at schools. The analyses on the variation in remarks by branch showed that there weren't significant differences in remarks on values teaching generally, but pre-service classroom teachers had more positive remarks than teachers of other branches only in the category of "effectiveness of official program". This finding indicates that values education that starts in the family and continues in the hands of classroom teachers at schools can be conducted without hidden program at earlier ages (Lovat, 2009). The finding that hidden program isn't required much in the first years of values education at schools may have resulted from the fact that children at these ages don't have many problems and their personalities are still present a changing structure (Demirtaş, 2009).

Consequently, the present research showed that pre-service teachers mostly have negative remarks on the effectiveness of values teaching at schools and values teaching at schools isn't sufficient according to them. Most of the pre-service teachers, especially the female and older ones, stated that hidden program was more effective than the official program and hidden program is required more at schools. Thus, a

more satisfying values education can be given at schools by including hidden program more in the official program, as the use of official program alone may result in some problems.

From another perspective, we need to aware that school is not enough in values education, and we should provide the next generation with a better heritage, by integrating family and environment in the values education (Refshauge, 2004; Bryk & Schneider, 2002).

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