

# The Level and Ranking of Perceived Values Among Students of the Institute of Physical Education and Sports at the University of Djelfa

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## ABSTRACT

This study aimed at exploring the level and ranking of perceived values among students of the Institute of Physical Education and Sports at the university of Djelfa. The method employed to carry out the study is totally descriptive as it fits the nature of the study. The sample included 70 university students. The researchers used a questionnaire, constructed in 4 tracks and 23 sections. The researchers also used the Friedman test for ranking the values. Moreover, they used the arithmetic mean and standard deviation which tackle the level of social, scientific, aesthetic and moral values perceived during the sport class. The study's findings showed that the level of values among students is high; and that the ranking of values, to them, is not of utmost importance.

**Keywords:** Level of values, physical education and sports

## INTRODUCTION

Since antiquity, every society has tried to frame norms to the behavior of its individuals by instilling a set of principles, ideas and information which compose the so-termed “culture”. The latter provides on the one hand all matters in connection with their behavior (thought, movement, emotion), and on the other hand, assures that these members will not violate the rules and regulations agreed upon. Raising awareness about values is of utmost significance for humanity to live in union, solidarity, understanding and acceptance of each other. The need to educate values is dire indeed because one should always stand on the side of good (Kadiru, 2021).

Values acquisition is very important in view to orient attitudes and behaviors that arise from birth, as well as changes that result from the impacts of the environment, as values play an important role in highlighting and manifesting the behaviors generated due to the surroundings (Ilyas et al, 2018). Values, moreover, play an important role in highlighting and depicting behaviors and attitudes at the same time, and how individuals are oriented in their actions and reactions in society (Valtini et al, 2017). The importance of values education practices in schools have increased on the one hand to prevent negative phenomena; and to instill values such as respect, responsibility, honesty and citizenship on the other hand (Halil et al, 2021). Values are manifested through the individuals' thoughts, behaviors and jobs (Pinar K, 2018). These values are acquired either in schools by learning or in families by transmission (Ozcan et al, 2020, p2). Values are indeed the cornerstone of study curricula in which behavior change is the desired outcome (Charl et al, 2020). Values, in turn, are categorized into six groups: theoretical, economic,

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aesthetic, social, political, and religious values that are defended as the main driving force for behaviors in Spranger's theory of value (Younis A, 2022). Values are important for humans to determine the paths to their lives (Ousman O, 2021, p 173). Values, moreover, are unifying factors and cultural heritage of society to be transmitted to upcoming generations (Vedat A, 2021, p 365) where nations need common values such as a common language and common needs (Savgi K, 2022, p 153). What all values have in common is to ensure that societies live in peace and prosperity (Dincer B, 2021, p 1371).

Perhaps one of the most important roles of physical education is to tutor and educate students through physical, sportive, cognitive, dynamic and cultural activities. The objective of this education is (1) to assume the learners' responsibilities towards themselves, their bodies, and their personal and social lives, and (2) to raise good citizens who serve themselves and their countries, relying on these educational experiences that allow the students to acquire values and moral qualities (Juaim, 2016). The family is also an important educational institution that takes care of the child for a long period of time, and it is irreplaceable by any other social circle because it is the basis for building the character of each child (Zarema et al, 2022). Sports programs also contribute to helping young people establish long-standing relationships in their local community, as well as linking physical education content to their lives in their community (Franc et al, 2011). Educational institutions are also spaces for education and training where learners may exercise their rights and perform their duties. This, in turn, imparts learners on information, skills and competencies that qualify them to fulfil their national obligations (Aziz, 2020). The main objective of schools is to educate individuals with huge academic success and high human values (Akan Y et al, 2021).

The survival of a society depends on the preservation of its values. This is why the transmission of values to upcoming generations has become one of the important goals of education (Shabden M, 2022). Since the physical and sports education class represents a productive session in which many values are tackled on the one hand, and since it is one channel that aims to instill culture with all its components within the members of society on the other hand, it is then a no-brainer to ask about the relationship between values and culture and sports in general.

In order to know the nature of this relationship, our study raised the following problematic: What is the level and ranking of perceived values among students of the Institute of Physical Education and Sports at the university of Djelfa?

Starting from the aforementioned conceptualization, we will attempt to answer our problematic.

Hypothesis: The level and ranking of perceived values is high in the sports class among students of Physical And Sports Education at the university of Djelfa.

## MATERIALS AND METHODS

- Since the descriptive method, as put in (Saaty, 1997) studies the phenomena as they exist in reality, in terms of describing them accurately and expressing them qualitatively or quantitatively, our study employs the descriptive method too.
- Methodology: In this study, we selected 70 students from the Institute of Physical Education and Sports at the university of Djelfa. The questionnaire consists of 23 sections in connection with perceived values segmented into tracks. The researchers also relied on the arithmetic mean, standard deviation, the Friedman test for ranking the values, as well as the Kolmogrove-Smirnov and Shapiro-Wilk tests in an attempt to find out the moderation of the normal distribution of the target sample.

## STATISTICAL ANALYSIS

We relied on the "*Cronbach's alpha*", the most famous test for such analysis, which measures the internal consistency of the test. This coefficient indicates that repeating the test under similar conditions gives the same results. After inputting the data into the (SPSS - Version 20) software, the test results are as follows:

Since the value of Cronbach's alpha coefficient is 0.611 > 0.6, the data then have a good reliability. Therefore, it can be said that if the same number of questionnaires were distributed to a similar sample from the same population, the consistency rate in the answers would be 61.10%. This qualifies the questionnaires to be reliable.

Since the sample of the study is 70 students, we carry out the Smirnov-Kolmogrove test in view to

investigate the nature of the data or the moderation of the distribution.

Before proving/disproving the hypothesis using appropriate statistical methods, it is necessary to verify the moderation of the distribution to the variables in question. The following table illustrates this:

Based on the results of the Kolmogorov-Smirnov test and Shapiro-Wilk tests, the scores of the study sample on the questionnaire were not statistically significant at alpha (0.05), which means that the distribution of data is moderate, and therefore all statistical methods that are used in the process are parametric.

- **The results of the questionnaire:**

***The results of the first track under the heading of “social values”***

The results in the table show that the statements of the first track belong to the high range (2.50 -3.24). Moreover, the total arithmetic mean  $2.5 < 2,7048 < 3.24$  belongs to the high range as well. Accordingly it can be said that the scientific values are high according to the evaluation of the study sample. This can be clearly demonstrated in the following figure:

Presentation, interpretation and discussion of the results in light of the first hypothesis:

The first hypothesis of this study states that the level of social values is high among the students of the Institute of Physical Education and Sports at the university of Djelfa. In order to verify this hypothesis, we employed the statistical significance test (the T-test) for a single sample which is a test useful for defining the nature of attitudes. The results are as shown in the following table:

Comparing the arithmetic mean and the standard deviation with the theoretical mean, we note that the arithmetic mean of the sample members is (2,7048) and the standard deviation is (0.39844). Comparing the calculated arithmetic mean with the theoretical mean (= 2), the difference is exactly (0.20476). Right after employing the T-test, it was found that the difference between the two calculated means is statistically significant. What confirms this is the value of (T = 4,300), which is statistically significant at the level of significance ( $\alpha = 0.01$ ). In addition to this, the calculated mean belongs to the high range [2.50-3.24],

and the percentage of certainty of this result is 99%, with a probability of error of 1%.

Accordingly, we conclude that the level of social values is high among the students of the Institute of Physical Education and Sports at the university of Djelfa.

***The results of the second track under the heading of “scientific values”***

The answers of the study sample members to the statements of the second track of the questionnaire (scientific values) were processed, and the results are as in the following table:

Considering the arithmetic means and standard deviations in the table, we note that all the statements belong to the high range (2.50 -3.24) on the one hand; and the total arithmetic mean (= 2,7071) belongs to the high range on the other hand. Accordingly it can be said that the scientific values according to the evaluation of the study sample members are high. This can be clearly demonstrated in the following figure:

Presentation, interpretation and discussion of the results in light of the first hypothesis:

The first hypothesis of this study states that the level of scientific values is high among the students of the Institute of Physical Education and Sports at the university of Djelfa. In order to verify this hypothesis, we employed the statistical significance test (the T-test) for a single sample which is a test useful for defining the nature of attitudes. The results are as shown in the following table:

Comparing the arithmetic mean and the standard deviation with the theoretical mean, we note that the arithmetic mean of the sample members is (2,7071) and the standard deviation is (0,41648). Comparing the calculated arithmetic mean with the theoretical mean (= 2), the difference is exactly (0,20714). Right after employing the T-test, it was found that the difference between the two calculated means is statistically significant. What confirms this is the value of (T = 4,161), which is statistically significant at the level of significance ( $\alpha = 0.01$ ). In addition to this, the calculated mean belongs to the high range [2.50-3.24], and the percentage of certainty of this result is 99%, with a probability of error of 1%.

Accordingly, we conclude that the level of scientific values is high among the students of the Institute of

Physical Education and Sports at the university of Djelfa.

**The results of the third track under the heading of “moral values”**

The answers of the study sample members to the statements of the third track of the questionnaire (moral values) were processed, and the results are as in the following table:

Considering the arithmetic means and standard deviations in the table, we note that all the statements belong to the high range (2.50 -3.24) on the one hand;

**Table 1:** Cronbach’s alpha coefficient

	Number of sections	Cronbach’s alpha coefficient	Description	Significance
The whole tool	60%	0.611	23	A good reliability coefficient

and the total arithmetic mean (= 2,7771) belongs to the high range on the other hand. Accordingly it can be said that the moral values according to the evaluation of the study sample members are high. This can be clearly demonstrated in the following figure:

Presentation, interpretation and discussion of the results in light of the first hypothesis:

The first hypothesis of this study states that the level of moral values is high among the students of the Institute of Physical Education and Sports at the university of Djelfa. In order to verify this hypothesis, we employed the statistical significance test (the T-test) for a single sample which is a test useful for defining the nature of attitudes. The results are as shown in the following table:

Comparing the arithmetic mean and the standard deviation with the theoretical mean, we note that the arithmetic mean of the sample members is (2,7771)

**Table 2:** Verifying the variables’ moderation of distribution

The questionnaire	Kolmogorov-Smirnov test			Shapiro-Wilk test			Decision
	Statistics	Degree of freedom	Level of significance	Statistics	Degree of freedom	Level of significance	
The level of perceived values among the students of the Institute of Physical Education and Sports at the university of Djelfa	0.101	70	0.074	0.973	70	0.133	Not statistically significant

**Table 3:** Ranking of the first track’s statements according to arithmetic means and standard deviations

Rank	First track’s statements	Sample size	Arithmetic mean	Standard deviation
1	I’m concerned more about people’s good and needs.	70	2,8286	0,77966
2	I am trying to recognize the problems encountered by colleagues in order to solve them.	70	2,7429	0,67428
3	I’m really into building and strengthening new relationships and friendships during the session.	70	2,5571	0,62868
4	I really like being equal, not selective, to all my colleagues during the session.	70	2,7714	0,80165
5	Exchanging views with colleagues so as to achieved our desired objectives.	70	2,7286	0,75989
6	I always help my colleagues in learning about a matter they could not understand.	70	2,6000	0,76896
The whole track “Social values”		70	2,7048	0,39844

**Table 4:** Level of social values among the students of the Institute of Physical Education and Sports at the university of Djelfa

The first track as a whole	Sample size	Theoretical mean	arithmetic mean	standard deviation	Difference between the two means	Degree of freedom	T	Level of significance	Decision
The total score	70	2.5	2.7048	0.39844	0.20476	69	4.300	0.000	Significant

**Table 5:** Ranking of the second track's statements according to arithmetic means and standard deviations

Rank	Second track's statements	Sample size	Arithmetic mean	Standard deviation
7	I do my best to learn and acquire knowledge in every session.	70	2,7143	0,76410
8	I review my lessons before attending the session.	70	2,7000	0,70915
9	I always aim to be special through my participation in the session.	70	2,6143	0,70798
10	I always work hard to be amongst the straight A students in the semester.	70	2,7429	0,69545
11	I always try to manage my time so my scores may be ahead of my colleagues'.	70	2,6571	0,73987
12	I always focus on making extra efforts during the session for the sake of learning.	70	2,8143	0,72817
The whole track "Scientific values"		70	2,7071	0,41648

**Table 6:** Level of scientific values among the students of the Institute of Physical Education and Sports at the university of Djelfa

The second track as a whole	Sample size	Theoretical mean	arithmetic mean	standard deviation	Difference between the two means	Degree of freedom	T	Level of significance	Decision
The total score	70	2.5	2,7071	0,41648	0,20714	69	4,161	0.000	Significant

**Table 7:** Ranking of the third track's statements according to arithmetic means and standard deviations

Rank	Third track's statements	Sample size	Arithmetic mean	Standard deviation
13	I make telling the truth my duty no matter what the consequences might be.	70	2,7000	0,62206
14	I bind myself to be honest and frank when talking to my colleagues during the session.	70	2,8429	0,60519
15	I react wisely when a colleague bothers me during the session.	70	2,8571	0,66563
16	I pardon my colleagues' mistakes during the session.	70	2,7571	0,75057
17	I willingly accept other opinions, and discuss our differences.	70	2,7286	0,65765
The whole track "Moral values"		70	2,7771	0,33108

**Table 8:** Level of moral values among the students of the Institute of Physical Education and Sports at the university of Djelfa

The third track as a whole	Sample size	Theoretical mean	arithmetic mean	standard deviation	Difference between the two means	Degree of freedom	T	Level of significance	Decision
The total score	70	2.5	2,7771	0,33108	0,27714	69	7,004	0.000	Significant

and the standard deviation is (0,33108). Comparing the calculated arithmetic mean with the theoretical mean ( $= 2$ ), the difference is exactly (0,27714). Right after employing the T-test, it was found that the difference between the two calculated means is statistically significant. What confirms this is the value of ( $T = 7,004$ ), which is statistically significant at the level of significance ( $\alpha = 0.01$ ). In addition to this, the calculated mean belongs to the high range [2.50-3.24], and the percentage of certainty of this result is 99%, with a probability of error of 1%.

Accordingly, we conclude that the level of moral values is high among the students of the Institute of Physical Education and Sports at the university of Djelfa.

#### ***The results of the fourth track under the heading of "aesthetic values"***

The answers of the study sample members to the statements of the fourth track of the questionnaire (aesthetic values) were processed, and the results are as in the following table:



**Table 9:** Ranking of the fourth track's statements according to arithmetic means and standard deviations

Rank	Fourth track's statements	Sample size	Arithmetic mean	Standard deviation
18	I clean and prepare, whenever I could, the place in which I study.	70	2,8143	0,64365
19	I maintain my personal hygiene and cloth cleaning during the session.	70	2,7286	0,72074
20	I always try to look good and gladden the beholders.	70	2,8571	0,70784
21	I believe that the clothes reflect one's personality.	70	2,7571	0,76964
22	I'm always dressed in harmonious, impeccable clothes.	70	2,8714	0,67933
23	What really fascinates me about the class is the aesthetics and creative ways of delivering it.	70	2,9429	0,58695
	The whole track "Aesthetic values"	70	2,8286	0,30820

**Table 10:** Level of aesthetic values among the students of the Institute of Physical Education and Sports at the university of Djelfa

The fourth track as a whole	Sample size	Theoretical mean	arithmetic mean	standard deviation	Difference between the two means	Degree of freedom	T	Level of significance	Decision
The total score	70	2.5	2,8286	0,30820	0,32857	69	8,920	0.000	Significant

**Table 11:** Level of the perceived values among the students of the institute of physical education and sports at the university of Djelfa

All tracks	Sample size	Theoretical mean	arithmetic mean	standard deviation	Difference between the two means	Degree of freedom	T	Level of significance	Decision
The total score	70	2.5	2,7534	0,20430	0,32857	69	8,920	0.000	Significant

Considering the arithmetic means and standard deviations in the table, we note that all the statements belong to the high range (2.50 -3.24) on the one hand; and the total arithmetic mean (= 2,8286) belongs to the high range on the other hand. Accordingly it can be said that the moral values according to the evaluation of the study sample members are high. This can be clearly demonstrated in the following figure:

Presentation, interpretation and discussion of the results in light of the first hypothesis:

The first hypothesis of this study states that the level of aesthetic values is high among the students of the Institute of Physical Education and Sports at the university of Djelfa. In order to verify this hypothesis, we employed the statistical significance test (the T-test) for a single sample which is a test useful for defining the nature of attitudes. The results are as shown in the following table:

Comparing the arithmetic mean and the standard deviation with the theoretical mean, we note that the arithmetic mean of the sample members is (2,8286)

and the standard deviation is (0,30820). Comparing the calculated arithmetic mean with the theoretical mean (= 2), the difference is exactly (0,32857). Right after employing the T-test, it was found that the difference between the two calculated means is statistically significant. What confirms this is the value of (T = 8,920), which is statistically significant at the level of significance ( $\alpha = 0.01$ ). In addition to this, the calculated mean belongs to the high range [2.50-3.24], and the percentage of certainty of this result is 99%, with a probability of error of 1%.

Accordingly, we conclude that the level of aesthetic values is high among the students of the Institute of Physical Education and Sports at the university of Djelfa.

The results of the questionnaire as a whole

The main hypothesis of this study states that the level of the perceived values is high among the students of the Institute of Physical Education and Sports at the university of Djelfa. In order to verify this hypothesis, we employed the statistical significance test (the T-test)

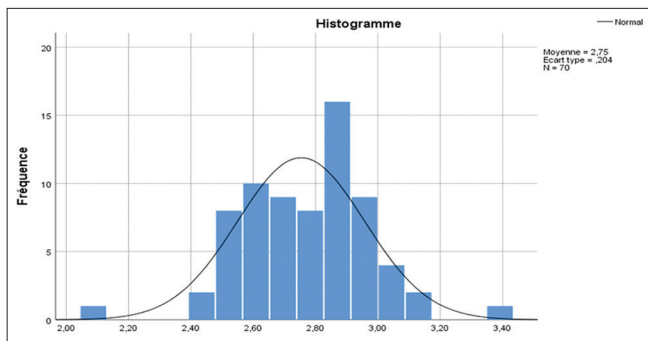


Figure 1: Perceived values among the students of the Institute of Physical Education and Sports at the university of Djelfa

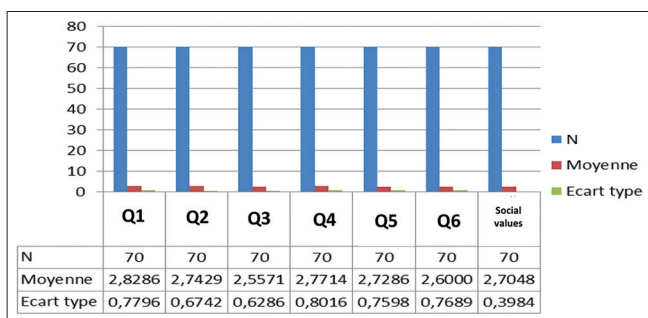


Figure 2: Ranking of first track's statements according to their arithmetic means

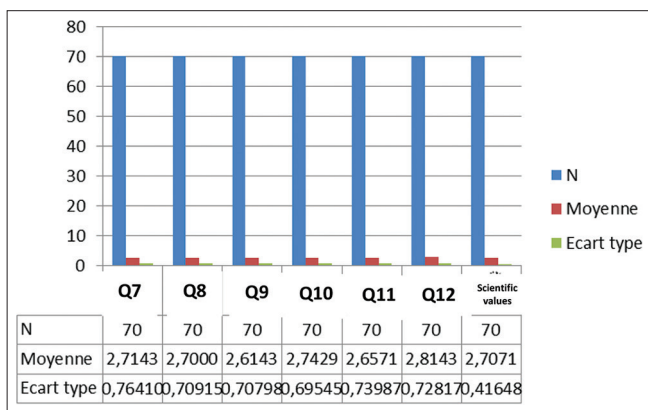


Figure 3: Ranking of second track's statements according to their arithmetic means

for a single sample which is a test useful for defining the nature of attitudes. The results are as shown in the following table:

The following figure sums up these data:

## DISCUSSION AND CONCLUSION

Comparing the arithmetic mean and the standard deviation with the theoretical mean, we note that the arithmetic mean of the sample members is (2,7534)

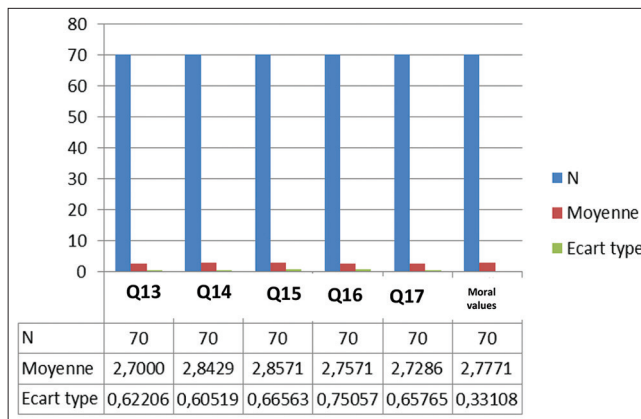


Figure 4: Ranking of third track's statements according to their arithmetic means

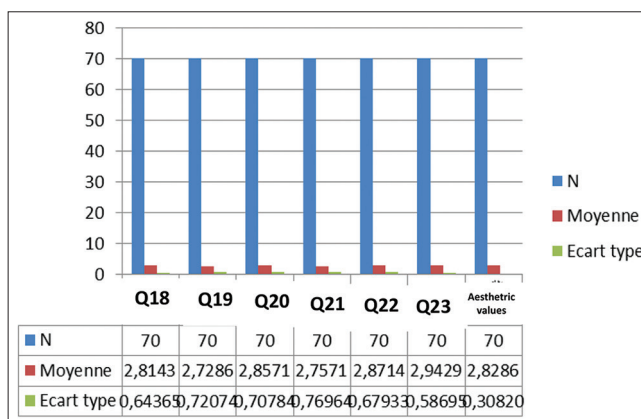


Figure 5: Ranking of fourth track's statements according to their arithmetic means

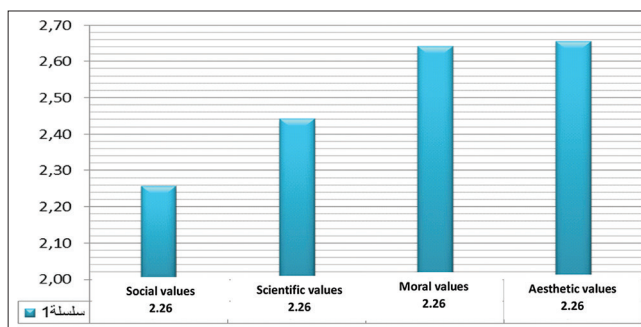


Figure 6: Ranking of all the values

and the standard deviation is (0,20430). Comparing the calculated arithmetic mean with the theoretical mean (= 2.5), the difference is exactly (0,32857). Right after employing the T-test, it was found that the difference between the two calculated means is statistically significant. What confirms this is the value of (T = 8,920), which is statistically significant at the level of significance ( $\alpha = 0.01$ ). In addition to this, the calculated mean belongs to the high range [2.50-3.24],

**Table 12:** Friedman test to rank all perceived values among the students of the institute of physical education and sports at the university of Djelfa

N°	All obstacles	Rank mean	Chi-squared test	Degree of freedom	Level of significance	Decision
1	Social values	2.26	4.848	3	0.183	Not significant at 0.05
2	Scientific values	2.44				
3	Moral values	2.64				
4	Aesthetic values	2.66				

and the percentage of certainty of this result is 99%, with a probability of error of 1%.

Accordingly, we conclude that the level of perceived values is high among the students of the Institute of Physical Education and Sports at the university of Djelfa.

As put by (Pehoiu, 2012): the practice of physical and sportive activities in adolescence promotes values, while (Aynur, Y, 2019, p106) indicates that the sessions of physical education gives the students the opportunity to know their strengths and weaknesses.

### The Results of the Ranking of Values

The general hypothesis of this study states that there is no difference in ranking the perceived values from the viewpoint of the students of the Institute of Physical Education and Sports at the university of Djelfa. In order to verify this hypothesis, we employed the Friedman test in view to rank the questionnaire sub-dimensions. The results are as shown in the following table:

Table 12 shows the rank means generated by the Friedman test for the tracks of the questionnaire as a whole. These rank means are in descending order:

- Aesthetic values ranked first with a rank mean of 2.66
- Moral values ranked second with a rank mean of 2.64
- Scientific values ranked third with a rank mean of 2.44
- Social Values ranked fourth with a rank mean of 2.24

Based on the value of  $\chi^2 = 48,261$ , we note that it is a non-statistically significant value at the alpha ( $\alpha = 0.05$ ). Therefore, it can be said that there are no statistically significant differences in the rank of values as a whole. This result supports the hypothesis of the study “There is no difference in the rank of perceived values for students of the Institute of Physical Education and Sports of the university of Djelfa”.

“Values” is a topic whose concepts are vast; visions around it are different; and it includes all branches of science. All these characteristics make this topic, nowadays, a fertile and generous subject in every sense of the word. Since globalization and technology have spread significantly, the perceived values becomes of utmost importance in each society. This importance does not lie on just searching for the essence of these values, but rather for the methods and ways in which individuals maintain the levels of these values so as to assure the cohesion of their societies. All the aforementioned results and discussions lead us to raise this core question: What help us refine, consolidate, modify or enhance the values we believe in?

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