

THE TEN CORE VALUES EDUCATION INCLUDED IN THE 2018 CURRICULUM OPINIONS OF HISTORY TEACHERS

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Abstract

The main objective of this study is to reveal the views of secondary school history teachers on the Ten Core Values Education included in the 2018 History Curriculum. A case study approach, one of the qualitative research methods, was adopted in the study. The "interview form" was used as a qualitative data collection tool. A semi-structured interview form consisting of open-ended questions was prepared to gauge secondary school history teachers' thoughts on the Ten Core Values Education included in the History Curriculum. The study group for the research, conducted during the 2021–2022 academic year, consisted of 20 history teachers working in 11 schools offering five different types of education, selected in a stratified manner in a district north of one of Turkey's three major cities. The data obtained were processed using descriptive analysis techniques. Frequencies (f) and percentages (%) were used in the presentation of the data. The most striking finding of the research is that almost all participating teachers were unaware of the existence of the Ten Core Values Education in their curriculum. However, teachers believe that the inclusion of the Ten Core Values Education is appropriate, that history lessons are also suitable for this, and that they already try to instil many of these values in their students in their lessons. The vast majority also believe that they need in-service training on this subject. While the value of justice ranked first for teachers, patriotism ranked among the top values they believed history lessons could primarily instil in students. Teachers who believed that different values, primarily empathy, should also be included in the programme considered the topics covered in the programme to be appropriate for the Ten Core Values Education, while considering the textbook to be partially appropriate. More than half of the teachers believe that they can only partially impart core values due to the lack of preparation processes before lessons. Another highlighted shortcoming is the belief that centralised examinations should also include questions on values education. Teachers believe that the failure of the Ten Core Values Education to become a national policy embraced by the whole society is at the root of the problems experienced in education. Teachers have proposed the implementation of an implicit national core values education programme coordinated by the Ministry of National Education, involving all administrators from top to bottom, local governments, national media outlets, school parent associations, and schools, in order to make the transmission of core values successful and lasting.

Keywords: Ten core values education, values education, history teacher.

INTRODUCTION

In today's world, a process of change is taking place at a dizzying pace in every field. These rapid and sudden changes, which occur in order to produce effective solutions to the problems encountered, bring with them many new problems both in our country and around the world. In particular, the social problems and social disintegration caused by the erosion and corruption of the common values that hold society together have reached levels that threaten the future of countries and the world. According to Fichter, common human and social values are one of the most important elements that define the ideal ways of thinking and behaving in every society, create social solidarity, and make it sustainable (Fichter, quoted by Özensel, 2003: 230). Values are more abstract than norms, i.e. rules adopted in a society, established principles, or applied laws; they are ideal ideas that give us an idea of "good" and "bad". Norms, on the other hand, are concrete rules that enable us to put values into practice. In this respect, values should be seen as the ideals and goals of what a society "should be". Therefore, the relationship between values and norms is essentially like the relationship between ends

and means, and one requires the other. In other words, norms give rise to values (Canatan, 2004: 44). People who are constantly interacting in daily life experience a constant confusion of events and relationships. In this process, they either react automatically out of habit without thinking or react according to their environment and the person in front of them. Values are beliefs that determine what we say and do at moments of choice and express what is good, what behaviour is right, and what relationship is fair in the big picture of life (Cüceloğlu, 2018: 125–128). Our children having certain values will both keep them together in solidarity and guide them towards what is good, right, and fair throughout their lives; therefore, the transmission of these shared values, which are of such vital importance for the future of society, to children should be given great care and should not be left to anyone's initiative. Values education should be realised through formal education involving not only the family and the environment but also schools. For this reason, the Ministry of National Education has included the teaching of ten core values in the lesson programmes it has prepared in line with the constructivist approach it has adopted for the programmes.

In Turkey, core values were explicitly emphasised for the first time in the History Lesson Teaching Programmes prepared in 2018. The programme states that the section entitled 'Our Values' covers the values of *justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism and benevolence*, that these values constitute the sum of the principles that form the perspective of the teaching programmes, and that the primary task of the teaching programme is to raise individuals who have embraced fundamental values. It is stated that the Education Programme is constituted by elements such as teaching programmes, learning and teaching environments, educational tools and equipment, extracurricular activities, etc., and that for this reason, our values are not seen as a separate programme or learning area, unit, subject, etc. in the teaching programmes (MEB, 2018: 6). In short, the Ten Core Values are not included in the teaching programmes as separate learning outcomes. However, the press release titled *"Our Curriculum Renewal and Change Efforts"* issued by the MEB on 18 July 2017 contained statements to the contrary. The sixth point in the section titled *"What Are the Prominent Innovations in the Curriculum?"* of the press release contains the following statements regarding the integration of targeted values into learning outcomes, i.e. the linking of values to the objectives of education and teaching: *"Values that are presented in isolation from the context and learning outcomes of the lesson, the subject matter, and the flow of the lesson are not meaningful or lasting. For this reason, attention has been paid to ensuring that the values are consistent with the nature of the relevant course and the curriculum learning outcomes and form a coherent whole. The targeted values have been embedded explicitly and/or implicitly (hidden) in the curriculum learning outcomes and learning outcome descriptions."* (TTKB, 2017: 10).

In summary, the Ministry of National Education (MEB) included ten core values in its press release regarding the renewed curricula in 2017 and in the History Teaching Programmes published in 2018. The fact that ten values were selected and included independently in the programme for the first time is a positive development that concretises values education compared to previous approaches. However, despite statements in the press release (TTKB, 2017) that the values were integrated into the learning outcomes, it was seen that the learning outcomes were not determined around values in the programme published later. The teaching programmes failed to relate the values they envisaged to the units, learning outcomes and subject descriptions. As it was not determined which value would be conveyed in which learning outcome, the theoretical framework of values education was not reflected in practice. With this structure, the teaching programme appears to have left the transmission of values solely to the initiative of teachers and textbook authors (Yıldırım, 2017: 568). For this reason, it is of interest to see what attitude history teachers adopt towards the education of the ten core values.

As the subject is included in the MEB's general teaching programme, a holistic approach was taken to the topic. Studies on history and values education were evaluated in order to compare the data obtained, and studies on subjects other than history were also examined. Studies conducted in the field of history show that the topic of values education in history lessons has been addressed by various researchers (Tokdemir, 2007; Demircioğlu & Tokdemir 2008; Yiğittir & Öcal, 2011; Mutluer, 2015; Tokdemir 2016; Yıldırım, 2017; Demircioğlu et al. 2018; Yıldırım, 2018; Kurt, 2021). Only three of these studies are related to the ten core values education after 2017 (Yıldırım, 2017; Yıldırım, 2018 &

Kurt, 2021). Research conducted by Yıldırım investigated the presence of core values in new secondary school history curricula and 9th grade history textbooks, as well as history teacher candidates' value hierarchies, justifications, and suggestions regarding the ten core values. Kurt's master's thesis examined history teachers' thoughts on the use of evidence in the process of imparting values (Kurt, 2021). Again, studies addressing the status of core values education in other subjects (Deniz, 2018; Özkul, 2019; Çengel, 2019; Taştımır, 2019; Topal, 2019; Gündüz & Bağcı, 2019; Şahin, 2019; Pınaz 2020; Köksal, 2021; Gökalp, 2021) were also examined comparatively. Compared to these studies, it is noteworthy that there are few studies examining teachers' views on the role of history teaching in the education of ten core values, and that they are limited in scope.

In order to achieve the expected benefits of history teaching, it is necessary to clearly define what is expected from history lessons and what the aims of education and teaching are (Aslan, 2006: 164). In this process, the knowledge, skills and values that history education aims to impart become important. For values education, it is not sufficient to merely include these in the programme. It is necessary to obtain the views of history teachers, who will teach these values in the classroom, on the Ten Core Values Education.

The Purpose and Importance of the Research

The primary objective of this research is to reveal the views of secondary school history teachers regarding the Ten Core Values Education included in the 2018 History Curriculum. All primary and secondary education programmes changed in 2018 and were built upon ten core values. Ten Core Values Education has become the fundamental objective of all course curricula. Therefore, it is important to describe teachers' attitudes and views regarding Ten Core Values Education. Only one study has been found that addresses the views of history teachers working in classrooms. Kurt's study is a master's thesis that examines only the use of evidence in the process of imparting values. This study examines the concept of Values Education in general rather than the Ten Core Values Education. The root value concept is not addressed in the findings, discussion, and conclusion sections of the research (Kurt, 2021). Therefore, as no research has been found addressing the situation of teachers who teach history in secondary schools regarding the process of teaching the Ten Core Values, this study aims to fill this gap and serve as a starting point for future research.

Research Questions

In line with the aim of the research, history teachers were expected to answer the following questions regarding the education of the ten core values included in the History Teaching Programme:

1. What information do history teachers have regarding the inclusion of the ten core values education in their lesson plans?
2. What are history teachers' views on the inclusion of the ten core values in their curricula?
3. What is the priority ranking of the ten core values among history teachers?
4. What do history teachers think about the suitability of the history discipline for teaching the values included in the ten core values?
5. Which values do history teachers rank as the values that history lessons will contribute most to students among the ten core values?
6. What are history teachers' views on other values they would like to see included in the curriculum alongside the ten core values?
7. What do history teachers think about the suitability of the topics included in history teaching programmes in relation to the values within the ten core values?
8. What are history teachers' views on the suitability of the content in history textbooks in relation to the values included in the ten core values?

9. What are history teachers' views on the planning or preparation for teaching the ten core values?

10. What are history teachers' views on whether they believe they have instilled the ten core values in their students?

11. What are history teachers' views on the effect of the ten core values education on some undesirable behaviours of students?

12. What are history teachers' views on their attitudes towards students who reflect the ten core values and exhibit positive behaviour?

13. What are history teachers' views on including questions related to the ten core values education in lessons or exams?

14. What are history teachers' views on the use of historical examples in the ten core values education?

15. What are history teachers' views on the implementation and quality of in-service training activities for teachers related to the ten core values education?

16. What are history teachers' views on the problems they encounter while teaching the ten core values and their proposed solutions?

METHOD

Qualitative data collection is a research process that allows perceptions and events to be presented in a realistic and comprehensive manner without being detached from their natural environment (Yıldırım & Şimşek, 2016: 41). Qualitative research methods, which are frequently used in the social sciences, focus on the differences and nature of individuals. What is important is the depth and originality of the information obtained (Baltacı, 2019: 369). In this research, the case study approach was adopted in order to identify sub-problems, examine the subject under investigation in depth, and shed light on some general theories (Çepni, 2012; Merriam, 1998; Yıldırım & Şimşek, 2011; cited in Yılmaz, 2019: 252). A case study is a research method used to understand, define, and describe the causes and consequences of a current situation where there is no control over the variables. Therefore, case studies are frequently preferred as one of the most preferred methods among qualitative research methods in educational settings (Leylum et al., 2017: 369). In this study, each teacher was examined as a case and thus the teachers were processed both individually and in comparison with each other in the process of core values education.

Study Group

The purpose of determining the research group using the maximum diversity sampling method is to reflect the diversity of individuals who may be involved in the research topic in the sample and to attempt to identify the similar and different aspects of situations that show diversity (Yıldırım & Şimşek, 2016; cited in Bilici, 2019: 70). Based on this, the study group consists of 20 history teachers working in a total of 11 schools of five different types, selected in a stratified manner from one of the northern districts of one of Turkey's three major cities, affiliated with the District National Education Directorate, during the 2021–2022 academic year. The demographic characteristics of the teachers participating in the study are given in the Table 1.

Table 1. Demographic characteristics of the teachers participating in the study

		f	%
Gender	Female	10	50
	Male	10	50
Seniority	5-9 years	3	15
	10-14 years	4	20
	15-19 years	3	15
	20 years and above	10	50
Faculty Graduated From	Faculty of Science and Letters	13	65

Educational Status	Faculty of Education	7	35
	Bachelor	15	75
	Master's Degree	5	25
Type of Institution Employed By	Anatolian High School	6	30
	Vocational High School	6	30
	Project High School	3	15
	Private High School	4	20
	Imam Hatip High School	1	5

Data Collection

The research utilised an interview form as a qualitative data collection tool. A semi-structured interview form consisting of open-ended questions was prepared to gauge the opinions of secondary school history teachers regarding the Ten Core Values Education included in the History Curriculum. To prepare the teacher interview form, a comprehensive literature review was first conducted, 16 general themes were identified, and a semi-structured interview form consisting of 18 items, including sub-questions, was prepared as a data collection tool. The draft interview form was created after consulting three experts in the field. The necessary permissions were obtained from the schools for the interviews with the teachers. All teacher interview forms were delivered in person and on a voluntary basis, and all interviews were conducted directly and face-to-face. The semi-structured interviews with teachers were completed between 20 May 2022 and 17 June 2022. The feedback obtained from the interviews constitutes the main data of the research.

Data Analysis

Qualitative data analysis is part of the process that continues from problem identification to the reporting stage. Qualitative research is analysed in two different ways: descriptive and content-based. Three components are suggested to guide researchers through this process, which they find most challenging. These are: data condensation (the stage of transcribing data, summarising it, discarding unnecessary data, then forming themes and creating categories), data visualisation (creating tables, graphs, etc.), and drawing conclusions (comparing the analysis results with another data set) (Aydin 2019: 481). The data for this research were classified under themes predetermined in line with the conceptual framework and interviews conducted with teachers. The data obtained from the forms were carefully examined, and the main ideas that emerged for each question were summarised. Repeated statements, participants, and the frequency of these statements were noted and converted into a table, and the most frequently emphasised ideas were identified as the main categories of data analysis. Teachers were coded as T1, T2, T3, etc.

Findings

The findings of the study reveal the participants' views on: 1- Whether or not they are aware that the ten core values are included in the teaching programmes. 2- Whether or not they believe that including the ten core values in the teaching programmes is positive. 3- Their general attitudes towards the priority ranking of the ten core values. 4- Opinions on whether the history branch is suitable for the education of ten core values. 5- General opinions on the ranking of the ten core values that history lessons can primarily impart to students. 6- Opinions on whether it is appropriate for history teaching programmes to include other values. 7- Opinions on whether the history topics included in teaching programmes are suitable for teaching the ten core values. 8- Opinions on whether textbooks are suitable for teaching the ten core values in terms of content. 9- Whether there is a planning or preparation process before lessons for teaching the ten core values. 10- Opinions on whether the ten core values can be instilled in students. 11- Opinions on whether the ten core values education has an effect on certain undesirable behaviours of students. 12- Opinions on whether students display a positive attitude towards behaviours that reflect the ten core values. 13- Opinions on whether it is appropriate to include questions related to core values education in exams. 14- Opinions on the use of historical examples in core values education. 15- Whether or not they have received in-service training related to values education. 16- Opinions and suggestions for effective core values education. These sixteen topics were examined. The data obtained from interviews with history teachers participating in the study on Core Values Education included in the History Teaching

Programme taught at all levels in secondary schools were evaluated and interpreted according to themes determined in the descriptive analysis process, leading to the following findings:

History Teachers' Levels of Awareness Regarding the Inclusion of Ten Core Values Education in Teaching Programmes.

Teachers were asked, "What do you know about the inclusion of the Ten Core Values Education in history lesson programmes?" The responses received from teachers are shown in the Table 2:

Table 2. Participants' levels of awareness regarding the inclusion of ten core values education in teaching programmes.

Opinion	f	%
I have no knowledge	18	90
I have knowledge	2	10

Ninety per cent of the teachers participating in the survey stated that they had no knowledge of the inclusion of ten core values education in history curricula, using definitive statements such as "*I have no knowledge,*" "*I have not heard,*" or "*I have never heard.*" Ten per cent of the teachers stated that they were aware of the inclusion of the ten core values education; "*I know that it was included in the new curriculum programmes implemented in 2018*" (T1). "*I am preparing for the KPSS exam, and I know this topic because there are many questions about it in the exams*" (T18).

History Teachers' Opinions on the Inclusion of Ten Core Values Education in Their Lesson Plans.

Teachers were asked about their thoughts on including the ten core values education in history lesson programmes, and the responses are shown in the Table 3:

Table 3. Participants' opinions on including education on ten core values in the curriculum

Opinion	f	
A positive development	10	50
Good	2	10
A good application	2	10
Values should be emphasised	1	5
It will be effective	1	5
Necessary	1	5
Suitable	1	5
I agree	1	5
Space should be provided	1	5

One hundred per cent of teachers stated that they considered the inclusion of the ten core values education in the curriculum to be a positive development. Teachers (T6, T9, T13, T17, T19) stated that they had heard the concept of ten core values education for the first time, but that they already taught most of the values included in the ten core values to their students, as follows: "*I already teach these concepts to students from time to time, depending on the course of the subject*" (T6). "*I was not previously aware of the concept of ten core values, but the concepts at its core are concepts that should already be taught to students in class*" (T9). "*It is an official procedure that has been implemented; we were already teaching these values to students*" (T13). "*I teach values such as justice, responsibility, and respect within the scope of learning outcomes*" (T17). "*We always include these in history lessons*" (T19).

Participants' Overall Personal Priority Ranking of the Ten Core Values.

Teachers were asked to "rank the ten core values from 1 to 10 according to their personal priority order." The overall results of the ranking are shown in the Table 4:

Table 4. Personal priority ranking of ten core values among participants

Opinion	f	%
1-Justice	2.20	4.0
2-Honesty	2.80	5.09
3-Respect	3.70	6.72
4-Patriotism	4.90	8.90
5-Love	5.60	10.18
6-Responsibility	5.80	10.54
7-Self-Control	7.05	12.81
7-Helpfulness	7.05	12.81
8-Friendship	7.55	13.72
9-Patience	8.35	15.18

The personal priority ranking of the ten core values among participants was determined by taking the arithmetic mean of the total points given for each value. The percentages of the arithmetic means were also calculated. Considering both the arithmetic means and the percentage ranges of the results, the priority ranking of values for history teachers can be divided into three groups. The first priority group, which is clearly ahead, entering the top 15% overall and including values such as justice, honesty and respect. The second priority group, which falls within the next 30% of the total, includes values such as patriotism, love, and responsibility. And the third priority group, which falls within the last 55% of the total, includes values such as self-control, helpfulness, friendship, and patience, with the results being close to each other or even the same (self-control and helpfulness).

Participants' Opinions on the Suitability of History Lessons for Teaching the Ten Core Values

Teachers were asked for their views on the "suitability of the field of history for teaching the values included in the ten core values." Teachers' responses to this question are shown in the Table 5.

Table 5. Participants' opinions on the suitability of history lessons for teaching the ten core values

Opinion	f	%
Suitable	12	55
The most suitable course	5	30
Partially suitable	3	15

Fifty-five per cent of the teachers participating in the study stated that history lessons are suitable for teaching ten core values, 30 per cent stated that it is the most suitable subject, and 15 per cent stated that it is partially suitable. Some teachers commented on this as follows: "Values cannot be imparted without knowledge of the past. Since history deals with the past, it coincides with these concepts" (T6). "As the science of history examines human development, it is the most suitable discipline for values education" (T1). "We are a branch that has more than enough material to impart these values" (T2). "Since values are related to human relationships, history is the most suitable subject for values education" (T4). "Values such as patriotism, justice and responsibility are already indispensable to history lessons" (T8). "I think it is perhaps the most suitable subject because it uses examples from past periods in life to illustrate its points" (T20). "It is suitable to some extent; it is suitable for teaching values such as patience, patriotism, justice and self-control" (T5). "It is partially suitable; for example, self-control is something that should be learned from the family" (T9). "Self-discipline is not a value that should be taught on a subject-by-subject basis; it is a matter of the student's own responsibility and should therefore be taught as a separate subject" (T18). As can be understood from these statements, it has been determined that all teachers have a positive opinion regarding the suitability of the History Course for the Ten Core Values Education.

Opinions Regarding the General Ranking of Which Ten Core Values the History Course Can Primarily Instil in Students.

Teachers were asked to "rank the ten core values they thought the history lesson (by its very nature) could impart most to students, from the one they thought it could impart least, numbering them from 1 to 10." The ranking of the ten core values that teachers believe history lessons can primarily impart to students is shown in the Table 6.

Table 6. Participants' general rankings of which ten core values history lessons can primarily instil in students

Opinion	f	%
1- Patriotism	1.45	2.63
2- Justice	3.70	6.72
3- Respect	4.40	8.0
4- Responsibility	4.70	8.54
5- Integrity	5.25	9.54
6- Helpfulness	5.55	10.00
7- Love	7.20	13.09
8- Self-Control	7.40	13.45
9- Friendship	7.50	13.63
10- Patience	7.85	14.27

The overall ranking of the values that history teachers believe they can primarily impart to students was determined by taking the arithmetic mean of the total points given for each value. The percentages of the arithmetic means were also calculated. It was found that patriotism, which teachers saw as the primary value to be imparted, was significantly ahead of the others.

History Teachers' Opinions on the Appropriateness of Including Other Values in Teaching Programmes.

Teachers were asked, "In addition to the ten core values, what other values do you think should be included in history teaching programmes?" When the feedback received from teachers was converted into a table, the following picture emerged:

Table 7. Participants' opinions on other values they want to see included in teaching programmes

Opinion	f	%
There is no need to include other values	2	10
Other values should also be included	18	90
Other values to be included in the programme		
Building empathy (T3, T4, T11, T12, T14, T18, T19)	7	35
Tolerance (T1, T4, T11, T16, T19, T20)	6	30
Etiquette (T2, T9, T15)	3	15
Being courageous	2	10
Being virtuous	2	10
Self-sacrifice	2	10
Knowing one's limits	2	10
Keeping one's word	2	10
Preserving historical heritage	2	10
Courtesy	2	10
Humility, Peacefulness, Upholding our values, Religious values, Critical thinking, Environmental awareness, Equality, Accepting differences, Standing up against injustice, Animal rights, Human rights, Communication, Valuing consultation, Cooperation, Not being arrogant, Merit, Museum awareness, Self-regulation, Self-sufficiency, Martyrdom, Gratitude, Knowing how to appreciate and thank, Adapting to the circumstances of the time	1	5

The two teachers who participated in the research did not mention any other values and stated that "*there is no need to include other values*" (10% - f 2), (T5, T8). Ninety per cent of the teachers,

however, believe that other values should also be included. It was observed that the answers given by these teachers to the question were quite diverse and that they suggested a total of 33 values. While 23 of the values that were requested to be included in the programmes (the majority) were mentioned only once by a total of seven teachers, the other 10 values were frequently mentioned. The top three values among the 10 values mentioned multiple times are: "Empathy" (35% - f 7), "Tolerance" (30% - f 6) and "Etiquette" (15% - f 3).

History Teachers' Opinions on the Suitability of History Topics in Teaching Programmes for Ten Core Values Education.

Teachers were asked about the "suitability of topics included in history lesson teaching programmes with the values included in the ten core values". The responses are shown in the Table 8.

Table 8. Participants' opinions on the suitability of history topics in teaching programmes for the ten core values education.

Opinion	f	%
Definitely appropriate	2	10
Suitable	11	55
Partially suitable	5	25
Not suitable.	2	10

Teachers participating in the study generally believe that the history topics included in the curriculum are appropriate for teaching the ten core values. Some of the statements from teachers who believe that the topics are appropriate for teaching the ten core values are as follows: "The topics in the revolutionary history curriculum are particularly suitable for values education" (T1). "Atatürk's patriotism is effective in conveying a sense of responsibility to young people" (T3). "The achievements of our female heroes and commanders at the end of Unit 1 in the history of the revolution correspond to the values of friendship, patriotism, respect and benevolence" (T6). "Patriotism in the War of Independence. Patience in the Battle of Uhud, benevolence in the Tekâlifî Milliye Orders, or self-control in the principle of statism can be explained" (T10). "The French Revolution is suitable for teaching the value of justice" (T11). "The value of justice can be explained when discussing the caste system seen in Indian civilisation" (T12). "The concept of justice can be emphasised when discussing social inequalities in ancient civilisations" (T14). "In the 10th grade history lesson on the Candles of Anatolia, all the values of respect, love, patience, justice, honesty and responsibility are present" (T15).

History Teachers' Opinions on the Suitability of History Textbooks for the Ten Core Values Education.

Teachers were asked about the "suitability of the content in history textbooks with the values included in the ten core values." Teachers' responses to this question are shown in the Table 9.

Table 9. Participants' opinions on the suitability of textbooks for the education of ten core values.

Opinion	f	%
Appropriate	6	30
Partially suitable	8	40
Not suitable	6	30

Regarding the suitability of the content in history textbooks for the ten core values education, 30% of the teachers participating in the research believe it is suitable, 40% believe it is partially suitable, and 30% believe it is not suitable. According to the teachers who believe that the content in history textbooks is suitable for teaching ten core values (T6, T7, T11, T12, T13, T15), "The book is compatible; for example, Anthony Smith's statement in the 9th grade textbook, 'Without memory, there is no identity; without identity there is no nation' encompasses all values" (T6). "It is compatible, for example, patriotism is described in the reading passage about Nene Hatun in the 11th grade

textbook" (T11). "When Sufis and scholars are described in the 10th grade textbook, it is compatible with the values of justice, friendship, honesty, respect and charity" (T12). "It is appropriate. In the 11th grade textbook, the value of justice can be seen in the section on the Tanzimat Edict, and again in the 12th grade section on law among Turks, in the context of spreading justice throughout the world (the Turkish ideal of world domination)" (T13). "It is compatible, for example, in the 10th grade textbook, the advice given by Sheikh Edebali to Osman Bey encompasses almost all values" (T15).

Teachers who believe that the content in history textbooks is partially compatible with the ten core values (T3, T4, T14, T16) briefly expressed their views as "Not fully compatible, but partially compatible." Teachers who again considered it partially suitable (T1, T10, T18, T19) provided a little more detail, stating the following: "I think it is suitable for some core values. For example, the 10th grade textbook is quite suitable for values such as justice, patience, respect, and love. The 12th grade History of the Revolution textbook is suitable for topics such as responsibility, patriotism, and helpfulness" (T1). "It is partially suitable; I only saw values mentioned in reading passages about the lives of some important figures" (T10). * "Generally speaking, they are not suitable, meaning that the books were prepared without taking the ten core values into consideration. However, in the 9th grade book, the value of patriotism is covered in the section on Metehan, Çiçi, etc. patriotism is covered in the 9th grade book, almost all values are covered in the 10th grade book on Anatolia's luminaries, and looking at the topics in the 11th grade book, it can be said that the collapse of the Ottoman Empire was caused by the loss of all ten core values, primarily responsibility and self-control" (T18). "Values such as patriotism, responsibility, and respect are present. Values such as justice and self-discipline are not fully reflected" (T19).

Teachers who believe that the content in history textbooks is not in line with the ten core values education (T17, T20) have briefly stated this as "Not suitable". Those who again considered it inappropriate (T2, T5, T8, T9) provided slightly more detail, stating the following: "The topics in history textbooks are written in a manner that is far from objective, making it impossible for the values to be instilled to have a solid foundation. Therefore, according to the book, values cannot go beyond being imparted momentarily" (T2). "The content of the book is not compatible with the ten core values" (T5). "I did not observe that this was particularly emphasised in the books, so I do not see much compatibility" (T8). "As we are a private school, we do not use state textbooks, but in general, I do not find history textbooks suitable because they do not convey cause-and-effect relationships, so it is not clear which events foster the value of justice and what the consequences were" (T9).

History Teachers' Views on Planning and Preparation Processes for the Ten Core Values Education

Teachers were asked, "What kind of planning or preparation processes are involved before lessons for the ten core values education?" The teachers' responses to this question are tabulated below (Table 10).

Table 10. Participants' views on the planning and preparation processes for the ten core values education

Opinion	f	%
I do preparation and planning before the lesson	9	45
I improvise during the lesson according to the flow	11	55

Forty-five per cent of teachers stated that they had a planning or preparation process before the lesson for teaching the ten core values, while 55% stated that they did not have a plan or preparation process before the lesson. Teachers who stated that there was no prior planning or preparation process and that they taught values spontaneously during the lesson according to the flow expressed their thoughts as follows: "I don't plan in advance; it develops spontaneously during the lesson" (T2, T4, T5, T12, T13,

T15, T16, T18, T19). *"I act according to the topics"* (T1). *"I let it flow according to the content of the topic"* (T8).

History Teachers' Views on Instilling Ten Core Values in Their Students.

Teachers were asked about their thoughts on "instilling ten core values in their students, in addition to imparting historical knowledge in their lessons," and their responses to this question are reflected in the Table 11.

Table 11. Participants' views on instilling ten core values in their students.

View	f	%
I instil them (T1)	8	40
Partially earning (T2, T3, T4, T6, T7, T8, T13, T16)	11	55
I cannot earn (T5, T9, T10, T11, T12, T14, T15, T17, T18, T19, T20)	1	5
Values mentioned in the statements		
<i>Honesty</i> " (T9, T11, T12, T14, T15, T18)	6	30
<i>Respect</i> - (T10, T11, T12, T14, T15, T17)	6	30
<i>Patriotism</i> - (T9, T10, T11, T12, T14, T18)	6	30
<i>Justice</i> -(T5, T9, T17, T18)	4	20
<i>Love</i> - (T12, T15, T18)	3	15
<i>Friendship</i> - (T9, T10)	2	10
<i>Patience</i> - (T5)	1	5
<i>Responsibility</i> -(T5)	1	5
<i>Self-monitoring</i> "- -	-	-
<i>Helpfulness</i> - -	-	-

Forty per cent of teachers stated that, in addition to imparting historical knowledge, they also instilled ten core values, while 55 per cent stated that they instilled them to some extent. Only one teacher stated that they could not instil these values, explaining the reason as follows: *"I do not think I have instilled the ten core values sufficiently due to a lack of time and resources"* (T1).

History Teachers' Views on the Effect of Ten Core Values Education on Undesirable Behaviours in Students.

Teachers were asked about their views on the effect of the ten core values education on certain undesirable behaviours in students. The teachers' responses to this question are shown in the Table 12.

Table 12. Participants' opinions on the effect of ten core values education on students' undesirable behaviours.

Opinion	f	%
Effective (T1, T2, T5, T6, T8, T10, T14, T15, T16, T19)	10	50
Partially effective (T3, T4, T9, T11, T12, T13, T17, T18)	8	40
Not effective (T7-T20)	2	10

Fifty per cent of teachers stated that the ten core values education had an effect on improving undesirable behaviours in students, 40% stated that it had a partial effect, and 10% stated that the ten core values education had no effect on improving undesirable behaviours. Some of the statements from teachers who believe that the ten core values education has an effect on the improvement of undesirable behaviours in students are as follows: *"I think that when values education is done sufficiently and effectively, it will be effective in eliminating undesirable behaviours"* (T1). *"It will have a positive effect. For example, when a student learns the correct version of a historical fact they had previously misunderstood at school, this will be reflected in their perspective and lead to a change in behaviour"* (T2). *"It is effective. I have observed improvements in student behaviour through the biographies of historical figures"* (T5). *"By giving students examples from history, we can reflect these behaviours in their daily lives"* (T10). *"I believe behaviours can change. For example, at the school where I recently started working, students were making unnecessary objections to exam*

results. After teaching the values of honesty, self-control, and responsibility, I saw a decrease in these objections in the second half of the term" (T14). "It is effective. In the activities I organised and in projects such as TÜBİTAK, I personally observed that some students who did not possess certain values (respect, love, responsibility, and justice) that I assigned to them later internalised these values" (T15). "The ten core values education is the most difficult to impart and measure because it belongs to the sensory realm. However, once they are internalised as character traits, they are also the hardest to forget" (T18).

Teachers who believe that core values education has a partial effect on improving undesirable behaviours in students (T3, T4, T9, T11, T12, T13, T17, T18) expressed their thoughts as follows: "I believe it will bring about change, if not in all, then in some areas" (T3). "At least I can make the student think" (T4). "If the readiness level is appropriate, the desired behaviours can be instilled. Otherwise, for example, I think I can only instil the concept of justice in a student who wants to learn about it by providing them with life experience related to this topic" (T9). "It can be an example, but the first values and foundations are provided by the family" (T11). "I think I have a positive influence and I try to be a role model. However, these values need to be instilled at an early age" (T12). Ninety per cent of teachers reported positive views on the effect of the Ten Core Values Education on the improvement of undesirable behaviours in students.

History Teachers' Opinions on Their Attitudes Towards Students' Behaviours Reflecting the Ten Core Values.

Teachers were asked, "What is your attitude when students display positive attitudes or behaviours that reflect any of the ten core values?" Teachers' responses to this question are shown in the Table 13.

Table 13. Participants' views on their attitudes towards students' behaviours reflecting the ten core values.

Opinion	f	%
Praise/thank you in front of the class	14	70
I reward with a note	7	35
I make them feel that I have noticed their behaviour and give them positive reinforcement through conversation	3	15
I show that I am happy	3	15
I order food and drinks	2	10
I'll clap	1	5
I would select as Student of the Month	1	5

It was observed that all participants expressed positive attitudes towards students' positive behaviours reflecting the ten core values, and these attitudes were grouped under seven headings. Five of these seven attitudes were expressed more than once, while two were expressed only once.

History Teachers' Opinions on the Appropriateness of Including Questions Related to Ten Core Values Education in Exams

Teachers were asked, "What are your thoughts on including questions related to the Ten Core Values education in addition to questions that measure the level of knowledge required for learning outcomes during lessons or in exams?" The teachers' responses to this question are shown in the Table 14.

Table 14. Participants' opinions on the appropriateness of including questions related to the ten core values education in exams,

Opinion	f	%
Appropriate (T1, T6, T7, T8, T9, T10, T11, T13, T14, T15, T16, T17, T18, T19, T20)	15	75
Not suitable (T2, T3, T4, T5, T12)	5	25

Teachers who do not find it appropriate to include questions on ten core values education in exams give the following reasons: "When questions on values education are asked, problems may arise during the assessment stage, and standards cannot be achieved" (T2). "It is not in the form of questions in exams. But in the classroom environment, for example, I ask students who do not follow the rules of etiquette why they do not follow them" (T3). "This type of question should be included, but we cannot do so due to the ranking system used in exams" (T4). "No, because it cannot be measured" (T5).

History Teachers' Views on Utilising Historical Examples in the Education of Ten Core Values

Teachers were asked, "What historical examples do you think would be useful in teaching the ten core values and would you recommend to other teachers?" The teachers' responses to this question are shown in the Table 15.

Table 15. Participants' views on using historical examples in the ten core values education

Opinion	f	
I have a historical example to suggest	16	80
I don't have a historical example to suggest	4	20
Distribution of historical examples by subject at the class level		
Number of historical examples recommended from Year 9 topics	4	20
Number of historical examples recommended for 10th grade topics	6	30
Number of historical examples recommended from Year 11 topics	2	10
Number of historical examples recommended from Year 12 topics	14	70
Values mentioned in the examples		
Patriotism- (T2, T3, T5, T6, T7, T12, T13, T14, T15, T17, T18)	11	55
Responsibility- (T2, T3, T5, T6, T9, T11, T12, T13, T17, T18)	10	50
Love- (T3, T4, T6, T9, T10, T12, T13, T18)	8	40
Patience- (T4, T5, T6, T9, T12, T13, T17, T18)	8	40
Justice- (T2, T10, T11, T13, T18)	7	35
Respect- (T6, T9, T10, T11, T12, T13, T17)	7	35
Honesty- (T2, T11, T12, T13, T18)	6	30
Self-control- T2, T5, T6, T11, T12, T13)	6	30
Friendship- (T4, T10, T12, T13, T18)	5	25
Kindness- (T5, T11, T12, T13)	4	20

Twenty per cent of the teachers participating in the study (T1, T8, T11, T16) stated that they could not suggest any historical examples. The historical examples suggested by other teachers, which they thought would be useful in teaching the ten core values, were categorised by class level according to the topics covered in the curriculum. Accordingly, four historical examples were given from Year 9 topics, six from Year 10 topics, two from Year 11 topics, and 14 from Year 12 topics.

History Teachers' Opinions on In-Service Training Related to Values Education

Teachers were asked for their "opinions on in-service training activities related to the ten core values education." Teachers' responses to this question are presented in the Table 16.

Table 16. Participants' opinions on receiving in-service training related to values education

Opinion	f	%
I would like to receive in-service training	19	95
I do not wish to receive in-service training	1	5

From their responses to the question, it was understood that none of the participants had received in-service training related to values education. Ninety-five per cent of teachers stated that they wanted to receive in-service training on core values education, while 5 per cent stated that they did not want to receive in-service training, saying, "It is not necessary" (T10). Some teachers expressed their views on in-service training and its quality as "definite", "mandatory" and "urgent"; "It should definitely be

done. Teachers should be provided with materials on this subject and informed about how values education should be conducted" (T1). "This training should not be theoretical, it should not be done just for the sake of doing it, it should be conducted with examples and mutual dialogue" (T2). "This training should be provided urgently and compulsorily to all teachers" (T8, T20). "First of all, it should have content such as which values should be imparted as a result of which achievement in each lesson. Then, training should be provided on creative drama, games, and techniques that can be used in lessons that are appropriate for the determined content" (T9). "I would like the trainer to explain to us how that value can be instilled in a concrete way by having us practise using sample texts" (T15).

History Teachers' Views and Recommendations for Effective Ten Core Values Education

Teachers were asked, "What problems do you encounter when teaching the ten core values, and what are your suggestions for overcoming these problems?" Teachers' responses to this question are shown in the Table 17.

Table 17. Participants' views and recommendations for effective ten core values education

Opinion	f	%
I do not experience any problems (T10, T13, T16)	3	15
I am experiencing issues (T1, T2, T3, T4, T5, T6, T7, T8, T9, T11, T12, T14, T15, T17, T18, T19, T20)	17	85
Issues Encountered and Proposed Solutions		
Issue: Failure to become a nationally adopted policy embraced by the entire community. Suggestions: It should be implemented comprehensively in coordination with schools, families, the community, and all decision-makers. (T2, T4, T5, T6, T8, T9, T11, T12, T15, T17, T18, T19, T20)	13	65
Issue: Insufficient readiness levels among students Recommendations: Common values should be identified, the concept of 'us' should be emphasised, families should be educated, and it should be started at an early age. (T7, T8, T11, T12, T15, T17, T18)	7	35
Issue: Insufficient class hours Recommendations: The curriculum should be simplified, and it should be a separate subject. (T1, T2, T3, T5, T6, T14)	6	30
Issue: Teachers lack sufficient knowledge about core values education. Recommendations: Recommendations: In-service training should be provided using examples based on the alignment of learning outcomes with values. (T2, T8, T19, T20)	4	20
Issue: Insufficient materials. Recommendations: Materials should be prepared, and books should be prepared with core values at their centre. (T1, T8)	2	10

Sixty-five per cent of participating teachers expressed their primary concern in general terms as "the failure of the ten core values education to become a national policy embraced by the whole of society". As a solution, they suggested "the comprehensive implementation of values education in coordination with schools, families, the environment, and all decision-makers." Teachers who saw the primary problem as the failure of the ten core values education to become a national policy stated the following: "The long-term purpose of this education needs to be clearly stated. This education will not yield results in the short term; the entire society must act with this awareness and be determined to continue it for a long time" (T2). "These values must be internalised and become part of the institutional culture. It is not enough for it to be part of the institutional culture; it must become an education policy (individual efforts will be insufficient), and there must be sincerity in this regard. This is achieved when these values are internalised by all adults and, as in the example of Kutadgu Bilig, state administrators also embrace and take ownership of these values" (T4). "Values must be addressed as a national policy and covered by the press and media, and exemplary behaviour must be demonstrated, particularly by individuals in the fields of politics, bureaucracy and the arts" (T5). "Important concepts for students to grow up as good individuals and good citizens are hindered by situations where the values imparted do not align with the behaviour of managers at all levels and state officials" (T6). "Students' sense of self is very strong. As adults, we must focus heavily on the concept of 'us'" (T8). "I believe that values education should not be solely the responsibility of teachers or the curriculum. It should be implemented through a system based on the family, but where the environment, school and education policies can act in harmony" (T9). "If values are established in

the family that are contrary to these, it is very difficult to break them. For example, they can easily swear on sacred values related to the value of honesty; families must also be partners in this education. Therefore, the main purpose of schools should be values education" (T11). "Students' low level of readiness and their closed communication. It should start earlier, from pre-school age, and values education should be provided in the family" (T12). "Because students' readiness level and academic achievement (vocational high school) are low, it is difficult to instil the wrong values that the child's family and environment have instilled at the high school level. Values are learned through examples and lifestyle because they are part of life. Therefore, this should be made a national education policy and implemented comprehensively" (T15). "I hope that values education will be implemented throughout the country, regardless of age and career, from 7 to 70. Then we will succeed." (T17). "It is more important for these values to be acquired in the family so that students are willing, that is, their readiness level is appropriate. Technological, political, and economic transformations over the last decade have caused these values to lose their importance over time, and opposing values have taken their place. This will lead to chaos for society in the near future. The solution is to instil these values not from the bottom up, but from the top down, by setting positive examples" (T18). "We must realise that the failure to resolve, disregard, and neglect of the problems encountered in the transmission of these values, which belong to us today and are an integral part of our culture, has led to the tragic situation we find ourselves in. I believe that a solution that does not involve the entire state and nation cannot be effective" (T20). The suggestions made by teachers show that the ten core values cannot be instilled in children through history lessons or school education alone, and that all stakeholders in the state and society must demonstrate a determined and consistent attitude in this regard.

DISCUSSION, CONCLUSION, and RECOMMENDATIONS

The most striking finding of the study is that 90% of the participating teachers had never heard of the concept of the Ten Core Values. This situation is thought to stem from teachers' concern about covering the topics and learning outcomes included in the programme, their inability to focus sufficiently on other explanations or sections in the programme, and the fact that the programme does not match learning outcomes with values, meaning that core values do not attract their attention. When asked how they felt about the inclusion of the ten core values in the curriculum, 100% of the teachers responded that they viewed it as a positive and necessary development. Participants stated that they had heard the concept of ten core values for the first time, but that they already instilled many of the values included in the ten core values in their students, saying things like, *"It's an official procedure that has been implemented; we were already instilling these values in our students"* (T13) and *"These are values that we always include in our history lessons"* (T19). In the study conducted with social studies teacher candidates, it was found that although a complete definition could not be obtained from the participants' answers to the question "What are core values?", they were able to deduce what they might be through reasoning and that they were elements that ensured the continuity of society (Çengel, 2019: 84).

When history teachers ranked the ten core values according to their personal order of priority, justice was found to be in first place, with an arithmetic mean significantly higher than the other values. We can group the values into three groups according to their arithmetic means. *Justice* ranked first in the first group, followed by *honesty* and *respect* in second and third place, respectively. When asked, "Which values come to mind first when you hear the term 'values education'?" most teachers mentioned justice, respect, and honesty, which is consistent with the results obtained (Deniz, 2018: 686). Eighty-five per cent of the teachers participating in the study stated that history lessons were suitable for teaching the ten core values, while 15 per cent stated that they were partially suitable. These results are also consistent with the data from a study conducted with history teachers on values education (Tokdemir, 2007: 94). Teachers were asked to rank the ten core values they believed history lessons could best impart to students. In this ranking, *patriotism* was 1st, *justice* 2nd, *respect* 3rd, *responsibility* 4th, *honesty* 5th, *helpfulness* 6th, *love* 7th, *self-control* 8th, *friendship* 9th, and *patience* 10th. It is seen that patriotism, which teachers consider to be the most important value to be gained, is far ahead of the others in terms of arithmetic mean. This result is

consistent with Tokdemir's study, which found that the most important values that can be gained in history lessons are love for the homeland and nation and the expression of national unity (Tokdemir, 2007: 113). Another study conducted with teachers from various branches in different school types also found patriotism to be ranked first, which is consistent with the results presented here (Topal, 2019: 251). The fact that self-control and patience emerged as the values that mathematics teachers found most difficult to teach in core values education is consistent with the ranking of core values that history teachers can impart (Deniz, 2018: 691). Self-control and patience are considered to be among the values that history lessons can impart to students the least. However, the fact that Self-Control (57 instances identified) ranks first and Patience (45 instances identified) ranks fourth among the 374 Turkish proverbs related to core values identified by Kemiksiz in his Turkish Dictionary highlights the importance of cultural heritage awareness in Core Values Education (Kemiksiz, 2021: 45). Finally, in the study on Atatürk's Nutuk and core values, the fact that the most findings in the content of Nutuk relate to patriotism and the least to self-control is again consistent with the data obtained as a result of the study (Şahin, 2021: 52).

Ten per cent of the teachers participating in the study believe that there is no need to include other values in the curriculum, while 90 per cent believe that other values should also be included. The top three values that teachers expressed collectively and wanted to be included in the curriculum were *"Empathy"* (35% - f 7), *"Tolerance"* (30% - f 6) and *"Etiquette"* (15% - f 3). Gökalp's study on middle school students' empathy skills and their core values states that *"looking at the general framework, it has been concluded that empathy is a skill related to almost all core values,"* highlighting how important empathy is in terms of core values. (Gökalp, 2021: 95) It is seen that the values teachers want to be included in the programme in addition to core values are mostly universal values. According to the results obtained in Topal's study with primary, secondary and high school teachers on the extent to which core values are learned (Topal, 2019: 252), approximately 80% of teachers believe that religious and spiritual values should be given more space in lessons. This finding is not consistent with the results of the study, which showed that this percentage remained very low. Among the total of 33 values suggested by teachers, apart from core values, three values that can be considered directly religious were identified. These were expressed as *"Religious values"* (T7), *"Martyrdom"* (T10) and *"Gratitude"* (T15).

Regarding the suitability of the history topics included in the teaching programmes for the ten core values education, 65% of the teachers participating in the study thought they were suitable, 25% thought they were partially suitable, and 10% thought they were not suitable. It is thought that asking the participants only whether they found the topics suitable, rather than asking about the objectives and outcomes, contributed to the high suitability rate. This result stems from the fact that history lessons are inherently suitable for values education due to the rich topics they cover. Otherwise, there is a parallel with previous findings (Mutluer, 2015: 658) that the curriculum is not suitable for values education in terms of its objectives and goals. Although it is clearly stated that textbooks in lesson programmes should be prepared in line with the ten core values, the results show that teachers do not find the textbooks particularly suitable for core values education. Yıldırım's study found that the 9th grade history textbook gave only limited direct coverage to values such as *justice, love, respect, and helpfulness*; generally gave indirect coverage to the values of *patriotism and responsibility*; and did not cover the values of *friendship, honesty, self-control, and patience* (Yıldırım, 2017: 567).

Forty-five per cent of teachers stated that they had a planning or preparation process before the lesson for teaching the ten core values. Fifty-five per cent of participants stated that they did not have a planning and preparation process before the lesson and that they taught the values spontaneously according to the topics and flow of the lesson.

Forty per cent of participants stated that they believed they imparted the ten core values in addition to historical knowledge, while 55% stated that they believed they could impart them partially (some of the ten core values). *"I impart them partially. I think I instil the values of patriotism, friendship and respect more"* (T10). One teacher (5%) said they did not instil values and explained the reason as follows: *"I don't think I instil the ten core values sufficiently because there is not enough time and*

equipment" (T1). The fact that 95% believe they instil core values in their students is highly consistent with the result that 100% responded positively to the question of whether they consider it appropriate to include core values education in the programme. Tokdemir's finding that 84.4% of participants responded positively to the question, "*Do you instil values in your students in history lessons?*" (Tokdemir, 2007: 113) is consistent with the results of this study. In Kurt's study, participants were asked what role history teachers play in imparting values. 100% of participants stated that history teachers play a positive role because the subject matter encompasses many values. However, more than half of the same teachers responded to the question, "*Can you fully fulfil this role?*" that they play a negative role in values education because they keep values in the background (thinking that they cannot devote time to them due to concerns about covering the curriculum). (Kurt, 2021: 60) This ratio was found to be inconsistent with the results obtained in the study.

When asked whether the ten core values education had an effect on the improvement of undesirable behaviours in students, 50% of teachers stated that it was effective, while 40% stated that it was partially effective (due to the negative impact of the family or environment on the internalisation of the learned value). Ten per cent of teachers stated that the ten core values education had no effect on the improvement of undesirable behaviours, again using similar expressions. The studies conducted by Kurt with history teachers and by Pınaz with social studies teacher candidates, which found that family and friends were considered more effective than school and teachers in imparting values (Kurt, 2021: 56; Pınaz, 2020: 70), also contain data consistent with this study.

The fact that 75% of the teachers participating in the study stated that they found it appropriate to include questions on the ten core values education in addition to questions required by the learning outcomes in exams is consistent with the results of Tokdemir's study with history teacher candidates. Participants were asked, "*Should history teaching focus on skills or values?*" It was observed that many participants stated that teaching skills without values was meaningless and preferred value-oriented history teaching (Tokdemir, 2016: 2237).

Twenty per cent of the teachers participating in the study stated that they could not suggest any historical examples for core values education. It is thought that the reason why the historical examples suggested by the other 80% of teachers, which they believed would be useful in core values education, were mostly from Year 12 is because the subjects covered the National Struggle Period and recent history thereafter (Turkish Republic Revolution History and Atatürkism Course, Contemporary Turkish and World History Course). The historical examples given are largely similar to the examples provided by history teacher candidates in Yıldırım's study in response to the question, "*With which topics can values be associated?*" (Yıldırım, 2018: 309).

Participants were asked about their in-service training status, and it was found that none of them had received in-service training related to values education. Ninety-five per cent of teachers stated that they wanted to receive in-service training on core values, while 5 per cent stated that they did not want to receive in-service training. Tokdemir's study found that 87.5% of history teachers had not received in-service training on values education, while 89.4% wanted to receive in-service training (Tokdemir, 2007: 101–107). These results, which are consistent with our data, show that there is still a lack of values education for teachers over the years. The conclusion reached in the study conducted by Yiğittir and Öcal with secondary school history teachers on values education, namely that "*informative work on values education is necessary*," also supports this view (Yiğittir & Öcal, 2011: 121).

Teachers were asked "what problems they encountered while teaching the ten core values and what their proposed solutions were to overcome these problems". Fifteen per cent of participants stated that they did not encounter any problems while implementing the ten core values education, while 85 per cent expressed the problems they encountered and their proposed solutions. The problems and proposed solutions were found to be concentrated in five areas. Sixty-five per cent of the participating teachers expressed their primary challenge in general terms as "*the ten core values education not being adopted as a national policy by the whole society*". As a solution, they suggested "*the comprehensive implementation of values education in coordination with schools, families, the*

community, and all decision-makers." Supporting the view that "core values education has not become a national education policy embraced by the whole society," which was understood to be the most important problem by history teachers, a study identified 20 values in cartoons watched on national TV channels. In this study, the fact that values such as justice, honesty, love, and respect were the least addressed values, and that no content related to values such as patience, self-control, and patriotism was found, can be seen as evidence that core values education has not become a national policy (Taştemir, 2019: 93). Another study on core values and the Rafadan Tayfa cartoon series found that patriotism was the least frequently identified value and was not even mentioned in some episodes, which is a striking result that supports the data obtained in the study (Şahin, 2019: 113).

Recommendations

The Ministry of National Education could send an informative letter to schools reminding them that core values education is included in the teaching programmes of all subjects and encouraging teachers to include these core values in their unitised annual lesson plans prepared at the beginning of the year. This could contribute to values education in a rapid, positive and effective manner. Again, the Ministry of National Education could request schools to establish a club called the Ten Core Values Club. This could create a significant level of awareness in terms of the school's hidden curriculum.

Preparing a guide containing guidelines on how to convey the ten core values included in the curriculum, or a new curriculum in which the learning outcomes are determined with a focus on values (where it is clearly stated which value will be conveyed in which learning outcome), could eliminate the lack of information experienced by teachers in conveying core values.

Giving more space to biographies in textbooks and selecting all these biographies based on core values can make core values more concrete in the eyes of students and facilitate the transfer of values.

In addition to questions that measure knowledge during the course or in exams, questions can also be asked (at least to a certain extent) that develop one of the eight core competencies in the curriculum, namely communication competence in the mother tongue, i.e. students' ability to express concepts, thoughts, opinions, feelings and facts verbally or in writing. Preparing this type of question with a core values focus can create an opportunity for core values education and foster a climate of continuous values transmission.

One of the findings of the study is that teachers are willing to receive in-service training on core values education. In line with the teachers' wishes, this training could be made functional if it is delivered by a specialist historian trained in values education, presented in a non-textbook style, and explains which values can be matched with which learning outcomes or topics through concrete examples.

Instead of the persuasion method, which is one of the approaches frequently used by teachers in values education, where values are expected to be accepted without questioning or reflection, and which is now clearly an outdated method, in-service training could be provided on different approaches to teaching values. Teachers can be taught new approaches such as Behaviour Modification, Value Clarification, Value Analysis Approach, and Character Education to address the challenges encountered in values education.

The statements in the Ministry of National Education's press release regarding the latest curriculum, which was renewed in July 2017 and is currently in use, that "all curricula are based on values, competencies and skills" indicate that the Ministry views core values education as one of the pillars of the education system. Teachers see the fact that core values education *has not become a national policy embraced by all segments of society* as the biggest problem in core values education. In line with teachers' views, the implementation of an implicit national core values education programme, coordinated by the MEB and involving all administrators from top to bottom, local governments, national media outlets, school parent associations and schools, could make the transmission of core values successful and sustainable.

This research also sought to determine history teachers' views on the ten core values education. Future studies could focus on determining students' views on the role of history lessons in the ten core values education. Another study that could be conducted in the future could examine which values can be matched with the learning outcomes included in the curriculum, or in other words, which values can be conveyed through which examples related to the learning outcomes.

Ethics and Conflict of Interest

This study is derived from a portion of the first author's master's thesis completed under the supervision of the second author. The authors declare that they acted in accordance with ethical rules in all processes of the research. There is no conflict of interest between the authors.

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