

# An Analysis of the 5<sup>th</sup> Grade Social Sciences Questions in the Non-Paid Boarding Scholarship Exam According to Value Classification

Hasan Gökhan Can 

Ministry of National Education, Türkiye

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## Abstract

In this study, it was aimed to analyze the 5th grade social studies test items of the Ministry of National Education Non-Paid Boarding Scholarship Examination (PYBS) held between 2018-2023 according to the value classification by using the document analysis method. Within the scope of the research, 100 social studies test items asked at the 5th grade level in PYBS were analyzed by taking a 5-year section between 2018-2023. For the classification of the items, it was determined that the national and universal values within the purpose of the study were present in the test items. Accordingly, 33 of the 100 items included items with national and universal values (33%). Of these items, 22 were universal values (66%) and 11 were national values (33%). It was observed that national and universal values were not homogeneously distributed while preparing exam questions in central exams such as PYBS, whose results enable disadvantaged groups to receive a more equitable education, and that the items related to value education were homogeneously distributed in the test items according to the current social studies course curriculum. In the future PBYS exams, studies can be conducted to increase the items that include national values.

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Corresponding Author: Hasan Gökhan Can, [hasangokhancan@gmail.com](mailto:hasangokhancan@gmail.com)



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## Introduction

It is seen that some researchers prioritize social and individual values, while others prioritize individual values. Classification will be useful for values, like many abstract phenomena. In his classification, the German philosopher Scheler divided the values he compared comparatively into simple and sacred values (Effert, 2015). In 1928, Spranger stated that theoretical, aesthetic, political, social and religious values would have an important role in the personality development of individuals (Daci, 2013; Parlak, 2011). Hessen, on the other hand, grouped them as sensory and spiritual values. Rokeach grouped 36 values as objective and instrumental values (Avcioğlu, 2011; Daci, 2013; Fırat, 2007; Türkyılmaz, 2012).

Schwartz (1992) examined the values of people with basic dimensions with the Rokeach values list in 1973 and made a study on the fact that these values consist of 10 value types. Accordingly, he formed value groups with 10 value types. Schwartz (1992) classified value grouping according to "power, achievement, hedonism, stimulation, self-direction, universality, benevolence, traditionalism, conformity, security" (Demirutku & Sumer, 2010). He divided these values into three groups: conservatism, self-transcendence and self-improvement-openness to change. There are conformity and tradition value types in the main group of conservatism. Examples of these are orientations such as adherence to culture and respect. In the second group, self-transcendence, there are universalism and benevolence value types. The universalism value type is characterized by tolerance and concern for the well-being of nature, while the benevolence value type is characterized by sensitivity to kindness. The third main group is divided into two as self-improvement and openness to innovation.

Openness to innovation is divided into power achievement value types, while self-improvement is divided into stimulation and self-orientation value types. The hedonism value type is the common value type of these two main groups (Biçer, 2013; Daci, 2013; Fırat, 2007). Güngör (1998) defines values as "moral, aesthetic, theoretical, religious, political, economic and social values". According to Türkkahraman (2014), intrinsic values are values based on knowledge, transcendent values are feelings based on faith, and normative values are values based on our relationships. Fellsches (2009) categorizes values as "content (aesthetic, scientific, educational, economic, political and social), pervasiveness (social, national and global) and process (modern and traditional)." (Türkkahraman, 2014, p. 634)

## Core Values

The core values accepted by society are accepted individually and socially and are held superior to other values. Basic values and social values are the same, which is why they have become increasingly important (Özkan,

2011). Since core values are agreed upon, they can play an important role in building a culture of living together in today's culture of consensus.

It is recognized that there are different perspectives on core values in Turkey due to regional, class and economic factors. Differences in income levels and attitudes affect core values. Although the correct behavior and preference varies in societies, it should be possible to talk about values that are accepted in the whole society.

Our appropriate attitude towards events is important in the construction of core values. According to Kan (2010), these values should be "loyalty, duty, respect, selfless service, honor and personal development". Core values should be regulated by the influence of moral and religious values and consist of five values such as "truth, love, inner peace, right behavior and avoidance of violence" (Dilmaç, 1999).

In a study conducted with teachers and prospective teachers, studies were conducted on which values should be prioritized in the social studies course, and it was seen that the value of "patriotism" ranked first, followed by "honesty", "independence", "fairness", "giving importance to family unity" and "tolerance" (Yılmaz, 2013). In a study conducted with classroom teachers, it was concluded that the value of patriotism should be included in the curriculum (Tay & Yıldırım, 2009).

Due to Germany's immigration, traditional values have deteriorated and the inability of immigrant societies to adapt, segregate and culturally adapt has prevented the German society from establishing a bond with the German society. This is why common values have gained importance for Germany. It can be said that the emphasis should be on the creation of common values through human behavior and attitude, and that human will should be at the center (Kerstiens, 1980, p. 59). It is also stated that this theory is in line with the liberal German approach. According to Bucher (1984), fundamental values correspond to fundamental rights and fundamental responsibilities. They can also be seen as a consequence of human dignity. In the constitution of the Federal Republic of Germany, values such as "human dignity, peace, freedom, justice, equality, sustainability, truthfulness and cooperation" are among the fundamental rights or values that the state sets as goals (Fellsches, 2009b, p. 41). According to Behle 2012, equality, freedom and dignity, which are important in many countries, are also important values in Germany. Political parties in Germany base their programs on freedom, justice and cooperation. This understanding, influenced by the French revolution, is always in favor of freedom and justice. Thus, a greater emphasis on freedom and equality is an indispensable political orientation in Germany. (Kerstiens, 1980, p. 58)

### **Ethical Values**

The word ethics, which comes from the Greek word "Ethos", is the rules formed by individuals and society that are taken into consideration in the formation of action (Balçı & Yanpar Yelken, 2013, p. 155). Ethics, which is the inspiration of science's search for truth, is also effective in our decision-making process (Konuk & Bayram, 2009, p. 43). One of the most notable functions of ethics is to define appropriate ways for individuals to work together in a social or school environment (Haynes, 2002, p. 24). Ethics is about finding the right way to work together. They are written norm systems or norm codes that define these ways in settings and school communities. Ethical values can be of two types. The first is called "Ethical person values" which include being honest, trustworthy and respectful, and the second is called "Ethical relationship values" which include values such as love, respect, gratitude and trust.

### **Moral Values**

The individual and social values that we internalize as a society and as individuals show that people are moral or immoral in life. In addition, the value given to constructs is also related to whether they are moral or not (Gündüz, 2010, p. 20). Although morality and value are different phenomena, the behavior of moral people in daily events can be predicted. On the other hand, individuals who do not have moral values may exhibit unpredictable behaviors in the face of events (Güngör, 1998). Good, true and beautiful moral values are very important on the road to success (Soykan, 2004, p. 52). Moral values are also effective in personality formation. Therefore, it is essential for the peace, tranquility and happiness of individuals and society that children do not grow up with negative values and adopt moral values in a healthy social environment (Kızıler, 2014, p. 15). Teachers and family play a major role in moral attainment (Bakioğlu & Sılay, 2013, p. 37).

### **Religious Values**

Raising good human beings is the common goal of the Abrahamic religions and other faiths. None of the religions and beliefs aim to raise immoral individuals who have no value. Religion and beliefs are effective and functional in human life. Religion is not a subject in itself, but rather a set of rules that determine our value judgments (Schweitzer, 2004). The scope of religion is a subject that determines both the material and spiritual life of human beings and includes various values. These values have been greatly influenced by historical processes, social movements and movements of ideas. For example, as of the Age of Enlightenment, the influence of religion on moral and ethical values has diminished and thus the influence of religious values has decreased. During this period, values such as reason, science and individual freedom became more prominent. However, religion still remains a fundamental source of guidance for many people and is experienced in

different ways in different societies. Religious values help individuals to establish a deep connection with their beliefs and values and shape their lives (Bakioğlu & Silay, 2013, p. 37). Jewish and Christian values played a major role in the construction of Western civilization, so it can never be said that religious values will disappear, even though humanistic and rational values are on the rise (Oktay, 2004, p. 132).

### **Aesthetic Values**

'Aisthesis', which means sensation, has come to our day from Greek (Tunalı, 2008). The word aesthetics is defined in the dictionary of the Turkish Language Association (TDK, 2005) as "the theoretical science of art and life with the general laws of artistic creation, beautiful sense". Historical artifacts, clothes, local arts and geographical beauties belonging to the civilizations of societies that have survived to the present day are aesthetic values (Budak, 2012). With aesthetic value education, it is aimed for people to acquire a sense of aesthetics and to improve their satisfaction in this direction. In this way, the imagination of the person can increase and they can easily express their feelings about beauty. In the Social Studies Curriculum (MoNE, 2018a), it is emphasized that aesthetic sensitivity and aesthetic education are very important for the personal development of students.

### **National and Universal Value**

National values are the values that come from a country's life, geography, language and customs and keep the society together. National values are the elements that bind the society together, form its national identity and form its common denominator. Universal values, on the other hand, are values accepted by all humanity. They include universal principles such as equality, respect, honesty and human rights. Universal values are the basic values that people share in common, despite the differences between different cultures. Both national and universal values are important concepts that regulate and guide people's lives. However, while national values are based on a nation and a community, universal values are accepted values for the whole world. Both types of values are important for the development and well-being of societies and people and embody the basic principles that enable them to co-exist.

## **Method**

### **Research Design**

Since this study was conducted by in-depth analysis of a document, it was conducted using the document analysis method. This method involves the analysis of documents about the topics to be researched. Hancock et al. (2007) stated that all kinds of written documents can be used in document analysis. Document can be

defined as the recording of facts related to social life in the form of written texts. These written texts or documents may consist of personal records or official documents (Hitchcock & Hughes, 1995). "Document analysis involves the analysis of written materials containing information about the facts and phenomena targeted to be investigated" (Yıldırım & Şimşek, 2018). Considering the purpose of the study, it is clear that the method of document analysis will be appropriate for conducting the research. In the study, the Social Studies course questions of the ÖDSGM 5th Grade Scholarship Examination published on the website of the General Directorate of Measurement, Evaluation and Examination Services (ÖDSGM) in the 2018 (MEB, 2018b), 2019 (MEB, 2019), 2020 (MEB, 2020), 2021 (MEB, 2021) and 2022 (MEB, 2022) academic years were examined. Detailed information about the questions analyzed in the study is given in Table 1.

Table 1. Number of Questions Analyzed in the Scope of the Study and Their Distribution According to Publication Dates

Year	Study Material	Date	Number of the Questions
2018	PBYS 5th Grade A Booklet	03 June 2018	25
2019	PBYS 5th Grade A Booklet	03 June 2018	25
2020	PBYS 5th Grade A Booklet	05 September 2020	25
2021	PBYS 5th Grade A Booklet	05 September 2021	25
2022	PBYS 5th Grade A Booklet	04 September 2022	25
<b>Total</b>			<b>100</b>

### Data Collection Process and Data Analysis

The study consists of 100 PBYS 5th Grade Social Studies questions listed in Table 1. In this study, content analysis method was used to examine the national and universal values of the values in the 5th grade PBYS Social Studies questions published in 2018-2019-2020-2021 and 2022. Content analysis is used in cases where it is necessary to systematize and quantify information that has been previously collected and organized for a purpose (Fraenkel & Wallen, 2000). In the analysis process, the distribution of national and universal values mentioned in Ercan (2001) was examined and the distribution of the items in terms of national and universal values was discussed in Table 2. In order to ensure the reliability of the article, the reliability formula suggested by Miles and Huberman (1994) was not used.

Table 2. Universal and National Values in 5th Grade PBYS Social Studies Questions

Social Studies Questions		Universal Values	National Values
2018	PBYS 5th Grade A Booklet	5	3
2019	PBYS 5th Grade A Booklet	4	2
2020	PBYS 5th Grade A Booklet	3	3
2021	PBYS 5th Grade A Booklet	4	2
2022	PBYS 5th Grade A Booklet	7	1

## Result

In our study, 100 Social Studies course questions asked to 5th grade students in PBYS between 2018-2022 were analyzed. For the classification of the questions, it was determined that the national and universal values mentioned in Ercan (2001) were included in the test items, taking into account the purpose of the study. Accordingly (Table 3), 33 of the 100 items included items with national and universal values (33%). Of these items, 22 were universal values (66%) and 11 were national values (33%). When analyzed in terms of years, it was observed that national and universal values were homogeneously distributed in 2018, 2019, 2020 and 2021, while there was no homogeneous distribution in 2022

Table 3. Distribution of National and Universal Values in the Study Materials

Study Material	Test items with national values	Test items with universal values
2018 Grade 5 PBYS A Booklet	item 3, item 16, item 5	item 14, item 17, item 13, item 18, item 24
2019 Grade 5 PBYS A Booklet	item 2, item 16	item 1, item 13, item 21, item 19
2020 Grade 5 PBYS A Booklet	item 21, item 11, item 8	item 1, item 2, item 3
2021 Grade 5 PBYS A Booklet	item 12, item 1	item 21, item 15, item 2, item 3
2022 Grade 5 PBYS A Booklet	item 7	item 25, item 21, item 24, item 12, item 14, item 13, item 2

## Conclusion and Discussion

In our study, it was aimed to examine the social studies course questions asked in the 5th grade PBYS between 2018-2022 within the scope of value education and to examine the distribution of these values. As a result of the analysis, it is seen that the most measured values in the exams are universal values. According to the current

social studies course curriculum, in which national and universal values are not homogeneously distributed, it is seen that the items related to value education are homogeneously distributed in the test items. In future PBYS exams, studies can be conducted to increase the number of items that include national values.

Although many studies have been conducted in other countries on the impact of value education on political, educational and social welfare, there are no comprehensive studies in our country (Tatto et al., 2001). Aydın (2003) points out that the relationship between youth and values is bidirectional. According to Aydın, value phenomena have an important role in the formation of individuals' personalities and the development of problem-solving styles. To summarize, it can be said that values education to be given in the social studies curriculum in schools should be aware that it will be positive not only for young people but also for the future in many ways.

In order for value education in Turkey to be more successful, a planned value education program can be prepared by identifying the values that students have and should have at each grade and age level. Within this program, the level of achievement of the outcomes in the exams applied in Turkey should be determined. Value the prioritized values of the family and society while determining their orientations can be done. For this, a unit within MEB to coordinate the work can be established. In terms of the methodology of the research, it is important to orientation or determination of students' core values, these Qualitative studies such as this study can be recommended. Because a certain number of students the orientation work to be performed on the given list of values will only be performed on that will be limited to values.

In value education, rather than value classifications, the material and moral values of society, the state and individuals needs should be identified through large-scale research and values education should be emphasized. Value classifications should also be revised in accordance with our own social structure and according to today's conditions.

## **Recommendations**

In order for value education in Turkey to be more successful, a planned value education program can be prepared by identifying the values that students have and should have at each grade and age level. Within this program, the level of achievement of the outcomes in the exams applied in Turkey should be determined. Value the prioritized values of the family and society while determining their orientations can be done. For this, a unit within MEB to coordinate the work can be established. In terms of the methodology of the research, it is important to orientation or determination of students' core values, these Qualitative studies such as this study



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### Author Information

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**Hasan Gökhan Can**

<https://orcid.org/0009-0000-4539-9148>

Ministry of National Education

Türkiye

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