Values Education from Educational Administrators’ Point of View

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SYNOPSIS

INTRODUCTION

Values education programmes that will be planned at schools have same basic components such as vision, standards, expectations, criteria of application, leadership, sources, and educational collaboration. Also it is important to pay attention to the critical process such as teacher, motivating, the students, making parents conscious and drawing societies attention to this point. So school administrators who is the educational leader of the school is the most important actor that will give information about values education, give decisions about programme and execute the application.

The role of educational administrators in a value education programme can be summerized in this way. It is important for administrators to determine opinions of himself or herself to raise the efficiency of values education at schools. In this research after discussing the role of administrators according to the literature, their perceptions about the importance of values and values education that stated in the new primary school curriculum, efficiency and application will be determined.

In this study firstly values education and the role of the educational administrator is analyzed according to the literature. To confirm educational administrators opinions about value education “Educational Administrators Value Education Sufficiency Perception Scale” is developed. With data that obtained by using this scale it is tried to establish whether opinions of teachers attended to this search change or not according to the gender,
graduation, type and degree of school that the teacher worked, administrator position, seniority of administer, master ship.

PURPOSE OF THE STUDY

The aim of this research is to determine values education from educational administrators’ point of view depending on some variables. For this reason a scale was developed by the researchers.

METHODOLOGY

a- The Population and Sample

The population of the study consists of school administrators working in Istanbul province. The reliability, factor analysis and validity studies of the scale which we have tried to develop have been made on a sample group of 150 school administrators working in Istanbul.

The administrators include 150 (107 men, 43 women) school principals and deputy heads of school. According to their work experience; 1-5 year 69 people, 6-10 year 36 people, 11- and more years 45 people.

b- Processes, Validity and Reliability

The Educational Administrators Value Education Sufficiency Perception Scale that used in search developed by using the data which belongs to 150 educational administrators. In accordance with connected literature, first scale form composed with 55 items, 24 items taken from the form due to expert ideas that applied to content validity.

Nonetheless there are 9 open ended question in the form about value education function. It is determined to take from 9 more items from the scale as a result of reliability and factor analyse with remaining 31 items. At the end of these processes final scale is formed with 22 items and named as Educational Administrators Value Education Sufficiency Perception Scale.

The scale has 31 items. It includes 3 sub-scales (adaptation area). Educational Sufficiency Perception Scale’s first inferior dimension is formed with 8 items and named as Coordination and Decision Process Conduct; second inferior dimension formed with 9 items named as Building School Culture, and the third inferior dimension formed with 5 items named as Arrangement of out of school Environment. It is four point Likert scale and school administrators choose I absolutely don’t agree - I strongly agree according to which one describes them best.

Factor analysis method is used to determine the structure validity. Firstly, Kaiser-Meyer-Olkin (KMO) and Bartletts tests are applied in order to determine whether the data gathered from the administrators in the study group are appropriate for factor analysis or not. It is found that KMO test result is .800 and Bartletts test result is 8921.790 (p<.001). This shows that sample size is adequate and data distribution is appropriate.

The scale is formed with 3 inferior factor and 22 items, it’s Cronbach Alpha reliability Coefficient is .810 KMO, sampling sufficiency .802(p=0.000) and explained total variance is about %54.83.

Validity is related to how accurately a test or an assessment instrument measure the quality it is intended to measure. (Tekin, 1993). Cronbach Alfa Coefficients being used to measure the validity of Likert type scales are measured separately for both subscales and scale total of the adapted scale. This coefficient gives information about the internal
consistency and homogeneity of the items of the scale (Tezbaşaran, 1996). Researchers think that validity coefficient is enough if it is over .70.

As a result of these analyses it is understood that the scale is valid and reliable. This scale can be used as is in the studies carried out to measure the values education from educational administrators’ Point of View.

RESULTS and DISCUSSION

An independent groups test is done to test whether results that made by using Educational Administrators Value Education Sufficiency Perception Scale shows any difference or not according to the teacher’s gender, marital status, branch, degree of education and administrator position. One way variance analyse ANOVA test is done to test whether age, teacher, seniority of administry show difference or not according to variant Kruskal Wallis for education state variant, and school type Mann Whitney U test is done to test whether it shows any difference or not, related to any variant.

As a result of difference tests statistical expressive variety has confirmed among same inferior groups which belong to demographic variant. On the other hand in some parts not any statistical expressive variety has confirmed.

Even though aren’t differences among administrators according to varieties which are stated, it’s understood from the open ended questions that there are some educational deficiencies about how it is done. Morality is a scientific category so human can’t have knowledge about this field in his mind from birth. In values education we should live out concrete implication and use abstract thinking. It is important for teachers to have knowledge about this categories to give education. There isn’t any lesson about values education at faculty of education. Also there is no efficient activities that support directly this field. At faculties in teacher training programmes it is supported to add educations about philosophy of education, methods, techniques and approaches to use in values education. By the way teachers will perform more valuable and efficient values education activities.

REFERENCES
