

THE EFFECT OF VALUE CENTERED SCHOOL CULTURE ON TEACHER CANDIDATES

O EFEITO DA CULTURA ESCOLAR CENTRADA NO VALOR NOS CANDIDATOS A PROFESSORES

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socio-demographic characteristics. The students were distributed based on their socio-demographic characteristics. Of the participants, 18.75% were female and 81.25% were male, 67.08% were in the 19-23 age range, while 32.92% were in the 24-28 age range, 75.83% were enrolled in the preschool teacher education program, 32.50% were first grade students, 30.42% were second grade students, 13.75% were third grade students and 23.33% were fourth grade students.

Keywords: Value. Value centered. School. Culture. School culture.

Resumo: Os valores são referenciais que os indivíduos internalizam como resultado de sua interação com seu meio e que determinam seus traços de personalidade, que direcionam seus comportamentos ideais por meio da educação. Essas referências são necessárias para a aquisição de uma cultura escolar centrada em valores nas escolas. O objetivo do presente estudo é examinar e compreender até que ponto a cultura

escolar centrada em valores na República Turca do Chipre do Norte (TRNC) se integrou ao ambiente universitário, conforme avaliado por candidatos a professores matriculados em uma universidade particular. Para tanto, o estudo utilizou um modelo de pesquisa descritiva, um projeto de pesquisa quantitativa. A Escala de Cultura Escolar Centrada em Valores foi utilizada para facilitar a avaliação da cultura escolar baseada em valores no ambiente universitário por candidatos a professores. O estudo utilizou a técnica de survey como método de coleta de dados. A esse respeito, o estudo foi realizado com 240 candidatos a professores matriculados na Faculdade de Educação Atatürk de uma universidade particular afiliada ao distrito central de Nicósia durante o ano acadêmico de 2022-2023. Os dados obtidos dos participantes foram analisados por meio do software Statistical Package for the Social Sciences (SPSS) 26.0. O valor de alfa de Cronbach obtido para as respostas dos participantes à Value Centered School Culture Scale foi de 0,836. A distribuição das características sociodemográficas dos alunos foi determinada por meio de análise de frequência e estatísticas descritivas foram fornecidas para as pontuações da escala. A normalidade da distribuição das notas dos alunos na escala foi examinada por meio do teste de Kolmogorov-Smirnov. Os dados não apresentaram uma distribuição normal. Portanto, o teste U de Mann-Whitney e o teste H de Kruskal-Wallis foram usados para comparar os escores da escala entre os alunos com base em suas características sociodemográficas. Os alunos foram distribuídos com base em suas características sociodemográficas. Dos participantes, 18,75% eram do sexo feminino e 81,25% do sexo masculino, 67,08% estavam na faixa etária de 19 a 23 anos, enquanto 32,92% estavam na faixa etária de 24 a 28 anos, 75,83% estavam matriculados no programa de educação infantil, 32,50% eram alunos da primeira série, 30,42% eram alunos da segunda série, 13,75% eram alunos da terceira série e 23,33% eram alunos da quarta série.

Palavras-chave: Valor. Valor centrado. Escola. Cultura. Cultura escolar.

1. Introduction

Values, which are a unique concept to human beings, are defined as principles that affect and determine the cognitive dimension and behaviors of individuals and serve as general guides directing their actions (Uysal, 2008; Halstead, 2005; Demircioğlu & Tokdemir, 2008).

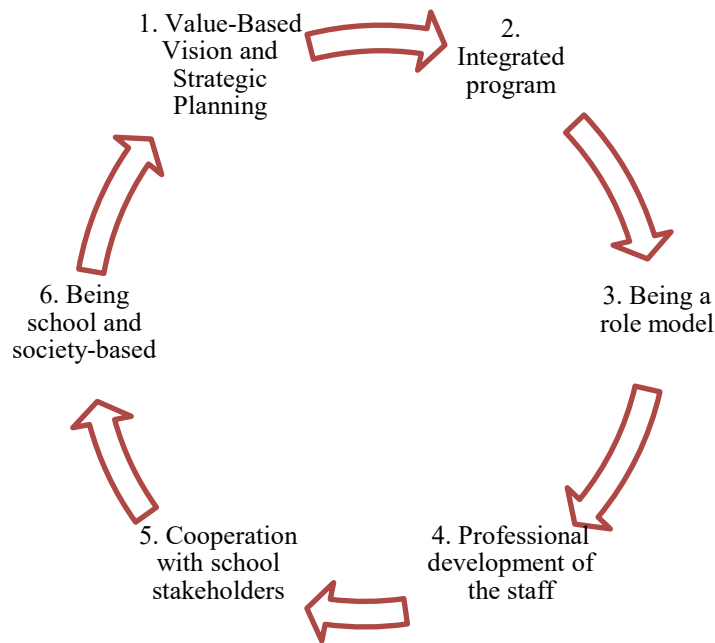
They are elaborated in various domains of life such as education, politics, business and media. In other words, they underlie the behaviors associated with an individual's life experiences. It is not possible to find a human action deprived of values. In this sense, values are a set of standards and intrinsic to individuals that differentiate them from others by shaping and guiding their behaviors, determining their goals, choices, actions, ideals and thinking patterns throughout their lives (Aktepe & Gündüz, 2019).

There have been rapid changes and transformations in the field of education through globalization, advancements in science and technology, as well as cultural integration and assimilation with the impact of the industrial revolution and subsequent global phenomena such as climate change, migrations, wars and rebellions. Values have begun to influence the educational environment within the school culture (Aktepe & Gündüz, 2019). There have been new initiatives for schools to assume certain responsibilities in the teaching of values to achieve significant gains in the education process.

These initiatives are the structure of a shared responsibility among stakeholders (teachers, students, parents, school administration and other members of the community) that determine common norms and values, and regulate relationships among individuals. These responsibilities have critical importance, particularly when addressing the teaching of values (Zengin, 2017). The initiation of values education within the family and its forming through the environment and school further enhances the significance of value centered school culture.

The administrators, teachers, support staff and students are the determinants of school culture through interactions and solid communication with them. Value-centered school culture refers to the adoption and implementation of values by all school staff and administrators, creating a balanced climate. This approach also emphasizes the involvement of families within the school context.

The value centered school culture is structured under six stages (Figure 1).



Value-based vision and strategy planning: It refers to ensuring that values education is clearly established as an objective in all educational planning within the school. This objective is founded on a shared understanding among the school administration, teachers, parents and all other stakeholders involved in the educational process (Zengin, 2017; Curriculum Corporation, 2008, 25).

Integrated Program: It refers to addressing values across all subject areas in teaching programs, in line with the objectives and outcomes, without making a distinction between disciplines. It also involves the incorporation of values in all activities and practices carried out within the school.

Being a Role Model: It refers to representing values explicitly or implicitly in relationships among all stakeholders within the school.

Professional Development of the Staff: It encourages raising awareness among school staff about values education and providing them with information.

Cooperation with School Stakeholders: It requires involving school stakeholders, including local and civil society elements, as well as the family, in the implementation processes of the values to be taught, encompassing all dimensions.

Being School and Society-Based: It comprises determining behavioral standards based on historical and cultural values regarding to the needs of the community, aiming to draw attention to the values in the school and society, considering the embodiment of values in interpersonal relationships (Zengin & Çelik, 2019).

Regarding the studies conducted on value centered school culture, Şener, et al. (2023) conducted the study entitled *Okul Ortamında Değerler Eğitimi ile İlgili Yapılan Lisansüstü Çalışmaların İncelenmesi*. Also, Arıcı and Esmâ (2022) investigated teachers' views on value centered school culture. Özdemir, Özân, & Akgün, (2017) conducted the study *Öğretmen Görüşleriyle Değerler Eğitimi Odaklı Eğitim Denetimi*. Furthermore, Dönmez & Cömert (2007) carried out the study *İlköğretim Okulu Öğretmenlerinin Değer Sistemleri*. Sallabaş, (2021) conducted the study *Okul İklimi ile Öğretmenlerin Denetime Yönelik Tutumları Arasındaki İlişki*. Şahin (2010) conducted the study *Okul Müdürü ve Öğretmenlerin Okul Kültürü ile Değer Sistemlerine İlişkin Algıları*.

Values are benchmarks that individuals internalize as a result of their interaction with their environment and that determine their personality traits, which direct their ideal behaviors through education. These benchmarks are needed for acquiring value centered school culture at schools. This study aims to measure the extent to which values education provided in the university environment in TRNC serves the value-centered school culture, based on the opinions of teacher candidates.

In line with this objective, the following questions seek for answers:

1. What is the level of understanding of value centered school culture among teacher candidates?
2. Is there a significant difference in the understanding of value centered school culture among teacher candidates based on their gender?
3. Is there a significant difference in the understanding of value centered school culture among teacher candidates based on their age?
4. Is there a significant difference in the understanding of value centered school culture among teacher candidates based on their department?
5. Is there a significant difference in the understanding of value centered school culture among teacher candidates based on their grade?

2. Methodology

2.1. Research Model

The general survey model, a quantitative research model, was used in the research. Quantitative research aims to examine social phenomena within societal systems by expressing data in numerical form and analyzing them statistically, with the aim of identifying rules based on cause-and-effect relationships. In other words, quantitative research aims to generalize findings based on statistical analysis data obtained by collecting data from large samples to test

hypotheses (Büyüköztürk et al., 2011). The survey model can be defined as the description, explanation and presentation of an existing situation (Sönmez & Alacapınar, 2014).

2.2. Population and Sample

The population of this study consisted of 1,050 students enrolled in the Atatürk Education Faculty of a private university within the boundaries of TRNC during the 2021-2022 academic year. A convenience sampling method was used to select 240 participants for the study. In convenience sampling, participants are selected from individuals who are easily accessible to the researcher and are related to the research topic (Yıldırım & Şimşek, 2016).

Table 1 provides information about the participants.

Table 1. *Socio-demographic attributes of teacher candidates*

	Number (n)	Percentage (%)
Gender		
Female	45	18.75
Male	195	81.25
Age		
19-23 years	161	67.08
24-28 years	79	32.92
Department		
Preschool Teaching	182	75.83
Classroom Teaching	12	5.00
Special Education Teaching	7	2.92
Turkish Teaching	22	9.17
Other	17	7.08
Grade		
1st Grade	78	32.50
2nd Grade	73	30.42
3rd Grade	33	13.75
4th Grade	56	23.33

Table 1 shows the teacher candidates' distribution based on their socio-demographic characteristics. Of the teacher candidates, 18.75% were female and 81.25% were male, 67.08% were in the 19-23 age range, while 32.92% were in the 24-28 age range, 75.83% were enrolled in the preschool teacher education program, 32.50% were first grade students, 30.42% were second grade students, 13.75% were third grade students and 23.33% were fourth grade students.

Data Collection Process

Prior to data collection, an application was made to the Eastern Mediterranean University Scientific Research Ethics Committee on April 11, 2023 and ethical approval was obtained with the reference number YDÜ/EB/2023/965. The researcher distributed the scale forms to the participants online through Google Drive. Throughout the study, emphasis was made on the voluntary participation of the participants. The study used the Value-Centered School Culture Scale as the data collection tool. Zengin and Çelik developed this scale in 2019 with the aim to determine value centered school culture. The scale consists of 35 items and six subscales. The first of the six subscales is Monitoring Values Education and Assessment (items 29-35), the second is of School-Environment Cooperation (items 8-14), the third is Value-Based Vision and Strategic Planning (items 1-7), the fourth is Teacher Modeling (items 20-25), the fifth is School Management-Teacher Cooperation (items 15-19) and the sixth is Professional Development of the Staff (items 26-28). The items are scored in a 5-point Likert scale as follows: 1 "Strongly Disagree", 2 "Disagree", 3 "Neutral", 4 "Agree", and 5 "Strongly Agree".

Data Analysis

The data obtained from the participants were analyzed using the Statistical Package for Social Sciences (SPSS) 26.0 software. The Cronbach's alpha value obtained for the teacher candidates' responses to the Value Centered School Culture Scale was 0.836. The distribution of teacher candidates' socio-demographic characteristics was determined through frequency analysis and descriptive statistics were provided for the scores of the Value Centered School Culture Scale. The normality of the distribution of students' scores on the Value Centered School Culture Scale was examined using the Kolmogorov-Smirnov test. The data did not show a normal distribution. Therefore, the Mann-Whitney U test and Kruskal-Wallis H test were used to compare the scores of the Value Centered School Culture Scale among students based on their socio-demographic characteristics.

3. Findings

Table 2. *Teacher candidates' scores from the Value Centered School Culture Scale*

	N	\bar{x}	S	Min	Max
Monitoring Values Education and Assessment	240	3.92	0.58	1.00	5.00
School-Environment Cooperation	240	3.36	0.68	1.00	4.86
Value-Based Vision and Strategic Planning	240	3.61	0.51	1.14	4.71
Teacher Modeling	240	3.81	0.51	1.67	4.83

School Management-Teacher Cooperation	240	3.73	0.68	1.80	5.00
Professional Development of the Staff	240	3.86	0.62	2.33	5.00
Value Centered School Culture Scale	240	3.70	0.38	2.20	4.71

Table 2 shows the scores of teacher candidates on the Value Centered School Culture Scale. The students obtained scores of 3.92 ± 0.58 on Monitoring Values Education and Assessment, 3.36 ± 0.68 on School-Environment Cooperation, 3.61 ± 0.51 on Value-Based Vision and Strategic Planning, 3.81 ± 0.51 on Teacher Modeling, 3.73 ± 0.68 on School Management-Teacher Cooperation and 3.86 ± 0.62 on Professional Development of the Staff. They obtained a score of $\bar{x} = 3.70 \pm 0.38$ from the overall Value Centered School Culture Scale.

Table 3. Comparison of the teacher candidates' Value Centered School Culture Scale scores based on their sex

	Gender	N	\bar{x}	s	M	SO	Z	P
Monitoring Values Education and Assessment	Female	45	4.22	0.48	4.00	153.01	-3.597	0.000*
	Male	195	3.91	0.58	3.86	112.34		
School-Environment Cooperation	Female	45	3.66	0.58	3.43	145.10	-2.714	0.007*
	Male	195	3.34	0.66	3.43	114.18		
Value-Based Vision and Strategic Planning	Female	45	3.74	0.45	3.71	134.43	-1.571	0.116
	Male	195	3.64	0.46	3.71	116.65		
Teacher Modeling	Female	45	3.93	0.46	3.83	128.72	-0.961	0.336
	Male	195	3.83	0.49	4.00	117.98		
School Management-Teacher Cooperation	Female	45	4.02	0.59	4.00	144.47	-2.677	0.007*
	Male	195	3.72	0.68	4.00	114.32		
Professional Development of the Staff	Female	45	4.15	0.63	4.00	141.24	-2.354	0.019*
	Male	195	3.86	0.61	4.00	115.07		
Value Centered School Culture Scale	Female	45	3.93	0.33	3.86	157.82	-4.081	0.000*
	Male	195	3.70	0.35	3.80	111.23		

* $p < 0.05$

Table 3 presents the results of the Mann-Whitney U test comparing the scores on the Value-Centered School Culture Scale based on the sex of the teacher candidates.

According to Table 3, there were statistically significant differences ($p < 0.05$) among the scores obtained by teacher candidates based on their sex from the overall Value Centered School Culture Scale and the subscales of monitoring values education and assessment, school-environment cooperation, school management-teacher cooperation and professional development of the staff. Female teacher candidates obtained higher scores from the overall Value Centered School Culture Scale and the subscales of monitoring values education and

assessment, school-environment cooperation, school management-teacher cooperation and professional development of the staff.

There were no significant differences in the scores obtained for Value-Based Vision and Strategic Planning, and Teacher Modeling in the scale based on their sex ($p>0.05$).

Table 4. Comparison of the teacher candidates' Value Centered School Culture Scale scores based on their age

	Age	N	\bar{x}	s	M	SO	Z	P
Monitoring Values Education and Assessment	19-23 years	161	3.98	0.56	4.00	123.92		
	24-28 years	79	3.82	0.60	3.86	112.07	-1.261	0.207
School-Environment Cooperation	19-23 years	161	3.32	0.71	3.43	114.98		
	24-28 years	79	3.44	0.59	3.43	130.16	-1.604	0.109
Value-Based Vision and Strategic Planning	19-23 years	161	3.62	0.49	3.71	116.42		
	24-28 years	79	3.61	0.54	3.86	127.25	-1.151	0.250
Teacher Modeling	19-23 years	161	3.84	0.50	4.00	120.98		
	24-28 years	79	3.77	0.52	4.00	118.01	-0.320	0.749
School Management-Teacher Cooperation	19-23 years	161	3.76	0.67	4.00	120.80		
	24-28 years	79	3.69	0.68	4.00	118.39	-0.258	0.797
Professional Development of the Staff	19-23 years	161	3.92	0.62	4.00	124.96		
	24-28 years	79	3.75	0.62	4.00	109.96	-1.624	0.104
Value Centered School Culture Scale	19-23 years	161	3.71	0.39	3.83	120.31		
	24-28 years	79	3.67	0.37	3.80	119.38	-0.098	0.922

Table 4 shows the results of the Kruskal-Wallis H test comparing the scores of teacher candidates from the Value Centered School Culture Scale based on their age. According to the results, there were no significant differences between their scores based on their age from the overall Value Centered School Culture Scale and its subscales ($p>0.05$).

Table 5. Comparison of the teacher candidates' Value Centered School Culture Scale scores based on their department

	Department	n	\bar{x}	s	M	SO	X ²	P
Monitoring Values Education and Assessment	Preschool Teaching	182	3.92	0.57	3.86	116.35	2.609	0.625
	Classroom Teaching	12	3.95	0.13	4.00	127.71		
	Special Education Teaching	7	3.18	1.14	3.86	117.14		
	Turkish Teaching	22	4.06	0.55	4.14	136.73		
	Other	17	4.04	0.43	4.00	132.94		
School-Environment Cooperation	Preschool Teaching	182	3.31	0.71	3.29	114.14	9.186	0.057
	Classroom Teaching	12	3.85	0.28	3.93	169.58		
	Special Education Teaching	7	2.94	0.65	2.86	116.79		
	Turkish Teaching	22	3.47	0.46	3.50	126.77		
	Other	17	3.60	0.52	3.86	139.94		
Value-Based Vision and Strategic Planning	Preschool Teaching	182	3.58	0.51	3.71	114.62	6.755	0.149
	Classroom Teaching	12	3.83	0.12	3.86	140.79		
	Special Education Teaching	7	2.90	0.94	3.29	102.36		
	Turkish Teaching	22	3.84	0.35	3.86	145.05		
	Other	17	3.82	0.26	3.86	137.50		
Teacher Modeling	Preschool Teaching	182	3.83	0.48	4.00	122.23	3.717	0.446
	Classroom Teaching	12	3.81	0.30	3.83	101.38		
	Special Education Teaching	7	3.02	0.75	3.00	85.00		
	Turkish Teaching	22	3.94	0.64	4.00	129.64		
	Other	17	3.84	0.32	3.83	111.32		
School Management-Teacher Cooperation	Preschool Teaching	182	3.75	0.70	4.00	121.97	2.530	0.639
	Classroom Teaching	12	3.82	0.34	4.00	119.21		
	Special Education Teaching	7	3.14	0.69	3.00	116.57		
	Turkish Teaching	22	3.57	0.68	3.60	98.93		
	Other	17	3.91	0.42	4.00	128.26		
Professional Development of the Staff	Preschool Teaching	182	3.85	0.65	4.00	119.60	0.718	0.949
	Classroom Teaching	12	3.89	0.16	4.00	110.17		
	Special Education Teaching	7	3.38	0.52	3.33	118.79		
	Turkish Teaching	22	3.95	0.63	4.00	120.61		
	Other	17	4.04	0.45	4.00	130.94		
Value Centered School Culture Scale	Preschool Teaching	182	3.69	0.37	3.80	115.73	5.394	0.249
	Classroom Teaching	12	3.86	0.13	3.91	140.21		
	Special Education Teaching	7	3.06	0.66	3.00	108.43		
	Turkish Teaching	22	3.80	0.36	3.86	123.91		
	Other	17	3.85	0.24	3.94	150.88		

Table 5 presents the results of the Kruskal-Wallis H test comparing the scores of teacher candidates from the Value Centered School Culture Scale based on their departments.

There was no significant difference between the scores of the participants from the overall Value Centered School Culture Scale and its subscales ($p > 0.05$).

Table 6. Comparison of the teacher candidates' Value Centered School Culture Scale scores based on their grade

	Grade	n	\bar{x}	S	M	SO	X^2	P	Difference
Monitoring Values Education and Assessment	1st Grade	78	3.92	0.65	3.86	121.60	0.235	0.972	
	2nd Grade	73	3.99	0.55	4.00	121.69			
	3rd Grade	33	3.93	0.45	3.86	116.85			
	4th Grade	56	3.84	0.59	4.00	117.46			
School-Environment Cooperation	1st Grade	78	3.11	0.75	3.00	97.31	20.987	0.000*	1-3
	2nd Grade	73	3.37	0.61	3.43	115.34			2-3
	3rd Grade	33	3.71	0.59	3.86	156.02			
	4th Grade	56	3.50	0.58	3.71	136.37			
Value-Based Vision and Strategic Planning	1st Grade	78	3.61	0.52	3.71	123.97	11.369	0.010*	3-4
	2nd Grade	73	3.60	0.51	3.57	109.51			
	3rd Grade	33	3.46	0.51	3.57	96.77			
	4th Grade	56	3.73	0.49	3.86	141.65			
Teacher Modeling	1st Grade	78	3.76	0.50	4.00	117.24	4.867	0.182	
	2nd Grade	73	3.90	0.53	4.00	129.41			
	3rd Grade	33	3.91	0.48	4.00	130.45			
	4th Grade	56	3.71	0.48	3.83	105.59			
School Management-Teacher Cooperation	1st Grade	78	3.64	0.74	3.80	115.67	4.027	0.259	
	2nd Grade	73	3.77	0.68	4.00	119.48			
	3rd Grade	33	4.01	0.51	4.00	141.45			
	4th Grade	56	3.65	0.62	4.00	114.05			
Professional Development of the Staff	1st Grade	78	3.85	0.63	4.00	126.41	3.777	0.287	
	2nd Grade	73	3.95	0.65	4.00	123.33			
	3rd Grade	33	3.72	0.72	3.67	100.21			
	4th Grade	56	3.85	0.50	4.00	118.46			
Value Centered School Culture Scale	1st Grade	78	3.62	0.40	3.73	115.05	2.758	0.430	
	2nd Grade	73	3.74	0.36	3.83	113.55			
	3rd Grade	33	3.78	0.35	3.83	130.92			
	4th Grade	56	3.70	0.39	3.91	128.75			

* $p < 0.05$

Table 6 shows the results of the Kruskal-Wallis H test comparing the scores of teacher candidates from the Value Centered School Culture Scale based on their grades.

There were significant differences between the scores of teacher candidates from the school-environment cooperation and value-based vision and strategic planning subscales of the Value Centered School Culture Scale based on their grades. The scores that third grade teacher candidates obtained from the school-environment cooperation subscale were significantly

higher than those of the first and second graders. The scores that fourth grade teacher candidates obtained from the value-based vision and strategic planning subscale were higher than those of the third graders.

There was no significant difference between the scores obtained by teacher candidates based on their sex from the overall Value Centered School Culture Scale and the subscales of monitoring values education and assessment, teacher modeling, school management-teacher cooperation and professional development of the staff ($p>0.05$).

4. Discussion

The preliminary findings of the study revealed that the majority of the participants were male and were in the age groups of 19-23 and 24-28 years, enrolled in the preschool teacher education department and were in the first, second, third and fourth grades. Arıcı & Budak (2022) also used the Value Centered School Culture Scale and the survey technique as the data collection method. The majority of the participants were female teacher candidates. In the second subscale of the study, the focus was on teacher candidates' levels of monitoring values education and assessment, school-environment cooperation, value-based vision and strategic planning, teacher modeling, school management-teacher cooperation and professional development of the staff. In their study, Arıcı & Budak (2022) examined reviews of preschool, primary, secondary and high school teachers regarding value centered school culture. The study also discussed the subscales of monitoring values education and assessment, school-environment cooperation, value-based vision and strategic planning, teacher modeling, school management-teacher cooperation and professional development of the staff.

In the third subscale of the study, according to sex variable, female teacher candidates obtained higher scores from the overall Value Centered School Culture Scale and the subscales of monitoring values education and assessment, school-environment cooperation, school management-teacher cooperation and professional development of the staff compared to male teacher candidates. This finding is consistent with the study of Arıcı & Budak (2022).

In the fourth and fifth subscales of the study, there was no significant difference based on age and departments. However, according to the sixth subscale of the study, teacher candidates' scores from the Value Centered School Culture Scale were significantly higher than those in the first and second grades compared to other grades. The scores that fourth grade

teacher candidates obtained from the value-based vision and strategic planning subscale were higher than those of the third graders.

5. Conclusion

The present study focused on the evaluations of teacher candidates regarding the value centered school culture. It examined their levels of the following subscales: monitoring values education and assessment, school-environment cooperation, value-based vision and strategic planning, teacher modeling, school management-teacher cooperation and professional development of the staff.

Furthermore, the study examined teacher candidates' value centered school culture and subdimensions based on various variables such as sex, age, department and grade. The findings indicated a significant difference in the evaluations of teacher candidates regarding the value centered school culture and its subdimensions based on their gender and grade. Accordingly, female teacher candidates obtained higher scores from the overall Value Centered School Culture Scale and the subscales of monitoring values education and assessment, school-environment cooperation, school management-teacher cooperation and professional development of the staff. Based on the grade, the scores that third grade teacher candidates obtained from the school-environment cooperation subscale were significantly higher than those of the first and second graders. The scores that fourth grade teacher candidates obtained from the value-based vision and strategic planning subscale were higher than those of the third graders.

There are some suggestions based on the study results.

- Similar studies can be conducted with all stakeholders in the university environment or individually.
- Further research can do comparison among stakeholders working in all educational levels.
- Qualitative research can be conducted to explore the value-based relationship between management and school culture, based on the perceptions of academics, administrators and other stakeholders working in the university environment.
- Utilizing both quantitative and qualitative methods in future studies can provide a significant contribution to the literature in this field.

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