

Peace Value Education and Its Effects on the Attitude of Students

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The purpose of this study is to determine the effects of education activities teaching 3rd grade students the value of “peace” in social studies on their opinions and attitude towards the value of “peace”. “Mixed method” was used by means of engaging both quantitative and qualitative research models. Experimental group consist of 22 and control group 21 students. Research data were obtained via peace attitude scale and peace interview form. Mann-Whitney U Test was used in the analysis of quantitative data, while a descriptive analysis method in analyzing qualitative data, respectively. Quantitative data analysis indicates correlation (at the level of $U=142.500$, $p<0.05$) in favor of the experimental group. Qualitative data analysis shows that students manifested positive attitude and behaviors during peace value education, which positively affected the classroom environment. Peace value education resulted in enhanced friendship, love and mutual respect. Accordingly, one can claim that “peace” value education had an impact on students.

Key words: Values, Values education, Social studies, Peace, Student.

INTRODUCTION

Advancements and developments in social, political and economic arena in the modern world fail to curb unpleasant behaviors of members of society. Although training offered at primary schools appear to achieve its goals in a systematic sense; the increasing number of acts of violence in society, temper tantrum experienced by students both in and out of school, intolerance, propensity for violence and tendency to resolve issues through force and contempt present that pleasant behaviors aimed at being incorporated into individual members of the society are not decently acquired (Demir, 2011, p. 1727). Indeed, people are affected by the existence of acts of violence in their society, social issues and mutually disrespectful and attitudes and behaviors. Parents, teachers and leaders of civil society take note of values education against these unwanted situations. Therefore, it is necessary to offer emotional training besides knowledge and skills to students. In this respect, importance should be attached to the concepts of being a human and peaceful living, which brings us to peace education to be offered to children in scope of values education at school. Peace, which harbors freedom, equality and justice altogether, is one of the most desired and required values of all societies and the entire humanity. For peace, mutual tolerance and understanding is required rather than benevolence on either side. The culture of peace is a

culture based on the principles of equality, justice, democracy, human rights, tolerance and solidarity and supports living together and sharing which may only be attained through education (Aktaş and Safran, 2013, Bar-Tal, 2002; Piaget, 1989; Sertel, Kurt and Oral, 2004). As the aforementioned descriptions suggest, peace is a situation where people with different emotions and thoughts live together in harmony and approach one another with respect and tolerance. Quarrel, conflict and chaos will not emerge where peace endures while existing problems will be resolved, as well. Peace is a value which cares for tolerance towards oneself and others and acting in courtesy. It means being open to ideas of others, respecting diversity, being calm and evaluating events and concepts in good faith. Therefore, living peacefully is both a right and a responsibility for everyone. In fact, mutual love and respect between people may cultivate an environment of peace and tolerance through peaceful stance and behaviors and a democratic attitude may be manifested. The position and significance of introducing these human values to students are indisputable.

It is desired for students to develop certain personal qualities (values) via the social studies syllabus, which are: self respect, self esteem, sociability, patience, tolerance, love, respect, peace, charity, righteousness, justice, innovativeness,

patriotism and development and protection of cultural assets (Ministry of National Education, 2009). One needs to consider the values referred to as personal qualities in the scope of the social studies syllabus. Values, which is concerned with inter-personal communication, the individual attitudes and behaviors within groups and analysis of interactive effects among those, deals with such issues as how the emotions, thoughts and intentions of individuals by other people. Therefore, the notion of values education is crucial. In this regard, values are common ideals, objectives, fundamental moral principles or norms which are deemed right and necessary by the majority of the members of a society in order for its very existence, unity, functioning and endurance. Values are criterion which give meaning to culture and society and are actual standards of behaviors which are agreed upon and shared by most people. In this sense, values guide actions taken by individuals in various situations and they are a set of thoughts, behaviors and principles directly consistent and related to our actions" (Krişçi, 2010; Lan, Gowing, McMahon, Rieger & King, 2008; McGettrick, 1995; Memişoğlu, 2013; Silah, 2000).

In order to prevent gradual spread of vile behaviors such as violence, irresponsibility, disrespect, burglary, fraud, addiction to cigarette, alcohol and drugs, rebellion, selfishness, use of slang terms etc., values education is considered to be an obligation to incorporate such values as love, respect, responsibility, tolerance, sensitivity, diligence and so on. From this point of view, values education becomes more imperative and includes the training of positive values by means of appropriate methods, techniques and strategies (Aladağ, 2009, p. 16). According to data of World Health Organization, 520.000 people lose their lives due to interpersonal violence, which means 1.400 people die per day which again is just the tip of the iceberg as the issue is larger and threatening beyond estimation. Indeed, "factors pertaining to the social structure such as economic and social policies maintaining inequality, easy access to weapons, social and cultural norms suggesting male dominance over females and families over children, and use of violence as a medium to resolve issues, are elements that stimulate violence (Ministry of National Education and UNICEF, 2006).

Offering education on peace as a value from the early ages of pre-school has become a necessity whereby families have a great responsibility. However, families usually fail at values education which shifts the burden onto teachers and schools (Bar-tal, Rosen & Nets-Zehngut, 2010; Gökçek, 2007; Kamaraj and Kerem, 2006; Noe, 2008; Özen, Gülerüz and Bulut Özen, 2012). Values education practices in schools are also inadequate. Teachers and trainers should make an effort to become role models and peace and the like as a subject should get more coverage in the syllabus and textbooks (Aktepe, 2010, Coombs-Richardson & Tolson, 2005; Fidan, 2009; Karasu and Aktepe, 2009; Mok & Flynn, 2002; Snook, 2007). One of the personal qualities targeted in scope of primary school social studies syllabus is the value of "peace". In this respect, social studies syllabus are expected to achieve such attainments as students discovering problems and related solutions, active use of their problem solving skills, celebrate national and religious festivals, enjoying social share, being in solidarity, awareness of similarities and diversity and so on (Min. of National Education, 2009, p. 34).

Students acquire emotional attainments such as being respectful, tolerant and helpful towards people in addition to cognitive ones. Schools, which train children as members of society, are quite effective in incorporating values. A child adopts social behavior through interaction with teachers, other kids and adults. Schools should include deliberate practices on

fundamental values of tolerance, fairness, sharing, cooperation, honesty etc. to introduce these to students (Akbaş, 2007; Çubukçu *et al.*, 2012). These practices are based on curriculum which focal point is to create the ideal of respect towards individual differences. The fact that values education is listed in the curriculum does not guarantee its successful implementation. Because in addition to values education being offered as part of syllabus of all subjects, students need a school environment where they can live and learn these values. Research among teachers and students as to whether the situation at the school is suitable for values education is significant in terms of efficient values education, detection of targeted and problematic values and organization of the process of offering neglected values. In fact, teacher's approach, belief, attitude and behavior towards learning and teaching process make a direct impact on students since teachers are the people who implement and are responsible for the contents of the values education curriculum (Çengelci, Hancı and Karaduman, 2013; Levy, 1996; Özen *et al.*, 2012; Shechtman, 2010). The renewed primary school curriculum in 2005 features constructivist approach and emotional learning areas began being included along with cognitive learning areas. Teachers are requested to respect individual differences and consider students' readiness and highlight their interests and skills. In this regard, the learner's emotions, thoughts, attitude, faith and value judgments as well as practice-based delivery of learning areas and themes and relevant to real life is taken into consideration.

Activities for the development of peace value in students were carried out in the scope of this study and their impact on students' attitude was assessed. In the aftermath of peace value education, students' views on the value of peace were evaluated. The objective of educational activities to introduce peace as a value is to encourage students to live in harmony, contribute to a peaceful world, support harboring positive emotions and thoughts towards incidents and enable them to develop tolerance, respect, friendship and cooperation within society. According to Tillman (2000), peace has to be the primary value to be taught in class and at school. Lecturing on not to fight in school is an ineffective method. It may cause peaceful students to become apathetic or aggressive; on the contrary, beginning a class with peace dreaming activities may stimulate natural creativity of students. However, discussion on the impacts of peace and violence only after students already developed a common idea of peace would reinforce the concept. Teachers are thus expected to organize the activities according to the targeted attainments in scope of the syllabus while arranging the classroom and school activities. The social studies syllabus includes 8 sample activities and a total of 8 attainments, namely 2 attainments at 1st grade, 2 at 2nd grade and 4 at 3rd grade which are extremely inadequate in teaching peace as a value. In addition to existing attainments in scope of social studies syllabus, other attainments on peace value and sample activities, those suitable for the classroom level, as suggested by Tillman (2000) were also included and activities carried out accordingly. It is understood from the explanations that activities will enable students to develop positive attitude towards peace. In the meantime, the activities in the scope of this study are expected to reflect upon the knowledge, skills, attitude and behaviors of students towards peace.

The purpose of this study is to determine the effect of activity-based education to develop "peace" value among primary school grade 3 students on their thoughts and attitude towards "peace" value. Accordingly, following questions was set forth:

1. Is there meaningful variation between the attitude levels of experimental group students who underwent activity-based peace value education and the control group who did not according to pre and post study measurements?
2. What are the opinions of experimental group students regarding "peace" value and its education?

MATERIALS AND METHOD

Research model

The research is designed compatible with mixed method since qualitative and quantitative data collection methods were both used. "Peace" value education activities were carried out among experimental group students while no training on "peace" as a value was offered to control group. The quantitative aspect of the study is comprised of the experimental and control grouped pre-test post-test determining the difference between the attitudes of experimental group students who underwent activity-based peace value education and control group who did not. The two groups, namely experimental group and control group, were formed by the neutral assignment method. Pre-test and post-test were run on both groups. The qualitative aspect of the study is comprised of data obtained from the responses of experimental group students, who received peace education at 3rd grade social studies, to the questions in "interview form on peace" at the end of the process.

Study group

The study was conducted among 43 grade three students, of which 22 were in experimental and 21 in the control group, studying a primary school under the Provincial Directorate of Education in Nevşehir during second term of academic year 2013-2014. In selection of experimental and control group students, balance was taken into consideration by assessing the results of pre-test of peace attitude scale, data such as socio-economic status and profession of their families, number of siblings and students in the same group were chosen to be of similar properties. First of all, the peace attitude scale was developed and it was concurrently run on both groups. Later on, activities on the targeted value were designed and then "peace attitude scale" was run on both groups as a pre-test. While activity-based education, developed according objectives, was offered to experimental group; the classroom teacher followed the regular curriculum with the control group students who studied the text book. Peace value education continued for 10 weeks at the end of which "peace attitude scale" was concurrently run on both groups as a post-test and "interview on peace form" was distributed to experimental group students, outcomes of which were analyzed.

Data collection tools

Both quantitative and qualitative data collection tools were utilized in this study. The quantitative data collection tool is the "peace attitude scale", developed by the researcher. The reliability coefficient of the scale was found to be .82 and suitable for data collection. The items on the scale to determine the students' views were scored 1, 2 and 3 from negative to positive. Three-item-Likert-type scale was used to ensure clarity since the research is conducted among 3rd

graders. "Interview form on peace" on the other hand was used to collect qualitative data.

Peace attitude scale

In this piece of study, "peace attitude scale", developed by the researcher, to measure attitude of primary school grade 3 students towards the value of "peace". While developing the scale, the researcher assessed the social studies syllabus and reviewed literature in this field first, and then formed a 45-points pool of questions in line with views from 12 school principals and 25 teachers. Upon consultation with 3 education experts and 5 academicians, the number of items in the scale was reduced to 39 and the scale was produced. The draft scale consisting of 39 items run on 264 students. The responses of 4 students were omitted due to incorrect marking, the replies of the remainder of 260 students were analyzed and 34 items were found to be reasonably valid and reliable. Cronbach's alpha coefficient of reliability was found to be .82 and suitable for data collection. Factor analysis to determine structural validity of the scale was interpreted that the scale can be evaluated single-dimensionally. The scale was developed as a 3-item-Likert-type and includes the items of "always (3)", "sometimes (2)" and "never (1)".

Interview form on peace

Was developed by the researcher to collect students' views on the value of peace and its education. School principals and teachers were consulted with while preparing the interview questions, the objectives and attainments of peace in the scope of the social studies syllabus was taken into consideration and literature was reviewed. Experts and academicians were consulted with for their opinions on the interview form comprised of open-ended questions and it was finalized. Measures were taken for the reliability of the qualitative data, familiarization with students, teachers and principal was arranged and they were encouraged on self-assessment before the issues they face. The limitations of the research were set forth and the researcher, teachers and students were motivated to question their roles. Analysis and correction continued during training, as well. Two academicians competent in qualitative research were consulted, a framework on various aspects of the research and data analysis was formed and collected data was read and organized. According to Yıldırım and Şimşek (2005), meaningful and logical combination of data, its organization, make direct citations where needed and interpretation is significant in terms of ensuring reliability of the data. Moreover, it is necessary to request experts on qualitative research methods to assess the study from various angles thus increase the quality of the study.

Data analysis

Analysis of qualitative data

In the analysis of qualitative data, principles and processes of the descriptive analysis method were conducted. In light of data collected through "interview form on peace" generated at the end of peace value activities with experimental group students, the qualitative data analysis was carried out. Data collected during implementation phase were evaluated at this stage to form a framework and it was decided according to which themes the data would be sorted. Later, responses to each question in "interview form on peace" were analyzed,

printed and combined under corresponding items. Afterwards, the data collected in the framework were coded and listed in line with the choices. Coding was indicated as (P1) for participant 1 and (P2) for participant 2, respectively. Finally, data description, organization and digitization were undertaken. As needed, direct citations to students' responses were referred to. Data was simplified and clarified prior to analysis.

Analysis of quantitative data

In this piece of study, Mann-Whitney U test was utilized to compare the scores of pre-test post-test results of experimental and control groups. The reliability standard level was taken as .05. Students' views on peace as a value were analyzed and the data were analyzed in SPSS software.

2. Findings on Students Responses to Peace Interview Form

"Interview Forms on Peace", developed on peace value and its education, were distributed among experimental group students during social studies subject and they were asked to answer open-ended questions thereof. The form included 7 questions such as how students interpret peace, why they require peace education, how peace education should be introduced in schools, what the causes and outcomes of conflicts and fights could be, how their behaviors and

FINDINGS

1. Findings of the Attitude of Experimental and Control Group Students towards Peace Value

In order to answer the question whether there is meaningful variation between the attitude levels of experimental group students who underwent activity-based peace value education and the control group who did not according to pre and post study measurements, the "peace attitude scale" was run on both experimental and control group students as pre-test post-test. The results pertaining to pre-test on "peace attitude scale" taken by experimental and control group are shown in Table-1.

classroom environment were affected in the aftermath of peace education. Descriptive analysis was made on the responses of experimental group students as per the interview forms and frequency distribution was found.

What does peace mean to you? All 22 experimental group students responded to this question. Students explained the concept of peace such as love, respect, tolerance, benevolence, friendship, camaraderie, happiness, brotherhood, unity and solidarity while 3 students said peace means not to quarrel and end friendships. The frequency distribution of students' responses is shown in Table 3.

Table 1: Findings on Pre-Test Scores of Experimental and Control Group Students out of Peace Attitude Scale

Group	N	Mean rank	Rank total	U	p
Experimental	22	17.98	395.50	254.000	.065
Control	21	20.21	450.00		

Table 1 indicates no meaningful variation ($U=254.000$, $p>0.05$) between the groups upon running Mann-Whitney U test on pre-test scores of experimental and control group students out of "peace attitude scale". The attitude of both groups towards peace was similar prior to the initiation of the experiment. Later on, activities on activity-based education, developed according objectives, was offered to experimental group; the classroom teacher followed the regular curriculum with the control group students who studied the textbook. Afterwards, the impact of the experimental and control group students regarding peace was tested and meaningful variation between post-test scores of both groups were assessed. Accordingly, findings on post-test scores of experimental and control group students out of peace attitude scale are shown in Table 2.

Table 2: Findings on Post-Test Scores of Experimental and Control Group Students out of Peace Attitude Scale

Group	N	Mean rank	Rank total	U	p
Experimental	22	28.73	605.00	142.500	.03*
Control	21	21.40	356.50		

$p<0.05^*$

Analysis on Table 2 indicates meaningful variation ($U=142.500$, $p<0.05^*$) in favor of experimental group upon running post-test on "peace attitude scale" which suggests that attitude of experimental group students, who participated in activities, towards peace were more positive than control group, who did not. At the same time, one may claim, based on this finding that activity-based education had an impact on students' development of positive attitude towards peace.

Table 3: Frequency Polygon of Students' Responses to What Peace Meant for Them

Students' Expressions on What Peace Meant for Them	f
Total number of students	22
Love	9
Respect	8
Tolerance	7
Benevolence	5
Friendship	4
Camaraderie	3
Happiness	2
Avoid fights	2
Unity and solidarity	2
Brotherhood	1
Avoid ending friendships	1

Table 3 shows that peace meant "love" for %40,9 for students, "respect" for %36,3 and "tolerance" for %31,8, meanwhile for %22,7 peace meant "benevolence", "friendship" for %18,1, "camaraderie" for %13,6, "happiness" for %9, "avoiding fights" for %9, "unity and solidarity" for %9, "brotherhood" for %4,5 and "avoid ending friendships" for %4,5. To illustrate a few of direct responses to what peace meant for them, P1 said "living altogether peacefully", P4 told "to cherish and respect our friends and getting along" and P14 said "it means friendship, camaraderie, brotherhood and tolerance to me". The above findings show that experimental group students who underwent peace education explain peace through the concepts of "love, respect, tolerance, benevolence, friendship, camaraderie, brotherhood, happiness, unity and solidarity". It is understood from the expressions of some students as to avoid fights and ending friendships that they are disturbed by quarrels and ending friendships. Why do we need peace education? All 22 experimental group students in primary 3rd grade responded to this question. Students listed the reasons being for a happy life, to love and cherish one another, for peace everywhere and at school, to be respectful, to avoid fights, to feel better, for a peaceful future, to learn about peace, for charity and to be patient and 3 students said it was for avoiding cursing and coarse language and to avoid ending friendships. Table 4 shows the frequency distribution of the answers of the students to this question.

Table 4: Frequency Polygon of Students' Responses to Why Peace Education is needed

Students' Expressions on Why We Need Peace Education	f
Total number of students	22
For a happy life	6
To love and cherish one another	5
For peace everywhere	5
To be respectful	5
To avoid fights	4
To feel better	3
For a peaceful future	2
To learn about peace	2
To avoid cursing and bad words	2
To be in peace at school	2
For charity	1
To be patient	1
To avoid ending friendships	1

Table 4 indicates that in response to why peace education is needed %27,2 of students said "For a happy life", %22,7 "To love and cherish one another", %22,7 "for peace everywhere", %22,7 "to be respectful", %18,1 "to avoid fights" and %13,6 of students expressed that it was for "feeling better", %9 "for a peaceful future", %9 "to learn about peace", %9 "to avoid cursing and bad words", %4,5 "for charity", %4,5 "to be patient" and %4,5 "to avoid ending friendships". Some direct citations of students are for P2 "I think it means peace in school, if we have it here, we will have it everywhere", P9 said "it is for people being respectful and to win hearts of one another" while P16 said "without peace in the world, there will be no happiness and love". The above findings suggest that experimental group students require peace education and they expressed that peace education would help acquire fundamental values of happiness, tolerance, love, respect and charity and that help reduce bad words and coarse language among friends ending fights, while one may claim that few students made up their friendships upon receiving peace training. How should peace education be offered at school? All 22 experimental group students responded to this question and gave such answers as the need for teachers to be role models through peaceful behavior, carrying out peace activities at school, offer subjects on love, respect, tolerance and peace, teachers lecturing on peace during class, games related to peace, make time for peace education during class. Below in Table 5 is the frequency distribution of students' answers to this question.

Table 5: Frequency Polygon of Students' Responses to How Peace Education should be offered

Students' Expressions on How Peace Education should be Delivered	f
Total number of students	22
Teachers exhibit exemplary behaviors	9
Peace-related activities at school	7
Subjects on love	5
Subjects on respect	5
Subjects on peace	5
Subjects on tolerance	4
Teachers lecture about peace	3
Peace education through games	3
Spare time for peace education during class	2

As Table 5 suggests %40,9 of students, in response to how peace education should be delivered, said "teachers should exhibit exemplary peaceful behaviors" and %31,8 wanted "peace-related activities at school" and %22,7 said subjects on "love", "respect" and "peace", %18,1 on "tolerance" should be offered, respectively. %13,6 of students expected "teachers to lecture about peace" during class, %13,6 wished for "peace education through games" while %9 said "time can be allocated to peace education" during class. Some of the direct answers of the students were, for P5 "Peace education could be delivered during certain period at school", P12 "Teachers may ask former friends to kiss and make up and they should demonstrate exemplary behaviors" and P20 "There should be peace-related activities and games at school". These findings point that experimental group students provided meaningful responses as to how peace education should be offered and were interested in the subject. Students expressed that peace education should be offered during class and that teachers could apply activities and games as well as exhibit exemplary behaviors. Besides, some students expressed that subjects introducing values such as peace, respect, love and tolerance should be offered. What are the causes of conflicts or quarrels? All 22 experimental group students in primary 3rd grade responded to this question and listed the reasons being to not to understand one another, to manifest unwanted behaviors, use curse or coarse language, raise voice and yell at one another, due to lack of peace, disrespectful acts, unfavorable situations, when people do harm, when people make fun, due to lack of love. In Table 6 is the frequency distribution of students' responses.

Table 6: Frequency Polygon of Students' Responses to Causes of Conflicts or Quarrels

Students' Expressions on the Causes of Conflicts or Quarrels	f
Total number of students	22
Failing to understand one another	10
Curses or coarse language	7
Exhibit unwanted behavior	6
Shouting or yelling	5
Disrespectful acts	4
Lack of peace	2
Unfavorable situations	1
Wrongdoing	1
Mockery	1
Lack of respect	1

According to Table 6, %45,4 of the students mentioned that the causes of conflicts or quarrels were "failing to understand each other", %31,8 "using curses or coarse language", %27,2 "exhibiting unwanted behaviors", %22,7 "shouting or yelling", %9 "for lack of peace", %4,5 "unfavorable situations", %4,5 "wrongdoing", %4,5 "mockery" and %4,5 "for lack of love", respectively. Direct responses to the question as to what are the causes of conflicts, P8 stated "It is because of failing to or unwilling to understand one another", P13 "We fight when someone curses or uses coarse language", P21 "I will fight if someone act disrespectfully, shout or yell at me." These findings suggest that the general causes of conflicts and quarrels among students are intolerance, curses and bad words, unwanted behaviors, disrespect, shouting and yelling. Therefore, the main reasons of conflicts of students are problems caused by unfavorable situations, mockery, lack of empathy and love. What are the outcomes of your conflicts? All 22 experimental group students responded to this question and informed that the results of conflicts were ending friendships, sorrow, being left alone, being hurt, disrespect, offending one another, being harmed, wrongdoing, lack of love, end of peace while 1 student said it meant victory of the righteous side. Frequency distribution of students' responses to this question is presented in Table 7.

Table 7: Frequency Polygon of Students' Responses to Results of Conflicts or Quarrels

Students' Expressions on the Outcomes of Conflicts or Quarrels	f
Total number of students	22
End of friendships	12
Sorrow	8
Being left alone	7
Being hurt	4
Disrespect	3
Offending one another	2
Being harmed	2
Adoption of unwanted behaviors	2
Wrongdoing	1
Lack of love	1
End of peace	1
Victory of the righteous side	1

As one would infer from Table 7, %54,4 of students consider the outcomes of conflicts and quarrels to be "end of friendships", %36,3 "sorrow", %31,8 "being left alone", %18,1 "being hurt", %16,6 "disrespect", %9 "offending one another", %9 "being harmed", %9 "developing unwanted behaviors", %4,5 "wrongdoing", %4,5 "lack of love", %4,5 "end of peace", %4,5 "victory of the righteous side", respectively. Direct response examples are by P3 "Sometimes we get hurt and end our friendship", P6 "We will be left alone without friends and feel sad", P17 "This would mean we have acquired unwanted behaviors such as lack of love and disrespect." These findings indicate that students in general end their friendships, are sorrowed, hurt each other and are left alone as a result of conflicts and quarrels. In this regard, we understand that they dislike conflicts and quarrels and are willing to live in a peaceful environment. What kind of impact did peace education make on your behaviors? All 22 experimental group students in primary 3rd grade responded to this question and expressed that it had a positive and favorable impact, I became rather peaceful, my behaviors have been corrected, I became more respectful, I kissed and made up with my former friends, I get along better with my friends while 2 students said nothing much changed and there are still aggressive friends. Frequency distribution of responses by experimental group students is presented in Table 8.

Table 8: Frequency Polygon of Students' Responses on the Effects of Peace Education on Behaviors

Students' Expressions on the Impacts of Peace Education on Behaviors	f
Total number of students	22
A positive and favorable impact	12
I became rather peaceful	9
My behaviors are corrected	7
I became more respectful	7
I kissed and made up with friends	4
I get along better with my friends	3
Nothing much changed	1
There are still aggressive friends	1

As it would be inferred from Table 8, in response to the effects of peace education upon their behaviors, %54,5 of students revealed that it had "a positive and favorable impact", %40,9 "I became rather peaceful", %31,8 "my behaviors have been corrected", %31,8 "I became more respectful", %18,1 "I kissed and made up with former friends", %13,6 "I get along better with my friends", %4,5 "nothing much changed", %4,5 "there are still aggressive friends", respectively. P7 expressed that peace education "has had a positive effect and continues to be", P10 "I get along better with my friends also I made up with my former friends" and P22 "I am rather respectful and peaceful; I am a more positive person now". These findings suggest that in general peace education made a positive impact on improving students' behaviors making them rather respectful and peaceful, additionally few students kissed and made up with their former friends and feeling better. What kind of impact did peace education make on your classroom environment? All 22 experimental group students in primary 3rd grade responded to this question and said it has become a good environment, peace spread out in class, it has become more orderly, former friends kissed and made up, we have reconciliation in class, we noticed and corrected our faults, we all harbor positive feelings towards one another and 1 student said nothing much change. The frequency distribution of answers by experimental group students is presented in Table 9.

Table 9: Frequency Polygon of Students' Responses on the Effects of Peace Education on Classroom Environment

Students' Expressions on the Impacts of Peace Education on Classroom	f
Total number of students	22
It has become a good environment	12
Peace spread out in class	10
Classroom became more orderly	7
Former friends kissed and made up	4
We have reconciliation in class	3
We noticed and corrected our faults	2
We all harbor positive feelings towards one another	1
Nothing much changed	1

Table 9 shows that, according to %54,5 of students the classroom environment "has become a good one", %45,4 "peace became widespread", %31,8 "the classroom is more orderly now", %18,1 "former friends kissed and made up", %13,6 "we now have reconciliation in classroom", %9 "we noticed and corrected our faults", %4,5 "people grew positive feelings towards each other", and %4,5 "nothing much changed" in classroom. In response to what sort of impact had the peace education on your classroom environment, P11 said "it has become more orderly and respectful", P15 "our friends noticed and corrected their mistakes", P19 "peace became widespread and former friends kissed and made up".

The above findings propose that the effects in the aftermath of peace education were positive in general and friendship increased, love and respect and peace endured in the environment.

DISCUSSIONS AND CONCLUSIONS

Scores obtained after the experiment point to meaningful variation ($U=142.000$, $p<0.05^*$) in favor of the experimental group and the attitude level of control group students towards peace was found to be lower than experimental one according to post-test results which purport that activity-based education on peace value affected students' attitude in a positive direction. At the same time, one can claim that peace education activities are effective in terms of students' development of positive attitude towards being peaceful. Other research (Aktepe, 2010; Burgess & Mayer-Smith, 2011; Dilmaç, Kulaksızoğlu and Ekşi, 2007; Erentay and Erdoğan 2009; Gündüz, 2014; Perry & Wilkenfeld, 2006; Tahiroğlu, 2013) suggesting that the activities of values education are

effective in developing an attitude and behaviors among students also corroborates with the findings of present study.

The values of love, respect, fairness, peace, tolerance, charity, patriotism and honest appear to be common values of the primary school curriculum. Activities on how to acquire these values, needed for a democratic society, should especially be included in social studies curriculum. Although values education was included and highlighted in previous syllabuses, it is understood not to have been integrated with the program in practice (Çengelci, 2010; Katıl-mış, Ekşi and Öztürk, 2010; Keskin, 2012). In addition taking values education for granted, teachers were observed to lack knowledge and skills as to how to teach values and could not spare enough time in practice. Moreover, the priority expectation of the parents is for children to earn good scores in exams and their academic success being high. In this regard,

as other research (Demir, 2011; Önür, 1994; Temli, Şen and Akar, 2011) suggests it should not mean that peace value education is adequate just because teachers can act as negotiators or act in a peaceful manner. How teachers deliver the subjects and teach in class as practitioners or how students acquire the values featured by textbooks cannot be clearly set forth. Indeed, due to examination-oriented education system at schools, training institutions fail to fulfill their responsibility in terms of peace value education and that teachers are not at a satisfactory level of knowledge, skills and awareness.

Responses to the questions of the interview form on peace reflect that students interpret the concept of peace as "love, respect, tolerance, benevolence, friendship, camaraderie, happiness, unity and solidarity, avoiding ending friendships and fights". It is understood that students need value education for peace to eliminate unwanted behaviors such as violence, cursing, misery, intolerance and disrespect and so on within society. In this regard, one may claim that students comprehend peace in a cognitive sense and adopt peace as a life style in an emotional sense and have positive thoughts. One may deduce that students expect teachers to be role models while delivering peace education, to be engaged in applied activities and games or having mainstream subjects includes such values as peace, respect, tolerance and are interested in values education.

Students stated that conflicts and quarrels stem from curses, coarse language, intolerance, unwanted behaviors, disrespect, yelling and shouting. In this regard, it is understood that unfavorable situations among students, lack of empathy and respect result in certain problems and that value education for peace is effective in resolution of issues. It is also understood that students end friendships, feel sad, are left alone, offend one another as a result of conflicts and quarrels while in the aftermath of peace education they became rather respectful and peaceful, corrected their behavior and it had a positive impact on the classroom environment. It is found out that a peaceful classroom environment emerged and students began feeling better as students kissed and made up with their former friends. One may infer from these findings that the education offered to incorporate peace as a value into students had an impact on students to develop positive attitude and behaviors towards peace.

Literature review in this field indicates that majority of the activities or programs on values education result in positive attitudes and behavior among students towards intended value. Tapan (2006), suggesting similar findings in his research on peace value, claimed that value education on peace had a positive impact on conflict resolution skills of students and made a positive contribution to their listening, comprehension, social adaptation and anger management skills. Dilmaç, Kulaksızoğlu, and Ekşi (2007) concluded that meaningful increase was apparent in the responsibility, serenity, respect, honesty and tolerance levels of students, who participated in humanitarian values group mentorship sessions. Likewise, Pekkaya (1994), Sertel, Kurt and Oral (2004) stated that positive developments were observed in conflict resolution skills of the students in the aftermath of peace value education applications and that teachers and administrators adopted a state of peace. Kılınç (2011) however established that certain attainments on character training in six aspects (self respect, patience, peace, honesty, innovation and charity) did not correspond with the objectives in the scope of social studies syllabus and that learning experience of students failed to reach sufficient levels.

A good deal of studies points to the efficiency of similar programs developed for values education on the attainment of other different values such as responsibility, charity, honesty, respect, love of nature etc. In this regard, research by Gündüz (2014) and Perry & Wilkenfeld (2006) found out that students' responsibility scores increased following the education program. Aktepe (2010) and Tahiroğlu (2013) stated that the education program for charity resulted in an increase in charity attitude scores of students. Erentay and Erdoğan (2009) and Burgess and Mayer-Smith (2011) claimed that scholastic activities practiced in nature helped create awareness on affection towards love and had a positive effect on their attitude. Regardless, all segments of society, particularly the parents, should attach significance to knowledge, skills, attitude and behaviors on fundamental values for teachers, as value transmitters and students, as receivers are affected by the current situation, which is of vital importance in raising future generations. Complement of values formed in scope of society-family-school triangle will be predicted in terms of success of values education and in order for this success to be permanent; it should proportionately correspond with attainments gained by the child from early ages.

In the scope of this study, activities for developing peace as a value were carried out with students, who had a chance to compare the activities they participated in the classroom with real life situations. Consequently, peace in family, school and classroom environment is an obligation since the presence of respect, serenity, tolerance, happiness and success in a society depend on peaceful existence, which condition students are observed to be aware of. In this respect, one may claim that students who participated in peace value education internalized peace, adopted a peaceful stance in their lives and felt better in their classroom.

Following suggestions are made according to the findings of the research: A variety of activities on other values such as respect, tolerance, dedication, honesty, solidarity, sharing and so on may be developed in different grades and research may be conducted accordingly. These sets of values education activities may be transformed into projects which may then be implemented upon parents, teachers and other parties within society. Acquisition of values as early as pre-school period may be effective for the preservation of values in the long term because that way values education may later be based upon the foundation established by parents and preschool teachers thus ensuring success of values education in the future.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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