

Received: 02 May, 2026

Accepted: 24 August, 2026

Published: 17 September, 2026

Evaluation of Parents' Views on Values Education for 4–5-Year-Old Children

Şermin Kuset

Atatürk Faculty of Education, Near East University, North Cyprus, Mersin 10, Türkiye; serminkuset@gmail.com

Şebnem G. Kan

Department of Preschool Teaching, Atatürk Faculty of Education, Near East University, North Cyprus, Mersin 10, Türkiye

Seçil B. Ayhan

Department of Preschool Teaching, Atatürk Faculty of Education, Near East University, North Cyprus, Mersin 10, Türkiye

Cite this article:

Kuset, Ş., Kan, Ş. G., & Ayhan, S. B. (2026). Evaluation of Parents' Views on Values Education for 4–5-Year-Old Children. *Revista Cultura Científica*, (24), pp. 1201–1211. <https://doi.org/10.70517/revcc2624100>

Abstract

This study examined the views of parents of 4–5-year-old children regarding values education. A qualitative descriptive design was used, and data were collected from 45 parents through a semi-structured interview form. The responses were examined using descriptive analysis and organized according to the study questions. Parents most frequently associated values with culture and learning within the family. Respect, love, and responsibility were the values mentioned most often as important for children. Most participants stated that values education was provided in schools, although some considered it absent or inadequate. In addition, most parents reported that they preferred to read value-themed

stories to their children. The findings indicate that parents regard both the family and the school as important contexts for values education. Accordingly, preschool practices should strengthen school–family collaboration, support parents’ participation, and make appropriate use of stories, drama, games, and children’s literature. Because the study used a small convenience sample and self-reported responses, the findings should be interpreted within the context of the participating group rather than generalized to all parents.

Keywords: Values education, preschool education, parental perspectives, early childhood, family involvement

1. INTRODUCTION

The preschool period is a critical stage during which children actively construct meaning from their environment and develop their curiosity, imagination, and capacity to ask questions. During this developmental stage, children become increasingly open to social interaction and begin to internalize behavioral patterns consistent with the values and cultural norms of the society to which they belong. It is also an important period in the early formation of personality [1, 2]. Contemporary education systems are changing in response to population dynamics, regional development disparities, migration, demographic change, and the differing expectations of individuals in a rapidly evolving world [3]. Within this context, multicultural education has assumed an increasingly important position. The transition from agricultural to industrial and information societies, together with global and regional migration and international collaboration, has reinforced the importance of multicultural education [4].

Values education is gaining increasing importance not only in our country but also globally, and is considered a fundamental component in the education policies of many countries. Values are among the basic elements that give meaning to an individual's life and ensure the continuity of social order; therefore, education on universal values should be systematically provided from early childhood. In the broadest sense, values are defined as generalized moral principles and beliefs that reflect common feelings, thoughts, goals, and benefits, accepted as right and necessary by the vast majority of members of a society or social group for its existence, unity, and functioning ([5], cited in [6]). However, values are also considered as a whole of principles, rules, standards, and criteria that give meaning to the socio-cultural structure of society and guide the behavior of individuals [7].

Academics agree that values play the primary determining role in the development of a holistic and healthy character in individuals. Education is the primary and most effective tool in the inter-generational transmission of values [8]. In Turkey, the concept of values education has been strongly emphasized by the Ministry of National Education's Board of Education and Training, particularly in light of the decisions of the 18th National Education Council held in 2010, and it was confirmed that this education should be integrated into all educational processes, starting from the pre-school level [9, 10].

Although value acquisition is a dynamic process that continues throughout life, the foundations of basic human and universal values begin to develop during the preschool period [11]. This period is particularly important for children's character and personality development. Children's psychosocial development progresses rapidly, while educational experiences support their social competencies and construction of values [12, 13]. Values such as love, respect, responsibility, cooperation, mutual assistance, tolerance, and honesty begin to be internalized through direct experiences and observation during this period [14]. Atabey and Ömeroğlu [15] identify love, respect, tolerance, responsibility, kindness, and empathy as important outcomes in early childhood.

The Preschool Education Program currently in effect in Turkey also considers values education as an organic part of its system. The program emphasizes that values education should be designed not through didactic transmission, but through an interactive, activity-based approach and learning by doing. Furthermore, it highlights the vital importance of school and family synchronization in enriching educational environments so that values can be acquired from abstract to concrete through tangible experiences [16]. Values education should be transformed into meaningful and functional experiences through natural and concrete experiences within the child's daily routine (for example, the habit of neatly placing shoes in the cupboard) [17].

In the process of children internalizing values, it is critically important that the adults around them serve as consistent role models, exhibit democratic attitudes, and provide enriched educational atmospheres that reinforce value acquisition. Establishing healthy value foundations in early childhood is a strategic element in children's adaptation to social structures and their development as rational individuals [18].

For children to internalize values, the process should be addressed holistically. A high-quality preschool education program should therefore include values education practices appropriate to children's ages and developmental characteristics. A planned, systematic, and continuous approach throughout the stages of education can increase the effectiveness of this process [16].

According to the Ministry of National Education [19], values consist of fundamental principles adopted by society and individuals that support communal life and are believed to serve social and individual needs. Values encompass not only cognitive judgments but also emotional dimensions; they can motivate and guide behavior. They also include general and abstract social norms that help shape individual attitudes and conduct [19].

Studies have reported that planned, high-quality values education during the preschool period can contribute to children's emotional, social, moral, and academic development [15, 18, 20–29]. Family participation is important for values education to be effective and sustained. The 2013 Preschool Education Program likewise emphasizes family participation and the need to reinforce at home the values addressed in school [16].

Children learn values by observing and modeling family members and through interactions with their social environment

[30]. According to the ecological systems approach, the family is one of the most important environmental systems influencing the acquisition of values in a child's development [31]. According to Berkowitz [32], value education provided by the family plays a fundamental role in the internalization of values by the child. Therefore, a healthy communication and positive interaction environment established in the family, the child's first social environment, is one of the most important factors supporting the permanence of value education.

The family is an important influence on character development. Because early personality development occurs substantially during the preschool period, especially during the first five years, the family is one of the first environments in which values are learned and experienced [33]. Parents can support values education by modeling the relevant behavior and demonstrating values in everyday life. According to Uyanık Balat [9], families have three main responsibilities in this process: serving as positive role models, creating a democratic and respectful environment for communication, and participating actively in school-based values education.

However, some family and social conditions can make it difficult to transmit values to children. Factors such as the mother's demanding work life, disorganization within the family, parents not being able to dedicate enough time to their children, lack of communication, or fragmented family structures can negatively affect the value transmission process [34]. Therefore, values education should not be seen as limited only to the home or school, but should be considered as a holistic process encompassing all the experiences the child has in the family, educational institution, and social environment [35].

The successful implementation of values education depends on supporting the values-instilling process, which begins in the family, with planned and systematic practices in school. This requires strong communication and cooperation between the family, school, and other educational stakeholders. Today, changing living conditions, technological advancements, and increased access to information can sometimes cause parents to experience indecision regarding child-rearing. Therefore, for the support of healthy character development, it is important for the family and society to act in a complementary manner [36].

Historically, the family, religion, and school have been central institutions in the transmission of values to new generations. Schools contribute both through their interaction with families, peer groups, and media and through their role in transmitting cultural values and shared understandings. The growth of research on preschool values education during the past two decades reflects the importance attributed to early childhood in value acquisition. However, relatively few studies have addressed the views of parents of 4–5-year-old children regarding values education. Examining these views may clarify how families understand their own role, the role of schools, and the use of stories in early values education. The principal research question was: What are the views of parents of 4–5-year-old children regarding values education? The following subquestions guided the study:

1. How do parents of 4–5-year-old children conceptualize values?
2. Which values do parents of 4–5-year-old children believe should be fostered in their children?
3. How do parents of 4–5-year-old children perceive the values education provided in schools?
4. What are parents' views on using stories to support values education for 4–5-year-old children?

2. METHOD

This study employed a qualitative descriptive design to examine parents' views of values education. A qualitative approach was appropriate because the study sought to describe and interpret participants' perceptions in their own terms and within their social context [37–39].

Qualitative research may use interviews, observations, and document analysis [40]. In this study, data were collected through a semi-structured interview form designed to elicit participants' views on values education.

The analysis focused on four aspects of the phenomenon: parents' definitions of values, the values they considered important for children, their perceptions of values education in schools, and their preferences concerning value-themed stories. This question-based structure provided a consistent framework for organizing and interpreting the responses [41].

3. STUDY GROUP

Participants were recruited through convenience sampling, a non-probability strategy based on accessibility [42]. The study group comprised 45 parents who were accessible to the researchers and had at least one child aged 4–5 years. This approach facilitated access to participants but limits the transferability of the findings beyond the study group.

Table 1 shows that 47% of the participants were aged 36–45 years, 82% were married, 60% were university graduates, and 71% were citizens of the Turkish Republic of Northern Cyprus (TRNC). In addition, 45% had one child and 67% worked in the private sector. The reported gender variable describes the gender composition of participants' children rather than the gender of a single index child.

Table 1. *Distribution of parental socio-demographic information characteristics*

<i>Parent's Age</i>	F	%
18–25 years	3	7
26–35 years	20	44
36–45 years	21	47
46 years or older	1	2
<i>Marital Status</i>		
Married	37	82
Single	8	18
<i>Education Level</i>		
Primary School	2	4
Secondary School	2	4
High School	7	16
Associate Degree	3	7
University	27	60
Master's Degree	1	2
Doctorate	1	2
Not reported	2	4
<i>Nationality</i>		
TRNC	32	71
Türkiye	7	16
Turkmenistan	5	11
Russia	1	2
<i>Number of Children</i>		
1	20	45
2	18	40
3	5	11
4	2	4
<i>Gender Composition of Children</i>		
Male	17	38
Female	15	33
Children of both sexes	13	29
<i>Employment Sector</i>		
Private	30	67
Public sector	13	29
Unemployed	2	4

Note. $N = 45$. Percentages are rounded to the nearest whole number; totals may therefore differ slightly from 100%. "Not reported" was added where the frequencies supplied for education accounted for only 43 participants.

4. COLLECTION OF DATA

The research data were collected through semi-structured face-to-face interviews. To develop the data-collection instrument, the researchers reviewed related studies on values education and parental views and prepared a draft aligned with the research objective and questions. Professors with expertise in preschool education reviewed the questions for scope, clarity, and relevance. The instrument was revised in response to their feedback. The final interview form contained nine questions, including socio-demographic items and open-ended questions addressing the four research subquestions. The responses to the open-ended questions formed the material for the qualitative analysis.

5. ANALYSIS OF DATA

The data obtained in this study were analyzed using descriptive analysis, a method commonly used in qualitative research. Descriptive analysis is an analytical approach that aims to systematically organize, summarize, and interpret data according to predetermined themes and headings [41, 43].

The responses were first organized according to the four research subquestions and then grouped into recurring categories. Each participant was assigned an anonymous identifier (E1, E2, and so forth), which is used with the illustrative quotations. Frequencies indicate the number of participants associated with a category except in Table 3, where participants could mention more than one value and frequencies therefore represent coded mentions. The descriptive analysis combined these frequencies with representative excerpts from the participants' responses.

6. FINDINGS

This section presents the findings in the order of the four research subquestions. Frequencies are accompanied by illustrative participant quotations to clarify the meaning of the categories.

Table 2 shows that culture and values learned within the family were the most frequent categories, accounting for 22% and 18% of participants, respectively. In addition, 13% referred to being valued or importance, while another 13% indicated that they had no knowledge of the subject.

Table 2. Findings regarding parents' perception of values

Themes	F	%
Value	3	7
Kindness	2	4
Reflection	1	2
Need	1	2
Being valued/importance	6	13
All abstract concepts	2	4
Spirituality	3	7
Respect, emotion, thought	3	7
No knowledge	6	13
Culture	10	22
Learned in the family	8	18

Note. $N = 45$. Percentages are rounded to the nearest whole number.

Participant opinions are detailed below:

"Each person has different things they value in their personal life." (E4)

"In another sense, in terms of respect and value in interpersonal relationships." (E8)

"Social relativism." (E20)

"Behavioral patterns learned from the family." (E31)

Table 3 shows that respect (24 mentions; 35%), love (20 mentions; 29%), and responsibility (5 mentions; 7%) were the most frequently coded values. These percentages describe the distribution of coded mentions rather than the proportion of participants selecting mutually exclusive options.

Table 3. Findings regarding parents' perceptions of values that children should possess

Themes	F	%
Love	20	29
Respect	24	35
Responsibility	5	7
Honesty	1	1
Empathy	3	4
Education/culture	1	1
Self-confidence	1	1
Humility	2	3
Morality	1	1
Tolerance	1	1
Social	1	1
Emotional	1	1
Intellectual	1	1
Trust	4	6
Freedom	3	4

Note. Percentages are based on 69 coded mentions. Participants could identify more than one value; consequently, frequencies do not represent mutually exclusive participant groups. Percentages are rounded to the nearest whole number.

Participant opinions are detailed below:

"Respectful and polite behavior shown towards everyone in family and school environments." (E8)

"Having self-confidence, respect, self-discipline, humility, peacefulness, helpfulness, and the values of loving/being loved that encompass these values." (E15)

“Having a free and competent nature based on love and respect for oneself and one’s environment, being able to ask questions and learn from mistakes.” (E20)

“Knowing and adopting the values of one’s own culture and other cultures.” (E43)

Table 4 shows that 62% of parents stated that values education was provided in schools, while 18% stated that it was not and another 18% considered it inadequate. One participant (2%) had no reported response.

Table 4. Findings regarding parents’ perspectives on values education provided in schools

Themes	F	%
Yes	28	62
No	8	18
Inadequate	8	18
No response	1	2

Note. $N = 45$. “No response” accounts for the participant missing from the three substantive categories supplied for this item.

Participant opinions are detailed below:

“It is offered in some schools.” (E2)

“No.” (E5)

“Insufficient.” (E6)

“Not enough is given.” (E8)

“It is given a little in private schools.” (E11)

Table 5 shows that 60% of parents preferred value-themed stories for their children, 27% did not prefer them, and 13% reported a partial preference.

Table 5. Findings regarding parents’ preferences for stories on values for their children

Themes	F	%
Prefers	27	60
Does not prefer	12	27
Partially prefers	6	13

Note. $N = 45$. Percentages are rounded to the nearest whole number.

Participant opinions are detailed below:

“Yes. Once a week.” (E4)

“Twice a week.” (E5)

“We usually try to read a few days a week.” (E8)

“Yes, I read often; I even create my own stories.” (E18)

7. DISCUSSION

This study examined how parents of 4–5-year-old children understood values education, which values they considered important, how they perceived school-based provision, and whether they preferred value-themed stories. Participants most frequently associated values with culture and with learning in the family. This finding is consistent with accounts that locate children’s early value acquisition within everyday family interaction and parental modeling [30–32]. Tatlı Harmancı [44] likewise emphasizes the importance of coordination between parents and teachers in early-childhood values education. The present findings extend this discussion by showing that the participating parents themselves commonly described values through familial and cultural frames.

Respect, love, and responsibility were the three most frequently mentioned values. These priorities concern children’s relationships with others as well as their developing capacity to regulate their own conduct. They are broadly compatible with the values identified in early-childhood research and policy documents [15, 45]. Nevertheless, the frequency of a value in these responses should not be interpreted as a standardized ranking or as evidence that less frequently mentioned values were considered unimportant. Participants could name more than one value, and the findings represent coded mentions within this particular study group.

Most parents reported that values education was provided in schools, but other participants described it as absent or inadequate. This variation suggests that families may differ in their awareness of school practices, their expectations of

values education, or their assessment of its adequacy. The finding supports the need for clearer communication between preschool institutions and families about educational aims and activities. It also accords with ecological and social-learning perspectives, according to which value acquisition occurs across interacting environments rather than within the classroom alone [30, 31]. International guidance similarly treats family engagement as an important component of early-childhood education [46].

A majority of participants preferred value-themed stories for their children. Stories may help make abstract ideas accessible through characters, choices, consequences, and situations that children can discuss. This finding is compatible with activity- and experience-based approaches to preschool values education [16, 17]. The result concerns parents' reported preferences, however; the study did not evaluate the effectiveness of particular stories or measure changes in children's behavior. Future intervention studies are required before conclusions can be drawn about educational effects.

Taken together, the findings indicate that the participating parents viewed values education as a shared responsibility of families and schools. This interpretation supports practices that connect school activities with children's everyday experiences at home. The findings also show that some parents were uncertain about the concept of values or dissatisfied with school provision, indicating a possible need for accessible parent education and more visible school-family collaboration.

8. LIMITATIONS

The findings should be interpreted in light of several limitations. First, the study used a convenience sample of 45 parents and therefore does not support statistical generalization to the wider population. Second, the sample was geographically and socio-demographically restricted, and university graduates constituted the largest educational group. Third, the findings were based on self-reported responses and may have been influenced by recall or social-desirability bias. Fourth, the study examined parents' accounts only; it did not include the perspectives of children or teachers or direct observations of values-education practices. Finally, the descriptive analysis identifies common response categories but does not establish causal relationships or the effectiveness of any educational practice.

9. CONCLUSION

Parents in this study most often understood values in relation to culture and learning within the family, and they most frequently identified respect, love, and responsibility as important for young children. Most reported that schools provided values education, although a notable group regarded provision as absent or inadequate. Most also expressed a preference for value-themed stories. These findings underline the complementary roles of families and preschool institutions and support clearer communication and coordinated activities between them. Because the evidence is contextual and descriptive, the conclusions are limited to the participating group and should inform, rather than determine, practice in other settings.

10. RECOMMENDATIONS

Based on the research findings, the following recommendations have been developed:

1. Preschool institutions should expand values-education practices that actively involve families.
2. Seminars, workshops, and practical training programs should be organized to raise awareness among parents about values education.
3. Sustainable communication mechanisms should be established so that teachers and families can support children's value development together.
4. Stories, drama, games, and children's literature should be integrated into age-appropriate values education.
5. In-service training should be provided to preschool teachers on values education and family participation.
6. Qualitative and quantitative studies with larger and more diverse samples should compare the views of families living in different regions of the TRNC.
7. Future mixed-methods studies should consider the perspectives of parents, teachers, and children together.
8. Longitudinal and experimental studies should examine the effects of specific values-education practices on children's social and emotional development.

ETHICS APPROVAL

The study was conducted in accordance with the ethical principles applicable to research involving human participants.

INFORMED CONSENT

Participation was voluntary, and informed consent was obtained from all participants before data collection.

CONSENT FOR PUBLICATION

The manuscript contains no directly identifying participant information. Participants' responses are presented using anonymous identifiers.

DATA AVAILABILITY

The qualitative data generated during the study contain participant responses and are not publicly available in order to protect confidentiality. De-identified data may be made available by the corresponding author upon reasonable request, subject to applicable ethical and institutional restrictions.

FUNDING

The authors received no specific funding for this research.

CONFLICTS OF INTEREST

The authors declare that they have no conflicts of interest.

AUTHOR CONTRIBUTIONS

All authors contributed to the conception and design of the study, data collection and analysis, interpretation of the findings, and preparation and critical revision of the manuscript. All authors approved the final version and accept responsibility for the work.

DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES

During preparation of this manuscript, the authors used ChatGPT to improve language and readability. The authors subsequently reviewed and revised the content and take full responsibility for the accuracy, integrity, and final content of the manuscript.

REFERENCES

- [1] UNICEF. "Early Childhood Development." *UNICEF*, <https://www.unicef.org/early-childhood-development>. Accessed 3 Sept. 2026.
- [2] National Association for the Education of Young Children. *Developmentally Appropriate Practice: A Position Statement of the National Association for the Education of Young Children*. 2020.
- [3] Başbay, Alper. "Çokkültürlü Eğitim Kapsamındaki Derslerinin İncelenmesi: Georgia State Üniversitesi Örneği." *Kuram ve Uygulamada Eğitim Bilimleri*, vol. 14, no. 2, 2014, pp. 585–608.
- [4] Çırık, İsmail. "Çokkültürlü Eğitim ve Yansımaları." *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, no. 34, 2008, pp. 27–40.
- [5] Kızılcıkelik, Sezgin, and Yaşar Erjem. *Açıklamalı Sosyoloji Terimler Sözlüğü*. Atilla Kitabevi, 1994.
- [6] Tarkoçin, Suna, et al. "Okul Öncesi Öğretmenlerinin Sınıf İçi Etkinliklerde Çocuklarla Olan İletişimlerinde Kullandıkları Değerlerin İncelenmesi." *Pegem Eğitim ve Öğretim Dergisi*, vol. 3, no. 2, 2013, pp. 37–49.
- [7] Özensel, Ertan. "Sosyolojik Bir Olgu Olarak Değer." *Değerler Eğitimi Dergisi*, vol. 1, no. 3, 2003, pp. 217–240.
- [8] Bakioğlu, Ayşen, and Faruk Levent. "Türkiye'nin Geleceği İçin Önemli Bir Yatırım: Etik Değerler Eğitimi." *Yeni Türkiye Dergisi*, vol. 10, no. 58, 2014, pp. 258–261.
- [9] Uyanık Balat, Gülden. "Okul Öncesinde Değerler Eğitimi." *Okul Öncesinde Değerler Eğitimi ve Etkinlik Örnekleri*, edited by Gülden Uyanık Balat, Pegem Akademi, 2012, pp. 2–33.
- [10] Ülavere, Pärje, and Marika Veisson. "Values and Values Education in Estonian Preschool Child Care Institutions." *Journal of Teacher Education for Sustainability*, vol. 17, no. 2, 2015, pp. 108–124.

- [11] Tatlıhoğlu, Kasım. “Erken Çocukluk Döneminde Ailede Çocuğa Kazandırılan Değerlerin Çocuğun Kişilik Gelişimine Etkisi.” *Bingöl Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, vol. 5, no. 9, 2015, pp. 283–292.
- [12] San Bayhan, Pınar, and İsmihan Artan. *Çocuk Gelişimi ve Eğitimi*. Morpa Kültür Yayınları, 2009.
- [13] Trawick-Smith, Jeffrey. *Erken Çocukluk Döneminde Gelişim: Çok Kültürlü Bir Bakış Açısı*. Edited by Berrin Akman, Nobel Akademik Yayıncılık, 2013.
- [14] Bal, S., and Gülden Uyanık Balat. “Hayat Evde Başlar: Erken Çocukluk Döneminde Temel Değerlerin Kazanılmasında Aile Yaşantısının Önemi ve Etkisi.” *Uluslararası Antalya Değerler Eğitimi Sempozyumu*, 28–29 May 2013, pp. 156–177.
- [15] Atabey, Derya, and Esra Ömeroğlu. “Okul Öncesi Sosyal Değerler Kazanımı Ölçeğinin Geliştirilmesi.” *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, vol. 19, no. 35, 2016, pp. 101–136.
- [16] Millî Eğitim Bakanlığı. *Okul Öncesi Eğitim Programı*. Temel Eğitim Genel Müdürlüğü, 2013.
- [17] Uyanık Balat, Gülden, and Asude Balaban Dağal. *Okul Öncesi Dönemde Değerler Eğitimi Etkinlikleri*. 2nd ed., Kök Yayıncılık, 2009.
- [18] Atabey, Derya. *Okul Öncesi Sosyal Değerler Kazanımı Ölçeğinin Geliştirilmesi ve Sosyal Değerler Eğitimi Programının Anasınıfına Devam Eden Çocukların Sosyal Değerler Kazanımına Etkisinin İncelenmesi*. 2014. Gazi Üniversitesi, PhD dissertation.
- [19] Millî Eğitim Bakanlığı. *Okul Öncesi Eğitim Programı (36–72 Aylık Çocuklar İçin)*. Millî Eğitim Bakanlığı, 2006.
- [20] Dereli-İman, Esra. “Değerler Eğitimi Programının 5–6 Yaş Çocuklarının Sosyal Gelişimine Etkisi: Sosyal Beceri, Psiko-Sosyal Gelişim ve Sosyal Problem Çözme Becerisi.” *Kuram ve Uygulamada Eğitim Bilimleri*, vol. 14, no. 1, 2014, pp. 249–268.
- [21] Erikli, Sultan. *Development and Implementation of a Values Education Program for Preschool Children*. 2016. Middle East Technical University, master’s thesis.
- [22] İbiş, Ezgi. *Değerler Eğitimi Temelli Yaratıcı Drama Programının 5–6 Yaş Çocuklarının Sosyal Becerilerinin Gelişimine Etkisi*. 2017. Dokuz Eylül Üniversitesi, master’s thesis.
- [23] Lovat, Terence. “Values Education as Good Practice Pedagogy: Evidence from Australian Empirical Research.” *Journal of Moral Education*, vol. 46, no. 1, 2017, pp. 88–96.
- [24] Morcom, Veronica E. “Scaffolding Peer Collaboration through Values Education: Social and Reflective Practices from a Primary Classroom.” *Australian Journal of Teacher Education*, vol. 41, no. 1, 2016, pp. 81–99.
- [25] Öztürk Samur, Ayşe. *Değerler Eğitimi Programının 6 Yaş Çocuklarının Sosyal ve Duygusal Gelişimlerine Etkisi*. 2011. Selçuk Üniversitesi, PhD dissertation.
- [26] Öztürk, Erhan, and Ajda Aylin Can. “The Effect of Music Education on the Social Values of Preschool Children.” *Cypriot Journal of Educational Sciences*, vol. 15, no. 5, 2020, pp. 1053–1064.
- [27] Sapsağlam, Özkan. *Anasınıfına Devam Eden Çocuklara Uygulanan Sosyal Değerler Eğitimi Programının Sosyal Beceri Kazanımına Etkisinin İncelenmesi*. 2015. Gazi Üniversitesi, PhD dissertation.
- [28] Thornberg, Robert. “Values Education in Nordic Preschools: A Commentary.” *International Journal of Early Childhood*, vol. 48, no. 2, 2016, pp. 241–257.
- [29] Uzunkol, Ebru. *Hayat Bilgisi Öğretiminde Uygulanan Değerler Eğitimi Programının Öğrencilerin Özsaygı Düzeyleri, Sosyal Problem Çözme Becerileri ve Empati Düzeylerine Etkisi*. 2014. Gazi Üniversitesi, PhD dissertation.
- [30] Bandura, Albert. *Social Learning Theory*. Prentice-Hall, 1977.
- [31] Bronfenbrenner, Urie. *The Ecology of Human Development: Experiments by Nature and Design*. Harvard UP, 1979.
- [32] Berkowitz, Marvin W. “The Science of Character Education.” *Bringing in a New Era in Character Education*, edited by William Damon, Hoover Institution Press, 2002, pp. 43–63.
- [33] Ulusoy, Kadir, and Bülent Dilmaç. *Değerler Eğitimi*. 3rd ed., Pegem Akademi, 2015.

-
- [34] Alpöge, Gülçin. *Okul Öncesinde Değer Eğitimi*. Bilgi Yayınevi, 2011.
- [35] Morrison, George S. *Fundamentals of Early Childhood Education*. Merrill, 1997.
- [36] Hökelekli, Hayati. *Ailede, Okulda, Toplumda Değerler Psikolojisi ve Eğitimi*. 2nd ed., Timaş Yayınları, 2013.
- [37] Connelly, Lynne M., and Jill N. Peltzer. "Underdeveloped Themes in Qualitative Research: Relationship with Interviews and Analysis." *Clinical Nurse Specialist*, vol. 30, no. 1, 2016, pp. 52–57.
- [38] Marshall, Catherine, and Gretchen B. Rossman. *Designing Qualitative Research*. 6th ed., SAGE, 2016.
- [39] Yıldırım, Ali, and Hasan Şimşek. *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. 8th ed., Seçkin Yayıncılık, 2011.
- [40] Karataş, Zeki. "Sosyal Bilimlerde Nitel Araştırma Yöntemleri." *Manevi Temelli Sosyal Hizmet Araştırmaları Dergisi*, vol. 1, no. 1, 2015, pp. 62–80.
- [41] Yıldırım, Ali, and Hasan Şimşek. *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Expanded 9th ed., Seçkin Yayıncılık, 2013.
- [42] Yıldırım, Ali, and Hasan Şimşek. *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. 12th ed., Seçkin Yayıncılık, 2021.
- [43] Altunışık, Remzi, et al. *Sosyal Bilimlerde Araştırma Yöntemleri: SPSS Uygulamalı*. 5th ed., Sakarya Yayıncılık, 2007.
- [44] Tatlı Harmancı, Sümeyya. "Anne Babalar ve Öğretmenlerin Bakış Açısıyla Erken Çocukluk Döneminde Değerler Eğitimi." *Değerler Eğitimi Dergisi*, vol. 23, no. 49, 2025, pp. 31–60.
- [45] Gunnestad, Arve, et al. "Values in Early Childhood Education (ECE): A Cross-Cultural Comparative Study of Values for ECE Expressed in Policy Documents." *ECNU Review of Education*, vol. 5, no. 4, 2022, pp. 577–600.
- [46] UNESCO and UNICEF. *Global Report on Early Childhood Care and Education: The Right to a Strong Foundation*. UNESCO, 2024.