Examining the Attitudes of Pre-School Teachers towards Values Education in Terms of Gender, School Type, Professional Seniority and Location

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Abstract : This study has been made to examine the attitudes of pre-school teachers towards values education. The study has been made as a general scanning model. The study's working group contains 108 pre-school teachers who worked in Diyarbakır, Turkey. In this study Values Education Attitude Scale (VEAS), which developed by Yaşaroğlu (2014), was used. In order to analyze the data for sociodemographic structure, percentage and frequency values were examined. The Kolmogorov-Smirnov method was used in determination of the normal distribution of data. During analyzing the data, KolmogorovSimirnov test and the normal curved histograms were examined to determine which statistical analyzes would be applied on the scale and it was found that the distribution was not normal. Thus, the Mann Whitney U analysis technique which is one of the nonparametric statistical analysis techniques were used to test the difference of the scores obtained from the scale in terms of independent variables. According to the analyses, it seems that pre-school teachers' attitudes toward values education are positive. According to the scale with the highest average, it points out that pre-school teachers think that values education is very important for students' and children's future. The variables included in the scale (gender, seniority, age group, education, school type, school place) seem to have no effect on the pre-school teachers' attitude grades which joined to the study.