

The Impact of Biography-based Values Education on 4th Grade Elementary School Students' Attitudes towards Tolerance Value

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Abstract

This study seeks to determine the impact of biography-based values education on 4th grade elementary school students' attitudes towards tolerance value. Within the study, an experimental method with pre-test and post-test control group was used to find out the difference between attitudes towards tolerance value adopted by the students of the experimental group in which biography-based values education was practised and by the students of the control group in which it was not practised. In addition, in this study, which includes both quantitative and qualitative techniques, quantitative data were collected through tolerance attitude scale while qualitative data were collected through interview forms. All data collection tools were developed by researchers of the study. In this study, quantitative data were analysed through arithmetic average, frequency, independent samples t-test, Kruskal-Wallis H test and Mann-Whitney U test, while descriptive analysis approach was given preference in the analysis of qualitative data. In this study, researchers drew upon biographies of Prophet Muhammad, Atatürk, Fatih Sultan Mehmet, Hacı Bektaş Veli, Mevlâna and Yunus Emre. These biographies were presented with the tolerance value and in a manner and a format close to biographical fiction that brings in sub dimensions of the tolerance value including respect, toleration, harmony, flexibility, peace, equality, forgiveness, prejudice, modesty and understanding. In this study, it was determined that after the biography-based values education practice while there was a significant difference in favour of the experimental group between attitude points towards students' tolerance value, there was no significant difference between attitude points of students depending on variables of gender, education and income level of parents. It was concluded from interviews made with teachers, parents and students that the biography-based values education turned out to be a successful practice that concretized the teaching process, catalysed the learning of values, made the teaching environment enjoyable and positively affected students' attitudes towards tolerance values.

Keywords: Biography, Value, Values Education, Attitude, Tolerance

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INTRODUCTION

Values are influential factors that shape human behaviours, and have crucial impacts on the development of human lifestyles (Yel & Aladağ, 2015). Values are choices that influence our lifestyle and decisions, determine our targets, represent our beliefs, and constitute our principles (Aktepe & Yel, 2009). Values, also defined as thoughts that shape our life, (Doğanay, 2012) are beliefs and thoughts that signify a stance and attitude of individuals towards any fact or event (Yeşil & Aydın, 2007).

Values education that should be involved in formal education, and contributes to individuals' character guidance and socialization (Gültekin, 2007) should not be considered as a simple part of the formal education (Dilmaç, 1999). Values should be taught in a planned way in formal education institutions in order to promote positive character traits of individuals (Genc & Eryaman, 2008; Çengelci, 2011). Values education, which involves helping individuals in value determination process (Naylor & Diem, 1987), is important in terms of bringing people in a common understanding of value (Sucu, 2012). As the process of growing and developing certain values of individuals gets underway in family and proceeds in school, the transfer of certain values to individuals particularly as of elementary school is among the most important tasks of education systems (Aladağ, 2009).

It is not possible to state that all thoughts, attitudes and behaviours adopted by people either as an individual or society are likely to be accepted by other individuals or societies. It is likely that tolerance has a significant influence in creating a social awareness grounded on toleration towards differences in which there is no space for prejudice, alienation and exclusion. Since one of the major features of the social life is to respect thoughts, feelings and behaviours of others defined as "the other" and accept them as is individually or in group, tolerance, as a factor that maintains the abovementioned, is becoming more of an issue in human life (Şahin, 2011). Tolerance is the state of not being uncomfortable with the existence of others related to different language, religion, race, belief and understanding (Akarsu, 2010; Öner, 1999). Tolerance can be defined as respect for beliefs, views and thoughts of others even if they are not parallel to one's own beliefs, views, thoughts and value judgements (Keleş, 1995). Tolerance signifies a certain dominance relationship in which the course and duration of the relationship is at the disposal of the tolerant by keeping the inequality among parties but not the togetherness with an acceptance of differences as equal and equivalent (Kuyurtar, 2000).

Having a significant influence impact on learning, attitude is a cognitive, affective and kinetic reaction to him/her or any social object or event around his/her circle based on his/her experience and knowledge (Baysal, 1981). Attitudes are continuous and steady beliefs, feelings and tendencies that cause us to always treat a certain person, object, event or organization in the same way (Güneş, 2015). Attitudes, which cannot be directly observed but learned with interpretation of behaviours, can be described as a part of acquired personality traits of the individual (Morgan, 2015).

While different views exist related to values education, there is an agreement that values should be handed down the next generations (Tozlu & Topsakal, 2007). Whereas scholars agree that values education should be continued within formal educational activities, there are different views on what should be transferred in values education as well as to whom and how it should be done (Harris, 1991). As it is not possible to mention about universal methods, techniques or processes to be applied in values education all over the world (Taylor, 1996), what is important here is not whether schools can transfer value or not but the issue of which values will be transferred through which method and technique (Lickona, 1996). One of the issues on which all pedagogues have consensus is the question of whether the methods and techniques applied have a determining effect on reaching achieving objectives set in education activities. This consensus emphasizes the importance of the method/s to be applied in the process of teaching value.

Defined as resume and memoirs (TDK, 2011), biography is a literary genre that examines individuals that are famous with their life and acts based on documents (Oğuzkan, 2001). Biography is

a literary genre which processes and narrates upbringings, experiences, social activities, feelings, thoughts and works of people who have had crucial roles in developments and changes in various fields of societies (Ağca, 1999). Biography, in terms of educational sciences, can be described as examination and regulation of historical issues for educational purposes by drawing upon people who have been famed and prominent in society with their thoughts and acts (Öncül, 2000).

Being applied in the process of giving individuals character education and teaching them values (Oğuzkan, 2001), biographies, when used in the right place at the right time, can be assessed as a teaching material that can have significant impacts on individuals, and a teaching aid that can contribute to development of skills of perceiving history, change and continuity (Er & Şahin, 2012). Due to their epitomizing features, children can often be influenced by biographies when determining their goals and future (Kıbrıs, 2000). Use of biographies as a teaching material could considerably help children acquire knowledge and skills in many fields as well as human values.

As children take famous people as a model during certain developmental periods, biographies can be regarded as an influential and significant literary genre during this identification process (Oğuzkan, 2001). Narrating children others' struggles for life, problems encountered and successes, biographies enable them to admire and respect their great jobs, commune with them and learn about applicable rules, values and customs and traditions of the society in which subjects of biographies reside (Kaymakcı & Er, 2015). Another feature that makes biographies important is that biographies transmit children things, important values and rules, facts and events in the past through concretisation (Gençtürk, 2005).

Reviewing the related literature, it is observed that there are not many experimental studies on use of biographies in teaching values in Turkey. Within literature, there are studies on how a biography-based values education will be designed (Çalışkan & Öntaş, 2018); how biographies should be used in social sciences (Öztürk, Sevgi & Otluoğlu, 2014); biography, types of biography, relationship between social sciences and the biography (Kaymakcı & Er, 2015); how, where and in what way the method of biography will be used (Er, 2009, Kaya, 2011; Şimşek, 2009); the impact of use of biography on students' academic success and attitudes towards the lesson during the social sciences lesson (Erdem, 2010; Gençtürk, 2005; Oruç & Erdem, 2010; Tekgöz, 2005; Top, 2009), and that these studies generally lay emphasis on basic knowledge about biography and theoretical issues related to the relationship of the biography with social sciences and history lesson. This shows that a current study is required to experimentally reveal the impact of the biography on values education in general, and specifically on teaching tolerance value.

As there is no experimental study observed in literature review that determines the impact of biography-based values education on 4th grade elementary school students' attitudes towards tolerance value and offers suggestions in this direction, it is thought that this study is likely to contribute to the field and fill a gap. This study is believed to be important as it guides to achieving the ideal human, citizen and society through a more effective and result-oriented values education, and that proves the effective use of biography in education in general and specifically in values education, particularly tolerance values.

The aim of this study is to determine the impact of biography-based values education on 4th grade elementary school students' attitudes towards tolerance value. Therefore, research questions are as follows:

1. Is there a significant difference between attitudes towards tolerance value adopted by students of the experimental group in which biography-based values education was practised and students of control group in which it was not practised, depending on experimental pre-test and post-test measurements?
2. Is there a significant difference based on the gender variable between attitudes towards tolerance value adopted by students of the experimental group in which biography-based values

education was practised and students of control group in which it was not practised, depending on experimental pre-test and post-test measurements?

3. Is there a significant difference based on the education level of parents between attitudes towards tolerance value adopted by students of the experimental group in which biography-based values education was practised and students of control group in which it was not practised, depending on experimental pre-test and post-test measurements?

4. Is there a significant difference based on the income level of parents between attitudes towards tolerance value adopted by students of the experimental group in which biography-based values education was practised and students of control group in which it was not practised, depending on experimental pre-test and post-test measurements?

5. What are the opinions of the classroom teacher related to the attitudes towards tolerance value adopted by the students in experimental group in which biography-based values education was practised?

6. What are the opinions of parents related to the attitudes towards tolerance value adopted by the students in experimental group in which biography-based values education was practised?

7. What are the opinions of students in experimental group related to biography-based values education practice?

METHOD

Research Model

In this study, pre-test-post-test control group test model was used to determine whether there is a significant difference between attitudes towards tolerance value adopted by students of the experimental group in which biography-based values education was practised and students of control group in which it was not practised.

Pre-test-post-test control group test model is a strong and complicated design that provides statistical support for the research and enables researchers to interpret findings based on the cause-effect relationship in order to reveal the impact of the experimental process on the dependent variable (Büyüköztürk, 2016).

In this study besides quantitative research techniques in which comparisons were made based on statistical data, data sources and data collection methods were diversified through application of qualitative research techniques to obtain further detail from the participants, draw upon experiences of the participants and understand their feelings, thoughts and ideas. According to Yıldırım and Şimşek (2016), diversification is the attempt to increase the cogency of results by using various data sources, data collection and data analysis methods.

Study Group

As the major axis of the study is comprised of the tolerance value included in the 4th grade social sciences syllabus, the study group is composed of 4/C and 4/F classes at Durugöl Elementary School in Altınordu, Ordu. 4/C and 4/F classes were chosen as they had many aspects in common (number, gender, the level of education of parents, income level of parents, academic success levels, etc.).

Within the study, snowball sampling method, one of the purposeful sampling methods, was used in determination of parents to interview. With reference to Patton's (2014) questions "Who may

know this topic best? Who do you advise me to interview?" five interviewees from parents were determined through guidance of participants. To determine students to be interviewed, the criterion sampling, one of the methods of purposeful sampling, was applied. Defined as the study of all cases that meet the predetermined criteria (Yıldırım & Şimşek, 2016), criterion sampling is composed of the sample of subjects, events, objects and cases that have properties determined related to the problem (Büyüköztürk, Akgün, Karadeniz, Demirel & Çakmak, 2018). Among the student selection criterion in the study was the selection of his/her parent for interview and thus, five students of five parents determined for interview were selected. To avoid any nonconformity against the work ethics, real names of the interviewees were not revealed and they were coded as *Teacher, Student 1, Student 2..., Parent 1, Parent 2...*

Size and gender of the participant students are shown in Table 1.

Table 1. Frequency and Percentage Distributions of Students Depending on Number and Gender

Groups	N	Gender			
		Female		Male	
		f	%	f	%
Experimental Group	27	14	51.85	13	48.14
Control Group	28	15	53.57	13	46.42
Total	55	29	52.72	26	47.27

Considering Table 1, it is observed that 14 of students in the experimental group are (%51.85) female while 13 of them are (%48.14) male; 15 of control group students are (%53.57) female whereas 13 of them (%46.42) male; and that therefore, students of both groups are equal in terms of both gender and general size.

Research Process

Preparations, schedules and applications arranged during the research process are given below:

1. Experimental and control groups were created evenly in relation to attitude levels towards size, gender, income level of parents, education level of parents, academic success and tolerance.

2. *Tolerance Attitude Scale as well as Teacher, Student and Parent Interview Forms* were developed by the researchers of the study.

3. Biographies were prepared by the researchers related to biography-based values education. Biographies of Hz. Muhammad, Atatürk, Fatih Sultan Mehmet, Hacı Bektaş Veli, Mevlâna and Yunus Emre, and particularly sections in the biographies relating to the tolerance value were included in the study. These biographies were developed through the tolerance value and in a manner to teach such sub-values as respect, toleration, conformity, flexibility, peace, equality, grace, prejudice, modesty and understanding, as sub dimensions of the tolerance value. And for that purpose, biographies of the relevant people were not presented in a chronological simplicity but in interesting sections to teach the targeted objective. In respect of editing and presentation, biographies were prepared in a format close to that of biographical fiction. Biographical fictions are biographies that are produced through a literary narration decorated with author's own feelings and thoughts and interpretations besides information and documents (Kaymakcı & Er, 2015). These biographies, apart from slices of life of the main character,

include his/her psychological and physical properties, attitudes and behaviours, feelings, thoughts and reactions at full length (Çetin, 2010).

In Hz. Muhammad's life, the main focus has been particularly on the Siege of Ta'if, the pardon of mushriks following the Conquest of Mecca, Constitution of Medina, the event of slave Wahshi who martyred Hz. Hamza at the Battle of Uhud, the event of Bedouin who wanted to have the gabardine of the prophet and of the Bedouin who urinated in the Masjid and other hadiths and traditions of the prophet related to the tolerance value. In Atatürk's life, the principal focus has been particularly on his refusal to step on the Greek flag, his move of picking up the Greek flag after the August 30 Victory Day, his modesty during dinner given at Konya Governor's Mansion, experiences at the feast in honour of British King, his act of grace for the countryman who insulted him, his abolition of privileges for deputies during a train journey, his response to the question "Are you a dictator?" during a meeting and his statement "Peace at home, peace in the world" apart from his words and attitudes towards the tolerance value. There has been a focus on Fatih Sultan Mehmet's words and attitudes towards the tolerance value, including particularly his attitude towards Non-Muslim community and clergymen after the Conquest of Constantinople, Bosnia Edict and his testament for Galata Dhimmis. Hacı Bektaş Veli's life has been examined in relation to his words and attitudes towards the tolerance value with a particular reference to his words such as "In the language of friendly conversation, you can't discriminate between man and woman", "Everything God has created is in order", "Don't hurt anyone, even though you've been hurt" and etc. Mevlâna's masnavis and attitudes towards the tolerance value have been investigated thoroughly notably in terms of his dialogue with a priest at Konya Bazaar, the case of Muslim Judge Siraceddin with his student, his poem titled as "Come", his statement "In tolerance be like the sea" and his experiences with Şems-i Tebrizi. Finally, Yunus Emre's life has been analysed along with his word and attitudes towards the tolerance value with a particular reference to his statements such as "Love the created for the creator's sake", "Let us be lovers and loved ones, the earth shall be left to no one" and "Mystic is what they call me, hatred is my enemy".

1. Prior to the experimental process, *Tolerance Attitude Scale* was applied to the experimental and control groups as pre-test.
2. While the experimental group was subjected to the biography-based values education in line with the aims of the study, the control group was given values education within the framework of the current social sciences syllabus.
3. The experimental application was conducted for 14 weeks in which 42 lessons were given. 3 lessons were given each week, and each lesson lasted 40 minutes.
4. Tolerance Attitude Scale, previously applied to the experimental and control groups as pre-test, was re-applied as post-test following the completion of the study.
5. Students of the experimental group, their parents and class teachers were interviewed.

Data Collection

Quantitative and qualitative research techniques were used to collect data. *Attitude Scale* was used as a quantitative data collection tool and *Interview Forms* as a qualitative data collection tool. All data collection tools were developed by researchers. Quantitative data were collected after reapplying the *Attitude Scale*, previously applied to the experimental and control groups as pre-test, following the completion of the experimental study.

During interviews, parents and teachers were given 7 and 6 questions respectively from the very beginning of the biography-based values education to the interview day to find out what changes were observed related to students' attitudes towards the *tolerance* value, and their reactions to the application conducted. Meanwhile, students were asked 6 questions related to their thoughts for

practices during lessons within the biography-based values education, whether the practice made a change in their attitudes towards tolerance values, their reactions to the practice, and their opinions on where and how the values education should be conducted. Interviews of about 20 minutes were carried out in a room provided by the school administration and recorded with the consent of participants.

Data Collection Tools

Tolerance Attitude Scale

Attitude Scale was developed based on stages of creating attitude items, offering for expert opinion, pre-test, main practice, validity, factor analysis and reliability calculation (Karasar, 2017; Tezbaşaran, 2008). An item pool composed of 75 items in total, 37 of which were positive, and 38 of which were negative related to the *Tolerance* values, was created through review of literature and interviews with domain experts. As grading in likert type attitude scales was used 5 point. Phrases in the scale were graded as “I don’t agree at all”, “I don’t agree”, “I am not sure”, “I agree” and “I totally agree”. The main practice of the scale following the pre-test was conducted to 528 students in total, 257 of whom were female and 271 of whom male. It was found that the coefficient of skewness of the scale was $-.564$, coefficient of kurtosis 236 , mean value 174.86 and median value 172.00 . In the Kolmogorov-Smirnov test, K-S value was found as $.06$. Values obtained make it clear that points showed a normal distribution.

To determine the grade of each item within the scale in relation to discriminating individuals, as a result of the Pearson Product-Moment Correlation analysis made for that purpose, the relationship between all items and the total point was statistically found significant as $p < .05$. An item analysis based on the difference of lower-upper group means of the scale was conducted. It was found that t values that show item discrimination coefficients vary between -3.07 and 23.08 , and that thus item-rest, item-total and item-discrimination indexes of all items within the scale were statistically significant at the level of $.01$. The scale value of Kaiser–Meyer–Olkin Test was found as $.89$, whereas the value of Bartlett test was found as $.00$. As a result of the exploratory factor analysis, it was determined that five factors were found with an eigenvalue bigger than 1, and that variance explanatory rates of these five factors that explain 88.46% of the total variance were 21.26% , 41.57% , 58.91% , 75.49% and 88.46% .

Five main factors obtained as a result of the conducted explanatory factor analysis were subjected to rotation axis, and as a result of a varimax rotation it was found that factor loading value of the scale varied between $.81$ and $.43$, and that five factors obtained created 6 items of “Understanding” sub dimension in the first factor, 7 items of “Respect” sub dimension in the second factor, 5 items of “Empathy” sub dimension in the third factor, “5 items of “Flexibility” sub dimension in the fourth sub dimension, and 6 items of “Prejudice” sub dimension in the fifth factor respectively. It was also found that the final scale was composed of 29 items with 14 of them positive and 15 of them negative.

As a result of the confirmatory factor analysis made, CFI (Comparative Fit Index) value was calculated as $.93$, NFI (Normed Fit Index) value as $.88$, GFI (Goodness of Fit Index) value as $.91$, AGFI (Adjusted Goodness of Fit Index) value as $.90$, RMR (Root Mean Square Residual) value as $.02$, RMSEA (Root Mean Square Error of Approximation) value as $.05$; moreover, all relationships between items and factors were found statistically significant at ($p < .01$) level. It can be stated that as these calculated values/parameters are acceptable and verify the factor structure of the scale (Çokluk, Şekercioğlu & Büyüköztürk, 2016; Schermelleh-Engel & Moosbrugger, 2003), the model complies with data efficiently and these results verify the explanatory factor analysis of the scale and its five factor structure which is obtained.

To determine the reliability of the scale, Cronbach Alpha reliability coefficients of sub dimensions and entire of the scale were checked on. Accordingly, the reliability coefficient of the first factor (Understanding), second factor (Respect), third factor (Empathy), fourth factor (Flexibility),

fifth factor (Prejudice) was found as .88, .84, .79, .74 and .71 respectively. Cronbach Alpha reliability coefficient of the whole scale was calculated as .87. It is possible to state that the value calculated is a high value for the reliability of the scale (Büyüköztürk, 2016; Tavşancıl, 2014).

Interview Forms

Researchers developed a teacher interview form to determine opinions of class teachers on attitudes of students of the control group where biography-based values education was practised; a parent interview form to determine opinions of parents; and a student interview form to determine opinions of the students on the practice. Interview forms were composed of semi-structured open-ended questions. Yıldırım and Şimşek (2016) put forward that semi-structured interviews are composed of certain questions, and that participants give answers to these questions however they want and clearly declare their personal opinions.

Interviews were projected based on dimensions including the preparation of the interview form, its testing, arrangement of the place and time of the interviews and realization of interviews (Yıldırım & Şimşek, 2016). The interview draft, created by taking opinions of 3 lecturers that are expert in the field, was tested on 3 parents, 3 teachers and 5 students that did not take part in the sample but had things in common, and problems encountered were resolved with addition, exclusion of and changes in some of the questions.

Analysis of Data

Analysis of Quantitative Data

Arithmetic mean, frequency, independent group t-test, Kruskal-Wallis H test and Mann-Whitney U test were used in the analysis of quantitative data within the study. As this experimental study aimed an education for the same content with two different practices in two groups determined neutrally and evaluation of the effectiveness between two practices as a result of the study, the independent group t-test was used. Few subjects which do not meet the assumption of normality of points, Kruskal-Wallis H test was used for variables of education and income level of parents while Mann-Whitney U test was applied for the gender variable.

Analysis of Qualitative Analysis

Descriptive analysis approach was preferred to analyse qualitative data obtained through interviews in the study. In the descriptive analysis, data are interpreted through summarization depending on interview questions, and direct quotations are made from individuals (Yıldırım and Şimşek, 2016). The reliability of data in the study was carried out through participant conformation, corresponding expert analysis and inter-coder reliability processes (Boyatzis, 1998; Cresswell, 2013; Lincoln & Guba, 1985; Miles, Huberman & Saldana, 2018). The validity and reliability of the qualitative dimension of the study was tested in the light of cogency, transmissibility, consistency and approvability criteria (Yıldırım and Şimşek, 2016). As in this study it is aimed to transfer findings to readers after they have been controlled and interpreted, data obtained were first described systematically, logically, consistently and clearly with direct quotations where necessary, and then descriptions made were explained, interpreted, compared, examined regarding cause-effect relationship to reach a conclusion.

FINDINGS

In this section, findings related to each sub problem are given respectively.

Findings related to the first sub problem

Table 2 includes data related to whether there is a significant difference between attitudes towards the tolerance value adopted by experimental group students in which biography-based values education was practised and control group students in which it was not practised, depending on pre-test and post-test measurements.

Table 2. Independent Group t-Test Results related to Pre-test-Post-test Attitude Points of Experimental and Control Group Students

Test	Groups	N	\bar{X}	S	sd	t	p
Pre-test	Experimental	27	111.29	6.80	60	.42	.67
	Control	28	112.06	9.17			
Post-test	Experimental	27	143.51	7.37	60	9.31	.00
	Control	28	115.61	10.24			

Considering Table 2, it is observed that there is not a statistically significant difference [$t_{(60)} = .420, p > .05$] at the confidence level of .05 between pre-test points of the experimental group ($\bar{X} = 111.29$) and pre-test points of the control group ($\bar{X} = 112.06$), and that there is a statistically significant difference [$t_{(60)} = 9.31, p < .05$] at the confidence level of .05 between post-test points of the experimental group ($\bar{X} = 143.51$) and post-test points of the control group ($\bar{X} = 115.61$) in favour of the experimental group.

Findings related to the second sub problem

Table 3 includes data related to whether there is a significant difference depending on the gender variable between attitudes towards the tolerance value adopted by experimental group students in which biography-based values education was practised and control group students in which it was not practised, depending on pre-test and post-test measurements.

Table 3. Mann-Whitney U Test Results related to Pretest-Posttest Attitude Points Depending on Genders of Students 1

Test	Group	Gender	N	Mean Rank	Rank Sum	U	p
Pre-test	Experimental	Female	14	16.40	253.50	87.500	.36
		Male	13	13.49	222.50		
	Control	Female	15	15.53	238.50	109.500	.70
		Male	13	14.31	235.50		
Post-test	Experimental	Female	14	13.60	224.50	112.500	.84
		Male	13	15.18	251.50		
	Control	Female	15	16.23	251.50	101.500	.41
		Male	13	13.65	228.50		

Table 3 shows that there is not a statistically significant difference at the confidence level of .05 between female and male students in experimental group pre-test points [$U = 87.50, p > .05$] and between female and male students in control group pre-test points [$U = 109.500, p > .05$], and that there is not a statistically significant difference at the confidence level of .05 between female and male

students in experimental group post-test points [$U=112.500, p>.05$] and between female and male students in control group post-test points [$U=101.50, p>.05$].

Findings related to the third sub problem

Table 4 includes data related to whether there is a significant difference depending on the variable of education level of parents between attitudes towards the tolerance value adopted by experimental group students in which biography-based values education was practised and control group students in which it was not practised, depending on pre-test and post-test measurements.

Table 4. Kruskal Wallis H-Test Results related to Pretest-Posttest Attitude Points Depending on the Education Level of Students' Mother²

Test	Group	Education level of mother	N	Mean Rank	χ^2	sd	p
Pre-test	Experimental	Elementary	7	16.21	21	2	.90
		Middle school	7	16.26			
		High school	8	16.09			
		University	5	14.22			
	Control	Elementary	8	12.56	4.52	2	.09
		Middle school	9	11.42			
		High school	7	18.10			
		University	4	19.43			
Post-test	Experimental	Elementary	7	15.57	4,47	2	.10
		Middle school	7	15.79			
		High school	8	17.08			
		University	5	13.26			
	Control	Elementary	8	16.21	21	2	.90
		Middle school	9	15.90			
		High school	7	14.25			
		University	4	16.11			

Table 4 highlights that there is not a statistically significant difference at the confidence level of .05 between mother education level and students' attitudes in experimental group pre-test points [$(H(4)=.21, p>.05)$], and between mother education level and students' attitudes in the control group pre-test points [$(H(4)=4.52, p>.05)$], and that there is not a statistically significant difference at the confidence level of .05 between mother education level and students' attitudes in the experimental group post-test points [$(H(4)=4.47, p>.05)$], and between mother education level and students' attitudes in control group post-test points [$(H(4)=.21, p>.05)$].

Kruskal-Wallis H test was applied to determine whether there is a significant relationship between pre-application and post-application attitudes towards the tolerance value adopted by experimental and control group students depending on the education level of the father, and results obtained have been given in Table 5.

Table 5. Kruskal Wallis H-Test Results related to Pretest-Posttest Attitude Points Depending on the Education Level of Students' Father

Test	Group	Education level of father	N	Mean Rank	χ^2	sd	p
Pre-test	Experimental	Elementary	3	13.22	9.35	2	.28
		Middle school	8	13.12			
		High school	9	16.10			
		University	7	15.85			
	Control	Elementary	4	12.40	4.10	2	.08
		Middle school	9	11.35			
		High school	9	16.51			
		University	6	17.05			
Post-test	Experimental	Elementary	3	14.00	3.89	2	.09
		Middle school	8	13.95			
		High school	9	15.17			
		University	7	13.09			
	Control	Elementary	4	15.01	3.12	2	.30
		Middle school	9	16.54			
		High school	9	11.23			
		University	6	16.11			

Table 5 demonstrates that there is not a statistically significant difference at the confidence level of .05 between father education level and students' attitudes in experimental group pre-test points [$(H(4)=9.35, p>.05)$], and between father education level and students' attitudes in the control group pre-test points [$(H(4)=4.10, p>.05)$], and that there is not a statistically significant difference at the confidence level of .05 between father education level and students' attitudes in the experimental group post-test points [$(H(4)=3.89, p>.05)$], and between father education level and students' attitudes in control group post-test points [$(H(4)=3.12, p>.05)$].

Findings related to the fourth sub problem

Table 6 includes data related to whether there is a significant difference depending on the variable of income level of parents between attitudes towards the tolerance value adopted by experimental group students in which biography-based values education was practised and control group students in which it was not practised, depending on pre-test and post-test measurements.

Table 6. Kruskal Wallis H-Test Results related to Pretest-Posttest Attitude Points Depending on the Income Level of Students' Parents

Test	Group	Income level of parents	N	Mean Rank	χ^2	sd	p
Pre-test	Experimental	Less than 3000 TL	4	13.92	.73	2	.68
		3001 TL-5000 TL	4	16.53			
		More than 5000 TL	9	13.45			
	Control	Less than 3000 TL	5	11.77	1.62	2	.44
		3001 TL-5000 TL	5	15.38			
		More than 5000 TL	8	16.52			
Post-test	Experimental	Less than 3000 TL	4	13.83	.31	2	.86
		3001 TL-5000 TL	4	15.75			
		More than 5000 TL	9	15.26			
	Control	Less than 3000 TL	5	17.50	1.20	2	.53
		3001 TL-5000 TL	5	13.95			
		More than 5000 TL	8	14.90			

Table 6 shows that there is not a statistically significant difference at the confidence level of .05 between parents income level and students' attitudes in experimental group pre-test points [(H(3)=.73, $p>.05$)] and between parents income level and students' attitudes in the control group pre-test points [(H(3)=1.62, $p>.05$)], and that there is not a statistically significant difference at the confidence level of .05 between parents income level and students' attitudes in the experimental group post-test points [(H(3)=.31, $p>.05$)], and between parents income level and students' attitudes in control group post-test points [(H(3)=1.20, $p>.05$)].

Findings related to the fifth sub problem

After the application the class teacher of the experimental group students was asked seven questions related to what types of changes were observed in students' attitudes towards the tolerance value in class or school environment from the very beginning of the biography-based values education practice to the interview day, and his/her reaction to the practice. Some of the responses by the class teacher are shown below in brief:

***The class teacher of the experimental group:** Following the practice, I can say that I have observed generally positive changes related to the tolerance attitudes in students of my class. I also observed that some of the students who previously resolved problems by violence abandoned that behaviour and that instead of that, they treated each other more respectfully and sympathetically and attempted to understand one another. I witnessed that students who previously refused to sit with female students gave up that behaviour. I realized a decrease in ideas of some of my students who believed that foreign nationals were ill-minded following the practice, and that they started to act more warmly on foreign national students at our school. I find this practice a successful project in general and believe that it positively affected students. I also believe that this practice should often be applied in all lessons rather than in certain lessons, and that course books should be prepared in this direction. Finally, I am of the opinion that parents should be educated on values by means of these types of practices.*

In descriptive analysis of the data obtained from the interview with the class teacher, it was observed that the teacher had positive views and evaluations on the biography-based values education practice. According to views of the class teacher, it is likely to suggest that the practice positively influenced students' attitudes and turned out to be successful and efficient, and that following the practice students acted more tolerantly, respectfully and affectionately towards events and people. It is also possible to say that they overcame the prejudice and developed empathy. The class teacher also believes that the biography-based values education should be extended to all lessons and grades and that syllabi and course books should be prepared accordingly along with a values education for parents under the same or similar practices.

Findings related to the sixth sub problem

Five students' parents in the experimental group were asked six questions to determine what changes they observed in their children in relation to the adoption of tolerance values at home or outside home and the realization of these values as behaviours from the beginning of the biography-based values education practice to the interview day. Some of the responses by parents are shown below in brief:

***Parent 1 (Mother of the Student 1):** I can say that the relevant practice left good impressions on my child. I also believe that thanks to the practice, there has been a decrease in negative thoughts of my child, and that my child has begun to share more. I can also say that my child has understood better that gender discrimination is something bad. I find the practice useful.*

***Parent 2 (Mother of the Student 2):** I can say that my child has become more tolerant and humanist after the practice. For example, I observed a decrease in his/her conflicts with*

his/her sibling and more emphatic thoughts. I believe that values education will be more influential through such programs.

Parent 3 (Father of the Student 3): *I can say that thanks to the practice, my child has learned better that people are different from each other, can make mistakes and thus s/he should not fly into temper. I think such practices should be made in all lessons and permanently.*

Parent 4 (Father of the Student 4): *I saw that following the practice, my child displayed more patient, more considerate and more polite attitudes and behaviours. S/he also has started to handle events and situations more flexibly and there has been a decrease in angry manners. I believe that the practice will be very useful if it is conducted in all classes and in regular basis.*

Parent 5 (Father of the Student 5): *My son used to resolve problems by force. After the practice was launched at school, I observed that my son came home more happily and cherished his friends. The practice should be extended to all schools and continued all year round.*

A descriptive analysis was applied to responses to the questions asked to parents of 5 students in the experimental group related to what types of changes they observed in their children in view of adoption of the tolerance value and displaying this value as an attitude and behaviour at or outside home from the very beginning of practice to the interview day, and results are juxtaposed as follows:

This practice

- Has made positive changes in attitudes of my child towards the tolerance value.
- Has increased the understanding and patience in my child.
- Has taught him/her that people may be different from each.
- Has showed him/her that emphatic thinking is a good way of resolving problems.
- Has showed my child that foreign nationals can be trusted.
- Has taught him/her that s/he should not discriminate between genders.
- Has made him/her get rid of prejudices.
- Has made my child more flexible against events and situations.
- Should be extended to all schools.
- Should be conducted in all lessons.
- Should be continued all year round.
- Should be applied to parents as well.

During interviews parents stated that the biography-based values education practice made positive changes in attitudes and behaviours of students, and that the practice has positive impacts on students related to the tolerance value. This result shows that this practice is a successful practice that positively influences students' attitudes. Accordingly, this result backs up quantitative data of the study.

Findings related to the seventh problem

After the practice 5 students in the experimental group were asked six questions related to their views on lesson activities within the biography-based values education practice, whether the practice made any changes in their attitudes towards tolerance values, their reactions to the biography-based values education, and where and how the values education should be given. Some of the responses of experimental group students are given below:

***Student 1:** We were engaged in various activities thanks to the practice. We learned about the life of many people. Biographies we read during the lesson were very nice. Activities were enjoyable. I liked the practice.*

***Student 2:** I observed some changes in my attitudes during this lesson. I do not get angry at my friends' faults instantly. I am not on the outs with someone in the class. And I learned stories of many famous people during the practice.*

***Student 3:** It is nice to be tolerant. In fact, I have learned that our Prophet and Atatürk were tolerant people. I also liked Mevlâna and Mehmet the Conqueror a lot. Those we read about loved and respected people very much and did not mock anyone.*

***Student 4:** Thanks to the life stories we read during lessons, I understood how important it is to be tolerant. Wars shall not end, people shall worry and bad things will continually happen unless we behave tolerantly.*

***Student 5:** I believe values education should be carried out at school. For, schools are where teachers are and they are more knowledgeable. Besides, schools are equipped with more tools, libraries and laboratories.*

A descriptive analysis was applied to the responses of five students of the experimental group related to their views on lesson activities during the biography-based values education practice, whether there were any changes occurring as a result of the practice, their reactions to the practice and where and how the practice should be carried out. Results are given in brief as follows:

Responses related to biographies

- Biographies were enjoyable.
- Biographies were very good.
- Biographies were different.
- I learned much from biographies.

Responses related to attitudes

- I am more tolerant now.
- I am more patient now.
- I learned to respect people.
- I learned how important it is to be thoughtful.
- I learned to think differently.

Responses related to the practice

- I like the practice a lot.
- The practice was very enjoyable.
- The practice was very good.
- We learned much information.

Responses related to the values education

- Values education should be carried out at school.
- Values education should be carried out by teachers.
- Teachers are more knowledgeable.
- Facilities of the school (tools, equipment, environment, etc.) are better for the values education.

During interviews it was stated by students that they observed positive changes in attitudes and behaviours following the practice, and that they liked studies/activities and the practice, found it enjoyable and informative. Moreover, they stated that the values education should be carried out at school and by teachers. The result shows that the practice was successful and positively affected students' attitudes.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

It was found in the study that there was a significant difference in attitudes towards the tolerance value adopted by students of experimental group in which the biography-based values education was practised, depending on pre-and-post-practice measurements. This result demonstrates the positive influence of the biography-based values education practice on attitudes towards the tolerance value of the students. Underpinned by the qualitative data obtained from interviews with parents, teachers and students, this result may point out that story-like aspects and interesting and curiosity-satisfying characteristics of biographies allow children to learn more easily and efficiently and have an impact on their attitudes.

These results, obtained after the practice related to the positive effect of the biography-based values education on attitudes of students towards the tolerance value, are backed by other studies. In the study conducted by Erdem (2010), it was determined that biographies are extremely effective in enhancing student success and developing favourable attitudes. Other studies have revealed that biographies, as literary genres, could be efficiently used in teaching knowledge, skills and values (Er, 2005; Erdem, 2010; Kaymakçı & Er, 2013; Öztürk & Otluoğlu, 2014; Aktepe & Oğuzkan, 2013). While Er (2010) states that biographies are teaching tools that are interesting and satisfy the curiosity, Kavcar (1999) and Mutluay (1977) put forward that literary works like biographies develop and consolidate human attitudes and values such as goodness, friendship, tolerance and act of grace. Other studies have shown that the use of literary works like biographies step up the process of teaching values and affect beliefs and attitudes of students as well as increase the level of developing affective behaviour characteristics, and that biography-based teaching practices are more effective than other practices (Akkuş, 2007; Akyol & Dikici, 2007; Çencen, 2010; Keskin, 2008; Öztürk & Otluoğlu, 2002; Öztürk, 2002; Pekkaya, 2007; Tekgöz, 2005; Top, 2009; Yüksel, 2006).

It was seen in the study that there was not a significant difference between post-test points related to the tolerance value of students in both experimental and control students after the experimental process, depending on variables of gender, parents' education and income level. This result shows that there was not any impact of variables of gender, parents' education and income level on students' attitudes towards the tolerance value. It can be pointed out that the non-discrimination of the rich-and-poor in biographies selected did not influence this result. Moreover, it is likely that the absence of a positive or negative discrimination related to the gender in relevant biographies decreased the impact rate of genders in evaluating students. The reason why education levels of parents did not affect students' attitudes towards the tolerance value may have been the fact that parents did not reflect pros and cons resulted from education levels to their children. The inefficiency of the gender, education as well as income level of parents on students' attitudes towards the tolerance value may have been due to the fact that students did not consider these variables as potential causes for differences in attitudes and behaviours because of their ages (9-10) and as a justification for differences, and that children of these ages had more egalitarian views.

Er and Şahin (2012) have shown that there is not a significant relationship between the use of biography to change attitudes and socio-economic levels and genders of students. In their study Öztürk and Otluoğlu (2002) have suggested that there is not a significant relationship between the use of literary works like biography in teaching social sciences and students' learning levels of cognitive-behavioural characteristics, depending on the gender variable. While in the study conducted by Er (2010) shows that there is not a significant difference between biography selections and gender and socio-economic level variables, the study by Çencen (2010) demonstrates that there is not a significant relationship between the use of literary works like biography and the gender variable in relation to attitude change. It has also been determined in other studies that there is not a significant relationship between student attitudes and gender, education and income levels of parents in values education (Akbaş, 2004; Aktepe, 2010; Aladağ, 2009; Baydar, 2009; İşcan & Senemoğlu, 2009; Keskinoglu, 2008; Özensel, 2007; Taş, 2016; Yiğittir 2009). In the study conducted by Gibson and Schwartz (1998) it was determined that the variable of gender was not influential and important in the order of importance of values.

It was concluded from the interview with class teachers that the biography-based values education was successful and positively affected students' attitudes towards the tolerance value and enabled students to exhibit prejudice-free, more tolerant, more patient, more flexible, more emphatic and more polite behaviours. These results are backed by different studies. In other studies teachers have stated that they observed positive behaviour changes in students and that the values education had positive impacts on students' attitudes (Aladağ, 2009; Moore, 2005; Taş, 2016; Thompson, 2002; Yalar, 2010; Yiğittir, 2009). It was determined from interviews with teachers that the use of biographies as literary works in lessons positively influence students' beliefs and attitudes and that the biography is an interesting, curiosity-satisfying and informative literary genre (Çencen, 2010; Er, 2005; Er, 2010).

It was concluded from interviews with parents that after the practice there was a positive change in students' attitudes towards the tolerance value and that the practice was a successful one that positively influenced students' attitudes towards the tolerance value. These results are backed by studies in which parents were interviewed. In these studies it was concluded that as a result of interviews with parents the values education practice had positive impacts on students' attitudes towards values (Aladağ, 2009; Karma & Kahil, 2005; Moore, 2005; Taş, 2016; Thompson, 2002).

As a result of interviews with experimental group students, it was concluded that the biography-based values education practice brought about positive changes in students' attitudes and behaviours towards the tolerance value, that students found it enjoyable and informative, and that the successful and positively influential practice should be carried out at schools by teachers. These results are backed by studies including interviews with students. In these studies it was determined that during interviews, students stated that the values education practice positively affected their attitudes (Aktepe, 2010; Aladağ, 2009; İşcan & Senemoğlu, 2009; Perry & Wilkenfeld, 2006; Taş, 2016; Thompson,

2002; Uzunkol, 2014) and that by means of written literary works they felt much better in issues such as liking, cognisance, appealing, desire for something, adding something for his/her personality and establishing a bond with what is learned (Öztürk & Otluoğlu, 2014). It was concluded from interviews with students in other studies that biography-based education practices enabled students to learn topics and values better and enjoy learning more and that biographies are important literary works that are interesting, curiosity-satisfying and instructive (Akkuş, 2007; Er, 2005; Er, 2010; Tekgöz, 2005; Top, 2009).

As the biography-based values education is influential in teaching values and attitudes towards values, it can be applied in different lessons and grades. This practice can be effectively applied in teaching values of justice, giving importance to the unity of family, independence, peace, being scientific, industriousness, solidarity, sensitiveness, honesty, aesthetics, equality, freedom, respect, love, responsibility, saving, patriotism and charity as part of the syllabus of social sciences at elementary school along with the tolerance value. Where necessary arrangements are made in terms of language and expression, biographies can be curiosity-satisfying, intriguing and instructive in teaching values. The story-like feature of biographies along with its curiosity-satisfying and intriguing feature can help students learn easier, more effectively and more permanently. Presentation of expedience biographies with various artistic activities such as drama and theatre as well as visual and auditory technology may have more positive and faster impact on students' attitudes towards values.

To carry out the values education more effectively, it is more suitable to have an independent values education course rather than to teach them as part of other courses. Biographies regulated in terms of language and expression may be included more in syllabi and course books. A data repository can be formed by classifying biographies depending on its intended use and students' progress and making them available for teachers, students and parents. Instead of a teacher-centred values education, a biography-based values education practice or similar practices grounded on this practice may be used more actively within the learning process of students. Biographies may be effectively applied in transferring difficult, complicated and abstract topics and concepts more permanently by through concretization of them. To consolidate values taught at school through support of families and circle, families may have formal education related to values. As teachers are crucial models for teaching values, they may be trained better in values education during pre-and-in-service trainings.

This study has been confined the tolerance value. Researchers may study on the impact of the biography-based values education on 4th grade elementary school students' attitudes towards values of justice, giving importance to the unity of family, independence, peace, being scientific, industriousness, solidarity, sensitiveness, honesty, aesthetics, equality, freedom, respect, love, responsibility, saving, patriotism and charity.

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