

Perceptions of Classroom Teachers Regarding Values Education With Children's Games

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Abstract

Values are concepts that influence and direct individuals' behaviors. Because values directly influence society's structure, values education also takes an important place. Both children's games and values education have a structure that can diversify values education and make it entertaining during learning. In this study, it was aimed to reveal the perceptions of classroom teachers regarding values education with children's games. Within the scope of this aim, 272 classroom teachers were investigated for their perceptions. The study adopts a survey model and is of a descriptive quality.

In the investigation of the study results, it was stated that teachers could conduct values education with children's games and children's games could be used in the educational environment as well as the fact that computer games make individuals antisocial. Additionally, the teachers who participated in the study stated that games ensured acting according to facts by filtering events and cases from a logical process, provided creative and innovative thinking and expressed that teachers should know what games mean for children and how important games' influence is in their development. The participating teachers also reported that children's games include many elements of values that we brought from past to present and they reflected the cultural values of society.

Keywords: Game, Game and Values, Children's Games, Children's Games and Values

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INTRODUCTION

Values are important concepts that enable people to commune and live with society. According to Halstead (1996), values are defined as principles, beliefs, ideas and living standards that shape our behaviors, influence our decisions about any subject, guide our evaluation regarding various beliefs and actions and constitute our personal integrity. Values have a major influence on guiding the lives of individuals and internalizing the rules of society. Values education has a structure that ensures the teaching and internalization of these values and covers the values. It can be stated that values education includes everything that affects children's value judgment and attitudes (Ulavere and Veisson, 2015: 111). Because values are intertwined with many concepts, values education is also affiliated with many terms. Values education is closely related to several terms used in the literature, which include psychological, moral, social and cultural development (Solomons and Fataar, 2011: 226). Because humans are at the center of values education, all the terms that cover humans are also obliged to be in a relationship with values education. For an individual to develop as a whole, this relationship has to exist. In the conduct and planning of values education, all disciplines and fields are utilized. "Values education occurs in schools to a large extent. However, this education should be acquired by experiences that are planned as a part of formal education" (Oztas, 2018: 34). This planning will also make the values education in formal education successful. "The Unification of values in the education period ensures the integration of certain values to a different concept. Therefore, a coherent and inseparable unification occurs." (Sayatne, Jumintono, Pambudi, Mardati and Wantini, 2018: 617). Because the aim in values education is for children to permanent and desired behaviors, it is also required to plan according to the level of children. In the investigation of the development periods, games play an important role in children's learning and development.

Games are a concept that directly affects children's development. "To play a game is viewed as an important step in children's and adolescents' development" (Horzum, Ayas and Balta, 2008: 77). This is because children develop and learn at the same time while playing games. "Within the framework of affecting emotional and social development, games play a role in gaining emotional perception; children learn perceptions such as size, shape, color and distance, concepts, sounds and smells of objects" (Baysal, 2012: 74). Due to their nature, games provide opportunities for children to express themselves. Thus, we can observe children in their present environment and notice the differences. In games, children also recognize their own bodies and notice their abilities (Ulas, 2017: 9). Games are also important factors that enable children to learn while having fun. Approaching learning in an entertaining way is the most effective way of gaining knowledge and teaching skills (Noraddin and Kian, 2014: 1). The attention of children, who learn while having fun, towards the lesson will also increase and the efficiency of the lesson will increase.

In classrooms, children may not have the opportunity to express themselves comfortably. Teachers may also not have opportunities to observe children completely. Difficulties may arise, especially in determining the personality characteristics of students. Because it only depends on individual judgment, it is very difficult to predict the intrinsic value (Kumar, 2017: 178). The most effective way to overcome all these difficulties is to ensure that children play games. This is because children reflect most of their personality characteristics while playing games. Children's games can also be effectively used in conducting values education. As it is in all educational sciences, many changes can be made in the planning, implementation and evaluation of values education (Paleeri, 2015: 7). With these changes, values can be taught with the help of games. Values education conducted with the help of children's games will ensure that children learn and practice what they learn. In previous studies, it was reported that, contrary to the modern technology, factors such as fear of parents and economic pressure causes children to miss out the cognitive, emotional and physical benefits that are acquired by traditional children's games (Sanga, 2018: 143). When children are presented with opportunities to play games and develop themselves in their natural environments, they can develop themselves in a healthier environment and fulfill their learning.

The Aim of the Study

This study was conducted with the aim of evaluating values education with children's games according to classroom teachers' perceptions. For this aim, values education with children's games was investigated and evaluated by discovering teachers' perceptions. In order to achieve the aim, the following sub-aims were questioned.

- What do the participating teachers in the study think about values education with children's games?
- Do the participating teachers in the study think that games affect education?
- Are there any differences in the perceptions of the participating teachers in the study towards values education with children's games according to the gender variable?
- Are there any differences in the perceptions of the participating teachers in the study towards values education with children's games according to the professional seniority variable?
- Are there any differences in the perceptions of the participating teachers in the study towards values education with children's games according to the school of graduation variable?
- Are there any differences in the perceptions of the participating teachers in the study towards values education with children's games according to the place of duty variable?
- Are there any differences in the perceptions of the participating teachers in the study towards values education with children's games according to the classroom size variable?

METHOD

Research Model

This study, which aims to investigate the classroom teachers' perceptions regarding values education with children's games, adopts a survey model and is of descriptive quality. "Survey model is a research approach that aims to describe a situation that existed in the past and still exists as it exists" (Ersoy, 2013: 362). Furthermore, "the survey model is defined as survey studies that aim to collect data to determine certain characteristics of a group" (Buyukozturk, Cakmak, Akgun, Karadeniz ve Demirci, 2009: 16).

Study Group

The study group of this study consisted of 272 classroom teachers who served in the city of Elazig in the 2017-2018 education period.

Table.1. Personal Information of the Study Group

		Frequency	Percentage (%)
Gender	Female	151	55,5
	Male	121	45,5
School of Graduation	Education College- Education Institute	58	21,3
	Faculty of Education-Undergraduate	174	64,0
	Other Undergraduate Programs	40	14,7
	1-5 Years	58	21,3
Professional Seniority	6-10 Years	48	17,6
	11-15 Years	42	15,4
	16-20 Years	36	13,2
	21 Years and Above	88	32,4
Place of Duty	Village- County	73	26,8
	City Center	199	73,2
Grade of Education	1 st	51	18,8
	2 nd	70	25,7
	3 rd	65	23,9
	4 th	86	31,6

In the investigation of Table 1, it was observed that the teachers consisted of 55.5% females and 45.5% males.

In the investigation of Table 1, it was observed that the participating teachers consisted of 21.3% of Education College-Education Institute graduates, 64% of the Faculty of Education Undergraduates and 14.7% of Other Undergraduate Program graduates.

In the investigation of Table 1, according to the professional seniority variable of the participating teachers, it was observed that the participating teachers included 21.3% of 1-5 years, 17.6% of 6-10 years, 15.4% of 11-15 years, 13.2% of 16-20 years and 32.4% of 21 years and above professional seniority.

In the investigation of Table 1, according to the place of duty variable of the participating teachers, it was observed that 26.8% of them served in villages-counties while 73.2% of them served in the city center.

In the investigation of Table 1, according to the grade of education variable of the participating teachers, it was observed that 18.8% of them taught 1st grade while 25.7% of them taught 2nd grade, followed by 23.9% of teachers who taught 3rd grade and 31.6% of them who taught 4th grade.

Data Collection and Analysis

The data were collected by the questionnaire form created by the researchers. The questionnaire form was prepared by investigating the literature on values education with children's games and referring to experts' opinion. The questionnaire form consists of 2 sections. The first section of the questionnaire form includes demographic data. The perception items were compared according to the demographic data. The second section of the questionnaire includes 26 items regarding values education with children's games. The questionnaire utilizes a 5-point Likert type scale and the evaluation was conducted based on this. In the data analysis, SPSS statistics package software was adopted. In the analysis of the data collected from the study, "arithmetic means", "percentage" and "frequency" calculations were used. Additionally, independent samples t-test and ANOVA test were used to test whether the perceptions of the teachers differentiated depending on the demographic variables.

FINDINGS AND INTERPRETATIONS

In this section, the findings obtained regarding the results of the study were presented in tables and interpreted.

Findings and Interpretations Regarding Values Education with Children's Games

Table.2.Results Regarding Values Education with Children's Games

	Items Regarding Values Education with Children's Games	Strongly Agree	Agree	Partially Agree (%)	Disagree	Strongly Disagree	\bar{X}	sd.
1	Children games are important factors for children to prepare for social life.	73,9	22,1	3,3	-	0,7	4,66	0,60
2	Teachers play a main role in transferring the culture and values of society to young generations.	52,2	32,4	14,7	0,4	0,4	4,35	0,76
3	Children's games help responsibility to increase.	59,2	34,6	4,8	1,1	0,4	4,51	0,67
4	Games direct the filtration of events and cases from a logical filter and acting according to facts.	44,9	43,0	11,0	0,7	0,4	4,31	0,72
5	Children's games enable children to think creatively and innovatively.	61,8	35,3	1,8	1,1	-	4,57	0,59
6	Children's games are effective in developing the life skills of children.	60,7	34,6	3,7	0,4	0,7	4,54	0,66
7	Games increase the participation of students in the lesson.	52,9	34,2	11,0	1,5	0,4	4,37	0,76
8	Teachers should have sufficient knowledge about what games mean for children and how important they are for their development.	67,6	27,6	3,7	1,1	-	4,61	0,61
9	Teaching values to children in school is of utmost importance in terms of a healthy society.	63,2	30,1	6,2	-	0,4	4,55	0,64
10	Games that are played on computers make children antisocial.	76,1	16,5	4,8	0,7	1,8	4,64	0,76
11	Children's games include many of the values that we bright from past to present.	52,9	41,2	5,1	0,4	0,4	4,45	0,64
12	Conducting value education with games creates awareness in children.	48,5	44,1	5,9	1,1	0,4	4,39	0,68
13	Children's games are important for the development of value judgments in children.	48,2	44,9	6,6	-	0,4	4,49	0,64
14	Children's games are important for the adaptation of children to each other.	62,9	32,0	4,8	0,4	-	4,57	0,60
15	Children give clues about their personalities as well as their cultures while playing games.	55,5	37,9	5,9	0,7	-	4,48	0,64
16	Intense attention should be paid to values in traditional children's games.	46,0	40,4	12,1	0,7	0,7	4,30	0,76
17	Learning with games is a flexible and creative process.	51,1	43,0	5,0	0,7	-	4,44	0,62
18	Children learn to share and socialize with children's games.	67,3	30,5	2,2	-	-	4,65	0,52
19	Children's games reflect the cultural values of society.	47,8	37,1	14,7	0,4	-	4,32	0,73
20	Conducting values education with children's games increases the interest of children to values.	50,4	43,8	5,5	-	0,4	4,43	0,63
21	Children's games help children to expand their social environment.	58,5	37,1	4,0	-	0,4	4,53	0,61
22	Teaching values with children's games ensures that children learn values implicitly.	40,1	44,5	11,0	2,2	2,2	4,18	0,67
23	Values education is best conducted with digital games.	6,6	6,2	21,3	33,8	32,0	2,21	1,15

24	I believe digital games should be played in schools rather than traditional children's games.	7,7	5,1	14,0	36,4	36,8	2,10	1,18
25	Children's games are only recreational tools for entertainment purposes.	5,9	7,4	9,6	36,0	41,2	2,00	1,15
26	It is very difficult to conduct education with children's games.	3,7	7,4	12,9	39,7	36,4	2,02	1,05

In the investigation of Table 2, regarding values education with children's games, the participating teachers reported their perceptions at the level of "completely agree" in "Children games are important factors for children to prepare for social life" item ($\bar{X}=4,66$), "Teachers play a main role in transferring the culture and values of society to young generations" item ($\bar{X}=4,35$), "Children's games help responsibility to increase" item ($\bar{X}=4,51$), "Games direct the filtration of events and cases from a logical filter and acting according to facts." item ($\bar{X}=4,31$), "Children's games enable children to think creatively and innovatively" item ($\bar{X}=4,57$), "Children's games are effective in developing the life skills of children" item ($\bar{X}=4,54$), "Games increase the participation of students in the lesson" item ($\bar{X}=4,37$), "Teachers should have sufficient knowledge about what games mean for children and how important they are for their development" item ($\bar{X}=4,61$), "Teaching values to children in school is of utmost importance in terms of a healthy society" item ($\bar{X}=4,55$), "Games that are played on computers make children antisocial" item ($\bar{X}=4,64$), "Children's games include many of the values that we bright from past to present" item ($\bar{X}=4,45$), "Conducting value education with games creates awareness in children" item ($\bar{X}=4,39$), "Children's games are important for the development of value judgments in children" item ($\bar{X}=4,49$), "Children's games are important for the adaptation of children to each other" item ($\bar{X}=4,57$), "Children give clues about their personalities as well as their cultures while playing games" item ($\bar{X}=4,48$), "Intense attention should be paid to values in traditional children's games" item ($\bar{X}=4,30$), "Learning with games is a flexible and creative process" item ($\bar{X}=4,44$), "Children learn to share and socialize with children's games" item ($\bar{X}=4,65$), "Children's games reflect the cultural values of society" item ($\bar{X}=4,32$), "Conducting values education with children's games increases the interest of children to values" item ($\bar{X}=4,43$), "Children's games help children to expand their social environment" item ($\bar{X}=4,53$) and "Teaching values with children's games ensures that children learn values implicitly" item ($\bar{X}=4,18$).

Additionally, in the investigation of Table 2, regarding values education with children's games, the participating teachers reported their perceptions at the level of "disagree" in "Values education is best conducted with digital games" item ($\bar{X}=2,21$), "I believe digital games should be played in schools rather than traditional children's games" item ($\bar{X}=2,10$), "Children's games are only recreational tools for entertainment purposes" item ($\bar{X}=2,00$) and "It is very difficult to conduct education with children's games" item ($\bar{X}=2,02$).

Results and interpretation of t-test regarding value education with children's games according to the gender variable of the participating teachers

As a result of the analysis conducted for the participating teachers' perceptions of values education with children's games according to the gender variable, differences were found in five matters and they were presented in Table 3.

Table.3. Results of t-test regarding value education with children’s games according to the gender variable of the participating teachers

Item No	Female			Male			t	p
	n	\bar{X}	sd.	n	\bar{X}	sd.		
12	151	4,47	0,60	121	4,29	0,75	2,08	0,038
15	151	4,55	0,54	121	4,38	0,73	2,15	0,032
17	151	4,51	0,55	121	4,35	0,70	2,11	0,035
19	151	4,41	0,66	121	4,21	0,79	2,20	0,028
20	151	4,50	0,57	121	4,34	0,69	2,11	0,035

p<.05

According to the t-test conducted for the gender variable, the items with significant differences, items 12, 15, 17, 19 and 20, were interpreted in this section. In the investigation of Table 3, it was observed that there were significant differences in the 12th matter, “Conducting value education with games creates awareness in children”, in the analysis conducted according to the gender variable of the participants [t=-2,08; p<.05]. This item was agreed with more by female teachers (\bar{X} =4,47) compared to male teachers (\bar{X} =4,29).

In the investigation of Table 3, it was observed that there were significant differences in the 15th matter, “Children give clues about their personalities as well as their cultures while playing games.”, in the analysis conducted according to the gender variable of the participants [t=-2,15; p<.05]. This item was agreed with more by female teachers (\bar{X} =4,55) compared to male teachers (\bar{X} =4,38).

In the investigation of Table 3, it was observed that there were significant differences in the 17th matter, “Learning with games is a flexible and creative process.”, in the analysis conducted according to the gender variable of the participants [t=-2,11; p<.05]. This item was agreed with more by female teachers (\bar{X} =4,51) compared to male teachers (\bar{X} =4,35).

In the investigation of Table 3, it was observed that there were significant differences in the 19th matter, “Children’s games reflect the cultural values of society.”, in the analysis conducted according to the gender variable of the participants [t=-2,20; p<.05]. This item was agreed with more by female teachers (\bar{X} =4,41) compared to male teachers (\bar{X} =4,21).

In the investigation of Table 3, it was observed that there were significant differences in the 20th matter, “Conducting values education with children’s games increases the interest of children to values.”, in the analysis conducted according to the gender variable of the participants [t=-2,12; p<.05]. This item was agreed with more by female teachers (\bar{X} =4,50) compared to male teachers (\bar{X} =4,34).

Results and interpretation of t-test regarding value education with children’s games according to the place of duty variable of the participating teachers

As a result of the analysis conducted for the participating teachers’ perceptions of values education with children’s games according to the place of duty variable, differences were found in four items and they were presented in Table 4.

Table.4. Results of t-test regarding value education with children’s games according to the place of duty variable of the participating teachers

Item No	Village-County			City Center			t	p
	n	\bar{X}	sd.	n	\bar{X}	sd.		
22	73	4,39	0,68	199	4,10	0,92	2,50	0,013
24	73	1,80	0,89	199	2,21	1,25	2,54	0,012
25	73	1,72	0,88	199	2,11	1,22	2,45	0,015
26	73	1,80	0,95	199	2,10	1,08	2,02	0,043

p< .05

According to the t-test conducted for the place of duty variable, the items with significant differences, items 22, 24, 25 and 26, were interpreted in this section. In the investigation of Table 4, it was observed that there were significant differences in the 22nd matter, “Teaching values with children’s games ensures that children learn values implicitly”, in the analysis conducted according to the place of duty variable of the participants [t=-2,50; p<.05]. This item was agreed with more by teachers serving in villages-counties (\bar{X} =4,39) compared to teachers serving the city center (\bar{X} =4,10).

In the investigation of Table 4, it was observed that there were significant differences in the 24th matter, “I believe digital games should be played in schools rather than traditional children’s games”, in the analysis conducted according to the place of duty variable of the participants [t=-2,54; p<.05]. This item was agreed with more by teachers serving in city centers (\bar{X} =2,21) compared to teachers serving the villages-counties (\bar{X} =1,80).

In the investigation of Table 4, it was observed that there were significant differences in the 25th matter, “Children’s games are only recreational tools for entertainment purposes”, in the analysis conducted according to the place of duty variable of the participants [t=-2,45; p<.05]. This item was agreed with more by teachers serving in city centers (\bar{X} =2,21) compared to teachers serving the villages-counties (\bar{X} =1,72).

In the investigation of Table 4, it was observed that there were significant differences in the 26th matter, “It is very difficult to conduct education with children’s games”, in the analysis conducted according to the place of duty variable of the participants [t=-2,02; p<.05]. This item was agreed with more by teachers serving in city centers (\bar{X} =2,10) compared to teachers serving the villages-counties (\bar{X} =1,80).

Results and interpretation of F test regarding value education with children’s games according to the school of graduation variable of the participating teachers

As a result of the analysis conducted for the participating teachers’ perceptions of values education with children’s games according to the school of graduation variable, differences were found in three items and they were presented in Table 5.

Table.5. Results of F test regarding value education with children’s games according to the school of graduation variable of the participating teachers

Item No	Education College-Education Institute (a)		Faculty of Education - Undergraduate (b)		Other (Undergraduate) (c)		Variance		Groups with differences (Scheffe)
	\bar{X}	S	\bar{X}	S	\bar{X}	S	F	p	
6	4,74	0,44	4,51	0,67	4,37	0,80	4,09	0,018	a and c
13	4,48	0,53	4,43	0,63	4,17	0,81	3,13	0,045	a and c, b and c
23	2,56	1,20	2,12	1,01	2,12	1,15	3,48	0,032	a and b

p< .05

As a result of the variance analysis, according to the school of graduation variable, the items with significant differences, items 6, 13 and 23, were interpreted in this section. Initially, Scheffe test was conducted for pairwise comparisons.

In the investigation of Table 5, it was observed that there were significant differences in the 6th matter, “Children’s games are effective in developing the life skills of children”, in the variance analysis conducted according to the school of graduation variable of the participants [$F=4,09$; $p<.05$]. It was observed that according to the school of graduation variable, the teachers with Education College-Education Institute ($\bar{X}=4,74$) agreed more to the children’s games are effective in developing the life skills of children item compared to teachers with other undergraduate degrees ($\bar{X}=4,37$).

In the investigation of Table 5, it was observed that there were significant differences in the 13th matter, “Children’s games are important for the development of value judgments in children”, in the variance analysis conducted according to the school of graduation variable of the participants [$F=3,13$; $p<.05$]. It was observed that according to the school of graduation variable, the teachers with Education College-Education Institute ($\bar{X}=4,48$) agreed more to the children’s games are effective in developing the life skills of children item compared to teachers with other undergraduate degrees ($\bar{X}=4,17$) while the teachers with Faculty of Education graduates ($\bar{X}=4,43$) agree with this item more compared to teachers with other (undergraduate) degrees ($\bar{X}=4,17$).

In the investigation of Table 5, it was observed that there were significant differences in the 23rd matter, “Values education is best conducted with digital games”, in the variance analysis conducted according to the school of graduation variable of the participants [$F=3,48$; $p<.05$]. It was observed that according to the school of graduation variable, the teachers with Education College-Education Institute ($\bar{X}=2,56$) agreed more to the children’s games are effective in developing the life skills of children item compared to teachers with the faculty of education degrees ($\bar{X}=2,12$).

Results and interpretation of F test regarding value education with children’s games according to the professional seniority variable of the participating teachers

As a result of the one-way variance (f test) analysis, according to the professional seniority variable, no difference was observed between the items.

Results and interpretation of F test regarding value education with children’s games according to the grade of education variable of the participating teachers

As a result of the one-way variance (f test) analysis, according to the grade of education variable, no difference was observed between the items.

DISCUSSION, RESULTS AND SUGGESTIONS

Discussion and Results

The most important concept for individuals to gain a place in society and ensure good relationships with people is values. Values directly affect human behaviors and “Values affect people’s attitude and behavior; they play important roles in determining, shaping and directing attitude and behaviors” (Dilmac, 2012: 1). Internalization of values by individual guides us about the way the individual is expected to behave in the future (Kaymakcam and Meydan, 2014: 25). This is because individuals maintain their lives according to the values they have. Values are elements that guide society as well as individuals. “Values are the most important criteria that give meaning to socio-cultural elements of society” (Ozensel, 2014: 17). Values have an important role in the development and maturation of society’s sociocultural life. When all the individual and social effects of values are

considered, it can be seen that values have a significant place. Therefore, values education is also of importance and many methods and techniques are used for its education. In this study, values education with children's games was investigated and the results obtained were presented.

The participating teachers in the study stated that children's games have an important place in the preparation of children to life and they helped to increase the responsibilities of children. Games are one of the most important tools in the development of children. This is because, in terms of development, games, which affect every developmental field of children, are an indispensable field of learning (Ulas, 2017: 12). Games constitute a factor that directly affects children's development and its change in the desired way. By means of games, children maintain their development and learn.

"Values are beliefs, judgments, purposes, aims, goals, criteria, directories, guides, standards, rules, perceptions and thoughts which are preferred, accepted, adopted, desired and wanted in thoughts, provisions, attitudes, behaviors and activities of people, society, institution of ideology" (Koylu, 2016: 21). The most important duty in the education of values, which have a significant effect on society and the individual, falls to teachers (Genc & Eryaman, 2008: 90). This is because teachers demonstrate a characteristic of a structure that makes individuals, who come from different cultures and socio-cultural environments, suitable for the de facto rules of society by gathering them together. The participating teachers stated that they played a major role in the transfer of cultures and values and teaching values to children in school played an important role in terms of a healthy society.

The participating teachers stated that teachers should know what games mean for children and how important they are in the development of children. This is because games constitute an important factor that contributes to the development of children in all its aspects. "It is inevitable that games, which contribute to the development of children in all its aspects, also constitute one of the fundamental learning tools of a well-organized education and learning process" (Kocyigit, Tugluk and Kok, 2007: 328). Furthermore, the participating teachers stated that games increased children's participation in lessons and learning with games is a flexible and creative process.

The participating teachers stated that children's games contain many elements of values we brought from past to present and they reflected the cultural values of society. Children's games are tools that build a bridge between the past and present. "Games, which are the main indicators of core values, are reflections of society's traditions, customs and beliefs with the cultural identity they carry" (Altun, 2017: 83). Games, which reflect the cultural elements, customs and traditions of society, have an important duty of transferring those elements from a generation to another. Games, which contain cultural elements, also provide values education. According to the participating teachers in the study, it was stated that children's games were important in the development of existing values of children and they increased the attention of children to values.

The participating teachers stated that it was intensely necessary to focus on values in children's games as well as emphasizing values in children's games provided teaching of values implicitly and conducting values education with children's education creates awareness in students. The participating teachers in the study also stated that children learned to share and socialize with children's games and they provided the development of their social environments. In a study conducted by Gay (2018: 69), it was reported that values of cooperation, sportsmanship, honesty and creativity were taught in traditional games.

The participating teachers stated that children gave clues about their culture as well as their personalities while playing games. Children, in their natural environment, reflect their personality characteristics on games and their friends and act accordingly. "Emotional sharing in children's games is of great importance in terms of the psychological health of society in the future" (Kocyigit, Tugluk and Kok, 2007: 327).

The participating teachers in the study stated that computer games made children antisocial and thought that traditional children's games should be played in schools rather than digital games. In

a study conducted by Sanga (2018: 143), it was reported that the cognitive, emotional and physical benefits of traditional children's games were scientifically proven.

Compared to male teachers, the participating female teachers in the study agreed more with the statements that conducting values education with traditional children's games would create awareness and children would give clues about their personalities as well as their cultures in addition to the statements that children's games reflected the cultural values of society and conducting values education with children's games would increase children's attention to values more compared to male teachers.

The participating teachers who serve in the city center agreed with the statement that digital games should be played in schools rather than traditional games more compared to teachers who serve in villages-counties. The fact that the teachers, who work in the city center and address to children with many opportunities, defend playing digital games compared to teachers who work in villages-counties can be viewed as normal. In a study conducted by Dorman (1997: 134), it was concluded that video game technology had a great effect on the childhood period and it would continue to be as such.

The teachers who worked in the city center agreed with the statement that children's games are only tools to pass leisure time and it is difficult to conduct values education with children's games more compared to teachers who worked in villages-counties. Viewing games as sole entertainment tools and leisure time activities results from not seeing the educational aspect of games. Games, which greatly contribute to individuals' versatile development, will also increase children's attention to lessons. In a study conducted by Virvou, Katsionis and Manos (2005: 64), it was stated that students with high academic achievement benefited little from the game environment of students while students with low academic achievement befitted more.

The participating teachers in the study with Education College-Education Institute graduation agreed with the statement that values education could be best conducted with digital games more compared to teachers with Faculty of Education graduation. In a study conducted by Chuang and Chen (2007: 118), it was reported that using computer-based video games could facilitate the cognitive learning processes of students. Considering this result, values education can be conducted with the help of digital games.

Suggestions

- In order to conduct values education with the help of children's games, the required regulations can be conducted.
- The effect of children's games on the development and change of children can be reported to teachers.
- Cultural properties, which are included in the traditional children's games, can be used in values education.
- Researchers can conduct practical studies regarding values education with the help of children's games.
- Researchers can conduct program studies regarding values education with children's games.
- Researchers can conduct studies that determine effective children's games in values education.

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