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3rd Grade Students' Status of Spending Time with Their Families and Implementation of Values Education in Family in the Turkish Context*

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Abstract

The purpose of this study was to determine how the primary school students spent their time with the parents and how their families spent their time with children and try to give the study group the value of giving importance to family unity through various activities. The study was carried out as an action research. The participants of the research included 26 students, studying in Turkey. Before the action plan was formed, interviews were held with parents and students to determine how the students spend their time with the parents and how their families spent their time with the children. As a result of the analysis, an action plan was formed based on classroom activities and domestic activities. Within the framework of the action plan, case analysis, workshop and family entertainment design were carried out. After the family entertainment, parents' and students' opinions about the activities were taken. As a result of the research, it was seen that students spent their time with their families at home non-interactively by watching television mostly. After the activities, the students and parents said that they were pleased with the activity and that the activity allowed them to spend time together.

Key words: Values education, Spending time with family, Family unity, Turkish students

Introduction

Values are the basic beliefs and criteria that guide people's acts, emotions and feelings as well as make the culture and society meaningful, and also, enable people to evaluate the acts as it is desired or undesired (Suparka and Johnson, 1975; Halstead and Taylor, 2000; Akbaş, 2004). More specifically, values have some functions of making life meaningful, shaping social life, guiding the life of people, and evaluating the facts and events (Aydın, 2011; Aydın and Gürlü, 2012; Bayırlı, 2018). Therefore, it is safe to argue that values are very significant in understanding the acts of people, because values can be said to be the starting point of behaviour (Okumuş, 2010). The importance of values makes its teaching valuable. The studies conducted for this purpose are called 'values education' in the current literature. (Suparka and Johnson, 1975). Values education is very important and necessary for both quality education and emotional, social, moral, and academic educational goals (Lovat and Clement, 2008; Lovat, 2017).

Especially in recent years in Turkey and in the world, social violence, bad habits, intolerance, lack of love and insecurity behaviors such as disdain are all observed to increase (Deveci and Ay, 2009). Behavioural disorders and social problems are mainly the results of the erosion of values and the fact that values are not internalized by individuals (Okumuş, 2010). Behavioral disorders and value erosions caused by factors such as modernism, industrialization and social change mostly affect the family institution (Bayer, 2013).

The family is the place in which human beings are born and raised, and they acquire their first skills in life and their values such as love, respect, compassion, sharing and cooperation. It is also a kind of informal school in which individuals' affective, cognitive, and bodily skills are improved. The family institution is the first school of the earth and it is the assurance of next generations. Such distinctive characteristics make the family institution different from other social institutions. Therefore, it is a social requirement that the unity of family should be protected, because family is the corner stone of the society. Everything that affects family deeply also

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affects society (Bayırlı, 2018). It is only possible to keep the family alive through adopting and protecting the family values. The results of the research entitled 'Family Values in Turkey' indicate that family has still a significant position in Turkish society and has the function of the source for trust (Coşkun Keskin, 2012).

It is very important for family members to spend time together in order to protect family values, to ensure family unity and to perform family routines in a healthy way. Family is the first and most important social environment of children. Spending quality time and sharing with parents are both of great importance for children's development. Developing technology and changes in today's living conditions seem to have influenced the social relationship between children and parents (Özyürek and Gürleyik, 2016). There are several reasons for diminishing period for family members to spend time together such as the increased time allocated for Internet and social media (Demir, 2016), for watching television (Dumazedier, 1991), the employment of women, and the higher rates of divorce and of single-parent families and all these factors have negative effects on children development (Sandberg and Hofferth, 2001). However, it is certain that parents' spending time with their children increases the family relationships, helps parents get to know their children better, provides guidance to them, makes it possible for children to see their parents as a model and supports the social as well as emotional development of the child. Moreover, it makes children to feel that they are valued and loved by their parents which improve their self-confidence (Saygılı, 2016). It is reported that one of the activities carried out by parents and children, namely reading books, significantly improve children's linguistic skills and their interest in reading books (Brown et al. 2001). In short, parents' spending time with their children has many advantages for children and family.

In the recent period a concept has been developed to describe such advantages, namely spending quality time with children (Türkoğlu, Çeliköz and Uslu, 2013). Güneş (2015) argues that spending quality time with children does not refer to bringing the child to a park, but to be part of the child's mental state. Yavuzer (2001), states that the important things during the time with children are intensity and quality of time instead of its quantity and amount. He adds the fact that parents do not bring presents to their children as a way to compensate their inability to spend time with their children which may have undesired effects on children. Therefore, it can be argued that spending quality time with children does not refer to being together in the same environment, but to be able to have the same emotions and views together.

Family members can spend quality time together through regular family events and meetings. For instance, Cüceloğlu (2017) argues that regular weekly family meetings has various functions and positive effects on family members, including listening skills, problem solving skills, ability to produce ideas on a subject, sense of responsibility, sense of belonging to the family and of feeling of being important, of giving value to other people as well as establishing family values and culture. Furthermore, entertaining activities with family members have several advantages such as maintaining the family unity, spending quality time, improving distinct skills and familial communication. Such activities can be regarded as the alternatives to playing computer games or other activities which make family members isolated.

In accordance with these informations, the aim of this study was to analyse how third grade primary school students spent time with their parents and how these parents spent time with their children. Moreover, it aimed at providing an opportunity for students to organize an entertaining activity in-class and at home, to raise their awareness about the significance of the family unity. The research questions was developed in parallel to this aim and are given as follows:

1. How do the students spend time with their families?
2. How do the parents spend time with their children?
3. What activities can be done to improve the value of attaching importance to the family unity?
4. As a result of these activities, which values and skills may students exhibit?

Method

The study was designed based on the action research which is one of the qualitative research methods. Action research is a research approach that involves collecting data and analysing data systematically together with an expert or a researcher in the field of work in an institution in order to understand and solve problems that occur during the implementation of an application (Patton, 2002; Yıldırım and Şimşek, 2016). Action research is a cyclical process rather than a linear improvement process (Grundy, 1994). Action research consists of several steps which were all followed in the current study. The first one is the observations (Stringer, 2007). The second step of the action research is interviews. In the current study following the observations, the researchers conducted interviews with students and families to describe their situation and identify problems. The next step

of this research technique is to produce an action plan based on the data collected. Based on the data gathered from the observations and interviews an action plan was developed. The plan was developed taking into account the most significant principles of the action research, namely ‘tendency to solve the problems’. In other words, the plan was developed to focus on the solutions for the problems identified during the observations and interviews. The last two steps of the action research are the reviews of the plan and evaluation. After reviewing the action plan, the implementation phase was started, and the evaluation process was carried out at the end of the implementation.

Participants

The participants of the study were chosen through the convenient sampling. This sampling technique is mostly used when the other sampling techniques do not provide the number of participants needed. Therefore, in this method, the researcher prefers individuals and groups to collect the data easily (Yıldırım and Şimşek, 2016; Sönmez and Alacapınar, 2014). The participants of the study were 26 third grade students attending a public elementary school in Turkey. In this group, 11 were girls and 15 were boys. Their parents were also included in the study. Parents who participated in the study had a moderate economic level and low educational level. They were interviewed and they participated in some of the activities in the study.

In the discussion of the findings the direct quotations are given with the codes (a number and an abbreviation of his/her gender; i.e., G for girls and B for boys) for the participants. For instance, a girl with the number of 15 was represented as ‘G15’. Whenever the reference was made to the parents, P was used. Furthermore, if this person was the mother of the student, M was used, and if the person was the father F was used. When both parents were involved both’s abbreviations were indicated.

Data Collection Tools

Since the research was designed as qualitative research techniques, data collection tools were used in accordance with the nature of qualitative research. In action research, researchers do not rely on a single type of data collection tool (Johnson, 2005). Therefore, in the current study the data were gathered using three different data collection tools, namely participatory observation, semi-structured interviews and documents. Semi-structured interviews were conducted with students and their parents to describe their current situation and to identify problems before the action plan was implemented. In order to see the real interaction in the classroom environment in more detail during the observation, the delivery of the lesson was recorded in video. In the document analysis, researcher used the work sheets obtained from the activities carried out within the framework of the action plan and the interview forms which included the opinions of the students and their parents.

Data Collection Procedure

In order to describe the current situation and to identify the potential problems semi-structured interviews were carried out with the students and their parents. During the interviews a problematic situation was identified in which the students did not spend time with their parents in an interactive manner. In order to address this problem, an action plan was developed in which several home and classroom activities were contained. The activities in the study were designed around the theme of My Unique Home in the framework of the third grade life sciences course. This gain is stated as follows: ‘Students explain the contribution of having fun with his family to the family members, make plans for it, and effectively present the views of their plans.’ This specific gain aims to contribute to the family members’ values and skills development as well as family unity by having fun with the family. It is a part of the love and respect values that the course covers and attempts to encourage the values of ‘loving family members and relatives’ and ‘being respectful to family members’. In the educational program for the course of life sciences this gain is related to the skill of ‘Self-Management (entertainment)’ and its sub-skills of ‘to be able to find the appropriate person, time and places for having fun’ and ‘Effective Use of Resources (Planning and Production)’ (MONE 2009).

The action plan covered three-hour class time. At the beginning a case study was analysed and examined. Then the groups of the students discussed which activities could be covered in the entertaining events with family members. After the activities produced by students were re-read in groups, students designed an entertainment activity with family members. The activities designed after this step was implemented in a suitable time in the

family. The data collected through the observations, semi-structured interviews and documents were analysed using content analysis.

Validity and Reliability

The main purpose of action research is to use the findings by making effective changes or choices on the data. The prerequisite for achieving this objective is to ensure that the collected data are both valid and reliable (Johnson, 2005). There are a number of strategies to improve the validity in qualitative research. These include long-term interaction, depth-oriented data collection, triangulation, expert review and participant confirmation (Yıldırım and Şimşek, 2016). Given that one of the authors was the classroom teachers of the students, he had a three-year interaction with them. This situation can be said to increase the validity of the research. Furthermore, the data triangulation was achieved through the simultaneous use of the various data collection tools, namely participatory observation, semi-structured interviews, and document analysis. In the data analysis process the codes were reviewed by two field experts.

Results

First of all, interview questions which were developed in order to determine how the families in the study group spent time with their children were asked to both the children and their parents. The findings obtained are given as follows:

Descriptive results based on interviews with the students and parents

The following figure shows how the students spent their time with their parents.

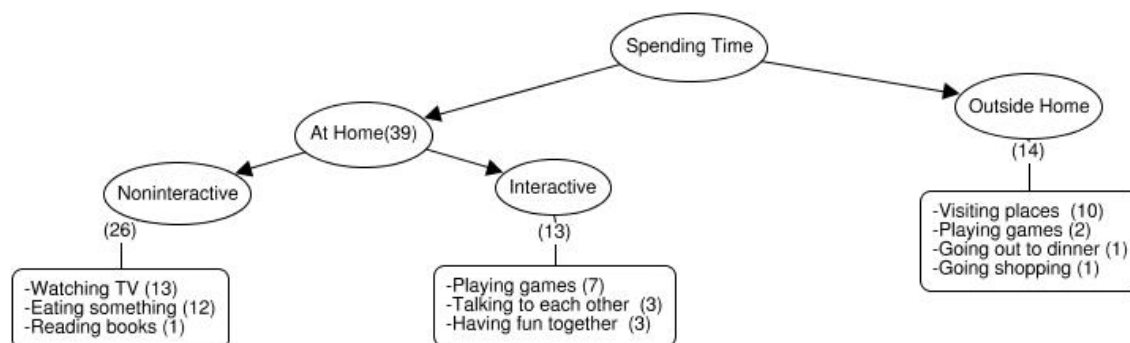


Figure 1. Students’ ways to spend their time with their parents

As can be seen in Figure 1 the students participating in the study spend time with their families both at home and outside home. It is also seen that when the students spend time at home with their families, it involves both interactive and non-interactive activities. Some of the non-interactive activities are as follows: watching television (13), eating (12), and reading books (1). The interactive activities are playing games (7), talking to each other (3), and having fun together (3). Figure 1 clearly indicates that non-interactive activities (26) are much more frequent than interactive ones (13). It was found that the students spend most of their time with their families in the house watching television (13). Outside the home they mostly engage in visiting places (10), playing games (2), going out to dinner (1), and going shopping (1). Figure 1 also shows that the students mostly engaged in the activities with family members at home (39) rather than outside the home (14). Some of the direct quotations are given as follows.

At home	Non-interactive	<i>‘Eating fruit and watching television...’ G6</i>
		<i>‘We eat fruit on some days. Some days, everyone is watching television.’ B7</i>
		<i>‘I’m having a good time, for instance eating fruit, drinking tea, and watching television.’ G15</i>
	Inter-active	<i>‘We are playing games and having wonderful time together.’ B4</i>
		<i>‘I’m having fun with my family. For example, I play a ball with my father.’ B9</i>
		<i>‘We are spending time together talking to each other.’ G28</i>

Out of Home

'I'm spending time with my parents visiting some places.' G1*'I'm spending time with my parents by visiting some places and shopping centers.'* G2*'I am spending time with my parents by having dinner and visiting somewhere.'* G17

The following Figure 2 shows how the parent spent their time with their children.

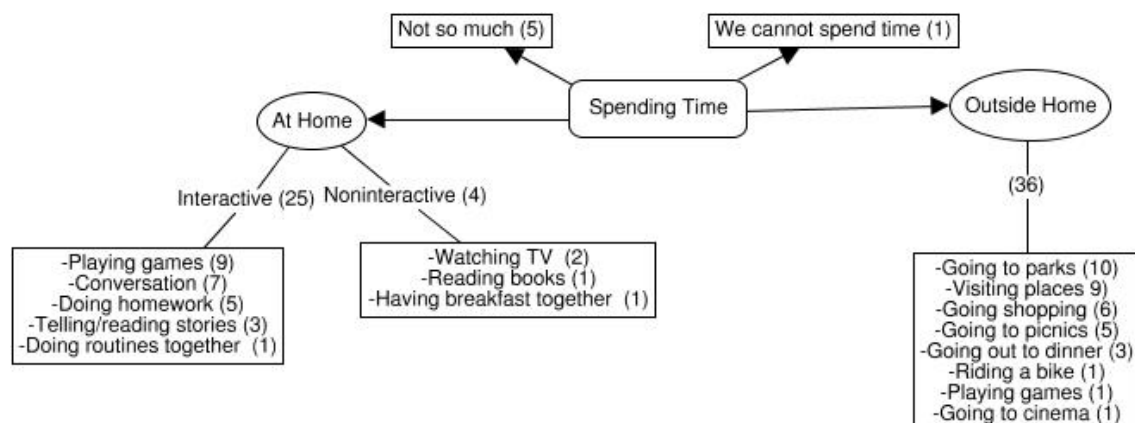


Figure 2. Parents' ways to spend their time with their children

Figure 2 shows that the majority of parents said that they spend time outside with their children. There were also parents reporting that they did not spend so much time with their children (5) or they did not spend any time with their children (1). The interactive activities outside home are stated as follows: going to parks (10), visiting places (9), going to shopping (6), going to picnics (5), going out to dinner (3), riding a bike (1), playing games (1), and going to cinema (1). The interactive activities at home were stated as follows: playing games (9), conversation (7), doing homework (5), telling/reading stories (3), and doing routines together (1). The interactive activities at home were stated as follows: watching television (2), reading books (1), and having breakfast together (1). Some of the direct quotations are given as follows.

	Non- interacti -ve	<i>'We try to spend as much time as possible... We watch television together.'</i> PF22 <i>'We watch movies together.'</i> PMF 18 <i>'We sometimes read books together.'</i> PM25
At home	Interactive	<i>'Yes, we spend time with our children. We play games together.'</i> PMF5 <i>'Yes, we spend time with our children. We play games, talk about religious topics, and we study together.'</i> PMF 9 <i>'Sure we spend time together. We play games. We tell stories to each other. We make plans together.'</i> PMF 20 <i>'We listen to him. We listen to his problems.'</i> PMF 17 <i>'We talk about what he did at school in the evening.'</i> PF22
Out of Home		<i>'Yes, I spend time with my children. I listen to him. If his wish is something good for him, I do it. For instance, we go picnics, parks, and shopping and while doing them, I try to tell him about some values.'</i> PF15 <i>'We talk to each other and we go to parks, shopping and other places together.'</i> PM27 <i>'We visit the places that we want to see and he rides a bike with his father.'</i> PMF 5

An analysis of Figures 1 and 2 showed that some of the statements by the students and their parents were the same, but there were also some differences. The students reported that they mostly spent time with their parents by watching television (13) while just two parents reported that they spent time with their children by watching television. Moreover, a number of students reported that they mostly spent time with their parents by eating and drinking something (12), but only one parent reported that they spent time with their children by eating and drinking something. The activity of reading books was reported by one student and one parent. Interactive activities at home were reported 13 times by the students. However, it was much more frequently stated by the parents (more specifically 25 times). The activity of playing games was reported by the parents (9) and students (7) at nearly equal frequency. The activity of conversation/talking to other was reported three times by the students and seven times by the parents. The activities reported only by the parents included studying/doing homework (5), story telling/reading story books (3) and doing everything together (1). The activity that was only reported by the students was spending time with fun (3). Concerning the activities outside the home, the

activity of visiting parks (10) was one of the most frequently reported activities by the parents, but the students did not mention it. Other outdoor activities stated only by the parents were going to picnics (5), riding a bike (1), and going to the cinema (1).

Results on Home and Class Activities

Below is an overview of the activities carried out at home and in the classroom within the framework of the action plan.

Results on the Activity of 'Surprise' Case Study

The first activity covered in the action plan was 'Surprise' case study. It was designed to tell the story of a child who planned a surprise family entertainment to avoid the isolation of the family members due to the fact they spent their time by playing computer games or using smart phones or watching television.

After analyzing this case study, the students described the contribution of such family entertainment to family unity. The reported contributions were as follows: gaining positive emotions (19), ensuring family unity (16), ensuring positive communication (4), gaining positive personality trait (2), and gaining knowledge. The findings are given in Table 1.

Table 1. Contribution of family entertainment to family unity

Themes	Codes	Σ
Gaining positive emotions	Happiness (10)	19
	Entertainment (8)	
	Excitement (1)	
Ensuring family unity	Spending time together (8)	16
	Bringing the family members together (5)	
	Increasing relationships (3)	
Ensuring Positive Communication	Taking care of each other (2)	4
	Talking to each other (1)	
	Listening to each other (1)	
Acquiring Positive Personality Characteristics	Being moral and honest (1)	2
	Being compatible (1)	
Acquiring information	Increased information (2)	2

In regard to these findings some sample direct quotations from the statements of the students are given as follows:

'Entertaining events have contributions such as spending time together and having fun.' G22

'Everybody in the family care for one another.' B13

'It has several contributions: watching television is not so good for us. But if we play games together I may have fun and learn something.' G1

'Our relationships become increased as well as our information is improved.' E16

Results on Workshop

Following the 'Surprise' case study activity, the groups of students discussed what kind of activities can be covered in the entertainment events with family members. Then, the groups wrote these activities under the activity sheet of 'We are Designing an Entertainment'.

There were five groups of students which produced a total of 51 activities. The activities designed by the groups of the students were as follows: out-of-home activities (21), production-based activities (16), activities for reading and writing (13), game-based activities (8), food-based activities (6), activities based on sharing of memories (5), recreational activities (2), and housework activities (2).

It can be said that the majority of the students' activities are composed of activities that allow family members to interact with each other. Although the majority of the students expressed that they spent time watching

television and eating and drinking from non-interacting activities with their parents before the action plan was implemented, it was found that they had little interest in doing non-interacting activities during family entertainment. However, they also developed some noninteractive activities such as reading books (3), watching movies (1), listening to songs (1), and going to cinema (3).

After the activities designed by student groups, each student was asked to plan his or her own family entertainment based on the activities determined. These activities were as follows: activities outside the home (21), reading-based activities (19), production-based activities (16), eating and drinking activities (12), game-based activities (11), activities based on entertainment (4), memory-based activities (5), and housework activities (1).

The activities developed by individual students were also mostly interactional. The most frequent activities were food preparation (11), playing various games (11), going to picnic (9) and writing poetry to family (8). They also developed much more interesting activities such as looking at old photos (4), and watching old wedding videos (1). It can be suggested that the students became happy and had fun while sharing memories with family members. The following direct quotations show how the students were planning to implement the activities that they developed.

'I will tell the joke first. Then I will write a poem. Then I will find the photographs of my father and brother. Then I will surprise on Thursday at 19.30. Let's have fun.' G17

'I will distribute gifts to my family without help from anyone. I will do a watch on a picture of parents. I will prepare food with the help of my sister and my aunt.' G28

Students' and Parents' Opinions about Family Entertainment Event

Following the implementation of the event the interview forms were filled by the students and their parents. The following figure shows the parents' and students' satisfaction with the entertaining activity and their justifications.

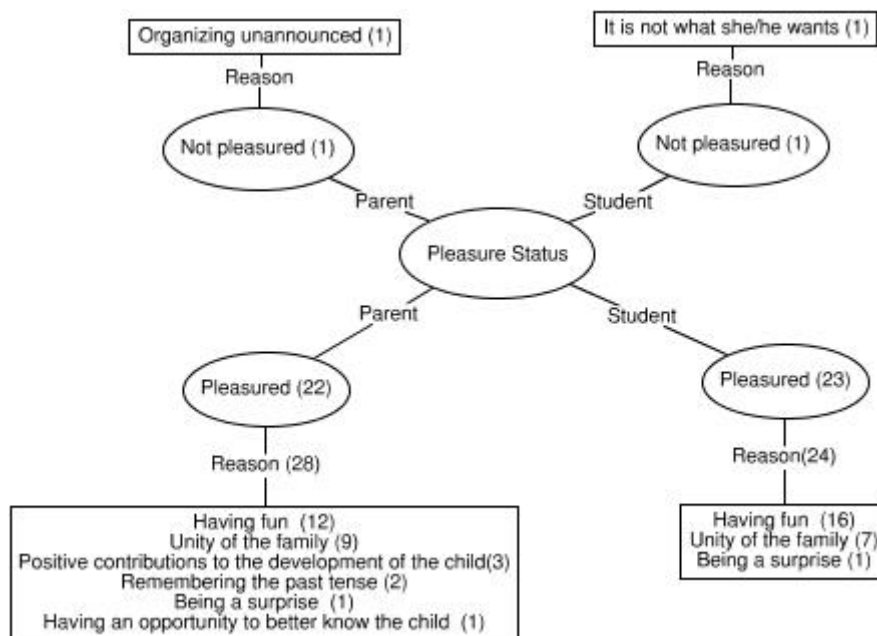


Figure 3. Satisfaction of students and families with family entertainment event

As can be seen in Figure 3, of the 24 parents participating in the the event, 22 reported that they were satisfied with the event that their child planned and implemented.

Moreover, of the 24 students who planning and implementing the activity, 23 reported that they were satisfied with the activity. The reasons given by the parents and students for being satisfied with the activities seemed to be the same. The students and families stated that they were mostly satisfied with the activities because they had fun together, and these activities provided family unity. Some of the reports by the students and parents are given as follows:

Themes	Reports by parents	Reports by students
Having fun	<p>'Yes, it was fun. After spending time with the children, we will be very happy to see the kite in the skies.' P14</p> <p>'We were satisfied with it. It is the happiest thing to have all the family members together and to have all the good feelings together.' P25</p>	<p>'Yes, because we had such fun for the first time.' G6</p> <p>'Yes, because I played a very different game. I had so much fun as it was my father's childhood game.' G15</p>
Unity of family	<p>'Yes, I was satisfied with it. It had been really nice and fun. We have not done anything with him in a long time. The best thing was to make a pie together.' P23</p> <p>'Yes. It makes people happy to have fun with their family, play games, share things.' P18</p>	<p>'Yes, I am pleased with it. Because for the first time we did something ourselves. We made such fun for the first time.' B23</p> <p>'I was satisfied with it. Because it made everybody happy. Everyone left the device at his/her hand.' G11</p>
Improvement of children	<p>'The pie made by her and her mother was very nice. In addition, she is learning and educating herself.' P1</p>	
Remembering the old days	<p>'Yes, I was satisfied with it. I felt like I was back to my childhood.' P15</p>	

In the following figure, the ideas of parents and students about the contribution of family fun to family unity are given.

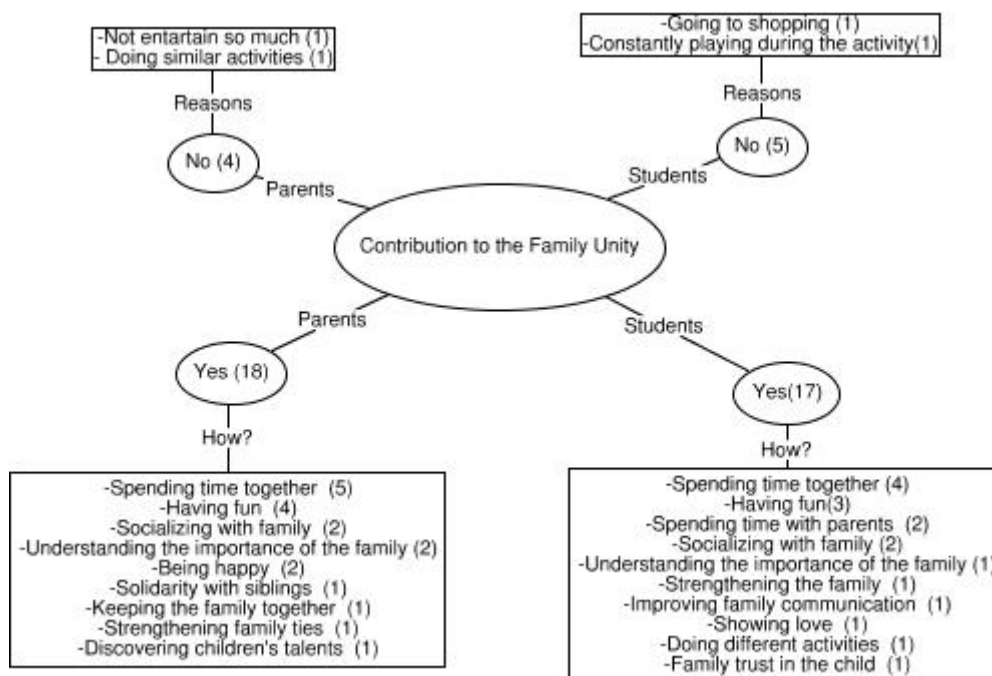


Figure 4. Ideas of parents and students about the contribution of family fun to family unity

Figure 4 indicated that all of the 18 parents who took part in the entertainment activities planned and organized by the children thought that such an activity had positive contributions to the unity of family.

Of 17 students who planned and organized an entertaining family activity reported that their activities positively contributed to the unity of family. As can be seen in both figures most of the parents and children had the idea that such activities positively contributed to the unity of family. On the other hand, there were some parents and students who did not think that such activities had positive effects on the unity of family. One of the parents reported that she did not entertain herself so much. The other one reported that the activity was not so much new because they did similar activities together. One of the students reported that it did not contribute to the unity of family because they went shopping as an activity. It can be argued that this student considered shopping as a non-interactive time with parents, suggesting that such activities did not contribute to the family unity. Another student stated that the activity was not a contribution to the unity of family, suggesting that they were constantly playing during the activity. The reports by the students and parents about the topic are given as follows:

Parent reports

'Yes, it contributed to socialisation. Siblings agreed to act together and we could see the solidarity among them.' P4

'This little entertainment contributed to our family unity. My husband came home tired from work. I was also getting tired all day long. By playing this game, we got a little rest. Our children were happy too.' P5

'It definitely contributed to the unity of family. I noticed the excitement of doing something with my son. I know he produced some pretty cool ideas.' P23

'Yes, it contributed to the unity of family. It contributed to strengthening the spiritual strength of family ties.' P25

Students reports

'It contributed to the unity of family. Having fun together allowed them to know their love to each other.' G28

'It contributed to the unity of family. It allowed for my parents to spend time with me and take care of me.' B24

'I was so happy that I planned and implement the activity. Because we were all together.' B16

'There was no contribution to the unity of family. Because we went shopping.' B3

Conclusion

It is very important for family members to spend time together to ensure family unity and to maintain it in a healthy manner. One of the biggest problems that reduce the family unity is that family members do not spend time with each other. There are many reasons for this as follows: increased hours of working and periods, fatigue due to factors such as traffic and noise pollution and development and spread of mass media. Particularly the increased frequency of watching television and using computers and smart phones seems to reduce the amount of time for family members to spend time together.

The findings of the current study suggested that the students mostly spent time with their parents through non-interactive activities. More specifically, it was understood that the students spent most of their time at home watching television with their parents. Similarly, Kaya and Tuna (2010) concluded that the students spent most of their time watching television (39%) with their parents. As for the parents, it was found that they often spent time with their children outside the home. The most frequently stated activity for them was 'going to parks'. It is possible that the parents spent time outside their home with their children in a non-interactive way because families may only take their children to the park and the children may play themselves. For instance, Güneş (2015) argues that taking children to a park is not an activity which refers to spending quality time with their children. According to Güneş spending quality time with children refers to be a part of the spiritual dimension of the children.

The findings of this study also suggested that the parents spent more time with their children through the interactive activities (25) than the activities without interaction. It has been found that parents spend time most with their children using to play games activity among interactive activities. Similarly, Şahin, Coşgun and Kılıç (2017) found in their study that fathers spent most of their time playing with their children. Based on this, it can be said that this study is consistent with the findings of the studies in the literature. On the other hand, it was found that there were some inconsistencies in the student and parent reports about the implementation of some activities. Although the students reported that they spent more time with their parents through watching television (13), which was one of the most non-interactive activities for them, it was stated by the parents that they spent less time through this activity with their children (4). This may be due to the fact that the parents did not consider television watching as a special event for spending time with the children and instead, they might regard it as a daily routine. However, for the students it seemed that watching television was an activity through which they could spend their time with the parents.

It was found that the students mostly planned activities outside the home, activities for reading, activities based on production, activities related to eating and drinking, and activities related to games. They reported that they mostly wanted to prepare meal (11) and play games with their parents (11).

It was found that the majority of the students were satisfied with the family fun activity they had planned and implemented. The reasons for their satisfaction were as follows: having fun with family members, contributing to the unity of family and creating a surprise for the parents. The majority of the parents also stated that they were satisfied with family fun activity. The reasons for their satisfaction were as follows: having fun with family members, contributing to the unity of family and to the development of the students, having an opportunity to

better know the child and creating a surprise for the family members. Similarly, Türkoğlu, Çeliköz and Uslu (2013) reached the following conclusion that the fathers participated in the study stated that they would be happy when they spent quality time with their children and they would know them better through such an occasion. It is noteworthy that the students stated that they had planned a family fun activity for the first time suggesting that they were passive in this regard.

According to the findings, the majority of the students felt that family fun activity was a significant contribution to the family unity. For them such activities contributed to the unity of the family by giving them opportunity to spend time together, entertaining everybody in the family, giving the family the opportunity to spend time with the child and understand the importance of being together, doing other activities based on this activity, allowing the family members to show their love to each other, ensuring the trust in the child and increasing communication within the family. Through the family fun, the family members showed their love to each other, and it can be given as an example of the adoption of the value of love, which is one of the objectives to be acquired by the students and their parents. Tonga (2016) in his study that took two years and in which weekly family meetings about values were held, the participants stated that family meetings positively affected communication in the family and family members had the opportunity to get to know each other better.

In the current study there were five students who reported that the activity they planned did not have any contribution to the unity of family. Their reports seemed to be related to the form of the activity. For instance, one of the participants planned shopping as an activity and later he reported that it did not contribute to the unity of the family.

It was also found that the majority of the parents thought that family fun activity contributed to the family unity. For them such activities contributed to the unity of the family by giving them opportunity to spend time together, entertaining everybody in the family, giving the family the opportunity to spend time with their child and understand the importance of being together, and allowing the family members to show their love to each other. The parents stated that family fun activity contributed very much to them and their children in their busy work schedules.

It can be stated that the participants generally exhibited the value of 'love' and its sub-value of 'to love his family'. The value that was mostly emphasized by the students and parents in the study was found to be the value of giving importance to the family unity. The students and their parents often emphasized that this entertainment allowed the family members to come together and provided socialization within the family, and the atmosphere of respect, love and happiness at home. Furthermore, the activities also supported the skills of 'self-management' and 'using resources effectively'. The activities also encouraged the skills of 'self management and making decisions'. Because the students actively took part in the planning of their activities with their families and made decisions about the activities. Türkoğlu, Çeliköz, and Uslu (2013) concluded that when fathers spend their time with children, it may have positive effects on children's social-emotional, linguistic, cognitive, and psycho-motor development and self-care skills. Another benefit of the activities planned and implemented by the children is found to allow parents to understand the values and abilities of their children. In the present study it was also found that when parents spent their time with children, the children might acquire some skills. Similarly, Cooksey and Fondell (1996) concluded that when parents spend time with their children, this interaction has many positive effects on children. Cabrera, Tamis-LeMonda, Bradley, Hofferth and Lamb (2000), in their study, say that time spent by fathers with their children contributed to their cognitive and emotional development. It can be said that the current study contributed to the problems of family members who spent time without interacting with each other before the preparation of the action plan and to the development of special activities for spending time with the children and their families. Through such activities the students felt the importance of the family and the value of 'giving importance to the family unity'.

Recommendations

The findings suggest that the elimination of the value of "*paying importance to the family unity*" from the 2018 curriculum for the course of life science by the Ministry of National Education should be avoided. In other words, the value of "*paying importance to the family unity*" should be added to the curricula. Teachers may be offered suggestions to provide parents with conditions and encourage them to spend more time with their children. Parents may be suggested that they should spend time with their children at home, listen to them and create a respectful home atmosphere in order to develop a healthy character in their children.

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