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PERSPECTIVES OF TEACHER CANDIDATES REGARDING THE IMPACT OF THE MEDIA ON VALUES

Research article

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Abstract

The research aims to determine the opinions of teacher candidates regarding the media's influence on values education. The research was carried out within the structure of a case study which is one of the qualitative research methods. The research study group is composed of 64 teacher candidates studying at the Faculty of Education at Atatürk University, Primary Education Department, Classroom Education Branch. A descriptive analysis technique was used to analyze the data. As a result of interviews with the teacher candidates, it was concluded that the media has a negative and positive impact on values and it is essential to have value-oriented programs, media surveillance, representing a model, and introducing our regions when providing values education through the media. Television and the internet are the most effective media tools to express values and it is crucial to raise awareness and being selective for media to have a positive effect on value achievement. The recommendations for media strategies in value transfer may be realized by raising awareness, paying attention to the social structure, being impartial, applying surveillance, having shows for children, and adapting to the change.

Keywords: media, value, values education, teacher candidate

1. Introduction

The stage in technology that mankind has achieved is gaining speed day by day. Technology affects not just the everyday lives of individuals but also the social life. Today, media tools, which are a technological product, have gained variety. This variety has enabled media instruments the power to affect the behavior and attitudes of people in various ways.

Nowadays, people spend a lot of time with these media tools. Therefore, media tools inevitably affect people's behavior in the short or long term whether positively or negatively. Without a question, the values are one of the driving and determinant factors in the behavior and attitudes of individuals. Values can be defined as abstract concepts that reflect an individual's beliefs and principles about life which occur with the interaction of the individual's life, the culture of the society and the structure of the social environment, the priority of which can vary from person to person and which can only be attributed when displayed by behaviour (Yıldırım, 2019, 11). Values affect individuals' daily behaviors and

their attitudes towards other people (Schwartz, 2012). Value is the meaning that we attribute to the role and position of a specific item among the same sort of items. Therefore, something really valuable to us may not mean much to someone else (Ekşi & Katılmış, 2016, 9).

In the globalizing world, value judgments are also shifting in comparison with the past (Türk & Nalçacı, 2011), especially in the twenty-first century, which is the age of technology, its effect is felt. Today, with technological growth, the media is in a role that can penetrate every segment of society in different ways, affect and lead the majority of society through conveying messages (Gömleksiz & Duman, 2013). Currently, human beings live depending on media, and a life without media seems impossible (Şahin, 2014). On the other hand, young people who are affected by the media and the digital environment's popular culture face the threat of value degeneration and exhibiting negative behaviors (Aydın & Akyol-Gürler, 2012, 17).

Without a doubt, media offers undeniable great opportunities for the development of societies. In particular, it has vital roles to perform when transferring values and traditions to younger generations. However, it should not be overlooked that the media should be formed healthily and ensure an effective value transfer (Turan & Nazıroğlu, 2016, 160). Education of values has become an imminent necessity to raise individuals who think healthily, peaceful, and live harmoniously in society. A healthy world can exist when people have a healthy mood and behavior (Çepni, Kılınç, & Palaz, 2019, 610).

When literature on the usage of university students' social media examined, there are many experiments carried out with various variables regarding the relationship between Twitter use and student achievement (Knight & Kaye, 2016), the correlation between Facebook use and student learning (Kolek & Saunders, 2008), the relationship between Facebook use and student achievement (Michikyan, Subrahmanyam, & Dennis, 2015; Pasek, More & Hargittai, 2009), student engagement with the use of Twitter (Junco, Heiberger & Loken, 2011), the effect of social media on cooperative learning (Bozanta & Mardikyan, 2017) and with media literacy and values education. However, research related to media impact on values may be seen to be limited. From this point of view, the aim was to determine the teacher candidates' opinions on the effect of media on values. For this purpose, answers to the following questions were sought: Of the media;

1. What are the effects of media on values?
2. How can values education be given through the media?
3. Which media tools work most effectively for expressing values?
4. What can be done for the media to have a positive effect on gaining values?
5. What can the media include in its practices to can transfer values?

2. Method

2.1. Research Model

The case study, one of the qualitative research methods, has been utilized in this study which aimed to evaluate the impact of media on values. The most fundamental aspect of the qualitative case study is to examine one or more cases in-depth. The variables related to a case are examined in a holistic manner and emphasis is directed on how these variables impact the case concerned and how they are affected by the particular case (Yıldırım & Şimşek, 2011).

2.2. Study Group

The research study group is composed of 64 students studying in the academic year 2017-2018 at the Atatürk University Kazım Karabekir Faculty of Education, Department of Classroom Education, determined by criterion sampling method among the purposeful sampling methods. In the study, the key criterion was that the teacher candidates should study classroom education majors and they participate in the interviews voluntarily. Information regarding the study group of the research is provided in Table 1.

Table 1. *Distribution of the demographic characteristics of the study group*

Options		1	2	3	4	Total
Gender		Male	Female	-	-	-
	n	20	44			64
	%	31,25	68,75			100
Grade		1st Grade	2nd Grade	3rd Grade	4th Grade	-
	n	13	15	20	16	64
	%	20,3	23,4	31,2	25,0	100

2.3. Data Gathering Tools

Data collection was carried out by using a semi-structured interview form consisting of five open-ended questions which are prepared by the researchers. The interview form was revised in line with the opinions and suggestions of the field experts.

2.4. Data Analysis

A descriptive analysis technique was used to analyze the data. The data obtained in the descriptive analysis are summarized and interpreted according to the previously determined themes. The data are described by this method and then, interpreted (Yıldırım & Şimşek, 2011). Interviews with teacher candidates were coded as "1-4M, 4-3F". 1 refers to interviewing order, 1/2/3/4 refers to their class, M/F to gender.

3. Results

This section includes results obtained from the answers of the teacher candidates to the interview questions and their comments. Results about the teacher candidates' opinions concerning the effect of media on values are stated in Table 2.

Table 2. *The results regarding the effect of media on values*

	f
Negative	33
Positive / Negative	31

When the table is examined, the effect of the media on the values appears to be negative, and both positive and negative respectively. Participant opinions on the negative effect of media on values are set out below:

“Media impact on values is completely negative. “Because it is obvious that values are internalized and valued more back in the era where the media is absent” (1-1F),

"Most of the broadcasts adversely affect our values. Clothing, style of speech, behavior, etc. We all become insensitive and accept the condition since we are exposed to every day. They substitute the values that we have previously as time passes and that is how we begin to live in this way. " (25-2M),

"I believe that foreign TV series are contrary to Turkish customs and traditions. The adverse representations created by admiration to the actors who play in those TV series harm our values. " (33-3F),

"The media harms individuals' personality and morality with dangerous and pointed arrows... Media deceptions adversely impact people and particularly children." (42-3F),

"I truly think that there's no such thing as personal life due to the media. Individuals reflect all of their problems through the media to our society without differentiating the children or adults. Such shows mislead a significant portion of our community, and cause them to diverge from our values."(63-3M).

Positive/negative opinions stated by the participants are as follows:

"The values are held intact as long as the media does not interfere with private life so that it becomes a useful medium. But if the principle of the right to privacy is not protected, it will be a violation of rights and causing damage. " (2-2M),

"... It is positive if it reflects our cultural values and enables them to be passed on to younger generations, and it turns out negative if it imposes other cultures on us... (4-1M),

"The media teaches our many values which have been almost discarded. Violation of the right to privacy can be considered as its negative aspect. " (9-1F),

"I think the media similar to a double-edged knife. It whether makes or breaks the deal" (19-4F),

"The media will affect the public in any manner desired. It can manipulate things in such a fascinating way that it can render what's right is wrong, what's wrong is right".(58-3F).

The results obtained regarding providing the values education through media are demonstrated in Table 3.

Table 3. Results regarding the values education providing through the media

	f
Values-oriented program	25
Being impartial	10
Surveillance	9
Being a model	6
Introducing our regions	5
Prioritizing values	4
Public service ads	3
TV series	2

While evaluating the table, among the opinions regarding the execution of value education through the media, the statements with the highest frequency are values-oriented programs, being impartial, surveillance, and being a model respectively.

When examining the opinions on producing value education via the media, it has been ascertained that the highest frequency is the values-oriented program. These opinions are

"People who know about values, about our society, our tradition, and our customs should design these programs. All these people know the values well and also they reflect them well. " (4-1M),

"The most effective method is to create cartoons, movies, TV series, etc. as broadcasts. " (25-2M),

"It is easier to engrain in values from childhood. Thus shows that represent values that draw children's interest can be created. " (52-2M).

Opinions regarding being impartial for providing value education via the media:

"If they could explain the actual state of society there would be a better value education. The society should be reflected as it is, without any exaggeration. " (7-4M),

"Effective values education through media is only feasible by an objective and fair usage of the media." (12-1F),

"All cultures should be taken into consideration, neither one of them should be superior nor another one perceived as inferior." (63-3M) and opinions regarding the surveillance over the delivery of value education through the media are:

"Any form of media program which is morally acceptable should not be permitted to broadcast." (23-1F),

"Family and family life-related issues can be taught especially to the children through the media. For this purpose, TV series or programs should be refined"(31-3F),

"First of all, apart from what is conveyed in the media outlets, its impact on moral development should be taken into account. Since every word articulated and every behavior exhibited leaves a mark on human memory, therefore, everything needs to be realized with considerable caution." (42-2M).

Opinions on being a model for providing media value education that attracted attention among the teacher candidates' views are:

"The figures the children, teenagers, and parents admire and consider as icons should be represented as characters who act based on moral rules" (13-1F),

"One example can be the families and societies in which respect, love, and tolerance are effectively utilized can be represented through the media." (34-2F).

Results of the study on the opinions of the teacher candidates regarding the media tool which is the most influential to communicate values are presented in Table 4.

Table 4. Results regarding media tools that are most influential for communication of values

	f
TV	44
Internet	12
Internet and TV	6
TV and Newspaper	2

The highest frequency of media tools that are effective in communicating the values can be stated as television, internet, and internet-television when examining the abovementioned table. When analyzing the views of the teachers about the practices which are effective in gaining value, it was decided that television was the highest frequency.

"Television is seen everywhere and watched by everyone." (4-1M),

"The first thing to do when a family is together is watching TV. ... And they mirror what they see on TV to their lives. " (6-4M),
"Television appeals to both the eyes and the ears. It affects our emotions tremendously. " (56-3F),

Opinions related to the statement about the most effective media tool in providing value education through the media is the internet:

"Internet is the top-rated option for people to spend their free time." (15-4M),
"It is a media instrument which affects even a child who under the school age. It is now a tool that affects everyone whether they are young or old. " (29-1M),
"The internet has a rather wide and extensive network of information. This function can make it effective in the transfer of values. " (32-2M).

Results of the study on the teacher candidates' opinions about the media's positive effect on value creation are presented in Table 5.

Table 5. *The results regarding the positive effects of the media on value gain*

	f
Raising Awareness	43
Being selective	21

Raising awareness and being selective have been determined as the opinions of the teacher candidates for the media to have a positive effect on value gain.

The teacher candidates drew attention to the idea that raising awareness would be successful in value gain considering the positive effect of media. Statements about the teacher candidates' views in this context are set out below:

"Value-oriented practices should be arranged and individuals should be attracted to this topic." (30-2F),
"Public awareness should be raised with proper programs addressing values" (33-3F),
"At least one value should be declared each month and individuals should become aware of it. Programs, shows, interviews, and discussions should be organized to generate values for society. " (36-2F),

The teacher candidates' views on being selective regarding the positive effect of media for creating value are can be expressed as:

"Every TV show or series should not be watched. TV series that influence people negatively should be banned. " (7-4M),
"Shows provided to people by the media should be carefully selected so that they can positively influence the values" (16-2F),
"Media should review everything broadcasted to have a positive impact. Because we see that there are such unnecessary shows that disregard values ..." (23-1F).

The results of the study on the views of the teacher candidates regarding media practices of conveying values are summarized in Table 6.

Table 6. *Research results on suggestions for media practices concerning the conveying of values*

	f
Raising Awareness	21
Paying attention to the structure of society	17
Being impartial	9
There must be surveillance	7
Children's programs	5
Adaptation to changes	3
Media professionals should be educated about values	2

When the table is examined, the opinions with the highest frequency related to the suggestions for the practices of the media to convey the values can be respectively stated as raising awareness, paying attention to the structure of the society, and being impartial.

The frequency of raising awareness is the highest among the teacher candidates' suggestions considering the practices of the media to transfer values.

"...Publications that will raise awareness for values taking children and adults into consideration " (35-2M),

"...awareness should be raised and people should be more sensitive" (42-2M).

Among the suggestions, opinions about paying attention to the structure of society are expressed below:

"Programs should be created while paying attention to the culture and values" (30-2F),

"...broadcasts that damage values should not be included" (31-3F),

"... I would like to see media tools that present images, music, and videos that abuse society's values are banned" (50-3F).

Among the suggestions, opinions regarding the creation of children's programs as follows:

"Especially children's achievements of values are critical. Therefore, children's shows should be created as values-oriented "(16-2F),

"In particular, the importance should be given to broadcasts for children. Since they take whatever we expose them and live in that way in the future "(25-2M).

Opinions on adaptation to change among the suggestions stated as:

"When conveying values, a determination is required. The continuous update should be provided in this regard. "(33-3F),

"I believe that if we act based on the needs of the developing and changing world, we will achieve goals and objectives" (64-4M).

The suggestions regarding the issue of education of media professionals about values are;

"Individuals that work in the media should be expert or educated in values and education and should create shows in this regard. (58-3F).

4. Conclusion, Discussion and Suggestion

It was ascertained media's effects within the scope of this research on values are negative and positive/negative. In research conducted by Ayaydın and Yıldız-Ayaydın (2018), the

result stating that media has positive and negative effects in secondary school students' value creation process supports the current research result. Researchers believe the social media has detrimental implications on learning (Greenhow & Lewin, 2016). In their experimental study, Kirschner and Karpinski (2010) reported that the use of Facebook tends to decrease the academic success of university students at the end of the term. In their research, Akdemir, Aşıkcan, and Saban (2016) clarified that social media is causing the erosion of values such as respect, love, tolerance, and fairness through the concept of loss of value. According to Karaduman, Köse, and Eryılmaz (2017) the values that individuals neglect while engaging social media as "respect", "right to privacy", "impartiality", "patience" and "ethical values", as a result of their research with conducted teacher candidates. The research carried out similarly reveals that different social media platforms ignore privacy and confidentiality, cause loss of feeling of embarrassment and intensify the feeling of jealousy (Yıldız, 2012). On the contrary, O'Keeffe and Clarke-Pearson (2011) identified that social media helps children to socialize and improve their communication skills. In their research of university students, on the other hand, Junco, Heiberger, and Loken (2011) found that Twitter, a social media platform, improved both student engagement and academic performance at the end of the term.

Considering the providing values education through media, it has been concluded that the values-oriented programs, being impartial, surveillance, being a model, introduction of our regions, prioritizing values, public service ads, and TV series should be included. Taking advantage of the influencing aspect of visual media on individuals, it can be assured that programs and shows that promote values education should be provided with higher priority. (Türk & Nalçacı, 2011). Being a model is very effective in gaining values. Balcı and Yanpar-Yelken (2013) and Yıldırım, Becerikli, and Demirel (2017) concluded that one of the approaches they consider most effective in values education is being a role model.

Media tools that are effective in conveying the values are concluded as television and the internet respectively. When people arrive at their homes, generally the first thing they do is turn on the TV or computer and become direct receivers. With television, the hierarchy of information has collapsed profoundly. Lifestyles depicted in ads and TV shows have influenced us and we have diverged from existing norms and values of our culture. (Hökelekli, 2013, 165). As a product of technology, the usage of the internet and social media continues to be present in every medium at an incredible speed (Jiao, Jo & Sarigöllü, 2017). While internet usage in the United States in 2012 was 81% (Chandran, 2016), 67% of the population are Internet users in Turkey in 2018 (Arslan, 2019). It can be said that the Internet and social media use is high in Turkey (Şahin and Yağcı, 2017). As a need for modern life, individuals create new relations with the assistance of new channels of communication that can be accessed via the Internet (Sağlam, 2017, 56). While this media tool provides many resources for adolescent development if the internet is accessed purposefully, however, it may bring several threats to adolescent life in the event of misconduct (Kalkan & Kaygusuz, 2013, 87).

Another significant result of the research is that the media has a beneficial effect on value gain and that the suggestion that has the highest frequency is raising awareness. By influencing people's views of value, media affect their mental status and trigger values to weaken in society (Yazıcı, 2016, 144). Although we are exposed to a stream of information by the mass media, we are not even aware of the majority of the messages that were implied. Since several of these messages have not projected upon us under our strategy, we have no strong control over them (Şahin, 2014, 51). Regaining this control can be accomplished by increasing people's consciousness about the key features of media tools.

Suggestions for media practices to convey values in the study have reached a conclusion that includes paying attention to society's structure, being impartial, the need for surveillance,

creating children's programs/shows, adapting to change, and providing education to media professionals about values. The audience/reader establishes certain patterns of "behavior" after embracing or internalizing explicit or implied messages delivered via the media. This influence becomes apparent in several ways such as mimicking the violent scenes, developing new consumption habits, following fashion trends, taking the role models as examples who are presented on the screen (Şahin, 2014, 55). If the child develops fundamental skills, social values, behavioral habits, or comprehends the difference between good and bad, right and wrong, not from the home, but television and social media (Genç, 2016), in this case, it will require the media to pay attention to the social structure, surveillance, creating value-oriented programs for children to acquire value and facilitation of the media professionals to become more conscious about values. The media has a great influence on individuals and societies. This has therefore made it necessary to establish the regulatory structures for this system which has a tremendous influence and to enable it to carry out its activities within the framework of those rules. Surveillance is sought, sometimes by specifically enacting legislation and sometimes by exercising the jurisdiction of certain rules to which it relates (Yazıcı, 2016, 173).

The variety of media tools in today's society has enabled the media's current effect on people and communities to become much greater. Taking the requisite steps for the media to favorably impact individuals applies to all people residing around the world. Currently, many values have gained universal quality. For a livable world now, it is a necessity to enable individuals to gain universal values through media.

5. Conflict of Interest

The authors declare that there is no conflict of interest.

6. Ethics Committee Approval

The authors confirm that the study does not need ethics committee approval according to the research integrity rules in their country.

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