



The Impact of Outdoor Activity Based Values Education Program on the Effective Citizenship Values of Students¹

Yusuf YILDIRIM², Hüseyin ÇALIŞKAN³

¹Erdem Beyazıt Imam Hatip Secondary School, Bursa, Turkey

0000-0003-0035-8443

³Sakarya University, Faculty of Education, Sakarya, Turkey

0000-0001-6849-1318

ARTICLE INFO

Article History

Received 14.12.2021

Received in revised form

14.04.2022

Accepted 27.04.2022

Article Type: Research

Article

ABSTRACT

The present study was carried out to examine the impact of the outdoor activity-based values education program on the effective citizenship values of sixth-grade secondary school students. In addition, the implementation process for the outdoor activity-based values education program was examined within the context of student, teacher, and parent opinions. The study was carried out within the scope of the exploratory sequential mixed pattern from among the mixed design patterns utilizing both the qualitative and quantitative data collection methods. The quantitative data were obtained from the implementations using the "effective citizenship values scale". In contrast, the qualitative data were obtained from students, teachers, and parents via the semi-structured interview forms. It was concluded as a result of the study that the implemented values education program positively impacts the students' effective citizenship value levels. Furthermore, it was also reported that the study enabled learning through doing and living, resulted in permanent learning, positively impacted student behaviors, and improved students' values.

© 2022 IJPES. All rights reserved

Keywords:

Values education, citizenship education, effective citizenship, outdoor activity-based values education.

1. Introduction

Throughout history, educators have sought to answer questions such as "how should young generations be raised?" and "what are the properties of a good citizen?". These and other similar questions have become more important than ever in our time. The increase in negative social life events indicates that we need to raise "good people – good citizens" now than ever. Another reason is the drifting of young individuals from society despite the fact that individuals are included more in social life and the increase in social relations. Raising well-educated people has always been one of the primary objectives of education throughout history. Humanity has been able to get a hold of many developments and is now striving to develop the models of "good person" and "good citizen" that it has continuously longed for (İnal-Yüksel, 2006). Therefore, one of the primary goals of education is to equip students with the right knowledge, values, and behaviors that will enable them to become "good people" and "good citizens." A "good person" and a "good citizen" together can be called effective citizens. Effective citizenship has multidimensional characteristics. The good and active citizens cannot be separated from each other with clear lines. Effective citizenship can be as simple as helping a neighbor or as difficult as organizing a big fundraiser (Yıldırım, 2020). Öztürk and Dursun (2002) defines an effective citizen as a "thinking", "sensitive," and "competent" citizen. Many researchers seem to associate effective citizenship with values (Gonsalvez, 2013). According to Dynneson and Gross (1982), good citizens are individuals who are patriotic and loyal to the values and principles stated in government documents. In

¹ This research was prepared as a doctoral thesis by the first author under the supervision of the second author.

² Corresponding author's address: Erdem Beyazıt Imam Hatip Secondary School, Inegol/Bursa/Turkey

e-mail: yusufyildirimakademik@gmail.com

Citation: Yıldırım, Y. & Çalışkan H. (2022). The impact of outdoor activity based values education program on the effective citizenship values of students. *International Journal of Psychology and Educational Studies*, 9(3), 706-718. <https://dx.doi.org/10.52380/ijpes.2022.9.3.758>

this context, it can be said that values have an important place in effective citizenship. These values are also expressed as effective citizenship values.

The common ground of being a good person and a good citizen is placing behaviors equipped with value at the center of their lives. According to Wilkins (1999), one should have the mutual values of the society to be a good citizen. Tan and Tan (2014) define a good citizen as an individual who contributes to society by abiding by a series of public mutual values. Accordingly, it is impossible to separate values from the concepts of a good person and a good citizen. Thus, it is expected that certain values such as righteousness-honesty, fairness, responsibility, love, respect, and helpfulness should be included within the scope of citizenship education.

Regardless of the name of the education provided, values education is the key if the focus is on raising a good person-good citizen. Citizenship education and values education are generally associated with one another (Althof & Berkowitz, 2006; Koh, 2012). Indeed, value education at schools takes place as part of the citizen education process. It is thought that the values passed on to the children at school will contribute to making them good citizens in their later years (Taş, 2016). Values can be indicated as an indispensable element of citizenship education. Accordingly, it is possible to state that citizenship education and values education intersect at the common point of "raising a good person-good citizen".

Values can be passed down to posterity through different methods and techniques. Inculcation, value clarification, value analysis, moral reasoning and action learning are the primary methods. *Values clarification* is aimed that students gaining more awareness about their personal values and how they affect their lives (Baer, 1977). In addition, in this approach, it is aimed that students use their cognitive processes actively. *Moral dilemmas* method developed by Kohlberg (1975). This method aims to reveal students' moral values by giving them stories in which they will fall into moral dilemmas. The student must choose between two (or more) conflicting values (Kohlberg, 1975). *Value analysis*, students of logical thinking, and scientific research methods are used to determine attitudes about values. It is aimed that students internalize values by using their cognitive processes. In the *action learning method*, the process of taking action is as important as cognition and perception in the development process of values (Elkatmış, 2009). The distinctive feature of the action learning approach is that it gives students special opportunities to act on their values (Superka & Johnson, 1975).

The focus of values education is "values". On the other hand, values education can be expressed as the process of creating value-oriented behavior, emotion and thought change through the individual's own life. Values education can be conducted directly/indirectly during the classes or in environments outside of the school. Values education during classes takes place with the efforts of the teachers within the scope of the values selected for that lesson. Whereas values education that takes place outside the school is conducted by way of extracurricular activities such as traveling, observations, watching and reviewing movies planned and implemented by the teacher outside of the regular class hours.

Outside the school, environments serve many activities that are the subject of education, including values education. These learning environments known in English literature with concepts of outdoor, out of school and beyond the classroom provide opportunities for students to learn these values through actions and while having fun. Out of school indicates the learning by action process that takes place in environments outside of the school (Priest, 1986). Karademir (2013) defines out-of-school education as the set of all activities that enable the acquisition of the required learning outcomes through planned and regular activities conducted outside of the school walls.

The primary objective of out-of-school education is to establish environments where students are active and learn through actions during which they use different sensory organs. Students use all their senses and emotions actively including their eyes, ears and muscles win out of school learning environments. Hence, it is indicated that students learn much more through experiences in out-of-school environments compared with their experiences in traditional classroom environments (Cronin-Jones, 2000).

It can be stated that out-of-school activities are quite beneficial in terms of both academic issues and values education. The experiences that take place in out-of-school environments can potentially make a cognitive and sensory impact on the students. In addition to helping students develop their values (Parkin, 1998), out-of-school environments also ensure that students live realistic experiences (Yaffey, 1993). Hence, it has been

illustrated that out-of-school learning activities have positive and significant impacts on the students' values (Selanik-Ay & Erbasan, 2016).

The education activities that take place in out-of-school environments are mostly fun. It is expected that learning in out-of-school environments will increase the students' motivation toward the education process. Another contribution of these environments to the education process is that the education provided is more permanent and can be remembered by the students for long periods (Dillon et al. 2006). This is an opportunity for values education. Indeed, it is expected that a values education during which students have fun with high perception levels and full concentration will inevitably yield effective results.

Out-of-school environments are frequently used in areas such as environmental education (Mathias, Daigle, Dancause, & Gadais, 2020), science education (Karademir, 2013; Kerr, 2020), and values education through out-of-school environmental education (inera, Johnson, Kroufek, & imonová, 2020), according to a survey of the relevant literature. However, no study has been observed which utilizes citizenship education in out of school environments within the scope of values education. It is considered that the present study will significantly contribute to the active use of out-of-school environments for citizenship education and values education processes. This research is expected to contribute to the fields of out-of-school education, values education, and citizenship education. In addition, the study's strong side is that it processes these concepts together and determines the effect of values education carried out in out-of-school environments on citizenship values. In this regard, the study aimed to reveal whether outdoor activity-based values education program implemented on secondary school sixth-grade students will be effective in the citizenship values of the students or not. For this purpose, answers were sought for the following questions:

- Does the outdoor activity-based values education program prepared for secondary school students have a statistically significant impact on the students' levels of effective citizenship values?
- What are the opinions of the students included in the experiment group for the outdoor activity-based values education program, the teachers who witnessed the implementation, and the parents of the students in the experiment group?

2. Methodology

2.1. Research Model

The present study used an exploratory sequential pattern from among the mixed methods. The study questions are resolved by collecting qualitative and quantitative data in this method (Creswell, 2016). Analysis in the exploratory sequential pattern is carried out by collecting quantitative data followed by qualitative data. The primary aim of this method is to use quantitative data to complete the missing part of the data obtained using qualitative data. Hence, quantitative findings will be explained in more detail.

The quantitative dimension of the study was carried out according to the pre-test, post-test control group experimental model from among the experimental models. "Pretest-post-test design with non-equalized control group" from among the semi-experimental patterns was used in the present study. The reason for not using one of the real experimental patterns was the impossibility for the educators to create completely artificial environments isolated from everything. The qualitative dimension of the study was carried out within the scope of phenomenology. Yıldırım & Şimşek (2013) expressed phenomenology as focusing on phenomena that we are aware of but for which we do not have a detailed comprehension. The purpose of the study was to gather the perspectives of students, teachers, and parents regarding the values education study that was conducted. "Effective citizenship values scale" was applied simultaneously as pre-test to the experiment and control groups. Afterward, outdoor activity-based values education was applied to the experiment group but not to the control group. ECVS was simultaneously applied as post-test to the groups at the end of the six month long experimental process. ECVS was applied as first follow-up test to the groups 6 months after the application process and 12 months after the second follow-up test. Moreover, semi-structured interview method was used to determine the opinions of the experiment group students, teachers witnessing the application of the program and the parents of the experiment group students to determine the effectiveness of the application process for the outdoor activity-based values education program.

2.2. Study Group

A total of 36 sixth-grade students continued their education at the two-state secondary schools (16 students in the experiment group and 20 in the control group). The study group was prepared by the researcher using the convenience sampling method. According to Christensen, Johnson and Turner (2015), the possible participants are selected in the convenience sampling method from among those who can easily take part in the study.

A total of 16 students with the lowest scores on the effective citizenship values scale from among the 64 students who applied for voluntary participation in the study were selected for the experiment group. Students in the experiment group were selected from those whose mothers do not work, who do not have a smaller sibling and whose parents can voluntarily participate in the activities since the study also includes a section on the parents. The control group is composed of students with similar socioeconomic backgrounds as the experimental group. Qualitative data for the study were collected from 16 children in the experimental group, 17 parents of students in the experimental group, and 6 teachers working at the school where the applications were conducted. In the qualitative phase of the study, participants were invited to participate in the interviews on a voluntary basis.

2.3. Data Acquisition Tools

“Effective citizenship value scale” was used in the study to acquire quantitative data. At the same time, semi-structured interview forms prepared for the students, teachers, and parents were used for qualitative data acquisition.

Quantitative data acquisition tools: Effective citizenship values scale (ECVS) developed by Authors (2020), the 5-point Likert type scale consists of six sub-scales (being fair, rightfulness-honesty, affection, respect, responsibility, charity) with a total of 82 items. Sixteen of the scale's items were negative and scored in reverse. Among the sub-scales, only the charity value scale is two-dimensional, with individual and social dimensions, whereas all other scales have three-dimensional structures with individual, social, and universal dimensions. The internal consistency coefficient of the scale was .95, Spearman-Brown split half reliability was .89 and the test-retest reliability coefficient was .84. Validity-reliability studies were conducted for each sub-scale, which can also be used as separate scales. The internal consistency coefficients for the subscales vary between .71 and 80; Spearman-Brown split-half test correlation coefficients vary between .67 and 78; whereas the test-retest reliability coefficients vary between .67 and 80.

Qualitative data acquisition tools: Semi-structured interview forms were prepared by the researchers separately to determine the opinions of students, teachers, and parents within the context of the study objective. Question pools were prepared for each study group following the literature survey conducted in line with the study objective after which draft forms were prepared. These draft forms were presented for expert opinion, including three academics working in the field and a teacher. The required revisions and changes were made following the opinions and suggestions of these experts, thus finalizing the interview forms. Thus, the “Student Interview Form”, “Teacher Interview Form” and “Parent Interview Form” were prepared. The student interview form consisted of 4 questions; the parent interview form consisted of 4 questions, and the teacher interview form consisted of 3 questions. Moreover, detailed questions were also included in each interview form. Study data were enriched through detailed questions, and a more in-depth examination was carried out.

2.4. Research and Data Acquisition Processes

The literature survey was conducted during the first stage to determine which of the values are related to citizenship and should be included within the scope of the study. Based on the literature survey and expert opinions, values of being fair, affection, respect, responsibility (diligence), charity (solidarity) and rightfulness-honesty were included. The determined values were considered when forming the outdoor activity-based values education program. Previous programs on values education, moral education, and character education were examined before developing the programs. Acquisitions related to these six values were written down and discussions were made on these acquisitions with three experts (values education, social sciences education, citizenship education). The acquisitions and program were finalized based on the feedback from the experts. Activities were prepared during which acquisitions would be given. The scales and interview forms to be used in the study were prepared.

In the second stage; the required permits were taken from the related institutions to carry out the applications with the students and implement the data acquisition tools. Afterwards, interviews were conducted separately with the student, parent, teacher and school administration and information was provided on the study. In addition, the values education workshop was prepared to carry out the activities. The tools, instruments and materials considered to be useful during the education period were obtained. Communications were established with the institutions that will provide support throughout the activity process or the institutions where activities will take place and the required permits were obtained.

In the third stage; ECVS was applied to the students in the list determined before the study from among the volunteer students in both schools. Students with the lowest scores from this application were selected for the study. The values education program prepared to provide the required learning outcomes on effective citizenship values was then applied on the experiment group. The length of the educational activity was six months. The educational seminars were held three days per week for two hours per day. There were a total of 144 course hours devoted to the activities, which were divided into 72 sessions. One course hour was allotted forty minutes. In the fourth stage; ECVS was applied simultaneously to both the experiment and control groups as post-test after the application. Two separate follow-up tests were also applied simultaneously to both the experiment and control groups 6 and 12 months after the applications were completed. Moreover, interviews on the program were conducted with the experiment group students, student parents, and teachers after the applications were completed.

2.5. Ethical Procedures

The current research data was obtained within the scope of the project titled "The Impact of Outdoor Activity Based Values Education Program on the Effective Citizenship Values of Students". An ethics committee report was received for the scales used in this study. Ethics committee application and permission for the research was received from Sakarya University on May 19, 2020 (numbered 61923333/050.99/-13). Extra, the purpose and process of the research were explained to teachers, parents and students in detail. Since the study group of the research consisted of secondary school students, permission was obtained from the parents. The research process was designed on a completely voluntary basis.

2.6. Data Analysis

Quantitative data analysis: Shapiro-Wilk test ($p > .05$), skewness (-.76/-.45) and kurtosis (-.62/-.88) coefficients, along with graphical examinations were first considered to determine whether the quantitative data are suited for use in the analyses as a result of which it was determined that the data meet the normality assumption. After identifying the normal distribution states of the tests, variance homogeneity as another assumption for parametric tests was examined by way of the Levene test and it was determined that there are no differences between the group variances for all tests ($p > .05$). In addition, the equality status of the group covariances for the paired combinations of the data sets was examined via Box's M test, and it was determined that the group covariances are equal for all measurements ($p > .05$).

Whereas Cronbach Alpha internal consistency coefficients were examined regarding the reliability of all measurements applied on the groups, it was determined that the tests have reliability coefficient values ranging between .92 and .97. Finally, Mauchly's Test of Sphericity was used to examine whether the variances for the differences between the measurements are equal or not and it was identified that the variances between measurements do not vary at statistically significant levels ($p > .05$). Two-Way Anova for Mixed Measures was then used to determine whether the applied values education program is effective or not since the data set measurements meet all these assumptions mentioned above.

Qualitative data analysis: Semi-structured interview method from among the qualitative data analysis methods was used at the end of the application process of the study to receive feedback on the impact of the outdoor activity-based values education program on the values of the students as well as the education process. The data obtained through qualitative data analysis tools were subject to descriptive analysis procedures. The descriptive analysis includes the summarization and interpretation based on various themes of the data acquired via different data acquisition tools. The primary objective of this type of analysis is to present the acquired findings in a concise and interpreted manner (Yıldırım & Şimşek, 2013).

First, the voice recordings for the interviews conducted with the students, parents and teachers were transcribed and uploaded to the computer. The computerized records were examined meticulously and attentively. In addition, direct quotations from the students, parents and teachers were used when making explanations on the opinions. Teachers were coded as T1, T2, etc., parents as P1, P2, etc., and students as S1, S2, etc. These codes were utilized when quoting directly from the text. During data collection and analysis, approaches of validity and reliability appropriate for qualitative investigations, such as credibility, transferability, consistency, and verifiability, were employed. The expressions of the participants were verified by way of detailed questions during the interviews to ensure credibility. The text written down was presented to the available participants for review. Moreover, data analysis was conducted by a researcher by way of researcher triangulation which another researcher studied regarding code accordance. The findings were then presented to a group. The findings were finalized based on the group feedback. Direct quotations were made from the participant opinions during the reporting process to support the findings.

2.7. Ethical

Ethical Committee Approval is required by applying to Sakarya University Social Sciences Ethical Committee in the present study. Ethical Committee Approval's information is presented below:

- Date of decision: 06.05.2020
- The number of the approval document: 23-13

3. Findings

This research was conducted as a mixed design in which quantitative and qualitative methods were used together. In the quantitative aspect of the research, the effect of the values education program based on out-of-school activities on the effective citizenship values of sixth-grade students in secondary school was investigated. In the qualitative aspect of the research, the views of students, teachers and parents on the values education program based on out-of-school activities during the study were tried to be explained in depth.

3.1. Findings On The First Study Question

The first study question tried to find a response to the impact of the outdoor activity-based values education program for secondary school students on their effective citizenship levels. Two-factor Anova analysis was performed for mixed measurements to test this question with the findings presented in Table 1.

Table 1. Two Factor ANOVA Results for the Mixed Measurements of ECVS Scores

Source of Variance	KT	d	KO	F	p	η^2
Intergroup	15983290.70	31				
Intervention (Experiment/Control)	42.70	33	42.70	.03	.86	.00
Error	42014.78	105	1273.18			
Intergroup	102221.51	3				.39
Time (pretest, post-test, follow up)	30033.32	3	10011.11	20.78	.00	
Intervention*Time	24492.75	99	8164.25	16.95	.00	.34
Error Total	47695.44	139				
	16085512.21					

It was observed based on the variance analysis of the mean scores from the ECVS pre-test, post-test and follow-up test measurements of the students in the experiment and control groups that the impact of the intervention is not statistically significant regardless of measurement ($F(1,33)=.03$; $p>.05$, $\eta^2=.00$). But it was shown that there is a statistically significant difference between all measurements performed at different times ($F(3,99)=20.78$; $p<.01$, $\eta^2=.39$). According to the findings, it can be understood that there is a statistically significant difference between the mean scores of the students obtained from pre-test, post-test and follow up test measurements regardless of group. In addition, the common impact of intervention and time was also observed to be at a statistically significant level ($F(3,99)=16.95$; $p<.05$, $\eta^2=.34$). Based on this finding, placement in different groups (pre-test, post-test and follow up test) impacts ECVS scores differently. Moreover, Table 2 presents the Wilk's Lamda statistics results on the impact of intervention and time interaction.

Table 2. Wilk's Lamda Statistics Results Regarding ECVS

Effect	Wilks' λ	sd	F	p	η^2	Power
Time	.28	3	26.57	.00	.72	1.00
Time*Intervention	.32	3	21.56	.00	.68	1.00

Table 2 shows a statistically significant change in the effective citizenship value of the students for the time at the level of Wilks' $\lambda=.36$, $F(3,99)=26.57$; $p<.01$. Similarly, time*intervention interaction impacts were also observed to be statistically significant (Wilks' $\lambda=.32$, $F(3,99)=21.56$). Based on these results, a comparison with the control group reveals that the experimental group students' values changed to varying degrees before, during, and after the outdoor activity-based values education program and during the follow-up procedure. The results of the "Bonferonni compatible multiple comparison" test were performed to determine the time-dependent difference between the pre-test, post-test, and follow-up test mean scores of the experiment and control groups; these results are provided in Table 3.

Table 3. Binary Comparison Test Results for ECVS (Bonferroni Compatible)

		Experiment group				Control group			
		Pre-test	Post-test	Follow-Up -1	Follow-Up -2	Pre-test	Post-test	Follow-Up -1	Follow-Up -2
		Average Difference (I-J)				Average Difference (I-J)			
Experiment	Pre-test		-63.31*	-66.31*	63.88*				
	Post-test	63.31*		-3.00	-.56	44.74*			
	Follow-up-1	66.31*	3.00		2.44		15.41		
	Follow-up-2	63.88*	.56	-2.44				19.68	14.08
Control	Pre-test							-1.90	-5.05
	Post-test					3.16	-3.16	1.26	-1.90
	Follow-up-1					1.90	-1.26		-3.16
	Follow-up-2					5.05	1.90	3.16	

It is observed that the difference between the ECVS pre-test-post-test measurements for the experiment group is statistically significant in favor of the post-test ($p<.01$). Similarly, a statistically significant difference in favor of follow-up tests was observed between the pre-test and follow-up tests ($p<.01$). However, no statistically significant difference was observed between the post-test and follow-up test score averages ($p>.05$). There was no statistically significant difference between the control group's pre-test and post-test score averages and the post-test and follow-up test score averages ($p>.05$). It was also observed that there is a statistically significant difference in favor of the control group between the ECVS pre-test measurement average scores for the experiment and control groups ($p<.05$). The reason for this difference was that the experiment group was comprised of students with low scores among the students who applied.

A statistically significant difference was not determined between the ECVS post-test score averages of the experiment and control groups ($p>.05$). However, it was observed based on the simultaneous ECVS post-test results that the experiment group averages are greater than the control group averages. Similarly, a statistically significant difference was not observed between the follow-up test-1 and follow-up test-2 score averages of the experiment and control groups ($p>.05$).

3.1. Findings On The Second Study Question

In this section, opinions were put forth on the outdoor activity-based values education of the students in the experiment group, along with the opinions of their parents and the teachers who observed the implementation studies.

Findings on student opinions: Following the experimental studies, interviews on the program were conducted with the students in the experiment group. Every student in the experiment group indicated that the program was good and beneficial. "These six months passed by with a good education program" (S15). "I think it's a very logical study. And it's also very good" (S9). "I think it is a good education program. Everyone should take it" (S2).

The students indicated the reasons why the outdoor activity-based values education program is beneficial as; "value development" (f=12), "forming awareness" (f=5), "voluntary participation" (f=4), "learning social behaviors" (f=3) and "fun" (f=3). Direct quotations on these findings are presented below.

Direct quotations regarding the development of values; "We already knew the values, but this program helped us to study them more thoroughly." We now behave with greater awareness." (S9) "Before I heard about the idea of responsibility, I did not do some things. However, I now understand the concept of responsibility quite well. Consequently, I learnt how to do things better" (S7). Direct quotations on why the education program is fun; "Well, I really liked it, to be honest. And it's very fun. ... we made some very entertaining activities" (S16), "I find it nice, entertaining and it makes good contributions" (S4).

Direct quotations on social behavior education; "We learn how we should behave against our friends and parents" (S12). "For example, some people should take values education. I think the feelings of compassion or some other feelings are undeveloped in people who did not take those values" (S2). Student opinions on forming awareness towards values; "... I learned how important justice and benevolence are" (S11).

Each student who took part in the study stated that such an education is necessary at schools. "I think it is necessary for every school, each student should take this education"(S13). "It should be applied at every school for students"(S9). Students indicated the necessity for studies on value education as "education of people" (f=9), "values education" (f=8), and "behavior-changing" (f=5). Direct quotations on these opinions are provided below.

Direct quotations on values education; "Because very important information is taught in values education. I thought that rightfulness and honesty were the same. But I learned that they are not and that one needs honesty first. I did not know my responsibilities fully, I learned them during the study and started doing them" (S13). Direct quotations on changing behaviors; "As an example, let's say there is a problematic child, we can teach him or her these values in more detail to make him/her behave better and be a good individual" (S9). Direct quotations on the education of people; "I mean because there are some people and they are very good, and then there are others who are very bad. We can make these very bad people like angels in this way" (S1).

Findings on parents' opinions: Interviews were conducted with the parents of the experiment group after completing the six month study with the experiment group. During these interviews, the parents expressed satisfaction with the outdoor-based values teaching programs. In addition, the parents expressed satisfaction that their children participated in the survey.. "Values education... these were already very important topics, those that should always be present in education programs and those that all parents are involved in. We were satisfied" (P15). "I give importance to the development of the children and their psychological development. I believe teaching these subjects through activities instead of just by talking about them will make a greater impact on the children" (P3).

The majority of the parents made a general assessment indicating that they were glad that the activities were "beneficial" and "effective". "I find it very effective" (P2). "I think that in general it is very beneficial" (P5). Some parents liked the study because of the changes in their children's behaviors, thus indicating that they were satisfied. "I think it was great. There is an advancement in S1 teacher. I mean both in his responsibilities and in his behaviors at home. I find it very useful" (P1). Whereas some of the parents stated that they are satisfied with the activities because they think they will benefit their children now and in the future. "I think it is beneficial for the present as well as the future. I mean lifelong" (P10). Similarly, P3 said, "It aims for both the future and the present" thus indicating that the education may impact the students' lives both in the future and the present.

Participating parents were asked during the interviews whether the values education program was necessary or not. The parents who took part in the study stated that the values education activities are necessary. The parents stated that they find the values education studies necessary due to "value development" (f=8), "willing participation" (f=4), "social development" (f=4), "moving away from the negative conditions of the present" (f=3) and being "activity based" (f=2).

The parents put forth under the "value development" heading either directly or indirectly: "I mean children acting better to their mothers, not being dislikeful against for instance disabled children. I mean we tell all these to them but they should hear it here"(P13). The parents believed that the students took part in the education process

voluntarily because they enjoyed it. P4 expressed this through his child as follows. *"The children enjoyed it. Our child loved it anyway"*. P15 based the necessity of value education on the negative impacts of the times on children. According to this parent; *"Of course it is necessary, especially in this day and age. We live in a society where love and respect have diminished. As you said, justice and benevolence are only partially present. But not available when they are needed the most. That is why these were very important subjects."*

Findings on teacher opinions: After completing the six-month program, interviews were conducted with the teachers working at the school where the study took place. The interviewed teachers stated that the outdoor activity-based values education program is "good". *"I find it very good. It is just what is needed."* (T1). *"I support it. These were nice activities, together with the students"* (T3).

The teachers indicated that the outdoor activity based values education program led to some learning outcomes related with values in students such as "raising awareness" ($f=5$) while enabling the students to "empathize" ($f=4$). According to the teachers, the program's most important feature was raising awareness among students on the subject of values. The teachers stated their opinions on this issue: *"As an example, there was this very nice activity that we did. We had brought a wheelchair to the school to help them understand the physically impaired. This raises the awareness of children"* (T1). Another factor was that the program provided the students with opportunities to "understand" other and to "empathize" with them. Indeed, T1 stated the following on this issue: *"It helps us understand them. Similarly, one day we blindfolded the children all day long in order to help them understand the visually impaired. I mean it was a very nice activity."* Similarly, T2 said *"I mean it was very nice in terms of understanding and empathy. Apart from that, there was also something related with the physically impaired, the wheelchair"*.

The outdoor activity-based values education process was deemed a "useful" training session by participating educators. They indicated after the program that they observed cases such as "receiving positive feedback" from the students ($f=4$) as well as "enabling active learning" ($f=3$) and "establishing awareness in students" ($f=3$). Exemplary quotations on providing active learning; *"It is also nice that the program involves applications. It does not remain as theory, let me put it that way. We actually give this information to the children as theory during classes"* (T2).

Quotations on establishing awareness; *"The children were quite willing. I mean, I told the children we have such a workshop. Especially the students who took part in these studies were more willing. They participated more. They helped us a lot"* (T3). Quotations on receiving positive feedback; *"I believe it is beneficial because I saw how the values we helped the students acquire transformed into proper behaviors."* Whereas T2 said, *"It is good for both participation and its effects, I mean its outcome. I think it should be put into practice,"* indicating that the education program is beneficial and that the values-based education should be conducted. *"It is beneficial. I mean even if the child does not use what he/she learns immediately, it will surely be reflected in their future lives"* (T4). As implied by this remark, it is believed that the principles taught to kids serve as a foundation that will influence their lives in the future, if not now.

4. Conclusion, Discussion & Recommendations

More than having responsibilities only against the state, the citizen is an individual in social life. This individual has certain characteristics at the personal, social and environmental level. Values are among these characteristics. Values can be indicated as indispensable elements for individuals and societies. These elements make up an important part of citizenship. Thus, values have mostly been considered within the scope of citizenship education (Althof & Berkowitz, 2006; Pane & Patriana, 2016).

Citizenship and values education is used to express the process during which a "good citizen" is raised and values are passed on to posterity (Nzahabwanayo & Divala, 2018). It was determined in the study that the outdoor activity-based values education program has a significant impact on the effective citizenship values of students. It can be concluded when this result is taken into consideration that the outdoor activity-based values education program results in a change and advancement in the effective citizenship values of students. Results of studies in the literature on citizenship education (Germano, 2003; Nzahabwanayo & Divala, 2018; Taş, 2016) and value-based education (Gill & Jaswal, 2010) support this finding.

Morris and Cogan (2001) conducted a study in which it has been reported that schools generally make important contributions to developing citizenship values. Taş (2016) observed that the applied program has impacted the students' citizenship value. Kropp (2006) illustrated that the implemented program has made an impact on the students' levels of taking responsibility. Similarly, Perry and Wilkenfeld (2006) conducted a values education program, resulting in an increase in the levels at which students take responsibilities. Based on the findings of the present study and the literature findings, it can be suggested to emphasize values-based education at schools to raise citizens with effective citizenship values. In addition, it is also suggested to include effective citizenship values directly or indirectly when preparing the curriculum.

It was identified as a result of the follow-up processes conducted six months and twelve months after the applied education program that the acquired learning outcomes are permanent. This is considered to be related to the strong follow-up of the education process and that the education program duration was not short. Özerbaş & Gündüz (2014) reported that the values education program has resulted in significant and permanent learning. Germano (2003) concluded that the six-month character education program has produced positive results. Uzunkol (2014) carried out a study in which it has been set forth that the implemented values education program was not effective on certain aspects of the students was that its duration was short. Accordingly, the interviewed parents stated that the values acquired by the students will be reflected in their future lives. Thus, keeping the value and citizenship education programs as long as possible is suggested. In this way, they may be more beneficial and permanent. Indeed, one of the primary goals of education is to ensure that the learning outcomes are permanent.

Values education cannot be confined to closed spaces. It is a part of life and it should feed on social life. That is why the present study was conducted in the form of outdoor activities. Indeed, positive results have been obtained in many similar studies in literature. Considering the results of both the present study and the findings in literature, it is understood that outdoor activities are effective on the value acquisitions of students. Gill & Jaswal (2010) reported that teaching values through special activities such as stories, songs, discussions, art etc. is effective. Bozkurt (2017) conducted a study in which it was shown that values can be taught to children permanently when they are emphasized through the use of games. Moreover, outdoor activities are more permanent and can be remembered by the students for longer periods of time (Dillon et al. 2006). Hence, it is suggested that the educators and researchers conduct values education programs abundant with activities with which children can learn through experience. The outdoor activity based values education program does not consist only of knowledge but also implementations and activities, it has enabled the students to transfer the values to their own lives. The fact that the students have taken part in joy and enjoyed the activities throughout the program indicates that they have enjoyed the learning process.

The students, teachers and parents considered outdoor activity based values education program as a very nice and beneficial study. The findings of Preston (1995) as a result of the doctorate thesis study examining the values education programs at schools in USA support the present study's findings. According to Preston (1995), the values education programs at schools are beneficial for the students and the implemented values education programs are supported by parents, society and school administration. According to the participants, the success of the educational programs implemented is due to the reinforcement of the students' pre-existing values, the students' ability to learn how to behave in society, the students' increased awareness of values, the fact that the activities were fun, and the fact that the students learned through experiential learning. It can be understood that the students' values advanced as a result of the outdoor activity-based values education program and that their behaviors changed positively. It can be understood that the activities resulted in three different changes in the behaviors of children. First, previously unobserved behaviors have started to take place; second, negative behaviors have changed positively; third, the already present positive behaviors have advanced further. Akpınar & Özdaş (2013) carried out a study in which a negative and statistically significant correlation was identified between the frequency of teaching values at the secondary school and undesired student behaviors. Dereli-İman (2014) reported in another study that the families of students who received values education program indicated that the proper behaviors of their children increased and that their undesired behaviors decreased.

The conducted study has enabled the students to acquire values through experience in an enjoyable manner. Thus, the students were allowed to create their values by taking on active roles throughout the values education program. Taş (2016) conducted a study in which it was concluded that the experiment group pupils

thought the program "fun" and "beautiful."The present study also had a positive impact on the students. This was observed in the study by Uzunkol (2014). Accordingly, effective values education programs should be devoid of boredom and transferred into a format in which students will have fun. Outdoor activity-based values education program provides an entertaining process. The recommendations for the study are as follows;

- Active, non-school settings should be utilized in the process of educating pupils about values.
- The purpose of values education should not only be to stimulate the cognitive processes of pupils, but also to foster their emotional growth.
- The process of values education should be designed so that kids can have fun, study, and live. Teachers can receive training in values education in non-school settings. Training should be provided for the development of various activities.

5. References

- Akpınar, B., & Özdaş, F. (2013). İlköğretimde değerler eğitimine ilişkin öğretmen görüşleri: nitel bir analiz. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 23(2), 105-113. <https://dergipark.org.tr/tr/download/article-file/715475>
- Althof, W., & Berkowitz, M. W. (2006). Moral education and character education: their relationship and roles in citizenship education. *Journal of Moral Education*, 35 (4), 495-518. <http://dx.doi.org/10.1080/03057240601012204>
- Authors (2020). Ortaokul öğrencileri için etkin vatandaşlık değerleri ölçeğinin (ECVS) geliştirilmesi. *Millî Eğitim Dergisi*, 49 (228), 335-364. <https://dergipark.org.tr/en/download/article-file/1117791>
- Baer, R. A. (1977). Values clarification as indoctrination. *The Educational Forum*, 41(2), 155-165. doi:10.1080/00131727709336229
- Bozkurt, E. (2017). *Çocuk Oyunları İle Değerler Eğitimi*. [Doctoral dissertation, Gazi University]. Ulusal Tez Merkezi. <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Christensen, L. B., Johnson, R. B., & Turner, L. A. (2015). *Araştırma yöntemleri: Desen ve analiz* (A. Aypay (Çev. Ed.). Anı.
- Činčera, J., Johnson, B., Kroufek, R., & Šimonová, P. (2020). Values education in outdoor environmental education programs from the perspective of practitioners. *Sustainability*, 12(11), 1-13. <https://doi.org/10.3390/su12114700>
- Creswell, J. W. (2016). *Araştırma deseni: Nitel, nicel ve karma yöntem yaklaşımları* (S. B. Demir, Çev. Ed.). Eğiten Kitap.
- Cronin-Jones, L. L. (2000). The effectiveness of schoolyards as sites for elementary science instruction. *School Science and Mathematics*, 100 (4), 203 -211. <http://dx.doi.org/10.1111/j.1949-8594.2000.tb17257.x>
- Dereli-İman, E. (2014). The effect of the values education programme on 5-6 year old children's social development: social skills, psycho-social development and social problem solving skills. *Educational Sciences: Theory & Practice*, 14 (1), 262-268. <https://doi.org/10.12738/estp.2014.1.1679>
- Dillon J., Rickinson, M., Teamey, K., Morris, M., Choi, M. Y., Sanders, D., & Benefield, P. (2006). The value of outdoor learning: evidence from research in the UK and elsewhere. *School Science Review*, 87(320), 107-111. http://www.outlab.ie/forums/documents/the_value_of_school_science_review_marc_h_2006_87320_141.pdf
- Dynneson, T. L. & Gross, R. E. (1982). Citizenship education the social studies: Which is which? *Social Studies*, 73 (5), 229-234. <https://doi.org/10.1080/00377996.1982.9956174>
- Elkatmış, M. (2014). Okul kültüründe demokrasinin yeri. R. Turan ve K. Ulusoy (Ed.), *Farklı yönleriyle değerler eğitimi* içinde (ss.42-76). Pegem.

- Germano, A. (2003). *The effectiveness and value of a character education program administered to a group of second and third grade students with learning disabilities* [Doctoral dissertation]. Rowan University]. ProQuest Dissertations and Theses
- Gill, R., & Jaswal, G. (2010). Teaching values' programme: It's impact on urban children (5-7 Years). *Studies on Home and Community Science*, 4 (1), 45–50. <http://dx.doi.org/10.1080/09737189.2010.11885298>
- Gonsalvez, L. (2013). *Using critical discourse analysis to address the gaps, exclusions and oversights in active citizenship education* [Doctoral dissertation]. University of Windsor. <https://scholar.uwindsor.ca/etd/4945>
- İnal-Yüksel, S. (2006). *İlköğretim vatandaşlık ve insan hakları eğitimi dersinde öyküleri kullanmanın duyuşsal özelliklerin kazandırılmasına etkisi* [Master's thesis]. Hacettepe University, Ankara.
- Karademir, E. (2013). *Öğretmen ve öğretmen adaylarının fen ve teknoloji dersi kapsamında okul dışı öğrenme etkinliklerini gerçekleştirme amaçlarının planlanmış davranış teorisi yoluyla belirlenmesi* [Doctoral dissertation]. Hacettepe University, Ankara.
- Kerr, K. (2020). Teacher development through coteaching outdoor science and environmental education across the elementary-middle school transition. *The Journal of Environmental Education*, 51(1), 29-43. <https://doi.org/10.1080/00958964.2019.1604482>
- Kohlberg, L. (1975). The cognitive-developmental approach to moral education. *Phi Delta Kappan*, 56, 670-677. <https://www.jstor.org/stable/20298084>
- Kropp, E. H. (2006). *The effects of a cognitive-moral development program on inmates in a correctional educational environment* [Doctoral dissertation]. Virginia Üniversitesi, USA.
- Mathias, S., Daigle, P., Dancause, K. N., & Gadais, T. (2020). Forest bathing: a narrative review of the effects on health for outdoor and environmental education use in Canada. *Journal of Outdoor and Environmental Education*, 23, 309-321. <https://doi.org/10.1007/s42322-020-00058-3>
- Morris, P., & Cogan, J. (2001). A comparative overview: civic education across six societies. *International Journal of Educational Research*, 35 (1), 109-123. [https://doi.org/10.1016/S0883-0355\(01\)00009-X](https://doi.org/10.1016/S0883-0355(01)00009-X)
- Nzahabwanayo, S., & Divala, J. (2018). What works in citizenship and values education: attitudes of high school leavers towards the itorero training in Post-Genocide Rwanda. *South African Journal of Higher Education*, 32 (5), 190–210. <http://dx.doi.org/10.20853/32-5-2573>
- Özerbaş, M. A., & Gündüz, M. (2014). Sorumluluk değerinin proje tabanlı öğrenmeyle öğretiminin ilköğretim 3. sınıf öğrencilerinin tutumlarına etkisi. *Uluslararası Sosyal Araştırmalar Dergisi*, 7 (32), 520-532. http://www.sosyalarastirmalar.com/cilt7/sayi32_pdf/7egitim/ozerbasmarifmevlutgunduz.pdf
- Öztürk, C. ve Dursun, D. (2002). *Hayat Bilgisi ve Sosyal Bilgiler öğretim programları*. C. Öztürk ve D. Dilek (Ed.), *Hayat bilgisi ve sosyal bilgiler öğretimi içinde* (ss. 53-96). Pegem.
- Pane, M. M., & Patriana, R. (2016). The significance of environmental contents in character education for quality of life. *Procedia-Social and Behavioral Sciences*, 222, 244-252. <http://dx.doi.org/10.1016/j.sbspro.2016.05.153>
- Parkin, D. (1998). Is outdoor education environmental education? *International Journal of Environmental Education and Information*, 17(3), 275–286.
- Perry, A. D., & Wilkenfeld, B. S. (2006). Using an agenda setting model to help students develop & exercise participatory skills and values. *Journal of Political Science Education*, 2 (3), 303-312. <http://dx.doi.org/10.1080/15512160600840798>
- Preston, R. W. (1995). *A descriptive study of values education programs in Texas public elementary schools* [Doctoral dissertation]. University of North Texas.
- Priest, S. (1986). Redefining outdoor education: a matter of many relationships. *The Journal of Environmental Education*, 17(3), 13–15. <http://dx.doi.org/10.1080/00958964.1986.9941413>

- Selanik-Ay, T., & Erbasan, Ö. (2016). Views of classroom teachers about the use of out of school learning environments. *Journal of Education and Future*, 10, 35-50. <https://dergipark.org.tr/tr/pub/jef/issue/24512/259769>
- Superka, D. P., ve Johnson, P. L. (1975). *Values education: approaches and materials*. (ERIC No: ED103284) <http://files.eric.ed.gov/fulltext/ED103284.pdf>
- Tan, C., & Tan, C. S. (2014). Fostering social cohesion and cultural sustainability: Character and citizenship education in Singapore. *Diaspora, Indigenous, and Minority Education*, 8 (4), 191–206. <http://dx.doi.org/10.1080/15595692.2014.952404>
- Taş, H. (2016). *Mesnevî destekli değerler eğitimi'nin ilkökul 4. sınıf öğrencilerinin tutumlarına etkisi* [Doctoral dissertation]. Ondokuz Mayıs University, Samsun.
- Uzunkol, E. (2014). *Hayat bilgisi öğretiminde uygulanan değerler eğitimi programının öğrencilerin özsaygı düzeyleri, sosyal problem çözme becerileri ve empati düzeylerine etkisi* [Doctoral dissertation]. Gazi University, Ankara.
- Wilkins, G. (1999). Making good citizens: The social and political attitudes of PGCE students. *Oxford Review of Education*, 25 (1-2), 217–231. <http://dx.doi.org/10.1080/030549899104224>
- Yaffey, D. (1993). The value base of activity experience in the outdoors. *Journal of Adventure Education and Outdoor Leadership*, 10 (3), 9-11. <https://www.cabdirect.org/cabdirect/abstract/19941801870>
- Yıldırım A. & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin.
- Yıldırım, Y. (2019). *Okul dışı etkinlik temelli değerler eğitimi programının öğrencilerin etkin vatandaşlık değerlerine etkisi* [Doctoral dissertation]. Sakarya University. Ulusal Tez Merkezi. <https://tez.yok.gov.tr/UlusalTezMerkezi/>