



## Review of the 10th Grade Philosophy Textbook in Terms of Root Values

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### Research Article

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#### ABSTRACT

Values are one of the most important elements that keep a society up, form its identity, serve as a reference for individuals, and ensure social unity and solidarity. Nowadays, in many countries of the world, societies have difficulty in preserving the values they have due to many factors such as changing living conditions, the impact of technology, wars, migrations, etc. Although values have been learned in social life from past to present, this is no longer sufficient. In this case, it has become mandatory to provide values education in educational institutions. Education plays a mediating role in imparting human and social values to the individual. In Türkiye, values education has been included in different courses since the 2000s. Then, the values were determined as 10 root values (justice, love, respect, responsibility, honesty, patriotism, helpfulness, self-control, patience and friendship) and these values were requested to be included in the textbooks. In this study, it is aimed to determine which root values are included in the 10th grade philosophy textbook and their frequency in the texts and to present them as percentages and frequencies. This study was examined by document analysis, which is one of the qualitative research methods. While conducting the analysis, data was obtained by taking into account the concepts and behaviors related to root values. The texts in the textbook were examined one by one, and the obtained data were analyzed for frequency and their percentages were calculated. As a result of the research, it was found that the most mentioned root value in the textbook was "Justice" and the least included root value was "Patience".

**Keywords:** Philosophy, High School Philosophy Textbook, Root Values.

## 10. Sınıf Felsefe Ders Kitabının Kök Değerler Açısından İncelemesi

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#### Öz

Değerler, bir toplumu ayakta tutan, kimliğini oluşturan, bireylere referans olan, toplumsal birlik ve beraberliği sağlayan en önemli unsurlardan biridir. Günümüzde dünyanın birçok ülkesinde değişen yaşam şartları, teknolojinin etkisi, savaşlar, göçler vb. birçok unsurdan dolayı toplumlar sahip oldukları değerleri korumakta zorlanmaktadır. Değerler geçmişten günümüze kadar toplumsal yaşam içinde öğrenilmesine karşın artık bu yeterli olmamaktadır. Bu durumda da eğitim kurumlarında değerler eğitiminin verilmesi zorunlu hale gelmiştir. Eğitim bireyin insani ve toplumsal değerler kazandırılmasında aracı rolü üstlenmektedir. Değerler eğitimi Türkiye’de 2000’lerden sonra başlanarak farklı derslerde konuların içinde verilmiştir. Daha sonra değerler 10 kök değer (adalet, sevgi, saygı, sorumluluk, dürüstlük, vatanseverlik, yardımseverlik, öz-denetim, sabır ve dostluk) olarak belirlenmiş ve kitaplarda bu değerlerin bulunması talep edilmiştir. Bu çalışmada 10. sınıf felsefe ders kitabında hangi kök değerlerin yer aldığı, metinlerdeki sıklık durumunun belirlenerek yüzde ve frekans olarak verilmesi amaçlanmıştır. Bu çalışma nitel araştırma yöntemlerinden doküman analizi yapılarak incelenmiştir. İnceleme yapılırken kök değerlerle ilişkili kavram ve davranışlar dikkate alınarak veriler elde edilmiştir. Kitap içerisinde yer alan metinler tek tek ele alınmış ve elde edilen verilerin frekans analizleri yapıp yüzdeleri hesaplanmıştır. Araştırma sonucunda ders kitabında en fazla yer verilen kök değer “Adalet” ve en az yer verilen kök değer “Sabır” olduğu elde edilmiştir.

**Anahtar Kelimeler:** Felsefe, Lise Felsefe Ders Kitabı, Kök Değerler.

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### Introduction

The world is experiencing a very rapid technology-oriented change and transformation. As a result, the individual tries to adapt to a technology-centered, variable life. It is seen that the changing structure also

creates social differences, and all kinds of changes affect the institutions that are in relationship with each other within the social structure (Rodríguez-Pose & Storper, 2006). Educational institutions that undertake the task of

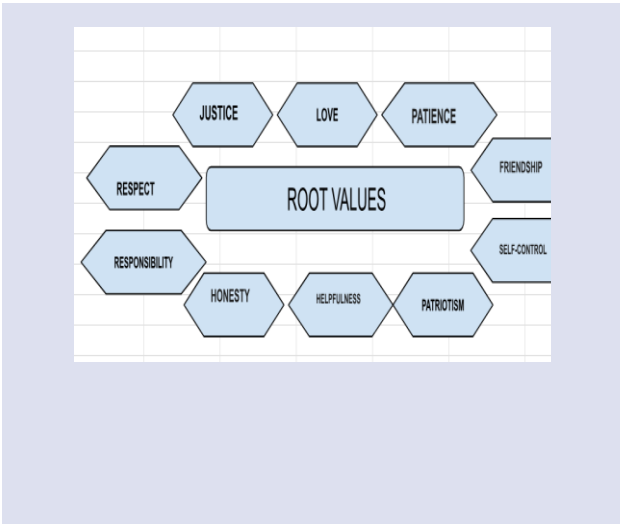
ensuring the unity and integrity of society are directly affected by these changes and developments. Educational institutions are institutions responsible for raising individuals who will be able to meet the needs of society and adapt to society. (Boelen & Woollard, 2009). Nowadays, it seems that the values that hold society together have degenerated. The neglect and degeneration of human values poses a social threat. In the face of this threat, "Values education" is adopted as a new approach in educational institutions as a search for a solution (Yaman, 2014).

Values have different meanings in a particular disciplinary perspective and differ from individual to individual and society to society (Becher, 1994). The impact of values on individuals' acquisition of their personal and social identities is mentioned. In this respect, the subjective and variable structure of values can be mentioned (Yaman, 2014). Due to the fact that the concept of value falls within the scope of fields such as economic, philosophical, sociological and aesthetic, it is not possible to reach a consensus on a single meaning (Kluckhohn, 1951). While value refers to what is economically valuable, it indicates beauty in aesthetics and goodness in morality (Kaymakcan & Meydan, 2016). According to another definition, value; is defined as the sensitivity of an individual towards an event, phenomenon, person or entity (Yaman, 2014). Although it is possible to classify values in many different ways, specifying them as individual and social values as the most general classification allows us to consider them in a more comprehensive structure (Kluckhohn, 1951). As individual values; humility, forgiveness, scientificness, courage, generosity, truthfulness, friendship, sensitivity, protecting the trust, empathy, reliability, upholding the right, modesty, tolerance, chastity, mercy, hospitality, kindness, moderation, sharing, patience, simplicity, sincerity, greeting, love, respect, responsibility, keeping one's word, gratitude, thrift, loyalty and helpfulness are stated. As social values; justice, family, independence, peace, solidarity, democracy awareness, sensitivity to the natural environment, aesthetics, brotherhood, martyrdom-veteranism, sensitivity to historical-cultural heritage and patriotism are stated (Kıziler & Canikli, 2018; Meydan, 2014).

The debate about what the aims of education should be for the individual has always been one of the ongoing issues for educators (Hansen, 2008). These debates are held around three main topics. The first of these is the development of the individual's thinking ability and mental skills; secondly, to develop and strengthen one's

emotions, feelings and will; the third is to protect and strengthen the health of the individual's body. In order for an individual to live a healthy life and successfully fulfill society's expectations from him, he must first strengthen his body in a healthy way, develop his mental abilities, be spiritually healthy and have positive values. Regarding what the purpose of education should be, Kerschensteiner (1977) pointed out moral character. In building moral character, schools must have a mission that can influence students' acquisition of values, habits and social behavior (Althof & Berkowitz, 2006). Schools; should be effective in protecting social and individual values and helping students choose the right choice by providing them with options to make the right choices in the face of negative events and situations (Ekşi, 2003).

In values education, it is aimed to provide students to acquire values like; *"In solving the risks and problems that threaten the individual, the family, the society in which we live and the world; solidarity, solidarity, tolerance, hospitality, patriotism, truthfulness, kindness, cleanliness, hard work, honesty, love, respect, sensitivity, fairness, sharing, which are one of our national, spiritual, social, moral and cultural values that constitute the basic structure of our social life"* (Ministry of Education, 2010). It is aimed that students turn certain values into personalities, and ensuring that they willingly fulfill these achievements that continue throughout the life process is stated as values education (Yaman, 2014). Values education has been included in the contents of the subjects included in the educational programs. It is aimed to transfer values to students in accordance with the content in different courses. Later, it was decided to make changes related to values education in the educational programs. In addition to the family, which plays an active role in the socialization process of the students, changes have been made in the education programs regarding the values that are intended to be imparted to the child. While creating the curriculum since the 2018-2019 academic year, the Ministry of Education has determined ten root values in order to ensure value gains for all courses.



Görsel 1: Kök Değerler  
Diagram 1. Root Values

These values; it has been determined as love, respect, responsibility, honesty, friendship, self-control, helpfulness, patriotism, justice and patience. It was expected that the values would be given in the texts in the textbooks (Küçüköğlü, Albayrak, & Serin, 2020).

After values education is included in the curriculum, it is expected that textbooks will be prepared with the necessary sensitivity towards this (Ersoy & Sahin, 2012). In this regard, when we look at the literature, it is seen that there are studies in which researchers examine textbooks in terms of values education. When we look at the literature for studies based on values education; Durakoğlu (2022), examining the philosophy textbook in terms of values; Topal (2019), values education and ten root values, Arslan and Turan (2024) examining the eighth grade Turkish textbook in terms of root values, Aydın (2021), Examination of Yediiklim Turkish Teaching Set textbooks in terms of root values, Sözen (2022), Examining the root values in the İstiklal Marşı in terms of values education and value transfer concepts, Köksal, Yaylacı-Kılıç, Yel, Erbaş and Kılcan (2022), examining social studies textbooks in terms of root values, Özbaşı (2020) has reached the study of Aytül Akal tales within the framework of the root values in the Turkish lesson curriculum.

It can be argued that the transformation of society into a model where human individuality is at the forefront has significantly shaken the unity, solidarity and values in the social structure (Callinicos, 2004). It is seen that there have been developments and changes throughout the century. This situation brings about positive and negative social consequences (Friedman, 2017). In order to minimize negative consequences, the society must have

common values, culture, tradition and consciousness. The task of educating people qualified to meet the needs of society is among the main functions of educational institutions (Meyer, 1977). Values, which are one of the study areas of philosophy, are expected to be reflected in textbooks (Pinto, McDonough, & Boyd, 2011). The fact that textbooks used as materials in schools are renewed every five years directly reveals the need to update the studies. The aim is to introduce the ten root values, which have been included in the curriculum of education programs since the 2018/2019 academic year, to future generations by taking their place in textbooks. When the studies are examined, it is seen that there are few studies on philosophy textbooks. In this context, it was decided to investigate values education in philosophy textbooks. It is expected that the study will contribute to the literature. The study was limited to the 10th Grade Philosophy Textbook and it was aimed to determine the root values included in the textbook. In line with the determined purpose, the following questions were focused on in the relevant study:

The root values in the 10th grade philosophy textbook;

What is the distribution on the basis of units?

What is its distribution throughout the book?

Which is the most and least used?

### Method

The method section of the research includes information about the research model, sample, process and analysis.

### Model of the Research

In this study, root values were determined by examining the texts included in the 10th Grade Philosophy Textbook. In the study, the content analysis method, one of the qualitative research methods, was used and the data were determined by frequency analysis within the scope of 10 root values. Content analysis; is a systematic, repeatable technique used in examining the content of many written, oral or visual materials such as a text, image, TV program, book, newspaper, interview, discussion, etc. using codes created within the specified rules (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2023). The concepts associated with the ten root values centered in the research are shown in Table 1 below.

Table 1. Attitudes and Behaviors Associated with Root Values.

Root values	Attitudes and Behaviors
Justice	Non-prejudice, impartiality, freedom, equality, rights, human rights
Friendship	Friendship
Honesty	Accuracy, truth, essential truth, consistency
Self-control	Self-understanding, self-consciousness, questioning, self-awareness
Patience	
Respect	Respect for different opinions, harmony, tolerance, compromise, being humane
Love	Love of wisdom

While determining the root values in the 10th Grade Philosophy Textbook, the attitudes and behaviors specified in Table 1 were determined by taking them into the center.

**Sample of the Research**

For the purposes of the research, the Secondary Education 10th Grade Philosophy Textbook (Cengiz, 2023), which has been in valid use for five years starting from the 2023-2024 academic year, was examined. While examining the textbook in the research, criterion sampling, one of the non-random sampling methods, was used because it was intended to be examined in the context of root values. Criterion sampling; is a sampling method in which data is obtained in line with the determined criteria on situations, events, people or objects with certain qualities and characteristics of the observation unit of the research. (Büyükoztürk & et al., 2023). The tables below list the units and texts in the textbook.

Table 2. Texts in Unit 1

Philosophy Recognition Unit		
1.1. The meaning of philosophy -The importance and necessity of thinking -Term of philosophy -Philosophical definitions -Who is a philosopher	1.2. Philosophical thought -The emergence of philosophical thought -Features of philosophical thought -What is the philosophy question?	1.3. The role of philosophy on human and social life -Individual and social functions of philosophy -Examples from daily life about the relationship between philosophy and life

Table 3. Texts in Unit 2

Thinking with Philosophy Unit			
1.1. Concepts related to thinking and reasoning -Explanations of concepts related to thinking and reasoning -Sample texts for concepts related to thinking reasoning	1.2. The importance of correct use of language in thinking and reasoning -Expression and conceptualization function of language -The impact of misuse of	1.3. Examples of how to ask a philosophical question	1.4. Questioning a philosophical opinion or argument -Questioning opinion and argument -Identifying philosophical views in publications

concepts on meaning
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Table 4. Texts in Unit 3

Basic Topics and Problems of Philosophy Unit			
1.1. Philosophy of being -The subject and problems of the philosophy of being - Classification of asset types -Evaluation of a topic covered in terms of ontology	1.2. Philosophy of knowledge - The subject and problems of philosophy of knowledge -Relationship between truth and reality -Value and reliability of information	1.3. Philosophy of science -The subject and problems of philosophy of science -Relationship between science and philosophy -Science and life relationship	1.4. Moral philosophy -The subject and problems of moral philosophy -Relationship between goodness and happiness - Freedom, responsibility and rule relationship
1.5. Philosophy of religion -The subject and questions of philosophy of religion -Theology and philosophy of religion -Who am I in terms of philosophy, science and religion	1.6. Political philosophy -The subject and problems of political philosophy - The sovereignty issue in terms of fundamental rights and freedoms from past to present -Philosophical perspective on problems	1.7. Philosophy of art -The subject and problems of philosophy of art - Art and sensibility - City, people and art	

Table 5. Texts in Unit 4

Philosophical Reading and Writing Unit			
1.1. Analysis of a philosophical text	1.2. Developing alternative views on a topic	1.3. Writing a philosophical essay - What is a philosophical essay and how to write it - Writing a philosophical essay	1.4. Using philosophical reasoning skills in other fields

When tables 2-5 above are examined; 10th Grade Philosophy Textbook; it is seen that it consists of 4 units and 18 subtexts: Recognizing Philosophy, Thinking with Philosophy, Basic Issues and Problems of Philosophy, Philosophical reading and writing.

**The Process of Obtaining and Analyzing Data**

The aim of the research is to examine the texts in the 10th Grade Philosophy Textbook regarding the ten root values that are approved by the Ministry of Education and Training Board and are expected to be included in the curricula implemented throughout the country and to determine how many root values are included in these texts. The attitudes and behaviors associated with the root values have been taken into the center in the selection of the texts in the textbook. Codings were created by the consensus of the researchers. The reliability formula of Miles and Huberman (1994) was taken into account in the consensus calculation. According to this formula, the similarity rate between the researchers is over 70%, which is a reliable rate for data analysis. There was a 0.99 agreement observed among the researchers. End-of-unit measurement and evaluation questions were not included in the research. As a result of

the examination, frequency analysis of the data obtained indirectly or directly regarding the root values was tabulated and exemplified. The basis of content analysis is the evaluation, interpretation and summarization of the collected data. While performing content analysis; it was created by taking into account the determination of concepts and units suitable for the purpose of the research, the creation of a logical structure, the determination of coding and categories, counting/quantification and interpretation (Büyüköztürk & et al., 2023).

To determine the number of root values, the attitudes and behaviors associated with the values were determined directly or indirectly in the sentences and their number was determined. Frequency (*f*) and percentage (%) of the obtained data were calculated. The findings were then converted into tables and graphs. Each sentence is discussed one by one. If there is more than one value in a sentence, each value is given a separate frequency; if a value was expressed with more than one attitude or behavior in a sentence, the value was considered as 1 (one) frequency. The pages on which the values contained in the textbook are determined are also indicated. Units were discussed separately and the most and least included values were determined. A graph has been created regarding the values contained in the textbook and an evaluation has been made by taking this graph into account.

**Findings**

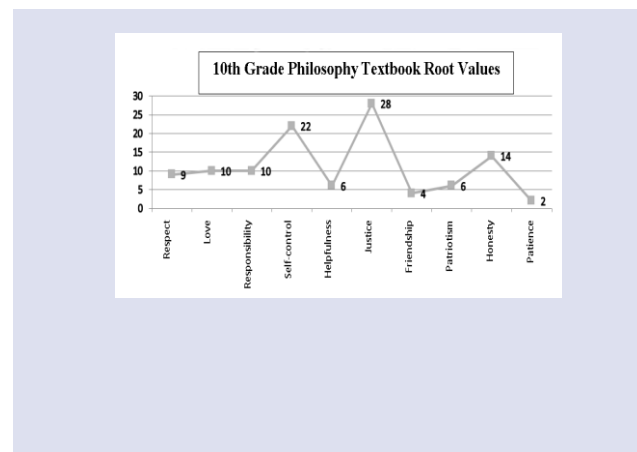
In this part of the research, the findings obtained as a result of examining the 10th Grade Philosophy textbook according to root values are presented.

*Table 6. Root values in the 10th Grade Philosophy Textbook.*

Values	Unit 1	Unit 2	Unit 3	Unit 4	f	%
Justice	3		25	-	28	25.22
Friendship	-	2	2	-	4	3,60
Honesty	4	3	2	5	14	12,61
Self-control	11	3	7	1	22	19,82
Patience	1	1	-	-	2	1,80
Respect	5	1	3	-	9	8,11
Love	6	1	1	2	10	9,01
Responsibility	1	-	9	-	10	9,01
Patriotism	-	-	6	-	6	5,41
Helpfulnes	1	1	2	2	6	5,41
Total	32	12	57	10	111	100

The texts in the ten root values 10th grade Philosophy textbook, which were placed in the curriculum within the scope of values education, were examined, and data

regarding the values included in the book: "love, respect, patience, justice, helpfulness, self-control, responsibility, patriotism, honesty and responsibility" were shown at Table 10. According to Table 10, it can be seen that the data regarding the root values that are intended to be taught implicitly or directly in the 10th grade philosophy textbook is *f*(111) in total. In the examined texts, it is seen that the root value that is most wanted to be gained is justice *f* (28) 25.22% and the least mentioned value is patience *f*(2) 1.8%. When we look at the units of the book, we see that the most intense *f* (57) value transfer occurs in Unit 3, and the *f* (10) value transfer is the least in Unit 4. It is seen that the values of patience *f* (2), friendship *f* (4), patriotism *f* (6) and helpfulness *f* (6) are not included in the texts in the book in sufficient numbers to constitute an outcome. Graph 1 was created based on the achievements in the textbook created within the framework of the 10th grade philosophy course curriculum.



*Graphic 1. Root Value Status in the Philosophy Textbook.*

When Graph 1 is taken into the center, it can be seen that the most recurring and least recurring root values are justice, self-control, honesty, responsibility, love, respect, helpfulness, patriotism, friendship and patience, respectively. According to the graph created, it is seen that there is no balanced distribution of root values in the 10th grade philosophy textbook. The lack of a balanced distribution of the ten root values determined to teach the root values, which are among the objectives of the curriculum, in the textbook shows that the purpose of the curriculum is disrupted to a certain extent. It is seen that the material used as a textbook is inadequate in achieving the objectives of the curriculum.

Table 7. Root Values in the Philosophy Recognition Unit.

Values	f
Justice	3
Honesty	4
Self-control	11
Patience	1
Respect	5
Love	6
Responsibility	1
Helpfulness	1
<b>Total</b>	<b>32</b>

According to Table 7, the root values in the "Recognizing Philosophy" unit of the 10th grade philosophy textbook are seen in the table above. According to the data obtained, the root value most included in this unit is; determined that self-control was *f* (11), and the root values that were not included at all were friendship and patriotism. Example sentences regarding the root values found in the texts in the book:

"A person first tries to understand what he is." (self-control/The importance and necessity of thinking text)

"Philosophy literally means love of wisdom." (love/Philosophy term text)

"It is necessary to be unprejudiced, approach with love and be open." (justice-love/Philosophy term text)

"Truth is the set of truths that form the basis of knowledge regarding any field studied." (integrity/Philosophy term text)

"Philosophical knowledge resulting from loving wisdom and turning to it." (love/Philosophy term text)

"This person, who turns towards existence with love, is also a patient person." (love-patience/ Philosophy term text)

"He is respectful to other people, to himself and to life." (respect/Philosophy term text)

"Philosophy is not a job that only concerns experts." (responsibility/Who is the philosopher text)

Table 8. Root values in the unit of thinking with philosophy

Values	f
Justice	2
Honesty	3
Self-control	3

Patience	*(p.47)	1
Respect	*(p.46-47)	1
Love	*(p.45)	1
Responsibility	*(p.43)	1
Helpfulness	*(p.36), *(p.45)	2
<b>Total</b>		<b>12</b>

According to Table 8, the root values in the "Thinking with Philosophy" unit of the 10th grade Philosophy textbook are seen in the table above. According to the data obtained, the root values most included in this unit are; determined that self-control *f*(3) and honesty *f*(3), and the root values that were not included at all were justice, responsibility and patriotism. Example sentences regarding the root values found in the texts in the book:

"People need to question themselves in order to develop their own views." (self-control/Explanation text of concepts related to thinking and reasoning)

"Truth is the condition in which the propositions expressed coincide with reality and do not contain contradictions." (integrity/Explanation text of concepts related to thinking and reasoning)

"Wishing things that you believe are good for him/her, thinking about him/her, not yourself." (friendship/Sample texts for concepts related to thinking and reasoning)

"A person may perform a behavior that will not benefit himself or even harm him, just for the sake of others." (helpfulness/text of examples of how to ask the philosophical question)

"If you fail to act according to the principles of righteousness in every action, do not be upset, do not lose your strength of heart, do not become angry." (honesty patience / Questioning opinion and argument text)

Table 9. Root Values Included in the Basic Issues and Problems of Philosophy Unit

Values	f
Justice	25
Honesty	2
Self-control	2
Patience	7
Respect	3
Love	1
Responsibility	9

Helpfulness	*(p.92), *(p.93), *(p.106), *(p.106), *(p.112), *(p.114)	6
<b>Total</b>		<b>57</b>

Table 10. Root Values Included in the Basic Issues and Problems of Philosophy Unit

Values	f	
Honesty	*(p.135), *(p.135), *(p.135-136), *(p.136), *(p.146)	5
Self-control	*(p.135)	1
Love	*(p.139), *(p.145),	2
Helpfulness	*(p.139), *(p.140)	2
<b>Total</b>		<b>10</b>

According to Table 9, the root values in the "Basic Issues and Problems of Philosophy" unit of the 10th grade Philosophy textbook are seen in the table above. According to the data obtained, the root value most included in this unit is; justice *f* (25), and the root value that is not included at all is patience. Example sentences regarding the root values found in the texts in the book:

*"People can maintain order by acting according to immutable laws that apply to everyone."* (Justice/ Text on the subject and problems of philosophy of knowledge)

*"Truth is the correspondence of the propositions expressed with reality."* (Honesty/ Truth and reality relationship text)

*"People guide themselves according to behaviors they consider good."* (Self-control/ Text on the subject and problems of moral philosophy)

*"Whether a person is free or not is determined by whether or not he uses his will while performing his actions."* (Responsibility/Text on the subject and problems of moral philosophy)

*"Isn't this also for the good of both them and the society, state and nation of which I am a member?"* (Patriotism/ Text on the subject and problems of moral philosophy)

*"Human beings progress with morality, love and freedom."* (love and justice/ Text on the subject and problems of moral philosophy)

*"If honesty is a condition of being both a good person and a good friend, isn't such behavior wrong at the detriment of others?"* (Honesty-friendship/ Freedom, responsibility and rule relationship text)

*"The important thing is to live selflessly for the good of others and eliminate our own ambitions."* (Helpfulness/ Subject and questions of philosophy of religion text)

*"Injustice is interfering in other people's business."* (Respect/ Text on the subject and problems of political philosophy)

According to Table 10, the root values in the unit called "Basic Issues and Problems of Philosophy" of the 10th grade Philosophy textbook are seen in the table above. According to the data obtained, the root value most included in this unit is; honesty *f*(5), the root values that were not included at all were justice, friendship, patience, respect, responsibility and patriotism. Example sentences regarding the root values found in the texts in the book:

*"The important thing is to do the right thing because it is right, not for some ulterior motive."* (Honesty/ Analysis of a philosophical text)

*"If we act for purposes other than duty, such as interest, the action lacks moral value."* (Self-control/ Analysis of a philosophical text)

*"Two loves founded two states."* (Love/ Developing alternative views on a topic)

*"It is to manage with a single driving force that can overcome the power of resistance by uniting and to mobilize it together."* (Helpfulness/ Developing alternative views on a topic)

**Conclusion, Discussion and Recommendations**

In this section, it is aimed to evaluate the data obtained regarding the entire textbook. The distribution of the data obtained for the entire textbook according to units is also stated. This study was compared with other studies in the literature and discussed together.

Values education is systematic and process-based, as it directly targets permanent changes in the individual's attitudes and behaviors in a positive direction, in line with the expectations of society. Values education takes place in a planned or unplanned manner with the direct or indirect participation of many segments of the society. While the education provided in schools is planned, it is possible to talk about randomness in the transfers in the social structure. In this process, the awareness of the family is quite important. The desired result can only be achieved when the values education given in schools is

supported by the family and society. The values education process needs to be carried out better and the process needs to be understood in solving possible problems. It is important for teachers and families to be role models for students and to establish cooperation in a democratic classroom environment (Lickona, 2009).

When we look at the textbook that was renewed in 2023 Cengiz (2023) and examined in this study,  $f(111)$  root values were reached. It seems that this number is insufficient when the entire textbook is evaluated as a whole. It is possible to state that, compared to the textbook used in 2018, direct or indirect learning about the root value has been significantly increased in the 10th grade philosophy textbooks used in 2023. According to the study conducted by Durakoğlu and Zabun (2022) examining the philosophy textbook in terms of values, the root value  $f(16)$  was reached in the texts in the 10th grade philosophy textbook. In the studies conducted by Uçar and Akdoğan (2009) and Yalar and Yelken (2011) on values education, it was determined that values education is not provided at an adequate level in textbooks. Regarding values education, in the research findings conducted by Whitney (1986) in the USA, it is seen that teachers stated that the books, curriculum and in-service training given to teachers regarding values education are insufficient. According to the data obtained from the values education and ten root values study conducted by Topal (2019), six of the ten root values determined (patriotism, love, respect, friendship, benevolence and justice) were significantly included in the achievements of all courses, but patience, responsibility, honesty values were partially given, especially the value of self-control did not show competence in the curriculum. When we look at the values given in the 10<sup>th</sup> grade philosophy textbook, it is seen that there is a difference in relation to this situation. It has been determined that the data related to the root value of self-control number  $f(22)$  have been determined in the entire textbook. When we look at the whole book, it is seen that the root value of self-control is 19.82%.

When we look at the studies on the values in other branches other than philosophy course at the high school level; In the study conducted by Turan and Duman (2023), 9th, 10th, 11th and 12th grade Turkish Language and Literature textbooks of secondary education were examined in the context of root values. A total of  $f(110)$  root value expressions were determined. The most frequently discussed value in the instructional texts was respect; the least discussed value was justice. In the study conducted by Muç and Pamuk (2020), the 9th, 10th, 11th grade History course and 12th grade Turkish Republic

Revolution History and Kemalism textbooks were examined in the context of root values. The value of justice was found in the 9th grade history textbook, the values of justice and self-control in the 10th grade history textbook, the values of justice and patriotism in the 11th grade history textbook, and the widespread use of the root values of patriotism in the 12th grade Turkish Republic Revolution History and Kemalism history textbook. Teker and Ellez (2022) examined the 9th, 10th, 11th and 12th grade mathematics textbooks taught in secondary education institutions in 2021-2022. In the study, it was observed that the ten root values were not distributed evenly in the books. While the value of helpfulness was the most included value, the value of responsibility appeared to be the least included value. In the study conducted by Özay Köse and Gül (2020), it was found that the most common root value in the texts in the 9th and 10th grade biology textbooks was responsibility and the root value not included in any text was patriotism. In the study conducted by Meço and Coştu (2023), the physics textbook taught at the 9th, 10th, 11th and 12th grade levels was used for analysis. According to the data obtained from the study, it was determined that the most included values among the 10 root values were "patriotism", "responsibility" and "self-control", respectively; and the least included values were "justice", "love" and "friendship". When we look at the branch-based textbooks used at the secondary education level, we see that different values are highlighted. Although it is important in terms of integrity, each course should have a balanced distribution in terms of core values.

When studies conducted at different grade levels are examined; the textbooks in the Yediiklim Turkish Teaching Set by Aydın (2021) were examined in terms of root values. According to the data obtained in this study, it was determined that there were ten root values in total,  $f(408)$ , and the most mentioned value was love  $f(98)$  and the least mentioned value was patriotism  $f(7)$ . Considering another study conducted by Köksal et al. (2022), based on the study titled "Examination of social studies textbooks in terms of root values", it is seen that the root value that appears the most in the book is responsibility, and the root value that is least mentioned is justice. When the relevant studies are considered, it is seen that the differences in the root value achievements of the courses in different branches and levels are not equal, and some values are given almost no place. Based on this, it is possible to say that a balanced distribution of the ten root values is not shown in the textbooks. It is possible to predict that the differences in the root values in the books across branches and levels, and that the ten



root values that students want to acquire will show significant differences in line with the students' interests and desires towards the lessons. Since philosophy is a discipline based on questioning the existence of the individual, its influence on the individual's personality and value development reveals the necessity of making the individual rich in terms of root values.

In line with this research, the following recommendations can be offered:

When we look at the studies conducted within the scope of values education, we see that philosophy textbooks have not been examined much. In this context, philosophy textbooks at different levels can be examined for values education. Having a balanced distribution of the ten root values at all levels and branches will play an active role in achieving the target values.

Philosophy textbooks at different grade levels can be examined comparatively for values education.

Only texts were considered in the study. Studies can also be carried out on visuals or questions regarding root values.

The fact that the Ministry of National Education renews textbooks every five years will be useful in eliminating the obsolescence of similar studies and keeping them up to date.

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