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## **CULTURAL BRIDGES, DEMOCRATIC VALUES: A CROSS-CULTURAL STUDY ON TURKISH AND SYRIAN STUDENTS' DEMOCRATIC COMMITMENT FOR SUSTAINABLE EDUCATION**

*By examining the levels of commitment to democratic principles across different cultural contexts, the study explores how cultural backgrounds influence attitudes toward democracy. Ultimately, the study strives to build cultural bridges and promote sustainable education by fostering a deeper understanding of democratic principles among Turkish and Syrian students. This study aims to reveal the democratic values of Turkish and Syrian secondary school students according to different variables. The research was conducted with secondary school students studying in different schools in Şanlıurfa province. A total of 62 students, 32 Turkish and 30 Syrian, attending the 7th grade participated in the research. In this research, the survey model, one of the quantitative research models, was used. The Basic Democratic Values scale, consisting of 4 sub-dimensions and 34 items, was used as a data collection tool. In order to test the significance of the data according to the variables, t-tests and one-way analysis of variance (ANOVA) were used in independent groups. Significance was examined at the .05 ( $p < .05$ ) level. As a result of the research, it was revealed that while Turkish and Syrian students' possession of democratic values showed a significant difference according to their nationality, there was no significant difference according to their gender and parents' education level.*

**Key words:** *Democratic values, culture, Syrian, Turkish, immigrant, sustainability.*

**Introduction and the current state of the research problem.** In the dynamic landscape of global education, understanding the nuanced perspectives on democratic values is paramount for fostering sustainable and inclusive learning environments. This study embarks on an insightful exploration into the levels of commitment to democratic principles among Turkish and Syrian students. This cross-cultural study endeavors to unravel the impact of cultural contexts on the attitudes toward democracy, employing quantitative analyses. By bridging these cultural gaps, the research aspires to contribute to sustainable education practices, cultivating a shared commitment to democratic values and fostering a harmonious and inclusive educational experience for students from diverse backgrounds. Values are one of the most emphasized, discussed and academically researched topics lately. Social cohesion and tolerance are vital for the functioning of a democratic society. Teaching and maintaining values to students, from preschool education to university, is widely included in education curricula today, as it was in the past. Value is the tendency to prefer other alternatives in the face of a situation or event. Values have a very important place in shaping and judging behavior. It is the source of what a person focuses on in his life, his expectations, wishes, and desires (Erdem, 2003). Education policies of countries are shaped within the context of both the culture and universal values of that country. Transferring the values included in the education curriculum is among the important duties of education. Educational institutions' teaching the values included in the curriculum and those

not included in the curriculum, making their students experience these values, preparing them for life, and creating an educational environment where universal moral laws prevail will make a positive contribution to their moral development. Values education of children has been discussed from different perspectives in many studies (Kılıç, 2017; Kozikoğlu, 2018; Demirci, 2019; Başyigit & Aydınli, 2021; Yenen & Ulucan, 2021; Akan, 2021; Kabadayı, 2021; Öztürk & Buldur, 2022). For this reason, it is the responsibility of parents and society, as well as educational institutions, for people to become aware of these values, create new values, adopt existing values, and transfer them to their lives through their behavior. One of the indispensable purposes of education is undoubtedly to value education. Values education provides new gains to individual identity, gives meaning to corporate identity, and highlights the importance of people. With this education, it is desired to raise characterful, moral, and honest individuals. The essence of values education is to be useful to other people. All educational institutions try to be useful by transferring existing knowledge, skills, attitudes, and values to other people (Kirschenbaum, 1995). Values education has two main goals. The first goal is to lead a meaningful life, enjoy life, and be happy. The reason why people can always be happy is to cope with life's difficulties and accept these difficulties as an experience. The second goal is to raise people who benefit from society's expectations, value all living things, and respect their rights. Thus, an environment of peace and tranquility is created for both individuals and society. According to Toomey

(2010), values education enables students to show kindness to others and become successful individuals in educational life. It enables the acquisition of values such as honesty, tolerance, peace, and non-violence. It makes one sensitive to social issues and evaluates one's behavior (Stephenson, et al., 1998). What information students will learn and what operations they can do as a result of learning activities are defined as learning outcomes. These outputs are prepared according to mental, psychomotor, and affective domains. However, in the historical process, cognitive learning has been brought to the fore. Affective learning has not been given enough space. The fact that measuring and evaluating affective learning is more difficult than other areas is stated as the main reason for this situation. (Aydın, 2012; Yüksel, Bağcı and Vatansever, 2013). Bacanlı, (2006) "Affective characteristics; refer to the values, emotions, preferences, moral rules, wishes and desires, motivations and orientations that are desired to be imparted to the individual. Value is shown among affective learnings. Value is the tendency to prefer other alternatives in the face of a situation or event. Values have a very important place in shaping and judging behavior. It is the source of what a person focuses on in his life, his expectations, wishes, and desires (Erdem, 2003). According to Yeşilyurt and Kurt, (2012), in order to impart values to students, elements related to values education and affective factors should be included more in the education curriculum. As can be implied above, "democracy" is among the values that are desired to be imparted to students. (Aydın, 2012; Yüksel, Bağcı and Vatansever, 2013). Turkish Language Association (2014) defines democracy as "a form of government, power, democracy based on the sovereignty of the people". Although democratic values generally include the culture of living together, the individual's perspective on people, events, and all other situations, it is very difficult to make a list of all democratic values. When Yeşil and Aydın (2007) examine the studies on this subject, issues such as a free discussion environment, respect for the right to live, acceptance of differences, staying away from violence, ability to express, social state, pluralism, fairness, and transparency come to the fore. Among the most important tasks of education in democratic countries is to create a culture of democratic life, to reflect democracy in all areas of life, and to make it a natural human behavior (Gökçe, 2005). In education based on democratic values, all kinds of differences of people are respected. It represents the education provided regardless of people's differences such as ethnicity, religion, sect, gender, or political opinion. In democratic education, whose programs, educational methods, and techniques overlap with the main principles of democracy, working together, teacher-student interaction is high, individual preferences are given importance and tolerance prevails (Kepenekçi (2004, p. 33). Such an education is important to ensure democratic order. can be achieved through education. Because democratic education means that the individual acts independently, It enables people to question, make constructive criticism, and develop civic

awareness (Karakütük, 2001). However, it is possible to create a democratic society with this education system. Individuals raised with these values are aware of their duties and responsibilities, are respectful, fair, committed to the culture of the society they live in, and open to cooperation. They can trust themselves and others. They are open to being criticized by others and admitting their mistakes. In order for democracy to function at the desired level, people must have democratic values. There is no clear view of what core democratic values include. However, based on the studies conducted, Kınca and Işık (2003) made a list of respect for differences, peace, justice, coexistence, sensitivity, respect for life, respect for human rights, orientation towards good, and security. It is thought that the way individuals have democratic values or perceive these values is shaped by many factors.

**Rationale.** Democracy values diversity and promotes an environment where different opinions and perspectives coexist peacefully. In line with this, Sustainable education fosters a sense of global citizenship, encouraging respect for cultural diversity and promoting tolerance. By nurturing understanding and empathy, it contributes to the development of socially responsible individuals who can navigate and contribute positively to a diverse and interconnected World. The relationship between democratic values and sustainable education is profound and crucial for fostering a just and equitable society. In conclusion, the interplay between democratic values and sustainable education is symbiotic. A democratic society thrives when its citizens are educated sustainably, and sustainable education flourishes within the framework of democratic principles. By integrating these principles into educational systems, we can cultivate responsible, informed, and empowered individuals capable of building a more just, equitable, and sustainable world. students possessing democratic values contribute to sustainable education by fostering civic engagement, promoting respect for diversity, enhancing critical thinking skills, facilitating conflict resolution, instilling a sense of responsibility, encouraging active participation in decision-making, preparing for citizenship, and promoting adaptability. These contributions collectively contribute to the creation of an educational environment that is not only academically rigorous but also socially and ethically responsible, aligning with the principles of sustainability.

**Aim and tasks.** This study aims to reveal Turkish and Syrian secondary school students' democratic values according to different variables. It is thought that the research will benefit teachers, school administrators, program development experts, and researchers. Within the scope of this purpose, answers to the following sub-problems were sought.

(1) Is there a significant difference between the student's nationality and their scores on the Basic Democratic Values scale?

(2) Is there a significant difference between the student's gender and their scores on the Basic Democratic Values scale?

(3) Is there a significant difference between the educational background of the student's mothers and the scores they received from the Basic Democratic Values scale?

(4) Is there a significant difference between the educational background of the student's fathers and the scores they received from the Basic Democratic Values scale?

**Research methods.** In this research, the survey model, one of the quantitative research models, was used. In scanning models, an existing situation or reality is tried to be investigated and described in its normal course. Scanning model; It is based on the logic of completely reviewing past or present data regarding an event, phenomenon, individual, or object. Thus, by collecting and organizing scattered data regarding the situation under investigation, is analyzed (Şimşek, 2012). This study is descriptive research conducted to determine whether students' views on basic democratic values differ in terms of variables such as nationality, gender, and mother and father's educational status.

**Working group.** This research was conducted with 7th-grade students studying in different schools in Viranşehir district of Şanlıurfa province. The study group consists of 62 students studying in the 7th grade. The distribution of these students according to the variables of nationality, gender, mother and father's education level is given in Table 1.

Table 1

**Distribution of Turkish and Syrian Students by Demographic Variables**

Nationality	№	%
Turkey	32	51.6
Syria	30	48.4
Gender	№	%
Female	28	45.2
Male	34	54.8
Mother Education	№	%
Illiterate	15	24.2
Primary	25	40.3
Secondary	12	19.4
Lycee	6	9.7
University	4	6.4
Father Education	№	%
Illiterate	6	9.7
Primary	14	22.6
Secondary	19	30.7
Lycee	13	20.9
University	10	16.1
Total	№	%
	62	100

When Table 1 is examined, the students in the study group are classified according to their nationality. It was

observed that 51.6% were Turkish nationals and 48.4% were Syrian nationals. According to gender, 45.2% of the students are female and 54.8% are male. However, when the educational status of the students' mothers is examined; 24.2% are illiterate, It was observed that 40.3% were primary school graduates, 19.4% were secondary school graduates, 9.7% were high school graduates and 6.4% were university graduates. Similarly, when the educational status of the students' fathers is examined; 9.7% were illiterate, 22.6% were in primary school, It was found that 30.7% were secondary school graduates, 20.9% were high school graduates and 16.1% were university graduates.

**Data Collection Tools.** In this research, the "Basic Democratic Values Scale" developed by Uygun and Engin (2014) was used as a data collection tool. This scale was developed to determine students' views on basic democratic values. Scale; It consists of 4 sub-dimensions and 34 items: fairness (7 items), cooperation (10 items), self-confidence (9 items), and respect for differences (8 items). 8 items on the scale contain negative statements. These items are reverse coded and calculated during analyses. Validity and reliability studies of the scale were conducted. Necessary permissions were obtained for its use in this study. The reliability coefficient (Cronbach alpha coefficient) of this scale developed by Uygun and Engin (2014) was calculated as .82. In this study, the reliability coefficient of the scale was recalculated and found to be .91. Cronbach's alpha reliability coefficient takes values between 0 and 1. The acceptable value is .70. As this value approaches 1, reliability increases (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2012). From this perspective, it can be said that the scale is at a reliable level. The dimensions and item distributions of the scale are shown in Table 2.

Table 2

**Sub-Dimensions and Reliability Coefficients of the Scale**

Sub-Dimensions	Items	Cronbach-Alpha Coefficients
Being fair	4-9-12-13-16-18-24	.73
Partnership	1-5-6-10-14-17-20-25-27-29	.82
Confidence	8-11-19-21-26-28-31-32-33	.78
Respect for Diversity	2-3-7-15-22-23-30-34	.81
Total		.91

**Analysis of Data.** SPSS 24.0 package program was used to analyze the data obtained in the study. Percentage and frequency statistics were used for the demographic characteristics of the students participating in the research. The normality of the data was tested to determine the statistical methods to be used to analyze the data obtained regarding the independent variables in the study. Tabachnick and Fidell (2003) stated that Skewness and

Kurtosis values should be between -1.5 and +1.5 for the skewness and kurtosis coefficients to meet normality. In the overall scale, the Skewness value was found to be -.017 and the Kurtosis value was -1.127. Skewness and Kurtosis values for the sub-dimensions of the scale are -.409 and -.297 for the "fairness" sub-dimension, -.029 and -1.290 for the "cooperation" sub-dimension, .015 and -1.011 for the "self-confidence" sub-dimension, respectively. For the "respect for differences" sub-dimension, it was found to be -.129 and -1.227. As a result of the normality test, the normality of the scale and its sub-dimensions. It has been observed that the distribution of test the significance of the data according to the variables, t-test, and one-way analysis of variance (ANOVA) were used in independent groups. Significance was examined at the .05 ( $p < .05$ ) level.

**Findings.** In this study, students' views on basic democratic values were examined according to variables such as "nationality, gender, mother's education level, and father's education level". The findings obtained in the research are given below.

**Findings Regarding the Nationality Variable.** In order to determine whether students' views on basic democratic values showed a significant difference according to the nationality variable, an independent samples t-test was conducted and the results obtained are presented in Table 3 based on dimensions.

Looking at Table 3, it was seen that students' views on basic democratic values showed a significant difference according to the nationality variable, both in general and

in all sub-dimensions of the scale ( $p < .05$ ). Based on this finding, it can be stated that Turkish students have more positive views both in the context of the basic democratic values scale and in all other sub-dimensions. However, it can be said that Turkish students are more fair, more cooperative, more self-confident, and more respectful of differences than Syrian students.

**Findings Regarding the Gender Variable.** In order to determine whether students' views on basic democratic values showed a significant difference according to the gender variable, an independent samples t-test was conducted and the results obtained are presented in Table 4 based on dimensions.

When Table 4 is examined, it is seen that the student's views on basic democratic values do not show a significant difference according to the gender variable, both in general and in all sub-dimensions of the scale ( $p > .05$ ). Based on this finding, it can be said that the students have similar views both in the context of the basic democratic values scale and all other sub-dimensions according to the gender variable. It can also be stated that the gender variable does not affect students' characteristics such as being fair, cooperative, self-confident, and respectful of differences. However, when the averages are examined, it is seen that female students have higher averages in the sub-dimensions of fairness, cooperation, and respect for differences. In the self-confidence sub-dimension, male students have a higher average. Looking at their average scores, it can be said that female students have more positive views

Table 3

T-Test Results Regarding the Nationality Variable of Turkish and Syrian Students

Dimensions	Nation	N	X	SS	t	p
Being fair	Turkey	32	3.82	.42	5.75	.00*
	Syria	30	3.03	.65		
Partnership	Turkey	32	4.12	.35	15.58	.00*
	Syria	30	2.74	.34		
Confidence	Turkey	32	3.74	.46	11.71	.00*
	Syria	30	2.45	.41		
Respect Diversity	Turkey	32	3.96	.41	15.41	.00*
	Syria	30	2.27	.45		
General	Turkey	32	4.65	.22	24.90	.00*
	Syria	30	3.38	.19		

Table 4

T-Test Results of Turkish and Syrian Students on Gender Variable

Boyutlar	Cinsiyet	N	X	SS	t	p
Being fair	Female	28	3.56	.57	1.27	.21
	Male	34	3.34	.74		
Partnership	Female	28	3.46	.89	.99	.92
	Male	34	3.44	.68		
Confidence	Female	28	2.92	.78	-1.81	.08
	Male	34	3.28	.75		
Respect Diversity	Female	28	3.31	.99	1.35	.18
	Male	34	2.99	.89		
General	Female	28	4.08	.73	.47	.64
	Male	34	3.99	.63		

on the values of being fair, being cooperative, and being respectful of differences than male students.

**Findings Regarding the Mother's Educational Status Variable.** One-way analysis of variance (ANOVA) was conducted to determine whether students' views on basic democratic values showed a significant difference according to the mother's education level variable. The results obtained are presented in Table 5 based on dimension

When Table 5 is examined, it is seen that the student's views on basic democratic values do not show a significant difference according to the mother's educational status variable, both in general and in all sub-dimensions of the scale ( $p > .05$ ). Based on this finding, it can be stated that the educational status of the students' mothers (illiterate, primary school graduate, secondary school graduate, high school graduate, university graduate) does not affect their views on basic democratic values. However, it can

be said that maternal education does not affect students' characteristics such as being fair, cooperative, self-confident, and respectful of differences.

**Findings Regarding the Father's Educational Status Variable.** In order to determine whether students' views on basic democratic values show a significant difference according to the variable of the father's education level. One-way analysis of variance (ANOVA) was performed. The results obtained are presented in Table 6 based on dimensions.

When Table 6 is examined, it is seen that the student's views on basic democratic values do not show a significant difference according to the father's educational status variable, both in general and in all sub-dimensions of the scale ( $p > .05$ ). Based on this finding, it can be said that the educational status of the students' fathers (illiterate, primary school graduate, secondary school graduate, high school graduate, university graduate) does not affect their

Table 5

**ANOVA Results of Turkish and Syrian Students on the Variable of Mother's Educational Status**

Dimensions	Group	N	X	Varians	Total Square	sd	Square	F	p	Sig.
Be Fair	Illiterate	15	3.70	Between Groups	2.43	4	.61	1.39	.25	-
	Primary	25	3.32							
	Secondary	12	3.27	Groups	24.96	57	.44			
	Lyce	6	3.33							
	Üniversity	4	3.85							
	Total	62	3.44	Total	27.38	61				
Partnership	Illiterate	15	3.43	Between Groups	.38	4	.10	.15	.96	-
	Primary	25	3.42							
	Secondary	12	3.40	Groups	36.16	57	.63			
	Lyce	6	3.63							
	Üniversity	4	3.63							
	Total	62	3.45	Total	36.54	61				
Self Confidence	Illiterate	15	3.07	Between Groups	.77	4	.19	.30	.88	-
	Primary	25	3.08							
	Secondary	12	3.15	Groups	36.34	57	.64			
	Lyce	6	3.06							
	Üniversity	4	3.53							
	Total	62	3.12	Total	37.11	61				
Respect for Diversity	Illiterate	15	3.20	Between Groups	2.04	4	.51	.56	.70	-
	Primary	25	3.00							
	Secondary	12	3.11	Groups	52.34	57	.92			
	Lyce	6	3.17							
	Üniversity	4	3.75							
	Total	62	3.14	Total	54.38	61				
General	Illiterate	15	4.08	Between Groups	.81	4	.20	.43	.79	-
	Primary	25	3.97							
	Secondary	12	3.97	Groups	26.68	57	.47			
	Lyce	6	4.06							
	Üniversity	4	4.43							
	Total	62	4.04	Total	27.49	61				

Table 6

**ANOVA Results Regarding the Father's Educational Status Variable of Turkish and Syrian Student**

Dimensions	Group	N	X	Varians	Total Square	sd	Square	F	p	Sig.
Be Fair	Illiterate	6	3,45	Between Groups	.52	4	.13	.27	.89	-
	Primary	14	3,42							
	Secondary	19	3,35	Groups	26.87	57	.48			
	Lyce	13	3,60							
	Üniversity	10	3,40							
	<b>Total</b>	<b>62</b>	<b>3,44</b>							
Partnership	Illiterate	6	3,17	Between Groups	1.73	4	.43	.71	.59	-
	Primary	14	3,56							
	Secondary	19	3,31	Groups	34.80	57	.61			
	Lyce	13	3,68							
	Üniversity	10	3,46							
	<b>Total</b>	<b>62</b>	<b>3,45</b>							
Self Confidence	Illiterate	6	2,85	Between Groups	1.63	4	.41	.65	.63	-
	Primary	14	3,20							
	Secondary	19	3,00	Groups	35.48	57	.62			
	Lyce	13	3,38							
	Üniversity	10	3,16							
	<b>Total</b>	<b>62</b>	<b>3,12</b>							
Respect for Diversity	Illiterate	6	2,65	Between Groups	3.70	4	.92	1.04	.40	-
	Primary	14	3,01							
	Secondary	19	3,08	Groups	50.68	57	.89			
	Lyce	13	3,52							
	Üniversity	10	3,21							
	<b>Total</b>	<b>62</b>	<b>3,14</b>							
General	Illiterate	6	3,78	Between Groups	1.36	4	.34	.74	.57	-
	Primary	14	4,04							
	Secondary	19	3,94	Groups	26.13	57	.46			
	Lyce	13	4,28							
	Üniversity	10	4,06							
	<b>Total</b>	<b>62</b>	<b>4,04</b>							

views on basic democratic values. It can also be stated that the father's education level does not affect students' characteristics such as being fair, cooperative, self-confident, and respectful of differences.

**Conclusion and recommendations.** This research was conducted to reveal the level of democratic values of secondary school students. It was observed that there was a significant difference between the level of democratic values of secondary school students according to their nationality. As a result of the research, it was seen that the level of democratic values of Turkish secondary school students was higher than that of Syrian students. The fact that Turkish students have more democratic values than Syrian students in the sub-dimensions of fairness, cooperation, self-confidence, and respect for differences is an indication that culture has an impact on secondary school students' perspective on democratic values. The social environment in which individuals are born and raised has an impact on their tendencies towards values. All achievements of students regarding democratic values are formed by the educational policies of the state of which they are citizens. When viewed from this perspective, it can be stated that the level of students' possession of universal democratic values may differ depending on the nationality

variable. It was observed that students' views on basic democratic values did not show a significant difference according to the gender variable, both in general and in all sub-dimensions of the scale. Based on this result, the levels of democratic values of male and female students are similar. It can also be stated that the gender variable does not affect students' characteristics such as being fair, cooperative, self-confident, and respectful of differences. However, when the averages are examined, it is seen that female students have higher averages in the sub-dimensions of fairness, cooperation, and respect for differences. In the self-confidence sub-dimension, male students have a higher average. Looking at their average scores, it can be said that female students have more positive views on the values of being fair, being cooperative, and being respectful of differences than male students. According to a study conducted by Bolat (2011) to learn students' views on democratic values, female students showed a more positive tendency than male students. It was found to have similar results to this study. It was observed that the students' views on basic democratic values did not show a significant difference, both in general and in all sub-dimensions of the scale, according to the variables of parents' education level. Based on this result, the student's

mother's education status (illiterate, primary school graduate, secondary school graduate, high school graduate, university graduate) and father's education status (illiterate, primary school graduate, secondary school graduate, high school graduate, university graduate) are related to basic democratic values. It can be stated that it did not affect their views on the issue. However, it can be said that maternal education does not affect students' characteristics such as being fair, cooperative, self-confident, and respectful of differences.

According to the results of this study, the following suggestions can be made.

(1) In this study, four democratic values (Fairness, cooperation, self-confidence, respect for differences) were studied. By studying different democratic values, programs can be developed to help secondary school students internalize these values.

(2) This study was conducted on secondary school students in Viranşehir district of Şanlıurfa province. It can be applied in different regions and other educational levels.

(3) The study was carried out in schools located in Viranşehir district center. It can be done in secondary schools with different demographic characteristics.

(4) Teachers working in schools can analyze the culture that students have acquired well and carry out activities to ensure that all their students have these values.

(5) The Ministry of National Education can develop projects on values education for Syrian immigrants and children who took refuge in our country due to war.

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## КУЛЬТУРНІ МІСТИ, ДЕМОКРАТИЧНІ ЦІННОСТІ: МІЖКУЛЬТУРНЕ ДОСЛІДЖЕННЯ ДЕМОКРАТИЧНИХ ЗОБОВ'ЯЗАНЬ ТУРЕЦЬКИХ ТА СИРІЙСЬКИХ СТУДЕНТІВ ДЛЯ СТАЛОЇ ОСВІТИ

*Вивчаючи рівні прихильності демократичним принципам у різних культурних контекстах, робота досліджує, як культурне походження впливає на ставлення до демократії. Дослідження прагне побудувати культурні мости та сприяти сталій освіті шляхом глибшого розуміння демократичних принципів серед турецьких і сирійських студентів. Це дослідження має на меті виявити демократичні цінності турецьких і сирійських учнів середньої школи відповідно до різних змінних. Дослідження проводилося з учнями середньої школи, які навчаються в різних школах провінції Шанлиурфа. Усього в дослідженні взяли участь 62 учні, 32 турецьких і 30 сирійських, які відвідують 7-й клас. У цьому дослідженні була використана модель опитування, одна з кількісних моделей дослідження. Шкала базових демократичних цінностей, що складається з 4 підвимірів і 34 позицій, була використана як інструмент збору даних. Щоб перевірити значущість даних відповідно до змінних, t-критерії та односторонній дисперсійний аналіз (ANOVA) використовували в незалежних групах. Значимість досліджувалася на рівні 0,05 ( $p < 0,05$ ). У результаті дослідження було виявлено, що якщо володіння демократичними цінностями турецьких і сирійських студентів показало суттєву різницю за національністю, то суттєвої різниці за статтю та рівнем освіти батьків не було.*

**Ключові слова:** демократичні цінності, культура, сирійський, турецький, іммігрант, стійкість.

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