



Title:

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The effect of creative drama method in 4th grade primary school values education

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Article Information	Abstract
<p>DOI: 10.14527/edure.2024.02</p> <p>Article History: Received 13 December 2023 Revised 19 January 2024 Accepted 21 January 2024 Online 25 January 2024</p> <p>Keywords: Values education, Creative drama, Responsibility.</p> <p>Article Type: Research paper</p>	<p>The main purpose of this study is to determine the effect of creative drama method on the acquisition of "Responsibility", "Respect" and "Patience" values by fourth grade primary school students. The study was designed using the parallel mixed model, which is one of the mixed method designs. The study group of the research consists of primary school 4th grade students studying in a public school in the fall semester of 2018-2019 academic year. There were 42 students in the experimental group and 40 students in the control group. The research data were collected through the "Responsibility Scale", "Respect Tendency Scale", "Patient Behavior Scale", "Student and Teacher Diaries", "Teacher Interview Form" and "Personal Information Form". In addition, data were obtained with the "Word Association Test" to determine the conceptual change in values before and after the implementation. All in all, it has been established that the use of the creative drama method in values education is very effective in adopting values, embodying in-class learning, and encouraging the students to develop positive attitudes about the values discussed.</p>



Introduction

All kinds of developments bring about change in every field. Today, the continuous increase and development of information and technology influence all spheres of society, and the training services are not exceptional. People have always benefited from educational processes throughout history. Concordantly, it has been attempted to provide individuals with the best education in every period. In doing this, the primary aim is not to upload knowledge, but to raise individuals with character and personality. In learning processes, education has been regarded as a powerful tool in connecting the past with the future rather than the transfer of knowledge. The expectation of the educational systems around the world from individuals is to assimilate the value system of the society in which they live and transfer it to real life (Ulusoy, 2007).

The educational process is vital to carry the traditions, customs, beliefs, artistic and architectural products, as well as the cultural heritage of the society in which the individuals were born and grew up. The individual's behavior patterns change and are shaped by this very process. The aims of educational philosophers such as Socrates, Plato, and John Locke have been to raise good, virtuous, and characterful individuals. The individual with these characteristics has been regarded as a cultural transmitter. Appreciating the concept of value education in the process of cultural transfer, Şahin (2022) also noted that better generations would be raised by transferring values to the next generations through education. In light of all these, values education has recently become prominent in individuals' adopting values at an early age so that they can be acquired, assimilated, and put into practice.

The aim of education is not only to raise individuals with high academic success but also to raise individuals with healthy personality traits and to adopt cultural values. The children will be able to assimilate social values and turn them into desired behaviors thanks to the values education. This will only be possible through an effective and

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systematic value education program in the educational system. There is no independent value education program within the scope of current curricula. Teachers voiced that values education studies are not systematically included and therefore it may create problems in leaving the process to teachers' initiative. The need for standard guidance is also revealed to guide teachers as they do not attach equal importance to values. Therefore, a desirable values education meeting the needs of teachers will only be possible through a systematic values education program that will be implemented effectively and systematically in the educational system. It is believed that the examination of the previous studies and emphasizing the deficiencies will create a more accurate process of progress. It is noteworthy that a great deal of research has been done on values education in Turkey. While most of these deal with the examination of literary texts, movies/cartoons, fairy tales, epics, and textbooks in terms of values education, some of them have been conducted on teachers' views on values education (Özyurt, 2022). The examination of studies on values education at the primary school level in Turkey proves that the studies in which textbooks are analysed in terms of values education (Candan & Ergen, 2014; Hatay Uçar & Çetinkaya, 2021; Öztürk & Özkan, 2018;) and those examining teachers' opinions on values education programs or practices (Aktepe, Keser, & Şeref, 2020; Batmaz & Erdoğan, 2019; Can Aran & Demirel, 2013; Çiftçi & Gürhan, 2017; Gür, Koçak, Şirin, Şafak & Demircan, 2015; Meydan & Bahçe, 2010) appear to be in the majority. Apart from these, some studies test the effects of the designed values education courses/approaches on students' cognitive learning and affective characteristics (Karaman & Akgül, 2015; Özerbaş & Gündüz, 2014; Tahiroğlu, 2012; Temel & Sapsağlam, 2018; Uzunkol & Yel, 2016). Their results emphasize the importance of values and the necessity of values education (Dilmaç, 2012; Ekiz & Akyıldız, 2011; Fidan 2013; Yeşilyurt & Kurt, 2012). Nevertheless, values education studies carried out in schools are mostly included in the hidden curriculum.

Bacanlı (2006) explains that there is no independent values education program in schools as they consist of affective achievements and goals. He also points out that affective acquisitions and goals are neglected in the curriculum. He clarifies the situation with the fact that the teaching process takes too long, there are no general rules for evaluation, and it is insufficient to evaluate with success criteria. Thus, the absence of official curriculum content for values education is a major shortcoming. There is a need for a systematic values education curriculum, and methods and techniques that can provide individuals with affective learning outcomes of values education (Üstündağ, 2002). Values education mostly consists of abstract subjects. It becomes difficult for individuals to internalize values education, which consists of the acquisitions of the affective domain in an abstract structure. These affective-based processes should be organized on an activity basis by practicing, learning by doing, and being personally involved in the process (Aktepe et al., 2020). From this point of view, there is a need for a method that will realize affective domain acquisitions in line with the content of the field. This method should also allow individuals to practice and experience the process themselves by including practice rather than theoretical teaching.

There are many methods and techniques for individuals' adopting values. Üstündağ (2002) underlines that creative drama is a technique used in teaching values. A creative drama method is a tool that makes universal, social, ethical, moral, and abstract concepts in the world meaningful (San, 1990). With the creative drama method, individuals personally participate in the implementation processes and do group work. In this way, group members participating in the creative drama process organize, make sense of, restructure and revive their cognitive schemes through an idea or abstract concept (Üstündağ, 2002). According to Aykaç (2014), the individual internalizes the processes that s/he learns by doing, shares his/her experiences and applies them more easily, behaves accordingly, and adopts them in real life. Therefore, the creative drama method is an effective tool for teaching values.

When the methods used for adopting values effectively and behaving accordingly are investigated, it is observed that the mostly used method is creative drama. The examination of the relevant studies reveals that practical and life-oriented applications using the creative drama method, in which individuals learn by doing and experiencing, will be effective in values education (Killeavy, 2005; Meydan & Bahçe, 2010). Values education, which is affective-oriented in nature, has a limited number of local educational programs that individuals can learn by doing at the primary school level. The majority of values education studies conducted with the creative drama method are at the primary school level (Aydın, Günay, & Kaya, 2016). Most of the interviewees in Şentürk's (2020) study opined that values education would only be possible by including the students in the process through life-sustaining examples and concrete activities and transferring what the students learned to real life.

Previous studies emphasize the necessity of using creative drama in values education. Although the studies draw attention to the use of creative drama in values education, it is not possible to reach enough exemplary practices on how it can be put into practice. The creative drama method of this study is hoped to be a guide for practitioners, especially for adopting the determined values within the scope of values education. This study has the potential to

provide a perspective on the implementation processes to be carried out in a planned manner within the scope of values education at schools. From this point of view, the main purpose of this study is to determine the effect of the creative drama method on the acquisition of "Responsibility", "Respect" and "Patience" values in primary school fourth graders. In line with this, the sub-objectives of the study are as follows:

- There is a significant difference in favor of the experimental group between the attitude scores of the students in the experimental group where creative drama method was used in values education and the control group where the annual study plan was used.
- There is a significant difference between the "word association test" pretest and posttest scores of the experimental group students in which creative drama method was used.

In addition to these hypotheses, answers to the following questions were also sought:

1. How are the evaluations of the students in the experimental group, in which the creative drama method was used, regarding the value of responsibility and the practices in the process?
2. How are the evaluations of the experimental group students regarding the value of respect and the practices in the process?
3. How are the evaluations of the experimental group students regarding the value of patience and the practices in the process?
4. How are the evaluations of the experimental group teacher during the process?
5. What are the opinions of the experimental group teacher at the end of the process?

Method

Research Model

The study was carried out to determine the effect of the creative drama method on adopting the values of "Responsibility", "Respect" and "Patience" to primary school 4th graders and to exemplify the applicability of the activities prepared by using the creative drama method related to values education. It was designed using a parallel mixed model which is one of the mixed method designs in which qualitative and quantitative research methods are combined. In the parallel mixed design, different but overlapping and complementary data are obtained. This design gives equal priority to the two methods, keeps them separate during the analyses, and then combines the results while making a general interpretation (Creswell, 2014). The data in the parallel mixed design are obtained from both the experimental group and the control group. The analyses are conducted separately, and then the comparison or correlation of the analysed data is provided. Finally, the process is completed by interpreting the obtained data (Yıldırım & Şimşek, 2003). In the quantitative phase of the study, a quasi-experimental design with pre-test and post-test control groups was used. To make a more in-depth analysis in the qualitative phase, interviews were conducted with teachers and students, and the student and teacher diaries were examined in accordance with the case study design.

Participants

The study group was formed by choosing two different classes among the 4th grades attending a public school in the 2018-2019 academic year. The experimental group consisted of 41 students, 17 boys, and 24 girls. In the control group, there were 40 students, 19 boys, and 20 girls. While determining the study group, some criteria were taken into consideration, and attention was paid to the fact that the primary school teacher of the study group volunteered to participate in the study and was allowed to record videos and take photos during the implementation. The implementation lasted for six weeks, and the activities were carried out with the experimental group two days a week. The values education program prepared by using the creative drama method was applied to the experimental group, and the values education annual study plan was used in the control group. Whether the classes in which the study was carried out were similar was tested through the personal information form applied before the study. It was concluded that both the experimental and control groups showed similar characteristics with each other in terms of gender ($\chi^2_{(2)} = .51, p > .05$), age, family unity, place of birth ($\chi^2_{(2)} = .45, p > .05$), language spoken in the family ($\chi^2_{(2)} = .15, p > .05$), the educational status of parents ($\chi^2_{(2)} = .69, p > .05$), and the number of individuals living in the family (χ^2 could not be estimated since the number of cells less than five exceeded 20.00%).

The Responsibility Scale, Respect Tendency Scale, and Patient Behaviour Scale were applied to the study groups as a pre-test, and independent groups t-test was conducted. As a result of the responsibility scale pre-test, the mean of the experimental group was found to be 58.09, and that of the control group was 62.50, and a significant difference of .02 was observed in favour of the control group ($p < .05$). As a result of the respect tendency scale pre-test, the mean of the experimental group was 45.12, and that of the control group was 48, and no significant difference was found between the experimental and control group scores ($p > .05$). As a result of the patient behaviour scale pre-test, the mean of the experimental group was found to be 18.87, and that of the control group was 19.80, and no significant difference was detected between the experimental and control groups ($p > .05$).

Data Collection Tools

The data collection instruments of the study are as follows. Personal information form to identify and recognize groups, Teacher-Principal-Parent-Personnel Value Questionnaires and Student Value Questionnaire for determining the values to be included in the study, "Responsibility Scale", "Respect Tendency Scale", "Patient Behavior Scale", teacher interview form, word association test, teacher diary, and student diaries to determine the effectiveness of values education.

Personal information form

The personal information form prepared by the researcher following the content of the study includes questions about the participating students' gender, age, family unity, place of birth, language spoken in the family, the educational status and occupations of the parents, the house they live in, and the number of individuals living in the family.

Teacher-Principal-Parent-Personnel Value Questionnaires and Student Value Questionnaires

Teacher-Principal-Parent-Personnel Value Questionnaires and Student Value Questionnaires were used in the study to determine the values by which the value education program will be developed. Two versions of the Value Questionnaires were created to be administered to teachers, principals, parents, staff, and students. One of the forms containing similar values was applied to adults and the other one to students. While the adult form administered to teachers, principals, parents, and the staff consisted of 5-point Likert-type items for the frequency of relevant values in students which were graded with "frequently (5)", "sometimes (3)", "never (1)", and for the degree of importance of the values to be adopted by the students which were graded with "very important (5)", "somewhat important (3)", "not important at all (1)", the student form attempted to determine which value is more important with a grading of "very important (3)", "important (2)", "not important at all (1)". The values to be included in the questionnaire were determined by using the 57-item value list developed by Schwartz (1994) and the value scale developed by Gündoğdu and Bay (2011). Adjustments were made to the determined values within the framework of the school district's conditions, student levels, and the curriculum of the Ministry of National Education. The value questionnaire was finalized by taking the opinions of three field experts working at Gaziantep University, Faculty of Education. There are 32 values and indicative values in the questionnaire.

The questionnaire focused on the value that is considered important by the teacher-principal-parent and staff despite the least frequency in students. The results of this questionnaire were evaluated together with the Student Value Questionnaires. The "Student Value Questionnaire" was created to determine which values are more important according to the students. The 3-point Likert-type questionnaire, which is in grading with "very important (3)", "important (2)", and "not important at all (1)", consists of 32 items. Each item in the questionnaire comprised the values based on the studies explained in the Teacher-Principal-Parent-Personnel questionnaire. According to the data obtained from the two questionnaires, a common ground was found based on the values that the student deems unimportant, but the teacher-principal-parent-staff attaches importance, and the students rarely behave.

Responsibility Scale

The "Responsibility Scale", which was used to measure the responsibility level of the students, was developed by Golzar (2006) for the 5th graders. The 38-item scale was rearranged by grade level in the form of 24 items according to expert opinions. The three-point Likert-type scale was administered to both the experimental and control groups. The lowest score to be obtained from the scale is 24, and the highest score is 72. The lower scores indicate students' low levels of responsibility, but the higher ones mean a high level of responsibility. The Cronbach Alpha coefficient of the responsibility scale was estimated at .83.

Respect Tendency Scale

The “Respect Tendency Scale” developed by Sarmusak (2011) was used to measure the respect tendency levels of the student groups included in the study. The lowest score is 14 and the highest score is 56 to be obtained from a 4-point Likert-type scale. Higher scores on the scale mean that the tendency to respect is high, and low scores indicate that the tendency to respect is low. The Cronbach Alpha coefficient of the scale is estimated as .77.

The Patient Behaviour Scale

Another instrument of the study is the rearranged form of the “Patient Behaviour Scale” developed by Erken (2009) to measure the patient behaviour levels of students. The revised scale was subjected to factor analysis. If the factor loading of an item in the scale is over .40 and the loading of the same item is .20 or higher than those of other factors, the item is listed under that factor. As a result, there were four items in the first and second sub-scales, and one item was excluded. The two factors explained 56.05% of the variance. The 3-point Likert-type scale consists of eight items. The lowest score to be obtained from the scale is 8, and the highest score is 24. The total score from the scale represents the patient behaviour scores of the participating students. Higher scores on the scale indicate a high level of patient behaviour while lower scores imply a low level of patience. It can be alleged that the scale, whose Cronbach Alpha value is .78, is a valid and reliable instrument to be used within the scope of the study.

Teacher interview form

The primary school teacher of the experimental group, in which the study was carried out, took part in the entire implementation and followed the process. An interview was held when the whole process was over. Through the interview form consisting of six questions, the teacher was asked about his/her views on the use of the creative drama method in values education, whether there was a change in students’ behaviour at the beginning and the end of the process, and the examples of those changes if any, whether there were any differences in the values of respect, patience, and responsibility among the students, and the examples of those differences if any. The semi-structured interview form was submitted to the opinion of four field experts, two of whom were in the department of curriculum and instruction, and two of them were in primary school education. The form was finalized in line with their feedback.

Word association test (WAT)

A word association test was prepared to determine what the 4th graders in the study knew about the values of responsibility, respect, and patience and the relevant concepts in their opinion. The word association test aimed to determine the cognitive structures and conceptual changes of both the experimental and control group students at the beginning and end of the process. The words written by the students in the word association test were examined one by one, the relevant concepts with the values were determined, and the total score was obtained by counting. Expert opinion was taken to ensure inter-rater reliability on each scored paper. The highest score to be obtained from the word association test is 10, and the lowest score is 0. It was analysed whether there was a significant difference between the pre-tests and post-tests after computing the total scores.

Teacher’s diary

The primary school teacher of the experimental group, in which the creative drama method was applied, kept a diary after each creative drama session during the process. The diary included the impressions about the activities based on the creative drama method, whether the process is effective, the feelings and thoughts about the process, the points where the students have difficulty, the changes in the attitudes and behaviours of the students, whether the method creates awareness about the values in the process, the parts that affect him/her and rationales behind. Before the start of the process, necessary explanations were given to the teacher about how to fill in the diary, and then the teacher’s diary was subjected to content analysis.

Student diaries

The students in the experimental group, in which the values education program based on the creative drama method was applied, kept a diary after each session. In these diaries, students answered the following questions about the process:

- What impressed you the most in the drama work we did today, and why?
- What did you learn new today?
- What did we do in the drama activity today and why do you think we did these activities?

- What values do you think were present in today's drama work?

Necessary explanations were given to the students about how they should fill in the diaries at the beginning of the process, and the students were free to write. The diaries of selected 15 students using the systematic sampling method among those in the experimental group were analysed through content analysis after the whole implementation was over.

Data Collection

Before starting the procedure, legal permissions were obtained from the Şanlıurfa Provincial Directorate of National Education. The data collection process is as follows:

First of all, the "Teacher-Principal-Parent-Personnel Value Questionnaire" was administered to all the staff in the school, and the "Student Value Questionnaire" was applied to all 4th graders in the school to determine the values to be included in the values education program. The questionnaire focused on the value that is considered important by the teacher-principal-parent and staff despite the least frequency in students. The results of this questionnaire were evaluated together with the Student Value Questionnaire. According to the data obtained from the two questionnaires, a common ground was found based on the values that the student deems unimportant, but the teacher-principal-parent-staff attaches importance, and the students rarely behave. As a result, the values of "responsibility", "respect" and "patience" values were included in the "Values Education Program" based on the creative drama method.

"Responsibility Scale", "Respect Tendency Scale" and "Patience Scale" were administered to all 4th graders in the school selected as a research site. According to the data obtained from the scales, two equivalent classes were randomly determined as the experimental and control groups. In the experimental group where the implementation will take place, the materials necessary for the creative drama studies were purchased and the classroom environment was organized. The implementation was carried out two days a week for six weeks. During the research, each session lasted five classroom hours, one of which was reserved for the evaluation of the relevant session.

After the determination of the values to be included in the study, creative drama sessions were designed. Since the students did not have creative drama experience, preparatory work for the creative drama process was planned and implemented in the first two weeks of the study. During the preparatory creative drama sessions, activities on "Recognizing the Venue-Meeting-Communication-Interaction" were designed and implemented. Within the scope of the preparatory phase, studies were carried out to raise awareness about what should be done in drama environments and to ensure the communication and interaction of the group. During the conduct of preparatory works, activities aimed at the values of respect, responsibility, and patience took place, sometimes directly and sometimes indirectly.

The third, fourth, and fifth sessions of the study were prepared about the value of responsibility. In addition to realizing the relevant value in each session, activities related to other values were also carried out since they are interrelated. Sessions six, seven, and eight have been prepared by dealing with the value of respect, and session nine, ten, and eleven by considering the value of patience. A different educational material was used in each session to adopt the relevant value in the creative drama sessions, which addressed the values of responsibility, respect, and patience. Depending on the content of the session, these materials sometimes included finger paints, puppets, storybooks about the value discussed, jigsaw puzzles, and sometimes animations and short films about the subject.

In the first session on the value of responsibility, the "Pipet Tower" activity was held to initially realize our responsibilities and then realize the responsibilities of the groups we belong to. In the second session, what kind of responsibilities we have in life was discovered using the book "My Mother's Bag". Based on the book, each student prepared their responsibility bag. In the third session, our responsibilities towards ourselves and our environment were recalled through the "Scarecrow Tale". Based on this tale, a big scarecrow belonging to the classroom was created with the students. Our responsibilities at home, at school, and towards our friends and what we should do to fulfil these responsibilities were discussed with the students, and then the students wrote around the scarecrow.

Mustafa Kemal Atatürk as a leader, the "Respect for Diversity" and "Respect Apartment" activities were included within the scope of respect. In the "Respect of Diversity" activity, they discovered to appreciate people's personalities, and different characteristics, and everyone's need to be respected. In the activity of Respect Apartment, our responsibilities towards each other were addressed and a connection between values was attempted to be established.

In the sessions prepared on the value of patience, the activities of “Will Patience sprout?”, being patient in life through the visually impaired artist “Eşref Armağan”, and the “Thousand Paper Cranes” were held. The story of Sadako Sasaki was included in the activity “Thousand Paper Cranes”. With these sessions, the students realized the concepts related to the value of patience, the importance of patient behaviour, what the patient can achieve, the ability to wait patiently, and what can happen if patiently waits. In each session, a connection was established with other values and it was attempted to make students feel experience values are related to each other.

The “Values Education Annual Study Plan” was given to the control group students and all other classes, taking into account the 10 basic values determined by the Board of Education and the 2018-2019 academic year program. This plan was given to all school-wide primary school teachers and the primary school teacher of the control group, and no intervention was made during the process. It was carried out by the relevant primary school teachers.

The students in the experimental group kept their diaries in line with the specified questions after each session. As the primary school teacher attended each session as an observer, the teacher was also asked to keep a diary about the process at the end of each session. At the end of the process, the teacher was interviewed to take his/her opinion on the whole process. At the end of the implementations, post-tests and word association tests were applied to the students in the experimental and control groups. During the process, no other data was collected from the control group except for the pre-test, post-test, and word association tests.

Data Analysis

Quantitative and qualitative analyses were employed to analyse the data obtained from Responsibility Scale, Respect Tendency Scale, Patient Behaviour Scale, personal information and semi-structured teacher interview form, Word Association Test, teacher diary, and student diaries. Details of the analyses are explained below.

The Analysis of the quantitative data

The following steps were followed in the analysis of quantitative data:

1. The answers given by the students in the experimental and control groups to the personal information form were taken into account, and variables with five or fewer frequencies in more than 20.00% of the cells were described using percentages and frequencies. Chi-square analysis was also conducted on the variables with more than five frequencies.
2. Independent groups t-test was used to determine whether the pre-test mean scores of the groups differed from each other and whether there was a difference between the pre-test and post-test mean scores.
3. Paired groups t-test was used to test whether there was a difference between the pre-test and post-test scores of the word association test.
4. The data were analysed using the SPSS 20 statistical software package and a significance level of .05 was accepted in the interpretation of the results.

The analysis of the qualitative data

Content analysis was used in the analysis of the diaries kept by the experimental group students at the end of each session during the value education process using the creative drama method. During the content analysis, the pseudonyms of S1, S2, and S14 were adopted to denote the students' answers. Within this scope, three creative drama sessions were held about each value, and the diaries of 15 students were evaluated. While determining these 15 students, their ability to reflect values to their behaviours in the classroom and their academic success were taken into consideration. An equal number of students were selected among those in the lower (5 people), middle (5 people), and upper (5 people) percentiles according to their in-class performance. In addition, the diary kept by the primary school teacher following each session, and the interview with him/her after all the sessions were over were also analysed through content analysis. In the analysis of the diaries and the data obtained from the interview, a faculty member working at Gaziantep University Faculty of Education, Department of Primary School Education acted as a second rater, and inter-coder reliability coefficients between the two were computed for each theme with the formula of Inter-coder Reliability Coefficient = Agreement / (Agreement + Disagreement X 100). The themes with a coefficient of .70 and above were considered reliable.

Results

The findings of the study are presented in line with the hypotheses and research questions determined within the framework of the main purpose.

Findings Related to the First Hypothesis of the Study

The independent group t-test was employed to determine whether there was a statistically significant difference between the post-test scores of the students in the experimental and control groups for the responsibility scale, the respect tendency scale, and the patient behaviour scale. The results of the analyses are given in Table 1.

Table 1.

Independent groups t-test results on responsibility, respect, and patience scales' post-test scores of experimental and control group students.

Scales	Group	<i>n</i>	\bar{X}	<i>sd</i>	<i>df</i>	<i>t</i>	<i>p</i>
Responsibility	Experimental	32	65.25	3.60	60	2.53	.01*
	Control	30	61	8.73			
Respect	Experimental	32	51.46	3.60	60	10.71	.00*
	Control	30	37.06	6.63			
Patience	Experimental	32	19.96	2.64	60	3.93	.00*
	Control	30	17.50	2.27			

* $p < .05$

According to Table 1, the mean score of the experimental group is 65.25 and that of the control group is 61 for the value of responsibility. It was observed that the mean of the experimental group is higher. The p-value demonstrates that there is a significant difference of .010 in favour of the experimental group ($t=2.53$, $p<.05$). The results for the value of respect indicated that the students in the experimental group have higher respect tendency scores ($\bar{X}= 51.46$) than the students in the control group ($\bar{X}= 37.06$). The p-value demonstrates a significant difference of .000 in favour of the experimental group ($t=10.71$, $p<.05$). Based on the analysis results regarding the value of patience, it is possible to say that the patient behaviour scale scores of the experimental group students ($\bar{X}= 19.96$) are higher than the control group ($\bar{X}= 17.50$). The p-value implies that there is a significant difference of .000 in favour of the experimental group ($t=3.93$, $p<.05$). Therefore, it was concluded that the experimental group students had higher attitude scores related to responsibility, respect, and patience than the control group students.

Findings Related to the Second Hypothesis of the Study

The second hypothesis of the study is "Is there a significant difference between the 'word association test' scores of the experimental group students in which the creative drama method was used before and after the implementation? The students in the experimental group were asked to write the concepts related to the values of responsibility, respect, and patience as a result of the values education program based on the creative drama method. The relevant concepts expressed by the students were counted and the total scores were obtained. Paired group t-test was used to determine whether there is a statistically significant difference between the pre-test and post-test scores of the experimental group students regarding the values of responsibility, respect, and patience. The results of the analysis are given in Table 2.

Table 2.

Paired groups t-test results of experimental group students' word association test pre-test-post-test scores regarding responsibility, respect, and patience values.

		<i>n</i>	\bar{X}	<i>sd</i>	<i>df</i>	<i>t</i>	<i>p</i>
Responsibility	Pre-test	33	3.93	3.30	332	-6.89	.00*
	Post-test	33	7.51	2.51			
Respect	Pre-test	33	1.54	1.98	332	-9.15	.00*
	Post-test	33	5.21	1.79			
Patience	Pre-test	33	1.12	2.20	332	-12.24	.00*
	Post-test	333	66.63	2.17			

* $p < .05$

According to the analysis results, there are significant differences between the pre-test and post-test scores of the word association test in favour of the post-tests. As a result of value education based on the creative drama method, it has been determined that there is an increase in the relevant concepts that students know about the values of responsibility, respect, and patience.

Findings Related to the First Question of the Research

The first question of the research is "What are the evaluations of the experimental group students, in which the creative drama method was used, regarding the value of responsibility and the relevant practices during the process?" Three drama sessions were held on the value of responsibility and the diaries of 15 students were evaluated within the scope of the research question. In each session, 15 student responses were evaluated and a total of 45 student responses were examined. The evaluations of the experimental group students about the value of responsibility and their thoughts during the process were articulated through diaries. The code and frequency distribution of the answers to the question of what they learned after each creative drama session on the value of responsibility is given in Table 3.

Table 3.

Code and frequency distribution regarding the students' responsibility value and what they learned during the practices.

Codes	<i>f</i>
New concepts and games	22
My responsibilities at home and school	19
The importance of responsibility	18
Everyone has a responsibility	13
What could happen if we don't fulfil our responsibility?	12
To trust my friends	12

According to Table 3, 22 of the students voiced that they learned new concepts and games upon being asked what they learned after the creative drama session on the value of responsibility. Another outcome with the highest frequency was that students learned their responsibilities at home and school.

For the relevant question, the students expressed their opinions as *"I have learned to protect my friends, from now on I have another responsibility to him/her, I will protect him/her. How many responsibilities our mother had? I learned that I also have a responsibility to her."* (S3), *"I learned that it is my responsibility to get to school on time."* 18 of them also uttered that they learned the importance of responsibility with the expressions *"We did find your mate, wolf-sheep, mystery bag, responsibility bag. I think we did all this to understand the importance of responsibility."* (S13), *"I had a lot of fun with my friends when we had drama class today and I didn't know that responsibility is so important, I learned that."* (S13).

The code and frequency distribution of the answers of the students to the question "What impressed you the most in today's drama work?" at the end of the creative drama session on the value of responsibility are presented in Table 4. When Table 4 is examined, 19 of the students wrote statements related to the importance of responsibility for the situations that most affected the students in the creative drama session about the value of responsibility. In the session about responsibility, the students expressed their opinions about the situations that affect them *"In the game we played, I learned to trust my friends, to treat my friends with respect, to behave with knowing the importance of responsibility and what to do. The influencing part is the importance of being responsible."* (S3), *"The mystery bag impressed me the most because I understood the value of my mother and the value and importance of responsibilities."* (S13).

The code and frequency distribution of the answers of the students to the question "What values do you think were present in today's drama work?" at the end of the creative drama session on the value of responsibility are submitted in Table 5. Based on Table 5, the student answers were listed as responsibility, patience, trust, respect, honesty, and love when the student diaries are examined after the creative drama session designed for the value of responsibility. It was observed that 41 students answered responsibility to the existing value in the three creative drama sessions designed for the value of responsibility.

Table 4.

Code and frequency distribution of conditions affecting participating students on the value of responsibility.

Codes	<i>f</i>
The importance of responsibility	19
Fulfilling our responsibilities	15
To be able to trust my friends	9
Ability to work with a group	6
To protect my friends	6
Admitting our mistakes	3

Table 5.

Code and frequency distribution of existing values in the study related to the value of responsibility.

Codes	<i>f</i>
Responsibility	41
Trust	12
Patience	10
Respect	9
Honesty	3
Love	2

Twelve students answered trust, 10 of them patience, nine of them respect, three of them honesty, and two of them love. The students expressed their opinions as *"Today we did good activities, watched cartoons, read stories, did role-play. Today's value was responsibility. I think we will adopt this value as a whole class."* (S11), *"To have trust and honesty towards our friends. There was also the value of responsibility, everyone needs to fulfil their responsibilities."* (S7).

Findings Related to the Second Question of the Research

The second research question is "What are the evaluations of the experimental group students, in which the creative drama method was used, regarding the value of respect and the relevant practices during the process? Three drama sessions were held on the value of respect and the diaries of 15 students were evaluated within the scope of the research question. In each session, 15 student responses were evaluated, and a total of 45 student responses were examined regarding the value of respect. The code and frequency distribution of the answers to the question of what they learned after each creative drama session on the value of respect is given in Table 6.

According to Table 6, 21 of the students noted that they learned new concepts and games in the creative drama sessions held for the value of respect. About what they learned about the session, 19 students stated that they learned what to do to be respectful, 15 of them learned what respect is, 12 of them learned the situations that should be respected, eight of them learned to respect differences, six of them learned how to behave respectfully, and four of them learned the importance of respect. Students opined that *"I just learned the games and the physical characteristics of my friends., how beautiful my friends are, we should respect them to be respectful"* (S1), *"We should also give rights to our friends, be respectful to them and treat them well, and be respectful by taking care of the belongings of our friends."* (S3).

Table 6.

Code and frequency distribution regarding students' respect value and what they learned during practices.

Codes	<i>f</i>
New concepts and games	21
What to do to be respectful	19
What is respect	15
Conditions to be respected	12
Respect for differences	8
To behave respectfully	6
The importance of respect	4

The code and frequency distribution of the answers of the students to the question “What impressed you the most in today's drama work?” at the end of the creative drama session on the value of respect is presented in Table 7. Based on Table 7, 12 students answered the situations that affected them most as learning new information, 11 of them responded the situations that deserve respect, nine of them answered the importance of respect, seven of them responded to disrespectful behaviours, and two of them pointed to respect for differences in the creative drama session held on the value of respect. Students expressed their views as, “*I learned about my friends’ hair colour, eye colour, favourite cartoon, biggest dream and the situation that upset them the most. I had never heard of this information before.*” (S12), “*The story of the walking mansion impressed me the most because I learned that we even have respect for the trees.*” (S10).

Table 7.

Code and frequency distribution of conditions affecting participating students in the study on the value of respect.

Codes	<i>f</i>
Learning new information	12
Situations that deserve respect	11
The importance of respect	9
Disrespectful behaviours	7
Respect for differences	2

The code and frequency distribution of the answers of the students to the question “What values do you think were present in today's drama work?” at the end of the creative drama session on the value of respect are submitted in Table 8. According to Table 8, the students’ answers to the existing values in the creative drama session about the value of respect are listed as respect, responsibility, honesty, love, patience, sharing, and tolerance. Table 7 demonstrates that 42 students referred to the value of respect to the existing value in the three sessions. Moreover, 15 students answered responsibility, 13 of them responded love, six of them honesty, four of them patience, three of them tolerance, and two of them sharing. The students voiced that “*There was Atatürk and the value of respect. We did role-play and it was about the value of love.*” (S14), “*Because every person is special, there was a value of respect. Responsibilities to each other, there is also the value of responsibility.*” (S15).

Table 8.

Code and frequency distribution of existing values in the study of respect.

Codes	<i>f</i>
Respect	42
Responsibility	15
Love	13
Honesty	6
Patience	4
Tolerance	3
Sharing	2

Findings Related to the Third Research Question

The third research question is “What are the evaluations of the experimental group students, in which the creative drama method was used, regarding the value of patience and the relevant practices during the process?” The code and frequency distribution of the answers of the students to the question “What impressed you the most in today's drama work?” at the end of the creative drama session on the value of patience is given in Table 9.

Table 9.

Code and frequency distribution of students’ patience value and what they learned during practices.

Codes	<i>f</i>
The importance of patience	24
Consequences of being patient	18
New concepts and information	18
What is patience	11
To be patient	9

When Table 9 is examined, 24 students stated that they learned the importance of patience in the creative drama session held for the value of patience. To the part of what they learned about the session, 18 students answered the results of being patient, 18 of them new concepts and information, 11 of them what patience is, and nine of them how to be patient. The students voiced that *"I think about the activities we do: if it were not for the value of patience, people would not appreciate friendship and there would always be fights. It always caused trouble. People, our environment, and our world would be dirty, disrespectful, and dishonest."* (S1), *"With patience, we can achieve all obstacles and everything. People with patience can do anything. If all disabled people wait patiently like Eşref Armağan, they will trust themselves and they can achieve anything."* (S3).

The code and frequency distribution of the answers of the students to the question "What impressed you the most in today's drama work?" at the end of the creative drama session on the value of patience is presented in Table 10. According to Table 10, the situations that affect the students the most in the creative drama session about the value of patience are listed as learning new information, the results of being patient, why patience is important, and what to do to be patient. The students expressed their views as follows: *"Will the pencil turn green today, I'm stuck in the game. Trees are made up of saplings and seeds. Today, we broke the pens and planted the seeds. I was very impressed that we will be waiting patiently for it."* (S12), *"Gizem Girişmen became the world champion even though her feet were injured. This affected me a lot. Eşref Armağan, on the other hand, was able to paint even though he was blind. Also, Sadako's story impressed me a lot because she made 643 cranes and died in the 644th one. Her friends later made it a thousand. It was very difficult for me to do it, but it impressed me a lot."* (S14).

Table 10.

Code and frequency distribution of conditions affecting students in the study on the value of patience.

Codes	f
Learning new information	20
Consequences of being patient	11
Why patience is important	8
Things to do to be patient	5

The code and frequency distribution of the answers of the students to the question "What values do you think were present in today's drama work?" at the end of the creative drama session on the value of patience are presented in Table 11. Table 11 shows that 45 students responded patience for three sessions with the value of patience. 12 students answered respect, eight of them responsibility, seven of them love, two of them honesty, and one them tolerance. The students stated that *"There was patience and love. Sadako had a lot to do with patience"* (S15), *"There was a value of patience in these activities. Without these, we would not be in this school and we would not have these values. So, let's protect these values, these are very special values."* (S1).

Table 11.

Code and frequency distribution of existing values in the session on the value of patience.

Codes	f
Patience	45
Respect	12
Responsibility	8
Love	7
Honesty	2
Tolerance	1

Findings Related to the Fourth Research Question

The fourth research question is "What is the evaluation of the experimental group teacher, in which the creative drama method is used, during the process?" The experimental group teacher expressed his/her evaluation of the values of responsibility, respect, and patience and thoughts during the process through a diary. Based on the examination after the creative drama sessions, the teacher's writings were gathered under three themes. The themes and codes related to the teacher's statements in these diaries are given in Table 12.

Table 12.

Theme and code distribution of the primary school teacher's evaluation of value education process with the creative drama method.

Teacher's Diary	
Themes	Codes
Changes in the learning environment (classroom-school)	Increased communication Distribution of tasks by students during the activities Adopting the values of patience, responsibility, and respect in the classroom Students' solving problems among themselves Turning negativities in the classroom and at school into positive Increase in responsible behaviours Increased patient and respectful behaviours Making use of expressions about respect, responsibility, and patience Decreased lateness behaviour Making assignments on time Turning the school into a fun environment Increased positive behaviours in the classroom Decreased absenteeism rate
Attitude and behavioural change in students	Uninvolved students' increased desire to participate in activities Exhibiting the behaviour of sharing in students' games Decreased negative behaviours in students Giving up truant behaviours Students' trust each other Students' starting to respect different characteristics and each other's differences. Giving up discriminatory behaviours Including students with IEP (Individualized Education Plan) in the class Decreased academic anxiety of students Development of responsible behaviours among students Students' exhibiting more challenging attitudes Students' acquisition of waiting patiently behaviour Increase in students' responsibility behaviours Decreased fighting behaviours of students
Observations for the learning-teaching process	Increased learning motivation through materials experienced for the first time Learning the concepts of respect, responsibility, and patience Learning the concept of value Feeling and comprehending the concept of learning with fun Learning about the consequences of being respectful Increased motivation to learn through new learning experiences More permanent learning through attractive games Making lessons easier to learn with activities Increased interest and desire for learning with creative drama Learning new information and trying to teach it to other friends

Based on Table 12, three main themes emerge in the evaluation of the primary school teacher on the value education process. These themes were changes in the learning environment, changes in students' attitudes and behaviours, and changes in the learning-teaching process. The salient codes under the theme of changes in the learning environment were the issues such as increased communication among students, students' distribution of tasks during the activities, and adopting the values of responsibility, respect, and patience in the classroom. Under the theme of students' attitude and behavioural change, the prominent issues were the desire of students who never participate in activities, the decrease of students' negative behaviours, and the inclusion of students with IEP (Individualized Education Plan) in the class. Under the theme of observations for the learning-teaching process, some emergent codes consist of learning the concepts of respect, responsibility, and patience, and learning the concept of value.

Findings Related to the Fifth Question of the Research

The seventh sub-objective of the study is “What are the opinions of the experimental group teacher at the end of the process?” The experimental group teacher expressed his/her thoughts and evaluations through the interview at the end of the value education process using the creative drama method. Upon examination, the teacher's feelings, thoughts, and evaluations were gathered under two themes. The emergent themes and codes are presented in Table 13.

Table 13.

Findings regarding the primary school teacher's evaluation of the use of creative drama method in value education.

Teacher Interview	
Themes	Codes
Overall evaluation of the process	Effectiveness of drama method in value education Learning that responsibility, respect and patience are values Learning while having fun Adopting values in daily life thanks to the drama method Decreased absenteeism rate Students' being more active than being passive Ensuring in-class cohesion Learning to act together Increased willingness of students to come to school Turning negative behaviours into positive Increased positive feedback from parents The disappearance of the behaviour of discrimination Increased positive friendship relationships Acquiring values-related behaviours and adopting them in real life Turning negative conditions in school and classroom into positive
The evaluation of attitude and behavioural changes in students	Understanding their responsibilities and behaving accordingly Recognizing what they can achieve as a result of being patient Decreased behaviour of making constant requests from families Exhibiting the behaviour of waiting patiently when the bell rings Decreased lateness behaviour of students Giving up using judgmental expressions such as industrious-lazy Students' respect each other Increased sensitivity towards people with disabilities Elimination of exclusion behaviour in games Increase in behaviours that require respect, patience, and responsibility Unconcerned students' increased sense of responsibility Elimination of the behaviours of damaging school and classroom items End of interruption behaviour

Based on Table 13, the opinions of the primary school teacher about the use of creative drama in the values education process are grouped under two themes. These are the overall evaluation of the process and the evaluation of the attitude and behavioural changes in students. The emergent codes under the theme of the overall evaluation of the process are the effectiveness of the creative drama method in values education, the realization of learning by having fun, the adoption of values in daily life with the drama method, and students' being more active rather than being passive. The codes under the theme of evaluation of attitude and behavioural changes in students include students' understanding of their responsibilities and behaving accordingly, recognizing what they can achieve as a result of being patient, decreased behaviours of constantly asking families, and a decrease in students' lateness behaviour.

Discussion, Conclusion and Suggestions

As a result of the study investigating the effect of the creative drama method in values education, a significant difference was found in favour of the experimental group in terms of the post-test scores of the Responsibility Scale, Respect Tendency Scale, Patient Behaviour Scale, and Word Association Test. Accordingly, it can be claimed that the values education program design based on the creative drama method for six weeks is effective in students' adopting values. In addition, it was observed that values education practices based on the creative drama method contribute positively to students' attitudes towards attaching importance to values and adopting them in real life. One other research finding is that students developed an awareness of the values of responsibility, respect, and patience that were discussed in the research procedure.

The data obtained from student and teacher diaries, teacher interview, and word association tests supported the quantitative data. The significant differences based on quantitative findings were elaborated with qualitative findings. According to the student diaries, they declared that they got information about the values discussed and they attempted to adopt these values in their own lives. In addition, the values education process based on the creative drama method yielded positive attitude and behavioural changes. These findings were also supported by the teacher diary kept throughout the process and the teacher interview conducted at the end of the process.

Within the scope of the study, the students were asked to write down concepts related to the values of responsibility, respect, and patience through the word association test. It is among the research findings that students have difficulty in writing concepts related to these three values and that the number of concepts related to values is relatively low before the beginning of the research procedure. At the end of the values education implementation sessions with the creative drama method, the number of concepts related to the values of responsibility, respect, and patience was found to increase. It was also found that the students started to express the concepts with a wider perspective as a result of the values education in the study by Varol (2020), in which the effect of the values education course on the value perceptions of primary school fourth graders was examined through word association test and drawings.

It was concluded that the primary school teacher found the value education using the drama method effective according to the teacher diary kept during the implementation process. The primary school teacher reported the disappearance of previous negative behaviours in the classroom, the parents' observation for positive changes in their students, and the students' developing positive attitudes. The statements in the diaries were supported by the teacher interview after the process was over. In the interview, the teacher uttered that the students internalized the values, turned their negative behaviours into positive ones, solve their problems in the classroom by themselves, and the implementation was effective. In the study conducted by Meydan and Bahçe (2010), teachers declared that they consider creative drama as the most effective method of value teaching.

When the results of the research conducted with both values education and creative drama are examined, it is obvious that activity-based studies in which creative drama is used as a method are effective in values education. As a result of this study, it was concluded that the studies were effective and successful when values education implementation is accompanied by the creative drama method. In line with these findings, it is possible to come across studies in the literature concluding that the creative drama method is effective in values education.

In parallel to our findings, Yıldız (2021) emphasized that there is no planned activity in values education and followed the activity development process in this vein. In another study, Erdem Zengin and Yalçınkaya (2016) concluded that the use of creative drama as a method is effective in teaching the values in the primary school fourth-grade social studies curriculum. Tekin (2019) determined that the activity-based value education process is effective in adopting the value of responsibility for the 4th graders. Sözkese and Samur Öztürk (2015) found that the value education program with the story-based creative drama method provides value development in children. Kaya and Antepli (2018) ascertained that the creative drama method is effective in adopting values education with the creative drama method. Many studies yielded similar results (Akar Vural, Çengel, Elitok Kesici & Wrestling, 2006; Çetingöz & Cantürk Günhan, 2012; Keskin & Öğretici, 2013; Lindberg, 2015; Şirin et al., 2016).

The literature review indicates that value education programs and practices using the creative drama method have positive effects on students. The content of values education mostly consists of abstract concepts and affective domain acquisitions. Since it is difficult for individuals to internalize the acquisitions of the affective domain and the values education in abstract nature, individuals must learn and experience the processes related to values education by doing, and in a way that they participate in person. Therefore, a method is needed to realize these learning

outcomes. In addition to providing the experience of learning by doing as a method, creative drama also teaches to discover the values and emotions of different individuals by using role-playing in addition to other techniques (Baldwin, 2008). A creative drama method is a pedagogical tool that helps students understand different perspectives and develop their emotional aspect, as well as teaching the functional and experiential aspects of the knowledge learned at school (Maley & Duff, 2006). In parallel, Jorenen, Konu, Rankin, and Astedt-Kurki (2011) note that individuals who engage in drama studies increase their self-awareness, and so, they try to understand how they think and feel by putting themselves in the shoes of a different person. How somebody comprehends can also be understood through the techniques used in creative drama. Kelner (1993) asserts that everything is possible with role-playing techniques, countless characters can be performed, and the classroom environment can be transformed into different spaces.

The above-mentioned changes based on creative drama have also been proven by previous research. In Özyuva's (2021) study, teachers voiced that the most effective methods of values education are those that enable students to learn by doing. Memduhoğlu and Yüce (2020) concluded that teachers use the creative drama method as the best means of embodying abstract concepts since values education contains an excessive number of those. Therefore, creative drama can be used as a method in realizing the acquisition of values in education with affective characteristics. It was yielded that values are acquired more easily through the individual's practices oneself (Akgül, 2020), values can be adopted through experience (Yaşartürk, 2019), activity-based value education facilitates value acquisition and makes the education process fun (Tekin, 2019), and the value education-based drama program has a positive effect on students' adopting democratic values and it creates positive changes in students' feelings and thoughts (Çiçen, 2019). Batdı and Batdı (2015) also confirmed that creative drama gives rise to a positive and meaningful change in students' academic success, and thus develops a great many skills and values.

As a result, it was observed that the activities prepared for the values of responsibility, respect, and patience in the values education program using the creative drama method, which was carried out two days a week for six weeks, were more effective than the implementations of the values education annual study plan prepared by the practitioners and school stakeholders. Some reasons why values education implementations using the creative drama method are more effective in students' adopting values are that students take an active role and use their own experiences in the process, embody the abstract concepts in values with practices and the students both have fun and build permanent knowledge about the values with games instead of verbally explaining the values.

Some characteristics of creative drama coincide with the affective content of values education. To illustrate, creative drama provides individuals with communication and decision-making skills, it facilitates individuals' sensitivity towards each other (Mc Naughton, 2004), drama environments give everybody a chance to participate equally, and thus do not leave any individual behind (Oğuz, 2015). Creative drama teaches individuals to explore values and emotions by placing them in different roles and characters. This makes it easier for the individual to experience different emotions (Baldwin, 2008). McFarlane (2012) asserts that using the creative drama method in the classroom environment is an effective way to the emotional and social development of students. In addition, the individuals experience the events by themselves instead of relying on outside observation (Adıgüzel, 2006). Raising entrepreneurial individuals who know themselves, adapt to life and their environment, and produce solutions to problems is among the main aims of creative drama education (Erdoğan, 2016). It has been determined that creative drama is also effective as a method of value education due to the above-mentioned features.

Conclusion

It was determined that there is a significant difference in favour of the experimental group in the values education designed using the creative drama method and the students' attitude scores regarding the values of responsibility, respect, and patience. From this point of view, it can be alleged that the creative drama method is effective in values education.

The examination of the diaries kept by the students in the experimental group after the practices during the implementation process indicated that students make positive evaluations about the values of responsibility, respect, and patience and adopt the behaviours related to these values.

It was concluded that there is a significant difference in favour of the post-test as the students in the experimental group, in which the creative drama method was used, could write relevant concepts with the aforementioned values in the Word Association Test after the implementation and express the situations and incidents that refer to the relevant values more easily.

When the diary kept after each session by the experimental group teacher was evaluated, it was ascertained that the teacher finds the process effective which creates positive attitudes and behavioural change in his/her students. In addition, the interview with the experimental group teacher indicated that the values education program using the creative drama method is effective.

Suggestion

Some suggestions were made for researchers and practitioners in line with the results of the study. For researchers, it can be suggested to design and implement values education implementation processes using the creative drama method at different levels since individuals realize more permanent learning. The creative drama could be exploited as a method in teaching values as values education includes abstract concepts and affective domain acquisitions. Creative drama workshops can be held to prepare activities related to the use of creative drama in values education. Besides, researchers can be recommended to develop a values education program using different values in the context of values education. This study included 4th graders. Values education practices can be carried out for different levels considering the development levels of students.

Two main practical recommendations are increasing the implementation duration and applying the training in a fully equipped creative drama workshop. In addition, more workshops can be held in which creative drama is used as a method of values education.

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