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Author Contribution Statement

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Methodology, data collection, data analysis, review and editing

Abstract

The research was carried out to reveal the discourses, behaviors, and practices of principals working in middle schools in Turkey and Ohio, the US, evaluate them in terms of values education, and compare the two countries. The study is a case study design, one of the qualitative research designs. The research was carried out in two phases, the first phase was in Turkey in 2018-2019 and the second phase was in the US between 2020 and 2022. Totally 24 teachers participated in both countries (12 Turkey and 12 US). As a result of the research, it was found that there are some similarities and differences between the two countries; some suggestions are given according to the research findings. Chromebooks and free lunch can be provided to students by the Turkish Ministry of National Education, and principals in Turkey can communicate more with students by spending their lunches and breaks.

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Research Article**Comparison of Principals' Discourses, Behaviors, and Practices towards the Students in terms of Values Education: Turkey and The US Sample ***Bilgen KIRAL¹ **Abstract**

The research was carried out to reveal the discourses, behaviors, and practices of principals working in middle schools in Turkey and Ohio, the US, evaluate them in terms of values education, and compare the two countries. The study is a case study design, one of the qualitative research designs. The research was carried out in two phases, the first phase was in Turkey in 2018-2019 and the second phase was in the US between 2020 and 2022. Totally 24 teachers participated in both countries (12 Turkey and 12 US). As a result of the research, it was found that there are some similarities and differences between the two countries; some suggestions are given according to the research findings. Chromebooks and free lunch can be provided to students by the Turkish Ministry of National Education, and principals in Turkey can communicate more with students by spending their lunches and breaks.

Keywords: Principal, student, value, discourse, behavior

1. INTRODUCTION

An important requirement of humanity is values (Schwartz, 2012), which have not lost their importance from the past to the present and which must be passed on to future generations (Doring, et al., 2015). People make judgments based on criteria such as good, bad, useful, useless, desirable, undesirable, valuable, worthless. These judgments also create values (Lee & Manzon, 2014). Values are accepted concepts or beliefs (Finegan, 2000), behaviors or expressions desired by people (Schwartz, 1992). In short, values are beliefs, standards, and principles that guide the behavior of individuals (Lyons, Higgins & Duxbury, 2010). It is primarily the duty of the family to transfer values to children. Afterward, this process continues in schools.

It is the responsibility of both teachers and principals to show values in education to students with their communication and behaviors, to be role models for them. In fact, principals play a leading role in values education by using various practices and communication ways to keep school culture and climate (Eksi & Okudan, 2011). In this age when value judgments begin to decline, it is important to reveal the communication of principals in different countries towards students. For this reason, in the study, firstly, a literature review was conducted on the studies of principals on communication, behavior, and values education; secondly, the discourses, behaviors, and practices of principals working in middle schools in Ohio, the US, and Turkey were evaluated in terms of values education and the two countries were compared.

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1.1. Literature Review

Children learn the values primarily from their families, peers, playgroups, society, and media (Halstead & Taylor, 1996). This coincides with the first years of children's development. Afterward, children who start school learn different values from school (Halstead, 1996). Schools have a diverse range of roles. These roles include transferring the values existing in the society to children, enabling them to form value judgments, and enabling children to understand, thinking about and apply values to their lives (Halstead & Taylor, 2000). The aim of values education in schools is to create a healthy, consistent, and balanced personality (Meydan, 2012).

When it comes to values education, it is not just the education given for values; it also includes citizenship and moral education (Halstead & Taylor, 2000). When values education is examined, actually as a part of public education (Veugelers & Vedder, 2003), it is seen that it is a very important issue that should be supported in schools (Veugelers & Vedder, 2003). For this reason, states do deliberate enculturation through schools to bring various values to their citizens and keep the existing culture (Kiral, 2018). Placing the values desired by the child in the family, school, and society guarantees the continuity of society and culture (Doring et al., 2015).

The interest in values education started in the second half of the 20th century. In the 50s, the emphasis of values education was on harmony in society. In the 60s, democracy, social responsibility, and self-actualization in education and in the whole society were emphasized in values education. In the 80s, values were among the less used concepts in educational practices and teachers' activities, and it was seen that concepts such as technical and instrumental thinking were dominant, in the 90s, it is observed that there was a tendency toward value systems consistent with society (Veugelers & Vedder, 2003). Today, it can be said that importance is given to teaching universal, national, and spiritual values through values education.

Programmed studies on values education are carried out in schools. Transferring, placing, and disseminating values education to students is a responsibility not exclusive to the teacher. School principals also play a leading role in values education practices by using various communication and education paths (Ekşi & Okudan, 2011). Since many duties of the school principal are carried out in the presence of others, it benefits the entire school community. This includes respecting each individual and making them feel special, communicating honestly, accurately, and to the point, fostering self-confidence in those around them, and being caring (Riehl, 1998). Barker (2011) said that if you cannot communicate, you cannot be a principal.

It has been determined that firstly feature of effective principals is to communicate effectively; secondly, to have a high level of motivation to people, and the last feature is to make the organization function as a team (Barker, 2011; Robbins, 2003). Bursalıoğlu (2010) states that principals will be effective by communicating and behaving to change people's behavior and affect them, establish an effective communication network, develop relationships between individuals, groups and teams, and coordinate individuals.

In short, the principals should become leaders by using the communication process effectively. There are some studies on it. Fidan's (2013) study determined in the relationship between the communication skills of principals and organizational values was investigated, it was concluded that organizational values are also high in a school where communication skills are high. As a matter of fact, Lickona (1991) states that with their words and behaviors, principals should be role-models for students, they should carry out moral leadership by carrying and reflecting ethical characteristics, and they should be pioneers and guides in adding value and creating a character.

The studies carried out also support administrative communication. Fidan and Küçükali (2014) determined that there is a moderate, positive, and significant relationship between the principals' communication skills and the schools' values. Gürgen (1997) and Tutar (1997) state that values and communication are complementary to each other for schools. Vurgun and Öztop (2011) concluded in

the research they conducted to reveal the importance of values for the organization and administration and concluded that the values affect the perceptions of the principals about individual and organizational success, their relations with people, and their decisions.

Duer, Parisi, and Valintis (2002) conducted several studies on students and parents in two high schools and one secondary school in the US. These include meetings involving values, activities embedded in the course, story analyzes with values, and dramas, etc. A program was prepared and implemented. Davidson and Stokes (2001), determined 25 basic values for primary schools, and the effect on students was investigated by processing a value every week. As a result, it was concluded found that four-fifths of the students showed improvement in their behavior, and two-thirds of the parents communicated better with their children and started to take care of them more closely. As a result of the research, participants stated that this education positively affects students, discipline problems, violence, disrespect, etc. stated that the problems were reduced.

As seen in the studies mentioned above, studies related to communication and values positively affect students. It can be said that teachers and principals have an important role in this. Because principals are the people in front of the school's eyes and they are the people that teachers and students constantly see and communicate with (Açıklalın, Şişman & Turan 2007), they should exhibit exemplary behaviors and play a leading role in communication (Illich, 2012). Principals have a key role in the survival of the school, revealing the values and achieving the school goals (Mullins, 2005). Through communication, principals can influence people, make them work, unite groups and change people's behavior (Pradhan & Chopra, 2008). They can spread values through communication, bring people together, create school culture and keep existing ones alive (Berkowitz & Bier, 2004).

There are several reasons why values education studies are given importance and applied: Disruption of traditional family structure, erosion of the value system of key institutions, secondary perspective to the value system, declining work ethic, reduced civil responsibility, and disrespect for authority, dishonesty, violence, and moral ignorance. It is seen that studies have begun to be carried out due to disturbing trends in the population (Demmon, Rice & Warble, 1996). The decrease in value judgments is experienced in different countries. For example, according to the Turkish Statistical Institute (2021) data, the number of incidents involving children coming to or brought to the security unit in 2020 is 114,038. These children's 31.4% were injured, 30.5% theft, 5.0% using, selling or buying drugs or stimulants, 4.4% were threatened, 3.4% violation of passport law. While a total of 18,859 transactions were made regarding juvenile crimes in 2005, this rate increased to 114,038 in 2020.

When all 2019 crime rates of children were examined in the US, it was determined that there were 696,620 arrests. Simple assault 126,130, property crime index 119,790, drug abuse violations 81,320, larceny-theft 83,690, disorderly conduct 53,990, violent crimes 44,010, vandalism 31,950 are seen as the most committed crimes. Between the years 2010-2019 are examined, the crime rates are 58%. It is seen that it decreased by 24% between 2015-2019 and 4% in 2018-2019 (US Department of Justice, 2020). When these official statistics are compared, it is noticeable that the crime rate in Turkey has increased over the years, while in the US has decreased. It can be concluded that the subject of values education should be handled sensitively, and researching the values education system and revealing relevant studies carried out in US schools might be effective in guiding other countries.

Many studies on values education are available in the literature (Eksi & Okudan, 2011; Fidan, 2013; Fidan & Küçükali, 2014; Meydan, 2012). While there are studies on different subjects comparing the US and Turkey (such as Gümüş, 2012); no studies directly focusing on the comparison of the values education efforts of school principals in Turkey and in the US were encountered. Only Yenen and Ulucan (2021) compared American and Turkish pre-school programs regarding values education, but they conducted their study through document analysis. It is thought that awareness of

the administrators will be created by sharing the data obtained as a result of a comparative research abroad and the application examples with the educators.

Turkish Basic Law of National Education, the inclusion of values in the educational programs since 2005, the decisions of the 20th National Education Council, the 2023 Vision Document, the 2019-2023 Strategic Plan of the Ministry of National Education, the teaching of values education in schools, and the fact that the crime rate has not decreased or even increased despite the implementation of most of the decisions, make it necessary to deal more with this issue, to study intercultural studies and adapt them to the Turkish education system. For this reason, the research was carried out to reveal the discourses, behaviors, and practices of principals working in middle schools in Turkey and Ohio, the US to evaluate them in terms of values education and compare two countries. Based on this general purpose, the following questions were sought.

How the comparison is between Turkey and Ohio, the US:

1. How are the discourses, behaviors, and practices of principals towards students in general within the scope of values education?
2. What are the discourses of school principals towards students in general?
3. What effect do principals' discourses, behaviors, and practices have on students within the scope of values education?

2. METHOD

The study is a case study design, one of the qualitative research designs. According to [Creswell \(2007\)](#), case studies aim to study, reveal and explain current situations in real life within the scope of research. In this study, principals' discourses, behaviors, and practices towards students are a current situation that exists in real life. The effect of these on the student's gaining value has been studied, analyzed, described, interpreted, and evaluated in its context ([Merriam, 2009](#)). This study is also a multiple case study. Because the data was collected from different countries ([Paker, 2017](#)). According to [Zainal \(2007\)](#), when a study is conducted on more than one situation or on a group of participants, the validity of the study increases.

2.1. Participants

While selecting schools within the aim of the research, the criterion sampling method was used ([Patton, 2014](#)). These schools are urban immigration region middle schools and public schools where the children of families from middle/lower socio-economic level. The study was two phases. In the first phase was in Turkey, the participants consisted of migration region middle schools with similar profiles in the Aegean Region in 2018-2019. While choosing the teachers, different gender, branch, and seniority at school were preferred, and the maximum diversity sampling method was used. The reason for using maximum diversity in purposive sampling methods is to benefit from different perspectives ([Patton, 2014](#)) and diversity spectrum ([Glesne, 2012](#)). The aim is to monitor the diversity of views to the maximum extent possible. Thus, what is tried to be done is to reveal the commonality and similarities between various situations ([Yıldırım & Şimşek, 2005](#)). 12 volunteer teachers participated in the research. Three of them are male and nine of them are female teachers; their seniority is between eight and 27 years.

The second phase was carried out in 2020-2022 in Ohio, the US. The research was conducted in different years in Turkey and the US for a longer period of time because of the pandemic. In the US, like in Turkey, middle, urban immigration region, and public schools were selected for children of middle/lower socioeconomic level families. 12 volunteer teachers participated in the study. 11 females and one male; their seniority is between six and 36 years.

2.2. Data Collection and Analysis

For the purpose of the research, the literature was first read, and then a semi-structured interview form was created. While preparing the form, the opinions of two faculty members who are

experts in their fields were taken. A preliminary application was made with a teacher in Turkey, and then the form was given its final shape. The research was planned in two phases. The first phase was in Turkey; the second was in the US. In both countries, official permissions were first obtained to conduct research, and then interviews, observations were started.

The interviews were recorded with the participants' permission, and it was also tried to take notes. After recording, the data was analyzed with the content analysis method. The researcher created codes, categories, and subcategories; and similar statements were combined to reduce of groups. Natural observations were made in both countries for the research. The researcher went to schools from time to time for observations in Turkey. In the US, principals did not want to a stranger in school because of the pandemic. Several observations have been made.

2.3. Validity and Reliability

In this study, the use of multiple methods, triangulation, such as analyst, participant verification, observation, interview, and document review (Patton, 2014) and direct quotations were used for validity (Yıldırım & Şimşek, 2005), and purposive sampling method, making a rich description in the literature review were used. The researcher conducted the study by excluding own prejudice and personal views the research giving importance to professional and academic ethics. She used direct quotations, as it were, without deflecting them. The researcher gave code names to participants such as Zeynep, Aslı in Turkey; Kelly, Margaret in the US.

3. FINDINGS

The findings of the data obtained as a result of observation and interview in the research are presented in this section.

3.1. Principals' Speeches and Discourses (About Values and All Speeches)

The results of the content analysis of the speeches made by the principals in line with the teachers' opinions in Turkey and the US are given in Table 1.

Table 1. Value words used directly from principals

Country	Value Words Used Directly
Turkey	Respect, kindness, responsibility, honesty, justice, have character, tolerance, importance of flag ceremony, love, human values, confidence, to be encouraged, proud, sharing, mercy, freedom, solidarity, rights, law, equality, be fair, to be reliable, helpfulness, conscience
US	Respect, kindness, responsibility, honesty, justice, have character, tolerance, pledge of allegiance, word of the week, safe, responsible, respectful, safety, empathy, thoughtfulness, caring, perseverance, being citizen, consistent, help, PBIS, positive behavior

*First eight values were the same.

As shown in Table 1, it has been determined that the principals of both countries used the words of value directly in their speeches. The same value words used in the two countries were determined as "respect, kindness, responsibility, honesty, justice, have character, tolerance". It is seen that the values used in both countries are universal values. It has been noted, however, that in attention-grabbing US, the "Pledge of Allegiance" is read from the television every morning before class, with students standing up and placing their hands over their hearts. This is an event to bring a national value. In Turkey, a flag ceremony is held every Monday morning before classes and at the end of every Friday evening, and from time to time the importance of the national anthem and flag is recalled. This is an activity to teach a national value of Turkey. A direct quote from the participants in both Turkey and the US is given below.

Be respectful, responsible, and safe. He targets those three. Pieces of information as much as the possible he can. He reminds that almost every conversation with the kids (Maria, US).

The principal also talks to the children in the direction of developing values... that is, being honest or loving school, or the concept of respect, sharing... so these kinds of things are the basis of their conversations (Asli, Turkey).

It has been determined that the principals have discourses about values without using the word value. These are given in Table 2.

Table 2. No direct value words from principals

No Direct Values	Value Words (Principals don't say respect, responsibility, and love directly)	
	Turkey	US
Respect	Not making jokes (physical, verbal etc.) Not to make fun of Not to hurt/harm/interrupt each other/someone else Not to underestimate Not to swear Not to fight Not to speak bad Not using slang words Peer bullying	Talking nice to other students Trying to keep it as a positive attitude
Responsibility	Not bringing school supplies	Charging your Chromebook at night Duties
Love	Calls to girls my pearls, boys my lions	Build commitment Our community Remember "You Are in Community"

When the Table 2 is examined, it is seen that the principals actually point to values without using the value of the words. These values are respect, responsibility and love (building commitment to school). It is seen that the principals in Turkey have discourses about not saying bad words to students, not hurting each other and not making bad jokes. This may be due to the following reason. First of all, there are 10-15-minute breaks between classes in schools in Turkey. Students go out to the garden during this period, go to the canteen, use the restroom, and spend time in classrooms or hallways. There is a same classroom application for students in Turkey. For example, if students are in class 6A, they complete the whole part of the day (if there is no special course) in that class. They spend time with their friends during recess hours. However, there is no such thing as students being in the same classroom all day in the US. Because each teacher has their private classroom, students go to the other teacher's classroom between classes. For this reason, they do not have time to play or spend with their friends.

Another reason is that lunches in US are only eaten at a certain time. Outside of these hours, there is no canteen practice where students can shop with money, and it is forbidden to eat in the corridors and classrooms, except for lunchtime, as per school rules. However, in Turkey, students have at least 40 minutes for lunch. At this time, the student can eat from the school canteen or go home. Apart from that, the school canteen sells food to students for money at every recess. The fact that students in Turkey have more time to spare for each other during recess and lunch breaks may cause various jokes, bad words, or hurt each other from time to time. Direct citations of the participants from both countries are given below.

He says every day without fail "You are in Community," which kind of help build community, you are in the part of same thing, same community, same team (Sonya, US).

Every morning, he calls out to the female students at school as "my pearls" and to the male students as "my pieces of a lion" (Murat, Turkey).

All other speeches of principals are given in the Table 3.

Table 3. Principals' all speeches (except value words)

Category	Turkey	US
Discipline	No disrupting the class Behavior problems and how to fix them Violent students School layout Being disciplined Not to disturb the order of the courses	Behavior expectations Behavioral problem Best, positive behavior
Rules	Garden games Recycling Don't throw garbage on the ground Course repetition Social rules School rules Entry-exit hours School uniforms Courses Don't run in the hallways	Walking hallways/hallway rules Keeping your voice too low Not screaming Walk on the right Ask teacher before you leave to go to the restroom Class change rules Cafeteria rules during lunch Raise hands Ask questions Answers School culture School rules Detention
Remind	Cleaning (classroom, school, environmental) Positive behaviors Absenteeism Reading pleasure Study your courses Exams Ladder use Using doors properly Various advice Listening to the teacher	Different quote by someone famous Major events happening Some reminds Anything with you need help Performance Quite Listening Crazy walking Teacher knows where you are Making connections Come back from eating Upcoming events The information that they need to know Environment Birthdays Activities Think Positive person TIK TOK (Social Media)
Project	Clean class project Student of the week Class of the week Reading time project	Word of the week
Honor/ Proud	Award ceremonies Achievements in sports, artistic and cultural activities Commending/honoring students Share students' excitement	You are in advanced We are really appreciating Good students Sports team/some activities Honor award
Other	Special conversations Greetings Daily conversations (how are you? etc.)	Building relationships Greetings General announcement Advisory Daily conversations (how are you? etc.)

As seen in Table 3, it is seen that in both countries, principals' discipline, rules, reminders, expressions of pride for students and other speeches were made. It is expressed in various other projects in Turkey. In fact, it has been observed that various projects have been carried out in the US, although the term project is not directly mentioned in the interviews. Among these, word of the week and competition projects can be given as examples. It is seen that there are more conversations about discipline and rules in Turkey and more reminders in the US. Examples of teachers' views in Turkey and the US are given below.

Ask teacher before you leave to go to the restroom. You know the teacher should know where you are (Margaret, US).

If he notices the students be struggling a little bit. He asks to students "what can I do to help you?" (Talia, US).

In the hallways, you know it is "how are you?" "how is it going?" aware you able to turn in your math assignments?" "how is your parents doing?" "how is your siblings doing?" more general topics (Rose, US).

Pay attention to your actions towards children, keep the environment clean, do not fight, do not swear, study your lessons, he says such things (Fatma, Turkey).

These are emphasized every time the doors in the classrooms are not opened or closed too hard, attending the courses, coming to the classes with the necessary materials, notebooks and books (Yasemin, Turkey).

Being disciplined, respecting their teachers and friends, obeying the classroom order, obeying the discipline at school (Emirhan, Turkey).

3.2. Effects of Principals' Communication with Students

Teachers in both countries think that principals have good communication with students, their speaking has a positive effect on students, and principals are positive models for students. Examples of participant views on this subject are given below.

The much our students come from unparented homes. Many kids come to us without the basic family dynamic you would expect them to have. So we have to raise them much as we possibly can. So those things like responsible, respectful and safe, and important as math and language arts.....you see him interacting with the students probably more than the teachers more than in the hallway. He comes to classes almost every class changes. He speaks definitely about what they doing at lunch with them. He walks back with the kids from lunch. He is very involved with the students (Maria, US).

He is a good model for good positive behavior. And he models respectful, responsible, and safe. He models that (Sonya, US).

I think, his communication is very, very good because our principal is not standing in his room. He is constantly in the garden, inside the teachers' students, or chasing school-related projects, he is always around the school. He is with the students. He has such a communication with the students, for example, every morning he calls the female students at school as "my pearls" and the male students as "my lion pieces". He establishes positive communication within the school. Because of these statements, students love our principal very much (Murat, Turkey).

I have seen that it is gradually imposed on students in this school. What a communicative principal says, he also jokes about students. They hang around with children, that is, they try to get down to their jargon and this means they speak a language that they can understand to catch them, but generally tries to make them feel valued (Zeynep, Turkey).

3.3. Principals' Behaviors and Practices

Similar activities are carried out in both countries to gain students. Principals in both countries address students by name, act as a model for them, reward and honor them in various ways, and chat with students when they see them. Likewise, in both countries, it has been determined that principals do not sit in their rooms except for compulsory situations; they walk in the corridors, canteen, classrooms, in various parts of the school, and are visible in the school. Apart from this, it has been observed that the principals in Turkey attach importance to projects, sportive cultural and artistic competitions and frequently express their pride and honor at the festivals, flag ceremonies and school ceremonies. On the other hand, it has been seen that principals in the US celebrate their birthdays, raise awareness about us, sportive competitions, honor successful students in front of others, in ceremonies, and in TV announcements.

In both countries, school boards and rule posters about values are hung. It has been stated by teachers and observed in school observations that the three values established by the city school district are more strongly emphasized in schools where research is conducted in the US. These are the values of respect, responsibility and safe. Apart from this, the word of the week also indicates a value. In Turkey, on the other hand, although there is the application of the value of the month, there are no value words specifically determined by the provincial directorate of national education. In line with the middle school program, the values determined by the Ministry of National Education are processed.

4. DISCUSSION and CONCLUSION

The research was carried out to reveal the discourses, behaviors, and practices of principals working in middle schools in one city center in Turkey and Ohio, the US, it aims to evaluate them in terms of values education and to compare the two countries. As a result of the research, it was found that there are some similarities and differences between the principals of the two countries. In Turkey, they try to teach national values such as the homeland, the national anthem, and the flag with the flag ceremony held on Mondays to Fridays. In the US, it was noted that attempts are made to teach students national values such as the homeland and the flag with the Pledge of Allegiance, which can be read every morning on the TV. In both countries, principals make speeches before competitions and social events. Teachers, students, and even families are honored in these speeches. Students' achievements and behavior are emphasized. In both countries, the principals know the names and surnames of the students and address them. In both countries, there are boards on which values are displayed. Value words change every month and boards in Turkey; it changes every week in the US. In both countries, principals talk about values almost every day, principals visit the classrooms and are always present in the hallways between the change of classes. Common value words used by the principals of the two countries were respect, kindness, responsibility, honesty, justice, character, tolerance, the importance of the flag. They communicate with problem students between class changes and chat with students face to face. They try to improve their behavior by talking. Their behavior has an impact on the student. Principals in both countries are role models for students. In both countries, the values of respect, responsibility, and love are emphasized both directly and indirectly.

The reason why principals put special emphasis on values is to transfer the values existing in society to children, enable them to form value judgments, and enable children to understand, think about, and apply values to their lives (Halstead & Taylor, 2000). Because the expectations of societies from schools are good citizens, good people, decent society, and people living in values (Yücel, 2011).

Principals should be role models for students and use various communication channels for this

(Eksi & Okudan, 2011). Research already supports this; Fidan and Küçükali (2014); Gürgen (1997); Tutar (1997); Vurgun and Öztop's (2011) studies in Turkey; Duer et al. (2002); Davidson and Stokes' (2001) studies in the US also support this. Through their communication, principals can spread values, bring people together, affect the school climate and culture, and make values living (Berkowitz & Bier, 2004). For this reason, principals have a key role in creating and sustaining values at school (Mullins, 2005).

The research has determined that the principals in Turkey and the US have different discourses and practices. In Turkey, principals especially emphasize the words respect, rules, and school order; in the US, safe, responsible, respectful, positive behavior values are emphasized. It is constantly reminded that principals in Turkey use words of praise for students individually, while those in the US are both individuals and members of the school community. When the principals' different speeches are examined, it is mostly about discipline, rules, and reminders in Turkey; it was found to be most related to rules, reminders, and students' honor in the US.

In Turkey, students gather in school garden every morning and enter the classrooms in turn. On Monday mornings, before the classes and on Friday after the last lesson, the flag ceremony is held in the school garden by singing the national anthem. Principals always make speeches when they gather in the school garden in Turkey. Values, rules, announcements, reminders are made in these speeches. In the US, students enter school in the morning or on a certain day of the week without any ceremony or assembly. Every morning, on TV, the Pledge of Allegiance is read by the students. Principals address students during advisory hour via the classroom television or smartboard. These announcements tell students about important events of the day, upcoming events, birthdays, specific days, and contests. In Turkey, the student has a class to which they belong. In addition, there is time between classes at least ten minutes. During this time, students run and play, go to the cafeteria and spend time in the hallways. By attending the same class all day and with the practice of recess, students spend more time together, which increases their ability to make physical and verbal jokes with each other and to be sincerer. In the US, the teachers have their class. Since students change classes, they do not have time for activities such as resting and playing, have different friends in each class, and do not have recess, they do not have to be sincere and joke with each other as in Turkey. Because they have no time for these. They must go to different teachers' classes.

Students are more likely to get bored and harm their environment in traditional lectures. Courses in Turkey are usually taught with textbooks or smart boards. In the US, the lessons are taught with the textbooks, smart boards, and Chromebooks given by the school and the applications in them. These computers have games related to lessons. Students who are too busy with the computer so that they do not get bored in the lessons. Since they are not bored, they do not harm their environment, do not enter each other's private space, and adopt a more respectful attitude.

In Turkey, the cafeteria is always open throughout the school day until class ends. The students may be late for the lesson while waiting their turn in the cafeteria. This means disrespects to both the teacher and friends. With the pandemic, it provides free breakfast and lunch to all students in the US. Before the pandemic, these were very little cost. Except for lunch, students are not allowed to eat in the classroom or in the hallway. The cafeteria is "only" open for lunch in the US.

There is a need for a discipline system that includes rules and goals in school. Principals; manage the school with the legal texts determined by the state; principals and teachers have the authority to carry out and supervise all the school's works according to the school's rules (Bursalioglu,

2010). For this reason, principals should ensure the effectiveness and continuity of disciplinary practices (Akçakoca & Bilgin, 2016). It is the responsibility of principals not to make concessions from the rules and to try to place them in the school culture. Principals should be role models seen throughout the school by displaying effective management and exemplary personality (Garrett, 2015), are responsible for visiting every unit of the school, communicating at school, and solving the problems in the school as soon as possible, not sitting in their rooms (Aydın, 2010).

According to the findings obtained from the research, it is seen that there is absolutely no concession from the rules in the US, and that teachers and principals place this in the school culture by being effective communication and role models to the students. The absence of running, shouting, and eating in the hallways and the cafeteria being open only during lunch time are also related to school and state rules. In addition, the teacher's class and the presence of a Chromebook for each student keep the school tidy. Since our age is communication and technology, children tend to use applications on their computers at school instead of disturbing their environment. Students who change classes can also be evaluated positively as they do not have time to harm each other, disrespect each other, run in the hallways, and play.

In fact, all of the values education studies are to ensure the order of the society. The establishment of values education is possible with communication, being a role model, and the determination of all school stakeholders to establish the rules. The success of value education means a clean, orderly and regulated society with rules, good citizens, good people. This can be done through families and schools. Principals are therefore an important element that must be seen by all.

4.1. Limitations and Suggestions

The research is limited to the opinions of 24 teachers working in schools where families have immigrated and middle/low socioeconomic in a city center in Ohio, the US and Turkey. This study does not include elementary, high, private, and village-town schools. For this reason, similar studies can be conducted with teachers, principals, and parents in these school types. Suggestions such as principals in Turkey talking more to raise community awareness, not making concessions to school rules, starting the practice of teacher classes, keeping the school cafeteria open only during lunch, distributing Chromebooks to students and using them to design lessons can be given. Just like in the US, a text like the Pledge of Allegiance can be read to students every morning to create to love a flag and patriotism in students. Chromebooks and free lunch can be provided to students by the Turkish Ministry of National Education, and principals in Turkey can communicate more with students by spending their lunches and breaks.

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Ethics Committee Decision

Ethical approval and written permission for this study were obtained from the Social and Human Sciences Scientific Research and Publication Ethics Committee of Aydın Adnan Menderes University with the decision dated 19/09/2020 and numbered 48692.

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