

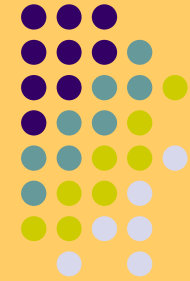
# **The Effects of Values Education in Early childhood on the Aggressive Behaviors of 9-10 Year Olds**

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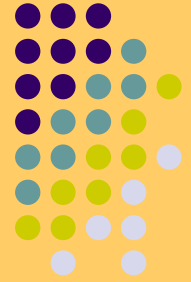
**Marmara University - Istanbul**

**2. ENSEC Conference- 2009 Kuşadası**

- **The aim of the study** was to examine the effects of Values Education on the aggressive behaviors of children 9-10 year olds at school.
- **The main objective** was to see whether honesty, altruism, responsibility, tolerance, love which were all part of the values education were internalized by children and to study the effects of this education on children's elicited aggressive behaviors.

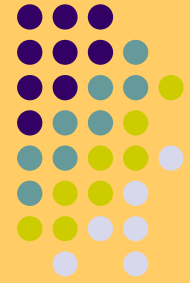


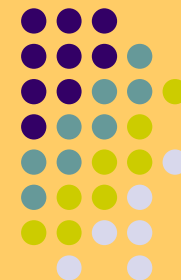
## Answers to these questions were searched:



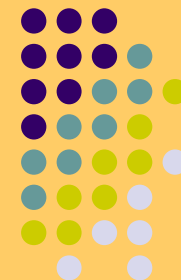
- Are there significant differences between aggressive behaviors of elementary third grade children who were subject to values education and who were not?
- Are there any significant differences between aggresssive behaviors of elementary third grade children who were subject to values education in terms of gender?
- Are there any significant differences between aggressive behaviors of elementary third grade children who were subject to values education in terms of age?

- **Aggression** refers to an action that harms an object or a person physically or psychologically or to damage, destroy or take another person's property (Bartol, 1995). However some behaviors are unintentional and one can argue that to be aggressive an act must include an intention to do harm.
- In early years aggression can be considered normal due to the developmental stage of the child. However in later years aggresssion is considered inappropriate and antisocial (Tolan & Guena, 1994).





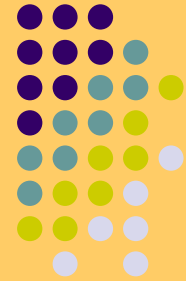
- Aggression and violence are types of antisocial behavior defined as any action that violates moral, ethical or legal standards.
- In contrast to such actions **prosocial behavior** includes activities such as caring, being altruistic, cooperating and as such.
- Children who are stigmatised as aggressive typically exhibit a great deal of antisocial behavior and relatively lacking empathy.

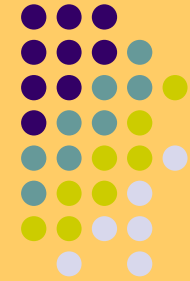


## Aggression can be roughly grouped as three major types:

- hostile (causing others to suffer)
- instrumental (using as a means of obtaining something)
- reactive (action in response to another act)

- As children reach the elementary school age, aggression becomes more reactive, intentional, retaliatory and symbolic (Hartup 1974). At the same time it becomes more verbal and hostile.
- Reactive aggression is quite common among 9-12 year olds. Aggression declines as children learn new ways of meeting their needs within the acceptable values of society such as conflict resolution, negotiation, cooperation, competition, responsibility, etc.

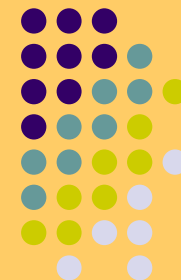




- Aggression can be manifested from low level acts such as being impolite, violating degree of minor rules, generally being noisy and disruptive behavior of criminal violence such as murder, rape, assault and robbery.

Definition of aggression has a number of implications:

- Aggression is behavior that consists of overt action that can be observed by others
- Aggression involves a hostile intent
- Aggression can be intended to do psychological and also physical harm by hurting another's feelings
- Aggression can be directed to a person or at an object

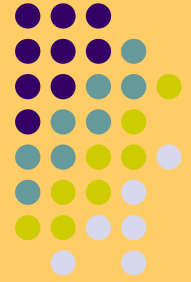


- Hirsch, 1969 argued that children who develop emotional –social attachments and bonds to individuals and society develop a tendency to control aggressive acts. A securely attached child is more likely to internalize the values of the parents and society.

Hirsch states that the social bond consists of four components:

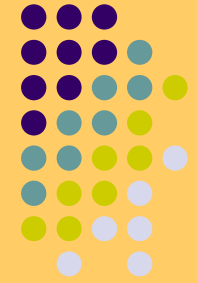
- **Attachment** ;to groups, family, school, peers;
- **Commitment**; conforming to social conventions;
- **Involvement**; that is participating in activities; civic engagements;
- **Belief**; that is accepting the community's value system shared by the members.

## Emotional -Social - Cognitive Development



Dramatic changes take place between 5-7 years in the cognitive development of children.

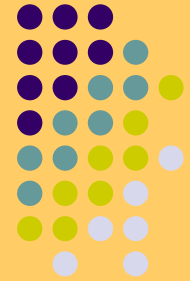
- Attention and recall memory improves.
- Children begin to understand better their own mental processes as well as the others'.
- Their ability to take other people's perspective increases.
- They can make use of linguistic tools, logical thought and images in their learning process.  
(Fischer & Lazerson 1984)

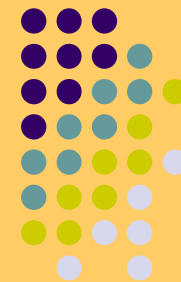


- Depending on the abilities attained, children's prosocial behavior is expected to increase.
- Elementary school children aged 6-14 are more likely to share and help others eliciting prosocial behaviors (Green & Schneider 1974).

# Values Education

- **Values education** can be defined as any explicit and /or implicit school based activity which promotes student understanding and knowledge of values so they can enact particular values as individuals and as a member of the wider community.
- **Values** are the principals and fundamental convictions which act as general guides to behavior. They are the standards by which particular actions are judged as good or desirable (Halstead & Taylor 2000)





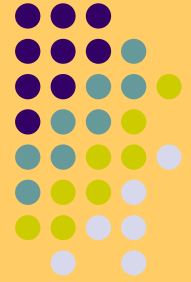
- Emeritus professor Hill at the National Forum on Values Education in Australia, April 2004 has defined values as

**“The ideals that give significance to our lives, that are reflected through the priorities that we choose, and that we act on consistently and repeatedly.”**

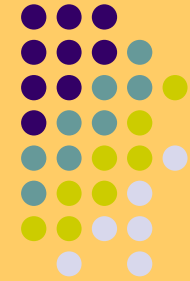
- Among the most prevalent values are caring, empathy, tolerance, peace, non-violence, respect, love, excellence, achievement, honesty, truth, fairness, integrity.

These values can be used as discussion starters in schools.

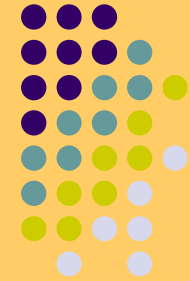
- **Values clarification** is a process that tries to build prosocial values without indoctrination contrary to **character building** which is imposing certain traits on the individual.
- Where as **Values education** helps children to develop, clarify and apply their own values freely and coming to terms with their own choice among the alternatives.



**Values education** process makes use of the following **approaches** as the basis for their education:



- **building children's resilience**  
(personal responsibility and self discipline, connection to school and community, a sense of civic engagement, participation, confidence and self- esteem)
- **specific values teaching**
- **learning focus**



## Training Program :

- In our study the school that implemented values education in their curriculum used the translated version of “Living Values Activities for Children 3-7 and 8-14” recommended by UNESCO.
- This is part of global movement for a culture of peace in the framework of the United Nations International Decade For A Culture Of Peace And Non- Violence For The Children Of The World.

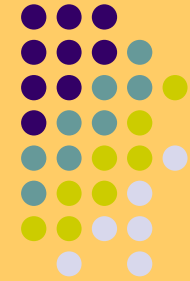
- The program was implemented in the classroom through dramatizations, story completion, drawing, role playing, diaries, photographs and as such educational techniques besides discussion.



- However values education also included the parents support and involvement.
- The values within the program were; respect responsibility, peace, citizenship, cooperation, tolerance, love and honesty.
- Each month of the academic year only one value concept was dealt with.

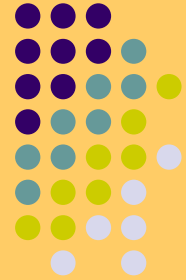
# Method

- This is a descriptive study comparing two groups of third grade children who have and have not had values education at school.
- The participants were 90 third grade elementary children from two different schools in the same district in the city of Istanbul.
- 45 in each sample from private schools where values education is provided from preschool on and 45 from another private school where values education was not given.
- The distribution of gender was 48.9 % girls and 51.1 % boys.



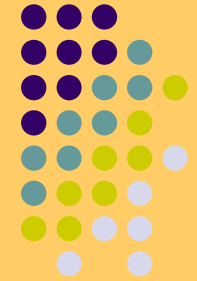
# Tools

- Buss-Durkee's Inventory for Assessing Different Kinds of Hostility (1957) was translated and adapted to Turkish population by Askin (1981) and was used to investigate the nature of aggressive behavior .



The test consists of 5 subscales which are:

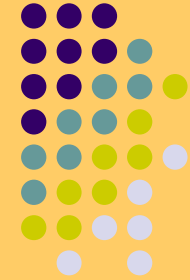
- **physical aggression** (physical expression of anger)
- **indirect aggression** (expression of anger without direct confrontation)
- **anger** (agitation and a sense of control)
- **hostility** (resentment, social isolation, paranoia)
- **verbal aggression** (argumentative and hostile language)



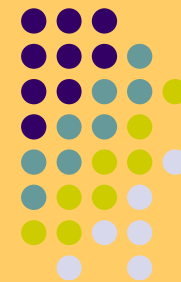
- This scale is used to provide information regarding aggressive tendencies of individuals and strategies used in mediating aggressive inclination.

## Results

**Table 1: Comparisons of T test results of average aggression subscale scores and total scores in relation to gender variable**

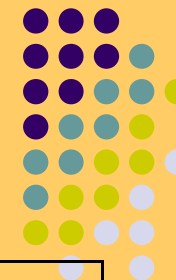


<b>Subscales</b>	<b>Gender</b>	<b><math>\bar{x}</math></b>	<b>N</b>	<b>X</b>	<b>Ss</b>	<b>t</b>	<b>P</b>
<b>Phychical Aggression</b>	<b>Girls</b>		<b>44</b>	<b>.36</b>	<b>.192</b>	<b>-, 302</b>	<b>0, 04 P &lt;0.05</b>
	<b>Boys</b>		<b>46</b>	<b>.38</b>	<b>.263</b>		
<b>Indirect Aggression</b>	<b>Girls</b>		<b>44</b>	<b>.20</b>	<b>.207</b>	<b>-2, 388</b>	<b>0, 60 P &gt;0.05</b>
	<b>Boys</b>		<b>46</b>	<b>.32</b>	<b>.235</b>		
<b>Anger</b>	<b>Girls</b>		<b>44</b>	<b>.38</b>	<b>.190</b>	<b>, 58</b>	<b>0, 01 P &lt;0.05</b>
	<b>Boys</b>		<b>46</b>	<b>.38</b>	<b>.269</b>		
<b>Hostility</b>	<b>Girls</b>		<b>44</b>	<b>.29</b>	<b>.182</b>	<b>-, 904</b>	<b>0, 02 P &lt;0.05</b>
	<b>Boys</b>		<b>46</b>	<b>.33</b>	<b>.250</b>		
<b>Verbal Aggression</b>	<b>Girls</b>		<b>44</b>	<b>.44</b>	<b>.239</b>	<b>1, 524</b>	<b>0, 55 P &gt;0.05</b>
	<b>Boys</b>		<b>46</b>	<b>.36</b>	<b>.246</b>		

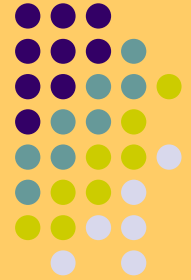


- Table 1 Looking at gender variable and aggression subscales there is no significant difference in relation to Anger, Indirect and Verbal aggression. ( $P > 0.05$ ).
- On the other hand Hostility and Physical Aggression was found to be significant for boys ( $P < 0.05$ )

**Table 2: Comparisons of T test results of average aggression subscale scores and total scores in relation to age variable**

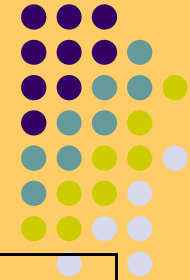


<b>Subscales</b>	<b>Age</b>	<b>N</b>	<b>X</b>	<b>Ss</b>	<b>t</b>	<b>P</b>
<b>Physical Aggression</b>	<b>9</b>	<b>64</b>	<b>.37</b>	<b>.248</b>	<b>-, 210</b>	<b>0, 20 P &gt;0.05</b>
	<b>10</b>	<b>26</b>	<b>.38</b>	<b>.184</b>		
<b>Indirect Aggression</b>	<b>9</b>	<b>64</b>	<b>.24</b>	<b>.237</b>	<b>-1, 107</b>	<b>0, 47 P &gt;0.05</b>
	<b>10</b>	<b>26</b>	<b>.30</b>	<b>.203</b>		
<b>Anger</b>	<b>9</b>	<b>64</b>	<b>.41</b>	<b>.245</b>	<b>2, 347</b>	<b>0, 01 P &lt;0.05</b>
	<b>10</b>	<b>26</b>	<b>.29</b>	<b>.172</b>		
<b>Hostility</b>	<b>9</b>	<b>64</b>	<b>.33</b>	<b>.229</b>	<b>1, 348</b>	<b>0, 15 P &gt;0.05</b>
	<b>10</b>	<b>26</b>	<b>.26</b>	<b>.190</b>		
<b>Verbal Aggression</b>	<b>9</b>	<b>64</b>	<b>.41</b>	<b>.250</b>	<b>, 747</b>	<b>0, 54 P &gt;0.05</b>
	<b>10</b>	<b>26</b>	<b>.37</b>	<b>.233</b>		

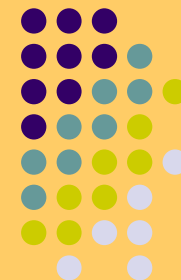


- Tabel 2 : Looking at age variable and aggression types there is no significant difference in terms of Physical Aggression, Indirect Aggression, Hostility and Verbal Aggression. ( $P > 0.05$ ).
- Only aggression subscale Anger and Age variable indicates significant difference for nine year olds. ( $P < 0.05$ )

**Table 3: Comparisons of T test results of average aggression subscale scores and total scores in relation to values education variable**

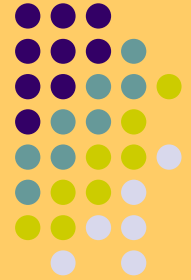


<b>Subscales</b>	<b>Values education</b>	<b>N</b>	<b>X</b>	<b>Ss</b>	<b>t</b>	<b>P</b>
<b>Physical Aggression</b>	<b>No</b>	<b>45</b>	<b>.42</b>	<b>.158</b>	<b>-2, 150</b>	<b>0, 00 P &lt;0.05</b>
	<b>Yes</b>	<b>45</b>	<b>.32</b>	<b>.277</b>		
<b>Indirect Aggression</b>	<b>No</b>	<b>45</b>	<b>.31</b>	<b>.219</b>	<b>-2, 204</b>	<b>0, 83 P &gt;0.05</b>
	<b>Yes</b>	<b>45</b>	<b>.21</b>	<b>.227</b>		
<b>Anger</b>	<b>No</b>	<b>45</b>	<b>.32</b>	<b>.191</b>	<b>2,512</b>	<b>0, 01 P &lt;0.05</b>
	<b>Yes</b>	<b>45</b>	<b>.44</b>	<b>.255</b>		
<b>Hostility</b>	<b>No</b>	<b>45</b>	<b>.41</b>	<b>.182</b>	<b>1,000</b>	<b>0, 01 P &lt;0.05</b>
	<b>Yes</b>	<b>45</b>	<b>.31</b>	<b>.254</b>		
<b>Verbal Aggression</b>	<b>No</b>	<b>45</b>	<b>.40</b>	<b>.223</b>	<b>-, 061</b>	<b>0, 09 P &gt;0.05</b>
	<b>Yes</b>	<b>45</b>	<b>.40</b>	<b>.267</b>		



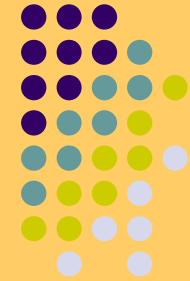
- Table 3: Looking at values education variable and aggression subscale there is no significant difference between indirect and verbal aggression when two samples are compared ( $P > 0.05$ ).
- On the other hand Physical Aggression, Anger and Hostility subscales indicate significance for sample that has not received values education ( $P < 0.05$ ).

# Discussion



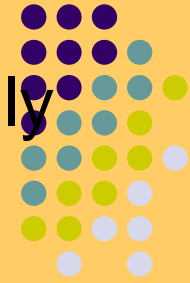
- Aggression can be studied from various points of view. The sociological perspective involves the study of groups and social systems to which the child belongs to and how those attributes affect his or her behavior.

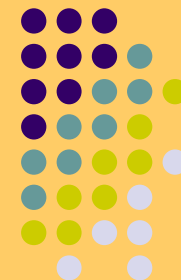
- Since values are first gained within the family from very early on it is important to understand the relationship between intrafamilial communication and aggressive behaviors.



- Lambert & Cashwell examined the relation between preadolescents' perceptions of parent-child communication and their levels of school-based aggressive behavior. Results indicated that preadolescents' perceptions of effective parent-child communications were negatively correlated with school based aggression with no difference on the basis of gender of child.

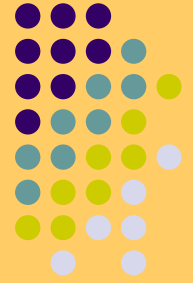
- Leming (1997 ) in his research concluded that only weak associations between moral reasoning and moral behavior have been detected which lack practical significance among school aged populations.
- Niles (1986) found that although moral reasoning training changed delinquents' moral reasoning it did not change their behavior.
- In their research Arbuthnot (1992) and Arbuthnot & Gordon (1986) found a change in both moral reasoning and moral behavior among at-risk middle and high school students. However these studies also included additional training in communication and listening skills and an emphasis on empathy.





## Summary

- Research has shown that values clarification may work **somewhat** in decreasing destructive attitudes and behavior and in increasing constructive alternatives.
- Our research findings indicate that between samples who have and have not received values education there is no significance in terms of indirect and verbal aggression. Where as physical aggression, hostility and anger subscales show significance for boys who have not received values education.



THANK YOU

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