



## American, German and Turkish Classroom Teachers' Opinions about Character Education: A Cross-Cultural Study


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### Abstract

The purpose of this survey research is to analyze and compare the views of classroom teachers on character education in Turkey, Germany and the U.S. In this study, in which descriptive survey method was used, data were collected from 419 teachers from three countries with questionnaire forms. The data were subjected to descriptive analysis. It was determined that character education is influenced by many factors such as family education level, media, internet, social and physical context, and that teachers in all three countries have similar views, only American teachers think differently that "social and physical context" is more important. Character education is mostly practiced in the USA, and to a lesser extent in Germany and Turkey. Teachers of three countries believe that Life & Social studies are the most important lessons that contribute character education. However, character education should be integrated with other curricula with an interdisciplinary approach preferably. Various resources such as meetings, in-school posters, books and thematic projects are used in character education and American teachers use these resources more than other teachers. According to participants, techniques such as observation, interviews, and questionnaires may be used to determine whether character education goals have been achieved. It is seen that the majority of teachers in all three countries are not sure about the possibility to achieve the goals of character education. It may be stated that teachers do not have a very high level of belief in the level of realization of character education goals. According to German teachers, values are less important, but values are acquired at a similar rate, and for Turkish teachers values are very highly important, but not realized at the expected level. In conclusion, the views of teachers from different countries on character education have similar and different aspects.

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## INTRODUCTION

Developments in science, technology, industry and economy have led to significant changes. Advances in the technical field also brought some social problems. One of these social problems, “value crisis”, has increased significantly in our country and in the world in recent years (Stanley, 1983, cited in Yiğittir & Öcal, 2011). The need for character education in public schools is increasing due to irresponsible and harmful behavior among young people (Lewis, 2003). Considering the phenomenon of the globalizing world, acts against human rights, drug use, crime, violence, racism, illegality, etc., the increase in social crime problems shows that values cannot be acquired efficiently. In addition, reasons such as the uncertainty experienced in social values, peer pressure and the negative effect of the media cause these values to transform from the past to the present. As a result of the increase in undesirable human characteristics, education, success and failure in education have begun to be questioned more. In this respect, the necessity of using schools in values education is clear (Bishop, 1993, cited by Yazıcı, 2006). There is a common assumption that schools have an important role on children. As a society, every available opportunity, especially schools, to impart certain values to students need to be used. In recent times the potential of schools to have a positive effect on the development of character education has been increasingly recognised (Brooks & Goble, 1997, cited in Revell, 2002).

Character is generally a main quality or feature that differs one thing from the others (TDK, 1998). Battistich (2010) states that character is human’s social, mental and moral development while educators define character as standard of judgement showed by context to moral and mental values reflected as a total of private behaviors and personality assessed according to certain ethics criteria. The origin of character dates back to Greek and means incised, drawn or stereotyped. Character in ethics philosophy is the total of features that one’s being self- authorized, harmonious and consistent with oneself and sure of himself (Akarsu 1998, cited in Karatay, 2011). Lickona (1991) also defines character as right thing to do, feel or know in ethics. According to another view, a total of features that differs one from the others in terms of power, skills, habits, behaviors, value and thought type (Cevizci 2003). A country’s education system starts with values given importance by the country and that reflects to its education system. The philosophy of each country and the education philosophy that follows may be different. General aim for character education is to make a person gain values of the society. These values determine the frame, objectives and direction of education. Education system acts to reach these goals (Dođan, 2004). What qualities should be given to children may vary according to the philosophical understanding, environment and individuals who are modeled. On the other hand, according to Kılınç (2011) the root values should be acquired as a child and are shown as reliability, respect, responsibility, honesty, sensitivity and citizenship, etc. in the relevant literature.

## IMPORTANCE OF VALUES IN CHARACTER EDUCATION

From past to present, one of the aims of education has been educating individuals to have good character traits. Thus, there is a strong relationship between character development and education. Character education means development of children’s knowledge, skills and talents to make reasonable choices that shoulder responsibility (Ryan, Bohlin, 1999, cited in Ekşi, 2003). As many educators agree with this statement, Dewey states that pedagogy is also a character development (Bender 2005). Socrates believes that the role of education is to make people smart and good. Traditional approaches of value teaching to children date back to ancient Greece and Rome. According to this classical and traditional approach, features to gain are determined by adults and these features have to be gained by children. As child grows up, s/he has to be supported to have own values and find her/his level. In Plato and Aristoteles’s Works (The Republic & Nicomachean) psychological analyses were made shaping character and got attention to ethical values are not natural but gain by education. During 19th century, in the U.S. Horace Mann and the others defend that values of American society must be gained by immigrants in state schools (Ryan, 1987; Ryan & Bohlin, 1997).

Value is stated to be the total of beliefs on events, aims and situation in a society (Gari, Mylonas, Karagianni, 2005). The definition of good character is the answer to the question why it's essential to teach some values. Good person is defined as modest, honest, kind, loyal, patient, responsible (Akbaş, 2008; Kelley, 2003). Values are classified in different ways in literature in terms of character education. By Nelson, Rokeach, Spranger ve Schwartz (cited in Akbaş, 2008) values are grouped as, i) individual values (personal choices), ii) group values iii) social values. According to Rokeach (cited in Naylor & Diem, 1987) values are grouped into two: basic and secondary values. Basic values include values such as success, equality, free choice, virtue. Secondary values include behavior types to reach basic values such as courage, responsibility, reality, passion. Values are learnt through observing and experiencing interpersonal interaction, parents and society's behaviors. Thus, values may be taught deliberately and methodologically. This necessity entails education of values in schools. However, character education is related to the quality of educational philosophy, some American pedagogues started to defend the return of character education in the 1990s (Milson & Ekşi, 2003). The most responsible institution must be schools in character education of children. Ryan (1992) states that schools are pioneers of character development and know what is right or wrong. As Uysal (2008) stated, character education programs have an effect on student behaviors, discipline, academic success and psycho-social skills of students. Today, the U.S., Japan and most western countries apply various curriculum including character education, values education and life skills education. Kılınç (2011) also states that many curricula are in action to teach values and to be good people. In the U.S. and the other countries, much is spent on these curricula.

#### **CHARACTER EDUCATION IN SCHOOLS**

Character education is carried out with both formal curricula and applications. It is also included in the hidden curriculum with the concepts such as values education, moral education, will education or citizenship education. At the same time, it can be carried out within the hidden curriculum with the school order and rules, physical and psychological environment, messages from the administrators and teachers in the school. Character education is a guarantee for the present and future of our youth. Because character education teaches our young people to be responsible for the world they will live in. Character education can also bring a different dimension to the discipline problems that are common problems of educators in our schools. In order to help the formation of a social structure in which the values that make up the character are valid, these values should be reflected in the education programs covering all areas of life (Parlar, Çavuş, Levent, & Ekşi, 2010). According to Yaşaroğlu (2011), practical studies should also be carried out regarding their use in daily life,

Today, character education is given importance because of transferring values and many studies are done on what values to be taught to children in what way. In the meantime, educators aiming desired behaviors give importance to character education. In Lickona's study (1991) a primary school pupil spends approximately 30 hours a week in front of TV and is exposed to approximately 200.000 violence scenes up to age of 16 and approximately 40.000 sexual scenes up to age 18. To remove negative effects of these, character education is needed. In Lehrer's research (1997) teachers believe that primary schools educate pupils in character. This research shows that teachers and school principals support character education. Similarly, studies show the necessity of teaching political, religious, social and individual values (Gari, Mylonas, & Karagianni, 2005). The question of how or in what ways this will be done is debatable. The answer to the question "do teachers teach values?" is yes, but the methods change (Benninga, 1988; Lickona, 1988; Reynolds, 1991; Ryan, 1986). Discipline problems in and out of schools, drug using, crime and violence in schools in the U.S. in the 1990s lead the U.S. understand the need to character and value education. Thus, character education started to be supported in curricula. Many state or private schools are supported how to apply these curricula. Character education is realized through both formal and hidden curriculum. Character education is named as value teaching, ethics, citizenship and willpower teaching in curricula. It is also stated in hidden curriculum as the rules of school, physical and psychological state, headmasters and teachers'

messages. Character education is seen as the guarantee of youth's today and future from many aspects, since it teaches young people how to be responsible of the world they are living in. It brings another point of view to discipline problems in schools. The values that form the character need to be reflected in curricula (Parlar, Çavuş, Levent and Ekşi, 2010).

According to Ekşi (2003) character education is the common phrase that young people gain values through curricula and hidden curriculum and transfer these values to behaviors. Investigating the literature, character education must be taught in a more systematic behavior. Berkowitz (2002) defines character education as the circle of school life and culture. The first thing to decrease the problems exposed in character education is to prepare an efficient curriculum. According to Threlkeld (2011) professional character education is provided in schools through curricula. Though, there is no common view in the effectiveness of these curricula (Peck, 1962; Brooks & Goble, 1997, p. 81; Kohn, 1997; Hahn, 1998; Hunter, 2000, cited in Revell, 2002). The discussions about whether character education is stated in curricula, how they must be taught are ongoing (Woolfolk, 1995). McBrien and Brandt (1997) state that these can be realised through role playing and discussion techniques. On the one hand there is positive approach to character education. On the other hand there are negative views on this. The negative views are caused by value teaching is based on parents, negligence of secularism, authority of some values over the others, not applying the values practically, and teachers being against these values.

#### **RELATED LITARATURE & STUDIES**

Uysal's (2008) study reveals that students gain positive cognitive, affective and psychomotor objectives through character education curricula. While in Revell's (2002) study there are different behaviours shown by pupils in various schools; Crum, Genzler, Shaub and Sheets's (2001) research shows that character education curriculum has a positive effect on student interaction and atmosphere. Moreover, in Davidson and Stokes'un (2001, cited in Kılınc, 2011) study students joining character education have good features of citizenship. In Çağatay's (2009) study, teachers think that they have the greatest role in character education. Considering that 'Turkish National Education General Aims', it is important to make children have healthy body, mind, psychology, moral, free thoughts and feelings, respect to human rights, responsibility to society and to be creative and positive. In Beatrice and Whiting's (1975, cited in Kılınc, 2011) comparative study, American pupils are less helpful and more selfish than pupils in other countries. But these studies are not still enough. As Kılınc (2011) states character education studies have to be investigated in current curricula based on constructivist approach. Thus, the number of comparative studies on character education is limited.

Teachers also have important duties in the processes related to character education. When the teacher is insufficient in this regard, it will be very difficult for the curricula to be successful. In the study, there was the finding that it would be beneficial for teachers to receive values education in pre-service education in adding value to students, and if there is a guide/handbook for values education, it can be benefited from. Çengelci (2010) in a research, it has determined that the teacher does not follow the values education approaches systematically, he gives place to values education in an unplanned manner in the course process, and observation-based evaluation is dominant in values education only. In a study conducted by Memişoğlu (2013), it was concluded that more than one third of the teachers participating in the research did not have knowledge about the approaches, methods and techniques used in character education, and the majority of them did not receive in-service training on values. As seen in these studies, it has been stated that teachers need training on character education.

#### **NEED FOR CHARACTER EDUCATION AT EARLY CHILDHOOD**

One of the educational levels that are effective in the character formation of individuals is primary education. Primary education provides individuals with basic competence in solving the problems they will encounter, adapting to the values of the society and applying the rules of the

society. In simpler terms, it is one of the important functions of primary education for individuals who make up the society to know their environment, to have a broad worldview, to adapt to the society they live in, to acquire the necessary information to use their citizenship rights, and to acquire basic knowledge and skills at a minimum level (Çubukçu and Gültekin, 2006). Especially primary school students act on the idea that the things around them are shaped around their own lives.

The results of the studies carried out in this field have shown that there is a need for political, religious, social and individual values education (Gari, Mylonas, & Karagianni, 2005). Lickona (1991) states that a primary school student spends an average of 30 hours a week in front of the television, and it is estimated that this child witnesses an average of 200.000 violent scenes until the age of 16 and approximately 40.000 sexually stimulating events until the age of 18. It has been stated in this study that character education is needed to eliminate the effects of these negativities. According to the research conducted by Lehrer (1997), teachers believe that primary education public schools carry out the function of character education institutions. The same research shows that teachers and administrators support character education in primary schools.

This study will contribute to obtaining data on the effective implementation of character education by identifying similar and different aspects of character education practices in three different countries through teachers' views.

#### **PURPOSE AND RESEARCH QUESTIONS**

The purpose of this research is to analyze and compare the views of American, German and Turkish teachers on character education. Specifically, the study sought to answer the following research questions:

1. According to teachers, what are the factors affecting character education in schools?
2. What are teachers' views on character education practices in schools?
  - i. What are their views on the implementation of character education in schools?
  - ii. What are the views of teachers related to the lessons supporting character education in schools?
  - iii. If character education is practiced in schools, what kind of resources are used?
  - iv. Is it possible to measure whether students have achieved the goals of character education? If possible, what methods or techniques can be used?
  - v. *What are the suggestions for character education?*
3. What are the teachers' views on the importance and realization/observation level of the values that should be in character education?
  - i. What are the teachers' views related to whether objectives are attained through character education?
  - ii. Is there a significant correlation between the importance of desirable character traits and their realization/observation levels?

#### **METHOD**

Since this study aims to analyze the perspectives of teachers working in different countries on character education in a comparative manner, a descriptive method was used based on the quantitative approach. Survey method (Cohen & Manion, 1994; Karasar, 20117) was benefited in this study.

#### **PARTICIPANTS**

The research, which was carried out in different elementary schools in the city center and nearby, was done on a voluntary basis with 130 teachers from 12 schools in Boston, the USA; 103

teachers from 10 schools in Hamburg, Germany, and 186 teachers from 15 schools in Erzurum, Turkey. 26% of the participants are male and 74% are female. The seniority of teachers varies as 0-5 years (29%), 6-10 years (17%), 11-15 years (23%) and 16 or more (32%).

#### **DATA COLLECTION AND ANALYSIS**

The data were collected by the first author/researcher who traveled to USA and Germany within the following periods under different scholarships, through a questionnaire developed by the researchers. The measurement tool was prepared in parallel forms in English, German and Turkish by with experts in the related languages in related countries. The data were collected. In the questionnaire, there are questions about i) participants' thoughts on character education, ii) questions about character education practices in schools, and iii) questions to determine what values students are expected to have in character education and the realization of these values. The reliability and validity analyses of 39 items in the item pool regarding which values should be in the third dimension of the measurement tool and the level of realization of these values were conducted. In order to reach a consensus on the content validity of these items, two experts from the USA, Germany and Turkey were consulted. Then, factor analysis was performed on the items related to this dimension. After the analysis, a unidimensional structure was obtained. The rate of explaining the total variance was calculated as 41.18%. Nine items with common variance values below .300 and factor loadings below .40 were discarded. In total, 30 items were included in this dimension. The Cronbach Alpha reliability coefficient of the measurement tool was calculated as .94.

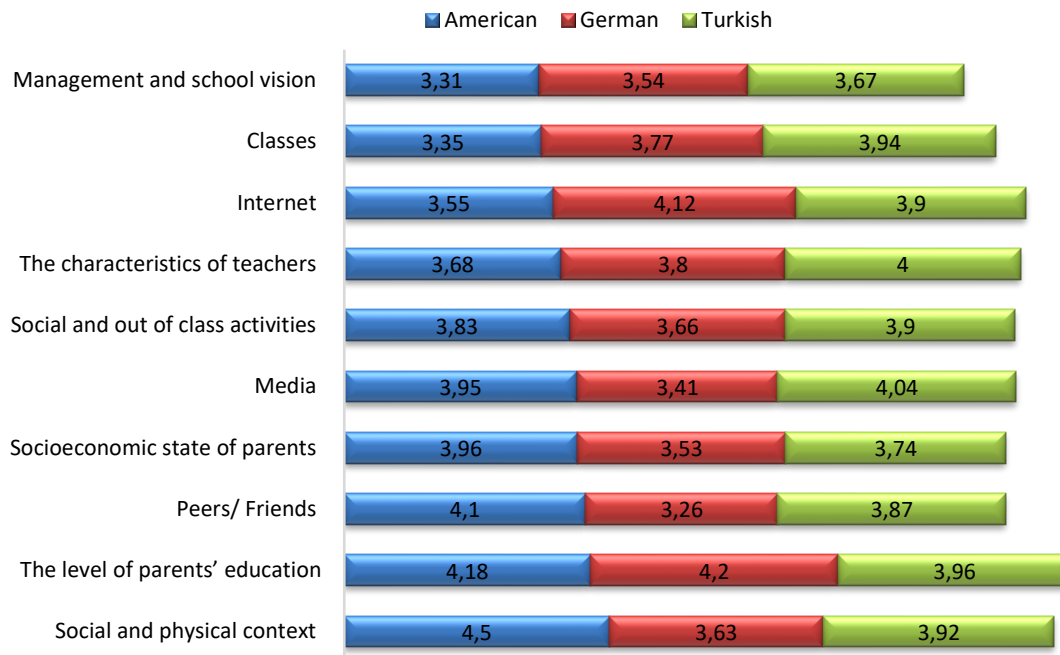
Data were collected from teachers by visiting different schools and collecting the instruments personally in three different countries. This was especially useful to answer questions respondents may have and to consent to completing the survey. All surveys were handed out all teachers in schools. They were all informed that the researchers will visit their schools to collect the surveys in a specific date. Then, although many surveys were missing, the researchers collected what teachers filled in. Data collected through surveys were subject to descriptive statistics, one-way ANOVA and correlation techniques. In the interpretation of the arithmetic averages obtained from the analyses, '*1.00-1.80 Very low; 1.81-2.60 Low; 2.61-3.40 Medium; 3.41-4.20 High and 4.21-5.00 Very high*' rankings were used.

#### **FINDINGS**

##### **FINDINGS RELATED TO THE FIRST RESEARCH QUESTION**

First, the main factors affecting character education were determined. Participants were asked to find out their perceptions regarding the factors affecting character education in Turkey, Germany and the U.S. Findings are presented in the Graph 1.

**Graph 1.** Values Related to Factors Affecting Character Education



1.00-1.80 Very low; 1.81-2.60 Low; 2.61-3.40 Medium; 3.41-4.20 High and 4.21-5.00 Very high

When the Graph 1 is analyzed, it is seen that teachers in all three countries consider ‘family education level’ as the most important factor along with other factors. Teachers in all three countries consider the level of family education to be ‘highly’ important. The second most important factor affecting character education is ‘social and physical context’. This factor was considered ‘very highly’ important by American teachers, while German and Turkish teachers considered it ‘highly’ important. The socio-economic level of the families was ranked third as a ‘highly’ important factor by teachers in all three countries. The graph shows that other factors are also rated as ‘highly’ important by teachers.

In the study, one-way analysis of variance was conducted to determine whether there was a statistically significant difference between the views of teachers from the three countries. The findings are given in detail in Appendix 1. According to these findings, it is seen that there is no significant difference between the teachers of the three countries and that the teachers have a similar opinion that ‘family/parental education level’ is the most effective factor in character education. It was determined that American teachers were more likely than both Turkish and German teachers to think that social and physical context was the most influential factor in character education and this created a statistically significant difference. Among the factors affecting character education, Turkish teachers believe that peers and friends are more important than Germans and Americans believe that peers and friends are more important than Germans. Again, Turkish teachers believe that school management and vision are more important than American teachers.

Turkish teachers believe that media and TV are more affective in character education than German teachers believe while American teachers believe that media and TV are more affective in character education than German teachers believe. Turkish teachers believe that internet is more affective in character education than American teachers believe while German teachers believe that internet is more affective in character education than American teachers believe. Turkish teachers believe that teachers are more affective in character education than American teachers believe. Turkish teachers believe that classes are more affective in character education than American teachers

believe while German teachers believe that classes are more affective in character education than American teachers believe.

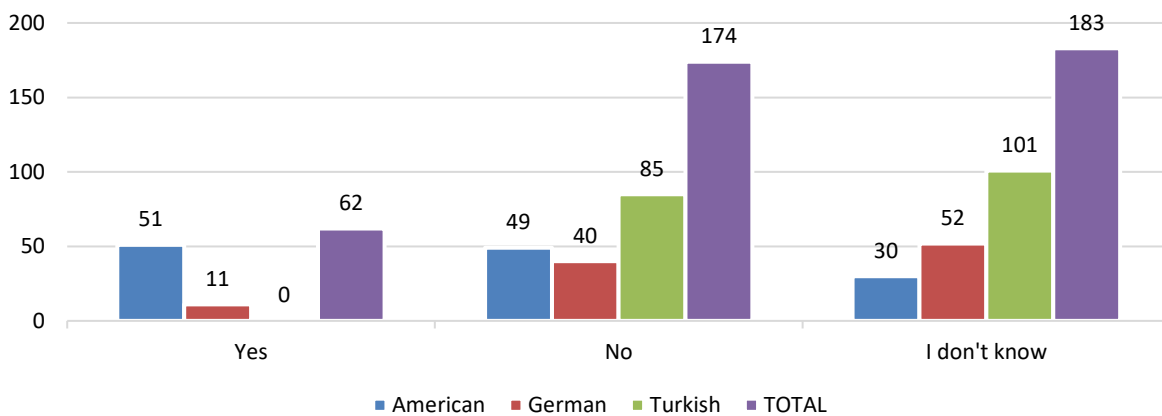
To summarize, it can be said that many factors affect character education and that teachers in all three countries have similar views, only American teachers think that ‘social and physical context’ is more important than teachers in other countries.

**FINDINGS RELATED TO THE SECOND RESEARCH QUESTION**

In this research question, it was attempted to determine the opinions on i) whether character education is implemented in schools, ii) if so, through which resources these practices are employed, iii) whether the goals of character education are attained in the acquisition of the values prescribed in the program, iv) if so, with which measurement tools and techniques this can be better evaluated, and v) which lessons are more useful in character education.

**I) ARE CHARACTER EDUCATION PROGRAMS IMPLEMENTED IN SCHOOLS?**

**Graph 2. Values Related to the Implementation of Character Education in Schools**



According to Graph 2, it is observed that 44% of the teachers in all three countries stated that they did not know whether there were character education practices in the schools where they worked. 42% of the teachers stated that character education is not practiced in schools and 15% stated that character education is practiced. Of those who answered "Yes, character education is practiced", 83% (f = 51) were American teachers and 17% were German teachers. None of the Turkish teachers answered 'yes'. Turkish teachers answered "I don't know/Not aware of" the most (55%; f = 101), followed by German teachers (51%). Details are given in Appendix 2. To summarize, according to teachers' views, it can be said that character education is practiced at a very low level in schools; American teachers stated that it is practiced more and Turkish teachers do not have detailed information about character education practices in schools.

**II) WHAT ARE THE VIEWS OF TEACHERS RELATED TO THE LESSONS SUPPORTING CHARACTER EDUCATION?**

The classroom teachers from three different countries were asked about which lessons could contribute more to character education. The answers of the teachers were given in Table 1.

Looking at the findings, teachers of three countries believe that Life & Social studies are the most important lessons that contribute character education. Teachers of three countries also stated that the Language lessons in which the relevant country is taught and Science lessons also contribute to character education in schools. The Chi-square analysis conducted to determine whether there is a difference between teachers' views on the courses that affect character education also shows that there is a significant difference between teachers' views. American teachers state that Life & Social studies supports it more. Turkish teachers state that Science and Turkish lessons have more influence.



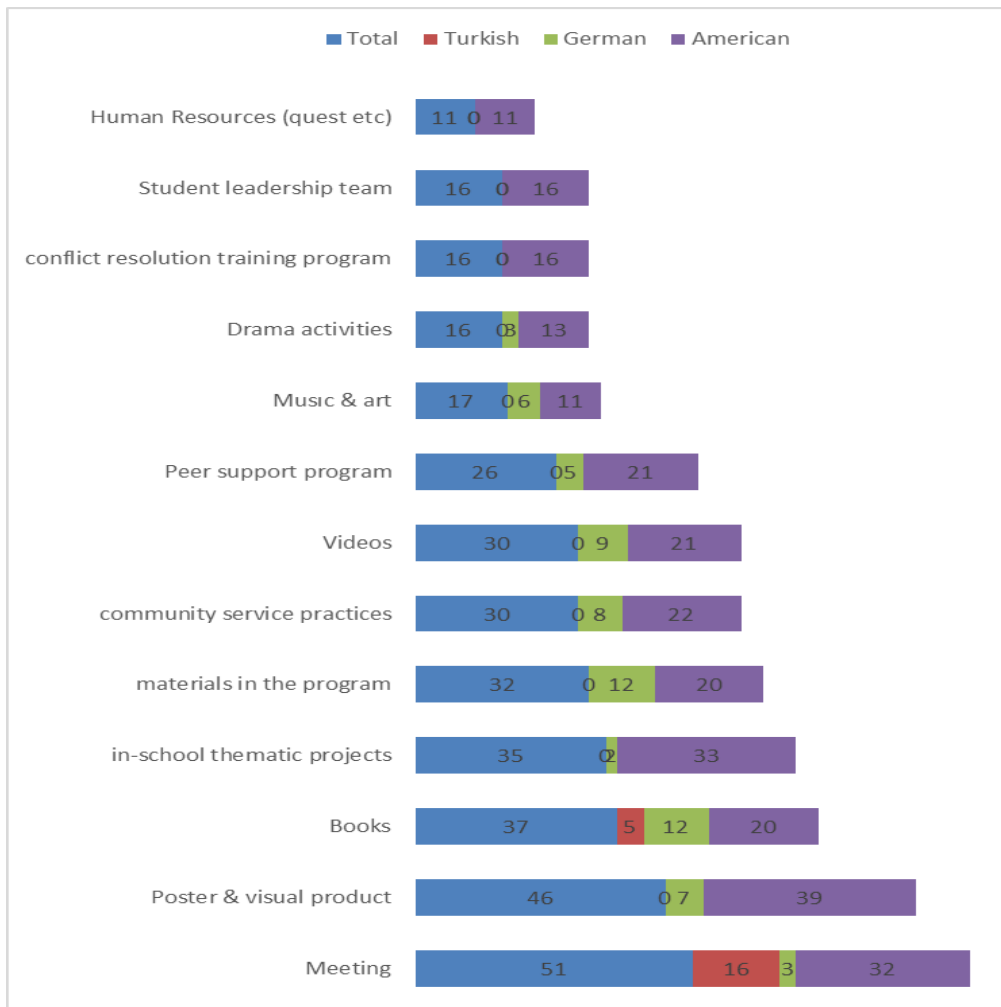
American teachers think that Physical education course (71%) is very supportive. In summary, it is seen that Life & Social studies and then mother tongue courses influence character education the most, and teachers' views on this issue differ.

**Table 1. Teachers' Views Related to Lessons Support to Character Education**

	American		German		Turkish		Total		$\chi^2$	p
	f	%	f	%	f	%	f	%		
Life & Social studies	93	41	53	23	82	36	228	100	58,21	.000
Science	17	27	12	19	34	54	63	100		
English-German-Turkish	12	12	27	27	63	62	102	100		
Physical education	5	71	0	0	2	29	7	100		
Arts & Music	1	5,9	11	65	5	29	17	100		
Religious education	2	100	0	0	0	0	2	100		

**III) IF CHARACTER EDUCATION IS IMPLEMENTED IN SCHOOLS, WHAT RESOURCES/ACTIVITIES ARE USED?**

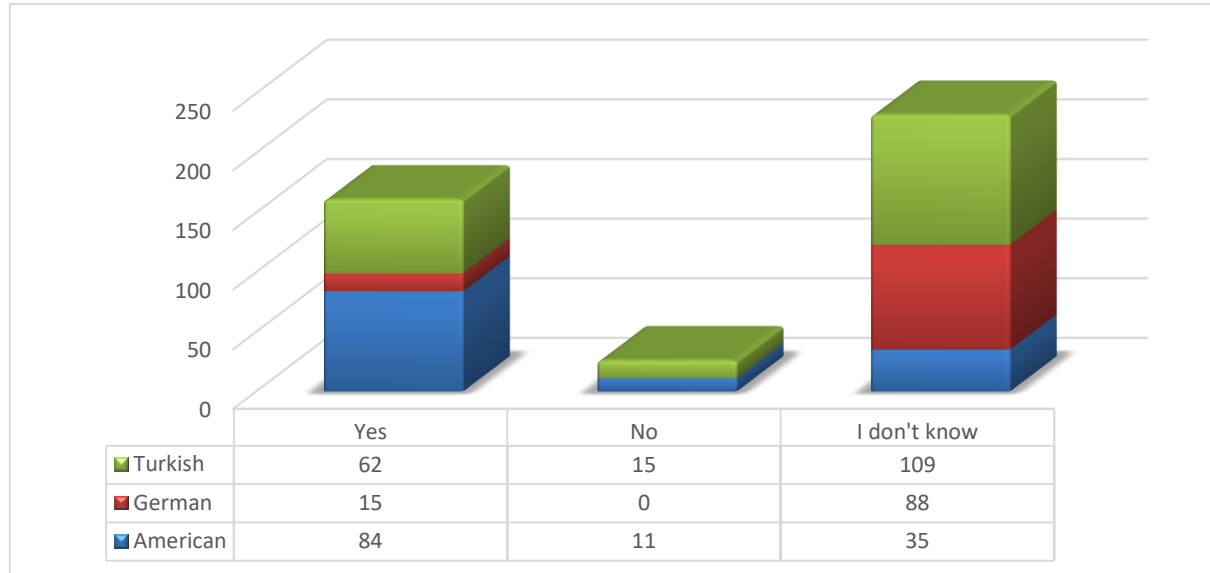
**Graph 3. Various Resources Used in Character Education**



It is seen from the Graph 3 that meetings are mostly used in character education, followed by posters & visual presentations, books, in-school thematic projects, and current materials in the curriculum. Teachers state that guest invitations, student leadership teams, conflict resolution training programs, which can be effective in character education, are used relatively less. American teachers use these resources more than Turkish and German teachers. In summary, it can be said that many different resources such as meetings, posters, books and thematic projects are used in character education and American teachers use these resources more than teachers from other countries.

**IV) IS IT POSSIBLE TO MEASURE WHETHER STUDENTS ACHIEVE THE GOALS OF CHARACTER EDUCATION? IF POSSIBLE, IN WHAT WAYS CAN IT BE MEASURED?**

**Graph 4.** Values Related to the Feasibility of Determining that Students Have Achieved Their Character Education Goals



It may be seen from Graph 4 that the majority of teachers in all three countries answered "I don't know" to the question of whether it is possible to achieve the goals of character education. The majority of those who answered "yes" are American and Turkish teachers. German teachers believe that character education outcomes can be measured at a lower level. In short, it can be said that teachers do not have clear views on whether it is possible to achieve character education goals.

In the research, the answers given to the question of how it would be possible to achieve character education objectives are stated in Table 2.

**Table 2.** Values Regarding the Methods to be Used to Achieve Character Education Goals

	American		German		Turkish		Total	
	N	%	N	%	N	%	N	%
Observations in school and classrooms	76	53	15	11	51	36	142	100
Interviews	47	72	0	0	18	28	65	100
Surveys	34	67	15	29	2	4	51	100
Community service activities	27	58	15	32	5	11	47	100
Meetings with parents	16	57	0	0	12	43	28	100
Inspectors and their reports	0	0	15	58	11	42	26	100
Drama performances	18	69	5	19	3	12	26	100
Regular exams	3	100	0	0	0	0	3	100
Total	221	57	65	17	102	26	388	100

According to the findings in Table 2, teachers state that observations (39%), interviews (17%), questionnaires (13%), and community service activities (12%) can be used to measure character education outcomes. Regular exams (1%) were least frequently mentioned. American teachers expressed more opinions about the use of these methods. In summary, it is stated that methods such as observation, interviews, and questionnaires can be used to determine whether character education goals are achieved.

**V) SUGGESTIONS FOR CHARACTER EDUCATION**

Teachers' suggestions on character education were also consulted in the study. Findings are presented at Table 3.

**Table 3. Teachers' Suggestions for Character Education**

	American (130)		German (103)		Turkish (186)		f	p	I-J
	X	SS	X	SS	X	SS			
In-service training should be provided to teachers on character education	3,06	,775	2,30	1,0	2,40	1,16	20,8	.000	USA>TR USA>GER
Character education should be integrated into curricula with an interdisciplinary approach	3,61	,943	3,66	,78	3,41	1,13	2,47	.086	-
All students must attend a separate character education lesson taught by character education specialists	3,85	,965	3,34	,824	3,9	,904	14,7	.000	TR> GER GER > USA

1.00-1.80 Very low; 1.81-2.60 Low; 2.61-3.40 Medium; 3.41-4.20 High and 4.21-5.00 Very high

According to the findings in Table 3, American teachers stated that in-service training should be provided to teachers on character education at a "moderate" level, while German and Turkish teachers stated that it was needed at a "low level". This view of American teachers is statistically significantly different from German and Turkish teachers (F20,8; p<0,05). All American, German and Turkish teachers think that character education should be interdisciplinary at a "high" level. American and Turkish teachers think that students should take courses on character education given by character education experts at the "high" level, while Germans think at the medium level. In summary, it was suggested that character education should be integrated into programs with an interdisciplinary approach, students should take character education courses and teachers should receive training.

**FINDINGS RELATED TO THE THIRD RESEARCH QUESTION**

In answering this research question, we analyzed data on the extent to which various values or character traits intended to be developed in character education are important and to what extent they can be realized or observed.

**I) WHAT ARE THE TEACHERS' VIEWS RELATED TO WHETHER OBJECTIVES ARE ATTAINED THROUGH CHARACTER EDUCATION**

In Table 4, the views of teachers related to whether attainments related to character traits are observed in schools moderately. So, the teachers state that the character education implemented in schools does not give the desired results or outcomes.

**Table 4. Teachers' Views about Realization of Attainments Related to Character Traits**

	n	X	Sd	f	p	I-J
American	130	3,06	,779			GER > USA
German	103	3,46	,838	52,412	.000	USA > TR
Türkish	186	2,41	,956			GER > TR
Total	419	2,87	,977			

\*The mean difference is significant at the 0.05 level.

1.00-1.80 Very low; 1.81-2.60 Low; 2.61-3.40 Medium; 3.41-4.20 High and 4.21-5.00 Very high

It is remarkable that Turkish classroom teachers are more pessimistic than other teachers on this issue. Although German teachers stated that they believed in the realization of the goals in character education at a "medium" level like American teachers, they were statistically more positive

than American teachers. In sum, it may be stated that teachers in all three countries do not have very high levels of belief in the level of realization of character education goals.

*ii) Is there a significant correlation between the importance and their realization/observation levels of the values?*

As seen in Table 5, the study examined the views of teachers in all three countries on the importance of the values expected in character education, but to what extent they are observed or realized in schools.

**Table 5.** Teachers' Views about to What Extent the Values Are Important and Observed in Character Education

Traits	American		German		Turkish	
	X (Imp)	X (Obs.)	X (Imp)	X (Obs.)	X (Imp)	X (Obs.)
Patience	4,34	2,78	3,83	3,20	4,47	3,38
Traditionalism	2,69	2,45	3,09	2,60	4,80	3,34
Courage	3,70	2,91	4,06	3,54	4,65	3,28
Pride	3,52	2,28	3,30	2,49	4,64	3,18
Cooperation	4,42	3,64	3,69	3,63	4,40	3,11
Self-control	4,47	3,33	3,92	3,39	4,70	3,10
Honesty	4,75	3,18	4,76	3,37	4,86	3,06
Responsibility	4,00	3,07	3,46	2,94	4,60	3,06
Respect	4,57	3,17	4,24	3,25	4,64	3,05
Carefulness	3,65	3,12	3,62	2,93	4,50	3,04
Having love & passion	4,16	3,05	3,72	2,65	4,66	3,02
Sharing	4,23	3,38	3,76	3,38	4,54	3,01
Religiousness	2,13	3,26	2,15	3,35	4,54	3,01
Competitiveness	2,80	3,83	2,73	3,16	4,44	3,01
Fairness	4,53	3,49	4,08	2,81	4,77	3,01
Loyalty	3,66	2,73	3,51	2,92	4,60	3,00
Generosity	4,13	3,10	3,60	2,68	4,55	3,00
Perseverance/diligence	3,53	3,46	4,05	3,54	4,38	2,99
Optimism	4,12	3,39	2,50	3,38	4,45	2,99
Virtuousness	3,76	2,88	3,90	3,55	4,71	2,98
Hospitality	3,85	2,88	3,21	2,74	4,36	2,96
Thriftiness	2,90	2,26	3,13	2,80	4,53	2,95
Empathy	4,52	3,30	4,21	2,96	4,77	2,94
Honor	3,46	2,62	3,73	2,78	4,61	2,92
Self-respect	4,63	3,40	4,13	2,91	4,75	2,91
Sportsmanship	3,96	3,35	3,83	3,45	4,67	2,90
Modesty	3,61	2,87	2,47	2,87	4,62	2,89
Adoption to the rules & laws	3,71	3,40	2,38	3,05	4,65	2,83
Democratic thinking	3,73	2,96	3,84	2,86	4,73	2,83
Politeness	4,30	3,39	3,87	3,19	4,45	2,72
General (F)	3,86	<b>3,09</b>	3,56	<b>3,07</b>	4,60	<b>3,01</b>
General (%)	%77	<b>%62</b>	%71	<b>%61</b>	%92	<b>%60</b>

\*p < .05, [Imp.= Importance, Obs.= Observed]

\*1.00-1.80 Very low; 1.81-2.60 Low; 2.61-3.40 Medium; 3.41-4.20 High and 4.21-5.00 Very high

As can be seen in Table 5, the following findings were obtained regarding the level of importance of the values expected to be attained/developed by students in character education. *American teachers* consider "Honesty, Self-respect, Respect, Fairness, Empathy, Self-control, Cooperation, Patience, Politeness and Sharing" to be "very high" important. "Having love & passion, generosity, Optimism, Responsibility, Sportsmanship, Hospitality, Virtuousness, Democratic thinking, Adoption to the rules & laws, Courage, Loyalty, Carefulness, Modesty, Perseverance diligence, Pride, Honor" are

considered important at "high" level. "Thriftiness, Competitiveness, Traditionalism" are seen as "medium" and "Religiousness" as "low" level important.

*German teachers* consider the values "Honesty; Respect, Empathy" to be "very highly" important. "Self-respect, Fairness, Courage, Perseverance/diligence, Self-control, Virtuousness, Politeness, Democratic thinking, Patience, Sportsmanship, Sharing, Honor, Having love & Passion, Cooperation, Carefulness, Generosity, Loyalty, Responsibility" at "high" level; "Pride, Hospitality, Thriftiness, Competitiveness, Traditionalism" at "medium" level and "Optimism, Modesty, Adoption to the rules & laws and Religiousness" at "low" level.

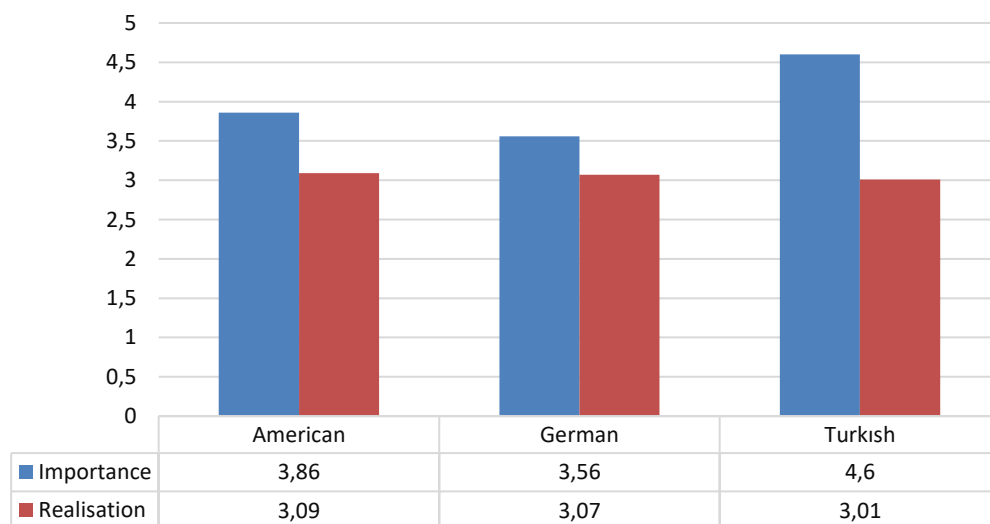
All values are considered "very high" level important by Turkish teachers.

Teachers' views on the level of realization/observation of these values in students were also examined. *American teachers* stated that "Competitiveness, Cooperation, Fairness, Perseverance/diligence" values were realized/observed at a "very high" level. "Adoption to the rules & laws, Self-respect, Politeness, Optimism, Sharing, Sportsmanship, Self-control, Empathy, Religiousness, Honesty, Respect, Carefulness, Generosity, Responsibility, Having love & passion, Democratic thinking, Courage, Hospitality, Virtuousness, Modesty, Patience, Loyalty, and Honor" at the "medium" level and "Traditionalism, Pride, and Thriftiness" at the "low" level.

*German teachers* reported that "Cooperation, Virtuousness, Perseverance/Diligence, Courage, Sportsmanship" values were realized/observed at "high" level and the remaining values were realized/observed at "medium" level.

*Considering the answers given by Turkish teachers, it is noteworthy that they stated that all values are realized/observed at the "medium" level.*

**Graph 5.** Opinions of Teachers on the Importance and Realization Levels of Values in Character Education.



The findings regarding the importance of the values employed in character education and the realization/observation levels of these values According to the teachers working in all three countries are given in Graph 5. It is seen that the values are considered as "very high" by Turkish teachers and "high" by American and German teachers. In other words, the level of values being considered important by American teachers is 77%, but the level of realization is 62%. For German teachers, these percentages are 71% and 61% respectively and 92% and 60% for Turkish teachers.

It was investigated whether there is a correlation between the opinions of teachers from three different countries regarding the values determined in character education and expected to be realized/observed in students.

**Table 6.** *The Correlation in Terms of Realization Level of the Character Traits*

	American	German	Turkish
American	1	,510**	-.143
German		1	,107
Turkish			1

According to Table 6, there was a positive correlation between American and German teachers' views in terms of realization/observation level of values at  $p = .510$  level. There was no correlation between Turkish and American and German teachers' views in terms of realization level of values. In this respect, it is noteworthy that teachers in different countries have different views on the importance of values in character education, and that Turkish teachers consider values more important than American and German teachers. It is also remarkable that the values that Turkish teachers consider "highly important" realized/observed at a "medium" level.

In summary, values are less important for German teachers, but they occur at a similar level when all teachers' opinions are taken into account. According to Turkish teachers, values have a "very high" importance, but these are realized/observed far from this level in students in reality.

## CONCLUSION AND DISCUSSION

*Conclusion 1:* There are many factors affecting character education and teachers from all three countries have similar views on these factors. Family education level, social and physical context, socio-economic levels of families, media, internet, family socio-economic status, peers, lessons, teacher character and extra-class activities are seen as the main factors affecting character education. Teachers of all three countries have close views on the factors affecting character education. Only American teachers think that the effect level of social and physical context is higher than other teachers.

*Conclusion 2:* Teachers are uncertain about whether character education is implemented in their schools. In the study, it was determined that teachers generally do not know whether character education is applied in their schools. It is reported that character education is mostly practiced in American schools and is not seen concretely in the Turkish education system.

*Conclusion 3:* The most important course in character education is Life & Social studies and then English-German-Turkish and Science. However Physical education, Arts & Music and Religious education courses support character education at a lower level. Teachers' views on this issue differ. American teachers, Life & Social studies, Physical education courses; Turkish teachers teach Science and mother tongue (Turkish); German teachers think that Art&Music is more effective.

*Conclusion 4:* Many different resources such as meetings, posters, books and in-school thematic projects can be used in character education. American teachers use these resources more than German and Turkish teachers.

*Conclusion 5:* Teachers do not have clear views on whether it is possible to achieve the expected goals in character education. It has been stated that techniques such as 'observation, interview, survey' can be used in evaluating whether the goals have been achieved in character education.

*Conclusion 6:* It has been suggested by teachers that character education should be integrated with curriculum based on interdisciplinary approaches, students should receive education on character education and teachers should also receive in-service training on this field.

*Conclusion 7:* Values are less important than German teachers, but the values are realized at a similar rate compared to other teacher groups. According to Turkish teachers, values are very important, but when the opinions are compared with other teachers, it is seen that they think that the level of observation/realization of these values is low.

It is clear that different countries have different value judgments through their cultural structures and schools. Through this study, classroom teachers' perceptions of how values are taught and which values they consider important and whether these values can be brought to children in the existing system were investigated. The relevant literature shows that children's character traits are affected by many different variables. This comparative study is important in terms of showing what these differences are in three different countries.

Turkish teachers believe that media has a great effect on character education relatively German and American teachers. Yazar (2012) and Kurtdede-Fidan's (2009) found in their studies that technology, media and TV are the factors affecting people's values negatively in Turkey, according to candidate teachers. So, teachers' views on technology's influence of character education may be interpreted as a negative result. Both families and teachers are the most affecting factors in character education, especially teaching how to be responsible citizens in a democratic society (Çağatay, 2014; Kurtdede Fidan, 2009; Schwartz, Beatty & Dachnowicz, 2006; Tekin Çelikkaya & Simge Filoğlu, 2014; Yazar, 2012). According to Bulach (2002), an effective character education program can be created by bringing together all school staff, families and society. All stakeholders should be included in the program development process and the development of the created program should be evaluated

Karabacak (2021) also attributes some research findings for Turkish context (Akpınar and Özdaş, 2013; Aksoy, 2017; Gündoğdu et. al., 2019; Kavgaçoğlu and Fer, 2020) that the family is also the most important institution for effective values education. Besides, although there are research findings indicating the importance of schools for students' affective development, many studies (Acar-Başeğmez & Er, 2017; Aykol, 2019; Doktaş-Yeşiltaş & Mentiş Taş, 2016; Kıvrak and Yıldırım, 2020) reveal that the expected character traits of the students could not be developed due to the insufficient family partnership support. From a different perspective, a thorough investigation of the related literature consistently shows that parents and parental involvement in out of school activities with children cause lower drop-out rates (Mahoney & Cairns, 1997), greater confidence and self-esteem (Pedersen & Seidman, 2005) and personal satisfaction (Hanson, Larson & Dworkin, 2003). As was practiced and found in this research that parents and family has a great impact on character development of children.

The findings of the study showed that American teachers focus that social and physical context have more effect on character education while Turkish and German teachers do not think so. This finding is similar to what Çelikkaya and Filoğlu (2014) found in a study. Teachers in three countries agree that parents in and out of school activities have an effect on character education and character education should be done integrated with curricula in terms of interdisciplinary approach. Turkish teachers are more worried about character education than the other countries. In Wood and Roach's (2000) study, schools play an important role in character education. Effective environmental education curricular activities increase the attitudes of students toward the environment in which the students live in (Tahiroğlu, Yıldırım & Çetin, 2010).

Some studies' (Gelen, Yılmaz & Kurtulmuş, 2010; Türk & Nalçacı, 2011) results show us that there is a positive correlation between the socio economic status and value clarification. On the other hand, there are academic studies (Altunay, & Yalçınkaya, 2011; Coşkun & Yıldırım, 2009) indicating that school type and parental status do not create a distinctive statistical difference in terms of students' character traits. Although there are studies (Bennings, Berkovitz, Kuehn and Smith, 2003; Skaggs and Bodenhom, 2006) clarifying that there is no relationship between academic achievement and character education implementations in schools, employing character education and effective curricula also decrease school dropouts and student violence in schools. Some research results (Hanson & Ginsburg, 1988, cited Wynne, 1991) show that there is a positive correlation between character traits students have and their academic successes.

Some studies were done with students in order to understand how the high school students perceive character education. For example, Romanowski (2005) states that students think that

character education should be given in early ages; school/class-wide poster exhibits should be prepared; teachers should be models in character education; visitors should be invited into classes and character education should be given in an interdisciplinary understanding. Kurtdede-Fidan (2009) also found in a study that being a model for students is crucial in character development process in schools. Brannon's study (2008) also shows us that teachers perceive character education as important as academic knowledge. They also think that being a model for students in character education is crucial. More interactive methods and techniques (i.e. discussion, cooperative learning, role playing, student clubs... etc.) should be employed. Character education is also a joint responsibility between home and school. Thus, parents should be included in character education.

According to Threlkeld (2011) schools should also have a "character education program" and implement it in order to provide a professional character education. Character education curricula takes part in American schools more than other countries. Related to this, Wood and Roach (2000) asked headmasters whether there is a policy of character education in schools and they answered as no. But at the beginning of millennium many attempts to make character education curricula were made. Turkish teachers do not know or notice if there is an implementation on character education curriculum implementation. So, the results show that character education should be done integrated with current curricula in terms of interdisciplinary approach. American teachers use posters, visual aids, project works, peer work, community service practices and other materials related to character education while German teachers course books, videos and other materials related to character education. In character education Turkish schools are less sufficient in reaching the attainments and objectives than the other countries. All teachers agree that in order to achieve the goals in character education, Life and Social Sciences, Language and Science classes are more affective. Çengelci (2010) states that Social Studies has an extremely important place in character education, especially by carrying out to solve the problems in cooperation with other school stakeholders in order to carry out character education more effectively as parallel to the Social Studies lessons. Related to Social Studies research conducted by Ekiz and Akyıldız (2011), it was determined that the values that should be given directly in the 4<sup>th</sup> grade Social Studies curriculum are mostly not included as a concept in the curriculum attainments and sample activities for values are not included. In addition, considering that the curriculum objectives are taken as a basis in the organization of teaching activities, it is possible that values are not taken into account in the organization of teaching activities, and this situation may cause deficiencies in values teaching. In addition, the fact that there are not enough examples in the sample activities sections of the program for values has reached the conclusion that the program is not sufficient to guide in values teaching.

It is stated in the relevant literature that although there are lessons related to character education programs in many regions of the U.S. and citizenship education in other countries, there is no complete consensus on the effectiveness of these programs (Peck, 1962; Brooks & Goble, 1997; Kohn, 1997; Hahn, 1998; Hunter, 2000; cited in Revell, 2002). There is diversity in applying character education curricula in the U.S. while German schools make use of limited sources and Turkish schools make use of meetings and published books. American teachers generally are more optimistic in achieving goals of character education than the other countries' teachers. The answers to the question "How can we assess whether students achieve the goals in character education?" are interviews with students and parents and through observation in and out of class by American and Turkish teachers. Turkish and German teachers think that inspector reports are good sources while American teachers do not state anything about it.

İmamoğlu and Karakitapoğlu-Aygün (2004) stated that eastern countries are more collaborative, while western countries focus on individualism. American teachers describe their students as competitive. Honesty is the most important character trait in all three countries in this study. The mean scores of Turkish teachers show that traditionalism and religiosity are more important than the priorities of American and German teachers. Although the opinions of the teachers do not differ



significantly, these may be inferred due to the fact that the American and German teachers in this study work in the more liberal and liberal cities of Boston and Hamburg, and the Turkish teachers in a relatively conservative city, Erzurum. Values such as empathy, justice and self-respect are the three most important character traits in the three countries. According to a comparative study's findings, done by Merey, Kuş and Karatekin (2012), attainments such as self-discipline, public interest, diversity (diversity), conflict resolution and democracy are not much observed in elementary school social studies curriculum in Turkey. On the other hand, American social studies curriculum places public good, diversity, individual rights, helpfulness, tolerance, solidarity, and conflict prevention are the most frequently stated values.

The understanding of systematic values education has come to the fore as a policy through a curriculum implemented in schools since 2005 in Turkey (Karabacak, 2021). Perhaps this may be a reasonable justification for Turkish teachers to believe that values and character education are more important than teachers in the other two countries. The findings show that American teachers think that their peers are more effective in character education, but Turkish and German teachers do not think so. When we look at whether the expectations targeted in character education are realized or not, the most "competition, cooperation and cooperation" according to American teachers, "competition, cooperation and virtue" according to German teachers, and "wisdom, traditionalism and courage" according to Turkish teachers are observed in students. In Reynolds' (1991) research, it was concluded that character traits such as responsibility, cooperation, group work, respect, honesty and self-respect play an important role in American schools.

The answer to another question whether there is a meaningful correlation between the level of importance of character traits and their realization level in three different teacher groups is found out. For American teacher, there is meaningful correlation between the level of importance of character traits and level of realization. However, the correlation between the level of importance of character traits and level of realization for German teachers is low. Though Turkish teachers state desired traits in character education are important, however, they also claimed that they are not attained by students at desired level. Depending on these results, the Turkish education system needs to focus on values that are considered important but cannot be attained in order to fill this gap.

This research aimed to investigate the perceptions of teachers from different countries regarding character education. However, there is ample evidence that data indicates that it is not part of the formal curriculum of teacher education in many countries (Revell & Arthur, 2007). Thus, how to implement character education programs may be an integral part of teacher training process too. It can be seen from the results of the research that character education is not limited to only one lesson or courses. The affective characteristics of the individual can be developed through different lessons and close communication with parents, with cognitive knowledge and skills. Considering that the most important purpose of education is to ensure the development of the individual as a whole, it is expected that different education systems will develop an understanding of character education curricula that also reflects universal common values for the development of humanity. As Baloğlu-Uğurlu (2014) also suggests that educators may consider different societal characteristic for student's ability to attain desired character traits.

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#### **AUTHOR CONTRIBUTIONS**

-First author planned, supervised and collected all data in three countries and contributed for academic writing process.

- Second author contributed to the design, and the analysis of the findings and to the writing of the manuscript.

-Third author aided in interpreting the results and worked on the manuscript by revising the Turkish version. He also helped to collect data in Erzurum province.

All authors also discussed the academic writing process, results and commented on the manuscript at the end.

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**APPENDICES**

**Appendix 1.** Teachers' Views on Various Factors of Character Education

	American (N=130)		German (N=103)		Turkish (N=186)		f	p	I-J
	X	SD	X	Sd	X	Sd			
1- Peers/ Friends	4,10	,789	3,26	,80	3,87	1,06	25,0	.000	TR>GER USA>GER
2- Media	3,95	,852	3,41	,98	4,04	1,04	14,6	.000	TR>GER USA>GER
3- Social and physical context	4,50	,696	3,63	1,0	3,92	1,06	25,9	.000	USA>TR USA>GER
4- The level of parents' education	4,18	,913	4,20	,91	3,96	1,00	2,90	.056	-
5- Internet	3,55	,915	4,12	,95	3,90	1,03	10,2	.000	TR>USA GER> USA
6- The characteristics of teachers	3,68	1,16	3,8	,96	4,00	1,02	3,53	.030	TR>USA
7- Social and out of class activities	3,83	,949	3,66	,75	3,90	1,07	2,49	.084	-
8- Classes	3,35	1,18	3,77	,74	3,94	,772	16,1	.000	TR>USA GER>USA
9- Management and school vision	3,31	1,06	3,54	,86	3,67	1,04	4,94	.008	TR>USA
10- Socioeconomic state of parents	3,96	,853	3,53	,86	3,74	1,07	5,97	.003	USA>GER

**Appendix 2.** Values for the Existence and Implementation of Character Education in Schools

Teachers		Yes	No	Not aware of	Total
American	N	51	49	30	130
	% Country	39,2	37,7	23,1	
	%	82,3	28,2	16,4	
German	N	11	40	52	103
	% Country	10,7	38,8	50,5	100
	%	17,7	23	28,4	
Turkish	N	0	85	101	186
	% Country	0	45,7	54,3	100
	%	0	48,9	55,2	
Total	N	62	174	183	419
	% Country	14,8	41,5	43,7	100
	%	100	100	100	

**Appendix 3. Data on the Importance of Emphasized Values in Character Education**

	American			German			Turkish			F	I-J
	X	Sd	rank	X	Sd	rank	X	Sd	rank		
1. Honesty	4,75	,466	1	4,76	,468	1	4,86	,489	1	2,31	---
2. Traditionalism	2,69	1,26	29	3,09	1,22	25	4,80	,525	2	200,*	GER>USA; TR>USA>GER
3. Empathy	4,52	,625	5	4,21	,976	3	4,77	,529	3	22,3*	USA> GER;TR> GER>USA
4. Fairness	4,53	,706	4	4,08	,961	5	4,77	,519	4	31,6*	USA>GER; TR>GER; TR>USA
5. Self-respect	4,63	,672	2	4,13	1,00	4	4,75	,581	5	24,3*	USA>GER;TR>GER
6. Democratic thinking	3,73	1,13	18	3,84	1,00	11	4,73	,634	6	56,6*	TR> GER;TR>USA
7. Virtuousness	3,76	1,08	17	3,90	,975	9	4,71	,648	7	52,5*	TR>USA; TR>GER
8. Self-control	4,47	,649	6	3,92	1,05	8	4,70	,625	8	35,7*	USA>GER; TR>USA TR> GER
9. Sportsmanship	3,96	,905	15	3,83	,981	13	4,67	,643	9	45,9*	TR>USA; TR>GER
10. Having love & passion	4,16	,941	11	3,72	1,04	16	4,66	,726	10	38,4*	USA> GER; TR>USA TR> GER
11. Courage	3,70	,903	20	4,06	,910	6	4,65	,632	11	57,4*	TR>GER;TR>USA GER>USA
12. Adoption to the rules & laws	3,71	,837	19	2,38	1,32	29	4,65	,625	12	207,*	USA>GER;TR>GER TR>USA
13. Respect	4,57	,608	3	4,24	,822	2	4,64	,651	13	11,9*	USA>GER; TR>GER
14. Pride	3,52	,966	25	3,30	1,32	22	4,64	,659	14	85,7*	TR>USA;TR>GER
15. Modesty	3,61	1,00	23	2,47	1,34	28	4,62	,672	15	162,*	USA>GER;TR>USA TR>GER
16. Honor	3,46	1,09	26	3,73	1,00	15	4,61	,641	16	70,8*	TR>USA;TR>GER
17. Loyalty	3,66	1,19	21	3,51	1,24	20	4,60	,651	17	52,2*	TR>USA; TR>GER
18. Responsibility	4,00	,931	14	3,46	1,28	21	4,60	,729	18	48,9*	USA>GER;TR>USA TR>GER
19. Generosity	4,13	,829	12	3,60	1,01	19	4,55	,763	19	42,4*	USA>GER;TR>USA TR>GER
20. Sharing	4,23	,814	10	3,76	,972	14	4,54	,805	20	27,9*	USA>GER;TR>USA TR>GER
21. Religiousness	2,13	1,28	30	2,15	1,23	30	4,54	,757	21	260,*	TR>USA;TR>GER
22. Thriftiness	2,90	1,08	27	3,13	1,01	24	4,53	,698	22	146,*	TR>USA;TR>GER
23. Carefulness	3,65	,929	22	3,62	1,00	18	4,50	,751	23	50,7*	TR>GER;TR>USA
24. Patience	4,34	,774	8	3,83	,897	12	4,47	,786	24	21,4	USA>GER; TR>GER
25. Politeness	4,30	,700	9	3,87	1,09	10	4,45	,757	25	16,2*	USA>GER; TR>GER
26. Optimism	4,12	,988	13	2,50	,958	27	4,45	,876	26	151,*	USA>GER; TR>GER TR>USA
27. Competitiveness	2,80	1,03	28	2,73	,885	26	4,44	,837	27	171,*	TR>GER; TR>USA
28. Cooperation	4,42	,633	7	3,69	,905	17	4,40	,808	28	32,2*	USA>TR; TR>GER
29. Perseverance/ diligence	3,53	1,09	24	4,05	,872	7	4,38	,857	29	31,3*	TR>GER; TR>USA GER>USA
30. Hospitality	3,85	,949	16	3,21	1,24	23	4,36	,847	30	45,0*	USA> GER;TR>USA TR> GER
<b>General</b>	3,86	,517		3,56	,383		4,60	,650		188,*	USA>GER; TR>USA; TR> GER

USA=American Teachers, GER=German Teachers, TR= Turkish Teachers

**Appendix 4.** Data on the Realization/Observation of Emphasized Values in Character Education

	American			German			Turkish			f	I-J
	X	SS	rank	X	SS	rank	X	SS	rank		
1. Competitiveness	3.83	.78	1	3.16	1.19	14	3.01	.92	12	29.76*	USA>TR;USA>GER
2. Cooperation	3.64	.79	2	3.63	.89	1	3.11	.89	5	19.58*	USA>TR GER>TR
3. Fairness	3.49	.86	3	2.81	1.08	23	3.01	.93	13	17.01*	USA>TR; USA>GER
4. Politeness	3.46	.86	4	3.54	.97	4	2.99	.81	18	17.78*	USA>TR GER>TR
5. Adoption to the rules&laws	3.40	1.04	5	3.05	1.06	15	2.83	.93	28	12.62*	USA>TR; USA>GER
6. Self-respect	3.40	.83	6	2.91	.97	20	2.91	1.02	25	11.73*	USA>TR;USA>GER
7. Optimism	3.39	.80	7	3.38	.76	8	2.99	.96	19	10.57*	USA>TR;GER>TR
8. Pride	3.39	.84	8	3.19	.86	13	2.72	1.05	30	21.42*	USA>TR;GER>TR
9. Sharing	3.38	.88	9	3.38	.95	7	3.01	.94	14	8.12*	USA>TR;GER>TR
10. Sportsmanship	3.35	.81	10	3.45	.88	5	2.90	1.04	26	14.59*	USA>TR GER>TR
11. Self-control	3.33	1.02	11	3.39	1.03	6	3.10	.96	6	3.59*	GER>TR
12. Empathy	3.30	.83	12	2.96	1.04	16	2.94	.96	23	6.266*	USA>TR;USA>GER
13. Respect	3.26	.90	13	3.35	.86	10	3.01	.96	15	5.41*	USA>TR GER>TR
14. Honesty	3.18	.88	14	3.37	.80	9	3.06	.92	8	3.99*	GER>TR
15. Respect for human rights	3.17	.89	15	3.25	.94	11	3.05	.93	9	1.75*	USA>TR, GER>TR
16. Carefulness	3.12	.84	16	2.93	.89	18	3.04	.89	10	1.26*	--
17. Generosity	3.10	.89	17	2.68	.58	27	3.00	.94	17	7.56*	TR>GER;GER>USA
18. Responsibility	3.07	.96	18	2.94	.87	17	3.06	.90	7	.698*	--
19. Having love & passion	3.05	.80	19	2.65	1.03	28	3.02	.87	11	7.28*1	TR>GER;USA>GER
20. Democratic thinking	2.96	.98	20	2.86	1.20	22	2.83	.97	29	.606-	--
21. Courage	2.91	.81	21	3.54	.95	3	3.28	.98	3	14.28*	TR>USA; DE>USA
22. Virtuousness	2.88	.73	22	3.55	.78	2	2.98	.86	20	23.07*	GER>TR;GER>USA
23. Hospitality	2.88	.80	23	2.74	.54	26	2.96	.75	21	3.042	TR>GER
24. Modesty	2.87	.85	24	2.87	.82	21	2.89	.93	27	.018	--
25. Perseverance	2.78	.82	25	3.20	.71	12	3.38	.88	1	20.48*	TR>USA;GER>USA
26. Loyalty	2.73	.88	26	2.92	1.06	19	3.00	.91	16	3.19*	TR>USA
27. Honor	2.62	.86	27	2.78	.83	25	2.92	.90	24	4.65*	TR >USA
28. Traditionalism	2.45	.96	28	2.60	.98	29	3.34	.99	2	38.00*	TR >USA; TR GER
29. Religiousness	2.28	.97	29	2.49	1.04	30	3.18	.89	4	38.67*	TR >USA;TR >GER
30. Thriftiness	2.26	.89	30	2.80	1.09	24	2.95	.88	22	21.29*	TR>USA;GER>USA
<b>General</b>	<b>3,09</b>	<b>,488</b>		<b>3,07</b>	<b>,277</b>		<b>3,01</b>	<b>,661</b>		<b>1,017</b>	

USA=American Teachers, GER=German Teachers, TR= Turkish Teachers