



The Role of Parents' Empathic Tendencies in Children Value Acquisition*

Ayşe YAKUPOGULLARI¹, Sevcan YAGAN GUDER²

ARTICLE INFO

Article History:

Received: 11 Feb. 2019

Received in revised form: 06 Jan. 2020

Accepted: 23 Feb. 2020

DOI: 10.14689/ejer.2020.86.11

Keywords

value, empathy, parent, children

ABSTRACT

Purpose: The present study aims to reveal the predictive role of parents' empathic tendencies in children value acquisition.

Research Methods: We conducted a relational survey study, including 170 children aged 60-72 months, 85 of whom were girls and 85 were boys, who were attending the kindergarten school in Malatya City, and their parents. The Pre-school Values Scale Student Form, Empathy Tendency Scale and Sociodemographic Information Form were used to collect data.

Findings: Results indicated that there was a significant positive correlation between value of children and parent's empathic tendencies. As empathic and sympathetic tendencies of parents increased, the children's respect, honesty,

responsibility, cooperation, friendship and sharing scores increased. The findings showed that the values which had the highest average score were sharing, respect and honesty among the study group. Although the mean total empathy level of the mothers was higher than the fathers', it was found that father empathy level was positively related with the child value levels, suggesting that the fathers had important role in child value education.

Implications for Research and Practice: Parent training can be organized to increase the empathy skills of the families. Besides, different studies can be carried out to examine the factors affecting children's value acquisition.

© 2020 Ani Publishing Ltd. All rights reserved

* This study is derived from the master's thesis of the first author under the supervision of the second author

¹ Malatya, TURKEY, e-mail: agulpolat@hotmail.com ORCID: <https://orcid.org/0000-0003-0976-3015>

² Istanbul Kultur University, TURKEY, e-mail: s.guder@iku.edu.tr

ORCID: <https://orcid.org/0000-0002-6423-3693>

Introduction

Preschool education encompasses the time that starts from the child's first day in life up to the age of compulsory formal education, and therefore considered to have a profound effect on the subsequent lives of children. In fact, it is a period in which physical, psycho-motor, social-emotional, mental and Language developments are completed to a great extent, personality is shaped and the child is constantly changing (Aral and Kandir, 2011). Accordingly, it is clear that early childhood is a critical period for the acquisition of skills and competencies that serve as a groundwork for lifelong adaptation and functioning (Shonkoff & Phillips, 2000; Act: Sheridan, Knoche, Edwards, Bovaird & Kupzyk, 2010). The preschool period is the first period when the foundations for the acquisition of values are laid down. Ensuring that children adopt the values instilled by their parents starting from the early childhood can contribute significantly to the maintenance and continuation of integrity and peace of the society (Alpoge, 2011; Aydin and Akyol Gurler, 2012; Hokelekli, 2011; Nesliturk and Celikoz, 2015; Ozen, 2011). In addition to the values retained from childhood, it is seen that the majority of the behaviors gained during childhood significantly shape an individual's personality traits, habits, beliefs and value judgments in adulthood (Oktay, 2010).

The preschool period holds an important place for the development of social-emotional learning items, such as a child's self-perception, managing feelings and behaviors, sharing and of the values they support (Halstead, Foreword, Aspin, & Chapman, 2007). Values are essentially unchanged. However, they may vary at an individual level by many factors, such as social characteristics of the environment in which the individual lives, education and experiences (Uyanik Balat and Dagal Balaban, 2009). In general, the education of the individual in the family, the education he/she receives at school and the structure of the society he/she is a part of are influential on the shaping core values acquired from the preschool period. All these are the factors that make up the value (Sridhar, 2001). In the most common definition in the literature that values are desirable goals that guide people's live and differ in importance (Saygili, 2015). Children begin to comprehend values in parallel with moral development, but from the beginning of life, they realize thought the adults around them (Oktay, 2011). According to Neifert, values develop at different times. For example, at 11-18 months, could be kind, not harming animals and not bite family members. At 18-24 months, the use of words like 'please' and 'thank you', describe his/her feelings, being empathic and sharing. When he/she is at 3-4 years old, he/she can learn group work and to behave according to rules; at 4-6 age can understanding the reasoning, engaging in moral conversations and knowing that lying is wrong and when he/she is at 6-8, he/she knows that he/she is responsible for his/her own behavior (Cited by: Uyanik Balat and Balaban Dagal, 2009).

Values included in this study are respect, honesty, responsibility, sharing, cooperation and friendship. These values appear as social values according to Spranger (1928) and look similar to the classification of Schwartz. According to Spranger (Cited by: Akbas, 2004), what is essential in social values is to love, to help and not to be selfish. The highest value is human love. Gentle and sympathetic, not

selfish. Another important classification in the classification of values was made by Schwartz. In the classification made by Schwartz as a result of the extensive research he carried out, Schwartz determined 10 main value groups and sorted the values corresponding to these groups. Schwartz included 56 value items in total in the value list he formed (Schwartz, 1992). On the other hand, international examinations were conducted within the scope of values that can be considered in the context of value education in the preschool period, and a list of universal values was created. Countries but differ from each other a list of universal values along Turkey has set universal values, fairness, independence, peace, science, diligence, solidarity, sensitivity, honesty, equality, tolerance, freedom, respect, love, hospitality, responsibility, cleanliness, patriotism, healthy importance of being helpful, giving importance to the family unity (Cited by: Cengelci, 2010). In some studies, both parents and teachers stated that the values should be gained in the early childhood should be honesty, trust, respect, responsibility, happiness, justice, compassion and reliability, being a good citizen and peace and love (Balat at al., 2011; Ogelman and Sarikaya, 2015; Sezgin, 2006; Uzun and Kose, 2017).

According to Aydin (2010), values can be taught and learned. The values gained by the efforts of the individual and the influence of the environment starts from the first years of life in the family and continues in school and society. Bronfenbrenner's (1977) ecological approach emphasizes multifaceted relationships in the world of intertwined systems and demonstrates the importance of working within the context of environments in understanding the child's development. In this approach, which includes multi-layer systems, the first level of the microsystem is related to the factors related to parent and immediate environment. The mesosystem consists of the interactions of different microsystems with which the child is in interaction and the exosystem is a system that the child is not directly involved, but it consists of factors that indirectly affect the development of the child. As for the macrosystem, it includes cultural values, beliefs and ideas in society (Jedwab, Xu, Keyser & Shaw, 2019). The microsystem is the most influential system on the child's whole development in general and value development in particular. Parents are the most important elements of the microsystem. Therefore, they have a crucial role in value development. While it is possible to mention many different factors in the development of children's social behaviors, interests and tendencies, it is considered to be the parents that are known to be the most important factor (Maccoby, 2002). The personality of adults is the most influential factor in the acquisition of values. Children need to witness positive behaviors of adults to internalize the values (Uyanik Balat & Dagal Balaban 2009). Empathy tendency of parents is the most influential parental characteristic that may influence value development. It is important for children to observe their parents' empathic behaviors so that they acquire these behaviors (Oguz, 2006). In other words, the child's attainment of social maturity occurs through healthy communication with their parents and by learning the values of the society they live in (Berdard & Dhuey, 2006). Social skills are defined as behaviors that include appropriate responses in relationships, observable and unobservable cognitive-affective behaviors, and behaviors that vary according to the social environment, but it is also defined as treatable and improvable behaviors (Gresham & Elliot, 2008; Cited by: Neslitürk,

2013). One of the most important processes directly affecting the development of the child is the interaction of parents. This process, which starts with pregnancy, is the basis of safe parent-child interaction (Akar Gencer & Aksoy, 2016), and in the ensuing years, teachers, peers and environment in which the child socializes affect his understanding of the rules (Berry & O'Connor, 2010).

According to Kuczynski and Grusec (1997), children's management of internal control and value development are affected by positively or negatively owing to their communication with their parents and taking their parents as role models. Considering the parents' relationship with their children and the effects of these relationships on them, good communication and empathic emotion are supposed to be developed in the child because one of the important roles of parents is to create a positive and safe family atmosphere, to take good care of their children, to establish empathic relationships with them and to enter their personal world. Positive attitudes can only develop in such a family environment. The high level of parental empathy positively affects the level of personal adaptation of children (Oz, 1992; Eloglu, 1995; Feshbach, 1997; Swith Trawick, 2013). If parents can always show their unconditional love to their children and make them feel precious, such communication will strengthen parents' relationship with their children and will help children develop a positive personality structure (Shapiro, 2000). In a study conducted by Barni et al. (2011), family values and ways of transferring these values to children were examined. According to the results of the questionnaire, the similarities and differences between the social values of the families and the personal values of the youth were determined, and findings showed was determined a moderate level of value acceptance between the families and the youth. All the predictors except the value agreement among the families were found to be positively related. In another study conducted by Flannagan and Hardee (1994), effective communication within the family was found to be associated with the message, speech and empathy. In the same study, mothers' communication with their children was found to be better than fathers. In the study conducted with 66 mothers and their 4-year-old children, effective communication between mother and child was found to be the basis for the child to establish positive relationships with peers and other people around them.

Empathic relationships between parents and their children will increase the positive relationship between them and most likely minimize behavioral problems. It is obvious that communication and empathic relationship are crucial in the family, where values are first taught. Developing empathy is a skill that one must have in the process of values education because it provides reflective thinking and acting with tolerance (Doganay, 2009). The earlier the child encounters the empathic reactions, the easier it will be to adopt ethical principles (Damon, 1988). A child who grows in an empathic environment in the preschool period, in which the foundations of personality and therefore the values are laid, will be able to develop a good personality trait with the help of correct role models around him/her and be an individual with a high level of values in the society. In values education, families should first create a tolerant, democratic and warm family environment for their children. In such a family, values are transferred to children with love and persuasion. That parents set an

example to their children, emphasize values by acting together, children see good examples, spend quality time with their parents, healthy discussion environments created in the family and special days of sharing provide an opportunity to teach values to children in the family. Talking about good and bad behaviors by setting up logical rules makes it easier for children to learn why values are important both for themselves and for their social environment. Expectations appropriate to a child's age and developmental characteristics facilitate the internalization of values over time (Uyanık Balat and Dagal Balaban, 2009; Aydın and Akyol Gürler, 2012).

When the studies on values in the preschool period are examined, the studies in the literature are mostly based on the views of teachers on the value acquisition of children (Akto, 2017; Bartan, 2018; Bilmez ve Tarkocin, 2017; Cetin Korkmaz, 2019; Dal, 2018; Erkus, 2012; Kuzu, 2015; Sahin, 2017). In very few studies, parents' and teachers' opinions were taken together (Deniz, 2019; Yildirim, 2019). On the other hand, in some studies, the effectiveness of a curriculum or teaching method was examined (Akgün, 2018; Bakan, 2018; Dereli İman, 2014; Erikli, 2016; Kaya, Günay ve Aydın, 2016; Kapkin, 2018; Kilic ve Ayaz, 2018; Kilic, 2017; Kocyigit, 2019; Neslitürk, 2013; Sapsaglam, 2016). Differently in this study, **the main purpose is to reveal the predictive role of parents' empathic tendencies in children value acquisition.** It can be said that it is important to present the values with an empathic approach for children to internalize values recognized by society. From this point of view, the predictive role of parents' empathy tendencies in children's values acquisition seen as worthy of investigation. Within the framework of this general objective, answers to the following questions were sought:

1. What is the values level of kindergarten children aged 60-72 months?
2. What are the empathy tendency levels of parents of kindergarten children aged 60-72 months?
3. Is there a significant correlation between the values level of kindergarten children aged 60-72 months and their mothers' empathic tendencies?
4. Is there a significant correlation between the values level of kindergarten children aged 60-72 months and their fathers' empathic tendencies?
5. What are the impacts of the mother's empathy tendency on the values level of kindergarten children aged 60-72 months?
6. What are the impacts of the father's empathy tendency on the values level of kindergarten children aged 60-72 months?

Method

Research Design

The present study aimed to reveal the predictive role of parents' empathic tendencies in children value acquisition, and for this purpose, the relational survey model was employed. The survey model is a research approach that aims to depict past or current situation as it is (Karasar, 2000). In accordance with this model, efforts were made to establish the presence and existence of relationships between variables (Crano and Brewer, 2002).

Research Sample

The study group consisted of 170 kindergarten children aged 60-72 months, from the district of Yeşilyurt of the province of Malatya and their parents. Table 1 gives the demographic information of the children included in this study.

Table 1

Socio-Demographic Characteristics of Students and their Parents

Demographic Characteristics	Groups	n	%
Gender	Female	85	50,0
	Male	85	50,0
Preschool education period (year)	1	118	69,4
	2	23	13,5
	3	29	17,1
Mother's age (years)	30 and less	29	17,1
	31-35	70	41,2
	36-40	47	27,6
	41 and above	24	14,1
Father's age (year)	35 and less	56	32,9
	36-40	65	38,2
	41-45	28	16,5
	46-50	21	12,4
Mother's level of education	Primary education	47	27,6
	High School	66	38,8
	University	33	19,4
	Postgraduate	24	14,1
Father's level of education	Primary education	23	13,5
	High School	55	32,4
	University	69	40,6
	Postgraduate	23	13,5

Of the 170 children who participated in this study, 50% were girls and 50% were boys. 69.4% of the children have been receiving preschool education for one year. Of parent mothers, 41.2% between 31 and 35 years old and of parent fathers, 38.2% between 36 and 40 years old. Educational status of the parent mothers was 38.8% high school graduate and educational status of the parent fathers was 40.6% university graduate (Table 1).

Research Instruments and Procedures

Three data collection tools were used in this research. The first data collection tool was the information form for socio- demographic data. The second was the Preschool Values Scale (PVS), which was developed and reliability and validity studies of which were performed by Neslitürk and Celikoz (2015). The scale has three forms: parent, teacher and student forms. In this study, the student form of the scale was used. The student form consists of 18 picture cards in total. The scale has a total of six sub-dimensions, including respect, responsibility, honesty, cooperation, sharing and friendship. In this study, the reliability coefficient of the tool was calculated as 0.83 according to the test split method. A visual and story example used in the scale can be found below. The child is first shown the picture and the story is told, and then the question is directed. The score is calculated according to the child's response.



Story: The Children in the given pictures go to kindergarten like you. They take their meals by waiting for the food line. Ahmet's class is waiting the food line. Ahmet comes later. He is very hungry; he looks at the food line and sees his close friend Arda is in front of the food line.

QUESTION: What should Ahmet do now, where should he go? Why?

The child's response will be evaluated as follows:

0 point for choosing in front of the food line

1 point for choosing behind the food line

2 points if the child explains his/her reasons by reasoning any of these: it can be unjust, it can be disrespectful, or he came later.

The third was Empathy Tendency Scale (ETS), which was developed and reliability and validity studies of which were performed by Dökmen (1988). The scale was a 20-item five-point Likert type scale. The Scale was composed of the following three sub-dimensions: Self-centered Tendency, Empathic Tendency and Sympathetic Tendency.

The statements of the scale are of five-point Likert type (1: totally contrary, 5: totally compatible) and items (item 3, 6, 7, 8, 11, 12, 13, 15) with a negative statement in subdimension "self-centered tendency" are coded in the reverse order to calculate the total score of empathic tendency scale. In this study, the calculated Cronbach Alpha coefficient of the scale was 0.72 for mother form and 0.66 for father form.

The parents who volunteered to participate in this study were asked to complete ETS and the information form. PVS was applied to the children of parents who completed ETS and the information form.

To conduct this research, the necessary legal permissions were first obtained from the Ethics Committee of Okan University and then from Malatya Provincial Directorate of National Education. Then, an information meeting was held with the parents in the study group, and the empathy tendency scale was applied to the volunteer parents. After the empathy tendency scale collected, the preschool values scale developed by Nesliturk and Celikoz (2015) was used to measure one-to-one value levels of volunteer parents with their children. The children were then taken to a quiet environment by telling them we are going to play a game with 18 picture cards, and after that, the questions were asked by showing the pictures on the cards and scoring was made according to the given responses. Before starting to study with children, they were told that they could leave the study at any time and not answer the question they did not want. The activity with each child lasted approximately 15 minutes.

Data Analysis

The data obtained in the study were analyzed using the SPSS 15.0 program. The mean, standard deviation and skewness scores of the scales are shown in the table of descriptive statistics. Pearson correlation was used to analyze the relationship between the values level of children and empathy levels of parents and Regression analysis was used to determine the level of the relationship and the extent of its effectiveness. The level of significance in analyses was specified as 0.05 ($p < 0.05$).

Results

The data collected in this study, which aimed to determine the relationship between the values level of kindergarten children aged 60-72 months and empathy tendencies of their parents, were assessed and analyzed, and the findings were given in the tabulated form.

Descriptive statistics of the scores of the recruited children from the child value scale and the scores of the parents from the empathy tendency scale are given in Table 2.

Table 2

Descriptive Statistics of the Variables

	Scale and Sub-dimensions	Min.	Max.	Mid.	SD	Distortion
Children	Respect	1,00	6,00	3,68	1,13	0,07
	Honesty	1,00	6,00	3,59	1,27	0,14
	Responsibility	1,00	6,00	3,36	1,00	-0,09
	Sharing	1,00	6,00	3,70	1,21	-0,10
	Cooperation	0,00	6,00	2,99	1,44	-0,09
	Friendship	0,00	6,00	3,41	0,96	0,47
	Value level	9,00	30,00	20,72	4,86	-0,02
Mother	Empathic Tendency	2,78	4,89	3,88	0,44	-0,24
	Self-centered tendency	1,29	4,71	2,72	0,60	0,39
	Sympathetic Tendency	2,00	4,75	3,45	0,46	-1,02
	Empathy level	43,00	80,00	61,55	7,63	-0,37
Father	Empathic Tendency	2,56	5,00	3,93	0,47	-0,36
	Self-centered tendency	1,14	4,43	2,85	0,65	0,02
	Sympathetic Tendency	1,00	4,50	3,16	0,63	-0,74
	Empathy level	44,00	84,00	59,34	7,21	0,18

In this study, the values with the highest mean score were sharing (3,70) respect (3,68) and honesty (3,59). In this study, mean total score of mother empathy level 61,55 was higher than mean total score of father empathy level 59,34 (Table 2).

Table 3 shows the results of the Pearson Correlation Analysis between the scores from the values level scale of the recruited children and mother empathy tendency scores.

Table 3.

The results of the Pearson Correlation Analysis between Children's Level of Values and Mother Empathy Tendency Scores

Scale and Subdimensions	2	3	4	5	6	7	8	9	10	11
1-Respect	0,41 **	0,54**	0,51 **	0,27 **	0,35 **	0,73 **	0,16*	-0,38 **	0,21 **	0,20**
2-Honesty	1	0,23**	0,37 **	0,54 **	0,38 **	0,73 **	0,01	-0,31 **	0,24 **	0,20*
3-Responsibility		1	0,47 **	0,31 **	0,34 **	0,67 **	0,01	-0,32 **	-0,06	0,17*
4-Sharing			1	0,21 **	0,38 **	0,70 **	-0,12	-0,37 **	0,16*	0,12*
5-Cooperation				1	0,32 **	0,68 **	-0,09	-0,21 **	-0,06	0,02
6-Friendship					1	0,64 **	0,21 **	-0,09	0,19*	-0,05
7-Children's level of values						1	-0,13	-0,41 **	0,16*	0,16*
8-Empathic tendency							1	-0,13*	0,38 **	0,66**
9-Self-centered tendency								1	-0,05	-0,66**
10-Sympathetic tendency									1	0,44**
11-Empathy level										1

*: p<0,05 **: p<0,01

According to the results of Pearson correlation analysis showing the correlation between the child value level scores and the mother empathy tendency (see Table 3), the respect scores was found to have positive and significant correlations with mother empathy tendency ($r = 0.16$; $p < 0.05$), sympathetic tendency ($r = 0.21$; $p < 0.01$) and the empathic tendency total scores ($r = 0.20$; $p < 0.01$). Negative and significant correlation was found between the respect scores and the mother's self-centered tendency ($r = -0.38$; $p < 0.01$). A positive and significant relationship was found between the honesty scores and the mother sympathetic tendency ($r = 0.24$; $p < 0.01$) and the total empathic tendency scores ($r = 0.20$; $p < 0.01$). There was a negative and significant relationship between the honesty scores and the mother's self-centered tendency ($r = -0.31$; $p < 0.01$). A positive and significant relationship was found between the responsibility scores and the mother empathic tendency total scores ($r = 0.17$; $p < 0.05$). A negative and significant relationship was found between the responsibility scores and the mother's self-centered tendency ($r = -0.322$; $p < 0.01$). A positive and significant relationship was found between the sharing scores and the mother sympathetic tendency ($r = 0.16$; $p < 0.05$) and the total scores of empathic tendency ($r = 0.12$; $p < 0.05$). A negative and significant correlation was found between the sharing scores and the mother's self-centered tendency ($r = -0.37$; $p < 0.01$). A negative and significant relationship was found between the cooperation scores and the mother's self-centered tendency ($r = -0.21$; $p < 0.01$). The friendship scores had positive and significant correlations with the mother empathic tendency ($r = 0.21$; $p < 0.01$) and sympathetic tendency ($r = 0.19$; $p < 0.05$). A positive and significant correlation was found between the total scores of the child value scale and the mother sympathetic tendency ($r = 0.166$; $p < 0.05$) and the total scores of empathic tendency ($r = 0.16$; $p < 0.05$). A negative and significant relationship was found between the total scores of the child value scale and the self-centered tendency of the mother ($r = -0.41$; $p < 0.01$) (see Table 3).

Table 4

The results of the Pearson Correlation Analysis between Children's Level of Values and Father Empathy Tendency Scores

Scale and Sub-dimensions	2	3	4	5	6	7	8	9	10	11
1-Respect	0,41**	0,54**	0,51**	0,27**	0,35**	0,73**	0,17*	-0,31**	0,08	0,26**
2-Honesty	1	0,23**	0,37**	0,54**	0,38**	0,73**	0,19*	-0,13	-0,14	0,03
3-Responsibility		1	0,47**	0,31**	0,34**	0,67**	0,07	-0,10	0,19*	0,13
4-Sharing			1	0,21**	0,38**	0,70**	0,23**	-0,31**	0,05	0,19*
5-Cooperation				1	0,32**	0,68**	0,09	-0,07	0,16*	0,07
6-Friendship					1	0,64**	0,22**	-0,12	0,01	0,19*
7-Children's level of values						1	0,23**	-0,25**	-0,01	0,20**
8-Empathic tendency							1	-0,36**	-0,02	0,68**
9-Self-centered tendency								1	0,04	-0,70**
10-Sympathetic tendency									1	0,21**
11-Empathy level										1

*: p<0,05 **: p<0,01

The Pearson correlation analysis demonstrating the relationship between child value level scores and father empathy tendency (see Table 4) showed that the respect scores had positive and significant correlations with the father empathy tendency ($r = 0.17$; $p < 0.05$) and the empathic tendency total scores ($r = 0.26$; $p < 0.01$). A negative and significant relationship was found between the respect scores and the father's self-centered tendency scores ($r = -0.31$; $p < 0.01$) (see Table 4). A positive and significant relationship was found between the honesty scores and the father sympathetic tendency scores ($r = 0.19$; $p < 0.01$) (see Table 4). A positive and significant relationship was found between the responsibility scores and the father sympathetic tendency scores ($r = 0.19$; $p < 0.05$) (see Table 4). A positive and significant relationship was found between the sharing scores and the father empathy tendency ($r = 0.23$; $p < 0.05$) and the total scores of empathic tendency ($r = 0.19$; $p < 0.05$). A negative and significant relationship was found between the sharing scores and the self-centered tendency of the father ($r = -0.31$; $p < 0.01$) (see Table 4). A positive and significant relationship was found between the cooperation scores and the father's sympathy tendency scores ($r = 0.16$; $p < 0.05$) (see Table 4). The friendship scores had positive and significant correlations with the father empathy tendency ($r = 0.22$; $p < 0.01$) and the empathic tendency scale total scores ($r = 0.19$; $p < 0.05$) scores (see Table 16). The total scores of child value scale was found to have positive and strong correlations with father empathy tendency ($r = 0.23$; $p < 0.05$) and empathic tendency scale total scores ($r = 0.20$; $p < 0.05$). A negative and significant relationship was found between the total scores of the child value scale and the self-centered tendency of the father ($r = -0.25$; $p < 0.01$) (see Table 4).

Table 5

The Results of Multiple Regression Analysis Regarding the Effects of Mother Empathy Tendency on Children's Level of Values

Independent Variables	B	SH _B	β	t	p
Fixed	24,313	3,060		7,947	0,000
Self-centered tendency	-3,234	0,561	-0,403	-5,766	0,000
Sympathetic Tendency	1,506	0,742	0,142	2,030	0,044
R=0,433 R ² =0,188 ΔR ² =0,178					
F _(3;166) =18.831 p=0.000					

It is clear that the model demonstrating the relationship between the mother empathy tendency comprising the variables of mother self-centered tendency and sympathetic tendency and children's level of values is suitable ($F(2;167)=19.27$; $p<0.05$). Mother self-centered tendency and sympathetic tendency account for approximately 18% of the total variance in the variable of children's level of values ($\Delta R^2=0.178$). When t-test result regarding the significance of regression coefficient was examined, the variable of mother self-centered tendency ($t=-5.77$; $p<0.01$) had a negative significant effect on children's level of values, mother sympathetic tendency had a positive significant effect on children's level of values ($t=2.03$; $p<0.05$) (see Table 5). According to the standardized regression coefficients (β), the order of importance of mother empathic tendency on children's level of values was mother self-centered tendency ($\beta = -0.40$) and mother sympathetic tendency ($\beta = 0.14$). According to the results of the regression analysis, the mathematical model for estimating children's level of values is as follows: Children's level of values = $24.31 - 0.40 \cdot \text{ABME} + 0.14 \cdot \text{ASE}$.

Table 6 gives the results of Multiple Regression Analysis conducted to see the effects of the empathy level of the recruited fathers on children's level of values.

Table 6

The Results of Multiple Regression Analysis Regarding the Effects of Father Empathy Tendency on Children's Level of Values

Independent Variables	B	SH _B	β	t	p
Fixed	18,009	4,537		3,969	0,000
Empathic Tendency	1,714	0,828	0,165	2,071	0,040
Self-centered tendency	-1,415	0,592	-0,190	-2,389	0,018
Sympathetic Tendency	0,003	0,572	0,000	0,005	0,996
R=0,293 R ² =0,086 ΔR ² =0,069					
F _(3;166) =5,207 p=0,002					

It is clear that the model showing the relationship between the father empathy tendency comprising the variables of father empathic tendency, self-centered tendency and sympathetic tendency and children's level of values is suitable ($F(3;166)=5.21$; $p<0.05$). Father empathic tendency accounts for approximately 7% of the total variance in the variable of children's level of values ($\Delta R^2=0.069$). When t-test results regarding the significance of regression coefficient was examined, the variable of father empathic tendency had a positive significant effect on children's level of values ($t=2.07$; $p<0.05$), and the variable of father self-centered tendency had a negative significant effect on

children's level of values ($t=-2.39$; $p<0.01$) (Table 6). Father sympathetic tendency had no significant effect on children's level of values ($p>0.05$). According to the standardized regression coefficients (β), the order of importance of father empathic tendency on children's level of values was father self-centered tendency ($\beta=-0.19$), father empathic tendency ($\beta=0.17$) and father sympathetic tendency ($\beta=0.00$).

According to the results of the regression analysis, the mathematical model for estimating children's level of values is as follows: Children's level of values = $18,01 - 0,19*BBME + 0,17*BEE + 0,00*BSE$.

Discussion, Conclusion and Recommendations

In this study, the role of parents' empathic tendencies in children's value acquisition was investigated. The values of children with the highest mean score were sharing, respect and honesty. Sezgin's study (2006) in which teachers were asked about the values they prioritize concluded that teachers prioritize the values of honesty, trust and respect the most. A study by Uyanik Balat et al. (2011) suggested that the universal values parents wish for their children to have are honesty, responsibility, respect, happiness, justice, compassion and reliability, being a good citizen and peace. In a study conducted on preschool teachers by Ogelman and Sarikaya (2015), the first three values that should be fostered in preschool children as listed by teachers were respect, responsibility and love. As a result of a study by Dirican and Daglioglu (2014), which investigated children's picture storybooks in terms of the values they contain, the authors found that the values most cited in books were the values of love, sharing, friendship, happiness and kindness. It is clear that the value of respect can be said to distinctly come to the fore and emphasis on these values by families, teachers and children's storybooks leads to the adoption of these values by children to a larger extent. In the study, the total mean score of the mother empathy level was higher than the total mean score of the father empathy level. In their studies on the development of empathy between 7-14 years of age and sibling relationships in transition to adolescence, Lam, Solmeyer and McHale (2012) found that girls' empathy levels increased during adolescence transition. Then, their level of empathy remained relatively unchanged, but boys' low level of empathy remained relatively unchanged. Akbulut and Saglam (2010) studied the empathic tendencies of classroom teachers concerning some variables and concluded that female classroom teachers' mean empathic tendency score was higher than male classroom teachers' mean empathic tendency score. Ozkan (2014) examined the empathy levels of the preschool and classroom teachers by gender and reached findings in favor of female teachers. Similarly, Celik (2008) stated that female preschool teachers had higher empathy levels than male teachers. Dokmen (2008) explains the success of women in developing empathy by development overtime of their ability to protect themselves against dangers, such as beating, being told off, harassment and rape, in a male-dominated society. However, there are also studies that found no significant difference between empathy and gender in the literature (Ercoskun, 2005; Genc and Kalafat, 2008). It is argued that the difference in empathy tendencies between men and women can be explained by the concept of social gender. The difference in empathic tendency

between females and males may arise from factors, such as that female children are raised more sensitive to events and people during their upbringing, female children are expected to focus on the reason and solution of problems, women are seen in the position of unifiers and relationship-builders-balancers, women are held responsible for household relationships and affairs, men do not talk about both their feelings and feelings of others or emotionality is not reconciled with masculinity.

At the end of this study, a positive significant relationship was established between children's level of values and parent empathy tendency. A positive significant correlation was established between the children's respect, honesty, responsibility, cooperation, friendship, sharing scores and parents' total mean scores of empathic tendency, sympathetic tendency and empathic tendency. There is a positive relationship between parents' empathic and sympathetic tendencies and children's value level. There was a negative significant correlation between the children's respect, honesty, responsibility, cooperation, friendship, sharing scores and parents' self-centered tendency scores. Children's level of values increased with decreasing the self-centered tendency of the parents, and vice versa. Piaget argues that self-centeredness decreases with increasing ability to develop empathy (Acun Kapikiran, 2009). Nesliturk (2013) applied the maternal values education program of kindergarten children and examined the effects of this program on children's social skills. Nesliturk observed that the social skills of children of the mothers included in the program are enhanced. Nesliturk's study shows that education given to a parent contributes positively to the values level of children. Gunindi (2008) examined the social adaptation skills of preschool children and their parents' empathic skills and concluded that the parents' empathic skill scores increased with increasing social adaptation skill scores of the children. Gunindi's study demonstrated that a parent's empathic tendency positively affects his/her child's social adaptation. Similarly, Kuczynski and Hildebrandt (1997) demonstrated the existence of a positive relationship between parent and child as the basis for children's internal control and successful socialization. Similarly, the current study showed that a parent's empathic tendency positively affects his/her child's level of values.

When parents are supportive, consistent, and warm toward their children, children will come to internalize a view of themselves as being important and worthy of love, which is known to support the development of positive views of the self in children (Thompson, 2006). Positive self-perception and high self-esteem in children are thought to play an important role in values acquisition. In this context, the nature of the relationship between the parent and the child is becoming very important and plays a decisive role in the child's building social relationships in harmony with the environment, developing a personality that they will be at peace with and act as a productive person in society (Bracha, Perez, Gerardin, Perriot, Rosque, Flament, Leroux, Mazet & Carter, 2004). For example, it has been determined that negative parenting has an adverse effect on children's relationship with their peers (Georgia, Stravnides and Georgiou, 2016). However, Korukcu (2004) did not find any significant relationship between children's self-esteem scores and their mothers' empathic skill level. Korukcu ascribed this to the number of samples or personality traits of samples

in the study group. In a different study, Rogers (1975) concluded that there is a positive relationship between teachers' level of empathy and the academic achievement levels of students. Rogers' study revealed that empathic adults have positive effects on children. Acun Kapikiran (2007) examined university students' moral behaviors in terms of empathic tendency and self-adjustment and concluded that students with higher scores of personal moral character have a higher empathic tendency. This result means that individuals with high empathic tendency also have high moral values. Therefore, the fact that children of parents with high empathy levels had high-value levels may have arisen from the fact that these parents had a high level of values. When children see that universal values exist in their social environment, they will adopt these values and reflect them to their lives (Uyanik Balat, 2006). Empathic behavior exhibited by parents to both their child and others in the presence of the child has an important effect on fostering empathy and prosocial behaviors in children (Cotton, 2001). In this study, empathic levels of both mothers and fathers were correlated positively with the children's level of values. The children of parents who act lovingly towards their child, build empathy with their children and teach them how to build empathy are more sensitive to the sorrows and worries of others (San Bayhan and Artan, 2005). This is, in turn, closely related to children's values acquisition. In the current study, parents with a high empathic tendency had children with a high level of values, which is in good agreement with previous studies in the literature. According to this result, the empathic approach can be said to be important in values education.

Because this study was conducted not only with mothers but also with fathers and that father empathy levels were positively correlated with children's level of values suggests that fathers take on an important role in child development and education. Recent research on the role of fathers in child development has gained pace (Bronte-Tinkew, Carrano, Horowitz and Kinukawa, 2008; Downer, Campos, McWayne, and Gartner, 2008; Endendijk et al., 2013; Marsiglio et al., 2000; Unlu Cetin, 2015; Author, 2018; Zeybekoglu, 2013). On the other hand, now, the changing roles of the fathers have become a subject of debate (Kuzucu, 2011). This study supports that fathers are important and indisputable figures in child care and education.

Increasing the empathy skills of families is important for raising generations with healthier personality and social peace. In this context, training should be organized to strengthen family communication and increase the quality of the parent-child relationship. In this study, sharing, honesty and respect were found as the values that are most possessed by the children. At this point, it should be remembered that values education should be structured on universal values in the context of value acquisition in the preschool period. The importance of value education at an early age indicates that value education should be more involved in pre-school education. Both educators and program developers should focus more on pre-school value education. This study was conducted with children attending kindergarten. New studies can compare children with and without preschool education. Thus, the effects of preschool education on child value development can be investigated more accurately. Experimental studies can be designed in which value education applications can be

made. Various studies can be planned that will reveal the role of peer and teacher in value education.

References

- Acun Kapikiran, N. (2007). Üniversite öğrencilerinde ahlaki davranışın empatik eğilim ve kendini ayarlama açısından incelenmesi [Investigating moral behaviors of college students with respect to empathic tendency and self-monitoring]. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 3(28); 33-44.
- Acun Kapikiran, N. (2009). Öğretmen adaylarının empatik eğilim ve kendini ayarlama açısından incelenmesi [The analysis of university students in terms of emphatic tendency and self-monitoring]. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 26; 81-91.
- Akar Gencer, A. & Aksoy A. B. (2016). Anne çocuk etkileşiminde farklı bir yaklaşım: Theraphy oyun terapisi [A different approach to mother and child interaction: Theraplay play therapy]. *Psikiyatriye Guncel Yaklaşımlar*, 8(3), 244-254.
- Akbas, O. (2004). *Türk milli eğitim sisteminin duyuşsal amaçlarının ilköğretim II.kademede gerçekleşme derecesinin değerlendirilmesi* [Evaluation of the degree of reaching of affective goals at the elementary level in Turkish national education system (Unpublished doctoral dissertation). Gazi University, Ankara, Turkey.
- Akbulut E, S. H. (2010). Sınıf öğretmenlerinin empatik eğilim düzeylerinin incelenmesi [An investigation on levels of the emphatic tendencies of classroom teachers]. *Uluslararası İnsan Bilimleri Dergisi*, 7(2); 1068-1083.
- Akgun, K. (2018). *Okul öncesi eğitimde kullanılan yaratıcı drama tekniklerinin çocukların değerler edinimine etkisi* [Effects of creative drama techniques used in preschool education on the values acquisition of children] (Unpublished Master Thesis). Kastamonu University, Kastamonu, Turkey.
- Akto, S. (2017). *Okul öncesi öğretmenlerinin okul öncesi eğitim programındaki değerler eğitiminde kullandıkları yöntem ve tekniklerin uygunluğunun incelenmesi (Mardin örneği)* [Examination of the appropriateness of methods and techniques used by pre-school teachers in the education of values in pre-school education program (Mardin case)] (Unpublished Master Thesis). Yuzuncu Yil University, Istanbul, Turkey.
- Alpoge, G. (2011). *Okul oncesinde degerler egitimi* [Pre-school values education]. İstanbul: Bilgi Yayınevi.
- Aral, N., & GURSOY, F. (2001). Çocuk hakları çerçevesinde çocuk ihmal ve istismarı [Child neglect and abuse within the framework of children's rights] . *Milli Eğitim Dergisi*, 151; 1-5.
- Aral, N., KANDIR, A., & YASAR, C. (2011). *Okul oncesi eğitim ve okul öncesi eğitim programı*. [Preschool education and preschool education program] İstanbul: Ya-Pa.

- Aydın, M. Z. (2010). *Okulda çalışan herkesin görevi olarak değerler eğitimi* [Values education as the task of everyone working at school] Retrieved from <https://www.mehmetzekiaydin.com/index.html> 10.08.2017
- Aydın, M. Z., & Akyol Gurler, S. (2012). *Okulda değerler eğitimi* [Values education in school]. Ankara: Nobel Yayıncılık.
- Bakan, T. (2018). Değerler eğitim programının anasınıfına devam eden çocukların değer kazanımı üzerine etkisinin incelenmesi [An investigation of the value education program effects on children attending to preschool in terms of values acquisition] (Unpublished Master Thesis). Istanbul University, Istanbul, Turkey.
- Barni, D., Ranieri, S., Scabini, E. & Rosnati, R. (2011). Value transmission in the family: Do adolescents accept the values their parents want to transmit? *Journal of Moral Education*, 40(1),105-121.
- Bartan, S. (2018). *Okul öncesi öğretmenlerinin değerler ve değerler eğitimi hakkındaki görüşleri ile sınıf içi uygulamalarının incelenmesi* [Evaluation of pre-school teachers opinions about the values and values education and classroom practices of values education] (Unpublished Master Thesis). Dumlupınar University, Kutahya, Turkey.
- Bedard K. & Dhuey E. (2006). The persistence of early childhood maturity: International evidence of long-run age effects. *The Quarterly Journal of Economics*, 121(4), 1437- 1472.
- Berry D. & O'Connor E. (2010). Behavioral risk, teacher-child relationships and social skill development across middle childhood: A child-by-environment analysis of change. *Journal of Applied Developmental Psychology*, 31(1), 1-14.
- Bilmez, B., & Tarkocin, S. (2017). Okul öncesi öğretmenlerinin değerler eğitimine yönelik algılarının incelenmesi (Bingöl ili örneği) [Investigation of the attitudes of preschool teachers towards the values education (sample of Bingöl)] *Bingöl Arastirmalari Dergisi*, 3(2), 113-128.
- Bracha Z., Perez F., Gerardin P., Perriot Y., Rosque F., Flament M., Leroux M., Mazet P. & Carter A. (2004). A French adaptation of the infant-toddler social and emotional assessment. *Infant Mental Health Journal*, 25(2), 117-129.
- Bronte-Tinkew, J., Carrano, J., Horowitz, A. & Kinukawa, A. (2008) Involvement among resident fathers and links to infant cognitive outcomes. *Journal of Family Issues*, 29(9), 1211-1244.
- Cengelci, T. (2010). İlköğretim beşinci sınıf sosyal bilgiler dersinde değerler eğitiminin gerçekleştirilmesine ilişkin bir durum çalışması [A case study regarding values education in the fifth grade social studies course in primary education] (Unpublished doctoral dissertation). Anadolu University, Eskisehir, Turkey.

- Cotton, K. (2001). Developing empathy in children and youth. *School Improvement Research Series*, 6: 1-15.
- Crano, W. D., & Brewer, M. (2002). *Principles and methods of social research*. New Jersey.
- Caglar, A. (2005). Erken cocuklukta gelism ve egitimde yeni yaklasimlar [Development in early childhood and new approaches in education]. Sevinc M. (Ed), Okuloncesi donemde degerler egitimi [Values education in preschool period] (pp.304-309). Istanbul: Morpa Yayinlari.
- Caglayan, A. (2005). *Ahlak pusulasi ahlak ve degerler egitimi*. [Moral compass ethics and values education]. Istanbul: Dem Yayinlari.
- Damon, W. (1988). *The moral child: Nurturing children's natural moral growth*. New York, NY: The Free Press
- Deniz, S. (2019). *Okul oncesi egitim cagindaki cocukların deęer düzeylerine ilişkin anne-baba ve öğretmen görüşleri* [The views of parents and teachers whit regard to value evels of childiren in pre-school age] (Unpublished Master Thesis). Siirt University, Siirt, Turkey.
- Dilmac, B., Bozgeyikli, H. & Cıkillı, Y. (2008). Ogretmen adaylarının deęer algılarının farklı deęiskenler acısından incelenmesi [The investigation of teacher candidates' value perceptions in terms of various variables]. *Degerler Egitimi Dergisi*, 6(16); 69-91.
- Dirican, R. & Daglioglu, H. E. (2014). 3-6 yas grubu cocuklarına yönelik yayimlanan resimli hikaye kitaplarının bazı temel deęerler acısından incelenmesi [Analyzing some basic values in illustrated story books for 3-6 years old children]. *Cumhuriyet International Journal of Education*, 3(2), 44-69.
- Doganay, A. (2009). *Sosyal bilgiler öğretimi: Demokratik vatandaşlık eğitimi* [Social studies teaching: Democratic citizenship education]. Ozturk C. (Ed), *Degerler egitimi* [Values education]. (pp. 225-256). Ankara: Pegem Akademi.
- Downer, J., Campos, R., McWayne, C. & Gartner, T. (2008). Father involvement and children's early learning: A critical review of published empirical work from the past 15 years. *Marriage and Family Review*, 43, 67-108.
- Dokmen, U. (1988). Empatinin yeni bir modele dayanılarak olculmesi ve psikodrama ile gelistirilmesi [Measurement of empathy based on a new model and its development with psychodrama]. *Ankara Universitesi Egitim Bilimleri Fakultesi Dergisi*, 21 (1); 155-190.
- Dokmen, U. (2008). *İletisim catismalari ve empati* [Communication conflicts and empathy]. Istanbul: Sistem Yayıncılık.
- Endendijk, J. J., Groeneveld, M. G., van Berkel, S. R., Hallers-Haalboom, E. T., Mesman, J., & Bakermans Kranenburg, M. J. (2013). Gender stereotypes in the family context: Mothers, fathers, and siblings. *Sex Roles*, 68, 577- 590. doi:10.1007/s11199-013-0265-4.

- Ercoskun, M. H.(2005). *Sınıf öğretmenliği öğrencilerinin empatik becerilerinin çeşitli değişkenler açısından incelenmesi* [The investigation of empathic skills of the department of primary school teaching students as regards various variations] (Unpublished Master Thesis). Ataturk University, Erzurum, Turkey.
- Eres, F. (2009). Toplumsal bir sorun: Suçlu çocuklar ve ailenin önemi [A social problem: guilty children and the importance of the family]. *Aile ve Toplum Dergisi*, 5; 88-96.
- Erikli, S. (2016). *Okul öncesi çocukları için bir değerler eğitimi programının geliştirilmesi ve uygulanması* [Development and implementation of a values education program for pre-school children] (Unpublished Master Thesis). Orta Dogu Teknik University, Ankara, Turkey.
- Erkus, S. (2012). *Okul öncesi öğretmenlerinin okul öncesi eğitim programındaki değerler eğitimine ilişkin görüşlerinin değerlendirilmesi* [The evaluate the opinions of pre-school education teachers about the values education in pre-school education programme] (Unpublished Master Thesis). Dicle University, Diyarbakir, Turkey.
- Eroglu, N. (1995). *Empatik eğilim düzeyleri farklı annelerin çocuklarının uyum ve başarı düzeyleri* [Level of success and adjustment of children wo having mothers with different levels of empathic tendency] (Unpublished doctoral dissertation). Hacettepe University, Ankara, Turkey.
- Fidal Dal, Z.(2018). *Okul oncesi degerler egitimi uygulamalarinin degerlendirilmesi (Okul oncesi ogretmenleri uzerinde bir inceleme)* [The evaluation of preschool values education practices (A study on preschool teachers)] (Unpublished Master Thesis). Istanbul University, Istanbul, Turkey.
- Flannagan D. & Hardee S.D. (1994). Talk about preschoolers' interpersonal relationships: Patterns related to culture, SES, and gender of child. *Merrill-Palmer Quarterly*, 40(4), 523-537.
- Genc, S. Z. & Kalafat, T. (2008). Öğretmen adaylarının demokratik tutumları ile empatik becerilerinin değerlendirilmesi üzerine bir araştırma [The evaluation of teacher candidates' democratic attitudes and emphatic skills]. *Manas Üniversitesi Sosyal Bilimler Dergisi*, 10(19), 211-222.
- Georgiou, N. A., Stavrinides, P. & Georgiou, S. (2016). Parenting and children's adjustment problems: the mediating role of self-esteem and peer relations. *Emotional and Behavioural Difficulties*, 21(4), 433-446.
- Feshbach, N. (1997). Empathy: The formative years implications for clinical practice. In G. L. Bohart AC, *Empathy reconsidered: new directions in psychotherapy*. Washington DC: American Psychiatric Press.
- Gunindi, N. (2008). *Okul öncesi eğitim kurumlarına devam eden altı yaş çocuklarının sosyal uyum becerileri ile anne-babalarının empatik becerileri arasındaki ilişkinin incelenmesi* [Examining the relation between the six-year-old children's social adjustment

- skills in the kindergarten and their parents' empathy skills]. (Unpublished Master Thesis). Gazi University, Ankara, Turkey.
- Halstead, J., Foreword, D., Aspin, J., & Chapman, R. (2007). *Values education and lifelong learning: principles, policies, programmes*. Amsterdam: Springer.
- Hokelekli, H. (2011). *Ailede, okulda ve toplumda degerler psikolojisi ve egitimi* [Psychology and education of values in family, school and community]. Istanbul: Timas Yayinlari.
- Jedwab, M., Xu, Y., Keyser, D. & Shaw, T. V. (2019). Children and youth in out-of-home care: What can predict an initial change in placement? *Child Abuse & Neglect*, 93, 55-65.
- Kandir, A., & Alpan, Y. (2008). Okul oncesi donemde sosyal-duygusal gelismeye anne-baba davranislarinin etkisi [Effect of parental behaviors on social-emotional development in preschool period]. *Aile ve Toplum*, 4, 33-38.
- Kapkin, B. (2018). Etkinlik temelli degerler egitimi programinin 5-6 yas cocuklarin sosyal becerilerine etkisinin incelenmesi [The effectiveness of activity based values training program on social skills of 5-6 year old children] (Unpublished Master Thesis). Inonu University, Kutahya, Turkey.
- Karasar, N. (2000). *Bilimsel arastirma yontemi* [Scientific research method]. Ankara: Nobel Yayin Dagitim.
- Kaya, Y. Gunay, R., & Aydin, H. (2016). Okul oncesi egitimde drama yontemi ile islenen degerler egitimi derslerinin farkindalik duzeyi uzerindeki etkisi [The effects of values education courses though with drama techniques in the student awareness levels in the preschool education]. *Sakarya University Journal of Education*, 6(1), 23-37.
- Korkmaz, M.Ç. (2019) *Okul oncesi ogretmenlerinin degerler egitimine iliskin goruslerinin incelenmesi* [Investigation of preschool education teachers opinions concerning values education] (Unpublished Master Thesis). Kahramanmaraş Sutcu Imam University, Kahramanmaraş, Turkey.
- Korukcu, O. S. (2004). *Altı yaş grubundaki çocukların özsaygı düzeyleri ile anne empatik becerilerinin incelenmesi* [A study on the level of self-esteem in six-year age group children with the empathetic skills of their mothers] (Unpublished doctoral dissertation). Ankara University, Ankara, Turkey.
- Kuczynski, L., and Grusec, J. E. (1997). *Future directions for a theory of parental socialization*. In J. E. Grusec and L. Kuczynski (Eds.), *Parenting and the internalization of values: A handbook of contemporary theory* (pp. 399-414). New York: Wiley.
- Kuzucu, Y. (2011). Degisen babalik rolu ve cocuk gelismine etkisi [The Changing Role of Fathers and its Impact on Child Development]. *Turk Psikolojik Danisma ve Rehberlik Dergisi*, 4 (35), 79-91.

- Kuzu, K. (2015). *Okul öncesi öğretmenlerinin değerler eğitimi hakkındaki görüşleri ve bu görüşlerin sınıf içi uygulamalara yansımaları* [The opinions of pre-school teachers related to the value education and the reflection of those opinions on in-class practices] (Unpublished Master Thesis). Uludağ University, Bursa, Turkey.
- Lam, C. B., Solmeyer, A. R., & McHale, S. M. (2012). Sibling Relationships and Empathy Across the Transition to Adolescence. *Journal of Youth and Adolescence*, 1657-1670.
- Lamb, M. (2000). Scholarship on fatherhood in the 1990s and beyond. *Journal of Marriage and the Family*, 62,1173-1191
- Maccoby, E. E. (2002). Gender and group process: a developmental perspective. *Current Directions in Psychological Sciences*, 11, 54-58.
- Marsiglio, W., Amato, P., Day, R. & Lamb, M. (2000). *Scholarship on fatherhood in the 1990s and beyond*. *Journal of Marriage and the Family*, 62,1173-119
- Neslitürk, S. (2013). *Anne değerler eğitimi programının 5-6 yaş çocuklarının sosyal beceri düzeyine etkisi* [The effect of mother values program to the social skill levels of the 5-6 years old children] (Unpublished doctoral dissertation). Selcuk University, Konya, Turkey.
- Neslitürk, S. & Celikoz, N.(2015). Okul öncesi değerler ölçeği aile ve öğretmen formunun geçerlik ve güvenirlik çalışması [Validity and reability for preschool value scaleparent and teacher form]. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 24; 19-42.
- Ogelman, H. G. & Sarıkaya, H.E. (2015). Okul öncesi eğitim öğretmenlerinin değerler eğitimi konusundaki görüşleri: Denizli ili örneği [views of preschool teachers about education of values: case of Denizli province]. *Sakarya Üniversitesi Eğitim Fakültesi Dergisi*, 29, 81-100.
- Oguz, V. (2006). *Altı yaş grubundaki çocukların bakış açısı alma becerileri ile anne babalarının empatik becerilerinin incelenmesi* [Investigation of perspective taking skills of six years old children and emphatic skills of their parents]. (Unpublished Master Thesis). Ankara University, Ankara, Turkey.
- Oktay, A. (2010). *Okul öncesi eğitim ve ilköğretimin çocuğun yaşamındaki yeri ve önemi* [The place and importance of preschool education and primary education in the life of the child]. A. Oktay (Ed.), *İlköğretime hazırlık ve ilköğretim programları* (pp. 1-21). Ankara: Pegem Yayıncılık.
- Oz, F. (1992). *Hemşirelerin empatik iletişim becerisi ve eğilimine eğitimin etkisi* [The effect of education on empathic communication skills and tendency of nurses] (Unpublished Master Thesis). Hacettepe University, Ankara, Turkey.
- Ozen, Y. (2011). Etik mi? Ahlak mı? Modernite mi? Medeniyet mi? (değerler eğitime sosyal psikolojik bir yaklaşım) [Ethical? Morality? Modernity? Civilization? (a

- social psychological approach to values education]. *Dicle Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 3(5); 308-6219.
- Ozkan, B. (2014). Okul öncesi ve sınıf öğretmenlerinin empati düzeylerinin incelenmesi [Examining the empathy levels of preschool and classroom teachers]. *International Journal of Social Science*, 30; 509-514.
- Ozkan Kilic, O.& Ozbek Ayaz, C.. (2018). 5-6 yaş grubu çocukların değerlere yönelik farkındalık düzeyini arttırmada değerler eğitimi programının etkisi [The impact of values education program on increasing 5-6 age group children's awareness levels towards values] *Journal of International Social Research*, 11(59).
- San Bayhan, P. & Artan, İ. (2005). *Cocuk gelişimi ve eğitimi* [Child development and education]. Morpa Kultur Yayinlari: Istanbul.
- Sapsaglam, O. (2016). Okul öncesi eğitim programlarında yer alan hedeflerin değerler açısından incelenmesi [Examination of targets in preschool education programs in terms of values]. *Electronic Turkish Studies*, 11(9).
- Saygili, G. (2015) Değerin tanımı, özellikleri ve sınıflandırılması [Definition, properties and classification of value] M. Gunduz (Ed), *Değerler eğitimi* (pp. 1-13. Ankara, Maya Akademi
- Schwartz, S. H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In M. P. Zanna (Ed.), *Advances in experimental social psychology*, Vol. 25 (p. 1-65). Academic Press.
- Sezgin, F. (2006). *İlköğretim okulu öğretmenlerinin bireysel ve örgütsel değerlerinin uyumu Ankara ili örneği* [Individual and organizational value congruence of elementary school teachers (Ankara sample)]. (Unpublished doctoral dissertation). Gazi University, Ankara, Turkey.
- Shapiro, L. E. (2000). Yüksek EQ'lu bir çocuk yetistirmek: Anne ve babalar için duygusal zeka rehberi [How to Raise a Child with a High EQ: Parents' Guide to Emotional Intelligence] (U.Kartal Çev. Ed.). Istanbul: Varlık Yayinlari.
- Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. M. & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the getting ready intervention on preschool children's social-emotional competencies. *Early Education and Development*, 21(1), 125-156.
- Sridhar, Y. N. (2001). Value development national council for teacher education (NCTE). *New Delhi Two Four-Day Residential Courses in Value Orientation in Teacher Education*, 18-21 and 26-29 December 2001. Retrieved April 24, 2011.
- Swith Trawick, J. (2013). *Erken çocukluk döneminde gelişim: çok kültürlü bir bakış açısı* [Early childhood development: A multicultural perspective] (B. Akman Çev. Ed.). Ankara: Nobel Akademik Yayıncılık.
- Temur, O. D., & Yuvaci, Z. (2014). Okul öncesi değer eğitimi uygulayan okullardan seçilen değerlerin ve etkinliklerin incelenmesi [Examining the Main Values

Concepts and Activities Acquired at Pre-School Education Institutions Providing Pre-School Values Education]. *Amasya Üniversitesi Eğitim Fakültesi Dergisi*, 3(1); 122-149.

- Thompson, R. A. (2006). The development of the person: Social understanding, relationships, conscience, self. In W. Damon & R. M. Lerner (Series Eds) & N. Eisenberg (Vol. Ed.), *Handbook Of Child Psychology: Social, Emotional, and Personality Development* (pp. 24-98). New York, NY: Wiley.
- Ulusoy, K. & Dilmac, B.(2012.). *Degerler egitimi* [Values education]. Ankara: Pegem Akademi.
- Uyanik Balat, G. (2006). Erken donemlerde degerler egitimi [Values education in early periods]. *I. Uluslararası Okul Oncesi Egitim Kongresi*. Istanbul: Yapa Yayinlari.
- Uyanik Balat, G., & Dagal Balaban, A. (2009). *Okul oncesi donemde degerler egitimi etkinlikleri* [Values education activities in preschool period]. Ankara: Kok Yayincilik.
- Uyanik Balat, G., Ozdemir Beceren, B. & Adak Ozdemir, A. (2011). The evaluation of parents views related to helping preschool children gain some universal values. *Procedia Social and Behavioral Sciences*, 15: 908-912.
- Unlu Cetin, S. (2015). *Father involvement in early years: comparing children's perceptions of father involvement with those of their fathers' and mothers'*. (Unpublished Master Thesis). Ortadogu Teknik University, Ankara, Turkey.
- Uzun, M. & Kose, A. (2017) Okul oncesi ggitimde degerler egitiminin uygulanmasina yonelik ogretmen gorusleri [Teachers' opinions about the application of values education during preschool education]. *Bayburt Egitim Fakültesi Dergisi*, 12(23), 305-338.
- Yagan Guder, S. & Ata, S. (2018). Father involvement, gender perception and children's gender stereotypes. *Universal Journal of Educational Research* 6(8), 1637- 1646. 10.13189/ujer.2018.060802.
- Yaman, E. (2012). *Degerler egitimi* [Values education]. Ankara: Akcay Yayinlari.
- Yildirim, A (2019). *Öğretmen ve aile görüşlerine göre okul öncesi dönemde çocukların sahip olduğu değerler ile değerler eğitiminde okul aile işbirliğinin incelenmesi*[Examining the school-family cooperation in the values education in preschool children according to teachers and family opinions] (Unpublished Master Thesis). Gazi University, Ankara, Turkey.
- Zeybekoglu, O. (2013). Günümüzde Erkeklerin Gözünden Babalık ve Aile [Contemporary Fatherhood and the Family from the Male Perspectives]. *Mediterranean Journal of Humanities*. 3/2, 297-328.

Çocukların Değer Edinimlerinde Ebeveynlerin Empatik Eğilimlerinin Rolü

Atıf:

Yakupogullari, A., & Yagan Guder, S. (2020). The role of parents' empathic tendencies in children value. *Eurasian Journal of Educational Research*, 86, 223-248, DOI: 10.14689/ejer.2020.86.11

Özet

Problem Durumu: Bronfenbrenner'in biyoekolojik yaklaşımı iç içe geçmiş sistemler dünyasında çok yönlü ilişkileri vurgular ve çocuğun gelişimini anlamada çevre bağlamında bu sistemlerin önemini gösterir. Çok katmanlı sistemleri içeren bu yaklaşımda, mikro sistemin ilk seviyesi ebeveyn ve yakın çevre ile ilgili faktörleri içerir; Mezosistem, çocuğun etkileşime girdiği farklı mikrosistemlerin etkileşimlerinden oluşur ve ekosistem, çocuğun doğrudan dahil olmadığı bir sistemdir, ancak çocuğun gelişimini dolaylı olarak etkileyen faktörlerden oluşur. Makrosisteme gelince, bir toplumdaki kültürel değerleri, inançları ve fikirleri içerir. Mikrosistem, çocuğun genel olarak tüm gelişimi ve özellikle değer gelişimi için en etkili sistemdir. Ebeveynler, mikrosistemin en temel unsurudur. Bu nedenle, değer geliştirmede çok önemli bir rolleri vardır. Çocukların sosyal davranışlarının, ilgi alanlarının ve eğilimlerinin gelişiminde birçok farklı faktörden söz etmek mümkün olmakla birlikte, en önemli faktör ebeveynler olarak kabul edilmektedir. Yetişkinlerin kişiliği, değerlerin kazanılmasında en etkili faktördür. Çocukların değerleri içselleştirmek için yetişkinlerin olumlu davranışlarına tanık olmaları gerekir. Ebeveynlerin empati eğilimi, değer gelişimini etkileyebilecek en etkili ebeveyn özelliğidir. Çocukların bu davranışları kazanabilmeleri için ebeveynlerinin empatik davranışlarını gözlemlenmeleri önemlidir.

Araştırmanın Amacı: Araştırmada anaokuluna devam eden 60-72 aylık çocukların değer edinimlerinde anne ve babalarının empati eğilimlerinin rolünü ortaya koymak amaçlanmıştır. Bu genel amaç çerçevesinde araştırmada şu sorulara cevap aranmıştır.

1. Anaokuluna devam eden 60-72 aylık çocukların değer düzeyleri nedir?
2. Anaokuluna devam eden 60-72 aylık çocukların annelerinin ve babalarının empati eğilim düzeyleri nedir?
3. Anaokuluna devam eden 60-72 aylık çocukların değer düzeyi ile annelerinin empati eğilimleri arasında anlamlı bir ilişki var mıdır?
4. Anaokuluna devam eden 60-72 aylık çocukların değer düzeyi ile babalarının empati eğilimleri arasında anlamlı bir ilişki var mıdır?
5. Anaokuluna devam eden 60-72 aylık çocukların değer düzeyi üzerinde annenin empati eğiliminin etkisi nedir?
6. Anaokuluna devam eden 60-72 aylık çocukların değer düzeyi üzerinde babanın empati eğiliminin etkisi nedir?

Araştırmanın Yöntemi: Araştırma anaokuluna devam eden 60-72 aylık çocukların değer edinimlerinde annelerin ve babaların empati eğilimlerinin rolünün araştırıldığı bu çalışmada ilişkisel tarama modeli uygulanmıştır. Araştırmanın çalışma grubunu Malatya İli merkez Yeşilyurt İlçesine bağlı anaokullarına devam eden 60-72 ay arasındaki 85'i kız 85'i erkek olmak üzere toplam 170 çocuk ve bu çocukların anneleri ve babaları oluşturmaktadır. Araştırmada üç farklı veri toplama aracı kullanılmıştır. Veri toplama araçlarından birincisi çalışma grubunun sosyo-demografik özelliklerinin belirlendiği bilgi formudur. Veri toplama araçlarından ikincisi güvenilirlik ve geçerlik çalışmaları Neslittürk ve Çeliköz (2015) tarafından yapılan Okul Öncesi Değerler Ölçeğidir (O.Ö.D.Ö.). Ölçeğin aile, öğretmen ve öğrenci için olmak üzere üç formu bulunmaktadır. Bu çalışmada ölçeğin öğrenci formu kullanılmıştır. Öğrenci formu toplam 18 resimli karttan oluşmaktadır. Ölçeğin saygı, sorumluluk, dürüstlük, işbirliği, paylaşım, dostluk/arkadaşlık olmak üzere toplam 6 alt boyutu vardır. Veri toplama araçlarının üçüncüsü ise güvenilirlik ve geçerlik çalışmaları Dökmen (1988) tarafından yapılan Empati Eğilimi Ölçeğidir (E.E.Ö.). Ölçek beşli likert tipinde 20 maddedir. Ölçek Ben Merkezli Eğilim, Empatik Eğilim ve Sempatik Eğilim olmak üzere 3 alt boyuttan oluşmaktadır.

Araştırmanın Bulguları: Araştırma sonucunda, anaokuluna devam eden ve çalışma grubunu oluşturan çocukların en yüksek puan ortalamasına sahip değerlerinin sırasıyla paylaşım, saygı ve dürüstlük değerleri olduğu ve annelerin empati düzeyi toplam puan ortalamasının babaların empati düzeyi toplam puan ortalamasından yüksek olduğu belirlenmiştir. Araştırma sonucunda çocuk değer düzeyi ile anne ve baba empati eğilimi arasında pozitif yönlü ve anlamlı bir ilişki tespit edilmiştir. Çocukların saygı, dürüstlük, sorumluluk, işbirliği, arkadaşlık, paylaşım puanları ile anne ve baba empatik eğilim, sempatik eğilim ve empatik eğilim toplam puanları arasında pozitif yönlü ve anlamlı ilişki tespit edilmiştir. Anne ve babaların empatik eğilimleri ve sempatik eğilimleri arttıkça çocukların değer düzeyleri artmaktadır. Çocukların saygı, dürüstlük, sorumluluk, işbirliği, arkadaşlık, paylaşım puanları ile annenin ve babanın ben merkezli eğilim puanları arasında negatif yönlü ve anlamlı ilişki tespit edilmiştir. Anne babanın ben merkezli eğilimi düştükçe çocuk değer düzeyi artmakta, anne babanın ben merkezli eğilimi arttıkça çocuk değer düzeyi azalmaktadır. empati eğilimleri yüksek olan ebeveyne sahip çocukların değer düzeylerinin, empati eğilimleri düşük olan ebeveyne sahip çocukların değer düzeylerinden yüksek olduğu saptanmıştır.

Araştırmanın Sonuç ve Önerileri: Bu çalışmada anne ve babaların empati eğilim düzeylerinin çocuk değer düzeylerine etki ettiği görülmüştür. Bu sonuca göre empatik yaklaşımın değer eğitiminde önemli olduğu söylenebilir. Araştırmanın sadece annelerle değil babalarla da yapılmış olması ve baba empati düzeylerinin çocuk değer düzeyleri ile pozitif şekilde anlamlı çıkması babaların çocuk bakımı ve eğitiminde önemli ve tartışmasız figürler olduğunu desteklemektedir. Anne ve babaların empati eğilim düzeylerinin artırılması çocuklara verilen değer eğitimini olumlu yönde etkileyebilir ve bu yönde çalışmalar yapılabilir. Değer gelişimine dair ebeveynlerle birlikte öğretmenler, büyük ebeveynler ve diğer unsurlar araştırma konusu yapılabilir.

Anahtar Sözcükler: Değer, empati, ebeveyn, çocuk.

