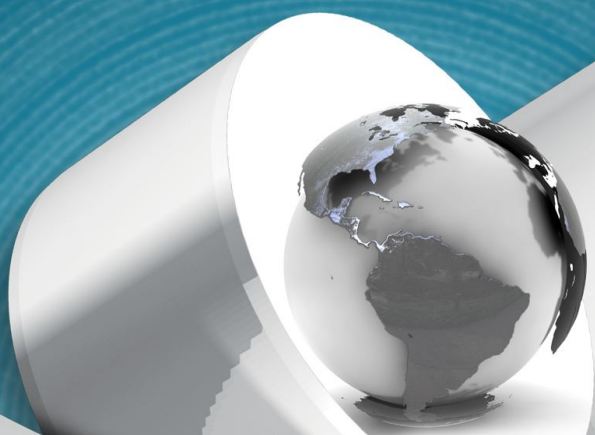
MEVLANA INTENATIONAL JOURNAL OF EDUCATION

ISSN: 2146-7951



Volume 3, Issue 4
December 2013

MEVLANA ÜNİVERSİTESİ

Mevlana Intenational Journal of Education (MIJE)

Volume 3, Issure 4
December 2013

MIJE is indexed in Turkish Educational Index, ASOS index, Index Copernicus, EBSCO Pub, Educational Research Abstracts (ERA), Aniji, DOAJ, Directory of Research Journals Indexing (DRJI) and ERIC (Published articles in MIJE are indexed by ERIC which is accepted by ERIC reviewers. Articles which are indexed by ERIC indicated in the table of contents in relevant issue)

OWNER

ADAM, Bahattin
(Rector of Mevlana University)

EDITOR IN CHIEF
ÇELİK, Vehbi
(Dean of Education Faculty)

EDITOR
KORKMAZ, Özgen

ASSOCIATE EDITORS
NEL, Norma
LETSEKA, Moeketsi
SAMUEL, Mihael Anthony

ASSISTANT EDITOR
Durmuş, Alpaslam
KAYA, Sinan

SECRETARIAT OF THE JOURNAL
TOZKOPARAN, Süleyman, Burak

EDITORIAL BOARD

ABADIANO, Helen R. (Central Connecticut State University, USA)
AGAYEV, Ejder (Qafqaz University, Azerbaijan)
AKBAŞ, Oktay (Kırıkkale University, Turkey)
AKKOYUNLU, Buket (Hacettepe University, Turkey)
AKMAN, Berrin Hacettepe University, Turkey
AKPINAR, Burhan (Fırat University, Turkey)
AKPINAR, Yavuz (Boğaziçi University, Turkey)
AKTÜMEN, Muharrem (Ahi Evran University, Turkey)
AKYOL, Hayati (Gazi University, Turkey)
ALACACI, Cengiz (Florida International University, USA)
AL-MABUK, Rathi (University of NorthernIowa, USA)
Anastasiadou, Sofia D. (University of West Macedonia, Greece)
ARICIOĞLU, Ahu (Pamukkale University, Turkey)
BAEZZAT, Fereshteh (University of Mazandaran, Iran)
BALOĞLU, Nuri (Ahi Evran University)
BAYRAM, Servet (Marmara University, Turkey)
BECK, Mitchell (Central Connecticut State University, USA)
BİLGİN, İbrahim (Mustafa Kemal University, Turkey)
BİRGİN, Osman (Uşak University, Turkey)
BOOYSE, Johan (University of South Africa, South Africa)
BOZDOĞAN, Aykut Emre (Giresun University, Turkey)
BOZOĞLAN, Bahadır (Mevlana University, Turkey)
BÜYÜKÖZTÜRK, Şener (Gazi University, Turkey)
ÇAKIR, Abdulkadir (Mevlana University, Turkey)
ÇAKIR, Recep (Amasya University, Turkey)
ÇANKAYA, İbrahim (Uşak University, Turkey)
ÇELİK, Vehbi (Mevlana University, Turkey)
CHUANG, Hsueh-hua (National Sun Yat-sen University, Tayvan)
ÇOŞKUN, Eyyup (Mustafa Kemal University, Turkey)
DANIŞMAN, Yusuf (Mevlana University, Turkey)
DEMİREAY, Uğur (Anadolu University, Turkey)
DEMİREL, Şener (Fırat University, Turkey)
DEMİRLİ, Cihat (İstanbul Ticaret University, Turkey)
DEREVENSKY, Jeffrey L. (McGill University, Canada)
DIBOLL, Mike (University of Sussex, UK)
DOĞRU, S. Sunay Yıldırım(Dokuz Eylül University, Turkey)
ECIRLI, Ahmet (Universiteti Bedër, Albania
ERBAY, Filiz (Mevlana University, Turkey)
ERGÜN, Mustafa (Afyon Kocatepe University, Turkey)
FALLAHI, Vida (Shiraz University, Iran)
GAO, Ping (University of Northern Iowa, USA)
GÖMLEKSİZ, Mehmet Nuri (Fırat University, Turkey)
GÜNDÜZ, Mustafa (Yıldız Teknik University, Turkey)
GÜNEL, Murat (TED, Turkey)
GÜROL, Mehmet (Yıldız Technical University, Turkey)
GURSEL, Musa (Mevlana University, Turkey)
GÜZELLER, Cem Oktay (Akdeniz University, Turkey)
HALAT, Erdoğan (Afyon Kocatepe University, Turkey)
HALAI, Nelofer(Aga Khan University, Pakistan)
HAMMOND, John (University of Canberra, Australia)
HARPUTLU, Leyla (Ahi Evran University, Turkey)
HERRING, Mary C. (University of Northern Iowa, USA)
HOSSEINCHARI, Massound (Shiraz University, Iran)
HUANG, Chi-Jen (National Chiayi University, Taiwan)
HUTSON, Bryant (The University of North Carolina a, USA)
İŞÇİOĞLU, Ersin (Eastern Mediterranean University, TRNC)
IŞIK, Erkan (Mevlana University, Turkey)
İŞMAN, Aytekin (Sakarya University, Turkey)
KARA, Ahmet (Adıyaman University, Turkey)
KARADAĞ, Ruhan (Adıyaman University, Turkey)
KARADENİZ, Şirin (Bahçeşehir University, Turkey)
KARAMI, Morteza(University of Mazandaran, Iran)
KARAKUŞ, Mehmet (Zirve University, Turkey)
KARAMI, Morteza (University of Mazandaran, Iran)
KARATAŞ, Serçin (Gazi University, Turkey)
KARIM, Rezaul (Leading University, Bangladesh)

KAUR, Kirandeep (Punjabi university, India)
KAYA, Osman Nafiz (Fırat University, Turkey)
KESER, Hafize (Ankara University, Turkey)
KOCABAŞ, İbrahim (Fırat University, Turkey)
KOÇAK, Recep (Gazi Osman Paşa University, Turkey)
KUMARAN, Duraikkannu (University of Madras, India)
LAVICZA, Zsolt (Cambridge University, UK)
LEBLANC, Raymond (University of Ottawa, Canada)
LEMMER, Eleanor (University of South Africa, South Africa)
LOUW, Gabriel (North-West University, South Africa)
MCKEOWN, John A. G. (Mevlana University, Turkey)
MEMMEDOV, Behmen (Qafqaz University, Azerbaijan)
MICHAIL, Kalogiannakis (University of Crete, Greece)
MITTAL, Shree Ram (University of Delhi, India)
MOONSAMY, Sharon (University of the Witwatersrand, S.Africa)
MSILA, Vuyisile (University of South Africa, South Africa)
NAM, Jeonghee (Pusan National University, Korea)
NEL, Norma (University of South Africa, South Africa)
ODABAŞI, H. Ferhan (Anadolu University, Turkey)
OKUYUCU, Cihan (Yıldız Technical University University, Turkey)
ÖMEROĞLU, Esra (Gazi University, Turkey)
OMRAN, Ebrahim Salehi (University of Mazandaran, Iran)
ORAL, Behçet (Dicle University, Turkey)
ÖZDEMİR , M. Soner (Kırıkkale University, Turkey)
ÖZDEMİR, Selçuk (Gazi University, Turkey)
ÖZER, Bayram (Mustafa Kemal University, Turkey)
PANDAY, Shefali (University of Mumbai, India)
PAPE, Stephen J.(University of Florida, USA)
PEKER, Murat (Afyon Kocatepe, Turkey)
GIJON PUERTA, José (Universidad de Granada, Spain)
PHASHA, Tlakale Nareadi (University of South Africa, South Africa)
PING-KWAN, Fok (The Chinese University of Hong Kong)
POTGIETER , Calvyn (University of South Africa, South Africa)
QUADIR, Tarik (Mevlana University, Turkey)
RANA, Rizwan Akram (University of the Punjab, Pakistan)
SADEGHI, Abbas (University of Guilan Iran)
SAMUEL, Michael (University of Kwazulu-Nata, South Africa)
ŞAHİN, İsmail (Selçuk University, Turkey)
ŞAHİN, Sami (Gazi University, Turkey)
SAMANI, Siamak (Islamic Azad University, Iran)
SARI, Mustafa (Mevlana University, Turkey)
SEMERCİ, Çetin (Fırat University, Turkey)
ŞENAY, Hasan (Mevlana University, Turkey)
SHAHIM, Sima (Shiraz University, Iran)
SHARRA, Steve(Michigan State University, USA)
SHELLEY, Mack (Iowa State University, USA)
SÜNBÜL , Ali Murat(Selçuk University, Turkey)
TABAKU, Elida (Universiteti Bedër, Albania)
TAŞPINAR, Mehmet (Gazi University, Turkey)
THOMPSON, Ann D. (Iowa State University, USA)
TÖREMEN, Fatih (Zirve University, Turkey)
Trotman, Wayne (Izmir Katip Çelebi University)
TÜYSÜZ, Cengiz (Mustafa Kemal University, Turkey)
UZUNBOYLU, Hüseyin (Near East University, TRNC)
UZOGLU, Mustafa (Giresun University, Turkey)
URE, Omer (Mevlana University, Turkey)
YALÇIN, Paşa (Erzincan University, Turkey)
YALIN, H. İbrahim (Gazi University, Turkey)
YAMAN, Süleyman (Zonguldak Karaelmas University, Turkey)
YILMAZ, Ercan (Selçuk University, Turkey)
YÖRÜK, Sinan (Afyon Kocatepe University, Turkey)

REVIEWER OF THE ISSUE

Abdulkadir Cakir (Mevlana University)
Ayse Ozturk Samur (Adnan Menderes University)
Ayşem Seda Onen (Hacettepe University)
Bayram Tay (Ahi Evran University)
Buket Akkoyunlu (Hacettepe University)
Cavuş Şahin (18 Mart University)
Dogan Bulut (Meliksah Universitesi)
Dursun Yagiz (Selcuk University)
Engin Aslanargun (Duzce University)
Erkan Isik (Mevlana University)
Ertugrul USTA (Mevlana University)
H. Ibrahin Cankaya 8Usak 1 Eylul University)
Hakul Unsal (Gazi University)
Haldun Vural (Mevlana University)
Hasan Cakir (Gazi University)
Hilmi Demirkaya (Akdeniz University)
Huseyin Uzunboylu(Near East University)
Keziban Tepeli (Selcuk University)
Kursat Yilmaz (Dumlupinar University
Man-Ki Moon (Chung-Ang University)
Mehmet Ali Celikel (Pamukkale University):
Mudriye Yildiz Bicakci (Ankara University)
Mustafa Turkyilmaz (Ahi Evran University)
Mutlu Tahsin Ustundag (Gazi University)
Nitazi Ozer (Inonu University)
Nuriye Kocak (Necmettin Erbakan University)
Oktay Akbas (Kirikkale University)
Omer Ure (Mevlana University)
Ozgen Korkmaz (Mevlana University)
Ozlem Afacan (Ahi Evran University)
Recep Cakir(Amasya University)
Remzi Can (Ahi Evran University)
Remziye Ceylan (Yildiz Teknik University)
Rustu Yesil (Ahi Evran University)
Sadi Seferoglu (Hacettepe University)
Saduman Kapusuzoglu (Abant İzzet Baysal University)
Soner M. Ozdemir (Kirikkale University)
Suleyman Yaman (Bulent Ecevit Univesity)
Tufan Adiguzel (Bahçeşehir University)
Turhan Cetin (Gazi University)
Turkan Karakus (Ataturk University)

TABLE OF CONTENTS

School Learning Responsibility Scale's Validity and Reliability Study
(For Primary School Students)
http://dx.doi.org/10.13054/mije.13.40.3.4
RustuYesil ***1-14***

Use of Literature to Enhance Motivation in ELT Classes
http://dx.doi.org/10.13054/mije.13.44.3.4
Haldun Vural ***15-23***

A comparative study of social network usage and adoption among Turkish prospective teachers
http://dx.doi.org/10.13054/mije.13.47.3.4
Aylin Tutgun Unal, Osman Koroglu ***24-42***

Metaphorical Perceptions of Teacher Candidates towards the School Concept: Lotus Flower Model
http://dx.doi.org/10.13054/mije.13.61.3.4
Canan Kocak ***43-56***

Development of an internet-based exam system for mobile environments and evaluation of its usability
http://dx.doi.org/10.13054/mije.13.59.3.4
Aslihan Tufekci, Hasan Ekinci, Utku Kose ***57-74***

The Effect of 2011 Van Earthquake on 8th Grade Students' Value Rankings
http://dx.doi.org/10.13054/mije.13.39.3.4
Bülent Akbaba, Bahadır Kilcan, Osman Cepni ***75-85***

Evaluation of the Standards for Recruiting and Training Elementary School Principals Used in Some European Union Countries by Teachers and School Principals in Turkey
http://dx.doi.org/10.13054/mije.13.41.3.4
Ali Balcı, Hasan Basri Memduhoglu, Abdurrahman Ilgan, Mustafa Erdem, Murat Tasdan ***86-107***

The Utilization of Social Media Tools for Informal Learning Activities: A Survey Study
http://dx.doi.org/10.13054/mije.13.54.3.4
Ilker Yakin, Ilke Evin Gencel ***108-117***

The teacher student relationship as a predictor of preschoolers' social anxiety
http://dx.doi.org/10.13054/mije.13.66.3.4
Neslihan Durmusoglu Saltali ***118-126***

Assessing the oral English proficiency of the Faculty of Fountain international School: Inputs to in-service training
http://dx.doi.org/10.13054/mije.13.53.3.4
Yusuf Ozdemir ***127-137***

The Effects of Teachers' Educational Technology Skills on Their Classroom Management Skills
http://dx.doi.org/10.13054/mije.13.60.3.4
Ilhan Varank, Savas Ilhan..... .... ***138-146***

The effect of the classroom activities on classroom management in the teaching-learning process: The case of Uşak City
http://dx.doi.org/10.13054/mije.13.63.3.4
Durdagi Akan, Murat Basar..... .... ***147-165***

Application of the Six Thinking Hats and SCAMPER Techniques on the 7th Grade Course Unit "Human and Environment": An Exemplary Case Study
http://dx.doi.org/10.13054/mije.13.62.3.4
Sinem Toraman, Sertel Altun..... .... ***166-185***

School Policies and Practices at Upper Secondary Schools in Turkey According to PISA 2009 Data
http://dx.doi.org/10.13054/mije.13.69.3.4
Mustafa Ozmusul, Gulsun Atanur Baskan..... ..... ***186-199***

Stress Coping Approaches in Terms of Sociotropic and Autonomous Personalities: A cross-sectional study among Turkish university students
http://dx.doi.org/10.13054/mije.13.67.3.4
Bahadir Bozoglan..... .... ***200-206***

Validity and Reliability Study of the Internet Addiction Test
http://dx.doi.org/10.13054/mije.13.51.3.4
Hafize Keser, Necmi Esgi, Tugba Kocadag, Sanser Bulu..... ***207-222***

Assessing Metacognitive Awareness of Reading Strategy Use for Students from the Faculty of Education at the University of King Abdulaziz
http://dx.doi.org/10.13054/mije.13.71.3.4
Ahmad Mousa Al – Dawaideh, Ibrahim Abdu Al-Saadi..... ***223-235***

Evaluation of Alternative Preschool Education Programs Regarding Their Perspectives on Teaching Science and Nature
http://dx.doi.org/10.13054/mije.13.50.3.4
Hasret Nuhoglu..... .... ***236-249***

Exploring the Turkish Teachers' Professional Development Experiences and Their Needs for Professional Development
http://dx.doi.org/10.13054/mije.13.56.3.4
Soner Mehmet Ozdemir..... .... ***250-264***

The Impact of Mnemonic Devices on Attainment and Recall in Basic Knowledge Acquisition in Nursing Education
http://dx.doi.org/10.13054/mije.13.42.3.4
Onur Koksal, Ali Murat Sunbul, Yunus Emre Ozturk, Musa Ozata..... ***265-278***

Mevlana International Journal of Education (MIJE)
Vol. 3(4), pp. 75-85, 1 December, 2013
Available online at http://mije.mevlana.edu.tr/
http://dx.doi.org/10.13054/mije.13.39.3.4

The Effect of 2011 Van Earthquake on 8th Grade Students' Value Rankings

Bülent Akbaba*
Division of Social Studies Education, Gazi University, Gazi Faculty of Education, Ankara, Turkey

Bahadır Kılcan
Ministry of the Interior, *Ankara, Turkey*

Osman Çepni
Geography Department, Karabük University, Faculty Of Letters, Ankara, Turkey

Article history
Received:
05.06.2013

Received in revised form:
13.09.2013

Accepted:
14.09.2013

Key words:
Values, the value ranking, earthquake.

The purpose of this study was to determine which values in social studies teaching program came into prominence after Van Earthquake on October 23, 2011. A total of 455 8th grade students chosen randomly from central districts of Van and Ankara provinces in 2011-2012 education year participated in the study. This study was designed in survey model. In order to gather data, the students were given a form including both the question "Which of the values in the form came into prominence after Van Earthquake on October 23, 2011?" and 14 values existing in social studies teaching program. The students were expected to write down the values along with their reasons that came into prominence after Van Earthquake during the data gathering process. Descriptive analysis was conducted to analyze the data. Results revealed that there were no significant differences in the first and second order value rankings of participants who experienced Van Earthquake and who did not. Results also demonstrated that there were differences in the third and fifth order value rankings of participants who experienced Van Earthquake and who did not and that participants' value rankings who experienced Van Earthquake and who did not differed on the value of the fourth order.

Introduction

Natural disaster are the general name given to the natural phenomena which causes grave physical, economic and social losses on humans (in fact every creature living on the earth) and completely or temporarily stops the normal life once present (Turan & Kartal, 2011). Şahin, Doğanay & Özcan (2010: 228) natural disasters are also described as naturally occurred events which causes a mass destruction on the natural habitat of the. In other words they are all sorts of natural phenomena which adversely affect the socio-economic and cultural activities of the society and cost great deal of human life and property (Şahin & Sipahioğlu, 2003: 6). Droughts, tropical cyclones, floods, landslides and avalanches some of the major natural disasters which we can instantly name. However one of them has to be

* Correspondence: Gazi University, Gazi Faculty of Education, Division of Social Studies Education, 06500 Beşevler Ankara, Turkey, akbaba@gazi.edu.tr, +905054006912

singled out from the others: earthquakes. Earthquakes are one of the most destructive natural disasters which the earth faced throughout the history (Aydın, 2010: 802). Şahin, Doğanay & Özcan (2010: 230) describe it as "the tremors result from the short term movements of the earth crust while" Atalay (2011: 16) claimed that it is the tremors which continues in a time span with the dimension of seconds as the earth crust moves as a result of surfacing the excessive energy accumulated at the top cover of it.

Earthquakes which are undeniable reality of Turkey are the most effective and unpredictable natural disasters among them. It causes excessive lives and property for the country (Taş, 2003: 225). Turkey located as the second degree earthquake belt has 935 of her land is in the active earthquake zone and 98% of its population is under the threat of earthquake. The statistical data obtained from the studies carried out in this area show that there is a destructive earthquake occurs at every eight months. There are so many destructive earthquakes took place in the country in the last 100 years such as 1939 Erzincan at the scale of 7.9, Dinar with the scale of 5.9 in November 1995, Marmara with scale of 7.4 in August 1999, Elazığ with the scale of 6.0 in March 2011 and two earthquakes with scale of 7.2 in October 2011 and with the scale of 5.0 in November 2011 (National Earthquake Research Program). Although taken as the physical phenomenon earthquakes area topic which requires a multidisciplinary approach due to sociological devastation and technical problem it causes on communities. The life styles of people changes and the society enter a new adaptation and construction era. This era is highly painful since the substructure and the preparedness of the society are not sufficient. Most of the victims had their social system collapsed and their futures became very vague. According to the study carried out upon the victims of Erzincan earthquake in 1939 most of them were found to be tense and nervous compared with the other people (Karancı, 1999: 56). Most of the victims lost their properties, homes and shops in 17 August 1999 Marmara Earthquake. Moreover there were changes observed in the cultural and religious values of the communities who lived through an earthquake (Kasapoğlu & Ecevit, 2001).

There are so many fields of social sciences which can directly contribute to the minimization of the harms caused by the earthquakes. The social responses against the danger of earthquake can be seen in the changes of the degree of importance given to the values such as social environments, beliefs, behavioral patterns, neighboring, natural habitat, preparedness, traditions, organization, cooperation and the security measures. Danger of earthquake causes so many changes in the society (National Earthquake Research Program, 2005).

The 1999 Marmara Earthquake is an important turning point for the Turkish society. Before this earthquake the authorities used to regard the post-earthquake period is a period of building the collapsed houses. However Marmara earthquake had its implications in the international arena and caused extreme loss of human life and property. The people realized that the earthquake concept needs to be evaluated in much wider concept emphasizing the educational side of it (Başıbüyük, 2004: 13).

The first studies carried out in Turkey were about the psychological and sociological sides of (Bozkurt, 1999; Karancı et al, 1996; Kasapoğlu & Ecevit, 2001). Among the educational studies are the earning and the teaching conditions of the primary school teachers before and after the earthquake (Yıldız, 2000); effect of the earthquake upon the achievement rates of the primary students (Sert, 2002); teaching the earthquake topic in primary schools (Koca, 2001); teaching the topic of natural disasters in Turkey (Taş, 2003); perceptions and the attitudes of the students towards the earthquake concept (Aydın, 2010; Aydın & Coşkun, 2010; Demirkaya 2007a; Demirkaya 2007b; Kaya, 2010).

Earthquakes in Turkey wreak havoc in the country causing an extreme destruction in human lives and property to the community and affected its life in diversified points including its locational, socio-economic and psychological dimensions. The worst effected portion of the community is the children and the youth. In addition to sudden loss of their houses, friends, and playing grounds an earthquake has a diversified effects which have educational dimensions on them such as postponed or suspended roles due to this phenomenon, and the new pressures and burdens created by it (Tuna, Parin & Tanhan, 2012).

The literature data show that the studies related to the influence of the natural disasters which deeply affect the societies upon their social values highly limited. However the basic concepts and the beliefs which guides the behavioral patterns against the events could change in time due to the other social phenomena (Halstead & Taylor, 2000: 169; Kağıtçıbaşı & Kuşdil, 2000). These changing processes which the values cannot avoid show variation from culture to culture. It can show also differ according to the culture they belong. Two different societies may possess the same value but the importance they attach to it may be different (Reboul, 1995: 365; Aktepe, 2010: 58). The difference in the degree of importance may change according to phenomenon which the societies having the same culture had to face.

The needs emerge after a social phenomenon have the function of determining the most desirable, indispensable, beneficial value for the people and drawing the attention of the society towards them (Tezcan, 1974: 15). This study was therefore carried out to determine which of the values stated in the 6th and 7th year social studies education program became indispensable after the earthquake took place in 23 October 2011 according to students' point of view and whether this value varied according to personally experiencing the earthquake or not.

Method

This part is related to the design of the study, working groups, data collection tools and the analyses of the collected data.

The research design

The study was carried out in accordance with the survey model. The survey model is a research approach which aims at the description of the features of a group or a feature which existed in the past or present now in its current form. The event, person or the thing is described under its own condition as it actually exists. There is no effort to change or affect it. There is something which we want to know and it is there. The most important thing is to observe and determine it in the best possible way (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2010: 16; Karasar, 2010).

Participants

The study was carried out by the participation of 194 (84 girls and 110 boys) 8th year students randomly selected in the center of Van province and 261 (139-girls and 122 boys) 8th year students selected by the same method in the center of Ankara province in 2011-2012 academic year.

Data collection tool

The data collection tool used in this study was "the effect of the disasters lived upon the values form" developed by the workers. This form was consisted the parts to evaluate

which of the values listed in the social studies educational program of the 6th and 7th years has become predominant after the disaster with the underlying reasons for that.

Data collection and the analyses

The participants were asked the question "which of the 14 values listed in the 6th and 7th years social studies educational program has become predominant after the 23October 2011 Van earthquake? Why? They were instructed to choose one of the choices between 1 to 5 listed in accordance to the importance of the value. The data obtained were evaluated in accordance to the descriptive statistics of (frequency and percentile) with the help of the SPSS 17.0 statistical software. Also the reasons stated by the participants were quoted without any change in order to support the order of importance (In direct quotations the e people from Van who lived through the earth quake were designated with (V) and the people from Ankara, who did not live, thought it with (A)) in results section.

Trusthworthiness

Necessary amendments about discussions based on the findings of the present study were done in accordance with the support of researchers' comments. Furthermore, researchers tried hard to prevent misunderstandings stemmed from themselves by presenting the research findings to participants. Glesne (2012) suggests that such kind of applications are more likely to support the plausibility of the discussions of researchers. In order to increase the trustworthiness of the study, data obtained from participants were given to another researcher to affirm that findings of the study that were produced by the researchers were not subjective and were completely based on the data from participants. Yıldırım & Şimşek (2006) claim that member-checking has been among the strongest strategies that support the trustworthiness of the methods and techniques.

Results

1. The data related to the order of values which emerged became more important after the earthquake according to the people who lived through it

Table 1: The order of values as regards to the importance after the earthquake according to the people who lived through it

Value	No 1 importance		No 2 importance		No 3 importance		No 5 importance		No 5 importance		No answer	
	f	%	f	%	f	%	f	%	f	%	f	%
Scientificity	19	9.8	5	2.6	2	1	1	0.5	12	6.2	155	79.9
Sensitivity to natural environment	8	4.1	9	4.6	6	3.1	5	2.6	11	5.7	155	79.9
Respect to differences	2	1	3	1.5	3	1.5	9	4.6	9	4.6	168	86.6
Patriotism	7	3.6	12	6.2	10	5.2	16	8.2	16	8.2	133	68.6
Aesthetics	-	-	-	-	2	1	1	0.5	-	-	191	98.5
Respect to the cultural heritage	1	0.5	3	1.5	1	0.5	4	2.1	3	1.5	182	93.8
Respect to the rights and freedoms	3	1.5	9	4.6	3	2.6	10	5.2	11	5.7	156	80.4
Hardworking	7	3.6	7	3.6	18	9.3	16	8.2	11	5.7	135	69.6
Justice	3	1.5	8	4.1	19	9.8	13	6.7	10	5.2	141	72.7
Charity	109	56.2	20	10.3	19	9.8	16	8.2	5	2.6	25	12.9
Responsibility	1	0.5	28	14.4	19	9.8	16	8.2	25	12.9	105	54.1
Peace	7	3.6	22	11.3	30	15.5	8	4.1	14	7.2	113	58.2

Honesty	9	4.6	19	9.8	21	10.8	25	12.9	18	9.3	102	52.6
Solidarity	20	10.3	30	15.5	14	7.2	17	8.8	12	6.2	101	52.1

When we examine Table 1 we see that number 1 value for the participants who lived through the earthquake was charity (f: 109), followed by solidarity (f: 20), being scientific (f: 19), honesty (f: 9), sensitivity to the natural environment (f: 8).

Below are some of the statements of the people who see the charity as the most important value;

"I think charity comes first. Without it nobody makes an effort to save the people under the rubble." (V, 180)

"We lost everything in the earthquake. We were very scared and sad. All the people started to collect donations for us. Then we understood that we were not alone."(V, 141)

"I saw that the people were helping each other after the earthquake. That is why charity comes first." (V, 129)

"They were not giving even a nut to the others before. But after the earthquake everybody needed somebody so they started to help each other." (V, 118)

"The city of Van managed to cope with all the problems by the aids sent to there from other cities. We had a hot bowl of soup at least." (V, 71)

"The people were not used to helping each other before the earthquake but they started after it." (V, 54)

When we examine the values which the participants who lived through regarded as of the secondary importance were solidarity (f: 30) followed by responsibility (f: 28), peace (f: 22), charity (f: 20) and honesty (f: 19).

When we look at the reasons stated by the people who think that the solidarity is the second important value there were statements like;

"The people get cold at nights and people give blankets to them." (V, 89)

"The people with tents invite the other people to their tents who have no shelter." (V, 76)

"They send as aid all over the country without segregating the people as Kurdish or Turkish ..." (V, 67).

When we examine the Table 1 we see that the values with tertiary importance for the participants who lived through the earthquake were peace (f: 30) followed by honesty (f: 21), justice (f: 19), charity (f: 19) and responsibility (f: 19), hardworking (f: 18), solidarity (f: 14).

The participants who see *peace* as the value of tertiary importance made the following statements:

"The peaceful relations are very important for the people. However some people in the TV were saying the opposite." (V, 77).

Table 1 shows that the value which was put in the fourth place by the participants was the honesty (f: 25), followed by solidarity (f: 17), patriotism (f: 16), hardworking (f: 16), charity (f: 16) and responsibility (f: 16), justice (f: 13), and respect to the rights and freedoms (f: 10).

The statements made by the participants who thought honesty the value of the fourth degree

importance were as follows:

"The people take the donations to themselves and do not give the people in need..." (V, 89)

"When the tents were distributed some people got 2 or more tents while others had not. If there was any honesty they would have given one tent for each people."(V, 85)

"The people who came from the other cities were not honest... they were all opportunists. They used to break in the intact houses where people were scared to enter due to the danger of earthquake." (V, 83)

"Some people were hiding their properties and did not share with others." (V, 75) "People are supposed to be honest during a time of disaster. But they were stealing the properties of others." (V, 73)

"...We remember to be honest to our relatives after we lose them" (V, 22)

Finally the value of the participants who lived through the earthquake phenomena at the fifth place were responsibility (f: 25), followed by honesty (f: 18), patriotism (f: 16), peace (f: 14), scientificity (f: 12) and solidarity (f: 12).

The reasons of the participants who see the responsibility as the value of fifth degree importance gave the following reason

"Everybody in the tent took a responsibility." (V, 76)

"The responsibility of everybody increased after the earthquake." (V, 75)

"Although the people were perfectly cognizant of the responsibilities incumbent upon them they did nothing." (V, 182)

2. The data related to the participants who did not lived the earthquake

Table 2: The data related to the participants who did not lived the earthquake

Value	No 1 importance		No 2 importance		No 3 importance		No 4 importance		No 5 importance		No answer	
	f	%	f	%	f	%	f	%	f	%	f	%
Scientificity	4	1.5	-	-	1	0.4	2	0.8	11	4.2	243	93.1
Sensitivity to the natural environment	5	1.9	7	2.7	11	4.2	16	6.1	17	6.5	205	78.5
Respect to the differences	3	1.1	2	0.8	5	1.9	8	3.1	22	8.4	221	84.7
Patriotism	12	4.6	22	8.4	33	12.6	49	18.8	15	5.7	130	49.8
Esthetic	-	-	-	-	-	-	-	-	3	1.1	258	98.9
Respect to cultural heritage	-	-	7	2.7	-	-	-	-	6	2.3	248	95
Respect to rights and freedoms	-	-	3	1.1	19	7.3	20	7.7	24	9.2	195	74.7
Hardworking	4	1.5	-	-	11	4.2	19	7.3	29	11.1	198	75.9
Justice	1	0.4	4	1.5	10	3.8	24	9.2	25	9.6	197	75.5
Charity	144	55.2	71	27.2	24	9.2	8	3.1	4	1.5	10	3.8
Responsibility	11	4.2	27	10.3	60	23	42	16.1	26	10	95	36.4
Peace	5	1.9	15	5.7	40	15.3	32	12.3	31	11.9	138	52.9
Honesty	3	1.1	14	5.4	13	5	25	9.6	18	6.9	188	72
Solidarity	69	26.4	89	34.1	34	13	13	5	26	10	30	11.5

Table 2 reveals that the people who did not live the earthquake seen the value of charity (f: 144) as the no 1 importance after the earthquake. This was followed by solidarity (f: 69)

patriotism (f: 12), responsibility (f: 11), sensitivity to the natural environment (f: 5) and peace (f: 5).

The people put the put the following reasons for their choices;

"I thing charity is the number one value. Because everybody in the tents and the living outside received financial support and tents." (A, 4)

"Everybody offered help after the earthquake." (A, 52)

"If there was any feeling of charity in our nation, everybody would be staying in their houses now." (A, 108)

"This earthquake revealed the good side of the people. They offered help to each other which proved their existence." (A, 186)

"I chose the charity. Because I do believe that the people living there could reestablish their lives by helping each other." (A, 192)

"The feeling of charity increased after the earthquake and everybody helped our brothers and sisters there." (A, 214).

The value chosen as the first choice of the participants as the value of n2 importance was solidarity (f: 89), followed by charity (f: 71), responsibility (f: 27), patriotism (f: 22) and peace (f: 15).

Some of the statements related to this choice are as follows:

"There was a very good solidarity among the people to save the wounded." (A, 30)

"If there was no solidarity the results would have been much graver." (A, 161)

"I saw the campaign initiated by Turkcell. The Turks have no friends but the Turks..." (A, 191)

"In spite of all those efforts to separate the country there was an enormous solidarity between the people after the earthquake." (A, 203)

"I think solidarity is of utmost importance. Turkish people are known with its solidarity during hard times. They have overcome so many problems like that throughout the history." (A, 221)

"The solidarity between the people was overwhelming. Everybody competed with each other to help those people in need." (A, 263)

The value which the people who did not lived the earthquake chose at third place was *responsibility (*f: 60), followed by peace (f: 40), solidarity (f: 34), patriotism (f: 33) and charity (f: 24).

Some of the statements made by the people who saw responsibility as their first choice of tertiary importance were as follows:

"*The people who made these buildings are responsible for the people. They skimp on the material." (A, 4)*

"If nobody knows their responsibility and the authorities do not carry out their duties the fatalities will minimum." (A, 7)

"This was the responsibility of the people who made all these buildings… and they are accountable for all the casualties." (A, 16)

"We can only cope with hard times as being aware of our responsibilities towards each other." (A, 64)

"Under these conditions I think everybody should assume responsibility and do whatever incumbent upon them." (A, 242)

The value which the participants who did not live the earthquake put at the third place was patriotism (f: 49) followed by responsibility (f: 42), peace (f: 32), honesty (f: 25) and justice (f: 24).

Some of the remarks made about this topic were as follows:

"I think everybody understood the value of its country." (A, 35)

"Turkish people love each other. Because they sent help from every part of the country." (A, 46)

"The patriotism is the most important concept now. You can only achieve peace if you love your country. It is like a chain." (A, 87)

"The fact that we are helping the people here is the indication of patriotism." (A, 168)

"Most of the people sadly left Van province after the earthquake." (A, 197).

According to Table 2 the value which the people who did not live the earthquake regarded as fifth degree of importance was peace (f: 31) followed by hardworking (f: 29), solidarity (f: 26) and responsibility (f: 26), justice (f: 25), and respect to the rights and freedoms (f: 24).

Some of the opinions stated out this topic were as follows:

"There was no Turkish-Kurdish segregation" (A, 199)

"We must live in peace… So they will help us under a situation like that." (A, 211)

"A country in peace can overcome everything." (A, 240)

"The aids made are the symbol of peace" (A, 259)

Results and discussion

The results of the study which investigated the value emphasized after the earthquake by the people who lived through and did not live the earthquake revealed that the first two values emphasized by the both groups were the same. This shows the fact that the experience of the people to any social phenomena related to this values do not play an important role in their emphasis to these values. Because the consequences of the social phenomena were immediately informed to all sections of the society by the mass media. The fact that the people gave examples which they learned from the media proves this point. This result is also in good compliance with the data that the having experienced he earthquake does not cause a significant change in the emotional and behavioral problems of the children (Erkan, 2010).

However the value of peace was within the first five values emphasis by the both groups after the earthquake. This result may be indication that the participants want to make up all the grievances they had before and establish a peaceful life together after this disaster. However the fact that that the people gave higher priority to this value than the people who did not live thought it may be interpreted that that they desire to cope the damages incurred by it with solidarity and peace. Also both participants reiterated the opinion that there must be no Turkish-Kurdish segregation and the country should live in peace.

The fact that the people who lived through the earthquake put the responsibility among the first five values which emerged after the earthquake and stated the opinions related to the responsibility can be attributed to the fact that they demanded this value to be kept in the agenda in post-earthquake era. On the hand the fact that the participants who did not live the earthquake putting the same value at the third place and made statements that the buildings should have been built with the social responsibility shows that they think that this value was much more important during the pre-disaster era.

The fact that both the people who lived and not lived through the earthquake put the honesty as one of the five virtues which became important and stated opinions related to it can be attributed to the unjust treatments after the earthquake.

Although patriotism was not placed within the five values which emerged after the earthquake by the people who lived through the earthquake, it was among the five important values for the people who did not live the earthquake and they stated the opinions that the patriotism was the indication of peace, charity and solidarity reveals the fact that they see the patriotism as an ultra-value for coping the harm incurred by the earthquake.

The values which the people give importance depends upon the experiences they had during they lives. As indicated by the above data these values of the people can change significantly according to the phenomena affected the society.

Acknowledgement

This paper was presented at the International Social Studies Education Symposium II (ISSES II), 26-28 April 2013, Aksaray-Turkey.

References

Aktepe, V. (2010). *Primary 4th grade in social studies course teaching "philantropy" value with activety based and effect on students 'attitudes* (Unpublished doctoral dissertation). Gazi University, Ankara.

Atalay, İ. (2011). *Turkish geography and geopolitics* (Extended 8th ed.). İzmir: Meta.

Aydın, F., & Coşkun, M. (2010). Observation of the students' "earthquake" perceptions by means of phenomenographic analysis (Primary education 7th grade–Turkey). *International Journal of the Physical Sciences*, *5*(8), 1324-1330.

Aydın, F. (2010). The perceptions of primary education eighth grade students towards "earthquake": A phenomenographic analysis. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic*, *5*(3), 801-817.

Başıbüyük, A. (2004). Earthquake knowledge of adolescents and examining the effective factors. *Milli Eğitim Dergisi*, *161*.

Bozkurt, V. (1999). *Earthquake and society*. İstanbul: Alfa.

Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2010). *Scientific research methods*. Ankara: Pegem Academy.

Demirkaya, H. (2007a). Examining the earthquake attitudes of 5. 6. and 7. grade primary school students according to various variables. *Turkish Journal of Social Research*, *3*, 38-49.

Demirkaya, H. (2007b). Primary school students' understanding of earthquake and their perspectives towards earthquake. *Mehmet Akif Ersoy University Journal of Education Faculty, 8*, 68-76.

Erkan, S. (2010). A comparative study on the behavioral/emotional problems of preschool children with and without experience of earthquakes. *Pamukkale University Journal of Education, 28*, 55-66.

Glesne, C. (2012). Introduction to qualitative research. A. Ersoy and P. Yalçınoğlu (Trans. Ed.). Ankara: Anı.

Halstead, J. M., & Taylor, M. J. (2000). Learning and teaching about values: A review of recent research. *Cambridge Journal of Education*, *30*(2), 169-202.

Karancı, N. A. (1999). The psycho-social dimensions of earthquakes: Dinar and August 17, 1999 Marmara earthquakes. Turkish Psychology Bulletin, *14*, 65-70.

Karancı, A. N., Akşit B., & Sucuoğlu H. (1996). The psycho-social dimensions of disaster management in Dinar. *The Search For Solutions to The Earthquake Problems of Turkey in the Lights of Erzincan and Dinar Earthquakes (Proceedings of Earthquake Symposium of The Scientific and Technological Research Council of Turkey*) (Complier. Tuğrul TANKUT), p. 273-283.

Karasar, N. (2010). *Scientific research method*. Ankara: Nobel.

Kasapoğlu, A., & Ecevit, M. (2001). Sociologic research of earthquake. Ankara: Sociology Association.

Kaya, H. (2010). Metaphors developed by secondary school students towards "earthquake" concept. *Educational Research and Review*, *5*(11), 712-718.

Koca, M. K. (2001). *Teaching the earthquake and the ways of prevention from the damages of earthquake in primary education* (Unpublished mater thesis). Ataturk University, Erzurum.

Kuşdil, M. E., & Kağıtçıbaşı, Ç. (2000). Value orientations of Turkish school teachers and Schwartz's value theory. *Turkish Psychology Association*, *15*(45), 59-76.

Reboul, O. (1995). Are our values global? (Trans. H. Izgar). Educational Administration, *1*(3), 363-374.

National Council for Earthquake. (2005). *The preparation report of the Program for Earthquake Research*. Retrieved from http://www.tubitak.gov.tr/tubitak_ content_files/ARDEB/kamag/Turkiye_Ulusal_Deprem_Arastirmalari_Programi.pdf on April 21, 2013.

Sert, E. (2002). *The level of effects of earthquake on students' motivation and success-failure predication* (Unpublished master thesis). Sakarya University, Sakarya.

Şahin, C., & Sipahioğlu, Ş. (2003). *Natural disasters and Turkey*. Ankara: Gündüz.

Şahin, C., Doğanay, H., & Özcan, N. A. (2010). *Turkish geography* (Physical-Human-Economics-Geopolitics) (Extended 3rd ed.). Ankara: Gündüz.

Taş, N. (2003). *A model proposal for damages of a potential earthquake and a method for the Bursa metropolitan field* (Unpublished doctoral dissertation). Yıldız Teknik University, Istanbul.

Tezcan, M. (1974). *Stereotypes about Turks and a test on Turkish values*. Ankara: Ankara University.

Tuna, A. K., Parin, S., & Tanhan, F. (2012). *Assessment report of Van earthquake's socio-economical and psychological situation* (Report No: Children's Research Center/April, 15, 2012). Retrieved from http://www.daka.org.tr/ panel/files/files/yayinlar/ Van_Depremi_SEPD_Tesbiti_Raporu.pdf on January, 06, 2013.

Turan, İ., & Kartal, A. (2011, September). Evaluating the instruction of natural disasters according to the views of teachers. Proceedings of *20th National Congress of Educational Sciences*. Mehmet Akif Ersoy University, September 8-10, 2011.

Yıldırım, A., & Şimşek, H. (2006). *Qualitative research methods in social sciences* (6. Ed.). Ankara: Seçkin.