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## **SOCIAL STUDIES TEACHERS' VIEWS ABOUT VALUES EDUCATION AND TOURISM**

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### **Abstract**

Values are the principles, standards, and thoughts which guide behavior, and represent required qualifications of individual and society. Individuals learn basic social and cultural values in their family. Then values education continues in the environment, community, and the educational institutions. Social studies course plays a significant role in values education in primary and secondary schools. Values education is needed in all parts of the society, and business life. However, tourism directly focuses on people interaction, and communication. Therefore, it can be said that values education helps people learn and be aware of important values in tourism. This study aims at investigating social studies teachers' views' about values education and tourism. This descriptive study was carried out through survey model. 92 social studies teachers participated in the study from different geographical regions of Turkey. In the analysis of the data, descriptive analysis was used. Results of the study showed that values such as hospitality, honesty, tolerance, justice, and respect were important for tourism according to teachers. Teachers thought that values education is very important for tourism, and values should be taught to the students in the social studies course. They suggested some teaching activities to improve values education connected with the tourism subject.

Keywords: Values education, Tourism, Social studies, Teacher

### **Introduction**

Social studies which integrates social sciences disciplines in an interdisciplinary way, and includes civic is one of the main courses in primary and secondary schools in Turkey. Social Studies course help students develop their skills of decision making and obtaining information as citizens who embrace the cultural differences as richness in a society of democracy (Sunal and Haas, 2002, p.9). Social studies introduces

society and social life to the children, and focuses on necessary knowledge, skills, and values to participate in social life. Values are a part of every lesson and experience at school curriculum. However, social studies includes values naturally. The best way to approach values can be organizing reflective thinking sessions in the social studies experience (Ellis, 2010).

Education for democratic participation necessarily engages moral issues and values education. Democratic principles, including tolerance and respect for others, and concern for both the rights of the individual and the welfare of the group, are all based on moral principles (Colby, 2002). The term values can be defined as *“principles, fundamental convictions, ideals, standards or life stances which act as general guides to behavior or as points of reference in decision-making or the evaluation of beliefs or action and which are closely connected to personal integrity and personal identity”* (Halstead, 1996, p.5). Values are part of educational activities, and values education is included in the Social Studies Education Program.

Tourism can be defined as a trip away from home that is done for pleasure and ends with a return to the traveler’s point of origin. The word “tourist” comes from the Greek word *tornos* which means making a circle (Berger, 2008). Development of tourism can be explained with Industrial Revolution and processes of industrialization, urbanization and technical and technological developments of society, which have been evolving since the beginning of the 19<sup>th</sup> century. In that process tourism has identified as a new way of consumer behavior and social phenomenon. Lastly, in the past century tourism acquired global dimensions (Dujmovic & Vitasovic, 2015). Tourism which has effects on nature, and society is both an economical, and social activity. Since social studies integrates social sciences, different social sciences help understand tourism issues. For instance, sociology can contribute to form an understanding of the forces in society that shape tourism and its significance, psychology can also enhance our perspective regarding tourism as a form of individual behavior (Holden, 2005). Tourism is one of the issues included in the Social Studies Curriculum as well as values.

Social Studies Education Program includes 7 learning domains which integrate information, skills, and values and organize learning in an interdisciplinary way. These learning domain are listed as Individual and Society; Culture and Heritage; People, Places and Environment; Science, Technology and Society; Production, Distribution and Consumption; Active Citizenship, and Global Connections (MEB, 2018). All learning domains include special values and skills which should directly be taught to the students during the unit. However, teachers integrate other values which they see relational of the teaching unit. Therefore, integrating tourism subject with values can be meaningful for students. In the literature, there are many studies focusing on teachers’ views about values education (Balcı ve Yelken, 2013; Thornberg and Oğuz, 2013; Yıldırım and Çalışkan, 2017). However, there is not any study about social studies teachers’ views on values education and tourism. This study is significant in terms of clarifying connection between values education and tourism from the perspective of social studies teachers.

## **Method**

This descriptive study aims at investigating social studies teachers’ views’ about values education and tourism was carried out through survey model. An open ended questionnaire was used to obtain data. Convenience sampling was used in the study (Yıldırım ve Şimşek, 2013). 92 social studies teachers participated in the study from different geographical regions of Turkey. Demographic information about the participants were presented in the Table 1. The questionnaire forms were sent via e-mail to the participants and they were required to fulfill online form. In the analysis of the data, descriptive analysis was used. Data of the research were collected through a questionnaire prepared by researchers. The questionnaire consists of two main sections. First section has questions regarding personal information of

teachers such as gender, professional seniority, and geographical region where they are teaching social studies. Second section has open-ended questions regarding teachers' views values education and tourism.

Descriptive analysis technique was used in the analysis of data. Descriptive analysis focuses on describing and developing themes from the data and forming an in-depth understanding of the major phenomenon through description" (Creswell, 2005). Researchers were formed themes based on the answers of social studies teachers. After this analysis, researchers compared the themes that they determined from the data, and they agreed with each other's view. Themes based on the analysis of teachers' views obtained by open-ended questionnaire were presented in Table 2, Table 3 and Table 4.

### Findings

Teachers' views about important values for tourism were shown in Table 2. Findings of the study showed that hospitality, honesty, tolerance, justice, and respect were the most important values for tourism according to teachers. It can be stated that hospitality, and honesty are the main values for tourism according to the teachers. One of the teachers explained his views in the questionnaire as *"Hospitality and honesty are so important values. Because when we go to somewhere we look how they welcome us and how they behave to us. If they behave kind and warm we would prefer stay longer."*

Table 1: Demographic Information of the Participants

Gender	Female	Male					
	35	57					
Professional seniority	1-5 years	6-10 years	11-15 years	16-20 years	More than 20 years		
	25	30	18	14	5		
Geographical region	Marmara	Aegean	Mediterranean	Southeast Anatolia	Eastern Anatolia	Black Sea	Central Anatolia
	18	14	12	10	12	10	16

Table 2: Teachers' Views about Important Values for Tourism

Important Values/Skills for Tourism
Hospitality,
Honesty
Tolerance
Justice
Respect for others
Sensitivity to cultural and historical heritage
Reliance
generosity
Cleanliness
Diligence
Debonairness
Esthetics
Collaboration
Being sensitive to the environment
Empathy
Communication

Another teacher who emphasized tolerance and respect for others indicated that *"Tolerance is necessary value for tourism. We should be aware that tourists are coming from different cultures, and we should not judge them because of their behaviors"*. This teacher also underlined the fact that bias can be dangerous in terms of social relationships in the tourism activities. Other values which are important for tourism were listed as sensitivity to cultural heritage, reliance, generosity, cleanliness, diligence, debonairness, esthetics, collaboration, being sensitive to the environment.

One of the teachers explained her views about sensitivity to cultural and historical heritage as *"In my opinion, being sensitive to the cultural and historical heritage is very important. Because an individual who has these values may understand value of her/his country's heritage. Also s/he may realize contribution of her/his own cultural heritage to the world heritage."* Additionally, teachers emphasized role of skills such as empathy and communication for tourism. They underlined the fact that individuals should have adequate information about history and geography of their environment.

Secondly, teachers were asked about place of tourism and values in the social studies education in the study. Teachers' views about place of tourism and values in the social studies education were presented in Table 3. Findings of the second research question revealed that values education is very important for tourism, and values should be taught to the students in the social studies course according to the teachers. Generally, teachers stated that both of tourism, and values were included in the social studies lesson, and the social studies course has objectives related with both of them. One of the teachers wrote his views on the questionnaire form as below:

Social studies introduces different places, and cultures to the students. At the same time, values are taught in this course. In the previous program, hospitality value took place. However, in the last program we do not have hospitality as a value. But we still focus

hospitality as a part of Turkish culture. Hospitality means being kind, generous and honest to the guests. If our students gain this value they can contribute to the tourism activities.

Table 3: Teachers' Views about Place of Tourism and Values in the Social Studies Education

Place of Tourism and Values in the Social Studies Education
Values education is very important for tourism
Values should be taught to the students in the social studies course
Both of tourism, and values were included in the social studies lesson
Social studies course has objectives related with both of tourism and values
Tourism and values help intercultural communication
Tourism support respect for others in the social studies course
Values and tourism are both related with the subject of culture
Tourism and values are not emphasized adequately in the social studies course

It can be understood that teachers mentioned about issues related both tourism and acquiring hospitality value in the social studies course. Additionally, teachers emphasized that tourism and values help intercultural communication, and tourism support respect for others in the social studies course. They related values and tourism with the subject of culture. However, they indicated that these issues were not emphasized adequately in the social studies course.

Table 4: Teachers' Suggestions about Activities for Values Education and Tourism

Suggested Activities for Values Education and Tourism
Practice
Active learning
Student participant
Organizing trips
Drama
Tourism as an elective course
Inviting quest to the classroom
Story completion
Visual reading
Research projects
Student exchange programs between schools from different regions
Using films in terms of supporting tourism with values education

Teachers' suggestions about activities for values education and tourism were showed in Table 4. As seen in the table, teachers suggested some teaching activities to improve values education connected with the tourism subject. Teachers generally emphasized importance of practice, active learning, student participant, and organizing trips for students. In this context, one of the teachers stated that *"I think the*

*best way for teaching something is practice. Trips can be organized to touristic places in the local environment and we should let students interact with tourists".* Beside this, teachers indicated that drama activities can be useful to teach issues regarding tourism and values. One of the teacher explained his views in that words: *"Children need to experience different situations through drama activities. Ethic values in the enterprises, attitudes towards tourists can be showed in drama activities for effective learning."* Some teachers suggested that tourism can be presented as an elective course in the school curriculum. One of the teachers indicated that *"Especially, in the touristic regions elective courses on tourism and values can be fruitful. Also, practice opportunities should be provided for students in these elective courses"*. Moreover, teachers recommended activities such as inviting quest to the classroom, story completion, visual reading, research projects, and student exchange programs between schools from different regions, using films in terms of supporting tourism with values education.

## **Conclusions**

It can be concluded that values such as hospitality, honesty, tolerance, justice, and respect were important for tourism according to teachers. Rojek and Urry, 1997 emphasize that while tourism is generally identified as a set of business activities or movements of people, it is also a social phenomenon; people travel from place to place, and so see and interact with their cultures (as cited in Inui et. al., 2006). Because of the tourism is a social phenomenon and it deals with culture, tourism is directly related with values which are identified as standards and criteria guides people's behavior. In this study social studies teachers emphasized connection between tourism and values.

In this study, social studies teachers stated that empathy and communication skills were also important beside the values for tourism. Similarly, Holden (2005) points out that besides helping visitors to find their way around new places, the visitor experience can also be enhanced through interpreting the environmental setting. It can be claimed that an important dimension of environmental interpretation is communication. Therefore we need to develop necessary skills as communication in students for the tourism studies.

According to results of this study, social studies teachers stated that students should have information about historical background and geographical features of their local environment. Keçe (2015) found that social studies pre-service teachers do not have enough information about historical and cultural tourism heritage in his study. It can be said that historical and cultural heritage should be taught effectively in social studies teacher training programs to prepare them for their professional life

In this study, teachers thought that values education is very important for tourism, and values should be taught to the students in the social studies course. In Yıldırım and Çalışkan's study (2013) social studies teacher stated that value education is necessary for educating young people, teaching values, protecting values, ensuring social order, ensuring social unity and developing new values. It can be claimed that generally social studies teachers see values education necessary for social health. Al-Rabaani (2013) found out that Social Studies pre-service teachers' hold positive attitudes towards tourism for sustainable development in Oman. Literature supports this study in terms of clarifying necessity of tourism and values education in the Social Studies Education Program.

At the end of the study, teachers suggested some teaching activities to improve values education connected with the tourism subject. In this study, teachers especially emphasized significance of practice and participation of students in tourism and values education activities. In their exploratory study Kim et. al. (2014) found out that student-centred approach had significant benefits on students' learning in

tourism and hospitality education. They focused on content structure, individual engagement with learning, peer interactions, and student reflection on the learning process in their research. Similarly, Polat (2013) listed suggestions in his study for in South Eastern and Eastern Anatolia regions. He stated that children have to be trained as volunteer guides.

It can be stated that findings from both literature and this study underline the fact that student's participation and importance of student centered studies for tourism and values education.

These suggestions can be put forth in light of findings of the study:

- Values education can be integrated with tourism subject in the social studies course.
- Fundamental values such as hospitality, honesty, tolerance, justice, and respect for others should be taught related with the tourism.
- Student-centred activities such as trips, research project, students-change programs can be conducted to improve necessary information, skills, and values in the scope of tourism subject.

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