



## Research Paper

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# The evaluation of values education through sports at primary education in terms of hidden curriculum

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### ABSTRACT

The purpose of the present research is investigating the reasons why primary school students attend sport activities and what values they gain as a result of their attendance. Semi-structured interview form was conducted on 98 students, studying at Kamile Gurkan Primarta. Collected data were transferred into computer in written form first and thereafter, analyzed using the descriptive analysis method, which is a qualitative research technique. In order to provide reliability, two experts were consulted. The numbers of consensus and dissensus were detected in comparisons and the reliability of the research was calculated as 88%. According to the findings, most of the male students prefer football (n=48), while most female students prefer gymnastics (n=16). Male students believe that they gain values, such as friendship, sedulity, tolerance, benevolence, achievement and honesty from football, while female students believe they gain values, such as sedulity, happiness, responsibility, achievement, acclaim and virtue from gymnastics. Additionally, primary school students gain different values as they do sport and most students do sport for a healthy life. Accordingly, primary school students believe in the necessity of living healthy and gain implicit values as they engage in sport.

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### INTRODUCTION

Sport is the primary social activity that most people engaged in world-wide. This reinforces further the meaning attached to sport everyday and increases the importance of sport. Sport that gathers people is now also used as an educational method. As sport takes more places in the social life, it has developed as a field of science in the last century (Mirzeoglu, 2003: 94).

The literature tries to find a common ground since different definitions are made and different meanings are attached to sport. Araci (1999: 13) defines sport as the endeavours made to develop physically and psychologically, compete in accordance with certain rules, feel excitement, win and develop in performance in literal

terms. What is more important than the different definition of sport is its benefits. Sport is one of the important activities that contribute to the cognitive, affective and psychomotor development of children. Araci (1999: 14) lists the benefits of sport as follows:

- 1) It provides strength, agility, flexibility, promptness and endurance so that daily life and experiences can be conducted in the most efficient way;
- 2) It provides developed bone and muscle structure and a good posture habit within good moral measurements;
- 3) It provides resistance against diseases;
- 4) Through sport, skills related to games, folk dances, local

and national games and rhythmic activities can be acquired;

5) Effectual healthy living qualities can be acquired through physical activities;

6) Sport provides cultural pleasure and sensitivity;

7) Through sport, free time behaviour and skills can be acquired.

Besides these benefits of sport, another prominent aspect is that it is a social interaction field where children can gain important value perceptions. Besides being healthy and vigorous (Gillet, 1982: 1191), children gain the basis of values, which are important in terms of personality through sport and game activities. Being that early years shape our personalities, participation in sport activities has become more important for children. By participating in sport activities, children interact with many people. Accordingly, children gain many positive and negative values there. Physical education and sport activities are known as activities that contribute to the development of physical, psychological and mental health and becoming honest sportsman and socially ethical through knowledge, skills and habits acquired (Karakucuk, 1995: 16).

Sport is not only a physical phenomenon, but also an ethical and aesthetic event. From a holistic approach, sport is a life style and only takes its place in our lives when considered this way. Attitudes and behaviours at sport are always for the better and more beautiful. Sport is neither competing with others, nor winning but it involves knowing, exceeding and winning over oneself (Erdemli, 2008).

On the other hand, through "Emotional Development" sport contributes to the development of self-confidence, personality development, development terminal behaviours within social values and expressing the emotions in the correct manner (Yamaner, 2001: 9). Briefly, constant interactions between individuals during sport activities can be defined as laboratory studies for individuals in terms of personal and social adaptation (Tamer, 1998: 6).

Every sport activity is a social experience involving emotions. Individuals participating in such activities get the opportunity to express their emotions through actions. They can unburden such negative feelings as aggression, anger and jealousy and learn to control these (Erkal, 1998: 122). Additionally, sport provides individuals with opportunities of being active, responsible and bearing the consequences. Individuals realize their personal responsibilities and accept them. They get the chance to express their attitudes, likes and values through behaviours (Cakmakci, 2001: 36). Children, who get to know there and other abilities, learn to compete in equal conditions, accept defeat and appreciate others, become modest when they win, help others and obey the rules (Ozturk, 1998). This way, individuals acquire a social environment and get the chance to realize themselves through sport activities.

In Turkey, children mostly prefer sport as extra-curricular social activities to realize themselves. Accordingly, certain programs try to make school children gain educational attainments. Education has an informal aspect. An important part of informal education is realized through hidden curriculum. Sometimes, hidden curriculum can take precedence over formal program. Taken this fact, educational attainments acquired by children through hidden curriculum should be taken into consideration.

Hidden curriculum involves knowledge, ideas and application that occur during the learning-teaching process, which is apart from objectives and activities stated in the formal program, not written and not clearly stated. It covers knowledge, values, attitudes and beliefs that are actually a part of the learning process in schools but usually go unnoticed or not given consciously (Doganay, 2007; Sari, 2007; Yuksel, 2005). Schools try to provide students with attainments in cognitive, affective and behavioural domains stated in the formal curriculum. However, according to Tuncel (2008: 21), the acquisition of affective features becomes the job of hidden curriculum, as educational programs do not include enough of these. For the benefit of students, the schools should execute the formal curriculum in accordance with the hidden curriculum that provides informal learning environment (Doganay and Sari, 2004). McCabe and Trevino (2002) cited in Sari (2007: 40) stated that many schools in the USA utilizes ceremonies and rituals to teach ethical rules to students and claim that these applications can be used as an effective way in impregnating students with the necessary values.

### Research objective

The present research detects the reasons for primary school students to participate in sport activities and the values that gain through this participation and studies these findings in terms of hidden curriculum.

In accordance with this purpose, hidden values included in the sport, which is an important interaction field for children socially and emotionally will be defined. Making use of the findings, sport activities for children can be organized and planned in a more effective way. The findings of the present research will provide a perspective to plan sport activities and organizations in a more effective and healthy manner within the scope of hidden values included in the sport, which is an important interaction field for children socially and emotionally. In this regard, the answers to the following questions are sought:

- 1) Do the sport activities that primary school children are interested in vary by gender and grade?
- 2) Do the sport activities and the values they believe to gain vary by gender and grade?
- 3) With which purpose do students conduct sport

**Table 1:** Personal features of students.

| Gender               | Male            |                 | Female          |                 |
|----------------------|-----------------|-----------------|-----------------|-----------------|
|                      | 58              |                 | 40              |                 |
| Grade                | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> |                 |
|                      | 33              | 48              | 17              |                 |
| Socio-economic level | 0-999 TL        | 1000 -1999 TL   | 2000-2999 TL    | 3000TL and more |
|                      | 15              | 44              | 31              | 8               |

activities?

### Limitations

The present research is limited to 98 students who studied at Kamile Gurkan Primary School in provincial centre of Isparta in 2014 to 2015 school year fall semester and their answers to the semi-structured interview form.

## MATERIALS AND METHODS

### Research model

The present research adopted phenomenological approach method, which is a qualitative research method. Phenomenological studies focus on phenomena that we are aware but do not have a deep insight. Although individuals are raised in the same world and environment, they can understand and interpret the same phenomena in different ways. Phenomenological studies are interested in how individuals perceive, understand and experience the phenomena they encounter in the universe they live in (Buyukozturk et al., 2011; Cepni, 2010; Ashworth and Lucas, 1998). The present research adopted the phenomenological approach in order to reveal primary school students' perceptions of the values gained through sport activities.

### Work group

The present research was conducted using a total of 98 students in the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade studying at Kamile Gurkan Primary School in the provincial centre of Isparta in 2014 to 2015 school year. The research was conducted on voluntary basis and the identities of the participants were kept confidential. The students vary in gender, grade and socio-economic levels. According to Yildirim and Simsek (2000), the researchers should define well the individuals who source for the research in order to improve external reliability of the research. Table 1 shows the personal information related to participants.

### Data collection and analysis

As data collection tool, the present research utilized interview forms. Students were provided with additional questions during interviews and semi-structured interviews were conducted with participants. Semi-structured interview technique was found suitable for scientific studies with certain standards it provides (Ekiz, 2003). Each question in the form aimed at collecting different kinds of data. Interview questions were prepared in accordance with literature review and expert opinion. The interview form included five questions at first, which were decreased to three in accordance with expert opinion and content validity was met. Considering that students may not express their true opinions with their teachers' presence, their teachers were not present during the interviews. Because the participants were primary school students, the explanations were provided in the simplest and most detailed way for them to understand. The questions in the interview form that were asked are as follows:

- Which of the sport activities at your school do you participate in more?
- Which values do you feel you gain during the sport activities that you participate in?
- For which reasons do you participate in sport activities?

Collected qualitative data were analyzed in accordance with descriptive analysis approach. In the descriptive analysis, many direct quotations were included in order to reflect student opinions in a more striking way. The purpose of the descriptive analysis is organizing and interpreting the collected data and presenting it to readers in content integrity. Accordingly, collected data were first described in a logical and comprehensible manner and these descriptions were interpreted.

As stated by Yildirim and Simsek (2005), descriptive analysis was conducted in four steps. These provided a framework for data analysis based on the dimensions included in the interview and/or observation, processing the data in accordance with this framework and choosing the direct quotations to be used for presenting the results, defining the organized data and supporting these with

**Table 2:** Sport activities by gender and grade.

| Grade | Gender | Sport type |            |           |            |        |           |            | Total |
|-------|--------|------------|------------|-----------|------------|--------|-----------|------------|-------|
|       |        | Football   | Basketball | Wrestling | Volleyball | Tennis | Athletics | Gymnastics |       |
| 2     | Male   | 18         | -          | 4         | -          | -      | 1         | -          | 23    |
|       | Female | 1          | -          | -         | 3          | 4      | -         | 2          | 10    |
| 3     | Male   | 20         | 1          | 3         | -          | -      | -         | -          | 24    |
|       | Female | -          | 2          | -         | 6          | 2      | 1         | 13         | 24    |
| 4     | Male   | 10         | -          | -         | -          | -      | -         | 1          | 11    |
|       | Female | -          | 1          | 1         | 3          | -      | -         | 1          | 6     |
| Total |        | 49         | 4          | 8         | 12         | 6      | 2         | 17         | 98    |

direct quotations when needed and finally, interpreting the findings and explaining the cause effect relationships between the findings.

In order to provide reliability, two experts in the field were asked for their opinions. The numbers of consensus and dissensus in comparisons were detected and the reliability of the research calculated using Miles and Huberman's (1994) formula ( $\text{Reliability} = \frac{\text{consensus}}{\text{consensus} + \text{dissensus}}$ ). The reliability of the present research was calculated as 88% of consensus. As for validity, collected data were described in detail and how the findings were obtained was explained (Yildirim and Simsek, 2005).

## RESULTS AND DISCUSSION

### Findings related to the first sub-objective

Do the sport activities that primary school children are interested in vary by gender and grade? According to the data presented in Table 2, both female and male students are interested in many different branches of sport. The sport branches the participants are interested in are certain branches of sport. This finding indicates that primary school students' interest in sport is limited to certain sport activities in the curriculum.

Most of the male students are interested in football (n=48) while the female students are mostly interested in gymnastics (n=16) and volleyball (n=12). The sport activities that male students are interested in reflect the social gender role distinctly. Gender roles, which are accepted widely in the society and have certain effects on the individuals (Dedeoglu, 2009; Alozie et al., 2003; Bem, 1985) present itself in the field of sport, as is the case with many other areas (profession, personality etc).

According to the findings obtained in the present research, male students mostly prefer football, which is prominent for male for both interest fields and physical features. Female students mostly prefer gymnastics and

volleyball because of the less physical requirements than football, as well as the gender role assigned to female (Ondercin, 2007; Bem, 1985). According to the findings related to grade, there are no significant differences between grades for both male and female students.

### Findings related to the second sub-objective

(Do the sport activities and the values they believe to gain vary by gender and grade?) Table 3 shows that most of the 2<sup>nd</sup> grade male students are interested in football (n=18). They believe that they have gained values to enable people co-exist and live in peace. As presented in Table 3, male students believe that they gained numerous values such as benevolence, honesty, cooperation, justice, tolerance, sharing, friendship, and freedom. According to the related literature, these values have been studied and classified by many scientists (Lickona, 1991; Schwartz, 1992; Gungor; 1998; Ercan, 2001; Kale, 2004; Canatan, 2004; Acat and Aslan, 2012). As for 2<sup>nd</sup> grade female students, they are mostly interested in tennis (n=4) and volleyball (n=3). Female students believe that they have gained values such as sedulity, happiness, tolerance, courage, respect, sensibility and kindness. Many of these values are common for male and female students, while female students differ with values, such as courage, sensibility and kindness. These findings also reflect the distinct gender role assigned for female in sport (Bem, 1985).

According to Table 4, most of the 3<sup>rd</sup> grade male students are interested in football (n=20) similar to the 2<sup>nd</sup> grade male students. They believe they gained values, such as sedulity, tolerance, sharing, happiness, friendship, success and ambition. These values are the same with the 2<sup>nd</sup> grade students apart from ambition. In other words, the perceptions of the values gained through sport did not change much from 2<sup>nd</sup> grade to 3<sup>rd</sup> grade. Only ambition is added to the values of the 3<sup>rd</sup> graders. The addition of this value shows that the gender role assigned to male socially (Bem, 1985) becomes more distinct with the older age.

**Table 3:** Values gained by 2<sup>nd</sup> grade students in sportive activities.

| 2 <sup>nd</sup> Grade |                 |                  |              |                  |                  |                |
|-----------------------|-----------------|------------------|--------------|------------------|------------------|----------------|
| Male                  |                 |                  | Female       |                  |                  |                |
| Football (n=18)       | Wrestling (n=4) | Athletics (n=1)  | Tennis (n=4) | Volleyball (n=3) | Gymnastics (n=2) | Football (n=1) |
| Sedulity              | Leadership      | Open- mindedness | Sedulity     | Freedom          | Sedulity         | Benevolence    |
| Benevolence           | Honesty         |                  | Happiness    | Respect          | Happiness        |                |
| Respect               | Patriotism      |                  | Tolerance    |                  | Respect          |                |
| Honesty               | Tolerance       |                  | Courage      |                  |                  |                |
| Sociality             |                 |                  | Respect      |                  |                  |                |
| Tolerance             |                 |                  | Sensibility  |                  |                  |                |
| Sharing               |                 |                  | Equality     |                  |                  |                |
| Equality              |                 |                  | Kindness     |                  |                  |                |
| Money                 |                 |                  |              |                  |                  |                |
| Happiness             |                 |                  |              |                  |                  |                |
| Freedom               |                 |                  |              |                  |                  |                |
| Friendship            |                 |                  |              |                  |                  |                |
| Success               |                 |                  |              |                  |                  |                |
| Cooperation           |                 |                  |              |                  |                  |                |
| Justice               |                 |                  |              |                  |                  |                |
| Self-confidence       |                 |                  |              |                  |                  |                |

**Table 4:** Values gained by 3<sup>rd</sup> grade students in sport activities.

| 3 <sup>rd</sup> Grade |                 |                  |              |                  |                   |                 |
|-----------------------|-----------------|------------------|--------------|------------------|-------------------|-----------------|
| Male                  |                 |                  | Female       |                  |                   |                 |
| Football (n=20)       | Wrestling (n=3) | Basketball (n=1) | Tennis (n=2) | Volleyball (n=6) | Gymnastics (n=13) | Athletics (n=1) |
| Sedulity              | Courage         | Sedulity         | Sociality    | Tolerance        | Discipline        | Happiness       |
| Honesty               | Discipline      |                  | Happiness    | Cooperation      | Sedulity          |                 |
| Tolerance             |                 |                  |              | Sedulity         | Success           |                 |
| Sharing               |                 |                  |              | Sensibility      | Patience          |                 |
| Happiness             |                 |                  |              | Happiness        | Happiness         |                 |
| Friendship            |                 |                  |              | Friendship       | Responsibility    |                 |
| Success               |                 |                  |              | Courage          | Courage           |                 |
| Ambition              |                 |                  |              |                  | Belief            |                 |
|                       |                 |                  |              |                  | Virtue            |                 |

The 3<sup>rd</sup> grade female students are mostly interested in gymnastics (n=13) and volleyball (n=6). The values female students believed that they gained are mostly similar with the 2<sup>nd</sup> graders, and the values related to the female gender role, such as sensibility and search for courage are observed among the 3<sup>rd</sup> graders, as well. As for different values from the 2<sup>nd</sup> graders, 3<sup>rd</sup> graders believed to gain discipline, belief, success, responsibility, patience and virtue. Especially, the mentioning of religious values, such as virtue and belief shows that female students felt they had to play the gender role assigned to them socially. Besides, the addition of values such as success, responsibility, discipline and patience can be interpreted

as the effort to gain self-confidence and prove themselves by the girls who are generally less confident than boys.

Table 5 shows that most of 4<sup>th</sup> grade male students are interested in football (n=10) as with 2<sup>nd</sup> and 3<sup>rd</sup> graders. They believed they gained sociality, courage, peace, honesty, responsibility, conscience, empathy, positive addiction, patience, ambition, self-confidence, friendship and propriety values by playing football. It can be observed that, as of 4<sup>th</sup> grade some perceptions of value male students attach to football start to differ from 2<sup>nd</sup> and 3<sup>rd</sup> graders. For instance, such values as propriety, positive addiction, empathy, conscience and peace are mentioned for the first time. This finding indicates that as of 4<sup>th</sup> grade,

**Table 5:** Values gained by 4<sup>th</sup> grade students in sport activities.

| 4 <sup>th</sup> Grade |                  |                |                  |                  |                  |
|-----------------------|------------------|----------------|------------------|------------------|------------------|
| Male                  |                  | Female         |                  |                  |                  |
| Football (n=10)       | Gymnastics (n=1) | Wresting (n=1) | Volleyball (n=3) | Gymnastics (n=1) | Basketball (n=1) |
| Sociality             | Peace            | Peace          | Sociality        | Acclaim          | Kindness         |
| Courage               |                  |                | Self-confidence  | Happiness        |                  |
| Peace                 |                  |                |                  | Sociality        |                  |
| Honesty               |                  |                |                  | Virtue           |                  |
| Responsibility        |                  |                |                  |                  |                  |
| Conscience Empathy    |                  |                |                  |                  |                  |
| Positive-addiction    |                  |                |                  |                  |                  |
| Patience              |                  |                |                  |                  |                  |
| Ambition              |                  |                |                  |                  |                  |
| Self-confidence       |                  |                |                  |                  |                  |
| Friendship            |                  |                |                  |                  |                  |
| Propriety             |                  |                |                  |                  |                  |

male students start to attach more different and realistic meanings to football, which has an important place in sport activities and is an irreplaceable passion for men. Considering the characteristics of the period that 4<sup>th</sup> grade students are in, we can suggest that they start to reach puberty and depart childhood. This shows that some changes start to occur in the perspective, personality and moral perceptions of the children. It is not likely that male students can gain all the values mentioned above by playing football through formal curriculum, which shows the effects of hidden curriculum (informal) on the values gained by children. Some previous studies have shown that the effect of hidden curriculum on the values children gain is not to be underestimated (Turedi, 2008).

Again, 4<sup>th</sup> grade female students are mostly interested in volleyball (n=3). The distinct changes, which occurred for male students from the 3<sup>rd</sup> to 4<sup>th</sup> grades cannot be observed among female students. In other words, social roles assigned to female (Bem, 1985) are observed at the start of an earlier age than male, and do not differ with ageing.

### Findings related to the third sub-objective

With which purpose do students conduct sport activities? According to Table 6, primary school students mainly do sport in order to be healthy (n=46) and loose weight (n=20). Considering the characteristics of the development period these children are in, their engagement in sport to be healthy is pretty significant as they are in the developmental age. Additionally, both their teachers', parents' and peers' attitudes are affective on primary school children. Therefore, it can be said that they believe that they need to engage in sport for a healthy living.

### Conclusion

In accordance with the findings obtained in the present research conducted to detect the values primary school students gain through participation in sport activities, the following results are obtained.

Football has the most important place in the sport activities that male students are interested in. Actually, this was an expected result for the male students, because in today's world, great amount of people who are interested in football are men. Social gender roles assigned to male, such as strong, competitive, ambitious, leader and warrior (Eagly et al., 2000; Diekmens et al., 2004; Bem, 1985) may have resulted in that male students mostly prefer football. Besides, male students may be interested in football due to the characteristics of the developmental period engaged by male students (Aydin, 2003; Senemoglu, 2005; Kucukkaragoz, 2011). The effects of social gender roles (Bem, 1985) can be observed in both football and other sport activities that engage male students.

Male students believe in gaining these values such as sedulity, benevolence, respect, honesty, sociality, tolerance, sharing, equality, money, happiness, freedom, friendship, success, cooperation, justice, leadership, patriotism, open-mindedness, ambition, discipline, peace, responsibility, conscience, empathy, positive addiction, patience, self-confidence and propriety through sport activities primarily football. There are no significant differences between the values and 2<sup>nd</sup> and 3<sup>rd</sup> graders believe they gain. However, 4<sup>th</sup> grade male students believe they gain different values, such as peace, responsibility, conscience, empathy, positive addiction and propriety. Given the characteristics of the developmental period in which the 4<sup>th</sup> grade male students are engaged in

**Table 6:** Reasons for primary school students to do sport.

| Grade                 | Description         | Frequency |
|-----------------------|---------------------|-----------|
| 2 <sup>nd</sup> grade | Being healthy       | 14        |
|                       | Loosing weight      | 10        |
|                       | Protecting the body | 3         |
|                       | Being strong        | 2         |
|                       | Better life         | 1         |
|                       | Developing          | 1         |
| 3 <sup>rd</sup> grade | Being healthy       | 25        |
|                       | Loosing weight      | 10        |
|                       | Developing muscles  | 5         |
|                       | Letting off steam   | 5         |
|                       | Being stronger      | 2         |
|                       | Protecting the body | 1         |
| 4 <sup>th</sup> grade | Being healthy       | 7         |
|                       | Protecting the body | 3         |
|                       | Letting off steam   | 2         |
|                       | Developing bones    | 1         |
|                       | Developing muscles  | 1         |
|                       | Not getting sick    | 1         |
|                       | Developing          | 1         |
|                       | Happiness           | 1         |

(Aydin, 2003; Senemoglu, 2005; Kucukkaragoz, 2011), these students start to reach puberty. The effects of this period on male students are distinct. Similarly, the effects of hidden curriculum also come into prominence as the male students conduct sport activities, primarily football. Doganay (2006: 281) suggested that it was very difficult for children to meet their character development responsibilities only with content and activities in the formal curriculum. Williams (1993), who studied how moral values and character education were given in classes, reported that even formal courses on 'respect' given through formal education is expected to produce perfect results. Thus respect could be best taught through the hidden curriculum of a quality education, as well as, in settings of good morals with a positive moral environment (Doganay, 2006: 282; Illich, 2000).

Social gender roles assigned to male students can be observed more distinctly in older ages (Kimura, 2002), while male specific gender roles cannot be observed in earlier grades, but can be observed among 4<sup>th</sup> graders. Moreover, the developmental period they are engaged in is also effective on such values as sedulity, which male students believe they gain through sport activities.

Male students mainly conduct sport activities in order to live healthily and loose weight. There are no significant differences between female and male students in terms of the reasons for them to do sport. These reasons do not

vary by genders, not because of the social roles but due to the effects of the developmental period that these students are in.

Female students are mostly interested in gymnastics and volleyball. The effect of the social gender role can also be observed among female students like male students. Neither the class grade nor the perception of the gained values varies among female students more than male students. This finding indicates that society assigns gender roles to female students at an earlier age (Bem, 1985) and they believe that they should always have these values. The sport activities that male students are interested in don't change much with age, while their perceptions of values do. However, the perception of values remains almost the same among female students. Accordingly, we can suggest that gender roles gained through hidden curriculum by male students are more distinct than female students.

The values gained by female students through sport activities are: sedulity, happiness, tolerance, courage, respect, sensibility, equality, kindness, freedom, benevolence, sociality, cooperation, friendship, discipline, success, patience, responsibility, belief, virtue, self-confidence and acclaim. Most of these values are similar with male students. However, female students believe they gain some different values, such as virtue, belief, kindness and acclaim. In other words, the effects of social gender

roles (Bem, 1985) on the sport activities of interest can also be observed among female students like male students.

Both male and female students believe they gain values such as sedulity, tolerance, sociality, happiness, respect, success and friendship. These values do not vary by gender and should be common in every individual. Like male students, female students mostly conduct sport activities in order to be healthy and loose weight.

Consequently, according to the values obtained in the present research, gender roles (Powell and Greenhouse, 2010; Dokmen, 2004; Bhasin, 2003; Staggenborg, 1998; Bem, 1985) have significant effects on the sport branch that students are interested in. Accordingly, male students are mostly interested in football, while female students are mostly interested in gymnastics and volleyball.

The effects of gender roles can be observed on some of the values gained by male students through sport activities, such as ambition, competition, strength (Diekman et al., 2002) and leadership (Cuceloglu, 2006). Similarly, the effects of gender roles can be observed on the values such as virtue, belief and kindness gained by female students. In another research, it was reported that social gender roles start are assigned to females at an earlier age than males (Franzoi, 1996). It can be suggested that along with formal curriculum, hidden curriculum has a significant effect on these social gender roles and the values gained through sport activities (Lavoie, 2006; Turedi, 2008). Similarly, Yaygin and Dindar (2010) reported in their study that teachers of primary school accepted the existence of hidden curriculum (Tuncel, 2008) and expressed that this curriculum had significant functions. According to Bacanlı (2006: 60), the primary function is gaining the values.

Doganay (2006) suggested that values in education had always been among the general objectives of education but the formal curriculum did not define how to teach these values and education was a domain not planned in the formal curriculum but in the hidden curriculum. Even schools do not include "values in education" in their educational programs; values are taught through hidden curriculum, because the atmosphere, discipline and expectations at schools can teach values to the students and contribute their value development (Akbas, 2004).

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