Opinions of Parents and Teachers on Character Education of Secondary School Students

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Abstract
The purpose of this research is to determine the effect of parents and teachers on the character education of secondary school students based on the opinions of teachers and parents. In order to determine the effect of parents and teachers on the character education of secondary school students, phenomenology design, one of the qualitative research methods, was used in this study. In this context, qualitative data in the research were obtained through a voice recorder based on semi-structured interview form data. The study group of this research consists of 15 teachers and 15 parents working in various branches and levels from 11 different secondary school institutions, including Siirt province central schools, in the fall semester of the 2020-2021 academic year. Persons were selected through maximum diversity case sampling from sampling methods. In the analysis phase of the data obtained from the parents and teachers, descriptive analysis, one of the qualitative data analysis methods, was used. The teachers and parents were coded as "T1 and P1" according to the order in which they were written down. In order to ensure the reliability of the study, two separate researchers analyzed the data, and the obtained findings were tried to increase the reliability by ensuring the similarity by comparison. In addition, direct quotations from the views of the participants were included in order to ensure the reliability of the study. According to parents and teachers, character education is education that includes placing the basic moral values that should be given by parents at a young age to children, that both parents and teachers have a great influence on the character development of children, and that they are fair, patient, sincere, good character traits that teachers should have. good role model, honest, responsible, smiling, consistent, understanding, compassionate, loving, open to learning and teaching, passionate, respectful, good communication, self-confidence and self-efficacy, reliable, disciplined, tolerant, well-intentioned, knowledgeable. It has been concluded that hardworking, self-sacrificing and well mannered.
Keywords: Teacher, parent, character, character education.

1. Introduction
For a better understanding of the word character, it is necessary to refer to words such as personality and temperament, which are often confused or used interchangeably. Because it is a word associated with character, personality and temperament which are often confused or used interchangeably (Kocalar, 2019). So what is personality? The word personality is usually used together with the words character, temperament, and self. Personality is a concept that indicates the integrity of a person as a person and all their characteristics. With another definition, personality is a word that denotes all the physical, cognitive and spiritual characteristics that make a person different. For example, human emotions, abilities, motives, temperament, social, physical and cognitive characteristics, character and values, beliefs and attitudes, etc. All traits are part of our personality. These features are reflected outward by the states and actions of the person. In short, the basis of personality consists of hereditary characteristics, but the environment in which the person was born, the family structure and the education he will receive can create differences in the personality of the individual. In other words, the hereditary factors and environmental factors that exist in the creation of human beings have a great impact on the formation of personality. Personality consists of two components: character and temperament. Each of these words forms a part of personality (Akçin, 2016).

One of the components of personality is temperament. The word temperament is also called the "creation" (fitrat) of man (Öz, 2019). This word refers to the basic characteristics of the person that make a person different from other people. Temperament comes from our genes and shows continuity. For example, nervous, cheerful, calm, excited, active, etc. belonging to the individual we encounter in daily life. characteristics form our temperament (Akçin, 2016).

Since the word character is something that cannot be touched and seen with the naked eye, it has been handled by many researchers and many definitions have been made. For example, the word character is explained as the moral aspect of personality in education words (Bakioğlu & Sılay, 2013). In this context, if an

action done by people is characterized as morally good and bad, personality traits begin to be characterized as character traits. For example generosity, honesty, etc. After personality traits are adopted by people as right or wrong, they are approved as character traits (Akçin, 2016).

According to al-Ghazali, character is neither knowing nor being able to do, nor an action. Character is a state that is located in the soul, in the person. If this is a situation that reason and religion praise and good actions are made from it, it is called 'good character. If it is a state of bad deeds, it is also called 'bad character'. For example, a person who spends his money to meet a need cannot be called generous, or we cannot say that someone who controls his anger when angry is docile. In order for that person to be generous, he has to place the situation of giving his money as a favor to himself as a character (Quoted; Yüksel, 2012).

To summarize briefly, the word character can be expressed as one's doing actions that are morally adopted by society and not approaching immoral actions (Yüksel, 2012).

Character consists of moral values that shape the actions of the individual. So the character consists of three parts that have connections with each other. These are moral knowledge, moral feeling, moral behavior. In other words, in order to have a good character, one must know what is moral, want to do it and finally do it (Sapsağlam, 2016).

The character of a person is formed as a result of his personal characteristics and the value judgments of the society in which he leads his life (Ereş, 2015). As can be understood from these definitions, we can say that the character begins to develop and take shape in the family, school and social environment from an early age. In other words, a good character is not a feature in the nature of a person, but a moral value that can be obtained with a good education in the environment in which he lives (Akçin, 2016)

In short, if we summarize all of them, there are some temperament traits that exist in every human being. The individual adopts some moral values with the education he received later, the knowledge he / she obtained from the environment he / she lives in and his / her family regarding these temperamental traits. Here we describe this situation with the word character. Thus, a person creates his personality by building a character on his temperament. For example, all people have inherent traits of honesty and lying. However, through character education, inner traits such as honesty and lying can be shaped.

1.1. Character Training

Children growing up in the 21st century grow up in a very stimulating environment. The media factor, economic troubles, news of increasing violence and corruption, and a social structure that prioritizes personal and financial interests leave many people hopeless, weak and morally incapacitated.

Concepts such as honesty, respect for personal rights, justice, responsibility and trust constitute the core of an individual's moral values. In our country, there is a real degeneration in this sense and children are under the influence of negative models at an early age. Corruptions in both official and civil life, corrupt and distorted relationships cause children to belittle values such as helping others, trust, and establishing meaningful relationships, to give importance to material values rather than moral values. Thus, a generation that is insensitive to what is happening and lacks awareness of social responsibility is growing. In this situation, character education becomes mandatory. Because through character education, children become aware of their responsibilities and learn to value people. In short, in order for an ideal society to be formed, children and young people should be trained in character. Thus, a sense of responsibility and sense of value are developed in children with character education (Günver, 1998).

Individuals character education is not an inherent human characteristic. Over time, it begins to develop under the influence of the parent, teacher, social environment. For this reason, educational institutions should consider students' doing good actions as their philosophy of life and give them the moral values they need as the main goal (Uysal, 2008). This situation requires teachers to show more patience, effort and motivation (Akçin, 2016).

So what is character education?

Character education is defined as education that attaches importance to the moral aspect of education and emphasizes the development of students' good qualities especially in terms of behavior "(TDK, http://www.tdk.gov. Tr). In other words, character education means developing the knowledge, skills and abilities that enable the learners to make logical choices by giving them the responsibilities they can undertake (Acat & Arslan, 2011).

If we make a broader definition, character education is explained as the efforts to help learners acquire moral values such as justice, truthfulness, and tolerance, to ensure that they are sensitive to these moral values, and to help them put moral values into action (Ekşi, 2003).

Character education encompasses all factors such as ancestry, gender, age, political or religious, and embraces all known and applicable moral values. (Sapsağlam, 2016).

1.2. Purpose of Character Education

Educational institutions have turned into institutions where personal interests are more prominent, rather than improving the souls of learners (Topçu, 2017). In order to overcome these deficiencies, the teacher should teach the child what it is to be a good person and good morals besides science (Özmen & Öztürk, 2019). However, it is not enough for children to learn only moral values in their lives, but the important thing is to internalize moral values in real terms and place them in their daily life. In this direction, the real value of character education is revealed (Sözer & Yılmaz, 2019). In other words, character education should not be given to students only as mere knowledge, but should be put into practice (Öz, 2019) Therefore, the aim of character education is to train people who have moral values, are caring, tolerant, very productive, spend their potential to do their best, strive to do good and right things, and live knowing their goals (Acat & Arslan, 2011).

1.3. Parents' Influence on Character Education

In the moral education and character development of the child, the most important learning resources are family, school and teachers. Because the formation of moral identity starts in the family and continues with the education received in schools. In other words, the character development of the person starts to be shaped by factors such as family, school and environment starting from birth. These factors determine how the person's character will be shaped in line with the opportunities given to the person. In this context, the family, which is the first environment in which a person's character develops, appears as a very important factor. For this reason, the first character education institution that affects the character development of the person is the family (Akçin, 2016).

The norms, traditions and customs, beliefs and values that constitute the infrastructure of social life are conveyed to individuals through the family. Attitudes and behaviors formed by children in the family environment reflect positively or negatively on their future lives. If the child grows up in a loving and happy family environment, he will grow in confidence. On the contrary, his confidence may be lost if he grows up in a loveless and unhappy family environment. Also changing habits formed in childhood because they are resistant takes a lot of time (Yuksel, 2012). For this reason, the healthy interaction and communication that children have established with the family during their childhood years enables them to cope with the difficulties they encounter in the future life and to get through the adolescence period in a good way. Therefore, your parents; In an environment of respect, compassion and love, children should be sensitive about ensuring their growth (Akçin, 2016).

Every human being is born with a clean creation that is suitable for being anything from the first moment of birth. According to the parents' preference, children can be raised as a killer or individual with character. Parents who know how to give a good character education achieve success by contributing to the character development of their children. On the contrary, parents who do not know how to teach character education are instrumental in raising children without purpose (Akçin, 2016).

One of the most effective ways parents can do about character education is to be a role model for them. Because children learn by imitation. This situation has great responsibilities for parents and requires parents to always show positive behavior around their children (Yüksel, 2012).

The relationship between the parents has a great influence on the shaping of the children's character. For example, if there is respect and love in parents' relationships, children act with respect and love. On the contrary, if there is pressure and authority in the relationships of the parents, they may also have a rude temperament in children (Akçin, 2016). In short, if the infrastructure of a good education is not established in childhood, it may be very difficult to get definite and good results from the education to be given later. Therefore, it is necessary to start education at a very young age, to ensure that children become a habit of positive behaviors, and to raise them as beneficial people for the society (Giresken, 2010). However, parents' ignorance and disregard for character education cause character education to be incapable of going further in families, on a haphazard, irregular line (Akçin, 2016).

1.4. The Effect of Teachers in Character Education

In education, the school, which is the educational environment, and teachers, who are the practitioners of education, have a great importance in character education. Because character formation starts in the family and continues with the education received from the teacher. In other words, even if the learning of traditions, beliefs and rules begins in the first family, they are re-learned and reinforced at school through teachers (Öz, 2019). For this reason, the biggest duty of teachers is to prevent children who grow up in the crowd from being sacrificed for the sake of the wishes of the society or individuals by providing them with good character. In other words, the biggest task of the trainer is not to take pride in the successful children, but to ensure that all children are morally good character. In short, the main duty of educational institutions and teachers should be to educate individuals with moral and personality (Topçu, 1943).

Therefore, one of the main factors of education and training institutions is teachers. Since the trainer has the

power to create desired behavioral change in learners, it has a great effect on character development regardless of area difference. (Öz, 2019). The reason for this is that the learner has the power to influence, from loving the lesson to achieving success in his lessons. It is also highly effective in imparting a factor of morals. (Akçin, 2016).

Learners should learn from the teachers not only knowledge but also to be a characterful individual. (Öz, 2019). In other words, educators do not only teach science, but also play important roles in the development of learners' character with their behavior and actions (Özmen & Öztürk, 2019).

Character education should not be given to students only as information, it should be implemented in practice. However, an example is needed when putting knowledge into practice from theory. (Öz, 2019). The child sees the first official personality in the school teacher. His teacher is his first model person. For this reason, the teacher must be a good role model in order for the student to be successful in character education. Because it is vital to be a role model in creating the desired moral behaviors in children (Özmen & Öztürk, 2019). In addition, teachers should be careful to keep away from negative behavior models while showing positive behavior models to students. In other words, it is important for teachers not to show negative examples as well as positive examples. (Öz, 2019). Learners should be ensured to interact with individuals who have characteristics such as right, honest, fair, loyal, hardworking, patient, compassionate, helpful and tolerant at home, at school, in the social environment and in all areas of their life. Because the personality traits of the individuals who are communicated and interacted with can be reflected on the child in a positive or negative way. In short, individuals with good character should be shown as role models to students by teachers in schools (Öz, 2019).

It is obvious that teachers are extremely important in developing good character traits to learners in character education. Both the personality traits, field knowledge and abilities of the instructors, who set an example in the eyes of the learners, are extremely effective on the learners. (Akçin, 2016). For this reason, the teachers should place the character education in the students in a way that is fun and popular, within a certain plan and program, without being distracted from daily life (Durmuş, 2011). However, within this, the instructors should have certain qualifications that can give character education. In this context, the points that teachers should pay attention to in order to be successful in character education are as follows:

1- Teachers should know how to train themselves and be a good example for those who learn.

2- Tutors should view the development of the learners' character as a professional responsibility and see it as the most important duty.

3- Teachers should create discussions in the classroom environment in terms of students to distinguish between good and bad and they should try to involve the learners actively in this process.

4- Learners should explain their own thoughts on moral values clearly and clearly, but while doing this, those who learn their own thoughts should not impose them by force.

5- Tutorials should help develop the empathy skills of the learners.

6- The trainer should create a moral atmosphere in the classroom environment, based on everyone's respect and cooperation.

7- Teachers should make activities that will gain experience in order for learners to become ethical precedents (Ryan & Bohlin, 1999, Akt, Ekşi & Katıldı, 2011).

As a result, the effect of the teachers in the teaching and implementation of moral values and in the training of individuals with moral values in relation to this, is not negligible. Therefore tutorial; Since it is the initiator, developer and practitioner of education, it is a prime example for the student. In other words, since character development in children will not occur spontaneously, processes including teaching and learning, setting an example, and putting them into practice should be transformed into functional together. (Öz, 2019). In addition, while teachers are performing their duties, they should keep in mind the responsibility of educating learners as people with character and knowledge (Akçin, 2016).

2. Purpose and Importance of the Research

The biggest problem that people have faced from past to present is moral corruption. Moral corruption brings along bad habits such as substance abuse, murder, theft and violence. Today, especially with the pandemic, the rapid introduction of technology into our lives and its spread to all areas, as a result of this, the unconscious use of technology and technology addiction have led to the emergence of problems. In this context, communication and emotional ties between people have been broken. As seen in TV news and various programs, people have been prone to violence, insensitive, selfish and intolerant. This situation has brought up the need for people to raise not only knowledge but also good character individuals with moral values from teachers and educational institutions. In other words, it has brought to light the importance of placing moral values as role models by the family and the teacher at younger ages, and has made the character education given by the parents and the teacher compulsory. For this reason, there is a need for more than one study on how effective the moral values and the factors affecting the character in educational institutions are on the personality development of students and development studies based on the results of these researches. This study includes the views and experiences

of teachers and parents on character education. Based on the thoughts and experiences of teachers and parents, this research is important in terms of determining whether the character education given in secondary schools is appropriate, what are the difficulties experienced in character education and developing suggestions within this framework. In this respect, it is important to benefit from the views and experiences of teachers and parents, which are ignored in most studies. Based on the issues mentioned above, the aim of this research is to determine the effect of parents and teachers on the character education of secondary school students, based on the opinions of teachers and parents. Within the framework of this general purpose, answers to the following research questions were sought:

1. Character education,
2. In which courses character education should be given,
3. Necessity of character education,
4. Good character traits that the teacher should have,
5. Problems encountered in character education,
6. Characteristics of competent parents and teachers,
7. The influence of parents and teachers on the character development of students,
8. Considerations for good character formation in children what are the opinions of parents and teachers about

3. Research Model

Qualitative research method was used in this research in order to determine the effect of parents and teachers on character education of secondary school students. Qualitative research; It is defined as a research in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a realistic and holistic manner in the natural environment (Yıldırım & Şimşek, 2013, 45).

In this context, qualitative data in our research was obtained through a voice recorder based on semi-structured interview form data. Phenomenology design, which is one of the qualitative research designs, was used in our study. The phenomenological pattern focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding. Facts can appear in various forms such as events, experiences, perceptions, orientations, concepts and situations in the world we live in (Yıldırım & Şimşek, 2005).

3.1. Working Group

The working group of this research consists of 15 teachers and 15 parents working in various branches and levels from 11 different secondary schools, including central schools in Siirt, in the fall semester of the 2020-2021 academic year. Individuals were selected from sampling methods through maximum diversity case sampling.

3.2. Data Collection

After the literature review on the subject was done, it was necessary to reveal the opinions and experiences of parents and teachers in order to determine the opinions of parents and teachers in character education of secondary school students. For this reason, semi-structured interview technique, which is among qualitative research methods, was preferred in order to benefit from the opinions and experiences of parents and teachers. Interviewing is a very powerful method used to reveal people's perspectives, experiences, feelings and perceptions (Bogdan & Bikken, 1992; Akt, Yıldırım 74 & Şimşek, 2013, 46-47).

The interview form prepared consists of two parts. In the first part, there is personal information about the people who voluntarily participated in the interview. In the second part, there are seven open-ended questions. After the literature review, the questions were prepared separately in two forms under the name of parent and teacher semi-structured interview forms. Before the semi-structured interview form was applied, it was submitted for expert opinion in order to ensure its validity. In line with this interview, the interview questions were finalized by making the necessary changes again. In order to apply the semi-structured interview form, the researcher interviewed with 15 teachers and 14 parents from 11 different secondary schools in Siirt province, who work in various branches and levels. Before the interview form was applied, preliminary information was given to teachers and parents. The parents and teachers who volunteered for the study were asked a total of 14 questions, seven questions separately. In order for the open-ended questions in the interview form to be understood correctly by the teachers and parents, care was taken to express the questions clearly and clearly. The interviews in the study were conducted by the researcher in suitable places for the person and recorded with a tape recorder. The interview form was administered in the 2020-2021 academic year, in December and January. The interview with parents and teachers took about 5 or 8 minutes. In order to ensure the validity and reliability of the semi-structured interview form, the data collection process and the analysis process were explained in detail, and attention was paid to be impartial in this process. Again, in order to ensure the validity and reliability of the study, one-to-one quotations were made from the opinions of teachers and parents.

3.3. Data Analysis

Descriptive analysis, one of the qualitative data analysis methods, was used in the analysis phase of the data obtained from parents and teachers. The qualitative data of the study were analyzed in accordance with the descriptive analysis stages (Yıldırım & Şimşek, 2013, 256). First of all, in order to analyze the data and determine the result of the research, the interviews recorded with a tape recorder were analyzed by transferring them into written language in computer environment. Teachers and parents were coded as "T1 and P1" according to the order in which they were written. In order to ensure the reliability of the study, the data were analyzed by two different researchers, and the obtained findings were tried to be increased by providing similarity through comparison. Also, in order to ensure the reliability of the study, direct quotations from the opinions of the participants were included. In order to ensure the reliability and validity of the study, the data obtained were reported in detail. How the researcher reached the results is explained.

4. Findings
4.1 Parents' Opinions

In this part of the research, the findings obtained from the parents within the scope of the research are presented and various comments are given.

4.1.1. Findings Obtained from the Parents' Opinions on Character Education

The findings regarding the opinions of the parents stating what "character education is" are given in the table below.

Table 1. Parents' Views on Character Education

Opinions	Frequency	Percent
It is education that provides the moral upbringing of children.	7	%50
It is an education given by parents when they were young.	5	%36
It is an education given to the child for a good character.	1	%7
It is the education that contributes to the development of the child in later years.	1	%7
Total	14	%100

As seen in the table above, "What does character education mean to you?" Regarding the question, 50% of the parents have an education that ensures the moral upbringing of their children, 36% is an education given by their parents when they are young, 7% is an education given to the child for a good character, and 7% is the child's development in later ages. It was found that they thought that there was education that contributed to it. Direct quotations expressing parents' views on character education are given below:

"Human beings have innate human values, but as they grow and flourish, the characteristics they gain from external factors also help in determining their character. Here, character education is the name given to education that helps shape his moral values. "(P12)

"Character means to have good morals. Every parent wants their child to be decent. Character education is what makes this happen. " (P10)

"Character education is an education that should be given to the person by the family starting from childhood. In other words, it means that the family raises the child as a good person. " (P14)

"My kid who goes to middle school with different characters from each other, it is not clear what he will do at any moment, he needs a more established character. For that, he needs a good character education. " (P9)

"It contributes to the development of the child at later ages. This comes to mind. " (P3)

4.1.2. Findings from the Parents 'Opinions Regarding the Effects of Teachers and Parents on Students' Character Development

The findings obtained from the opinions of the parents about the effect of teachers and parents on the character development of the students were determined as a result of the descriptive analysis.

Table 2. Parents 'views on the effect of parents and teachers on students' character development

Opinions	Frequency	Percent
Parents and teachers have a great influence on children's character development	7	%50
Parents are more influential than teachers on children's character development	4	%29
Teachers are more effective than parents on children's character development	2	%14
That only parents have an influence on children's character development.	1	%7
Total	14	%100

As seen in the table above, "Are parents and teachers effective in gaining character of students?" Regarding the question, 50% of the parents stated that both the parents and the teacher had a great effect on the character development of their children, 29% said that the parents had more influence on the character development of the children than the teacher, 14% stated that the teacher had a greater impact on the character development of the

children than the parents. It was found that it was more effective and 7% thought that only the parents were effective on the character development of the children. Direct quotations expressing the parents' views on this question are given below.

"I think parents and teachers have a half-and-half effect on character education. "The tree bends when it is wet." As can be understood from the proverb, in order for moral education to be effective in children, it must be given at a young age, that is, in the family. Therefore, the education that parents give at an early age is very important. However, when the child goes to school, the words the teacher says to him and the things he wants to do begin to be of great importance to the child. So middle school kids are so attached to their teachers that they want to literally do everything the teacher says. That's why teachers have a tremendous influence on students. They must give them the right directions. " (P1)

"I attribute the biggest share to my parents in this matter. The child derives his basic qualities and character from the family. For example, if the family says something is true, the child says the same thing without questioning whether it is right or wrong. These can be political views, moral views. So basically the biggest role is the role of parents. It is the relative and social environment she later created. Maybe the teacher gets his share in the next stage. The influence of the teacher is less than the others. Because when we look at a certain moral education of the teacher from the point of view of value education, it is less. They are more oriented towards lessons. This is how moral and value education goes into private. So teachers are more interested in the educational side. But when you look at the parents, it highlights the moral character of the child rather than education. So it gives character. " (P4)

"Students imitate them at an early age. Their effects are enormous. Students sometimes know how to shape their lives by looking at their teachers. For example, my daughter says she wants to be a religious culture teacher in the future, because she loves a religious culture teacher. This shows how effective teaching can be on children. " (P3)

"Since the child grows up in the family, it is effective in bringing the values, rules and rights in the family to the child." (P6)

4.1.3. Findings Obtained from the Parents' Opinions about the Good Character Traits that a Middle School Teacher Should Have

The findings obtained from the opinions of the parents about the good character traits that a secondary school teacher should have were determined as a result of the descriptive analysis

Table 3. Parents' views on the main good character traits that teachers should have in secondary schools

Opinions	Frequency	Frequency Percent	Percent
Able to communicate well with students	5	%13	
Tolerant	5	%13	
Fair	4	%10	
Good role model	3	%8	
Merciful	3	%8	
Honest	3	%8	
Knowledgeable	3	%8	
Patient	2	%5	
Hardworking	2	%5	
A person who cares about cultural and moral values	2	%5	
Disciplined	2	%5	
Bona fide	1	%3	
Benevolent	1	%3	
Understanding	1	%3	
Devoted	1	%3	
Smiling	1	%3	

* The frequencies in this table are the number of repetitions of opinions formed as a result of parents' expressing more than one opinion.

As seen in the table above, regarding the question "What are the main good character traits that should be found in secondary school teachers?", 13% of the parents were able to communicate well with the students, 13% were tolerant, 10% were fair, 8% had a good role. being a model, 8% being compassionate, 8% honest, 8% knowledgeable, 5% patient, 5% hardworking, 5% giving importance to cultural and moral values, 5% disciplined It was found that 3% of them thought that they should be well-intentioned, 3% benevolent, 3% understanding, 3% self-sacrificing, and 3% smiling. Below are direct quotations from parents expressing their views on this question.

"A good teacher definitely has to be fair. Equality should be given importance or students from different social backgrounds should eliminate their differences in their environment. It really needs to give importance to our

cultural values, our moral values. Only in this way can the child have certain values and apply or impose them in his own life. " (P4)

"The basic features I want our teachers to have; He should have good intentions and strictly avoid violence, and always be soft-spoken no matter what. In addition, he must do his job well and make our children adopt our moral values. These teachers will be our idols. "(P7)

"A teacher must first of all be of good morals. Because the teacher has a feature that will have a positive effect on the student with his own behavior and actions. Teachers should show compassion to students like parents. In addition, it should have the structure and equipment to analyze the student in any way. The teacher should not only give the student a dry knowledge based on memorization, but should be an exemplary role model for him in every subject. "(P12)

"The way he approaches the student will be the same in the reaction he will take. So he definitely needs to be loving, smiling, patient and knowledgeable. " (P13)

4.1.4. Findings Obtained from the Parents' Opinions About Unwanted Behaviors of Parents in Character Education

Table 4. Parents' Opinions about Unwanted Behaviors of Parents in Character Education

Opinions	Frequency	Percent
Parents' use of pressure and violence against children	8	%36
Parents not showing interest in their children	5	%23
Parents' fulfillment of all the wishes of their children	3	%14
Parents arguing in the presence of their children	2	%9
Parents comparing their children with others	2	%9
Parents' disregard for their children's opinions	1	%5
Parents' discrimination between their children	1	%5

The frequencies in this table are the number of repetitions of opinions formed as a result of parents' expressing more than one opinion.

As seen in the table above, "What are the undesirable behaviors of parents in character education?" Regarding the question, 36% of parents exert pressure and violence on their children, 23% of parents do not take care of their children, 14% of parents do whatever the children want, 9% of parents argue with their children. It was found that 9% of parents compare their children with others, 5% think that parents do not value their children's opinions, and 5% think that parents make a distinction between their children. Direct quotations expressing the parents' views on this question are given below.

"Disinterested Mothers and Fathers. Such parents ignore their children's needs and neglect them. Where is my child, does he need it? Since the parents are not interested in these questions at all, the child will seek attention in other bad ways in the future. He will try to find the attention, love and affection he cannot find in his parents and he will begin to become dependent on them. "(P2)

"What I personally wouldn't want with parents is an oppressive practice. Because you cannot add any value to the child through pressure or violence. Especially, you cannot impose moral values. Something must be done with tolerance. When you try to bring these to your child with pressure, a harsh temperament or swearing, unfortunately, the only parts you gain will be beatings, swearing and violence. In this way, oppressive and violent or abusive parents do not have a positive effect on the child but also have a negative effect. (P4)

"To discriminate by loving one child but not loving another. Continuous scolding of children, humiliating them in the presence of their friends, ignoring their needs. "(P5)

"Parents blaming children and comparing them with other friends is negative behaviors. Because it has been observed that children who grow up like this have self-esteem problems. "(P11)

"Parents should not raise their children in a way that is neither spoiled nor compassionate. A parent should love their child very much so that they are not looking for love elsewhere. Today, it is known by everybody that children who are devoid of love cause some mental disorders or wrong deviations in their future lives. At the same time, the parent should not compare their children and see the best in them. Otherwise, it will cause children who are constantly excluded and seen overwhelmed by their parents to grow up in the background, withdrawn, even prone to bullying and false deviations. "(P12)

4.1.5. Findings Obtained From Parents' Opinions About Problems Encountered in Character Education
Table 5. Parents' Views About Problems Encountered in Character Education

Opinions	Frequency	Percent
Technology addiction	7	%24
Aggressiveness	5	%17
Negative examples on social media or television	4	%14
Disobedience	4	%14
Disrespect	3	%10
Waywardness	3	%10
Bad circle of friends	2	%7
Impatience	1	%3

* The frequencies in this table are the number of repetitions of opinions formed as a result of parents' expressing more than one opinion.

As seen in the table above, what are the problems faced by today's parents in character education? When the opinions of the parents about the question are analyzed, 24% of the parents are technology addiction, 17% are aggressive, 14% are social media or negative examples on television, 14% are disobedient, 10% are disrespectful, 10% are spoiled, It was found that 7% of them had bad friends and 3% thought that it was impatience. Below are direct quotations from parents expressing their views on this question.

"Children imitating their bad circle of friends. They say the exact curses they say, disrespect to parents and not listening to their words... Too much playing games on the phone, not looking up from the phone, being aggressive when angry or taken away from the phone, etc. movements ... These are today's classic paintings...”(P2)

"Basically digital media, of course. Unfortunately, every child has a tablet or phone in hand. In other words, computers are at the hands of the child, especially in this last period, due to distance education or online education, children have become more accessible to phones, tablets or computers. This makes it harder to keep track of children, whether they want to or not, over the internet or online. Or this digital part increases the child's addiction. We can say that this creates negative effects on the child. " (P4)

"Social media, especially youtubers, are a very bad example for children. Children imitate them by taking them as role models, and they negatively affect children as they display many negative behaviors. Games like PUBG, played by children, push children to violence. That his friends are spoiled and bad-tempered. ”(P5)

"Spoiledness, stubbornness, and technology addiction are definitely prime examples for me." (P9)

"There may be impatient and irritable behavior brought about by adolescence." (P11)

"For example, as we discuss in the presence of children. The troubles we go through cause us to set a bad example for our children, sometimes unintentionally.”(P7)

4.1.6. Findings Obtained From Parent Opinions Regarding Competent Parent Characteristics
Table 6. Parents' Views Regarding Competent Parent Characteristics

Opinions	Frequency	Percent
Parents who can communicate with their children in a healthy way	5	%17
Knowledgeable parents	5	%17
Understanding and tolerant parents	5	%17
Parents who can create a happy and peaceful family atmosphere	3	%10
Parents who show interest in their children	3	%10
Honest and moral parents	2	%7
Hardworking parents	2	%7
Domineering parents	1	%3
Aware of their responsibilities, parents	1	%3
Parents who are good role models	1	%3
Helpful, nature-sensitive, patriotic parents	1	%3
Parents who ensure limited and high quality use of technology for their children	1	%3

* The frequencies in this table are the number of repetitions of opinions formed as a result of parents' expressing more than one opinion.

As seen in the table above, what are the characteristics of competent parents in character education? When the opinions of the parents about the question are analyzed, 17% of the parents can communicate with their children in a healthy way, 17% are knowledgeable parents, 17% are understanding and tolerant parents, 10% are able to establish a happy and peaceful family environment. parents, 10% caring for their children, 7% honest and moral parents, 7% hardworking parents, 3% authoritarian parents, 3% responsible mothers -father, 3% of them are good role model parents, 3% are benevolent, sensitive to nature and patriotic parents, 3% are parents who allow their children to use technology in a limited and high quality way. finding has been obtained. Below are

Research on Humanities and Social Sciences
www.iiste.org
ISSN 2224-5766 (Paper)   ISSN 2225-0484 (Online)
Vol.12, No.20, 2022
IISTE

direct quotations from parents expressing their views on this question.

"The exemplary parents are the ones who are honest, moral, benevolent, respectful, generous, respectful of human rights, sensitive to nature, sharing reading books and owning their homeland."(P10)

"Concerned, hardworking knowledgeable parents should be aware of their responsibilities"(P3)

"One of the most important things is that the parent is really understanding and tolerant. In addition, genuinely honest, sincere parents or conscious parents appear to be more effective on children. "(P4)

"The most distinctive feature I would like to have in a competent parent is that he should not resort to violence, no matter what. He should not shout when speaking, on the contrary, he should speak with a smiling face."(P5)

"To me, a good parent should pay just as much attention to the nourishment of his soul, just as he should pay attention to what his child eats. The child should be able to run and play comfortably in a home environment and be able to express himself in all kinds of ways. Parents should be an example by showing maturity, and at the same time, they should be able to reach the age level of the children. He should be able to play with them, laugh with them, and not let his children feel even if he has trouble. Parents should not lie and should be a positive example for the child in all areas with their behavior. "(P12)

4.1.7. Findings Obtained from the Parents' Opinions on the Matters Needed to be Considered for Creating Good Character in Children

Table 7. Parents' Opinions on Matters That Should Be Considered for Creating Good Character in Children

Opinions	Frequency	Percent
It should be a good role model.	5	%14
It must provide a happy loving home environment.	5	%14
They must communicate well with their children.	4	%11
It should be ensured that children use technology in a limited and high quality.	3	%8
They should value children's thoughts.	3	%8
They must be respectful to each other.	3	%8
The authority should be provided to the child.	3	%8
Children should pay attention to the environment of friends.	2	%6
It must be supportive and guiding.	2	%6
They must be patient..	2	%6
They should keep their children out of bad environments	1	%3
They should be able to empathize with children.	1	%3
Must pay attention to have a good time with children	1	%3
They must be stable and consistent.	1	%3

* The frequencies in this table are the number of repetitions of opinions formed as a result of parents' expressing more than one opinion.As seen in the table above, "what should parents pay attention to in order for children to have good character?" When the opinions of the parents about the question are analyzed, 14% of the parents are good role models, 14% provide a loving happy home environment, 11% have healthy communication with their children, 8% use technology limited and high quality by children, 8% 8% value children's opinions, 8% are respectful to each other, 8% have authority over children, 6% pay attention to children's friends, 6% are supportive and guiding, 6% are patient It was found that 3% thought that they should keep away from bad environments, 3% could empathize with children, 3% should pay attention to having a good time, and 3% should be determined and consistent. Below are direct quotations from parents expressing their views on this question.

"As parents, we must never raise our children under pressure. We must give them a feeling of warm home. We must not be angry or criticize everything they do. We should not forget that a parent must be patient and endure a number of difficulties. In doing so, he must be determined, diligently teaching the good and the bad." In order for our children to have a good character, we need to be a good role model for them.In doing so, he must be decisive and strive to teach right and wrong with determination.In order for us to expect a good character from our children, we need to be good role models for them. For example, it is absurd for a smoking father to talk about the harms of smoking, and just as meaningless for a violent mother to say that violence is bad. In short, it should not be forgotten that the underlying reason for the violence, moodiness and spoiledness we see in children is actually the parents themselves. Because, since history, the underlying cause of most crimes stems from the broken parent-child relationship. (P12)

"In order to create a good family environment, the child should be kept away from the internet environment. Parents should educate their children at an early age and create discipline on them. Children should not be given more than necessary phones, tablets or computers. The technology should be allowed to be used at the right time and when necessary. It should be ensured that they are not connected to the television too much. Especially, they should be prevented from admiring the bad characters in the series. I think it will be beneficial for individuals to be in communication with each other in order to create a good family environment. "(P1)

"What I fear most is the circle of friends that he has created. I think the circle of friends will have very negative

effects on the child. Therefore, parents should be careful with whom their children are friends. Besides, parents really need to have complete control over the child. Every state and movement of the child should be followed consciously. The child should be guided with the right education. At the same time, I think it should affect the child not only verbally but also behaviorally. "(P4)

"Not showing negative behaviors in the family is as important as showing positive behaviors. Therefore, attention should be paid to relationships and communication in the family. Because their behavior pattern is reflected in the character of the child in the future. Since it is difficult to change the habits acquired in the family, the child should learn certain things at an early age. "(P5)

"I think parents should always be good listeners. They should solve what the problem is and if there is a problem, they should investigate what the problem is and propose a solution. For a good character education, the family must set an example. So it is very important for the child to grow up in a happy, loving family. Parents have a great responsibility in maintaining such an environment. Because love and respect can only be learned in a happy family. "(P6)

4.2 Opinions of Teachers Working in Secondary School
In this part of the research, the findings obtained from the teachers in the middle school within the scope of the research were presented and different opinions were given.
4.2.1. Findings Obtained Regarding the Views of Middle School Teachers on Character Education
Table 8. Views of Middle School Teachers on Character Education

Opinions	Frequency	Percent
It is an education that includes the placement of basic moral values in children.	7	%47
Education that enables people to distinguish between right and wrong.	2	%13
It is the training given to create sensitivity towards values.	2	%13
It is the education that a person obtains through communication with others	2	%13
It is the education given to ensure unity and order in the society.	1	%6,67
It is the training given to train the heart	1	%6,67
Toplam	15	%100

As seen in the table above, "what does character education mean to you?" Regarding the question, 47% of the teachers were educated to include basic moral values in children, 13% was the training that allows people to distinguish between right and wrong, 13% was the training given to create sensitivity towards values, 13% of the teachers It has been found that they think that it is the education that is obtained by communicating with others, 6% is the education given to train the heart, and 6% are the education given to ensure unity and order in the society. They stated. Below are direct quotations that express the teachers' views on this question.

"What character education reminds me of; It is an education that includes certain virtues, value judgments, ethics and manners to develop individuals' personalities. Character education is an education that should be given both in the family and at school, starting from an early age. " (T2)

"I think character education is given to children later. Education moral values are tried to be placed on children. It reminds me of an education where beneficial, productive, honest, fair and compassionate individuals will be raised. "(T14)

"When I talk about character education, I think of education that enables people to distinguish between right and wrong. So character education is always directing people to do the right thing. " (T10)

"The first thing that character education evokes in me is basic human values and sensitivity. Knowing the good, wanting the good makes doing what is good. I think character education is about how to raise a person. "(T11)

"Individuals make up a group, and a group, makes up a society, too. As I said, character education is a must for the society to live together and the continuation of the generation, if a generation with a bad character is raised, the society will be defeated. The character first starts in the family and then continues in the street and school. Character education is essential for unity and order and must be included in everyone's life. " (T6)

4.2.2. Findings Obtained Regarding the Views of Middle School Teachers Regarding Which Lessons Should Character Education Be Given
Table 9. Secondary School Teachers' Views Regarding Which Lessons Should Character Education Be Given

Opinions	Frequency	Percent
Character education should not be limited to certain courses but should be given in all courses.	13	%87
Character education should be given as a separate lesson	1	%6,67
It should be given in all courses, but more should be given in courses such as religious culture, social studies, and Turkish..	1	%6,67
Total	15	%100

As seen in the table above, "in which courses should character education be given"? Regarding the

question, 87% of secondary school teachers stated that character education should not be limited to certain courses, it should be given in all courses, 6% should be given as a separate course, 6% should be given in all courses, but such as Religious Culture, Social Studies, Turkish. It was found that they thought that more should be given in the lessons. Below are direct quotations that express the teachers' views on this question.

"All lessons should also be taught. Because, at this age, students should be developed a sense of responsibility, good feelings should be given, our cultural feelings should be strengthened, and a moral community awareness should be created in students. "(T5)

"Character education should be valid in all lessons. Because the character and morality that each lesson wants to teach is different. So it should not be limited to a single lecture. In order to do professionof that lesson in the future, it is necessarry to learn, it is necessary to learn and apply the moral character value of that lesson and the profession. "(T6)

"Character education should be taught as a separate lesson because people's characters are a factor that has an influence on their behavior throughout their lives, and character education must be taught as a lesson to a serious extent in order for students to demonstrate such an important development. However, achieving positive character development in students cannot be limited to seeing this as a lesson. It is a fact that children's characters are shaped by behaviors and attitudes that they take as an example from adults. For this reason, not only the teaching of character education in a school, but also all other teachers who interact with students should adopt an exemplary attitude that will reinforce the positive character behaviors of students in their lessons. "(T2)

"Although there is a character and moral education to be given in each lesson, we can achieve our goals better in lessons such as Religious Culture, Social Studies, and Turkish." (T8)

4.2.3. Findings Concerning the Opinions of Secondary School Teachers on the Effect of Character Education on Student Character Development

Table 10. Secondary School Teachers' Views on the Effect of Character Education on Student Character Development

Opinions	Frequency	Percent
I think that character education has a positive effect on the character development of the student.	12	%80
I think character education has both positive and negative effects on student's character development.	2	%13
I think character education has a temporary effect on middle school students.	1	%7
Total	15	%100

As seen in the table above, "How is the effect of character education on the character development of the student?" Regarding the question, 80% of the teachers think that character education has a positive effect on the character development of the student, 13% think that character education has both positive and negative effects on the character development of the student, and 7% think that character education has a temporary effect on students in secondary school. finding has been obtained. Below are direct quotations from teachers expressing their opinions on this question.

"I think character education is something that starts from childhood and lasts until the end of his life. But I believe this has improved more during adolescence. Of course there are positive sides. There are downsides too. Especially because of the bad environment of the child, I think that the child will take on a different character and his education will negatively affect the child's character. I think his character will take a much more correct shape with the guidance of his teachers and his family. Especially in this age, I think there will be a negative character formation with the wrong directions that he can establish with his peers or establish in social media and digital pratphones. However, I think that a child who is guided and educated correctly by his parents and teachers will have a good character. "(T15)

"Character education is important in schools, it positively affects academic achievement, it ensures that there is a disciplinary environment in schools, and the teacher can also be a role model for students at this age. It can give students values such as respect, honesty, helpfulness, responsibility, love, justice and tolerance. "(T5)

"It has a temporary effect on students in secondary school. What is said is good for them temporarily. Later, the influence of their peers, not yours, is more. (T3)

4.2.4. Findings Regarding Teachers' Views on Good Character Traits That A Middle School Teacher Should Have

Table 11. Opinions of Teachers Regarding Good Character Traits That Should Be Possessed

Opinions	Frequency	Percent
Must be fair	7	%13
Must be patient and sincere	6	%11
Must be a good role model	5	%9
Must be honest	5	%9
Must be aware of her/his responsibilities	5	%9
Must have a smiling face	3	%5
Should be consistent in their actions and words	3	%5
Should be able to empathize	3	%5
Must be understanding	2	%4
Must be merciful	2	%4
Must be loving	2	%4
Being open to learning and teaching	2	%4
Must be passionate	2	%4
Must be respectful	2	%4
Should establish good communication	1	%2
Must have self-confidence and self-efficacy	1	%2
Must be reliable, disciplined, tolerant, well-intentioned	1	%2
Must have life experience	1	%2
Must be selfless	1	%2
Must have purpose	1	%2
Must comply with ethics and etiquette	1	%2

* The frequencies in this table are the number of repetitions of the views that are formed as a result of the parents expressing more than one opinion.

As seen in the table above, "What are the good character traits that a secondary school teacher should have?" Regarding the question, 13% of teachers should be fair, 11% should be patient and sincere, 9% should be a good role model, 9% should be honest, 9% should be aware of their responsibilities and instill in them, % 5 of them should be smiling, 5% should be consistent in their actions and words, 5% should empathize, 4% should be understanding, 4% should be compassionate, 4% should be loving, 4% should be be open to learning and teaching, 4% should be passionate, 4% should be respectful, 2% should have good communication, 2% should have self-confidence and self-efficacy, 2% should be reliable, disciplined, tolerant, It was found that 2% should have good intentions, 2% should have life experience, 2% should be self-sacrificing, 2% should have imaginary goals, and 2% should follow ethical and etiquette rules. Below are direct quotations that express the teachers' views on this question.

"Considering that the students addressed by a secondary school teacher are in adolescence and can be significantly influenced by their teachers in character development, important character traits that the teacher should have and reflect on their behaviors emerge. Good character traits that a teacher should have; love for the young in the society and the family, respect for the elderly, honesty, fairness, self-confidence and self-efficacy, self-control, being aware of their rights and freedoms in the society, complying with ethical and manners ..... "(T2)

"He should know how to empathize. He / she should give good information about the subject of the course and adopt a good style of expression. They should motivate students, do their profession passionately, have moral characteristics since they are in the age of role model, they should not look at anyone from above, they should not exclude them, they should do their best to bring everyone to the society in the best way possible. "(T5)

"In the middle school teacher, the discourse and action must be compatible at first. In this respect, the educator should be careful because he is a role model. Especially during this period, students watch their instructors carefully. "(T10)

"Actually, there are many things, I think, they should not discriminate between students, they should not scare students with grades, and they should not make negative speeches such as you cannot pass the class if you don't work. Students should see every positive behavior they do, reinforce them, and sometimes give different awards. "(T13)

4.2.5. Findings Obtained from the Opinions of Middle School Teachers Regarding the Problems Encountered in Character Education

Table 12. Secondary School Teachers' Views on Problems Encountered in Character Education

Opinions	Frequncy	Percent
Failure to timely teach moral values to be taught in the family	6	%40
Failure to provide home-school cooperation	3	%20
The disruption of the classroom atmosphere by the rebellious and naughty students who are prone to violence.	2	%13
Taking bad friends as an example.	2	%13
Teachers impatiently demanding that students change, not showing empathy	1	%6,67
The lack of suitable textbooks	1	%6,67
Total	15	%100

As seen in the table above, "What are the problems encountered in character education?" Regarding the question, 40% of the teachers did not give the moral values that should be given in the family on time, 20% of them did not provide school-family cooperation, 13% of the unruly and naughty, violence-prone students disobeying and disturbing the peace of the class, 13% of the students were bad. It was found that 6% of the teachers wanted students to change without empathy and patience, and 6% thought that the textbooks were not suitable. Below are direct quotations of the teachers expressing their views on this question.

"The values of the family and society vary from region to region and even family to family. It is very difficult to teach something to a certain age. For example, if the family is taught that "girls are not good to receive education, they should get married at an early age", it is very difficult for the teacher to change this after a certain age. "(T13)

"Changing a person's character is a very difficult thing. Because character is basically learned from the family. Therefore, it is very difficult for the teacher to analyze all of a sudden what he learned in the family, in the environment, and make it change. This requires a certain process and effort. One of the biggest problems is definitely that the child gets character education from the family in the first place. The first institution where the child receives character education is family, and I don't think character is something that changes very quickly. For example, if a child is not taught the concept of honesty by his family, it is very difficult for the teacher to teach it later. "(T15)

"The lack of interest of the parents, the crowded classes, the lack of equipment, computers and libraries. It is limited to only certain courses and there is no balance between the school and the family. Most of the time they conflict with each other."(T12)

"Some students are particularly rebellious and mischievous. Therefore, teachers have more difficulty explaining something to these kinds of students. Students who do not adapt to the class do not take seriously what the teacher says because they are constantly interested in something else, and they disturb their teachers and friends in the classroom environment. "(T1)

"21. In the 21st century, the child is confronted with many stimulants, such as social media, TV series, and bad friends, which cause the child to admire the wrong people and set an example. This causes the child to settle negative behaviors instead of positive behaviors. It causes him to be imdifferent to things such as being tolerant, loving his country, fulfilling his national responsibilities, being just and being honest. "(T14)

"The biggest difficulty faced by the teacher in character education is that he wants to see his character in someone else. In other words, the educator expects the students to change as soon as possible without empathizing. However, the seed that is thrown starts to germinate years later, patience is very important for this. The second big problem is that he expects his students to do something he doesn't do. The third major problem is that the role of educator on students decreases. "(T10)

"One of the most important features is that the student at this age cannot empathize, does not understand or wants to understand the teacher. Some textbooks contain information that is not suitable for the student level. "(T5)

4.2.6. Findings Obtained from the Opinions of Teachers Regarding Competent Teacher Characteristics

Table 13. Teachers' Views About Competent Teacher Characteristics

Opinions	Frequency	Percent
The teacher who is a role model in her words and behavior	7	%47
The teacher who has an impact on students' character education	5	%33
Understanding, caring, productive teacher with moral values	1	%6,67
A teacher who values his students and profession	1	%6,67
Equipped teacher	1	%6,67
Total	15	%100

As seen in the Table above, "What are the characteristics of a competent teacher?" Regarding the question,

47% of the teachers are an example with their words and behaviors, 33% are the teachers who are effective on the character education of the students, 6% are understanding, caring and productive teachers with moral values, 6% value their students and their profession. It was found that 6% of the teachers who gave the teacher thought that they were teachers with the necessary equipment. Below are direct quotations that express the teachers' views on this question.

"It means a teacher who has reached moral maturity and can be taken as a role model. For example, a teacher who teaches honesty to his children does not lie even in his jokes, does not tell things he cannot do even once. In other words, the teacher does not witness any bad behavior consistently. "(T8)

"I want to explain this in one sentence. In my opinion, the competent teacher should definitely be alive himself. In other words, a teacher who shows through behavior rather than discourse is a competent teacher for me. "(T15)

"It is the characteristics of a competent teacher who accomplishes his job successfully, strives to change the characteristics of the student, and helps the students to increase their ideas, feelings and the effort they spend." (T1)

"It is a person who truly loves his job, values it, does it with love, devotes time to his student, and spiritually wants to gain something for the other person. Teachers who see all students as one and treat every student equally. "(T6)

"A teacher who has been trained in this field and has the necessary equipment" (T9)

4.2.7. Findings Obtained from the Opinions of Middle School Teachers Regarding Suggestions to Teachers Regarding Character Education

Table 14. Secondary School Teachers' Views on Suggestions to Be Given to Teachers on Character Education

Opinions	Frequency	Percent
We should set an example to students in a way that our words and our behavior are the same..	7	%47
We need to be honest and sincere.	3	%20
We must be patient and solution oriented.	3	%20
We must always be open to learning and innovations.	2	%13
Total	15	%100

As seen in the table above, "What are the suggestions you can give to teachers regarding character education?" Regarding the question, 47% of the teachers thought that we should be an example to the students in a way that our words and actions should be one, 20% of us should be honest and sincere, 20% of us should be patient and solution-oriented,' 13% of them thought that we should always be open to learning and innovations. has been done. Below are direct quotes expressing teachers' views on this question.

"As teachers, we all have a great influence on the students we interact with. For this reason, while talking about the values, virtues, behaviors and attitudes that our students should acquire in the process of character development, we should also instill these concepts in our students with our own personality and exemplary behavior. In other words, we must be individuals who apply what we tell and reflect this to our students. Because children imitate what adults do, not what they say. For this reason, we must set examples that will contribute to the character education of our students in all our actions. "(t2)

"We should be honest. If a student I teach has a problem in the future (let's say if he makes a mistake), I am also responsible for it. Because the school is not only responsible for teaching, but also for education. I think the lives of good morals, equipped and good people should be given to children as homework. "(t8)

"While moving on this path, they must be patient and constantly solution-oriented. Since they encounter all kinds of people, they should be more determined and transfer the character education to the student in the best way. "(t1)

"Every colleague, first of all, should have a good understanding of the teaching profession, know the difficulties and should not constantly express these difficulties, he must be a solution-maker, he must be constantly productive, he knows that each individual is different and must act according to these individual differences. It must be teaching the wrong. "(t6)

5. Conclusions and Recommendations
5 1. Conclusions
The results obtained from the findings related to the views of parents and teachers in secondary school on character education are given below.

According to parents and teachers, it was concluded that character education is education that includes the placement of basic moral values to children, which should be given by parents at early ages.

According to the opinions of parents and teachers, it is seen that the findings obtained are supported by some research results. In the research entitled "Qualitative study on the views of educators on character education" conducted by Üstünyer (2009), teachers were defined as the imposition of basic moral values on

individuals. In Avcı's (2011) study named "Investigation of Primary School Social Studies Teachers' Self-Efficacy and Opinions on Character Education", teachers defined character education as bringing moral values and creating good behaviors and adapting to life in society. In Orhan's (2013) study titled "Evaluation of social studies lesson curriculum according to teacher and student perspectives in terms of character education", teachers used character education to "train basic human behaviors" and "to distinguish between right and wrong. In the study named "Evaluation of Character Education and Applications in Secondary Schools According to Teachers' Views" conducted by Akçin (2016), teachers defined character education as the education given to students in order to gain good and moral behaviors to the individual. In the study named "Investigation of Character Education in Preschool Education Program and Preschool Teachers' Opinions on Character Education" conducted by Çatalbaş (2019), teachers define character education as bringing moral values that will make it beneficial to the family and society.

According to parents and teachers, it was concluded that character education is education that includes the placement of basic moral values to children, which should be given by parents at early ages. According to the opinions of the teachers, it can be said that the findings obtained are supported by some research results. In their research Haegerich and Metz (2009), it was determined that learners achieved academic success. In their research, Katılım, Ekşi and Öztürk (2011) stated that character education positively affects learners' abilities, knowledge, achievements and behaviors. In Gündoğdu's (2010) research, it was determined that character education in learners remained at a medium level in terms of transforming into behavior. In their research Marshall, Caldwell, and Foster (2011) determined that character education reduces violence and increases success.

The majority of the teachers concluded that it would be more beneficial if character education should not be limited in certain courses and should be given by spreading to all courses. According to the opinions of the teachers, it can be said that the findings obtained are supported by some research results. In the study conducted by Akçin (2016) titled "Evaluation of Character Education and Applications in Secondary Schools According to Teachers' Views", teachers stated that it would be more beneficial to give the character education program to be given in schools in all lessons.. In the "Qualitative study on the views of educators on character education" conducted by Üstüner (2009), most of the teachers stated that they should be given in all lessons. In his study, Uysal (2008) stated that it can be applied with different types of models to cover all schools. They also stated that one of them is a model integrated with educational programs.

According to the teachers and parents, it has been concluded that both parents and teachers have a great influence on children's character development. According to the opinions of parents and teachers, it was seen that the findings obtained were supported by some research results. In Sılay's (2010) study, they concluded that according to teachers the most important influence for character education is family and it is too late to start character education at university. In Çağatay's (2009) research named "The Role of School in Character Education and Character Development According to Teachers' Views", it was stated that the school had a great effect on character development. Teachers' attitude and understanding and some lessons were found to be effective on students' character development.

Exercising pressure and violence against children, showing no interest, doing whatever they want, discussing in the presence of children, comparing children with each other, not valuing children's opinions, discriminating among children are undesirable behaviors of parents. It is seen that the findings obtained according to the opinions of parents and teachers are supported by some research results.

In the "Qualitative study on the views of educators on character education" conducted by Üstüner (2009), it was stated that the background of problematic behaviors in students was caused by family reasons. While Berkowitz (2002) summarizes the character education program, he states that the child takes his teachers and parents as a model, and behaviors that will constitute a wrong model for the child should be avoided.

According to the opinions of parents and teachers, teachers should be fair, patient, sincere, good role model, honest, friendly, consistent, understanding, compassionate, loving, open to learning and teaching, passionate, respectful, tolerant, good communication, reliable, well-intentioned, knowledgeable. It was concluded that teachers should be hard-working, devoted and have good manners. It is seen that the findings obtained according to the opinions of parents and teachers are supported by some research results.

In the study named "Character Education Perceptions of Social Studies Teacher Candidates" conducted by Yazıcı and Others (2008), they concluded that teachers should be role models in character education. In the study named "Character Education: Yesterday, Today and Tomorrow" conducted by Sırrı and Mehmedoğlu (2015), they concluded that adults should exhibit exemplary behaviors that will positively affect children's character development at home, at school and in the social environment. In the study named "The Role of the School in Character Education and Character Development According to Teacher Opinions" by Çağatay (2009), it was concluded that the teacher should treat the students equally and be disciplined.

According to parents and teachers, it was concluded that not giving moral values that should be given in the family on time, lack of school-family cooperation, disobedience of rebellious and naughty students, environment

of bad friends, not being able to empathize with children, lack of textbooks, technology addiction, negative examples on social media or television, disrespect and problems such as spoiledness and impatience negatively affect the character development of children. The findings about the opinions of parents and teachers are also supported by some research results. In the "Qualitative study on the views of educators on character education" conducted by Üstüner (2009), it was stated that teachers could not achieve success due to their professional responsibilities and that parents were insufficient in providing character education. In addition, they stated that the content of the educational programs was not sufficient in character education. In a study conducted by Orhan (2013), "Evaluation of Life Studies Lesson Program According to Teacher and Student Perspectives in Terms of Character Education", teachers stated that mass media have extremely important effects on individuals' behaviors. In addition, they expressed the necessity of providing a control mechanism in the use of mass media.

It was concluded that according to teachers, the competent teacher is a role model with his words and behaviors, an understanding, relevant, moral values, productive teacher who is effective on students' character education, is competent. It was concluded that according to parents, good parents are competent parents who are knowledgeable, understanding and tolerant, honest, hardworking, authoritarian, sensitive to nature, helpful, patriotic, able to establish a happy and peaceful family environment, take care of their children and communicate with their children. The findings about the opinions of parents and teachers are also supported by some research results. Çatalbaş (2018) stated in his research titled "Investigation of Character Education in Preschool Education Program and Preschool Teachers' Opinions on Character Education" that parents should be role models for children, they should be consistent in their behaviors and they should give importance to school. In the study entitled "Qualitative study on the views of educators on character education" conducted by Üstünyer (2009), teachers stated that the family should have more information about character education.

According to parents and teachers, parents and teachers should be good role models for children, have healthy communication with children, provide a happy and loving home environment, be honest-consistent and solution-oriented, keep children away from bad friends and always continue learning. It has been concluded that children should use technology in a limited and quality way. The findings about the opinions of parents and teachers are also supported by some research results. In Avcı's (2011) study "Investigation of Primary School Social Studies Teachers 'Self-Efficacy and Their Opinions on Character Education" it was stated that teachers of Social Studies should be a good role model for children, they should fulfill their responsibilities and they should not take actions that would hurt students' self-esteem. They stated that they should be consistent in their words and behavior. In the study of Çağatay (2008), teachers stated that they generally affect students' character development as a role model. In the research conducted by Orhan (2013), "Evaluation of life studies lesson program in terms of character education from the perspective of teachers and students", it was concluded that most of the teachers evaluated their own effects should contribute to character education. In addition, some teachers stated that especially social media awareness should be raised and a state policy should be established in this regards.

5.2 Recommendations

Teachers and parents are aware of how important it is to learn by seeing, experiencing, wondering and taking example in children's character development. However, both parents and teachers have difficulties in fulfilling their duties regarding character education. Children's dependence on technology, negative examples in the media, and teachers and parents not having the necessary knowledge and equipment about character education are some of these difficulties. Therefore, not only academic achievement should be prioritized, but also characteristics such as the teacher's love for the profession, communication skills and character traits should be taken into account in order to determine the nature of the teacher candidate. In this context, teachers can be selected through interviews. University admissions can also be done this way. In addition, it should not be ignored that parents have great effects on children's character development. Parents can be given seminars or trainings so that students can observe all kinds of character development and produce flexible solutions.

Practical trainings or seminars in which teachers actively participate can be given to every teacher who is in charge of character education, two hours a week as part of the in-service training, which will contribute to the enhancement of knowledge and the development of students.

According to the results of the research, character education should not be limited to certain courses and should be given in all courses. Based on these results, by adding the character education course to teacher training programs practically, teacher candidates can be specialized in two branches, not just one branch. In addition, instead of lectures based on subject, students can be given an interdisciplinary education with activities.

Students can be given the opportunity to interpret moral values at school and at home from an early age, and to discuss moral issues with teachers and parents in small groups. In addition, by allowing them to get to know the lives of many respectable people closely, these values can be given to children from childhood.

Teachers and parents determined that technology and social media factors have negative effects on children. Therefore, the negative effects of the media factor on children can be eliminated by giving seminars or training

on technology and mass media to teachers and parents.

According to the results of the research, teachers and parents are thought to be effective in many points from the knowledge of the children to their future stance. Therefore, children can be prevented from seeing parents and teachers as a threat by building character education on learning by applying it into their daily life.

A sense of responsibility can be developed by allowing children to help them with their character development at school or at home in daily tasks.

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