

AN ANALYZE OF TEACHERS' VALUE PREFERENCES IN CLASSROOM MANAGEMENT ON THE BASIS OF LENGTH OF SERVICE VARIABLE

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ABSTRACT

Educational leadership has moral meanings and requires leaders to be aware of their values that are reflected by their behaviors. Values, as the guides of personal preferences, are penetrated into all academic processes, especially into classrooms where the greatest face-to-face interactions are lived. The goal of this study is to determine the most and the least preferred values by teachers in their classroom management on the basis of length of service variable. The research group comprises 68 classroom teachers working in Regional Public Boarding Schools. Rokeach Value Survey (RVS) composed of 36 values was used to receive teachers' views. Participants were asked to choose the most preferred ten values from RVS and rank them from 1 to 10 according to their personal preferences in their classroom management. The analysis of data revealed that the most preferred ten values are generally common and the least preferred ten values had more differences between groups.

Keywords: Values, classroom management, length of service.