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THE ROLE OF SCHOOL ADMINISTRATORS IN TRANSMITTING CULTURE AND VALUES IN RURAL PRIMARY SCHOOLS

*O PAPEL DOS ADMINISTRADORES ESCOLARES NA
TRANSMISSÃO DE CULTURA E VALORES EM ESCOLAS
PRIMÁRIAS RURAIS*

*EL PAPEL DE LOS ADMINISTRADORES ESCOLARES EN LA
TRANSMISIÓN DE LA CULTURA Y LOS VALORES EN LAS ESCUE-
LAS PRIMÁRIAS RURALES*

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ABSTRACT: This study aims to evaluate the roles of administrators in the transmission of culture and values in rural primary schools in the TRNC. Data were collected through semi-structured interviews with 10 administrators during the 2024–2025 academic year and analyzed using descriptive analysis. Findings show that while administrators are aware of the concepts of culture and values, some perceive them as a unified whole. Although cultural and values education is seen as important, the “Cyprus Culture Day” event is the most common method used. Rural areas are seen as advantageous for cultural transmission, and challenges can be addressed by motivating teachers and students.

KEYWORDS: Culture. Value Transmission. Primary School Administrators. Rural School Administrator. Sustainable Society.

RESUMO: Este estudo tem como objetivo avaliar o papel dos administradores na transmissão de cultura e valores em escolas primárias rurais da República Centro-Africana (RTNC). Os dados foram coletados por meio de entrevistas semiestruturadas com 10 administradores durante o ano letivo de 2024-2025 e analisados por meio de análise descritiva. Os resultados mostram que, embora os administradores estejam cientes dos conceitos de cultura e valores, alguns os percebem como um todo unificado. Embora a educação cultural e de valores seja considerada importante, o evento “Dia da Cultura do Chipre” é o método mais utilizado. As áreas rurais são vistas como vantajosas para a transmissão cultural, e os desafios podem ser enfrentados motivando professores e alunos.

PALAVRAS-CHAVE: Cultura. Transmissão de Valores. Administradores de Escolas Primárias. Administradores de Escolas Rurais. Sociedade Sustentável.

RESUMEN: Este estudio tiene como objetivo evaluar el papel de los administradores en la transmisión de la cultura y los valores en las escuelas primarias rurales de la República Turca del Norte de Chipre (RTNC). Los datos se recopilaban mediante entrevistas semiestructuradas con 10 administradores durante el año académico 2024–2025 y se analizaron utilizando análisis descriptivo. Los hallazgos muestran que, aunque los administradores son conscientes de los conceptos de cultura y valores, algunos los perciben como un todo unificado. Si bien la educación cultural y en valores se considera importante, el evento “Día de la Cultura Chipriota” es el método más comúnmente utilizado. Las zonas rurales se consideran ventajosas para la transmisión cultural, y los desafíos pueden abordarse motivando a docentes y estudiantes.

PALABRAS CLAVE: Cultura. Transmisión de valores. Administradores de escuelas primarias. Administrador de escuela rural. Sociedad sostenible.

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INTRODUCTION

Culture is a multidimensional phenomenon that shapes individuals' daily lives and provides a framework of identity for societies and groups (Likaj, 2008). Values, as core elements of culture, guide behavior, attitudes, and actions, helping individuals build a meaningful life aligned with what they consider important (Akbaş, 2008). Education, broadly defined, is the process through which individuals acquire socially desired, lasting behavioral changes (Senemoğlu, 2020), making the transmission of culture and values essential. Schools play a central role in this process by structuring environments that promote planned learning experiences.

School administrators are key actors in implementing values education, setting examples, fostering teacher collaboration, informing parents, and promoting social acceptance of values (İlekçi Akyavuz & Çakın, 2020; Uzun et al., 2024). Values education, when planned systematically, supports personal development and social harmony by instilling good morals and reducing harmful behaviors (Atmaca, 2023; Sarıkaya & Aydeniz, 2021). Neglecting values education can lead to social issues such as increased violence and moral decline (Kurttaş, 2017). Since schools are where individuals first experience structured socialization, values education here is crucial for fostering peaceful, ethical communities (Auer et al., 2023). Effective implementation requires school leaders who can plan, guide, and model these values (Alver & Kesicioğlu, 2019; Schwartz, 2011).

School administrators hold key responsibilities in the preparation and implementation of values education programs, including setting an example for teachers, guiding and motivating staff and students, engaging parents, and promoting societal awareness and integration of values (Balci & Yelken, 2010). Their role is critical in enhancing the effectiveness of values education and addressing societal issues linked to poor value transmission. Understanding administrators' perspectives on values education is essential to evaluating their contributions and the broader impact on individuals and society (Kula, 2017).

Despite numerous studies on values education, research specifically focused on administrators' views remains limited, even though schools play a foundational role in shaping society (Toker, 2021). A deeper analysis of their views can improve the implementation of values education practices and reinforce the notion that "a strong school depends on a strong principal." Given their central role in shaping students' moral and social development, school administrators' perspectives are of great importance (Beach & Öhrn, 2023).

Within the scope of this importance in the transfer of culture and values, the purpose of this research is to examine the importance of transferring culture and values to students, the methods used in their transfer, their advantages and disadvantages, and to present suggestions to administrators, researchers and the Ministry of Education in the Turkish Republic of Northern Cyprus in order to improve the existing disadvantages and make the transfer better.

The research questions regarding this purpose of the research are listed below.

- What do culture and values mean?
- Is the education of culture and values important in schools? What is the reason?
- What are the methods applied to ensure the transfer of culture and values?
- What are the advantages and disadvantages that affect the transfer of culture and values? What are your suggestions to improve the disadvantages that affect the transfer of culture and values?

METHOD

In this study, the opinions of the primary school principals and assistant principals in rural areas were sought in order to determine their roles in the transfer of culture and values. In this direction, the phenomenology design, one of the qualitative research methods, was used in this study (Yıldırım & Şimşek, 2018).

In this study, the most commonly used interview method among qualitative research methods was preferred. The reason why the interview is one of the most frequently preferred data collection methods in qualitative research is that it is very effective in revealing the knowledge, thoughts, experiences and feelings of individuals and is basically based on verbal communication (Yıldırım & Şimşek, 2018).

An interview form was created by preparing questions in a semi-structured format by the researcher. In order to determine the roles of the primary school principals in the transfer of culture and values in rural areas by obtaining their opinions, the opinions of 10 primary school principals who perform their duties in the rural areas of Nicosia and Famagusta districts of TRNC were obtained.

Study Group of the Research

The study group of the research consists of a total of 10 principals and assistant principals working in different schools in the Turkish Republic of Northern Cyprus in the 2024-2025 academic year. The principals and assistant principals who participated in the research contributed entirely on a voluntary basis. Table 1 provides the introductory characteristics of the managers who contributed to the research.

Of the managers who participated in the research, 8 were female and 2 were male. When the age groups were examined, it was determined that there were no participants under the age of 30 or between the ages of 31-35, 1 was between the ages of 36-40, 8 were between the ages of 41-50, and 1 was 51 years old and over. It was observed that 7 of the

participating managers had 0-5 years of professional seniority, 1 was between the ages of 6-10 years, and 2 were 15 years or more. It was observed that 8 of the participating managers had only a master's degree, while 2 had also a doctorate degree.

Table 1

Distribution of Primary School Administrators According to Their Introductory Characteristics

Characteristics	Frequency (f)	Percentage Frequency % (f)
Gender	Gender	Gender
Male	8	80
Female	2	20
Age Group		
Under 30	-	-
Between 31-35	-	-
Between 36-40	1	10
Between 41-50	8	80
51 and Above	1	10
Professional Seniority		
0-5 Years	7	70
6-10 Years	1	10
11-15 Years	-	-
15 Years and Above	2	20
Education Level		
Master's Degree	8	80
Doctorate	2	20

Note. Prepared by the authors (2025).

Data Collection Tool and Data Collection

In this study, which aims to determine the views of administrators in rural primary schools on their roles in the transmission of culture and values, an interview form with four open-ended questions was applied in order to determine the views of 10 administrators working in the rural areas of Nicosia and Famagusta districts in the TRNC. For this reason, the interview method was chosen as the qualitative data collection method; semi-structured interview technique was used in the data collection process. The interview form consists of two parts;

the first part includes personal information of the participants, and the second part includes questions about the research topic.

In phenomenological studies, the study group consists of individuals who have in-depth knowledge and experience on the subject and can express their thoughts clearly. Accordingly, primary school administrators who have knowledge on the transmission of culture and values and can express themselves clearly were preferred and included in the study.

The interview technique is a widely used method in qualitative research aimed at gathering information about individuals' feelings, experiences, attitudes, and thoughts. Often referred to as a structured conversation, interviews seek to explore participants' inner worlds and perspectives on specific topics.

Unlike simply listening and note-taking, the technique requires careful preparation—such as designing effective questions, selecting appropriate participants, managing the conversation, and analyzing the data accurately (Akman Dömbekci & Erişen, 2022). Semi-structured interviews offer flexibility by following pre-determined questions while allowing the interviewer to probe deeper or introduce new questions based on responses. This method encourages participants to express themselves more freely and in greater detail, making it a valuable tool for collecting in-depth qualitative data (Polat, 2022).

Participants participated in the interviews entirely voluntarily. The researcher clearly stated before the interviews that the data collected would only be used within the scope of this research and that the personal information of the participants would be kept confidential. This situation ensured that the participants gave sincere, genuine and honest answers. One-on-one interviews lasting approximately 30-40 minutes were conducted with each participant. During the interview, the participants were not put under any pressure and interventions that would direct the answers were avoided. The responses given by the participants were transferred to the interview form as they were.

The questions in the interview form prepared to be asked to the administrators are given below:

1. What do you think culture and values mean?
2. Do you think the education of culture and values is important in schools? Can you tell me the reasons?
3. Do you have any methods to ensure the transfer of culture and values? If so, what are they?
4. Are there any advantages and disadvantages that affect the transfer of culture and values? If so, what are they? If it is a disadvantage, what are your suggestions for changing it?

Data Analysis

Qualitative data analysis is the process of collecting data, creating codes based on the obtained data, simplifying these codes into themes, and presenting these themes in a table, figure, or report format at the final stage. The main purpose of this type of analysis is to evaluate and compare a wide variety of data to produce common meanings and explanations.

In other words, qualitative analysis aims to grasp the essence of dense, diverse, and complex data and make them simpler and more understandable. This process takes place in three basic stages: First, the data is analyzed and simplified by summarizing; second, these data are presented in the form of tables, figures, or text; and in the final stage, the validity of the analyzed data is evaluated. The data analysis section is of great importance in qualitative research; In this section, the data are first defined, then classified, and finally the relationships between them are revealed (Çelik et al., 2020).

In this study, the participants' responses to open-ended questions were recorded in writing by the researcher and their views on the roles of primary school administrators in transferring culture and values were analyzed and categorized according to their similarities and differences. The descriptive analysis method was used in the analysis of the data. In the descriptive analysis, content analysis was used to group similar or related data and create themes. The responses given to each question were evaluated in terms of their common and different aspects, codes were determined in line with these evaluations and the findings were presented in a table. Some expressions that directly reflect the participants' thoughts are given in quotation marks without being changed. The primary school administrators whose opinions were included were represented with symbols such as Y1, Y2, Y3, Y4...

- a) Coding of Data: The data obtained from the interviews were transcribed by numbering the lines and then coded by separating them into meaningful parts. During the coding process, the researcher examined the data separately, points of consensus were determined, and parts where there were different opinions were also stated;
- b) Determining Themes: The codes that emerged in the first stage were grouped according to their similarities and collected under themes. Thus, the relationships between the codes were revealed, and codes that had similar or common aspects were combined under the same themes;
- c) Organizing the Data According to Codes and Themes: In order to present the participants' views more clearly, each manager was assigned numbers starting from 1. While the answers given to the interview questions were conveyed in the findings section, managers were represented with these codes (for example: Y-1) and direct

quotes were made for each finding, and the code of the relevant manager was indicated in parentheses;

- d) Presentation and Interpretation of Findings: The findings obtained as a result of the interviews and the comments regarding these findings are discussed in detail in this section. The findings were supported with direct quotes from the participants, thus strengthening the validity of the research.

Validity and Reliability

The concepts of validity and reliability are approached differently in qualitative and quantitative research. While quantitative research focuses on internal validity, external validity, and objectivity, qualitative research emphasizes credibility, transferability, consistency, and confirmability (Başkale, 2016). Qualitative research views reality as context-dependent and open to multiple interpretations rather than a single objective truth.

Therefore, validity and reliability in this context refer to how well the data reflects participants' realities, the consistency of findings under similar conditions, and the systematic and unbiased data collection process. Ensuring that personal biases do not affect data interpretation and presenting findings objectively are crucial for enhancing the trustworthiness of qualitative research (Arslan, 2022). This study was conducted using the phenomenological design, a qualitative research approach, and several precautions were taken to ensure validity and reliability:

Credibility: The data collected for this research were obtained from multiple participants using the same data collection tool, which enhanced the generalizability and reliability of the findings.

Additionally, the data were not solely interpreted through the researcher's personal perspective; a two-way analysis process was conducted with the involvement of a subject-matter expert. Both the researcher and the expert independently analyzed the data before combining their evaluations to reach coherent and meaningful conclusions. To strengthen the validity of the data collection tool, expert opinions were sought during its development. The findings were then presented in a connected, consistent, and holistic manner to preserve contextual integrity and provide a comprehensive understanding to the reader.

Transferability: To ensure the usability and evaluability of the research in different social, cultural, or institutional contexts, the demographic and professional characteristics of the participants were clearly defined. Additionally, detailed explanations were provided regarding each step of the data collection process, the methods employed,

the environmental conditions, and how the process was conducted. This transparency allowed readers to assess the extent to which the research findings could be applicable to their own contexts. As a result, it became easier for others to make more informed judgments about the validity and transferability of the study's results to similar settings and samples.

Consistency: The data analysis process was not limited to the interpretation of a single person, but was carried out independently by both the researcher and the consultant. The findings obtained were then compared and analyzed, and the consistency between the interpretations was carefully evaluated. In this way, it was confirmed that the results obtained were not random, but systematic. Ensuring a meaningful parallelism between the interpretations increased the scientific reliability of the findings and contributed to the methodological integrity of the research.

Confirmability: There is a strong harmony and mutual support between the findings of the research and the results obtained. In other words, the results obtained from which data and how were obtained are explained clearly and in detail. The analysis process was carried out in line with the principle of transparency, each step was justified and the relationship between the comments and the results was directly established. In this way, the fact that the study can be examined by an outside eye and the same results can be reached, in other words, its confirmability, was increased. This situation increased the level of objectivity of the research and reinforced its scientific validity.

A number of measures were taken to strengthen the validity and reliability of the research:

- To prevent data loss, interview notes were recorded on forms and digitally backed up.
- Participant diversity was ensured by including individuals with different experiences and perspectives. The researcher and consultant collaborated at every stage, with expert input used when needed.
- All research steps were clearly explained through text and tables. Ethical approval was obtained from Near East University and official permission from the TRNC Ministry of National Education.
- The final report was checked for originality using Turnitin.

FINDINGS

In this section, the findings obtained in line with the data compiled based on the research questions are presented (Table 2).

What do culture and value mean? What do you think culture and value mean?

Table 2

Managers' Views on the Definition of Culture

Theme	Frequency (f)	Percentage Frequency % (f)
An element that includes the traditions, customs and habits of a society	3	30
Spiritual accumulations passed down from generation to generation	2	20
Unwritten things created by a society	1	10
Multiple definitions	4	40
Total	10	100

Note. Prepared by the authors (2025).

Table 2 includes the views of managers regarding the definition of culture. According to the participants, culture is defined as an element encompassing the traditions, customs and traditions of society, spiritual accumulations passed down from generation to generation, and unwritten things created by society. There were also participants who explained with more than one definition. In response to the question "What do you think culture is?", most of the participants responded with 'more than one definition' (f=4).

The least frequent of the participant responses was 'unwritten things created by society' (f=1). The frequency of other responses was 'an element encompassing the traditions, customs and traditions of society' (f=3) and 'spiritual accumulations passed down from generation to generation' (f=2). Participant views by theme are given below.

Y4: "Culture is an element that determines the lifestyle and life of a society. It is an element that belongs to people, that they have kept alive from their ancestors, from their earlier times, from their traditions to the present day. People's beliefs, traditions, languages, arts and common histories are within the scope of culture."

Y8: "I think culture and value are two different concepts. Culture is a whole that includes many different elements that the society we live in, the country we live in, has carried from the past to the present. It can cover many different subheadings, from the clothes we use to the food we eat, from our traditions and customs."

What is Value?

Table 3 provides the views of the managers regarding the definition of value.

Table 3
Executive Views on the Definition of Value

Theme	Frequency (f)	Percentage Frequency % (f)
Moral standards	1	10
Our traditions, customs and thoughts	3	30
Unwritten things created by society	1	10
Principles and beliefs that society accepts as good-bad and right-wrong	3	30
A factor that includes human behavior and attitude	2	20
Total	10	100

Note. Prepared by the authors (2025).

According to the participants, value is defined as an element encompassing moral criteria, traditions, customs and thoughts, unwritten things created by society, districts and beliefs that society accepts as good-bad and right-wrong, and human behaviors and attitudes. In response to the question “What do you think value is?”, most of the participants responded as ‘traditions, customs and thoughts’ (f=3) and ‘principles and beliefs that society accepts as good-bad and right-wrong’ (f=3). The least frequent responses from the participants were ‘moral criteria’ (f=1) and ‘unwritten things created by society’ (f=1). The frequency of another response was ‘an element encompassing human behaviors and attitudes’ (f=2).

Participant views are given below according to themes.

Y4: “Values are the principles and beliefs that a society accepts as good or bad, right or wrong. This is an element that changes from society to society, from culture to culture. Values are elements that change over time according to culture.”

Y8: “Values are related to a person’s own character, the way they were raised, and the society they live in. There are also universal values such as respect for individual differences and love. Values contain many components.

Is education of culture and values important in schools? What is its importance?

Table 4 includes the views of managers on the importance of culture and values education.

Table 4
Managers’ Views on the Importance of Education of Culture and Values

Theme	Frequency(f)	Percentage Frequency % (f)
Important	5	50
Very important	5	50
Not important	-	-
Total	10	100

Note. Prepared by the authors (2025).

When the participants' views on the importance of culture and values education are examined; while no one said it was not important, half of the participants said it was important (f=5) and the other half said it was very important (f=5).

Participant views by theme are given below.

Y9: "I think education in schools is important so that culture and values can be transferred to other generations.

Y4: "Education in culture and values is very important in schools."

Y8: "It is definitely very important. I believe that education in culture and values is more important than mathematics and Turkish today."

Why is education in culture and values important in schools?

Table 5 includes the opinions of managers on why education in culture and values is important.

Table 5

Managers' Views on Why Education in Culture and Values is Important

Theme	Frequency (f)	Percentage Frequency % (f)
Because it contributes to the transfer	5	50
KA soci that does not care about its culture and values cannot exist	2	20
To be a member of society	1	10
To be passed down from generation to generation	1	10
Total	10	100

Note. Prepared by the authors (2025).

According to the participants, the following answers were given regarding why education in culture and values is important; because it contributes to transmission, because a society that does not care about its culture and values cannot exist, because those who know their past can direct their future, to be a member of society, and to be passed down from generation to generation.

The most common answer was 'because it contributes to transmission' (f=5). The least common answers were 'because those who know their past can direct their future' (f=1), 'to be a member of society' (f=1) and 'to be passed down from generation to generation' (f=1). The frequency of another answer was 'because a society that does not care about its culture and values cannot exist' (f=2).

Participant opinions are given below according to themes.

Y1: "Because it is very important for us to transfer these from generation to generation and to work on them more in schools. School is one of the most important environments that will allow us to transfer these. If the necessary importance is not given to these in schools and also at home, they may decrease and disappear over time. They are especially important in countries like ours that have a lot of immigration from abroad."

Y2: "It is important for our cultural values to be transferred to future generations or to teach them to the new generation. There are also students who do not know, who come from outside. At least learning these at school will be beneficial for them since they live in our society."

What are the methods applied to ensure the transfer of culture and values?

Table 6 includes the views of managers on whether they use methods in the transfer of culture and values.

Table 6

Managers' Views on Whether Methods Are Used in the Transfer of Culture and Values

Theme	Frequency (f)	Percentage Frequency % (f)
There is	10	100
There is not	-	-
Total	10	100

Note. Prepared by the authors (2025).

All participants answered this question as 'yes' (f=10). Examples of participant views according to themes are given below.

Y3: "I try to provide this with activities as much as possible."

Y4: "The most important element in the transfer of cultural characteristics and values of a society is the transfer from generation to generation, from individual to individual. If we can do this transfer correctly in schools, we will make a good contribution to this situation."

What methods do you use in the transfer of culture and values?

Table 7 provides the views of managers on the methods used in the transfer of culture and values.

Among the responses of the participants; Cyprus Culture Day, cultural and educational activities, learning by doing and experiencing were discussed. There were also managers who stated that they used more than one method. The most common response among the

participants was 'more than one method' (f=4). The least common responses were 'Cyprus Culture Day' (f=2), 'cultural and educational activities' (f=2), 'learning by doing and experiencing' (f=2).

Table 7

Managers' Views on the Methods They Use in the Transfer of Culture and Values

Theme	Frequency (f)	Percentage Frequency % (f)
Cyprus Culture Day	2	20
Cultural and Educational Activities	2	20
Learning by Doing	2	20
Multiple Methods	4	40
Total 10		100

Note. Prepared by the authors (2025).

Participant views by theme are given below.

Y1: "For example, when introducing Cypriot cuisine, we organize bazaars and events. Sometimes families are also involved in these events. When we organize a Cyprus Day, elements such as Cypriot dishes, foods, old household tools, agricultural tools, folk dances can be shown to students more easily. We invite some of our elders who continue to do some of the old Cypriot-specific jobs to school and ensure that they convey information about these to the students."

Y5: "When we look at primary school lessons, although we see culture and values within the scope of Social Studies and Social Skills lessons, additional things should be done to these. For example, we are organizing a Culture Day. Today, introducing and teaching our culture, especially to foreign students in our school, is at the forefront. We are dedicating a day to this activity called "This is Cyprus". Today, we aim for children to learn while having fun. We are careful to make it student-centered. When planning this activity, we pay attention to the 7 main headings related to culture in the 5th Grade Social Studies book."

What are the advantages and disadvantages that affect the transfer of culture and values? Are there some advantages and disadvantages that affect the transfer of culture and values? If there are, what are they? If it is a disadvantage, what are your suggestions for changing it?

Table 8 includes the views of managers on the advantages that affect the transfer of culture and values.

Among the participant responses, it was observed that there were no advantages, cultural resources we can access, knowledge of many students in rural areas on the subject, cultural activities and use of technology, and cooperation with the general administration and the ministry.

Table 8

Administrators' Views on Advantages Affecting the Transfer of Culture and Values

Theme	Frequency (f)	Percentage Frequency % (f)
No advantage	2	20
Cultural resources we can access	2	20
Many students in rural areas have knowledge about the subject	2	20
Cultural activities and use of technology	3	30
Collaboration with the general administration and the ministry	1	10
	Total 10	100

Note. Prepared by the authors (2025).

While the participants gave the most frequent response 'cultural activities and use of technology' (f=3), the least frequent response was 'cooperation with the general administration and the ministry' (f=1). In addition, the frequency of other responses was 'no advantages' (f=2), 'cultural resources we can access' (f=2), 'knowledge of many students in rural areas on the subject' (f=2).

Participant views are given below according to themes.

Y4: "When we look at the advantages in the transfer of culture and values, our cultural heritage such as the Salamis Ruins, Bellapais Monastery, Buffavento Castle are among our concrete cultural elements that facilitate and provide advantages in transfer. When we explain to children who built which work in which period, it provides a great advantage in the protection and transfer of our cultural heritage."

Y5: "There are both advantages and disadvantages. For example, when we look at the Cyprus Culture Day event we held in our school, it is an advantage that we still have access to resources today so that the child can know his country, the identity of his society, his language, and his characteristics."

What are the disadvantages that affect the transfer of culture and values?

Table 9 includes the views of administrators on the disadvantages affecting the transfer of culture and values.

Table 9

Managers' Views on Disadvantages Affecting the Transfer of Culture and Values

Theme	Frequency (f)	Percentage Frequency % (f)
No disadvantages	1	10
Culture and values seem abstract to non-natives	4	40
Culture and values are constantly changing	2	20
Away from culture and values (degeneration)	1	10
Lack of time and financial resources	1	10
Multiple disadvantages	1	10
Total	10	100

Note. Prepared by the authors (2025).

Among the responses of the participants; no disadvantages, abstractness of culture and values, constant change of culture and values, alienation from culture and values (degeneration), time and financial resource constraints were observed. In addition, there were participants who stated more than one disadvantage. Most of the participants answered 'abstractness of culture and values' (f=4). The least mentioned were 'no disadvantages' (f=1), 'alienation from culture and values (degeneration)' (f=1), 'time and financial resource constraints' (f=1) and 'more than one disadvantage' (f=1).

Participant views by theme are given below.

Y2: "Since students in rural areas know their essence and preserve their culture, I did not encounter any disadvantages in the transfer of culture and values. When we realize that students do not know, we support them in this regard. I think rural areas have an advantage in this regard."

Y1: "For some children, especially those who do not experience these at home or in their social environment, culture and values seem abstract. On the other hand, our cultural and value elements seem more meaningful to children who see and hear these in their social environment. I think this situation is a disadvantage."

What are your suggestions to improve the disadvantages that affect the transfer of culture and values?

Table 10 includes the views of administrators regarding the improvement of disadvantages affecting the transfer of culture and values.

Table 10*Managers' Views on Improving the Disadvantages that Affect the Transfer of Culture and Values*

Theme	Frequency (f)	Percentage Frequency % (f)
No disadvantages	1	10
Cannot be changed	2	20
Integration of transfer into lessons	3	30
Person's need for transfer	3	30
Culture and value education to foreign people	1	10
Total	10	100

Note. Prepared by the authors (2025).

Among the participant responses, it was observed that there were answers such as no disadvantage, unchangeable, integrating transfer into lessons, the person needing transfer, and culture and value education for foreigners. The most common responses from the participants were 'integrating transfer into lessons' (f=3) and 'the person needing transfer' (f=3). The least common responses were 'no disadvantage' (f=1) and 'culture and value education for foreigners' (f=1). Another response was 'unchangeable' (f=2).

Participant views by theme are given below.

Y2: "Since students in rural areas are students who know their essence and preserve their culture, I did not encounter any disadvantages in the transfer of culture and values. When we realize that students do not know, we support them in this regard. I think rural areas have an advantage in this regard." Y7: "I think we cannot change this disadvantage. Because culture and values are changing very quickly today."

CONCLUSIONS

In this section, the research data were analyzed in depth and the findings are presented below. Regarding the question "What do culture and value mean?", participating administrators described culture as encompassing traditions, customs, spiritual heritage, and unwritten social elements, while values were defined as moral criteria, beliefs, customs, and accepted principles of right and wrong. These definitions align with Senemoğlu (2021) and Külekçi and Çakın (2020), with some administrators using very similar or overlapping definitions for both concepts. When asked "Is culture and value education important in schools?"

Why?”, all managers agreed on its importance, emphasizing that schools are vital places for transmitting culture and values, second only to the family.

This finding parallels Uzun et al. (2024) and Sarıkaya and Aydeniz (2021). Regarding the methods used for cultural transmission, administrators reported employing multiple strategies such as integrating topics into lessons, organizing school activities, inviting cultural practitioners, visiting historical sites, celebrating “Cyprus Culture Day,” promoting the Cypriot dialect, creating cultural corners, commemorating special days, and teaching folk dances and songs. The “Cyprus Culture Day” was highlighted as a key event to engage students actively in learning cultural values, especially in rural schools, consistent with findings from Atmaca (2023) and Kurtdaş (2017).

Regarding the sub-problem “What are the advantages and disadvantages affecting the transfer of culture and values?”, most participating administrators identified cultural activities and the use of technology as advantages. Some also noted that rural areas provide an advantage in transmitting culture and values, making this education easier in their schools. However, others reported facing many difficulties and saw no clear advantages. These findings align with Auer et al. (2023). It was observed that some rural schools had few students unfamiliar with foreign and Cypriot culture and values, while others had more.

The main disadvantage highlighted was that culture and values are abstract concepts for children, especially for non-native students who only encounter these in school, making it hard for administrators and teachers to convey them—similar to Alver and Kesicioğlu (2019). When asked for suggestions to overcome these challenges, most administrators emphasized the importance of motivation and awareness in cultural transmission. They stressed that if individuals understand why culture and values are important and are motivated, many obstacles can be overcome. Additionally, integrating cultural education into lessons was widely recommended. Enhancing student engagement through active learning, experiential activities, and embedding values more deeply into the curriculum were seen as effective strategies. These suggestions reflect findings by Beach and Öhrn (2023) and Toker (2021).

Suggestions

1. It can be suggested that teachers, administrators and educators organize in-service trainings, seminars and workshops to learn how to better transfer culture and values.
2. It can be suggested that more resources, necessary materials and financial aid be provided to increase learning by doing and experiencing so that culture and value transfer can be better carried out in schools.

3. 3. It can be suggested that a value education course covering topics such as cultural heritage, moral values, empathy and respect be added to the education program.
4. It can be suggested that students be exposed to culture and values more by adding examples specific to Cypriot culture, history and art to the lessons.
5. It can be suggested that teachers be supported and encouraged in this regard since they are the carriers of value and cultural attitudes.
6. It can be suggested that schools contribute to events such as “Cyprus Culture Day”, which are held at the initiative of administrators and teachers, to be held more regularly and in every school.
7. It can be suggested to organize culture and value transfer seminars, family-child activities, considering that many parents do not know much about the culture and values of Cyprus due to the migration to our country.
8. It can be suggested to cooperate with cultural associations, museums, public education centers to ensure that schools can reach them more easily.
9. It can be suggested to prepare videos and interactive digital games based on values and culture in order to benefit from technology, which is the greatest development of our age.
10. It can be suggested to establish a measurement and evaluation system that takes into account not only academic success but also the extent to which students use values such as responsibility, honesty, and solidarity.
11. It can be suggested to adopt a value education approach that respects all cultures and beliefs, considering the multicultural structure that has formed with many foreigners coming to our country.
12. It can be suggested to develop cultural and value-content materials where all students can find themselves.
13. It can be suggested to take cultural and ethical values into consideration when making education-training plans.
14. It can be suggested that basic values such as respect, justice, honesty should be increased within the school by using items such as posters, billboard studies, and behavioral examples.
15. It can be suggested that teachers, students, and parents should be guided to exhibit behaviors appropriate to culture and values.
16. It can be suggested that teachers’ participation in cultural and value education activities should be supported and creative practices should be enabled.
17. It can be suggested that teachers and students should be motivated by rewarding successful activities, projects, and in-class practices.

18. It can be suggested that cultural days, value education weeks, folk dance shows, and local art exhibitions should be organized and participation in such events should be ensured.
19. It can be suggested that cultural projects should be developed in cooperation with organizations such as local municipalities.
20. Since families are also effective in the transfer of culture and values, it can be suggested that events where cultural values will be kept alive should be organized in cooperation with parents.
21. It can be suggested that values education seminars should be prepared for parents.
22. It can be suggested that trips to historical places around the school should be organized.
23. It can be suggested that local artists, masters and craftsmen are invited to the school and cultural transfer is ensured by doing and experiencing.
24. It can be suggested that value-based seminars and group studies on topics such as empathy, tolerance and conflict resolution are organized and teachers are encouraged to do so.
25. It can be suggested that students and teachers be role models by exhibiting a fair, transparent and respectful attitude.
26. It can be suggested that a value-based approach is adopted in times of crisis and disciplinary situations.

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