Examining the Value Perceptions of Preschool Children According to Their Drawings and Verbal Expressions: Sample of Responsibility Value[*]

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Abstract

Preschool period is an important period when the first knowledge, first skills and first values are acquired concerning life. Knowledge, skills and values that are acquired in this period form the basis of an individual's future life and learnings. "Responsibility" is involved as a value in different "value" classifications and researches. The objective of this study is to examine the "value" perceptions of preschool children via drawings, expressions of children and interviews conducted with children on the basis of the sample of "responsibility" value. The study included 60 children from the age groups of three, four and five, who were attending a nursery school in a city center of the Central Black Sea Region. The data of this study, which was conducted in the phenomenologic pattern that is among qualitative research patterns, were collected via draw and express technique. Children who participated in the study were given crayons and drawing papers and they were asked to draw a picture about responsibility value. After completing their drawings, children were taken into personal interviews where they were asked to express their drawings. Personal interviews were conducted with five children from every age group and totally 15 children. Interviews with children were recorded with a tape recorder. The study data were analyzed with descriptive analysis and content analysis methods. As a result of the study, it was determined that children from all age groups drew pictures about "responsibility" value; however, three-year-old children mainly scribbled. This result shows a consistency with children's line-drawing development. It was observed that children aged four and five generally drew themes concerning the responsibilities of helping their mother and father, taking care of plants/flowers, feeding animals and self-care. Five-year-old children were observed to involve a higher number of details in their drawings and verbal expressions than other children. Children's drawings and verbal expressions showed that they all had a positive perception about "responsibility" value.

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Introduction

The effect and role of early childhood education upon the life of children and their families are rapidly increasing worldwide (Lee & Hayden, 2009; UNESCO, 2008). In the process of growth and socialization, children form their own moral and ethical bases according to what they hear, experience and the reflections of society (Veisson & Kuurme, 2010; as cited in Ülavare & Veisson, 2015). Childhood is the strongest period when new concepts are brought in children (Witt & Kimple, 2008); thus, preschool period when the personality is formed gives us an opportunity of providing values education to children.

As values are abstract ideas, they can not be observed directly; however, individuals reflect their values via their actions and reactions in many cases (Gunnestad, Mørreaunet, & Onyango, 2015). Values are ethical principles that contain good and desirable things, motivate and direct human behaviors, affect decision-making processes and give us an opinion about how we should be and act (Cooper, 2014; Rokeach, 1973; Sagiv, 2002; Schaefer, 2012; Schwartz, 1994; Simon, Howe, & Kirschenbaum, 1978). Passing values on children has become even more important today for the future of society (Schiller & Bryant, 2009). Trainers are strong pioneers of a sustainable change. However, it is primarily required to acquire knowledge, skills, attitudes and values in order to transit into a sustainable society (UNESCO, 2014). Today, values are considered an important factor for a successfull development of society (Döring, 2010).

Individuals determine value priorities according to their lives and value priorities vary according to features like age, gender and income (Davidov, 2010; Schwartz, 2012). It is observed that theoreticians like Rokeach (1973) and Schwartz (1994), who provide a resource to today's value researches, also involve "responsibility" value in their classifications concerning values. Responsibility is defined as; "Individuals' liability for the results of their own behaviors or an event that occurs within the scope of their authority" (Turkish Language Society, 2016). Responsibility value is not an innate feature and it is acquired and shaped with education and real life experiences in the process of life (Gunnestad, Mørreaunet, Granseth, & Vikan, 2013; Yeşil, 2013; Yontar & Yurtal, 2009). According to a number of researchers, preschool children are able to acquire values like responsibility, love, respect, tolerance, benevolence, honesty, friendship, cooperation, happiness, mercy and sharing (Alpöge, 2011; Balat & Dağal, 2009; Civelek, 2006; Cüceloğlu, 2001; Dinç, 2011; Sapsağlam, 2015; Warneken & Tomasello, 2007).

Values are acquired by children as from early ages. As a result of observing infants; Warneken and Tomasello (2007) determined that 18-month-old infants helped their parents in daily routine at home. Preschool curriculum (MEB, 2006) indicates that children aged three-four could take responsibility in simple work at school, fulfill their daily routine and perform simple tasks; on the other hand, children aged five-six could learn the skill of behaving responsibly as they start to realize the results of their behaviors (MEB, 2006). It is required to bring the values in children as from early ages (Karatekin & Sönmez, 2014). Thus, values education in educational activities that are conducted in early childhood training centers is essential (Ülavare & Veisson, 2015).

The level of acquiring "responsibility" value in preschool children is closely associated with how they perceive that value in a sense. Preschool children have a distinct use of visual memory and drawing is an effective tool upon their processes of learning and expressing themselves. Jerome Bruner, a theoretician on cognitive development, suggests that children develop visual memory rapidly in the imaginary period and they picture an object or an event in the way they perceive it. This period corresponds to Piaget's preoperational stage (ages two-seven) in the cognitive development theory (Senemoğlu, 2007; Şahin, 2016).

Considering their developmental features; preschool children have some limitations in their cognitive skills and thus, the skills of using language efficiently. On the other hand, preschool children can express themselves in various ways. Temel and Dere (1999), Reggio Emilia suggest that the concept of children's "facial language" in the approach of early childhood education (Edwards, 1993) is used by

children for expressing themselves in various ways like sculpting, displaying a dramatic play and drawing. Being a way of self-expression for children; drawing can be considered an indicator of children's self-reflection, emotions and thoughts about events, inner world and mental development (Sağlam, 2011). Children approach to drawing as they approach to life. Drawings also reflect their personality to a certain extent (Striker, 2005). Drawing is not only a pleasant activity for preschool children, but also a way for expressing themselves (Hayes, Symington, & Martin, 1994). Children reflect their emotions, thoughts, cultural features, opinions, personality traits and inner world through drawing (Buyurgan & Buyurgan, 2007; Lin, 2006; Malchiodi, 2005). A detailed analysis of children's drawings may give information about their abilities, habits, personalities and relations with their environment (Koppitz, 1984; Malchiodi, 2005; Yavuzer, 2007).

Examining the studies in literature; it is seen that there are some studies on values that are expected to be acquired by preschool children (Balat & Dağal, 2009; Civelek, 2006; Cüceloğlu, 2001; Dereli, 2014; Dinç, 2011; Günindi, 2015; Macready, 2009; Samur, 2011) and various researchers suggest that "responsibility" value is among the values that can be acquired by preschool children (Alpöge, 2011; Atabey & Ömeroğlu, 2016; Neslitürk, 2013; Sapsağlam, 2015). Besides, examining the studies on children's drawings in literature; it is seen that there are many studies on children's perceptions about themes and characters in story books (Hsiao & Chen, 2015), teacher figure (Dağlıoğlu, 2011), inner world (Batı, 2012), emotions (Burkitt, Barrett, & Davis, 2009), reasoning of sample case (Leslie, Knobe, & Cohen, 2006), perceptions about good-evil (Knobe & Roedder, 2009; Lee & Hyoung, 2012; Yüksel, Canel, Mutlu, Yılmaz, & Çap, 2015), family perceptions (Kaynak & Temel, 2015; Türkkan, 2004), perceptions about the value of love (Günindi, 2015), toy drawings (Karaman & Akyol, 2011) and examination of colors they use (Akman, Karaaslan, Güler, & Öncü, 2006). On the other hand, there is no study on how preschool children perceive responsibility value and how this value is examined via drawings and verbal expressions.

In various studies, it has been emphasized that children express themselves in various ways like play, drawing, drama due to the insufficiency in their vocabulary. Primary goal of this study is to examine the perceptions of children about responsibility value on the basis of their drawings and verbal expressions. The study is considered important as it contains drawing examples and verbal expressions concerning the perceptions of children about "responsibility" value and reveals findings by describing an abstract concept like "responsibility" value.

Method

This study was conducted by using qualitative research method in the phenomenologic pattern. Phenomenology focuses on phenomenon that are realized but do not give a detailed sense. Phenomenon, on the other hand, are encountered as life events, experiences, perceptions, concepts and conditions (Yıldırım & Şimşek, 2013). Phenomenology studies try to explain the perceptions of individuals about phenomenon (things that are perceived with senses), meanings they attribute to them and feelings about phenomenon (Patton, 2014). The phenomenon that is tried to be explained in this study is the perceptions of preschool children about "responsibility" value.

Study Group

The study included 60 children (n=60) from the age groups of three (20 children), four (20 children) and five (20 children), who were attending an independent nursery school in the spring term of the school year of 2015-2016. All the children in the study group had a normal development and no special need. The study group was formed by using homogeneous sampling technique (Patton, 1987), which is one of the techniques of the purposeful sampling method. Even though three-year-old children are in the stage of scribbling according to the artistic developmental stages of Kellogg, they were included in the study group for the purpose of determining their thoughts and verbal explanations about "responsibility" value.

Data Collection

The study data were obtained via draw and express technique. The children were given A-3 drawing papers and crayons by the researcher and then they were asked to draw a picture about "responsibility" value. Children were not informed about the concept before the application and there was no time limitation about the drawing activity. During the drawing activity, the researcher took notes on drawings about the figures drawn by children. After completing their drawings, all the children were taken into personal interviews where they were asked to express their drawings.

Expressions of children were recorded with a tape recorder and then they were written out. After completing the drawing activity, five children from every age group were interviewed for the purpose of determining the thoughts and perceptions of children about "responsibility" value via open-ended questions. The following questions were addressed to the children during personal interviews;

Question 1: What is responsibility?

Question 2: How do individuals with responsibility act/what do they do?

Data Analysis

The study data were analyzed by using two different methods: Content analysis and descriptive analysis. Children's drawings were analyzed according to the content analysis method. Content analysis method tries to determine relations and concepts (Yıldırım & Şimşek, 2013). According to the findings that were acquired in the process of content analysis, children's drawings were examined under three categories as; distribution of "responsibility"-themed drawings according to age groups, distribution of "responsibility"-themed drawings according to the environment where they were drawn and distribution of "responsibility"-themed drawings according to the type of "responsibility". Findings under these categories were turned into digital data in tables. The data acquired from the interviews with children, on the other hand, were analyzed via descriptive analysis method. Descriptive analysis is the presentation of data according to previously formed themes (Yıldırım & Şimşek, 2013).

Validity and reliability matter for all researchers. Validity and reliability of studies are determined by using various methods and techniques. In this study, the validity and reliability were determined by using triangulation technique. There are four types of triangulation techniques as; method triangulation, resource triangulation, analyzer triangulation and theory/viewpoint triangulation (Patton, 2014). The techniques of data resource triangulation and analyzer triangulation were used in this study.

While analyzing the study data, the researcher formed categories and codes for children's drawings and expressions. These categories and codes were coded separately by the researcher and an expert and the consistency between the coders were examined. Reliability of the data analysis was tested by using Miles and Huberman (1994)'s formula of Agreement Percentage=[Agreement/ (Agreement + Disagreement) X 100]. Accordingly, the agreement percentage between the coders was determined as 98% for the drawing technique and 96% for interviews.

Results

This part of the study involves findings that were acquired by examining children's drawings and interviews. Study findings were presented under the titles of; distribution of "responsibility"-themed drawings according to age groups, distribution of "responsibility"-themed drawings according to the environment where they were drawn and distribution of "responsibility"-themed drawings according to the type of "responsibility". First of all, "responsibility"-themed drawings of children in the study group were examined and their distributions are given in Table 1.

Table 1. Distribution of "Responsibility"-Themed Drawings According to Age Groups

Age Group	N	f	%
3 Years	20	3	15
4 Years	20	11	55
5 Years	20	19	95

Examining the distribution of "responsibility"-themed drawings by children according to age groups; three children in the age group of three (15%), 11 children in the age group of four (55%), 19 children in the age group of five (95%) and totally 33 children had "responsibility"-themed drawings. It was observed that the number of "responsibility"-themed drawings increased in parallel with the increase of children's age. It was observed that all the children especially in the age group of five, except for one, had "responsibility"-themed drawings. Findings concerning the distribution of "responsibility"-themed drawings according to the environment where they were drawn are presented in Table 2.

Table 2. Distribution of "Responsibility"-Themed Drawings According to the Environment Where They were Drawn

Age Group	n	Environment	f	%
3 Years	20	Responsibilities in Home Environment	2	10
		Responsibilities in Other Environments	1	5
4 Years	20	Responsibilities in Home Environment	9	45
		Responsibilities in Other Environments	2	10
5 Years	20	Responsibilities in Home Environment	14	70
		Responsibilities in Other Environments	7	35

Examining the findings in Table 2; two children in the age group of three (10%) had "responsibility"-themed drawings in home environment and one child (5%) in other environments. Nine children in the age group of four (45%) had "responsibility"-themed drawings in home environment and two children (10%) in other environments. 14 children in the age group of five (70%) had "responsibility"-themed drawings in home environment and seven children (35%) in other environments. Examining children's drawings in the study according to the environment where they were drawn; it was observed that 25 children had "responsibility"-themed drawings in home environment and 10 children in other environments. Based on this finding; it could be suggested that children primarily realize and learn responsibilities in home environment. This condition is associated with proximodistal principle, which is one of the basic principles in children's development and learning. Table 3 shows findings concerning the distribution of "responsibility"-themed drawings according to the type of responsibility.

Table 3. Distribution of "Responsibility"-Themed Drawings According to the Type of Responsibility

Age Group	n	"Responsibility"-Themed Drawings	f	%
3 Years	20	Taking Care of Plants/Trees	1	5
		Putting on/Reorganizing Clothes	1	5
		Helping Mother in Housework	2	10
4 Years	20	Helping Mother in Housework	1	5
		Taking Care of Plants/Trees	5	25
		Feeding/Taking Care of Animals	1	5
		Collecting Toys	1	5
		Making the Bed	4	20
		Eating Healthily	1	5
		Fulfilling Daily Life Skills	1	5
5 Years	20	Helping Mother in Housework	2	10
		Helping Father	1	5
		Taking Care of Plants/Trees	6	30
		Feeding/Taking Care of Animals	8	40
		Collecting Toys	5	25
		Putting on/Reorganizing Clothes	2	10
		Tidying up the Room	2	10
		Making the Bed	4	20
		Eating Healthily	2	10
		Collecting Eggs	1	5
		Plugging the Tablet out	1	5
		Keeping away from the Tablet	1	5
		Picking up Sister from School	1	5
		Picking Apples	1	5
		Turning off the Lights, Taps, the TV When Unnecessary	1	5
		Shelving the Books	1	5

Table 3 shows findings concerning the types of responsibility drawn by children. Accordingly; one child in the age group of three (5%) had "responsibility"-themed drawings in taking care of plants/trees, one child (5%) in putting on/reorganizing clothes and two children (10%) in helping mother in housework. Five children in the age group of four (25%) had "responsibility"-themed drawings in taking care of plants/trees, four children (20%) in making the bed, one child (5%) in helping mother in housework, one child (5%) in feeding/taking care of animals, one child (5%) in collecting toys, one child (5%) in eating healthily and one child (5%) in fulfilling daily life skills. Eight children in the age group of five (40%) had "responsibility"-themed drawings in feeding/taking care of animals, six children (30%) in taking care of plants/trees, five children (25%) in collecting toys, four children (20%) in making the bed, two children (10%) in helping mother in housework, two children (10%) in putting on/reorganizing clothes, two children (10%) in tidying up the room, two children (10%) in eating healthily, one child (5%) in helping father, one child (5%) in collecting eggs, one child (5%) in plugging the tablet out, one child (5%) in keeping away from the tablet, one child (5%) in picking up sister from school, one child (5%) in picking apples, one child (5%) in turning off the lights, taps, the TV when unnecessary and one child (5%) in shelving the books. Embracing the findings in Table 3 in general; it was observed that children had "responsibility"-themed drawings in home environment mainly like taking care of and feeding other living creatures. Figure 1 shows the examples of "responsibility"-themed drawings by three-year-old children.

| R-1. Example of drawing by a three-year-old child: In this drawing, the child represents her/his responsibility of reorganizing clothes in her/his closet. | R-2. Example of drawing by a three-year-old child: In this drawing, the child represents a plane. | R-3. Example of drawing by a three-year-old child: In this drawing, the child represents her/his responsibility of helping her/his mother to prepare dinner. | R-4. Example of drawing by a three-year-old child: In this drawing, the child represents her/his responsibility of helping her/his mother to clear the dinner table. |

Figure 1. Some Examples of the Drawings by Three-Year-Old Children Concerning Responsibility Value

Examining the examples of the drawings by three-year-old children in Figure 1; it was observed that children had "responsibility"-themed drawings in reorganizing clothes (R-1), helping mother (R-3) and helping mother to clear the dinner table (R-4). It was also observed that children generally drew their pictures as scribbling and they did not draw distinct figures, which is associated with children's line-drawing development. Because children in this age group are in the stage of scribbling according to the line-drawing development. On the other hand, examining the expressions of children concerning their drawings; it was observed that they perceived "responsibility" value positively and were aware of this value. Figure 2 shows the examples of the drawings by four-year-old children.

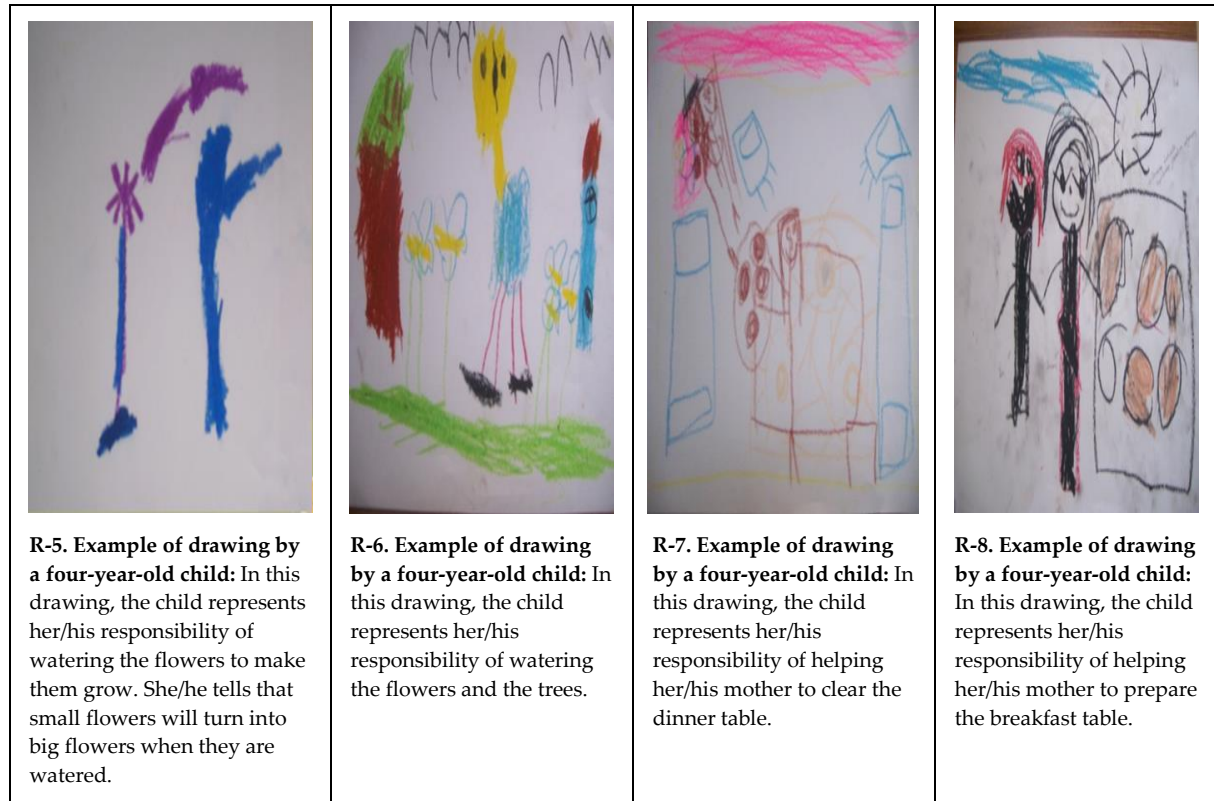| R-5. Example of drawing by a four-year-old child: In this drawing, the child represents her/his responsibility of watering the flowers to make them grow. She/he tells that small flowers will turn into big flowers when they are watered. | R-6. Example of drawing by a four-year-old child: In this drawing, the child represents her/his responsibility of watering the flowers and the trees. | R-7. Example of drawing by a four-year-old child: In this drawing, the child represents her/his responsibility of helping her/his mother to clear the dinner table. | R-8. Example of drawing by a four-year-old child: In this drawing, the child represents her/his responsibility of helping her/his mother to prepare the breakfast table. |

Figure 2. Some Examples of the Drawings by Four-Year-Old Children Concerning Responsibility Value

Examining the examples of the drawings by four-year-old children in Figure 2; it was observed that children had "responsibility"-themed drawings in watering the flowers (R-5), watering the trees (R-6), helping mother to clear the dinner table (R-7) and helping mother to prepare the breakfast table (R-8). Embracing the drawings by four-year-old children as a whole; it was observed that children drew distinct figures of humans, plants and objects. It was also observed that children perceived "responsibility" value positively, which was apparent in both their drawings and expressions about drawings. It was observed that the drawings by four-year-old children involved more details and conditions than the drawings by three-year-old children and their drawings were more distinct, which is associated with the progress in children's cognitive development and line-drawing development. Figure 3 shows the examples of the drawings by five-year-old children.
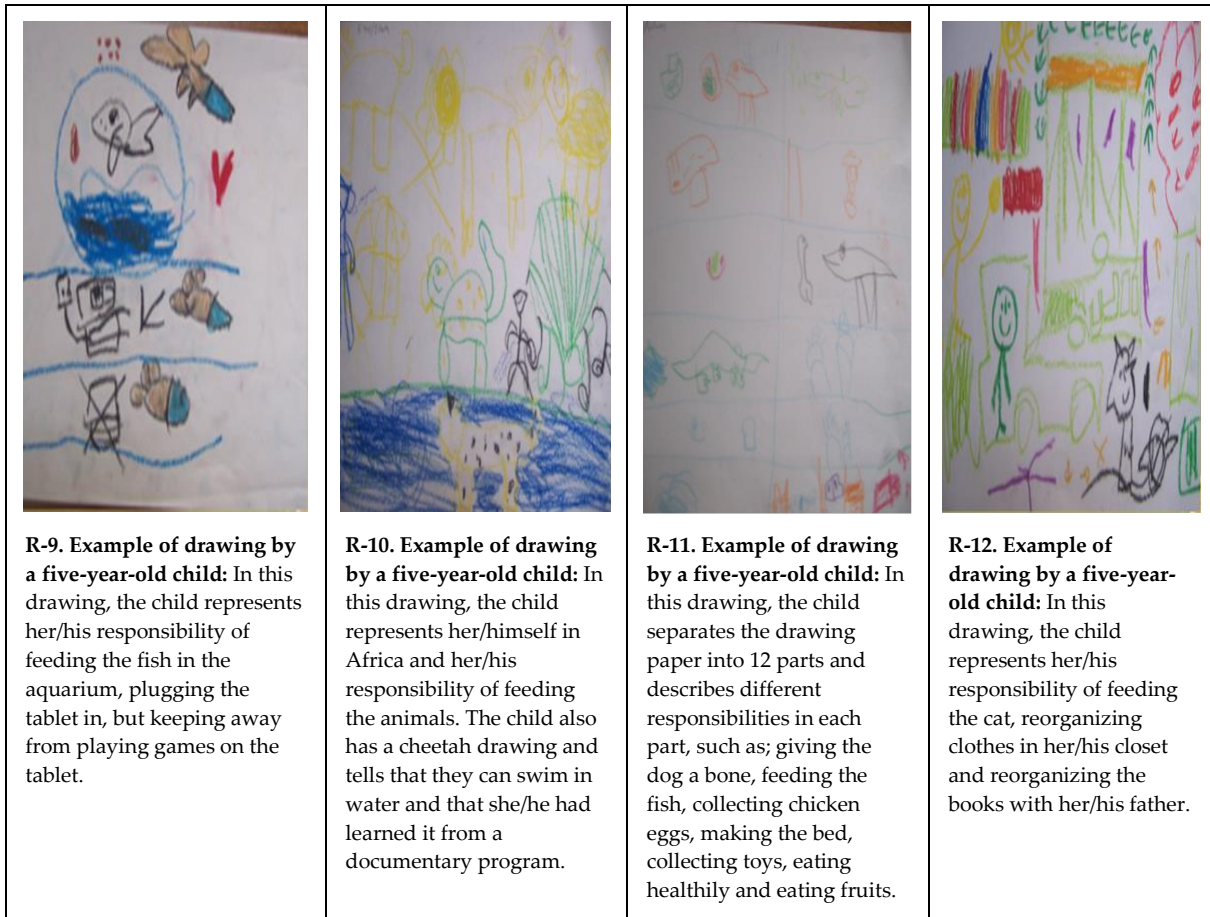
| R-9. Example of drawing by a five-year-old child: In this drawing, the child represents her/his responsibility of feeding the fish in the aquarium, plugging the tablet in, but keeping away from playing games on the tablet. | R-10. Example of drawing by a five-year-old child: In this drawing, the child represents her/himself in Africa and her/his responsibility of feeding the animals. The child also has a cheetah drawing and tells that they can swim in water and that she/he had learned it from a documentary program. | R-11. Example of drawing by a five-year-old child: In this drawing, the child separates the drawing paper into 12 parts and describes different responsibilities in each part, such as; giving the dog a bone, feeding the fish, collecting chicken eggs, making the bed, collecting toys, eating healthily and eating fruits. | R-12. Example of drawing by a five-year-old child: In this drawing, the child represents her/his responsibility of feeding the cat, reorganizing clothes in her/his closet and reorganizing the books with her/his father. |

Figure 3. Some Examples of the Drawings by Five-Year-Old Children Concerning Responsibility Value

Examining the examples of the drawings by five-year-old children in Figure 3; it was observed that children had "responsibility"-themed drawings in feeding the fish in the aquarium and keeping away from playing games on the tablet (R-9), feeding the animals in Africa, (R-10), giving the dog a bone, feeding the fish, collecting chicken eggs, making the bed, collecting toys, eating healthily, eating fruits (R-11), feeding the cat, reorganizing clothes in the closet and reorganizing the books with father (R-12). Embracing the drawings by five-year-old children as a whole; it was observed that children drew more distinct figures and involved more details and types of responsibility in parallel with the increase of their age. It was also observed that five-year-old children involved other living creatures and their responsibilities for these living creatures in their drawings more frequently than other age groups. The drawings and expressions of five-year-old children showed that they also perceived "responsibility" value positively.

Two questions were addressed to the children that participated in the study, for the purpose of determining their conceptual perceptions and awareness of "responsibility" value: 1- "What is responsibility"?, 2- "How do individuals with responsibility act/what do they do"? The responses were coded as; (3.1. / 1. Three-year-old child) for three-year-old children, (4.1. / 1. Four-year-old child) for four-year-old children and (5.1. / 1. Five-year-old child) for five-year-old children. Table 4 shows the responses of children to the research questions.

Table 4. Responses of Children to the Research Questions

	Responses of Three-Year-Olds	Responses of Four-Year-Olds	Responses of Five-Year-Olds
What is Responsibility?	3.1. Reorganizing clothes, keeping the laundry and our room tidy.	4.1. Covering the water, watering the flowers.	5.1. It includes many things like feeding the fish, the parrot and the frogs everyday, tidying up the room.
	3.2. Collecting our clothes and toys, putting on our clothes, going to school.	4.2. Protecting ourselves in order not to get sick, eating, tidying up our room, keeping away from cutting the cat's tail.	5.2. It includes the things we need to do like feeding the bird, helping mom, helping dad, collecting toys in the classroom, having a good breakfast, tidying up the room.
	3.3. Being nice to children, keeping away from hitting people.	4.3. Cleaning our home, reorganizing the room for guests, helping mom, hanging out the laundry with mom.	5.3. Tidying up the room, putting on our clothes, helping mom, feeding the animals; fathers are responsible for taking their kids to school and mothers are responsible for doing the housework.
	3. 4. Eating, telling mom that we have a runny nose, going to school.	4.4. Making our bed, putting on our shoes and coat, collecting our toys, helping mom.	5.4. Doing our work, tidying up the room, eating healthily, feeding the fish and the bird, keeping away from watching the television a lot.
	3.5. Collecting our toys, playing with our siblings, keeping away from climbing up the showcase, clearing the dinner table with mom and dad.	4.5. Making our bed, helping mom, collecting our toys, reorganizing our schoolbag.	5.5. Collecting our toys, turning off the television, the lights and the taps (after washing our hands), making our bed, washing our hands when they get dirty.
How Do Individuals with Responsibility Act/What Do They Do?	3.1. They draw, get dressed by themselves, prepare their begs, make home.	4.1. They feed their dogs, cats and birds.	5.1. They tidy up their room, help their mother, tidy up the hall, keep away from drawing on the walls, do things neatly.
	3.2. They are nice, not evil.	4.2. They are not furious, they need to laugh, listen to their parents, (the firemen) need to put out the fire.	5.2. They are nice, do good things, tidy up their room, help their mother.
	3.3. Fathers work and go to school.	4.3. They are nice, tidy up the house, hang out the laundry, wash the dishes.	5.3. They help others, give water to animals, help animals.
	3.4. They are cute.	4.4. They need to be smart and nice and keep away from upsetting their mother, they tidy up the house with their mother and prepare breakfast for her.	5.4. They are nice and they help others.
	3.5. They help their mother, go home from school, eat and then go to bed.	4.5. They are good and hardworking, buy bread from the market.	5.5. They do their responsibilities, turn off the taps, shut the door, become very happy when they do their responsibilities. Figure 4 shows some examples of the drawings by children.

Examining the responses in Table 4; it was observed that three-year-old children mainly associated the work in home environment like collecting toys and making the bed (3. 1. / 3. 2. / 3. 4. / 3. 5.) and the rules established for them with "responsibility" value. The responses of four-year-old children showed that they were aware of their responsibilities in home environment like collecting toys (4. 4.), making the bed (4. 4. / 4. 5.) and responsibilities towards other people and living creatures especially like helping their mother (4. 3. / 4. 4. /4. 5.) and watering the flowers (4. 1.). Examining the responses of five-year-old children; it was observed that they involved not only the tasks to be performed in home environment (5. 1. / 5. 2. / 5. 4. / 5. 5.), but also their responsibilities towards their parents (5. 2. / 5. 3.) and other living creatures (5. 1. / 5. 2. / 5. 3. / 5. 4.). The responses of five-year-old children showed that they were also aware of the responsibilities of other people like their parents (5. 3.). Examining the responses of children to the question, "What is responsibility?"; it was observed that their expressions about "responsibility" value became varied and also included other people and other living creatures in parallel with the increase of their age.

Examining the responses to the second research question, "How do individuals with responsibility act/what do they do?"; it was observed that children generally perceived "responsibility" value positively and expressed individuals with responsibility using their positive characteristics. It was observed that children expressed individuals with responsibility as people who helped their mother (3. 5. / 4. 4. / 5. 2.), were nice (3. 2 / 4. 3. / 5. 2.), took care of and fed other living creatures (4. 1. / 5. 3.), helped others (5. 3.), were cute (3. 4. / 4. 2.) and obeyed rules (3. 5. / 4. 2. / 5. 1.). All expressions of children concerning "responsibility" value involved positive characteristics and behavioral features. Embracing the responses to the research questions as a whole; it was observed that children were conceptually aware of "responsibility" value and perceived this value positively.

Discussion, Conclusion and Suggestions

This study was conducted for the purpose of determining "responsibility" value perceptions of preschool children in the age groups of three, four and five via their drawings and verbal expressions. The study data were were obtained via draw and express technique. The obtained data were analyzed via content analysis and descriptive analysis techniques. Interviews were conducted with children concerning "responsibility" value for the purpose of supporting the study data with secondary data/way. Yavuzer (2012) stated that it would not be appropriate to evaluate children's drawings only on the basis of findings concerning the drawings and it was necessary to support the findings with other findings acquired via another method.

In the study, three children from the age group of three, 11 children from the age group of four and 19 children from the age group of five had "responsibility"-themed drawings. Examining children's drawings; it was observed that three-year-old children had "responsibility"-themed drawings at a lower rate than other age groups, which is associated with the fact that children in this age group are in the stage of scribbling according to the line-drawing development and their abilities (Golomb, 2004) and cognitive development increase in parallel with the increase of their age (Golomb, 2004; Collado, 1999). Children's line-drawing development occurs in five stages as; scribble stage from two to four years of age, pre-schematic stage from four to seven years of age, schematic stage from seven to nine years of age, realism (grouping) stage from nine to twelve years of age and apparent naturalism stage from twelve to fourteen years of age (Collado 1999; Yavuzer 2003). In the studies of Brown (1990) and Cox et al. (2001); children were asked to draw a person and it was determined that details were used more by older children than younger children and girls than boys (Brown, 1990; Cox et al., 2001 as cited in Kındap, 2005). Examining children's drawings within the scope of the study; it was observed that they drew more distinct figures and involved more details in parallel with the increase of their age.

Examining the findings concerning the environments that involved "responsibility" value in children's "responsibility"-themed drawings; it was observed that 25 children had drawings in home environment and 10 children in other environments, which signifies that children primarily realize the responsibilities in home environment and family has a considerable effect upon children. Parents have a great effect upon children. In a sense, parents are the closest human beings to children in the age group of 0-6 in meeting all their needs and also their first teachers (Gordon, 1993). Historically, the values education has been shared between three institutions as family, religion and school (Lickona, 1991). Values education is an important part of children's development and this development is considerably affected by the expectations of families (Wiley, 2000). Family is the origin of values education (Aydın & Gürler, 2013). Family and environment play an important role in bringing society-related skills, attitudes and values in children (UNICEF, 2012). In the process of learning moral values, it is very important for children to imitate adults and take them as a model and interact with their peers and siblings (Akman, 2011).

Examining children's drawings according to the type of "responsibility" portrayed in the drawings; it was observed that children generally perceived "responsibility" value positively and reflected this on their drawings. Regarding "responsibility" value; children mainly drew about taking care of/feeding animals, taking care of plants/trees, making the bed, collecting toys, putting on/reorganizing clothes and helping mother-father. In the study of Yüksel et al. (2015), children were asked to draw pictures concerning the concepts of good and evil. As a result of the study, it was observed that children aged 5-6 portrayed the values of love, friendship, responsibility and benevolence concerning the concept of "good". In the study of Günindi (2015), the love perceptions of preschool children were examined via their drawings and it was observed that they portrayed elements like family members, friends, flowers, balloons, clouds and hearts concerning the value of love. In the study of Bacigalupa (2005), nursery school children were made listen to stories on the values of honesty, benevolence and sharing; the stories were discussed and then the children were asked to draw the main theme and the characters. According to the study results, children qualified the main theme, characters and character behaviors in stories accurately as good and evil.

Three-year-old children, who are in the scribble stage in terms of line development, failed in describing "responsibility" value in their drawings, which is one of the expected results of the study. Three-year-old children were included in the study for the purpose of determining the conceptual perceptions of children concerning "responsibility" value. In the study process, interviews were conducted with five children from every age group and totally 15 children and they were asked, "What is responsibility?" (Question 1) and "How do individuals with responsibility act/what do they do?" (Question 2). Examining the responses of children to the question, "What is responsibility?" (Question 1); it was observed that three-year-old children mainly associated the work in home environment like *collecting toys* and *making the bed* (3. 1. / 3. 4. / 3. 5.) and *the rules established for them* with "responsibility" value. The responses of four-year-old children showed that they were aware of their responsibilities in home environment like *collecting toys* (4. 5.), *putting on/reorganizing clothes* and responsibilities towards other people and living creatures especially like *helping their mother* (4. 3.) and *watering the flowers* (4. 1.). Examining the responses of five-year-old children; it was observed that they involved not only the tasks to be performed in home environment, but also *their responsibilities towards their parents and other living creatures* (5. 1. / 5. 2. / 5. 5.). It was observed that children's expressions about "responsibility" value became varied and also included other people and other living creatures in parallel with the increase of their age and they were conceptually aware of "responsibility" value.

Examining the responses of children to the second question, "How do individuals with responsibility act/what do they do?" (Question 2); it was observed that they used expressions like, *They are nice, not evil (3.2.), they are cute (3.4.), they are not furious (4.2.), they need to be smart and nice (4.2.), they are nice (5.2.), they are good (5.4.), they get dressed by themselves (3.1.), they listen to their parents (4.2.), they help their mother (5.2.), they turn off the taps, do their responsibilities and become very happy when they do their responsibilities (5.5.).* Children's verbal expressions had similarities with their drawings. They drew themes like fulfilling their tasks in home environment, obeying the rules, helping their parents, taking care of and feeding other living creatures and generally portrayed "responsibility" value with positive contents.

Embracing both visual and verbal findings in the study, it was observed that children in the age groups of three, four and five visually and accurately expressed "responsibility" value via both their drawings and concepts. All drawings and verbal expressions of children concerning "responsibility" value had a positive content. Children mainly had "responsibility"-themed drawings and verbal expressions in home environment. It was observed that children involved more details in their verbal expressions and drawings in parallel with the increase of their age. This change is associated with the increase of children's line-drawing development, handicraft and cognitive development (Oktay, 2004; Yavuzer, 2012). Children's drawings and verbal expressions that were acquired from interviews showed that they perceived "responsibility" value positively and were aware of behavioral skills required by this value.

The study is based on examining the perceptions concerning "responsibility" value via the drawings and verbal expressions of children. However, preschool children are able to express many different knowledge, skills and values. Thus studies that involve different methods like play, drama and observation may present different findings. "Responsibility" value is an important value that affects individuals' academic and social life. This value is primarily acquired in family. As the study findings suggest; children learn their responsibilities primarily in the family environment. Therefore, it is required to inform parents about the importance of "responsibility" value and how to bring this value in children, and encourage family members for this. As the study findings suggest; children perceive the care and feeding of other living creatures like plants and animals also as a "responsibility". Thus, it is recommended for parents and teachers to give preschool children responsibilities like taking care of plants and animals in home and school environment as such tasks will enable them to acquire "responsibility" value. As there are many "responsibilities" for children (like collecting toys, distributing materials, obeying the rules, performing the tasks) in preschool educational environments; preschool teachers should present "responsibility" opportunities and real life experiences to children in the process of education. It is recommended for the Ministry of National Education to prepare "Turkish National Values Curriculum (TNVC)" aimed at all values, primarily "responsibility" value and all educational stages, and apply it in all educational stages. This study is limited with the drawings and verbal expressions of preschool children aged three, four and five concerning "responsibility" value. It is recommended for researchers to conduct studies that involve different research methods, different study groups and different values.

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