A REVIEW OF PERCEPTIONS RELATED TO TOLERANCE VALUE OF PARENTS: A PHENOMENOLOGICAL STUDY*

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ABSTRACT

The purpose of this research is to reveal the perceptions of the parents related to the tolerance value.The phenomenology design which is one of the qualitative research designs has been used in the research.The research is carried out on 10 parents who live in a province of the Eastern Anatolia Region in the academic year of 2015-2016.Maximum diversity sampling method, which is one of the purposeful sampling methods,is used in the research.Data of the research has been gathered by using semi-structured interview form.The content analysis has been used in the analysis of data.Transferability, credibility,verifiability and consistency strategies are used to ensure validity and reliability in the study.In result of the research, it has been seen that most of the female parents perceive tolerance as accepting a person as is.Most male parents perceive tolerance as getting along with people.Most of the parents answered the question of "Why should you be tolerant?" as"To live happily and peacefully."Most of the parents indicated that there would be fights if they were not tolerant.They stated that they mostly used suggestopedia to make their children tolerant individuals.Most of the parents indicated that their children were tolerant.It is stated by the parents that their children were helpful,well behaved and understanding.

Keywords: Value, values education, tolarence.

INTRODUCTION

One of the basic functions of education is to have students gain the cultural qualities of the environment they live. One part of the cultural characteristics is the values that belong to the society. Value is defined as the beliefs, judgment, goal, aim, criterion, guidance, standards, rules, feelings and thoughts that are preferred, accepted, adopted and desired in the thoughts, judgments, attitudes, behaviors and activities of people, society, institution or ideology (Keskin, 2016: 21). Ulusoy (2007) has described value as an abstract measure for determining the importance of something, and a response to something, a value, a high and useful quality. Today, it is observed that values are lost due to various factors. Therefore, countries make several changes in their curricula with a view to making individuals acquire national and international values. Indeed, values education has been attached great importance in the draft curriculum prepared in Turkey in 2017.

Today, there is a rapid change in scientific, technological and social life, which affects the life of the society. While this change is sometimes positive, sometimes the opposite may emerge. Especially in recent years, the rapid change in technology has had a negative impact on the values of the society. Thus, the significance of value education is increasingly prevalent today in order to avoid the destruction of collective values. In addition, value education is paramount so as to enable individuals to communicate effectively and efficiently and to provide solutions to the problems in accordance with ethical rules as a result of the political, social, cultural changes and developments experienced in today's world (Kale, 2007). The background of values education is based upon the studies conducted in America in the 1920s under the name of character education. Studies on values education began to be published in the mid-1970s (Ulusoy & Arslan, 2014). Values education has various definitions made by various scientists. Slater (akt. Keskin 2008: 20) defined values education as "spiritual, moral, social and cultural education; personal and social education; religious education; multiculturalism/anti-racist education; transcendental themes; especially citizenship, environment and health; spiritual care; school ethics; extra activities in the program; broad community connections; common worship / meeting; a new umbrella term for classifying common life experiences such as school life as a learning community". While some researchers define value education as an attempt to teach values explicitly and consciously, others think that values education is to improve individuals' understanding and knowledge about the values directly or indirectly as well as enabling them certain values and tendencies so that they can behave in direction with the values (Hökelekli & Gündüz, 2007: 385).

There are numerous values within the relevant national and international literature. When the teaching programs in Turkey have been examined, these programs have been found to include national and international democratic values (Ministry of Education [Ministry of Education], 2017 A; 2017b). The value of tolerance is also one of these democratic values. Tolerance is one of the fundamental values that must be possessed in order for individuals to live together with their differences in the present day when their rights and freedom are guaranteed and when individual freedom is significant (Kaymakcan, 2007). Tolerance is regarded as a democratic value as it is based upon "personal respect" (Akbaş, 2011, Cookson, 2001, Leirvik, 2007, Yeşil & Aydın, 2007). A tolerant person can be understanding towards an idea or a thought that is not

adopted by different people. In order to be able to live a happy life together, people need to be sympathetic towards each other, tolerate one another's faults and differences, and approach each other with care (Çalışkan & Sağlam, 2012). Nowadays, the value of tolerance rises to the surface when the problems encountered by people belonging to different ethnic identity, religion, sect, political opinion are taken into consideration. Tatar (2009) has indicated that tolerance is of great importance in creating an atmosphere of mutual understanding and respect. Tolerance, which maintains equilibrium in interpersonal relations and brings them closer, is not an emotional attitude, not an idea, ignorance or being indifference to events, or a compromise of own beliefs and selfishness in every subject; yet it is to be aware of differences, to be able to appreciate different ideas and identities (Yürüşen, 2001).

Upon examining the relevant literature in Turkey, there are various studies conducted to determine students' tolerance trends (Çalışkan & Sağlam, 2012; Öztaşkın-Bektaş & İçen, 2015; Yeşilkayalı & Yıldız-Demirtaş, 2013) and their perceptions (Ersoy, 2016). Family is the first institution that provides children with the most basic behaviors and living values related to individual and social life (Aktepe, 2014: 78). On that point, it is vital that the values be firstly gained in the family. Among the values, the value of tolerance, which is one of the democratic values, should be gained by the students as many problems arise among people due to the lack of tolerance value today. In this regard, parents are required to be aware of what this value is and how children are provided with gaining the value of tolerance. Moreover, when the influence of the family is considered in the acquisition of the values, the views of parents on the values are expected to make a great contribution to the related literature. Given the literature, no research was conducted to examine the perceptions of the parents towards tolerance. This has been considered as a shortcoming by the researchers and the present research has been carried out. The research has examined the perceptions of the parents towards the value of tolerance in terms of their gender, educational status and socio-economic levels. It is widely known that gender, educational status and socio-economic level have an effect on the perceptions of individuals. Hence, the perceptions of the parents towards tolerance value have been examined in terms of their gender, educational status and socio-economic levels. The results of the research are expected to provide a feedback to the parents, teachers and related institutions. By extension, this research aims to explore the perceptions of the parents regarding the value of tolerance. In service of this goal, answers to the following questions have been sought:

1. How are the perceptions of the parents about the value of tolerance in terms of their gender, educational status and socio-economic status?
2. Why should individuals be tolerant according to parents?
3. What problems may arise without tolerance according to parents?
4. What do the parents do in order for the primary school fourth grade students to be tolerant?
5. Do the children in the fourth grade of elementary school have tolerance according to parents?

METHOD

Research Design

Phenomenology, one of the qualitative research designs, was used in the current research. Phenomenological research is a research design aiming to reveal the perceptions and experience of the individuals from their own perspectives (Ersoy, 2016). Thus, this research used a phenomenological design so as to reveal the perceptions of the parents about the value of tolerance.

Participants

The research was carried out with 10 parents who live in the province of Elazığ during the 2015 and 2016 academic year. The children of these parents are in the fourth grade of elementary school. Maximum variation sampling method, which is one of the purposeful sampling methods, was used in the research. The main objective of the maximum variation sampling is to reflect the diversity of the individuals who may be a party to the problem at a maximum level. In other words, the aim of creating a sample based on the maximum variation is to find out whether there are any common or shared phenomena among the diversity of situations and to show different dimensions of the problem depending on this diversity (Yıldırım & Şimşek, 2011). This research takes parents' gender, educational status and socio-economic status into account since they have an impact upon the perceptions of the individuals. In this way, variation has been tried to be reflected. Table 1 depicts the demographic characteristics of the parents.

Table 1. The Demographic Characteristics of the Parents

Code	Gender	Educational Status	Socio-economic Status
P1	Female	Bachelor	Upper
P2	Female	Bachelor	Upper
P3	Female	High School Graduate	Middle
P4	Female	High School Graduate	Lower
P5	Female	Bachelor	Upper
P6	Female	Primary School Graduate	Lower
P7	Male	Primary School Graduate	Middle
P8	Male	High School Graduate	Upper
P9	Male	Bachelor	Upper
P10	Male	High School Graduate	Middle

When Table 1 has been examined; 6 are female and 4 are male; parents' educational status are primary school graduate (f:2), high school graduate (f:4) and bachelors (f:4); their socio-economic status levels are lower (f:2), middle (f:3) and upper (f:5).

Data Collection Tool

The research data were collected through using an interview form. Interview is one of the most commonly used data collection tools in qualitative research. Interview is defined as a data collection technique by means of verbal communication (Karasar, 2012). In other words, interview is a research technique that aims to determine what individuals think; what they feel and the factors that exist in the background of their behaviors (Ekiz, 2009). Through interviews, it is aimed to explore the unobserved factors such as an individual's experience, attitudes, perceptions and thoughts related to a subject or a situation, but are important for a research (Merriam, 2009; Yıldırım & Şimşek, 2011). This research deployed a semi-structured interview form, which is one of the interview types. This method includes pre-determined questions, just like in structured interviews. However, the difference is that the questions do not follow a certain order and that additional questions that have not been previously determined may be asked (Bilim, 2015). The interview questions were formed through examining the related literature. The interview form was presented to the views of six faculty members working at Çukurova, Yıldız Teknik and Fırat Universities. Afterwards, the two parents examined the questions and the arrangements were made in line with the feedbacks from the lecturers and the parents, and the final form was created. The voice recorder was used during the interviews. Each interview lasted approximately 20 minutes.

Data Analysis

Descriptive analysis, one of the qualitative data analyzes, was used during data analysis. Descriptive analysis is analyzed on the basis of questions, topics or themes in data collection tools such as observation, interviews and documents (Ekiz, 2009: 75). The questions on the interview form were taken as a basis, the codes were revealed and the themes were created depending on the questions. Nvivo 11, a qualitative data analysis program, was used in data analysis. Findings were presented with graphics. Yıldırım and Şimşek (2011: 224) have stated that descriptive analysis consists of four stages. These are:

Create a Framework for Descriptive Analysis

A framework is created from the research questions, from the conceptual framework of the research, or from the dimensions involved in the interview/observation for data analysis. In this research, a framework has also been created depending on the interview questions.

Processing of Data Depending on Thematic Framework

In this stage, the data obtained depending on the previously created framework are revised and edited. In the present study, the data obtained according to the previously determined framework were revised and edited. Data are selected for identification purposes, combined in a meaningful and logical way in this stage. The data were collected together in a meaningful and logical manner and those which are inappropriate were avoided in this study. Before the coding process, the interviews of the parents were coded according to the order number

in the interview form and the codes were used as such P:1 for parents, F(Parent: 1, Female) P:2, M(Parent: 2, Male).

Identification of Findings

The data sorted in last stage are defined and supported by direct quotes if necessary. A direct citation was included in the findings of the study. In addition, special care should be taken at this stage in order to ensure that the data are easily identifiable and readable, and that unnecessary descriptions are avoided. The researcher tried to present the data in an easy and understandable way and avoided unnecessary repetition as much as possible.

Interpretation of the Findings

The explanation, identification and association of the findings are conducted in this stage. The findings were analyzed, interpreted and correlated with themes in the current study.

Validity and Reliability of the Research

Lincoln and Guba (1985) have proposed four alternatives for assessing the validity and reliability of qualitative research, that is, credibility, transferability, dependability and conformability.

1. Credibility

Johnson and Christensen (2012) have stated that giving information about the characteristics of the participants in the reporting process of the qualitative research would increase the credibility of the qualitative research. In this study, the credibility of the research is enhanced by giving information about the characteristics of the participants. Merriam (2009) suggested that the research be presented to a specialist in order to provide credibility. In this research, the research was presented to five faculty members who work in Çukurova, Fırat and Yıldız Technical Universities, Faculty of Education and have qualitative research experience, and arrangements were made in accordance with the views of the experts.

2. Transferability

Transferability is mostly related to people reading research results (Polit & Back, 2010). In order that the results of the research can be transferable, it is necessary to provide rich, detailed and accurate information about the place, the participants and the study. Thus, those who read the study report may have an idea about whether these results are appropriate and similar to their environment (Güler, Halıcıoğlu & Taşgın, 2013). Detailed information was provided about participants and research in the present study. The transferability of the research is ensured in this way.

3. Conformability

In order to increase the conformability of the study, all of the findings in the study were presented directly to the reader without any comment and generalization. In addition, all the data obtained in the research process were presented to two lecturers with qualitative research experience and the coding made by the lecturers was examined separately and the consistency of the codes was examined. For the consistency of the codes the researchers used independently, consensus was taken into account. In case of disconsensus, consensus was also provided by experts (Silverman, 2010).

4. Dependability

In order to ensure dependability, the statements of the participants are included in the study during the process of reporting. (Güler, Halıcıoğlu & Taşğın, 2013). The reader will be able to see how the researcher interprets what is expressed when the participants of the study read the expressions, and to compare how accurate these interpretations are made (Silverman, 2010). In this research, direct quotations were made to allow the readers to make comparisons by showing the participants' expressions.

FINDINGS

The research findings have been presented through graphics with the direction of sub-problems. Graphic 1 displays the perceptions of parents in terms of gender.
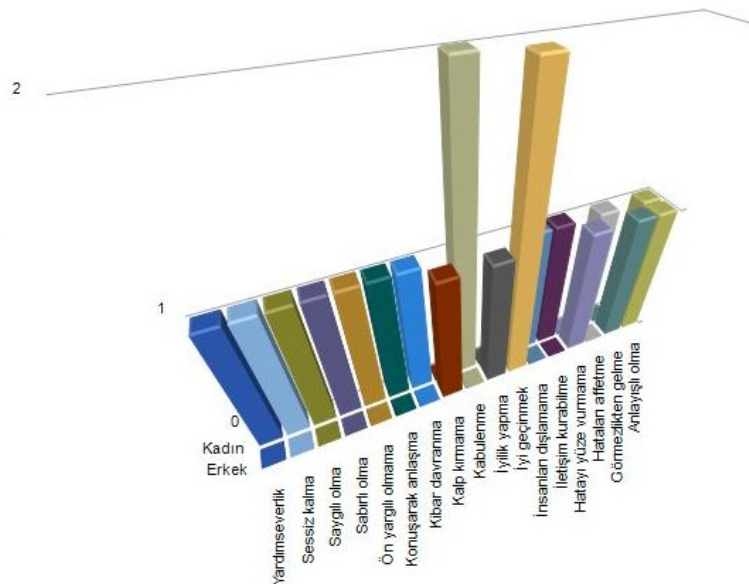
Graphic 1. Perceptions of Parents Towards Tolerance in Terms of Gender

Graphic 1 depicts that most of the female parents (f:2) perceive tolerance as acceptance of someone as s/he is. Besides, females perceive tolerance as; helpfulness (f: 1), being silent (f: 1), patient (f: 1), respectful (f: 1),

unprejudiced (f: 1), negotiating by talking (f: 1), polite (f: 1), not excluding people (f: 1), communicating (f: 1), forgiving mistakes (f: 1) and being understanding (f: 1). The majority of the male parents have been identified to perceive tolerance as getting along well with people. Moreover, tolerance is perceived by males as; not being heartbreaking (f: 1), doing a favor (f: 1), twitting (f: 1), ignoring (f: 1) and being understanding (f: 1). Some parents' views have been presented as such:

"I think that tolerance means to accept someone as s/he is, and to be unprejudiced against someone's differences. Individuals may be disabled, they may have different characteristics; they should not be excluded. "P:1, F

"Tolerance is to forgive mistakes."P: 4, F

"Tolerance means to have good relations with someone by talking". P: 5, F

"Tolerant people communicate well with each other. Tolerance means that people help each other." P: 6, F

"It means to accept people as they are, even if I am not in agreement with them. Being patient is to be tolerant." P: 8, M

"Being tolerant means goodness. If people do a favor to each other, they become tolerant." P: 10

When the statements of the parents about the value of tolerance have been examined, it may be said that they have different perceptions towards the value of tolerance in terms of their gender.

Graphic 2 presents the perceptions of the parents towards tolerance in terms of their educational status.
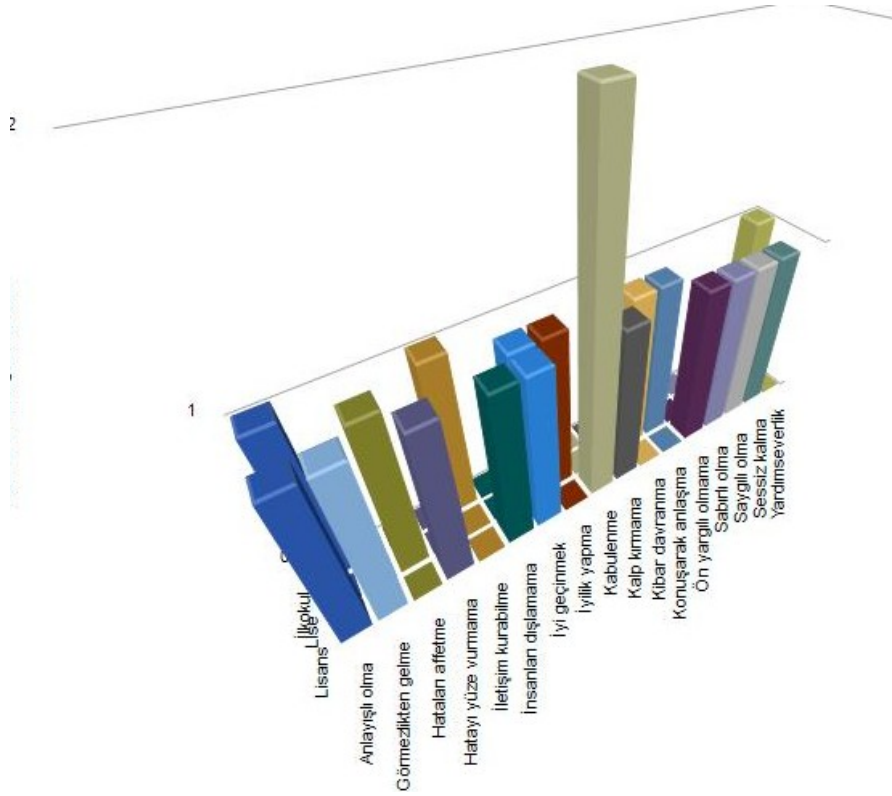
Graphic 2. Perceptions of the Parents Towards Tolerance in Terms of Their Educational Status

Graphic 2 shows the perceptions of tolerance by parents who were graduated from primary school as being understanding (f: 1), communicating (f: 1), and helpfulness (f: 1). Tolerance by high school graduate parents is perceived as forgiveness (f: 1), getting along well with people (f: 1), doing a favor (f: 1), being polite (f: 1) and negotiating by talking (f: 1). Besides, those who were graduated from university perceive tolerance as being understanding (f: 1), ignoring (f: 1), twitting (f: 1), not excluding people (f: 1), getting along well with people (f: 1), acceptance (f: 2), not being heartbreaking (f: 1), unprejudiced (f: 1), patient (f: 1), respectful (f: 1) and silent (f: 1). Upon examining the perceptions of parents towards tolerance, they perceive the tolerance according to its definitions in the related literature as their educational status gets higher.

The perceptions of the parents towards tolerance in terms of their socio-economic status are given in Graphic 3.
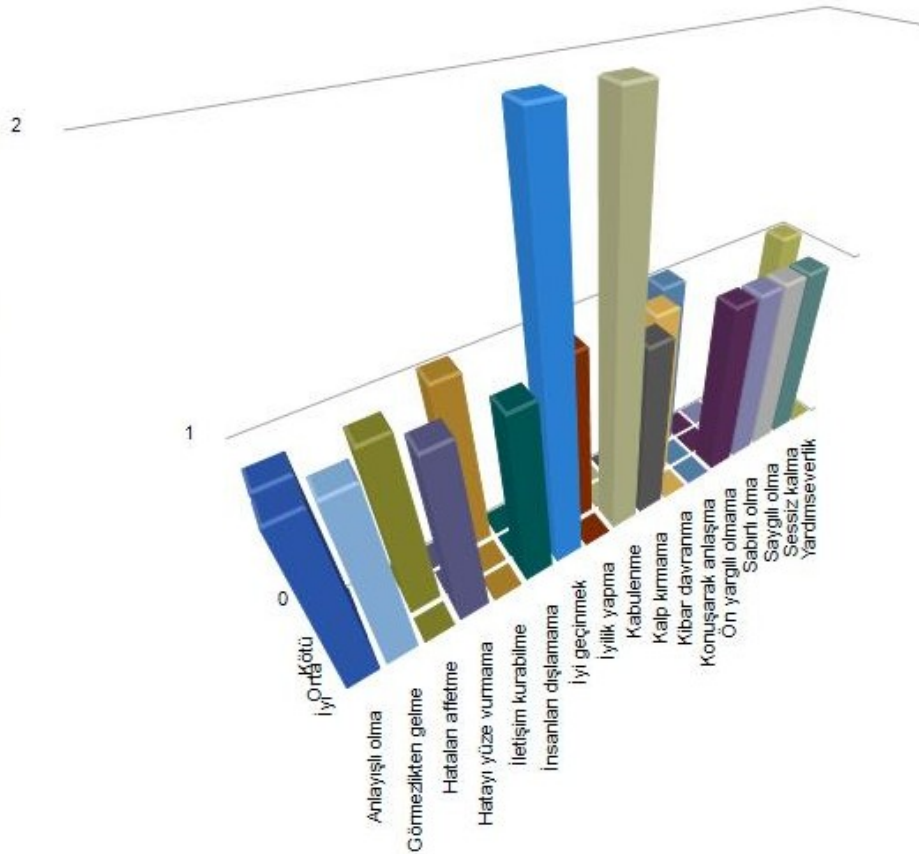
Graphic 3. Perceptions of Tolerance According to Socio-Economic Situation

Graphic 3 depicts that parents with lower socio-economic status perceive tolerance as communicating (f: 1), negotiating by talking (f: 1) and helpfulness (f: 1). Those with middle socio-economic status perceive it as being understanding (f: 1), forgiving the mistakes (f: 1), doing a favor (f: 1) and being polite (f: 1). On the other, parents who have upper socio-economic status consider tolerance as being understanding (f: 1), not twitting (f: 1), not excluding people (f: 1), getting along well with people (f: 1), ignoring, acceptance (f: 2), not being heartbreaking (f: 1), being unprejudiced (f: 1), patient (f: 1), respectful (f: 1) and silent (f: 1). Parents have been determined to perceive the value of tolerance as similar and different.

Graphic 4 suggests parents' views on the reasons for being tolerant.
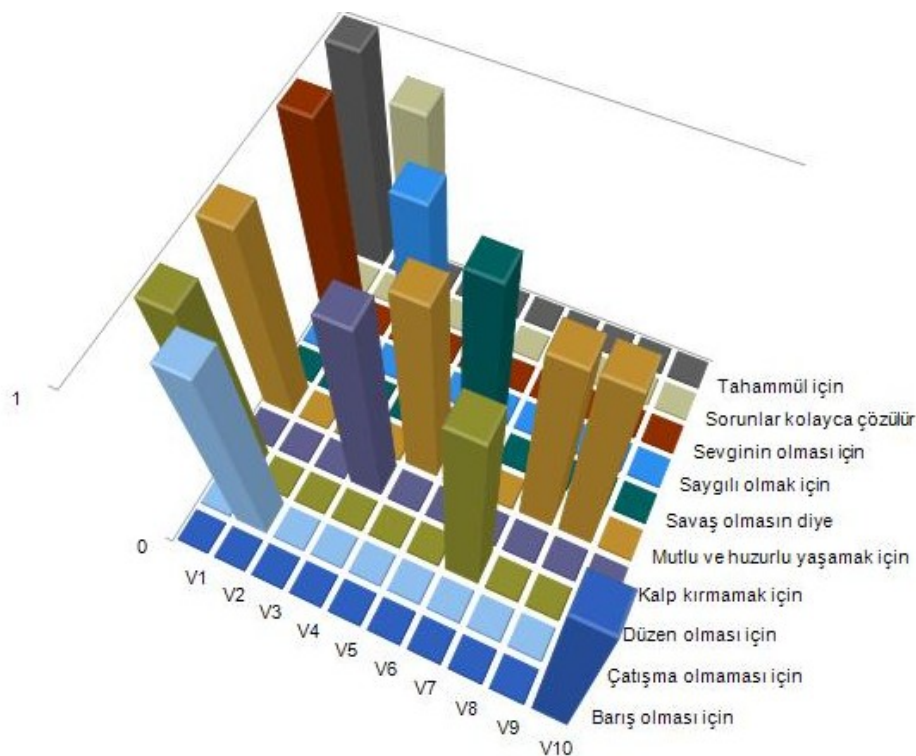
Graphic 4. Parents' Views on the Reasons for Being Tolerant

Upon analyzing Graphic 4, most of the parents responded to the question "Why should be tolerant?" as "to live happily and peacefully" (f: 4). In addition, parents explained that we must tolerant for peace (f: 1), preventing conflict (f: 1), getting organized (f: 1), no heartbreaking (f: 1), preventing war (f: 1), being respectful (f: 1), having love (f: 1), patience (f: 1), and for solving the problems easily (f: 1). The views of some parents are as following:

 "We must be tolerant to be peaceful, happy and to get organized. We must be tolerant to have love. People are intolerant of each other, which causes problems. We must tolerate each other by being patient." P: 1, F

"We must be tolerant of each other in order not to break heart. We must be tolerant to be respectful." P: 4, F
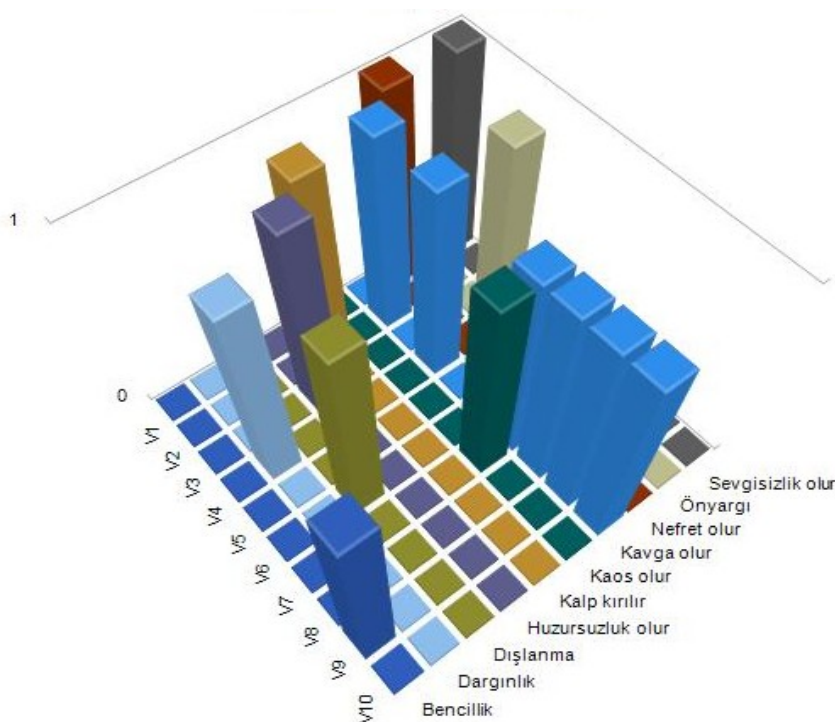
"If people are not tolerant of each other, there will be war. We should be tolerant of each other in order to prevent wars." P: 6, F

"We must be tolerant to be peaceful and happy. We may encounter with problems if we are not tolerant of each other in our family lives. The happiness of our home is degraded." P: 8, M

"If we tolerate, there will be peace around the world, and everyone will live in peace with each other." P: 10, M

The significance of being tolerant has been clearly stated by parents. They have also stated that individuals must be tolerant of each other in order to ensure peace, order and conflict within society.

The views of the parents on what kind of problems might arise in the absence of tolerance are presented in Graphic 5.

Graphic 5. The views of Parents on What Happens in the Absence of Tolerance

When Graphic 5 has been examined, most of the parents (f: 6) have indicated that fight would arise if people were intolerant of each other. Besides, parents have stated that several problems such as selfishness (f: 1), resentment (f: 1), uneasiness (f: 1), chaos (f: 1), hatred (f: 1), prejudice (f: 1), lovelessness (f: 1) and heartbreaking (f: 1) would arise in the presence of intolerance. Some of the parents' views are as following:

"People are prejudiced against each other. If people are not tolerant of each other, there is no love, and people cannot love each other." P: 1, F

"There will be prejudice. Whatever we do, our thoughts do not change. There can be resentment against each other. " P: 4, F

"We are excluded if we are not tolerant." P: 6, F

"Fight would arise for sure. People engage in violence. For instance, my two neighbors fought as they were not tolerant of each other." P: 8, M

"If people were not tolerant of each other, there would be a fight. Everyone will fight against one another." P: 10, M

Parents have been determined to emphasize the conflicts among people and other negativities in the absence of tolerance.

Graphic 6 displays the methods used by the parents to have their children be tolerant.
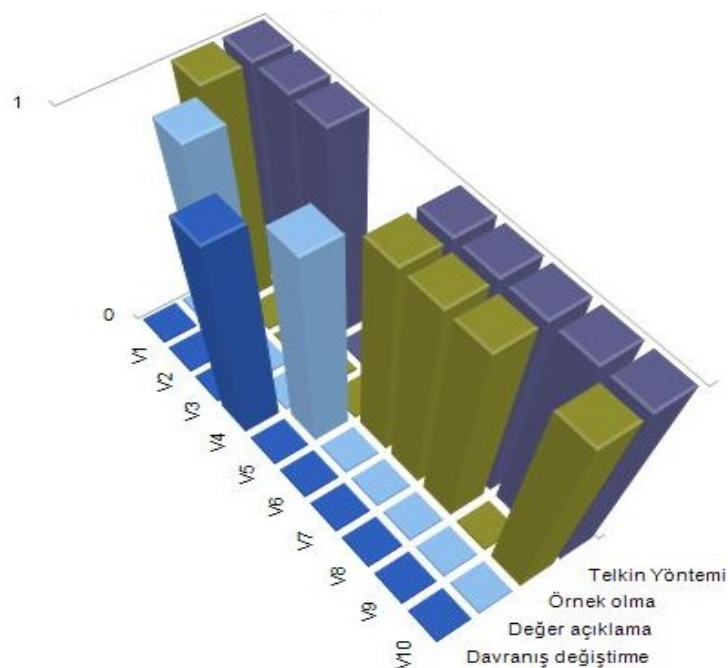
Graphic 6. The Methods Used by the Parents to Have Their Children be Tolerant

According to Graphic 6, the majority of the parents have indicated that they mostly use suggestion method (f: 8) so that their children can be tolerant. In addition, the parents have used various methods such as being a model (f: 5), value explanations (f: 2) and behavior change (f: 1) in order for their children to be tolerant. Some parents' views are as follows:

"We demonstrate exemplary behaviors in order that our children can be tolerant. My partner and me help people and behave in a tolerant manner. We can be models in this way, and we will tell our children." P: 1, F

"I pay attention to make them gain our own values. I give a reward for gaining good behavior." P: 4, F

"I mostly teach my children to be tolerant. I am trying to be a model for my child or I Show the role models who are tolerant in the environment." P: 6, F

"I tell my son how to be tolerant, how to behave. Sometimes I try to be a model for him. I am tolerant to the people. I make my son to be tolerant by being a model to him" P: 10, M

Parents have noted that they mostly use the suggestion method, which is one of the traditional value teaching methods, so as to make their children gain the value of tolerance. They also use different methods as explained in the graphic.

The views of the parents on whether or not their children are tolerant are presented in Graphic 7.
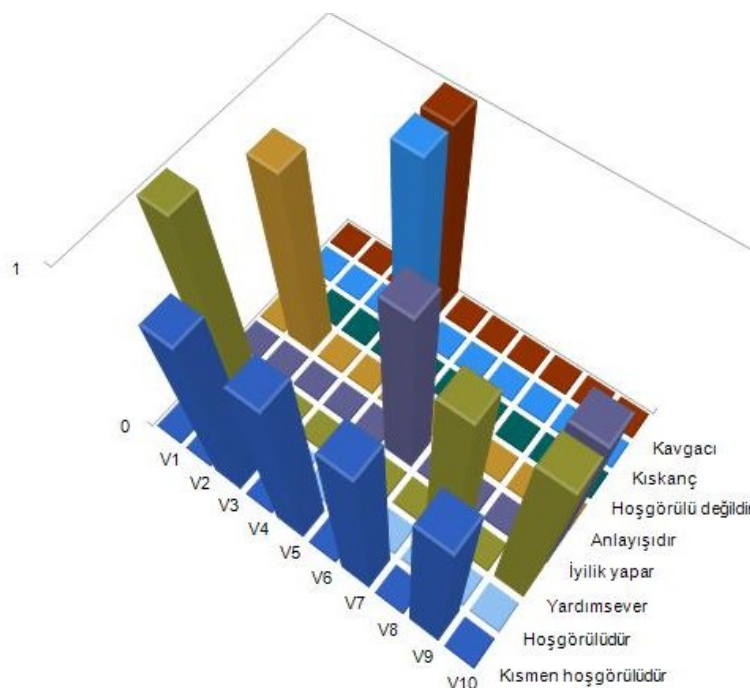
Graph 7. The views of Parents About Whether or not Their Children are Tolerant

Considering Graph 7, most of the parents have stated that their children are tolerant (f: 6). Under this theme, the parents have noted that their children are benevolent (f: 3), doing a favor (f: 2) and being understanding (f: 1). Parents have also indicated that their children are partly tolerant (f: 4). Some of the parents are of the view that their children are intolerant (f: 2). Under this theme, the parents have mentioned that their children are jealous (f: 1) and quarrelsome (f: 1). Some parents' views are as following:

"My child is very tolerant of his/her friends at school. S/he likes to help." P: 1, F

"S/He is not tolerant; he is constantly fighting with his/her brother, so I cannot say that s/he is tolerant." P: 4, F

"My child is tolerant, and s/loves doing a favor to people." P: 6, F

"My son is partly tolerant. He does not get along with his brother. He sometimes has problems with his friends, and I cannot say that my son is very tolerant." P: 8, F

The statements of the parents have revealed that their children have a sense of tolerance. A few number of the parents have indicated that their children are intolerant.

CONCLUSION and DISCUSSION

The main aim of the research is to reveal the perceptions of the parents regarding the value of tolerance. This research has examined how the parents perceive tolerance. The majority of the female parents have been identified to perceive tolerance as accepting people as they are. In addition, tolerance is perceived by female parents as being helpful, silent, respectful, patient, being unprejudiced, negotiating by talking, being polite, not excluding people, communicating, forgiving mistakes as well as being understanding. Most of the male parents perceive tolerance as getting well with people. Tolerance is also perceived by male parents as not being heartbreaking, doing a favor, not twitting, ignoring and being understanding. Tolerance by primary school graduates is perceived as being understanding, communicating and helpfulness. Those who were graduated from high school regard tolerance as forgiving the mistakes, getting along well with people, doing a favor, being polite and negotiating by talking. On the other hand, parents who are university graduates perceive tolerance as being understanding, ignoring, not twitting, not excluding people, get well with people, acceptance, not being heartbreaking, being unprejudiced, being patient, being respectful and silent. Parents with lower socio-economic status perceive tolerance as communicating, negotiating by talking and charity. Those with middle socio-economic status perceive it as being understanding, forgiving the mistakes, doing a favor and being polite. Parents who have upper socio-economic status consider tolerance as being understanding, not running one's rose in it, not excluding people (f: 1, getting well, ignoring, acceptance, not being heartbreaking, being unprejudiced, being patient, being respectful and being silent.

Research results have revealed that parents perceive tolerance similarly depending on their gender, educational status and socio-economic levels. This means that they attribute the same meanings to the value of tolerance despite having different characteristics. This may be due to the fact that individuals with different characteristics communicate with each other in our country. Aslan (2001) has defined tolerance as being understanding, respectful, not being disturbed, accepting different opinions, people, nature and environment in the way they exist. Kuchardi (1995) has regarded tolerance as not wanting to harm the rights of those who have the thoughts and attitudes that he does not even desire, and that are different. Taking these definitions into consideration, it can be seen that the majority of the parents perceive tolerance in an appropriate way. However, the definition of tolerance by a parent, that is, being tolerant is "to be silent" is an incorrect definition. Yürüşen (2001) has noted that tolerance does not mean silence, ignorance, compromise, or indifference. The gender of the parent who makes this definition is female. It is quite common for women to be silent when facing with the mistakes in our society. Therefore, it is likely that a female parent has expressed such an opinion.

Most of the parents responded to the question "Why should be tolerant?" as "to live happily and peacefully". People live happily and peacefully in the environment where there is tolerance (Sağlam & Özdemir, 2017). For this reason, it is thought that parents gave such a response. In his study, Weidenfeld (2002) has concluded that tolerance is an important part of ensuring social peace and it is a significant value for democracy. In this

respect, it may be wise to mention that if individuals are tolerant, social peace will be provided, people will live happily and democracy culture will develop. In addition, parents explained that we must tolerant for peace, preventing conflict, getting organized, no heart break, preventing war, being respectful, having love, patience, and for solving the problems easily. Most of the parents have indicated that fight would arise if people were intolerant of each other. If individuals were not tolerant of each other, conflict could arise among them, which may lead to a fight. In addition, many fights can be witnessed due to the absence of tolerance within society. For this reason, parents may be said to have such an opinion. Indeed, P: 8' view clearly demonstrates this situation: "For instance, my two neighbors fought as they were not tolerant of each other." More than that, parents have stated that several problems such as selfishness, resentment, uneasiness, chaos, hatred, prejudice, lovelessness and heartbreak would arise in the presence of intolerance. Vogt (1997) has stated that there may arise many problems because of intolerance, and attached great importance to the tolerance education. Tolerance education is thought to be important with the aim of overcoming all of the problems emphasized by the parents.

Parents have stressed that they mostly use suggestion method in order to raise tolerant children. In the method of suggestion, the students are tried to gain the values through repetition (Ulusoy & Dilmaç, 2014). In this method, the teachers or the parents teach the values through suggestion saying that "children do not lie (honesty), do not speak loudly with their elders (respect), and a hardworking student do homework on time (responsibility)" (Keskin, 2016). The parents try to make their children gain the value of tolerance through using the suggestion method. When the relevant literature is examined, it is observed that suggestion is the mostly used method in making students gain the values (Halstead & Taylor, 2000; Ulusoy & Dilmaç, 2014). In addition, the parents have used various methods such as being a model, value explanations and behavior change in order for their children to be tolerant. In the research conducted by Aran and Demirel (2013), classroom teachers have noted that they use approaches such as suggestion, modeling, and value-enrichment in value acquisition. Most of the parents have stated that their children are tolerant. Under this theme, the parents have noted that their children are benevolent, doing a favor and being understanding. Parents have also indicated that their children are partly tolerant. Some of the parents are of the view that their children are intolerant due to being jealous and quarrelsome.

SUGGESTIONS

Based on the research findings, various recommendations have been provided:

1. Upon examining the perception of tolerance by one of the parents, s/he has been determined to misperceive tolerance. For this reason, trainings and seminars related to values and values teaching may be presented.

2. It has been found that parents mostly use suggestion method which is one of the more traditional methods while having students gain the value of tolerance. On that point, parents may be provided

seminars concerning the methods and techniques they can use in teaching values. In this way, they can make the acquisition of the values easier for their children.

3. Parents have stated that they would face many problems if they were not tolerant towards each other. In this respect, education of tolerance may be given to the students, principals and administrators, especially the parents. In this way, the problems mentioned by the parents may be eliminated.

4. Researches may be conducted on larger samples in order to determine the views of the parents on tolerance.

5. In the researches conducted on tolerance, data may be collected through using different research methods such as case study, mixed research, quantitative research.

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