

Investigating Basic Individual Values of Turkish High School Students

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Abstract

Systematic changes can be seen in basic values attributed to personal and socioeconomic variables of children in international comparisons. In this study, basic individual values (power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, traditionalism, conformity and security) of high school students were compared according to the variables of gender, type of school and level of grade. The research group included totally 294 high school students including 130 female and 164 males. Basic individual values of the high school students were measured with Portrait Values Scale. For analyzing the data, t-test and one-way analysis of variance were used. As result of the analysis, it was determined that achievement, hedonism, stimulation, self-direction, universalism, benevolence, traditionalism, conformity and security basic values of the high school students differed according to gender. Furthermore, power, self-direction and security basic values of the high school students were noticed to differ significantly according to the level of grade. Lastly, achievement, hedonism, stimulation, self-direction, universalism, benevolence, traditionalism, conformity and security basic values of the students were found to differ significantly according to the type of school. To conclude, some basic individual values of the high school have relationships with gender, type of school and grade level.

Keywords: *Basic individual values, high school students, gender, grade level, school type.*

Türk Lise Öğrencilerinin Temel Değerlerinin İncelenmesi

Öz

Bu çalışmada lise öğrencilerinin temel değerleri (güç, başarı, hazcılık, uyarılım, öz yönelim, evrenselcilik, iyilikseverlik, geleneksellik, uyma ve güvenlik) cinsiyet, okul türü, sınıf düzeyi değişkenlerine göre karşılaştırılmıştır. Araştırma grubu, 130'u kız ve 164'ü erkek olmak üzere, toplam 294 lise öğrencisinden oluşmuştur. Lise öğrencilerinin kişisel değerleri *Portre Değerler Ölçeği*'yle ölçülmüştür. Elde edilen verilerin istatistiksel analizinde t-testi ve tek yönlü varyans analizi kullanılmıştır. Yapılan analizler sonucunda elde edilen bulgular: Lise öğrencilerinin başarı, hazcılık, uyarılım, öz yönelim, evrenselcilik, iyilikseverlik, geleneksellik, uyma ve güvenlik temel değerleri cinsiyete göre anlamlı farklılık göstermektedir. Buna ek olarak, lise öğrencilerin güç, öz yönelim ve güvenlik temel değerleri öğrenim gördükleri sınıf düzeyine göre anlamlı farklılık gösterdiği görülmüştür. Son olarak, lise öğrencilerinin başarı, hazcılık, uyarılım, öz yönelim, evrenselcilik, iyilikseverlik, geleneksellik, uyma ve güvenlik temel değerleri öğrencilerin öğrenim gördükleri okul türüne göre anlamlı farklılık gösterdiği bulunmuştur. Sonuç olarak, lise öğrencilerinin temel değerleri ile cinsiyet, okul türü ve sınıf düzeyi arasında bir ilişki olduğu görülmektedir.

Anahtar Kelimeler: Temel değerler, lise öğrencileri, cinsiyet, sınıf düzeyi, okul türü

Introduction

Values have been conceptualized undergoing several developmental phases on psychology (Rokeach, 1973; Schwartz, 1992; Schwartz and Boehnke, 2004) and have had various different definitions in this process. According to Mischel (1990), the values are relatively permanent individual preferences reflecting socialization. Furthermore, values are defined as the principles shaping the life of individuals or a social group, behaviors that are preferred and learned beliefs shaping the behaviors (Rokeach, 1973; Schwartz, 1994). To sum up, values are generally radical and abstract motivations shaping the attitudes, thoughts and behaviors of the individuals (Schwartz, 2017).

Culture appears in individuals' determining their priorities. Values appear in determining individuals' true-false, positive-negative and desired-undesired behaviors (Rokeach, 1973; Schwartz, 1994; Schwartz and Bardi, 1997). The values are the principles providing the stimulation of behaviors that help achieving the intended purposes, and determine the moral, political, social, economic and esthetic sensibilities of individuals or a social group. Values are grouped under two levels including the individual and cultural values. Individual values provide reaching to targets functioning as the guiding principles in life of individuals. Cultural values include abstract ideas like true, false or desired as being shared by the social group. Cultures reveal ideas on what is valuable and desired (Matsumoto and Juang, 2013). Learning the cultural values is a result of socialization process (Matsumoto and Juang, 2013). Values are the structures that describe the general characteristics of individuals, cultural groups and societies, to observe the change in time, and to explain the motivational origins of attitudes and behaviors (Schwartz, 2012).

Schwartz defined ten basic values indicating the differences that exist and differ between the cultures in his values theory (Schwartz, 1992; Smith and Schwartz, 1997; Schwartz, 2016). It has been revealed that these ten basic values derive from different motivations and there are dynamic relationships between these values. Structure of the values expresses the conflict and conformity between the values. Some values contrast with each other (such as conformity and security). Values are structured in similar ways in different cultures. This reveals the universality of motivations

underlying the values. Although structure and nature of the values are universal, individuals and groups remarkably differ in terms of the relative significance they attribute to the values. Shortly, individuals and groups have different priorities or hierarchies on values (Schwartz, 2012).

Six basic properties of the values in values theory of Schwartz (1992, 2016) were as below:

- (1) Values are believes that are linked inextricably affecting each other.
- (2) Values express the desirable goals motivating the action.
- (3) Values are not limited to specific actions and situations.
- (4) Values are benefited as standards or criteria.
- (5) Values are ordered by their importance.
- (6) The relative importance of values multiply guides actions.

What distinguishes the values mentioned above from each other is their having different motivations and goals. In values theory of Schwartz (1992, 2012, 2016), ten comprehensive values are defined according to the different motivation underlying each. These values are;

Self-direction:It is the tendency of being creative and orientation of independent thinking and acting (creativity, freedom, choosing own goals, curiosity, independence, self-respect, intelligence, private life).

Stimulation: It is the seeking for excitement, novelty and challenge in life. Stimulation derives from meeting the needs of optimum, positive stimulation rather than the threatening factors in life (life variety, an exciting and daring life).

Hedonism:It includes physical pleasure or sensuous satisfaction of individuals (pleasure, enjoying the life, self-indulgence).

Achievement:It includes achieving the expected success demonstrating competence according to the social standards. Achievement values focus on approval of the society and demonstrating competence within the framework of prevailing cultural standards (ambitious, successful, capable, influential).

Power:It includes social status, prestige, and control and dominance on people and sources. In social life, group members act to grab power and consider power as a value to be obtained (authority, welfare, social power).

Security:It includes self presence of individuals, maintaining of the relationships and society, conformity and security. Some security values are primarily relational with individuals (e.g. cleaning), and some others are relational with wider group interests (e.g. national security).

Conformity: It includes the restraint of actions, tendencies and impulses violating the social expectations or norms that harm the others. Conformity values mostly emphasize individuals' controlling their own against the others in close relationships in daily interaction (obedience, self-discipline, politeness, honoring the parents and elders).

Tradition: It includes individuals' respecting, committing and accepting the traditions and ideas in their culture and religion. These values, generally, take the form of religious rituals, beliefs and behavior norms (respectful for tradition, humbleness, devoutness, accepting the destiny in life).

Benevolence:It includes the individuals' effort for protecting and enhancing the welfare of the people in their own group with close relationships. Benevolence values emphasize on voluntary efforts on welfare of the others (helpful, honest, forgiving, responsible, loyal, real friendship, mature love).

Universalism: It includes understanding, appreciating, tolerance and protection aiming the welfare of all people and nature. Universalism values derive from the survival needs of individuals and groups. However, individuals cannot recognize these needs without noticing the limitedness of sources and focusing on the needs of others going beyond the primary group needs (broadmindedness, social justice, equality, world at peace, unity with nature, wisdom, protecting the environment).

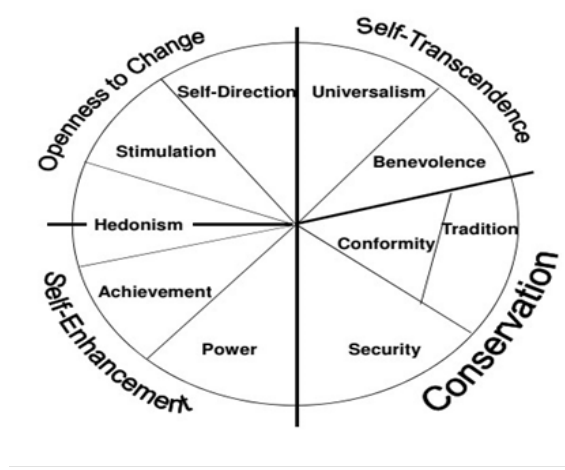


Figure 1. Theoretical model of relations among ten motivational types of value (Schwartz et al., 2012)

As could be seen in Figure 1, Schwartz determined two main dimensions for higher value types as “openness to change and conservation” and “self-enhancement and self-transcendence.” Whereas the dimension of conservation focuses more on protecting the status quo in unspecific and unpredictable situations, openness to change acts according to intellectual and sensuous knowledge. In this sense, whereas the sub-dimension of “openness to change” includes the values of self-direction, hedonism and stimulation, the sub-dimension of “conservation” includes the values of security, conformity and tradition. Whereas the dimension of self-enhancement prompts individuals to fulfill their own personal benefits and goals, the dimension of self-transcendence focuses more on protecting the presence of nature and welfare of the society going beyond the selfish concerns. In this sense, whereas the sub-dimension of “self-enhancement” includes the values of universalism and benevolence, and sub-dimension of “self-transcendence” includes the values of power and achievement (Schwartz, 1992; Schwartz, 2012).

Value theory of Schwartz enables conceptualization of values systems as coherent structures. The vital point here is ten values’ being placed on a circular plane in a way including the motivationally coherent ones as side by side and the incoherent ones as facing against each other. For ex-

ample, one of the basic contradictions possible to be noticed on this circular plane is the tension between maintaining the individual achievement (the value of achievement) and thinking the others at the same time (the value of universalism) which is also a universal value contradiction possible to be supported conceptually (Schwartz and Bilsky, 1990). The relationship between the values of traditional and conformity can be presented as an example for conformity. Traditional as one of these two values possible to be considered as having a complementary relationship is obvious to require conformity to social rules and principles, customs and orders. In this sense, these values are coherent with each other.

It is also possible to mention individual and social variables providing values to differ in the same culture. One of these values is gender. Differences of females and males in the socialization process enable them to have different value priorities. Whereas males prioritize the values of power, achievement, hedonism, stimulation, and self-direction, females prioritize the values of benevolence, universalism, conformity and security more; and this derives from female and males' experiencing different socialization processes (Schwartz and Rubel, 2005). Females are more inclined to relationships and males are more to independence (Cross and Madson, 1997; Cross and Morris, 2003). In a traditional Turkish family, whereas males focus more on acting superior to the others and helping their families, females focus on being patient, thinking the others, protecting their social relationships, and the values of affiliation and benevolence (İmamoğlu and Karakitapoğlu-Aygün, 1999).

Educational systems of countries are not only the systems teaching thinking skills and knowledge but also teaching and strengthening the cultural values (Matsumoto and Jung, 2013). Experiences on education enable developments possible to be explained with self-direction value such as intellectual openness, flexibility and point of view (Kohn and Schooler, 1983). According to Karakitapoğlu and İmamoğlu (2002), there is a negative relationship between the year of education and traditionalism-devoutness, prescriptivism and conservatism and a positive relationship between the year of education and universalism. In reference to these findings, it has been expected that as the level of education increases, the significance on the values of self-direction and stimulation in openness to change dimension increases, and as the level of education decreases, the

significance on the values of traditionalism, security and conformity in the dimension of conservation decreases.

Social change including the transformation from traditionalism to modernism has caused the increase at the importance attributed on the dimension of openness to change including the values of self-direction, stimulation and hedonism in the values theory of Schwartz (1992). In Turkish society, Turkish people have adopted collectivist values such as benevolence and universalism as self-enhancement (power, achievement) values as of the rapid socio-economic change in free market economy (İmamoğlu, 1998; İmamoğlu and Karakitapoğlu-Aygün, 1999; Kağıtçıbaşı, 1997). It is possible to mention for Turkish people that they protect the values of universalism and benevolence values related to self-transcendence besides conserving the individualistic values such as power and achievement related to self-enhancement.

It has been noticed that the researches in Turkey have generally been carried out on university students. In his study on educational faculty students, Bacanlı (1999) determined that whereas female students had higher levels in universalism, self-direction and hedonism values rather than the male students, the males had higher levels in the value of traditional rather than the females. In the study of Uyguç (2003), it was founded that traditional, universalism and hedonism values of the female university students were at a higher level rather than the males. Furthermore, in their study with educational faculty students, Dilmaç, Bozgeyikli and Çıkkılı (2008) determined that males had higher levels of universalism, self-direction and power values rather than the females, and only the value of traditional differed according to the level of grade. In their study with the university students, Dilmaç, Deniz and Deniz (2009) found that self-direction, benevolence, conformity and security values of the female students were higher rather than the male students, and the males had higher level of power and hedonism values rather than the females. At the end of their study with educational faculty students, Başçiftçi, Güleç, Akdoğan and Koç (2011) noticed that benevolence, universalism and conformity values of the female students were at a higher level rather than the males, and hedonism, capability and effort values of the males were higher rather than the females. In their study, Başol, Bilge and Kuzgun (2012) determined that universalism value was at a higher level in females rather than

the males, and the value of being positive was at a higher level in males. In their study with university students, Yalçın-Wells (2014) found that achievement, benevolence and security values of the female students were at a higher level rather than the males. No significant difference could be found at any value dimensions in comparison of the first grade and the fourth grade. Moreover, in their study based upon Rokeach values classification, Ballı and Koca-Ballı (2014) found that individualism values of the female university students were at a higher level rather than the males. Individualism, universalism, achievement and tranquility values used in the research had no significant difference between four grades. In another study based upon Rokeach value classification Kahyaoğlu ve Kırıktaş (2015) determined that female high school students had higher level of benevolence and security values rather than the males.

Problem

Basic values can differ according to the various social and personal variables in the same culture. One of the most important instruments of cultural transmission is education. In period of passing to high school, individuals prefer different types of schools according to their academic successes and future academic expectations. While preferring the schools, student groups with different basic values are considered to prefer different schools. During the educational process, values related to the culture are expected to be taught to the individuals. The high school period of the young corresponds to their adolescence period during the educational process. In adolescence period, individuals create their own personal and cultural values as a part of their identity. The education students have is expected to be efficient upon their acquiring the basic values. The students are expected to encounter with various transmission of values during the process from the first grade to the twelfth. Females and males experience different socialization processes, and take different social roles. As result of this, females and males are expected to have different basic values. In this sense, problem of the research included the differentiation of basic values according to various personal and social variables. Related to this

problem, purpose of the research was to investigate whether ten basic values of Schwartz differed in high school students according to the variables of gender, type of school and level of grade in Turkish culture.

Methodology

This study was a causal-comparative research. In the study, it was aimed to determine whether ten basic values of high school students differed according to the variables of gender, type of school and level of grade. In causal-comparative design, differing of dependent variable according to the independent variables is evaluated (Fraenkel, Wallen & Hyun, 2012).

Participants

The study group of the research included totally 294 students studying at science high school, Anatolian high school and industrial high school (IHS).The participants were chosen from the schools in a residential area with approximately 80 thousand central population. The criterion of achievement was regarded while choosing the schools. In accordance with this criterion, science high school was chosen as the successful school, Anatolian high school was chosen as the school with medium success, and the industrial high school was preferred as the school with low level of success.The information related to the participants was presented in Table 1.

Table 1. Demographical Information Related to the Participants in the Research Group

Demographic Variable	Category	n	(%)
Gender	Female	130	44.2
	Male	164	55.8
Type of school	Science High School	107	36.4
	Anatolian High School	101	34.4
	Industrial High School	86	29.3
Grade	9 th Grade	80	27.2
	10 th Grade	70	23.8
	11 th Grade	71	24.1
	12 th Grade	73	24.8

In the research group, 56% (164) of 294 high school students were male and 44% (130) were female. Among the participants, 37% (107) studied at science high school, 34% (101) studied at Anatolian high school and 29% (86) were the students of an industrial high school. In terms of the distribution according to the level of grade, 27% (80) of the students studied at the 9th grade, 24% (70) studied at the 10th grade, 24% (71) studied at the 11th grade and 25% (73) studied at the 12th grade.

Instruments

Portrait Values Scale: In the research, Portrait Values Scale was used for measuring the basic values. This was a measurement tool developed by Schwartz et al. (2001). This measurement tool included 40 items indirectly measuring the values related to different types of values and defining hypothetical individuals' goals and desires. Each dimension included two items. The participants were asked to mention to what extent the definition was like the given individual. Given answer choices were on 6-point Likert type, and included the choices of 1- Not like me at all, 2- Not like me, 3- A little like me, 4- Not like me, 5- Like me, and 6- Very much like to me. These 40 items included 10 different sub-dimensions. These sub-dimensions were power, achievement, conformity, hedonism, traditionalism, self-direction, security, universalism, stimulation, and benevolence. Reliability coefficients calculated by Schwartz et al. (2001) were as: power, .84; security, .88; conformity, .86; traditionalism, .81; benevolence, .82; universalism, .83; self-direction, .66; stimulation, .74; hedonism, .84, and achievement, .83.

Portrait Values Scale was adapted into Turkish by Demirutku and Sümer (2010). Construct validity of the scale's Turkish form was tested with smallest space analysis as one of the multi-dimensional scaling types. Smallest space analysis was performed using Pearson correlation matrix including the correlation of 40 items with each other. At the end of the analysis, alienation coefficient was found to be .21. The results confirmed the theoretical model in general. Cronbach alpha internal consistency coefficients were calculated in terms of the reliability of the scale. Whereas the Cronbach alpha internal consistency coefficient obtained for the ten values dimension in the first implementation varied between .56 and .82,

the coefficient varied between .63 and .84 in the second implementation. Test-retest reliability coefficients were found to be .65 as the lowest and .82 as the highest for ten values dimension (Demirutku and Sümer, 2010).

Findings

T-Test Findings of Basic Values According to Gender

When Table 2 was analyzed, achievement value score ($t_{(292)}=3.68$, $p<.01$, Cohen $d=.43$) hedonism value score ($t_{(292)}=3.35$, $p<.01$, Cohen $d=.40$), stimulation value score ($t_{(292)}=2.45$, $p<.05$, Cohen $d=.29$), self-direction value score ($t_{(292)}=3.56$, $p<.01$, Cohen $d=.42$), universalism value score ($t_{(292)}=6.17$, $p<.01$, Cohen $d=.72$), benevolence value score ($t_{(292)}=4.58$, $p<.01$, Cohen $d=.54$), traditionalism value score ($t_{(292)}=1.98$, $p<.05$, Cohen $d=.23$), conformity value score ($t_{(292)}=1.98$, $p<.05$, Cohen $d=.23$) and security value score ($t_{(292)}=3.58$, $p<.05$, Cohen $d=.42$) of the high school students in the research groups was determined to differ significantly according to gender.

Table 2. *t-Test Findings of Basic Individual Values According to Gender*

Basic values	Gender (n)	\bar{x}	sd	df	t	p	Cohen d
Power	F (130)	11.59	3.25	292	.184	.854	.023
	M (164)	11.52	2.95				
Achievement	F (130)	18.67	4.02	292	3.68	.000**	.433
	M (164)	16.94	3.97				
Hedonism	F (130)	14.00	2.97	292	3.35	.001**	.397
	M (164)	12.78	3.17				
Stimulation	F (130)	13.97	2.83	292	2.45	.015*	.289
	M (164)	13.14	2.92				
Self-Direction	F (130)	18.80	3.72	292	3.56	.000**	.420
	M (164)	17.15	4.12				
Universalism	F (130)	29.73	5.08	292	6.17	.000**	.723
	M (164)	25.93	5.39				
Benevolence	F (130)	18.83	3.85	292	4.58	.000**	.539
	M (164)	16.75	3.87				
Traditionalism	F (130)	17.73	3.80	292	1.98	.049*	.232
	M (164)	16.86	3.71				
Conformity	F (130)	17.97	3.82	292	1.98	.048*	.234
	M (164)	17.10	3.62				
Security	F (130)	23.44	4.80	292	3.58	.000**	.418
	M (164)	21.47	4.62				

* $p<.05$, ** $p<.01$

These findings indicated that gender had a significant effect upon achievement, hedonism, stimulation, self-direction, benevolence, traditional, conformity, and security values of the high school students. On the contrary, only the value of power did not differ significantly according to gender ($t_{(292)} = .18, p > .05$). This finding proved that gender had no significant effect upon power value of the high school students.

Basic value score averages of the high school students analyzed according to the gender, it was noticed that achievement basic value score averages of the female high school students ($\bar{x}=18.67$) was higher rather than the average scores of males ($\bar{X}=16.94$). In terms of hedonism value score average, score averages of the females ($\bar{X}=14.00$) were found to be higher rather than the score averages of males ($\bar{X}=12.78$). Stimulation value score average of the female high school students was determined to be higher ($\bar{X}=13.97$) rather than the score averages of the males ($\bar{X}=13.14$). In terms of self-direction value score average, female students' score average was found to be higher ($\bar{X}=18.80$) rather than the scores of the males ($\bar{X}=17.15$). Female high school students' score average of universalism was determined to be higher ($\bar{X}=29.73$) rather than the score averages of male students ($\bar{X}=25.93$). In terms of benevolence value score average, female students' score average was noticed to be higher ($\bar{X}=18.83$) rather than the score averages of males ($\bar{X}=16.75$). Traditional value score average of the female students was found to be higher ($\bar{X}=17.73$) rather than the score averages of the male students ($\bar{X}=16.86$). Score average of the conformity value was found to be higher in female students ($\bar{X}=17.10$) rather than the males. Finally, security value score average of the female students was determined to be higher ($\bar{X}=23.44$) than the averages of the males ($\bar{X}=21.47$).

Findings of Basic Values Related to the Level of Grade

As seen Table 3, it was noticed that the scores taken by the high school students in the research group from the basic value of power differed significantly in terms of the studied level of grade ($F_{(3-290)}=3.18, p < .05, \eta^2=.03$). This finding indicated that the level of grade had a significant effect upon the power basic value scores of the high school students. LSD test was

performed because the difference between the score averages of grade levels could not be determined with Bonferroni test. According to LSD test results, there was a significant difference between power value score averages of the 12th grade students ($\bar{X}=12.23$) and, the 9th grade ($\bar{X}=11.08$) and the 10th grade ($\bar{X}=10.95$).

Table 3. One-way ANOVA Results of Basic Values According to the Level of Grade

	9 th Grade (A) (n=80)		10 th Grade (B) (n=70)		11 th Grade (C) (n=71)		12 th Grade (D) (n=73)		F _(3,290)	p	η^2	PostHoc
	\bar{x}	sd	\bar{x}	sd	\bar{x}	sd	\bar{x}	sd				
Power	11.08	3.03	10.95	3.02	11.96	3.26	12.23	2.88	3.175	.025*	.032	A=B<D
Achievement	16.95	4.23	17.26	4.25	18.29	3.90	18.39	3.77	2.410	.067	.024	
Hedonism	12.97	3.09	12.99	3.28	13.39	3.18	13.97	2.96	1.663	.175	.017	
Stimulation	13.23	2.93	13.25	3.23	13.68	2.76	13.90	2.69	.956	.414	.010	
Self-Direction	17.49	3.52	16.96	4.56	18.45	3.90	18.64	3.99	2.828	.039*	.028	B<C=D
Universalism	26.71	5.35	27.31	5.77	28.13	5.23	28.38	5.89	1.449	.229	.015	
Benevolence	17.50	4.04	17.08	4.05	17.67	3.61	18.43	4.20	1.453	.228	.015	
Traditionalism	17.09	3.07	16.37	3.82	17.41	4.17	18.10	3.88	2.621	.051	.026	
Conformity	17.48	3.48	16.77	4.15	17.39	3.24	18.28	3.94	1.980	.117	.020	
Security	21.84	4.80	20.78	4.89	23.06	3.91	23.69	5.04	5.453	.001**	.053	B<C=D

* $p < .05$, ** $p < .01$

Self-direction value scores of the high school students differed significantly according to the grade level ($F_{(3-290)}=2.83$, $p < .05$, $\eta^2=.03$). This finding indicated that the grade level of high school students had a significant effect upon self-direction value. According to LSD test results, there was a significant difference between self-direction value score averages of the 10th grade students ($\bar{X}=16.96$) and, the 11th grade ($\bar{X}=18.45$) and the 12th grade ($\bar{X}=18.64$).

Security value scores of the high school students also differed significantly in terms of the level of grade they studied ($F_{(3-290)}=5.45$, $p < .01$, $\eta^2=.05$). This finding indicated that the grade high school students studied had a significant effect upon security value levels. According to the Bonferroni test results performed to determine among which group there was a difference between score averages observed between the level of grades,

it was noticed that there was a significant difference between security value score averages of the students studying at the 10th grade ($\bar{X}=20.78$) and, the 11th grade ($\bar{X}=23.06$) and the 12th grade ($\bar{X}=23.69$).

In terms of the level of grade high school students studied at, achievement value score ($F_{(3-290)}=.2.41, p>.05, \eta^2=.02$), hedonism value score ($F_{(3-290)}=1.66, p>.05, \eta^2=.02$), stimulation value score ($F_{(3-290)}=.96, p>.05, \eta^2=.01$), universalism value score ($F_{(3-290)}=1.45, p>.05, \eta^2=.02$), benevolence value score ($F_{(3-290)}=.1.45, p>.05, \eta^2=.02$), traditional value score ($F_{(3-290)}=2.62, p>.05, \eta^2=.03$) and conformity value score ($F_{(3-290)}=.67, p>.05, \eta^2=.0$) did not differ significantly. These findings indicated that the level of grade high school students studied at had no significant effect upon the values of achievement, hedonism, stimulation, universalism, benevolence, traditionalism, and conformity.

ANOVA Findings Related to the Type of School

When Table 4 was analyzed, achievement value scores of the high school students in the research group was noticed to differ significantly according to the type of school they studied ($F_{(3-290)}=9.22, p<.01, \eta^2=.06$). This finding indicated that the type of school high school students studied had a significant effect upon achievement value levels. According to the Bonferroni test results performed to determine among which group there was a difference between score averages observed between the types of schools, a significant difference was determined between the score averages of the students studying at vocational high school and ($\bar{X}=16.25$) and science high school ($\bar{X}=18.69$) and Anatolian high school ($\bar{X}=17.90$).

The scores high school students took from the basic value of hedonism was noticed to differ significantly according to the type of school they studied ($F_{(3-290)}=10.58, p<.01, \eta^2=.07$). This finding indicated that the type of school high school students studied had a significant effect upon hedonism basic value levels. According to the Bonferroni test results performed to determine among which group there was a difference between score averages observed between the types of schools, a significant difference was noticed between hedonism value score averages of the students studied at science high school ($\bar{X}=14.30$) and Anatolian high school and ($\bar{X}=13.15$) and vocational high school ($\bar{X}=12.30$).

Table 4. One-Way ANOVA Results of Basic Values According to the Type of School

	Science high school (A)(n=107)		Anatolian high school (B)(n=101)		Vocational high school (C)(n=86)		f	p	η^2	Post Hoc
	\bar{x}	sd	\bar{x}	sd	\bar{x}	sd				
Power	11.69	3.11	11.64	3.17	11.26	2.96	.529	.590	.004	
Achievement	18.69	3.87	17.90	4.16	16.25	3.84	9.219	.000**	.060	A=B>C
Hedonism	14.30	2.93	13.15	2.93	12.30	3.29	10.582	.000**	.068	A>B=C
Stimulation	14.27	2.73	13.19	3.08	12.95	2.73	6.056	.003**	.040	A>B=C
Self-Direction	19.55	3.37	17.58	3.85	16.17	4.21	19.341	.000**	.117	A>B=C; B>C
Universalism	30.46	4.45	27.34	5.44	24.39	5.20	35.048	.000**	.194	A>B=C; B>C
Benevolence	19.23	3.38	17.37	4.30	16.09	3.65	16.780	.000**	.103	A>B=C
Traditional-ism	17.67	3.27	17.72	3.99	16.16	3.90	5.169	.006**	.034	A=B>C
Conformity	18.10	3.49	17.47	3.89	16.75	3.73	3.176	.043*	.021	A>C
Security	24.14	4.24	21.99	4.96	20.51	4.49	15.483	.000**	.096	A>B=C

* $p < .05$, ** $p < .01$

The scores high school students took from the basic value of stimulation was found to differ significantly according to the type of school they studied ($F_{(3-290)}=6.06$, $p < .01$, $\eta^2=.04$). This finding signified that the type of school high school students studied had a significant effect upon stimulation basic value levels. According to the Bonferroni test results performed to determine among which group there was a difference between score averages observed between the types of schools, a significant difference was noticed between stimulation value score averages of the students studied at science high school ($X=14.27$) and Anatolian high school ($X=13.19$) and vocational high school ($X=12.95$).

The scores high school students took from the basic value of self-direction was determined to differ significantly according to the type of school they studied ($F_{(3-290)}=19.34$, $p < .01$, $\eta^2=.12$). This finding proved that the type of school high school students studied had a significant effect upon self-direction basic value levels. According to the Bonferroni test results performed to determine among which group there was a difference between score averages observed between the types of schools, a significant difference was noticed between self-direction value score averages of the students studied at science high school ($X=19.55$) and Anatolian high school ($X=17.58$) and vocational high school ($X=16.17$). Furthermore, there was also a significant difference between self-direction value score averages of

the Anatolian high school students ($X=17.58$) and vocational high school ($X=16.17$) students.

The scores high school students took from the basic value of universalism was found to differ significantly according to the type of school they studied ($F_{(3-290)}=35.05$, $p<.01$, $\eta^2=.19$). This finding indicated that the type of school high school students studied had a significant effect upon universalism basic value levels. According to the Bonferroni test results performed to determine among which group there was a difference between score averages observed between the types of schools, a significant difference was noticed between universalism value score averages of the students studied at science high school ($X=30.46$) and Anatolian high school ($X=27.34$) and vocational high school ($X=24.39$). Moreover, there was also a significant difference between universalism value score averages of Anatolian high school ($X=27.34$) and vocational high school ($X=24.39$) students.

The scores high school students took from the value of benevolence was noticed to differ significantly according to the type of school they studied ($F_{(3-290)}=16.78$, $p<.01$, $\eta^2=.10$). This finding indicated that the type of school high school students studied had a significant effect upon benevolence basic value levels. According to the Bonferroni test results performed to determine among which group there was a difference between score averages observed between the types of schools, a significant difference was noticed between benevolence value score averages of the students studying at science high school ($X=19.23$) and Anatolian high school ($X=17.37$) and vocational high school ($X=16.09$).

The scores high school students took from the basic value of traditional was determined to differ significantly according to the type of school they studied ($F_{(3-290)}=5.17$, $p<.01$, $\eta^2=.03$). This finding proved that the type of school high school students studied had a significant effect upon traditional basic value levels. According to the Bonferroni test results performed to determine among which group there was a difference between score averages observed between the types of schools, a significant difference was noticed between traditional value score averages of the students studying at vocational high school ($X=16.16$) and science high school ($X=17.67$) and Anatolian high school ($X=17.72$).

The scores high school students took from the basic value of conformity was determined to differ significantly according to the type of school they studied ($F_{(3-290)}=3.18$, $p<.05$, $\eta^2=.02$). This finding signified that the type of school high school students studied had a significant effect upon conformity basic value levels. According to the Bonferroni test results performed to determine among which group there was a difference between score averages observed between the types of schools, a significant difference was noticed between conformity value score averages of the students studying at science high school ($X=18.10$) and vocational high school ($X=16.75$).

It was determined that the scores high school students took from the basic value of security differed significantly according to the type of school they studied ($F_{(3-290)}=15.48$, $p<.01$, $\eta^2=.10$). This finding signified that the type of school high school students studied had a significant effect upon security basic value levels. According to the Bonferroni test results performed to determine among which group there was a difference between score averages observed between the types of schools, a significant difference was noticed between security value score averages of the students studying at science high school ($X=24.14$) and Anatolian high school ($X=21.99$) and vocational high school ($X=20.51$). On the contrary, power value score ($F_{(3-290)}=.59$, $p>.05$, $\eta^2=.00$) of the high school students in the research group did not differ significantly in terms of the type of school they studied. This finding proved that type of school had no significant effect upon the power value levels of the high school students.

Discussion and Conclusion

The findings of this research related to gender indicated that gender had a significant effect upon achievement, hedonism, stimulation, self-direction, universalism, benevolence, traditional, conformity and security basic values of the high school students. Female students had higher scores rather than the males on the values of hedonism, stimulation, self-direction, universalism, benevolence, traditional, conformity and security values. Only the value of power did not differ significantly according to gender. These research findings consistent with the findings in the studies carried out by Schwartz and Rubel (2005) mentioning that females regarded the

values of benevolence, universalism, conformity and security, by Bacanlı (1999) reporting that females had higher scores rather than the males in the values of universalism, self-direction, and hedonism, by Uyguc (2003) stating that females' traditional, universalism and hedonism values were higher rather than the males, by Dilmaç et al. (2009) reporting that self-direction, benevolence, conformity and security values of the female students were higher than the males, by Başçiftçi et al. (2011) mentioning that benevolence, universalism, and conformity values of the female students were higher than the males, by Başol et al. (2012) concluding that universalism value of the females were higher than the males, by Yalçın-Wells (2014) reporting that achievement, benevolence and security values of the females were higher than the males, by Ballı and Koca-Ballı (2014) stating that individualism values of females were higher rather than the males, and by Kahyaoğlu and Kırıktaş (2015) reporting that benevolence and security values of the females were higher than the males.

On the other hand, the findings of this research differed from the findings carried out by Bacanlı (1999) reporting that males had higher level of traditionalism value rather than the females, by Dilmaç et al. (2008) reporting that universalism, self-direction and power values of the males were at a higher level rather than the females, by Dilmaç et al. (2009) stating that power and hedonism values of the males were higher than the females, and Başçiftçi et al. (2011) concluding that hedonism, capability and effort values of the males were higher rather than the females.

In the findings obtained from the research, it was noticed that females had higher scores rather than the males in all the values except from power. In terms of the power value, gender was noticed not to create a significant difference. Females' having a high level at this value was considered to be affected from females reaching to adolescence period two years earlier as average before the males. In adolescence period, individuals' noticing and determining their own individual values is one of the contents of identity development. For that reason, females' having higher basic individual values rather than the males can be explained with the effect of developmental differences related to gender. Furthermore, social gender roles related to gender become more evident as of adolescence, and values of the individuals develop in this sense. And this could be another source of the difference between females and males.

The findings of the research related to the level of grade indicated that the level of grade high school students studied had a significant effect upon power, self-direction and security basic values. In terms of power value, 12th grade students had higher levels rather than the 9th and 10th grades. In self-direction value, 11th and 12th grade students had higher levels rather than the 10th grade. Finally, in terms of security value, 11th and 12th grade students had higher value scores than the 10th grade. On the other hand, level of grade had no significant effect upon achievement, hedonism, stimulation, universalism, benevolence, traditional, and conformity value levels of the high school students. Some of the findings related to the values without significant difference were coherent with the findings in the study carried out by Yalçın-Wells (2014) reporting that there was no difference in any dimension levels between the first grade and the fourth grade, and by Ballı and Koca-Ballı (2014) stating that there was no difference between four grades in the values of individualism, universalism and silence. On the other hand, the findings related to the value of self-direction differed with the finding in the study of Ballı and Koca-Ballı (2014) related to having no difference between four grades in individualism value.

It was noticed that power, self-direction and security values differed as the level of grade increased, in general. Either open or hidden value transmission is provided for high school students having nearly four years in the educational process. In this educational process, which values the people shaping the educational policy aim to transfer to the students and their answering to what extent they achieve these goals is more beneficial to assess these findings. In our educational system, is either self-transcendence-openness to change or conservation-self-enhancement aimed to be transferred? In the research, power value's being higher in the final grade was an expected result. The value of power was one of the values expected to be increased as the age increased. And in terms of the value of security, uncertainties related to exam and career preferences and uncertainties related to their future also increased due to their being close to the end of high school educational life. This could be explained through the increase for the need of security.

The type of school high school students studied had had a significant effect upon achievement, hedonism, stimulation, self-direction, benevolence, traditional, conformity, and security basic values. Science high school students had higher hedonism, stimulation, self-direction, universalism, benevolence and security values rather than Anatolian high school and vocational high school students. Achievement and traditional values of the science high school and Anatolian high school students were at a higher level rather than the vocational high school students. Furthermore, science high school students had higher level of conformity value rather than the vocational high school students. Finally, Anatolian high school students were noticed to have higher self-direction and universalism values rather than the vocational high school students. On the other hand, it was noticed that the type of school only had no significant effect upon the value of power.

Research findings indicated that contrasting achievement and traditional value of science and Anatolian high school students with high success level was higher than the vocational high school students. This value difference could be explained with these students' having high success motivation. Whereas difference was observed in three values according to the level of grade, the difference was observed in nine values in the type of school. Whereas change in less number of values were observed at the end of the educational process, type of schools studied according to the academic success levels of the students were noticed to be preferred by the students with same values.

In conclusion, the variables of gender, type of school and level of grade were efficient upon basic values. Role expectations related to gender had an effect upon individuals' process of creating values. It was also efficient upon students with similar values' preferring the schools with similar success levels. Whereas the educational process had an effect upon some values (power, self-direction and security), it had no effect upon some others (achievement, hedonism, stimulation, universalism benevolence, traditional, and conformity). This research was remarkable in terms of being carried out in a way including wider range of groups and all school types and revealing more integrated results related to value change according to the type of school.

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