

Human Values as Predictors of Motivational Beliefs in High School Students

Sahin Kesici

Faculty of Education, Necmettin Erbakan University, 42090 Konya, Turkey
E-mail: sahinkesici@konya.edu.tr

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ABSTRACT Human values play a significant role in the personality development of adolescents. Values include the standards that embrace the social changes influencing the whole society and are effective in the construction of desired behaviours. Motivational beliefs are effective component in the learning goals of adolescents. The purpose of the present study is to investigate the predictive powers of human values on motivational beliefs. The participants are 462 high school students. "Human Values Scale" was used to determine the human values of the students in the study. "Motivated Strategies for Learning Questionnaire" was also used to measure the motivational strategies of students. Results indicate that human values are significant predictor of motivational strategies. While being pacifist itself explains 10.4 % of the variance related to intrinsic goal orientation, it explains 11.7 % of motivational beliefs it together with respect scale. While tolerance explains 2.9 % of the variance related to external goal orientation itself, it explains 3.7 % of the variance related to external goal orientation together with respect. Whereas being pacifist explains 8.9 % of the variance related to the perception of self-efficacy itself, together with respect, they explain 9.9 % of the variance related to perception of self-efficacy.

INTRODUCTION

Human life is a developmental process comprising the periods of childhood, adolescence, adulthood and senectitude where different features are set forth in each period. Dynamic changes occurring in development and perception also continue throughout life, but this may become more important during adolescence (Rommel 1997). Adolescence, in which rapid changes occur in a person's life (Karaman 2013) and regarded as a transition process from childhood to adulthood (Atkinson et al. 2002; Atkinson et al. 2002; Karabekiroglu 2013; Ogwo 2013; Wolman 1998), can be defined as a period in which biological, cognitive, psychological and social characteristics change.

Adolescence includes years of challenges and conflicts between the social roles in childhood and adulthood. Contemporary adolescents are biologically adults and tend to act like adults, but their socio-cultural development does not prepare them for adult life. Puberty is the normal process of mismatch (Wolman 1998). In this process, adolescents need to internalize some rules to fulfill the functions that society expects of them. Some of these rules are related to how an individual can effectively communicate with others, how to avoid hurting others, how to get along well with others and how to adapt to the environment effectively (Senemoglu 2013). One

of the systems changing and evolving through cognitive, social and psychological development (Bayhan and Isitan 2010; Karaman 2013; Piskin 2013) is values that the adolescent lives during this developmental (Wolman 1998) and complex (Özdemir and Çok 2011) transition period.

Besides the subject of a lot of research (Bilsky and Schwartz 1994; Knafo and Schwartz 2004; Lindeman and Verkasalo 2005; Sapienza et al. 2010; Sapienza et al. 2010), values are the standards that are evaluated in terms of which actions are good or desired (Halstead and Taylor 2000), that express conscious and explicit statements (Rokeach 1979), that can reflect large social changes in societies and can affect the direction and the speed of these social changes (Davidov et al. 2008) (Davidov et al. 2008), and that affect the societies and the patterns of behavior of the people who make up the societies (Dilmaç 2007). Values may shape individuals' lives as structural guides or tendencies for experiences. They offer directive life principles to individuals that effect their daily decisions and help them have a basis for meaningful aims (Fersizidis et al. 2010). People seek quality in the activities they participate, the objects they have achieved, the aims they effort for, the cases they live in, the jobs they do, and the evaluations they make. Thus, values form personal, social and professional choice factors (Suar and Khuntia 2010).

Schwartz (1994) defines values as the desired and cross-situational purposes that serve as the principles giving direction to a person's life. Values as a goal (1) serve social formations, (2) direct motivation, (3) function as verification of an evaluation, (4) and are obtained through the individual's socialization within the group's values or their own learning experiences (Schwartz 1994). Observing from the subjective perspective, when a person considers an object as desirable, fun and interesting, value is the worth that the person associates with this evaluated object (Liao 2011).

Human identity reflects a complex and dynamic structure. Cultural myths influence people's values, beliefs, choices, and feelings about right and wrong. Values reflect what is important, ethical or appropriate to the person or group. The question here is whether the values can be experienced universally or not, beyond all cultures (Krippner et al. 2012) (Krippner et al. 2012). Values are particularly disclosed as conscious purposes and are responsive to three universal requirements that all people and societies need to cope with: personal needs, social interaction requirements and proper group functioning as a biological organism (Schwartz 1994). As values shape this process, it can be divided into categories (Cieciuch et al. 2013). The term value can be understood as principles and ideas that guide behaviors and standards that are assessed in terms of which actions are good or desired (Halstead and Taylor 2000).

Schwartz's value classification reveals a structural relationship where some values may be the opposite of the other, but others are the values associated with each other (Davidov and Beuckelaer 2010). Schwartz (1994) has made 10 core value classifications: power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, conventionalism, compliance, and security. Schwartz (1992) states that social interaction need and wellness of the society need are related to the fundamental human values.

In addition, the classification of values, another concept that is influential for the student's learning objectives in adolescence is motivational belief. Motivational beliefs are discussed by various researchers (Al-Ansari 2005; Eccles 1983; Neber and Schommer-Aikins 2002; Pintrich 1988, Pintrich and DeGroot 1990), and are de-

fined as the force supporting students' learning objectives, the activities they select and pursue to achieve these objectives, and the intensity with which they pursue these activities (Rothstein 1990; Woolfolk 1990). According to Linenbrink and Pintrich (2002), the factors that affect student motivation are numerous but academic self-efficacy, intrinsic motivation and achievement goals are forerunners.

The theoretical framework of student motivation is an adaptation of the expectation-value model of motivation (Pintrich 1988). The model includes three components matching three different components of self-regulated learning. These include: the expectation component that contains the students' belief about their capacity to perform the task; the value component that contains the goals and beliefs related to the importance of interest in the task; and the emotional component that contains student's task-oriented emotional reactions. Pintrich and De Groot (1990) explain that, the value component contains student's goals related to the task and beliefs about the materiality and relevance of the task. It is the personal answer that the student gives to the question: "Why am I performing this task?" The emotional component asks the student: "How do I feel about this task?" There are a lot of emotional reactions that may be associated, but one of the most important ones within the school context is test anxiety (Wigfield and Eccles 1989). Bozgeyikli (2010) concluded in his research with adolescents that psychological needs have a significant impact on human values. Bozgeyikli (2010) found out a positive correlation between human values (responsibility, friendship, peace, respect, tolerance and honesty) and psychological needs (relatedness, competence and autonomy). In the same study, it was observed that psychological needs are significant predictors of human values. Pintrich and De Groot (1990) stated that the expectation component in student motivation can be conceptualized in many ways, but the basic structure involves students' beliefs regarding their ability to fulfill the task and how responsible they feel for their performance. Regarding this topic, the expectation component involves asking the student: "Can I fulfill this task?" Herein, students may need to feel themselves as a part of their family, friendship environment and society to respect other individuals (Schwartz 1992; Schwartz and Sagiv 1995).

Linnenbrink and Pintrich (2002) agreed that motivation is not a stationary dimension, but the interaction between the content and what the student brings to the content. Labeling students as “motivated” or “unmotivated” is not true; but instead school psychologists and other educators must focus on the ways learning environments can be changed to increase all students’ motivation. As a result, adolescence brings a lot of psychological, physical, social and emotional development and human values are of utmost importance. Also during this period, students’ motivational beliefs are an important factor affecting their academic self-efficacy, success, and test anxiety. In this sense, the purpose of this research is to reveal whether human values predict motivational beliefs.

METHODOLOGY

Research Model

This research uses the relational screening model which is a sub-type of the general screening model. Relational screening models are research models determining the presence and/or degree of covariance between two or more variables (Karasar 2008).

Study Group

A total of 462 high school students, 247 female and 215 male, studying at high schools in the province of Konya in 2012-2013 academic year participated in the research.

Data Collection Tools

The data collection tools used in this study are as follows:

Human Values Scale: Human Values Scale was developed by Dilmaç (2007) to measure the human values for the students at secondary level. The scale consists of 42 items and 6 sub-

dimensions: responsibility ($\alpha = .73$), Camaraderie/Friendship ($\alpha = .69$), Being Pacifist ($\alpha = .65$), respect ($\alpha = .67$), tolerance ($\alpha = .70$) and honesty ($\alpha = .69$). The internal consistency coefficient for the entire scale was found as .92 (Dilmaç 2007).

Motivation and Learning Strategies Inventory: Motivation and Learning Strategies Inventory was developed by Pintrich et al. (1993). The Turkish adaptation of the scale was made by Karadeniz et al. (2008). The scale consists of 71 items in total and is a 7-point Likert-type scale. The scale consists of two sub-scales: Motivation and Learning Strategies. These two scales can be used separately as well as in combination.

Motivation Scale: The Motivation Scale is a sub-dimension of Motivation and Learning Strategies Inventory and consists of 6 sub-dimensions: intrinsic goal orientation, extrinsic goal orientation, task value, the belief of learning control, the perception of self-efficacy and test anxiety. The correlations between total scores and factor scores were between .10 and .74. In addition, correlations between factors ranged from .10 to .58 (Karadeniz et al. 2008).

Data Analysis

In the study, the data were analyzed using SPSS 16.0 software package. For data analysis, stepwise multiple regression analysis was used. The predictive powers of human values concerning the sub-dimensions of motivation were determined using stepwise regression analysis.

RESULTS

Regression analysis results regarding intrinsic goal orientations are given in the Table 1. According to Table 1, Being pacifist and respect are significant predictors of intrinsic goal orientation ($p < 0.05$). Being pacifist explains 10.4 % of the variance related to intrinsic goal orientation. Together with respect, this explains 11.7 % of motivational belief.

Table 1: Regression analysis results regarding intrinsic goal orientations

Model	R	R ²	R ² (Adj)	Standard error	F	p
A	.326	.106	.104	5.11608	54.572*	.000
B	.347	.121	.117	5.07967	31.487*	.000

A: Being pacifist

B: Being pacifist, respect

Regression analysis results regarding task value are given in the Table 2. As seen in Table 2, Being pacifist, tolerance, and responsibility are significant predictors of task value ($p < 0.05$). While being pacifist explains 15.8 % of the variance related to task value, together with tolerance it explains 17.3 % of this variance. Being pacifist, tolerance and responsibility explains 18.0 % of the variance related to task value.

Regression analysis results regarding extrinsic goal orientation are given in the Table 3. As displayed in Table 3, tolerance, respect, and honesty are significant predictors of external goal orientation ($p < 0.05$). Tolerance explains 2.9 % of the variance related to external goal orientation. Together with respect, it explains 3.7 % of the variance related to external goal orientation. Tolerance, respect, and honesty explain 5 % of the variance related to external goal orientation.

Regression analysis results regarding the perception of self-efficacy are given in the Table

4. As seen in Table 4, being pacifist and respect are significant predictors of perception of self-efficacy ($p < 0.05$). While being pacifist explains 8.9 % of the variance related to the perception of self-efficacy itself, together with respect they explain 9.9 % of the variance related to perception of self-efficacy.

Regression analysis results regarding the test anxiety are given in the Table 5. As mentioned in Table 5, the value of friendship is a significant predictor of test anxiety ($p < 0.05$). Friendship explains 2.7 % of the variance related to test anxiety.

DISCUSSION

With regard to the research results, human values are significant predictors of motivational beliefs. Similar to the results of this research, Tanrıseven and Dilmaç (2013) concluded in their research with adolescents that human values have a significant impact on motivation. Being

Table 2: Regression analysis results regarding task value

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>R</i> ² (<i>Adj</i>)	<i>Standard error</i>	<i>F</i>	<i>p</i>
A	.400	.160	.158	6.25237	87.396*	.000
B	.421	.177	.173	6.19467	49.321*	.000
C	.430	.185	.180	6.17001	34.702*	.000

A: Being pacifist

B: Being pacifist, tolerance

C: Being pacifist, tolerance, responsibility

Table 3: Regression analysis results regarding extrinsic goal orientation

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>R</i> ² (<i>Adj</i>)	<i>Standard error</i>	<i>F</i>	<i>p</i>
A	.176	.031	.029	3.85973	14.712*	.000
B	.203	.041	.037	3.84337	9.882*	.000
C	.236	.056	.050	3.81854	9.003*	.000

A: Tolerance

B: Tolerance, respect

C: Tolerance, respect, honesty

Table 4: Regression analysis results regarding the perception of self-efficacy

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>R</i> ² (<i>Adj</i>)	<i>Standard error</i>	<i>F</i>	<i>p</i>
A	.302	.091	.089	6.76318	46.151*	.000
B	.321	.103	.099	6.72735	26.278*	.000

A: Being pacifist

B: Being pacifist, respect

Table 5: Regression analysis results regarding the test anxiety

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>R</i> ² (<i>Adj</i>)	<i>Standard error</i>	<i>F</i>	<i>p</i>
A	.170	.029	.027	6.58486	13.731*	.000

A: Friendship

pacifist and respect are significant predictors of intrinsic goal orientation which is a sub-dimension of motivational beliefs. As Pintrich and Schunk (2002) state, students with intrinsic goal orientation engage the task with the aim of learning. Ryan and Deci (2000) stated that, intrinsic goals increase psychological well-being. Valuing humans as human being and acknowledging the individual's positive and negative personality traits in this valuing process are the expression of respect (Büyükkaragöz and Kesici 1998). Thus, students with intrinsic goal orientation do not perform learning to get rewards or to escape punishment but because they themselves find it valuable. Amicability and respect are also important values in one's self-development that the person can only reveal with their own wishes in their relationships with other people. These values, as predictors, are important for intrinsic goal orientation.

According to the results of another study, tolerance, respect, and honesty values are important predictors of extrinsic goal orientation. Students with extrinsic goal orientation are interested in a task to demonstrate their talents to other people (Pintrich and Schunk 2002). In terms of feeling, thought, and practice, tolerance is a functional communication process established through love, respect, trust and understanding of all kinds of feelings thoughts and behaviors of the people near or far from ourselves (Büyükkaragöz and Kesici 1998). Thus, the fact that the values of tolerance, respect, and honesty which have an important place in interpersonal relationships were found to be predictors of motivational beliefs related to extrinsic goal orientation indicating an important result. Athota and O'Connor (2014) are of the view that individual differences in values may be explained with personality traits.

As sub-dimensions of human values, amicability, tolerance and responsibility are important predictors of motivational beliefs related to task value. Task value represents the structure covering the importance, usefulness and interest perceived by the person (Wigfield and Eccles 1992). Linnenbrink and Pintrich (2002) explained that students with an interest in learning will be more motivated and successful. Thus, if amicability, tolerance and responsibility are important for the student then it will be effective for his or her approach to viewing the task as more important. Responsibility is especially effective in stu-

dent's task value. According to Vernadakis et al. (2014), there is a positive correlation between the expectations about beliefs and task values.

According to other results of the study, amicability and respect values are significant predictors of self-efficacy from the motivational beliefs. According to Bandura (1986), self-efficacy is an individual's exhibition of a particular behavior or perception about his or her own ability to accomplish a task. Students with high self-efficacy are more eager to fulfill their learning tasks (Jinks and Morgan 1999) and they develop strategies to figure out difficult problems. On the other hand, individuals with low self-efficacy have pessimistic and anxious thoughts about life (Bandura 1997). Chantara et al. (2014) state that lifestyle values are related to achievement goals. Based on this, it can be concluded that there is a relation between the values and the beliefs like achievement goal.

The value of friendship is found to be an important predictor of test anxiety for motivational beliefs. Doris and Sarason (1955) viewed that students with low test anxiety are less likely to blame themselves because of their level of performance. However, as Dykeman (1994) states, students with high self-efficacy have lower test anxiety. Besides, Klein et al. (1969), Klein et al. (1969) explored that there is a correlation between anxiety and verbal skill. However, the fact that friendship is a significant predictor of test anxiety can be supported by these studies (Doris and Sarason 1955; Dykeman 1994; Klein et al. 1969; Klein et al. 1969) in the literature.

As a result, human values are important predictors of motivational beliefs in adolescents. Future research can examine different variables affecting students' motivational beliefs and with different sample groups. In the activities, especially at schools, the values such as tolerance, friendship, respect, and amicability can be included. Thus, this may be a way for students to embrace these values and practice them in their lives. In addition, motivational belief is a concept associated with student success (Griffin et al. 2013; Griffin et al. 2013; Keklik and Keklik 2013; Lynch 2010) and well-being (Eryilmaz and Aypay 2011; Hortop et al. 2013; Hortop et al. 2013).

Suar (2014) who points out that values are important in education in terms of teacher, student, parents, and society states that teacher

and student factors are more significant especially at university education. Therefore, it can be concluded that the importance given to the value education at high schools should be increased.

CONCLUSION

Conclusions indicate that human values are significant predictor of motivational strategies. While being pacifist itself explains 10.4 % of the variance related to intrinsic goal orientation, it explains 11.7 % of motivational beliefs together with respect scale. While tolerance explains 2.9 % of the variance related to external goal orientation itself, it explains 3.7 % of the variance related to external goal orientation together with respect. Whereas being pacifist explains 8.9 % of the variance related to the perception of self-efficacy itself, together with respect, they explain 9.9 % of the variance related to perception of self-efficacy.

RECOMMENDATIONS

Motivational beliefs are significantly important for adolescents. Both in nuclear and large families, there should be activities that enhance the values such as helpfulness, friendship, success, and self-confidence. Additionally, teachers should make use of all the opportunities that will improve human values in classroom environment. Moreover, schools should contribute to the development of human values both with their programs and with the activities at school. Appreciating and supporting the students that reflect human values in their behaviors is also a critical point. Another crucial point is that families and teachers should convince the students about the significance of human values. While increasing student success at schools by developing students' motivational beliefs, more successful and psychologically more healthy adolescents can prosper in the future.

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