

Human Values Predicting the Self-regulation Strategies

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ABSTRACT The aim of this research is to investigate the predictive power of human values on self-regulated learning strategies. The participants of the research consist of 210 girls and 184 boys, totaling 394 high school students. The 'Human Values Scale' was used to determine human values of students, along with the 'Self-regulated Learning Strategies Scale', which is a subscale of the "Motivated Strategies for Learning Questionnaire". In analyzing research data, stepwise regression analysis was used. According to the results of study, being a pacifist, possessing tolerance, responsibility and friendship to human values significantly predicted dimensions of self-regulated learning strategies. Therefore, the usage of self-regulated learning strategies might be beneficial after the achievement of human values such as being pacifist, and possessing tolerance, responsibility and friendship.

INTRODUCTION

People have always made efforts to develop and progress. One of the most important efforts made by humans may be learning and performing the experiences that are learnt in life. Individuals face two important notions both in learning and performing processes, that is, learning to learn and how to learn learning. In summary, they are human values and self-regulated learning strategies. These two notions are important in terms of priority and being recent because, people endeavor to learn and use effort sometimes as personal, and other times collectively as a team. Therefore, the aim of this study is to establish whether humans value predict self-regulated learning strategies, and also, to determine which of the human values predict these strategies. In this regard therefore, when the associations between human values and self-regulated learning strategies are examined, and the linear process is shown (Kesici 2014; Kesici 2015).

When the body of literature in the field of self-regulated learning and human values is ex-

amined, studies mostly focus on the associations between self-regulated learning strategies, and they predict that mathematics, geometry and statistics (Kesici and Erdogan 2009; Kesici and Erdogan 2010; Kesici et al. 2011; Erdogan et al. 2011; Kesici et al. 2011; Kesici et al. 2010; Erdogan et al. 2011; Baloglu et al. 2011), and studies between self-regulated learning strategies and human values are scarce (Tanriseven and Dilmac 2013). Hence, human values are important factors in cognitive and meta-cognitive learning because when the students give importance and priority to these values (achievement, friendship, autonomy), they may in turn affect their lives (Girgin-Buyukbayraktar et al. 2015; Kesici 2015; Buyukkaragoz and Kesici 1996), and this effect may be a source of motivation to learning (Kesici 2014). This motivation lasts from birth until death. Notions of cognition, meta-cognition and meta-cognitive awareness stand out mostly in the adolescence and pre-adolescence stages (Boekaerts 1997; Flavell 1979).

There are some periods in the lifelong development process (Rommel 1997), and in one of these periods adolescence, the individual's biological, social, emotional and cognitive changes (Karaman 2013; Ogwo 2013) accelerate. Described by various researchers (Karabekiroglu 2013; Kulaksizoglu 2005; Mcelhaney et al. 2009; Wolman 1998) in different ways, adolescence is a transition period from childhood to adulthood

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(Karabekiroglu 2013), which is characterized by intense psychological changes (Ogwo 2013). Adolescent years are passed through in a straight line between childhood and adulthood. Adolescents are still kids in some ways but in other respects, they are adults (Ogwo 2013). Adolescence is the process involving a significant portion of the life of each individual. However, there are individual differences in adolescence. Some teenagers enter into adolescence much earlier than others. Because many physiological, biological, psychological and sociological changes are faced in adolescence, many difficulties that one needs to struggle against also occur (Piskin 2013). Adolescents are also exposed to the sociocultural environment combined with the biological process of the change (Wolman 1998). In this sociocultural environment, the changes in the adolescent's life (Bayhan and Isitan 2010; Karaman 2013) can be observed in increasing social pressure, the changing expectations and needs, gaining health-related habits and developing new adaptation skills (Karaman 2013). During this period, one of the changes resulting and developments observed in the adolescent's life occurs in the individual's system of values. The social world creates different environments guiding children to value-based behaviors (Valsinger and Branco 2012).

The term value can be handled as principles and ideas that guide behavior, standards that are assessed in terms of which actions are seen as good or desired (Halstead and Taylor 2000). According to literature, values are concepts or beliefs, are desired conditions or behaviors, are above certain conditions, they guide to the evaluation or selection of behaviors or events, and are arranged by severity. These five properties are the ones used in the definition of human values (Schwartz and Bilsky 1990). The internal quality of values determines one's outward oriented behaviors. People seek quality in the activities they participate, the objects they have achieved, the aims they put their efforts into, the cases they live in, the jobs they do, and the evaluations they make. Therefore, values form personal, social and professional choice factors (Suar and Khuntia 2010).

Values are the principles that show orientation both "from inside to outside and from individual to individual" and "from inside to outside and from individual to society" (Yapici et al. 2012) affect the changes in society (Davidov et al. 2008; Dilmac 2007), reflect what is important, ethical or

appropriate for the person or group (Krippner et al. 2012), give the person or a social formation direction in the life (Schwartz 1994), and guide behaviors (Halstead and Taylor 2000). Values can be used socially for the individual's assessment of oneself and other people or for providing instrumental advantage. Values come from the universal human needs that are reflected in the needs of the organism, social interactions and traditional needs (Schwartz and Bilsky 1990). According to Siyez (2012), values include what is important for one.

With regard to Rokeach (1979), values are not side cases, but they make the difference. Similarly, analyzing human relations from the perspective of value is a good way to find out the naturally logical relationship between the components and features (Liao 2011). Values are unconscious and immature to some extent, or they are conscious and can give clear statements though not accepting the needs and desires socially (Schwartz and Bilsky 1990). Self-regulation is one of the features that is handled as one of the important concepts in students achieving academic success by creating awareness in adolescence when it is important to be conscious (Camahalan 2006; Metallidou and Vlachou 2007).

According to Zimmerman (1990), self-regulation can be explained by students' self-realization of their behaviors to be successful, their judgment by deciding their behaviors according to the criteria determined by themselves, and tailoring their behaviors to be appropriate for the criteria where necessary. Individuals with self-regulation skills explore information taking initiative (Zimmerman 1990), and in self-regulated learning when students are assigned in useful tasks for their learning they are more effective (Wolters 2003). While self-regulated learning strategies stand out as an effective concept in increasing the success (Barzegar 2012; Kaya and Kablan 2013), the use of some of these strategies such as elaboration and rehearsal are also important predictors of math anxiety (Kesici and Erdogan 2009).

As Garcia and Pintrich (1994) stated, in self-regulated learning strategies, students should use cognitive (repetition, interpretation, organization), metacognitive (planning, setting up, evaluation), and resource management (time and study environment management) strategies effectively. Besides these strategies, Zimmerman (2002) reveals that in self-regulated learning, information alone will not be enough for a skill, and besides this, it is necessary to apply the

skills such as self-awareness, self-motivation and behavioral skills.

Briefly in examining the associations between self-regulated learning strategies and human values, teachers need to create a learning environment for their students based on the study results about student's human values (Kesici 2014), guidance and counseling needs of 6th, 7th, and 8th grade students (Kesici 2007; Kesici 2008), parental attitudes and guidance need (Kesici 2007; Kesici et al. 2008), teachers' attitudes towards students' behaviors, gender and locus of control (Buyukkaragoz and Kesici 1988), and perfectionism (Girgin-Buyukbayraktar and Ure 2014). As a result, it is seen that adolescence has an important place in human life (Piskin 2013). From this perspective, differences are observed in the value system of adolescent whose communication with family and friends also varies during this period (Bayhan and Isitan 2010). In addition, self-regulated learning strategies that have a significant impact on student's academic success (Barzegar 2012; DiBenedetto and Bembenutty 2011) may have an important place in student's cognitive, social and emotional development, in adolescence, which is a complex period (Cok and Ozdemir 2011). From this perspective, the aim of this study is to put forward whether or not human values predict the self-regulation strategies.

Objectives of the Study

Predictive variables are different from each other in self-regulated learning strategies. So, the aim of this research is to reveal the predictive power of human values on self-regulated learning strategies. In order to fully understand this aim, the researchers will be looking into the question,

Are human values significant predictors of high school students' self-regulated learning strategies?

METHODOLOGY

Research Model

A quantitative method was used in this study. The quantitative data helped determine whether significant associations exist between independent variables and dependent variables. Human values were independent variables for the study,

while self-regulated learning strategies was the dependent variable.

Study Group

The principle of voluntarism was a precondition for participation in this study. Instructional information was prepared for the implementation of the study. The goal of this research and how the study would be carried out were clearly stated. In addition, it was emphasized that the identities of the participants would remain confidential. Participants in this study were randomly selected from among high school students. The research was conducted in the 2012-2013 educational period. A total of 394 high school students, 210 females and 184 males, studying at high schools in the province of Konya participated.

Data Collection Tools

Human Values Scale

The Human Values Scale was developed by Dilmac (2007) to measure the human values for secondary school students. The scale consists of 42 items and six sub-dimensions. These sub-dimensions are responsibility, friendship/companionship, being pacifist, respect, tolerance and honesty. The internal consistency coefficients of the sub-dimensions were calculated as .73 for "responsibility", .69 for "friendship/companionship", .65 for "being pacifist", .67 for "respect", .69 for "honesty", and .70 for "tolerance". The internal consistency coefficient for the entire scale was found to be .92 (Dilmac 2007).

Motivation and Learning Strategies Inventory

The 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 subscales that are *Motivation* and *Learning Strategies*. These two scales can be used separately as well as in combination.

Self-regulated Learning Strategies Scale

The Learning Strategies Scale consists of nine sub-dimensions. These are rehearsal, elab-

oration, organization, critical thinking, metacognitive self-regulation, time and study environment management, effort regulation, peer learning and help seeking. The scale's factor loadings ranged from .24 to .79.

Data Analysis

The data obtained in the study was analyzed through SPSS 16.0 software package. For data analysis, stepwise multiple regression analysis was used. The predictive power of human values concerning the sub-dimensions of self-regulation strategies was determined using stepwise regression analysis.

RESULTS

According to Table 1 (Regression Analysis Results Regarding Rehearsal Strategy), being pacifist and tolerance were found to be significant predictors of rehearsal strategy ($p=.00$, $p<0.05$). Being pacifist explains the 12.2 percent of the variance related to rehearsal strategy. Together with tolerance, being pacifist explains the 13.7 percent of the variance related to rehearsal strategy.

Table 1: Regression analysis results regarding rehearsal strategy

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>R</i> ² (Adj)	<i>Standard error</i>	<i>F</i>
A	.35	.12	.12	5.00	55.51*
B	.37	.14	.13	4.96	32.32*

A: Being pacifist

B: Being pacifist –tolerance

According to Table 2 (Regression Analysis Results Regarding Organization Strategy), being pacifist and responsibility were found to be significant predictors of organization strategy ($p=.00$, $p<0.05$). While being pacifist explains the

Table 2: Regression analysis results regarding organization strategy

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>R</i> ² (Adj)	<i>Standard error</i>	<i>F</i>
A	.34	.11	.11	5.19	51.68*
B	.36	.13	.12	5.16	29.11*

A: Being pacifist

B: Being pacifist –responsibility

11.4 percent of the variance related to organization strategy, together with tolerance it explains the 12.5 percent of the variance related to this strategy.

According to Table 3 (Regression Analysis Results Regarding Elaboration Strategy), being pacifist and friendship were found to be significant predictors of elaboration strategy ($p=.00$, $p<0.05$). Being pacifist explains the 9.1 percent of the variance related to elaboration strategy. Together with tolerance it explains the 9.7 percent of the variance related to this strategy.

Table 3: Regression analysis results regarding elaboration strategy

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>R</i> ² (Adj)	<i>Standard error</i>	<i>F</i>
A	.30	.09	.09	7.42	40.23*
B	.31	.10	.09	7.39	22.21*

A: Being pacifist

B: Being pacifist -friendship

As seen in Table 4 (Regression Analysis Results Regarding Critical Thinking Strategy), being pacifist and responsibility were found to be significant predictors of critical thinking strategy ($p=.00$, $p<0.05$). While being pacifist explains the twelve percent of the variance related to critical thinking strategy, together with responsibility it explains the 14.7 percent of the variance related to this strategy.

Table 4: Regression analysis results regarding critical thinking strategy

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>R</i> ² (Adj)	<i>Standard error</i>	<i>F</i>
A	.35	.12	.12	6.04	54.83*
B	.38	.15	.14	5.95	34.95*

A: Being pacifist

B: Being pacifist –responsibility

According to Table 5 (Regression Analysis Results Regarding the Metacognitive Self-regulation), being pacifist, responsibility and tolerance were found to be significant predictors of metacognitive self-regulation ($p=.00$, $p<0.05$). Being pacifist explains the 17.4 percent of the variance related to metacognitive self-regulation. While together with responsibility it explains the 19.6 percent of the variance related to this strategy, together with tolerance three values explain

the 20.3 percent of the variance related to meta-cognitive self-regulation.

Table 5: Regression analysis results regarding metacognitive self-regulation

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>R</i> ² (Adj)	<i>Standard error</i>	<i>F</i>
A	.41	.17	.17	11.22	83.67*
B	.44	.20	.19	11.07	48.85*
C	.45	.20	.20	11.03	34.26*

A: Being pacifist

B: Being pacifist -responsibility

C: Being pacifist-responsibility, tolerance

As seen in Table 6 (Regression Analysis Results Regarding Help Seeking Strategy), being pacifist and friendship was found to be a significant predictor of help seeking strategy ($p=.00$, $p<0.05$). While being pacifist predicts the 11.3 percent of the variance related to help seeking strategy, together with friendship it predicts the fourteen percent of the variance related to this strategy.

Table 6: Regression analysis results regarding help seeking strategy

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>R</i> ² (Adj)	<i>Standard error</i>	<i>F</i>
A	.33	.11	.11	3.97	50.92*
B	.37	.14	.13	3.92	31.73*

A: Being pacifist

B: Being pacifist, friendship

According to Table 7 (Regression Analysis Results Regarding Effort Regulation Strategy), responsibility and being pacifist was found to be a significant predictor of effort regulation strategy ($p=.00$, $p<0.05$). Responsibility predicts the 5.9 percent of the variance related to effort regulation strategy. Together with being pacifist it predicts the 7.6 percent of the variance related to this strategy.

Table 7: Regression analysis results regarding effort regulation strategy

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>R</i> ² (Adj)	<i>Standard error</i>	<i>F</i>
A	.24	.06	.05	4.05	25.50*
B	.28	.08	.07	4.01	17.10*

A: Responsibility

B Responsibility, Being pacifist

According to Table 8 (Regression Analysis Results Regarding Peer learning Strategy), respect was found to be a significant predictor of peer learning strategy ($p=.00$, $p<0.05$). Respect predicts the 3.9 percent of the variance related to peer learning strategy.

Table 8: Regression analysis results regarding peer learning strategy

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>R</i> ² (Adj)	<i>Standard error</i>	<i>F</i>
A	.20	.04	.03	4.29	17.15*

A: Respect

As seen in Table 9 (Regression Analysis Results Regarding Time and Study Environment Management Strategy), being pacifist and responsibility were found to be significant predictors of time and study environment management strategy ($p=.00$, $p<0.05$). While being pacifist predicts the eleven percent of the variance related to time and study environment management strategy, together with responsibility it predicts the 13.9 percent of the variance related to this strategy.

Table 9: Regression analysis results regarding time and study environment management strategy

<i>Model</i>	<i>R</i>	<i>R</i> ²	<i>R</i> ² (Adj)	<i>Standard error</i>	<i>F</i>
A	.33	.11	.11	5.69	49.50*
B	.37	.14	.13	5.60	32.59*

A: Being pacifist

B: Being pacifist, Responsibility

DISCUSSION

Studies that examine the effect of human values on self-regulated learning strategies are very few (Tanriseven and Dilmac 2013). In their study, Tanrisever and Dilmac found that human values predict both motivational beliefs and self-regulated learning strategies. Kesici (2014) revealed that human values predicted motivational beliefs. Kesici (2015) also found that psychological needs predicted human values. The results of this study reveal that human values are significant predictors of self-regulated learning strategies. In their study with secondary school students, Tanriseven and Dilmac (2013) revealed that human values have an indirect effect on self-

regulation strategies through motivational beliefs. These results are significant in terms of showing similarities within this research. With regard to the results of the survey, tolerance and being pacifist are some of the human values, which are significant predictors of rehearsal strategy among self-regulated learning strategies. In addition, the values of being pacifist and responsibility are important predictors of organization strategy from self-regulated learning strategies. According to Lapan et al. (2002), students apply the following strategies in self-regulation skills to achieve success that is, concentrating on the assigned task, restructuring the tasks and monitoring the differences in the performance. Organization strategy is also important in student's learning of the information on a regular basis, and choosing the task-appropriate information. Furthermore, Zimmerman (2002) points out such concepts as the self-awareness and motivation in self-regulated learning. Therefore, the values such as being pacifist and taking responsibility are also the values associated with the student's self-awareness capacity. In addition, the fact that students who learn by taking responsibility use organization strategy appropriately, is important in obtaining these results.

According to another result of the study, being pacifist and friendship values are important predictors of elaboration strategy. Additionally, one of the self-regulated learning strategies, critical thinking is also predicted by being pacifist and responsibility, the sub-dimensions of human values. As Zimmerman (1990) states, the individuals with self-regulation skill explore by taking initiative. Furthermore, according to Zimmerman (2002), in self-regulated learning besides having information, it is needed to use the self-awareness, motivation and behavioral skills in order to apply this information. Indeed, critical thinking strategy is the strategy that includes these skills and requires the use of them. Thus, a student's taking his own learning responsibility serious, and giving importance to being peaceful with others has an important place in his critical thinking skill.

Among human values, being pacifist, tolerance and responsibility emerged as significant predictors of metacognitive self-regulation strategy that is one of the self-regulated learning strategies. Among metacognitive strategies, planning, setting up and evaluation cover a student's structured learning in the assigned task, assess-

ment of the task and modification of the performance-oriented behaviors. According to Zimmerman (1990), the awareness of having self-regulation skills is a decisive factor in students' success and failures. The human values such as being pacifist, tolerance and responsibility are also effective values in the individual's concept of self-awareness and relations with other people.

According to another result of the study, being pacifist and friendship values are also important predictors of help seeking from self-regulated learning strategies. As Siyez (2012) states, humans are connected to the values related with various things and some of these are helping others and friends. According to Bayhan and Isitan (2010), in adolescence, an adolescent's communication with family and friends is also diversified. Hence, a student's search for help in learning process requires being amicable with others and giving importance to the friendship.

Responsibility and being pacifist are also important predictors of effort regulation strategy. Students using effort regulation strategy continue their attention even in the difficult tasks and struggle to fulfill this task. As Zimmerman (1990) states, students with self-regulation strategies explore by taking initiative. Thus, a student's use of effort regulation even in difficult tasks is a condition that requires him to take responsibility.

One of the human values, respect, is a significant predictor of peer learning, which is one of self-regulated learning strategies. Valuing human beings because they are human, and acknowledging an individual's positive and negative personality traits by self during this valuing process is a kind of expression of respect. Human beings respect all opinions, which concerns people who could think differently. As a result, a mutual confidence starts in human relations (Buyukkaragoz et al. 1995; Ozyesil et al. 2013). The changes in the life of an adolescent can be observed in increasing social pressure, changing expectations and needs, acquiring health-related habits and developing new adaptation skills (Karaman 2013). Therefore, the provision of peer learning in the learning process is a condition that requires respect for others in a student's adaptation process in adolescence. Another finding of the study reveals that being pacifist and responsibility values are significant predictors of time, which studies environment management

strategy. Time and study environment management strategy is related to students' planned work, awareness of how to use time effectively, and acting in this direction. Thus, these approaches are about students' learning by taking responsibility and giving importance to this value.

According to the results of the study, human values are important predictors of self-regulated learning strategies. Different models can be designed in the future with different variables affecting self-regulated learning strategies, and various researches can be conducted in different sample groups. In addition, teaching and training of the values can also be effective in students' academic success, self-esteem and interpersonal relationships. Thus, value training should be given importance starting especially from early childhood. Self-regulated learning strategies also play an influential role in student achievement (Barzegar 2012; DiBenedetto and Bembenutty 2011; Kaya and Kablan 2013; Zimmerman 1990). Therefore, school programs including activities to increase students' self-regulated learning strategies, will be effective in becoming successful adults and their interpersonal relations through healthy personality development.

CONCLUSION

According to the results of study, the human value sub-dimension of being pacifist is a significant predictor of all dimensions of self-regulated learning strategies. Other dimensions of human values affect self-regulated learning strategies. Being pacifist and tolerance were found to be significant predictors of rehearsal strategy. Being pacifist and responsibility were found to be significant predictors of organization strategy. Being pacifist and friendship were found to be significant predictors of elaboration strategy. Being pacifist and responsibility were found to be significant predictors of critical thinking strategy. Being pacifist, responsibility and tolerance were found to be significant predictors of metacognitive self-regulation strategy. Being pacifist and friendship were found to be significant predictors of help seeking strategy. Responsibility and being pacifist were found to be significant predictors of effort regulation strategy. Respect was found to be a significant predictor of peer learning strategy. Being pacifist and responsibility were found to be significant predictors of time and study environment management strategy.

RECOMMENDATIONS

Students must manage learning to learn, planning to learning and learning process. In the applying these processes, teachers also need to teach human values to their students. They must also transfer how to use human values in classroom and learning process via concrete examples and learning activities. Families must support their children in the subjects of their choice, rendering them the necessary assistance and cooperation. Student acquisition must be a part of schools, societies and families that include human values.

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