PERCEPTION SCALE OF SOCIAL VALUES: VALIDITY AND RELIABILITY STUDY

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Abstract

The purpose of this study is to develop a reliable and valid scale for determining students perceptions to social values, which has important place in social science study programs. During the development of the draft of the scale, review of the literature has been primarily made; but determining the perceptions to social values at neither primary nor secondary level students does not observed. Then 5th grade social sciences program analyzed and precursors prepared with experts consultation. Scale performed at 411 5th grade students, who were studying at government school in the province of Istanbul. The construct validity of the scale was determined by means of exploratory factor analysis. Cronbach-Alpha reliability coefficient for calculated 0,86 for whole scale. The scale is open to improve and available to use.

Key Words: Value, value education, validity and reliability study.

INTRODUCTION

Concept of Value

The concept of value explained by Turkish Language Institution as: abstract scale that emphasizes and corresponds to something (TDK, 2013). According to Ozguven (1999), a value is public thought, purpose, basic moral principles or beliefs for social group or society who adopted requirement and accuracy by majority of union members to achieve and maintain unity operation. (MEB, 2014)

While Erdem (2007) explains value as; Tendency to prefer the behavior or status to another, strong belief which judges the behavior (Dönmez ve Cömert, 2007); Güngör (1993: 18) described the concept of value by referring the provision of the concept: "If the provision of the value express something is desirable or not, so value is a belief about if something is desirable or not." Doğan (2000:411) also explained the concept of value as: A course of action or existence agreed by a person or community.

Value problem appears to be as assessment problem and the problem of the values in philosophy. Because questions such as "what is good?", "what is beautiful?", "what is right?" turns effectiveness of assessment into a problem. (Kuçuradi, 1998:8).

Values serve as guideline of the behavior for the behavior of the individuals and the others. Every individual has an opportunity to strive for the values which are regarded as important. Everybody encounters with predetermined settled values about validity of behaviors. Individuals learn to measure their own moral principles by distinguishing social rules, "good", "bad" and "right" by carving customs and traditions (Beil, 2003: 13-14).

Even all our actions can be associated with values, all branches of science such as education; economics, philosophy and theology are interested in values. Basically if values are associated with beliefs and attitudes, it will be regarded as more extensive (Demircioğlu ve Tokdemir, 2008).

The properties of value as follows:
1. The values are unifying phenomenon, espoused by society or individuals.
2. Believed to be meets the social needs of society and for the good aspects of individuals.

3. Not only the awareness, judgments of interest in feelings and emotions.
4. Values are the motives which exist in consciousness of the individual and direct the behaviour.
5. Values are different from norms by carrying more general and abstract attribute. It also include value norm (MEB, 2004).

Values Education

In terms of quality of life, cognitive, affective and psychomotor areas should be train to be good. However, in our country gaining emotional behavior is not sufficiently effective. This is also a issue which is often raised. Values education is closely associated with affective behavior by individuals (Taşpınar, 2009). Value is a ethic measure. Takes its existence from free society sources. It depends on the education of the measure which is considered to be valuable to be healthy. In a healthy way of thinking, the citizens distinguish good and bad implies. There is no place for marginalization, judgements and anisotropic in his presence. He aware that he is also a value. Institutionalization and socialization of the institutions depends on the commitment to the values of society (Güler, 2012). The role of the Social Studies course is very important for primary education needed to become a good citizen, by teaching the basis knowledge, skills and values. The general objectives of 4th and 5th grade Social Studies course's importance described by the Ministry of Education as "Students grown as Turkish citizens who have democratic skills and values, scientific thinking, respect for human rights, ability to work in collboration, advanced love to Repuclic of Turkey, know their rights and responsibilities. Teacher organizes nutritious events that improves national, moral, human, spiritual and cultural values (MEB, 2004)."

Values to be gained by the students in Social Studies Curriculum explained as;
"Fairness, Concern for family unity, independence, peace, science, hard work, solidarity, sensitivity, honesty, aesthetics, tolerance, hospitality, freedom, Concern to be healthy, respect, love, responsibility, cleanliness, patriotism, benevolence"

Attitudes, beliefs and values systems of the people are highly resistant to change, although different experiences can lead to changes in system of beliefs and values (Kabadayı & Aladağ, 2010). Education system or educational institutions can be regarded as an important tool that reflects the values of society by educational point of view. However as an institution, education reflects the values of the community rather than creating. Because, education is a form of expressionof beliefs about the values (Densford, 1961; Akt: Dönmez & Cömert, 2007). In this context, adopting our values, which holds an important place in our culture and education system is an issue to be dealt with strongly. After the family, importance of the school is undeniable for teaching values. When the literature review performed, a study about determining the perceptions of values was not found in primary 1. Level students. For that reason, a scale is developed in order to determine the perceptions of the value for carrier of our culture to future generations, primary level students.

METHOD

Writing of the Statements that will take place on Scale

At first values educations literature and training programs examined for writing expressions which takes places in scale, on the other hand with a group of 5th grade students (N=51), essay study conducted for analyzing perceptions of value. As a result of studies, 5th grade Social Science Studies for the values of 75 positive, 25 negative a total of 100 substances posted. The scale is corrected and finished according to comments given by 2 Turkish lesson teacher and 2 Social Studies teacher. Trial form was prepared in accordance with the opinion of experts. Analysis of studies proved that generally ends with and odd numbers used to grade scales, and frequently 5-grade scale preferred. In this context, "totally agree", "agree", "undecided", "disagree" and "totally disagree" answer choices provided and 5-rating system used. Directive about purpose of the scale, total number of arguments, answer format and duration of the average response added to trial form with participants gender and branch information, after that the study applied on 411 students.

The Study Group

The study took place in public school in Istanbul during 2011-2012 academic year, whose participants were 411 5th grade students. Information about the students in the study are shown in Table 1.

Table 1: Distribution Of Participants by Genders

Gender	N	%
FEMALE	212	51,6
MALE	199	48,4

As shown as Table 2 % 51,6 of the participants were female (n=212) and % 48,4 of the participants were male (n=199).

Data Analysis

Participants respond to trial forms scored and analyzed using SPSS 16.0 package program. Processing of the responses process: Positive phrases scored from "totally agree" to "strongly disagree", negative phrases also scored from "totally agree "to" totally disagree". "Construct Validity" method was used for testing the validity of final version of the scale. For testing reliability of the scale, Cranbah's Alpha formula used.

FINDINGS AND COMMENTS

Findıngs Concerning the Validity of the Scale
Structure Validity

Structure is a pattern which is created by related items or relations between items (Tekin, 2008). Structure validity depends on the analysis of the relationship between responses to the test items. For this reason, each item of the test should be associated with whole test (Yılmaz, 2004).

Structural validity of the scale was tested by exploratory factor analysis.

Understanding of factor analysis data from the sample group can be explained with KMO (Kaiser-Meyer-Olkin) factor and Barlett test (Büyüköztürk, 2010). As a result of the test measured data are shown in Table 2.

Table 2: KMO and Bartlett Tests Result

Kaiser-Meyer-Olkin (KMO) Sampling Adequacy Measurement Value	,812
Ki-Square Value	3,260
Sd	276
P (p< 0,05)	,000

Calculated KMO adaptation measure value is 0,812 , as shown as Table 2. Barlett Sphericity test is 3,260, and significant at 0,05 level (X2276= 3,260). KMO coefficient's increase to 0,81 is a proof that the sample size is very good and Bartlett test results demonstrating of the existence of correlations between items of scale is shows that data set is appropriate for exploratory factor analysis. Bartlett test indicates that if there is adequately relationship between the variables. Presence of a p-value less than 0.05 level of significance means its sufficient to make a factor analysis.

Trial practice within the scope of total 100 words data's factor analyzed, and the main factors measured and determined. There is no number limitation on identifying the main factor. By achieving maximum factor variance with less variables, varimax rotation method is used. Between the range of 0,30 and 0,40 can be specified as lower cut-off point for the creation of the factor structure (Tavşancıl, 2010). To include more items into the analysis, 0,30 load value was taken as lower cut-off point, but many of these substances has been eliminated as a result of analysis.

Determination of the number of factors

In the final scale of 23 item which are above 0.30, two main factor determined. Th first factor explain %25,69 and second factor explain %10,33 of the total variance. Total cumulative variance amount for eigenvalues are announced %36. In Social Science studies if total variance is calculated between %40 and %60, that indicates strength of the factor structure (Scherer, Wiebe, Luther ve Adams, 1988; Akt: Tavşancıl, 2010). Thus, scale structure factor can be regarded as corresponding to strength value.

After determining the factor number of the scale, variables (substances) distribution to factor determined. Vertical (orthogonal) rotation method Varimax was used to identify which factor for strong correlation used because of frequency and ease of interpretation. Item-total scale correlation, common factor variance values are presented in Table 3 for make rotating factor loadings and process of analysis more clear.

Table 3: Factor Load and Total Correlation Values of Social Perception Scale

Item No	Rotated Factor LoadValues		Item Total Correlation Value
	Factor 1	**Factor 2**	
1	,734		,586
2	,673		,686
3	,638		,600
4	,624		,581
5	,616		,567
6	,608		,545
7	,607		,494
8	,579		,496
9	,570		,463
10	,553		,474
11	,517		,487
12	,517		,455
13	,514		,465
14	,496		,434
15	,471		,429
16	,465		,408
17	,464		,372
18	,449		,393
19	,387		,303
20		,691	,294
21		,656	,226
22		,594	,225
23		,540	,204

According to Table 3, factor 1 consist "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19" substances and factor 2 consist "20, 21, 22, 23" substances. By analyzing Table 3, we can understand that substances under Factor 1 have positive judgments and Factor 1 called "Positive Perceptions Towards Social Values". Positive Perceptions Towards Social Values factor consists of 19 substances. A factor loading value ranged from 0.387 to 0.734, and describes 25.69% of total variance. Substances under Factor 2 are evaluated negatively by students and Factor 2 called "Negative Perceptions Towards Social Values". Negative Perceptions Towards Social Values factor consists 4 substances. A factor loading value ranged from 0.540 to 0.691 and describes 10.33% of total variance.

Findings Related to Reliability of the Scale

As a result of these analyzes, 23 items containing both positive and negative situations given in their final forms (Appendix-1). As a result of the reliability analysis for 23 items, Cronbach's Alpha reliability coefficient calculated as 0.86.

Also reliability coefficient calculated for Factor 1 as 0.88 and 0.72 for Factor 2. Acording to Sencan (2005), in scientific studies coefficient over 0.70 is enough, whereas interest and ability type studies scale should be at least 0.85. Ozdamar mentions Cronbach's Alpha coefficient's evaluation as the following states:
$0.0 \leq \alpha < 0.40$ scale is reliable
$0.40 \leq \alpha < 0.60$ scale is low reiable
$0.60 \leq \alpha < 0.80$ scale is quite reliable
$0.80 \leq \alpha < 1.00$ scale is highly reliable (Tavşancıl, 2010)
0.86 reliability coeffecient of the scale prove that, scale has reliable structure.

DISCUSSION AND CONCLUSION

This study aimed to determine 5th grade students perceptions about social values in a reliable and valid scale. The findings shows that, scale has appropriate qualifications in determining perceptions of students in social values. The scale, which developed in the scope of work wasn't in the literature before, and compatibility with Social Studies curriculum proved diversity and need for a scale like that. Scale considered to be, help to identify the perceptions of 5th grade students to social values and to help teachers. Repetition of the scale in different grades or by expanding research by adding 6th, 7th and 8th classes is going to improve reliability and validity of the scale. Also based on the 5th grade students level developed scale, a scale will be developed in different format in different grade students level.

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APPENDİX 1
DETECTION SCALE OF SOCIAL VALUES

Dear students, the following statements are prepared in order to be able to learn about your ideas on social values. By reading the following statements, choose the one most suitable option for you sincerely, by putting ☒. Total response time is 15 minutes.

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Family protects us from bad people and bad situations.	☐	☐	☐	☐	☐
2	We must protect both body and mental health.	☐	☐	☐	☐	☐
3	Respect is learned in the family.	☐	☐	☐	☐	☐
4	Communities are closely involved in science has future of bright.	☐	☐	☐	☐	☐
5	We need to be honest, even if we are going to be harmful as a result.	☐	☐	☐	☐	☐
6	Everyone should be aware of their responsibilities.	☐	☐	☐	☐	☐
7	We must be in solidarity even in happy days.	☐	☐	☐	☐	☐
8	We should pay attention to the health of others in order to lead a healthy life.	☐	☐	☐	☐	☐
9	We should not be talking from behind.	☐	☐	☐	☐	☐
10	We must be honest in order to face with honest peoples.	☐	☐	☐	☐	☐
11	People should be more sensitive to other creatures.	☐	☐	☐	☐	☐
12	Healthy peoples are happier.	☐	☐	☐	☐	☐
13	Protecting the homeland does not mean just fighting fronts.	☐	☐	☐	☐	☐
14	Beauty is found everywhere, but you must see it.	☐	☐	☐	☐	☐
15	Beauty is in the works of carefully works done by people.	☐	☐	☐	☐	☐
16	If solidarity does not exist, community also does not.	☐	☐	☐	☐	☐
16	People fulfilling their responsibilities are most successful.	☐	☐	☐	☐	☐
18	People who does not fulfill his responsibilities' life is difficult.	☐	☐	☐	☐	☐
19	Hard-working peoples are more helpful for their home country and nation.	☐	☐	☐	☐	☐
20	We will behave dishonestly in order to achieve something.	☐	☐	☐	☐	☐
21	Only scientists should strive for science.	☐	☐	☐	☐	☐
22	Sensitive peoples make jobs difficult.	☐	☐	☐	☐	☐
23	If peoples we are facing are dishonest, we will also be.	☐	☐	☐	☐	☐