

Examination of the distribution of social values among adolescents*

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Abstract

This study aims to examine the distribution of social values among adolescents. The research used a Random cluster sampling method, and the participants consisted of 690 students, 410 girls, and 280 boys, who continued their education in high schools in Kırıkkale province during the 2023-2024 academic year. A descriptive screening model was used to conduct the research. A personal information form and a semi-structured form developed by the researchers were used as data collection tools. The data analysis calculated frequency (f) and percentage (%) using the SPSS 27.0 program and statistical methods. Multiple response and cross-tabulation tables were used to examine the distribution of values according to demographic variables. As a result of the research, it was determined that the participants considered respect, justice, trust, love, and patriotism values more important than other values, respectively. The least important values were contentment, cultural heritage preservation, humility, tolerance, and responsibility. Female students value empathy, male students value patriotism, and 10th graders value truthfulness and honesty. Adolescents with low perceived socio-economic status value independent and free-thinking, those with low perceived academic achievement value cleanliness, and those with high perceived academic achievement value truthfulness and honesty more. According to these findings, it is thought that adolescents may not fully perceive national and spiritual values such as patriotism and cultural heritage preservation. Researchers are recommended to work on defining and transmitting values to students.

Keywords: High, School, Adolescents, Social Value.

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INTRODUCTION

Changes can be observed in the value systems of countries in the ever-globalizing and evolving world. This situation also influences the values held by societies. The individuals comprising societies are the most significant factor in this regard. When discussing values, many beliefs, emotions, and thought systems come to mind. Individuals have different feelings and thoughts within the framework of belief systems. Therefore, examining values shared socially with others also presents a problem.

The concept of value remains a topic of ongoing debate within academic circles, with various theoretical definitions based on different approaches in various fields of study (Asar et al., 2020; Barni et al., 2013). According to the Turkish Language Association (2015), values are "*the totality of material and spiritual elements that determine the individual's relationships with objects, situations with superior qualities, and the social, cultural, economic, and scientific factors of a nation.*" As articulated in Schwartz's (1992) value theory, which systematized value research, "*Values are desired, abstract goals that influence how individuals think and feel about specific situations, actions, and people, thereby motivating their own and others' actions and evaluations.*" This research explores social values, a common subject in psychology, sociology, educational sciences, and many other fields, within the framework of positive psychological counseling theory.

In positive psychology, values are explained through character strengths and virtues. Within this framework, Park & Peterson (2004) and Peterson & Seligman (2004) identified six virtues and 24 character strengths that are widespread across cultures, promote individual happiness, and develop from childhood and adolescence onwards:

Wisdom: Originality: Curiosity, love of learning, open-mindedness, perspective.

Courage: Honesty, bravery, perseverance, vitality.

Humanity: Kindness, love, social intelligence.

Justice: Fairness, leadership, citizenship.

Temperance: Forgiveness, humility, prudence, self-control.

Transcendence: Appreciation of beauty and excellence, gratitude, hope, humor, spirituality.

As seen above, character strengths, virtues, and values are interconnected structures. In short, values combine character strengths and virtues (Biswas-Diener et al., 2011). It is known that character strengths and virtues positively impact individuals' lives and reduce negative experiences (Kabakçı, 2016). Accordingly, the development of values directly contributes to improving life quality (Beech & Schoeppe, 1974). Individuals with social values compensate for their weaknesses while being aware of their strengths (Proctor, 2013). In summary, social values comprise a system that explains how individuals should behave in society and determines their motivation toward society and individual relationships (Rokeach, 1973; Schwartz, 1992). Understanding the place and development of social values in society (Sagiv & Schwartz, 2021) is important, as social values encompass many interpersonal relationships, including social, cultural, and religious aspects, and are associated with many important attitudes and behaviors (Döring et al., 2016; Knafo-Noam et al., 2024).

However, it is believed that the importance of the topic of social values will continue in the future for ensuring the harmony and healthy analysis of the social structure (Gökçe & Dilmaç, 2020), as well as for establishing a healthy social order and promoting a culture of universal peace (Eraslan & Erdoğan, 2015). From the perspective of psychological counseling and guidance, it is emphasized that students having social values, developing their existing values through education, and enhancing character strengths are necessary for school psychological counseling and guidance services (Kabakçı, 2016; Park & Peterson, 2008).

Social values begin to develop from childhood and adolescence, manifesting themselves, particularly during the youth period. Therefore, this research focuses on adolescents as the sample. During



adolescence, individuals' cognitive capacities develop, their interest in social issues increases, and their life goals change along with their needs. At this point, the individual's value systems change and evolve simultaneously (Beech & Schoeppe, 1974). Adolescence is when individuals adopt emotions, thoughts, and behaviors that affect their lifelong health (Milas et al., 2019). Social values are part of cultural, social, and religious systems, and the values adopted during this period directly influence an individual's adult life and well-being (Stattin & Kerr, 2001). Decisions about what is valued more and what is seen as the top priorities in life are important for adolescents' emotional and behavioral well-being both now and in the future (Cohen & Cohen, 2013).

When the literature is reviewed, it is observed that social values are studied in many fields of science, including primarily the psychology of religion (Doğan, 2018; Tanrıverdi & Ulu, 2018), sociology (Altun, 2015; Eraslan & Erdoğan, 2015), philosophy (Asar et al., 2020; Sarıkaya, 2022), social work (Küçükşen & Budak, 2017), primary education (Elbir & Bağcı, 2013), educational sciences (Güçlü, 2015; Kayır, 2011; Selvitopu et al, 2015; Sesli & Başaran, 2016), health sciences (Üçüncü & Özada-Nazimi, 2022), and social studies (Şimşek, 2012). When research conducted in the field of psychological counseling and guidance is examined, it is generally observed that the topic of values is shaped around the concepts of character strengths and virtues, which are primarily concepts of positive psychology (Biswas-Diener et al., 2011; Kabakçı, 2016; Neto & Marujo, 2013; Park & Peterson, 2004; Park & Peterson, 2008; Peterson & Seligman, 2004; Proctor, 2013).

Social values are seen to be investigated in relation to variables such as cyberbullying (Kaban & Gültekin, 2019; Kılınç & Gündüz, 2017; Peker, 2013), peer bullying (Hatun & Ekşi, 2020), internet addiction (Erses & Müezzın, 2018), substance addiction (Şen, 2015), level of aggression (Karahana et al, 2009; Kaya et al, 2019; Üçüncü & Özada-Nazım, 2022), subjective well-being (Casas et al, 2009; Dilmaç & Baş, 2019; Erden & Yılmaz, 2016; Seki, 2014), self-esteem (Benish-Weisman et al, 2020), psychological resilience (Benish-Weisman et al., 2020; Çakar & Kılınç, 2020; Gökçe & Dilmaç, 2020; Jessor, 1991; Piko, 2005), motivation (Karademir, 2015), loneliness (Karababa & Dilmaç, 2016), attachment styles (Sarracino et al, 2011), social appearance anxiety (Seki & Dilmaç, 2015), social participation (Allen et al, 1989), self-regulation strategies (Ergün, 2013), self-concept and humor style (Baş, 2019), problem-solving skills (Aktepe, 2015; Demir & Dilmaç, 2019; Kıyak et al, 2021), achievement and goal orientations (Karababa et al, 2014), level of stress (Milas et al., 2019), anger expression styles (Karababa & Dilmaç, 2015), transactional ego states (Karababa, 2016; Karababa & Dilmaç, 2016), moral maturity (Sarıçam et al, 2014), psycho-social risk factors and protective factors (Nash & Bowen, 1999; Siyez & Aysan, 2007), procrastination behavior (Ayyıldız & Dilmaç, 2017).

The studies generally focused on adolescents, and it was found that there are predictive relationships between social values and other variables. However, a direct investigation into the distribution of social values among adolescents regarding priority and demographic variables has not been encountered. While some cultures exhibit a relationship between strong social values and behaviors (Sagiv & Roccas, 2021), in others, the importance of social values and the transmission of values from generation to generation is not emphasized (English & Chen, 2007). However, in Turkish culture, social values have been given importance for centuries, and this is believed to continue. This study examines the distribution of social values among adolescents in this context. Answers to the following questions are sought for this purpose:

1. How are the most important social values perceived by adolescents distributed?
2. How are the most important social values perceived by adolescents distributed according to gender?
3. How are the most important social values perceived by adolescents distributed according to grade level?
4. How are the most important social values perceived by adolescents distributed according to perceived socio-economic status?

- How are the most important social values perceived by adolescents distributed according to perceived academic achievement level?

METHOD

Research Design

A descriptive survey method was employed in the study to determine how social values are distributed among adolescents. The descriptive survey method is a quantitative research conducted with many participants to describe a group's main characteristics, thoughts, attitudes, and behaviors. (Heppner et al., 2013).

Participants and Procedure

The study population consisted of students attending 9th, 10th, 11th, and 12th grades in high schools affiliated with the Provincial Directorate of National Education in Kırkkale province during the 2023-2024 academic year. "The study population is the entire set of elements, living or non-living, with common characteristics, from which the research results are intended to be generalized." (Karasar, 2014). The study sample consisted of 690 students, including 410 females (59.4%) and 280 males (40.6%), selected through cluster sampling from high schools affiliated with the Kırkkale Provincial Directorate of National Education. The cluster sampling method involves selecting groups that contain the elements to be sampled rather than selecting individual elements. Choosing the schools of high school students instead of selecting each student individually is an example of cluster sampling. (Büyükoztürk et al, 2018).

Table 1. Distribution of Participants According to Demographic Variables

Gender		Grade Level				Perceived Socio-economic Status			Perceived Academic Achievement Level			Total
Female	Male	9th grade	10th grade	11th grade	12th grade	Low	Medium	High	Low	Medium	High	
N	N	N	N	N	N	N	N	N	N	N	N	N
410	280	204	245	126	115	31	561	98	26	511	153	690
%	%	%	%	%	%	%	%	%	%	%	%	%
59,4	40,6	29,6	35,5	18,3	16,7	4,5	81,3	14,2	3,8	74,1	22,2	100

In the study, 690 students comprised 410 (59.4%) females and 280 (40.6%) males. Regarding grade level, 245 (35.5%) participants were in the 10th grade, 204 (29.6%) were in the 9th grade, 126 (18.3%) were in the 11th grade, and 115 (16.7%) were in the 12th grade. Among the participants, 561 students (81.3%) have a moderate socio-economic level, 98 students (14.2%) have a high socio-economic level, and 31 students (4.5%) have a low socio-economic level. Regarding academic achievement level, 511 students (74.1%) have a moderate academic achievement level, 153 students (22.2%) have a high academic achievement level, and 26 students (3.8%) have a low academic achievement level.

Measures

In the study, the Semi-Structured Form and Personal Information Form prepared by the researchers using sources including Turkey's Ministry of National Education's Values Education Guidelines, Project Applications (2011; 2015; 2016), and research articles by relevant researchers (Cihan, 2014; Kenan, 2009; Kurtdede-Fidan, 2009; Tolunay-Ateş, 2017) were utilized as data collection tools. Participants were asked to select the five most important societal values from 'love, empathy, respect, contentment, responsibility, diligence, justice, patience, kindness, patriotism, trust, courage and leadership, self-confidence, the importance of family unity, tolerance, honesty and integrity, humility, preservation of cultural heritage, ability to think independently and freely, and cleanliness.



Data Analysis

In the scope of the research, participants were asked to mark the five most important values among the 20 basic values determined based on the sources in Appendix 1 and coded by the researcher. To evaluate participants' views on values, frequencies (f) and percentages (%) were calculated using the IBM SPSS 27 package program. To examine the distribution of these views according to gender, grade level, perceived socioeconomic status, and perceived academic achievement level, the relevant values were first coded. Then, the coded values were transformed into a single variable using the Multiple Response Tables method. Finally, cross-tabulations (Crosstab) were obtained to analyze the distribution of the views concerning the demographic variables of the research.

Ethical Considerations

Based on application number 19042, it was decided that this study was appropriate regarding scientific research ethics with the decision numbered 2024/345 of the Necmettin Erbakan University Social and Human Sciences Ethics Committee on 19/04/2024.

FINDINGS

Table 2. Findings Regarding the Distribution of Participants' Most Important Values

Rank	Values in order of importance	N Number	(%) Percentage	Cumulative Percentage
1.	Respect	471	13,7	68,3
2.	Justice	411	11,9	59,6
3.	Trust	330	9,6	47,8
4.	Love	309	9	44,8
5.	Patriotism	242	7	35,1
6.	Truthfulness and honesty	239	6,9	34,6
7.	Empathy	223	6,5	32,3
8.	Independent and critical thinking	173	5	25,1
9.	Courage and leadership	139	4	20,1
10.	Cleanliness	131	3,8	19
11.	Patience	121	3,5	17,5
12.	Importance of family unity	113	3,3	16,4
13.	Self-confidence	112	3,2	16,2
14.	Diligence	108	3,1	15,7
15.	Helpfulness	106	3,1	15,4
16.	Responsibility	98	2,8	14,2
17.	Tolerance	58	1,7	8,4
18.	Humility	30	0,9	4,3
19.	Preservation of cultural heritage	26	0,8	3,8
20.	Contentment	10	0,3	1,4
	Total	3450	100	500

Participants perceived respect (13.7%), justice (11.9%), trust (9.6%), love (9%), and patriotism (7%) as the most important values among the 20 values listed in the table. On the other hand, the least important values were found to be frugality (0.3%), cultural heritage preservation (0.8%), humility (0.9%), tolerance (1.7%), and responsibility (2.8%), respectively.

Table 3. Findings on the Distribution of Participants' Perceived Most Important Values by Gender

Top 5 values given the <u>highest</u> importance						
	Female	N	%	Male	N	%
	Respect	283	13,8	Respect	188	13,43
	Justice	231	11,27	Justice	180	12,86
	Trust	223	10,88	Love	125	8,93
	Love	184	8,98	Patriotism	115	8,21
	Empathy	155	7,56	Trust	107	7,64

Top 5 values given the <u>least</u> importance					
Female			Male		
	N	%		N	%
Contentment	2	0,1	Contentment	8	0,57
Preservation of cultural heritage	9	0,44	Humility	10	0,71
Humility	20	0,98	Preservation of cultural heritage	17	1,21
Tolerance	33	1,61	Tolerance	25	1,79
Helpfulness	58	2,83	Importance of family unity	33	2,36
Total	2050	100	Total	1400	100

NOTE: The calculation is based on the preferences of 410 female and 280 male students for the top 5 values.

Based on the table above, the values perceived as most important by female students are respect (13.8%), justice (11.27%), trust (10.88%), love (8.98%), and empathy (7.56%). The least important values for female students are respectively contentment (0.1%), cultural heritage (0.44%), humility (0.98%), tolerance (1.61%), and altruism (2.83%). On the other hand, the values perceived as most important by male students are respect (13.43%), justice (12.86%), love (8.93%), patriotism (8.21%), and trust (7.64%). The least important values for male students are respectively contentment (0.57%), humility (0.71%), cultural heritage (1.21%), tolerance (1.79%), and the importance of family unity (2.36%).

Table 4. Findings on the Distribution of Participants' Perceived Most Important Values by Grade Level

Top 5 values given the <u>highest</u> importance							
9th Grade		10th Grade		11th Grade		12th Grade	
N	%	N	%	N	%	N	%
134	13.14	167	13.63	96	15.24	74	12.87
125	12.25	149	12.16	75	11.9	64	11.13
92	9.02	122	9.96	73	11.59	56	9.74
92	9.02	96	7.84	60	9.52	54	9.39
80	7.84	88	7.18	39	6.19	40	6.96

Top 5 values given the <u>least</u> importance							
9th Grade		10th Grade		11th Grade		12th Grade	
N	%	N	%	N	%	N	%
2	0.2	4	0.33	1	0.16	3	0.52
8	0.78	7	0.57	7	1.11	4	0.7
8	0.78	9	0.73	7	1.11	6	1.04
15	1.47	15	1.22	13	2.06	11	1.91
21	2.06	33	2.69	16	2.54	15	2.61

NOTE: The calculation is based on the preferences of 204 9th-grade, 245 10th-grade, 126 11th-grade, and 115 12th-grade students for the top 5 values.



Based on the above table, the values perceived as most important by 9th-grade students are respectively respect (13.14%), justice (12.25%), trust-love (9.02%), and patriotism (7.84%). The least important values for 9th-grade students are respectively contentment (0.2%), preservation of cultural heritage-humility (0.78%), tolerance (1.47%), and responsibility (2.06%). For 10th-grade students, the values perceived as most important are respect (13.63%), justice (12.16%), trust (9.96%), honesty and integrity (7.84%), and love (7.18%). The least important values for 10th-grade students are contentment (0.33%), preservation of cultural heritage (0.57%), humility (0.73%), tolerance (1.22%), and generosity (2.69%). For 11th-grade students, the values perceived as most important are respect (15.24%), love (11.9%), justice (11.59%), trust (9.52%), and patriotism (6.19%). The least important values for 11th-grade students are contentment (0.16%), preservation of cultural heritage-humility (1.11%), tolerance (2.06%), and self-confidence-value of family unity (2.54%). For 12th-grade students, the values perceived as most important are respect (12.87%), justice (11.13%), trust (9.74%), love (9.39%), and patriotism (6.96%). The least important values for 12th-grade students are contentment (0.52%), preservation of cultural heritage (0.7%), humility (1.04%), diligence (1.91%), and tolerance (2.61%).

Table 5. Findings Regarding the Distribution of Participants' Perceived Most Important Values by Perceived Socioeconomic Status Variable

Top 5 values given the <u>highest</u> importance								
Low	N	%	Medium	N	%	High	N	%
Respect	21	13,55	Respect	386	13,76	Respect	64	13,06
Justice	18	11,61	Justice	334	11,91	Justice	59	12,04
Love	13	9,1	Trust	272	9,7	Trust	50	10,2
Empathy	13	9,1	Love	252	8,98	Love	44	8,98
Patriotism	11	8,81	Truthfulness and honesty	196	6,99	Patriotism	41	8,37
Top 5 values given the <u>least</u> importance								
Low	N	%	Medium	N	%	High	N	%
Preservation of cultural heritage	1	0,65	Contentment	6	0,21	Contentment	1	0,2
Humility	2	1,29	Preservation of cultural heritage	21	0,75	Tolerance	3	0,61
Diligence	2	1,29	Humility	23	0,82	Preservation of cultural heritage	4	0,82
Contentment	3	1,94	Tolerance	49	1,75	Humility	5	1,02
Courage and leadership	3	1,94	Responsibility	81	2,89	Patience	10	2,04
Total	155	100		2805	100		490	100

NOTE: The calculation is based on the preferences of 31 students with low perceived socio-economic status, 561 students with medium perceived socio-economic status, and 98 students with high perceived socio-economic status for the top 5 values.

Based on the table above, it can be observed that the perceived most important values for students with low perceived socioeconomic status are respectively respected (13.55%), justice (11.61%), love-empathy (9.1%), and patriotism-independence and freedom of thought (8.81%). The values that students with low perceived socioeconomic status least prioritize are cultural heritage (0.65%), humility-diligence (1.29%), and contentment-courage and leadership (1.94%). For students with perceived moderate socioeconomic status, the most important values are respectively respect (13.76%), justice (11.91%), trust (9.7%), love (8.98%), and honesty (6.99%). Conversely, the least prioritized values for students with perceived moderate socioeconomic status are contentment (0.21%), cultural heritage (0.75%), humility (0.82%), tolerance (1.75%), and responsibility (2.89%). For students with perceived high socioeconomic status, the most important values are respectively respect (13.76%), justice (11.91%), trust (9.7%), love (8.98%), and patriotism (6.99%). Conversely, the least prioritized values for students with perceived high

socioeconomic status are contentment (0.2%), tolerance (0.61%), cultural heritage (0.82%), humility (1.02%), and patience (2.04%).

Table 6. Distribution of Participants' Perceived Most Important Values by Perceived Academic Achievement Level

Top 5 values given the <u>highest</u> importance								
Low	N	%	Medium	N	%	High	N	%
Respect	18	13,85	Respect	350	13,7	Respect	103	13,46
Justice	17	13,08	Justice	301	11,78	Justice	93	12,16
Love	10	7,69	Trust	250	9,78	Trust	71	9,28
Trust	9	6,92	Love	233	9,12	Love	66	8,63
Cleanliness	8	6,15	Patriotism	183	7,16	Truthfulness and honesty	57	7,45
Top 5 values given the <u>least</u> importance								
Low	N	%	Medium	N	%	High	N	%
Diligence	1	0,77	Contentment	6	0,23	Contentment	2	0,26
Contentment	2	1,54	Preservation of cultural heritage	18	0,7	Preservation of cultural heritage	6	0,78
Preservation of cultural heritage	2	1,54	Humility	20	0,78	Humility	7	0,92
Humility	3	2,31	Tolerance	40	1,56	Tolerance	14	1,84
Importance of family unity	3	2,31	Responsibility	67	2,62	Cleanliness	21	2,76
Total	130	100		2555	100		765	100

NOTE: The calculation is based on the preferences of 26 students with low perceived academic achievement level, 511 students with medium perceived academic achievement level, and 153 students with high perceived academic achievement level for the top 5 values.

From the table above, it can be observed that students with perceived low academic achievement consider respect (13.85%), justice (13.08%), love (7.69%), trust (6.92%), and cleanliness (6.15%) as their most important values. The values they least prioritize are diligence (0.77%), contentment-cultural heritage preservation (1.54%), humility-family unity-truthfulness and honesty (2.31%). For students with perceived moderate academic achievement, the most important values are respect (13.7%), justice (11.78%), trust (9.78%), love (9.12%), and patriotism (7.16%). The values they prioritize the least are contentment (0.23%), cultural heritage preservation (0.7%), humility (0.78%), tolerance (1.56%), and responsibility (2.62%). For students with perceived high academic achievement, the most important values are respect (13.46%), justice (12.16%), trust (9.28%), love (8.63%), and honesty (7.45%). The values they prioritize the least are contentment (0.26%), cultural heritage preservation (0.78%), humility (0.92%), tolerance (1.84%), and cleanliness (2.76%).

DISCUSSION AND CONCLUSION

In this research, the distribution of social values among adolescents has been examined. According to the research findings, the values adolescents value the most are respect, justice, trust, love, and patriotism, respectively. It is observed that the values adolescents value the least are contentment, preservation of cultural heritage, humility, tolerance, and responsibility, respectively. These findings suggest, as in the studies of Eraslan & Erdoğan (2015), Küçükşen & Budak (2017), and Üçüncü & Özada-Nazım (2022), that adolescents in their society want to live in peace and harmony because the results show that adolescents prioritize social and universal values more than individual values. This situation can be explained by the increasing prevalence of technological devices, internet, and social media usage, allowing adolescents to instantly follow developments worldwide (Kılınc & Gündüz, 2017), while at the



same time, the rising crime rates in society, influenced by changes in the traditional family structure (Öztürk & Sumbas, 2022), may lead adolescents to show more interest in communal and universal values rather than individual values. However, there are studies (Erses & Müezzini, 2018; Jessor, 1991; Kaban & Gültekin, 2019; Karababa et al., 2014; Stattin & Kerr, 2001) indicating that values such as individual responsibility and tolerance should precede societal and human values.

Additionally, research findings suggest that individual values are intertwined with societal values (Barni et al., 2011; Neto & Marujo, 2013). Another significant finding in this research is that adolescents perceive patriotism as important while not emphasizing values such as responsibility, contentment, and preservation of cultural heritage. Research by Kaya et al. (2017) indicates that adolescents prioritize universal values more and conservative values less. This situation can be explained by the tendency of adolescents in Turkey to value basic human rights, social justice, and equality, as well as their inclination to question authority, which may lead them to perceive certain authoritarian cultural and religious values as obstacles to basic human rights and independence (Sesli & Başaran, 2016). Furthermore, considering the desire of high school student parents for their children to be instilled with national and spiritual values (Selvitopu et al., 2015), it is also conceivable that adolescents do not fully understand the relevant concepts.

According to another study, female students consider empathy important, while male students prioritize patriotism. Girls do not value altruism, whereas boys do not value family unity. Although there are studies indicating that there is no differentiation in the importance of values between female and male students (Kaban & Gültekin, 2019; Karababa & Dilmaç, 2015; Şimşek, 2012; Tanrıverdi & Ulu, 2018), this situation can be explained by the fact that girls tend to be more sensitive, empathetic, responsible, and responsive due to different educational styles provided to women and men by society (Sarıçam et al., 2014). The high sense of responsibility among men in national issues (Kayır, 2011; Küçükşen & Budak, 2017) can be explained by the patriarchal Turkish society and the societal gender role expectations that reflect it. The general tendency of men to prioritize values related to power and success (Altun, 2015; Barni et al., 2013; Doğan, 2018; Yiğit & Dilmaç, 2011) supports the research findings. However, the importance given by female students to altruism, as indicated by the research conducted by Kaya et al. (2017), contradicts the findings of this study. Nevertheless, the general tendency of girls to value universality, conformity (Doğan, 2018; Sesli & Başaran, 2016; Yiğit & Dilmaç, 2011), peacefulness, friendship (Erden & Yılmaz, 2016), and health values (Barni et al., 2011) supports the findings of the research.

Another finding obtained in the research is that 10th-grade students prioritize honesty and integrity more than patriotism. However, the study also indicates that 9th-grade students do not value responsibility, 10th-grade students do not value altruism, 11th-grade students do not value self-confidence and family unity, and 12th-grade students do not value diligence. While a study indicates no differentiation in values according to grade level (Şimşek, 2012), Erden & Yılmaz (2016) state in their research that the importance of honesty and integrity increases as the grade level increases. Casas et al. (2009) state that as age increases, materialistic values decrease, and interest in interpersonal relationships increases. This situation supports the findings of the research. Sarıçam et al. (2014) also mention that the level of honesty and moral maturity among adolescents aged 13-15 is lower than those aged 16-18. Additionally, Kohlberg (1969) asserts in his theory of moral development that moral maturity increases with age. However, the fact that 9th-grade students who prioritize achievement-oriented values (Sesli & Başaran, 2016) do not value responsibility contradicts the findings of this research. This suggests the need for more detailed studies on this matter.

According to another research finding, individuals with low socio-economic status prioritize empathy and independent thinking, while those with medium and high socio-economic status value trust. On the other hand, adolescents perceiving themselves as having a low socio-economic status do not prioritize diligence, courage, and leadership values, whereas those perceiving themselves as having a medium to high socio-economic status do not consider tolerance values important. While there are studies (Sesli &

Başaran, 2016; Şimşek, 2012) indicating that values do not differentiate according to perceived socio-economic status, research (Kaya et al., 2017) suggests that individuals perceiving themselves as having a high socio-economic status prioritize moral values such as trust, honesty, and integrity more. It is also mentioned that individuals perceiving themselves as having a low socio-economic status may become involved in crime due to factors such as confusion, economic problems, migration, and similar issues (Yavuzer, 2006). This situation justifies the desire of adolescents to perceive themselves as having a low socio-economic status for an independent and free life.

According to the final findings of the research, adolescents who perceive themselves as having low academic achievement prioritize cleanliness. In contrast, those with moderate academic achievement value patriotism, and those with high academic achievement prioritize truthfulness and honesty. On the other hand, it was found that adolescents perceiving themselves as having low academic achievement do not value family unity, truthfulness, and honesty. In contrast, those with moderate academic achievement do not prioritize responsibility, and those with high academic achievement do not prioritize cleanliness. According to studies in the field, showing interest in values is a significant determinant of individuals' academic success (Benninga et al., 2003; Kabakçı, 2016; Karababa et al., 2014). Moreover, it is known that values enhance individuals' self-esteem (Benish-Weisman et al., 2020), subjective well-being (Dilmaç & Baş, 2019; Erden & Yılmaz, 2016; Karademir, 2015; Seki & Dilmaç, 2015), self-regulation skills (Ergün, 2013), interpersonal problem-solving skills (Aktepe, 2015; Allen et al., 1989; Demir & Dilmaç, 2019; Jessor, 1991; Kıyak et al., 2021; Siyez & Aysan, 2007), self-efficacy in avoiding substance abuse (Şen, 2015), as well as generally increasing emotional and behavioral well-being (Cohen & Cohen, 2013), reducing stress (Milas et al., 2019), reducing feelings of loneliness (Karababa & Dilmaç, 2016), reducing anger (Karababa & Dilmaç, 2015), reducing hopelessness (Gökçe & Dilmaç, 2020), reducing social appearance anxiety (Seki & Dilmaç, 2015), reducing cyberbullying (Baş, 2019; Kaban & Gültekin, 2019), and reducing peer bullying (Hatun & Ekşi, 2020; Peker, 2013). Therefore, it can be said that the research findings are consistent with the literature, considering that adolescents with high academic achievement have positive expectations for the future, positive attitudes towards school adjustment, and fewer problem behaviors (Siyez & Aysan, 2007). Additionally, given that adolescents with low academic achievement tend to prioritize traditional values (Altun, 2015), the research findings align with the existing literature.

The research found that adolescents prioritize respect, justice, trust, love, and patriotism among social values. At the same time, they do not consider values such as contentment, preservation of cultural heritage, humility, tolerance, and responsibility important enough. Although partial differences were observed among adolescents based on demographic variables such as gender, grade level, perceived socioeconomic status, and perceived academic achievement, the distribution of social values among adolescents generally remained unchanged regardless of these demographic variables. Another significant finding from the research is that while adolescents value patriotism, they do not consider values such as responsibility, contentment, and preservation of cultural heritage important. This suggests that adolescents may not fully grasp national and spiritual values. It is recommended that researchers conduct studies on the definitions and characteristics of values. Although this research is considered important in revealing the distribution of social values among adolescents in the Turkish context, it has its limitations. The research was conducted using a quantitative model. Hence, causal relationships were not explored. The study focused on adolescents, specifically high school students. Future research could examine the distribution of social values in different sample groups.

Statement of Researchers

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