The relationship between high school students' value preference and social support

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Abstract

In this study, some variables were analysed for high school students 'perceptions of social support'. The sample of this research was 200 students from various high schools. Yildirim (2004) was developed by the 'Perceived Social Support Scale' (ASDO-R) and the scale of human values that is created by Dilmac (2007). In the research, the relation between social support and values was defined meaningful. As a result of the study, it was found that there was a significant positive relationship between human values and perceived social support from peer, family and teachers. In the light of research findings, emphasised the importance of additive activities on perceived social support which are effective on coping with problems and suggestions for further researches was made.

Keywords: Human values, social support, high school student.

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1. Introduction

For a long time, human values have been neglected under the influence of a positivist perception understanding, as something that solely expresses an individual reality, and that is of a subjective nature. But, recently in sociological literature values have been focused on. Human values are standards that explain right and wrong (Halstead, 1996). The human values reveal the beautiful aspects of life, such as responsibility, friendship, peaceful, respect and honesty (Kucaradi, 1995). The system of values provides people with logical operational space (Dunlop, 1996). The human values do not precisely tell and guide what needs to be done (Gudmunsdottir, 1991).

Social support means that a person has people around them that they can trust, value them and care about them (Yildirim, 2010). Information that allows individuals to think that they are loved, worthy and recognised as a member of a social network. Social support contains multiple social interactions between these individuals and their social environment. Social support is the emotional, physical, informative, instrumental and financial assistance provided by people which allows the individual to love, appreciate, care, to reduce the negative consequences of a change or a crisis in his or her life and facilitate the adaptation to critical life events and the protection of their psychological well-being (Sorias, 1988). Therefore, are powerful motivators that affect the choices they make, the effort and persistence they put forth and the resilience they show in overcoming obstacles (Alkan, 2016; Altundag & Alkan, 2016; Ozsoy, 2016). This research is a descriptive study that was done in order to recognise the relation between value and social support of students, which continuing different high schools.

2. Methodology

The sample of this research was 200 students from various high schools. While constituting the sample, the convenience sampling method was used among the types of non-probability (non-random) sampling methods. Yildirim (2004) was developed by the 'Perceived Social Support Scale' (ASDO-R) and the scale of human values that is created by Dilmac (2007). Pearson product moment correlation coefficient was used to analyse the data and one-way analysis of variance was used to. The statistics program SPSS 17.00 was used in data analysis.

3. Findings

As can be seen in Table 1, high school students human values were grouped by their scores.

Table 1. The descriptive statistics of high school students human values

Values	Mean	SD
Responsibility	3.51	0.646
Friendship	3.64	0.833
Peaceful	3.44	0.724
Respect	3.54	0.764
Honesty	3.44	0.628
Tolerance	3.17	0.634

The high school students human values to the items on the scale of human values based on the six dimensions. The descriptive statistics analyses were conducted using the averages of high school students scores obtained from the scale of human values with the aim of determining the any potential significant differences. As shown in Table 1, it is seen that the participants' highest sub-dimension value was found for Friendship by mean value of 3.64, while the lowest one was found for tolerance by mean value of 3.17.

In order to test whether high school students' human values vary in relation to their level of the social support, the student perceive from their families, friends and teachers, scores from these three areas were each divided into three categories: the social support the student perceive from their families, friends and teachers. The descriptive statistics of high school students' human values to their level of the social support, the student perceive from their families, friends and teachers were examined (Table 2).

Table 2. The descriptive statistics of high school students' human values to their level of the social support the student perceive from their families, friends and teachers

Groups the social support the student perceive from their	Values	Mean	SD
Families	Responsibility	3.31	.856
	Friendship	3.38	.981
	Peaceful	3.23	.911
	Respect	3.32	.853
	Honesty	3.39	.804
	Tolerance	3.17	.855
Friends	Responsibility	3.56	.669
	Friendship	3.41	.860
	Peaceful	3.33	.735
	Respect	3.47	.793
	Honesty	3.38	.745
	Tolerance	3.16	.751
Teachers	Responsibility	3.54	.566
	Friendship	3.77	.760
	Peaceful	3.52	.6565
	Respect	3.61	.740
	Honesty	3.46	.541
	Tolerance	3.16	.527

As shown in Table 2,

1. it is seen that the high school students' human values to their level of the social support the student perceive from their families highest sub-dimension value was found for honesty by mean value of 3.39, while the lowest one was found for tolerance by mean value of 3.17.
2. it is seen that the high school students' human values to their level of the social support the student perceive from their friends highest sub-dimension value was found for responsibility by mean value of 3.56, while the lowest one was found for tolerance by mean value of 3.16.
3. it is seen that the high school students' human values to their level of the social support the student perceive from their teachers highest sub-dimension value was found for friendship by mean value of 3.77, while the lowest one was found for tolerance by mean value of 3.16.

The comparison results of human values sub-dimensions with the social support the student perceive from their families, friends and teachers variable are given. Analysis of variance (ANOVA) was conducted in order to see whether the examined characteristics varied by group. In addition, arithmetic average human values were examined when necessary in the analysis of data. ANOVA was conducted in order to determine high school students' human values score differentiation in relation to their social support. Obtained findings were summarised in Table 3.

Table 3. ANOVA results of high school students' human values score differentiation in relation to their social support

Values	Social support	Groups	Sum of squares	Mean square	F	p
Responsibility	Families	Between Groups	1.66	22.59	2.01	0.136
	Friends	Within Groups	85.63	38.19		
	Teachers	Total	87.29	31.85		
Friendship	Families	Between Groups	8.00	22.59	6.03	.003
	Friends	Within Groups	137.18	38.19		
	Teachers	Total	145.18	31.85		
peaceful	Families	Between Groups	3.51	22.59	3.42	0.034
	Friends	Within Groups	106.0	38.19		
	Teachers	Total	109.5	31.85		
Respect	Families	Between Groups	2.82	22.59	2.45	0.088
	Friends	Within Groups	119.3	38.19		
	Teachers	Total	122.1	31.85		
Honesty	Families	Between groups	0.404	22.59	0.508	0.602
	Friends	Within groups	82.2	38.19		
	Teachers	Total	82.6	31.85		
Tolerance	Families	Between groups	.013	22.59	0.016	0.984
	Friends	Within groups	84.1	38.19		
	Teachers	Total	84.13	31.85		

The findings in Table 3 show that high school students' Friendship and peaceful human values scores differ in a statistically significant way (0.05) that correlates to their social support perceive from their families, friends and teachers. There is significant difference between high school students' mean scores of Friendship and peaceful subscales scores. In addition to this, variance analysis results indicate that the high school students' Friendship and peaceful human values scores differ in a statistically significant way related to their social support.

The comparison results of sub-dimensions with the social support perceive from families, friends and teachers of high school students are given in Table 4.

Table 4. The comparison results of sub-dimensions with the social support perceive from families, friends and teachers of high school students

		Responsibility	Friendship	Peaceful	Respect	Honesty	Tolerance
Social Support	r	0.230**	0.252**	0.207**	0.224**	0.201**	0.113
	p	0.001	0.000	0.003	0.001	0.003	0.103

$**p < 0.01$.

The findings in Table 4 show that is examined, it is seen that there are positives correlations between the social support and responsibility, friendship, peaceful, respect, honesty sub-dimensions. But, there was not found any significant relationship between the social support and tolerance sub-dimension ($r = 0.113$, $p > 0.01$).

4. Results

This research is a descriptive study that was done in order to recognise the relation between value and social support of students, which continuing different high schools. This research was held with the aim of analysing the basic human values and perceived social support adopted by the high school students. In accordance with this aim, were there differences in the basic human values adopted by the students based on perceived social support? Were there differences in the basic human values adopted by the students based on their perceived social support from peer, family and teachers? Answers to these questions were researched.

As shown in findings, it is seen that the participants' highest sub-dimension value was found for Friendship by mean value of 3.64, while the lowest one was found for tolerance by mean value of 3.17. In order to test whether high school students' human values vary in relation to their level of the social support, the student perceive from their families, friends and teachers, scores from these three areas were each divided into three categories: the social support the student perceive from their families, friends and teachers. As shown in findings,

1. it is seen that the high school students' human values to their level of the social support the student perceive from their families highest subdimension value was found for honesty by mean value of 3.39, while the lowest one was found for tolerance by mean value of 3.17.
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The findings show that there is significant difference between high school students' mean scores of Friendship and peaceful subscales scores. In addition to this, variance analysis results indicate that the high school students' Friendship and peaceful human values scores differ in a statistically significant way related to their social support.

The findings show that it is seen that there are positives correlations between the social support and responsibility, friendship, peaceful, respect and honesty sub-dimensions. But there was not found any significant relationship between the social support and tolerance sub-dimension.

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