

# Comparing the Value Orientation in High School Students and Parents Value Orientation in Bandar Abbas

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**ABSTRACT:** The purpose of this study was to compare the value orientation of high school students in vicinity 1 and their parents in Bandar Abbas. The statistical population consisted of high school students and their parents in the 2012-2013 school year from which, a sample of 350 students with their parents, were selected by multistage random sampling. To measure understudy variables, Schwartz value structure questionnaire (SVS) was used. For data analysis, Spss software and variance analysis methods were used. The results showed that among four value system readiness for change, conservatism, self-improvement and self-transcendence, Schwartz values in the case of readiness to change, had significant differences between parents and students.

**Key words:** Value orientation, Students, Parents

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## INTRODUCTION

Values are concepts that have long preoccupied the human mind and have attracted the attention of many experts in different fields of the humanities and social sciences and only after understanding these values we can justify the behaviors. Given the importance of the values, identifying them will be the main problem of today (Safiri and Sharifi, 2005). As in the majors diverging from these sciences such as sociology, political sciences, anthropology, and psychology theorists like Durkheim, Parsons, Inglehart, Williams, Rakich, Alport have issued several topics in this field and have developed theories. Several authors have known the value establishment as a process which evolves during the process of life (Delkhamush, 2005). Priority that people give to the values are not the same, these priorities usually reflect the temperament, personality, socialization experiences, unique life experiences, surrounding culture, and so on (Schwartz et al., 1998; Daryaprv, 2007). Values are important to be studied because they are general and thus are affected by various behaviors and beliefs (Safiri and Sharifi, 2005). Recent psychological theories and studies about the value are based on Rakich works and, recently more, based on Schwartz (Safiri and Sharifi, 2005). Over the last fifteen years, Schwartz has developed a continuous and comprehensive theory about the structure of values (Schwartz and Bardi, 2001). The priorities that people give to different values reflect the temperament, personality, socialization experiences, unique life experiences, its surrounding culture and so on (Schwartz, 1998). These theories study the values as criteria that people use to evaluate and justify the

actions of the individuals (involving themselves) and events (Schwartz, 1998). Schwartz (1998), after making some changes in values conceptualization from Rakich perspective and innovating his own methodology for measuring the values, formulated the theory of basic values (Schwartz and Bardi, 2001; Faramarzi, 1999). Schwartz (1998) defines values like as trans-situational goals with varying degrees of importance which serve the person's life and other social institutions as guiding principles and values may influence a range of behaviors and attitudes. Values can also provide economical and effective tools to describe and explain the similarities and differences between individuals, groups, nations and cultures in comparison of the number of the values there are countless unique behaviors and beliefs (Schwartz and Bardi, 2001). Schwarz and Bardi (2001) have divided human values in two instrumental values and terminal values (Golparvar, 2005). Without a thorough understanding of abstract thinking and ability personal values cannot be detected. Especially for children and adolescents that, values are defined by their behaviors and situations. Schwarz (1998), while determining the nominal features of official aspects of the values, stated that the initial content of values is a kind of motivational interest that value contains. These two kinds of typology of contents and characteristics of the values were obtained with this argument that the values in the form of conscious goals, express three global necessities that all the individuals and societies must respond to them. These three global necessities are: 1 - physical and biological needs of individuals, 2 - need for

coordinated social interaction, 3 - critical and welfare needs of the group. In other words, typology of different value contents was taken from the argument that individuals and groups to adapt to the reality of social environment, should consciously transform the integral necessities of human existence and show them in specific language of the values which people can communicate with them.

In particular, values in the form of conscious goals present responses to the three global necessities which all individuals and communities should be able to meet them. These needs should be provided cognitively and be in the form of values that individuals with a cognitive and socialized development learn to present their needs consciously like as the goals and values and use common terms to

communicate with these values and goals (Faramarzi, 1999).

According to Schwartz assumption, values are the same as goals, so three identifying criteria of the value aspects are: 1 - The values may serve individual or group interests. 2 - Values may be instrumental or terminal values. 3 - Values are associated with ten motivational aspects which arise from three basic human needs; it means biological needs, need for social interaction and basic and welfare needs. These three basic human needs have been formed in ten motivational aspects 1 - self dependence, 2 - Motivation 3 - pleasure seeking 4 - Success 5 - Power 6 - Security 7 - Conformity 8 - Tradition 9 - Benevolence 10 - Universalism. These ten aspects are mentioned in Table 1 below (Schwartz, 1998; Sahami, 2007).

**Table 1.** Motivational typology f Schwarz values

Dimension	Dimension-item
<b>Power</b>	Social power, Authority, Wealth, Preserving my public image, Social recognition
<b>Achievement</b>	Successful, Capable, Ambitious, Influential, Intelligent, Self-respect
<b>Hedonism</b>	Pleasure, Enjoying life
<b>Stimulating</b>	Daring, A varied life, An exciting life
<b>Self-directing</b>	Creativity, Curious, Freed, Chasing win gals, Independent
<b>Universalism</b>	Protecting the environment, A world f beauty, Unity with nature, Brad-minded, Social justice, Wisdom, Equality, A world at peace, Inner harmony
<b>Benevolence</b>	Helpful, Honest, Forgiving, Lay, Responsible, True friendship, A spiritual life, Mature love, Meaning in life
<b>Tradition</b>	Devout, Accepting parting in life, Humble, Moderate, Respect for tradition, Detachment
<b>Conformity</b>	Politeness, Inuring parents and elders, obedient, Self-discipline
<b>Security</b>	Clean, National security, Social red, Family security, Reciprocating f favours, Healthy, Sense f belonging

These decouple values in total comprise two bipolar axes: first, readiness for change against conservatism, and second, noticing self-beyond against self-reinforcing. So Schwartz's reduces these ten aspects of values to four. The structural theory of setting four more regular kind of value in two aspects is defined as: readiness to change (self-reliance, motivation), conservatism (tradition, conformity and security), self-improvement (Power, success and pleasure), and self-transcendence (Universalism and benevolence) in other words, readiness for change aspect includes the value types of self-reliance and motivation. The values of power, success and pleasure indicates the conservative aspect and the values of tradition, conformity and security reflect the conservative aspect, and ultimately universalism and benevolence

highlight the self-eminent aspect or noticing self-beyond (Sahami, 2007). First pole: readiness to change the values that emphasize on independent thought and action of oneself and supporting change is in contrast to conservatism aspect which emphasizes on nature-seeking self-limiting, protection of traditional customs, and maintaining stability. Second pole: self-improvement of values stresses in acceptance of others as equal people to them and interest in their welfare versus self-transcendence which emphasizes on their own personal success and dominance over others (Schwartz, 1998).

Documents and evidence in 60 countries of the world suggest that people are differentiated through these 10 motivational values (Schwartz, 1998; Kavalla, 2008).

**Table 2.** Multiply value system

Dimension	Dimension-item
<b>pinkness</b>	Self-directing, Stimulating, Hedonism
<b>conservation</b>	Security, Conformity, Tradition
<b>Self-enhancement</b>	Hedonism again, power, Achievement
<b>Self-transcendence</b>	Universalism, Benevolence

Daryapur (2007), in a research called the value structure and generational relations with a sample size of 368 people concluded that the value priorities of young adults varies from the adults and there is a meaningful difference between them in the values related to security seeking, traditionalism, Universalism and motivation. The advocate parents who have a positive relationship with their children encourage them to understand the collective values. One of the concerns of researchers studying values, is to determine and describe social groups based on the value categories and determining the effective factors in groups and social classes' orientation such as men and women to each of these value types. Yet, observing young people behavior, as well as results of some investigations performed in Iran indicate the existence of values and norms in young adults which look different from the values and norms of adults (Daryapur, 2007).

## MATERIALS AND METHODS

The statistical population of this research is all high school male students of vicinity 1 in province of Bandar Abbas in the 2012-2013 school year that the sample size of research consisted of 350 students with their parents. To analyze the data, one way variance test was also used in addition to descriptive statistics. And for Data Analytics Spss Software was used.

At This study to collect the data on personal values, 57-question form to survey Schwartz values

has been used. Ten kinds of Schwartz's personal level values obtained a convincing intercultural support in studying samples from 41 countries. These values are the values of strength, success (progress), pleasure, motivation, self-leadership, universality, tradition, conformity (conformance), benevolence and security. These values themselves are set to a higher value or value aspects. These aspects include both conservative - openness to change and increasing self-transcendence - and self-transcendence. Placement order of each value in these aspects is: conservatism: tradition, conformance, and security, openness to change: self-leadership, motivation, and self-transcendence: universalism and benevolence; self-increase: power, progress and pleasure. In this questionnaire, respondents rate the importance of each item in the questionnaire as "a guiding principle" of their life on a 9 degree range (from 1 :- opposite my values, up to 7 guiding principles). Participants score in each of the values is obtained by using the average of the grades given to each of the items of the value, (Kazemi et al., 2009).

## RESULTS

Hypothesis 1: There is a difference between the readiness to change students and parents. As you can see in the table 3, there are significant differences between the student and parent readiness to change aspect at level ( $p < 0.001$ ).

**Table 3.** One way ANOVA associated with the difference between score average in readiness to change aspect

Sources	SS		DF	MS	F	Sig.
<b>Variance between groups</b>	3067.73		2	1533. 86	3067. 73	0. 001
<b>Within-group variance</b>	34707. 44		1047	80.71	34707. 44	
<b>The total variance</b>	37775. 17		1049			
<b>Aspects</b>	Indicators Groups		The mean difference	Meaningfulness level	Amount off	
<b>Readiness to Change</b>	Student	Mother	6. 46	0. 001	1. 17	
		Father	3.28	0.008		
<b>Motivating</b>	Mother	Father	3. 17	0. 013	30.79	
		Student	3. 66	0. 001		
	Mother	Father	2. 62	0. 001	7. 34	
		Student	1. 03	0. 11		
<b>Self-reliance</b>	Mother	Father	2. 79	0. 001	0. 690	
		Student	0. 66	0. 023		
	Mother	Father	2. 13			

As a result, the first hypothesis of this study that expresses a meaningful difference between the students and parents readiness to change aspect is approved, there was a significant difference in the aspects of this hypothesis between the student and the mother with mean variance of (46.6) at level and the father with the mean variance of (28.3) at level of (0.008), also between the parents with the mean

variance of (3.17) at level of (0.013), there are significant differences. One way analysis of variance results on the comparison of motivation aspect of readiness to change in students and parents showed that there is a meaningful difference between these two groups at the level of (0.001).

In this aspect there is a meaningful difference between student and mother with mean variance of

(0.48) at level (0.001) and between the student and father with the mean variance of (2.62) at level (0.001) with a confidence percentage of 0. 99. Also in comparison of self-reliance aspect in students and parents showed that there is a meaningful difference in these two groups at level of (0.001). In this aspect, there is a meaningful difference between students and

parents with mean variance of 2.79 at level of (0.001). No difference was found between the student and father and also there was a meaningful difference between mother and father with mean variance of (2.13) at level of (0.023).

Hypothesis 2: There is a difference between the conservative aspect of students and parents.

**Table 4.** One way ANOVA associated with the difference between score average in conservatism aspect

Sources	SS	DF	MS	F	Sig.
Variance between groups	38. 31	2	19. 15	0. 115	0. 89
Within-group variance	71539. 80	1047	166. 37		
The total variance	71578. 17	1049			
aspects	Indicators Groups	The mean difference	meaningfulness level	Amount off	
Conservatism	Student Mother Father	0. 026 3. 28	1. 000 0. 649	1. 000	
	Mother Father	3. 17	0. 623		
Security	Student Mother Father	2.34 2. 48	0. 001 0. 001	9. 67	
	Mother Father	0. 131	0. 979		
Tradition	Student Mother Father	2. 61 1. 75	0. 000 0. 030	7. 38	
	Mother Father	0. 862	0. 434		

The one way variance test results on comparison of conformity aspect of conservative value in the students and parents showed that there is no meaningful difference between these groups, as a result the second hypothesis of this study which suggests that there is a meaningful difference between the conservative aspect of students and parents will be rejected. One way variance test results comparing the security aspect of the conservative value between students and parents showed that there is a meaningful difference between these two groups at the level of (0.001). Between the student and the mother in security aspect there was a

meaningful difference with the mean variance of (2.34) at the level of (0.001) and between the student and the father with the mean variance of (2.48) at the level of (0.01). Also in tradition aspect of students and parents we came to the result that among these groups at the level of (0.001) there was a significant difference. The difference between the student and mother with the mean variance of (2.62) at the level of (0.01) and the student and father with the mean variance of (1.75) at the level of (0.030) there was a meaningful difference.

Hypothesis 3: There is a difference between self-improvement aspect of students and parents.

**Table 5.** One way ANOVA associated with the difference between score average in in self-improvement aspect

Sources	SS	DF	MS	F
Variance between groups	448. 88	2	224. 44	1. 708
Within-group variance	56514. 14	1047	131. 42	
The total variance	56963.03	1049		
Aspects	Indicators Groups	The mean difference	Meaningfulness level	Amount off
Self-improvement	Student Mother Father	1. 88 0. 48	0. 371 0. 938	1. 70
	Mother Father	2.37	0. 221	
Power	Student Mother Father	0.52 -2.14	0.691 0. 003	6. 51
	Mother Father	1. 61	0. 035	
Pleasure	Student Mother Father	1. 37 0. 86	0. 001 0. 067	7. 12
	Mother Father	0. 50	0. 406	

One way variance test results to compare self-improvement aspect of value structure in the students and parents showed that there was no significant difference between the two groups. As a result, the third hypothesis of this study which states that there is a meaningful difference between the self-improvement aspect of the parents and the students will be rejected. There was a meaningful difference between the student and the father with the mean variance of (2.14) in the level of (0.003) and between mother and father with the mean variance of (1.61) in the level of (0.035). One way variance test results to

compare the progress aspect of students and parents showed that there is no meaningful difference between the groups. But comparing the pleasure aspect of the value structure of the students and parents showed that there is a meaningful difference between the two groups in the level of (0.002) the difference between the student and mother with the mean variance of (1.37) in the level of (0.001) was meaningful.

Hypothesis 4: There is a difference between the parents and their children self-transcendence aspect.

**Table 6.** One way ANOVA associated with the difference between score average in in the self-transcendence aspect

Sources	SS	DF	MS	F
<b>Variance between groups</b>	379. 37	2	189. 68	0. 642
<b>Within-group variance</b>	126476. 07	1047	295. 50	
<b>The total variance</b>	126855. 45	1049		

One way variance test results to compare the self-transcendence aspect of values structure and its aspect in students and parents showed that there was no meaningful difference between the two groups. As a result the fourth hypothesis of the study which states that there is a significant difference between the self-transcendence aspect of students and parents will be rejected.

## DISCUSSION

Parental attitudes and values internalization in the family can create a lasting and stable value system in children. Whatever the attitudes and values of parents and children have more conformity children are less exposed to value crisis and intergenerational gap. Khosfer, who in a study had compared the values analysis of family, school and peer group, reported the role of the family in shaping the values to be more effective than other options (Habibi et al., 2010). The results of this study showed that there is a significant difference in readiness to change value of students and parents. That indicates a greater emphasis on students' independent thought and action and change support. This difference between student and mother is more than the difference between the student and the father. Sahami (2008), concluded that the readiness to change value has the least importance for the students. Schwartz and Bardi (2001), in a research, reached the conclusion that young people care more about openness to change value than their parents (Kavalla, 2008). In motivation aspect of the readiness to change value among students and parents, the difference was meaningful. Student's motivation had a significant difference with the father and mother. Delkhamoush (2005), in a research found

that as the age increases, the motivation value decreases. According to Schwartz as the age increases the motivation value importance decreases (Schwartz, 1998; Daryapur, 2007). There is a significant difference between the students and parents in self-reliance aspect of the readiness to change value. The findings obtained from testing this hypothesis showed that there was a meaningful difference in self-reliance aspect of the student and mother, but with the father no difference was found. According to Schwartz, the importance of self-reliance is reduced as the age goes up (Schwartz, 1998; Daryapur, 2007). There was no meaningful difference between groups in conservatism value and conformity aspect. But in security aspect a meaningful difference was conceived between the student and mother as well as the father, which agrees with the research of Daryapur (2007), stating that there is a difference between the young people and adults in security aspect. In tradition aspect, a significant difference was found between students with parents. Also the results of this aspect agrees with the research of Daryapur (2007), according to Schwartz the importance of tradition value increases as the age goes up (Daryapur, 2007). There was no difference in self-improvement value between the students and the parents. Also the difference in power aspect between the student and the mother were not meaningful but it was significant between the student and father. According to Daryapur (2007), adults care more about wealth and possession than the young people. No meaningful difference was detected between the groups in the progress aspect. In pleasure aspect the difference between the student and mother was meaningful and with the father, no difference was observed.

According to Schwartz, the importance of pleasure value is reduced as the age goes up (Daryapur, 2007). In a study conducted by Delkhamush (2005), the findings showed that as the age goes up the importance of pleasure aspect is reduced. Also, according to Schwartz (1998), the age has the most negative correlation with the pleasure aspect (Delkhamush, 2005). No meaningful difference was found between the students and parents in self-transcendence value and its two aspects (universalism and benevolence).

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