



Base for Electronic Educational Sciences



Base for Electronic Educational Sciences (BEDU)

E-ISSN: 2718-0107

Volume 5/1 March

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I would like to thank my colleagues who have contributed to the journal with their articles.

Prof. Dr. Ahmet AKKAYA
Editor

Base for Electronic Educational Sciences (BEDU)

Volume 5/1 March 2024

Total Number of Issue: 8



Base for Electronic Educational Sciences (BEDU)

E-ISSN: 2718-0107

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Volume 5/1 March 2024
Total Number of Issues 8
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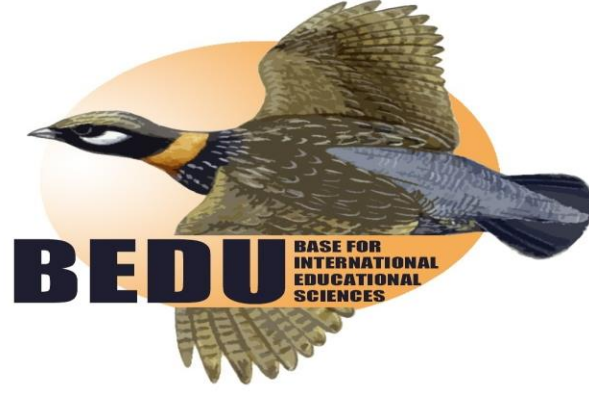


Base for Electronic Educational Sciences (BEDU)

E-ISSN: 2718-0107

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Volume 5/1 March 2024
Total Number of Issues 8
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Volume 5/1 March 2024

Total Number of Issue: 8



Available online at <http://www.bedujournal.com/>

BASE FOR ELECTRONIC EDUCATIONAL SCIENCES

ISSN: 2718-0107

Base for Electronic Educational Sciences, 5(1), 1-14; 2024

Secondary School Students' Perceptions of Human Values

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APA Citation:

Söner, O. & Güden, F. (2024). Secondary School Students' Perceptions of Human Values. *Base for Electronic Educational Sciences*, 5(1), 1-14.

Submission Date: 10/10/2023

Acceptance Date: 19/03/2024

Abstract

In this study, which aims to examine secondary school students' perceptions of human values in terms of various variables, the survey model was used. The universe of the study consists of secondary school students Istanbul in Turkey province in the 2022-2023 academic year. The sample of the research consists of 476 students. During the research process, data was collected using the "Human Values Scale" and "Personal Information Form". T-test to determine whether the human values of secondary school students differ significantly according to gender and school type variable; One-way analysis of variance was performed to determine whether it differed significantly according to the grade level variable. In addition, correlation analysis was used to observe the relationship of human values with age and daily internet use. As a result of the analyses worked on, according to gender; responsibility differs significantly according to the type of school and according to the class level of responsibility, friendship, peacefulness, honesty, and tolerance. Moreover, there is a negative correlation between the age levels of secondary school students and the level of friendship, peace, and respect while there was a positive and significant relationship with tolerance. Finally, it was determined that there was a negative significant relationship between daily internet use and the human values sub-dimension of responsibility, peacefulness, respect, honesty, tolerance and the total score of human values. The results obtained were discussed based on the literature and suggestions were made for future studies.

Keywords: Responsibility, friendship, peaceful, honesty, tolerance



Introduction

The rapid development of technology has facilitated intercultural communication and interaction, causing it to take a more intense and quick form. This new form fundamentally affects the value perceptions of nations and can cause significant changes. Thus, a human being, defined as a social being, may need to include universal values in his life and his own cultural and social values. This situation facilitates people's adaptation to social and global developments and changes and may lead people to attach more importance to the concept of value. The idea of "value" has been tried to be defined differently and expanded by many scientists. It was first introduced to social sciences by Znaniecki and took its roots from the word "valere" and turned into a derivative that means "to be valuable" or "to be strong" in Latin (Arpacı, 2014).

Values

In the literature, the concept of value is the whole of the material and spiritual elements that include the social, cultural, economic, and scientific values of a nation (Turkish Language Institution, 2023); the set of beliefs that privatize human beings, and distinguishes them from other beings, which are the basis of their behavior (Halstead & Taylor, 2000; Ulusoy & Dilmaç, 2018); change and development of individuals to live in accordance with the values formed in the society within the framework of the whole of beliefs (Sezgin Tufan & Çifci, 2017); criteria used by people to evaluate social facts and situations (Ulusoy & Aslan, 2019); It is defined as the way of being or acting that a person or society accepts as ideal (Doğan, 2000) and the guidance of the decisions taken (Robbins, 1995).

People in social life encounter predetermined and settled value judgments about which behavior is more valid than invalid. In this way, people create a criterion for their moral values by distinguishing "good" and "bad," "right" and "wrong" through social rules, customs, and traditions. At this point, values are the dynamics that sustain social life (Avcı, 2007a). On the other hand, values are a mirror that reflects the mentality of individuals, embodied in their social aspect and image, from the tendencies in their private lives to the images they create in their social life, in continuity and depending on the current variables, within the framework of time and space (Uysal, 2004).

Values are essential in examining and explaining human behavior and preferring one behavior to another (Sarı, 2005). It is possible for a person to individually determine his life, actions, goals, and ideals and to comply with them (Aydın & Gürler, 2012). In addition, values are essential for giving meaning to culture and society (Fichter, 2006). This situation makes values a unifying phenomenon accepted by individuals and organizations. In this context, the most fundamental values emphasized in the research are love, respect, patience, tolerance, trust, justice, and humility.

- *Love*: The intimacy includes the feelings of closeness and attachment experienced in relationships (Sternberg, 1986).
- *Respect*: It is the respect that causes one to be careful, attentive, and measured towards someone or something because of its superiority, old age, usefulness, and sanctity (Turkish Language Institution, 2023).
- *Tolerance*: Being forgiving towards others, ignoring their mistakes or faults (Avcı, 2007b).

- *Justice*: To ensure that every individual uses the rights defined by laws equally (Türk Dil Kurumu, 2023).
- *Honesty*: Trust is a feeling of attachment without any doubt. It is also explained as a strong expectation against an individual's characteristics and abilities (Rousseau et al., 1998).
- *Patience*: It is the individual's waiting calmly in the face of disappointment, problem, or a negative situation (Schnitker, 2012).
- *Humility*: Individuals can accept their limits and make realistic analyses of their characteristics (Tangney, 2000).

The originality of the present study

When studies on human values are examined in the literature, human values and academic procrastination (Yiğit & Dilmaç, 2015); religiosity (Kavun, 2016); motivation (Uitto & Saloranta, 2010); subjective well-being (Yılmaz, 2016); social trust (Özbey, 2016); environmental attitude (Eser, 2012); loneliness (Karababa, 2016); Studies examining the relationship between empathy tendencies (Demir, 2017) and personality traits (Aluja & Garcia, 2004) were found. However, it was observed that these studies were mostly conducted on high school students, university students, and adult individuals. It has been determined that studies on secondary school students are limited. This situation shows a need for studies on the human value perceptions of students who have just entered or will enter adolescence. Since the secondary school students in this group are at the beginning of youth, it can be said that they have entered the process of forming an identity. People in this period may also be affected by environmental factors. The impact of environmental factors can also have significant effects on values. Therefore, determining the factors affecting the human values of students in this age group is important in terms of developing positive human values for this group. It is also hoped that determining the socio-demographic effects that affect the human values of these students will help educational programs. From this perspective, the questions of animated research are as follows;

1. Do the human values of secondary school students differ significantly according to gender, grade level, and school type?
2. Is there a significant relationship between secondary school students' total human values, responsibility, friendship, peacefulness, respect, honesty and tolerance, age, and daily internet use?

Methodology

Research Model

The screening model was used in this study, which aims to examine the levels of love, respect, responsibility, friendship/friendship, peace, honesty, and tolerance, which are the human value perceptions of secondary school students, according to various variables. The scanning model is the whole process that describes a situation that existed in the past or still exists without changing its own form and that is carried out to ensure that learning occurs. In the general screening model, in a group consisting of many elements, the whole group or some samples or samples to be taken from the group are studied to make a general judgment about the group (Büyüköztürk et al., 2023).

Sample

The universe of this research consists of 24.124 students studying in 37 secondary schools in the Arnavutköy district of Istanbul. The research study group consists of volunteer students selected by easy sampling method from the students studying in these schools. Of the students participating in the study, 228 (47.9%) were female and 248 (52.1%) were male. In addition, 95 of the participants (20.0%) were ten years old, 124 (26.1%) were 11 years old, 124 (26.1%) were 12 years old, 104 (21.8%) were 13 years old, and 29 (6.1%) were 14 years old. Finally, 121 (25.4%) of the students are in 5th grade, 123 (25.8%) are in 6th grade, 110 (23.1%) are 7th grade and 122 (25.6%) are 8th grade.

Procedure

In this study, the personal information form developed by the researchers and the human values scale were used as data collecting tools.

Personal Information Form: This form, created by the researchers, includes variables of gender, age, and grade level.

Human Values Scale: This scale was developed by Dilmaç (2007) to determine the human values level of secondary school students. The scale comprises six sub-dimensions: responsibility, friendship, peace, respect, tolerance, and honesty, and 42 items. The scale is a five-point Likert type (1- Never, 2- Rarely, 3-Sometimes, 4- Often, 5- Always), and as the score obtained from the scale increases, the level of human values increases. In the validity and reliability study of the scale, item factor load values were between .77 and .53 in the sub-dimension of responsibility, between .79 and .51 in the sub-dimension of friendship/friendship, between .74 and .46 in the sub-dimension of being pacifist, between .69 and .36 in the sub-dimension of respect. It was observed to range from .83 to .45 in the sub-dimension and between .72 and .36 in the tolerance sub-dimension. For the reliability study of the scale, the Cronbach alpha internal consistency coefficients were examined .73 for the responsibility sub-dimension, .69 for the friendship/friendship sub-dimension, .65 for the peace sub-dimension, .67 for the respect sub-dimension, .69 for the honesty sub-dimension, and tolerance. .70 for the sub-dimension and .92 for the overall total of the scale. For this study, the Cronbach alpha internal consistency coefficients were re-examined and .65 for the responsibility sub-dimension, .67 for the friendship/friendship sub-dimension, .64 for the peace sub-dimension, .69 for the respect sub-dimension, .65 for the honesty sub-dimension and tolerance .71 for the sub-dimension and .84 for the overall total of the scale.

Analysis of the Data

First, the normality assumption of the data obtained in the research was examined. The peakedness and skewness values displayed in Table 1 were examined, and it was seen that these values were normally distributed between +1 and -1 (Morgan et al., 2019). The t-test was used to determine whether the human value perceptions of secondary school students differ significantly according to gender and school type variables; a one-way analysis of variance was performed to determine whether they differed significantly according to the grade level variable. In addition, Pearson correlation analysis was conducted to determine the relationship between

secondary school students' age, daily internet usage time, and the level of human value perceptions.

Table 1.

Descriptive analysis of human value perceptions

	N	Average	Standard deviation	Skewness	Curtosis
Responsibility	476	26.2941	4.63870	-.240	-.521
Friendship	476	25.0546	2.85457	-.478	.587
Peaceful	476	25.2017	4.44329	-.918	.562
Respect	476	28.1786	4.44439	-.918	.562
Honesty	476	24.5502	2.64129	-.081	-.574
Tolerance	476	22.1828	4.78882	-.112	-.699
Human Values Total	476	151.4622	17.68081	-.310	-.348

Results

In order to determine whether the human values levels of secondary school students differ significantly according to gender, t-test was performed, and the results are presented in Table 2.

Table 2.

T-test results of human values according to gender variable

	Variate	N	\bar{x}	Ss	Sd	t	p
1. Responsibility	Female	228	26,60	4,47	474	1.41	.16
	Male	248	26,01	4,78			
2. Friendship	Female	228	25,25	3,04	474	1.43	.15
	Male	248	24,87	2,67			
3. Peaceful	Female	228	25,49	4,47	474	1.23	.22
	Male	248	24,94	5,22			
4. Respect	Female	228	28,78	4,20	474	2.85	.00*
	Male	248	27,63	4,60			
5. Honesty	Female	228	24,45	2,70	474	.78	.43
	Male	248	24,64	2,55			
6. Tolerance	Female	228	22,29	4,89	474	.47	.64
	Male	248	22,09	4,70			
7. Human Values Total	Female	228	152,86	17,52	474	1.66	.10
	Male	248	150,18	17,77			

As seen in Table 2, secondary school students' responsibility [$t(474)= 1.41$, $p>.05$], friendship [$t(474)= 1.43$, $p>.05$]; peaceful [$t(474)= 1.23$, $p>.05$]; honesty [$t(474)= .78$, $p>.05$], tolerance [$t(474)= .47$, $p>.05$] and human values total [$t(474)= 1.66$, $p>.05$] scores by gender was not found to differ significantly. In addition, it was determined that the respect levels of

secondary school students differed significantly according to gender [$t(474) = 2.85, p < .05$]. It was determined that female students ($\bar{x} = 28.78$) had a significantly higher respect level than male students ($\bar{x} = 27.63$).

In order to determine whether the human values levels of secondary school students differ significantly according to the school type variable, the t-test was performed and the results are presented in Table 3.

Table 3.

T-test results of human values according to school type variable

	Variate	N	\bar{x}	Ss	Sd	t	p
Responsibility	Imam Hatip Secondary School	96	27,42	3,45	474	3.26	.00*
	Regular Secondary School	380	26,01	4,86			
Friendship	Imam Hatip Secondary School	96	24,68	3,03	474	1.39	.17
	Regular Secondary School	380	25,15	2,80			
Peaceful	Imam Hatip Secondary School	96	24,45	5,29	474	1.70	.09
	Regular Secondary School	380	25,39	4,76			
Respect	Imam Hatip Secondary School	96	28,08	5,07	474	.21	.83
	Regular Secondary School	380	28,21	4,28			
Honesty	Imam Hatip Secondary School	96	24,83	2,93	474	1.09	.28
	Regular Secondary School	380	24,48	2,56			
Tolerance	Imam Hatip Secondary School	96	21,56	4,57	474	1.47	.14
	Regular Secondary School	380	22,34	4,84			
Human Values Total	Imam Hatip Secondary School	96	151,02	17,78	474	.27	.79
	Regular Secondary School	380	151,57	17,68			

As seen in Table 3, secondary school students' friendship [$t(474) = 1.39, p > .05$], peaceful [$t(474) = 1.70, p > .05$], respect [$t(474) = .21, p > .05$], honesty [$t(474) = 1.086, p > .05$], tolerance [$t(474) = 1.473, p > .05$], and human values total [$t(474) = .273, p > .05$] scores did not differ significantly according to the school type variable. In addition, it was determined that the level of responsibility of secondary school students differed significantly according to the school type variable [$t(474) = 3.261, p < .05$]. It was determined that the level of responsibility of the students ($\bar{x} = 27.4167$) who were educated in Imam Hatip secondary schools was significantly higher than in regular secondary schools ($\bar{x} = 26.0105$).

A one-way analysis of variance was performed to determine whether the human value levels of secondary school students differ significantly according to the grade level variable, and the results are presented in Table 4.

Table 4.

Finding of analysis according to the class level variable of the participants

	Variate Source	Sum of squares	Sd	Mean squares	F	p	Statistically significant difference
1. Responsibility	Between Groups	210,39	3	70,13	3,31	0,02*	5.grade <6.grade, 7.grade, 8.grade
	Within Groups	10010,44	472	21,21			
	Total	10220,82	475				
2. Friendship	Between Groups	131,57	3	43,86	5,54	0,00*	8.grade <5.grade, 6.grade, 7.grade
	Within Groups	3739,01	472	7,92			
	Total	3870,58	475				
3. Peaceful	Between Groups	367,11	3	122,37	5,28	0,00*	5.grade >6.grade, 8.grade
	Within Groups	10937,53	472	23,17			
	Total	11304,64	475				
4. Respect	Between Groups	136,28	3	45,43	2,32	0,07	
	Within Groups	9241,55	472	19,58			
	Total	9377,82	475				
5. Honesty	Between Groups	55,74	3	18,58	2,69	0,04*	5.grade >6.grade, 7.grade, 8.grade
	Within Groups	3258,05	472	6,90			
	Total	3313,79	475				
6. Tolerance	Between Groups	402,97	3	134,32	6,04	0,00*	5.grade <7.grade, 8.grade; 6.grade < 7.grade
	Within Groups	10490,13	472	22,22			
	Total	10893,10	475				
7. Human Values	Between Groups	1752,41	3	584,14	1,88	0,13	
	Within Groups	146737,91	472	310,89			
	Total	148490,32	475				

*p<.05

As seen in Table 4, it was determined that there was no significant difference in human values [$F_{(3,472)} = 1.88$, $p > .05$] and respect sub-dimension [$F_{(3,472)} = 2.32$, $p > .05$] according to the grade level of secondary school students. In addition, it was determined that responsibility differed significantly according to grade level [$F_{(3,472)} = 3.31$, $p < .05$]. According to the Tukey test conducted to find out between which groups this difference is, the level of responsibility of the 5th grade ($\bar{x} = 25.21$) students was higher than that of the 6th grade ($\bar{x} = 26.44$), 7th grade ($\bar{x} = 26.99$) and 8th grade ($\bar{x} = 26.60$) students was found to be significantly lower.

It was determined that the friendship levels of the secondary school students differed significantly according to the grade level [$F_{(3,472)} = 5.54$, $p > .05$]. According to the Tukey test conducted to find out between which groups this difference is, the friendship levels of 8th-grade students ($\bar{x} = 24.24$) were determined as 5th grade ($\bar{x} = 25.61$), 6th grade ($\bar{x} = 25.02$), 7th grade ($\bar{x} = 25.39$) and 7th-grade students ($\bar{x} = 25.39$). It was found to be significantly lower than the 8th grade ($\bar{x} = 24.24$) students.

It was determined that the peace of secondary school students differed significantly according to the grade level [$F_{(3,472)} = 5.28$, $p < .05$]. According to the Tukey test performed to find out which groups this difference is between, the peaceful levels of the 5th grade ($\bar{x} = 25.91$) students were found to be significantly higher than the 6th grade ($\bar{x} = 24.49$) and 8th grade ($\bar{x} = 24.24$) students.

It was determined that the honesty of the secondary school students differed significantly according to the grade level [$F_{(3,472)} = 2.69$, $p < .05$]. According to the Tukey test performed to find out between which groups this difference is, the honesty levels of the 5th grade ($\bar{x} = 25.12$) students were higher than the 6th grade ($\bar{x} = 24.43$), 7th grade ($\bar{x} = 24.24$) and 8th grade ($\bar{x} = 24.38$) students were found to be significantly higher.

It was determined that the tolerance levels of secondary school students differed significantly according to the grade level [$F_{(3,472)} = 6.04$, $p < .05$]. According to the Tukey test performed to find out between which groups this difference exists, the tolerance levels of the 5th grade ($\bar{x} = 21.12$) students were found to be significantly lower than the 7th grade ($\bar{x} = 23.57$) and 8th grade ($\bar{x} = 22.54$) students. At the same time, 6th-grade ($\bar{x} = 21.63$) students' tolerance levels were significantly lower than 7th-grade students ($\bar{x} = 23.57$).

Pearson correlation analysis was performed to determine the relationship between secondary school students' age, daily internet use, and human values, and the results are presented in Table 5.

Table 5.

Correlational relationships between age, daily internet use, and human values

	1	2	3	4	5	6	7	8	9
1. Age	1								
2. Daily internet use	-.08	1							
3. Responsibility	.08	-.46**	1						
4. Friendship	-.15**	-.07	.34**	1					
5. Peaceful	-.12*	-.45**	.47**	.34**	1				
6. Respect	-.10*	-.34**	.55**	.32**	.71**	1			
7. Honesty	-.06	-.19**	.35**	.21**	.27**	.43**	1		
8. Tolerance	.13**	-.23**	.56**	.41**	.46**	.45**	.13**	1	
9. Human Values Total	-.03	-.43**	.79**	.57**	.80**	.83**	.49**	.74**	1

** $p < .01$; * $p < .05$

As seen in Table 5, secondary school students age levels and responsibility ($r = .08$, $p > .05$), honesty ($r = -.06$, $p > .05$), and human values total ($r = -.03$, $p > .05$) were not found to be significant. In addition, there was a negative correlation between the age levels of secondary school students and

friendship ($r = -.15$, $p < .01$), peaceful ($r = -.12$, $p < .05$) and respect ($r = -.10$, $p < .01$) level; a positive and significant relationship was found between tolerance ($r = .13$, $p < .01$). This shows that as the age level increases, friendship, peaceful and respect decrease, but tolerance increases.

It was also determined that there was no significant relationship between the average daily internet usage time of secondary school students and friendship ($r = -.07$, $p > .05$). In addition, everyday internet use and responsibility ($r = -.46$, $p < .01$), peaceful ($r = -.45$, $p < .01$), respect ($r = -.34$, $p < .01$), honesty ($r = -.19$, $p < .01$), tolerance ($r = -.24$, $p < .01$), and human values total ($r = .43$, $p < .01$) were found to be negatively correlated. In other words, it can be said that as secondary school students' daily internet use increases, their human values decrease.

Conclusions and Discussions

Discussion of Gender-Related Findings

The survey model was used in this study, which aims to examine secondary school students' perceptions of human values according to various variables. It was determined that secondary school students' total scores of responsibilities, friendship, peace, honesty, tolerance, and human values did not differ significantly according to gender. In addition, it has been determined that secondary school students' respect for human values varies significantly according to gender. It was also determined that the respect level of female students was significantly higher than male students. When the studies in the literature are examined, it has been seen that there are findings that respect for human values is higher than that of girls (Akgül, 2013; Büyükyıldırım & Dilmaç, 2015; Metli & Şirin, 2019; Yıldırım & Akpınar, 2016). These findings are consistent with the research results. In addition, there are findings in the literature that show that respect does not differ significantly according to gender (Keskin, 2008; Kurt Kaban, 2019; Directory, 2007). On the other hand, these findings do not coincide with the research results. It is possible to say that the role attributed to women in collectivist cultures such as Turkey is withdrawn and is about interacting less with their environment. Additionally, the respect level of girls is higher than boys because this situation leads to girls being educated to develop respectful behaviors from early childhood.

Discussion of Findings Regarding School Type

The study showed that secondary school students' total scores of friendships, peace, respect, honesty, tolerance, and human values did not differ significantly according to the school type variable. In addition, it was discussed that the level of responsibility of secondary school students differed considerably according to the school type variable, and the level of commitment of the students studying in Imam Hatip secondary schools was significantly higher than in regular secondary schools. When the studies in the literature were examined, no analysis was found in which this variable was examined in terms of human values. According to Özensel et al. (2002), imam-hatip schools aim to raise a moral generation with high national and spiritual values and prioritize respect for people. The elective and compulsory courses of these institutions are built on values education. It can also be said that social activities for values education are held more in these schools than in other secondary schools. Because the curriculum of imam-hatip schools was created based on these values. In this case, it can be said that various studies are carried out more

frequently within the scope of values education in imam-hatip schools. Therefore, it can be said that respect for human values is higher in imam-hatip schools.

Discussion of Findings Regarding Grade Level

It was framed that there was no significant difference in the sub-dimensions of human values total and respect according to the grade level of secondary school students. In addition, it was determined that the level of responsibility of the 5th-grade students was significantly lower than that of the 6th-grade, 7th-grade, and 8th-grade students. It can be said that 5th-grade students are not at the level to take responsibility because they are at the beginning of their secondary school education, and the level of responsibility of secondary school 6th, 7th, and 8th-grade students is higher as this situation tends to prepare for the high school transition exam in the following years. Moreover, the study showed that the friendship levels of the 8th-grade students were significantly lower than those of the 5th-grade, 6th-grade, and 7th-grade students. Students in the last year of secondary school may have to reduce their friendship relations because they concentrate on the high school transition exam. The decrease in friendship relations causes a reduction in their friendship values. Again, the peaceful levels of the 5th-grade students were found to be significantly higher than the 6th and 8th-grade students, and the honesty levels of the 5th-grade students were significantly higher than the 6th-grade, 7th-grade, and 8th-grade students. It can be said that students who have just started secondary school have a more positive approach to their environment so that they can acquire an environment. Because if positive behaviors are not exhibited, they may feel obliged to pay more attention to their behaviors until they make friends since they cannot make friends. Therefore, it can be said that 5th grade students have higher levels of peacefulness and honesty.

Finally, it was determined that the tolerance levels of the 5th-grade students were significantly lower than the 7th and 8th-grade students. At the same time, the tolerance levels of the 6th-grade students were found to be significantly lower than those of the 7th-grade students. In this case, it shows that the higher the class levels, the higher the tolerance level. During the first years of secondary school, students have not yet entered the puberty period. Students' understanding of each other was negatively affected because they experienced turmoil during this period. Therefore, tolerance is low in the first years of secondary school. When the studies in the literature are examined, there are very few studies examining whether human values differ according to grade level, as there are limited studies conducted with secondary school students. Among these studies, Metli's (2017) study on secondary school students found that the human values of responsibility, friendship/friendship, being pacifist, respect, honesty, and tolerance did not differ significantly according to grade level, which does not coincide with the research results.

It was framed that there was no significant relationship between the age levels of secondary school students and total responsibility, honesty, and human values. In addition, there is a negative correlation between the age levels of secondary school students and the level of friendship, peace, and respect; conversely, there was a positive and significant relationship between tolerance. This shows that friendship, peace, and respect decrease as the age level increases, but tolerance increases. When the

studies conducted with different groups in the literature are examined, it has been observed that the total human values scores increase as the age level increases (Emre, 2013; Özdem, Bengisoy, & Muezzin, 2020). These findings are consistent with the research results. In addition, in the study conducted by Sariçam et al. (2014), students aged 16-18 had higher scores on total human values, responsibility, friendship, peace, respect, and honesty than students aged 13-15. This finding partially overlaps with the research results. Furthermore, in the study conducted by Yiğit and Dilmaç (2015) on secondary school students, it was found that there was no significant relationship between the age variable and the total and sub-dimensions of human values. This finding partially overlaps with the research results. During the first years of secondary school education, students have not yet entered the adolescence period. It is possible to comment that students' understanding of each other was negatively affected because they experienced turmoil during this period. Therefore, as the age level increases, tolerance increases. This situation also causes students to compete with other students as their focus on exams has increased recently. This sense of competition hurts students' behaviors toward each other in a friendly, peaceful, and respectful manner.

Discussion of Findings Regarding Internet Usage Time

Finally, the study concluded that there was no significant relationship between the average daily internet usage time of secondary school students and friendship. A negative significant relationship exists between everyday internet use and total responsibility, peacefulness, respect, honesty, tolerance, and human values. In other words, as secondary school students' daily internet use increases, their human values decrease. When the studies in the literature were examined, there was a negative significant relationship between everyday internet use and responsibility and respect in Metli's (2017) survey on secondary school students. This finding is in line with the research results. In the study conducted by Kılınç and Gündüz (2017), the level of human value decreased as the time spent on the Internet increased. This finding is also consistent with the research results. Finally, in the study conducted by Kurt Kaban and Gültekin (2021) on adolescents, it was found that there was a significant relationship only between daily internet use and sub-dimension respect, and as everyday internet use increased, respect for human values decreased. This finding partially overlaps with the research results. Secondary school students' purposes for using the Internet may differ. As internet usage time increases, students' interaction decreases. The decreased interaction causes students to spend less time with the people they communicate with in their social lives. It can be said that this situation causes a decrease in students' friendship relations.

Limitations and Implications

It is a limitation that the participants of the research are students studying in secondary schools in the Arnavutköy district of Istanbul. The sensitivity of the research variables to change in different groups limits the generalizability of the characteristics of the study group and the findings to students studying in other districts. However, according to the findings and results obtained from the research, some suggestions can be made to explain the background to researchers and guide future research. It is vital that the education of human values begins in the family before school age and support must be provided at school. It is important to emphasize the

importance of human values education, which should also be included in family seminars held in schools. Since studies carried out with an exam-oriented competitive approach towards the end of the secondary school years cause human values to be low, students can be enabled to study human values by developing human values-oriented community service projects. By researching the daily internet usage area in schools, students in the risk group should first be identified, and then the selected students can be directed to group guidance activities by the school psychological counselor and given training on human values. Again, researchers can use the community-based approach with Online Interpretive Phenomenological Analysis or Online Photography and enable researchers to act together on the issue of human values. In this way, more grounded research can be conducted to obtain people's thoughts, feelings, images and behaviors from their own unique experiences in order to lay the groundwork for more effective services for students. In addition, with these methods, the joint action abilities of the stakeholders in education will be increased.

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