

# The Attitude Determination Scale for Value Acquisition: A Validity and Reliability Study

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## Abstract

This study aims to develop a measurement tool having measurement reliability with the aim of determining attitudes for values acquisition of secondary school students. The study was conducted on totally 325 high school senior students as 200 female and 125 male students in spring semester of 2014-2015 educational year. In the study, expert opinion was taken for extend and appearance validity of the scale, and Exploratory factor analysis (EFA) was applied for structure validity. As a result of the exploratory factor analysis, it was detected that the scale had a structure of five factors. This five-point structure consisting of totally 41 items as 25 positive and 16 negative items are named as “minding values acquisition, satisfaction from values acquisition, readiness for values acquisition, belief in attempt for values acquisition, belief in requirement for values acquisition”, respectively. Total variance explanation ratio of this structure consisting of totally five factors relating to scale was 60.767%. Scale reliability was examined with internal consistency and retest methods, and it was detected that reliability coefficients obtained as a consequence of the analyses was in an acceptable level. The results obtained from item analyses show that scale items have a distinctive feature. In line with these results, it may be said that the scale is a measurement tool having required psychometric features that may be used with the aim of measuring the attitudes for values acquisition of the secondary school students.

**Keywords:** values, attitude, scale development, values education

## 1. Introduction

Stunning development and changes experienced in every field today requires formation of new paradigms by a variety of institutions, particularly educational institutions within the social structure. One of underlying reasons is the fact that moral culture is behind physical culture developed thanks to technological developments. The structure called as moral culture consists of belief, values and norms. However, values stand out more in terms of shaping and directing social and individual behavior, and affecting operation of social institutions (Erkenekli, 2013).

Values are socially accepted norms. Values are concepts providing more viewpoints to behaviors of people. Values function as standards directing selection or change of behavior of people and events (Fidan, 2009). Values can be expressed as common thought, purpose, basic moral principle or beliefs accepted for being right and necessary by majority of members to enable and maintain presence, integrity, function and continuation of a social group or society (Ozden, 1998).

A child grows in an environment having moral values previously. A child grows in a cultural environment along with physical environments required for his/her life from birth, and tries to adapt to both environments. Inability to adapt to either environment causes unhappiness of individual (Akbas, 2004). Hence, it is required that individuals realize some basic values, adapt required values, acquire new values, turn these acquired values into personality and form a behavioral change (Yaman, 2012). Values acquisition is a life-long process with the effect of daily in-life interactions and socialization tools such as family, peer groups and mass communication tools (Coombs-Richardson and Homer, 2005).

Values acquisition by individual begins with self-awareness of self. Nevertheless, people can realize values by knowing and recognizing that he/she is not alive for no reason, his/her existence has a reason and meaning, even his/her presence is a value, he/she knows the importance of being human and makes his/her own way (Aras, 2014).

“For the fact that a young individual can make different decisions relating to life, he/she need to clarify his/her values for making right choices and answering questions in their minds correctly” (Simon et al., 1972).

It is enabled with education that individuals realize certain values, produce new values from those values, adapt the values produced and shape their own personality in accordance with these values. This education is expressed as “values education” in the literature (Yesil and Aydin 2007). On examination of the values education in accordance with basic principles, it is seen that these principles adapt an approach containing both information dimension and emotion-behavior dimension. In this sense, particularly internalization of values are highlighted in character education programs applied particularly in schools today (Turan, 2014).

In such circumstance, aim of values education for young people is to enable the acquisition of skill of applying information, values and rules on life reasonably (Bottery, 2004). Starting from family, the values acquisition becomes a more systematic process than the family. School helps students gain social as well as universal values (Akkiprik, 2007). How and in what way the values are to be taught to individuals are shaped in

line with General Purposes of Turkish National Education and education programs prepared in accordance with these purposes. On examination of National Education Basic Law numbered 1739, it is clearly stated that values education should be incorporated into Turkish National Education General Purposes in accordance with universal values. Values education is one of the most important agenda topics discussed in 18<sup>th</sup> National Education Council. Within this scope, values are implicitly included in pre-2005 education programs while it has been explicitly included in programs developed in and after 2005; it is clearly expressed that various values should be gained by children via providing values education to students by highlighting social benefit within scope of raising a good human. In this line, it was announced with initial lecture notice that values education activities would be implemented in all units affiliated with the ministry within first week of 2010/2011 Educational Year (Yasaroglu, 2014).

All these interventions is an indication that care is taken for values education in our country as well as the whole world. However, qualified transformation of changed applied to program in this sense into application is closely related to teachers having a key role in application of the program along with emotional readiness of the target group for application. Emotional features are products and also incomes of educational programs. Emotional income features with the capability of explaining 25% of variability in learning level are a combination of interest, attitude and academic self-confidence of students towards a lecture, or a learning object (Bloom, 1998).

Attitude as one of emotional features is tendency of positive or negative reaction taught towards a certain object, event, institution, concept or other people (Tezbasaran, 1997). It is known that attitudes are directing powers behind behaviors. Attitude researches may determine attitude changes and have some predictions relating to possible behaviors and reactions. Starting from these predictions, measures can be taken and conditions may be provided for formation of expected or desired attitudes in case of certain events and revealing some behavior types (Inceoglu, 2010). Hence, attitudes of groups constituting target group of the programs towards values acquisition for reaching this purpose are highly important for values education applications to be arranged for young people to enable continuation of society in the future.

On examination of literature relating to values education, it is observed that a number of studies are conducted to determine views of students and teachers relating to values education (Kusdil and Kagıtcıbası 2000; Revell, 2002; Akbas, 2004; Aydin, 2005; Sari, 2005; Tokdemir, 2007; Witherspoon, 2007; Thornberg, 2008; Keskin, 2008; Dilmac et al. 2008; Baydar, 2009; Yildirim, 2009; Fidan, 2009; Oguz, 2011; Yazar, 2012; Oguz, 2012; Tasdemir, 2012). No single study was seen aiming to determine attitude of students towards values acquisition. This situation led to formation of the study in such manner and it is thought to fill a gap in this sense.

The aim of this study is to develop a measurement tool having measurement reliability for determining attitudes for values acquisition of the secondary school students.

## **2. METHODOLOGY**

### **2.1. Population and Sample**

The study group of the study consisted of totally 325 high school senior students as 200 female and 125 male students having education in secondary school institutions in Gölbaşı District of Ankara Province in spring semester of 2014-2015 educational year. The students within the study group was randomly selected and applications were performed based on voluntariness principle. 62% of the students within the study group were females and 38% of these were males. In sample determination stage of the study, criteria given for factor analysis by Tabachnick and Fidell (2007) in detection of number of samples are considered. 300 students were assessed as “good”, 500 as “very good” and 1000 as “perfect” for factor analysis in accordance with these criteria. In consideration of these criteria, it may be said that the sample has a sufficient level.

### **2.2. Data Collection Tool**

Literature review was performed to develop a measurement tool and a student group of 30 was asked to write down their thoughts relating to values acquisition. A trial form of 52 items was formed benefiting from the data obtained. The scale items were presented to opinions of four field experts, some arrangements were performed on the trial form by evaluating feedbacks obtained from the opinions. The trial form arranged in line with expert opinions was applied to 25 high school senior students, thereby testing understandability of items. The scale form taking its final form at the end of this process was applied to the student group of 325 as 52-item form.

### **2.3. Data Analysis**

As a result of the examinations, depending on the data obtained from application of the scale form, validity and reliability studies of the scale were performed. The data were transferred to the IBM-SPSS 22 data analysis program. In the first stage, Cronbach's Alpha reliability coefficient and item total correlations within this scope were calculated. In evaluation of item total correlations, items under 0.30 and having negative values were excluded from the scale. In addition, KMO (Kaiser-Meyer-Olkin) sample compliance test and Bartlett's test was

performed. As a consequence of the analyses performed, 11 items having a load value below 0.45, having close values of factor load values in different factors and having low distinctiveness were excluded. How sufficient attitudes for values acquisition for each item in the scale is for differentiation of people is evaluated for significance of the difference between upper-lower 27% group item points in accordance with scale points using t-test. Actual application form of ADSVA consists of 41 items. Exploratory factor analysis (AFA) was performed for structure validity.

### 3. RESULTS

Results obtained from validity and reliability studies for measurement tool are given below.

#### Exploratory Factor Analysis (EFA)

Structure validity of the scale was examined using exploratory factor analysis (AFA). Kaiser-Meyer-Olkin (KMO) values were calculated to detect compliance of the data obtained after application to the factor analysis and Bartlett Sphericity test was performed. As a result of the analysis performed, it was observed that KMO values for the factor analysis of 41 items were 0.90. The fact that minimum KMO values for the factor analysis are 0.60 and Barlett Sphericity test is significant is seen to be acceptable for acceptability of the analysis values (Buyukozturk 2013). KMO values obtained from this study can be said to be compatible with evaluation criteria. Barlett test result was detected as [ $X^2 = 5987,559$ ;  $p < .001$ ]. This result shows that measured variable is multivariate in universe parameter. Varimax vertical spinning method was used to determine independent sub-factors of the scale. 0.45 value was determined as the criteria for lower cutting point of the factor loads. As a result of the basic components factor analysis using Varimax rotation method, 5 factors with eigenvalue greater than 1 were obtained. 5 factors obtained explains 60.77% of the total variance. The greater variance ratios obtained at the end of the analysis, more stronger the factor structure is. The fact that this level is between 40% and 60% is accepted to be sufficient (Tavsancil 2014). Each sub-factor is termed as “minding values acquisition, satisfaction from values acquisition, readiness for values acquisition, belief in attempt for values acquisition, belief in requirement for values acquisition”, respectively. The results obtained as a result of the exploratory factor analysis (EFA) are given in Table 1.

**Table 1. Factor analysis results of attitude determination scale for values acquisition (ADSVa)**

Factor Item no	Factor Common Variance	Varimax Factor Loads	Eigen values	Factor Explained Variance %	Factor Item no	Factor Common Variance	Varimax Factor Loads	Eigen values	Factor Explained Variance %		
<b>Factor I</b>			15.855	19.816	<b>FactorIII</b>			2.295	9.210		
Item25	.694	.746			Item21	.777	.769				
Item40	.606	.735			Item19	.646	.762				
Item31	.748	.718			Item18	.727	.762				
Item39	.664	.708			Item43	.565	.606				
Item48	.594	.704			Item17	.519	.517				
Item22	.658	.690			<b>FactorIV</b>					1.977	9.132
Item36	.618	.675			Item37	.689	.756				
Item23	.686	.636			Item32	.633	.728				
Item26	.731	.623			Item35	.664	.684				
Item42	.650	.621			Item29	.587	.599				
Item30	.660	.620			Item38	.435	.506				
Item45	.568	.614			<b>FactorV</b>					1.654	9.081
Item28	.604	.606			Item5	.593	.752				
Item34	.556	.572			Item49	.635	.682				
Item47	.544	.552			Item50	.658	.665				
<b>Factor II</b>			3.133	13.529	Item52	.687	.566				
Item12	.703	.766	Item14	.510	.553						
Item10	.683	.741	Item3	.429	.540						
Item6	.607	.703	Item9	.459	.457						
Item11	.592	.697									
Item7	.491	.673									
Item2	.595	.607									
Item1	.529	.586									
Item13	.388	.561									
Item16	.533	.542									
<b>Total</b>								60.767			

### Reliability Analysis

Reliability of the scale was tested with analysis methods depending on obtaining internal consistency re-test test reliability values Cronbach Alpha internal consistency coefficient was found as .95, .89, .85, .80, .81, respectively for each sub-scale and the whole scale and .96 for the whole scale. In order to determine re-test test reliability of the scale, two applications were performed with 20-day-interval to 90 students, and correlation coefficients between the points obtained as a result of two applications were calculated. Re-test test reliability coefficient was calculated as .75. It is stated that the scales with reliability coefficient of and over .70 is accepted as reliable (Pallant, 2005; Fraenkel et al. 2012). It may be said that the reliability coefficient calculated in this sense is sufficient. In addition, Spearman-Brown internal consistency coefficient calculated with division of the test into two equal halves was calculated as 0.91. This result may be interpreted as an indication that all items within the scale measure the same feature.

In detection of the internal consistency, with the aim of examining distinctiveness of the items within the scale, initially corrected item total correlations were calculated, and then t-test was performed for determining the significance of the difference between average points of upper 27% and lower %27 groups. Corrected item total correlation values of the scale vary between 0.31-0.79. As a result of t-test performed between the points of upper-lower 27% groups, the difference between both groups was detected to be significant in  $\alpha=.001$  level for all questions. The fact that *t* values relating to the differences are significant between lower and upper groups is interpreted as an evidence of distinctiveness of the item (Tezbasaran 1997; Erkus 2012). Based on these results, it may be said that the items in the scale have distinctive feature. The results relating to reliability analyses for the scale are given in table 2.

**Table 2. Reliability analysis results**

Factor Item no	Item Total Correlation	Lower27% Upper27% t	Cronbach Alpha Internal Consistency Coefficient	Factor Item no	Item Total Correlation	Lower27% Upper27% t	Cronbach Alpha Internal Consistency Coefficient	
<b>Factor I</b>			.95	<b>FactorIII</b>			.85	
Item25	.710	11.497***		Item21	.565	9.089***		
Item40	.590	7.711***		Item19	.392	4.943***		
Item31	.786	13.341***		Item18	.567	9.307***		
Item39	.703	9.638***		Item43	.543	7.778***		
Item48	.656	10.296***		Item17	.563	8.778***		
Item22	.670	12.256***		<b>FactorIV</b>				.80
Item36	.677	10.018***		Item37	.501	8.246***		
Item23	.701	11.110***		Item32	.326	4.381***		
Item26	.721	11.681***		Item35	.630	9.000***		
Item42	.697	9.855***		Item29	.621	10.056***		
Item30	.740	11.400***		Item38	.485	5.998***		
Item45	.675	11.938***		<b>FactorV</b>				.81
Item28	.653	9.924***		Item5	.310	3.705***		
Item34	.677	10.065***		Item49	.599	9.881***		
Item47	.583	9.836***		Item50	.581	9.156***		
<b>Factor II</b>			.89	Item52	.692	10.142***		
Item12	.616	7.939***		Item14	.554	7.639***		
Item10	.621	10.529***		Item3	.361	6.940***		
Item6	.569	9.373***		Item9	.484	6.050***		
Item11	.547	8.099***						
Item7	.379	4.734***						
Item2	.668	9.069***						
Item1	.610	7.761***						
Item13	.423	9.700***						
Item16	.491	8.154***						
Total							.96	

\*\*\*P<.001

Correlations between the points obtained from the scale and the points of the sub-factors varied between 0,39 and 0,92. It was observed that the sub-factors and the factors were in positive relationship in  $\alpha=0.01$  significance level. Significant correlation coefficients between the items in the measurement tools and the sub-total points were accepted as internal consistency indicator. The correlation values of the sub-factors determined after the factor analysis with each other and the whole scale are given in table 3.

**Table 3. Correlation values between attitude determination scale for values acquisition (ADSVA) and sub-factors**

Factors	1.Sub-factor	2.Sub-factor	3.Sub-factor	4.Sub-factor	5.Sub-factor
1.Sub-factor					
2.Sub-factor	,637**				
3.Sub-factor	,579**	,554**			
4.Sub-factor	,612**	,440**	,381**		
5.Sub-factor	,588**	,469**	,386**	,552**	
Scale total	,923**	,787**	,703**	,727**	,752**

\*\*P<.01

Consequently, ADSVA consists of 41 items as 16 negative and 25 positive items. Scale items were graded as “Totally Agree”, “Substantially Agree”, “Partially Agree”, “Disagree”, “Totally disagree” in 5 likert-type. Negative items within the scale is graded as opposite of positive items. The highest point to be taken from the scale is 210 while the lowest point is 41. The fact that the points within the scale are high shows positive attitude for values acquisition.

#### 4. CONCLUSION AND DISCUSSION

Aim of this study is to develop a scale having measurement reliability that can help determining attitudes for values acquisition of secondary school students. In scale development process, opinions of the target group about values acquisition were applied, the relevant literature was examined, and a broad item pool relating to this subject was constituted. On decision of validity of scope and appearance of the measurement tool, expert opinions were taken, and these opinions were determinative in ultimate decision. 41 items within the scale was stated as “Totally Agree”, “Substantially Agree”, “Partially Agree”, “Disagree”, “Totally disagree” in 5 likert type grading, and it was applied to 325 high school senior students within the sample. In order to test validity of the scale, exploratory factor analysis (AFA) was performed to the data set obtained. As a result of the analysis, 11 items were excluded from the scale, and the ultimate scale form of 41 items was reached. 41 items within the definite scale form consist 60.767% of the total variance.

In reliability of the scale, Cronbach Alfa internal consistency coefficients and re-test test methods were used. Cronbach Alpha internal consistency was calculated as .96 for the whole scale, and as .95, .89, .85, .80, .81 for the sub-scales, respectively. A  $\alpha=0.01$  significant positive relationship was detected between the sub-factors of the scale and the whole scale. In order to determine re-test test reliability of the scale, the reliability coefficient was calculated as .75 as a result of the implementation participated by 90 students with 20-day-interval. Spearman-Brown internal consistency coefficient which was calculated as division of the test into two equal halves was found as 0.91.

In order to examine distinctiveness of the items within the scale, corrected item total correlations were calculated and item analysis was performed with comparison of 27% lower-upper group. As a result of the item analysis, it was determined that item total correlation values varied between 0.31-0.79, and the difference between the groups for each question at the end of the t-test as a consequence of the comparison of the points of 27% upper-lower group was in  $\alpha=.001$  level. These results obtained as a result of the analysis constitute a strong evidence relating to distinctiveness of the items within the scale.

From the study, psychometric results obtained from the scale shows that Attitude Determination Scale for Values Acquisition (ADSVA) is a measurement tool that can be used in determination of the attitudes of the students and that has measurement reliability.

#### 5. SUGGESTIONS

On examination of the literature, it is observed that the studies conducted relating to the subject are predominantly related to opinions of teacher candidates and teachers relating to values education. Fewness of studies based on student opinion and the absence of opinion and attitude studies for values acquisition within these studies is important in terms of providing a data tool that can be used accordingly to the literature. It is thought that the scale developed will contribute to the field and studies of researchers in this direction. Application of the measurement tool to different sample groups will enable structural strengthening of the present scale. Moreover, it will give idea to researchers for measurement tools that can be developed in this direction.

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