



Presenting a Value System Pattern of Female' High School of Secondary High School of Tehran City

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ARTICLE INFORMATION	ABSTRACT
Article type Original research Pages: 131-134 Corresponding Author's Info Email: mahbubeh.abdollahi@iau.ac.ir	Background and Aim: The value systems play an effective role in improving educational systems, including the education system. Therefore, the purpose of this study was investigating and presenting a value system pattern of female' high schools of secondary high school. Methods: The current research was descriptive from correlation type. The research population were the managers and employees of female' high schools of secondary high school of Tehran city in 2020-21 academic years with number 2934 people, which based on Cochran's formula the sample size was estimated to be 196 people, which this number were selected by purposive sampling method. The research tools were included a demographic information form and a researcher-made questionnaire of value system of high schools (60 questions), which the content validity of the questionnaire was confirmed by the opinion of experts, and its total reliability was calculated with using the Cronbach's alpha method 0.94. After collecting the data with the above tools, they were analyzed by exploratory factor analysis in SPSS and Smart PLS software. Results: The findings showed that the value system of female' high schools of secondary high school had 7 components of self-reliance, universalism and benevolence, success, management, power, security and conformity, and tradition and motivation which the factor load of all of them was higher than 0.50, the average variance extracted of all of them was higher than 0.60 and the reliability of all of them with using Cronbach's alpha method was higher than 0.70. Also, the value system of female' high schools had a direct and significant effect on all seven components of self-reliance, universalism and benevolence, success, management, power, security and conformity, and tradition and motivation ($P < 0.05$). Conclusion: The results indicated the effective role of the value system of female' high schools of secondary high school on all seven components of self-reliance, universalism and benevolence, success, management, power, security and conformity, and tradition and motivation. These results have many practical implications for the specialists and planners of the education system, and they based on the results of this study can take an effective step towards improving the value system of high schools.
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Introduction

In every country, students, especially teenage students, are considered to be the future builders of the country, and one of the important goals of the education system is to educate people who are able to overcome the problems of everyday life. Since students are the basic pillar of the education system in achieving educational goals, therefore, paying attention to this group in terms of education and training will lead to the educational, training, fertility and prosperity of this system as much as possible (Mirhosseini et al., 2021). Adolescence is a complex period of growth and development with physical, cognitive, social and emotional changes and transformations that require adaptation and adaptation to changes and transformations (Jiang, Kim and Bong, 2020). Adolescence is one of the important stages of growth and development between childhood and adulthood, the effects and consequences of which are evident until the end of life (Biden, Eszlik, Cavazos-Rehg, Anyika, Peeples and Casson, 2022). One of the important issues to investigate and research about teenage students is the issue of value system. In the field of education, the category of values is one of the important and fundamental issues because the transfer of society's values is one of the important functions of the education system (Castiglione, Rampiolo and Lisiardillo, 2014). During adolescence or youth, values change and value concepts are questioned and questioned so that values are internalized and the internalized values build and form the individual's personality (Silik, Diolsik and Visik, 2013). Values are one of the important and fundamental dimensions of personality and social life, directing and determining behavior, the basis for understanding attitudes and motivations, and the basis for understanding individual and social behaviors (Newnan and Di Domenico, 2022). Values include beliefs and principles that individually and socially prefer one behavior over the opposite behavior, and the value system indicates the priority that a person places on his/her values (Arginili, Gohar, and Timirbikova, 2007). The value system in any society refers to a set of behavioral and mental processes, patterns and methods, ways of speaking and physical techniques that are accepted in a predefined framework and situation. Thus, the value system in any society is more of a flexible continuum of behaviors, thoughts and words that people move on and act

based on the resulting judgments and evaluations (Ataei et al., 2020). Values are the most rooted cultural element that are influenced by the traditions, moral foundations and ideology ruling the society, and today, unlike in the past, due to rapid and rapid changes and transformations, value systems change very quickly (Holtschlag, Morales, Messiuda, and Medio-Olivares, 2013). Values are a reflection of human material and psychological needs and a crystallization of the state of mutual communication and social relations, which according to the majority of people in the society has a desirability (Azionia, Aksiotizh and Biniki, 2019).

Values, as social phenomena, are one of the important characteristics of societies that form the cultural structure and have short-term and long-term effects in various political, social, cultural, etc. dimensions, and their recognition plays a very important role in identifying cultural developments. Also, people's value priorities are different, which affects their individual and social behaviors and actions (Musavand, 2020). Values are formed under the influence of cultural, religious, economic, political, scientific and social factors, and in addition, they are also influenced by learning, historical factors, family, education, time, place and various events (Yon, 2009). In fact, values determine special frameworks for people and determine what behavior and response a person shows in any situation (Bah and Cisa-Savo, 2018). Values are hierarchical. That is, people start prioritizing a set of values and when people arrange their values based on importance, they specify their value system (Thornberg and Agues, 2013). They divided the values into six classes of theoretical, economic, aesthetic, social, political and religious values (Suzav et al., 2020). The ten values of benevolence, tradition, conformity, security, power, success, arousal, hedonism, self-reliance and cosmopolitanism have formed four value types of attention to the beyond, attention to oneself, conservatism and readiness for change and have created a two-dimensional structure. The first dimension is readiness for change against conservatism. In this dimension, it contrasts the values that emphasize independent thought and action and favoring change with values that emphasize self-limitation seeking compliance, protecting traditional customs, and maintaining stability. The second dimension is paying attention to oneself versus paying

attention to one's self. In this dimension, values that emphasize accepting others as equals and being interested in their well-being are contrasted with values that emphasize pursuing one's own success and dominating others (Shahriaripour et al., 2017). Values are the link between the culture of each nation and the future generation, and neglecting this can cause societies to face an identity crisis. Values give identity to the social system and are the foundation and builder of the cultural system of a society. Also, teenagers in any society are considered as future builders of the society and lack of attention to the value system of teenagers leads to the weakness of cultural identity (Azad Marzabadi, 2008). Therefore, the purpose of this study was to investigate and present the model of the value system of girls' high schools in the second period of secondary education.

Method

The current research was descriptive from correlation type. The research population were the managers and employees of female' high schools of secondary high school of Tehran city in 2020-21 academic years with number 2934 people, which based on Cochran's formula the sample size was estimated to be 196 people, which this number were selected by purposive sampling method. The research tools were included a demographic information form and a researcher-made questionnaire of value system of high schools (60 questions), which the content validity of the questionnaire was confirmed by the opinion of experts, and its total reliability was calculated with using the Cronbach's alpha method 0.94. After collecting the data with the above tools, they were analyzed by exploratory factor analysis in SPSS and Smart PLS software.

Results

Based on the results of the factor analysis, the value system of girls' high schools in the second period of secondary school had the following 7 components: self-reliance, universalism and benevolence, success, management, power, security and conformity, and tradition and motivation. The factor load of all of them was higher than 0.50, the average variance extracted was higher than 0.60, and the reliability of all of them was higher than 0.70 using Cronbach's alpha method. Based on the results of the path analysis, the value system of girls' high schools had a direct and significant effect on all seven components of self-reliance, cosmopolitanism and benevolence, success, management, power, security and conformity, and tradition and motivation ($P < 0.05$).

Conclusion

Investigating students' value systems is very important for improving educational systems, and based on this, the purpose of this study was to investigate and present the value system model

of girls' high schools in the second period of secondary education. The findings of this study showed that the value system of girls' secondary high schools had 7 components: self-reliance, cosmopolitanism and benevolence, success, management, power, security and conformity, and tradition and motivation. The factor load of all of them was higher than 0.50, the average variance extracted was higher than 0.60, and the reliability of all of them was higher than 0.70 using Cronbach's alpha method. Also, the value system of girls' high schools had a direct and meaningful impact on all seven components of self-reliance, cosmopolitanism and benevolence, success, management, power, security and conformity, and tradition and motivation.

In interpreting the findings of this study, it can be said that value refers to things that are important to the members of a group and are the common goal of the group members. The values of a society often do not defend the norms of that society and do not allow the emergence and emergence of undesirable norms. The most important educational task of the education system is character development and consolidation of national, religious and human identity and value system, and if this education system wants to improve the value system of students, it must prepare them for life in the current and future era. Because the examination of the changes and transformations of the world in recent decades shows that there have been continuous and deep changes and transformations in the values, beliefs and lifestyles of the people of the world and the global expansion of these changes and transformations is always happening with greater scope and intensity. In order for students to develop common citizenship skills in accordance with cultural and religious identity, they must be familiar with all cultural heritage and religious and human identity. For this purpose, it is necessary to revise our understanding of the philosophy of education and adapt it to life in the present age, and accordingly, educational and lesson plans, textbooks, teaching methods and teacher training. Therefore, in order to have a suitable value system in high schools and to have a system that has all seven components obtained, it should be possible to establish a relationship between the three institutions of home, school and society. All three institutions should act in a coordinated and aligned manner to improve all seven components of the value system of high school students.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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