Factors That Affect Life Values
"A Research on the Students of Suleyman Demirel University"

İlker Hüseyin ÇARIKÇI
Assoc. Dr., Süleyman Demirel University, Isparta, Turkey
ihcarikci@iibf.sdu.edu.tr

Ahmet Sait ÖZKUL
asozkul@sdu.edu.tr

Sebahattin TAŞ
sbhttntas@hotmail.com

Abstract: This study aims to determine the life values profiles of the students of Suleyman Demirel University according to demographic variables whether it changes. The theory part of the research about life values is consist of Maslow, Rokeach, Hofstede and Schwartz Value Theories. The domain of the research is 600 students from five different faculties of Suleyman Demirel University. Gungor's Life Values scale was used for questionnaire of the research. First, the principal component analyses was applied to the scale. As a result, the life values could be collected in three factors. Later, these factors were tested with the demographic factors which were chosen. At the analyses, independent sample t test, One Way Anova and principal component analyses methods were used.

Value Notion

Value notion was initially explained by famous social psychologist Milton Rokeach's (1973) expressions. Rokeach gave master assumptions about nature of human values preferential consideration in order to make description on value. These assumptions are stated as follows:

1) Total number of values owned by an individual is relatively small.
2) Individuals undertake same values with different levels.
3) Organization of values eventuated in value systems.
4) Culture, society, associations and personality of the individual are effective in development of an individual's values.
5) Value's importance outstands and evidently observed in every piece of social science's spehere of interest.

Rokeach defined value as "enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence" on the basis of above assumptions. (Rokeach, 1973: 3,5)

Geert Hofstede (1980) who made broad intercultural research on values, expressed value as "*a great tendency towards preferring specific states than alternatives.*"(Hofstede, 1980: 19)

Shalom Schwartz (1999) who performed considerable efforts on values, describes value as, "a social actor which helps in choosing behaviours/actions, evaluating people, explaining behaviours/actions" and defines as "desirable purposes serve as guiding principles within variable importance in the lives of people" (Schwartz, 1999: 24–25)

In other words, values defined as, "verbal representatives of master motivations approved by society." (Struch and others, 2002: 16–17)

Erol Gungor who is recognized by his studies on Values Psychology, defines value as, "belief respect to anything desirable or unenviable." (Gungor, 2000: 27)

Schwart defines the properties of values as follows.

1) Values are beliefs. But, they are not objective/not subjective/neutral and cold beliefs, they are bonded/committed with strong feelings which are sometimes impasse/inevitable.
2) Values have motivational structure. Values contain desirable targets and they are about these targets which people show strenuous efforts to achieve.
3) Values are the concepts which are upon specific movements/behaviours and occasions. Values are metaphysical targets. This metaphysical structure differentiates values from concepts like norms and attitiudes mostly related to special movements, objects or occasions.
4) Values lead in evaluating and selecting events, people, behaviour patterns and movements. This case is the indicator of values serving as leading standards and criterias.

5) Values are arranged/lined up by comparative importance of a condition to another. These lined up values network yields to value priorities to be formed. People's value figure is a steady system of value priorities which defines/describes/characterized them individually. Values' hierarchical feature differentiate themselves from norms and attitudes. (Schwartz, 2007)

Value Theories

Leading life theorists can be listed as, Abraham Maslow, Milton Rokeach, Geert Hofstede and Shalom Schwartz.

Maslow told that needs and values are in relation one another hierarchical and developmental in terms of power and priority. According to Maslow, needs are values. He said that the only value that every single person wants to attain is to actualize oneself. According to Maslow's postulate, if the needs at lower levels are met/satisfied, the higher needs are conspicuous. As it is specified above, together with the thought Maslow had that the condition that person is in at that moment without realising a new need is the most important need while he was representing that some of the factors may influence for good. (Oishi and others, 1999: 981; Malka and Chatman, 2003: 744)

Rokeach emphasized that values can be categorized as instrumental and terminal. According to Rokeach, terminal values are classified as individual-centric/subjective (intrapersonal) values and society-centric/social (interpersonal) values. He specified that this classification that he spoke out can be in the form of interpersonal and transpersonal, and he specified the distinction of these two forms, as an example; personal purpose expressions like person's peace of mind and salvation are transpersonal values, on the other hand, communal purpose expressions like world peace and fellowship are interpersonal values. (Rokeach, 1973: 7-8)

According to Hofstede, values also have two features; intensity (importance level) and direction (what it implies). He expressed that if an individual accepts a value, these features have great importance to respond the questions in the subject of how much this value is important for him and to what level it is suitable for that individual. According to Hofstede, reason for the individual to determine some behaviours as good and some as bad is resulting from the characteristic of the values' direction/orientation and people differentiate in terms of intensity or direction or both. Hofstede set off this with an example. According to him, the money is important for the one who heeds/adopts Holy Book-Bible (intensity), nonetheless having less is important than having a lot of (Direction). According to present day's values, money is still important (Intensity), but it is important that the money is a lot not the less (Direction). However, money is no consideration for some people (Intensity). (Hofstede, 1980: 20)

Schwartz told that the content which abstracts values are the motivational purpose types that values signify, and he assumed that value types result from three universal requirements. He declared these basic assumptions as,

1) Biologic reasoned basic requirements of individudal's organism,
2) Social interaction requirements among individuals,
3) Social requirements which provide continuity and affluence of societies and groups (Roccas and others, 2002: 790)

As a reply to the question, "What are the basic contents of the values?", Schwartz expressed that universal requirements of human existence form the basis of the values. (Bardi and Schwartz, 2003: 1208)

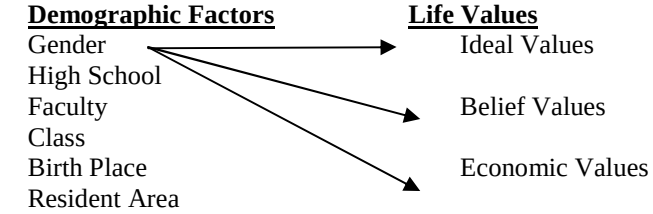
Schwartz expressed that societies and individuals represent their universal requirements consciously which they should overcome. (Ros and others, 1999: 51)

Students' Point of Vıew on Life and Work Values

Life values of the students, who have many expectations from daily life and working life, is the main subject of the research. In this study, life values of university students were tried to be profiled and the subject of which values the students give the most importance was accentuated.

Model of the below study's hypothesis is seen as:

Model of Research Hypothesis



Cosmos of the research is Undergraduate and Associate Degree students of Suleyman Demirel University in 2006–2007 Fall and Spring Semester. %1-%2 of the students of Suleyman Demirel University participated in this research. A fixed number of scale of Life and Work Values handed out to 750 students with the criteria of academic unit (Faculty/MYO) and gender differences and 600 of them filled out the survey and took part in the implementation. Because the non-proportional quota sampling model has been applied, 120 each person has been selected from each faculty. 60 each person from both first and senior classes from each faculty has been selected. 300 each person has been selected as in equal for the number of female and male students.

Findings of the Research

1. **Reliability Analysis:** Reliability coefficient for life values scale in Cronbach-Alpha personal consistency analysis was 0,8295 and N: 573.
2. **Life Values Factor Analysis**

According to the results obtained from life values scale, factors were formed and they were called upon the predominance of the topics.

Calling of Life Values Factors

Factor 1: Ideal Values (Total Variance Contribution: % 26,088)
1) Provide equity
2) Fight for Independence
3) World in which ignorance purified
4) Help People

Factor 2: Belief Values (Total Variance Contribution: % 22,900)
1) Purification of sins
2) Achieve eternity-beyond
3) Peace in conscience

Factor 3: Economic Values (Total Variance Contribution: % 16,728)
1) Economic independency
2) Live in easy circumstances

As it is stated at the first factor, political and notional statements that person wants to do/achieve/fulfill priority consideration in life, and in general, because it reflects the ideals not the realities first factor is called as **Ideal Values**. Because the second factor emphasizes the spiritual feelings and belief dimension of an individual, it is called as **Belief Values**. In the last factor, individual's eagerness to economic independency and desire to live in easy circumstances to be monitored so it is called as **Economic Values**.

3. Life Values of Demographic Factors

In this section, whether there's difference or not of demographic factor groups over on life value factors in terms of attitudes of students was researched. Relations between demographic factors and variables added up under the name of examined factors that were stated before with the applied analysis. All hypothesis has been developed in this context.

Gender and Life Values

- *Gender-Ideal Values*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SIYASI1	Equal variances assumed	1,382	,240	-,704	596	,481	-3,801E-02	5,396E-02	-,1440	6,796E-02
	Equal variances not assumed			-,705	593,748	,481	-3,801E-02	5,395E-02	-,1440	6,794E-02
SIYASI2	Equal variances assumed	,534	,465	-,260	593	,795	-1,247E-02	4,788E-02	-,1065	8,157E-02
	Equal variances not assumed			-,261	588,959	,795	-1,247E-02	4,788E-02	-,1065	8,156E-02
TEORIK2	Equal variances assumed	,203	,653	,506	595	,613	2,454E-02	4,854E-02	-7,08E-02	,1199
	Equal variances not assumed			,506	590,318	,613	2,454E-02	4,853E-02	-7,08E-02	,1199
SOSYAL2	Equal variances assumed	6,004	,015	1,420	596	,156	6,893E-02	4,854E-02	-2,64E-02	,1642
	Equal variances not assumed			1,419	581,009	,156	6,893E-02	4,856E-02	-2,65E-02	,1643

Sig. (2-tailed) values of all variables are above 0,05. This case shows that no difference is noted in attitudes of students towards ideal values among gender groups. As a result, the hypothesis of *"There's no difference in attitudes of SDU students towards ideal value variables as per gender groups."* is accepted. Furthermore, the result of "*Gender groups did not give rise to changes of attitudes in belief and economic values*" is seen by the applied analysis.

High School which was Graduated and Life Values

- *High School – Ideal Values*

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
SIYASI1	Between Groups	6,160	6	1,027	2,394	,027
	Within Groups	253,472	591	,429		
	Total	259,632	597			
SIYASI2	Between Groups	1,229	6	,205	,599	,731
	Within Groups	201,050	588	,342		
	Total	202,279	594			
TEORIK2	Between Groups	,703	6	,117	,331	,920
	Within Groups	208,604	590	,354		
	Total	209,307	596			
SOSYAL2	Between Groups	1,262	6	,210	,594	,736
	Within Groups	209,347	591	,354		
	Total	210,609	597			

Sig. values of all variables except first one are above 0,05. No difference is noted in attitudes of students towards ideal values among high school groups. In this case, the hypothesis of "*There's no difference in attitudes of SDU students towards ideal value variables as per high school groups."* is accepted.

- *High School-Belief Values*

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
DINI1	Between Groups	10,483	6	1,747	3,115	,005
	Within Groups	328,097	585	,561		
	Total	338,579	591			
DINI2	Between Groups	9,348	6	1,558	2,036	,059
	Within Groups	448,403	586	,765		
	Total	457,750	592			
AHLAKI2	Between Groups	7,672	6	1,279	3,578	,002
	Within Groups	210,150	588	,357		
	Total	217,822	594			

Sig. values of all variables except variable DINI2 are below 0,05 at the table. This shows that there is difference in attitudes of high school groups towards belief value variables. Graduates of Regular High School, Super High School, High School in English language, Engineering High School are more sensitive than Science High School graduates as per belief value factor variables. In this case, the hypothesis of "*There's difference in attitudes of SDU students towards belief value variables as per high school groups."* is accepted.

- *High School-Economic Values*

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
EKONOMK1	Between Groups	2,248	6	,375	,530	,786
	Within Groups	417,333	590	,707		
	Total	419,581	596			
EKONOMK2	Between Groups	1,968	6	,328	,759	,602
	Within Groups	255,379	591	,432		
	Total	257,346	597			

Sig. values of all variables are above 0,05. This shows that there is no difference in attitudes of high school groups towards economic value variables. As a result, the hypothesis of "*There's no difference in attitudes of SDU students towards economic value variables as per high school groups.*" is accepted.

Faculty and Life Values

- *Faculty-Ideal Values*

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
SIYASI1	Between Groups	3,905	4	,976	2,264	,061
	Within Groups	255,728	593	,431		
	Total	259,632	597			
SIYASI2	Between Groups	3,782	4	,945	2,810	,025
	Within Groups	198,497	590	,336		
	Total	202,279	594			
TEORIK2	Between Groups	3,871	4	,968	2,789	,026
	Within Groups	205,435	592	,347		
	Total	209,307	596			
SOSYAL2	Between Groups	2,229	4	,557	1,586	,176
	Within Groups	208,379	593	,351		
	Total	210,609	597			

Sig. value of two variables is above 0,05 and for two of them it is below 0,05 at the table. When the analysis checked, no difference is noted in attitudes towards ideal values as per faculty groups. In this case, the hypothesis of "*There's no difference in attitudes of SDU students towards ideal value variables as per faculty groups.*" is accepted.

- *Faculty-Belief Values*

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
DINI1	Between Groups	2,231	4	,558	,973	,421
	Within Groups	336,348	587	,573		
	Total	338,579	591			
DINI2	Between Groups	7,367	4	1,842	2,405	,049
	Within Groups	450,383	588	,766		
	Total	457,750	592			
AHLAKI2	Between Groups	5,032	4	1,258	3,488	,008
	Within Groups	212,790	590	,361		
	Total	217,822	594			

Sig. value of two variables is below 0,05 and one variable's value is above 0,05 at the table. This shows that there is difference predominantly in belief values factors among faculty groups. Students of Engineering Faculty and Economics and Business Administration Faculty are more sensitive than the students of Technical Education Faculty and students of Business College are more sensitive than students of Engineering Faculty. In this case, the hypothesis of "*There's difference in attitudes of SDU students towards belief value variables as per faculty groups.*" is accepted.

- *Faculty-Economic Values*

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
EKONOMK1	Between Groups	4,487	4	1,122	1,600	,173
	Within Groups	415,094	592	,701		
	Total	419,581	596			
EKONOMK2	Between Groups	3,328	4	,832	1,942	,102
	Within Groups	254,018	593	,428		
	Total	257,346	597			

One variable's Sig. value is below 0,5 and other is above 0,05 at the table. According to the results of the analysis, a significant difference is not observed among faculty groups. In this case, the hypothesis of "*There's no difference in attitudes of SDU students towards economic value variables as per faculty groups.*" is accepted.

Class and Life Values

- *Class-Ideal Values*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SIYASI1	Equal variances assumed	1,038	,309	,659	596	,510	3,557E-02	5,396E-02	-7,04E-02	,1415
	Equal variances not assumed			,659	593,729	,510	3,557E-02	5,397E-02	-7,04E-02	,1416
SIYASI2	Equal variances assumed	,040	,841	-,120	593	,904	-5,751E-03	4,789E-02	-9,98E-02	8,830E-02
	Equal variances not assumed			-,120	587,208	,904	-5,751E-03	4,789E-02	-9,98E-02	8,831E-02
TEORIK2	Equal variances assumed	2,746	,098	-,737	595	,462	-3,576E-02	4,853E-02	-,1311	5,955E-02
	Equal variances not assumed			-,737	591,151	,461	-3,576E-02	4,852E-02	-,1310	5,953E-02
SOSYAL2	Equal variances assumed	,481	,488	,317	596	,751	1,541E-02	4,861E-02	-8,01E-02	,1109
	Equal variances not assumed			,317	590,939	,751	1,541E-02	4,863E-02	-8,01E-02	,1109

Attitude difference is not noted between first classes and senior(last) classes for ideal values at the table. Because all p values are above 0,05 and their group average is so close to each other. This case represents that class groups do not set forth different attitudes among ideal value variables. As a result, the hypothesis of "*There's no difference in attitudes of SDU students towards ideal value variables as per class groups.*" is accepted.

- *Class-Belief Values*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
DINI1	Equal variances assumed	4,766	,029	-1,375	590	,170	-8,549E-02	6,217E-02	-,2076	3,661E-02
	Equal variances not assumed			-1,377	574,124	,169	-8,549E-02	6,210E-02	-,2075	3,647E-02
DINI2	Equal variances assumed	3,332	,068	-,966	591	,334	-6,980E-02	7,222E-02	-,2116	7,205E-02
	Equal variances not assumed			-,967	577,980	,334	-6,980E-02	7,217E-02	-,2115	7,194E-02
AHLAKI2	Equal variances assumed	1,211	,272	-,766	593	,444	-3,807E-02	4,967E-02	-,1356	5,948E-02
	Equal variances not assumed			-,766	592,974	,444	-3,807E-02	4,966E-02	-,1356	5,947E-02

Sig.(2-tailed) values of variables at the table are above 0,05. This represents that there is no attitude difference among belief value variables as per class groups. As a result, the hypothesis of "*There's no difference in attitudes of SDU students towards belief value variables as per class groups."* is accepted.

- *Class-Economic Values*

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
EKONOMK1	Equal variances assumed	,154	,695	1,795	595	,073	,1230	6,855E-02	-1,16E-02	,2577
	Equal variances not assumed			1,795	591,740	,073	,1230	6,856E-02	-1,16E-02	,2577
EKONOMK2	Equal variances assumed	11,229	,001	2,609	596	,009	,1394	5,344E-02	3,449E-02	,2444
	Equal variances not assumed			2,608	583,728	,009	,1394	5,346E-02	3,444E-02	,2444

First variable's p value is above 0,05, second variable's p value is below 0,05 at the table. When T values are checked, first classes are more sensitive to economic values than senior(last) classes. This case shows that there's attitude difference towards economic values among class groups. As a result, the hypothesis of "*There's difference in attitudes of SDU students towards economic value variables as per class groups."* is accepted.

Place of Birth and Life Values

- *Place of Birth-Ideal Values*

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
SIYASI1	Between Groups	2,645	7	,378	,865	,534
	Within Groups	256,784	588	,437		
	Total	259,430	595			
SIYASI2	Between Groups	1,539	7	,220	,641	,722
	Within Groups	200,572	585	,343		
	Total	202,111	592			
TEORIK2	Between Groups	4,668	7	,667	1,918	,064
	Within Groups	204,078	587	,348		
	Total	208,746	594			
SOSYAL2	Between Groups	2,432	7	,347	,982	,443
	Within Groups	207,991	588	,354		
	Total	210,423	595			

No difference is noted from the table among the students who came from different regions. Reason for this is, Sig. values of all statements are above 0,05. This represents that despite birth places are different, student groups do not set forth different attitude among ideal value variables. As a result, the hypothesis of "*There's no difference in attitudes of SDU students towards ideal value variables as per place of birth groups.*" is accepted. Moreover, the analysis shows that there's no difference in attitude towards belief and economic values among place of birth groups.

Place to Live and Life Values

- *Place to Live as of now-Ideal Values*

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
SIYASI1	Between Groups	12,185	5	2,437	5,808	,000
	Within Groups	247,143	589	,420		
	Total	259,328	594			
SIYASI2	Between Groups	4,880	5	,976	2,901	,013
	Within Groups	197,147	586	,336		
	Total	202,027	591			
TEORIK2	Between Groups	3,025	5	,605	1,727	,126
	Within Groups	205,960	588	,350		
	Total	208,985	593			
SOSYAL2	Between Groups	9,038	5	1,808	5,289	,000
	Within Groups	201,292	589	,342		
	Total	210,329	594			

Although one variable's Sig. value is above 0,05, three variables' value is below 0,05. This case is the indicator of having difference predominantly in ideal values factors among place groups. Students staying at dormitories or at parent's place are more sensitive to ideal values than the ones staying alone. In this case, the hypothesis of "*There's difference in attitudes of SDU students towards ideal value variables as per place to live groups.*" is accepted.

- *Place to Live as of now-Belief Values*

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
DINI1	Between Groups	6,351	5	1,270	2,234	,050
	Within Groups	331,537	583	,569		
	Total	337,888	588			
DINI2	Between Groups	28,537	5	5,707	7,817	,000
	Within Groups	426,385	584	,730		
	Total	454,922	589			
AHLAKI2	Between Groups	3,629	5	,726	1,992	,078
	Within Groups	213,491	586	,364		
	Total	217,120	591			

First variable's Sig. value is 0,05, although second variable's Sig. value is below 0,05, one of those variables' value is above 0,05. This case is the indicator of having difference in belief values factors among place to live groups. Students staying at dormitories, at parent's place, with friends and at other places (guest house, etc.) are observed to be more sensitive than the ones staying alone. In this case, the hypothesis of "*There's difference in attitudes of SDU students towards belief value variables as per place to live groups."* is accepted.

- *Place to Live as of now-Economic Values*

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
EKONOMK1	Between Groups	5,674	5	1,135	1,617	,154
	Within Groups	412,765	588	,702		
	Total	418,439	593			
EKONOMK2	Between Groups	2,848	5	,570	1,322	,253
	Within Groups	253,831	589	,431		
	Total	256,679	594			

All variables' Sig. values are above 0,05. This represents that students within place to live groups do not set forth different attitudes to economic value variables. As a result, the hypothesis of "*There's no difference in attitudes of SDU students towards economic value variables as per place to live groups."* is accepted.

Results

Acording to the results of the research, the relation with Life Values and Demographic Factors is as follows.

- A result with attitude difference is not seen in terms of grouping between life values and gender factor. Male and female students do not show different attitudes in life value factors like; Ideal, Belief and Economic Values.
- Where the hypothesis was set as differing in high schools types-engage very important place for education in the life of students- may have effect in value judgements, the achieved results represent the difference in grouping. As a result, there is difference in attitudes towards life values among high school groups.
- According to the analysis results about life values could be commented in a different way as per the cases of faculty groups, it can be said that there is difference in point of view. Results like differing in being educated in separate faculties have effect on belief values which is a factor of life values.
- According to the test results about different attitudes may occur in life values in terms of being educated in first grade or senior(last) grade, it can be said that there is difference in point of view. It is observed that there is

attitude difference only in economic values in terms of differences of classes of the students. Based on this case, it is observed that first grade students are more sensitive than senior(last) grade students to economic values.

- A result with attitude difference is not seen in terms of grouping between life values and birth place factor.
- According to the hypothesis test results, where the hypothesis was set as, if selected places where the students are staying cause any differences on their thoughts for life values or not; it is observed that there is difference in attitudes towards the subject of Ideal and Belief values which have the most highest and second highest variant value of the students' life values. With these factors, it is observed that the students, staying at dormitory or with parents, are more sensitive to ideal values than the ones staying alone. It is observed that the students, staying at dormitory, with parents, with friends and other places (guest house, etc.) are more sensitive to the factor of belief values than the ones staying alone. It is observed that the students who are staying alone are showing dissimilar attitude than other groups in both factors. Circumstances/environment of the place to live may effect individuals' point of view to life. As a result, the places where students are living as of now cause differences in attitudes on life values.

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