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Адрес редакции

г. Казань, 420021,
ул. М. Межлаука, д. 1
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samorazvitie@mail.ru

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Contact

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Russian Federation
+7 (843) 221 3475, +7 (917) 904 9885
samorazvitie@mail.ru

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федерального университета
(Казань, Россия)
zeleewy@yandex.ru

Елена Владимировна Асафова

Кандидат биологических наук, доцент
кафедры педагогики высшей школы
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Investigation of Conservatory Students' Perceptions of Value in Terms of Different Variables

Sibel Çelik¹, Tülün Malkoç², Hakan Bağcı³

¹ Dicle University, Diyarbakir, Turkey

E-mail: sibelcelik@mail.ru

ORCID: <https://orcid.org/0000-0002-8177-9946>

² Marmara University, Istanbul, Turkey

E-mail: tmalkoc@marmara.edu.tr

ORCID: <https://orcid.org/0000-0002-4276-8574>

³ Kocaeli University, Kocaeli, Turkey

E-mail: hakan.bagci@kocaeli.edu.tr

ORCID: <https://orcid.org/0000-0001-5312-3168>

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Abstract

There are various factors that affect people's perceptions, attitudes, and behaviours. One of these factors is the values that individuals have. Human values are widely being used as a notion in many disciplines. The aim of this study was to investigate the human values of conservatory students. The research group consisted of 204 conservatory students at the Dicle University State Conservatory and Gaziantep University Turkish Music Conservatory enrolled in the 2019-2020 academic year. In this study, the data of the research were used with a personal information form and the "The Human Values Scale" developed by Dilmaç, Arıcak & Cesur (2014). The data obtained were analysed with the SPSS 22 program. Descriptive analysis, Independent Group t-test, One-Way Analysis of Variance (ANOVA), Pearson Correlation Coefficient were used in quantitative data analysis. The findings showed that with respect to gender, a significant difference was not found in conservatory students' human values by t-test result. According to the findings, conservatory students' most important values are human dignity, social, freedom and futuwwat & courage. On the other hand, conservatory students' the least important values are materialistic. Similarly, according to the variables of age and departments, significant differences were not found in conservatory students' human values as shown by ANOVA test. Relationships among the sub-dimensions of the values scale has been determined statistically significant and strong except from between the human dignity and romantic values sub-dimension and between the materialistic values and futuwwat & courage sub-dimensions. It has been observed that participating students' human values are above the average. This information reveals that conservatory students' human values are at superior level.

Keywords: human values, conservatory students, music students.

Изучение представлений студентов консерватории о ценностях с точки зрения различных переменных

Сибель Челик¹, Тюлюн Малкоч², Хакан Багчи³

¹ Университет Дикле, Диярбакыр, Турция

E-mail: sibelcelik@mail.ru

ORCID: <https://orcid.org/0000-0002-8177-9946>

² Университет Мармара, Стамбул, Турция

E-mail: tmalkoc@marmara.edu.tr

ORCID: <https://orcid.org/0000-0002-4276-8574>

³ Университет Коджаэли, Коджаэли, Турция

E-mail: hakan.bagci@kocaeli.edu.tr

ORCID: <https://orcid.org/0000-0001-5312-3168>

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Аннотация

Существует различные факторы, которые влияют на восприятие, отношение и поведение людей. Одним из таких факторов являются ценности. Понятие «человеческие ценности» широко используется во многих дисциплинах. Целью исследования является изучение ценностей студентов консерватории. В исследовании приняли участие 204 студентов Государственной консерватории при университете Дикле и Консерватории турецкой музыки при Газиантипском университете. Сбор данных осуществлялся с помощью анкеты персональных данных и Шкалы человеческих ценностей, разработанной Dilmaç, Arıcaç и Cesur (2014). Анализ данных проводился в программе SPSS 22. Для обработки количественных данных использовались описательный анализ, t-тест для независимых переменных, однофакторный дисперсионный анализ (ANOVA) и коэффициент корреляции Пирсона. По результатам t-теста существенной гендерной разницы в ценностях студентов консерватории не было обнаружено. Согласно полученным данным, наиболее важными ценностями для студентов являются человеческое достоинство, социальная ответственность, свобода и мужество. Наименьшую ценность для участников исследования имеют материальные вещи. Значительных различий в ценностях студентов с учетом их возраста и факультета обучения не было выявлено. Между подшкалами прослеживается статистически значимая взаимосвязь, за исключением взаимосвязи между подшкалами «человеческое достоинство» и «романтические отношения», а также между материальными ценностями и мужеством. Авторы пришли к выводу, что человеческие ценности студентов консерватории находятся на высоком уровне.

Ключевые слова: человеческие ценности, студенты консерватории, студенты-музыканты.

Introduction

Human values are progressively being used as a notion in a wide range of fields, including psychology, sociology, anthropology, science, and technology studies in addition to education. Human values have been significant elements for social scientists exploring various social, psychological, economic, and political phenomena (Hitlin, 2003). Since they develop and evolve in a social context, values can be considered as a link between self and society (Rokeach, 1973) and therefore, values are a unique psychological construct that are prominent antecedents to decision-making and behaviour at the individual and societal levels of analysis.

On the other hand, sociologists' views on values have been shaped by the views of Weber (1985), Parsons (1968), and Durkheim (1992), but sociology's interest in values has changed periodically. Since the 1990s, field studies on values have accelerated again, and empirical studies have focused on comparing intercultural value orientations, examining the relationship between values and behaviour patterns, and value conflicts (Wuthnow, 2008).

Hofstede (2001) argues that values are a part of the culture, and even the system of values is the basic element of culture. Views on values in society may differ because there are superiority and priority relationships among values. Schwartz (2006) supports the culture that supports Hofstede saying that the concept is formed in the center of values and defining it as a rich mixture of common beliefs, practices, symbols, norms, and values among people in a society. For example, dominant values have been those that exceed the individual and are of general interest. Value means the monetary equivalent of something, its quality, or the definition of a variable by number, as described by the material and moral factors that a nation has, according to the Turkish Language Association Dictionary (TDK, 2019).

“Values, serving to guide him in a person's life, desirable as cross-state goals”. Here, the characteristics of the values beyond the situations, the breadth, continuity, and importance of its scope come to the fore (Schwartz, 1996).

Human beings continue their unique rules by continuing values in social life. The culture that forms the society/social/economic values with a broad sense of content also covers material and spiritual elements in scientific fields. It may differ from society to society or it can be adopted by societies; however, each individual may have different value patterns.

Human values as a notion are typically used daily. Values are also used in such fields as anthropology, science, and technology studies, including psychology, sociology. However, the use of this concept differs greatly in these different fields, and several different tools have been developed separately to measure it.

The German educational philosopher Spranger (1928) first used value testing in psychology. Spranger tried to divide his subjects into personality types according to the dominant value in each and said that anyone can fall into one of the six basic value types. Inspired by Spranger, Allport, Vernon and Lindzey (1960) made a major “Study of Values”. These values form six groups: aesthetic, theoretical, economic, political, social, and religious values.

Allport and Vernon (1931) viewed values as dynamic and motivational dispositions, as a personality construct to define individual differences. Allport and colleagues identified six types of values. Those are theoretical, economic, aesthetic, social, political, and religious, with a behavioural tool designed to measure values. Although little studied in the research, this tool has remained popular in counselling and guidance for over fifty years.

Although there are other scales to determine human values, Dilmac, Aricak and Cesur (2014) developed the Values Scale proprietary for adult Turkish culture.

Values determine whether the behaviour of individuals in the society is accepted or not accepted in the society and give individuals an idea about whether or not to follow these patterns of behaviour (Göldağ, 2015). Indeed, in terms of individuals, there is a sort of “perception – attitude – behaviour” according to the rumored rule of the psychological approach. Values form a common point both individually and socially. They allow for individual perception, attitude and behaviour to be transformed into norm, mentality and culture in the social sense.



Figure 1. Schwartz value circumplex (Schwartz, 2012)

Culture and its core values play a prominent role in figuring out a society's manners. The purpose of this study is to define what values conservatory students have, and whether these values differ significantly according to the variables of gender, age, university, department. Values are not inherited; they are formed as a result of learning. Value formation begins in childhood and increases with age. Socio-economic level plays a significant role in the formation of common values. The individual develops values suitable for the characteristics of the environment (Rokeach, 1973). Therefore, the environment people live in is one of the most important factors for value embodiment. Therewithal, the values that people have change according to the society they live in. This research attempted to determine the level of the conservatory students' values in term of certain variables. The aim of this study was to examine the human values of conservatory students. Within this framework, the following research questions were identified:

- What are the levels of human values of conservatory students?
- Do the values of conservatory students show a significant difference according to gender, university, department, and age groups?
- Is there a significant correlation among human values sub-dimensions of conservatory students?

Materials and Methods

This research is patterned according to the surveying model, which is one of the quantitative research methods. Quantitative research methods enterprise to explore the relationship between some variables by using numerical data and statistical analysis procedures to obtain generalizable results from a large sample size (Dörnyei, 2007). The surveying model is the scientific research method that is carried out to understand the specific features of a universe in general (Johnson & Christensen, 2000). A relational surveying model is used to identify the existence of co-variation between two or more variables, called the aiming screening approach. In the relational surveying design, the variables together determine whether it has changed. If there is a change, efforts are made to explore how it happened (Karasar, 2011). Sampling provides its own judgment about the selection of the aims of the researchers, with the sampling most suitable for the purpose (Balci, 2010), with purposive sampling used in this research.

Two hundred and four students from Dicle University State Conservatory and Gaziantep University Turkish Music State Conservatory participated in this study.

Respondents participated voluntarily. This study included all grades of Music Sciences, Turkish Folk Dances and the Voice Training Department. The data was gathered during 2019-2020 academic year. 48.5% of the students in the study population were male, 51.5% – female.

Table 1. Participants' demographic data

Demographic Variables	Categories	n	%
Gender	Male	99	48.5
	Female	105	51.5
Age	18-21	34	16.7
	21-24	80	39.2
	24-27	52	25.5
	27+	38	18.6
University	Dicle	86	42.2
	Gaziantep	118	57.8
Department	Voice Training	80	39.2
	Music Sciences	80	39.2
	Turkish Folk Dances	44	21.6
	Total	204	100

Data Collection Tools

A demographics questionnaire was used to gather data about participants' background characteristics such as age, gender, university, department. Data was collected by dint of "The Human Values Scale", originally developed by Dilmaç, Arıcağ and Cesur (2014). The Human Values Scale is a ten-point Likert scale instrument with nine subsections: Social Values (10 items), Career Values (5 items), Intellectual Values (6 items), Spiritual Values (4 items), Materialistic Values (3 items), Human Dignity (3 items), Romantic Values (3 items), Freedom (3 items) and Futuwwat/munificience & courage (2 items).

Students are required to rate themselves between 0 (it does not matter) to 9 (very important) points for each item. The validity and reliability of the original instrument were tested by Dilmaç, Arıcağ and Cesur (2014). The Cronbach's alpha internal consistency coefficient of the scale containing 39 items and nine sub-dimensions was calculated to be Social Values to .90, Career Values to .80, Intellectual Values to .78, Spiritual Values to .81, Materialistic Values to .78, Human Dignity to .61, Romantic Values to .66, Freedom to .65 and Futuwwat/munificience & courage to .63.

According to Taber (2018), the reliability coefficient ranged between .87 and .70 and higher is usually regarded as the satisfactory test scores. Accordingly, it can be said that the measuring tool is reliable. In this study, Cronbach Alpha reliability value of the scale was determined as .85.

Analysis

The data collection tools used in the student study have been reviewed individually by the researchers, after response to scale implementation. The SPSS program was used to analyse the data. The data was distributed normally. Before performing the analysis, the Kolmogorov-Smirnov test was carried out to control the compatibility of the data with normal distribution. Normality analysis was performed before comparing variables. Since skewness and kurtosis values are between -2 and +2, variables were assumed to have a normal distribution (George & Mallery, 2010) Accordingly, parametric tests were used.

As a result of analysis, it was seen that the data showed normal distribution ($p < .05$). Descriptive data analysis were run in SPSS 22 program; t-test, one-way analysis of variance

(ANOVA) and Pearson Correlation Coefficient were performed. After the analysis of the data distribution (Levene > 0.05), it was determined that the data were homogeneous.

Results

Table 2. Descriptive Statistics of Participants' Scores for the Sub-Dimensions of the Values Scale

Values Sub-dimensions	$X_{min.}$	$X_{max.}$	\bar{X}	$X_{sd.}$	$X_{skewness.}$	$X_{kurtosis}$
Social Values	4.6	9	8.21	.963	-1.32	1.78
Career Values	2.8	9	7.82	1.17	-1.00	0.64
Intellectual Values	2.8	9	7.64	1.42	-1.10	0.97
Spiritual Values	0	9	6.53	2.15	-0.25	-1.09
Materialistic Values	0	9	5.83	2.13	-0.76	0.21
Human Dignity	3.6	9	8.23	1.14	-1.34	1.43
Romantic Values	0	9	6.00	2.59	-0.67	-0.25
Freedom	4.3	9	8.10	1.09	-1.89	6.27
Futuwwat & Courage	3.0	9	8.00	1.23	-0.73	-0.32

According to Table 2, conservatory students' most important values were human dignity, social, freedom and futuwwat & courage. The scores obtained by conservatory students for human dignity of humanity varied between 3.6 and 9 ($\bar{X}=8.23$, $SD=1.14$); the Social Value sub-dimension ranged from 4.6 to 9 ($\bar{X}=8.21$, $SD=.963$); 4.3 to 9 ($\bar{X}=8.10$, $SD=1.09$), for the freedom sub-dimension.

Conversely, as for the participants' least important values, the scores they obtained for the spirituality sub-dimension ranged from 0 to 9 ($\bar{X}=5.83$, $SD=2.13$); Materialistic values sub-dimension ranged from 0 to 9 ($\bar{X}=5.83$, $SD=2.13$).

Table 3. Values of conservatory students' according to gender

T-Test							
Scale	Gender	n	mean	SD	t	df	p
Social Values	Male	99	8.18	1.042	-.485	202	.628
	Female	105	8.25	.885			
Career Values	Male	99	7.82	1.259	-.097	202	.923
	Female	105	7.83	1.092			
Intellectual Values	Male	99	7.75	1.425	1.054	202	.293
	Female	105	7.54	1.428			
Spiritual Values	Male	99	6.69	2.164	1.016	202	.311
	Female	105	6.39	2.143			
Materialistic Values	Male	99	5.77	2.331	-.349	202	.728
	Female	105	5.88	1.950			
Human Dignity	Male	99	8.37	1.135	1.678	202	.095
	Female	105	8.10	1.152			
Romantic Values	Male	99	6.25	2.359	1.363	202	.174
	Female	105	5.76	2.784			

Freedom	Male	99	8.17	1.084	.935	202	.351
	Female	105	8.03	1.104			
Futuwwat & courage	Male	99	8.02	1.291	.198	202	.843
	Female	105	7.98	1.193			
Human Values Total Score	Male	99	7.58	1.077	.737	202	.462
	Female	105	7.48	.960			

*p<0.05

According to t-test analysing, there was no significant difference between genders. [t(105)=-.485, p > 0.05].

Table 4. Findings Regarding Comparison of Conservatory Students' Perceptions of Value According to Departments

One Way Variance Analysis (ANOVA)

Scale		Sum of Squares	df	Mean Square	f	Sig.
Social Values	Between Groups	0.42	2	0.21	0.22	0.79
	Within Groups	187.90	201	0.93		
	Total	188.32	203			
Career Values	Between Groups	0.34	2	0.17	0.12	0.88
	Within Groups	279.29	201	1.39		
	Total	279.63	203			
Intellectual Values	Between Groups	1.85	2	0.92	0.45	0.63
	Within Groups	411.93	201	2.04		
	Total	413.78	203			
Spiritual Values	Between Groups	3.52	2	1.76	0.37	0.68
	Within Groups	938.04	201	4.66		
	Total	941.56	203			
Materialistic Values	Between Groups	8.61	2	4.30	0.94	0.39
	Within Groups	920.38	201	4.57		
	Total	928.99	203			
Human Dignity	Between Groups	0.48	2	0.24	0.18	0.83
	Within Groups	267.55	201	1.33		
	Total	268.03	203			
Romantic Values	Between Groups	35.18	2	17.59	2.66	0.07
	Within Groups	1329.15	201	6.61		
	Total	1364.33	203			
Freedom	Between Groups	4.25	2	2.12	1.79	0.17
	Within Groups	238.76	201	1.18		
	Total	243.01	203			
Futuwwat & courage	Between Groups	4.08	2	2.04	1.33	0.26
	Within Groups	307.66	201	1.53		
	Total	311.74	203			
Human Values Total Score	Between Groups	1.19	2	0.59	0.57	0.56
	Within Groups	209.21	201	1.04		
	Total	210.40	203			

There was no significant difference between the three different departments regarding the students' values. ($X^2(2) = 5.95$; $p < 0.05$).

Table 5. Conservatory Students' Perceptions of Values according to Age

One Way Variance Analysis (ANOVA)

<i>Values Sub-dimensions</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>f</i>	<i>Sig.</i>
Social Values	Between Groups	1.90	3	0.63	0.68	0.56
	Within Groups	186.42	200	0.93		
	Total	188.32	203			
Career Values	Between Groups	4.68	3	1.56	1.13	0.33
	Within Groups	274.94	200	1.37		
	Total	279.63	203			
Intellectual Values	Between Groups	11.76	3	3.92	1.95	0.12
	Within Groups	402.01	200	2.01		
	Total	413.78	203			
Spiritual Values	Between Groups	2.30	3	0.76	0.16	0.92
	Within Groups	939.26	200	4.69		
	Total	941.56	203			
Materialistic Values	Between Groups	1.45	3	0.48	0.10	0.95
	Within Groups	927.54	200	4.63		
	Total	928.99	203			
Human Dignity	Between Groups	4.20	3	1.40	1.06	0.36
	Within Groups	263.83	200	1.31		
	Total	268.03	203			
Romantic Values	Between Groups	44.96	3	14.98	2.27	0.08
	Within Groups	1319.36	200	6.59		
	Total	1364.33	203			
Freedom	Between Groups	7.62	3	2.54	2.16	0.09
	Within Groups	235.39	200	1.17		
	Total	243.01	203			
Futuwwat & courage	Between Groups	5.82	3	1.94	1.27	0.28
	Within Groups	305.92	200	1.53		
	Total	311.74	203			
Human Values Total	Between Groups	3.01	3	1.00	0.97	0.40
	Within Groups	207.38	200	1.03		
	Total	210.40	203			

Table 4 shows that the conservatory students' human values total score ($M=7.48$) was vaguely above the average score of the scale. It was observed that the students had high-level average values in all sub-dimensions in human value perceptions.

Table 5. The Correlation among the Sub-dimensions of the Value Scale

	Sub-Dimensions	1	2	3	4	5	6	7	8	9
1	Social Values		.622**	.647**	.604**	.324**	.479**	.192**	.728**	.528**
2	Career Values			.637**	.513**	.474**	.446**	.254**	.639**	.432**
3	Intellectual Values				.552**	.370**	.460**	.327**	.638**	.453**
4	Spiritual Values					.316**	.545**	.267**	.390**	.308**
5	Materialistic Values						.224**	.267**	.388**	.097
6	Human Dignity							.153*	.337**	.344**
7	Romaantic Values								.251**	.230*
8	Freedom									.562**
9	Futuwwat & courage									

* $p<0.05$; ** $p<0.01$

As can be seen from the table, the relationships among the 9 sub-dimensions of the Values Scale are statistically significant and strong ($p<0.01$). On the other hand, Human Dignity and Romantic Values were decreasing at the $p<0.05$ level. Additionally, there was low relationship between Materialistic Values and Futuwwat & courage sub-dimensions.

Discussion

There is much descriptive inconsistency in values-related theory and research (Rohan, 2000). Values have been used to refer to other psychological constructs such as attitudes, beliefs, norms, and behavioural self-reports (Hitlin & Piliavin, 2004).

In examining the perceptions of the students of the conservatory in terms of different variables, the following discussion process was carried out. It has been observed that the participating students' human values are above the average. This information reveals that conservatory students' human values are at a superior level. As seen from the findings, conservatory students' the most important value sub-dimensions are social, human dignity, freedom and futuwwat values. Turkey is the country that pertains the characteristics of collectivist culture (Oyserman et al., 2002). Therefore, communitarian cultures are committed to social values. The question of why the commitment to social values has increased in Turkey can be answered in various ways. The feeling of loneliness, dissatisfaction and unhappiness caused by modern values such as urbanization, poverty, individuality, and the perception that there are threats to the future of the state in the country in recent times may have increased the commitment of young people to social values. Conversely, conservatory students attach the least importance to materialistic and romantic values. Çelik (2021) also found similar findings in pre-service music teachers. Spiritual, romantic, and materialistic values were seen as least important. According to the research conducted by Kuşdil and Kağıtçıbaşı (2000), the value orientation of "being religious" is in the lower order of importance for Turkish teachers. This finding supports the fact that the spirituality value of conservatory students is low. Another value that conservatory students have considered important is human dignity which comes out as a result of getting one's right. Kaboğlu (1994) pointed out that freedom, equality, human dignity values were foundational concepts and elements of liberty and they were closely

related to each other. According to him, without human dignity established, freedom and equality cannot be. Therefore, human dignity values are the principal of freedom and equality in democratic societies.

According to Dilmaç and colleagues (2008), prospective teachers consider universality, security, kindness, and self-direction as the most important values.

In another study, Izgar and colleagues (2018) found significant differences in value sub-dimensions of preservice teachers. Social, spiritual, freedom, futuwwat, human dignity, romantic, materialistic, and career values sub-dimensions were found significantly low, except for intellectual and social values sub-dimensions of pre-service teachers.

Schwartz (2012) used the value scale in his research, and it was found that pre-service teachers had high level of perceptions of values. The three most important values of pre-service teachers were universalism, reliability, and self-direction. The least important values were power, success, and tradition. It was observed that the value scores of the pre-service classroom and music teachers showed substantial differences according to their scores. Statistically significant differences were observed in all values except for achievement, hedonism. It was found that all value scores of the male pre-service classroom and music teachers, except for the power value, differed significantly compared to female. When basic values such as self-transcendence, openness to change, protection, and self-development were compared in terms of gender, it was established that female pre-service teachers had higher scores than males in all values (Saracaloğlu et al., 2018).

On the other hand, another research (Saroglou & Muñoz-García 2008) found that the religiosity-spiritual dimension was only positively related to the benevolence sub-dimension and negatively related to power and success. There is a requirement for more studies on different correlation patterns and value-religiousness relations for religiosity dimensions. It can be considered normal that the values of conservatory students differ significantly. Influencing the formation of the value system in individuals, factors such as family, cultural environment, education can cause the individual to be shaped. In another study conducted with physical education pre-service teachers (Yalız Solmaz, 2018), freedom was determined as the most important value and materialistic values were determined as the least important. Although the findings were not similar in the context of this research, it has been revealed that human dignity and freedom values were the basic values that shaped the lives of pre-service teachers. In this research (Yapıcı & Zengin, 2003), the value preferences of theology faculty students did not show a significant difference according to gender. The priority of value judgments and preferences of those who receive religious education is a theme identified in some studies (Allport, 1968).

According to the results of the research, university students primarily attach importance to individual and then, social values. On the other hand, they do not want to have authority in the society and do not care about being rich. The gender differences obtained in line with the results of the research show that the Turkish society structure is a male-dominated society. In the context of the research questions, conservatory students' human values showed no significant difference according to gender, age, department, and university. It can be inferred that the socio-demographic characteristics of the students participating in the survey also played a role in revealing such results. Çelik (2021) found that there is a significant difference in favour of girls in the social value sub-dimension.

Bulut (2018) concluded that there is a positive linear relationship between the values that university students have and their psychological well-being. Therefore, values and well-being influence each other. Burroughs & Rindfleisch (2002) also found a negative relationship in their studies investigating the relationship between materialism as a value and well-being. Conservatory students' the least important values were materialistic. Brown and Kasser (2002) found that the relationship between students' material values

and their well-being is a significant negative relationship. It has been observed that the level of well-being and happiness of students who internalize material values decrease.

With regard to the university classification, it was found that the majority of respondents were from Voice Training and Music Sciences Departments; 39.2% (80 participants) were divided into two departments. The minority of participants were from Turkish Folk Dances Department (21.6%). In the research literature, there are no papers related to values of conservatory students or music education students. Therefore, this should support any research regarding the values of music education students or conservatory students. At such universities, traditional music education is provided in terms of course content and curriculum. Participants value orientations has been naturally concluded. Namely, human dignity, social, freedom and futuwwat & courage value sub-dimensions were seen directly proportional. Likewise, research should be gradually conducted at institutions that provide education with a classical music curriculum, and the data should be compared to each other in term of certain set of variables. Values are shaped via upbringing, environment, education, and more.

The research conducted with Mexican university students (Cisneros Concha et al., 2018) showed that the core values of hedonism, benevolence, and self-direction were highly preferred by the students. Additionally, universality, encouragement, power, security, and tradition were below the average preference level. These findings are also in line with the research conducted by García and Medina (2010) who state that students' creativity, independence, and development of freedom are the most important values. Society structure, environment, religion, and other variables might shape and evaluate values; therefore, human values can be seen differently among people.

Values, according to a gender variable, may vary depending on social structures. In this research, a gender variable does not show any differences regarding human values. Other studies also indicated that values do not differ significantly depending on gender (Aktay, 2008; Arslan, 2006; Astill, 2002; Dilmaç et al., 2008; Dilmaç et al., 2009; Yılmaz, 2009). Baş and Hamarta (2015) found differences among female university students regarding sub-dimensions of values which are social, career, spiritual, intellectual, human dignity, and freedom. In this context, research is required to determine the effect of gender on human values by considering different variables. It is possible for human values to change regionally in relation to the environment in which they grow up. Two universities in Turkey's Southeast Anatolia participated in this study. Similar value judgments and cultures can be seen regionally.

Conclusions

Personal values are important as a fundamental aspect of personality and self. It develops with a hierarchy of priorities in the early stages of life. It can remain constant as a set of principles that guide the person throughout life. Conducting studies supported by interdisciplinary research integrated with other fields such as sociology and psychology can contribute to the field.

Limitations

This study focused on the human values of conservatory students and whether they changed according to a set of variables This research has some limitations. The sample group consisted only of conservatory students and was limited to two universities. Descriptive studies can be made by expanding the sample group in the future research. Since it was carried out in Diyarbakir and Gaziantep, the findings can be generalized to Dicle University, Gaziantep University, and universities with similar characteristics. To

interpret the findings more accurately, similar studies should be conducted in universities located in metropolitan cities/metropolitan areas.

Conflict of interest

The authors declare that there is no conflict of interest in this article. The study was carried out without funding from any institution.

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