

Development of a Turkish Respect Inventory for Values Education: Validity and Reliability

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Abstract: The purpose of this study, a comprehensive format and a Likert scale to develop respect. For this purpose, a list was created by a broad review of the literature. In addition, 260 volunteer participants, "What do you respect?", "What do you think a sense of respect?", "Do you think respect is the behavior?" Were asked to answer questions? These open-ended questions and 70 answers given classified material formed. 5-grade Likert scale items and the scale format is built to be answered and the printing of instruction were made accordingly. Rating, 'No, not appropriate' (1), 'not very appropriate' (2), 'appropriate' (3), 'quite appropriate' (4), 'is completely appropriate' (5) are made in the form and scored. 37 articles of the scale, 33 percent expressed the opposite direction to be calculated and thus protected against response bias. These substances with the Guidance and Counseling Department of Educational Sciences expert group of 15 faculty members, giving a sense of respect and behavior, with the sentences that were asked about to what extent. Arrangements have been made in accordance with suggestions and criticisms from experts. 70-item scale used for this purpose, data from the determination of what substances they are statistically oriented works made a review of item analysis. As a result of the analysis applied to the second stage of this matter, the lower and upper end groups that can not be distinguished as a significant item in addition to 13, even if relatively low t values to distinguish item - total correlations .40's or below the scale were less than 10 items marked. Thus, the remaining 47 item scale, the lowest item - total correlation was .40, the t values of these substances varied between 3.64 and 10.16. In addition, internal consistency $\alpha = .88$, while the pool of Article 70, Article 47 The internal consistency of the resulting scale was $\alpha = .91$. In this way, with very high reliability of a new 47-item scale has been reached.

Key words: Respect • Values education • Validity • Reliability

INTRODUCTION

Values are the generalized, basic moral principles or beliefs reflecting the objectives and benefits; accepted to be appropriate and essential for maintaining the existence, unity, operation and continuity of a social group or society by the majority of its members [1-19]. Value is an abstract measurement unit for describing the importance of concrete or abstract concepts; it is a word which describes the state and importance of animate and inanimate things, events, facts [2]. Values are standards, beliefs or moral principles accepted by the individual or social group [3]. In brief, value could be defined as a preference determining the life perspective and objectives, influencing the decisions taken, reflecting the beliefs and

forming principles [4]. Individuals who have good values possess good characteristics [5-20].

Character can be defined as the collection of various spiritual skills in an individual in a special way. Character is comprised of and evaluated by the environment's social values and ethical rules. Character changes and develops due to time, events and education [6].

Character reflects a much more diverse concept than attitudes, behaviors, motivations and characteristics. It is much more than refraining from social behaviors unaccepted by the society. Character may be defined as the development of the individual's social, intellectual, cognitive and moral insight [7]. It is also necessary to emphasize the social aspect of the character. Character incorporates the individual's willingness to do his/her

best for the good of the others, moral ideas, behaviors like being honest and responsible in various conditions, personal and emotional features which bring about effective approaches and social commitment. Good character enables one to contribute to the society with positive values and lead a democratic, equal and respectful lifestyle [7].

A group of young leader educators and ethics teachers came together in Aspen, Colorado in 1992 in order to make a plan for teaching ethics. In the Aspen Declaration, which was declared at the end of this meeting, the six values which formed the basic values of democratic societies were described: honesty, respect, responsibility, justice, affection and citizenship. With the synthesis of these and other resources, a list of 14 self-values was formed for the renovation of character education in America. In the Aspen Declaration, the democratic societies' basic values were described by 14 self-values: respect, honesty, sympathy, democracy, freedom, hope, justice, love, loyalty, moral courage, responsibility, philanthropy, self-control, accuracy [8-21]. In this regard, respect stands out as the most essential value and characteristic to be possessed.

Respect means the feeling of love, reverence leading one to behave carefully, attentively, moderately towards an individual or a thing due to their superiority, age, usefulness, holiness [9]. Respect is to exhibit an attitude which reflects awareness of the related institution, individual's feelings and to adopt an appropriate behavioral style, attitude. Respect usually involves considering the rights, values, beliefs and every aspect of the thing or existence communicated with and approaching them without prejudice [10]. It is an emotion which is a mixture of love and commitment. It is to respect something. It is an emotion which stems from attaching importance to someone and results in behaving in a way that expresses the value given to that individual. It is valuing something. It is attaching importance to some things and avoiding hurting them. It is a feeling of glorifying things which are considered to be holy. It is showing one's appreciation. It is the feeling of love which leads one to act attentively and prudently towards someone due to accepting its superiority, usefulness and holiness. Appreciation is to respect. It is a feeling which forces someone to show affection and sympathy towards someone and act with sacrifice when necessary [11]. In psychology literature, responsibility is also described in a very different, way unique. For example, Yalom [12] says the individual having self responsibility is respectful to both himself and others [13].

Respect is to make someone feel that we think about him/her. It is to accept the differences whatever the people's language, race or gender is. Respect is a bond which transforms the negativities among people to positive as well as being the most beautiful communication gate between people. It is to value oneself and others, being appreciated by the environment [14]. Respect is to make someone feel that we think about him/her. It is to accept the differences whatever the people's language, race or gender is. Respect is a bond which transforms the negativities among people to positive as well as being the most beautiful communication gate between people. It is to value oneself and others, being appreciated by the environment. Respect towards the human, thought, labor, nature, ancestors, the disabled, variety, society, environment, animals, history, holy values and private life, confidentiality, the self, the rights [15].

Being respectful is one of the basic characteristics that one should possess. Respect is being aware of the border between one's own personality and that of the others' and caring about the other's rights even though it contradicts his/her own. If one is to assume a society of healthy people respecting the humans and thoughts, glorifying humanistic values, aware of the action's power, respectful to rights and freedom, sensitive to country and world problems and being guided only by truth, s/he should risk encountering every challenge in reaching it. For a society and state possessing the aforementioned qualities will have guaranteed its place as a powerful and respected society and state. Children should live with democratic parents until their adolescence. Young people should pass through adolescence freely and with the support of their families. Positive attitudes and behaviors on the part of the family are very important in this period which is the last phase of identity formation. Authoritarian and neglectful attitudes from the parents can lead to an unhealthy personality and a low level of self esteem [16].

In order to guide the practices towards gaining respect and realize effective respect training and to form a society of honest, broad-minded, affectionate, responsible, hardworking individuals, it is essential to identify how the students reflect the respect value and tendency in their lives. The aim of this study is to identify primary school students' respect tendencies in the social situations they encounter in daily life and to develop a Likert scale Turkish inventory in light of the data obtained.

Methodology

Study I: This part focuses on the subjects, measurement tools and data analysis.

Subjects: The sample of the first part comprised 260 volunteers from the Primary School Teaching, Social Sciences Teaching, Physics, Chemistry, Law and Economics students in Erzincan University. The number of the female participants was 135 while there the number of male participants was 125 and the mean age of the group was 21.1 ($S=2.2$, Range= 17 – 28).

Instruments: In this study, The Respect Inventory, which is being developed is introduced and the Personal Values Inventory (19-32 age) developed by Roy (2003) and adapted to Turkish by Ekşi *et al.* (2008) was adopted in order to establish the validity of the Respect Inventory in terms of similar scales. Below the Respect Inventory is introduced.

Data Collection Tools: Prior to the formation of The Respect Inventory items, firstly 260 volunteering participants were asked to answer the questions "What do you think respect is?", "How would you describe respectful behavior?" The responses to these open-ended questions were classified and 70 items were formed. The questionnaire items were formed in the 5-point Likert scale format and the questionnaire instructions and print-outs were prepared accordingly. The grading was arranged and scored as follows: "Not appropriate at all (1), Not appropriate (2), Appropriate (3), Pretty appropriate (4), Completely appropriate (5)". Among the questionnaire items, 37 were expressed so as to be scored in the regular way while 33 were expressed in the opposite way and thus response bias was controlled for. These items were reviewed by 15 experts from Educational Sciences and Psychological Counseling Departments in terms of the statements' relationship with the respect feeling and behavior. Necessary arrangements were made on the basis of the recommendations and criticisms of the experts. An item analysis was carried out in order to determine which of the items in the 70-item scale work statistically.

Procedures: The questionnaire was applied to the participants in groups by the researcher in the class hours. The participants were informed that they could ask questions about the incomprehensible aspects in the

items and were guided by the researcher when necessary. The questionnaire was administered to the participants during the courses, programs and seminar. Almost all of the potential participants who were approached by the primary researcher in the context of this courses, programs and seminar agreed to take part in the study. At the beginning of the courses, programs and seminar, it was clearly stated to the participants that all the information contained in their questionnaires would remain confidential. Instructions on how to correctly answer the questions were given to them. Participants were asked to return the completed questionnaire at the end of the courses, programs and seminar. A token of appreciation was given to the responding participants as incentives. The basic information of the participants (gender, age, race, position, etc) was coded to ensure absolute confidentiality and a better handling of the information. Respondents were told that they would be provided with the results of the study at their request [23].

Findings: The data collected in the research was analyzed by means of SPSS 15.5. An item analysis giving priority to each item's relationship (item-total correlations) with the general scale score was made. On the basis of this, the item-total correlations were calculated for each item by means of item discrimination technique. It was found out that these correlations varied between the values 0 and .58. It was also understood that five items yielded a negative correlation, the largest of which was .14. Additionally, whether each item discriminated between the upper 27% group and the lower 27% group of the sample significantly was analyzed. To this end, the scores of the two groups were compared by means of t-test. As a result of this analysis, it was maintained that item 13 did not discriminate between the lower and upper groups significantly.

At the end of this item analysis which was applied in two stages, 10 items whose total correlations were below .40 or negative were excluded in addition to the 13th item although the relatively low t-values were discriminatory. Thus, the lowest item-total correlation of the remaining 47 items became .40 and the t values of these items varied between 3.64 and 10.16. Also, while the internal consistency of the 70 items in the pool were $\alpha = .88$, the internal consistency of the 47 items became $\alpha = .91$. In this way, a new 47-item questionnaire with considerably higher reliability was formed.

STUDY II

Subjects: The sample of the second part of the study was comprised of 123 volunteering participants from Erzincan University, Primary School Teaching students. The number of female participants was 93 while the number of male students was 30 and the mean age of the group was 20.7 (S=1.6, Range= 18-29).

Data Collection Instruments: At this stage of the research, the 47-item Respect Inventory whose operability was determined at the end of the first study was used as the data collection tool. In the same way, 25 items of the Likert scale were scored in the regular way while 22 items were scored in the opposite way. The lowest and highest scores obtained in the scale were 47 and 72 respectively. The arithmetic mean of the general group's score is calculated and it could be argued that those who have a score below the mean have low respect behavior.

Procedures: The application of the questionnaires was carried out by the researcher in the class hours. The participants were informed that they could ask questions about the incomprehensible aspects in the items and were guided by the researcher when necessary. In the second stage of the Respect Inventory development, 94 of the 123 participants were re-applied the questionnaire after a one-month interval.

Findings: The internal consistency of the whole questionnaire was found to be (Cronbach's alpha).92 on the basis of the data obtained through the application of the 47-item RI to a new sample. In addition, the item-total correlations were calculated for each item of the scale by means of *item discrimination technique*. It was observed that the mean of these correlations which were presented in Table 1 together with the item means and standard deviations was .45 with variations between .40 and .87. The lowest correlations belonged to items 10, 21 and 24 (.40) while the highest correlations belonged to item 42 (.87).

The test-retest reliability coefficient calculated on the data obtained through reapplication of the scale with a 1-month interval is (Pearson r) .88 (sd = 89; $p < .0001$). The scale's test-retest reliability coefficients were found to be .83, .81, .61, .89 and .74 respectfully. The scores obtained from these 47 items in the first sample (N=260) were taken as the basis for establishing the construct validity of this final 47-item scale. As a result of a series of extraction and

Table 1: RI Items, Mean Item Scores and Standard Deviations Item-Total Score Correlations

| Scale items (opposite direction*) | | |
|-----------------------------------|------|------|
| 2,59 | 0,65 | 0.41 |
| 1,82 | 0,67 | 0.57 |
| 2,47 | 1,00 | 0.75 |
| 1,91 | 0,82 | 0.53 |
| 2,65 | 1,08 | 0.42 |
| 3,02 | 1,02 | 0.5 |
| 2,38 | 1,15 | 0.8 |
| 1,67 | 0,59 | 0.5 |
| 2,90 | 0,83 | 0.48 |
| 1,96 | 0,65 | 0.4 |
| 1,36 | 0,53 | 0.51 |
| 1,34 | 0,56 | 0.53 |
| 2,31 | 0,92 | 0.71 |
| 1,87 | 0,76 | 0.57 |
| 2,79 | 1,09 | 0.44 |
| 3,81 | 0,79 | 0.47 |
| 2,76 | 0,84 | 0.62 |
| 2,73 | 0,98 | 0.47 |
| 2,86 | 0,85 | 0.54 |
| 1,51 | 0,63 | 0.66 |
| 1,73 | 0,89 | 0.4 |
| 1,75 | 0,59 | 0.47 |
| 2,10 | 0,91 | 0.55 |
| 2,25 | 0,68 | 0.4 |
| 2,05 | 0,67 | 0.7 |
| 3,01 | 0,97 | 0.44 |
| 2,03 | 0,87 | 0.53 |
| 2,46 | 0,89 | 0.7 |
| 2,09 | 0,91 | 0.58 |
| 3,21 | 0,95 | 0.7 |
| 2,49 | 0,84 | 0.62 |
| 2,28 | 0,87 | 0.65 |
| 2,74 | 0,88 | 0.61 |
| 2,36 | 0,83 | 0.58 |
| 2,03 | 0,65 | 0.51 |
| 2,23 | 0,80 | 0.44 |
| 2,60 | 1,02 | 0.52 |
| 2,16 | 0,95 | 0.57 |
| 2,40 | 1,25 | 0.86 |
| 2,23 | 0,71 | 0.73 |
| 2,48 | 0,85 | 0.63 |
| 2,17 | 0,95 | 0.87 |
| 1,87 | 0,84 | 0.76 |
| 2,62 | 0,97 | 0.68 |
| 2,32 | 0,97 | 0.61 |
| 2,14 | 0,79 | 0.67 |
| 1,96 | 0,86 | 0.76 |

rotation techniques which were tried out on the basis of expert opinion in the literature, the Principal Components technique yielded the most basic and easily interpretable result. In this analysis, 13 factors emerged with an eigenvalue above 1 and accounting for 60.8% of the total variance. However, as a result of the analysis and

Table 2: RI Factor Analysis Results

| Factor 1 | | Factor 2 | | Factor 3 | | Factor 4 | | Factor 5 | |
|-----------------|-----|----------|-----|----------|-----|----------|-----|----------|-----|
| MN ² | r | MN | r | MN | r | MN | r | MN | r |
| 28 | .70 | 16 | .47 | 2 | .57 | 42 | .87 | 46 | .67 |
| 43 | .76 | 30 | .70 | 35 | .51 | 39 | .86 | 13 | .71 |
| 32 | .65 | 6 | .50 | 10 | .40 | 3 | .75 | 7 | .80 |
| 34 | .58 | 1 | .41 | 25 | .70 | | | 29 | .58 |
| 36 | .44 | 26 | .44 | 8 | .50 | | | 38 | .57 |
| 33 | .61 | 9 | .48 | 5 | .42 | | | 20 | .66 |
| 47 | .76 | 23 | .55 | 14 | .57 | | | | |
| 45 | .61 | 15 | .44 | 4 | .53 | | | | |
| 27 | .53 | 40 | .73 | 22 | .47 | | | | |
| 21 | .40 | 11 | .51 | 24 | .70 | | | | |
| 41 | .63 | 12 | .53 | | | | | | |
| 19 | .54 | | | | | | | | |
| 37 | .52 | | | | | | | | |
| 31 | .62 | | | | | | | | |
| 18 | .47 | | | | | | | | |
| 44 | .68 | | | | | | | | |
| 29 | .58 | | | | | | | | |
| 17 | .62 | | | | | | | | |

Table 3: Subfactors of the Respect Inventory and the Variance Accounted For

| | Eigenvalue | Variance Percentage | Total Percentage |
|-----------|------------|---------------------|------------------|
| 1. Factor | 8,97 | 12,62 | 12,62 |
| 2. Factor | 5,39 | 9,81 | 22,43 |
| 3. Factor | 4,39 | 7,80 | 30,23 |
| 4. Factor | 2,32 | 7,03 | 37,26 |
| 5. Factor | 2,02 | 5,02 | 42,28 |

Table 4: The Sub-dimensions Determined as a result of the Factor Analysis and the Items Receiving Load from these Dimensions

| Factors | Item Number | Item Numbers |
|---------|-------------|---|
| 1 | 18 | 28,43,32,34,36,33,47,45,27,21,41,19,37,31,18,44,29,17 |
| 2 | 11 | 16,30,6,1,26,9,23,15,40,11,12 |
| 3 | 10 | 24,2,35,10,25,8,5,14,4,22 |
| 4 | 3 | 42,39,3 |
| 5 | 5 | 46,13,7,38,20 |

repetitions carried out in light of Gorsuch's [14] recommendations, the majority except those ranking in the first 5 positions (accounting for 42.28% of the variance) were eliminated since they were found to be insignificant "technical" factors. As a result, it was maintained that the most basic factor pattern is obtained by means of 5 factor analysis and orthogonal varimax rotation. The results of the related final factor analysis are presented in Table 2. The results of the second level factor analyses applied to the 5 factors obtained in this analysis are summarized in Table 2. The results of the second level factor analyses applied to the 5 factors

obtained in this analysis are summarized in Table 3. The total variance of the emerging five factors is 42.28%. The amount of variance that the factors account for is 12.62% for the first factor, 9.81% for the second factor, 7.80% for the third factor, 7.03% for the fourth factor and 5.02% for the fifth factor.

The items in the subdimensions and item numbers are presented in Table 4.

Following this stage, the reliability analysis for the emerging factors was carried out. The Cronbach's alpha value calculated on the basis of each factor group is presented in Table 5.

Table 5: The Sub-dimensions Determined as a result of the Factor Analysis and the Reliability Coefficient for these Dimensions

| Factor | Cronbach's Alpha |
|---------------------------|------------------|
| 1. Formal Respect | 0.87 |
| 2. Respect towards people | 0.79 |
| 3. Expecting respect | 0.76 |
| 4. Presenting respect | 0.74 |
| 5. Sharing in respect | 0.61 |

Table 6. Respect Inventory Descriptive Factor Analysis Results

| MN | 1. Formal Respect | 2. Respect towards people | 3. Expecting respect | 4. Presenting respect | 5. Sharing in respect |
|----|-------------------|---------------------------|----------------------|-----------------------|-----------------------|
| 28 | 0.7 | | | | |
| 43 | .76 | | | | |
| 32 | 0.65 | | | | |
| 34 | 0.58 | | | | |
| 36 | 0.44 | | | | |
| 33 | 0.61 | | | | |
| 47 | 0.76 | | | | |
| 45 | 0.61 | | | | |
| 27 | 0.53 | | | | |
| 21 | 0.4 | | | | |
| 41 | 0.63 | | | | |
| 19 | 0.54 | | | | |
| 37 | 0.52 | | | | |
| 31 | 0.62 | | | | |
| 18 | 0.47 | | | | |
| 44 | 0.68 | | | | |
| 29 | 0.58 | | | | |
| 17 | 0.62 | | | | |
| 16 | | 0.47 | | | |
| 30 | | 0.7 | | | |
| 6 | | 0.5 | | | |
| 1 | | 0.41 | | | |
| 26 | | 0.44 | | | |
| 9 | | 0.48 | | | |
| 23 | | 0.55 | | | |
| 15 | | 0.44 | | | |
| 40 | | 0.73 | | | |
| 11 | | 0.51 | | | |
| 12 | | 0.53 | | | |
| 24 | | | 0.7 | | |
| 2 | | | 0.57 | | |
| 35 | | | 0.51 | | |
| 10 | | | 0.4 | | |
| 25 | | | 0.7 | | |
| 8 | | | 0.5 | | |
| 5 | | | 0.42 | | |
| 14 | | | 0.57 | | |
| 4 | | | 0.53 | | |
| 22 | | | 0.47 | | |
| 42 | | | | 0.87 | |
| 39 | | | | 0.86 | |
| 3 | | | | 0.75 | |
| 46 | | | | | 0.67 |
| 13 | | | | | 0.71 |
| 7 | | | | | 0.8 |
| 38 | | | | | 0.57 |
| 20 | | | | | 0.66 |

As can be understood from Table 5, as a result of the Respect Inventory's internal consistency coefficients analysis, the Cronbach's alpha values vary between $\alpha=.87$ (Formal respect) and $\alpha=.61$ (Sharing in respect).

By identifying the factor in which the factor loads concentrated, the first factor group was

named "Formal Respect", the second name factor group was named "Respect towards People", the third factor group was named "Expecting respect", the fourth factor group was named "Showing respect" and the fifth factor group was named "Sharing Respect".

The Correlative Relationships between "Respect Inventory" and "Personal Values Inventory"

| | 1. Factor Formal Respect | 2. Factor Respect towards people | 3. Factor Expecting respect | 4. Factor Presenting respect | 5. Factor Sharing in respect |
|-------------------------------|-----------------------------|-------------------------------------|--------------------------------|---------------------------------|---------------------------------|
| Discipline and Responsibility | .484** | .473** | .482** | -.113 | .248* |
| Trust and Forgiveness | .384** | .452** | .387** | .354* | .294* |
| Honesty and Sharing | .494** | .454** | .294* | .428** | .289* |
| Respect and Honesty | .394** | .459** | .310* | .321* | .324* |
| Sharing and respect | .436** | .494** | .434** | .514** | .456** |

* $p < 0.05$, ** $p < 0.01$ N=70

For criterion-validity analysis, the "Respect Inventory" and one of the equivalent instruments, "Personal Values Inventory" were applied to 70 randomly selected people at different times and as a result of the Pearson Moment Correlation analysis which was conducted in order to determine whether a significant relationship exists between the responses to the two scales, the relationships between all of the subdimensions except the "Showing Respect" factor group in the Respect Inventory and "Discipline and Responsibility" factor group in Personal Values Inventory were found to be positive and significant ($p < .05$). It was found out that the relationships between all subdimensions of the "Respect Inventory" and the "Personal Values Inventory" is positive and significant. The positive relationships between similar factor groups in "Respect Inventory", which is compared with "Personal Values Inventory" for comparative correlation analysis in regard to criterion validity, demonstrate that the instrument is valid for the related measurement operation.

DISCUSSION AND CONCLUSION

This study aims to develop a comprehensive respect scale far from the limitations of the two-option format, having the reliability advantage of Likert format for Turkish researchers. In the first phase of the two-stage research, firstly a 70-item pool gathered from various populations was applied to a sample of university students. As described in detail in the findings section, 47 items which were found to work well in the item analysis carried out in two separate techniques were selected. The obtained final scale was applied to another sample and the operability of these excluded items both individually and as a whole were checked for the last time. As a result of this final application, the correlation of the items with the total score was found to be at least .40 and .45 on average by means of item discrimination technique. Considering the whole scale, the 70-item pool's Cronbach's alpha .88 reached .92 in the second application with 47 items. As for the test-retest reliability coefficient,

it was determined as .88 which is close to the values of similar scales. All of these reliability coefficients lead one to think that the Respect Inventory is a scale with very high reliability.

A series of analyses were conducted in order to determine the validity of Respect Inventory. The factor structure was also examined as an indicator of the scale's construct validity. As a result of the experimentations, it was observed that the most basic solution is obtained by means of Principle Components technique upon applying varimax rotation and 5 factor analyses. Accordingly, it was observed that 47 items of the scale were loaded on a factor with a weight of at least .40. As a requirement of factor analysis technique, the first large factor receiving load from 18 items which could be named as "Formal Respect" emerged. This factor explained 12.62% of the total scale variance as a result of the rotation. The following four factors were named as follows on the basis of their content: the second factor "respect towards people" (11 items, 9.81%; $\alpha = .79$); third factor "expecting respect" (10 items, 7.80%; $\alpha = .76$), the fourth factor "showing respect" (3 items, 7.03; $\alpha = .74$); the fifth item "sharing respect" 85 items, 5.02; $\alpha = .61$). These factors account for 42.28% of the total variance.

The positive relationships between similar factor groups in "Respect Inventory", which is compared with "Personal Values Inventory" for comparative correlation analysis in regard to criterion validity, demonstrate that the instrument is valid for the related measurement operation.

In conclusion, considering the scale's internal consistency coefficient ($\alpha = .92$), which is also an indicator of construct validity [17], RI's factor structure and 24 significant correlations (of at least $p = .05$ significance level) with "Individual Values Inventory" and the correlations with some variables which are known to be conceptually related, it could be argued that RI is a culturally and linguistically appropriate scale. Taking the high reliability coefficients into account, it could also be argued that it is an instrument which could be used safely.

Cognitive role of mental imagery has a relationship with cognitive variable learning while motivational role of mental imagery has relationship with motivational variable such as arousal and activation [18]. In any Education system teacher occupies pivotal position. It is said that no system of education is better than its teachers. The teacher is the kingpin in the entire educational, set-up. The chief function of the teacher is to impart knowledge among his students and to provide adequate and meaningful experiences to them so that they achieve an all-round development of their potentials. This is possible only when teachers will know and understand the nature of the growth and development of learners and the learning process [22].

In addition, considering the fact that especially the second sample is comprised of primary school teaching department students only, which could lead to a bias, future studies should employ adequate numbers of participants from both sexes, incorporating non-student samples such as children, young people and adult samples in order to understand whether RI could be used in these samples in a valid and reliable way.

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