VALUE ORIENTATION OF FUTURE

TEACHERS

Dr. Violeta Arnaudova
Institute of Psychology, Faculty of Philosophy, University Ss. Cyril and Methodius
Bul. Goce Delcev 9a, Skopje, 1000, Republic of Macedonia
e-mail: violetaa@fzf.ukim.edu.mk

Dr. Natasha Angeloska-Galevska (corresponding author)
Institute of Pedagogy, Faculty of Philosophy, University Ss. Cyril and Methodius
Bul. Goce Delcev 9a, Skopje, 1000, Republic of Macedonia
e-mail: natasa@fzf.ukim.edu.mk

Dr. Avzi Mustafa
Department of Albanian Language and Literature, Faculty of Philology,
University Ss. Cyril and Methodius, Bul. Goce Delcev 9a, Skopje, 1000,
Republic of Macedonia
e-mail: avzimustafa@yahoo.com;

Abstract

Studying the values has great importance and relevance in today's time. Continuing changes in the society demand continuing research of the social and human values.

The *purpose* of the research is to determine the value orientation of the students - future teachers, to assess the hierarchy and importance of each value and to discover the differences in self-ranking of values in relation to ethnicity and gender.

Method

The empirical research was made in April and May 2013. The sample is stratified and consists of 100 Macedonian students from the Faculty of Philosophy in Skopje and 70 Albanian students from the Faculty of Philology in Skopje and Faculty of Education in Tetovo. To examine the system of values we used the Schwartz scale as a psychological inventory with 29 descriptions of human behavior in everyday life. The respondents have to estimate how much their features correspond to the given descriptions and to mark it on the five-degree scale. Data are analysed with adequate quantitative procedures from the descriptive and inferential statistics.

Results – Conclusions

Collected data give us information for the following ten types of universal values: security, hedonism, conformity, achievement, power, tradition, benevolence, universalism, self-direction and stimulation. The results are compared with those gained in similar research made in year 2000, providing a glimpse into how human values have changed between 2000 and 2013. Related to ethnicity, difference was statistically significant ($p<0.05$) only in some types of values, such as: security, hedonism, conformity, tradition, benevolence in favor of Albanians, and achievements, self-direction and stimulation, in favor of Macedonians. Regarding the gender as a variable, difference was statistically significant in favor of the 'security' of the male students.

Key-words

Value scales, value orientation, students, teachers;

Introduction

Continuing changes in the society demand continuing research of the social and human values. The intensive social changes determine our perceptions, feelings and values. Young people more than others, face challenges, risks, and temptations. Following and researching the modifications in the structure of their system of values is necessary tool for further systematic developing of systems of values that can be a base for more human, productive and safe living.

Studying the values has a great importance and relevance in today's time. Each society, each culture and each individual, undergo the phase of transformation of values. According to this, Ericson conception of personal development seems more appropriate than Freud's ideas that main features of person are formed in the earliest years of life (Fulgosi, 1990).

Initial content and structure of values are relatively unknown, but we can assume that emotional component precede the cognitive one and the values structure of children differ from the values structure of adults.

System of values is established in long process of socialisation determined by family, schools, peers, social communities, social organisations, mass media and other factors. Hence, some authors define that each person is born as biological individual and then during the lifetime by social learning and experience continuously is developed and formed into specific person (Rot, 2010).

Values are goals that person constantly strive to achieve spending time, energy and effort.

Values are relatively stable, universal and hierarchal organised personal features that are formed with inter-relation of historical, social and individual factors. The term system of values usually means integrating group of values.

2. Methods and materials

Research purpose:
- to determine the value structure and value orientation of the students - future teachers;

Research objectives:
- to identify the value structure of the students - future teachers
- to assess the hierarchy and importance of each value
- to find out is there significant statistical difference in self-ranking of values in relation to ethnicity
- to discover is there significant statistical difference in self-ranking of values in relation to gender

In regards to the objectives, following hypotheses are formulated:

General hypothesis:

Value orientation of student-future teachers differs depend on their gender and ethnicity

Specific hypotheses:
1. There is significant statistical difference in the value structure and value hierarchy of future teachers in relation to their ethnicity.

2. There is significant statistical difference in the value structure and value hierarchy of future teachers in relation to their gender.
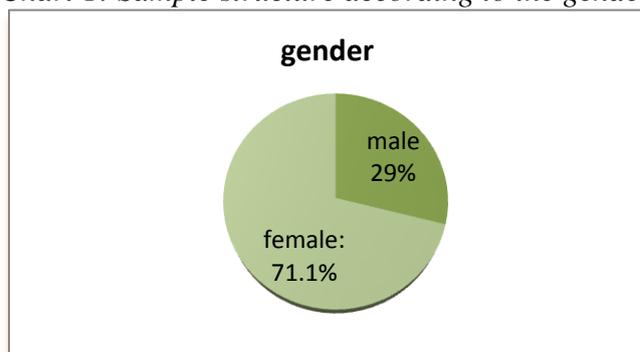
Sample

In the research sample we include 170 students-future teachers from two state universities: 100 students from University Ss. Cyril and Methodius in Skopje and 70 students from State University in Tetovo. Students were randomly selected from the teaching faculties of these universities and stratified by gender and ethnicity. 35 subjects incorrectly fulfilled the instruments. Further analyses and interpretation are based on 135 correctly fulfilled scales that we received from the respondents.

Table 1: Sample structure according to the gender

Gender	f	%
Male	39	28.9
Female	96	71.1
Total	135	100.0

Chart 1: Sample structure according to the gender

Female students dominates at the study programs for teachers so it is logical to have this ratio between male and female respondents in the sample.

Table 2: Sample structure according to the ethnicity

Ethnicity	f	%
Macedonians	78	57.8
Albanians	57	42.2
Total	135	100.0

According to the ethnicity in the final stratified sample we have 78 Macedonian students from the Faculty of Philosophy in Skopje and 57 Albanian students from the Faculty of Philology in Skopje and the Faculty of Education in Tetovo.

Data collection design

Data collection was made using Schwartz five-degree scale as a psychological inventory with 29 descriptions of human behavior in everyday life. Shalom Schwartz (1992, 1994) used his 'Schwartz Value Inventory' (SVI) with a wide survey of over 60 000 people to identify common values that acted as 'guiding principles for one's life'. He identified ten 'value types' that gather multiple values into a single category.

Universalism – UNI: understanding, respect, tolerance, care, wisdom. The universalists seek social justice, equality and tolerance for all. They promote peace and unity with nature.

Benevolence – BEN: protection and consideration for the people who are close to them. Those who tend towards benevolence are very giving, compassionate, loyal, seeking to help others and provide general welfare. They are real friends who easily forgive, responsible and honest.

Tradition – TRA: respect and obey of tradition and customs of one's culture or religion. The traditionalist respects that which has gone before, they are moderate and like to do things simply because they are customary. They are conservatives in the original sense, they are uncomfortable with changes and seek to preserve the world order as it is.

Conformity-CON: the persons who avoid breaking norms. The persons who value conformity seek obedience to clear rules and structures and behave according to what is socially acceptable. They gain a sense of control through doing what they are told and conforming to agreed laws and statutes, they are kind, self-controlled and show respect to their parents and elder people.

Security-SEC: persons who prefer security, harmony, social stability and solidity in relation to others. They might have woes in their childhood and seek for health and safety to a greater degree than other people. They are persons who welcome the comfort that their existence brings and seek for national security.

Power-PO: prestige, authority, social power, dominance, social acknowledgement. These persons seek for reputation and good social status, they like to have ability to control and to have power over other people, to manage resources and material goods.

Achievement-ACH: Value here comes from setting goals and then achieving them. These persons are ambitious, motivated, striving to fulfill social standards and achieve personal success, competent, proficient. The more challenge they have, the greater is the sense of achievement. When others have achieved the same thing, status is reduced and greater goals are sought.

Hedonism-HED: they seek for pleasure and self-satisfaction; they prefer easy living and simply enjoy themselves. They are self-indulgence and praise pleasure above all things. Hedonists may, according to the view of others, become immoral and sink into debauchery.

Stimulation-STI: desire for entertainments, challenges, amusements, extreme sports. These are persons who seek for active life, fun, variety of things, courage. The need for stimulation is close to hedonism, but the goal is slightly different. Pleasure here comes more specifically from excitement and thrills.

Self-direction-SD: sovereignty in thinking, autonomy in acting, freedom in choice and individuality in creating and exploring. This type gathered values such as: creativity, self-respect, curiosity, liberty, self-reliance. Those who seek self-direction enjoy being independent and outside the control of others. They prefer freedom and may have a particular creative or artistic bent, which they seek to indulge whenever possible.

For self-estimation of these values, respondents use five-point scale, where 1 was the lowest and 5 the highest score on the scale. The score for the importance of each value is the average rating given to items.

Data analyses

Data analyses were made using adequate quantitative procedures from the descriptive and inferential statistics: frequency, percentage, ranking, mode, median, average, t-test.

Results enabled insight in the structure, intensity and significance of the value orientation of students-future teachers according to their gender and nationality.

Level of significance for testing of hypotheses was 0.05.

Results

In the table 3 we present basic parameters related to the value structure of the students. Using the average of the given scores, we can see the hierarchy of values, where the leading value of future teachers is power - P (M=3.91, SD=1.098, Rank 1) and the lowest importance for them has benevolence - BEN (M=1.67, SD=.859, Rank 10) (Table 3).

Table 3. Basic parameters related to the value structure of the students-future teachers

	N	Minimum	Maximum	M	SD	Rank
UNI	135	1.00	4.75	2.11	.856	8
BEN	135	1.00	5.00	1.67	.859	**10**
TRA	135	1.00	5.00	2.42	.852	6
CON	135	1.00	4.67	2.51	.789	4
SEC	135	1.00	5.00	1.85	.922	9
PO	135	1.00	5.00	3.91	1.098	**1**
ACH	135	1.00	5.00	2.45	.915	5
HED	135	1.00	5.00	2.70	1.103	3
STI	135	1.00	5.00	2.75	1.061	2
SD	135	1.00	5.00	2.23	.865	7

In the upper part of ranking scale beside power, are also the values of stimulation, hedonism, conformity and achievement. In the lower part are the values such as: tradition, self-direction, universalism, security and benevolence. This hierarchy reflects the values that juveniles endorsed in today's society.

As it was previously explained, each value is a grouping of a larger number of values, but according to Schwartz they can also be collated into larger super-groups as following:

- *Openness to change*: Stimulation, self-direction and some hedonism.
- *Self-enhancement*: Achievement, power and some hedonism.

- *Conservation*: Security, tradition and conformity.
- *Self-transcendence*: Universalism and benevolence.

These groupings can be arranged in a circle or square, as below, with these four variables forming two dimensions of focus on the self-enhancement or self-transcendence, and seeking stability (conservation) or change.

Conservation

*Security,
Tradition,
Conformity*

Self-enhancement *Achievement, Power, Hedonism* | *Universalism, benevolence* **Self-transcendence**

*Stimulation,
Self-direction,
Hedonism*

Openness to change
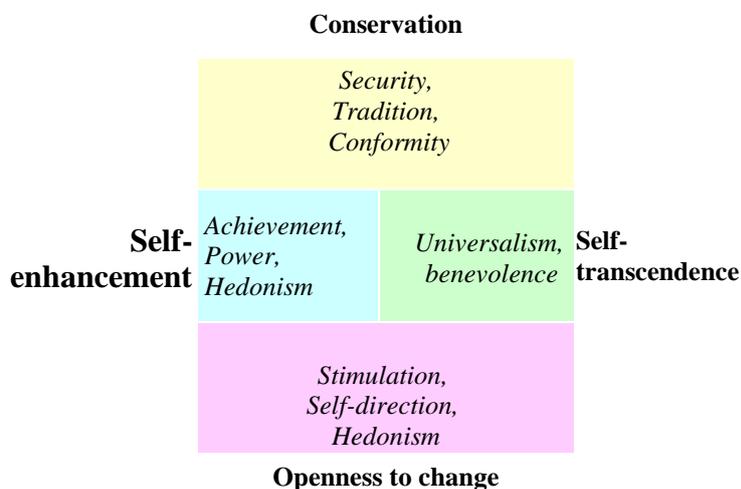
The average scores regarding these four dimensions are presented in table 4:

Table 4. Parameters related to the grouped values in four dimensions

	N	Minimum	Maximum	M	SD
Conservation	135	3.00	14.33	6.7739	2.0583
Oppenes_change	135	3.00	13.50	7.6801	2.3835
Self_trans	135	2.00	9.75	3.7870	1.5710
Self_ench	135	4.00	14.17	9.0621	2.1388

As we can see, dimension of self-enhancement is most endorsed group of values among the respondents (M=9.062; Rank 1), while self-transcendence is the least endorsed group of values (M=3.787; Rank=4).

The differences are smaller in the other dimension. Variables openness to the changes and conservation have close average, still conservation is a bit higher than openness to change (M_c=7.68 > M_o=6.774).

First specific hypotheses was related to the ethnicity of subjects and their value orientation. In table 5 we present the results for verifying the accuracy of this hypothesis.

Table 5. Significance of difference between the value orientation of Macedonians and Albanians

		N	Minimum	Maximum	M	SD	Rank	t	p
UNI	MKD	78	1.00	4.50	2.04	.834	8	-1.117	>0.05
	ALB	57	1.00	4.57	2.21	.882	7		
BEN	MKD	78	1.00	4.67	1.59	.816	10	-1.251	>0.05
	ALB	57	1.00	5.00	1.78	.910	10		
TRA	MKD	78	1.00	4.75	2.57	.825	3	2.508	**<0.05**
	ALB	57	1.00	5.00	2.20	.852	8		
CON	MKD	78	1.00	4.33	2.66	.742	2	2.594	**<0.05**
	ALB	57	1.00	4.67	2.30	.812	5		
SEC	MKD	78	1.00	5.00	1.87	.864	9	.261	>0.05
	ALB	57	1.00	5.00	1.82	1.003	9		

		N	Min	Max	Mean	SD	Rank	t	p
PO	MKD	78	1.50	5.00	4.10	.926	1	1.500	>0.05
	ALB	57	1.00	5.00	3.35	.916	1		
ACH	MKD	78	1.00	4.67	2.52	.913	4	1.100	>0.05
	ALB	57	1.00	5.00	2.35	.916	4		
HED	MKD	78	1.00	5.00	2.49	1.058	5	-2.627	**<0.01**
	ALB	57	1.00	5.00	2.99	1.108	3		
STI	MKD	78	1.00	5.00	2.48	1.161	6	-3.790	**<0.01**
	ALB	57	1.50	5.00	3.11	.779	2		
SD	MKD	78	1,00	4,33	2,20	,829	7	-.359	>0.05
	ALB	57	1.00	5.00	2.26	.918	6		

* p < 0.05

Both Macedonians and Albanians ranked power-PO as the most important value (Rank 1) and ranked benevolence-BEN as value with minimum importance (Rank 10). There is no significant difference between the two subsamples in the ranking of the two following values as well: Achievement-ACH (Rank4) and Security–SEC (Rank 9) (Table 5).

The values such as tradition-TRA (t=2.508, p<0.05) and conformity-CON (t=2.594, p<0.05) are significantly higher ranked by Macedonians, whilst hedonism-HED (t=2.627, p<0.01) and stimulation- STI (t=3.790, p<0.01) are significantly higher ranked by the Albanians (Table 5).

If we compare these results with those gained in the research conducted in year 2000, we can conclude that during the last decade values have drastically changed.

According to the results in 2000, the most preferred value for both groups was conformity - CON (M=4.55, SD=0.525, Rank 1), at the least chosen was stimulation -STI (M=2.87, SD =10, Rank 10).

In the research made in year 2000, power-PO was ranked as ninth in the scale from 1 to 10 (M=2.91, SD =0.93), and benevolence-BEN was ranked at fifth place (M=4.14, SD =4.14) (Арнаудова, 2000, p.102). We can conclude that power move significantly up compare to other values.

Table 6. Parameters of four dimensions in relation to ethnicity

Group Statistics							
	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean	t	p
Conservation	Mkd	78	7.0965	1.8197	.2060	2.085	<0.05*
	Alb	57	6.3323	2.2893	.3032		
Oppenes_change	Mkd	78	7.1794	2.4894	.2819	-3.023	< 0.01**
	Alb	57	8.3654	2.0604	.2729		
Self_trans	Mkd	78	3.6359	1.5097	.1709	-1.293	>0.05
	Alb	57	3.9937	1.6422	.2175		
Self_ench	Mkd	78	9.1110	2.0526	.2324	0.305	>0.05
	Alb	57	8.9951	2.2683	.3004		

* p < 0.05   ** p < 0.01

Table 6 presents the results of the estimation of the respondents according to their gender that it is directed to the verification of the second hypotheses:

Table 7: Basic parameters about the value structure of future teachers in relation to the gender

Gender	N	M	SD	t -test	p	Rank

UNI	Male	39	2,07	,795	-,370	>0.05	8
	female	96	2,13	,883			8
BEN	Male	39	1,73	,824	,540	>0.05	10
	Female	96	1,65	,875			10
TRA	Male	39	2,34	,867	-,651	>0.05	6
	Female	96	2,45	,849			5
CON	Male	39	2,47	,829	-,352	>0.05	5
	Female	96	2,52	,776			4
SEC	Male	39	1,90	,870	,397	>0.05	9
	Female	96	1,83	,946			9
PO	Male	39	3,53	1,230	-2,447	<0.05*	1
	Female	96	4,07	,994			1
ACH	Male	39	2,50	1,049	,420	>0.05	4
	Female	96	2,42	,860			6
HED	Male	39	2,73	1,069	,185	>0.05	3
	Female	96	2,69	1,122			3
STI	Male	39	2,86	1,181	,723	>0.05	2
	Female	96	2,70	1,012			2
SD	Male	39	2,18	,936	-,398	>0.05	7
	Female	96	2,24	,839			7

* p < 0.05

Most preferred values among all respondents, male and female is power-PO (Rank1), and the least chosen is benevolence-BEN (Rank10). Two compared subsamples have equal ranks for power-PO (Rank 1), stimulation -STI (Rank 2), hedonism-HED (Rank 3), self-direction (Rank 7), universalism -UNI (Rank 8), security-SEC (Rank 9) and benevolence-BEN (Rank 10). (Table 6)

Statistical difference of the responses in relation to gender is significant only in comparison of the means of male and female students regarding the power- PO (t=2.447, p<0.05). Although both groups ranked power as the first value, mean of the female is statistically higher than mean of the male students.
According to these results, we reject the second hypotheses about the significant statistical difference in value hierarchy of students in relation to their gender.

Table 8: Basic parameters about the value structure of Macedonians according to their gender

Values	Gender	N	M	SD	Std. Error Mean	Rank	t	p
UNI	Male	23	2.04	.741	.15450	8	-,048	>0.05
	Female	55	2.04	.877	.11822	8		
BEN	Male	23	1.61	.679	.14163	10	,113	>0.05
	Female	55	1.59	.873	.11767	10		
TRA	Male	23	2,42	.778	.16215	6	-1,050	>0.05
	Female	55	2,63	.843	.11364	3		
CON	Male	23	2.61	.839	.17487	3	-,348	>0.05
	Female	55	2.68	.705	.09509	2		
SEC	Male	23	1.96	.794	.16551	9	,616	>0.05
	Female	55	1.83	.896	.12074	9		
PO	Male	23	3.78	1.106	.23062	1	-1,740	>0.05
	Female	55	4.23	.815	.10996	1		
ACH	Male	23	2.58	1.139	.23752	5	,318	>0.05
	Female	55	2.50	.811	.10937	4		
HED	Male	23	2.59	1.135	.23660	4	,482	>0.05
	Female	55	2.45	1.033	.13931	5		
STI	Male	23	2.72	1.397	.29122	2	1,037	>0.05
	Female	55	2.38	1.045	.14092	6		
SD	Male	23	2.20	.925	.19285	7	-,015	>0.05
	Female	55	2.21	.795	.10721	7		

The results are similar if we analyse separately values of Macedonians in relation to gender. Most preferred values both to male and female Macedonians is power -P (Rank 1),

and the lowest ranked is benevolence -BEN (Rank 10). Male and female students have also equal rank for self-direction -SD (Rank 7), security-SEC (Rank 9) (Table 8).

In the research made in 2000, most preferred values for Macedonians was conformity-CON (M=4.47, SD =0.523, Rank 1), and the last on the ranking list were: tradition-TRA (M=2.93, SD =0.674) and power-PO (M=2.93, SD =0.878).

Table 9: Basic parameters about the value structure of Albanians according to their gender

Values	Gender	N	M	SD	Std. Error Mean	Rank	t	p
UNI	Male	16	2.12	.890	.22244	8		
	Female	41	2.24	.888	.13872	7	-,454	>0.05
BEN	Male	16	1.92	.993	.24822	9		
	Female	41	1.73	.883	.13793	10	,655	>0.05
TRA	Male	16	2.22	.995	.24883	6		
	Female	41	2.20	.802	.12528	8	,077	>0.05
CON	Male	16	2.27	.799	.19982	5		
	Female	41	2.32	.826	.12906	5	-,201	>0.05
SEC	Male	16	1.81	.989	.24725	10		
	Female	41	1.83	1.020	.15934	9	-,060	>0.05
PO	Male	16	3.16	1.338	.33454	1		
	Female	41	3.85	1.169	.18250	1	-1,830	<0.05
ACH	Male	16	2.39	.930	.23244	4		
	Female	41	2.33	.922	.14399	4	,246	>0.05
HED	Male	16	2.94	.964	.24098	3		
	Female	41	3.01	1.170	.18270	3	-,247	>0.05
STI	Male	16	3.06	.772	.19298	2		
	Female	41	3.13	.791	.12350	2	-,313	>0.05
SD	Male	16	2.15	.981	.24535	7		
	Female	41	2.30	.901	.14070	6	-,560	>0.05

Albanian students, both male and female endorse power-PO with Rank 1. The lowest rank 10 by female students got the value benevolence-BEN and for the male students, security is at the last. Male and female subsample in Albanian stratum have no difference in ranking of power-PO (Rank 1), stimulation-STI, (Rank 2), hedonism-HED (Rank 3), achievement-ACH (Rank 4) and conformity-CON (Rank 5) (Table 9)

For Albanian students in 2000, most preferred values was also conformity-CON (M=4.81, SD =0.438), and with the lowest rank was stimulation-STI (M=2.20, SD =0.976) (Арнаудова, 2000, p.105).

4. **Conclusion and discussion**

1. Both Macedonians and Albanians ranked power-PO as the most important value (Rank 1) and ranked benevolence-BEN as value with minimum importance.
2. The values such as tradition-TRA (t=2.508, p<0.05) and conformity-CON (t=2.594, p<0.05) are significantly higher ranked by Macedonians, whilst hedonism-HED (t=2.627, p<0.01) and stimulation- STI (t=3.790, p<0.01) are significantly higher ranked by the Albanians;
3. Most preferred values both to male and female students is power-PO (Rank 1), and the lowest ranked is benevolence -BEN (Rank 10).
4. There is no significant statistical difference in values hierarchy of students in relation to their gender.
5. During the last decade values hierarchy of students have drastically changed. Students much more endorse the group of values for self-enhancement like power, achievement and hedonism than the self-transcendence. We can conclude that power move significantly up compare to other values. In the research made in 2013 power is in the

first place (M=3.91, SD=1.098, Rank 1) compare to ninth place in the research made in 2000 (M=2.91, SD =0.93, Rank 9).

References

- Арнаудова, В. (2000). Структурата на вредносниот систем кај студентите во периодот на социјално-политичките промени на Р. Македонија. In В. Стаменкова-Трајкова (Ed.), *Структура на вредносните системи кај различните социјални групи во Република Македонија*, (pp.101-110).Скопје:НИП Студентски збор.

- Fulgosi, A. (1990). *Psihologija ličnosti: teorije i istraživanja*. Zagreb: Školska knjiga.

- Rot, N. (2010). *Osnovi socijalne psihologije*. Beograd: Zavod za udžbenike.

- Schwartz, S.H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In M. Zanna (ed.), *Advances in Experimental Social Psychology*, (pp.1-65). San Diego: Academic Press.

- Schwartz, S.H. (1994). Beyond individualism/collectivism: New cultural dimensions of values. In U. Kim, H.C. Triandis, C. Kagitcibasi, S.C. Choi and G. Yoon (eds.), *Individualism and Collectivism: Theory, Method and Applications.* (pp. 85-119). Newbury Park, CA: Sage

- Schwartz, S.H. (1994). Are There Universal Aspects in the Content and Structure of Values? *Journal of Social Issues,50,* 19-45.