

VALUE ORIENTATIONS OF ADOLESCENTS FROM THE PERSPECTIVE OF PSYCHOSOCIAL FACTORS

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This article presents some of the authors' conceptions of values and value orientations. We note that the given paper contains only a sequence of the research carried out on the subject of „Emotional intelligence and value orientations in adolescents” in which value orientations are described in accordance with the results obtained following the administration of the Value Orientations Test, developed by M. Rokeach. This tool determines two types of values, namely: terminal values, represented by ideals or goals, and instrumental values, designated by modes of conduct. The experimental group consists of 341 teenagers. Taking into account that internalization of values promoted by the sociocultural context in which adolescents live is dependent on several factors, we considered it necessary to identify the value orientations of adolescents from the perspective of psychosocial factors: gender, environment of origin. The analysis of the results of the descriptive statistics shows differences both in the male/female subjects and in the subjects from the urban/rural environment, for the terminal value orientations and instrumental value orientations.

Keywords: *value orientations, terminal values, instrumental values, psychosocial factors, gender, background, adolescents.*

ORIENTARILE VALORICE ALE ADOLESCENȚILOR DIN PERSPECTIVA FACTORILOR PSIHOȘOCIALI

În acest articol sunt prezentate unele concepții ale autorilor cu privire la valori și orientările valorice. Menționăm că lucrarea dată conține doar o secvență a cercetării realizate la subiectul „Inteligența emoțională și orientările valorice la adolescenți” în care sunt descrise orientările valorice în conformitate cu rezultatele obținute în urma administrării Testului de orientări valorice, elaborat de către M. Rokeach. Acest instrument determină două tipuri de valori și anume: valorile terminale, reprezentate de idealuri sau scopuri, și valorile instrumentale, desemnate de moduri de conduită. Grupul experimental este alcătuit din 341 de adolescenți. Luând în considerare că interiorizarea valorilor promovate de contextul sociocultural în care trăiește adolescentul este dependentă de mai mulți factori am considerat necesară identificarea orientărilor valorice ale adolescenților din perspectiva factorilor psihosociale: gen, mediu de proveniență. Analiza rezultatelor statisticii descriptive, denotă diferențe atât la subiecții de gen masculin/ feminin cât și la subiecții din mediul urban/rural, pentru orientările valorice terminale și orientările valorice instrumentale.

Cuvinte-cheie: *orientări valorice, valori terminale, valori instrumentale, factori psihosociale, gen, mediu de proveniență, adolescent.*

Introduction

The actuality of the scientific study carried out is guided by the changes and social challenges that take place in society and that directly relate to the age of adolescence. In the conditions of instability of public consciousness, in the process of professional and personal self-determination, teenagers try to promote and acquire social norms in the absence of valid models, with the quality of new conditions for social transformation. According to specialized literature, adolescents are less familiar with normative-value criteria, respectively we believe that new configurations are necessary for their active involvement in human life, obtaining high performances, achieving goals, orienting and directing their own value system. The changing society, through different forms of influence, offers and induces attitudes, values, ideals to teenagers. Internalization of the values promoted by the sociocultural context in which the adolescent lives is dependent on several factors. In this context, we consider it necessary to experimentally analyze value orientations of adolescents from the perspective of psychosocial factors such as gender, environment of origin, study profile, academic success, etc.

Concept and Argument

Referring to the research on value orientations, the authors mention that they differ in diversity and ambiguity. Sometimes value orientations are defined as a content of personality's orientation or as a variety of relationships, in the same way there is a definition that highlights value as a system of fixed social attitudes belonging to material and spiritual culture or as conscious and accepted personal meanings.

But, of course, all authors, in one way or another, mention that value orientations are analyzed as a complex of conscious and ordered values of the individual, thus determining one's behavior and activity. Accordingly, it is important to analyze in more detail the opinions of several authors regarding the perception of the concepts of values and value orientations. Personal values present one of the most important subsystems of the sphere of personality content.

In the view of the author M. Rokeach, an important property of values is that they are guidelines in people's activities and behavior [8]. In the conceptions of the author Ж. В. Горькая, value orientations are the most generalized and prioritized relations of an individual with values of the culture in which this personality was formed; - a structured, generalized system of value representations, which expresses the subjective attitude of personality towards objective conditions of life [4].

Starting from the classification proposed by D. Leontiev with reference to the psychological nature of individual values [7], Л. Карпушина, А. Капцов believes that personal values have a double essence [5; 6]. On the one hand, they assume that the relationship (ratio, attitude) has the function of directing and structuring, and on the other hand, it is located in the same row as needs and reasons, presenting as such value education, which manifests stimulating power, i.e. it has the function of orientation and motivation. In the view of the author F. Kluckhohn, value orientation is an organized and generalized conception, influencing behavior, regarding nature, the place of people in it, the relations with others, regarding desirable and undesirable, as they may be related to the environment and interpersonal relations [apud 2].

Values being analyzed from the aspect of that social significance, which is offered to them by society as a whole or by a certain social group, are: elements or phenomena of social life; the reason of activity and behavior, because a person's orientation in the world and the desire to achieve certain goals correlate strictly with the values included in personality structure; concepts and beliefs that are related to desired final states or behavior, are superior to specific situations, regulate the selection or evaluation of behavior or events, and are ordered by relative importance; the firm belief that a certain way of behavior is prioritized from a personal or social point of view, compared to the opposite way or the opposite behavior [3].

There is an interpretation of values, which identifies them as elements of the structure of a person's consciousness: interests, beliefs, etc. At the same time, in the definitions of value, there is another aspect of value relationship: only those elements of the social environment are called values for which the individual or group has the evaluation position; if values - are interests, then they constitute interests in some components of the social environment.

Therefore, in the process of researching value system, first of all we encounter a set of external conditions and internal features of human behavior. Highlighting the concept of value attributed to the internal and external world of the individual in general does not coincide with the division of values into the values of society and the values of the individual.

Value orientations are the most generalized and hierarchical relationships of the individual with the values of that culture in which a personality was formed; a structured, generalized system consisting of value representations, which express the subjective attitude of a personality towards the objective conditions of life [apud 2; 9].

Values are general principles of broad consensus that express what is essential and valuable in life, in accordance with the goals and ideals of a community. At the level of different types of values (moral, legal, aesthetic, political, economic, etc.) through aspiration, ideality and projective attitude objectifies at the same time the essence of human being and the fundamental results of social-historical practice. Consequently, values have both, a cognitive function and a structuring-formed one, according to the conceptions of the author D. Cristea [1].

Respectively, in the following we will refer to the particularities of value orientations according to psychosocial factors: gender and environment of origin.

Materials and Methods

In the research were involved 341 experimental subjects belonging to a certain age group, they were teenagers studying at high school (grade 10 and 12), college (year 1 and 2) and university (year 1 and 2). The interviewed teenagers studied at two universities in the Republic of Moldova: the State University of Moldova and the „Bogdan Petriceicu Hasdeu” State University in Cahul. The specialties they studied were different, namely: Psychology; Physics and Engineering; Informatics; Accounting, Business and Administration; Sociology, Social work, Law, Pedagogy; Pedagogy in primary education and preschool pedagogy; Social assistance.

The research was carried out during the years 2019-2021, and the administration of the tests was carried out in 2 stages due to the Covid 19 pandemic restrictions.

The gender composition of the sample was the following: 78% of the participants were female and 22% of the research participants were male. The sample involved in the experiment, according to the subjects' origin, was distributed a little disproportionately in the favour of urban environment. Of the total number of participants, 53.0% were from the urban environment, and 47.0% of subjects came from the rural environment. Teenagers did their studies in different profiles, namely 251 teenagers, which represented 74.0%, did their studies in the humanistic profile, and 90 teenagers, which represented 26.0%, did their studies in the real profile. Of the total number of teenagers (341 subjects) who participated in the research, most subjects – 116, which represents 34.0%, had an academic average between grades 8-9; 111 subjects (32.6%) had an academic average between grades 7-8; 67 subjects (19.6%) had an academic average between grades 9-10; 40 subjects (11.7%) had an academic average between grades 6-7; 7 subjects (2.1%) had an academic average between grades 5-6 and no subject indicated an academic average lower than 5 points.

In the conducted research, the following empirical methods were administered: 1. Psychosocial investigation; 2. Questionnaire for diagnosis of emotional intelligence (N. Hall); 3. Value orientations test (M. Rokeach); 4. Social Intelligence Test (Ph. Carter); 5. Self-confidence study test (V. G. Romek); 6. Scale of values (V. Gouveia); 7. FPI personality questionnaire Form B (F.Fahrenberg, H.Selg, R.Hampel); 8. The success motivation diagnostic test, T. Elers; 9. The diagnostic questionnaire of communicative and organizational skills COS – I (V.V. Sineavski, B. A. Fedorisin).

In the sequence presented in this article, we will analyze the results of the *Value Orientations Test (M. Rokeach)*. This psychometric tool presented by M. Rokeach classifies values into two types: terminal values, represented by ideals or goals, and instrumental values, designated by models of conduct. In general, terminal values reflect the belief that any personal or social ultimate goal of individual existence is worth pursuing. These ultimate values are represented by ideals or goals. On a comparative level, instrumental values present the belief that a certain way of acting from a personal and social point of view is preferable in all situations. Instrumental values are designated by models of conduct [8].

Results and Discussions

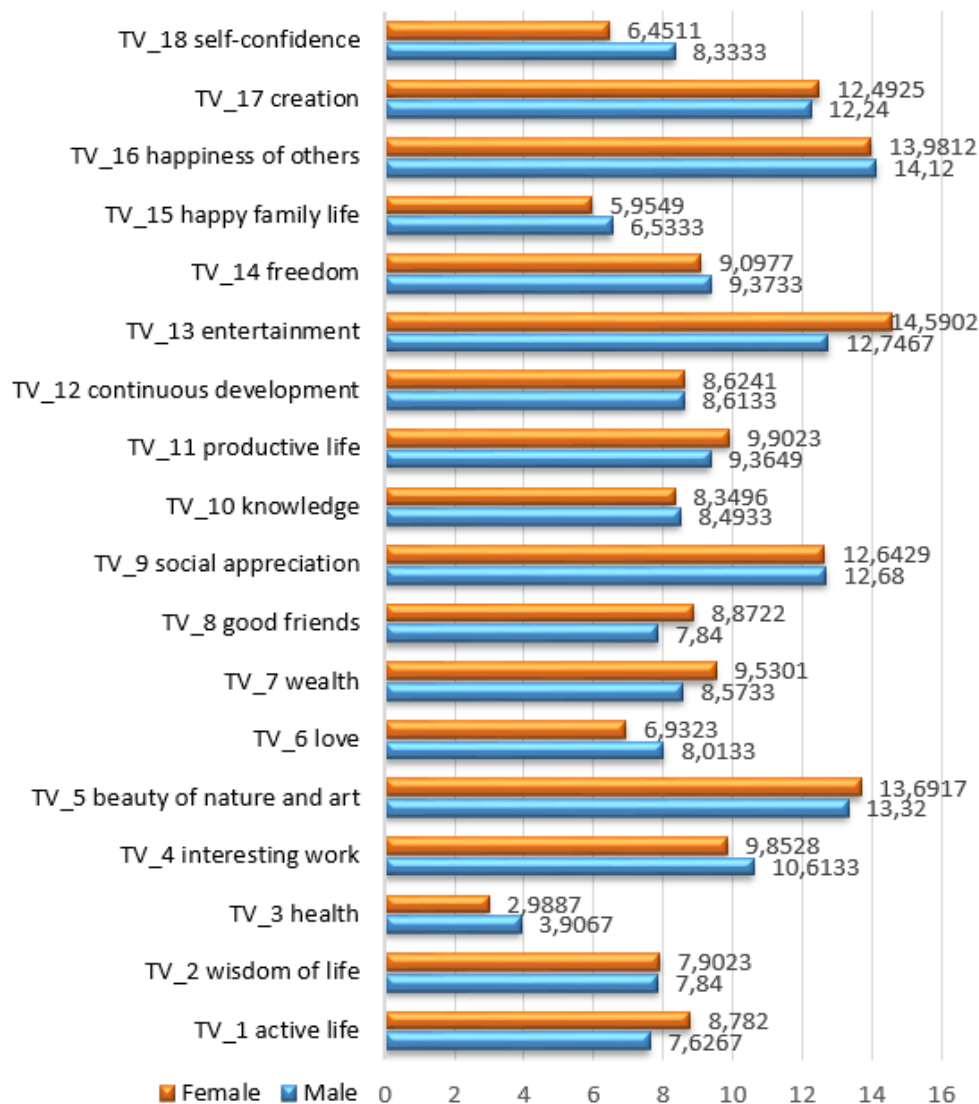
One of the objectives of the research carried out on the subject Emotional intelligence and value orientations in adolescents aims to identify value orientations of adolescents from the perspective of psychosocial factors (gender, background, study profile, academic success).

Next, we will present the descriptive statistics data for terminal value orientations according to the gender criterion. The differences between the averages depending on the gender criterion for terminal value orientations are presented in figure 1, they are: *active life, wisdom of life, health, interesting work, beauty of nature and art, love, wealth, good and faithful friends, social appreciation, knowledge, productive life, continuous development, entertainment, freedom, happy family life, happiness of others, creation, self-confidence*.

According to the results presented in the study, terminal value orientations differ depending on the gender factor (figure 1). The obtained data show that female subjects compared to male subjects recorded higher averages for the following terminal value orientations: active life, wisdom of life, beauty of nature and art, material well-being, good friends, productive life, continuous development, enter-

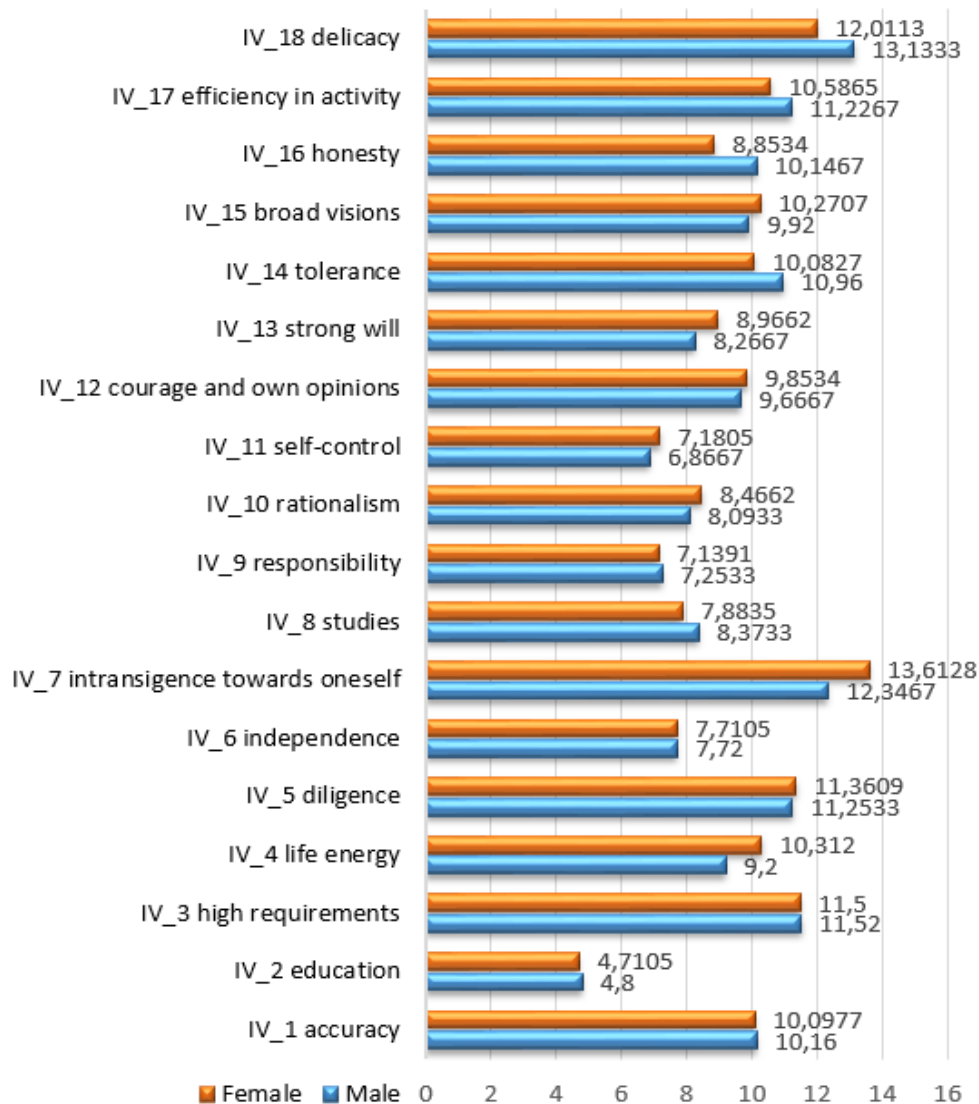
tainment, creation. Female adolescents compared to male adolescents recorded lower averages for the following terminal value orientations: health, interesting work, love, social appreciation, knowledge, freedom, happy family life, happiness of others and self-confidence.

Fig. 1. The means for terminal value orientations depending on the gender factor.



We administered the T-test to identify differences in the means of variables by the factor - gender. From the T-test results we identify that for the terminal values (active life, wisdom of life, health, interesting work, beauty of nature and art, love, wealth, good and faithful friends, social appreciation, knowledge, productive life, continuous development, entertainment, freedom, happy family life, happiness of others, creation, self-confidence) there are differences between the means of the variables. These differences are significant for the following terminal values: active life ($t=-2.02$; $p=0.044$); health ($t=1.98$; $p=0.048$); amusements ($t=-3.58$; $p=0.001$); self-confidence ($t=2.95$; $p=0.003$).

Next, we present the descriptive statistics data for the instrumental value orientations according to the gender criterion. Thus, following the logical series of ideas in figure 2, we presented the differences between environments depending on the gender factor for the instrumental value orientations: *accuracy, education, high requirements, life energy, diligence, independence, intransigence towards oneself and others, studies, responsibility, rationalism, self-control, courage in sustaining one's own opinion and beliefs, strong will, tolerance, broad visions, honesty, efficiency in activity, delicacy*. According to the presented results, we identify that instrumental value orientations differ depending on the gender factor.

Fig. 2. The means for instrumental value orientations depending on the gender factor.

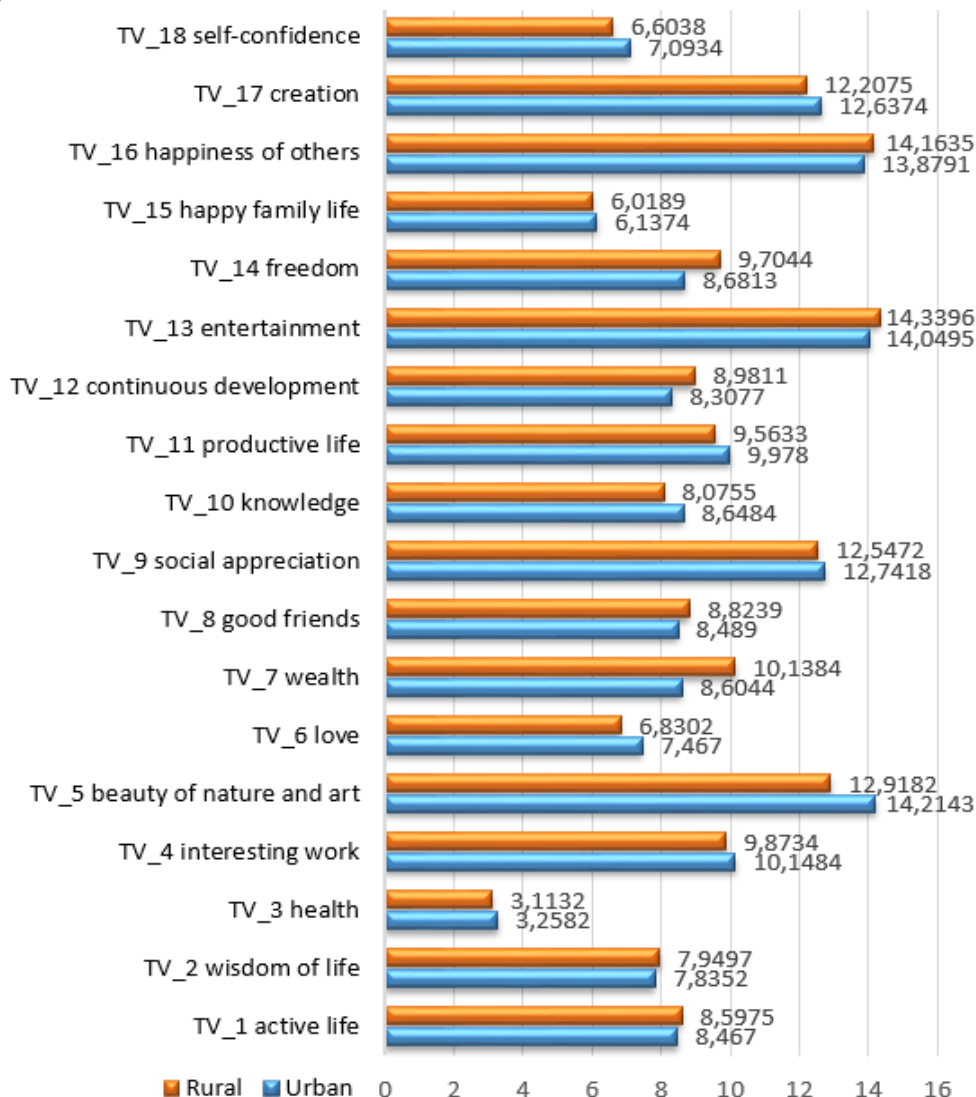
In the conducted research, we identified that female subjects compared to male subjects recorded higher averages for the following instrumental value orientations: life energy, executiveness, intransigence towards oneself and others, rationalism, self-control, courage and own opinions, will, broad visions. At the same time, female subjects compared to male subjects recorded lower averages for the following instrumental value orientations: accuracy, education, high demands, independence, studies, responsibility, tolerance, honesty, effectiveness in activity, delicacy.

Similar to the case described for terminal values and from the results obtained in the T-test with reference to instrumental values, we identify differences between the averages of the variables in male and female subjects. The differences are significant for the following instrumental value orientations: intransigence towards oneself and others ($t=-2.03$; $p=0.042$); honesty ($t=2.14$; $p=0.026$).

In accordance with the objectives of the research, we analyzed the terminal value orientations according to the factor of environment of origin (urban/rural), respectively, we present here the data of the descriptive statistics. The differences between environments, depending on the environment of origin criterion, for the terminal value orientations are presented in figure 3. However, the data obtained indicate that terminal value orientations denote differences depending on the environment of origin factor (urban/rural).

Thus, the subjects from the urban environment compared to the subjects from the rural environment (fig. 3) recorded higher averages for the following terminal value orientations: active life, wisdom of life, material well-being, good and faithful friends, continuous development, entertainment, freedom, happiness of others.

Fig. 3. The means for terminal value orientations depending on the environment of origin factor (urban/rural).



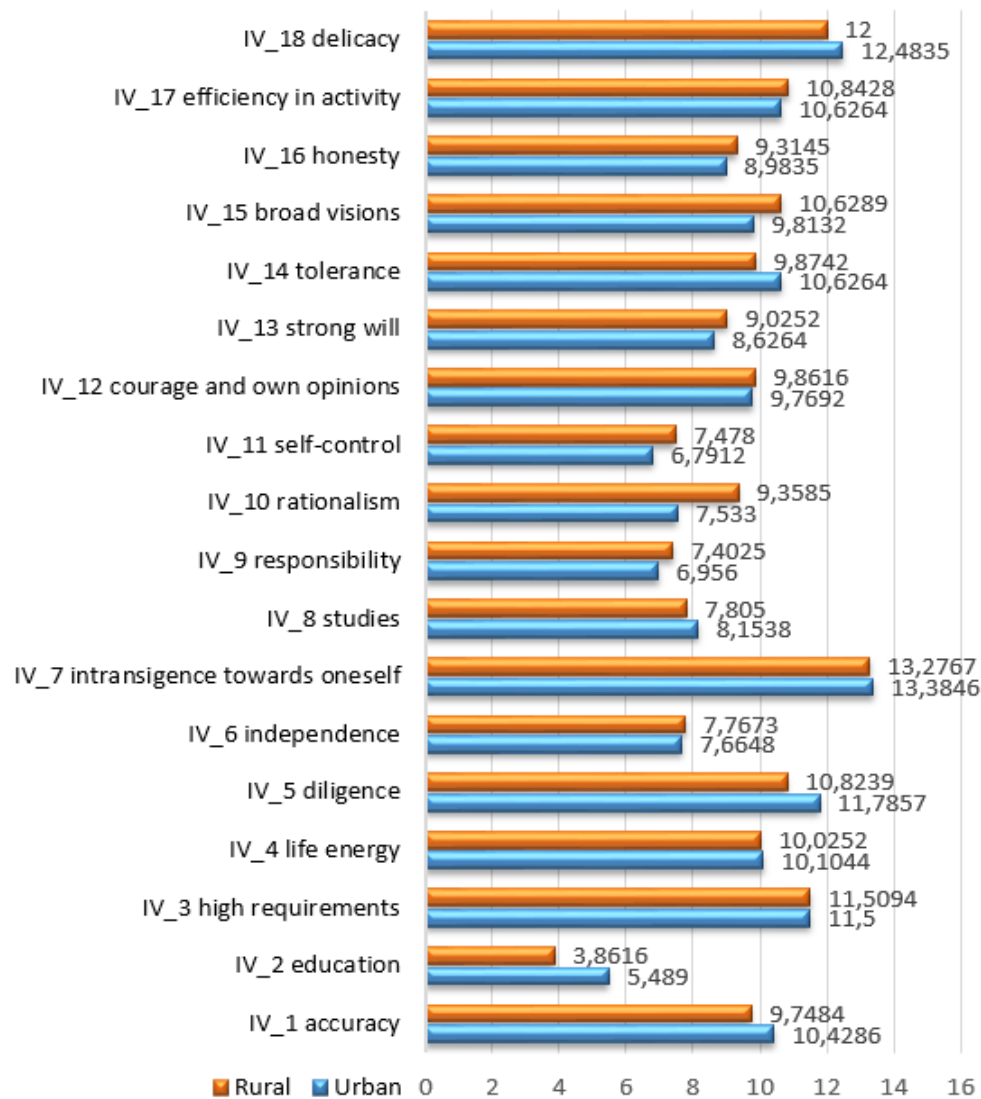
The subjects from the urban environment compared to the subjects from the rural environment recorded lower averages for the following terminal value orientations: health, interesting work, beauty of nature and art, love, social appreciation, knowledge, productive life, happy family life, creation, self-confidence.

According to the results obtained for the T-Test, we identify that there are differences between the averages of the variables in the subjects from the urban and rural environment. These differences are significant for the values: beauty of nature and art ($t=2.93$; $p=0.004$); material well-being ($t=-2.99$; $p=0.003$); freedom ($t=-2.12$; $p=0.034$).

We presented the descriptive statistics data for the instrumental value orientations according to the environment of origin factor (urban / rural). In figure 4 we graphically illustrate data on the differences between environments depending on the environment of origin (urban / rural) for this type of values.

The presented results show that the instrumental value orientations present some differences depending on the environment of origin (urban/ rural). Moreover, the subjects from the urban environment compared to the subjects from the rural environment recorded higher averages for the following instrumental value orientations: independence, responsibility, rationalism, self-control, courage in supporting one’s own opinion and convictions, will, broad visions, honesty, effectiveness in activity. At the same time, the subjects from the urban environment compared to the subjects from the rural environment recorded lower averages for the following instrumental value orientations: accuracy, education, life energy, executiveness, intransigence towards oneself and others, studies, tolerance, delicacy.

Fig. 4. The means for instrumental value orientations depending on the environment of origin factor (urban/rural).



The subjects from the urban environment and the subjects from the rural environment registered the same averages for the value high demands. The results obtained in the T-test allow us to highlight that there are differences between the averages of the variables in subjects from the urban environment and subjects from the rural environment for the instrumental value orientations. These differences are significant for the following instrumental value orientations: education ($t=3.43$; $p=0.001$); rationalism ($t=-3.41$; $p=0.001$). In the given sequence, we conclude that the analysis of the descriptive statistics results denotes differences in the subjects from the urban environment and in the subjects from the rural environment, for the terminal value orientations and the instrumental value orientations.

Conclusions

Analyzing the results obtained by the teenagers who participated in the discovery experiment, we identify multiple differences depending on the gender factor and the environment of origin. Female adolescents compared to male adolescents recorded higher averages for the following terminal value orientations: active life, wisdom of life, beauty of nature and art, material well-being, good friends, productive life, continuous development, entertainment, creation. These differences are significant for the following terminal values: active life; health; entertainment and self-confidence. In the conducted research, we identified that female subjects compared to male subjects recorded higher averages for the following instrumental value

orientations: life energy, executiveness, intransigence towards oneself and others, rationalism, self-control, courage and own opinions, will, broad visions. In the given case, the differences are significant for the following instrumental value orientations: intransigence towards oneself and others and honesty.

Teenagers from the urban environment compared to those from the rural environment recorded higher averages for the following terminal value orientations: active life, wisdom of life, material well-being, good and faithful friends, continuous development, fun, freedom, happiness of others. From the perspective of this factor, there are significant differences for the values: beauty of nature and art; material well-being and freedom. Moreover, the subjects from the urban environment compared to the subjects from the rural environment recorded higher averages for the following instrumental value orientations: independence, responsibility, rationalism, self-control, courage in supporting one's own opinion and convictions, will, broad visions, honesty, effectiveness in activity. In the given case, these differences are significant for the instrumental value orientations: education and rationalism.

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