

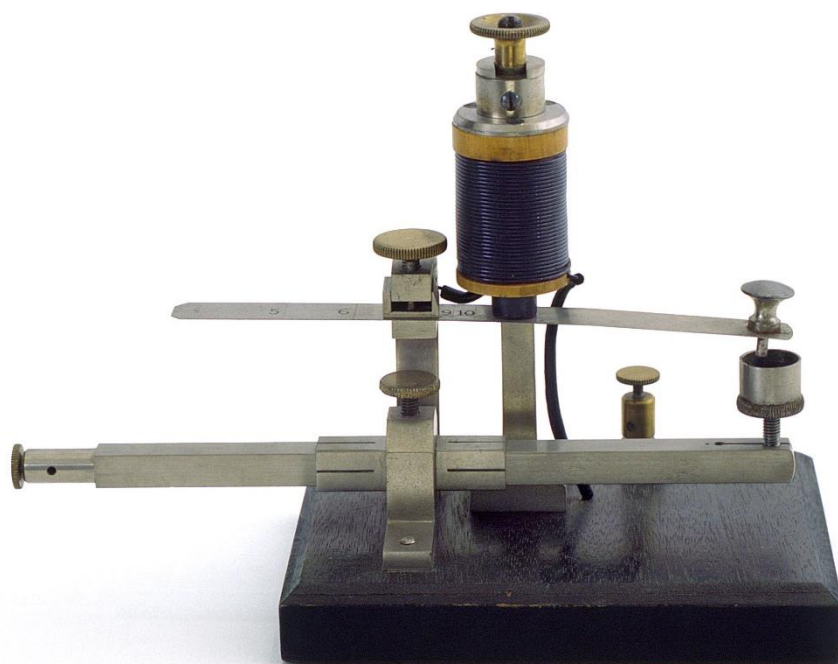
PROCEEDINGS OF THE  
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# EMPIRICAL STUDIES IN PSYCHOLOGY

31<sup>st</sup> MARCH – 3<sup>rd</sup> APRIL, 2022

FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE

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INSTITUTE OF PSYCHOLOGY  
LABORATORY FOR EXPERIMENTAL PSYCHOLOGY  
FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE

# EMPIRICAL STUDIES IN PSYCHOLOGY

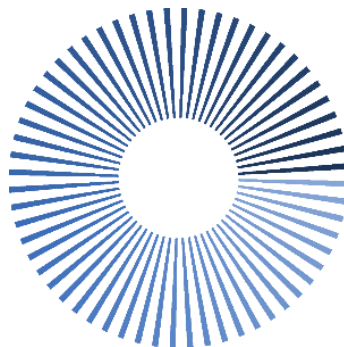
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# A Person-Centered Perspective on Future Preschool and Class Teachers' Values in Terms of the Schwartz Refined Value Theory

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## Abstract

Values are desirable goals, motivators to action, they function as criteria for our judgements, and decision making. The goal of the study is to identify types of preservice preschool and class teachers, according to their values, through secondary analyses of previously obtained data. The study (N=232) applies PVQ (Portrait Value Questionnaire)-57, measuring the 19 values of the Schwartz refined theory. A four-cluster solution was accepted, and the obtained clusters were placed on the adaptive-maladaptive continuum, starting from Self-transcendent cluster with socially focused members, respecting highly the welfare of others, compliance with norms and smooth functioning in social realm. Uncritical&Respect-seeking cluster tends to rate higher variety of values, with value Face standing out. Self-Enhancing cluster distinguishes by higher appreciation of Self-enhancement values, such as achievement and power. Members can be interested for the success of their students, but opt for dominance and prefer self-indulging. Indifferent cluster was placed closer to the maladaptive pole, due to lower appreciation of nature protection and equality, justice and protection for all people, and risk of being unmotivated.

**Keywords:** Schwartz refined theory, Serbia, cluster analyses

## Theoretical Framework

Values are used to explain the motivational bases of human attitudes and behaviour and to recognize specificities of societies or individuals and to follow the course of change of these specificities over time (Schwartz, 2006). In order to understand the choices people make, their lifestyle and preferences it is necessary to learn their values. In case of teachers it is especially important, since they have the pleasure and the responsibility of upbringing generations of children. Their influence of values can be reflected in: the attention they attribute to different parts of the curriculum, relative to the characteristics of their students, and in the goals they define for their students and the expectations they have from the students (Ennis, 1992).

Schwartz's theory of basic human values identifies ten values that people in all cultures distinguish, and determines their compatibilities and conflicts. The refined model recognizes smaller clusters of values within the basic ones, offering a 19 values model. This model has been confirmed in 15 samples from 10 countries (Schwartz et al., 2012). Its predictive validity was confirmed by finding the correlation between values and corresponding behaviours (Schwartz & Butenko, 2014).

## Methodology

The present study contains secondary analysis of the data obtained in 2018 (Marušić Jablanović, 2018). The instrument applied was the PVQ-RR questionnaire (Schwartz, 2016), designed for measuring the 19 values of the refined model. Results confirm that PVQ-RR reproduces well the proposed structure of the 19 values (Schwarz & Cieciuch, 2022). The items consist of a statement, briefly describing beliefs typical for a certain value. The respondent needs to estimate how much he resembles the person described in the statement, on a 6-point scale, where 1 means "Not like me at all", and 6 "Very much like me" offering their own self-portraits<sup>1</sup>.

The author of the present study tested the Schwartz model on a sample of 232 students, future preschool and class teachers (Marušić Jablanović, 2018). The data fitted well the theoretical model, the location of values obtained in the study corresponded to that predicted by the circumplex (with the exception of Universalism and Benevolence, that were in reversed order). Several values that are adjacent in the model were combined in the empirical data. The value hierarchy starts with Benevolence-care and ends with Power-resources.

Goal of the present study is to find types of the pre-service preschool and class teachers, according to their values, through secondary analyses of previously obtained data. The analyses included K-means cluster analysis on the basis of the 19 values ratings. The author tested 2 to 5 clusters solutions, applied ANOVA with Games-Howell post-hoc test for mutual comparison of ratings of the 19 values. The four-cluster solution was accepted applying the criteria: number of iterations until stability, significance of ANOVA and the size of the obtained clusters. Then after, repeated measures ANOVA for comparing the ratings within each cluster was applied. The ANOVAs were performed on centered value scores, according to the authors' suggestions (Schwartz, 2016).

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<sup>1</sup> Sample item. *It is important to him to listen to people who are different from him. Even when he disagrees with them, he still wants to understand them* (Universalism-tolerance). ([https://wiki.mgto.org/doku.php/portrait\\_value\\_questionnaire\\_pvq](https://wiki.mgto.org/doku.php/portrait_value_questionnaire_pvq))

## Results

Clusters' means and significant differences among them are presented in Table 1

Table 1: The 4 Clusters Value ratings AM, and significant differences in value ratings between the 4 clusters.

|                           | Cluster<br>1, 12% | Cluster<br>2, 30% | Cluster<br>3, 32% | Cluster<br>4, 26% | Differences<br>between<br>Clusters |
|---------------------------|-------------------|-------------------|-------------------|-------------------|------------------------------------|
| Self-direction thought    | 5,22              | 4,00              | 4,87              | 5,01              | 2<1,3,4;<br>1>3                    |
| Self-direction action     | 5,40              | 4,56              | 5,07              | 5,07              | 1>2,3,4;<br>2<3,4                  |
| Stimulation               | 4,62              | 3,28              | 3,94              | 4,32              | 1>3;<br>2<1,3,4                    |
| Hedonism                  | 5,11              | 3,21              | 3,71              | 4,79              | 1,4>2,3                            |
| Achievement               | 5,42              | 3,96              | 4,68              | 5,05              | 1>4>2,3                            |
| Power                     | 3,05              | 2,02              | 1,76              | 2,55              | 1,4>2,3                            |
| Power dominance           | 2,86              | 1,75              | 1,67              | 2,44              | 1,4>2,3                            |
| resources                 |                   |                   |                   |                   |                                    |
| Face                      | 5,09              | 2,96              | 3,83              | 3,75              | 1>3,4>2                            |
| Personal security         | 5,50              | 4,45              | 4,97              | 4,92              | 1>3,4 >2                           |
| Social security           | 5,16              | 2,33              | 4,56              | 3,76              | 1>3>4>2                            |
| Tradition                 | 4,72              | 3,38              | 4,78              | 3,93              | 2<1,4<3                            |
| Conformity rules          | 4,71              | 3,14              | 4,50              | 3,36              | 1,3>2,4                            |
| Conformity interpersonal  | 4,76              | 3,39              | 4,56              | 3,38              | 1,3>2,4                            |
| Universalism nature       | 4,67              | 2,95              | 4,57              | 3,79              | 1,3>2,4                            |
| Universalism concern      | 5,44              | 4,12              | 5,16              | 4,62              | 1,3>2,4                            |
| Universalism tolerance    | 5,20              | 4,37              | 5,14              | 4,45              | 1,3>2,4                            |
| Benevolence care          | 5,78              | 5,07              | 5,63              | 5,47              | 1>2,4;3>2                          |
| Benevolence dependability | 5,67              | 5,01              | 5,61              | 5,38              | 1,3>2,4                            |

- Cluster 1 named Uncritical and respect seeking has higher rating of variety of values with different motivational background, therefore it was named uncritical. They distinguish by high rating of their own public image and avoiding humiliation. Centered value scores discover the precedence of self-enhancement over self-transcendence and self-determination values. For example, Hedonism is rated higher than Benevolence-care (MD=.453, sig=.015) and benevolence-dependability (MD=.546, sig=.007), and Power dominance more than benevolence dependability (MD=.605, sig=.049).

- Cluster 2, named Indifferent, shows lower appreciation of different subsets of values: benevolence-care, self-enhancement values, openness to change, freedom and autonomy, dominance and influence. With the

Bonferroni correction applied, there seems to be no hierarchy of values in this cluster, all the values are relatively unimportant.

- Cluster 3, named Self-transcendent and respectful rates universalism and conformity as high as Cluster 1, and Power as low as Cluster 2. They distinguish by the highest appreciation of Tradition. Conservation values are rated equally to universalism, Conformity-rules is more important than Achievement (MD=1.133, Sig=.000) and Tradition more than Personal security (MD=.663, Sig=.023). Hedonism, rating it less than (Tradition MD=-1.185, Sig=.000, Conformity rules MD= -1.133, Sig=.000, Benevolence-care MD=-8.17, Sig=.000).

## Discussion

The obtained clusters can be placed on the adaptive-maladaptive continuum, starting from Self-transcendent and respectful cluster, at the adaptive pole. According to their values, these students can be described as agreeable, respecting others, valuing creativity, and behaving according to the persisting social norms, contributing gladly to smooth functioning of social relations. Uncritical&respect seeking are coming next, with a risk of disappointment and frustration due to high appreciation of different values that can hardly be obtained at in any working context. High appreciation of mastery and success, facilitate and high goals for the students, and pronounced care about the public image may bring vain behavior. Self-enhancing cluster is closer to maladaptive pole, since success and pleasure have priority over tolerance and equity. They might be interested for the success of their students, but develop authoritarian style of teaching or be prone to bludging. Indifferent cluster might contain unmotivated teachers, with lower appreciation of nature protection and equality, justice and protection for all people or accepting people different from the majority. Therefore, the author places them closer to the maladaptive pole.

## Conclusion

Among future preschool and class teachers, four groups whose values differ qualitatively can be identified, varying on the adaptive-maladaptive continuum. Knowing these groups can improve tailor-made discussions in the context of pre-service teachers education.

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