

# Values and Value Orientations of Adolescents and Young People in Pre-Pandemic and Pandemic Situations

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**Abstract:** The article offers a theoretical analysis of the incorrect overlapping of the terms competence and value, value and belief, the confusions in using of the terms value and value orientation and, as a result, the definitions of the concepts value and value orientation are proposed. The study aims to determine the dynamic and specifics of value manifestation in contemporary adolescents and young people in pre-pandemic and pandemic situation. The main part of the article is dedicated to the presentation of obtained experimental data research received by four instruments used to get the most complex data regarding values and value orientations held by subjects. The focus of this article is on specificity of values held/maintained by contemporary adolescents and young people, relationship between terminal and instrumental values, significance of value differences in adolescents and young people, the changes that occurred in the value orientations during the pandemic period.

**Keywords:** *value, value orientation, terminal values, instrumental values, dynamics, adolescence, youth.*

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## 1. Introduction

Contemporary society is constantly changing which influences all levels of the environment and has a direct impact on human beings. Correspondingly, the process of change also affects the system of values, these being continuously transformed. An especially vulnerable age in value formation is that of adolescents, which require a specific approach in the educational process. Education occurs through values which form other values, while value is a kind of nucleus which designates the 'verticality' of the personality (what we call in Moldova *verticality*, a feature of a person that persists in doing good and maintaining a proper behavior in spite of temptations and difficulties), which represents a pillar in overcoming any difficulties thus contributing to strengthening of the entire society. Thus, there is a special need to monitor values within the personality in formation, especially at the ages of adolescence and that of young adulthood.

Initiation of the present research is supported by the results obtained by Biedenbach & Jacobsson (2016, p.145) concerning value and axiology treatment in the projects. Biedenbach & Jacobsson conclude that in articles: "1) value terms appear as a part of the research process; 2) value (and value-related concepts) are used in a thematic way; 3) value theory is used as a basis for or as a part of the analysis; 4) value is treated as an outcome; 5) value is part of the project management methodology".

Up-to-datedness of the study is determined by the need for new data on the values held by adolescents and young people in the educational system to form values through values. The research conducted so far in the Republic of Moldova had the objective to: determine the relationship between values and self-awareness, motivation; the formation of value orientations in young schoolchildren from the perspective of family ethnopedagogy; specifying the value of choreographic art in the formation of value orientations, etc.

This research intends to highlight some conceptual ambiguities in the use of the terms value and value orientation and to propose newly developed definitions. The purpose of the experimental study is to determine the evolution of values from age of adolescents to that of young people and the specifics of their evolution. The research relies on the hypothesis that there are significant differences between the values held by adolescents and young people. We assume, that the domination of values relates not only to the age specifics, but also to the priorities stipulated by experiences obtained according to societal change. We suppose, that final

formation of values in a personality occurs at the age of youth up to the age of 25 and it is rather stable up to the age of 35.

In order to confirm or refute the proposed hypotheses, three scientific instruments were used, while the experimental sample was identified according to age parameters based on the analysis of various periodizations and their names. The specified age periods are defining in shaping and forming values.

The research initiated in April 2019 and continued with using of recently elaborated Questionnaire of value orientation assessment in October 2020. The study data obtained are necessary for an efficient educational process, for a personal approach to the learner, for determination of new perspectives in educational policies based on values formation, development of methodology for the formation of value orientations in education system.

Thus, we found necessary to research the values of personality in the contemporary period in order to determine the specifics of values manifestation, which will allow in the future to develop a new methodology for evaluating and forming value orientations.

## **2. Reflections and findings in base of scientific literature and political documents in education**

There is no argument that education is focused on values. In the educational process it is very important to know which values you want to form as the objective reality, the specifics and the way, in which values develop within a personality. There are research papers and educational policy documents to help in this and to guide the educational process.

In The National Curriculum Reference Framework (Cadrul de referință al Curriculumului Național, 2017) seven subsystems of the National Curriculum are highlighted (p.7); the systemic structural approach of them is initiated with the examination of the concept, the determination of the field, the structure, the establishment of the product, the content, the design of the process and the identification of the outcomes. Their usefulness is valid for the formation of skills in designing educational approaches. Curriculum as a system of conditions demonstrates that the system of school disciplines leads to a system of knowledge and values through which it achieves a system of competences (Cadrul de referință al Curriculumului Național, 2017, p.13). The positions presented in this paper regarding conceptualization and formation of competencies are extensively studied and approached from methodological and praxiological perspectives, but

despite this some aspects are still contradictory, unclear in defining the position values in relation to competencies, the relationship between competences and values, methodology for forming values and attitudes, etc. It is obvious the continuous study of some important aspects of the educational process is needed; nothing is and nothing can be perfect.

The Glossary in Reference Framework of Competences for Democratic Culture published by the Council of Europe (2018) interprets values from the perspective of competencies: "Values are general beliefs about the desirable goals that people should strive to achieve in life. ... Thus, the values contained in the reference framework model are at the heart of democratic competence and are essential for the characterization of this type of competence" (author's translation). Any type of value is closely related to a certain type of competence, which tends to be aligned to values, but by no means are values part of the competence structure. The process of competence formation and development depends on the dominant values in the hierarchy of the personality value system.

In the field of philosophy, the concept of value was addressed from the perspective of its relation to reality and to the subject; it was examined through metaphysics, teleology, theology, anthropology, etc.; it discussed the conflict that occurs in the value system of a society and that of human beings, as related to consciousness and axiological experience (I. Kant, 1899; 1906; 1992; 1995; E. Spranger, 1928; J. Dewey, 2002; M. Horkheimer, 2002; T. Vianu, 1979; 1998; P. Andrei, 1997; N. Rambu, 1997 etc.).

In the pedagogy domain, values represent the educational ideal and they are included in the main educational outcomes. Values and axiological education are of primary importance in the field of pedagogy and they were analysed from the perspective of their cultural and intercultural acceptance in the contemporary world, as an object of ethno-pedagogy, as a vector of change and modernization of education. The values as well as the fundamental principles of psycho-pedagogical structuring of values in the educational system and process, operationalization and specification of values at the level of pedagogical messages in the curricular components are of great significance and they were extensively studied by: C.Cucoş (2013), E.Macavei (2001), S.Cristea (2006), B.Şerbanescu (2000), N.Silistraru (2006); V.Paslaru (2006); T.Callo (2014), L.Cuzneţov (2010, 2013), M.Cojocaru-Borozan (2010), V.Botnari (2014); V.Andriţchi (2017) etc.

In psychology, the value is addressed as a central component of personality, as psychic energy with different degrees of manifestation. Psychology studies the impact of social, cultural, educational factors within the process of value formation in the sphere of personality; it also studies

personality components through which values manifest themselves; it develops tools for identifying values according to classifications, values in concentration of behaviours, attitudes, convictions, correlation of values and self-awareness in adolescents, etc. (C.Rogers, 1977; 1961; 1959; A.Maslow, 1968; G.Allport, 1960; 1961; 1968; Cl. Kluckhohn, 1951; M.Rokeach, 1973; M.Fishbein, 1963; A.Leontiev, 1977; S.Rubinstein, 1976, A.Mudrik, 1997; 2006; I.Kon, 1984; 1989; B.Voicu, 2008; O.Paladi, 2014 etc.).

Thus, values represent the object of study in various scientific fields: philosophy, pedagogy, psychology, sociology, axiology, etc. The results of different approaches created a good basis for conceptualization of values, value orientations from a psycho-pedagogical perspective.

So, already fulfilled research permitted us to develop and introduce the following definitions:

- *value* represents a central point of positioning / aligning of the entire personality system, which is the transcendent (but not final) outcome of the educational process under the impact of the sociocultural environment and coordinating for a long period of time the cognitive, affective, volitional-motivational, behavioural sphere;

- *value orientation* is the process of monitoring of a combination of hierarchically interrelated convictions, attitudes, emotions, behaviours by a value or a set of values, organized according to personality preferences and current situations of which s/he is part, with the impact of previous experiences.

It would be necessary to introduce some clarifications regarding the ages included in the research. In literature in the field of psychology, pedagogy, sociology we find various positions and interpretations regarding the periodization of ages. E.Albu (2007, p.30-31) in the stages involved in the cycles of life and mental development divides three sub-stages: puberty includes the age 10 to 14; adolescence is included in 14-20 age group; prolonged adolescence is reported at the age of 20 to 24, youth is defined as age between 25 and 35. In E. Erikson's periodization (1968, pp.129-136) the age 12 to 18 or to 20 refers to adolescence, while the age from 20 to 30 or to 35 is defined as young adults (not youth). S.Khudoyan (2016) offers life-span developmental theory based on the functional approach. In this theory the author identifies four stages. The third one is the stage of social activity subject formation (ages 22 - 45 years). Analyzing the works of Ananav (1980, as cited in Khudoyan, 2016), Pinyaeva and Andreev (1998, as cited in Khudoyan, 2016), S.Khudoyan establishes that during the first decade of this developmental stage (20 - 30 years), the physical and psychological systems reach their peaks. At this age, there is a significant development also in the

psychosocial sphere and in young people, as Pinyaeva and Andreev (1998, p. 5, as cited in Khudoyan, 2016) mentioned, "...raises a sense of ownership of their lives, social responsibility for themselves, their actions and ... for others". The World Health Organization (as cited in Albu, 2007, p.82) considers *youth (not youth adulthood)* to take place between the age of 18/20 years and 35, the upper limit of the *young adult* period after Erikson coinciding with the age at which all organs and systems of the body functions at its highest. U.Șchiopu and E. Verza (1981, pp.206-215, p.269) consider that the stage of adolescence is from the age of 14 to 18/20, the stage of prolonged adolescence from 18/20 to 24/25, *youth (not youth adulthood)* extends between the age of 24 to 35. Therefore, the analysis of various periodizations shows some terminology overlaps within age periods considered. Thus, in this study we deduced the following based on most scientific positions: the adolescent age corresponds to the age of 14/15 to 19 (subjects of grades IX-XII in the Republic of Moldova and we'll use the term 'adolescence') and the age of youth/young people is the age of 20 to 35 (subjects in university level entities in the Republic of Moldova we'll use the term 'youth' or 'young people').

It is obvious that only the definitions proposed for the successful realization of the educational process are important, but they are not sufficient. The planning, organization and realization of the teaching-learning-evaluation process within the educational entities is carried out by knowing the values and objective reality, highlighting the values necessary for the society and determining the vectors for the progress of humanity. In order to form certain values, it is necessary to know the actual values by which adolescents and young people are guided.

### 3. Research methodology

The research aims to determine the specifics of the value dynamics in adolescents and young people in the process of their change.

We had applied the following tools for value research: the test "My Values and Purposes" by Guide to Youth Career Guidance and Career Planning (Ghid de orientare profesională a tinerilor și planificare a carierei, 2008); M. Rokeach Value Survey; Professional values questionnaire by D. Super; Questionnaire of Value Orientation Assessment (Antoci, 2020).

The research included 500 subjects (adolescents and young people) from the southern, central and northern regions of the Republic of Moldova (especially Comrat, Dubasari, Nisporeni, Drochia districts). Most of the subjects come from rural areas, from general education institutions

(secondary school, high school) and universities (students from two universities in the Republic of Moldova, who lived in urban and rural areas). The research was conducted over two months.

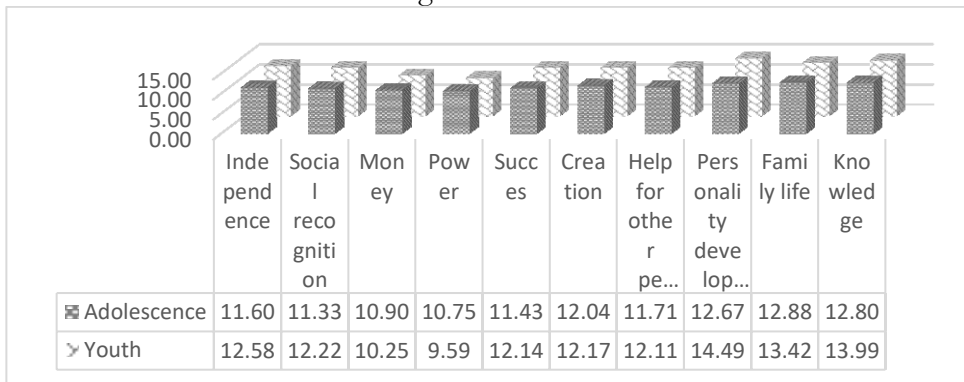
A number of 500 questionnaires of each instrument were distributed in the framework of this research. The analysis of the returned questionnaires showed only 380 questionnaires to be valid (because some tasks were omitted within used instruments, or the age was not indicated, or some questionnaires were not returned).

Correspondingly, 380 subjects, adolescents (280 subjects aged 14 to 19) and young people (100 subjects aged from 20 up to 35) were considered as participating in the experiment from general and university level education institutions of the Republic of Moldova. The experimental research was conducted between March and May of 2019.

#### 4. Research data

##### 4.1. The values that determine purposes: results and discussions

In order to get a more complex image of the process of formation, shaping and specifics of values in adolescents and young people, we applied the test “My values and goals” by GYCGCP, it contains 40 affirmations requested to be evaluated by the points from 0 up to 4. The data obtained from adolescents are shown in Figure 1.



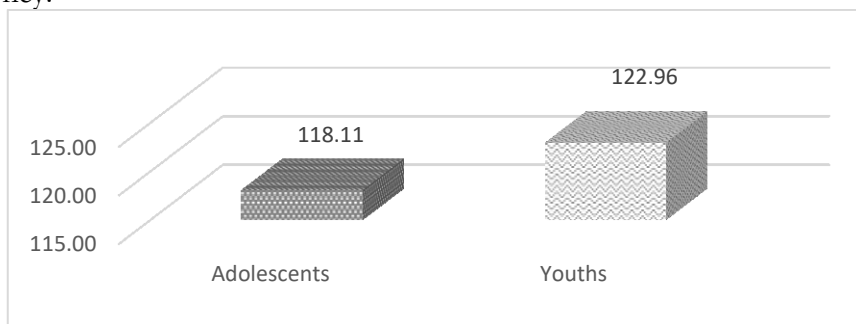
**Figure 1.** Average indices of values in adolescents and young people according to the test “My values and goals” by GYCGCP (points).

The analysis of the indices in Figure 1 highlights some values that can be ranked first in their importance, significance and accumulated high scores: in adolescents the highest averages are noticeable in Family life (12.88p.), Personality development (12.67p.), Knowledge (12.80p.). The data

analysis demonstrates that the significance of Family life gradually increases from the age 14-15 up to 19 and the value growth continues up to the age of 25-35 years where it reaches the highest score of 14.13p.; this leads to the conclusion that the awareness of certain values increases with advancing age, accumulation of experience, and intense affective experiences of different occurrences. The young people allocated the maximum amount of points to Personality development (14.49p.); we notice that from the age of 21 and further on they allocated the highest scores to that value. A related value, Knowledge (13.99p.), also received the highest allocation of points from participants in their youth (from the age of 20 up to 35).

We find the lowest results comparing with other variables of the test for such values as Power and Money. The Power score amongst adolescents is 10.75p., in youth it decreases down to 9.59p., the observed difference being significant ( $t = 2.631$ ,  $p = 0.009$ ). Adolescents gave a relatively high score to variable Money (10.90p.) as compared to young people (10.25p.), although the differences had not been confirmed to be significant by statistical calculations.

These data can be considered relevant due to the rural origin of adolescents and young people, where money is not yet of highest importance (here we can talk about the characteristics specific to the type of “community man” according to the theory of F. Tonnies). At the same time, the material welfare of adolescents is still ensured by parents and the basic activity in the rural areas is physical work through which the entire family gets its welfare. In young people the low indices for the variables *Power* and *Money* can be explained by existing functional relationships in Moldova, where nepotism is very widely spread (through good contacts they can get a good position), which allows for reaching of personal goals, career growth. It is by such connections that adolescents expect to ultimately get power and money.



**Figure 2.** Total indices of adolescents’ and young people’s values according to the test “My values and goals” by GYCGCP (points)



By analysing the total indices in Figure 2 we confirm that the data for values held are higher in young people (122.96p.) as compared to adolescents (118.11p.). At the same time, we find a more accurate and conscious establishment of values in young people as compared to adolescents, which is confirmed by a more radical hierarchy of value priorities in young people, demonstrated by their ranking.

The analysis of statistical data in order to determine significance of differences between the established values in adolescents and young people according to the test My values and goals allows us to find significant differences in the values considered between studied ages ( $t = -2.975$ ,  $p = 0.003$ , as shown in Table 6).

#### ***4.2. Professional values of adolescents and young people: results and discussions***

The period of adolescence is one of professional orientation. The professional values questionnaire by D. Super was used to obtain data (Table 1) on this sensitive time in the subjects' lives.

**Table 1.** Average indices of professional values in adolescents according to D.Super's questionnaire (points)

Occupational values \ Ages	14-15	16	17	18	19
Altruism	12.59	12.52	11.45	10.78	9.87
Aesthetic sense	12.46	10.89	10.38	10.24	10.51
Creativity	13.22	12.15	11.80	12.15	10.18
Intellectual stimulation	13.54	11.74	11.70	11.23	11.23
Objective success	13.40	12.63	12.25	11.50	11.23
Independence	12.70	12.11	12.38	11.15	10.46
Prestige	12.44	12.59	12.28	10.69	9.59
Leadership	11.60	11.11	10.43	9.40	10.08
Welfare	11.90	12.35	11.98	10.90	10.05
Safety	12.52	12.33	11.63	10.68	9.54
Work environment	13.68	12.17	11.88	11.24	10.36
Relationships with superiors	13.55	12.39	12.90	12.72	10.54
Relationships with colleagues	12.96	12.20	11.50	10.04	9.87
Lifestyle	12.74	12.80	11.50	10.71	9.69
Variety	13.10	11.85	11.08	9.29	8.23

The analysis of the average indices in Table 1 allows us to observe the specifics of the evolution of professional values in adolescents. We notice the gradual decrease of indices towards the age of 18-19, these being

the most responsible periods for shaping and manifesting knowledge, skills and attitudes formed up to graduation of high school. Adolescents do not think about the direction and ways of continuous improvement of skills, but about supporting them to move forward. We note that the highest scores at the age of 14-15 were given to Work environment (13.68p.), which shows that adolescents look forward to good working conditions; Relations with superiors (13.55p.), which is about choosing a job in accordance with existence of competent management in the field; Intellectual stimulation (13.54p.) which differentiates contemporary adolescents from those of 30-50 years earlier in that they choose activities which offer the opportunity to learn something new and the ones that require independent thinking, abstract reflection; Objective success (13.40p.) which is characterized by expecting a feeling of satisfaction caused by production of specific products, obtaining tangible results from the proper execution of professional tasks; Creativity (13.22 pp.) through which subjects can express personal ideas and do not follow the patterns established by society; and Variety (13.10p.) which also allows for freedom of action and involvement in various activities, thus leading to personal fulfilment.

The lowest scores are observed in such values as: Leadership (11.60p.), which means that adolescents do not capitalize on professions that offer the opportunity to plan and organize the work of others; and Welfare (11.90p.) which shows that a high-paying job is not yet considered advantageous by adolescents; they do not show the tendency to focus on monetary gain.

This situation changes gradually around the age of 19: there is a general decrease in the scores of all variables. The most highly appreciated values at this age are the values of Intellectual stimulation (11.23p.) and Objective success (11.23p.) which were previously listed among the most important. The Leadership and Welfare values become more prominent, although they were not in the list of the preferred values at earlier ages.

**Table 2.** Average indices of young people's professional values according to D.Super's questionnaire (points)

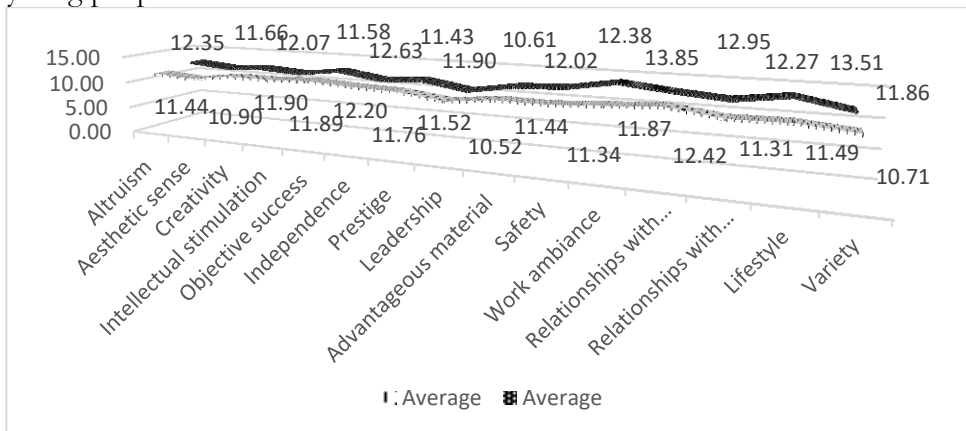
Professional values \ Ages	20	21	22	23	24	25-35
Altruism	11.64	13.07	13.08	12.40	11.8	12.13
Aesthetic sense	11.61	10.21	12.69	12.20	12.2	11.07
Creativity	11.29	11.21	12.54	12.40	12.8	12.20
Intellectual stimulation	11.54	11.36	12.62	11.00	11.7	11.27
Objective success	11.57	12.00	13.69	12.20	13.6	12.73
Independence	11.14	10.71	12.38	10.60	11.8	11.93

Prestige	11.11	10.36	13.62	10.40	13.4	12.53
Leadership	10.25	9.64	10.69	9.60	12.1	11.40
Welfare	10.71	12.00	13.31	11.40	12.7	12.00
Safety	11.57	12.00	13.00	12.40	13	12.33
Work environment	12.64	13.57	14.62	13.60	14.8	13.87
Relationships with superiors	11.96	12.29	13.62	13.20	13.5	13.13
Relationships with colleagues	12.00	11.57	13.08	12.20	12.8	12.00
Lifestyle	12.25	13.57	14.23	13.40	14.2	13.40
Variety	9.86	11.71	13.15	11.20	13.1	12.13

The analysis of the average scores among those allocated to the variables of Professional values by young people allows us to see general positive dynamics in comparison to the respective data in adolescents. Work environment still gets a maximum score (13.87p.) gradually increasing towards the age of 25-35. Maximum appreciation is given to Lifestyle (13.40p.), which is associated with activities that allow a way of life related to personal aspirations, preferring professions with irregular schedule which involve movement, travel, etc. We see an increase in the value of Welfare (12.0p.) in comparison to the period of adolescence which is appreciated higher at the age of 22 and 24.

The lowest scores are given to Aesthetic sense (varying between 10 and 12 points), which shows a disregard of professions that allow for production of aesthetic things, arts, handicraft products, etc.

We have included the average scores by age in Figure 3 for a more efficient comparison of the professional value variables in adolescents and young people.



**Figure 3.** General average indices of professional values in adolescents and young people according to D.Super’s questionnaire (points)

Data analysis (Figure 3) reflects the stable dynamics in maintaining values both in adolescence and youth. We established more growth indices with the tendency of intensification, which means that the professional orientation occurs in adolescence, but its affirmative, final establishment takes place in youth. The Figure above highlights the specifics of professional identification during adolescence and youth. According to the data analysis, we find low indices during adolescence, but at youth age the positive evolution in professional orientation and development of professional values stands out. Upon comparison of the data for the subjects from the two samples, we find the highest indices for young people in terms of Work environment (13.85p.), Lifestyle (13.51p.), Relationships with superiors (12.95p.). For adolescence, priorities are Relations with superiors (12.42p.) and Objective success (12.20p.).

We applied the t-Student test through the SPSS-16.0 program to confirm the significance of the differences between the variables studied in adolescence and youth. . Data analysis highlights significant differences between adolescents and young people in the following variables of professional values: altruism -  $F = 14.034$ ,  $p < 0.001$ ,  $t(380) = -3.779$ ,  $p < 0.001$ ; aesthetic sense -  $F = 2.695$ ,  $p = 0.102$ ,  $t(380) = -3.941$ ,  $p < 0.001$ ; leadership -  $F = 0.778$ ,  $p = 0.388$ ,  $t(380) = -2.782$ ,  $p = 0.006$ ; safety -  $F = 24.310$ ,  $p < 0.001$ ,  $t(380) = -2.958$ ,  $p = 0.003$ ; work environment -  $F = 43.984$ ,  $p < 0.001$ ,  $t(380) = -6.892$ ,  $p < 0.001$ ; relationships with colleagues -  $F = 4.90$ ,  $p = 0.027$ ,  $t(380) = -4.075$ ,  $p < 0.001$ ; lifestyle -  $F = 10.541$ ,  $p = 0.001$ ,  $t(380) = -7.385$ ,  $p < 0.001$ ; variety -  $F = 19.870$ ,  $p < 0.001$ ,  $t(380) = -4.296$ ,  $p < 0.001$ .

At the same time, the comparison of general data on professional values for the entire sample of adolescents with those of the sample for young people allows us to find significant differences between the professional values of subjects of adolescent age and those of youth. We obtained the value  $F = 17.228$ ,  $p < 0.001$  of Levene test, which denotes that we can reject the null hypothesis by which we state that the variants of the populations from which the samples come are equal. We are wrong only 0.1% if we reject the null hypothesis. The conclusion is that the variances of the two populations are different. We extract the data of the t-Student test from the row "equal variances not assumed". The data for t and its significance are the following:  $t(380) = -4.767$ ,  $p < 0.001$ . As a result, we reject the null hypothesis, because we can make mistake in only 0.1% of the cases and thus, we accept the research hypothesis. The professional values of the subjects of youth age differ significantly according to their

representations and training as compared to those of adolescent age subjects.

**4.3. Terminal and instrumental values study: results and discussions**

Another tool applied in the valuation of value orientations was the Value Orientation Test developed by M. Rokeach. This tool determines the terminal and instrumental values and it is useful in the process of evaluating the value system especially in the age groups when a lot of personality changes occur.

**Table 3.** Average indices of adolescent value orientations according to M.Rokeach test (points)

Terminal values	14-15	16	17	18	19	Total	Instrumental values	14-15	16	17	18	19	Total
Active life	3.89	3.66	3.21	3.73	3.85	18.35	Accuracy	2.80	2.90	2.94	3.29	3.53	15.18
Understanding life	3.91	3.83	3.03	3.88	3.75	18.39	Politeness	3.64	3.39	3.18	3.64	3.73	17.57
Health	4.22	3.98	3.55	3.95	3.70	19.39	High requirements	2.42	2.00	2.84	3.03	3.45	13.73
Interesting work	4.16	4.08	4.00	3.65	3.80	19.69	Life energy	3.51	3.11	3.37	3.71	3.65	17.35
Beauty of nature, art	2.89	2.79	3.28	3.15	3.40	15.51	Punctuality	3.78	3.73	3.58	3.73	3.33	18.15
Love	3.84	3.75	3.45	3.68	3.75	18.46	Independence	3.64	3.55	3.27	3.51	3.48	17.44
Welfare	4.11	3.96	3.25	3.55	3.58	18.45	Intransigence	2.67	2.58	2.93	3.03	3.20	14.40
Good friends	3.16	2.96	3.31	3.25	3.30	15.99	Own professional values	3.64	3.50	3.28	3.64	3.40	17.46
Social appreciation	2.98	2.85	3.33	3.11	3.43	15.69	Responsibility	3.71	3.53	3.48	3.47	3.48	17.65
Knowledge/awareness	3.16	2.83	3.12	3.07	3.53	15.70	Rationalism	3.05	2.74	3.42	3.35	3.38	15.93
Productive life	4.18	3.95	3.24	3.52	3.78	18.67	Self-control	3.33	3.10	3.28	3.56	3.55	16.82
Development	3.91	3.69	3.18	3.73	3.75	18.26	Courage to support one's opinion	3.64	3.54	3.16	3.77	3.38	17.49
Entertainment	3.00	2.85	3.06	3.19	3.18	15.27	Strong will	3.73	3.59	3.37	3.69	3.65	18.03
Freedom	2.96	2.86	3.12	3.01	3.45	15.41	Tolerance	3.96	3.55	3.46	3.88	3.63	18.48
Happy family life	3.75	3.75	3.45	3.57	3.60	18.12	Broad visions	3.42	3.44	3.36	3.56	3.40	17.17
Happiness of others	3.62	3.59	3.51	3.56	3.70	17.97	Honesty	3.64	3.55	3.36	3.72	3.50	17.76
Creation	3.84	3.70	3.34	3.64	3.75	18.27	Efficiency in activity	4.18	3.48	3.39	3.85	3.75	18.65

Values and Value Orientations of Adolescents and Young People in ...  
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Self-reliance	4.1 6	3.6 6	3.4 5	3.7 1	3.4 8	18.4 6	Good relations with colleagues	3.6 4	3.3 4	3.3 1	3.6 0	3.3 0	17.1 9
Total terminal V.	65. 75	62. 73	59. 88	62. 95	64. 75	316. 05	Total instrumental V.	82. 38	58. 59	58. 99	64. 03	62. 48	326. 46

The study of the results obtained when diagnosing the values of adolescents allows us to find that most of the terminal values have gained average scores and ranked second. Ranked first, by priority and importance, are the following of the terminal values: Interesting work (19.69p.) which allows for novelty, development, active involvement, support, etc., Health (19.39p.) which includes the mental, and the physical; Productive life (18.67p.) which requires maximum achievement of capabilities and possibilities. The achievement of the terminal values is possible through the instrumental values that are ranked according to established priorities. Thus, we distinguish that Efficiency in activity (18.65p.) is achieved through love of work, high productivity in activities. Another instrumental value that supports the terminal ones is the Tolerance (18.48p.) of adolescents towards the opinion of others, the habit of forgiving the mistakes of others; Punctuality (18,15p.) is characterized by observing discipline; Strong will (18.03p.) is manifested in subjects through the ability to adhere to one's position, not to give in to difficulties.

We applied the Pearson ( $r$ ) test to highlight the relationship between terminal and instrumental values in adolescents. Analysing the results of the correlation coefficients revealed a significant relationship between terminal values of first rank and instrumental values that support development of these terminal values according to the choices of adolescents. The value of Health as a goal is achieved through rationalism ( $r = 0.258$ ,  $p = 0.001$ ) reflected by the ability to think and make rational decisions in life; it is supported by the Tolerance of adolescents to the opinion of others, the habit of forgiving the mistakes of others ( $r = 0.221$ ,  $p = 0.005$ ); it is supported by the energy of life ( $r = 0.215$ ,  $p = 0.005$ ), by the desires to have a content and happy life. The terminal value of Productive life has a significant positive relationship to the instrumental value Efficiency in activity ( $r = 0.254$ ,  $p < 0.001$ ) which implies active involvement, responsibility, participation; independently ( $r = 0.209$ ,  $p = 0.001$ ) manifested by the ability to act independently and decisively; with tolerance ( $r = 0.174$ ,  $p = 0.002$ ); politeness ( $r = 0.170$ ,  $p = 0.002$ ) externalized by the adolescent's manners. The coefficient of general correlation of the terminal values with the instrumental ones is significantly positive of high intensity -  $r = 0.380$ ,  $p < 0.001$ .

**Table 4.** Average indices of value orientations of young people according to M.Rokeach test (points)

Terminal values	20	21	22	23	24	25-35	Total	Instrumental values	20	21	22	23	24	25-35	Total
Active life	3.93	3.80	4.31	4.2	4.27	4.08	24.59	Accuracy	4.00	3.67	4.00	4	4.18	4.08	23.93
Understanding life	4.26	4.47	4.46	4.6	4.64	4.33	26.76	Politeness	4.44	3.93	4.54	5	4.82	4.33	27.07
Health	4.22	4.53	4.69	4.6	4.73	4.75	27.53	High requirements	3.56	3.33	3.85	4.2	3.45	3.42	21.81
Interesting work	4.00	4.07	4.15	4.6	4.45	4.25	25.53	Life energy	3.78	3.73	3.77	4.4	3.64	3.79	23.11
Beauty of nature art	3.67	3.80	4.00	4.2	4.09	4.29	24.05	Punctuality	3.96	3.73	3.92	4.2	4.45	4.29	24.57
Love	4.44	4.00	4.46	5	4.73	4.83	27.47	Independence	4.11	4.20	4.38	4.2	4.64	4.38	25.91
Welfare	4.19	4.07	4.38	4.6	4.45	4.04	25.73	Intransigence	3.56	2.93	3.31	3.8	3.09	3.29	19.98
Good friends	4.00	4.00	4.38	4.8	4.45	3.88	25.51	Own professional values	4.22	4.13	4.54	4.8	4.64	4.75	27.08
Social appreciation	3.59	3.47	3.46	4.2	3.91	4.08	22.71	Responsibility	4.37	4.13	4.31	4.4	4.82	4.33	26.36
Knowledge / awareness	4.19	4.40	4.38	4.4	4.27	4.17	25.81	Rationalism	4.11	4.40	4.38	4.6	4.73	4.63	26.85
Productive life	3.81	4.40	4.15	4.4	4.27	4.08	25.12	Self-control	3.96	4.13	4.08	3.8	4.45	3.92	24.34
Development	4.15	4.40	4.38	4.4	4.36	4.33	26.03	Courage to support the opinion	3.85	3.93	3.92	4.2	4.45	4.50	24.86
Entertainment	3.81	3.27	3.69	4	3.45	3.21	21.44	Strong will	3.96	4.07	4.23	4.2	4.45	4.46	25.37
Freedom	4.00	4.00	4.38	4.4	4.00	3.96	24.74	Tolerance	3.96	4.00	4.15	4.2	4.36	4.25	24.93
Happy family life	4.30	4.20	4.62	4.6	4.55	4.42	26.67	Broad visions	3.74	3.67	3.62	3.8	3.64	3.75	22.21
Happiness of others	4.04	3.87	4.23	3.8	4.18	3.92	24.03	Honesty	3.81	4.20	4.23	4.6	4.91	4.46	26.21
Creation	3.74	3.60	3.54	3.8	3.64	3.46	21.77	Efficiency in activity	3.70	3.93	4.15	4	4.00	3.75	23.54
Self-reliance	4.30	4.40	4.62	4.4	4.82	4.54	27.07	Good relations with colleges	3.81	3.53	3.92	4.2	3.91	3.96	23.34
Total terminal v.	72.67	72.73	76.3	79	77.3	74.3	452.5	Total instrumental v.	70.9	69.7	73.3	76.6	76.6	74.33	441.47

In considering the data in Table 4, we notice that several terminal values are set as priority ones and are ranked first: health (27.53p.), love (27.47p.), self-confidence (27.07p.), understanding life (26.76p.), development (26.03p.). Ranked second, of a lower priority are most of the values of young people, while a smaller number of indices are allocated to rank three (III) : social appreciation (22.71p.), creation (21.77p.), entertainment (21,44p.). The analysis of the total accumulated scores highlights the prevailing ones as follows: own professional values (27.08p.),

politeness (27.07p.), rationalism (26.85p.), responsibility (26.36p.). Terminal values are achieved by promoting instrumental values in young people through broadening the range of knowledge and a high culture, conscientious attitudes.

We used Pearson's rank ( $r$ ) test to confirm the results of the comparative analysis carried out on the basis of general scores. We obtained a high correlation coefficient for the general averages of terminal and instrumental values -  $r = 0.739$ ,  $p < 0.001$ , which confirms the close relationship between studied values. We emphasize the fact that the relationship between goal values and instrumental values is closer at youth age as compared to adolescence.

The analysis of statistical data shows significant positive correlations between the terminal Health value and the following instrumental values: Responsibility ( $r=0.494$ ,  $p < 0.001$ ) manifested by conscientious behaviour; Politeness ( $r=0.406$ ,  $p < 0.001$ ); Rationalism ( $r=0.377$ ,  $p < 0.001$ ) expressed by an attitude of reflection, capacity and firm decision making; Punctuality ( $r=0.312$ ,  $p = 0.004$ ) characterized by discipline. The value-goal of Love reflected through spiritual and physical love correlates closely with Responsibility ( $r=0.396$ ,  $p < 0.001$ ); Own professional values ( $r=0.364$ ,  $p = 0.001$ ); Politeness ( $r=0.305$ ,  $p = 0.004$ ); Good relations with colleagues ( $r=0.308$ ,  $p=0.004$ ) manifested by sensitivity and helping others. The terminal value of Self-confidence is supported by a Strong will ( $r=0.313$ ,  $p = 0.003$ ) which is expressed by the ability to adhere to own position, not to give in to difficulties; Politeness ( $r = 0.304$ ,  $p = 0.004$ ); Responsibility ( $r = 0.299$ ,  $p = 0.005$ ); Independence ( $r = 0.295$ ,  $p = 0.006$ ); Punctuality ( $r=0.250$ ,  $p = 0.02$ ).

We should note that instrumental values such as Responsibility, Politeness, Punctuality are the values that support several terminal values of the personality during youth.

We applied the t-Student test on the entire sample by separating the terminal and instrumental values in order to confirm the significance of the differences observed and described above. The results are shown in Table 5.



**Table 5.** Differences between adolescents and young people in terminal and instrumental values across the sample (t-Student test)

Values	Variance s	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed )	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
									Lower	Upper
Terminal values	Equal variance s assumed	4.73 00	0.03 0	- 13.81 9	401	0.000	- 12.00928	0.86907	- 13.7177 8	- 10.3007 8
	Equal variance s not assumed			- 14.11 1	138.66 5	0.000	- 12.00928	0.85108	- 13.6920 5	- 10.3265 1
Instrument al values	Equal variance s assumed	0.47 1	0.49 3	- 13.77 6	401	0.000	- 11.75321	0.85315	- 13.4304 2	- 10.0760 0
	Equal variance s not assumed			- 13.96 4	137.22 8	0.000	- 11.75321	0.84171	- 13.4176 0	- 10.0888 2

The results obtained for terminal values show the significance of the data  $F = 4.730$ ,  $p = 0.03$ , according to the Levene test, which allows us to reject the null hypothesis (which states that the variances are equal). The conclusion is that the variances of the two populations are different; we will extract the t data and the meaning from the line “equal variances not assumed”. The value of t and the meaning:  $t(380) = -14.111$ ,  $p < 0.001$ , which means that we can reject the null hypothesis, because we are wrong in less than 0.1% of cases, thus, we accept the research hypothesis: there are significant differences between the terminal values of subjects of adolescent age and those of youth age subjects. In subjects of adolescent age, the terminal values are significantly lower in comparison to those of youth age. This result clearly demonstrates that the establishment of values occurs at the age of youth.

While examining the data of Levene's test we find that  $F = 0.471$ ,  $p = 0.493$  is insignificant (we are wrong in 49.3% of cases if we reject the null hypothesis that states that the variances are equal). So, the variances of the two populations are equal and we extract the results  $t$  from the first row:  $t(380) = -13.776$ ,  $p < 0.001$ . The value of  $t$  is significant (we accept the research hypothesis). Thus, we have established that the instrumental values for young people differ significantly from the values of adolescents, which we have also mentioned in the comparative description of data.

Next, we analysed the data obtained by applying Student test ( $t$ ) in order to determine the significance of differences according to the age criterion through the SPSS Statistics program, version 16.0.

**Table 6.** Student ( $t$ ) test results on age-related values based on general average indices for adolescent and youth age groups

Variables	Variances	Levene test for equality of variances		t-test for equality of values		
		F	Sig.	t	df	Sig. (2-tailed)
Value (by Rokeach)	Equal variances assumed	0.419	0.518	-16.189	401	0.000
	Equal variances not assumed			-15.415	126.550	0.000
Value (by Super)	Equal variances assumed	17.784	0.000	-4.569	378	0.000
	Equal variances not assumed			-4.855	258.311	0.000
My values and goals	Equal variances assumed	0.012	0.914	-2.975	379	0.003
	Equal variances not assumed			-3.131	155.573	0.002

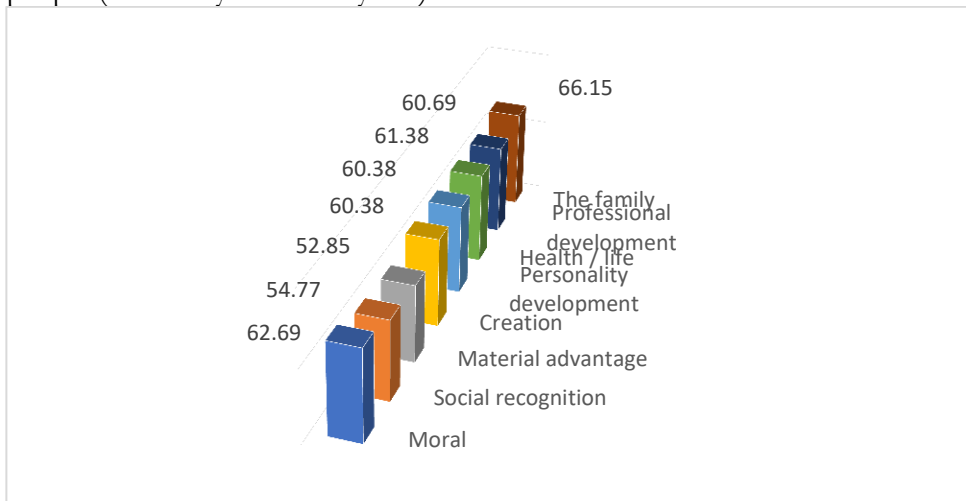
Analysis of Table 6 data we identify the value of  $F = 0.419$ ,  $p = 0.518$  (according to Levene's test), which is insignificant. We cannot reject the null hypothesis that states that the variances are equal. The value of  $t$  is significant ( $t = -16.189$ ,  $p < 0.001$ ), accordingly, we can reject the null hypothesis, because we are wrong only in 0.1% of cases, the confidence interval has a probability of 95% at deference of 23.76249, and, therefore, we accept the research hypothesis: there are significant differences between the value orientations of the subjects of adolescent age and those of youth age.

Adolescents have a lower level of terminal and instrumental values as compared to subjects of youth age.

The value of  $F = 9.688$ ,  $p = 0.002$  (Table 1) according to Levene's test is significant, which allows us to reject the null hypothesis stating that the variances are equal. The value of  $t$  is insignificant ( $t = -0.585$ ,  $p = 0.559$ ), correspondingly, we would be wrong in 55.9% of cases if we rejected the null hypothesis and accepted the research hypothesis. So, there are no significant differences between adolescents and young people in the process of identifying and prioritizing value orientations.

### 5. Value orientations of young people in pandemic period

The study fulfilled in 2019 in order to determine the particularities of values manifestation in adolescents and young people led to elaboration and validation of the Questionnaire for value orientations assessment (QVOA) that included estimating the main structural components: behavior, affective states, attitudes, convictions and values (Antoci, 2020). The experiment conducted between October and November 2020 involved 101 young people (from 20 years to 35 years).



**Figure 4.** Average indexes of young people's value orientations by QVOA (points)

The application of QVOA tool allows identification of the following value orientations: morality, social recognition, material advantage, creation, personality development, health/life, professional development, family. Thus, the highest result (66.15 points) was obtained at the *family* value orientation. This fact indicates on the importance of loved ones, close

through blood or marriage, children, parents; highlights the specifics of love, trust, support, respect, empathy, devotion, etc. and it becomes more obvious in difficult, life-threatening situations. Another high score is found in *morality* (62.69 points), which indicates that a process of reflection on what happened and the priority was given to making conscious decisions related to life, society, responsibility, etc. and manifested through behaviours and attitudes, establishing own positions on the set of important personal or social standards of life style.

The lowest indices are found in the *material advantage* (52.85 points) and in the social recognition (54.77 points). It is appreciable that young people in our country do not place much emphasis on the material aspect, money, actions are not limited to earning money and, possibly, this is one of the differences between subjects in the Republic of Moldova and those in European countries. This fact is due to experimental subjects' specificity of the mentality, the socio-cultural, educational environments, etc. *Social recognition* is lower compared to other variables of value orientation. Although *social recognition* is important for adolescence and youth. This result can be explained by the pandemic situation installed almost all over the world and the imposed living conditions - limitation in movement, insufficiency of communication face to face, diminishing the process of physical affective socialization, etc. Restrictions and adaptation to another way of life have attenuated the significance of events, traditions, social manifestations and more have highlighted other values, such as: *life, health, family*. Thus, young people took advantage of their free time for personal, professional development and creation. The announced pandemic situation had both disadvantages and advantages: it emphasized the lack of skills to face social, educational and personal challenges and needs; it forced us to reflect on what happened and to re-prioritize the values in our system.

## 6. Conclusions

The study carried out in order to determine the specifics of the dynamics of values held by contemporary adolescents and young people allows us to state the following:

- The positive dynamics of values – personality development, knowledge, family life, health – is pursued by the gradual intensification of scores from adolescence to youth, which indicates that awareness of values is possible with gradual advancement in age by gaining experience, intense emotional experience of life events, and by prioritization.

- The priority terminal values in subjects of adolescent age include: interesting work, health, productive life, self-confidence, love, which are supported and ensured through such instrumental values as: efficiency in activity, tolerance, punctuality, strong will, independence.
- The hypothesis that “the domination of values relates not only to age specifics, but also to the priorities stipulated by experiences obtained according to societal change”, was partially confirmed: in adolescents the values are manifested according to the neoformations of age, but in young people the priority of values derives from obtained experiences, from the functionalism of relationships, reflections, calculations.
- Youth age subjects are characterized by the following terminal values - health, love, self-confidence and development - promoted and ensured through instrumental values: politeness, responsibility, rationalism, punctuality, good relations with colleagues.
- The terminal and instrumental values of young people differ significantly from those of adolescents and with growing age they are distributed exactly according to their ranking of priorities which confirms the first hypothesis advanced.
- Our assumption that final formation of values in the sphere of personality occurs at the age of young adulthood, up to the age of 25 and is relatively stable up to the age of 35 is sustained by the relative stability of the values’ scores at such ages.
- The formation of professional values occurs at the age of youth, when the subject encounters, experiences his/her personal and professional needs.
- The crisis situation such as the pandemic requires the modelling in manifestation of all components of value orientations of the personality: domination in the hierarchical system of values of young people of moral, vital and personal values, such as the family.

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