



Žana P. Bojović<sup>1</sup>

Pedagogical Faculty in Užice, University of Kragujevac

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## *Terminal Values– Life Goals: Future Primary and Preschool Teachers’ Perspective<sup>2</sup>*

### Extended summary

The theoretical part of the paper looks at the phenomenon of values and value orientations and explains, by focusing mostly on the Rokeach Value List, different classifications of the values and value orientations of the young population. At the end of the school year 2014/15, a partially revised Rokeach Survey of Terminal Values was conducted on a random sample of 252 students of the Pedagogical Faculty in Užice which is mainly attended by students from Zlatibor district. The basic goal of the survey was to determine how students of the Pedagogical Faculty evaluate their own, actual terminal values - goals, as well as to establish whether there were any differences among the surveyed generations. The entire research was based on determining terminal values by using Rokeach’s classification of values which is one of the best-defined classifications and for which the author himself says that measuring is “sensitive to the difference between cultures, institutions, belonging to the group and personal experience” (according to Rokeach, 1978: 24). The classification contains two well-differentiated groups of basic values: terminal values, which represent the goals of human existence, and instrumental values, which represent desirable or idealised models of behaviour that contribute to the substantiation of terminal values. Within the list of terminal values, in order to focus as much as possible on clearly differentiated values with a high degree of distinction, three values are highlighted: the sense of achievement, the world of beauty and social recognition. Consequently, fifteen terminal values were used in the research. Starting from the problems, objectives and research tasks, via transferal research based on quantitative and qualitative analysis (calculating the arithmetic mean and standard deviation), the ranking list of values expressed by the stu-

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1 bojovic@ucfu.kg.ac.rs

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dents of the first and final year of studies at the Pedagogical Faculty in Užice was determined at the manifest level. The obtained results indicate that both the first and the fourth year students showed similar estimates regarding the number of highly positioned terminal values, as well as some differences in terms of giving low ranking positions to other terminal values.

The slight difference in the ranking of the values between the students of the first and the fourth year directed the further interpretation of the results towards the comparative analysis of the rankings between the students beginning their studies and those at the end of their studies. The obtained results indicate that the students of the Pedagogical Faculty are oriented towards the following life goals: family safety, happiness, freedom. However, some differences in the ranking of other terminal values have also been identified. In this context, and starting from the assumption that there are differences regarding the values between the first and fourth year students, we consider that the results of the study allow for the following conclusion to be made: the ranking positions of terminal values - the life goals of students who are at the beginning of their studies and students who are the end of their studies – are, to a considerable extent, stable. We suppose that the orientation towards a narrower social milieu and the aspiration for happiness and freedom in the sphere of personal responsibilities can be interpreted in the light of the social crisis and the social position of young people, whose participation in making socially important decisions is marginalised.

The results of the research are significant because they suggest the need for a constant review of the value structure from the perspective of students who are exposed to intensive technical-technological, demographic, and other changes, justifying the view that personal values influence the behavior of the individuals and determine the value direction of the whole society. The identification of values and lifestyles of students has pedagogical and social importance and provides significant insights into personal profiles of young people preparing for a particular occupation.

In this context, this research can be an incentive for future studies of the young people's value orientations in terms of a more complete understanding of their values and behaviour. In support of this claim, we believe that it is necessary to direct more attention to the initial education of primary and preschool teachers in terms of the curricula innovations by introducing new subjects from the field of axiology, as well as encouraging students to take part in activities supporting the development of universal values. The identification of values and lifestyles of students has pedagogical and social relevance and provides significant insights into personal profiles of young people preparing for a particular occupation.

**Keywords:** values, value orientations, Rokeach Value List, terminal values, life goals, students, preschool and primary school teachers' initial training.

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