

## The Structure of Value Orientations Among Students in Professional Pre-Higher Education

### Ціннісна структура особистості здобувачів фахової передвищої освіти

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#### Abstract

**The aim** of the study is to examine the structure of value orientations among students enrolled in professional pre-higher education programs in pedagogy. **Methods.** The study of the structure of value orientations of young people is based on the ideas of existential-humanistic psychology, the value-oriented development of the individual, their self-actualization and autonomy, as well as on the idea of the interconnection and interdependence of psychological processes, which is comparable to the systemic approach in psychology. The total sample of the study comprised  $n=107$  students in professional pre-higher education in pedagogy. The sample consisted of students aged 16–19 years ( $M = 16.44$ ;  $SD = 2.237$ ) and was formed using random sampling. The value orientations of the participants were assessed using the Portrait Values Questionnaire (PVQ-40; Schwartz, 1992), adapted by I. Semkiv (Boyko-Buzyl et al., 2025), which assesses the ten basic values proposed in Schwartz's theory. The data were analyzed using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). **Results.** Factor analysis

#### Анотація

**Метою** є дослідження структури ціннісних орієнтацій здобувачів фахової передвищої освіти педагогічних спеціальностей. **Методи.** Дослідження структури ціннісних орієнтацій особистості молодих людей ґрунтується на ідеях екзистенційно-гуманістичної психології, ціннісно-сміслового розвитку особистості, її самоактуалізації та автономності, а також на ідеї взаємозв'язку і взаємозумовленості психологічних процесів, що співставно системному підходу в психології. Загальну вибірку дослідження склали 107 здобувачів фахової передвищої освіти педагогічних спеціальностей. Вибірка гетерогенна, віком 16–19 років ( $M = 16.44$ ;  $SD = 2.237$ ), сформована рандомним методом. Для дослідження ціннісних орієнтацій респондентів використано методіку "Портрет цінностей" (PVQ-40) (Schwartz, 1992) в адаптації І. Семків (2013), що дає змогу оцінити вираженість десяти базових цінностей відповідно до теорії Ш. Шварца. Статистичне аналізування результатів проведено за допомогою методу факторного аналізу (експлораторного та конфірмаційного). **Результати.** Факторний аналіз виокремив три взаємодоповнювальні

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identified three complementary dimensions within the value structure. The first – “Self-Transcendence and Personal Autonomy” (F1) – combines openness to change with a humanistic orientation and psychological well-being. The second – “Social Status and the Desire for Influence” (F2) – reflects the motivation for achievement and leadership. The third – “Traditionalism and Normative Regulation of Behavior” (F3) – characterizes an orientation toward social norms, cultural continuity, and maintenance of social order. The second and third factors fully correspond to the motivational blocks of Self-Enhancement and Conservation, theoretically described by researchers. In turn, the first factor integrates values that, in the classical model, belong to different sectors of the motivational space, forming a new latent construct that can be defined as humanistic-autonomous self-realization. **Discussion and conclusions.** The study confirmed the hypothesis that the value orientations of students in professional pre-higher education in pedagogy have a certain structure, whose elements mutually complement each other, thereby acquiring systemic quality. The obtained factor structure demonstrates a high level of integration of the value system and mainly reproduces the classical circumplex model of S. Schwartz. The results of the confirmatory factor analysis empirically confirm the effectiveness of the observed three-factor model of value orientations of young people studying in institutions of professional pre-higher education in pedagogy.

**Keywords:** value orientations, personality, pedagogical education, experiment, factor analysis, confirmatory factor analysis (CFA), confirmatory experiment, statistical modeling.

## Introduction

Personal values constitute an important component of personality and the self. They are formed early in life as a hierarchy of priorities and remain relatively stable as guiding principles throughout life. Integration of research from various fields of psychology, particularly social, personality, developmental, political, and organizational psychology, shows that different values serve as guiding principles across domains of life.

фактори ціннісної сфери особистості. Перший – “Самотрансцендентність та особистісна автономія” (F1) – поєднує відкритість до змін із гуманістичною орієнтацією та психологічним благополуччям. Другий – “Соціальний статус і прагнення до впливу” (F2) – відображає мотивацію досягнення й лідерства. Третій – “Традиційність і нормативна регуляція поведінки” (F3) – характеризує орієнтацію на соціальні норми, культурну спадкоємність і підтримання суспільного порядку. Другий і третій фактори повністю відповідають теоретично описаним дослідниками мотиваційним блокам самопіднесення та збереження. Натомість перший фактор інтегрує цінності, що в класичній моделі належать до різних секторів мотиваційного простору, формуючи новий латентний конструкт, який можна визначити як гуманістично-автономну самореалізацію. **Дискусія і висновки.** У процесі дослідження підтверджено гіпотезу про те, що ціннісні орієнтації у здобувачів фахової передвищої освіти педагогічних спеціальностей мають визначену структуру, елементи якої взаємно доповнюють одна одну, набуваючи системної якості. Отримана факторна структура демонструє високий рівень інтегрованості ціннісної сфери та в основному відтворює класичну циркумплексну модель Ш. Шварца. Результати конфірмаційного аналізу емпірично засвідчують дієвість діагностованої трифакторної моделі ціннісних орієнтацій молодих людей, які навчаються в закладах фахової передвищої освіти педагогічного спрямування.

**Ключові слова:** ціннісні орієнтації, особистість, педагогічна освіта, експеримент, факторний аналіз, конфірмаційний аналіз, констатувальний експеримент, статистичне моделювання.

The psychological study of values was initiated by the works of G. Allport and P. Vernon (1931), who considered values to be dynamic motivational tendencies and personality constructs that reflect individual differences. They proposed a classification of six types of values and developed one of the first psychodiagnostic instruments to measure them. Further development of value theory is associated with the works by M. Rokeach (1973; 1989), who defined values as stable beliefs about desired goals or modes of behavior.

Rokeach argued that individuals share a universal set of values but differ in the relative importance they assign to them, forming individual value hierarchies. In modern psychology, three leading theoretical approaches to the study of values are distinguished: psycholexical (De Raad et al., 2016), functional value theory (Gouveia, 2014), and the theory of basic human values (Schwartz, 1992). The psycholexical approach is based on the assumption that the value system is reflected in language. The analysis of value vocabulary allowed the authors to identify several universal components: interpersonal relationships, status and respect, loyalty and traditions, competence and autonomy. This approach allows for empirical analysis and the identification of culturally specific values.

The functional theory of values, proposed by V. Gouveia (2014), views values as mechanisms that perform two main functions: expressing basic human needs (survival or flourishing) and directing behavior towards achieving personal, social, or central goals. The combination of these functions forms six basic value orientations: arousal, advancement, interactivity, normativity, suprapersonality, and existence. Although the results of psychometric studies generally confirm the validity of this model, its cross-cultural empirical testing remains limited.

The most developed and empirically confirmed concept of values in modern psychology remains the theory of basic human values by S. Schwartz (1992). It was based on the approach of M. Rokeach (1973), in which values serve as guiding principles of life. Using the methodology by M. Rokeach (1973) and the results of his empirical research, S. Schwartz (1992) developed his own concept of basic values (Schwartz & Bilsky, 1987). It is based on two fundamental propositions. First, values are cognitive representations of basic human motives and reflect goals that ensure the satisfaction of three universal needs: biological needs of the organism, needs in interpersonal interaction, and needs related to the functioning and well-being of a social group. Secondly, the value system has a holistic circumplex structure, in which the mutual arrangement of values is determined by the degree of compatibility or conflict between the motivational goals they

express. The more compatible two values are, the closer they are located within the value circle and the more they determine similar ways of perception, evaluation, and behavior. In contrast, values in motivational conflict are located at opposite poles of the circumplex, since their implementation requires different, sometimes mutually exclusive, models of behavior. Later, S. Schwartz (1992) added a third assumption: the value circle is a continuum in which values form a continuous motivational continuum rather than discrete, independent categories. In psychological science, several concepts are used to describe values, including “personal value orientations” and “personal values”. Such a distinction is conditional and, in essence, concerns the attribution of values to motivational or meaningful spheres. Value orientations are usually considered an integral component of the individual's psychological structure, formed and consolidated through socialization, social adaptation, and accumulation of individual life experience. In the psychological structure of the individual, they appear as a hierarchically organized system that determines the priority of individual choice in various spheres of life, sets strategic goals and forms motivational principles of behavior. Personal values can be conceptualized as a higher-order component of the individual's motivational and meaning-making system, functioning as ideals that provide overarching guidelines for behavior and life goals. Being stable, they, when assimilated into the individual's structure, practically do not depend on situational factors, but only shape the overall direction of an individual's behavior and life choices.

In the work of scholars in the last decade, individual values appear as a combination of genetically inherited factors (e.g., needs, temperament) (Twito & Knafo-Noam, 2020) and socialization within cultural context, social groups (e.g., family, peer group), and social institutions (e.g., school, religious groups). Socialization into gender roles begins almost from birth. According to expectations about gender roles and opportunities to which people adapt, it can contribute to the formation of different values (Schwartz & Rubel-Lifschitz, 2009). Different social roles in families, schools, workplaces, and social organizations can

socialize people and influence their values, both directly and indirectly (Schwartz, 2013).

The circular structure of relationships between the ten core values (Schwartz, 1992) emerges early in life. The stabilization of the value structure is already observed between the ages of 7 and 19. However, values can change throughout life in response to significant life events. Significant changes in people's values can be caused, for example, by migration to societies with different values. This applies primarily to values of medium importance. Researchers associate such changes with cognitive maturation and changing psychosocial needs (Daniel & Benish-Weisman, 2019; Pöge, 2020).

Although value systems are dynamic, research indicates that their core remains stable (Bardi et al., 2014; Lönnqvist et al., 2011). The consolidation of core values typically occurs during adulthood (Bardi & Goodwin, 2011; Milfont, 2016). Furthermore, scholars suggest that values are unlikely to change unless individuals experience significant or prolonged alterations in life circumstances (Arieli, 2020). Given these findings, examining the structure of values among young people enrolled in professional pre-higher education institutions, particularly pedagogical colleges, is of particular interest.

**The aim** of this article is to examine the structure of value orientations among students in professional pre-higher education in pedagogy.

**Hypothesis.** The value orientations of students in professional pre-higher education are hypothesized to have a specific structure, with elements that mutually complement one another and collectively form a systemic quality.

## Methods

**Methodology.** This study is grounded in the principles of existential-humanistic psychology (Bradburn, 1969; Diener, 1995; Haukedal et al., 2020; Ryff, 1995), value-oriented personality development (I. Halian & A. Halian, 2025; Karpenko, 2018; Radchuk, 2016; Hoian, 2019), self-actualization (Halian, 2024; Maslow, 1954; May, 1953; Rogers, 1954), and individual autonomy (Ach & Pollmann, 2022). Additionally, the study draws on the concept of the interconnection and interdependence of psychological processes, which aligns

with the systemic approach in psychology.

**Participants.** The study sample comprised 107 students enrolled in professional pre-higher education in pedagogy. Participants ranged in age from 16 to 19 years ( $M = 16.44$ ;  $SD = 2.237$ ) and were selected using a random sampling method. The participants resided in small towns, villages, and regional centers across Ukraine.

**Procedures and Instruments.** The value orientations of participants were assessed using the Portrait Values Questionnaire (PVQ-40) (Schwartz, 1992), adapted by I. Semkiv (Boyko-Buzyl et al., 2025). This instrument evaluates the expression of ten basic values as defined by Schwartz's theory of basic human values (1992): Self-Direction (independence of thought and behavior; freedom of choice, creativity, autonomy); Stimulation (desire for novelty, variety, risk, and vivid experiences); Hedonism (orientation toward pleasure, enjoyment of life, and positive emotions); Achievement (pursuit of personal success, competence, and social recognition); Power (aspiration for high social status, influence, and control over people and resources); Security (need for personal and social safety, stability, and order); Conformity (adherence to social norms and rules, restraint from behavior that may harm others); Tradition (respect for cultural, family, and religious traditions, customs, and established norms); Benevolence (concern for the well-being of loved ones, willingness to help and support others); and Universalism (commitment to equality, social justice, tolerance, protection of nature, and the well-being of all people). According to S. Schwartz (1992), these ten values are grouped into four value dimensions: openness to change (self-direction, stimulation, and partially hedonism); self-enhancement (achievement, power, and partially hedonism); conservation (security, conformity, tradition); and self-transcendence (benevolence, universalism).

**Variables.** Exploratory and confirmatory factor analyses were conducted to determine the structure of value orientations. The independent variables consisted of the scales from the Portrait Values Questionnaire (PVQ-40) (Schwartz, 1992), as adapted by I. Semkiv (Boyko-Buzyl et al., 2025): Self-Direction, Stimulation, Hedonism, Achievement, Power, Security, Conformity, Tradition, Benevolence, and Universalism.

**Statistical Analysis.** The study employed a cross-sectional, non-interventional design to examine the structure of value orientations and assess the stability of the identified factor structure. Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were conducted using IBM SPSS Statistics 27 and IBM SPSS Amos.

## Results

Tabl. 1 presents descriptive statistics for the ten basic values of the Portrait Values Questionnaire (PVQ-40) (Schwartz, 1992), methodology in the adaptation of I. Semkiv (Boyko-Buzyl et al., 2025). For the sample ( $n = 107$ ), mean values ( $M$ ),

standard errors ( $SE$ ), standard deviations ( $SD$ ), and measures of asymmetry and kurtosis were calculated. These calculations facilitated the assessment of both the endorsement of individual values and the characteristics of the data distribution.

The presented results indicate the uneven expression of individual basic values in the studied sample. The highest mean values were obtained on the scales of hedonism ( $M = 4.35$ ;  $SD = 1.05$ ), benevolence ( $M = 4.27$ ;  $SD = 0.90$ ), stimulation ( $M = 4.23$ ;  $SD = 1.00$ ), and universalism ( $M = 4.07$ ;  $SD = 0.91$ ).

**Table 1.** Descriptive statistics of the indicators of the measured variables ( $n = 107$ )

| Scale          | N   | M      | SEM    | SD      | A     | SEA  | K     | SEK  | Sh-W (p) |
|----------------|-----|--------|--------|---------|-------|------|-------|------|----------|
| Conformity     | 107 | 3.7079 | .08615 | .89118  | -.081 | .234 | -.143 | .463 | .365     |
| Tradition      | 107 | 3.5701 | .08687 | .89863  | -.102 | .234 | -.363 | .463 | .274     |
| Benevolence    | 107 | 4.2687 | .08693 | .89923  | -.794 | .234 | .748  | .463 | .000     |
| Universalism   | 107 | 4.0717 | .08749 | .90503  | -.064 | .234 | -.539 | .463 | .279     |
| Self-Direction | 107 | 3.9813 | .08357 | .86446  | -.130 | .234 | -.589 | .463 | .049     |
| Stimulation    | 107 | 4.2338 | .09620 | .99514  | -.372 | .234 | -.505 | .463 | .003     |
| Hedonism       | 107 | 4.3488 | .10164 | 1.05139 | -.389 | .234 | -.809 | .463 | .000     |
| Achievement    | 107 | 3.8201 | .10349 | 1.07051 | -.057 | .234 | -.761 | .463 | .083     |
| Power          | 107 | 3.31   | .101   | 1.040   | .166  | .234 | -.822 | .463 | .005     |
| Security       | 107 | 3.92   | .084   | .867    | -.087 | .234 | .176  | .463 | .143     |

**Note:**  $M$  – arithmetic mean;  $SEM$  – standard error of the mean;  $SD$  – standard deviation;  $A$  – asymmetry;  $K$  – kurtosis;  $SEA$  – standard error of asymmetry;  $SEK$  – standard error of asymmetry kurtosis; Sh-W (Shapiro-Wilk's Test) – Shapiro-Wilk's criterion. In the Shapiro-Wilks test, the lower limit of significance is  $p > 0.05$  (the Lilliefors significance correction).

Slightly lower, but still quite high average values were recorded on the scales of self-direction ( $M = 3.98$ ), security ( $M = 3.92$ ), and achievement ( $M = 3.82$ ). The least pronounced values were conformity ( $M = 3.71$ ), tradition ( $M = 3.57$ ), and especially power ( $M = 3.31$ ).

Taking into account the standard errors of the mean values ( $SE = 0.08$ – $0.10$ ), which are relatively small, we can state that the estimates of the average indicators in the studied sample are sufficiently accurate. All the studied variables exhibit moderate variability, and the asymmetry and kurtosis indicators confirm that the empirical distributions approximate the normal distribution, which makes it possible to apply parametric methods for statistical analysis of the

results. Therefore, at the next stage of the study, exploratory and confirmatory factor analyses were conducted.

**Exploratory factor analysis.** We first performed calculations to confirm the suitability of the data for factor analysis. The combined KMO results (.849), a statistically significant Bartlett test ( $\chi^2 = 447.901$ ;  $p < .001$ ), 68.50% of the explained variance, and a clear factor structure with minimal cross-loadings indicate a high psychometric quality of the model. Principal components analysis with varimax rotation (Kaiser Normalization) was used for factor analysis. The criterion for selecting factors was an eigenvalue greater than 1.0 (Table 2).

**Table 2.** Rotated component matrix<sup>a</sup>

| Scale          | Component             |          |          |
|----------------|-----------------------|----------|----------|
|                | Factor 1 <sup>b</sup> | Factor 2 | Factor 3 |
| Hedonism       | .840                  | .176     | .033     |
| Self-Direction | .829                  | .132     | .088     |
| Universalism   | .783                  | .106     | .346     |
| Benevolence    | .716                  | .210     | .238     |
| Security       | .650                  | .048     | .372     |
| Stimulation    | .587                  | .523     | .070     |
| Power          | -.003                 | .916     | .112     |
| Achievement    | .466                  | .662     | .068     |
| Tradition      | .060                  | .063     | .833     |
| Conformity     | .339                  | .116     | .720     |

**Note:** a. Factor extraction method: principal component analysis. Rotation method: Varimax with Kaiser normalization. The rotation converged after 6 iterations. b. Factors of exploratory factor analysis: “Self-Transcendence and Personal Autonomy” (F1); “Social Status and the Desire for Influence” (F2); “Traditionalism and Normative Regulation of Behavior” (F3).

The first factor is “Self-Transcendence and Personal Autonomy”. The highest factor loadings demonstrate the value of hedonism (.840), self-direction (.829), universalism (.783), benevolence (.716), security (.650), stimulation (.587), and, to a lesser extent, achievement (.466) and conformity (.339). As we can see, the first factor characterizes the integration of values such as autonomy, humanism and psychological well-being, corresponding to a mature personal orientation that combines individual development with social responsibility.

The second factor, “Social Status and the Desire for Influence”, is formed by two variables: power (.916) and achievement (.662). This combination is consistent with the motivational logic of Schwartz’s theory of basic values, where both values belong to the broader dimension of Self-Enhancement. The value “Stimulation” also has a high loading (.523) as in the first factor. Its cross-loading suggests that its contribution to the factor structure warrants further examination. The psychological content of this factor reflects the pursuit of personal success, social recognition, prestige, professional competence, and influence over others. We believe that the second factor should be interpreted as one focused on social effectiveness, prestige, and the realization of leadership potential.

The third factor, “Traditionalism and

Normative Regulation of Behavior”, is represented primarily by tradition (.833) and conformity (.720). At the same time, other variables have low factor loadings (security (.372) and universalism (.346)), although they are statistically significant. Their role in the structure of the third factor is also worth checking. The psychological content of the factor is unambiguous and, in theory (Schwartz, 1992), corresponds to the classical motivational pole of Conservation. Both dominant values reflect an orientation towards maintaining social order, compliance with norms, respect for established rules, cultural traditions, and moral requirements.

Therefore, such a three-level organization of the value system demonstrates a high degree of psychological integration and reflects the specific features of the motivational structure of the sample.

*Confirmatory factor analysis.* To assess the stability and adequacy of the determined factor structure, as well as the role of variables included in factors with low but statistically significant loadings, confirmatory factor analysis (CFA) was conducted. Model fit was evaluated using standard fit indices.

The global fit assessment of the model indicates that it is generally satisfactory. Despite the statistically significant  $\chi^2$  criterion ( $\chi^2 = 55.5$ ;  $df = 32$ ;  $p = .006$ ), which is common in structural equation models estimated using maximum

likelihood, other indicators demonstrate an acceptable level of fit. The CFI value = .949 exceeds the recommended minimum threshold (.90) and approaches the criterion for good fit (.95). The TLI index = .924 also exceeds the acceptable value of .90, indicating an adequate reproduction of the covariance structure of the data. The SRMR indicator of .0447 is below the recommended limit of 0.08, indicating small residual discrepancies between the empirical and theoretical correlation matrices. At the same time, RMSEA = .0807 (90% CI [.034 – .22]), which slightly exceeds the

recommended threshold of .08 but remains in the interval often interpreted in modern literature as an acceptable or marginally acceptable level of model fit, especially for models with a relatively small number of indicators.

It is worth noting that the fit measures are described here without the variable “Stimulation”, which, during the exploratory factor analysis, was included in the F1 factor. With its presence in the F1 factor, the CFI index and especially the TLI were lower (Table 3).

**Table 3.** Measures of the fit between empirical data and the theoretical model

| CFI                                                      | TLI  | SRMR  | RMSEA | CI 90% |      |
|----------------------------------------------------------|------|-------|-------|--------|------|
|                                                          |      |       |       | LO     | HI   |
| “With the ‘Stimulation’ variable in the first factor”    |      |       |       |        |      |
| .926                                                     | .896 | .0541 | .0957 | .0604  | .130 |
| “Without the ‘Stimulation’ variable in the first factor” |      |       |       |        |      |
| .949                                                     | .924 | .0447 | .0807 | .0336  | .122 |

The insufficiently convincing values of the indicators that determine the model's fit prompted us to develop another model that includes indicators with relatively low values but statistically significant factor loadings, as mentioned above.

The next stage of confirmatory factor analysis using the Maximum Likelihood method yielded  $\chi^2 = 37.239$  (df = 27; p = .091). The nonsignificant chi-square test suggested no statistically significant discrepancy between the observed and model-implied covariance

matrices. The ratio  $\chi^2/\text{df} = 1.379$  confirms the high quality of the model's approximation, since it is significantly lower than the recommended threshold value of 2.0.

The incremental fit indices also demonstrate a high level of consistency of the model with the empirical data. The values CFI = .976, IFI = .977, TLI = .959, NFI = .920, and RFI = .867 confirm that the proposed model describes the data significantly better than the independent model (Table 4).

**Table 4.** Model Fit Indices

| Model                | NPAR          | CMIN        |               |             |         |
|----------------------|---------------|-------------|---------------|-------------|---------|
|                      |               | CMIN        | DF            | P           | CMIN/DF |
| Default model        | 38            | 37.239      | 27            | .091        | 1.379   |
| Saturated model      | 65            | .000        | 0             |             |         |
| Independence model   | 20            | 466.227     | 45            | .000        | 10.361  |
| Baseline Comparisons |               |             |               |             |         |
| Model                | NFI<br>Delta1 | RFI<br>rho1 | IFI<br>Delta2 | TLI<br>rho2 | CFI     |
| Default model        | .920          | .867        | .977          | .959        | .976    |
| Saturated model      | 1.000         |             | 1.000         |             | 1.000   |
| Independence model   | .000          | .000        | .000          | .000        | .000    |

| RMSEA              |       |       |       |        |
|--------------------|-------|-------|-------|--------|
| Model              | RMSEA | LO 90 | HI 90 | PCLOSE |
| Default model      | .060  | .000  | .103  | .339   |
| Independence model | .297  | .273  | .322  | .000   |

Particularly indicative are the CFI and IFI values, which exceed the recommended threshold of .95, indicating a very high-quality model. The TLI value (.959) also indicates a good model fit. The slightly lower value of RFI (.867) can be explained by its

greater sensitivity to model complexity and the number of parameters; however, in the presence of high values of other incremental indices, it does not call into question the overall adequacy of the model.

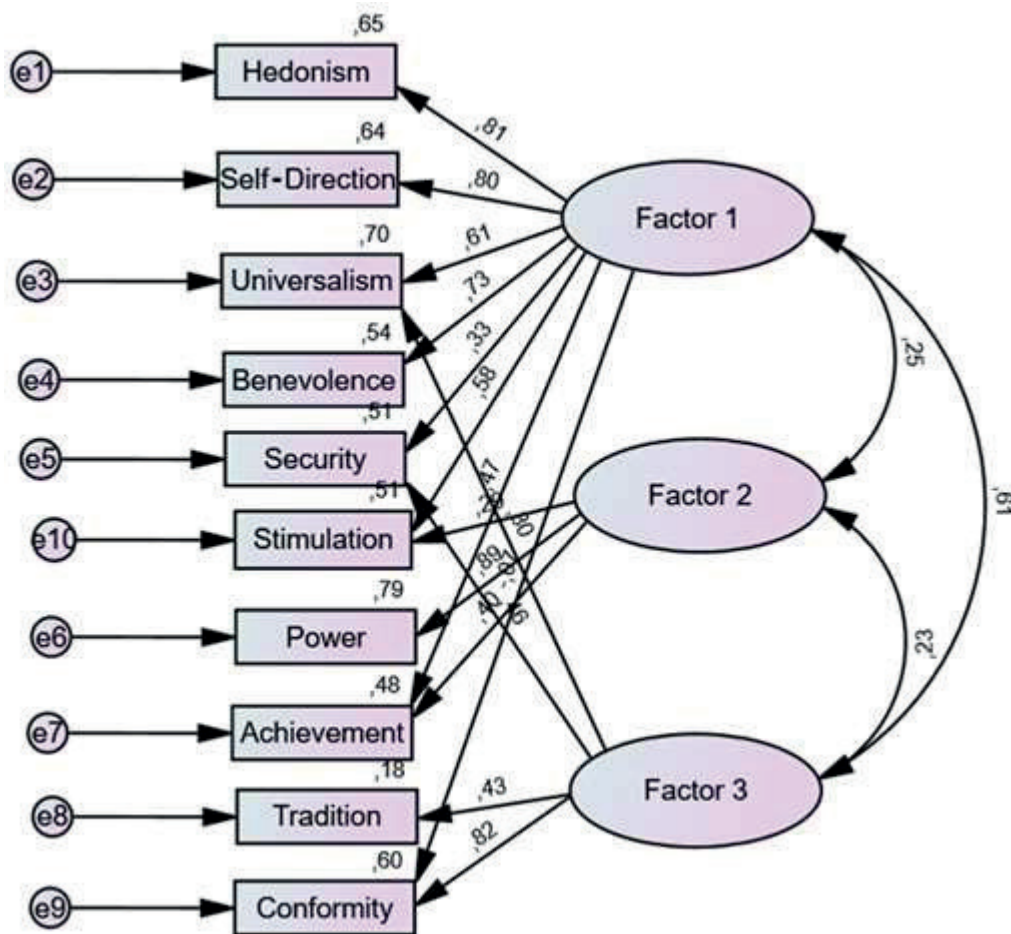


**Fig. 1.** Standardized Confirmatory Factor Analysis Model of the Structure of Basic Personal Values

The absolute error of approximation RMSEA = .060 indicates an acceptable level of approximation of the model to the general population. According to modern recommendations, RMSEA values  $\leq .06$  characterize a good fit of the model, while values up to .08 are considered acceptable. The 90% CI [.000; .103] covers the optimal values, further confirming the stability of the estimate. The PCLOSE indicator = .339, which exceeds the

critical value of .05, gives reason not to reject the hypothesis of a close fit of the model, i.e., the model can be considered to reproduce the data structure well.

Thus, the set of obtained indicators ( $\chi^2/df = 1.379$ ; CFI = .976; IFI = .977; TLI = .959; NFI = .920; RMSEA = .060; PCLOSE = .339) allows us to conclude that the proposed confirmatory factor model is characterized by a good empirical model

fit and confirms the theoretically predicted latent structure of the studied construct. The results indicate sufficient construct validity of the model and confirm its suitability for use in subsequent structural models and empirical studies.

### Discussion

Descriptive statistics indicated that the most influential factors for participants included the desire to enjoy life, positive emotions, maintaining friendly relationships within their immediate social environment, openness to new experiences, and a focus on tolerance and the well-being of others. A moderately pronounced orientation of the subjects towards independence in decision-making, the desire for personal success and ensuring stability, predictability, and security in their own lives was also observed. The results obtained allow us to conclude that the participants are less oriented towards unconditional adherence to social norms, the preservation of traditional cultural patterns of behavior or the desire for social dominance and control over others. At the same time, descriptive statistics reflect only the level of expression of individual values, whereas factor analysis enables the establishment of their internal psychological organization. The obtained factor structure partially reproduces the classical model of basic values by S. Schwartz (1992). If the second and third factors correspond to the theoretically defined motivational blocks of Self-Enhancement and Conservation, then the first factor reflects the integration of values, which in the original circumplex model are located in different sectors of the motivational continuum. The configuration of the first factor is particularly indicative, since it integrates values that, in classical theory, belong to different motivational dimensions. One latent construct combines the desire for personal autonomy and development (self-direction, stimulation), an orientation toward positive emotional well-being (hedonism), humanistic orientation (universalism, benevolence) and the need for psychological stability (security). Such a structure indicates that, for the representatives of the studied sample, self-realization is not individualistic or egocentric. On the contrary, it is realized through a harmonious combination of personal freedom, positive life experience, responsibility to others

and the desire to maintain a safe social environment. The results obtained are consistent with the modern rethinking of the theory of basic values. In their works, L. Sagiv and S. Schwartz (2022) emphasize that although the circumplex model reflects universal patterns of relationships among values, specific sociocultural conditions can alter the nature of their empirical integration. The authors emphasize that in conditions of social instability, individual values, which are theoretically in a state of motivational tension, can function as complementary, since they are aimed at achieving a common adaptive goal (Sagiv & Schwartz, 2022).

Of particular interest is the inclusion of the value "Security" in the structure of the first factor. In the classical model of S. Schwartz (1992), security belongs to the Conservation block along with tradition and conformity. However, in the resulting structure, "Security" is integrated with the values of openness to change and self-transcendence. This result can be interpreted as a reflection of the specifics of the modern social context, in which psychological security is increasingly perceived not only as a consequence of compliance with social norms, but also as a necessary condition for personal development, social activity and the realization of life potential. Similar trends are described in modern concepts of adaptive organization of human values, according to which different value systems can be integrated depending on current environmental challenges (Markovitch et al., 2026).

High factor loadings of universalism and benevolence suggest that individual achievements acquire significance mainly on the condition of their social utility. Such a configuration aligns with modern ideas about the strengthening of the role of prosocial values in regulating behavior. As L. Sagiv & S. Schwartz (2022) note, universalism and benevolence are central predictors of cooperation, civic activity, trust and psychological well-being, especially in societies undergoing large-scale social transformations (Sagiv & Schwartz, 2022).

The second factor comprises two values: "Power" and "Achievement". The absence of significant loadings from other values indicates its rather autonomous nature. Thus, the desire for power and personal achievement functions as a separate motivational system, almost unrelated

to either humanistic values or normative regulation of behavior. Particularly indicative is the significantly higher factor loading for the value "Power" compared to "Achievement". This provides grounds to assume that social success in the studied sample is largely understood as the ability to influence the social environment, take responsibility, assume a leadership or managerial role, and not only through individual competitive success.

This autonomy of the Self-Enhancement block aligns with recent psychometric research on value structures. Specifically, a large-scale cross-cultural validation of the revised PVQ-RR questionnaire by J. Cieciuch and S. Schwartz (2022), conducted across 49 cultural groups, confirmed the high stability of power and achievement values as a distinct motivational cluster, irrespective of cultural context (Cieciuch & Schwartz, 2022).

The combination of tradition and conformity in the third factor suggests that participants' behavioral normativity is grounded not only in external social control but also in the internalized significance of cultural and moral norms. Consequently, social regulation of behavior reflects a worldview orientation rather than a situational response. The lack of a significant loading for "Security" on this factor indicates a restructuring of the traditional Conservation block. While S. Schwartz's (1992) theory posits that security, tradition, and conformity constitute a unified motivational system, in the present sample, security assumes a different psychological role and is integrated with personal development values.

Such changes may be associated with the specifics of the modern Ukrainian sociocultural context, which is characterized by prolonged crisis conditions, military threats, and a high level of social uncertainty. Under such conditions, security ceases to be an exclusively conservative value. It is increasingly associated with the ability to maintain psychological well-being, promote personal autonomy, and effectively adapt to rapid changes. Modern research confirms that the hierarchy of human values is quite stable; however, the nature of the relationships between individual values may change depending on social challenges, historical context, and living

conditions (Sagiv & Schwartz, 2022).

In summary, personal development within the studied sample is not in opposition to humanistic orientation or psychological security. Instead, freedom of choice, positive life experiences, social responsibility, and the pursuit of security constitute an interconnected set of values. This integration may represent an adaptive restructuring of the individual's motivational sphere in response to contemporary social transformations. The findings generally support the universality of S. Schwartz's (1992) theory of basic values, while also illustrating that the empirical configuration of value relationships is sensitive to sociocultural context and historical period. This conclusion aligns with recent cross-cultural research, which highlights the importance of integrating universalist and contextual perspectives when interpreting individual value systems (Sagiv & Schwartz, 2022).

### **Conclusions**

Factor analysis revealed three complementary dimensions within the value system of students attending professional pedagogical colleges. The first dimension combines openness to change, humanistic orientation, and psychological well-being. The second dimension reflects motivation for achievement and leadership. The third dimension characterizes orientation toward social norms, cultural continuity, and the maintenance of social order. The resulting factor structure demonstrates a high degree of integration within the value system and partially replicates the classical circumplex model proposed by S. Schwartz. The second and third factors correspond fully to the theoretically described motivational blocks of Self-Enhancement and Conservation. In contrast, the first factor integrates values that, in the classical model, belong to different sectors of the motivational space, thereby forming a new latent construct that may be defined as humanistic-autonomous self-realization.

In the value system of students in professional pre-higher education in pedagogy, humanistic and self-development values occupy a leading position and are compatible with the pursuit of psychological security. Simultaneously, orientations toward social status and leadership,

as well as adherence to traditions and social norms, function as relatively autonomous systems of value regulation. Such a structure reflects a contemporary trend toward integrating personal autonomy, social responsibility, and psychological stability, which is a distinctive feature of value organization among individuals experiencing dynamic social transformations. This observation suggests that the structure of basic values does not always fully replicate S. Schwartz's normative model, but may be modified by the sociocultural context and prevailing living conditions of the studied population. The empirical results confirm the validity of the identified three-factor model.

### **Not Using AI Tools**

No AI-assisted technologies were used in the writing, editing, or data analysis for this manuscript. All work is original and completed solely by the listed authors.

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