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THE RELATIONSHIP OF VALUES AND IDEAS OF STUDENT SUCCESS

S. G. Ianovska, R. L. Turenko, N. S. Bilous, S. M. Lavruk
yanovskaya_s@mail.ru

The article deals with the features of the relationship of value orientations and beliefs about the success of young people. It is shown that the basic value systems of students are love and friendship, health care and self-confidence. It was determined that students characterize success as special, satisfying, difficult, objective, accessible, fast and competitive. It is shown that the idea of success is due to the value orientations of students, which indicates an increase in the ability of young people to take an active position in life: to win the competition, to be special.

Keywords: values, ideas about success, an image of a successful person.

У статті визначено особливості взаємозв'язку ціннісних орієнтацій та уявлення щодо успіху молодих людей. Показано, що основними ціннісними орієнтирами студентів є любов і дружба, турбота про здоров'я і впевненість в собі. Визначено, що успіх студенти характеризують як: особливий, такий, що задовольняє, важкий, об'єктивний, доступний, стрімкий, конкурентоспроможний. Показано, що уявлення щодо успіху пов'язано з ціннісними орієнтаціями студентів, що вказує на зростання здатності молодій людині займати активну позицію щодо подій свого життя: перемагати в конкурентній боротьбі, бути особливим.

Ключові слова: ціннісні орієнтації, уявлення щодо успіху, образ успішної людини.

В статье определены особенности взаимосвязи ценностных ориентаций и представлений об успехе у молодых людей. Показано, что основными ценностными ориентирами студентов являются любовь и дружба, забота о здоровье и уверенность в себе. Определено, что студенты характеризуют успех как: особый, удовлетворяющий, тяжелый, объективный, доступный, быстрый, конкурентоспособный. Показано, что представления об успехе связаны с ценностными ориентациями студентов, что указывает на возрастание способности молодых людей занимать активную жизненную позицию: побеждать в конкурентной борьбе, быть особенным.

Ключевые слова: ценностные ориентации, представления об успехе, образ успешного человека.

For a contemporary person an important component of life is the feeling of success. But how is it represented in the mind and how is it connected with the system of values? Today we are witnessing the paradox of value research, when values are mentioned, but do not really govern human behavior, do not affect understanding of success. Due to that in transformation of socio-cultural situation there appear new formulas for success. The main characteristic of these representation measures of success is the growth of human subjectivity in terms of the ability to take an active and even dominant position on events that occur in all vital spheres. A successful man is a man who is able to win in the competition, get power and might, though among the values that he calls, value «power» does not take the first place. This contradiction has determined the direction of our work which is to investigate the relationship features of success and values orientation ideas.

In the existing modern literature on the issue of values, their definition and content is given enough attention, more of that understanding of the values is represented in the variety of approaches and concepts. The problem of social values, their formation, dynamics, organizing and measuring were dealt with in the works of K. O. Abulkhanova-Slavskaya, L. I. Bozovic, A. B. Brushlynsky, B. S. Bratus, F. E. Vasilyuk, L. S. Vygotzky, A. I. Dontsov, D. B. El'konin, A. B. Zaporozhets, A. G. Zdravomyslov, I. S. Kon, O. M. Leontiev, D. O. Leontiev, N. I. Nepomnyashcha, M. Rokych, B. I. Slobodchikov, O. B. Fantalova, V. Frankl, E. Fromm, S. Schwartz, U.A. Sherkovin, E. Spranger et al. Special attention is given to research values in young men, because at this age main vector of an individual development is movement toward acquisition of psychological maturity-transformation in the subject's own development, success achievement in their lives.

The study of the phenomenon of «success» is devoted a sufficient number of works of native and foreign scientists, so the conceptual aspect is studied in the works of I. V. Bondareva, L. N. Labunskaya, A. N. Pankratov, M. Molts; the study of «success in life» components is presented in the works of A. Adler, M. Argyle, A. Bandura, Z. Zyhlar; the study of success factors is presented in works N. V. Samoukinoyi, W. Atkinson, Z. Zyhlar, M. Molts; mechanisms of success achievement is considered by Inbound D. Yankelovych, R. Wiener, B. Skinner; the problem of determining success criteria is studied by G. E. Gudim-Levkovich, P. M. Shamionov. We consider it appropriate to continue the study of the phenomenon of «success» in the connection with value orientations in young men.

The objective: To determine the characteristics of the relationship values and ideas about the success in young people.

We used the following methods and techniques: semantic differential method to characterize an idea of success and a successful man; method of questioning to clarify the features of a successful person and idea for success; associative method for determining the success associations; technique «Orientation Values» of M. Rokych features to determine features of value in the studied areas; methods of mathematical statistics. 35 students from different faculties of V. N. Karazin Kharkiv National University, aged 19 to 21 years, including 16 boys and 19 girls took part in the study.

With the help of questionnaires, associative and semantic differential method there were defined features of understanding for success and a successful man by young people. As the most common definition of success by the young people there were used categories such as: special, a satisfying, hard, objective, status, available, rapid, competitive, and so happy. The content of the image reveals the success of some of its values: action-effective, potential, attribute, motivational and emotional.

With the help of the method of semantic differential, characteristics were defined by factors «evaluation», «strength» and «activity». The results are given in Table 1.

Table 1

Mean values for the success idea according to the method of semantic differential in the study group

Groups	Factors		
	Evaluation	Strength	Activity
Boys	19.8	18.9	16.7
Girls	19.6	19.1	18.3
Total	19.7	19.0	17.5

For all studied group success has a high value for the parameter "evaluation", "strength" and "activity". The girls compared with boys attributed the success of the concept of higher value factors "strength" and "activity". So the idea of success has a positive assessment, great strength and activity.

The content of a successful person image differs due to characteristics inherent more to a successful man than a successful woman: faithfulness, constancy, impeccable reputation, coolness, calmness, desire for power and yet, by the consent and trust, a special place in his life takes family and love.

We made an analysis of the values significance in students allowing to allocate blocks of the most linked to each other values. In general, the sample results are as follows. Among the most important terminal value there was "love" (mean rank value 13.63). Further, the degree of reduction in the importance of "health", "availability of good and loyal friends", "confidence", "active life", "interesting work", "happy family life", "financially secure life", "development", "freedom", "knowledge", "wisdom", "creativity", "productive life", "public recognition", "happiness of others", "the beauty of nature and art", "entertainment".

Hierarchy of instrumental values significance for the entire sample is as follows: "honesty", "liberality", "cheerfulness", "tolerance", "education", "independence", "responsibility", "education", "strong will", "self-control", "responsiveness", "efficiency in the affairs", "courage", "rationalism", "accuracy", "diligence", "high demands", "irreconcilability to shortcomings in themselves and others".

So, love and friendship, care for the health and confidence - these are the values, reflecting the aspirations of young people. Achieving basic life goals, or rather, support of focusing on are most strongly connected by students with the triad of personal characteristics - honesty, broadmindedness cheerfulness. In our opinion, these three elements represent basic anthropological triad: ethical, rational (or rather, rational and ideological) and emotional principles in a person.

Matrix factorization of rank values allowed to identify latent values variables. In the case of terminal values there was separated only one significant factor that denoted F1, weighing 15.8% of the total variance. In the case of instrumental values there were found two significant factors - F2 (11.2%) and F3 (7.9%). All three factors are bipolar.

Factor F1, in our view, reflects the classical philosophical categorial pair of "material and spiritual". This factor includes the following values:

- Development (0.627);
- Creativity (0.589);
- Knowledge (0.578);
- The beauty of nature and art (0.381);
- Happiness of others (0.344);
- Love (-0.340);
- Happy family life (-0.517);
- Health (-0.531);
- Financially secured life (-0.646).

In fact, the most loaded elements on its positive pole are values such as development, creativity, knowledge, beauty of nature and art, the happiness of others, that traditional humanistic values usually associated with the category of "spiritual." On the negative pole there were settled: financially secure life, health, happy family life, love, fun - that is all that tends to the household, utilitarian and material. It seems that an underlined set generally expresses some ideal of family life - material well-being, healthy spouses and children love both physical and mental harmony relationship with a man, full of entertainment. But in the minds of all subjects opposed to a circle of spiritual and humanistic values, which leads us to the conclusion that fundamental conflict of values within the level, is located along the axis of the "material and spiritual".

In this comparison, we see another semantic dyad: on the one hand, connected with the spiritual: altruistically colored orientation outside, openness to the outside world, on the other - selfishly painted focus on themselves and their families.

In instrumental evaluative factor F2 «femininity / masculinity» is polarization, which expresses, in our view, a comparison of feminine to masculine. The most pronounced values of this factor are:

- Irreconcilability to shortcomings in themselves and others (0.560);
- Rationalism (0.487);
- High demands (0.447);
- Strong will (0.394);
- Honesty (-0.460);
- Responsiveness (-0.587);
- Tolerance (-0.605).

The structure of this factor is most strongly loaded with feminine characteristics such as tolerance and compassion. At the opposite pole we find the typical masculine qualities: irreconcilability to shortcomings in themselves and others, rationalism, high demands, strong will, independence, courage.

In the factor F3 «diligence» there are opposed poles of two values where they are the following values:

- Independence (0.438);

Courage (0.389);
Broadmindedness (0.384);
Education (-0.468);
Accuracy (-0.468);
Diligence (-0.527).

The positive pole of this factor is most strongly loaded with characteristics such as independence, courage and liberality. In the negative pole the most extreme load factor elements are diligence, punctuality and good manners. The second triad can be defined as "values diligent student-schoolchild" which is opposed by the positive pole of "value free student". Therefore, we tend to interpret factor F3 as comparison of diligence and independence.

Thus, matrix factorization rank values helped to identify, in addition to values of Rokych three significant areas of value for students. First, terminal plan describes the internal movement to the ideal family that creates a conflict of spiritual and material basis in the minds of the subjects. Second, the instrumental order in connection with the sexual identity is a psychological transformation of a girl into a woman and a boy into a young man. Leading value mechanism in this process is connected by subjects with tolerance and sensitivity. The third area is also instrumental in nature, characterizes two polar values student stereotypes: on the one hand, the stereotype of "diligent schoolboy with excellent grade" with a distinctive set of traits - diligence, punctuality, good manners, but on the other hand, the stereotype of "free student" the main feature of which -in independence.

According to the results of the correlation analysis we defined features of the relationship between value orientations and ideas about success.

Table 2

Statistical characteristics due to an idea of success and semantic differential scales

Specifications of idea of success / semantic differential scales	Spearman	t(N-2)	p-level
one that satisfies & evaluation	0,641549	2,36556	0,045561
special & evaluation	0,657270	2,46670	0,038910
heavy & strength	0,790569	3,65148	0,006480
competitive & strength	0,666667	2,52982	0,035265
rapid & activity	0,755929	3,26599	0,011425

Factor «assessment» has a direct relationship with the characteristics of an idea of success as satisfying and special. Thus, students' high score "success" due to its specificity and pleasure.

It was determined that the factor «strength» has a direct relationship with the characteristics of an idea of success as a difficult and competitive. Students believe that success may not be easy, real success - a difficult and competitive in relatively to others.

The factor «activity» has a direct relationship with that characteristic picture of success as rapidity. In students' understanding success is not slow; it comes to a man quite rapidly and unexpectedly. The concept of success is effective and leads to an outcome that satisfies a man.

There was identified a number of direct and feedback values and characteristics of an idea of success. Characteristics of the «special» success is directly related to terminal value «love». Students believe that success which is associated with love cannot be conventional, it is special.

Table 3

Statistical characteristics due to an idea of success and values

Specifications idea of success / Values	Spearman	t(N-2)	p-level
special & love	0,726175	2,46670	0,032940
heavy & effectiveness in cases	-0,670536	-3,65148	0,006480
competitive & confidence	0,546768	2,55882	0,034205
rapid & diligence	-0,585427	-3,26599	0,011425

Also direct connection of such properties as the success of «competitiveness» was defined with end-value «confidence.» Young people believe that success that makes them competitive, able to fight depends on having confidence in themselves.

Instrumental value of 'effectiveness in cases» forms feedback with such notions about success as «difficulty» and the value «diligence» with such characteristic of success as «rapid». Students understand that success is not always easy, in order to get it they should work and be effective enough in business.

Findings

The basic value orientation of students is love and friendship, health care and confidence. Achieving the main goal of life is the most strongly associated in students with triad personality characteristics - honesty, broadmindedness and cheerfulness. There were identified three significant areas of value for students. First characterizes internal movement to the ideal of a family that creates a conflict of spiritual and material at the beginning in the minds of the subjects. The second is related to obtaining sexual identity, that is, the psychological transformation of a girl into a woman and a boy in a young man. Leading value mechanism in this process are connected in subjects with tolerance and sensitivity. The third area describes the two polar values of student stereotypes: on the one hand, the stereotype of «diligent schoolboy-grade» with a distinctive set of traits - diligence, punctuality, good manners, but on the other hand, the stereotype of «free student», the main distinguishing feature of which is independence.

To determine the success of students using categories such as: special, satisfying, hard, objective, status, available, rapid, competitive, that are similar characteristics, attributed to the image of a successful person: competitive, strong, sensible, creative, controversial. Success is highly appreciated according to the parameters «assessment», «strength» and «activity». The girls compared to boys attributes to the concept of success higher value factors «strength» and «activity».

The idea of success is connected with the value orientations of students: «peculiarity» of success has a direct relationship with the value «love», «competitive» with «confidence», «difficult» creates feedback of the «effectiveness in cases» and «rapid» with the value «diligence», which indicates the growth of the young man's ability to take an active position towards the events of his life to win the competition to be special.

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