

DIFFERENCES IN VALUES OF HIGH SCHOOL STUDENTS FORMED IN DIFFERENT SOCIAL ENVIRONMENTS (VILLAGE AND CITY)

Abstract. The article is devoted to a relevant problem of the differences in the value systems of rural and urban high school students. The analysis of the scientific sources reveals insufficient research on this problem. We conducted an empirical study of the values of rural high school students in comparison to urban high school students. For the purpose of the psychodiagnostics within this research, we have translated and adapted for Ukrainian students the the Rokeach Value Survey and Schwartz's Value Survey methods. Two groups of 30 high school students were involved in the study. The main group represented the rural environment, the second group represented the urban environment. The groups were similar in terms of gender and age structure. In the course of the study, statistically significant differences in the results of the high school students from two different types of settlements were found. The most significant differences were defined in the instrumental values and Schwartz values, which are mainly instrumental. The rural high school students benefit with a stronger development of the politeness, universalism, and kindness values. Instead, urban high school students demonstrate a stronger presence of the independence, self-confidence, courage, and responsibility values. Defined during the research complex of differences indicated the higher level of the mental dependence of rural high school students compared to reference persons and groups. The hypothesis is that the reason defining such difference is a much higher level of parental control caused by the rural life. A mechanism of the mental dependence is formed in rural high school students. Further on, it extends to their relationships with teachers and the student groups.

Key words: *social environment, high school students, value orientations, terminal values, instrumental values.*

Definition of the problem. Psychological consultancy in higher education institutions shows the existence of clear psychological differences between students from villages and students from cities. During psychological counseling, these differences have a significant impact on addressing students' problems. When working with students from villages, a psychologist must be prepared for differences in the essence of psychological problems, their depth, and the dynamics of overcoming them compared to students from the cities. Since the counseling process involves the anamnesis stage, we have defined clear socio-psychological differences in the conditions of development of rural and urban children.

So, we discovered the dependence of the problems of students who seek psychological help on the social and psychological features of their development environment. For high school students, the main activity of their life is a series of important life choices that are based on values. For this reason, we chose a research topic that reveals the influence of the urban or rural living environment on the values of high school students. To summarize, we discovered the dependence of the problems students, who seek psychological help, face based on the social and psychological features of the environment of their development. For high school students, their core life activity is a series of important life choices that are based on values. For this reason, we chose a research topic that reveals the influence of the urban or rural living environment on the values of the high school students.

Analysis of recent research and publications. There are a number of researches that investigate the values of the individual comparing the residents of the city and village [1-8].

Chyhryn V. O. from the standpoint of sociological science presented the results of research on rural youth, that includes elements of values. However, the given data are not very informative for the psychological understanding of values as regulators of behavior and do not reflect the differences between the values of rural and urban youth [8]. Hubeladze I. G. in his thorough monograph examines the problem of the formation of the identity of rural youth in the city. Although identity includes a system of values, the author did not directly diagnose values [1]. In his work, Demyda K. E. carries out a theoretical analysis of

those features of rural life, which hypothetically can have an impact on the socio-psychological features of a person, including values [2]. Komarova N. V. investigates the lifestyle of Ukrainian youth in rural areas, while values were not directly investigated [3]. Kryzhanovska Z.Yu., Novosad T.V. studied psychological differences in self-realization of urban and rural teenagers, while diagnosing the value of self-actualization only as one of the indicators of the auxiliary scale within the self-actualization test [4]. Orban-Lembryk L. E. investigated the situational determinants of people's behavior in the context of the urban environment, but did not empirically investigate the problem of the particularities of the values of urban residents compared to rural residents [6]. Lozova O. N. studied the mentality of the city and the village using the methods of psychosemantics, but did not directly diagnose the values [5]. All the researches described above are in proximity to the problem of values, but do not investigate values, as socio-psychological features of a person, comparing city and village residents.

The problem of comparative characteristics of the value systems of village and city high school students is discovered in the research by Pohorilska N. I. [7]. This is the only known to us research in Ukraine, which examines the same problem as in our article. Based on the analysis of scientific sources, the author reveals the main features of the rural type of life: the rhythm of work obeys the rhythm and cycle of the year; working conditions are harder than in the city; lack of opportunities for labor mobility of residents; greater confluence of work and life, the inseparability of work in the household; the limited variety of leisure activities in the village; elements of the traditional neighborhood community have been preserved in the way of life of rural settlements; fairly stable composition of residents; weak socio-professional and cultural differentiation; typical strong family and neighborhood ties [7, p. 423].

Pohorilska N. I. studied values, along with other socio-psychological features, using the Rokeach Value Survey (RVS). The author came to the conclusion that "schoolchildren who live in rural areas prioritize existential and communicative values, but neglected hedonistic and cognitive values. High school students living in the city focus on existential and status values. It is also worth noticing that cognitive values have almost no place in the system of life meanings of high school students living in the city [7, p. 425].

In general, the work of Pohorilska N. I. directly relates to the subject of our article. However, the article contains a number of inaccuracies and technical errors that create unclarity and reduce the value of the research outcomes. For some reason, there list includes 16 terminal values, while there are no data on instrumental values at all. For some reason, the author presents only ranked average group values of ranks, which makes it difficult to understand the data. At the same time, it is impossible to identify the reasons of the applied approaches, since there are no explanations regarding the use of methods and there are no references to sources that contain psychodiagnostic methods [7, p. 426].

The given data on the state of the scientific problem, which we consider in this article, show the insufficient level of its research.

Main body.

Methodology of the experiment. The experimental study took place in March 2018 in the city of Vinnytsia and the village of Salnytsia, Khmilnytskyi district, Vinnytsia region. Vinnytsia is the regional center with a population of over 350,000 people. Salnytsia is a typical rural settlement of Central Ukraine, with a population of about 2,500 people.

30 students (15 boys and 15 girls) from 11th grade of the General Education School # 11 in Vinnytsia and 30 students (15 boys and 15 girls) of the 11th grade of the General Education School in Salnytsia participated in the research. All participants were between 16 and 17 years old. Alignment of the two compared groups was carried out by the method of stratification, alignment was carried out by age and gender.

The research was based on Value orientations (M. Rokich) and Schwartz's value questionnaire methods.

Mathematical data processing was carried out by comparing the test results using the Student's parametric t-test.

Results of the research. Tables 1 and 2 present the results of diagnostics using the Value orientations method (M. Rokich). The numbers show the average values of the value ranks within the groups. The average intergroup rank column shows the average value of the numbers in the two average in-group indicators columns.

Our analysis showed that Student's t-test can be used for data processing. We compared the average indicators of value ranks for high school students from the city and high school students from the village. All statistically significant differences in Tables 1 and 2 are marked with "*" (p0<0.05) and "***" (p0<0.01).

One of the problems of empirical studies of values is the undifferentiated analysis of differences without consideration of the importance of a specific value or group of values. For the objectivity the analysis, we need a quantitative measure of the importance of one value in the list of values or the importance of a group of values relative to the entire set of values. The first step in solving this problem is to determine the place on the measuring scale of value by its intergroup average rank. We think it is obvious that there is one way to solve this problem: to rank the inter-group mean values of the ranks. Namely, we suggest using the order scale. Our approach is based on the common practice of using an ordinal scale to diagnose values. In particular, the order scale is used to determine the final result by both psychodiagnostic techniques that we have applied in this study. The second step is to assign a numerical measure to each value with its rank position. Using ranks for this purpose is inconvenient and impractical, since the inversely proportional relationship complicates mathematical calculations. We offer the simplest way – assigning to each rank a value measure number $A_i = (n+1) - i$. In this case, for example, if we have a set of 18 values, and the value has a rank of 1 (the highest), the value measure will be 18. If the value has a rank of 18 (the lowest), then the value measure will be 1. This approach opens the possibility of obtaining additional quantitative indicators that can have a significant impact on the interpretation of empirical research results.

Table 1

The results of the study of terminal values according to the Value Orientations method (M. Rokych)

	Terminal values	Average in-group rank		Average intergroup rank	Value score
		Rural area	City		
1	Active life	9,0	6,6	7,8	12
2	Wisdoms of life	9,1	8,7	8,9	10
3	Health	3,5	3,9	3,7	18
4	Interesting work	10,9	10,7	10,8	8
5	Beauty of nature and art	11,9	11,3	11,6	6
6	Love	5,2	7,3	6,25	17
7	Financially secure life	12,1	8,1	10,1**	9
8	The availability of good and faithful friends	6,5	7,0	6,75	16
9	Public recognition	10,8	12,6	11,7	4,5
10	Knowledge	11,0	12,4	11,7	4,5
11	Productive life	10,1	11,7	10,9	7
12	Development	8,4	6,8	7,6	13
13	Entertainment	13,9	13,6	13,75	3
14	Freedom	7,1	9,2	8,15	11
15	Happy family life	6,5	8,2	7,35	14
16	Happiness of others	12,3	15,9	14,1**	2
17	Creativity	13,5	11,6	14,45	1
18	Self-confidence	8,8	5,3	7,05**	15

$$DC = SD/(n*(n+1)/2)*100\%$$

$$DC_{term} = (15+9+2)/(18*19/2)*100\% = 26/171*100\% = 15,2\%$$

Notes:

DC – difference coefficient;

DC_{term} – difference coefficient in the terminal values;

DC_{instr} – difference coefficient in the instrumental values;

DC_{schwartz} – difference coefficient in the Schwartz's values;

SD – the sum of measures of values that are statistically significantly different;

n – the number of ranks in the list of values.

Table 2

The results of the study of instrumental values according to the Value Orientations method (M. Rokych)

	Instrumental values	Average in-group rank		Average intergroup rank	Value score
		Village	City		
1	Accuracy	7,2	8,8	8,0	14
2	Mannerliness	3,9	7,1	5,5*	18
3	High demands	11,8	12,4	12,1	2
4	Cheerfulness	6,0	7,7	6,85	17
5	Diligence	8,9	11,9	10,4**	6,5
6	Independence	9,1	6,0	7,55*	16
7	The intransigence against the disadvantages in yourself and others	13,2	13,9	13,55	1
8	Level of education	8,7	9,6	9,15	11
9	Responsibility	10,8	8,2	9,5*	10
10	Rationalism	12,3	9,4	10,85*	4,5
11	Self-control	9,1	8,6	8,85	12
12	Courage in upholding own opinions and attitudes	9,6	7,0	8,3*	13
13	Strong will	10,0	9,8	9,9	9
14	Tolerance	10,0	11,6	10,8	8
15	Tonesty	12,6	10,7	11,65	3
16	Delicacy	7,1	8,1	7,6	15
17	Liberality	12,3	9,4	10,85*	4,5
18	Efficiency in business	10,1	10,7	10,4	6,5

$$DC = SD/(n*(n+1)/2)*100\%$$

$$DC_{instr} = (18+6,5+16+10+4,5+13+4,5)/(18*19/2)*100\% = 72,5/171*100\% = 42,4\%$$

Notes:

DC – difference coefficient;

DC_{term} – difference coefficient in the terminal values;

DC_{instr} – difference coefficient in the instrumental values;

DC_{schwartz} – difference coefficient in the Schwartz's values;

SD – the sum of measures of values that are statistically significantly different;

n – the number of ranks in the list of values.

Table 3 presents the results of diagnostics using the Value Questionnaire method (S. Schwartz). The average values column shows the average values of the value ranks within the groups. The average intergroup rank column shows the average value of the numbers in the two average indicators columns.

Our analysis showed that Student's t-test can be used for data processing. We compared the average indicators of value ranks for high school students from the city and high school students from the village. All statistically significant differences in Table 3 are marked with "*" (p<0.05) and "***" (p<0.01).

Table 3
Research results by the Value Questionnaire (VQ) methodology (Sh. Schwartz)

№	Scale	Average rank (village)	Average rank (city)	Average intergroup rank	Value score
1	Conformity	5,5	6,1	5,8	3
2	Tradition	5,0	7,3	6,15***	2
3	Benevolence	2,6	4,2	3,4**	8,5
4	Universalism	4,2	5,4	4,8*	6
5	Self-direction	4,0	2,8	3,4*	8,5
6	Stimulation	3,5	3,0	3,25	10

7	Hedonism	3,7	4,1	3,9	7
8	Achievement	6,7	3,8	5,25**	4
9	Power	8,1	5,1	6,6**	1
10	Security	4,9	4,9	4,9	5

$$DC = SD/(n*(n+1)/2)*100\%$$

$$DC_{instr} = (2+8,5+6+8,5+4+1)/(10*11/2)*100\% = 30/55*100\% = 54,5\%$$

Notes:

DC – difference coefficient;

DC_{term} – difference coefficient in the terminal values;

DC_{instr} – difference coefficient in the instrumental values;

DC_{schwartz} – difference coefficient in the Schwartz's values;

SD – the sum of measures of values that are statistically significantly different;

n – the number of ranks in the list of values.

Discussion of results. Analyzing the obtained calculated results of the indicators of terminal values according to the method of M. Rokich, we have defined the following features:

- the scale of reliable differences between the terminal values of high school students from different types of settlements is relatively small and amounts to 15.2% by conventional measure;
- there are only three statistically significant differences, one of them is in the one third largest by conventional measure, the others are much less pronounced;
- conventionally most important terminal values (from the first five), such as health, love, the availability of good and faithful friends and happy family life do not have statistically significant differences between ranks;
- the important terminal value (conditional measure 15 out of 18) self-confidence has a statistically significantly lower (greater than) average group rank among high school students from the village; that is, they consider self-confidence to be a less important trait compared to urban high school students;
- among less important terminal values, rural high school students have a higher rank for the terminal value happiness of others and a lower rank for the terminal financially secure life value;
- we interpret the described differences as a consequence of differences in the relationship between high school students and the social environment: rural high school students are more dependent on the social environment and are under greater control of adults.

Analyzing the obtained results of calculating the indicators of instrumental values according to the method of M. Rokich, we have defined the following features:

- the scale of reliable differences between the instrumental values of high school students from different types of settlements is relatively significant and amounts to 42.4% by conventional measure;
- there are only seven significant differences, of which three are in the third largest by conventional measure, one is moderately pronounced, the others are much less pronounced;
- the most important instrumental values from the third largest by conventional measure, such as cheerfulness, honesty, accuracy do not have statistically significant differences between ranks;
- instead, the most important instrumental values from the third largest by conventional measure, such as mannerliness, independence, courage have statistically significantly different ranks; rural high school students value mannerliness more and independence and courage less;
- among less important instrumental values, rural high school students have a higher rank for the instrumental value diligence and a lower rank for the instrumental values responsibility, rationalism, efficiency in business;
- we interpret the described differences similarly to terminal values, as a consequence of differences in the relationship between high school students and the social environment: rural high school students are more psychologically dependent on the social environment.

Analyzing the obtained calculated results of value indicators according to the method of S. Schwartz, we have defined the following features:

- the scale of reliable differences between the values of high school students from different types of settlements is significant and amounts to 54.5% by conventional measure;

- only six out of ten differences are statistically significant differences, three of them in half of the largest by conventional measure;
- the most important values from half of the largest by conventional measure, such as hedonism and stimulation, do not have statistically significant differences between ranks;
- on the other hand, the most important values from half of the largest by conventional measure, such as benevolence, self-direction, universalism, have statistically significantly different ranks; rural high school students value kindness and universalism more and independence less;
- among less important values, rural high school students have a higher rank for the tradition value and a lower rank for the achievement and power values;
- the combination of universalism and benevolence values typical for rural high school students is characterized by S. Schwartz as self-transcendence, a tendency to overcome the limits of one's own ego; in our study, this tendency is strongly expressed;
- the combination of achievement and power values typical for rural high school students is characterized by S. Schwartz as self-aggrandizement, a tendency to strengthen one's own ego; in our study, this tendency is manifested, although weakly expressed.

The described differences according to S. Schwartz's method, in our opinion, demonstrate the same tendency that we noted for the two groups of values according to M. Rokich's method. It is about a higher level of collectivism and dependence on society in rural high school students compared to urban ones. To illustrate this idea, let's consider a summary table of the most important features of high school students according to all scales of both used psychodiagnostic methods.

Table 4

The most significant values,
that are different for rural and urban high school students

№	Value	Scale	Group of predominance	Notes
1	Self-confidence	1	City	
2	Mannerliness	2	Village	
3	Independence	2	City	
4	Self-direction	3	City	
5	Courage	2	City	
6	Responsibility	2	City	
7	Benevolence	3	Village	
8	Universalism	3	Village	

Notes:

Scale 1 – terminal values;

Scale 2 – instrumental values;

Scale 3 – Schwartz's methodology.

In Table 4, the connection of the universalism, benevolence, mannerliness values with the internalized mental dependence of rural high school students on the group is obvious; the relationship of the self-confidence, independence, self-direction and courage values with detachment from the group for urban high school students is also evident. Separately, we will consider the responsibility value, which is statistically more strongly expressed by urban schoolchildren. If a young person is psychologically dependent on the group, his/her activities are adjusted by the external group influence and related emotions of anxiety and shame. If a young person is psychologically independent from the group, the results of his/her activity are significantly influenced by the responsibility value, which performs the function of self-regulation of activity in conditions of absence or insufficient external control. This is the reason why responsibility value is relevant in conditions of autonomy and replaced by group influence in conditions of dependence on the group.

Conclusions. The research of values based on the methodology of M. Rokich and the methodology of S. Schwartz has demonstrated that:

- social environment is an influential factor in the formation of the values of a high school student;

- in rural settlements high school students strongly reveal values caused by psychological dependence on groups: family, peers, teachers;
- in urban settlements high school students strongly reveal values that show a low level of mental dependence on the group and a willingness to act at their own discretion, regardless of the social environment;
- probably, the primary source of this discrepancy is a high level of control in the family, since the rural youth is much more involved in labor activities in the homestead family economy; also, the labor activity of a rural youth largely takes place together with the family, under the control of parents; as a result, external control is internalized through the corresponding mechanisms of mental dependence on reference persons and groups.

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