

VALUES AND MOTIVATION OF TEACHING STUDY PROGRAMMES STUDENTS TOWARDS (PRO)SOCIAL BEHAVIOUR

ZDENKA ZASTKOVÁ

Catholic university in Ružomberok, (Slovakia)
e-mail: zdenka.zastkova@ku.sk
ORCID: 0009-0002-6679-0511

TOMÁŠ JABLONSKÝ

Catholic university in Ružomberok, (Slovakia)
e-mail: tomas.jablonsky@ku.sk
ORCID: 0009-0007-2066-7135

ABSTRACT: *In this paper, we analyse the values and motivations of students of teaching study programmes in relation to their tendencies toward prosocial behaviour. In the context of increasing aggression and problem behaviour in schools, it examines how teachers' value systems and motivations influence their social behaviour and their ability to create positive role models for pupils. The research was conducted among full-time and external students, comparing differences in their value orientations, performance motivation, and tendencies toward various forms of prosocial behaviour. The results of the research present differences between full-time and external students that may be determined by their personal maturity and professional goals. The study highlights the importance of values education and the need to support teachers in their professional preparation.*

KEY WORDS: *values, value system, students of teaching study programmes, motivation to behaviour*

INTRODUCTION

The interest to deal with the topic of values stems from the highly topical issue of social behaviour of pupils at schools. Despite the ongoing efforts of schools to emphasise the personal and social dimension of pupils, their values, motivation, physical and mental health and emotional intelligence, we are witnessing increasing aggression, hostility and various behavioural problems. For this reason, in this paper we analyse the value system of teachers and future teachers, who become carriers of the values which they naturally impart to their pupils. The paper does not attempt to point out which teachers' value orientation is un/correct, but aims to implicitly understand the foundations of values education and social behaviour of children and youth, as teachers' values can influence pupils' social behaviour by, among other things, providing positive role models, communicating important values, fostering a positive classroom environment, resolving conflicts on the basis of socially desirable values, providing constructive feedback, and encouraging reflection and self-assessment among pupils.

Value can be defined as something that has a certain value for a person and for the sake of this goal, he or she is willing to make a significant effort to achieve it (Vágnerová, 2010). Values are formed throughout life under the influence of various factors, especially social ones. From a sociological point of view, in addition to the existence of various attempts to classify values and value systems, according to Klčovanská (2006), values can be divided into material, socio-political and spiritual. In psychology, the understanding of human behaviour is accomplished through the study of behavioural motivation. Here we encounter in particular the notion of need, which can be both material and immaterial in nature. In the literature it is stated that needs are the starting point for the emergence of value orientation. We are inclined to the opinion of Klčovanská (2006), who understands the difference between these postulates mainly in the motivational force. "Values dynamize, engage, attract and commit; needs, on the other hand, move and energise" (Klčovanská, 2006, p. 16). In this regard, the importance of a comprehensive understanding of values as personal, relational and reflexively regulated self-fulfilment is highlighted. Agreeing with several experts (Čepelová, 2016; Klčovanská, 2006), we can state that values are strongly correlated with quality of life and mental health.

According to Vonkomer (1991), behaviour and its regulation is influenced by the action of motivational means, on the basis of which attitudes are formed and their next hierarchical quality is value orientations. Value orientations represent the strategic level of focus (goal orientation) of human behaviour and decision making, their influence is reflected, for example, in the choice of life goals. We recognize value orientation in relation to the awareness of values for one's own inner orientation (subjective sphere of personality) and for social practice. It is necessary to accept that values change depending on our needs, the achievability of goals and the level of personality development, i.e. the maturity of a person. The dimensions of value orientation focus on a specific aspect of the value system:

- a) **the level of educational value orientation** – relates to the values associated with academic knowledge and learning. It emphasises intellectual development, lifelong learning, the promotion of critical thinking, motivation to acquire new knowledge, self-reflection and continuous self-improvement. Teachers with a high educational value orientation are likely to emphasize the quality of instruction, motivate pupils to learn, and support their academic growth.
- b) **the level of aesthetic value orientation** – focuses on the appreciation of beauty, art and culture. It encompasses values such as creativity, aesthetic experience, artistic expression and a sense of beauty. Teachers with a high aesthetic orientation are likely to encourage creative activities, pupils' artistic development, and appreciation of beauty in various forms.
- c) **the level of moral value orientation** – includes values related to ethics, morality and justice. It emphasizes honesty, justice, responsibility, empathy and respect for others. It is likely that teachers dominated by this orientation emphasize moral behaviour, ethical decision making, and lead pupils to values that promote positive social interactions and responsibility.
- d) **the level of economic value orientation** – focuses on values related to economics, financial literacy and efficient management. It includes values such as efficiency, thrift, entrepreneurship and financial responsibility. Teachers with a strong economic orientation are likely

to support pupils in understanding economic concepts, financial responsibility and entrepreneurial thinking.

- e) **the level of social value orientation** – focuses on values related to social relationships, community and social justice. It includes values such as cooperation, solidarity, social commitment and respect for diversity. Teachers with a high social orientation foster an inclusive environment, cooperation among pupils and active participation in the classroom community.

Attitudes towards values determine the operational dimension, the decision-making that precedes action. We could say that the degree of attitude towards particular values reflects how much a person values particular values and how much importance he/she attaches to their realization in his/her life:

- a) **the degree of attitude towards artistic values** – a measure of respect for artistic values such as visual art, music, literature and other forms of creative expression. In a teacher's work, attitudes towards these values can be manifested through the implementation of artistic activities in the classroom, the encouragement of creativity and artistic expression in pupils, as well as the enrichment of teaching through visual and musical elements, e.g. using videos, films, paintings...
- b) **the degree of attitude towards moral values** – reflects the importance of ethical and moral values. Teachers with a high moral orientation are likely to emphasize pupil behaviour, use stories and examples that promote moral decision making, ensure that the classroom atmosphere is one of respect and fairness.
- c) **the degree of attitude towards economic values** – expresses the degree of respect for economic values such as financial background, thrift, entrepreneurship. Teachers with a high regard for economic values can incorporate themes of financial literacy, entrepreneurship and effective management into their teaching.
- d) **the degree of attitude towards scientific values** – this measure reflects the value a person places on scientific values such as objectivity, accuracy, curiosity and innovation, being interested in research, critical thinking, and using scientific methods to understand the world. Teachers with a high regard for scientific values can encourage pupils to think critically,

use scientific and research methods, guide pupils in how to analyse and interpret information, and encourage curiosity and innovative thinking.

- e) **the degree of attitude towards social values** – relates to respect for social values, teachers with high attitudes towards social values are likely to emphasize collaboration, empathy, and social justice by creating an inclusive environment, fostering cooperation among pupils, effective communication.
- f) **the degree of attitude towards the value of a popular song** – it is an expression of how much one appreciates popular music and its cultural value. Teachers with a high regard for popular music can use music as a tool to motivate and engage students, use popular songs to create a positive atmosphere, encourage musical activities and discussions about the cultural significance of music.
- g) **the degree of attitude towards the values of discipline** – it is linked to respect for values associated with self-control, organisation, perseverance and responsibility. Teachers with high discipline values are likely to emphasize organization, regularity, and accountability, creating an environment conducive to effective learning and the development of self-control. Discipline education involves setting clear rules and expectations for students and consistently monitoring compliance with these rules.
- h) **the degree of attitude towards health values** – is based on decisions that promote a person's physical and mental well-being, disease prevention and a healthy lifestyle. Teachers can emphasize the promotion of healthy lifestyles and care for the physical and mental health of their pupils through the implementation of sports activities, healthy eating habits and activities promoting well-being.

Motivational means represent stimuli (incentives) to direct the activity and to increase the activity of a personality in the activity. We distinguish between internal incentive forces, i.e. motives, and external incentives:

- a) **Satisfying an interest** – represent incentives that are aligned with one's personal interests and passions.

- b) **Subjective experience of achieved results** – it is about personal satisfaction and sense of achievement that individuals experience in achieving goals.
- c) **Exciting effect of working conditions** – motivation is provided by a working environment and conditions that are dynamic and interesting, offering a variety of challenges and opportunities.
- d) **Freedom of working schedule and pace** – it's about the degree of freedom and flexibility at work.
- e) **Rewards for work** - financial and non-financial rewards.
- f) **Opportunities for career advancement** – opportunities for career growth and professional development.
- g) **Experiencing competitiveness, surpassing others** – it is a motivation based on competition and the desire to be better than others.
- h) **Experiencing the contribution of one's own efforts for society** – it is motivation based on the feeling that the work one does has a positive impact on society and contributes to its improvement.
- i) **Experiencing the appreciation of co-workers** – positive feedback and recognition from co-workers is motivating, which in turn strengthens working relationships.
- j) **Experiencing recognition from a superior** – it is about appreciation, positive feedback, public recognition from supervisors and management.

These motivators play a key role in how teachers approach their work, how they interact with pupils and other teachers, and how they strive for professional and personal development. Each of these factors can significantly affect their engagement, satisfaction and overall performance. We consider all of these qualities to be significant **regulators and predictors of social behaviour**. With regard to the different types of social behaviour (cooperative, competitive, hospitable, manipulative, aggressive, prosocial), we were most interested in prosocial human behaviour because it corresponds most closely to the issue of socially desirable values. A categorization of the types of prosocial behaviour that is enacted with the intention of helping or contributing to another person without the expectation of reward for this behaviour (Pfattheicher, Nielsen, Thielmann, 2022) was identified by Carlo and Randall (2002) who distinguish the following types of prosocial behaviour:

- a) **Altruistic prosocial behaviour** – Voluntary help motivated primarily by concern for the needs and welfare of others, which is accompanied by costs on the part of the helper. The primary motives for altruistic behaviour are sympathy and internalized norms/principles. In this type of behaviour, sympathy presupposes the capacity for decentration, i.e. the tendency to take the perspective, the point of view of another person. Internalized norms and principles, in turn, are related to a higher level of moral thinking. Moreover, altruistic prosocial behaviour has been shown to be associated with social responsibility, i.e. the obligation to act in a way that benefits society or the needs and well-being of others.
- b) **Compliant prosocial behaviour** – helping at the verbal or non-verbal request of others. It is usually more common than spontaneous help. Motivation for compliant prosocial behaviour is likely to be related to higher levels of moral judgement oriented towards achieving social approval and recognition by others, but also to higher levels of perspective-taking and compassion.
- c) **Emotional prosocial behaviour** – orientation to helping others in circumstances evoking strong emotions. Situations with emotionally saturated contexts can lead to excessive agitation, even distress, or to eliciting sympathy. Helping is thus strongly motivated by compassion, which corresponds to the tendency of helpers to orient more toward others than toward themselves, and also by high levels of empathy.
- d) **Public prosocial behaviour** – help, which occurs in the presence of witnesses and the public, and this behaviour is partly motivated by gaining approval, appreciation, acceptance and respect from others, leading to an increase in one's own self-esteem. Lack of confidence in one's own competence in front of other people may inhibit the provision of help.
- e) **Anonymous prosocial behaviour** – help provided without the knowledge of the person being helped. The motivation for this type of prosocial behaviour is experiencing positive emotions after performing a good deed.

- f) **Dire prosocial behaviour** – helping behaviour occurring in crisis or emergency situations.

METHODOLOGICAL BACKGROUND OF THE RESEARCH

Objective of the research:

To find out the motivation, attitudes and value orientation of full-time and external students of teaching study programmes, as we consider these variables as predictors and regulators of social behaviour.

Partial goals:

- To identify differences in motivation, attitudes and value orientation of full-time and external students of teaching study programmes.
- Explain the tendency towards prosocial behaviour in the selected sample and investigate the possible relationship between the prevalence of the tendency towards prosocial behaviour and students' values and motives.

Research hypotheses:

Motivation, attitudes and value orientation of students of teaching study programmes are significant predictors of their tendency towards prosocial behaviour, and these variables differ between full-time and external forms of study.

Research sample:

A total of 200 students of the Catholic University in Ružomberok participated in the research, 80 of them were students of the external form of study with an average age of 35 years and 120 students of the full-time form of study with an average age of 21 years. The research sample was provided by available sampling, data collection took place in the months September 2023 - June 2024.

Methods and methodology of the research:

In the context of the issue at hand, we used a standardized questionnaire HO-PO-MO (Vonkomer, 1991, T-252) to find out the value orientation, motives for performance and attitudes of students. In the value orientations section, respondents had 12 situations and 5 alternative answers for each situation.

The scoring consisted of respondents ranking the alternative responses on a scale of 1 - 5, with the respondent rating the response with the least importance as 1 and the response that had the most importance to them as 5. In a similar way, respondents ranked the answers in the section Attitude towards values, here they answered 4 situations and for each situation they ranked 8 alternative answers (1 - the answer with the least importance, 8 - the answer with the most importance). In the part of cognition of the weight of motivational means in the activity, the respondents followed an analogous procedure, in 3 situations ranking 10 alternative answers (1 - the answer with the least importance, 10 - the answer with the greatest importance).

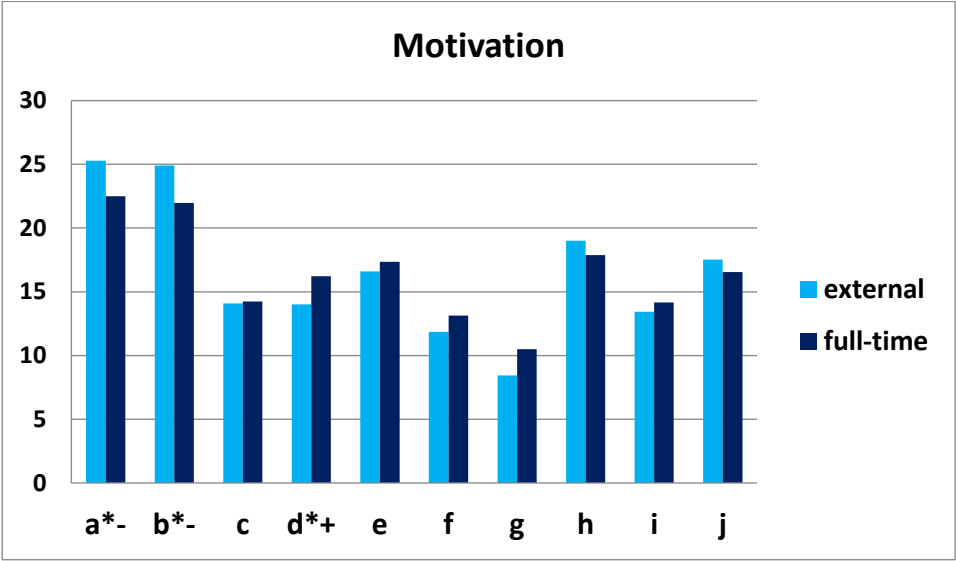
The evaluation was carried out by summing all the scores of the alternative response (separately a, b, c, etc.) that expresses the particular researched variable (see legend in the section HO-PO-MO).

Tendencies toward types of prosocial behaviour in student teachers were measured with a standardized questionnaire Prosocial Tendencies Measure (PTM, Carlo, Randall, 2002), in the categories of altruistic prosocial behaviour, compliant prosocial behaviour, emotional prosocial behaviour, public prosocial behaviour, anonymous prosocial behaviour, and direct prosocial behaviour. Since it is possible to achieve a different maximum score in each of the PTM questionnaire variables, in order to graphically display the results, it was necessary to quantify the percentage of the scored points from the achievable maximum for a particular variable and then to translate the percentage into a numerical expression of the degree of conciseness of the description on a scale from 1 - it doesn't describe me at all to 5 - it completely describes me..

RESULTS

In terms of the order of incentive motivating the behaviour of full-time and external students, we did not observe very significant differences, with both groups being dominated by motives of (a) satisfying an interest, (b) subjective experience of achieved results, and (h) experiencing the benefit of one's own efforts to society. The least preferred motives of both groups are (f) opportunities for career advancement and (g) experiencing competitiveness.

Figure 1: Comparison of performance motivation of full-time and external students of teaching study programmes

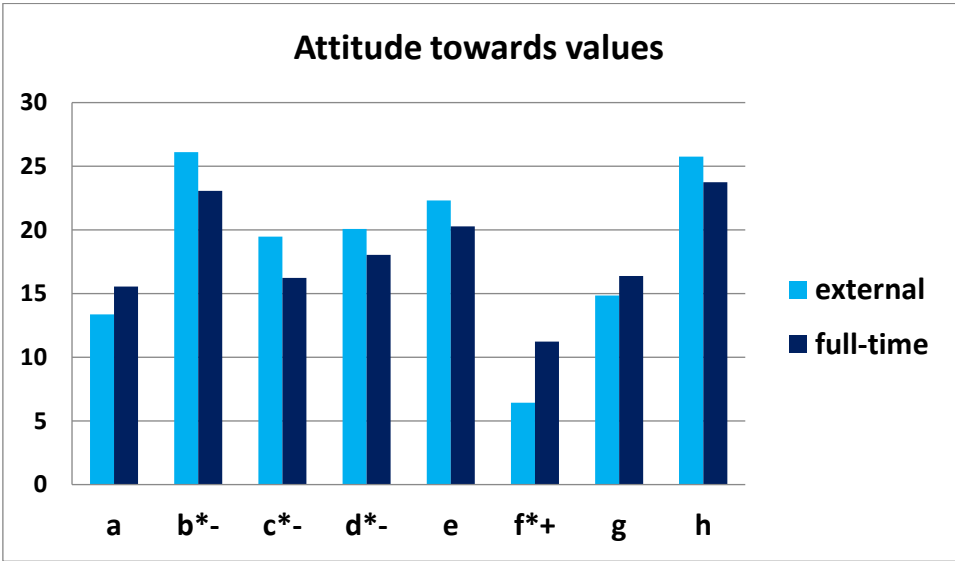


Legend: Motivation to behaviour, * indicates a statistically significant difference

- a = satisfying an interest
- b = subjective experience of achieved results
- c = exciting effect of working conditions
- d = freedom of working schedule and pace
- e = rewards for work
- f = opportunities for career advancement
- g = experiencing competitiveness, surpassing others
- h = experiencing the contribution of one's own efforts for society
- i = experiencing the appreciation of co-workers
- j = experiencing recognition from a superior

Although the variables (a) satisfying an interest and (b) subjective experience of achieved results can be considered the strongest motives for student behaviour, a statistically significantly lower level of these motives are experienced by full-time students compared to external students ($p \leq 0.045$). Moreover, full-time students are statistically significantly ($p \leq 0.033$) more motivated by the freedom of working schedule and pace than external students.

Figure 2: Comparison of attitudes towards values among full-time and external students of teaching study programmes



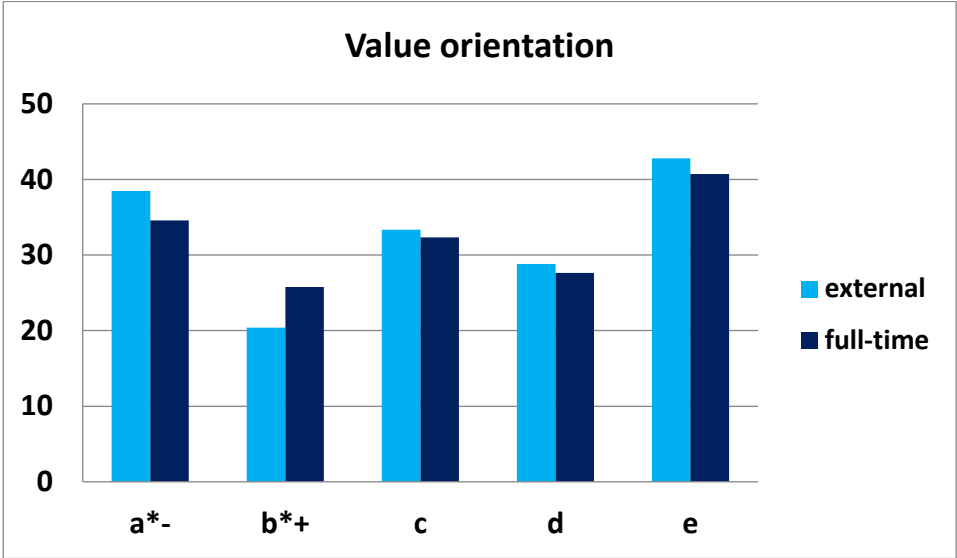
Legend: attitude to values, * indicates statistically significant difference

- a = degree of attitude towards artistic values
- b = degree of attitude towards moral values
- c = degree of attitude towards economic values
- d = degree of attitude towards scientific values
- e = degree of attitude towards social values
- f = degree of attitude towards the value of a popular song
- g = degree of attitude towards the values of discipline
- h = degree of attitude towards health values

Attitude towards values, which represents and precedes the operational plane of behaviour, reached the same order of representation in both full-time and external students as follows. Attitude towards (b) moral values is the strongest, followed by (h) attitude towards health values, (e) social values, (d) scientific values, (c) economic values, (g) discipline values, (a) artistic values, and the lowest attitude was marked by students in the variable (f) popular song. We were also interested in the statistically significant difference in attitude level between full-time and external students. Statistically significant higher attitude scores were obtained by external students compared to full-time students in the variables (b) moral values ($p \leq 0.013$), (c) economic ($p \leq 0.005$) and (d) scientific values ($p \leq 0.046$), on the other hand, significantly higher attitude scores were obtained

by full-time students compared to external students in the variable (f) degree of attitude towards a popular song ($p \leq 0.001$).

Chart 3: Comparison of the value orientation of full-time and external students of teaching study programmes

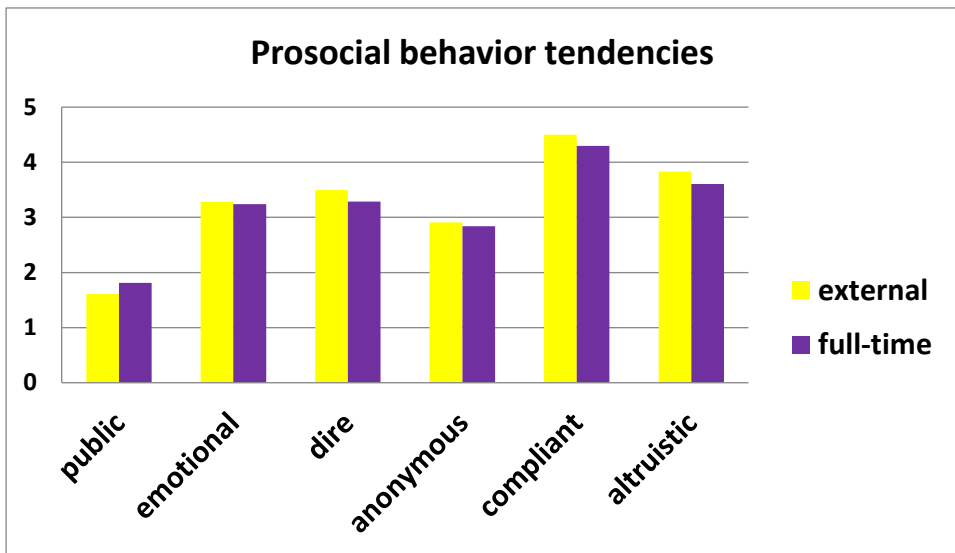


Legend: level of value orientation, * indicates statistically significant difference

- a = level of educational value orientation
- b = level of aesthetic value orientation
- c = level of moral value orientation
- d = level of economic value orientation
- e = level of social value orientation

In terms of the order of the strategic level of behavioural orientation in the context of value orientation, we can notice the same order of value preferences of full-time and external students. The (e) level of social value orientation has the highest representation, followed by (a) level of educational value orientation, then (c) level of moral value orientation, (d) economic value orientation, and finally (b) level of aesthetic value orientation. In terms of statistical significance, the differences between full-time and external students were in (a) educational orientation ($p \leq 0.004$), which is significantly lower for full-time students than for external students, and in (b) the level of aesthetic value orientation ($p \leq 0.001$), which, on the contrary, is higher for full-time students than for external students.

Figure 4: Comparison of tendencies towards prosocial behaviour in full-time and external students of teaching study programmes



The results of the PTM questionnaire show that the tendencies towards prosocial behaviour of both full-time and external students reached the highest representation in the order of compliant prosocial behaviour, altruistic prosocial behaviour, dire prosocial behaviour, emotional prosocial behaviour, anonymous prosocial behaviour, and finally public prosocial behaviour.

DISCUSSION

In the area of behavioural motivation, it can be stated that both full-time and external students are dominated by subjective motives for individual life (satisfying an interest; subjective experience of achieved results). These are motives that contribute to the affirmation of personal self-worth, emphasize the 'self' and are directed towards the self. We expected these values to be higher in full-time students, because of the culminating stage of the development of a person's own identity, the essence of which is the definition of one's self-perception and self-esteem (Erikson, 2002). However, the variables satisfying an interest and subjective experience of achieved results were statistically significantly lower for full-time students than for external students. Comparing our findings with the research of Atkinson (1957), we believe that students have lower levels of achievement motivation. We conclude this based on the finding that people with high levels of motivation are more competitive and are primarily

concerned with proving (to themselves and others) that they are the best in a particular area, while not suffering from the anxiety of failure (Atkinson, 1975). Competitiveness in our research on behavioural motivation scored the lowest of all the variables compared.

In the area of attitudes towards values, we found out that full-time and external students have the strongest attitudes towards moral values, health values and social values. Our results partially coincide with the research of Klčovanská (2001), who pointed out the most preferred values of Slovak adolescents - love (87%), health (86%), family (76%), freedom (55%), wisdom (46%), etc. At the same time, she states (Klčovanská, 2006, p. 23) that *"in the current postmodern world, traditional values are becoming dependent on the quality of the relationship, on subjective experience and are losing their ontological dimension."* This means that declared values are often abandoned by young people, especially if they no longer bring them subjective satisfaction. For this reason, we also allow for the possibility that preferred attitudes towards values may also reflect young people's desire for moral rules, for health and social closeness. With respect to the behavioural motivation results we have explained in the text above, this finding is of key importance, especially in the context of values education. It is also necessary to take into account the fact that attitudes are generally manifested in the conative dimension, so we evaluate the findings in this area positively.

The third area assessed was value orientation. Students in both full-time and external study have the highest level of social value orientation, which is positive in regard to their profession (which should meet the needs of society). In comparison with the research of Pasternáková (2017), who investigated the value orientations of university teachers, the order of the results obtained by us coincides with the results of university teachers as follows: in the first place are social value orientations, followed by educational value orientations, in the third place are moral value orientations, then economic and finally aesthetic value orientations. Although the level of aesthetic value orientation is least preferred by both full-time and external students, it is statistically significantly more prevalent among full-time students, as well as the attitude towards popular song, which we evaluate in terms of the natural developmental tendency and interests of this age group (Thorová, 2015), as a natural phenomenon.

We evaluate the above results positively, especially if we consider Pasternáková's (2017, p. 108) assertion that *"values are created and differentiated in the process of socialization as part of social consciousness and reflect the culture of society."* In relation to value orientation, Čepelová (2016) also produced interesting findings, finding out that overall quality of life (physical, psychological and social), positively correlates with educational and economic value orientation. Physical quality of life has been shown to correlate with educational and moral value orientation, psychological quality of life has been shown to correlate with educational, aesthetic and economic domains, and social quality of life has been shown to correlate with social and economic value orientation (Čepelová, 2016). The ranking of value orientation was identical to our findings for the 300 university students, with the exception of the first place, which was dominated by the educational value orientation.

In the area of prosocial tendencies questionnaire, we investigated under what circumstances students behave selflessly in helping others. The ranking of the different tendencies for both full-time and external students was identical, and we did not observe statistically significant differences between the groups of respondents. We found out that the strongest tendencies to behave prosocially are compliant, indicating a motivation of social approval and appreciation from others.

Summarizing our findings, we conclude that students of teaching programs are generally motivated on the one hand by personal involvement in relationships, interaction between people, and values related to social relationships, cohesion, and social justice; on the other hand, we can observe a desire for self-affirmation, self-assertion, and the implementation of behaviours motivated by the recognition of others. We cautiously suggest opening up the question of education for healthy self-esteem (as a belief in oneself, a sense of security and value that one attributes to oneself) and self-respect (as a prerequisite to accept compliments, take healthy risks and not take criticism too personally).

CONCLUSION

Despite the fact that values are a significant source of motivation and a pillar of the meaning of life (Klčovanská, 2006), minimal attention is given

to education towards them at schools. In our opinion, values and education to values find relevance in many aspects, especially in the context of non-specific prevention of problem behaviour at schools. In the light of our research findings, we recommend to appreciate the status of the teaching profession in society, to provide them with support (especially in the area of professional training), and to improve the professional identity of teachers.

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