# VALUES OF ACADEMIC YOUTH IN THE CONTEXT OF Y GENERATION

## Laima Ruibytė*

*Mykolo Romerio universiteto Viešojo saugumo fakulteto Humanitarinių mokslų katedra*
*Putvinskio g. 70, LT-44211 Kaunas*
*Telefonas (8~37) 30 36 65*
*El.paštas: laimaruibyte@mruni.eu*

**Annotation.** Social factors have a large impact to the formation of values orientation of an individual. People of the same age group  or generation have certain common values related to the peculiarities of person's development or social, cultural, economic and technological environment and generation they have lived. Howe and Strauss[1] distinguished several generations, and the closest to us are X , Y and Z generations. Since nowadays students are already typical representatives of Y generation, it is important to analyze their values in order to find out, at what extent and whether the newly changing existential space influence the nature and tendency of values.

The purpose of this study was to clarify the existing personal values of students in different period of time (years 2006-2007 and 2015) and to identify changes in values system of young people in the context of Y generation. A questionnaire by R.Ullrich and R. deMunich 'My recent values' was used in order to achieve research objective. In the period of 2006-2007, 422 students were questioned (144 females and 280 males) and 226 students (116 females and 100 males) took part in the research held in 2015.

The results show that the most important values for researched students are related to Self-realization and  independence, Stimulation,  Benevolence – caring and Security – personal and Achievement values. The least important are the values of being alone, peace, getting loose, power-resource and power-control. We found some slight differences in values after ten years from the first study. The differences in male and female values have been found.The features of researched academic youth values fit to characteristics of Y generation.

**Keywords***:* values, personal values, students, generation.

## INTRODUCTION

Values in broad sense are defined as importance of real reality phenomena or things depending on whether they correspond the needs of society, social groups or personality; in narrower sense – as moral and aesthetic imperatives (requirements), created by human culture and manifesting as a product of social consciousness[2]. An object, process or phenomenon that is preferred by a personality and that determines a singleness of personality's activity is called values orientation or just values[3]. Values determine and explain a direction of human behavior, perform a function of behavior regulation and human relations. They are particular

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[1] Strauss, W.,  Howe, N. Generations: The History of America's Future, 1584 to 2069.  New York: Perennial, 1991.
[2] Tidikis R., Matkevičius A. Stojančiųjų į LPA vertybinė orientacija // Lietuvos policijos akademijos Mokslo darbai.- Vilnius, 1994. T. 2.
[3] Suslavičius, A., Valickas, G. Socialinė  psichologija teisėtvarkos darbuotojams. Vilnius: LTU, 1999.

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imperative, dictation, compulsory rule of behavior. Values may be defined as personal beliefs and are derived from the psychological needs, thus, they can produce states of psychological tension, which lead to cognition, affect and behavior[4].

Values can influence the way an individual perceives and interprets the given situation and importance he or she gives to it, react and behaves in given circumstances[5]. Values occupy a central position in person's cognitive system; they influence our attitudes, decision-making processes and all human behaviors. Many experiments and field studies support the notion that values can predict specific attitude and behaviors[6], that is why it is so important to know basic values orientation of persons in order to understand what attitudes they can form.

Lately, the most common concept of universal values system is suggested by Swartz[7] - he identifies ten universal values and the difference of people in the priority they give to each value[8]. In refined version of Schwartz Theory of Basic Individual Values, Schwartz and colleges[9] define the following basic 19 values (instead of former 10) and motivational goals:

- self-direction –thought   – Freedom to cultivate someone's own ideas and abilities;

- self-direction-action    - Freedom to determine someone's own actions;

- stimulation         – excitement, novelty, and challenge in life;

- hedonism         – pleasure or sensuous gratification for oneself;

- achievement      – personal success through demonstrating competence according to social standards;

- power-dominance   – Power through exercising control over people;

- power-resources    - Power through control of material and social resources;

- Face         - Security and power through maintaining someone's public image and avoiding humiliation

- Security – personal   – Safety in someone's immediate environment;

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[4] Rokeach, M. The nature of human values. New-York: Free Press, 1973; Rokeach, M. Understanding human values: Individual and social. New York: Free Press, 1979.

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[8] Swartz , S.H., Boehnke, K. Evaluating the structure of human values with confirmatory factor analysis. Journal of Research in Personality, 2004.38, 230-255.

[9] Schwartz, S.H. et al. Refining the Theory of Basic Individual Values. Journal of Personality and Social Psychology, 2012, Vol. 103, No. 4, 663–688.

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- Security – societal    - Safety and stability in a wider society;

- Tradition    - Maintaining and preserving cultural, family or religious traditions;

- Conformity – rules    – Restrain of actions, inclinations and impulses likely to upset or harm;

- Conformity - interpersonal    – Avoidance of upsetting or harming other people;

- Humility    - Recognizing someone's insignificance in the larger scheme of things

- Benevolence – dependability  – Being a reliable and trustworthy member of the inside group;

- Benevolence – caring    - Devotion to the welfare of inside group members;

- Universalism – concern    – Commitment to equality, justice, and protection for all people

- Universalism – nature    - Preservation of natural environment

- Universalism – tolerance    - Acceptance and understanding of those who are different from somebody

It should be acknowledged that values are one of many factors influencing behavior, and it is difficult to evaluate relation to specific behavior. It has generally been assumed that values guide behavior, although evidence of strong relationships between values and behavior is virtually nonexistent. Nevertheless it could be stated that values are influencing human behavior because individuals want to keep a balance between their convictions and behavior.

Social factors have a large impact to the formation of values orientation of an individual. First of all, it is social environment, in which personality lives and maturates. Values, as well as other attitudes, form not only under initiative of personality itself. Adults transfer values statements to new generation by teaching and educating it as well as making other influence. This way, individuals take over a system of values of that culture and society, in which they grow and form. Every personality forms a distinctive complicated values system. On the other hand, people of the same age group or generation have certain common values related to the peculiarities of person's development or social, cultural, economic and technological environment. For example, it is widely known that youth (20-30) is designated by development theorists[10] as period in the lifespan when young people search for intimacy or, in contrary, if developmental conflict is not solved, it can lead to loneliness. The inner

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[10] Erikson, E. H. Identity: Youth and crisis. New York, NY: Norton, 1968.

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conflict is about seeking for love of the other person, intimacy and, on the other hand, fears of identity loss. If the conflict is solved successfully, a person becomes strong enough and capable to commit to ideals or objectives of other people and look for self realization. Thus, this can create specific values orientation in young people.

During the recent twenty years, the theories of generations, especially the ones of Howe and Strauss[11] attracted quite a lot attention. Generation or cohort is defined as a group of people related to each other by their date of birth and essential events which happened in critical periods of their development and which formed similar values systems, attitude and life experience. All this determine the differences of generations[12]. On the grounds of the USA society development, Howe and Strauss[13] distinguished several generations, and the closest to us are X generation (born from 1961 to 1981), Y (millennium) generation (born from 1982 to 2004) and Z (internet) generation (born from 2005 to 2023). They are formed by certain meaningful events of society development. It is indicated that such events for X generation could be the Cold War, epopee of film ,Star wars‘, rock, establishment of the European Union, car journeys; for Y generation it can be computers, internet, mobile connection, messages, computer games, global warming, social networks, possibility to fly cheaply around the world. The following features are distinguished for X generation: individualism, independence, self-sufficiency, creativity, self-trust; thus, they change works while seeking for challenges and larger benefit for themselves, sceptically assess the authorities, valuate work and personal balance, they are impatient and sceptical, tended to criticize, pragmatic and rull folowers[14]. Y generation distinguishes by their ability to work many works at the same time, they look for the meaning in their work, valuate social contacts

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[11] Howe, N., Strauss, W. Millennials Rising: The Next Great Generation. New York: Vintage Books. 2000.

[12] Strauss, W., Howe, N. Generations: The History of America's Future, 1584 to 2069. New York: Perennial, 1991. ; Mannheim, K. The problem of generations. In Altbach, P.G., & Laufer, R.S. (Ed.), The New Pilgrims: Youth Protest in Transition, David McKay, New York, NY, 1972, pp. 101-38. ; Thau, R.D., Heflin, J.S. Generations Apart: Xers vs Boomers vs the Elderly (Ed.). Prometheus Books, Amherst, MA. ,1997.; Kupperschmidt, B.R. Multigeneration employees: strategies for effective management. The Health Care Manager, 2000, Vol. 19 No. 1, pp. 65-76. ; Smola, K.W., Sutton, C.D. Generational differences: revisiting work values for the new millennium. Journal of Organizational Behaviour, 2002, Vol. 23 No. 4, pp. 363-82.

[13] Howe, N., Strauss, W. Millennials Rising: The Next Great Generation. New York: Vintage Books. 2000.

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and teamwork, they are oriented to result, sceptically assess rules, but they are optimists and public[15].

Although the theory also attracted criticism because it stereotypizes too much people of different generations[16], it has been started to analyze, how the representatives of different generations manifest at work[17] and discuss, how learning environment can be changed for Y generation in order it would see the meaning in it[18].

It is quite difficult to identify distinct values differences between representatives of different generations, however, while seeing typical to them personality characteristics and behaviour tendencies, it can be presumed that such differences exist. Consequently, the need of such comparative researches is evident. Since nowadays students are already typical representatives of Y generation, it is important to analyze their values in order to find out, at what extent and whether the newly changing existential space influence the nature and tend of values.

Individual values system of students has not been properly explored in Lithuania. Researches are rather fragmented and based on different methodology. Works, in which a structure and changes of values orientation of schoolchildren (at the age of 15-18 years) (in comparison with the data of 1996 and 2002)[19], peculiarities of students values[20] have been analyzed, reveal different research paradigms, thus, it is very difficult to compare the obtained research data and provide summarizing conclusions about the peculiarities of youth values and their change. In this article, we will not probably avoid this shortage, however, the chosen researches methodology and analyzed values at least partially correspond the values concept

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[15] Hart,K.A. Generations in the workplace: finding common ground. 2006. Pasiektas: 2015 05 10 adresu: www.mlo-online.com.

[16] Hoover, E. The Millennial Muddle. Chronicle of Higher Education, 00095982, 10/16/2009, Vol. 56, Issue 8.

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of Schwartz and colleges [21] and provides a possibility to compare research data with previously made researches[22].

In this study, our goal was to clarify the existing personal values of students in different period of time (years 2006-2007 and 2015) and to identify changes in values system of young people in the context of Y generation.

*The **aim** of this study* is to analyze personal values of students of Public Security Faculty of Mykolas Romeris University, to identify values system of individuals as well as to analyze data in relation to gender, working experience and different time-period.

## METHODOLOGY OF THE SURVEY

**Instrument**. A questionnaire by R.Ullrich and R. deMunich [23] (adapted by R.Lekavičienė[24]) 'My recent values' was used in order to achieve research objective. It consists of seven groups of generalized values: 1) achievement; 2) stumulation; 3) personal security and benevolence caring; 4) high income and property (power-resourse); 5) self-realization and independence (self-direction –thought and self-direction-action ); 6) power and influence (power-dominance); 7) peace and relaxation. Value groups fit partly the description of Schwartz[25] basic 19 values. Every group consists of from six to ten values, the importance of which the researched people assessed in a scale from +3 (strictly required value) to -3 (this value is absolutely unacceptable to me).

**Participants.** The survey was held in 2006 - 2007 (I time-period) and 2015 (II time-period). The same questionnaire was presented to students of the second and the third year during the classes in each period of research. In the period of 2006-2007, 422 students were questioned: 144 females and 280 males. They were divided into two groups: 186 full-time students (122 females and 164 males) and 136 students in part-time studies (20 females and 116 males). 226 full-time students (116 females and 100 males) took part in the research held

[21] Schwartz, S.H. et al. Refining the Theory of Basic Individual Values. Journal of Personality and Social Psychology, 2012, Vol. 103, No. 4, 663–688.

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[23] Ullrich, R., De Muynck, R. ATP: Testmappe. München: J.Pfeiffer Verlag, 1998.

[24] Lekavičienė, R. Studentų vertybinių orientacijų ypatumai. Ugdymas. Kūno kultūra. Sportas. Nr.4 (58), 2005, 41-48.

[25] Schwartz, S.H. et al. Refining the Theory of Basic Individual Values. Journal of Personality and Social Psychology, 2012, Vol. 103, No. 4, 663–688.

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in 2015. The age of full-time students was mostly 19-22 year (92%), and part time students from 19 to 29.

Empirical data was treated by conventional methods of mathematical statistics (using SPSS 12) - descriptive analysis and Pearson Chi Square index.

## RESULTS OF THE SURVEY

### Values priorities of students

The analysis of research data of period I (from 2006 to 2007) provides that values priorities of the students remain the same as in a political research of the year 2005[26] i.e. Self-realization and independence predominate in a hierarchy of the researched students (on average 2,2 points), Benevolence – caring and Security – personal (2,1), Stimulation (1,9) and Achievement (2,0). The lowest evaluation gained values groups, generally called Calm and relaxation (1,1), High income and property (1,5) as well as Power and influence (1,5).

The research results of period II (year 2015) reveal that the most important remain the same first values – Self-realization (on average 2,3 points), Benevolence – caring and Security – personal (2,1), Stimulation (2) and Achievement (2,0) and the least important is Calm and relaxation value (1,1). A little less important have been notified the values of Power and influence (1, 3) as well as material values (High income and property) (1,1).
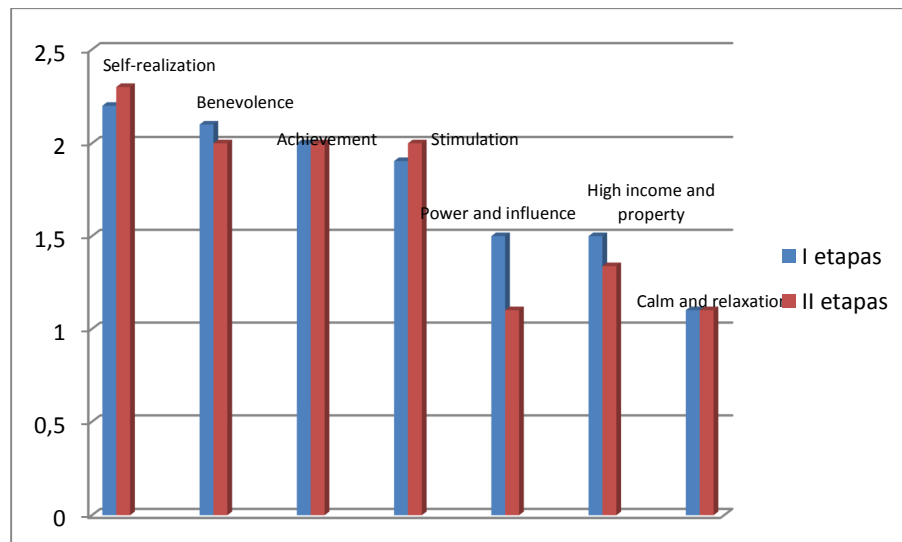


**Fig.1.** Mean evaluation of value groups in comparing time periods I and II

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[26] Ruibyte, L. Būsimųjų pareigūnų vertybinių orientacijų ypatumai ir jų kaita/ Teoriniai ir praktiniai statutinių pareigūnų rengimo aspektai: respublikinės mokslinės konferencijos straipsnių rinkinys. – Kaunas: MRU Kauno policijos fakultetas, 2005, p.71-77

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**The most significant values in periods I and II**

We assigned to the most significant the values which were usually given by the researched people 2 and more points (i.e. positive or necessary value). 6 from 10 values of self-realization group were included in this list (self-realization-action and self-realization–thought), four of them are at the top of the list (Table 10).

**Table 1.** The most significant values and their groups in periods I and II

| Values | Values group | M | women | men | men |
|---|---|---|---|---|---|
| | | I time-period | II time-period | II time-period | I time-period |
| To preserve self-respect | Self-realization | 2.7 | 2.4 | 2.4 | 2.5 |
| To give essence to own life | Self-realization | 2.8 | 2.7 | 2.5 | 2.4 |
| To stay self-devoted | Self-realization | 2.6 | 2.5 | 2.6 | 2.3 |
| To perform own responsibilities | Self-realization | 2.5 | 2.6 | 2.3 | 2.3 |
| Friendliness | Benevolence and assistance | 2.5 | 2.7 | 2.3 | 2.5 |
| Understanding | Benevolence and assistance | 2.6 | 2.7 | 2.0 | 2.2 |
| Talking | Benevolence and assistance | 2.5 | 2.6 | 2.4 | 2.1 |
| Sense of safety | Benevolence and assistance | 2.6 | 2.6 | 2.1 | 2.2 |
| When I experience affection | Benevolence and assistance | 2.5 | 2.4 | 1.6 | 2.1 |
| Intelligence | Recognition and praise | 2.4 | 2.2 | 2.0 | 2.1 |
| Endurance | Recognition and praise | 2.4 | 2.3 | 2.3 | 2.3 |
| To do something | Contacts and communication | 2.4 | 2.6 | 2.6 | 2.3 |
| To accumulate new impressions | Contacts and communication | 2.4 | 2.6 | 2.5 | 2.2 |
| To make independent decisions | Self-realization | 2.3 | 2.3 | 2.4 | 2.1 |
| To realize yourself | Self-realization | 2.3 | 2.4 | 2.4 | 2.2 |
| Success | Recognition and praise | 2.3 | 2.6 | 1.7 | 2.1 |
| To help to find the truth | Self-realization | 2.2 | 2.4 | 2.3 | 2.2 |
| Attention | Benevolence and assistance | 2.3 | 2.4 | 1.7 | 2.0 |
| To meet acquaintances | Contacts and communication | 2.1 | 2.2 | 2.1 | 2.1 |
| To experience adventure | Contacts and communication | 2.1 | 2.3 | 2.6 | 2.0 |

These values include the preservation of self-respect, giving essence to your life, remain self-devoted, performance of own responsibilities, making independent decisions, self-realization and trying to help to find the truth. Not of less importance to students are  values

of Benevolence – caring and Security – personal group, i.e. related to benevolent relations between people – Friendliness, Understanding, Talking, Attention as well as to personal security – Sense of security, When I experience affection. From values of Stimulation group (Contacts and communication), the following ones were included in the list of the most important values - To do something, Accumulate new experience, Experience adventures. These values were evaluated by the researched people slightly higher in period II than in period I (Table 10), while the values of Self-realization, Benevolence – caring and Security – personal groups were assessed similarly in both periods. Intelligence, endurance and success from the values of Achievement group can be distinguished as the most appreciate.

**Values of males and females**

While analyzing the values of men and women, it can be seen that since values priorities and hierarchy are similar in both periods, the assessment of the significance of the values themselves in some places differ (Table 1 and Fig.2).
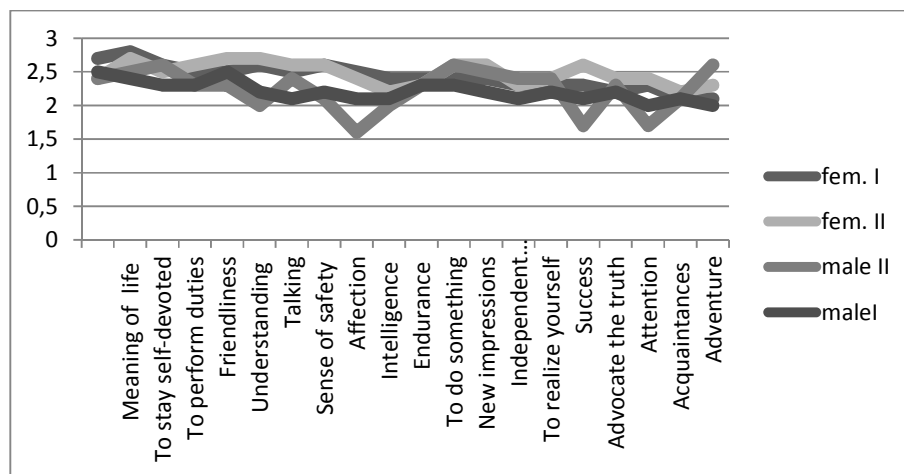


**Fig.2.** Differences of the most significant values of male and female in periods I and II

Assessment of values related to self-realization is similar between males and females and in period II they are very close. The values of Stimulation group are also valuated similarly: to meet acquaintances, to do something, to accumulate new impressions and to experience adventures are important to males and females of both periods, just, if doing something or accumulating new impressions were of bigger importance only to female student in period I, the significance of these values also increased to student boys in period II, particularly the value of experiencing adventures (2,6 points). Experiencing of adventures, doing something and remaining self-devoted are valuated the highest by respondents (on

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average 2,6) (Table 1). The values of Achievement group, intelligence and endurance are valuated similarly by all the researched people of distinguished groups, however, the value of success  is the most important to females of period II. Table 1 and Fig.2 reveal that more significant differences between females and males exist in the values of Benevolence – caring and Security – personal groups. Females of both periods sense of safety (statistically big difference in both periods, p ≤ 0.05), attention (p ≤ 0.05), understanding (p ≤ 0.05), when I experience affection ((statistically big difference between males and females of period II, p ≤ 0,05) consider of bigger important than boys. In the assessment of the values of friendliness and talking, there are no such big differences, but it must be notified that in period II boys the value of talking valuate higher than in period I.

**Table 2.** Differences of the mean values  of men and women (statistically significant)

| Values | M | M | Asymp.Sig. (2-sided) |
|---|---|---|---|
| **Achievement** | female | male | |
| diligence | 1.9 | 1.5 | 0.056 |
| endure work | 1.98 | 1.7 | 0.007** |
| high achievements | 2.1 | 1.8 | 0.045* |
| success | 2.3 | 2.1 | 0.045* |
| honour | 1.8 | 1.7 | 0.056 |
| stimulation | | | |
| events attendance | 1.9 | 1.3 | 0.069 |
| publicity | 1.9 | 1.6 | 0.041* |
| ability to invite | 2.1 | 1.6 | 0.025* |
| enjoy uproar and diversity | 1.4 | 1.03 | 0.015* |
| **Benevolence – caring and security – personal** | | | |
| consolation | 1.96 | 1.5 | 0.01** |
| full sufficiency | 1.96 | 1.7 | 0.023* |
| care | 1.8 | 1.2 | 0.000* |
| attention | 2.3 | 2.0 | 0.058 |
| understanding | 2.6 | 2.2 | 0.058 |
| **Power-resource** | | | |
| to provide yourself a possibility to buy new clothes often | 1.6 | 1.3 | 0.02* |
| to stay in luxurious hotels while traveling | 1.0 | 0.6 | 0.043* |
| self - direction | | | |
| making independent decisions | 2.3 | 2.1 | 0.031* |
| not having what to reprove to yourself | 1.6 | 1.5 | 0.055 |
| living for something remaining | 1.7 | 1.9 | 0.017* |
| **Power-dominance** | | | |
| giving directions | 0.8 | 1.0 | 0.015* |

**. Differences are significant at the 0.01 level.
*. Differences are significant at the 0.05 level.

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While analyzing data, not only differences of the most significant values between women and men have been determined (Table 2), but the ones of less evaluated values as well. They give a possibility to reveal certain differences between genders in values approaches. Statistically significant differences between men and women of period I in Achievement values group show that women valuate more diligence, endure work, high achievements, success and honour; in Stimulation group - attending events, publicity, ability to invite, uproar and variety; in Benevolenve and Security group – consolation, full self-sufficiency, care, attention, understanding; in Power-resource group – ability of buying frequently new clothes and staying in luxurious hotels while traveling; in Self-realization group – being able to make independent decisions and not having what to reprove to yourself. Living for something remaining (in Self-realization values group) and giving directions (Power-dominance group) are more important to males than to females.

**Values of full-time and part-time students**

In the research of period I, we aimed to compare the values of students working ( part-time students) and non-working (full-time students). The results indicate that statistically there are no many reliable differences – diligence (0.045), performance of your responsibilities (0.037) and enjoying the silence of nature (0.000) are more important to working students than to not working ones, while  female  full-time students valuate more consolation (0.003) and accumulation of new impressions (0.015).

**DISCUSSION**

The results of periods I and II give a possibility of concluding that the values of self-realization and independence, Benevolence – caring and Security – personal, Stimulation as well as Achievement predominate in a hierarchy of students values of the age of 19 – 25. The least important are the values, constituting calmness and relaxation, high income and property as well as power and influence values groups. Since the research has been made in one faculty of MRU, the data obtained confirm the values priorities of students defined in 2005 by other institutions of higher education of Lithuania (KTU, LAA, KMU, LVA) by using the same methodology[27]. It can be stated that the showed up values of students reflect the typical to their age group values related to self-realization, which correspond the data of other

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[27] Lekavičienė, R. Studentų vertybinių orientacijų ypatumai. Ugdymas. Kūno kultūra. Sportas. Nr.4  (58), 2005, 41-48.

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researches as well[28]. International researches of values indicate that the broad self-realization value correlate strongly with education. Education strengthens the motivation to act independently, think and seek for self-realization. It is important to academic youth to preserve self-respect, give essence to own life, remain self-devoted, perform own responsibilities, make independent decisions, realize yourself, help to find the truth, friendliness, understanding, talking, attention, sense of safety, experiencing affection, doing something, accumulating new impressions, experiencing adventures, intelligence, endurance and success. Stimulation is also typical to this age period and, as far as the researches reveal, stimulation values correlate more negatively with age[29].

While interpreting data in generation context, it can be stated that the distinguished values correspond a description of Y generation as engaged, optimistic, downright, pleasant, special, sheltered[30]. Since a period of 10 years is not long enough to make essential changes in values, in the results of period II insignificant, but still changes can be noticed: the values of power and influence as well as material values (high income and property) became even less important. More significant changes have been noticed in such values of males in period II – in comparison with the students of period I, it became more important to them to experience adventures, to do something and to remain self-devoted. The fact that they are more sheltered than the youth of previous generation can form the change of values from self-sufficiency with material and power (power through exercising control over people and material and social resources) to seeking stimulation (excitement, novelty, and challenge in life) and hedonism (pleasure or sensuous gratification for oneself), self –direction and self-realization (freedom to cultivate one's own ideas and abilities and one's own actions). At the same time, universal values oriented to benevolent relationship between people (Benevolenve-concern and Security groups) - friendliness, understanding, talking, attention, sense of safety and experience of affection also remain important.While comparing the values of males and females, it can be seen that the order of values arrangement according to importance is similar in both groups – the values of self-direction and stimulation which are the most important to all researched people are valuated most of all; the values of achievement group are also valuated similarly. More significant differences between females and males can be

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[28] Šutinienė I. Moksleivių vertybių struktūra ir jos pokyčiai. // Jaunimo vertybinės orientacijos. –Vilnius, 2003.

[29] Schwartz, S.H. et al. Refining the Theory of Basic Individual Values. Journal of Personality and Social Psychology, 2012, Vol. 103, No. 4, 663–688.

[30] Emeagwali, N.S. Millennials leading the charge for change. Techniques: Connecting Education and Careers. May/2011, Vol.86, Issues 5.

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distinguished in the values of Benevolence – caring and Security – personal groups. Sense of safety, attention, understanding and experience of affection are more important for females than for males in both periods. These results are also consistent with research data, revealing that benevolence – concern and benevolence - caring values are more important to women and across countries, the broad benevolence value correlated positively with age[31]. While comparing both periods, any significant differences can be distinguished, still a tendency can be noticed that the importance of talking values has increased to males, but the values of attentiveness, success and desire to experience affection have decreased. Statistical analysis revealed that more reliable differences between both genders show up in less important values groups: females find more important than males features related to achievement (diligence, endure work, high achievements, success and honour), they are aiming for more stimulation and activeness (events attendance, publicity, ability to invite, uproar and diversity), but at the same time they are aiming for care and support as well (consolation, full self-sufficiency, custody, attention, understanding), more people valuating certain material goodies are among them (ability of buying often new clothes and staying in luxurious hotels while traveling). Males find it more important than females living for something remaining (self-realization values group) and giving directions (Power-dominance group). Such tendency where the motivation to control others to contribute more to males' greater emphasis on power than the motivation to pursue material resources is also confirmed in other researches[32]. International researches of Schwartz and colleagues reveal that being male correlated positively with the broad power value. In the present research, the values of males of Power-dominance group have been assessed higher than female, however, statistically reliable differences have not been determined except the value - giving directions.

Full-time and part-time students were not distinguished by value priorities in this research. This could be influenced by similar age and small-time working experience of researched students.The given research has been performed only in one university, this reduces a posibility of generalizing conclusions to all academic youth, still, a rather reasoned assumption can be made that values tendencies of students of similar age are similar. Significant changes in values have not appeared in a period of 10 years, but they can be still noticed. Thus, wider and deeper researches should be performed in order to define, at which

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[31] Schwartz, S.H. et al. Refining the Theory of Basic Individual Values.  Journal of Personality and Social Psychology, 2012, Vol. 103, No. 4, 663–688.
[32] Ten pat.

extent events happening in society and life of nation influence the values and their priorities of new Y and Z generations. Since values are becoming a certain energy influencing human behaviour, the obtained data would provide with a possibility to understand better the motivational sphere of youth and single-mindedness of their activity, would help to organize better a educational process and would also meet the needs of students to study effectively and get what they are seeking for.

## CONCLUSIONS

Despite many studies made on values, in fact we do not know much about individual values of academic youth. With this study, we are aiming to fill the gap in this area of research. The results show that the most important values for researched students are related to Self-realization and independence, Stimulation, Benevolence – caring and Security – personal and Achievement values. The least important are the values of being alone, peace, getting loose, power-resource and power-control, i.e. High income and property as well as Power and influence values groups. We found some slight differences in values after ten years from the first study which reveal the change of values into a smaller significance of self-sufficiency with material  goodies and power to seeking stimulation and hedonism as well as self–direction and self-realization. The features of researched academic youth values fit to characteristics of Y generation as being engaged, optimistic, downright, pleasant, special, sheltered.

The differences in male and female values have been found. The main difference among the most important values is in Benevolence – caring and Security – personal values. Females find it more important than males sense of safety, attention, understanding and affection experience.

We have to acknowledge that the results of a survey can hardly be generalised to the whole population. Futher investigations and analysis of different age, status, gender and cultural background groups should be carried out.

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# AKADEMINIO JAUNIMO VERTYBĖS Y KARTOS KONTEKSTE

**Laima Ruibytė\***
Mykolas Romeris University

**S a n t r a u k a**

Asmenybės vertybės apsprendžia elgesio krytingumą, atlieka žmogaus elgesio ir jo santykių reguliavimo funkciją. Eksperimentiškai įrodyta, kad pagal asmens vertybes galima numatyti jo specifines nuostatas ir poelgius (Bardi, Schwartz, 2003; Roccas, Sagive, 2010), todėl esminių vertybių žinojimas yra svarbus siekiant prognozuoti žmogaus sprendimus ir pasirinkimus įvairiose socialinėse situacijose (studijose, darbinėje veikloje, laisvalaikio veikloje ir pan.).

Individo vertybinių orientacijų formavimuisi didelę įtaką turi socialiniai veiksniai. Individai perima tos kultūros, visuomenės, kurioje jie auga ir formuojasi, vertybių sistemą. Kiekviena asmenybė susiformuoja savitą sudėtingą vertybių sistemą, tačiau iš kitos pusės, tos pačios amžiaus grupės ar kartos žmonės turi tam tikrų bendrų vertybių susijusių su žmogaus raidos ypatumais ar socialine, kultūrine, ekonomine ir technologine aplinka. Vertybių formavimuisi turi įtakos ir kartos, kurioje formuojasi ir auga asmenybė ypatumai. Karta arba kohorta apibrėžiama kaip grupė žmonių, kuriuos sieja gimimo data bei esminiai įvykiai, nutikę jų vystymosi kritiniais laikotarpiais ir suformavę panašias vertybių sistemas, požiūrį bei gyvenimo patirtį. Howe ir Strauss (1991) remdamiesi JAV visuomenės raida išskyrė keletą kartų, iš kurių mums artimiausios yra X karta (1961-1981 metų gimimo), Y(tūkstantmečio) karta (1982-2004) ir Z (interneto) karta (2005-2023). Kadangi dabartiniai studentai yra jau tipiški Y kartos atstovai, tai jų vertybes svarbu tyrinėti norint išsiaiškinti, kiek ir ar naujai besikeičianti egzistencinė erdvė veikia vertybių pobūdį ir kryptį.

Šiame darbe siekėme išsiaiškinti studentų vertybes skirtingais laikotarpiais (I laikotarpis -2006-2007 ir II laikotarpis - 2015) nustatyti Y kartos akademinio jaunimo vertybių hierarchijos ypatumus. Tyrime dalyvavo MRU Viešojo saugumo fakulteto studentai: 422 tiriamųjų I laikotarpyje ir 226 – II laikotarpyje. Vertybių diagnozavimui buvo naudotas R.Ullrich ir R. deMunich (1998) klausimynas „Mano dabartinės vertybės". (adaptuotas R.Lekavičienės, 2005).

I ir II laikotarpio rezultatai leidžia daryti išvadas, kad 19 – 25 metų studentų vertybių hierarchijoje vyrauja savęs realizacijos ir nepriklausomybės, palankumo, pagalbos ir saugumo, stimuliacijos bei pasiekimų vertybės. Mažiausiai svarbios vertybės sudarančios ramybės ir atsipalaidavimo, aukštų pajamų ir nuosavybės bei valdžios ir įtakos vertybių grupes. Interpretuojant duomenis kartos kontekste galima teigti, kad išryškėjusios vertybės atitinka Y kartos apibūdinimą, kaip susidomėję, optimistiški, tiesūs, mieli, ypatingi, globojami (Emeagwali, 2011). II laikotarpio rezultatuose galima pastebėti nors ir nedidelius, bet pasikeitimus – dar mažiau svarbios tapo valdžios ir įtakos bei materialinės vertybės (aukštos pajamos ir nuosavybė). Tuo pačiu bendražmogiškos vertybės, orientuotos į geranoriškus santykius tarp žmonių (palanumo ir pagalbos bei saugumo grupės) - draugiškumas, supratingumas, pasikalbėjimas, dėmesys, saugumo jausmas, švelnumo patyrimas išlieka taip pat svarbios.

Nustatyti skirtumai tarp vyrų ir moterų rodo, kad merginoms svarbiau nei vaikinams yra - saugumo jausmas, dėmesys, supratingumas, švelnumo patyrimas.

Reikia pabrėžti, kad tyrimo rezultai negali būti generalizuoti visai jaunimo populiacijai, atspindi akademinio jaunimo vertybines tendencijas, ir reikalauja tolimesnio tyrinėjimo.

**Pagrindinės sąvokos:** vertybės, asmeninės vertybės, studentai, karta.

**Laima Ruibyte\*,** Mykolo Romerio universiteto Viešojo saugumo fakulteto Humanitarinių mokslų katedros docentė. Mokslinių tyrimų kryptys: Lyčių skirtumų stereotipai; nuostatos ir stereotipai, stresas organizacijose.
**Laima Ruibyte\*,** Mykolas Romeris University, Faculty of Public security, Department of Humanities Assoc.prof. Research interests: Genders Stereotypes; Attitudes; Organisational Stress; Organisational Values.