Assessment of professional culture of University students and professors: the value-based approach

Blyznyuk T.P.
PhD, Associate Professor,
Doctorate Student of Management and Business Department,
Simon Kuznets Kharkiv National University of Economics

The value-based approach in the context of cross-cultural management considers the fact that culture has a complex and multi-level structure and the deepest part (core) of the culture is cultural values. In this article there is evaluating, comparing and analyzing the professional culture of University students and professors on the basis of Simon Kuznets Kharkiv National University of Economics, using the analysis of value systems' structure of students and professors (Rokeach's approach).

Keywords: the value-based approach; Rokeach's approach; professional culture; value systems' structure; value; University.

Близнюк Т.П. ОЦІНКА ПРОФЕСІЙНОЇ КУЛЬТУРИ СТУДЕНТІВ ТА ВИКЛАДАЧІВ УНІВЕРСИТЕТУ: ЦІННІСНИЙ ПІДХІД

Ціннісний підхід в контексті крос-культурного менеджменту полягає в тому, що культура має складну та багаторівневу структуру, а найбільш глибинну частину (ядро) культури складають культурні цінності. В цій статті проводиться оцінка, порівняння та аналіз професійної культури студентів та викладачів університету, на прикладі ХНЕУ ім. Семена Кузнеця, на основі аналізу структури систем цінностей студентів та викладачів з використанням методики Рокіча.

Ключові слова: ціннісний підхід; методика Рокіча; професійна культура; структура системи цінностей; цінність; університет.

Близнюк Т.П. ОЦЕНКА ПРОФЕССИОНАЛЬНОЙ КУЛЬТУРЫ СТУДЕНТОВ И ПРЕПОДАВАТЕЛЕЙ УНИВЕРСИТЕТА: ЦЕННОСТНЫЙ ПОДХОД

Ценностный подход в контексте кросс-культурного менеджмента заключается в том, что культура имеет сложную и многоуровневую структуру, а наиболее глубинную часть (ядро) культуры составляют культурные ценности. В данной статье проводится оценка, сравнение и анализ профессиональной культуры студентов и преподавателей университета на примере ХНЭУ им. Семена Кузнеца, на основе анализа структуры систем ценностей студентов и преподавателей с использованием методики Рокича.

Ключевые слова: ценностный подход; методика Рокича; профессиональная культура; структура системы ценностей; ценность; университет.

Formulation of the problem. The value-based approach in the context of cross-cultural management is one of the most popular conceptual directions of cross-cultural research at the present stage. Its essence is that the culture has a complex and multi-level structure, as it is presented in the works of G. Hofstede and G. J. Hofstede (cultural model of "onions") [1], E. Hall (iceberg model) [2], F. Trompenaars and Ch. Hampden-Turner (three dimensions model) [3] and the deepest part (core) of culture are cultural values. Also, according to G. Hofstede and G. J. Hofstede [1], culture has the following levels: national, regional, gender, generational, professional and organizational. Therefore, in the study of culture in general and its levels, it is necessary to determine and assess the cultural values of culture holders. Values do not exist separately, they always create a coherent system, and each society (or group of people) defines its own structure of values, which is inherent in most of this society (group). Thus, according to the value-based approach, the study of values and their structure at the level of both an individual and a group of people will allow to assess the peculiarities of culture in general (and its levels), the representative and holder of which is an individual or a group of people.

Analysis of recent researches and publications. The first scientists who rated cultural values within the value-based approach were G. Allport, F. Vernon and K. Lindzey. These scientists [4] have developed a value orientation test, the result of which is the creation of a profile of value orientations, and it reflects the comparative significance for an individual of each of the six groups of values (theoretical, economic, aesthetic, social, political, and religious). On the

basis of the research G. Allport, F. Vernon and K. Lindzey [4] developed the theory of the internal content of the individual, the main provisions of which is that behind the values there are different individuals as holders of values, not culture. These special cultural values, which are inherent in holders, determine their main characteristics and behavior. This theory explores one aspect of the behavior of different national cultures, so in different cultures the amount of any of six types (based on the dominant values) is different. However, as D. Debats and B. Bartelds [5] have noted, the main disadvantage of this theory and the proposed test of value orientations is a static because fixed values are determined.

That is why M. Rokeach, in contrast to value orientation test of G. Allport, F. Vernon and K. Lindzey, developed another approach to research values – Rokeach's value survey (RVS), which is to study individual (or group) ideas about a system of significant values, which define the basic life benchmarks of an individual (group). According to M. Rokeach [6] the value is "a firm belief in the fact that a certain mode of behavior or the ultimate purpose of existence is dominant from a personal or social point of view than the opposite or reverse method of behavior, or the ultimate purpose of existence". In accordance with the proposed Rokeach's approach, cultural values are divided into two categories [6]: 1) terminal – belief that ultimate purpose of individual existence is worth craving from personal and societal point of view; 2) instrumental – belief that a way of action is the best in any situation from personal and societal point of view. As noted in the work of M. Rokeach [7] the main terminal values are developed in the period of individual socialization (up to 12-14 years of age) and it is almost impossible to change them in adulthood. The change of instrumental values occurs when the individual experiences a mismatch (contradiction) of values. Terminal values are the main goals of the individual, which reflect the long-term life perspective, determine the basic attitude to life and are achieved with the help of instrumental values that are defined at this stage by the individual's understanding of the situation of life and himself. That is why instrumental values determine the behavioral model of an individual, and the terminal goals determine the purpose of this behavior.

On the basis of Rokeach's approach, Shwartz's theory of basic values [8] was developed based on certain 10 types of values (power, achievement, hedonism, stimulation, autonomy, universalism, kindness, tradition, conformity and security) and their location on the motivational circle. According to Schwartz's point of view [8], values directly depend on culture, environment and certain society. That is why the scientist identifies two levels of values: individual and group. The main difference between the cultural values of the group level is that they determine the ways of solving the basic problems of regulation of human activity by various societies, and the values of the individual level are universal for all people in all cultures. Cultural differences can only manifest themselves in the extent of relative expression of one or another value in most members of a given culture.

As D. Debats & B. Bartelds [5] noted the popularity of Rokeach's approach is based on the fact that the definition of the structure and values of an individual or group of people allows to determine their basic (dominant) values and diagnose the presence or absence of inconsistency in professional values. Also, according to Leontiev [9] Rokeach's approach is quite universal, convenient for use and a survey. Over the last forty years Rokeach's approach was used to determine the basic cultural values (orientations) of different culture levels of groups of individuals as holders of values. Thus G. Hofstede and M. Bond in their research [10] conducted a comparative analysis of two different cross-cultural methodological approaches to assessing national culture: their own approach of cultural dimensions and Rokeach's approach (RVS); identified a correlation of the results of both methods for assessing national culture with their apparent versatility. Also in their work K. Tuulik, T. Ounapuu, K. Kuimet and E. Titov [11] used Rokeach's approach for assessing organizational culture. Researchers M. Gorbatova & M. Ljahova [12], L. Safiullina & N. Zotkin [13], N. Skrynko & K. Lozna [14], G. Galkina & E. Gribkova, E.I. [15] used Rokeach's approach for assessing generational and professional student culture. Also based on this approach E. Dunaevskaja [16] and Iu. Soshyna [17] studied features of generational culture of pupils.

Previously unresolved issues of the main problem. However, most studies did not combine the evaluation and analysis of the professional culture of representatives of different generations (students and professors) who co-exist within the organizational culture of a particular organization. That is why this area of research requires more detailed consideration.

Aim formulation. The aim of the research is to evaluate, compare and analyze professional culture of University students and professors

(on the basis of Simon Kuznets Kharkiv National University of Economics) using the analysis of value systems' structure of students and professors (Rokeach's approach).

Presentation of the main material. Rokeach's approach is based on the direct ranking of two groups of values and is known in several forms. Each of the forms has its own peculiarities. The most developed for use are the so-called Form D and Form E. In form E of Rokeach's approach the lists of value categories are given in alphabetical order by two lists (terminal and instrumental values), and in form D the names of all values are given on separate cards. In our study, form E of Rokeach's approach was used, and it was adapted by D. Leontiev [9].

The survey, which was conducted in October-December (2016) on the basis of Simon Kuznets Kharkiv National University of Economics, was attended by two categories of respondents who are holders of one professional culture: 1) 1-5 year University students of Management and Marketing Faculty; 2) University professors.

The sample consisted of 86 students (18,5 ± 2,5 years), 29,1% were male and 70,9% were female, and 44 professors (38,5 ± 8,95 years), 25, 0% were male and 75,0% were female. The age and gender structure of respondent groups is presented in Table 1.

All respondents in the first 14 years of their lives were on the territory of Ukraine. Thus, the process of their socialization and formation of the structure of terminal values was in the same conditions: within Ukrainian national cul-

ture. During the survey, all respondents coexisted within the framework of organizational culture of Simon Kuznets Kharkiv National University of Economics. The following list of terminal and instrumental values was offered to the respondents (Form E) [9], which is given in Table 2.

Respondents defined for each of the proposed values its place in their life: from 1 to 18 (1 – the most significant value, 18 – the least significant value). At first, terminal values were evaluated, and then instrumental values were evaluated. To obtain aggregate results in groups of respondents for each of the values, the average arithmetic mean of the place of each value was calculated according to the data of the entire group. Then the obtained averaged places of all values were ranked: the value with the lowest averaged place was ranked 1, the next value was ranked 2 and so on.

The confirmation of the existence of the connection between the respondents' assessments of terminal and instrumental values for each of the groups was made on the basis of calculations of the Pearson coefficients (r). For the group of professors, the Pearson coefficients were within $r = 0,697 \div 0,929$, and for the group of students they were $r = 0,724 \div 0,936$, which indicates a fairly high degree of consistency of viewpoints in each group of respondents for each of the categories of values.

As a result of the ranking of values, group hierarchies of terminal and instrumental values (Fig. 1, Fig. 2) were obtained with the help of groups of respondents. The coherence of rank-

Table1

Age and gender structure of the respondents

Age	Gender, %		Age	Gender, %	
	male	female		male	female
Students			Professors		
17	-	18,6	36	2,3	4,5
18	7,0	14,0	37	-	6,8
19	3,5	12,8	38	-	2,3
20	8,1	8,1	39	2,3	2,3
21	7,0	9,3	40	-	4,5
22	3,5	8,1	41	2,3	2,3
Professors			42	-	2,3
30	-	4,5	43	-	4,5
31	4,5	-	44	2,3	2,3
32	-	4,5	45	4,5	4,5
33	2,3	9,1	46	-	4,5
34	2,3	2,3	47	2,3	2,3
35	-	11,4	-	-	-

ing results of all terminal values by students and professors was verified using the Spearman coefficient. Its empirical value was $\rho = 0{,}07367$, with critical values $\rho = 0{,}47$ ($p \le 0{,}05$) and $\rho = 0{,}60$ ($p \le 0{,}01$), which indicates a high degree of consistency of the results of ranking of terminal values of students and professors. That is why, based on the results of the analysis of the terminal values of University

students and professors, one can identify the main goals that determine their livelihood and the specifics of the professional culture of this university. Leading ranks in the general system of terminal values of professors and students are occupied by individual values (according to Leontiev's approach [9]) ("health", "happy family life", "active and interesting life"). The coherence of the ranking of all instrumental val-
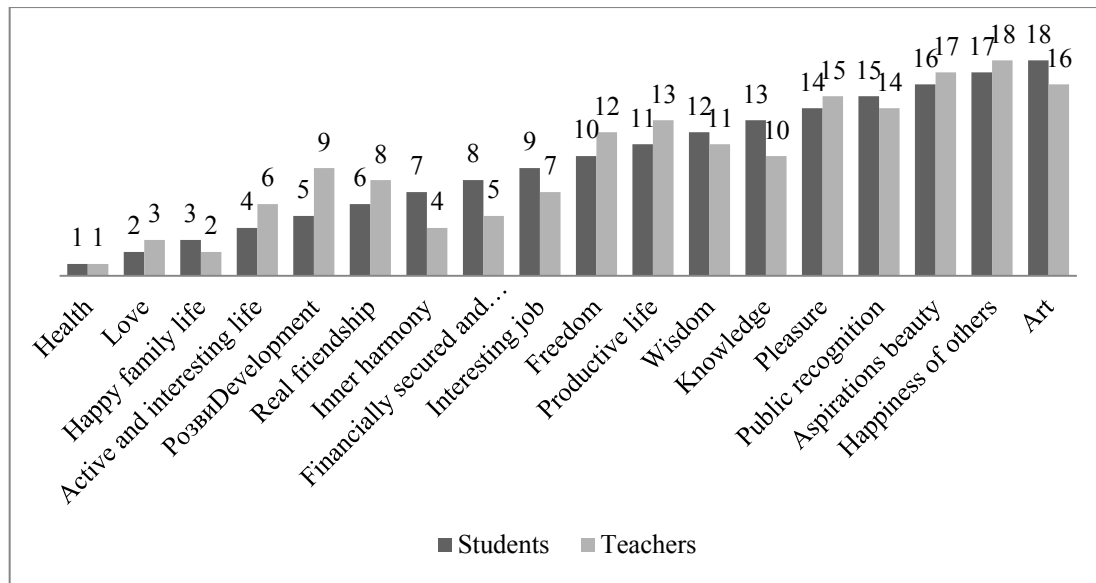

**Fig. 1. Comparison of hierarchies of ranks of terminal values
of University students and professors**

Table 2

List of values (Rokeach's approach)

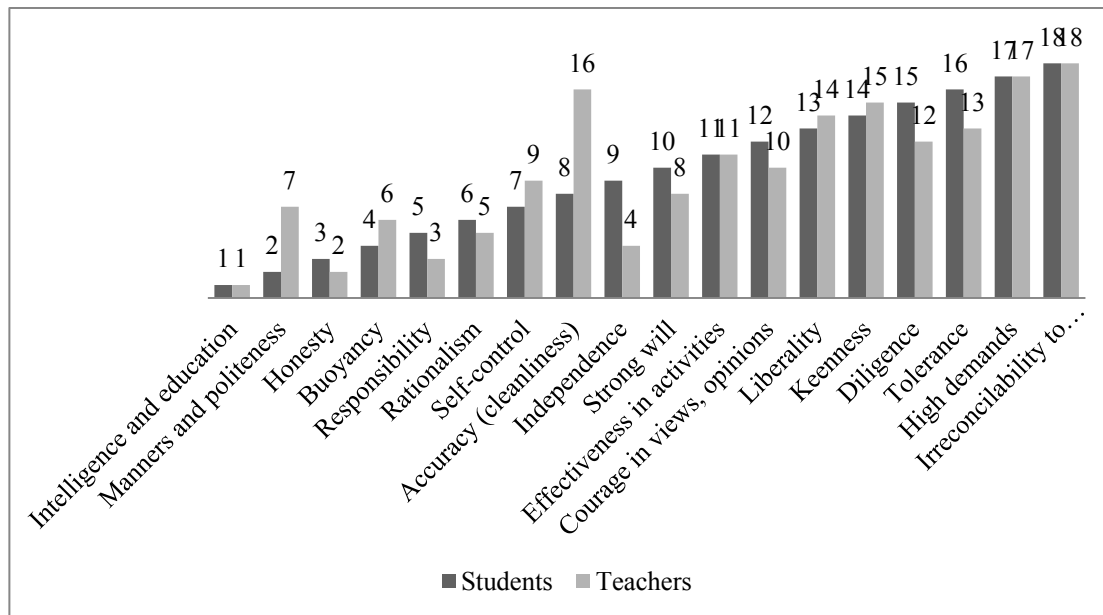| №	Terminal values	Instrumental values
1	Active and interesting life	Accuracy (cleanliness)
2	Inner harmony	High demands
3	Wisdom	Manners and politeness
4	Pleasure	Effectiveness in activities
5	Health	Buoyancy
6	Interesting job	Intelligence and education
7	Love	Diligence
8	Financially secured and comfortable life	Independence
9	Real friendship	Irreconcilability to shortcomings in themselves and others
10	Public recognition	Responsibility
11	Knowledge	Rationalism
12	Productive life	Self-control
13	Development	Courage in views, opinions
14	Freedom	Strong will
15	Art	Tolerance
16	Aspirations beauty	Honesty
17	Happy family life	Liberality
18	Happiness of others	Keenness

**Fig. 2. Comparison of hierarchies of ranks of instrumental values
of University students and professors**

ues in the groups was also checked using the Spirman coefficient. Its empirical value was $\rho = 0,160997$, with critical values $\rho = 0,47$ ($p \leq 0,05$) and $\rho = 0,60$ ($p \leq 0,01$), which indicates a high degree of coherence of the results of the ranking of instrumental values among students and professors. That is why, based on the results of the analysis of the instrumental values of students and professors, one can determine the values that define the model of behavior within the professional culture of this University.

Leading ranks in the hierarchy of instrumental values create following sets of values (according to Leontiev's approach [9]): value of communication ("manners and politeness", "buoyancy", "honesty") and the values of the activity ("intelligence and education", "rationalism").

For a more detailed analysis of the structure of the values' system, which is inherent in the professional culture of university students and professors, a comparative analysis of the hierarchy of significant values in the groups of respondents was conducted. The results are given in Table 3.

According to the results, the most significant terminal values of two groups of respondents have common values, namely, "health", "love" (difference in 1 rank), "happy family life" (difference in 1 rank) and "active and interesting life" (difference in 3 ranks). Among the terminal values that are not important or totally rejected, the common value for two groups is the "happiness of others" (difference in 1 rank).

Among the most significant instrumental values of two groups of respondents, the absolute values are "intelligence and education", "honesty" (difference in 1 rank), "rationalism" (difference in 1 rank), "responsibility" (difference in 2 ranks) and "buoyancy" (difference in 2 ranks). Among instrumental values that are not important or completely rejected common values for two groups are "high demands" and "irreconcilability to shortcomings in themselves and others".

A comparative analysis of the most significant values according to the types of value orientations (according to Rokeach's approach [7]) is given in Table 4.

An analysis of the structure of the desired terminal values indicates that university students and professors are oriented primarily on the values of individual interaction, which is achieved through the use of universal values. However, for professors, values of social performance are also important.

Conclusions from the research. Since all the respondents (students and professors) have undergone the process of socialization in the conditions of Ukrainian national culture, they have a common national culture. That is why, on the basis of the results of the comparison of values systems of university students and professors; one can determine the features of the professional culture of this university.

According to the results of the analysis of the hierarchies of terminal values, it can be noted that in the leading ranks of terminal values, three

Table 3

Significant (desirable) values by groups of respondents

Value significance	Students	Professors
Terminal values		
Most significant (1-6 ranks)	Health (physical and psychological health)	
	Love (spiritual affinity and sex with the beloved person)	Happy family life
	Happy family life	Love (spiritual affinity and sex with the beloved person)
	Active and interesting life (abundant and emotional life)	Inner harmony (self-confidence, freedom from inner conflicts, doubts)
	Development (self-development, life-long physical and spiritual improvement)	Financially secured and comfortable life (absence of financial hardships)
	Real friendship (good and loyal friends)	Active and interesting life (abundant and emotional life)
Least significant (17-18 ranks)	Happiness of others (well-being, development of other people, the whole nation and humanity)	Aspirations beauty (feeling the beauty in nature and art)
	Art (ability for art)	Happiness of others (well-being, development of other people, the whole nation and humanity)
Instrumental values		
Most significant (1-6 ranks)	Intelligence and education (wide knowledge)	
	Manners and politeness (good manners)	Honesty (sincerity)
	Honesty (sincerity)	Responsibility (sense of obligation, ability to keep promise)
	Buoyancy (sense of humor and luck)	Independence (ability to act independently)
	Responsibility (sense of obligation, ability to keep promise)	Rationalism (ability to think logically and to take rational decisions)
	Rationalism (ability to think logically and to take rational decisions)	Buoyancy (sense of humor and luck)
Least significant (17-18 ranks)	High demands (high demands to life)	
	Irreconcilability to shortcomings in themselves and others	

Table 4

Structure of value orientations of University students and professors

Students	Professors	Types of value orientations
Terminal values		
Love	Love, inner harmony	Values of social interaction
Health, happy family life, active and interesting life	Health, happy family life, active and interesting life, financially secured and comfortable life	Values of individual interaction
Instrumental values		
Manners and politeness, buoyancy, responsibility, honesty	Buoyancy, responsibility, honesty	Universal values
Intelligence and education, rationalism	Intelligence and education, rationalism, independence	Values of social performance

common values of individual interaction are defined: "health" (as a standard value transmitted from generation to generation), "happy family life" and "active and interesting life", and only one value of social interaction ("love"). The least significant terminal value for students and professors is the value of social interaction of "happiness of others".

In the hierarchy of instrumental values of two groups of respondents, three most common values are universal values ("buoyancy", "responsibility", "honesty") and two values of social performance ("intelligence and education", "rationalism"). The low rank was given to the values of self-affirmation ("high demands" and "irreconcilability to shortcomings in themselves and others").

Differences in the structure of terminal and instrumental values of University students and professors are due to the following factors:

1) different levels of education, since students are only in the process of getting higher education;

2) belonging of respondents to different cultures. The group of students is a representative of the generation Y, who was born in the period of 1987-2005, while the group of professors belongs to the generation X, who was born in the period of 1966-1986.

Thus, the peculiarities of the University's professional culture, which are common among both professors and students, are the desire to succeed in their business ("active and interesting life") by using their own potential and knowledge (values of social performance). However, it is also necessary to be realized as a personality (individual values) at the expense of their own achievements ("responsibility", "honesty"), rather than by self-affirmation. In general, the university's professional culture is characterized by the domination of concrete and individual values.

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