

Value orientations of future teachers towards physical education

Znanstveni članek

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KLJUČNE BESEDE: vrednotne orientacije, zanimanja, študenti – bodoči učitelji, življenjski slog

POVZETEK – V tem prispevku je predstavljena raziskava o vrednotnih orientacijah v zvezi s predmetom šport, ki smo jih v intervjujih poimenovali vrednotne orientacije v zvezi z aktivnostjo. Raziskava je bila izvedena med študenti, bodočimi učitelji, pedagoških fakultet v Republiki Srbiji. Raziskava je bila izvedena na petih državnih pedagoških fakultetah na vzorcu 1.008 anketirancev obeh spolov, ki obiskujejo prvi in tretji letnik študija. V raziskavi sta bili uporabljeni naslednji tehniki: lestvičenje in intervjuvanje. Instrument (lestvica) za evalvacijo sedmih vrednotnih orientacij je bil sestavljen iz sedmih kategoričnih stališč, pri čemer je vsako predstavljalo eno vrednotno orientacijo.

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KEYWORDS: value orientations, interests, students – future teachers, lifestyle

ABSTRACT – This paper presents a research study of value orientations towards physical education, which were called value orientation towards activity in the interviews. The research was conducted among students, i.e. future teachers, at pedagogical (teacher education) faculties in the Republic of Serbia. The research was performed at five state faculties of teacher education, on a sample of 1,008 examinees of both genders, attending the first and third year of studies. Techniques used in the research were: scaling and interviewing. The instrument (scale) for the evaluation of seven value orientations consisted of seven categorical attitudes, with each of them representing one value orientation.

1 Introduction

This paper presents a research study of value orientations of students of pedagogical (teacher education) faculties in the Republic of Serbia. In that context, they were offered seven value orientations: cognitive, economic–utilitarian, altruistic, aesthetic, hedonistic, power and reputation, and towards activity (physical activity). The set research objective and goal also required the defining of value. There are many definitions of value in scientific literature (Momčilović, 2006; Kuzmanović, 1995), but in this case the following definition has been chosen:

Values are relatively stable, universal and hierarchically organized characteristics of an individual (disposition) and group (elements of social awareness), formed by an interconnected impact of historical, current sociological and individual factors, which, due to desirability, direct the behavior of its carriers toward certain goals (Pantić, 1981).

In this paper the *value orientation towards activity* (physical activity) and its rank with regard to other value orientations were of special interest, as well as the lifestyles which were preferable by students (future teachers) in the Republic of Serbia.

The set research goal and tasks were to examine the existence and rank of seven basic value orientations, and to try to explain their significance and connection with the extracurricular activities of students, taking into consideration that in the new study programs physical exercise has not been included in the course curriculum.

2 Material and methods

The sample of examinees was intentionally mixed, ages 19–23, consisting of 1,008 examinees of both genders, from first and third year of studies at teacher education faculties in the Republic of Serbia.

The research was conducted in the following order, with regard to the locations of teacher education faculties: in Sombor, Belgrade, Uzice, Jagodina and Vranje. At each of the faculties, the conducting of research took two days and the interviewing was done during Serbian language lectures. The sample structure is given in Table 1.

Table 1. Sample structure

Faculty of teacher education	Year of study				Total
	Year I		Year III		
	Gender		Gender		
	male	female	male	female	
	N	N	N	N	
Sombor	15	97	11	81	204
Belgrade	13	106	12	62	193
Jagodina	12	83	13	83	191
Vranje	13	86	12	72	183
Užice	8	98	11	120	237
Total	61	470	59	418	1008

In the research, the techniques of scaling and interviewing were used. The instrument used in this research was the *Scale of assessment of value orientations SS2-V*, which was taken from the work of Rot & Havelka (1973). For the purpose of the research, statements were formulated according to the typology given by: Spranger (1942), Allport (1954), Vernon (1969) and Lyndsey & Aronson (1969). The instru-

ment used enabled obtaining data from the examinees, which reflected the typical *lifestyles* of the students.

The data obtained were processed at the Statistical Office of the Republic of Serbia using a SAS (Statistical Analysis System) statistical pack for data analysis.

3 Results

In line with the research goals and taking into account previous works on this subject, especially from the seventies and up to the first decade of this century (Kuzmanović, 1995), the obtained results were analyzed and value orientations were ranked, displaying the results in Table 2.

Table 2. Rank of value orientations

Rank	Value orientations	Positive (%)	Neutral (%)	Negative (%)	Not given (%)	Total (%)
1	Cognitive	95.4	2.7	0.2	1.7	100
2	Economic–utilitarian	89.0	5.2	4.1	1.7	100
3	Altruistic	84.0	10.2	3.8	2.0	100
4	Aesthetic	76.0	5.4	17.6	1.0	100
5	Hedonistic	72.2	7.7	18.9	1.2	100
6	Power and reputation	58.8	11.1	28.4	1.7	100
7	Towards activity (physical exercise)	39.3	8.7	51.1	0.9	100

It can be concluded that cognitive value orientation ranked first, with 95.4% of students having a positive attitude toward it, which is somewhat understandable, bearing in mind that the sample of examinees consisted of students attending the first and third year of studies at pedagogical (teacher education) faculties in the Republic of Serbia. Their motivation can be viewed as prone to learning, i.e. acquiring new knowledge and studying, which by itself implies learning.

The economic–utilitarian value orientation ranked second, with 89.0% of students having a positive attitude toward it, which has led to the interpretation that students aged between 19 and 23 are already thinking about their economic status and their future in a serious and mature fashion. It can be stated with certainty that each person is to a great extent a *homo-economicus*. This is especially obvious if a person is existentially and economically jeopardized. Particularly if this jeopardy is a

product of the wars which took place in the territory of former Yugoslavia, supported by the present-day economic reality of Serbia.

Ranked third was the altruistic value orientation, with 84.0% of students having a positive attitude toward it; through it the students express their feelings, opinions and actions, influenced by caring for the well-being of those closest to them, of people from their surroundings, and of all of mankind. This rank is highly understandable because it is in the nature of the teaching profession to perform work with love and care towards pupils.

Ranked fourth was the aesthetic value orientation with 76.0% of students having a positive attitude toward it. The aesthetic value orientation can be connected with *physical* (sports and recreation) *activities*. The universal quest for meaning in beauty is closely connected with the beauty of movement that is highly present in artistic sports (figure skating, rhythmic gymnastics, various types of dance, kata in karate, etc.). The majority of *physical* (sports and recreation) *activities* contribute to an *aesthetic physique*. That is why this value orientation is rooted in the choice of profession, i.e. future occupation as a teacher. Namely, the study programs at teacher education faculties contain a group of lectures: Philosophy–Aesthetics, Music Culture, Music Education Practicum, Teaching Methodology of Music, Art and Physical Education (artistic sports, various types of dance, physical exercise with music, a beautiful art form through the aesthetics of movement), Rhetoric, Stylistics, etc., which influence the creating and forming of aesthetics – beauty in students' personalities.

Ranked fifth was the hedonistic value orientation with 72.2% of students having a positive attitude toward it, thus expressing their aspiration for sensual pleasures and satisfaction as their utmost goal; such a choice is an incentive and purpose, motive and aim of all of their actions. However, hedonism as a value orientation gets its deepest purport in physical education, sport, and recreation only if preceded by *asceticism*. Only then can hedonism be a part of the whole, i.e. a result of the effort, partaking and engagement in a physical and sports activity.

Ranked sixth was the power and reputation value orientation, with 58.8% of students having a positive attitude toward it. This value orientation's low rank can be explained by the relatively low social reputation of teachers. Namely, it is obvious that the profession of a teacher is no longer among attractive and desirable professions. It is well known that teacher education faculties accept pupils from all types of secondary schools, with relatively low average grades. In other words, this profession is chosen by barely average (and even below average) pupils. The low material and social status of teachers does not secure *power and reputation* in society.

In last, seventh place is the value orientation towards activity, with 39.3% of students having a positive attitude toward it. This value orientation was of utmost interest; however, bearing in mind certain *lost* social values, it can be stated that such a *state of mind*, i.e. *state of values* of the students can be of particular interest in the reform of teacher education (pedagogical) faculties and schools in general.

In the continuous observation of changes in value orientation the research studies conducted by: Pantić (1981), Bokan (1985), Momčilović (1994, 2006), Galić (1994, 1995), Milošević, (1997), and Kuzmanović, (1995) were of particular help.

Former research of value education in physical education has led to the first more serious work on the subject, presented as a study: *Aksiološke i metodološke osnove revolarizacije telesnog kretanja – vežbanja (Axiological and methodological fundamentals of revalorization of physical activity – exercising)* by Matić et al. (1982). Galić (1994) has also obtained similar results in a research study conducted for his doctoral thesis, titled: *Determinante stavova prema sportsko-rekreativnim aktivnostim (Determinants of Attitudes toward Sports and Recreation Activities)*.

The applied instrument enabled collecting data from the examinees, which reflected the typical *lifestyles* of adults.

Table 3 shows the lifestyles least preferable by the students.

Table 3. Lifestyles least preferable by the students

Rank	Lifestyle	Frequency	Percentage	Cumulative frequency	Cumulative percentage
1	Activity	503	49.90	503	49.90
2	Power and reputation	159	15.77	662	65.67
3	Aesthetic	118	11.71	780	77.38
4	Hedonistic	115	11.41	895	88.79
5	Altruistic	48	4.76	943	93.55
6	Economic–utilitarian	27	2.68	970	96.23
7	Cognitive	10	0.99	980	97.22
8	Not given	28	2.78	1,008	100.00

Ranked first among lifestyles least preferable by the students was the activity lifestyle, chosen by 49.90% of examinees, i.e. 503 students. In second place was the power and reputation lifestyle, which was chosen by 159 students, i.e. 15.77%. In third place was the aesthetic lifestyle, chosen by 118 examinees, i.e. 11.71%. The hedonistic lifestyle was in fourth place, chosen by 115 examinees, i.e. 11.41%. In sixth place was the economic–utilitarian lifestyle, which was chosen by 27 examinees, i.e. 2.68%. Finally, in seventh place was the cognitive lifestyle, which was chosen by only 10 students, i.e. 0.99% of examinees.

Table 4 shows the lifestyles preferable by the students.

Table 4. Lifestyles preferable by the students

Rank	Lifestyle	Frequency	Percentage	Cumulative frequency	Cumulative percentage
1	Cognitive	436	43.25	436	43.25
2	Economic–utilitarian	165	16.37	601	59.62
3	Hedonistic	112	11.11	713	70.73
4	Altruistic	111	11.01	824	81.75
5	Power and reputation	93	9.23	917	90.97
6	Aesthetic	50	4.96	967	95.93
7	Activity	18	1.79	985	97.72
8	Not given	23	2.28	1,008	100.00

Ranked first among lifestyles preferable by the students was the cognitive lifestyle, chosen by 43.25% of examinees, i.e. 436 students. In second place was the economic–utilitarian lifestyle, chosen by 165 students, i.e. 16.37%. In third place was the hedonistic lifestyle, chosen by 112 students, i.e. 11.11%. In fourth place was the altruistic lifestyle, chosen by 111 students, i.e. 11.01%. The power and reputation lifestyle, which was in fifth place, was chosen by 93 students, i.e. 9.23%. In sixth place was the aesthetic lifestyle, which was chosen by 50 students, i.e. 4.96%. In last, seventh place was the activity lifestyle, chosen by 1.79% of examinees, i.e. only 18 students.

4 Conclusion

Based on the analysis of the data obtained and taking into account the goals and tasks which were set for this research, the following conclusions have been reached:

After students had ranked value orientations, first place was given to the *cognitive* value orientation, expressed in students' aspirations toward cognition and learning new things, i.e. acquiring knowledge. Such an attitude comes as no surprise, bearing in mind that the sample of examinees consisted of students of teacher education faculties. It has been proved that the students appreciate knowledge (acquisition of knowledge), and thus appreciate education institutions.

Ranked from second to sixth place were value orientations in the following order: *economic–utilitarian*, *altruistic*, *aesthetic*, *hedonistic* and *power and reputation value orientation*.

In last, seventh place is the value orientation towards activity. This rank of value orientation towards activity has significantly changed the recent opinion about activism of the youth because this type of value orientation was once in first place. Such a finding has been confirmed by the results of this research about *lifestyles*, i.e. the lifestyle least preferable by the students, the lifestyle preferable by the students, and their current lifestyle.

As a matter of fact, the lifestyle least preferable by the students is expressed in the following statement:

The meaning of a person's life is primarily to be active, to work and to create, and thus fully express his/her capabilities.

This attitude was shared by 49.9% of the students. That was very surprising and gave rise to the straightforward psychological question: *How is it possible that young people – students, future teachers – express their personality through a disinterest in the value orientation towards activity – i.e. through inactivity and a disinterest in physical activity.*

This is especially peculiar because it is known that dynamism (value orientation towards activity) encourages the person to be active. Unfortunately, the results and the lifestyle preferable by the students are similar. The results are clearly giving rise to open questions which are not only a problem of teacher education faculties, but are also becoming a wider social issue and certainly a problem for the country, i.e. for the Ministry of Education and Ministry of Sport. The question is: How to improve value orientation towards activity among students of teacher education faculties?

This orientation is the most closely connected with interests, i.e. with an *interest in physical* (sports and recreation) *activity*. The causes of this are believed to be:

- a small number of lectures on teaching the methodology of physical education;
- unfortunately, there is no physical exercise in the form of recreation or sports sections at teacher education faculties; and
- a low number of lectures on pedagogical practice.

The value orientation towards activity and an interest in motor (sports and recreation) activities of students of teacher education faculties are the most closely connected with engagement in physical culture; later on this connection is deepened further by the students' attitudes towards physical education.

Due to the above-mentioned conclusions, it must be clearly emphasized that the research was conducted in a time of great social crisis and post-war conflicts. Furthermore, in certain elements a higher level of authoritarianism has been recorded in the selected sample and among the population in general (Kuzmanović, 1995).

Apart from the influence of social circumstances and the age factor, the research has discovered that values were also under the influence of other factors, e.g. gender, success in studying and parents' education (which is undoubtedly connected with the social status and intellectual atmosphere in the family). Previous research studies also

pointed out these conclusions (Kuzmanović, 1995; Momčilović, 2006). Also of great importance is that the various deficiencies of study programs and curriculums at the aforementioned pedagogical (teacher education) faculties in the period of intensive restructuring and future necessary reforms of pedagogical (teacher education) faculties have been noticed.

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Vrednotne orientacije bodočih učiteljev o predmetu šport

V prispevku je predstavljena raziskava o vrednotnih orientacijah v zvezi s predmetom šport, ki smo jih v vprašalniku poimenovali vrednotne orientacije v zvezi z aktivnostjo. Raziskava je bila izvedena med študenti, bodočimi učitelji, pedagoških fakultet v Republiki Srbiji. Raziskava je bila izvedena na petih državnih pedagoških fakultetah na vzorcu 1.008 anketirancev, ki obiskujejo prvi in tretji letnik študija. V raziskavi sta bili uporabljeni naslednji tehniki: lestvičenje in intervjuvanje. Instrument (lestvica) za evalvacijo sedmih vrednotnih orientacij je bil sestavljen iz sedmih kategoričnih stališč, pri čemer je vsako predstavljalo eno vrednotno orientacijo.

Po vzpostavitvi lestvice vrednotnih orientacij je prvo mesto zasedla kognitivna vrednotna orientacija, ki se izraža v težnjah študentov po spoznavanju in učenju novih stvari, po pridobivanju znanja. Na drugem mestu lestvice vrednotnih orientacij je ekonomska ali utilitaristična vrednotna orientacija. Na tretjem mestu lestvice vrednotnih orientacij je altruistična vrednotna orientacija. Na četrtem mestu je estetska vrednotna orientacija, ki jo lahko povežemo s telesnimi (športnimi in rekreativnimi) dejavnostmi. Univerzalno iskanje smisla v lepoti je tesno povezano z lepoto gibanja, ki je prisotna v velikem številu umetnostnih športov (umetnostno drsanje, ritmična gimnastika, različnih vrstah plesa, kata v karateju itd.). Večina telesnih (športnih in rekreativnih) dejavnosti prispeva k estetskemu videzu. Na petem mestu lestvice vrednotnih orientacij je hedonistična vrednotna orientacija. Vendar pa hedonizem kot vrednotna orientacija pri predmetu šport, športu in rekreaciji pridobi najgloblji pomen le, če sledi askezi. Na šestem mestu lestvice vrednotnih orientacij je vrednotna orientacija v zvezi z močjo in ugledom. Nizko uvrstitev te vrednotne orientacije lahko pojasnimo z razmeroma nizkim družbenim ugledom učiteljev, saj poklic učitelja ni več med privlačnimi in zaželenimi poklici. Na zadnjem, sedmem mestu je vrednotna orientacija v zvezi z aktivnostjo.

Takšna uvrstitev vrednotne orientacije v zvezi z aktivnostjo bistveno spremeni novejša mnenja o aktivizmu mladih, saj je bila ta vrsta vrednotne orientacije nekoč na prvem mestu. To ugotovitev potrjujejo rezultati raziskave o življenjskih slogih, tj. o življenjskemu slogu, ki je med študenti najmanj zaželen, o tistem, ki je med študenti zaželen, in o njihovem trenutnem življenjskem slogu. Pravzaprav je življenjski slog, ki je med študenti najmanj zaželen, izražen v naslednjem stališču: Smisel življenja je predvsem biti aktiven, delati in ustvarjati ter tako v celoti izraziti svoje sposobnosti. Takšno stališče

je imelo 49,9% študentov, kar je bilo precej presenetljivo in je privedlo do preprostega psihološkega vprašanja: *Kako je mogoče, da mladi ljudje – študenti, bodoči učitelji – izražajo svojo osebnost preko nezanimanja za vrednotno orientacijo v zvezi z aktivnostjo, tj. preko neaktivnosti in nezanimanja za telesno dejavnost. Vrednotna orientacija v zvezi z aktivnostjo in zanimanje za gibalne (športne in rekreativne) dejavnosti s strani študentov pedagoških fakultet sta tesno povezana z udejstvovanjem v telesni kulturi, ta povezava pa se kasneje še poglobi s stališči študentov do predmeta šport.*

Takšni zaključki jasno kažejo, da je bila raziskava izvedena v času velike družbene krize in povojnih konfliktov. Na izbranem vzorcu in med prebivalstvom na splošno je bilo v določenih elementih opaziti višjo raven avtoritarnosti. Poleg vpliva družbenih okoliščin in starostnega dejavnika je raziskava odkrila, da na vrednote vplivajo tudi drugi dejavniki, kot so spol, uspeh pri študiju, izobrazba staršev (ki je nedvomno povezana z družbenim statusom in intelektualno atmosfero v družini) itd. Posebej pomembno pa je tudi, da so bile opažene različne pomanjkljivosti študijskih programov in kurikulumov na omenjenih pedagoških fakultetah v obdobju intenzivnega prestrukturiranja ter nujnost bodočih reform pedagoških fakultet.

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