

**Priorities of Value Among Business' Professors in Higher Education: a research on their hierarchy of personal values and future decision-making**

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# PRIORITIES OF VALUE AMONG BUSINESS' PROFESSORS IN HIGHER EDUCATION: A RESEARCH ON THEIR HIERARCHY OF PERSONAL VALUES AND FUTURE DECISION-MAKING

## **Abstract:**

The main objective of this paper was to identify the motivational types and the hierarchy of values Business' Professors in higher education for their poise in decision-making professional and personal. To this end, was used the Schwartz Value Survey in a survey with 222 respondents in Brazil. A preliminary bibliometric survey allowed us to (i) identify that the psychologist Schwartz is the main contemporary reference used on the subject and (ii) find the dissemination of surveys on values and on their measurement instruments in social sciences. The research question studied was: what are the personal values and axiological priorities of Business' Professors in higher education? The main finding was: the their axiological profile consists of the strongest motivational types Self-Direction and Benevolence and the weakest, Power and Stimulation. As a practical contribution, the survey has shown that it is possible to build a hierarchical structure of the personal values of Business' Professors and verify their value priorities for decision-making.

**Keywords:** Axiological Priorities, Personal Values, Profile of Business' Professor, Motivational Types.

## **INTRODUCTION**

In recent years, the study of values has attracted the interest of many researchers and values have been a central concept in the social sciences since their inception (Schwartz, 2015). Values reflect how people want to experience the world (Tamir, Schwartz, Cieciuch,... & Vishkin, 2016). Values are a central personality construct and the importance of studying them has been well established (Sandy, Gosling, Schwartz & Koelkebeck, 2017).

Recent studies emphasize the importance regarding the measurement and investigation of individual values (Lönnqvist, Leikas & Verkasalo, 2018), values in the organizational environment (Fonseca, Voth Lowen, Lourenço & Peres, 2018, Souza & Porto, 2016) and studies of values cross national (Sortheix & Schwartz, 2017, Schwartz, Caprara, Vecchione,... & Zaleski, 2014, Ralston, Russell & Egri, 2018).

Campos e Porto (2010) report that the advancement of theories on the values of individuals is directly related to the quality of the empirical work conducted by researchers in the field around the world. The study on this subject has allowed inferences about the behavior, attitudes, choices and preferences of individuals and specific groups of interest, according to an internal review of their value priorities.

The interest in studying the individuals' values is based on the idea of their property as predictors of human behavior and how they influence people's actions (Bardi & Goodwin, 2011, Schwartz, 1994). Values play an important role not only in sociology, but in psychology, anthropology, and related disciplines as well. Values are used to characterize societies and individuals, to trace change over time, and to explain the motivational bases of attitudes and behavior (Schwartz, 2015).

The choice to study higher education teachers is justified, according to Tamayo and Bastos (2010), because in Brasil, this category presents complex traits. Higher education teachers work in different types of institutions, develop activities that qualify in different ways,

face a variety of stresses, either with their peers or with peers from different areas, they are not only and necessarily higher education professionals and they show different relationships with knowledge, either to produce it or to disseminate it. They are characterized by the diversity, plurality of options, paths, alternatives, interests and tensions (Ralston *et al.* 2018).

Previous findings show the importance of working with this subject. For an institution of higher education, identifying the values of its faculty, as well as their value priorities, allows it to establish better relationships between student vs. professor vs. institution (Moura, Guedes, Leite & Machado, 2010). Professors have a strategic importance in the institutions of higher education (IHE), as they are a key part in these institutions, specifically in regard to their performance in education and research (Tamayo & Bastos, 2010, Ralston *et al.* 2018). Given the strategic importance of the teachers' behavior in relation to their institutions and students, it seemed to be relevant to study the personal values of these professionals. Therefore, the following research question can be introduced: - What are the personal values and value priorities of Business' Professors in higher education for their poise in decision-making professional and personal?

The main purpose of this study was to identify the motivational types and the hierarchy of values of Business' Professors in higher education in the sample studied. The specific objectives were the (i) analysis of the differences between the value priorities of Business' Professors in relation to gender, age and academic background and the (ii) analysis of the hypotheses generated based on secondary surveys and the literature review on the subject of values.

## **BIBLIOMETRIC SURVEY**

Through a bibliometric survey, initially analyzing the Capes Thesis Database (2018, Brasil), was investigated the three main dimensions and references on values indicated by Tamayo (1999, 2007) in his studies, including the expression 'personal values' and a commonly assigned synonym (although not replaceable in all situations) 'individual values', important to this study. Then, using the Publish or Perish software, which analyzes Google Scholar's database and the Bibexcel software, which uses Web of Science's database, it was possible to find the aforementioned terms and their use in scientific papers published over the past 60 years, with the degree of impact above 0.6.

Three interesting findings were drawn from this research: (i) the main contemporary reference used on values is the typology and theory of the Israeli psychologist Shalom Schwartz; (ii) few researchers apply this methodology to explain personal values or individual values in the area of Administration, since it is originally and most widely spread in Psychology and (iii) allowed us to identify who are the most important authors to include in the literature review.

Several theories have been constructed to explain the importance of personal values. However, based on the aforementioned bibliometric survey, it is worth it to point out the importance of the contribution made by a few authors in this subject, including authors such as Jung (1972, 1991), Allport (1966, Allport, Vernon & Lindzey, 1960), Rokeach (1968, 1973), Hofstede (1980, 1998), Schwartz (1992, Tamayo & Schwartz, 1993, 1994, Schwartz & Bardi, 2001) and Tamayo (1994, 2000, 2007), who follow a linear and evolutive line of the construct concept throughout the twentieth century. Therefore, the basis of this paper

## **THEORETICAL FRAMEWORK**

For some decades now, the value concept has been an increasingly important issue for theorists and researchers, being incorporated in the area of Social Sciences. When we think of

values and, particularly, our values, we think of what is important to us in our lives, such as security, independence, success, pleasure or even wisdom or kindness (Schwartz & Bardi, 2001).

### **What are values and what are their dimensions?**

The values can be understood as abstract structures involving the beliefs people have about desirable ways of behavior. It originates from the basic needs of man and the social demands. They are relatively stable but not immutable, during the course of life, being hierarchically organized depending on their importance to the person (Pasquali & Alves, 2004). Understanding personal values is essential to understand the stability of individuals (Bardi & Goodwin, 2011).

According to Schwartz (2005), values are characterized by the following aspects: (i) values are beliefs intrinsically tied to emotion, (ii) values are a motivational construct, (iii) values transcend specific situations and actions, (iv) values serve as criteria to guide the selection and evaluation of actions, policies, people and events, and (v) values are ordered by the importance relative to one another.

Schwartz defines values as guides for the selection and evaluation of actions, situations and people. The values in its environment are incorporated in order to define their own behavior (Schwartz, 2011). In addition, values can be regarded as criteria or goals that transcend specific situations, which are ordered by their importance and serve as principles that guide the individual's life (Schwartz, 2011).

There are three dimensions to study values (Tamayo, 2007): *the personal values, work values and the organizational values.*

For this study and for the level of analysis desired, only the *personal values* dimension is relevant, as it will assist the understanding of the measurement and hierarchization of the priorities of the sample selected in the composition of human behavior.

#### **Personal values**

Personal values consist of goals or criteria, which are organized by the individuals according to the degree of importance, and regardless of the situation, they serve as guiding principles of their lives (Schwartz, 1992, Tamayo & Schwartz, 1993). Personal values are universal goals that express the satisfaction of basic requirements of humans. According to Tamayo and Porto (2005), personal values have been used to explain people's behavior, their actions, changes in society, and to differentiate groups. Personal values and behavior are closely related they may relate to various areas and expected actions (Tamayo, 2007).

The concept of personal values used in this study will be that of Schwartz (1992), because according to Tamayo and Porto:

Schwartz is undoubtedly the world leader in the study and research of values and their relationship with behavior. His theory is one of the most used currently and it covers the complexity of the relationships between values and behavior. Most studies based on personal values use the SVS - Schwartz Values Survey (Tamayo & Porto, 2005, p.18).

This citation of Tamayo and Porto was confirmed through the bibliometric survey in the three databases used: Web of Science, Capes Thesis Database and Google Scholar. Schwartz is the most relevant contemporary researcher for the study of values.

### **Schwartz Personal Values**

To enumerate his list of values, which he calls universal, Schwartz was based on the personal values of Rokeach (1973), divided into terminal values and instrumental values, and the 'philosophy of life' of Kluckhohn (1951), creating the *Schwartz's Personal Values*.

Schwartz determined a list of values that, in general, are present in all individuals, slightly varying only in relation to cultural differences, calling it the *Schwartz's Universal Values*. In total, Schwartz's universal values comprise 57 values that, according to the author, are common to all individuals and present in all societies (Schwartz, 1992, 1994, 2011).

In Brazil, the researcher responsible for the study to validate Schwartz's value measurement instrument was Álvaro Tamayo. Using one of the methods presented by Rokeach (1979) to identify the values of a society, he individually interviewed 20 teachers and ministers of various religious affiliations in order to establish the hierarchy of values that seem characteristic of the Brazilian culture. The result was that four values were determined as specific of the Brazilian culture (Tamayo, Schwartz, 1993) and when analyzing the personal values in Brazilians, a structure based on 61 values should be taken into account.

### **System of Values**

Tamayo reports that the system of values of an individual represents a hierarchy of priorities and is constituted by the degree of importance that each value has for the individual. A system of values indicates preferences, distinguishing what is a priority from what is secondary (Tamayo, 2007). For Schwartz, the notion of 'priority' occurs by the exchanges in the integrated system between values that are simultaneously implied in decision or behavior (Schwartz, 2011).

In one system, the values are prioritized in a person based on the intensity with which they occur and the desire of the individual. Each person has its characteristic system of values, originating from particular experiences with the agents that affect their lives, such as the cultural environment, family, among others (Tamayo, 2001), which has a unique significance for each individual.

The values tend to be durable and relatively stable, but the priority given to each one of them is molded over the circumstances of life, considered as variables of influence in the prioritization of these values. Personal values necessarily imply, in preference and distinction, between what is important for the individual and what is secondary (Castro, Calvosa & Wright, 2009).

### **Schwartz's Theory of Human Values**

The theory of human values of Shalom Schwartz (1992) is one of the most referenced in the empirical study of values, and his methodology is widely accepted by researchers and adopted by the whole world (Schwartz *et al.*, 2014). Schwartz (2005, p. 21) proposes "a unifying theory for the field of human motivation, a way of organizing the different needs, motives and goals proposed by other theories." For the author, the values are driven by certain personal drivers, which will guide the composition of the value system of an individual. These drivers are considered motivational types (Schwartz *et al.*, 2014) and gather all values contained in the two groups of terminal values and instrumental values.

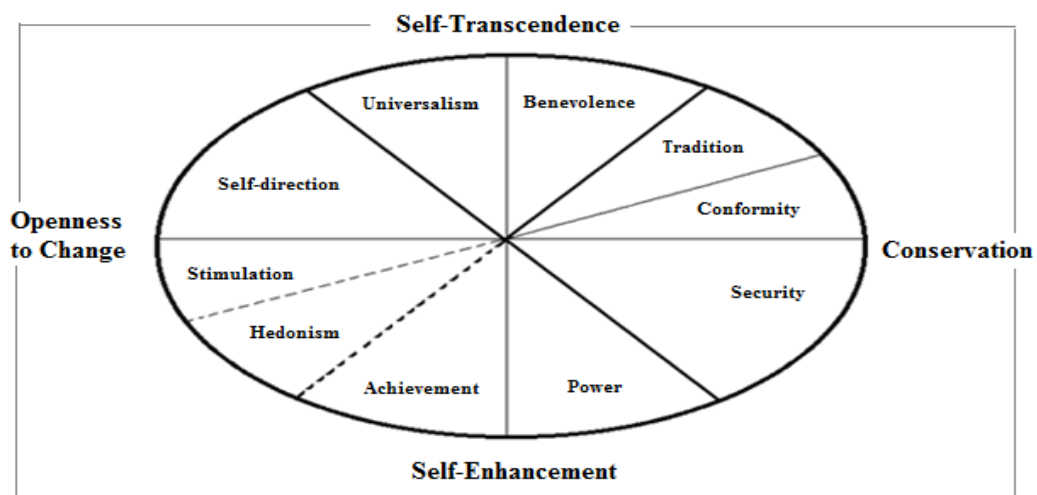
The motivational types, which in Schwartz's theory total ten, can be considered to be universal and therefore valid in any culture, as they are based on one or more of the three requirements of the human condition: the needs of individuals as biological organisms searching for balance, requisites of coordinated social interaction, that is, the congruence of goals and motivations, and survival and welfare needs of groups (Schwartz, 1992).

Table 1  
**Schwartz's Motivational Types of Values**

Types	Goals	Serve Interests
Hedonism	Pleasure and sensuous gratification for oneself	Individual
Achievement	The success achieved by a demonstration of competence	Individual
Social Power	Control over people and resources, prestige	Individual
Self-direction	Independent thought, action and choice	Individual
Stimulation	Excitement, novelty, change, challenge	Individual
Conformity	Restraint of impulses and actions that may violate social norms or harm others	Collective
Tradition	Respect and acceptance of the ideas and customs of society	Collective
Benevolence	Promoting the welfare of people and the reference group	Collective
Security	Personal integrity, stability of society, of relationships and of self	Mixed
Universalism	Tolerance, understanding and promoting the welfare of everyone in society and nature	Mixed

**Note:** Source: Compiled from Schwartz, 1992.

The motivational types have specific goals and focus on individual, collective or mixed interests (Tamayo & Schwartz, 1993). The motivational types was allocated in a spatial distribution after using the SAS (*smallest space analysis*) statistical analysis technique, allowing Schwartz to create a figure to allocate the motivational types and the secondary axes, antagonistic and orthogonal, generating the *Bipolar Structure of Values*, as shown in Figure 1.



**Figure 1. Bipolar Structure of Values**

Figure 1 shows the ten motivational types proposed by Schwartz, within the circle, arranged antagonistically. The secondary axes can be seen outside the circle and symbolize the macro-orientations of value formed by the grouping of motivational types, according to similar characteristics.

**Source:** Schwartz, 1992.

The axis vertical in the Figure 1, encompasses the secondary orientations *Self-transcendence-Self-enhancement*, showing in this dimension that the individual will be oriented to put itself or other people in first place in its decisions. The macro-value *Self-Transcendence*

is formed by the motivational types *Universalism* and *Benevolence*. The macro-value *Self-enhancement* is formed by the motivational types *Power*, *Achievement* and *Hedonism* (Schwartz, 2011). The dimension *Self-transcendence-Self-enhancement* is based on the individual's motivation to promote the welfare of others and of nature, as opposed to the motivation to provide its own welfare (Tamayo & Schwartz, 1993, Schwartz & Bardi, 2001).

The second axis, horizontal, encompasses the secondary orientations *Openness to Change-Conservation*, showing in this dimension that the individual will be oriented to take risks and readiness for new experiences, for the unexplored or oriented to maintain its current state, minimizing risks, and being conservative. The macro-value *Openness to Change* is formed by the motivational types *Self-Direction*, *Stimulation* and *Hedonism* (the latter also shared with the macro-value *Self-enhancement*). The macro-value *Conservation* is formed by the motivational types *Security*, *Tradition* and *Conformity* (Schwartz, 2011). The dimension *Openness to Change-Conservation* is based on the individual's motivation to follow its own intellectual and emotional interests, in uncertain ways or motivated to preserve the *status quo* and traditional practices (Tamayo & Schwartz, 1993, Schwartz & Bardi, 2001).

The study of value priorities, that is, the priorities that guide the value system of individuals refers to the study of motivational types of values and their order of priority. The variation of value priorities in individuals is measured by the average difference between the motivational types that should be measured and ranked in accordance with the score assigned to each value that makes up the set of values of the corresponding motivational types (Schwartz, 1992, Tamayo & Schwartz, 1993). For this, Schwartz proposes instruments for measuring values, applied to people belonging to the population to be studied.

### **Schwartz's Measurement Instruments**

Both Rokeach's survey instrument, widely used in the 1970s and 80s, as well as Schwartz's survey instrument, used with great importance and relevance over the past two decades, include questionnaires that are aimed at measuring the personal values of individuals (Moura *et al.*, 2010). The first instrument designed to assess the values proposed by Schwartz was the Schwartz Value Survey, developed between 1990 and 1994 (Schwartz 1992, 1994). It consists of a structured model for measuring values, known as SVS. Although there are other instruments created by Schwartz, such as the Portrait Value Questionnaire – PVQ, also validated in Brazil (Tamayo & Porto, 2009) and the PVQ-21 (Davidov, Schmidt & Schwartz, 2008), the SVS is the most relevant for the application, since the sample is intellectually very homogeneous.

Also the only one among cultural scale collection tools (Fonseca *et al.*, 2018, Borg, Bardi & Schwartz, 2017), the SVS was identified as the most important instrument for measuring values, although there are already precious and more recent studies on the adaptation of this instrument (Torres, Schwartz & Nascimento, 2016) but are not targeted for this research. Even by the fact Schwartz's traditional value-analysis instruments remain current and in current use, including by the author himself (Vecchione, Schwartz, Alessandri, Döring, Castellani & Caprara, 2016, Sandy *et al.*, 2017).

The SVS begins as an extension of the model proposed by Rokeach (1973) and includes 61 values (for the case of Brasil) evaluated by a scale of importance ranging from -1 (opposing values to my values) to 7 (values of extreme importance). The questions aim to measure the degree of alignment between the values presented and the guiding principles of the respondent and was used the interval scale. The SVS evaluates the values that are subsequently grouped into ten motivational types.

Schwartz (1994) justifies the superiority of the SVS measurement method because it allows researchers to collect larger lists of values in a shorter time, capture data with negative

scores on certain values, on an interval scale (Schwartz *et al.*, 2014) and tанд allows respondents to list values they consider equally important (Castro *et al.*, 2009).

### Values as predictors of the behavior of Professors

Personal values are constituted in motivational goals, therefore, they are predictors of attitudes and behaviors of the individual (Tamir *et al.*, 2016). The values represent a construct of particular relevance to the understanding of various socio-psychological phenomena.

Values involve a scheme of judgments and based on them it is possible to predict trends in the actions, choices and decisions of individuals (Rockeach, 1973). In fact, values influence the attitudes and behaviors of people and professionals and affect, for example, the levels of conflict and trust existing in the organizations.

For institutions of higher education, identifying the values of its faculty allows the establishment of better relationships between student vs. professor vs. institution, analyzing the readiness for the adoption of new ways of teaching, identifying facilities for the use of contemporary evaluation methodologies, verifying possibilities of higher or lower resilience to changes in didactics, and developing structural changes that are more easily accepted by professors, because they will understand how they behave and what is really important to them (Moura *et al.*, 2010).

In a previous study, the values speculated in teachers who are more committed than others in relation to their organizations were: they are proud of the organization, are happy to work there, believe in a collectivist vision, do not seek greater autonomy in relation to the performance of their duties, seek integration, cooperation among people in the workplace, are satisfied with the remuneration and recognition from the organizations, strongly believe that they should abide by the rules of the organization and participate in activities (Linzmeier, 2010), indicating that the issue has sparked the interest and adherence to its application.

According to the research of Moura, Guedes, Leite and Machado (2010) with a reduced sample (N =36), which verified the trend of values of professors of a specific higher education institution, the motivational types included in the sample that stood out as the strongest were: Self-Direction, Benevolence and Conformity, while the weakest were: Power and Stimulation. In addition, there was a relationship between the secondary axes, the period of employment in the entity and the degree of satisfaction of the professors in the IHE.

Rodrigues, Vieira, Ribas, Tolfo and Catarina (2010) show in their research that in the higher education institution environment, the value ‘power’ appears to be rejected and of less importance to respondents, while values such as ‘obedience’, ‘stability’ and ‘affection’ appear as relevant. Based on the above, the following hypotheses are presented:

Table 2  
**Hypotheses Generated Based on Literature Review and Secondary Research**

Hypothesis	Question	Literature
Hypothesis 1	Value priorities will remain the same, regardless of the gender variation of Business’ Professors in higher education, because values are universal and transcendental.	Moura <i>et al.</i> (2010)
Hypothesis 2	Value priorities will remain the same, regardless of variations in the academic background of Business’ Professors in higher education, because values are universal and transcendental.	Moura <i>et al.</i> (2010)
Hypothesis 3	Value priorities of Business’ Professors in higher education will vary depending on age and on the individual. Maturity	Rokeach (1973)



	enhances the learning process of individual values, as opposed to younger individuals.	
Hypothesis 4	The strongest motivational types present in Business' Professors in higher education are: Self-direction and Benevolence.	Moura <i>et al.</i> (2010)
Hypothesis 5	The weakest motivational types present in Business' Professors in higher education are: Power and Stimulation.	Moura <i>et al.</i> (2010), Rodrigues <i>et al.</i> (2010)
Hypothesis 6	Business' Professors have a strong set of values that assigns them the motivational type Conformity as one of the main values in their hierarchy of values.	Moura <i>et al.</i> (2010), Rodrigues <i>et al.</i> (2010)
Hypothesis 7	Teachers have personal values that gives them a collectivist orientation in relation to other individuals, rather than individualistic.	Linzmeier (2010), Rodrigues <i>et al.</i> (2010)
Hypothesis 8	Teachers have personal values that give them an orientation of openness to change in relation to risk-taking rather than conservative.	Tamayo and Bastos (2010)
Hypothesis 9	People in jobs with freedom of choice, such as higher education teachers, tend to increase Self-Direction values.	Tamayo, Mendes and Paz (2000)

**Note:** Source: Prepared by the authors.

The hypothesis observed in the previous table will be tested based on the quantitative survey prepared to determine whether they will be rejected or not.

## METHOD

The study had a descriptive character (Vergara, 2006), as the bibliometric survey indicated a gap in the study of this subject, however, other initiatives for the measurement of personal values of What are the personal values and value priorities of Business' Professors in higher education have been taken. This nature of the research is quantitative, without the intention to generalize its findings, however, the use of the interval variable allowed rich quantitative analyses and the rationalization of data, in addition to outstanding contributions to the study of this population.

Was conducted a survey via email, with the purpose to answer the research question: What are the personal values and value priorities of Business' Professors in higher education?

The choice of using the Internet was due to the low operating cost and fast response, since this audience commonly uses such means of communication. Also by the broad geographic reach, avoiding trends. Was used an incidental sample of 222 (N = 222) Business' Professors in higher education, in Brazil, which was the number of valid questionnaires returned by e-mail to the researcher. Was sent approximately 2,500 emails to the lists of respondents.

The data collection instrument was composed of (i) a socio-demographic form for the identification of the respondents and (ii) the SVS questionnaire, adapted and validated in Brazil by Tamayo and Schwartz (1993). The SVS aimed to measure the degree of alignment between the values presented and the guiding principles of the respondent (Borg *et al.*, 2017).

## ANALYSIS AND CONSIDERATIONS

The sample consisted of 222 individuals, 142 males (64%) with average age of 43.7 years old and 80 females (36%) with average age of 40.0 years old. The average age of the sample is 42.4 years old and the standard deviation is 10.1 years old. The average teaching period of the sample is 9 years. And most subjects in the sample, 150 individuals, are married (67.6%), while 27% or 60 individuals are single and 5.4% or 12 individuals indicated marital status as ‘others’.

The analysis showed that the majority of the sample, 172 individuals or 77.5%, have complete post-graduate, master or PhD studies, which demonstrates a certain professional maturity of the individuals and a high satisfactory level of abstraction in their careers. This relation allows the sample choices and career decisions, enhanced views of the profession and the development of values related to their profession that, when added to a reasonable average teaching time, enable the viability of this research for the sample (Tamayo, Mendes & Paz, 2000).

For the analysis of value priorities of the sample, was firstly grouped 61 values in their motivational types. After this process, was found the average of the motivational types, the analysis of the highest and lowest scores of the motivational types, which Schwartz (1992) calls the level of values.

**Table 3**  
**Average Scores in the Motivational Types of Business’ Professors in the Sample and by Gender**

Motivational Types / Factors	Average	Standard Deviation	Men	Women
Self-direction	5.16	0.75	5.05	5.35
Benevolence	5.04	0.85	4.96	5.18
Conformity	4.88	0.89	4.81	5.00
Stimulation	3.07	1.47	2.92	3.33
Hedonism	4.20	1.34	4.00	4.50
Power	2.77	1.22	2.60	3.03
Achievement	4.08	0.95	3.90	4.38
Security	4.74	0.86	4.70	4.86
Tradition	3.68	1.20	3.70	3.63
Universalism	4.85	0.85	4.90	4.78

**Note:** Source: Survey data.

The analysis of the previous table showed that the two strongest motivational types in the sample, respectively are: Self-direction and Benevolence. The weakest, respectively, are: Power and Stimulation.

Since the strongest motivational types in the sample are Self-Direction and Benevolence, it means that Business’ Professors are oriented to independent thought, action and choice, while they are interested in promoting the welfare of people around them, before their personal interests. At the same time, the fact that the weakest motivational types of the individuals are Power and Stimulation, it means they reject having control over people and prestige, while they avoid changes in life, novelties and great challenges.

Similar to the values, motivational types are grouped according to their proximity and properties, and for the measurement of macro-values, the average between them is calculated subsequently.

Regarding the secondary axes, which group the motivational types (Figure 1), the sample has a transcendental and conservative character. These axes are antagonistic and compared two by two. Then, was compare the average between the scores of the dimension

Self-transcendence (average 4.95) vs. Self-enhancement (average 3.70) and the scores of the dimension Openness to Change (average 4.18) vs. Conservation (average 4.43).

Having a transcendental and conservative character suggests that individuals who fall into this class of behavior have as guiding principles of the behavioral decisions and predictions the motivational types contained in such clusters. Based on this value orientation, it is possible to plan actions and identify characteristics prone to behaviors that put other individuals before them regarding the dispute of interests and at the same time, are bound by traditions and have a high need for security.

To test hypothesis 1 about the variation of the motivational types by gender, the sample was divided into groups of Business' Professors: male and female. Then, their average scores were calculated by gender for their motivational types, as shown in Table 3.

By analyzing the table, it was noticed that there were no changes in the value priorities in the analysis by gender, because the order of motivational types have not changed for each gender studied, keeping the same ordering of the complete sample. However, in all scores, women had the intensity of values more enhanced.

Regarding the secondary axes, there have also been no changes, showing that in both genders, the dimensions *Self-transcendence* and *Conservation* had higher averages, allowing predicting that the self-transcending and conservative behavior is played by both genders, but women are significantly more conservative than men.

To test hypothesis 2, on the variation of motivational types by academic background, the sample was divided into three groups: (i) graduates and specialists, with 50 individuals, (ii) masters, with 104 individuals and (iii) PhDs, with 68 individuals. The scores were calculated and registered:

Table 4  
**Average Scores in the Motivational Types of Business' Professors, by Academic Background and by Age**

Motivational Types /Factors	Grad. and Special	Masters	PhDs	Average < 42 years old	Average ≥ 42 years old
Self-direction	5.11	5.25	5.06	5.13	5.18
Benevolence	5.20	5.12	4.80	4.96	5.11
Conformity	5.10	4.96	4.58	4.77	4.98
Stimulation	3.03	3.12	3.03	3.06	3.08
Hedonism	4.31	4.42	3.77	4.23	4.17
Power	2.80	2.98	2.43	2.91	2.64
Achievement	4.19	4.29	3.69	4.17	4.00
Security	4.85	4.86	4.49	4.70	4.79
Tradition	4.06	3.76	3.28	3.58	3.80
Universalism	4.93	4.89	4.74	4.76	4.94

**Note:** Source: Survey data.

The analysis of the previous above showed that there has been no change in the strongest motivational types for each group, but only in relation to the order of the motivational types. In the groups of graduates and specialists there is an inversion between the motivational types that occupy the first and second places, trading places with the *Self-Direction* and *Benevolence*. There has been no change in the weakest motivational types.

An interesting observation is an inversely proportional relationship of the values with the academic background, as the intensity of the values decrease along the progress of the academic background of Business' Professors in higher education. For the main motivational

types, PhD teachers are less prone to a self-directed and benevolent behavior than graduates and specialists, while at the same time, they indicate a higher rejection to power, maintaining an equal level with regard to stimulation.

Regarding the secondary axes, all of them showed the same result as the initial sample, however, it should be highlighted that the group of PhD professors are no longer potentially innovative and open to changes after their academic education.

To test the hypothesis 3, on the variation of the motivational types by age, was found the median of the sample, which reached the level of 42.0 years old, allowing the analysis with a selection of Business' Professors in up to 42 years old and above (inclusive).

The analyzed sample divided into younger Business' Professors in and more mature (Table 4), it was observed that the order of the main motivational types, the two strongest and two weakest, did not change, regardless of the age of the population studied. However, the scores of the main motivational types have changed slightly. The difference between the average of the motivational types *Self-direction* and *Benevolence* increased in the group of younger Business' Professors, while it decreased in the group of more mature professors. With respect to the weakest motivational types, although there has been no change in the order of priorities for both groups and the second weakest, *Stimulation*, virtually did not change, there has been a significant difference in the need for power and control than in the group of younger Business' Professors in comparison with more mature, as evidenced by the change in the motivational type *Power*.

Hypotheses 4 and 5 were not rejected, as the identification of the hierarchization of values of Business' Professors in the sample matched those proposed by the secondary surveys analyzed, as well as hypothesis 7, which assigns a collectivist orientation to the teachers.

Hypothesis 6 was also not rejected, indicating *Conformity* as the third strongest motivational type in the sample, despite moving slightly away from a strong motivational type (the first two scores).

Hypothesis 8 was rejected, as teachers in the sample showed that they have no value orientation of openness to change but conservative.

Hypothesis 9 was not rejected because higher education teachers that have a high degree of freedom of choice and decision-making in the exercise of their duties have indicated *Self-Direction* as a strong and important motivational type for the construction of their priorities.

The analysis of the hypotheses raised for this research:

Table 5  
Analysis of the Research Hypotheses

Hypothesis	Analysis for the sample
Hypothesis 1	Not rejected
Hypothesis 2	Not rejected
Hypothesis 3	Rejected
Hypothesis 4	Not rejected
Hypothesis 5	Not rejected
Hypothesis 6	Not rejected
Hypothesis 7	Not rejected
Hypothesis 8	Rejected
Hypothesis 9	Not rejected

**Note:** Source: Survey data.

Hypotheses 3 and 8 were rejected, according to the orientation of literature and secondary reviews, while all others were not rejected.

## CONCLUSIONS

The purpose of this study was to analyze the motivational types and hierarchy of the personal values of higher education teachers and the result was that the axiological profile of higher education teachers is composed of the strongest motivational types *Self-Direction* and *Benevolence*, confirming some of the research hypotheses. As the weakest motivational types, the Business' Professors indicated *Power* and *Stimulation*.

The analysis of the questionnaires allowed a rich investigation, enabling us to study the sample and identify the value priorities of the teachers by gender, academic background and age in relation to the motivational types and verify the small variation existing for each stratum, allowing organizational policies and guidelines to be generalized.

The analysis of secondary axes shows that teachers have a self-transcending and conservative character, contradicting one hypothesis of the research, which did not identify the conservative character of the Business' Professors.

Based on the considerations and analysis, it can be said that the values of Business' Professors in higher education guide them to have a self-directed, independent, curious, helpful, responsive and indulgent behavior. They seek freedom, creativity and see work as a way to gain dignity. These are the most significant values within their predominant motivational types and may predict the behaviors of these professionals. On the other hand, teachers reject having excessive authority, controlling people, seeking wealth and vanity as a focus in life, having an exciting life and being bold.

As a practical contribution, the survey has shown that it is possible to build a hierarchical structure of the personal values of Business' Professors in Higher Education and verify their value priorities, which may allow to predict the behavior of teachers when analyzing the predisposition to adopt new ways of teaching and the facilities for the use of contemporary evaluation methodologies, the possibilities of higher or lower resilience to changes in didactics, as well as develop structural changes that are more easily accepted by the institutions for the teachers. Thus, many organizational practices and policies can be explained, discussed and implemented based on the verification of the values of this group, which will generate their world views, attitudes and future actions.

The hypotheses that were not rejected, or as commonly said to be accepted, were: 1, 2, 4, 5, 6, 7 and 9. There was no reversal in the order of the motivational types by difference in age or variation in the academic background, which characterizes the change of value priority in the sample. However, it is worth it to mention that the values that make up the main motivational types are more intense in women, causing them to have more attractiveness to the self-transcending and benevolent behavior and a lower rejection to power and stimulation. Women are significantly more conservative than men.

The hypotheses rejected are: 3 and 8. Hypothesis 3 was rejected because there was no reversal in the order of the motivational types by difference in age, which characterizes the value priority change in the sample. Hypothesis 8 was rejected because the sample indicated a conservative value orientation and not openness to change, as quoted in the question.

As pointed by Tamayo and Bastos (2010), it is important to note, however, that the results presented here can not automatically be taken as representative of the universe of Business' Professors in Higher Education in Brazil, as it is an extremely broad category that was not covered by more strict sampling methods. It is worth it to point out that the sample of this research has no guaranteed randomness nor does it ensure representativeness, in appropriate proportion, of all teachers existing in their peculiarities. As future studies, I suggest that the research is applied to a more consistent sample and that a confirmatory analysis is conducted.

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