

Values and Emotions in Personality System of Adolescents and Youths

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Abstract: *This article addresses the problem of identifying relationship between the emotional manifestations of adolescents and young people and dominant values in their personality system in order to establish priorities in the acquisition of the components of the value orientation at the subjects. The age of adolescence is the period of social and emotional development, cognitive and emotional explosion, and psychic and value system formation. Personality formation takes place in the social environment through interrelation with parents, friends, and teachers in different life situations. Adolescents may experience positive and negative emotions of varying intensity. Emotional stability develops gradually through experiences, socialization, cognitive progress, self-knowledge and self-affirmation which are already being formed and are specific to young people. It is important to self-recognize and self-analyse by the subject of his/her own specific emotions, to determine the causes of their occurrence, to know how to regulate the negative ones. The role of emotions is enormous for the human being. The affective sphere is one of fundamental elements for: the fixation of externalized manifestations through the behavioural display of suitable emotions, shaping of attitudes, the development of beliefs and, therefore, values. These components are organized hierarchically, forming the content of value orientation or values orientation. The experimental study carried out with adolescent and young subjects consisted in determining the specificity of emotions and dominant values in adolescence and youth ages, highlighting the dynamics of emotional and value changes, and establishing the relationship between the studied variables. The experiment results provide us with the current information regarding dynamics of the relationship of emotions and values, which, therefore, allows to elaborate new ways of emotions knowing and regulating during adolescence age including youth one. These strategies can be applicable in educational institutions, ensuring by them well-being for all education actors. Well-being means not only feeling well inside, but also to be in well-being created conditions in the environment around us, favouring the wellbeing of all subjects.*

Keywords: *value, value orientation, emotion, adolescents, youths, relationship*

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1. Introduction

The personality system consists of multiple complexes and hierarchically organized elements. Some of these elements manifest and develop immediately from the moment of birth of the subject, others start the formation process a little later, yet others become gradually outlined by focusing necessarily on already developed or relatively developed components. The emotional component is expressed by the subject from birth, it progresses through experiences with the outside world, through socialization and it undergoes changes throughout life. The affective sphere is a pillar in initiating and supporting the process of personality development: beginnings, goals, and, at the same time, an end point of an end. The procedure of forming personality values represents a latent and long process. Shaping of values requires a certain level of development of the subject and it involves a set of favourable conditions created in the environment of which the individual is part.

1.1. Values from the perspective of emotionalist approaches

The concept of value is considered from various perspectives: philosophical, psychological, pedagogical, sociological, etc. The analysis of scientific viewpoints from the perspective of the above listed fields elucidates common positions that refers to the affective sphere of a human being, which is a psychic aspect.

Arising from the fact that Messer (Messer, 1909, as cited in Andrei, 1997) distinguishes a subject of value and a capitalized object, the scientist insists that in the research of values subjective conditions, which are in the subject, and the objective ones, which are outside of it should be studied.

From the same perspective, Kreibig (Kreibig, 1902, as cited in Andrei, 1997) highlights a subject of value, which is individual and can have a sense of value, and an object of value, which consists in the contents of thought. Andrei (1997, p. 31) shares the position of scholars in the field of philosophy and treats value as “a functional relationship between a subject and an object in general. The subject has in itself a psychic disposition towards value, which is updated in this relationship”.

For this research, it is interesting to conceptualize the value from the perspective of the emotionalist approach, which examines value in relation to emotions and feelings. The affective sphere is the faculty by which we appreciate the external impressions that have taken place. The basis of any feeling formed in a psychological conception lies in the emotions experienced by individual, the synthesis of which is gradually expressed in feelings.

Kreibig (Kreibig, 1902, as cited in Andrei, 1997) reduces the entire soul life to four elements: sensation, thinking, feeling (sentiment) and will. Kreibig emphasizes that feeling is the foundation of value, others being only conditions in which the value appears. Feeling as the basis of value is interpreted not only as actual feeling, but also as affective dispositions, and therefore it distinguishes between current values and dispositional values. Kreibig concludes “Everything that is used is felt and everything that is felt is used” (Kreibig, 1902, as cited in Andrei, 1997, p. 30-31).

The absolute role of individual’s affective sphere in determining value is also admitted by Schmoller (Schmoller, 1904, as cited in Andrei, 1997). The scientist emphasizes the relationship of the affective sphere with the cognitive one. Emotions that are experienced are revealed in impressions, representations, which are correlated with feelings of pleasure or displeasure, of approval or disapproval. Schmoller remarks: “what is good for life appears as value, what is harmful to it - as non-value. Any activity of feeling has a value as consequence” (Schmoller, 1904, as cited in Andrei, 1997). The value is conditioned, according to Schmoller, by two factors: individual dispositions, which vary from one individual to another; social atmosphere (Schmoller, 1904, as cited in Andrei, 1997).

Jodl (Jodl, 1918, as cited in Andrei, 1997, p. 32) highlights the importance of the psychological basis in the process of value formation. He argues that “only what is related to the feeling of pleasure or pain has value. Therefore, it is not the objective intellectual relations that determine the value, but the subjective affective impressions”.

The results of scientific research, own experience of the representatives of the field of pedagogy and psychology, scientific positions emphasize the importance of internal and external conditions, or, individual

and social factors, in the formation of the entire personality system. Other scientists (e.g. Andrei, 1997, Calancea, 2006; Clipa & Juravle, 2017) among the mentioned factors highlight heredity, as an important factor for values structuring and their organic evolution, which influences the emergence of various affective dispositions at different age stages of a human being. Physiological causes are decisive in the formation of emotional dispositions based on emotions, while psychological ones are the ones that participate in changing the emotional dispositions. The process of shaping, formation, development, evolution of a value is related to the multilateral journey of a personality from the ontogenetic perspective. The point of initiation is the subject's awareness of his/her own needs, individual-social experiences, which change and purify the needs of a person, gradually collecting acquisitions for values, thus shaping and determining the latter.

1.2. Emotions from the perspective of value orientation in personality of adolescents and young people.

Albu (2007) considers that getting out of child conformity can be regarded as equal to gaining independence. The process of gaining independence is complicated and conditioned by the type of dependence: material-economic (instrumental), emotional (emotional comfort and belonging) and mentality (values). Correspondingly, the specifics of obtaining independence are outlined long before adolescence age. The first to be gained is the independence of mentality (values), which is achieved by devaluing some ideas which were believed to be valid in childhood, as well as some habits that are believed to be outdated or no longer fashionable.

Emotional independence (of belonging and emotional comfort) is more difficult to achieve especially for girls. Affective dependence as well as material-economic dependence is closely linked to parents from puberty and adolescence and updates the natural tendencies towards independence. In puberty, however, the emotional dependence enters acritical state, which is manifested by suspicions regarding the depth of parental affection. It seems to be free of tension, interpreting moments of ignoring or inattention as expressions of lack of affection, and moments of care and interest, as intrusions into personal life on the one hand, and as acts of routine and

obligation, on the other hand. After such assessments, the subject feels guilty and ill. However, the process of gaining independence continues. Relationships with parents are fraught with compromises. Affective availability is specific to adolescents and loaded with aspirations and hopes, which are ideal and incomparable to what they see. Expectations in this regard are extremely high. The suggestibility is also relatively high. The material-economic (instrumental) dependence becomes difficult to bear, although it creates conditions for the exercise of small acts of independence.

The issue of determining the role of emotions in various manifestations of personality, including thinking and language, has been studied extensively from a linguistic perspective.

Shakhovsky (2008) believes that in the human being everything is driven by emotions, including creative thinking, axiological behaviour, and all verbal and emotional reflections. This position was also supported by other scientists and agreed that emotions can be expressed through language. C. Kerbrat-Orecchioni (Kerbrat-Orecchioni, 1977, as cited in Shakhovsky, 2009) mentions that emotions can be expressed through the body, the view being justified by the fact that emotions are subjective and they give “colour” to reality. From the linguistic perspective C. Bally (Bally, 1961, as cited in Shakhovsky, 2009), in contradiction with other linguists, claimed the priority of affectivity in language. Shakhovsky (2009) finds that most words in all languages contains an emotional component that is the result of either pleasure or pain.

Shakhovsky (2009) notices characteristic signs for each emotion, which are included in the semiotic register of human emotions. Emotions are closely related to knowledge, thoughts, and this relationship leads to the transformation of human emotions. It is found that emotions change over time. Each age corresponds to certain emotions, different generations of human beings are characterized by more or less varied emotions (for example, the eighteenth century of sentimentality and the twentieth century of sexuality - the century of pragmatism and cruelty).

Shakhovsky (2009) believes that emotions never manifest themselves in a pure, differentiated form, and therefore their verbal identification is always subjective. Furthermore, according to a suitable analysis of different

scientific remarks, emotions are always cognitive and situational, therefore, choosing of the means of language expression is also situational.

Research by Allen and Madden 1985; Isen 1984 (as cited in Allen et al., 1988) on social knowledge found that low-intensity affective states influence cognition and behaviour.

Following the analysis of Izard and Plutchik's theory by Smith and Ellsworth (Smith & Ellsworth, 1985, as cited in Allen et al., 1988), it was found that emotions are adaptive responses to environmental requirements. Interpreting the perceived situation in terms of predominant goals creates an emotional experience that allows the body to respond adaptively. This perspective implies that cognitive assessments will lead to an emotional response primarily when perceived as having an adaptive significance for the body's well-being. Correspondingly, we can say that through emotions, which help us to experience, to live intensely what is happening around us, we adapt behaviours, thinking, attitudes to the environment we belong to and, therefore, form a position that guides us throughout the entire life. This position is relatively stable, and it is in line with convictions and values.

Jastrow (1918, p. 100) believes that a modern psychological theory adopts Aristotelian view regarding the value of mental catharsis or, more correctly, of emotional catharsis. Catharsis involves both a strong emotional component in which strong feelings are felt and expressed, and a cognitive component in which the individual gains new perspectives.

The above is the basis that supports the mechanism of formation and operation of values. The mechanism of value formation is relatively continuous process, which begins with the externalization of internalized behaviours involving beliefs, cognitive and affect sphere of the subject and his/her experience. Then attitudes and convictions are formed, in which the corresponding value takes shape and develops perpetually, interacting with other values and components from other systems of value orientations. Therefore, in general this mechanism presents the process of formation and action of value orientation (Figure 1).

The process of value formation starts from earlier childhood in social, education, cultural environment, being in close relation with the main representatives and components of it. Personality formation is gradually and

continuously, therefore values shaping begins long time ago and become visible in adolescence age. Thus, we can follow some manifestations, changes and influences happened inside of whole assembly components of personality system.

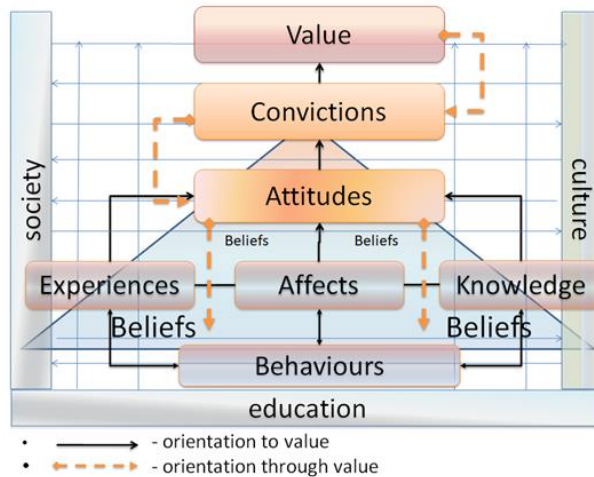


Fig. 1. The mechanism of value formation and constitution of value orientation, and functioning of value orientation formed (Source: Antoci, 2020)

It includes the assembly of behaviours, beliefs (which are not yet the result of personal judgment and experience foundations and required to be validated), experiences accumulated from childhood, emotions, knowledge which slowly over a full childhood period shape attitudes and convictions that consequently build values. They are structured in value system, hierarchically organised and interrelate with each other. Lately, formed value monetarises the components which participated in value shaping during a childhood and adolescence, thus, this reverse process (including all components) is named 'value orientation'. The values are closely interrelated within the system of hierarchically organized values. It is a single unit resulting from the correlation of values and orientations of values hierarchized according to time, situation, personality preferences, which are

changing constantly: static movement and dynamic development throughout the entire ontogeny (Antoci, 2020).

The action of values in human life and activity takes place in the opposite direction: values guide convictions, attitudes, and behaviours being infused by the affective sphere of the personality, the values being in the top of the construction of value orientation.

2. Aims of the research

There are two main reasons for our interest in researching values and emotions in adolescents and young people.

First, to determine the specifics of the formation and manifestation of values and emotions in contemporary adolescents and young people who represent a generation formed during the period of multiple changes and rapid technological and informational progress. Second, adolescence and youth are the period of value formation and requires more in-depth study. Also, emotions represent one of the main components in value orientation and must be studied in detail in correlation with personality's values during this developmental period.

Second, young adolescent girls reported more use of expressive suppression compared to young women, while no differences were found between young adult and adolescent samples for cognitive reappraisal (Gullone et al., 2010). This suggests that expressive suppression might be a relevant strategy to consider in relation to the increasing rates of depressive symptoms in girls during this developmental period.

3. Research methods

3.1. Participants

A number of 383 subjects have participated in the experiment. The major part of the experimental lot consisted in 286 adolescents aged 14 to 19 from the general education system (14-15 years - 54 subjects; 16 years - 74 children; 17 years - 42 subjects; 18 years old - 76 teenagers; 19 years - 40 subjects) and 97 young people aged 20 to 35 from the university system (20

years - 30 subjects; 21 years old - 19 young people; 22 years - 13 subjects; 23 years - 7 subjects; 24 years - 10 young people; 25-35 years - 18 subjects).

3.2. Research instruments

In the research we aimed to determine the values and specifics of the manifestation of emotions in adolescents and young people in general and in university education. For this purpose, to differentiate the positive and negative emotions of the subjects, the Differential Emotions Scales (DES) were applied according to C. Izard (Izard et al., 2002). We undertook our research of values using the technique for identifying the value orientations (CIDDC, 2008)

3.3. Procedure

The research was undertaken in the spring 2019, and it took place simultaneously in both ages of subjects involved in the research. The tools were applied in paper version. The selection was random based on availability of the subjects. For the initiation of experimental research, permission was obtained from the administration as well as the acceptance of experimental subjects to apply the psychological tools. Instruction was provided according to requirements. The confidentiality policies regarding the study process and obtained experimental results were specified.

4. Experimental results

4.1. Results

In order to present experimental data, we decided to start with the results obtained at positive and negative emotional scales, which later permitted us calculation and qualitative description of the subjects' dispositions. We start with examining positive emotions which are presented below in the figure 2.

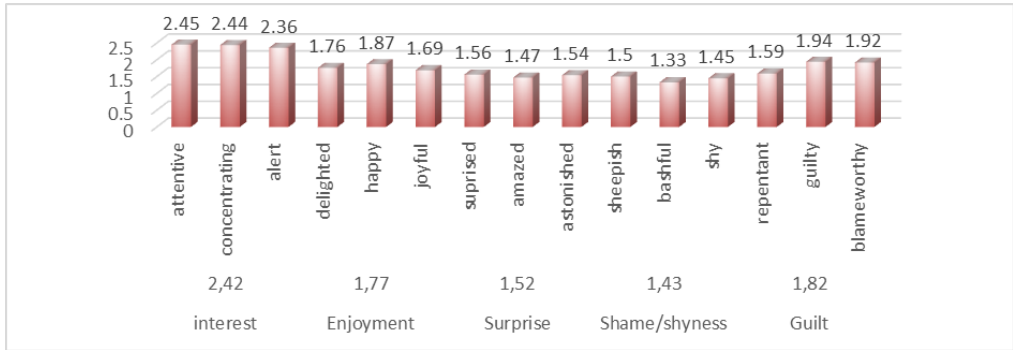


Fig. 2. Average indices of positive emotions of adolescents according to Izard's Scales (points)

Source: Authors own contribution

From the analysis of obtained data (Figure 1) we find the dominance of the following components in the disposition of adolescents appreciated with the highest score: *attentive* (2.45p.), *concentrating* (2.44p.), *alert* (2.36p.), which denotes orientation and concentration of psychic activity in a certain direction, special concern, interest in something, fixation on a problem, activity and avoidance of others. The emotions that are to a medium extent specific to the subjects are: *guilty* (1.94p.), *blameworthy* (1.92p.) which shows that the subjects analyse their own actions and find a deviation from moral standards, from their own positions and social norms; emotions of being *happy* (1.87p.), *delighted* (1.76p.), *joyful* (1.69p.) which show the state of complete bliss, of genuine amazement and pleasure. The other emotional scales are less specific to adolescents in maintaining a positive mood.

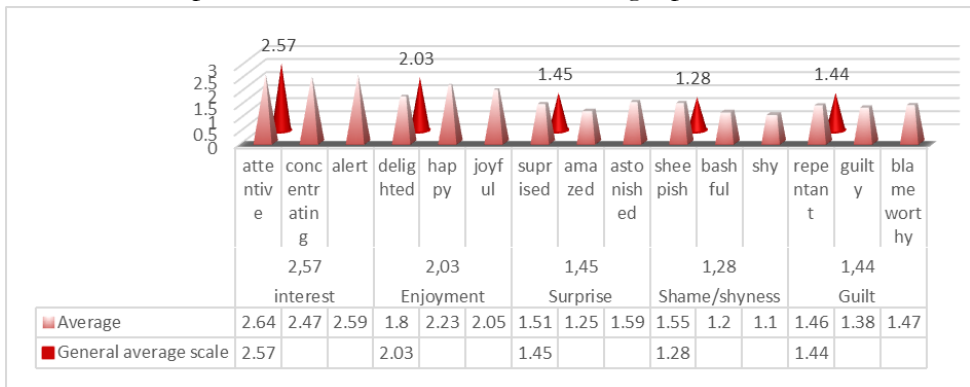


Fig. 3. Average indices of positive emotions of young people according to Izard's Scales (Source: Authors own contribution)

The analysis of the average indices of positive emotions in young people presented in Figure 2 allows us to highlight the highest results at the first two scales that fully or less fully support the positive mood. The C1 scale (interest) is characterized by the highest score in affective states of being attentive (2.64 p.), alert (2.59 p.), concentrating (2.47 p.); they are expressed by specific expressive movements or tendencies of action which helps to establish positive emotion. Scale C2 (enjoyment) includes the system of emotions of being happy (2.23 p.), joyful (2.05 p.) and delighted (1.8 p.), these results can be explained by the position of C. Izard that normally the happy mood is a function of a genetically influenced neural system, which works more or less continuously to generate the emotional state characteristic of the subjects. Emotional states at the other scales are relatively lower, occupying the sub-average position. The emotional states of shy (1.1 p.) manifested by embarrassing behaviours, to be bashful (1.2 p.) characterized by behaviours lacking firmness, safety, gained the lowest indices.

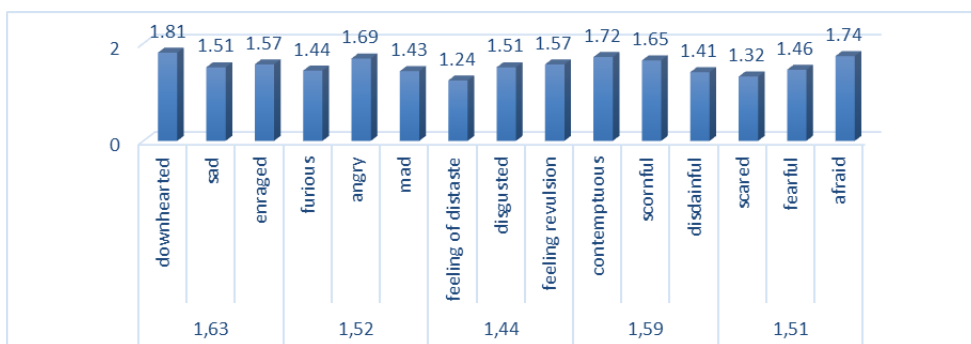


Figure 4. Average indices of adolescents' negative emotions after Izard's DES. (Source: Authors own contribution)

Following the analysis of the average indices of negative emotions in adolescents, we find a decrease in data compared to their positive emotional manifestations. The highest score of 1.81p. is presented in the state of being *downhearted*, 1.74 p. specific to *afraid*, and 1.72p. - in the emotional state of *contemptuous*, and 1.69p - in the state of being *angry* -. At the same time, the

analysis of the results obtained in negative emotional states in adolescents aged 15 and 16 years shows higher indices compared to subjects aged 17, 18 and 19 in which there is a gradual decrease with differences from one unit and more, which can be interpreted through intercultural and human development studies and data as a series of emotional expressions are innate and universal and they emerge before the subject can understand, know, what is supported by evolutionary and development considerations that the system of emotions has preceded the evolving cognitive system and it surpasses it in its entire ontogenesis.

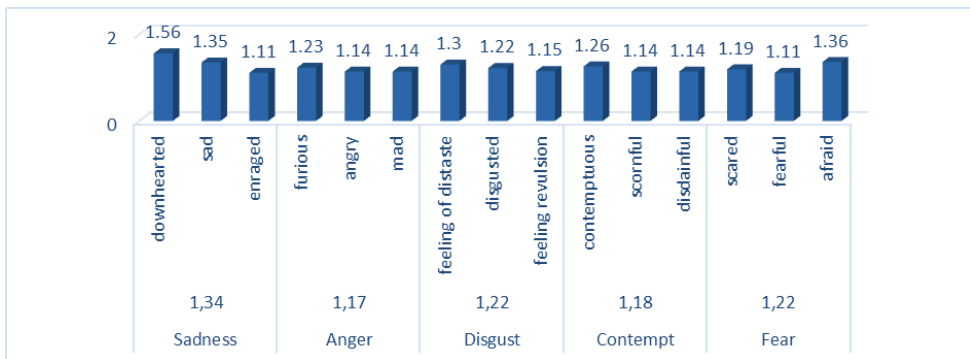


Fig. 5. Average indices of young people's negative emotions according to Izard's Scales (**Source:** Authors own contribution)

Analysing the average indices of negative emotions in young people, we can say that they are much lower compared to adolescent age and to the data on positive emotional states. This finding can be explained by the fact that the perception of some scenes visually, aurally and by engaging the processes of activating emotions in cognitive systems, results in appreciations, causal attributions, judgments and appropriate emotional responses, which already show maturity and transition to youth age. The fact of regulating emotional responses is also due to experience gained, the ability to differentiate and select according to established priorities, the determination of young people to reach advanced goals in the near future in personal and professional terms.

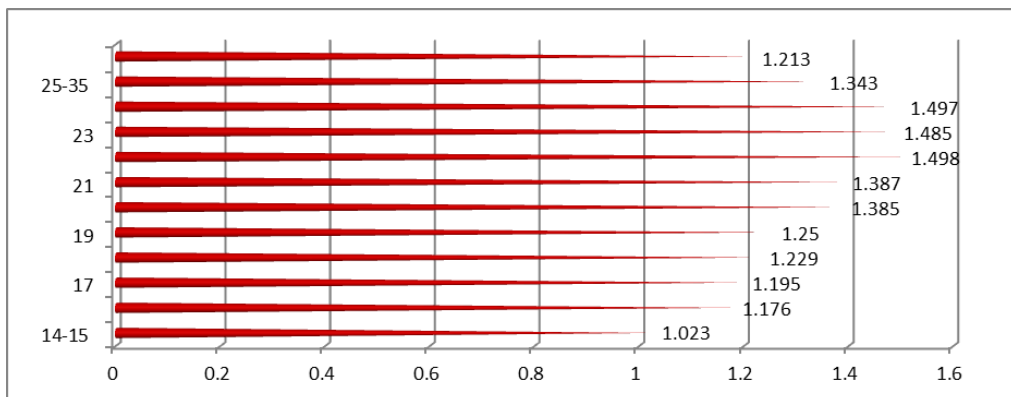


Fig. 6. Coefficient (K) of the disposition of subjects in experimental group according to Izard's DES. (Source: Authors own contribution)

Figure 6 shows for consideration data on the coefficient of disposition in adolescents and young people based on the scales of emotional states manifestation. Therefore, we find the evolution of the coefficient of the positive mood from adolescence to youth: at 14-15 years the mood is $K = 1,023$, which cannot be attributed to the positive mood; in subjects aged 18 years $K = 1.229$ and at the age of 19 $K = 1.25$. At the age of youth, the coefficient of positive mood increases considerably: at 20 $K = 1,385$ and at 25 $K = 1,497$. In previous figures, the significant emotional states were highlighted according to the score assigned decisively to the positive mood of the subjects. According to Izard's theory, all four types of emotion activation systems (the hierarchy of activation systems is as follows: neural, sensorimotor, motivational, and cognitive) also function as emotion regulation systems.

The general coefficient of the disposition of the subjects in the experimental group is $K=1,213$ and corresponds to the positive disposition, which is largely compensated by positive affective states with increased intensity towards the age of youth.

One of the tools applied was the technique of identifying the value orientations. From the 37 values offered, the subjects evaluate significant values and highlight contents that actually exists within their personality. The results are shown in Table 1.

Table 1. Average indices of value orientations in adolescents by IOV test (points, p.)

Values	Ages	14-15	16	17	18	19
Achievement		0,93	0,85	0,83	0,84	0,9
Advancing		0,72	0,63	0,71	0,83	0,9
Autonomy		0,74	0,52	0,78	0,68	0,74
Balance		1	0,85	0,88	0,85	0,9
Pertaining / belonging		0,74	0,52	0,59	0,59	0,69
Creation		1	0,86	0,78	0,75	0,72
Challenge		0,89	0,6	0,68	0,61	0,64
Competitiveness		0,97	0,59	0,68	0,48	0,64
Creativity		0,95	0,73	0,78	0,6	0,56
Charity		0,8	0,7	0,59	0,6	0,69
Entrepreneurship		1	0,74	0,68	0,55	0,72
Equality		0,74	0,56	0,71	0,61	0,67
Enthusiasm		0,57	0,59	0,61	0,67	0,59
Fame		0,97	0,6	0,61	0,45	0,44
Family happiness		1	0,89	0,83	0,71	0,74
Financial security		0,69	0,68	0,71	0,68	0,69
Friendship		1	0,85	0,83	0,84	0,77
Harmony		0,97	0,74	0,76	0,76	0,79
Health		0,8	0,78	0,68	0,79	0,74
Help to others		0,8	0,7	0,73	0,68	0,54
Independence		0,95	0,71	0,78	0,73	0,62
Integrity		0,71	0,44	0,56	0,61	0,51
Leadership		0,92	0,66	0,71	0,59	0,56
Learning		0,93	0,78	0,88	0,61	0,74
Free time		0,95	0,79	0,76	0,69	0,69
Personal improvement		0,89	0,75	0,76	0,61	0,59
Physical activity.		0,88	0,67	0,83	0,6	0,59
Recognition		0,79	0,59	0,68	0,51	0,62
Respect		0,87	0,77	0,8	0,68	0,62
Risk taking		0,88	0,51	0,73	0,69	0,67
Safety		0,78	0,6	0,66	0,52	0,64
Protection		0,92	0,6	0,73	0,55	0,54
Self-expression		0,9	0,75	0,68	0,61	0,64
Spirituality		0,49	0,34	0,37	0,49	0,51
Status		0,83	0,6	0,73	0,48	0,59
Teamwork		0,93	0,66	0,9	0,59	0,56
Prosperity		0,68	0,62	0,71	0,61	0,64

Source: Authors own contribution

By analysing the data in Table 1 we can highlight the significant values currently related to adolescents; the closer the average is to 1 - the more significant is the variable given to subjects, and the reverse, the closer it is to 0, the more insignificant it is to the subject.

At the age of 14-15 we find significance of a very high level for the following values: balance, creation, entrepreneurship, family happiness, friendship (the average equals 1.0). A high significance is shown for such values as: competitiveness (0.97p.), fame (0.97p.), harmony (0.97p.), independence (0.95p.), creativity (0.95p.), free time (0.95p.), achievement (0.93p.), learning (0.93p.). Less valued were such values as health (0.80p.), help to others (0.80p.), safety (0.78p.), equality (0.74p.), belonging (0.74p.). The lowest indices are found in financial security (0.69p.), prosperity (0.68p.), enthusiasm (0.57p.), spirituality (0.49p.).

For the discussed research, the study of the dynamics of values held by subjects during the entire period of adolescence is of interest. At the age of 16, 17, 18 and 19 there is a gradual and even radical decrease of some values that were placed earlier at a very high level: balance initially decreases to 0.85p. and stops at 0.90p. at the age of 19; creation gradually decreases to 0.72p. by age of 19, the same is true for creativity that drops sharply from 0.95p. to 0.56p.; entrepreneurship indices decrease radically towards the age of 18 (0.55p.) and increases up to 0.72p. at the age of 19; the score on family happiness obviously regresses towards the age of 19 and reaches the level of 0.74p.; friendship value gradually declines to 0.77p by the age of 19.

The highest indices are found at achievement (0.90p.), advancement (0.90p.), balance (0.90p.) at the age of 19, which means that adolescents aspire to achieve significant results for themselves; they have a strong desire to successfully complete planned tasks and projects, they open and propose for themselves new opportunities to achieve, which require involvement in new and dynamic experiences that represent diversity, change and possible risk during the transition from adolescence to youth.

The lowest indices at the age of 19 are observed in such values as spirituality (0.51p.), integrity (0.51p.), help to others (0.54p.), teamwork (0.56p.), creativity (0.56p.). Almost 50% of adolescents do not tend to

configure the ideas and feelings that may be a characteristic of a people, a nation in terms of spiritual life, the specifics of the respective culture.

Table 2. Average indices of value orientations in young people obtained using the IOV test

Values \ Age	20	21	22	23	24	25	26	27-35
Achievement	0,86	0,72	0,83	0,83	0,8	1	1	1
Advancing	0,66	0,61	0,83	0,83	0,8	0,5	0,75	1
Autonomy	0,72	0,78	0,83	0,92	0,6	0,75	0,75	0,57
Balance	0,79	0,78	0,92	0,75	0,6	0,5	0,5	0,86
Pertaining / belonging	0,52	0,44	0,75	0,75	0,4	0,25	0,25	0,43
Creation	0,59	0,61	0,75	0,75	0,4	0,5	0,5	0,71
Challenge	0,52	0,5	0,75	0,33	0,2	0,5	0,75	0,71
Competitiveness	0,52	0,28	0,33	0,67	0,4	0,5	0,25	0,57
Creativity	0,76	0,72	0,67	0,92	0,6	0,5	0,75	0,86
Charity	0,66	0,61	0,92	0,5	0,6	0,75	0,5	0,57
Entrepreneurship	0,48	0,28	0,5	0,83	0,4	0,5	0,25	0,57
Equality	0,69	0,67	0,83	0,58	1	0,5	0,25	0,71
Enthusiasm	0,66	0,78	0,58	0,5	0,2	0,5	0,75	0,71
Fame	0,34	0,28	0,5	0,83	0,4	0,75	0,75	0,29
Family happiness	0,72	0,78	0,83	0,92	1	0,75	1	1
Financial security	0,83	0,89	0,92	0,92	0,2	0,75	0,75	0,86
Friendship	0,79	0,78	0,92	0,75	0,8	0,75	0,5	0,71
Harmony	0,9	0,78	0,75	0,92	0,8	0,5	1	0,86
Health	0,9	0,89	0,92	0,83	1	1	1	0,86
Help to others	0,72	0,61	0,83	1	0,4	0,25	0,75	0,71
Independence	0,86	0,78	1	0,58	1	0,5	0,5	0,71
Integrity	0,59	0,39	0,58	0,75	0,4	0,75	0,5	0,71
Leadership	0,62	0,5	0,75	0,83	0,6	0,25	0,5	0,43
Learning	0,62	0,83	0,83	0,83	0,8	0,5	1	0,86
Free time	0,72	0,78	0,83	0,75	0,8	1	0,5	0,86
Personal improvement	0,66	0,56	0,75	0,42	0,6	0,5	0,25	0,86
Physical activity.	0,72	0,67	0,42	0,75	0,6	0,75	0,75	0,71
Recognition	0,66	0,61	0,75	0,92	0,6	0,5	1	0,43
Respect	0,72	0,83	0,92	0,58	1	0,75	1	0,71
Risk taking	0,48	0,44	0,58	0,75	0,4	0,25	0,5	0,43

Safety	0,66	0,5	0,75	0,83	0,6	0,5	0,25	0,86
Protection	0,55	0,5	0,83	0,75	0,6	0,5	0,5	0,57
Self-expression	0,72	0,78	0,75	0,75	0,6	0,75	1	0,71
Spirituality	0,55	0,39	0,75	0,58	0,8	0,5	0,5	0,57
Status	0,48	0,33	0,58	0,58	0,4	0,5	0,75	0,57
Teamwork	0,66	0,44	0,58	0,92	0,6	0,25	1	0,57
Prosperity	0,59	0,56	0,92	0,60	0,6	0,75	0,5	0,57

Source: Authors own contribution

The analysis of the average indices of value orientations in young people allows us to find the predominant placement of values at the beginning of adolescence, their gradual decrease by the age of 35 and the gradual exchange of positions with some less dominant or low ones. This conclusion can be illustrated by the value of achievement which is relatively low up to the age of 24 (the average being 0.81p.), but after the age of 25, it occupies a dominant position (1.0p.) in the hierarchy of the value system. The same positive dynamics is specific to values: family happiness, learning, enthusiasm, challenge, physical activity. The values that change their priority positions to the lowest are: belonging, equality, leadership, prosperity, self-expression.

At the same time, we highlight some values that maintain their positions within the value system throughout youth: health, autonomy, competitiveness, risk-taking, protection, entrepreneurship.

The age of youth is a period of intense personality development, the stage in which priorities established prior to continuing education, integration into the workplace, family creation, expanding social relationships, development and professional growth undergo certain change. The specifics of the hierarchy of value orientations determined in the study allows us to highlight the behaviours, attitudes, convictions specific to the dominant values. If we compare the value orientations of adolescents with those young people, we can conclude that in young people a certain stability, harmonization, maturing occurs that is reached through active involvement in the social environment, self-identification, role fulfilment and obtaining of a new status.

Below, in Figure 7, the average indices of the value orientations in the group of adolescents and young people are presented for comparative analysis.

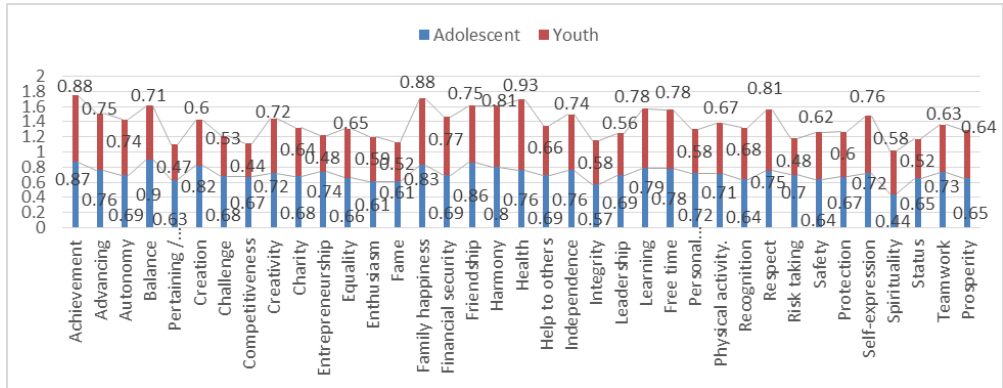


Fig. 7. Average indices of value orientations of adolescents and young people according to IOV (points)

Source: Authors own contribution

The analysis of the average indices shows that during adolescence and youth there is a re-evaluation of things with reallocation of a current objective meaning to the subject, thus providing a priority within the entire system of personality values. We find that for the entire sample of subjects the value of *achievement*, *family happiness*, *health* is of major relevance (indices are changing from one age to another).

At the same time, we notice the stability of the relatively low indices both at adolescence age and at the age of youth, in such values as: *spirituality*, *enthusiasm*, *integrity*, *fame*, *benevolence*, *challenge*. Among those listed, we note that the values that refer to the moral precepts are not given proper attention by adolescents and young people. Awareness of moral values requires their understanding, intense emotional experience, deducing their importance and need of such values evolving from their own experience.

One of the goals of the research was to determine the relationship between positive and negative values and emotions of experimental subjects in adolescence and youth. Correlation coefficients were obtained for most of the variables of the values and emotions studied and they are presented in Tables 3 and 4.

Table 3. Pearson correlation coefficients between own positive values and emotions in adolescent and youth

Values	Emotions	R
Achievement	joyful	0,125*, p=0,037
	repentant	-0,185**, p=0,002
	guilty	-0,198**, p=0,001
Advancing	attentive	0,199**, p=0,001
	alert	0,148*, p=0,013
	shy	-0,179**, p=0,003
	guilty	-0,265**, p=0,000
	blameworthy	-0,181**, p=0,002
Autonomy	guilty	-0,128*, p=0,032
	blameworthy	-0,136*, p=0,022
Balance	attentive	0,152*, p=0,010
Pertaining/ belonging	concentrating	0,162**, p=0,006
	joyful	0,143*, p=0,017
	guilty	-0,145*, p=0,015
Creativity	delighted	0,121*, p=0,042
Equality	guilty	-0,128*, p=0,032
Enthusiasm	bashful	-0,157**, p=0,008
	repentant	-0,158**, p=0,008
Fame	amazed	0,146*, p=0,014
Help to others	concentrating	,166**, p=0,005
Independence	attentive	-0,129*, p=0,030
	surprised	0,137*, p=0,022
	amazed	0,150*, p=0,012
	bashful	-0,120*, p=0,044
	shy	0,128*, p=0,032
Leadership	sheepish	0,144*, p=0,015
	shy	0,130*, p=0,029
Recognition	concentrating	0,120*, p=0,045
	attentive	-0,130*, p=0,029
Respect	alert	-0,147*, p=0,014
	surprised	0,151*, p=0,012
	amazed	0,164**, p=0,005

	sheepish	0,148*, p=0,013
Risk taking	joyful	0,148*, p=0,013
	happy	0,197**, p=0,001
Safety	joyful	0,140*, p=0,019
	amazed	0,140*, p=0,019
	attentive	-0,169**, p=0,005
Protection	surprised	0,165**, p=0,005
	amazed	0,132*, p=0,025
Spirituality	blameworthy	-0,125*, p=0,037
Teamwork	sheepish	0,150*, p=0,012
	guilty	-0,119*, p=0,047
Prosperity	blameworthy	-0,121*, p=0,043

(Source: Authors own contribution)

The data analysis allows us to highlight significant medium and high intensity relationships of positive and negative valence between several variables within the values and the positive emotions in adolescents and young people. The value of fulfilment is in a significant positive relationship of medium intensity with the joyful emotion ($r=0.125$, $p=0.037$) which means that obtaining significant results for the subject, successfully performing certain tasks, projects causes positive emotions, joy, which support the subject's expectations and urge him/her to plan for the near future. In addition, the value of fulfilment is a significant in reverse relationship with emotions of repentant ($r=-0.185$, $p=0.002$) and guilt ($r=-0.198$, $p=0.001$), which means: the more frequent and successful the achievements, the lower and less frequently manifested are states of repentant and guilty.

A significant positive ratio of medium and high intensity was obtained between safety value and such positive emotions as: happiness ($r=0.197$, $p=0.001$); joyful ($r=0.140$, $p=0.019$); amazed ($r=0.140$, $p=0.019$). This shows the existence of admiration, soul satisfaction, happiness when the subject feels out of any danger or risk.

It is important to note that no significant relationships were established between emotions and the following values: creation, challenge, competitiveness, charity, entrepreneurship, family happiness, financial

security, friendship, harmony, health, integrity, learning, leisure, self-improvement, physical activity, self-expression, status. What could be the explanation? The listed values during adolescence were not highlighted by experimental subjects, i.e., they are not held, they are not set as priorities. The right to gain first place in the important, valuable ones appears in subjects during youth, after the age of 24-25.

Table 4. Correlation coefficients between held values and negative emotions of adolescents and young people after Pearson

Values	Emotions	R
Achievement	discouraged	-0,138*, p=0,021
	enraged	-0,151*, p=0,011
	angry	-0,195**, p=0,001
	mad	-0,198**, p=0,001
	contemptuous	-0,178**, p=0,003
	afraid	-0,205**, p=0,001
Advancing	downhearted	-0,141*, p=0,018
	sad	-0,173**, p=0,04
	angry	-0,177**, p=0,003
	mad	-0,128*, p=0,031
	disgusted	-0,229**, p=0,000
	feeling revulsion	-0,157**, p=0,008
	contemptuous	-0,164**, p=0,006
	scornful	-0,197**, p=0,001
	disdainful	-0,213**, p=0,000
	fearful	-0,152*, p=0,011
afraid	-0,25**1, p=0,000	
Balance	disdainful	-0,122*, p=0,041
Pertaining / belonging	angry	-0,129*, p=0,03
Competitiveness	fearful	0,129*, p=0,030
Charity	panic	0,120*, p=0,044
Enthusiasm	discouraged	-0,147*, p=0,013
	enraged	-0,185**, p=0,002
	angry	-0,167**, p=0,005
	mad	-0,249**, p=0,000

Fame	feeling revulsion	0,123*, p=0,039
	fearful	0,122*, p=0,04
Friendship	downhearted	0,125*, p=0,036
	scared	-0,127*, p=0,034
Health	sad	-0,120*, p=0,044
Leadership	downhearted	0,125*, p=0,037
	fearful	0,157**, p=0,008
	afraid	0,124*, p=0,037
Personal improvement	scared	-0,128*, p=0,031
Physical activity	feeling revulsion	0,129*, p=0,031
Respect	downhearted	0,176**, p=0,003
	fearful	0,136*, p=0,023
Protection	disdainful	0,164**, p=0,006
	fearful	0,139*, p=0,020
	afraid	0,133*, p=0,025
Spirituality	contemptuous	-0,144*, p=0,016

(Source: Authors own contribution)

The analysis of the correlation coefficients presented in Table 4 denotes the existence of significant relationships of positive and negative valence between most of the values held and the scales of emotions of adolescents and young people. For example, we find a reverse correlation between advancement and the full range of negative emotional states that can be experienced by subjects, which means that continuous progress towards new and increasingly greater opportunities reduces the appearance of negative emotions.

We find a significant positive ratio of medium intensity between the leadership value and the specific emotional scales of sadness and fear: downhearted ($r=0.125$, $p=0.037$); fearful ($r=0.136$, $p=0.023$); afraid ($r=0.124$, $p=0.037$), which expresses the fact that leadership actions are associated with negative emotions only in the studied ages (it is obvious that there may be exceptions in person who has already had leadership experience, such person showing no negative emotions).

5. Discussion

The change promoted and the increasingly high requirements currently posed to human being are landmarks for the formation of an integral personality, shaping the postmodern personality - the standard of the future. The research is part of a more complex study and it provides recent results on the features of the emotional differential and the specific value orientations held by subjects in adolescence and youth. In addition, the data obtained provide additional information regarding the relationship of the emotional sphere with the entire value system of the personality.

Following the study of the literature in order to determine the specifics of values held and manifested at each of the researched age stages, no information and data were highlighted that reveal the current characteristics of adolescents and young people. The results of the current study show a decrease in the share of moral values among adolescents and young people, but priority is given to the values of personal growth (achievement, fulfilment, self-expression, learning), physical and physiological values (health, physical activity).

The application of the DES tool by Izard allowed the determination of the emotions of adolescents and young people that are specific to them, that they experience in everyday life. Through the analysis we find a higher ranking of the positive emotional scale of interest - 2.42p. (attentive, focused, controlled), enjoyment - 2.03p. (delighted, happy, joyful) and guilt - 1.82p. (regret, guilt, regret). Upon consideration of the scales of negative emotions we reveal the emotions that fall into the sadness category - 1.63p. in adolescents and 1.34p. in young people (depressed, sad, defeated), while in adolescents' contempt is also present (1.59p.). Experimental research data point to the existence of positive mood in subjects of youth and highlight that the period of adolescence is a transition one, denoting a transition from negative to positive mood.

At the same time, the results of this study come to complete the data from the scientific literature with information on the significant relationship with positive and negative valence of the variables of the affective sphere

with those of personality values, which confirms that emotions are one of the decisive components in the formation of values.

The obtained results will be used for development of a methodology for forming value orientations in subjects involved in the training-educational process within educational institutions. The process of value formation is an up-to-date one and it is widely promoted throughout educational policy documents, but the lack of methodology for forming value orientations in the education system denotes the need and timeliness of study for the near future.

6. Conclusions

The study carried out to determine the specifics of the values held and the dominant emotions in adolescents and young people and to establish the specifics of the relationship between values and dominant emotions in modern adolescents and young people allows us to state the following:

- values are outlined against the background of experiences, emotional feelings, the level of information and knowledge during adolescence and youth;

- the prevalent values during the initial period (age 14-15) of adolescence are the following: achievement, balance, creation, entrepreneurship, family happiness, friendship; at the age of 16 the characteristic values are: family happiness, friendship, achievement; at 17, prevailing values are: teamwork, family happiness and learning; at 18 - achievement, advancement, balance; at 19 - achievement, advancement, balance, harmony;

- the period of youth is characterized by the following dynamics: at 20 - health, harmony, independence, achievement, financial security; at 21 - financial security, health, respect, learning; at 22 - independence, balance, charity, financial security, friendship, health, respect; at 23 - helping others, autonomy, creativity, family happiness, financial security, recognition; at 24 - equality, family happiness, health, respect; at 25-35 - achievement, health, family happiness, self-expression, respect;

- dominant positive emotions in adolescents - attentive, focused, controlled, guilty, sorry, happy; in young people - attentive, focused, controlled, happy, happy, delighted; dominant negative emotions in adolescents - depressed, panicked, angry; in young people - depressed, sad, panicked.

- the hierarchical structuring of values in the value system of the personality during adolescence and youth is a dynamic one and it changes over age.

- values are structured and formed according to the dominant emotions and dispositions, preferences, objective situations, external influences, they interrelate and support each other by supporting the dominant values in the hierarchical structure formed;

- upon analysis of statistical data, performed to determine the specifics of the relationship of values and emotions in adolescents and young people, we find the presence of a significant ratio of varying valence (+/-) of medium and high intensity between most dominant values and emotions.

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