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# THE VALUE OF EDUCATION AND EDUCATIONAL VALUES OF UKRAINIAN HIGH SCHOOL STUDENTS: FACTOR DETERMINATION

## WARTOŚĆ WYKSZTAŁCENIA I POZIOM EDUKACJI UKRAIŃSKIEJ WŚRÓD UCZNIÓW SZKÓŁ ŚREDNICH: DETERMINACJA CZYNNIKÓW

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### Abstract:

The data analysis given in this article made it possible to find out that for high school students in Kharkiv, Odesa, and Cherkasy, the value of education is not terminal but rather instrumental, expressed in various instrumental values. First and foremost, it is the value of high intelligence and abilities. This value is shared the most by respondents from all three Ukrainian cities under study, who see it mainly as a means to achieve material well-being in the future, an opportunity to make a career both in Ukraine and abroad.

The hypotheses about correlations between the values of education and high intelligence, abilities with gender, parental education level, the feeling of going to school, and the overall schooling assessment were not confirmed for Kharkiv and Odesa high school students, leading to factor analysis.

It was concluded that high school students in the three cities have much in common in their value consciousness; the most crucial terminal values are the same. However, in choosing this value, high school students in Kharkiv and Odesa are guided by their other values (terminal ones), while Cherkasy students are guided by the conditions and circumstances of the external environment, namely the level of education of their parents and their experience at school. In addition, for Cherkasy high school students, their parents' desire for them to enter a higher education institution is significantly more important than for Kharkiv and Odesa students.

### Keywords:

sociology of youth, students, education, educational values, value

### Abstrakt:

Analiza danych zawartych w tym artykule pozwoliła stwierdzić, że dla uczniów szkół średnich w Charkowie, Odessie i Czerkasach edukacja nie jest wartością autoteliczną, ale raczej wartością instrumentalną, wyrażającą się w różnych aspektach. Przede wszystkim jest to dążenie do posiadania wysokiego poziomu inteligencji i nabycia specyficznych zdolności. Wartość tę podzielają najczęściej respondenci ze wszystkich trzech badanych miast Ukrainy, którzy postrzegają ją przede wszystkim jako środek do osiągnięcia w dorosłym życiu dobrobytu materialnego oraz szansę na karierę zarówno w Ukrainie, jak i za granicą. Hipotezy o powiązaniach jakości wykształcenia z wysoką inteligencją, płcią, poziomem wykształcenia rodziców, uczęszczaniem do szkoły i ogólną oceną szkolną nie potwierdziły się

w przypadku uczniów liceów w Charkowie i Odessie, co doprowadziło do przeprowadzenia analizy czynnikowej. Stwierdzono, że uczniowie szkół średnich w trzech miastach mają wiele wspólnego w wartościowaniu edukacji. Są też różnice. Wśród uczniów z Czerkas decydują o wartościowaniu edukacji czynniki środowiskowe. Jest to mianowicie poziom wykształcenia rodziców, opinie otoczenia o szkole oraz szkolne doświadczenia. Ponadto dla licealistów w Czerkasach znacznie ważniejsze niż w przypadku uczniów z Charkowa i Odessy jest spełnienie pragnienia rodziców, którzy oczekują że ich dzieci dostaną się na studia wyższe.

**Słowa kluczowe:** socjologia młodzieży, uczniowie, edukacja, wartości edukacyjne, wartość

## Introduction

The threats posed by the COVID-19 pandemic have led to significant changes in many areas of life, including education. Educational institutions have switched to a distance learning format, which has led to changes in students' practices and may have affected their value consciousness. It is essential to study education as a value in the context of how modern students view it, how important it is to them, what they expect from education as a social institution, what motivates them to enter higher education institutions, etc. The object of this work is high school students of Ukraine (from Kharkiv, Odesa, and Cherkasy); the subject is education as a value and educational values of high school students. The purpose is to determine the importance of the value of education and educational values for high school students in Kharkiv, Odesa and Cherkasy and to identify the factors that affect it.

The national survey of high school students in Ukraine "High School Student – 2021" will be analyzed to achieve the stated purpose. The survey was carried out at the initiative of the Sociological Association of Ukraine at the end of 2021. The study was conducted using a questionnaire survey in schools; number of respondents: Kharkiv – 475 students, Odesa – 353 students, Cherkasy – 300 students. The age of the respondents was 15–18 years. The type of sample was a regional quota sample. The confidence level is 95%. I participated in creating the questionnaire for this study and in the computer data processing. All statistical information presented below was obtained by me

in the process of analyzing the data set using the SPSS program.

In this article, I will use the secondary data analysis method, including such methods of statistical data analysis as univariate and bivariate distribution analysis and factor analysis.

## The concept of values in sociology

The concept of values is one of the most basic in sociology. Researchers have been studying values since the 19th century, and it remains relevant because the value consciousness of individuals is constantly changing. In a state of relative stability in society, values are less prone to transformation, while crisis situations and dramatic changes in social life lead to value shifts.

There are many definitions of the term "value." Different perspectives and angles of view on the concept of values lead to various understandings and interpretations. Thus, the American sociologist Franz Adler, having analyzed the definitions of value by different authors, distinguished four groups of definitions of this concept depending on the phenomena with which value is identified. The first group includes those definitions of the concept of "value," the main idea of which is that value is a kind of absolute, something independent, objective, and eternal. In the second group, F. Adler singled out the definitions that consider values as certain material or immaterial objects that can satisfy certain needs of an individual and are therefore valuable. The third group identified

by the scholar contains definitions that speak of the human nature of values, i.e., they originate from biological needs and the human mind. The fourth group includes those definitions of the concept of value that equate values with actions, verbal or non-verbal behavior, and they do not exist anywhere but in action (Adler, 1962). F. Adler says that values can be studied and cognized only by examining the actions of individuals, because, as the sociologist explains, any needs, interests, attitudes, desires, will, and norms – that is, the assessments of individuals or their associations – are expressed in actions. This means that it is in actions that we need to study values (Adler, 1962, p. 276).

Let us also refer to the definition of the concept of “value” proposed by the American social anthropologist Clyde Kluckhohn. He defines value as an explicit or implicit concept of what is desirable, which is characteristic of an individual or group and which influences the choice of available ways, means, and goals of action. The sociologist notes that the choice of action in a given situation is based on the biological, sociopsychological and sociocultural characteristics of an individual or group, as well as the state of the social environment in general (Kluckhohn, 1962).

A modern American sociologist, Neil Smelser, defines values as generally accepted beliefs about the goals to which a person should aspire. The scholar also emphasizes that values are the basis of interaction between people, as they contain certain norms, expectations, and standards that guide an individual in any interaction (Smelser, 1988).

## Typology of values

There are many typologies of values. In the context of this study, I will refer to the typology proposed by the Polish-American sociologist Milton Rokeach. He proposed to divide values into two groups: terminal and instrumental values. Terminal values are the main guidelines of a person,

his or her goals, ideals, and beliefs. Instrumental values are certain means for achieving an individual’s goals and ideals and are included in the set of his or her terminal values. M. Rokeach divides terminal values into personal and social, and instrumental values into moral and competence values. Examples of terminal values include happiness, well-being, harmony, pleasure, freedom, equality, respect, friendship, beauty, etc. Instrumental values are usually certain character traits and other personal traits, such as determination, perseverance, modesty, responsibility, conscientiousness, accuracy, self-confidence, education, tolerance, sociability, etc. (Rokeach, 1973).

## Modern studies of the values of Ukrainians

Localizing and actualizing the problem of studying values in modern Ukrainian society, it should be noted that today, when studying the values of Ukrainians, sociologists often compare them with European values and assess how close they are (Hordiichuk, 2019; Stanislavenko, 2021; Hrytsak, 2022; Stoykova, 2022), especially in view of their democratization (Riabecka, 2019; Pachkovskyy & Blikhar, 2018). In particular, it is noted that Ukrainians strive for closeness in terms of values with Europeans, but the Soviet heritage, with its value system, especially in the area of relations between citizens and the state, along with economic instability in the country, slows down this process. The democratization of Ukraine’s political system is hindered primarily by traditional corruption practices, nepotism (the circle of power of individuals holding key positions based on family or personal connections), and limited political participation. However, today, while defending the country from enemy invasion, Ukrainians are also fighting for the values of democracy. The war has also contributed to the development of civil society in Ukraine, bringing it closer to European values. When discussing the problem of

changing value orientations of Ukrainians from materialistic to postmaterialistic, scholars come to the conclusion that the most postmaterialistic values are becoming relevant among young people (Sokurianska & Svid, 2017; Chernysh & Boretska, 2021; Bataeva & Chumakova-Sierova, 2021). Although materialistic values, such as material well-being and economic independence, remain important for students, this is due to the difficult economic situation in the country.

In general, Ukrainians are committed to fundamental European values such as equality, freedom, hard work, and tolerance. However, the difficult financial situation and the threat posed by Russian military aggression lead Ukrainians to focus on materialistic values, such as material security, economic freedom, and physical safety. Consequently, Ukrainians' value orientations are in a transitional state between values related to survival and those related to self-realization.

In terms of studying the values of Ukrainian high school students, who are also the object of my research, the processes of formation and mechanisms of influence on civic (Vlasenko, 2019; Bogomolova, 2019) and family values (Honchar, 2022; Kanishevska & Shahrai, 2022) of high school students have recently been studied. There are also studies on ethnic factors of differences in their values (Shmygliuk, 2020), the formation of the value of health (Mikheieva, 2021), a general description of the value system of high school students (Vykhreshch & Smyla, 2019; Pinihina, 2020), etc.

In the context of studying high school students in education, their educational trajectories are researched (Schchudlo, 2017), (Tarasenkova & Lovyanova & Zheleznyak & Okuniev, 2017), as well as factors within and outside of education that influence the professional choice of high school students (Voronova & Vadyunik, 2017).

Also relevant is the problem of studying the brain drain process (Sokurianska, 2021; Bieliaieva, 2021), which is characteristic of modern Ukraine and even more urgent today in the context of war. Therefore, it is important to understand whether

education is valuable for modern high school students in general. It can be assumed that the more high school students generally value higher education, the more likely it is that some of them will stay in Ukraine and contribute to its development.

## Education in the framework of values issues

The distinction between the value of education and educational values is essential. The first one is a part of the general value structure of an individual. In contrast, the second one expresses the importance of certain aspects and opportunities that can be realized within the educational space, i.e., the institutionalized process of acquiring knowledge and skills (Bieliaieva, 2022).

When studying education from the perspective of the value approach, we can consider it both as a terminal and instrumental value. Thus, it is a terminal value if an individual considers education as a purpose in itself. In this case, we often talk about education not as a set of knowledge and skills but as incorporated capital. Education as an instrumental value is a value of competence and expresses the individual's desire to acquire certain knowledge and skills that he or she considers necessary and relevant. In this case, education is a tool, a value-means that a person considers as a condition for self-realization, achieving wealth, building a career, establishing certain social connections, etc.

Therefore, in the following, I will analyze the value of education for high school students, one of the social groups that is currently most involved in this area.

It is also important to mention some information about the Ukrainian school education system. Primary school consists of the first four years; secondary school is from the fifth to the ninth year of studying; high school is two years: the tenth and eleventh grades when the students are 15-18 years old (depending on the age when they started going

to school). Recently, a school reform has been carried out, and now school education implies twelve years of studying instead of eleven. However, these changes did not affect the respondents of the study, which I will rely on in this paper.

## The position of education among the terminal and instrumental values of Ukrainian high school students

In the context of studying students' values in the educational space, it is first necessary to determine whether education is a terminal value for modern high school students, i.e., a value-goal, or an instrumental value, i.e. a value-means. To clarify this aspect, I will turn to the following multiple-choice question from the above survey:

“Which of the following is most valuable to you?”. One of the alternative answers is education .”The question about instrumental values is presented in the survey in the following form: “What, in your opinion, is the most important thing for achieving success in life today?” (it was also a multiple-choice question). Among the answers to this question are the following values that may be considered educational: high intelligence, abilities, knowledge of foreign languages, good education, and digital competence.

So, I will analyze the value hierarchy of high school students in Kharkiv, Odesa, and Cherkasy (tab. 1).

Among the most important terminal values for high school students in Kharkiv are the following: health (58%); material well-being (57%); family (51%); friends (43%); the possibility of development, realization of one's abilities, talents (34%).

Table 1  
Terminal Values of Ukrainian High School Students by City, 2021

Value	City		
	Kharkiv	Odesa	Cherkasy
Active participation in social life	12.2	9.4	14.7
Mutual understanding with parents. the older generation	30.4	20.9	12.7
High official and social position	13.7	10.9	9.7
Friends	42.6	28.2	16.3
Involvement in the values of spiritual culture. literature. and art	9.6	5.9	6.7
Health	57.8	44.1	39.7
Benefits brought to society	8.1	5.3	7.0
Material well-being	56.5	50.6	50.3
The possibility of travel	23.8	14.1	12.7
The possibility of development. realization of one's abilities. talents	33.8	27.4	18.0
<b>Education</b>	<b>17.6</b>	<b>10.3</b>	<b>14.7</b>
Personal freedom. independence in judgments and actions	23.6	21.5	14.0
Personal peace. absence of worries. troubles	26.6	19.7	8.0
Good rest. interesting entertainment	18.4	10.3	9.3
Family	51.4	41.8	32.7
Good. kind relationships with others	17.3	8.8	9.7
Interesting. creative work. work „to one's liking”	28.7	30.3	20.3



The most important values for Odesa high school students are: material well-being (51%), health (44%), family (42%), interesting, creative work, work “to one’s liking” (30%), and friends (28%).

The following list of terminal values is typical for high school students in Cherkasy: material well-being (50%); health (40%); family (33%); interesting, creative work, work “to one’s liking” (20%); opportunity for development, realization of one’s abilities and talents (18%).

The value of education takes the 12th position (18%) among Kharkiv students, 11th (10%) among Odesa students, and 7th among Cherkasy students (although in percentage terms, it is even lower than among Kharkiv high school students – 15%).

Generally, the terminal values of high school students in the three cities are pretty similar, with health, family, and material well-being traditionally remaining the most important. However, it should be noted that even though the rank positions of values are similar, their fulfillment differs. For example, the value of family is the third most important for respondents from all cities, but in Kharkiv it is important for half of the high school students, in Odesa – for 42%, and in Cherkasy – only for 33%. To explain this, it is necessary to delve deeper into the study of the problem.

Now, we will look at the list of main instrumental values of high school students in Kharkiv, Odesa, and Cherkasy (fig. 1).

The most important instrumental values for high school students in Kharkiv are: high intelligence, abilities (34%), hard work, diligence (23%), digital competence (14%), willingness to take risks (12%), influential/wealthy relatives/parents (11%) and the ability to sometimes bend the law (11%).

Odesa high school students mostly adhere to the following instrumental values: high intelligence, abilities (62%), knowledge of foreign languages (46%), hard work, diligence (41%), willingness to take risks (36%) and ability to manage money (36%), honesty, decency, integrity (31%).

Cherkasy high school students consider the following instrumental values to be the most important: high intelligence, abilities (46%); good health (45%); knowledge of foreign languages (40%); good education (30%); ability to manage money (25%).

We can see that the instrumental values of high school students in the three cities differ more than the terminal values, which can be summarized by the conclusion that Kharkiv, Odesa, and Cherkasy high school students generally seek to achieve the same goals, but in different ways.

Interestingly, the share of instrumental values among respondents from Kharkiv is quite even, and no values are as prominent as those of high school students from Odesa. Such a value as high intelligence and abilities occupies the first position for representatives of both cities. However, it was chosen by 34% of respondents in Kharkiv and 62% in Odesa. It is important to note that this value, as well as knowledge of foreign languages and digital competence, is an educational value, and it dominates to varying degrees among the instrumental values of high school students in Kharkiv, Odesa, and Cherkasy. In addition, education (“good education”) is among the five most important instrumental values of high school students in Cherkasy.

From this, I can conclude that education is valuable for modern high school students in Kharkiv, Odesa, and Cherkasy, but not as a goal in itself, but as a means of achieving other goals, i.e., terminal values, among which, in particular, the value of material well-being prevails, which can be achieved with a high level of diversified education, according to high school students.

Using the analysis of bivariate distributions, we will see whether gender and the value of education, as well as the value of high intelligence and abilities, are correlated.

First, I will analyze the data from the Kharkiv dataset. Gender and the terminal value “education”: the chi-square is 0.046. This is a low number, and the value of education for boys and girls

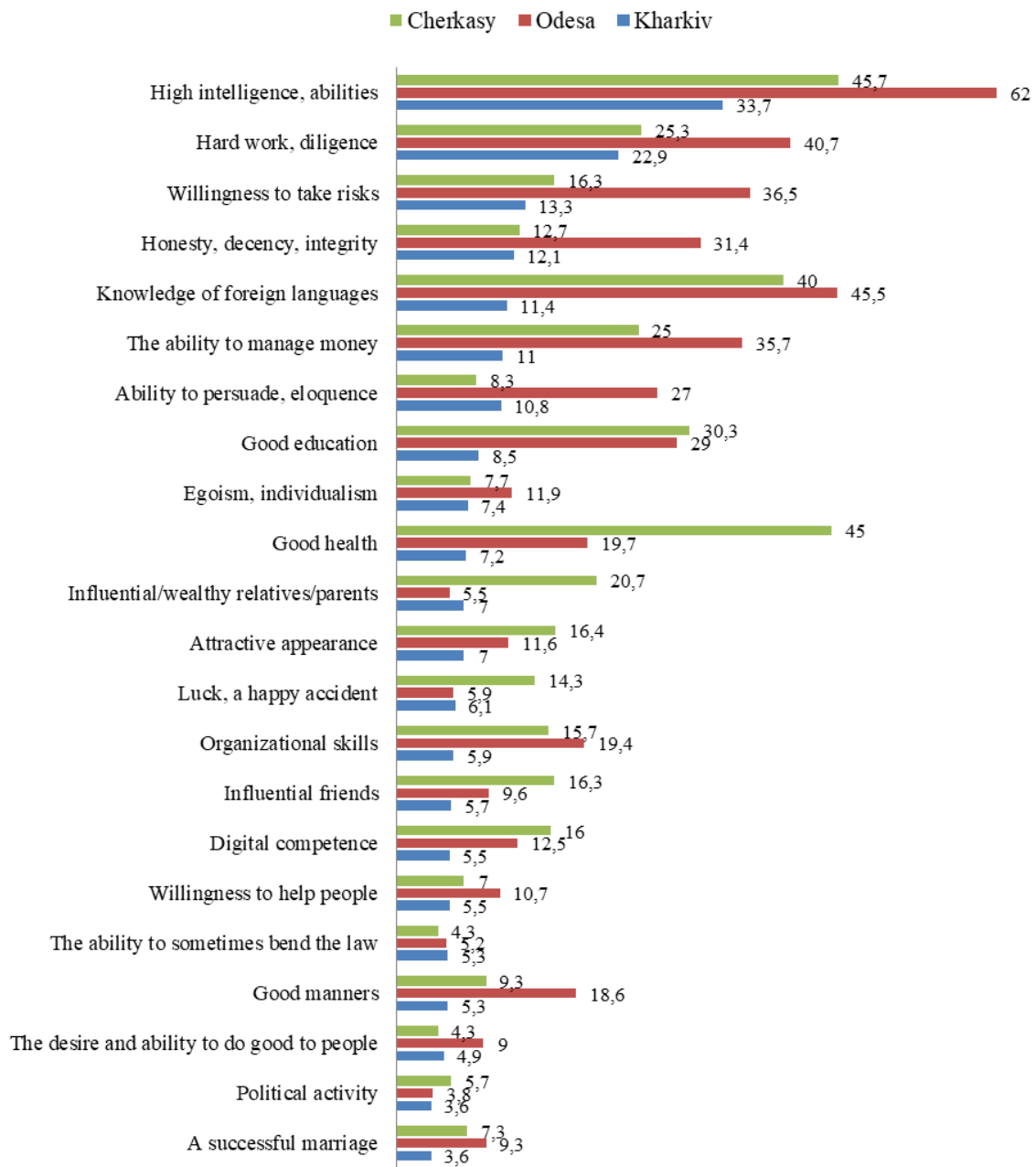


Figure 1. Instrumental Values of Ukrainian High School Students by City, 2021 (%)

is almost the same (17% and 18% compared to each other). Thus, there is no correlation between gender and the value of education.

Gender and the instrumental value “high intelligence, abilities.” The chi-square equals 15,359 (sig. = 0.000). This result is acceptable, so we can conclude that there is a connection between gender and the value of high intelligence and

abilities. Among girls, this alternative was chosen by 4.4% of the respondents, while among boys, it was chosen by 2.6%.

The same analysis for Odesa and Cherkasy showed no correlation between gender and the value of education. Unlike the data for Kharkiv, the data analysis for high school students in Odesa and Cherkasy showed no correlation between

gender and the choice of the instrumental value of high intelligence and abilities. It is almost equally important for both boys (66% in Odesa and 46% in Cherkasy) and girls (61% and 46%). This is what gives it such a high score in the overall rating of instrumental values.

The analysis of whether there is a correlation between the same values and the level of education of parents of high school students in Kharkiv and Odesa showed no correlation (chi-square values were also too low).

In the Odesa sample, a correlation was recorded between the value of education and the level of education of the father, but it is significant only at the 5% level, so we can ignore this fact.

The situation is somewhat different for high school students in Cherkasy. Correlations between the value of education and the level of education of both parents were recorded, and in the case of the value of high intelligence and abilities, there is a correlation with the level of education of the father only. Unlike the data for Odesa, this correlation is significant at the 1% level.

The correlation between the value of education and high intelligence and abilities and whether high school students like to study and how they usually attend school was not recorded for high school students in Kharkiv and Odesa. In contrast, these correlations were significant in Cherkasy. That is, the external school environment influences the value of education for Cherkasy high school students, while Kharkiv and Odesa respondents value education regardless of school circumstances and conditions.

When considering the motivations of high school students to obtain higher education, we noticed that the views of high school students are quite similar, especially in Kharkiv and Odesa. Respondents from all three cities consider education primarily as an opportunity to achieve material well-being and make a career, which is another proof that the value of education for today's students is instrumental. However, for almost a third (28%) of high school students in

Cherkasy, obtaining higher education is a parental wish. This alternative ranks 4th on the list of motivations of Cherkasy students, while for high school students in Kharkiv and Odesa, it is not so important (12% and 17%, 7th position in the list).

Therefore, given that the instrumental value of high intelligence and abilities, which belongs to educational values, is dominant for high school students in Kharkiv, Odesa, and Cherkasy, and my hypotheses about its correlation with other variables did not hold in the case of Kharkiv and Odesa high school students, we consider it necessary to conduct a factor analysis to determine the factors that influence high school students' orientation towards this particular value.

## Factor analysis of the value of high intelligence and abilities for high school students

For the factor analysis, I set up terminal values as possible factors that can determine the instrumental value of high intelligence and abilities for Ukrainian high school students. Since terminal values are goal values and instrumental values are means-values, it can be hypothesized that goals determine the means to achieve them.

First, a factor analysis of Odesa high school students' orientations towards the value of "high intelligence, abilities" was conducted (tab. 2). A KMO-test showed that it is possible to delve into such an analysis ( $KMO = 0.497$ ). I removed from the analysis those variables that participated the least in constructing the factor model (their value is less than 0.5). Another factor analysis followed this. The obtained factor model describes 69.46% of the sample. This means that the instrumental value "high intelligence, abilities" depends significantly – by almost 70% – on the remaining terminal values.

It can be seen that four factors have been formed. Based on their content, I can propose the following titles: 1 factor: socio-cultural factor;



Table 2

Factor Analysis of the Value of High Intelligence and Abilities for Odesa High School Students

	Matrix of rotated components <sup>a,b</sup>			
	Component			
	1	2	3	4
Friends		.791		
Benefits brought to society	.794			
Material well-being				
The possibility of development, realization of one's abilities, talents				.895
Education	.695			
Good, kind relationships with others		.660		
Interesting, creative work, work "to one's liking"			.913	

Selection method: Principal component analysis.

Rotation method: Varimax with Kaiser normalization.

a. The rotation converged in 5 iterations.

b. In the analysis phase, only those observations are used for which High intelligence, abilities = Yes.

2 factor: communicative factor; 3 factor: harmony factor; 4 factor: self-realization factor.

A similar factor analysis of the value "high intelligence, abilities" for Kharkiv high school students was also conducted (tab. 3). KMO criterion = 0.765, which indicates a high probability of finding latent variables. I also removed variables with a value less than 0.5. The obtained factor model describes 62.06%, i.e., more than half explains the importance of the value of "high intelligence, abilities" for Kharkiv high school students.

This factor model is more complex than the previous one to analyze. Five factors were obtained. The number of components that took part in the factor analysis is much larger than in the previous one, so it is more difficult to understand what combines them into factors.

The first factor combines the values of personal well-being; it can be called the factor of selfishness. Factor 2 can be called sociocultural. It is not easy to interpret and give a title to the third factor because it consists of two basic values: health and family. I tried to remove these variables from the analysis, but it destroyed the whole factor model,

and the other factors also became unclear. Moreover, these variables significantly take part in the formation of the factor model ("health" = 0.573, "family" = 0.632), so it is important to keep them included. I cannot come up with a certain decision on giving a title to this factor but let us call it the factor of traditionalism. Factor 4 can be called a factor of personal fulfillment. And the fifth factor consists of only one very significant value (0.902) — "friends". Thus, let it be called a friendship factor.

Conducting a factor analysis on the variable "high intelligence, abilities" for the Cherkasy sample does not make sense, because the KMO test result is too low (0.248), which means that there are no sufficient correlations between the variables (which in our case are terminal values) to conduct such an analysis.

Given that the results of the correlation analysis for the Cherkasy sample differ significantly from the results of the analysis of the data for Kharkiv and Odesa, I can conclude that, despite the fact that high school students in all three cities primarily share the value of high intelligence and abilities, the reasons for such value preferences

Table 3

Factor Analysis of the Value of High Intelligence and Abilities for Kharkiv High School Students

	Matrix of rotated components <sup>a,b</sup>				
	Component				
	1	2	3	4	5
Active participation in social life		.710			
High official and social position				.748	
Friends					.902
Involvement in the values of spiritual culture, literature, and art		.525		.517	
Health			.749		
Benefits brought to society		.791			
The possibility of travel	.623				
The possibility of development, realization of one's abilities, talents	.565				
Personal freedom, independence in judgments and actions	.718				
Personal peace, absence of worries, troubles	.762				
Good rest, interesting entertainment	.700				
Family			.774		
Interesting, creative work, work "to one's liking"				.659	

Selection method: Principal component analysis.

Rotation method: Varimax with Kaiser normalization.

a. The rotation converged in 5 iterations.

b. In the analysis phase, only those observations are used for which High intelligence, abilities = Yes.

are more similar for Kharkiv and Odesa students and are quite different from those of Cherkasy. Thus, in choosing the value of high intelligence and abilities, Kharkiv and Odesa high school students are guided by their other value preferences, while Cherkasy high school students are guided by the other factors, which include their parents' wishes and the level of parents' education, as well as their schooling experience (as it was mentioned above). In addition, for Cherkasy high school students, the experience of studying at school, satisfaction with studying and attending school play an important role, which are factors influencing the dominance of the value of high intelligence and abilities among them, which was not recorded for high school students in Kharkiv and Odesa.

## Conclusion

The study made it possible to determine the importance of the value of education and educational values for high school students in Kharkiv, Odesa, and Cherkasy as it was stated in its purpose. It was fixed that high school students in Kharkiv, Odesa, and Cherkasy perceive education not as a terminal value but rather as an instrumental one, encompassing various instrumental values. As a terminal value, education is not very important for the respondents, but the educational value "high intelligence, abilities" is the dominant instrumental value among high school students from all three cities.

First, I tried to check the hypotheses to achieve the second purpose of finding the factors that influence these values. Initially proposed hypotheses

concerning the correlations between education values, high intelligence, abilities, gender, parental education level, school experience, and overall schooling assessment were not substantiated among high school students in Kharkiv and Odesa. Consequently, factor analysis was conducted. Conversely, in the case of Cherkasy students, these hypotheses were confirmed, and factor analysis based on values was infeasible due to inadequate correlations between the selection of high intelligence and abilities as a value and other values among high school students in the city.

Thus, we can see that high school students in Kharkiv, Odesa, and Cherkasy share akin perspectives regarding their value perception. The most significant terminal values remain consistent among them, with education being viewed as an instrumental value. Moreover, high intelligence and abilities hold paramount importance for all students. However, when selecting this value, Kharkiv and Odesa students are guided by their other terminal values, while Cherkasy students are influenced by external factors, including parents' influence and schooling experience. The desire of Cherkasy high school students' parents for them to pursue higher education holds greater significance compared to the students in Kharkiv and Odesa, indicating a stronger reliance on parental opinions among Cherkasy students. However, it can be just a part of the explanation.

These findings lead us to the hypothesis that parenting styles differ depending on the region or a certain city in Ukraine, particularly in terms of values towards education. This could be one of the vectors for further research. In addition, we consider it perspective to carry out further studies of transformations in the value of education and educational values of modern Ukrainian high school students under the influence of the full-scale invasion of Ukraine by the Russian Federation on February 24, 2022, which could, in particular, lead to certain value shifts in the educational context as the war in the country contributes to the emergence of new problems and challenges.

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