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Luiz Gonzaga Lapa Junior

Post-Doctorate at UNESP, University of Brasília,
ORCID: 0000-0003-3488-947X
E-mail: lapalipe@gmail.com

Ada Raquel Teixeira Mourão

PhD in Psychology, Federal University of Piauí,
ORCID: 0000-0001-6022-7045
E-mail: adamourao@ufpi.edu.br

Marcela Pesci Peruzzo

Master in Education, University of Brasilia,
ORCID: 0000-0002-9315-7239
E-mail: marcelapesciperuzzo@gmail.com

Leticia Keroly Bezerra Alexandrino

Master in Psychology, University of Fortaleza,
ORCID: 0000-0002-0716-9429
E-mail: leticiakeroly.arquitetura@gmail.com

Lucineide Melo de Paulo Leão

Master in Psychology, University of Fortaleza,
LATTES: <http://lattes.cnpq.br/2975493240003228>
E-mail: lucineide_melo@yahoo.com.br

Libya Raquel Gomes Vicente Ribeiro

Master's student in Education, Management and
Technology, State University of Goiás,
ORCID: 0009-0000-3917-8275
E-mail: libia11314@outlook.com

Sonia Maria Escobar de Matos Ferreira

Master's student in Human and Social Sciences, Federal
University of Western Bahia,
ORCID: 0000-0001-7540-5203
E-mail: soniaescobarferreira@hotmail.com

MARIA EUGÊNIA MONTEIRO

Master in Education, University of Brasilia,
LATTES: <http://lattes.cnpq.br/8202055234840702>
E-mail: mariaeugeniamonteiro@gmail.com

Eliane de Jesus Araujo

Master's student in Management, Education and
Technology, State University of Goiás,
ORCID: 0000-0002-5075-9248
E-mail: elianejesusdearaujo@gmail.com

Edilene Ferreira de Sena

Master's Degree in Education and Teaching, State
University of Ceará,
ORCID: 0000-0001-9329-8835
E-mail: edilenesenauece@gmail.com

ABSTRACT

The Covid-19 pandemic has reverberated throughout the world's society. In the area of education, in particular, the closure of teaching centers and the abrupt online work has impacted on teachers' mental health, including changes in values. From this perspective, this study investigated the possible effects of Covid-19 on teachers' personal values. Values are abstract structures, associated with emotion, influencing choices and behaviors, representing conscious and desired personal goals, and can serve as criteria used by people in their decision-making. Using the quantitative research method through the application of an online questionnaire by Google Forms, the Values Scale validated by Luiz Lapa in 2019 was used as an instrument. The scale is an adaptation of social psychologist Shalom Schwartz's Refined Value Questionnaire (PVQ-R). Among other results, there are indications of an increase in the values of universalism, benevolence (values of Self-transcendence), safety and conformity (values of Conservation) and a decrease in the importance of the values of stimulation (values of Openness to change) and power (values of Self-promotion). Therefore, in this context, there are indications of changes in teachers' personal values due to Covid-19.

Keywords: Personal values, Teachers, Covid-19, Schwartz value theory.

1 INTRODUCTION

Several researches have contributed to the theme of human or personal values, as a contribution to studies in Education, Psychology, Sociology, Administration, among other areas of knowledge.

Values are abstract structures, associated with emotion, influencing choices and behaviors, representing conscious and desired personal goals, and can serve as criteria used by people in their decision-making (SCHWARTZ, 1992; 2005; 2012). They can be interpreted as a "referential system, a preferred, positive and desired human orientation or attitude towards objects, people or situations" (PATO, 2011, p. 296) as enduring beliefs about desirable goals that function as guiding principles in people's lives (SCHWARTZ, 1992; 2005).

However, even if the values are long-lasting, they can undergo significant changes in individuals (SCHWARTZ, 2006) throughout life, motivated by situations such as a diagnosis of health problems (BLEIDORN; SCHWABA; HOPWOOD, 2021), migration to other countries (LÖNNQVIST et al., 2012), terrorist attacks (VERKASALO; GOODWIN; BEZMENOVA, 2006), a military mission as in Afghanistan (SUNDBERG, 2016) or pandemic phenomena such as Covid-19 (MALTA et al., 2020; SANTOS et al., 2020).

The Covid-19 pandemic and the absence of a vaccine against this virus have provided a high number of infections of people around the world, including Brazil (MALTA et al., 2020). In Brazil, several preventive measures have been adopted by states and municipalities, such as the use of masks, hand washing and social restriction (GARCIA; DUARTE, 2020), in addition to the closure of commercial establishments, schools and universities (BARROS; POST; LAPA JUNIOR, 2022).

In the educational scenario, there is a crisis in the emotional health of students and teachers (KHLAIF et al., 2020) motivated by the abrupt change in the routine and daily life of these people. Studies point to the importance of mental health care for teachers during the Covid-19 pandemic (ALVES; LEE; PRECIOUS, 2021; TALIDONG; TOQUERO, 2020) and personal, or human, values in the midst of the pandemic (VECCHIONE, 2022).

Given this, the objective of the research was to investigate the personal values of public school teachers from different communities in the Northeast Region during the Covid-19 pandemic.

2 HUMAN VALUES

Values are abstract structures, associated with emotion, influencing choices and behaviors, representing conscious and desired personal goals (SCHWARTZ, 1992), and can serve as criteria used by people in their decision-making (SCHWARTZ, 2005).

For Schwartz (2005), thinking about values is thinking about what is important for each individual and, according to Nepomuceno (2007), from the theoretical perspective of Social Psychology, the root of values is motivational, enabling the understanding and prediction of human behavior. In this way, the values function as internal references that justify our choices and conducts,

being necessary to perceive them and unveil them, in the educational field, in students and teachers to transform this discovery into daily practice (MARQUES, 2012).

In this educational dimension and in the idea that it is possible to change and improve society, Serrano (2002) affirms that education in values is a complex task, full of risks and uncertainties, requiring adequate training. Therefore, the act of educating in human values aims to awaken the awareness of values as inheritance and conquest of the personality, awakening renewing visions of respect for others, being able to define the human being according to his values and his practice (SCHIFFER, 2008).

In the field of contemporary psychology, values were born from two sources: personality psychology, inspired by philosophy, and social psychology, closely linked to sociology (CIECIUCH; SCHWARTZ; Davidov, 2015).

In the history of values psychology, many theories have emerged. But three had a greater influence on empirical research, the first, Allport's theory of values (ALLPORT; VERNON, 1931), purported to be a psychology of personality. Later, Rokeach (1973) proposed a theory of values as a central aspect of personality useful for understanding individual and group differences in attitudes and behavior. More recently, Schwartz (1992) presented a theory of content and value structure that integrated earlier approaches and facilitated value research in many branches of psychology, including personality, social, political, intercultural, developmental, and positive psychology as in the disciplines related to education, sociology, law, and economics.

The Theory of Human Values of Shalom Schwartz is the focus of this research, because, currently, it has been considered by numerous scholars in the various areas of the Sciences. According to Pato (2004, p. 37), Schwartz's theory of human values "has been pointed out as the most prominent on values, being one of the most promising perspectives of Social and Transcultural Psychology, advancing in relation to other perspectives", in several countries.

3 SCHWARTZ'S HUMAN VALUES

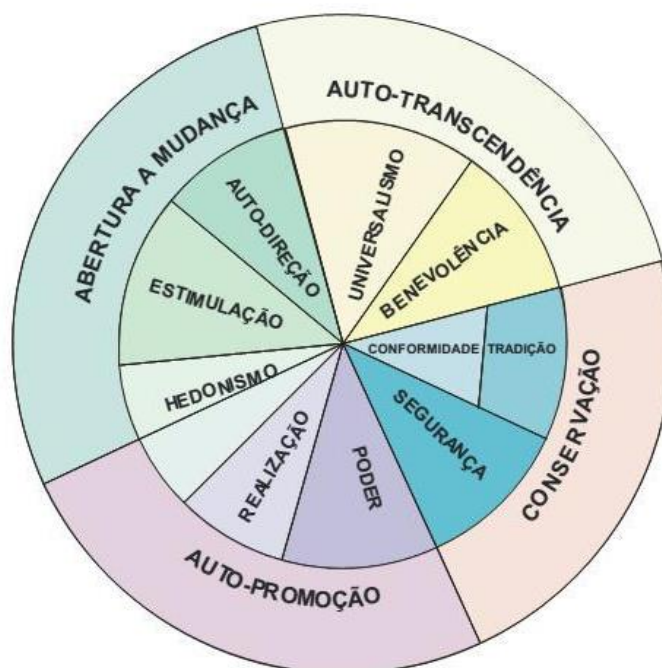
The present study proposes to investigate the values of teachers during the Covid-19 outbreak, an unprecedented event in recent history that has profoundly changed the daily lives of millions of people around the world (MALTA et al., 2020). In addition to the immediate effects on health, the pandemic has affected people's habits, their material and psychological conditions, the way they relate to others (SANTOS et al., 2020).

In this understanding, we adopted Schwartz's Theory of Human Values. The original theory (SCHWARTZ, 1992) identifies 10 values with different motivations: security, conformity, tradition, benevolence, universalism, self-direction, stimulation, hedonism, fulfillment and power. Values, also

called motivational types, are grouped into four higher-order dimensions: Self-transcendence, Conservation, Self-promotion, and Openness to change.

Schwartz's theory arranges the values in a circular structural model (Figure 1) that allows organizing the ten motivational values in a system of compatibilities and oppositions, placed on a *continuum of motivations*, with a two-dimensional structure composed of four important orientations that are accommodated in two major antagonistic and bipolar axes: (i) Openness to change in opposition to Conservation and (ii) Self-transcendence in opposition to Self-promotion.

Figura 1: Estrutura universal dos valores da Teoria de Schwartz (1994, p.24).



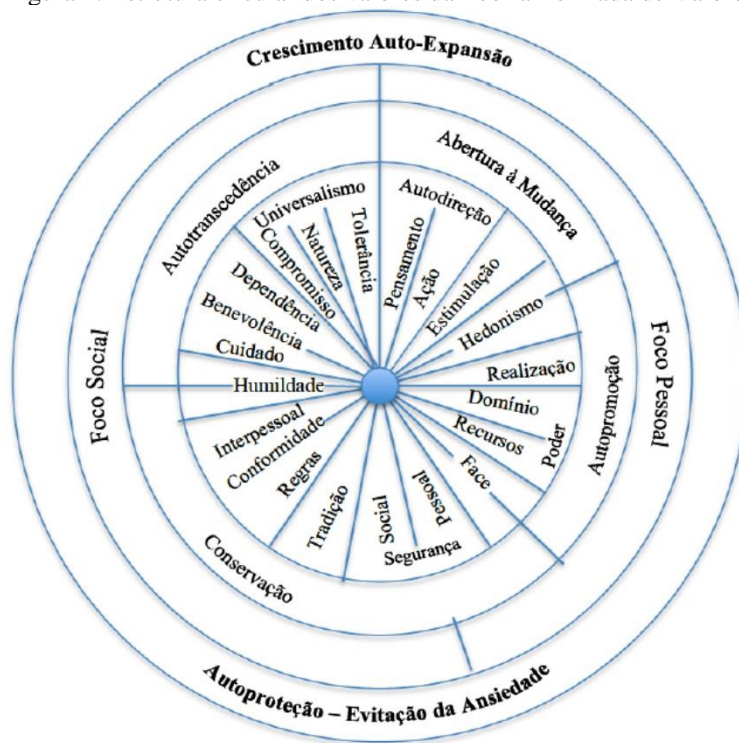
Source: SCHWARTZ (1994, p.24).

The values of 'Self-promotion' (achievement, power) promote success and dominance over others, those of 'Self-transcendence' (universalism, benevolence) foster the well-being of others, the values of 'Conservation' (conformity, tradition, security) emphasize self-restraint, preservation of the past, stability and predictability, while those of 'Openness to change' (self-direction, stimulation, hedonism) encourage autonomy and receptivity to change.

Subsequently, Schwartz *et al.* (2012) proposed the refinement of the ten motivational types, overcoming the view that the division of space between motivational types is arbitrary. As the motivational differences between the values must be understood as continuous, the revised theory proposes discrete values with greater universal heuristics, predictive power and a new division of the continuum between them (TORRES; SCHWARTZ; BIRTH, 2016). This current Refined Theory of Human Values proposes 19 motivational types: Self-direction of thought, and of Action; Stimulation;

Hedonism; Accomplishment; Power of Dominion, and over Resources; Personal and Social Security; Tradition; Compliance with Rules, and Interpersonal; Benevolence Dependence, Care, and Commitment; Universalism Nature, and Tolerance; Face; and Humility (SCHWARTZ *et al.*, 2012) (Figure 2).

Figura 2: Estrutura circular dos valores da Teoria Refinada de Valores



Source: TORRES; SCHWARTZ; BIRTH (2016, p. 343)

By the refined theory of human values, scholars have the option of using the 19 values or a combination of them and working out the original ten motivational types. The structure of the refined theory of values (Figure 2) is composed of three external circles that identify the conceptual bases of the proposal. In the first circle, the values bounded by the top half express self-expansion, being more likely to motivate people when they are free of anxiety; those bounded by the lower half are geared toward protecting the individual from anxiety and threat. In the second circle, the values on the right have a focus of personal concern with results for oneself; The values located on the left have a focus of social concern with the results for others or for organizational institutions. The third circle most to the center indicates the four antagonistic and bipolar dimensions: self-promotion *versus* self-transcendence, and openness to change *versus* conservation. Table 1 shows the 19 motivational types of the refined theory of human values and their respective motivational goals:

Table 1: The 19 Motivational Types of Schwartz's Refined Value Theory

Motivational types	Motivational goals
Self-Direction - Thinking	Freedom to cultivate one's own ideas and skills
Self-Direction - Action	Freedom to determine your own actions
Stimulation	Excitement, novelty and change
Hedonism	Sensual pleasure and gratification
Accomplishment	Success according to social norms
Power - Domain	Power through control over people
Power - Resources	Power through the control of material and social resources
Personal Security	Safety in the immediate environment
Social security	Security and stability in society at large
Tradition	Maintain and preserve family, or cultural religious traditions
Compliance - Rules	Compliance with formal rules, laws and obligations
Compliance - Interpersonal	Avoid disturbing or harming others
Benevolence - Dependence	Be a correct and trusted member of the group
Benevolence – Caution	Devotion to the well-being of group members
Universalism - Commitment	Commitment to equality, justice and protection of all people
Universalism - Nature	Preservation of the natural environment
Universalism - Tolerance	Acceptance and understanding of those who are different from oneself
Face	Security and power by maintaining their public image and avoiding humiliation
Humility	Acknowledging its insignificance in the larger scheme of things

Cast iron: SCHWARTZ *et al.* (2012, p. 664).

With the new adjustments, the Refined Theory of Human Values now has a greater accuracy of prediction and explanation for a set of attitudes and beliefs, in addition to indicating that values are good predictors of behaviors, only in the absence of strong norms. In this way, "it is a consensus among researchers that Schwartz's theoretical model is quite useful, particularly for the investigation of the relationship between values and behavior" (LAPA JÚNIOR, 2019, p. 24) or as in the present research, to address the question of whether and how the Covid-19 pandemic has affected teachers' values priorities.

4 METHODOLOGY

The *survey* survey took place in 2021, at the time of the Covid-19 pandemic, via an electronic form on *Google Forms*. It is based on the quantitative approach of descriptive exploratory method by presenting a numerical description of trends or opinions of a population, studying a sample of this population (CRESWELL, 2010).

Participants were 210 teachers from the public school system of the municipalities of the States of Bahia (schools located in the northwestern portion of the São Francisco Craton, far west of Bahia, regions with high altitudes and extensive mountains with plateaus) and Ceará (schools located in the microregion of Chorozinho, mesoregion of the North of Cearense).

As an instrument, we used the Human Values Scale (LAPA, 2019), an adaptation of the *Portrait Values Questionnaire–Refined* (PVQ-R) of Torres, Schwartz and Nascimento (2016) with 38 items

distributed in the four dimensions of Schwartz's Refined Theory of Human Values. The instrument has a five-point Likert scale where 1 = nothing important until 5 = extremely important. "Doing dangerous things that make my life exciting" and "Being a faithful friend and that everyone trusts me" are examples of items on the Human Values Scale (LAPA, 2019).

Data analysis was performed using the *statistical* software *Statistical Package for Social Sciences* – SPSS, version 23.

5 RESULTS AND DISCUSSION

The results indicate a predominance of females (N=154, 73.3%), most participants aged between 30 and 49 years (N=135, 64.3%) and with post-graduation (specialization) (N=106, 50.5%), as shown in Table 2.

Table 2: Descriptive statistics of the sociodemographic profile of teachers

Variable		Frequency	Percentage
Gender	Female	154	73,3
	Male	56	26,7
Age group	from 20 to 29	54	25,7
	from 30 to 39	73	34,8
	from 40 to 49	62	29,5
	from 50 to 60	21	10,0
Marital status	Single (a)	62	29,5
	married or stable union	135	64,3
	Requited (a)	8	3,8
	Separate (a)	2	1,0
	widower (a)	3	1,4
Religion	Catholic	159	75,7
	spiritist	2	1,0
	Evangelical	34	16,2
	other	15	7,1
Schooling	SUP COURSE. incomplete	13	6,2
	SUP COURSE. complete	76	36,2
	Post-graduation (specialization)	106	50,5
	Master's Degree (in progress)	6	2,9
	Masters	8	3,8
	doctorate	1	,5
Level of education that operates	Early childhood education	45	21,4
	Elementary School (early years)	54	25,7

	Elementary School (final years)	74	35,2
	Middle school	34	16,2
	Come on	3	1,4
Training	Languages and Codes	39	18,6
	Humanities and Social	29	13,8
	Natural Sciences	19	9,0
	Mathematics	20	9,5
	Pedagogy	96	45,7
	Other	7	3,3

Source: Research data.

To understand and interpret the results, the following codes were used for the four dimensions of the Value Theory: TA for Self-transcendence, CO for Conservation, AP for Self-Promotion and AM for Openness to change. Similarly, the corresponding acronyms for each of the 19 1st order values (or motivational types) of the Value Theory of Schwartz et al. (2012), shown in Table 1, follow.

Table 1: Acronyms of the 19 values (types motivational) by Schwartz (2012)

Universalism-tolerance	UNT
Universalism-nature	UNN
Universalism-commitment	UNC
Benevolence-dependence	BED
Benevolence-care	BEAK
Humility	HUM
Interpersonal Compliance	SEE
Rules Compliance	COLOUR
Tradition	BETWEEN
Social security	HIS
Personal safety	SEP
Face	I do
Resource power	BY
Dominance power	UNDER
Accomplishment	REA
Hedonism	HOT
Stimulation	EAST
Self-direction of action	OUCH
Self-direction of thought	AUP

Source: Research data.

By means of statistical means (M) and their respective standard deviations (SD), it is indicated that the dimension of Self-transcendence obtained predominant values, indicating that teachers accepted other people more as equals and were concerned with their well-being and that of others, as well as nature (Table 3).

A similar result was found in the longitudinal study conducted in Australia by Daniel et al. (2021), which examined the change in value before and during the pandemic (from 2017 to December

2020). The results showed that the values of Self-transcendence and Conservation increased in importance after the onset of the global COVID-19 crisis and decreased slightly at the end of 2020. The present research showed that the values of Self-transcendence and Conservation also obtained the highest averages. The findings allow us to infer that news about the pandemic, including the constant infections and deaths, has made people more sensitive and concerned about the well-being of others (SOUSA et al., 2021), since the prevention of contamination is a duty of all (SOARES et al., 2021).

Studies conducted in France during the first *lockdown of the* pandemic revealed that the values of the Conservation dimension were the highest, possibly driven by the traditional culture of its people, as well as safety by the spread of the disease (BONETTO et al., 2021). By several researches there are indications that the values of the dimension Self-transcendence are more perceived, following the present research.

Both the present research and that of Bonetto et al. (2021) demonstrated the values of the dimensions of Self-promotion and Openness to change with the lowest means (Table 3), showing that the values with individual focus are less present.

Table 3: Mean and SD of the HV dimensions in the subjects.

	Average (M)	Standard deviation (SD)
AT	4,42	0,48
CO	3,95	0,49
AP	2,83	0,48
On the	3,64	0,49

Source: survey data.

Table 4 shows the 19 values of the Refined Theory (SCHWARTZ et al., 2012) demonstrated by the teachers in descending order of mean and standard deviation. Among the values most present in teachers are those of the dimensions of self-transcendence and conservation, with the universalism-commitment value (UNC) being the strongest value detected, followed by the universalism-nature (UNN), benevolence-care (BEC) and personal safety (SEP) values.

During the Covid-19 pandemic, feelings of commitment to equality for access to vaccination and preventive behavior as protection of all people are justified in the values of universalism-commitment (UNC). Conservation and perceived threat during the outbreak were strongly related to compliance with movement restrictions and social distancing (safety-personal-SEP).

Comparing with studies prior to the Covid-19 pandemic (BARNI; DANIONI; BENEVENE, 2019) it is observed that teachers had high values of Openness to change (Self-direction of action-AUA, Self-direction of thought – AUP, stimulation – EST), as well as Self-promotion (power of resource – POR, power of mastery – POD, realization – REA) that were related to self-efficacy. Self-efficacy relates to teachers' beliefs in their ability to deal effectively with tasks, obligations and

challenges related to their professional activity. Plays a key role in influencing important academic outcomes (e.g., student achievement and motivation) and well-being in the workplace (BARNI; DANIONI; BENEVENE, 2019).

However, the pandemic has changed the well-being of teachers (BARROS; POST; LAPA, 2022) decreasing the importance of the values of Openness to Change and Self-Promotion and activating the values of Conservation (SEP, SES, COR). It is observed that the values of Self-promotion as power of domain (POD) and power of resources (POR) obtained the lowest averages, representing a value little present in this group. Historically, values of Self-transcendence are more present (COHEN, 2010; KARABACAK; KÜÇÜK; KÜÇÜK, 2019) in people, following the findings of this research.

Table 4: Means and SD of motivational types - teachers

Values	Average	Standard deviation	Values	Average	Standard deviation
UNC	4,58	0,57	AUP	3,80	0,71
UNN	4,56	0,62	SEE	3,72	0,86
BEAK	4,45	0,58	HOT	3,72	0,78
SEP	4,40	0,62	HUM	3,65	0,68
HIS	4,38	0,71	REA	3,54	0,75
UNT	4,27	0,71	BETWEEN	3,47	0,86
BED	4,22	0,71	EAST	2,81	0,65
OUCH	4,21	0,69	UNDER	2,05	0,79
COLOUR	4,06	0,70	BY	1,88	0,61
I do	3,85	0,93			

Research data.

6 COVID-19 AND VALUE ACTIVATION

The Covid-19 pandemic "is undeniably the most serious health crisis the world has known since the Great Flu of 1918" (BONETTO et al., 2021, p. 1). According to Choi et al. (2020), we are likely to have 'another pandemic': people's mental health crisis. With the pandemic, people became afraid (ASMUNDSON; TAYLOR, 2020), accompanied by anxiety, panic and depression (BAO et al., 2020), making them vulnerable to the manifestation of infection symptoms (STACHTEAS; STACHTEAS, 2020).

In the educational field, teachers were challenged to fulfill their activities in learning platforms (MEDAA; SLOGO, 2020), in "which only some teachers have skills with digital resources and ICTs" (CALDAS; SILVA; SAINTS, 2022, p. 3). The unexpected shift from traditional to online teaching (WANG; ZHAO, 2020) promoted differentiated levels of professional burnout (CHEN et al., 2020) without the necessary training (APERRIBAI et al., 2020).

The Covid-19 pandemic has mobilized millions of dollars in research to find a vaccine that would stop the spread and spread of the virus (JEYANATHAN et al., 2020) and an important amount

of research has focused on the psychological consequences of the recent health crisis (MODERSITZKI et al., 2020). In this period, dense studies on the Behavioral Immune System, which aims to monitor, detect and avoid physical contact with pathogens (SCHALLER; PARK, 2011), confirmed that the control of the advance of diseases is associated with social conservatism (adherence to norms and traditions) (VARNUM; Grossmann, 2016). This relationship may be linked to Schwartz Conservation values, in addition to people avoiding the risk of contagion and possibility of death, they have less Open to Change values (BOJANOWSKA et al., 2021).

In this context, there are indications of changes in values due to the Covid-19 pandemic. More precisely, an increase in the importance of universalism (UNC, UNN), benevolence (BEC, BED) (values linked to Self-Transcendence), safety (SEP, SES) and conformity (COR) (values linked to Conservation), followed by a decrease in stimulation (EST) (value linked to Openness to change) and power (POD, POR) (value linked to Self-Promotion).

According to Bonetto et al. (2021), relationships between threats and changes in personal values have also been observed in the context of other types of threats, such as the global financial crisis of 2008 (SORTHEIX et al., 2019), that is, beliefs in moments of danger and threat to people can lead to conservative attitudes and protection of themselves and others (DUCKITT; Fisher, 2003).

7 FINAL CONSIDERATIONS

The Covid-19 pandemic has made it possible to study whether adverse external factors influence what individuals consider important and valuable in life, namely values. In particular, changes in values can influence adherence (or not) to measures that pose a perceived threat, such as a deadly virus.

If values were initially theorized as stable, several contributions suggest that changes in values reflect external circumstances and important changes in specific contexts. The Covid-19 pandemic and lockdown restrictions implemented in many countries can be considered such threatening circumstances.

Consequently, investigating changes in values due to the Covid-19 outbreak in different cultural contexts and with different methods constitutes an additional test of predictions derived from the behavioral immune system and would allow for a better understanding of values in times of crisis. Such an understanding is essential to guide decisions about health-related behavioral and environmental constraints, not only during the Covid-19 pandemic, but also for future similar crises. In addition, it would contribute to a better understanding of the reactions of populations to a health crisis such as Covid-19.

It is proposed that further studies in this perspective can be carried out with groups of teachers to detect which values are still present and which were activated in this post-vaccination period.

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