

# DEVELOPING VALUES IN CADETS DURING EDUCATIONAL-PEDAGOGICAL PROCESS OF THE MILITARY ACADEMY\*

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Starting from the Rokeach's theoretical determination of values, the aim of this research was to examine the importance that cadets of the Military Academy attach to certain types of values, and to conduct a comparative analysis of cadets' (students') values and the values of professional members of the Serbian Armed Forces that were identified in 2004, 2012 and 2024. The research used a modified scale for value measuring - the SV-2024 scale, which consists of 42 items that respondents evaluated using a five-point Likert-type scale (from "1" to "5"). The reliability of instruments measured by Cronbach alpha coefficient is 0.906, and 0.912 by standardised alpha. The research was conducted on a representative sample of 169 second year cadets. Obtained information was processed in processes of descriptive and comparative analysis. Results of descriptive analysis showed that there were three degrees of value acceptance: the first (highest) degree (15 items) of value acceptance with 4.50 average and higher; the second (middle) degree (19 items) of value acceptance with average ranging from 4.00 to 4.49 and the third (lowest) degree (eight items) of value acceptance with 2.90 to 3.99 average. Moreover, the following values had the highest degree of value acceptance: family; honour; survival of the nation; justice; security of the country; intellect; courage; independence of the country; responsibility; pride; satisfaction; patriotism; self-esteem; people and faith in God. Comparative analysis of examined values conducted on the basis of research from 2004, 2012, and 2023 showed the values to which cadets attached more or less importance in different periods, and the values that persisted. Results of this research show that developing

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certain social values in cadets requires, among other, expanding educational content in the fields of general educational and general military knowledge by introducing the content on the geopolitical position of our country in the framework of modern geopolitical trends, and its strategic orientation towards military neutrality.

Key words: *Values, cadets, Military Academy, education, pedagogy.*

## Introduction

Value research has a long tradition, and it was often the subject of researchers' interest. Some authors believe that this notion is widely accepted in many fields of science such as philosophy, culture, anthropology, pedagogy, security and defence. The notion of "value" has a broad spectrum of different meanings and interpretations, and its unique and universally accepted definition still does not exist. According to Rokeach, an individual bases personal life decisions and behaviour on certain system of values, which is stable to a considerable degree (Rokeach, 1973). Moreover, most people evaluate similar values, although their preferences are distributed differently. Starting from that position, Rokeach suggested a set of values that can be divided in two categories: *terminal values* that define goals to which a man aspires throughout his life, while *instrumental values* define certain behaviours and views. On the basis of these assumptions, he developed his instrument the "Rokeach Value Scale" (RVS). A respondent is tasked to organise a list of values according to the parameter of their significance (Rokeach, 1973).

In the research conducted in our country by D. Pantić, values were defined as "relatively stable, general, and hierarchically organised characteristics of an individual (disposition), and group (elements of social awareness), generated through mutual action of historical, current-social, and individual elements, which, because of the desirability attached in such way, orient the behaviour of their subjects towards certain goals" (Pantić, 1981: 13).

## Previous Research into the Values of Cadets and Officers

In his research into the values of cadets of the Polish Airforce University, Polish author Kamil Dziwanowski analysed existing differences in the system of values of respondents in relation to the year of their studies. For the research that was conducted on the sample of 126 cadets, he used the Rokeach Value Survey in Polish adaptation by Brzozowski (Skala Wartości – SW, Brzozowski, 1996). The respondents were tasked to evaluate two lists of values on the basis of their significance: terminal and instrumental values. The results of descriptive analysis of evaluated *terminal values* of the total sample of respondents showed that they preferred the most *family security*, and then *mature love*, *wisdom*, *self-esteem*, and *national security*. The very bottom of the list of ranked values was taken by: *exciting life*, *equality*, *social recognition* and *the*

*world of beauty* (Dziwanowski, 2020:80-82). As regards the *instrumental values*, at the very top of the list were: *responsibility*, and then *honesty*, *ambition*, and *courage*. The last place in the hierarchy of values was occupied by: *cleanliness*, *cheerfulness*, *forgiveness*, and *obedience* (Ibid:86).

Unlike the previous research, American author Holland (Holland, 2014) used the Schwartz's theory of values and his revised instrument for value measurement (Holland, 2014). The goal of this project was to determine if the students of military education programmes (Reserve Officers Training Programme) preferred the same values as the students of non-military programmes at the Richmond University (USA). In the paper she uses Schwartz's inventory of values (SVI) which encompasses 58 values classified in 10 sets of values: Self-orientation, stimulation, hedonism, achievement, power, security, conformism, tradition, charity, and universalism (Ibid: 36-38). The primary set of variables was supplemented by 14 military values (Ibid: 40-42), so that this revised instrument consisted of 72 items in total. Military values consisted of: *loyalty*, *duty*, *respect*, *selfless service*, *service before personal needs*, *honour*, *integrity*, *individual courage*, *dedication*, *self-sacrifice*, *patriotism*, *nationality*, and *excellence in all actions*. The respondents were tasked to evaluate each value from -1 to 7. The research sample included 70 respondents of whom 42 were males and 28 females.

When those results were analysed separately for the students of military (ROTC) and non-military programmes, certain value preferences were identified for both groups. Thus, the highest values for ROTC students were: *honour*, *integrity*, *state*, *family security*, and *national security*, while civilian students preferred the most *family security*, *true friendship*, *performance*, *responsibility*, and *respect*. Complete results for 72 values, both for ROTC and civilians point to the fact that they support almost equivalent values with ROTC students preferring military values to a higher degree in comparison to their civilian colleagues (Ibid:51-52).

National authors, apart from carrying out numerous research into values and value orientations of the entire society, studied the said phenomena as well, including the specific military environment. Research into the system of values in cadets took an important place. One of the first research conducted regarding the values of Military Academy cadets of the Army was conducted in 1987 using the standardised scale of values (Pajević and associates., 1987). Research results showed that cadets preferred the most the following value orientations: *Collectivism*, *tolerance*, *leadership*, *orientation towards changes*, *"implicit pedagogy"*, *self-determination*, *social engagement*, *material orientation* and *desire for achievement* (Pajević and associates., 1987).

The next research into the values of Military Academy cadets was carried out by D. Pajević and associates in 2001 using the standardised instrument (IKSI-2000) that encompassed 35 values (Radovanović and Radulović, 2000). The respondents evaluated the importance of values on a five-point Likert-type scale. Research sample consisted of 49 Military Academy cadets of the Armed Forces of Serbia and Montenegro. Achieved results showed that the highest percentage of students accepted the following values: *freedom*, *family security*, *independence*, *honour*, *survival of the na-*

*tion, happiness, intellect, pride, patriotism, and self-esteem.* Contrary to that, the least percentage of accepted values refers to the following manifest variables: *exciting life, democracy, equality of people, world peace, obedience and complacency (Pajević and associates., 2004:126).*

Apart from the mentioned research, in 2006, J. Marček and D. Alargić analysed value orientation of professional and non-professional members of the Serbian Armed Forces in the conditions of armed forces reforms and transition of the state (Marček i Alargić, 2007). The research was carried out using the standardised value measuring scale (IKSI-2000) which consisted of 35 items of values and responses offered on a five-point Likert-type scale. Gross sample consisted of 1441 respondents, including 79 Military Academy students. As regards the Military Academy students, obtained results showed that they, to the largest degree accepted the following values: *freedom, honour, family security, intellect, survival of the nation, justice, security of the country, pride, people, happiness, patriotism, manliness, courage, state, and responsibility.* The lowest ranking evaluation was given to “complacency”, and the lowest degree of concordance among the respondents in terms of acceptance was in case of “democracy”.

In her paper titled “Characteristics of individuals as elements of the system of values of members of the Serbian Armed Forces”, D. Alargić published results of the research into values on the same sample of professional (947) and non-professional (494) members of the military. Obtained results show that the respondents awarded high evaluations to 20 manifest variables of values (out of 31), where the values with the highest average were: *family, justice, honour, education, security of the country, responsibility, and job satisfaction.* These are the values that relate to family and personal life, as well as social and professional values. On the other hand, the lowest degree of acceptance was for the following values: *faith in God, obedience, democratic social order, artistic creation, and exciting life.* However, these values also have above-average arithmetic means, so they can be considered highly accepted in the tested sample (Alargić, 2012: 299).

## Research Problem

Values play a very important role in the life of every man, especially professional servicemen, who should throughout their service be guided by their love for the fatherland, honour, and dignity. In everyday comportment “an individual evaluates and passes judgements, i.e. formulates different opinions of (dis)approval regarding phenomena and conducts according to a specific criterion, and assigns a place to them in the hierarchy of values” (Dziwanowski, 2020: 77).

According to Polish author Dziwanowski, the problem of “axiological aspects in the functioning of modern military makes a highly challenging, manifold, and rather complex field of study (Ibid: 74). In that regard, Gajda, another Polish author, points out that in the educational process it is important to shape the axiological attitude “which rests on the ability to choose between values based on the adopted system” (Gajda, 2013: 20). This opinion should be supplemented by Volker’s position that when shaping identity “military socialization establishes cognitive referents, such as images,

values, norms, that soldiers learn to invoke to guide their operational decisions and behaviour" (Volker, 2000: 178).

As regards the process of military education, Bera defines certain orientations that pose the real goals (attitudes) of a cadet's development and education: the first, patriotic and civic (love of homeland, thinking in terms of state and nation, accepting military values); second, professional and military (motivation to perform military service, identification with the army as an institution, with the assigned role and military environment); third, moral and combat (courage, bravery, solidarity, compliance with international humanitarian law), and fourth, discipline (understanding, conviction of rightness and compliance with the army rules and regulations) (Bera, 1999).

In our sample, the values that the respondents acquired before coming to the Military Academy, are developed during the military education, but they also gain new general values as well as those which are in literature often referred to as military values. The Military Academy carries out the following accredited programmes of study: in the field of humanistic social sciences: *Land Forces*, and in the field of technical-technological sciences: *Military Mechanical Engineering*, *Military Electronic Engineering*, *Military Aviation*, *Technological Engineering of Protection Materials*, *Military Transport Engineering*, and *Defence Economics*. The first two years of education are mostly dedicated to acquiring general and general military education, while in the third and fourth year, the cadets acquire professional-specialist knowledge by branches - services. Apart from the said knowledge, in the framework of the military educational process, the cadets acquire military skills through specific forms of practical knowledge (camping, ski training, motor vehicle driving, and other).

Throughout the four-year education, those educational determinants considerably influence the adoption of a specific kind of values. Besides mentioned determinants, numerous social elements have significant impact on the building of values in the cadets. One of those elements is the orientation of our country towards military neutrality, which directly correlates not only to the education and professional advancement in the military, but to future professional activity as well. Namely, the Republic of Serbia has opted for military neutrality, which is regulated by certain strategic documents. Starting from that viewpoint, and from other social and educational determinants, there was a need to review the values of Military Academy cadets to evaluate its military educational system and carry out possible corrections in the content of the programmes of study.

## Research Method

To assess the significance of values in Military Academy cadets, this research used the *modified instrument* of the Institute for sociological and criminal-investigation research from 2000 (IKSI-2000), which was construed on the basis of Rokeach's concept of values (Radovanović i Radulović, 2000). The reliability of instruments measured by Cronbach alpha coefficient (Standardised alpha) is 0.8938, and by standardised alpha coefficient, the value of 0.9028 is obtained (Pajević and associates, 2004: 125).

This instrument encompasses 35 notions of values, and it was used for the first time in its original form during the research into values in Military Academy students in 2001 (Pajević and associates, 2004). However, for the purpose of this research 34 notions were used from the original instrument (with the exception of the article "freedom"). Manifest variable "freedom" was left out from the original instrument (Radovanović i Radulović, 2000) because a new variable "freedom of choice" was introduced from Alargić's instrument (2012). Another eight notions from the standardised *Scale of Values of Members of the Serbian Armed Forces (SV-2008, Basara i Alargić, 2008)* were added to this list of notions of values which are characteristic for the current state of social relations and social values such as: freedom of choice, human rights, dedication, education, making efforts, economic progress, artistic creation, and environmental protection (Alargić, 2012: 92). Individual manifest variables of this instrument have high degrees of reliability (from 0.931 to 0.936) (the same: 104).

Such modified final scale of values consists of 42 items (manifest variables). These are: *family, honour, survival of the nation, justice, intellect, security of the country, courage, independence of the country, responsibility, pride, satisfaction, patriotism, self-esteem, people, faith in God, tradition, success in life, state, solidarity, enduring hardships, serenity, education, wisdom, dedication, happiness, philanthropy, order and discipline, chivalry, freedom of choice, making effort, human rights, prudence, obedience, economic progress, tolerance, equality, comfortable life, exciting life, world peace, democracy, environmental protection, and artistic creation (SV-2024).*

In the framework of the said instrument, the respondents were offered five modalities, responses by which they express the degree of value acceptance giving marks from 1 to 5, where one represents the acceptance of the offered value to the lowest degree, and five represents the acceptance to the highest degree ("very unimportant", "unimportant", "neutral", "important", and "very important"). The reliability of the scale of assessment of cadets' values (SV-2024) was analysed by means of Cronbach's alpha coefficient which was 0.906 and standardised alpha coefficient (Standardised alpha) which was 0.912. The reliability of certain value items ranged from 0.900 (VRED29) to 0.908 (VRED12).

Values of Military Academy cadets were analysed on the sample of 169 respondents attending the second year of education. These were cadets attending common education that lasts for two years during which they gained general educational and general military knowledge, and some professional-specialist knowledge to a certain degree.

## Research Results and Their Interpretation

By applying the said research instrument (SV-2024) results were obtained regarding the preference of 42 manifest variables of values in Military Academy cadets. The results of the cadets' value preference were shown by averages, standard deviation, and ranking of values preference.



*Descriptive analysis of the values in Military Academy cadets (2024)*

The preference of the values in Military Academy cadets can be tentatively divided in three levels: (the highest) level (15 items) encompasses the degree of value acceptance evaluated by 4.500 and higher; the second (middle) level (19 items) of value acceptance expressed by marks from 4.000 to 4.499, and the third (the lowest) level (8 items) which includes average marks from 2.900 to 3.999 (Table 1).

**Table 1.** *Primary statistical indicators of values in Military Academy cadets (SV-2024)*

No.	Values	Arithmetic average	Standard deviation	Rank
20.	Family	4.876	0.396	1
5.	Honour	4.787	0.478	2
10.	Survival of the nation	4.734	0.632	3
7.	Justice	4.692	0.607	4
16.	Security of the country	4.681	0.658	6
34.	Intellect	4.680	0.550	5
11.	Courage	4.669	0.605	7
2.	Independence of the country	4.651	0.750	8
22.	Responsibility	4.615	0.646	9
3.	Pride	4.604	0.701	10
33.	Satisfaction	4.598	0.630	11
12.	Patriotism	4.568	0.843	12
13.	Self-esteem	4.562	0.746	13
6.	People	4.556	0.778	14-15
17.	Faith in God	4.556	0.815	14-15
8.	Tradition	4.497	0.839	16
30.	Success in life	4.456	0.859	17-18
9.	State	4.456	0.899	17-18
35.	Solidarity	4.438	0.680	19
27.	Enduring hardships	4.408	0.694	20
13.	Serenity	4.396	0.861	21
39.	Education	4.391	0.795	22
15.	Wisdom	4.355	0.743	23-24
38.	Dedication	4.355	0.774	23-24
32.	Happiness	4.349	0.901	25
24.	Philanthropy	4.337	0.944	26
28.	Work and discipline	4.308	0.838	27
26.	Chivalry	4.302	0.905	28
1.	Freedom of choice	4.254	0.795	29
37.	Making effort	4.225	0.815	30
36.	Human rights	4.183	1.010	31
25.	Prudence	4.065	0.894	32-33
21.	Obedience	4.065	0.920	32-33
40.	Economic progress	4.053	0.965	34
23.	Tolerance	3.929	0.904	35
19.	Equality	3.852	1.004	36
12.	Comfortable life	3.799	0.973	37
31.	Exciting life	3.781	1.049	38
18.	World peace	3.657	1.069	39
29.	Democracy (order)	3.651	1.124	40
42.	Environmental protection	3.586	1.121	41
41.	Artistic creation	2.911	1.194	42

The first and the highest level of value acceptance consists of: *family, honour, survival of the nation, justice, security of the country, intellect, courage, independence of the country, responsibility, pride, satisfaction, patriotism, self-esteem, people and faith in God*. The second (middle) level consists of the following values: *tradition, success in life, state, solidarity, enduring hardships, serenity, education, wisdom, dedication, happiness, philanthropy, order and discipline, chivalry, freedom of choice, making effort, human rights, prudence, obedience, economic progress*. The third (lowest) level consists of the following values: *tolerance, equality, comfortable life, exciting life, world peace, democracy, environmental protection, and artistic creation*.

Observing arithmetic averages of the acceptance of certain values, one can notice that no less than 34 of 42 manifest variables of values record arithmetic average above 4.00, out of which even 15 values recoded the average above 4.50, which points to a high degree of acceptance of the analysed values. Moreover, the values with the greatest representation are social values (family, justice, survival of the nation, security of the country, independence of the country, patriotism), followed by moral ones (honour, pride, self-esteem), then personal ones (intellect, courage, responsibility, satisfaction) and some traditional values (people, and faith in God). In a broader sense, these values can be classified as personal and professional values taking into consideration the role of the military in every social system.

Obtained results show that the values with the lowest degree of acceptance are: economic progress, tolerance, equality, world peace, comfortable life, exciting life, democracy, environmental protection, and artistic creation. It can be observed that these are general values that are not closely linked to military profession, which is why they are evaluated with the lowest degree of acceptance. "Democracy" is among these variables, and relatively low acceptance degree of this value in cadet population can probably be explained by "the overemphasising of democracy in political race over last fifteen years or so, and poor political practice of continuously invoking it" (Alargić, 2012: 301).

When it comes to the degree of mutual congruence of value assessment among the respondents, standard deviation results (Table 1) show that the highest degree of congruence exists among the variables with the highest acceptance ranking, such as: *family, honour, intellect, courage, and justice*. Contrary to that, the least degree of congruence among the respondents was recorded in the evaluation of the following manifest variables: *artistic creation, democracy, environmental protection, world peace, comfortable life, exciting life, human rights, and equality*.

All in all, obtained results are in line with previous results of research into the values of cadets (students) of the Military Academy and professional members of the Serbian Armed Forces (Pajević i sar., 2004; Pajević i sar., 2005; Marček i Alargić, 2007; Marček i Alargić, 2008; Alargić, 2012; Alargić, 2015).



### *Comparative analysis of values in cadets (students) of the Military Academy*

Systems of values, as well as the degree of their acceptance, are characterised by their constancy, but they are not determined forever, and it is possible to change and develop them, by means of psychologically guided actions, in direction that is considered to be socially acceptable. Given that in our country systems of values have been changed and built in accordance with social changes, there was a need to get insight into the degree of constancy and possible changes of certain values by comparing the current research into values (2024) with the results of previous research into the values in cadets and professional servicemen conducted in 2004 and 2012. Those two pieces of research were conducted following the societal changes in our country after 2000 when fundamental societal changes took place in all segments of the society, including the armed forces. The reforms in the armed forces included the reduction in their strength, professionalisation, equipping with modern weapon systems and joining Euro Atlantic integration that started with joining the "Partnership for Peace" Programme. However, the existing system of values in our state and armed forces was primarily defined by the resolution of the National Assembly on military neutrality of our country passed in 2017.

Starting from the position that the modified Scale for value analysis (SV-2024) was generated out of 34 manifest variables of the *modified instrument* of the Institute for Sociological and Criminal Investigation Research of 2000 and eight variables from the *Scale of values in members of the Serbian Armed Forces* (SV-2008, Basara and Alargić, 2008), a comparative analysis of the obtained results in terms of values in cadets (students) in 2024 was carried out using the research results on the values in Military Academy cadets from 2004 and professional members of the Serbian Armed Forces from 2012.

As it has been mentioned, the values are not infinite and unchangeable, where some of them show constancy over a longer period of time, while others change faster or slower. The results of the comparative analysis expressed by average assessment values show a relative constancy (unchangeability) over the previous 20 years (2002, 2012, 2024) of the following values: *family security, honour, survival of the nation, pride, patriotism, self-esteem, justice, courage, people, tradition, order and discipline, education, and economic progress* (Table 2).

**Table 2.** Comparative analysis of values in cadets, students and members of The Serbian Armed Forces

Manifest variables of values		MA students (Pajević, Marček, Danić, 2004)		Professional members of SAF (Alargić, 2012)		MA cadets (Milošević, Stolić, 2024)	
		AV	Rank	AV	Rank	AV	Rank
1. Freedom		4.94	1				
2. Family security		4.81	2	4.88	1	4.88	1
3. Honour		4.80	3-4	4.71	3	4.79	2
4. Independence of the country		4.80	3-4	4.54	11	4.65	9
5. Survival of the nation		4.78	5			4.73	3
6. Happiness		4.77	6	4.57	9	4.35	25
7. Intellect		4.73	7			4.68	6-7
8. Pride		4.70	8			4.60	10-11
9. Patriotism		4.69	9	4.64	16	4.57	12
10. Self-esteem		4.68	10	4.69	4-5	4.56	13-15
11. Justice		4.66	11	4.76	2	4.69	4-5
12. Security of the country		4.64	12-14	4.69	4-5	4.68	6-7
13. Courage		4.64	12-14	4.53	12-14	4.67	8
14. Serenity		4.64	12-14			4.40	21
15. Success in life		4.62	15	4.53	12-14	4.46	17-18
16. People		4.60	16-17			4.56	13-15
17. Wisdom		4.60	16-17			4.36	23-24
18. Responsibility		4.56	18	4.59	8	4.62	9
19. (Job) Satisfaction		4.55	19	4.53	12-14	4.60	10-11
20. Manliness (Chivalry)		4.54	20-21			4.30	28
21. Tradition		4.54	20-21	4.52	15	4.50	16
22. Enduring hardships		4.53	22			4.41	20
23. Solidarity		4.37	23	4.37	23	4.44	19
24. State		4.36	24			4.46	17-18
25. Faith in God		4.30	25	4.13	27	4.56	13-15
26. Prudence		4.28	26	4.30	25	4.07	31-32
27. Work and discipline		4.22	27			4.31	27
28. Philanthropy		4.20	28	4.40	19-20	4.34	26
29. Comfortable life		4.16	29	4.44	17	3.80	35
30. Exciting life		4.11	30	3.81	31	3.78	36
31. Democracy (order)		4.05	31	3.86	29	3.65	38
32. Equality		3.98	32			3.85	34
33. World peace		3.84	33	4.36	24	3.66	37
34. Obedience		3.82	34	4.04	28	4.07	31-32
35. Complacency		3.48	35				
36. Freedom of choice				4.40	19-20	4.25	29
37. Tolerance				4.41	18	3.93	33
38. Education				4.62	6	4.39	22
39. Human rights				4.61	7	4.18	30
40. Economic progress				4.55	10	4.36	23-24
41. Dedication to work				4.38	21-22	4.69	4-5
42. Making effort				4.29	26	4.05	32
43. Artistic creation				3.81	30	2.91	40
44. Environmental protection				4.38	21-22	3.59	39
		35 items		31 items		42 items	

The second category of values consists of those which, over the time and according to cadets' assessment have gained in significance: *responsibility, (job) satisfaction, solidarity, state, faith in God, philanthropy, obedience, human rights, dedication to work, making effort, artistic creation, and environmental protection.*

The third category includes those values, which according to cadets' evaluation, are less significant than in previous research, those being: *independence of the country, happiness, intellect, serenity, success in life, wisdom, manliness (chivalry), enduring hardships, prudence, comfortable life, exciting life, democracy, equality, world peace, freedom of choice, and tolerance*. Despite the fact that, in this research, the value "independence of the country" was accepted to a high degree (AV=4.65), the comparative analysis showed that it was slightly lower than in the research conducted in 2004 (AV=4.80), but it was higher than in professional members of the Serbian Armed Forces in the research conducted in 2012 (AV=4.54).

Viewed generally, results of this research have shown that the educational-pedagogic process in the Military Academy influences quite favourably the acquisition of primary social and military values in cadets. As regards the *general-educational* knowledge of the cadets, they are acquired through the following general-education subjects: Sociology, Political system, Management basics, Organisation basics, Economy basics, Military psychology with andragogy, and foreign language. *General military knowledge*, thus the military values of the cadets, are adopted through the content of the following subjects: Command basics, Tactics, Military history, Military law and international humanitarian law, Morale of the troops and international humanitarian law, and Communication skill. Variables of values that have been accepted in this research to a lower degree in comparison to previous pieces of research should be the subject of a possible correction of the content of the programmes of study in the field of general education and general military knowledge that would offered to the cadets knowledge about the geopolitical position of our country in the context of modern geopolitical trends in the world, and especially about its military neutrality as strategic orientation.

## Conclusion

Relying on Rokeach's theory of values (Rokeach, 1973), and on standardised instruments for value measurement (Radanović i Radulović, 2000 i Alargić, 2012) with a view to conducting research into the values in Military Academy cadets, a modified instrument was construed to measure values consisting of 42 items. It has a high level of reliability, both at the level of items and the level of the overall instrument. Research results show that almost all evaluated values have a high degree of acceptance where 34 out of 42 values record arithmetic average above 4.00, out of which even 15 items scored above 4.50. Moreover, the values with the greatest representation are social values (*family, justice, survival of the nation, security of the country, independence of the country, patriotism*), followed by moral ones (*honour, pride, self-esteem*), then personal ones (*intellect, courage, responsibility, satisfaction*) and some traditional values (*people, and faith in God*). Values with the lowest degree of acceptance are: economic progress, tolerance, equality, world peace, comfortable life, exciting life, democracy, environmental protection, and artistic creation. It can be observed that these are general values that are not closely linked to military profession.

The comparative analysis results showed that the values with the greatest constancy over the last 20 years are the following values of cadets (students): family

security, honour, survival of the nation, pride, patriotism, self-esteem, justice, courage, people, tradition, order and discipline, economic progress, and education. The second category with a higher degree of acceptance consists of the following values: responsibility, (job) satisfaction, solidarity, state, faith in God, philanthropy, obedience, human rights, dedication to work, making effort, artistic creation, and environmental protection. Lower degree of importance is attached to the following values: independence of the country, happiness, intellect, serenity, success in life, wisdom, manliness (chivalry), enduring hardships, prudence, comfortable life, exciting life, democracy, equality, world peace, freedom of choice, and tolerance. The obtained results coincided with the expectations that the cadets would attach the greatest significance to social values such as: family security, and patriotic orientation. As regards the less accepted values in the set of social values, the results of this research point to the necessity to offer to cadets appropriate knowledge in the field of geopolitics, security and defence through the educational content of general education subjects.

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## Summary

Value research has a very long tradition. It has long been the subject of interest both in society and in the military, given that it is determined by numerous social changes. Considering its importance, there are numerous definitions of this term, as well as theories of value (Allport, 1955, Rokeach, 1973; Schwartz, 1994, etc.). Relying primarily on Rokeach's theory, the study of the values of the cadets (cadets, students) of the Military Academy begins in our armed forces (Pajević et al., 1987; Pajević et al., 2004; Marček and Alargić, 2007; Alargić, 2012). Starting from the point of view that since the last research on the values in cadets there has been a reform of certain segments of society, including the armed forces, the aim of this research was to examine the importance that the cadets of the Military Academy attach to certain types of values, and to conduct a comparative analysis of the values in the cadets (students) and professional members of the Serbian Armed Forces that were identified in 2004,

2012 and 2024. The research used a modified scale for value measuring with a high degree of reliability - the SV-2024 scale, which consists of 42 items and answers on a five-point Likert-type scale (from "1" to "5"). The examination was carried out on a representative sample of 169 second year cadets using a descriptive and comparative analysis of the obtained values in relation to the values in students of the Military Academy from 2004 and professional members of the Army from 2012. Results of the descriptive analysis showed that there were three degrees of value acceptance: the first (highest) level (15 items), the acceptance of values expressed by arithmetic average is 4.50 and above; the second (middle) level (19 items), with values from 4.00 to 4.49 and the third (lowest) level (eight items), with values from 2.90 to 3.99. Moreover, the following values had the highest degree of value acceptance: family; honour; survival of the nation; justice; country security; intellect; courage; independence of the country; responsibility; pride; satisfaction; patriotism; self-esteem; people and faith in God. The third (lowest) level of acceptance includes, among others, the following values: comfortable life; exciting life; world peace; democracy; environmental protection and artistic creativity. A comparative analysis of the three values tests showed which values showed their constancy, as well as those to which the cadets attached higher or lower degree of importance in the last test. The obtained results indicate that over the past 20 years, the following values in cadets (students) have remained the most stable: family security; honour; survival of the nation; pride; patriotism; self-esteem; justice; courage; the people; tradition, order and discipline, economic progress and education. The obtained results are in line with expectations that cadets attach the greatest importance to social values, such as family security and patriotic orientation.

Key words: *Values, cadets, Military Academy, education, pedagogy.*

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