

THE STUDENTS' VALUES ACQUIRED AT SCHOOL

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Abstract

The trends of introducing and securing quality in education have imposed the need for emphasizing the values that the students acquire at school. We have decided to look this subject closely because students have always been the most obvious indicator for the teacher's success, the parents' success and the school's achievement as a whole. That is why we have started the research about the values which direct the students towards proper functioning and development of their personality.

The future of our society depends on the student's values, acquired during their schooling. The lessons values in the educational process should be adequately adopted and nurtured. The children have a tremendous power of observing and their feelings are deeply rooted. They always observe their parents and teachers, who are a source of inspiration. Moreover, young people represent a great value to our society, and it is needed a lot of attention and encouragement for further met cognition. Therefore, the most important thing for students is to begin the process of acquiring values from an early age, which would be a solid foundation for their further development and living.

Keywords: *education, quality, students, teacher, values.*

JEL Classification: I21

Introduction

The concept of value can be defined as knowledges and beliefs accepted for a community or its common good. Values are expressed in the form of attitudes considered desirable and right in the everyday life. Studying and acquiring values originally begins in the family, and then continues in the educational institutions. The core values of the students, which are acquired in the first place, are appropriate values taken over from their parents, and later on the ones that the educational system offers in schools. If there is a lack of consistency between the values students learned in school and the family, then conflicts occur, and these situations cause personality disorders (Yaşaroğlu, 2016).

The schools provide the students with knowledge and values acquisition via activities and the relation established between the teacher and the students. Once acquired, the values become the most durable part of the students' personality and consequently – the culture, therefore, significantly resistant to changes. This durability is a result of the common accordance between education and culture. They support and encourage each other. The general values influence the way people talk, cooperate and make decisions.

The goal of this research is to list the positive values that can guide the students towards proper functioning and development of their personality. Through activities for emphasizing what is the most important in their life (eg.: health, happiness, love) students learn about identity as a feeling of their own. By understanding the notion of identity and acceptance, students adopt many values through the process of socialization throughout their life.

Approach to the research problem

In the past years, the trends of introducing and acquiring quality have been more prevalent. As main factors that influence the educational quality, we can mention the following: the curricula, the resources, the teachers' education, the teaching methods, the tools, the planning, the grading and the evaluation. Knowledge gained in school is only one goal of education. The primary goals of education should be enabling students to gain knowledge and moral values. Children will need both in preparing themselves to be good parents and citizens in society. (Kuehn, 2019)

The foundation of education is value-based and has an approach to values-driven teaching. It thus creates a stable learning environment that enhances student achievement and develops the social and relational skills of lifelong learners. The positive environment and the classroom atmosphere, in general, are achieved through the adoption of positive values, modelled by the subjects in the educational process. It frees teachers and students from the stress of confrontational relationships, which frees up considerable time for learning. Acquiring values provides students social capacity, equipping them with social connections and skills, intelligence, and attitudes to function successfully at school and throughout life (Watson, 2019).

The moral character of a person represents an assessment of his/her stable moral qualities. The concept may imply various attributes, including the existence or lack of virtues, such as empathy, courage, fortitude, honesty and loyalty, or good behaviour or habits. Moral character primarily refers to a set of qualities, which are the starting point in terms of differentiating one person from another (Homiak, 2008).

In this research, we have decided to look over the students' values, because they have always been a measure for the success of teachers, parents and school as a whole.

The general values that the students should acquire in order to become active, informed, responsible and successful people in a democratic society are the following:

- **Honesty:** to be honest and loyal constantly;
- **Successful in the work:** Striving for the highest personal achievement in all aspects of schooling and individual acts and in community work and lifelong learning;
- **Respect;** To have respect for themselves and the others, to have respect for authority, to accept diversity in society, the right of others and to hold different or opposing views;

- **Responsibility:** To be responsible for their actions and the actions of others and the environment.
- **Collaboration:** To work with others to achieve common goals, to offer support and to the peaceful settlement of disputes.
- **Participation:** To be a proactive and productive individual and group member and to contribute to it.
- **Care:** To show concern for his well-being of others, involved with others and act with compassion;
- **Righteousness:** To follow the principles of justice and opposing prejudice, dishonesty and injustice;
- **Feeling for democracy:** to adopt and promote the rights, freedoms and responsibilities.

Defining the research subject and basic concepts

One of the subjects of this research is the consideration of the values of the students from ninth grade (14 years of age) from the primary schools in Bitola, Republic of North Macedonia. The issue addressed is complexed and covers opinions and actions of the teachers and students. In terms of the students' value, the following scales of assessment have been provided for students and teachers.

These instruments will help us to find out if the students have learned the bonton, the good expression, if they are curious, how much do they know about the children's rights, how do they take care for their personal hygiene and health, does the teacher nurish them to help the others, how to behave out of the school etc.

Values represent the concept that determines the meaning of the human activities, and describes what is desirable and ideal towards what people of a particular culture aspire. "The value orientation of a person is a complex of principles that arrange and direct human aspirations and thoughts." (Hills, 2002)

The universal values that students should acquire in order to become active, informed, responsible and successful people in a democratic society are the following:

Honesty. It is an aspect of moral character that combines positive and virtuous attributes with personality. It includes integrity, truthfulness, directness, but at the same time, it is about the absence of lying, cheating, theft, etc. Honesty also implies personality traits, such as confidentiality, loyalty, honesty, etc. Honesty is the highest level of quality of human beings'. It is a true commitment between behaviors and relationships with other people. (Sharma, 2016)

Success at work- is the aspiration to achieve the greatest personal success in all aspects of schooling, individual and community action, work and life-long learning for each individual. Successful students know how to focus on their responsibilities and how to learn in general, when it matters, and they can also take breaks when they need. They are capable of managing their time independently and wisely, adhering to meaningful teaching plans, and making the most of their time in the classroom. In that process, successful students know how to have fun and want to gain as much knowledge as they enjoy getting solid grades. (Staff, 2019)

The main aspects that have a great importance in students' achieving success in school performance are the following:

- To give the teaching and learning processes the top priority;
- To develop a habit of appreciating both one's own time and somebody else's, and learn that they always have to be punctual;

- To work honestly, genuinely, without any plagiarism, manipulation and scams;
- to be always focused on the work they are required to do;
- to not compare themselves with anyone else; successful students do not care and are not occupied with what someone else does, because they know that in the end, all that matters is their own success.
- to be committed to their step-by-step progress on a daily basis;
- to be interested in the material they are learning and working on, and to use their passion for knowledge to help them improve. (Staff, 2019)

Respect. It means a feeling or show the honor for someone or something. (Corp, 2018) Receiving respect from others is important because it helps us feel safe. Being respected, throughout life, we know how to respect the others. Respect, as a value, is nothing but a sign of acceptance, even in the case of diversity or disagreement and it can be present in building relationships, in every aspect of people's lives, builds a sense of trust, security and well-being. (Helpline, 2019) Showing respect for someone is not only expressed in words but also in the way people behave. There are various ways to show respect, but we will list the following:

showing gratitude to someone for their help or support; complimenting the achievements of others; being sincere with the others; respecting our promises; offering unselfish help; respecting the others abilities, etc.

Responsibility- Students should always be aware that they are part of the learning community. Each person is responsible for taking ownership of the steps and activities in a way that values building safe and positive classrooms. Student responsibility fosters their learning and assists them in their achievements. It has a key impact on their maturing and taking on bigger responsibilities later in life. It is included in many everyday phrases, such as: there is a responsibility, takes responsibility, responds responsibly and has responsibilities. There is also a brief definition of responsibility: *Being responsible means doing the things that are expected to be done and accepting the consequences (results) of the procedures.* In this context, being responsible means being confident, keeping promises, and meeting expected commitments. However, responsibility is not just about something that needs to be done. There are situations when something does not need to be done, and to be responsible. Responsibility also implies a way of behaving. To accept the consequences of what we say and do also means developing one's own potential. (Colleen Doyle Bryant, 2011)

Responsibility, as a matter of principle, needs to be studied from a young age. It should be practiced, not only by students, but also by adults (parents, teachers) in order to be accepted as an essential condition for life success in all fields. In the Civic Education program in primary education, in the intended concepts of study, the concept of Responsibility has been elaborated precisely. In this context, the main goal is students' understanding of the contents, their preparation for their application in everyday life, as well as upgrading their knowledge. Through various exercises and activities, students identify examples of responsibility and irresponsibility, learn important sources of responsibility, as well as, what they receive for fulfilment and what they receive for non-fulfillment of responsibility. They learn how they can independently decide whether they want a new responsible etc. (Kochoska, 2007)

Here, we also want to add that one of the important things in terms of student responsibility is conservation and protection of nature and the environment. Students

also acquire this value during their education. They learn that natural resources are aspects we depend on, so we have the full responsibility for them and need to preserve each ecosystem.

Collaboration. As a value, it does not mean anything else, but an incentive for students to perceive each other's help as a goal they should strive for and to see the others as potential collaborators. Collaboration should be chosen as often as a powerful tool and alternative to competition and individual work. Collaboration as a value is important in the student's work with the others within closer and extended family, with friends and neighbors, during work and in life in general. It helps students learn how to socialize with a wide variety of people. Collaboration makes student activities much more attractive and interesting.

The key moment for the success of collaborative learning is the classroom atmosphere. For the successful realization of the cooperation, the students should feel comfortable working with their classmates. It further leads to a willingness and determination to share ideas, ask questions, discuss a variety of topics, to make arrangements, to decide jointly, etc. (Jacobs, 2002)

Collaboration as a value helps students to achieve better learning outcomes; building positive relationships with classmates-, which is very important in creating a learning community that values diversity; assists in providing experiences through which students develop learning and social skills. (Development, 2017)

Participation. One of the important values that a student should possess is participation in school-related activities. In this way, the foundation is built for his further participation in various areas of life and different fields of interest.

Student involve can be interpreted differently depending on the context and therefore it is difficult to accept a single definition. It can relate to different concepts, such as: democracy, participation and engagement in different activities during the class; participation in teaching methods and inclusion; participation in extracurricular activities; participation in activities in the local community, cooperation between teachers and students, as well as to improve the quality of teaching. (University, 2017)

Student participation is actually an assessment of a student's performance in a course beyond their grades. Topics that can be assessed in student participation are: engaging in class discussions, engaging in various activities (individual or group), engaging in the online discussion, engaging in various research, projects, etc.

Care. Taking care of something or of someone represents the feeling of providing security to someone or something, acting as a caregiver. It means unselfish fundraising and all the things necessary to ensure one's well-being, protect the weak, or provide other opportunities. In order to feel the need for care and attention to someone, above all, the person should have empathy. Empathy is very important as a value that a student should possess. It is a key part of trying to be a responsible and helpful member of the community at school and elsewhere.

Empathy is an opportunity to see life from one's perspective, in order to understand what a person feels. Humans are essentially self-centred beings, but the fact that man is a social being who lives, works and struggles for survival in the community changes his view of many things in life. With the fact that his life is in the community, he becomes capable of compassion. (Zlatić, 2018)

As a characteristic, it may be the most well-liked human trait. It is the basis of all behaviors that we associate with "goodness" and is the source of compassion, altruism, sacrifice and mercy. (Granić, 2016) To have empathy, first of all there must be

an approach to consider other people's opportunities and conditions that we need to take care of and to appreciate them. Children naturally possess empathy, but they cannot develop it on their own. Therefore, it is essential to have the opportunity to feel it, to see and hear it from adults and to practice it, and thus to maintain and enhance that sense of care and empathy for others.

Studies show that when students have empathy, it is manifested through:

- greater engagement in the classroom;
- higher learning achievement and success;
- better communication skills;
- reduced levels of aggression, threats and insults;
- positive relationships with others (College, 2018).

When we talk about a student's caring for something, we can freely mention that it also applies to the nature and the whole environment. It is not just about the classroom and the school, but also outside of them, in the home and the wider environment. It is a value that the student learns from a young age in order to be a responsible and caring citizen in the future.

Righteousness- It is defined as "the quality of being morally correct and justifiable. (Lexico, 2019) Acquiring these values is gained in everyday work and practicing with students through various activities. In this way students learn:

- to be consistent and honest, confidential and responsible;
- to be kind and responsible in dealing with others;
- to be committed to social justice opposing prejudice, injustice and dishonesty;
- to be able to make fair decisions, avoiding discrimination on the grounds of sex, race, religion and culture;
- to apply and promote dignified behaviour by avoiding disturbing behaviour, bullying or intimidating others;
- to maintain a good relationship with: classmates, parents, guardians, and teachers;
- to cooperate with the subjects in order to achieve common goals;
- to maintain and develop work habits and practices;
- to behave in a way that promotes their personal development and development in education. (Training, 2009).

In the Civic Education program in primary education (in the intended concepts of study) the concept of Justice and Righteousness has been elaborated precisely. The main goal is students' understanding of the contents, their preparation for their application in everyday life (through various exercises and activities), as well as upgrading their knowledge. (Kochoska, 2007)

Activities designed to teach students righteousness, help them to get acquainted with the three types of Justice and Righteousness in more detail:

- **distributive justice** (students learn to identify things they share at home, at school and in the community, as well as ways to distribute them fairly);
- **corrective justice** (students more specifically learn the terms *offence* and *injury*, and they learn the procedure, by taking steps, for a fair answer, and using them in such situations);
- **procedural justice** (students learn the importance of using fair procedures in gathering information and making decisions. Through specific exercises, students learn to assess, take and defend a problem-related attitude, as well as fairways of getting information and decision making) (Kochoska, 2007).

Feeling for democracy-The underlying assumption for the learning of democracy is that education increases students' ability to act and realize their rights with knowledge, success and responsibility. Learning about democracy helps students to increase their ability to make sensible decisions independently, that is, to learn how to think, not what to think. Schools, families and the wider community shape the lives of citizens in society. They create modalities that will either enhance or reduce their ability to act in democracy and live their lives in line with democratic ideals. Therefore, careful and purposeful training of students in the knowledge and skills they need to function in a democracy as adults, teachers and parents shape democratic society and the future. In order to be active participants in democracy and to appreciate its values, students must experience democracy in school, develop skills and build attitudes, they need to act as effective citizens in a democratic society. (Kochoska, 2007)

In order to achieve this goal, of particular importance is the teacher-student relationship, the opportunities for student progress, the influence of the teacher on student achievement, the factors that influence student success, and so on. The student is a visitor of the school ' a living person with its own features, characteristics, activities, a subject who in the educational process should play an active role, to put in motion its potentials and strengths, because that is the only way for its development'. (Recnik, 1967)

In order to retain the values that students have acquired over the educational process, a continual enhancement is necessary. This enhancement should come as personal feeling of necessity in the first place. However, teachers are the ones who play a huge role both in the improving of the values and knowledge acquired at school and in the society.

Students' needs

The school, in order to be an effective place where students' values are studied, applied and emphasized, needs of the students themselves should be respected. Among them, the following are the most crucial:

- a feeling of being appreciated;
- a sense of security and clarity about what is expected of them;
- a feeling of being valued;
- balance of activities- active/passive; quiet/conversation; communication/ thinking; learned skills/research work;
- assistance in building and developing relationships;
- a sense of developing self-awareness and knowledge of the outside world;
- having creative experiences, including external research and internal thinking;
- full involvement in the education process. (School, 2019)

Teachers as an example with their own behaviour

In order to try to meet the needs of students, teachers should always strive to be consistent in their own behaviour as well as in their expectations of students. The visibility and measurability of the values they have when it comes to the classroom and its students are as follows:

- valuation to all students equally;
- show great patience and careful listening to students;
- focus on and highlighting the positive sides of students;

- facing reality and unselfishly helping students to cope with the difficult problems that arise in education and in life in general;
 - disapproval, exclusively of bad behaviour, and never the student as a person;
 - spending more time with students;
 - mutual support;
 - silent talk by the teacher and avoiding shouting;
 - existence of a good sense of humor;
 - communicate with parents to ensure that school values are valued and shared.
- (School, 2019)

Goal and tasks of the research

The goal of this research was finding data about the values that the students acquire at school, through the students' and teachers' opinions.

Hypotheses

On the basis of our observations and experiences in the pedagogical research, we have decided upon the 4 hypotheses of our paper work:

1. Students actively participate in school events and in the local community.
2. The teachers constantly tell the students how important it is to keep and protect nature and the living environment.
3. The attitudes of the teachers and the students differ according to the students' contribution to keeping nature and the living environment safe.
4. The students and the teachers agree that the students are responsible for their health.

Methods, techniques and instruments of the research

The survey was conducted from February to March 2018. 120 ninth grade students (14 years of age) and 30 teachers in two urban primary schools in Bitola, Republic of North Macedonia were included.

The research was conducted with specially designed instruments for teachers and students to obtain data on the values students acquire at school. For the research were used the following research techniques and instruments:

1. Analysis of the pedagogical documentation
2. Checklists
3. Scales of assessment

Processing of the research results

The data from this research were quantitative and qualitatively processed. The questionnaire was specifically designed with a three - degree assertion accuracy scale: 1- incorrect, 2- partially correct, and 3 - correct.

We calculated frequency, percentage and arithmetic mean. In the interest of the space in the paper, in the tables based on the calculated frequency we only put the percentage data of the statements.

Analysis and interpretation of the results

Table No. 1 *Results from the students' opinions about their acquired values*

Incorrect	Partly correct	Correct	Affirmation/ statement	Mean
1,47%	22,54%	75,49%	1. I know the rules when I work in group	2,74
4,41%	34,31%	60,29%	2. I respect the behaviour rules of the school	2,56
4,41%	37,25%	56,86%	3. I respect the others opinion	2,53
3,92%	37,74%	58,33%	4. I respect the others needs	2,54
6,37%	31,86%	60,78%	5. I analyze mine and others' ideas when working in pair or in a group	2,54
7,35%	25,98%	66,17%	6. I respect the different cultures and tradition	2,59
3,43%	48,03%	47,54%	7. By my actions I take care of the nature and living environment	2,44
3,43%	15,68%	80,39%	8. I know that I am responsible for my health	2,77
4,41%	52,45%	41,66%	9. I can recognize and point out my capabilities and the capabilities of the other people	2,37
10,29%	41,13%	46,07%	10. I am aware of the Declaration on the rights and responsibilities of the child	2,35
17,64%	44,11%	36,27%	11. I actively participate in the school activities as well as in the activities of the local community	2,19

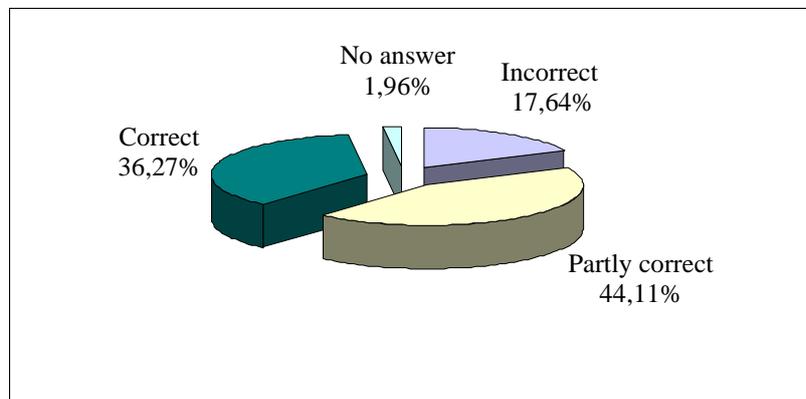
Source: Developed by authors based on the research in April 2018

Interpretation of the students' opinions

75,49% of the students, know the rules of the work in pair or group, 60,78% of them during the work in group analyze their ideas as well as the ideas of the others, their suggestions and solutions. The data in the table show that about 2/3 of the students respect the rules for proper behavior in the school, less than 2/3 respect the others culture and tradition, 58,33% of them the others needs without endangering the others and 56,86% of the students respect the opinions of the others.

About the statement 'With my actions, I keep the nature and living environment' the students' opinions are divided. 47,54 have answered "yes" and 48,03% are not sure if they contribute enough. 80,39% of the students are responsible for their own health. This statement has the highest arithmetic mean (2,77). Less than 1/3 of the students actively participate in the school activities and imply in the local community. The rest of the students rarely do that. From these results, we can conclude that the first hypothesis is rejected. (Figure No. 1)

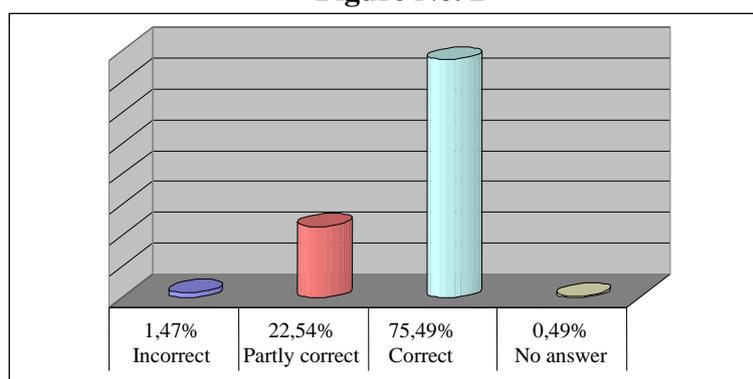
Figure No. 1



Source: Developed by authors based on the research in April 2018

The students' opinions are divided about the ninth and tenth statement (Statement 9 - I can recognize and point out my capabilities and the capabilities of the other people; Statement 10 - I am aware of the Declaration on the rights and responsibilities of the child) 41,66% of the students can recognize and point out their capabilities and the capabilities of the others, and most of them or 52,45% are not sure about that. Similar is the opinion of the students about the tenth statement. 46,07% of them are aware of the Declaration on the rights and responsibilities of the child and 41,13% have answered partially true.

Figure No. 2



Source: Developed by authors based on the research in April 2018

From the analysis of the data in Table No. 1 we can conclude that most of the students have acquired values in the school. They respect the rules for good behavior in the school, and the others opinions, they satisfy their needs without endangering the others and respect their culture and the culture of the other people. 75,49% of the students are well aware of the rules for pair and group work. (Figure No. 2)

Interpretation of the teachers' opinions

Table No. 2 Results from the teachers' opinions about the students' acquired values

Incorrect	Partly correct	Correct	Affirmation/ statement	True arithmetic mean
0,00%	17,5%	75%	1. I teach students to respect the opinions of the others	2,81
0,00%	15%	77,5%	2. I encourage students to satisfy their needs without endangering the others' ones	2,83
2,5%	15%	75%	3. I encourage students to develop their critical thinking	2,78
2,5%	10%	80%	4. I direct students to respect the rules of behavior when doing a task in group or in pair	2,83
0,00%	20%	72,5%	5. I teach students to respect the tradition and the culture of other people	2,78
2,5%	35%	55%	6. I direct my students towards knowing their own capabilities and the capabilities of the others	2,56
5%	32,5%	55%	7. I introduce the actions that break the children's rights to my	2,54

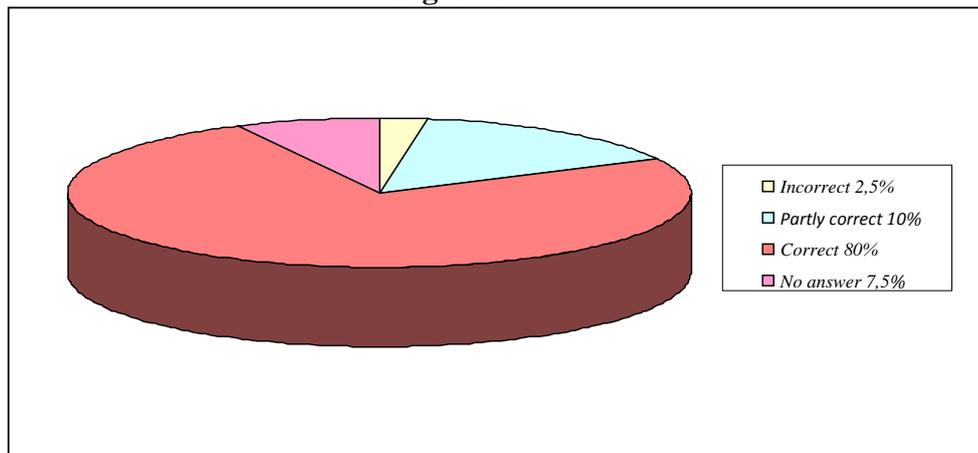
			students	
0,00%	27,5%	65%	8. I encourage my students to take care of each other especially when it comes to ethnical, racial and religious prejudices	2,70
0,00%	10%	82,5%	9. I teach my students that it is very important to keep the nature and the living environment	2,89
0,00%	15%	77,5%	10. I teach my students that it is very important to take care of their personal hygiene and health	2,83
0,00%	40%	52,5%	11. I encourage my students to participate in school activities and to involle in the local community actions	2,56

Source: Developed by authors based on the research in April 2018

Interpretation of the teachers' opinions

From the analysis of the data from Table No. 2 we can conclude that the teachers have higher (positive) opinion about the most of the statements from the table. They agree that the students respect the opinions of the others (statement No.1), that they develop their critical thinking (statement No. 3). They satisfy their needs without endangering the needs of the others (statement No. 2). The most of the questioned teachers (82,5%) teach the students about the importance of keeping and protecting the nature and the living environment (statement No. 9), 80% of them teach the students to behave properly when working in a pair or group (statement No. 4). (Figure No. 3)

Figure No. 3



Source: Developed by authors based on the research in April 2018

The statement 'I teach the students to respect the tradition and the culture of its people and the other people and countries' (statement No. 5) have been supported by 72,5% of the teachers. More than that or 77,5% tell the students that taking care of personal hygiene and health is very important (statement No. 10)

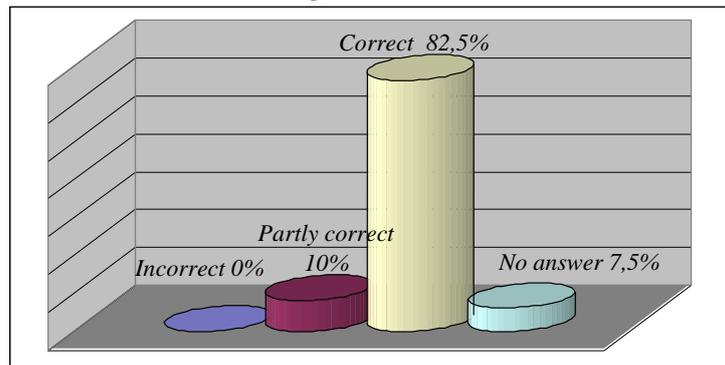
The lowest results in this table have the sixth, the seventh and the eleventh statement. 55% of the teachers direct the students towards knowing their own capabilities and the capabilities of the others and they introduce the students with the actions that break the children's rights. A smaller number of teachers encourage the students to participate in the activities at the school and in the local community.

From the results from table 2 we can conclude that the teachers think that their students acquire high values at the school. They are taught to respect the opinions of the

others, to satisfy their needs without endangering the needs of the others, they learn to develop critical thinking, to respect the culture of its people and the other people's cultures, to take care of the personal hygiene and their health.

The highest arithmetic mean of 2,67 and the highest percentage of teachers (82,5) for the ninth statement the second hypothesis have been confirmed: The teachers teach the students about the importance of keeping and protecting the nature and the living environment'. (Figure No. 4)

Figure No. 4



Source: Developed by authors based on the research in April 2018

Comparative analysis of the students' and teachers' opinions

From the analysis of the data about the statement: 'The students know the rules when working in a pair or a group' have been received very indicative results. The most of the teachers (80%) and students (75,49%) agree that that is very important and correct. The correctness of this statement has been confirmed by the high arithmetical mean among both groups of respondents. For teachers, it is 2,83 and for the students 2,74. (Table No. 3)

Table No. 3 Comparative analysis of the students' and teachers' opinions about the statement "The students know the rules when working in a pair or a group"

"The students know the rules when working in a pair or a group"								
	Important				Correct			
	Not important	Important	Very important	&	Incorrect/ Not present	Partly correct/ Present	Correct / Fully present	&
Students	1,96%	25,49%	70,09%	2,69	1,47%	22,54%	75,49%	2,74
Teachers	2,5%	10%	85%	2,84	2,5%	10%	80%	2,83

Source: Developed by authors based on the research in April 2018

From the data from table 4 we can see that most of the teachers (75%) share the opinion that the students respect the opinions of the others, even though this number among the students is lower- most of them agree with the teachers. From the table, we can see that more than 1/3 of the students are not sure about this statement. From the teachers' answers, we get very high arithmetic mean (2,81) (Table No. 4)

Table No. 4 Comparative analysis of the students' and teachers' opinions about the statement "The students respect the opinions of the others"

"The students respect the opinions of the others "								
	Important				Correct			
	Not important	Important	Very important	&	Incorrect/ Not present	Partly correct/ Present	Correct/ Fully present	&
Students	2,94%	28,43%	67,64%	2,65	4,41%	37,25%	56,86%	2,53
Teachers	0%	20%	77,5%	2,79	0%	17,5%	75%	2,81

Source: Developed by authors based on the research in April 2018

Most of the teachers and the students have answered under three (very important and correct) about the statement that ‘The students satisfy their needs without endangering the needs of the others’. About this statement, more students (37,74%) are not sure that the students satisfy their needs without endangering the needs of the others and they have answered under two (partially correct/present) Also very interesting are the considerations about the arithmetic mean among the teachers. As about the other statements here we also get high arithmetic mean of 2,83. (Table No. 5)

Table No. 5 Comparative analysis of the students’ and teachers’ opinions about the statement “The students satisfy their needs without endangering the needs of the others“

"The students satisfy their needs without endangering the needs of the others“								
	Important				Correct			
	Not important	Important	Very important	&	Incorrect/ Not present	Partly correct/ Present	Correct/ Fully present	&
Students	1,96%	29,90%	65,68%	2,65	3,92%	37,74%	58,33%	2,54
Teachers	0%	17,5%	80%	2,82	0%	15%	77,5%	2,83

Source: Developed by authors based on the research in April 2018

To the statement: ‘The students respect the tradition and the culture of its people and the other people and countries’ the most of the teachers and the students have answered that it is correct and very important. In this table, we can see that certain number of the students (25,98%) and teachers (20%) think that that statement is partially correct. Among both, the teachers and the students the arithmetic mean is high. (Table No. 6)

Table No. 6 Comparative analysis of the students’ and teachers’ opinions about the statement “The students respect the tradition and the culture of other people“

"The students respect the tradition and the culture of other people "								
	Important				Correct			
	Not important	Important	Very important	&	Incorrect/ Not present	Partly correct/ Present	Correct/ Fully present	&
Students	2,94%	21,56%	72,54%	2,71	7,35%	25,98%	66,17%	2,59
Teachers	0%	12,5%	85%	2,87	0%	20%	72,5%	2,78

Source: Developed by authors based on the research in April 2018

About the statement: ‘The students with their actions contribute to keeping the nature and the living environment’ both, the teachers and the students agree that that is very important but the number of students who think that is correct/present is 48,03% but the teachers are sure that the students are taking care for the nature and the living environment. If we compare the arithmetic means we would conclude that they disagree about this statement. The arithmetic mean among the students is 2,44 and among the teachers 2,89. According to that, we can conclude that the third hypothesis is confirmed: ‘The students’ opinions differ from the teachers’ opinions in relation to whether the students with their actions contribute to keeping the nature and the living environment.’ (Table No. 7)

Table No. 7 Comparative analysis of the students’ and teachers’ opinions about the statement “The students with their actions contribute to keeping the nature and the living environment“

“The students with their actions contribute to keeping the nature and the living environment“								
	Important				Correct			
	Not important	Important	Very important	&	Incorrect/ Not present	Partly correct/ Present	Correct/ Fully present	&
Students	1,96%	27,45%	69,11%	2,68	3,43%	48,03%	47,54%	2,44
Teachers	0%	10%	87,5%	2,89	0%	10%	82,5%	2,89

Source: Developed by authors based on the research in April 2018

About this statement, we got very indicative results. According to the opinion of 80,39% of the students and 77,5% of the teachers, the students are responsible for their health. That is proven also by the high arithmetic mean among the students (2,77) and among the teachers (2,83) According to that we can conclude that about this statement the students and the teachers agree which confirms the fourth hypothesis. (Table No. 8)

Table No. 8 Comparative analysis of the students’ and teachers’ opinions about the statement “The students are responsible for their health“

“The students are responsible for their health“								
	Important				Correct			
	Not important	Important	Very important	&	Incorrect/ Not present	Partly correct/ Present	Correct/ Fully present	&
Students	1,47%	7,84%	88,72%	2,89	3,43%	15,68%	80,39%	2,77
Teachers	0%	15%	82,5%	2,84	0%	15%	77,5%	2,83

Source: Developed by authors based on the research in April 2018

About the statement ‘The students can recognize and point out their abilities and the abilities of the others’ the opinions are divided. Most of the students think that the statement is partially correct/present. The arithmetic mean is lower or 2,37. 55% of the

teachers think that the statement is correct. 1/3 of them are not sure about this statement. (Table No. 9)

Table No. 9 Comparative analysis of the students' and teachers' opinions about the statement "The students can recognize and point out their abilities and the abilities of the others"

"The students can recognize and point out their abilities and the abilities of the others"								
	Important				Correct			
	Not important	Important	Very important	&	Incorrect/ Not present	Partly correct/ Present	Correct/ Fully present	&
Students	2,94%	40,68%	53,43%	2,52	4,41%	52,45%	41,66%	2,37
Teachers	2,5%	32,5%	62,5%	2,61	2,5%	35%	55%	2,56

Source: Developed by authors based on the research in April 2018

We got very interesting results about the statement 'The students actively participate in the events at the school and the local community'. The teachers and the students disagree. 17,64% of the students and 0% of the teachers have answered that it is not correct that 'The students actively participate in the events at the school and the local community'. 44,11% of the students think that the statement is correct/present. We can see that the arithmetic mean among the students (2,19), is lower than the arithmetic mean among the teachers (2,56) (Table No.10)

Table No. 10 Comparative analysis of the students' and teachers' opinions about the statement "The students actively participate in the events at the school and the local community"

"The students actively participate in the events at the school and the local community"								
	Important				Correct			
	Not important	Important	Very important	&	Incorrect/ Not present	Partly correct / Present	Correct/ Fully present	&
Students	8,33%	33,82%	56,37%	2,48	17,64%	44,11%	36,27%	2,19
Teachers	0%	32,5%	65%	2,66	0%	40%	52,5%	2,56

Source: Developed by authors based on the research in April 2018

Conclusions

The present research's goal is to discover the strengths and weaknesses of the teachers' work and to identify how they contribute to the improvement of the students' values. The results from the research will help the teachers to understand and to eliminate the weaknesses, to know where to pay greater attention in future regarding the values that the students acquire at school. Many weaknesses to which the teachers should pay attention have been noticed. Such are:

- The students don't contribute enough to the protection of nature and the living environment;

- The students are not able to recognize and to point out their abilities and the abilities of the others in any situation;
- Not all the students are familiar with the Convention of the children's rights and responsibilities;
- The students rarely participate in activities at the school and the local community.

From this, we can conclude that if teachers perceive these weaknesses and if they review their work and efforts with the students, the students' achievements will improve in future.

Acknowledgement

The research was conducted in two schools among students who are in the final phase of primary education. 30 teachers and 120 students were questioned. The findings of this research refer to the sample of the research because the sample is not representative. From the aspect of methods, techniques and instruments of the research an analysis of the pedagogical documentation was used, as well as check lists and scales of evaluation. It was done by specially constructed instruments for the teachers and the students. We would like to express our gratitude to the two primary schools in Bitola, Republic of Northern Macedonia, to the teachers and students who unselfishly contributed to our research.

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