

# VALUE-BASED EDUCATION: RESEARCH RESULTS

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**Abstract.** Values are a topic of multidisciplinary areas, elaborated by various scientific disciplines. The consequences of non-acquisition of human values are manifested in all spheres of social life. Therefore, they are important for research in the field of social sciences, and especially in the field of pedagogy, education and personal development. Given the importance of values in the development of pupils' personality, we conducted a survey in a large school in North Macedonia to examine the attitudes and opinions of teachers, pupils and school support staffs on the extent values are achieved in an elementary school. The results allow us to perceive the realization of the value-based educational goals in primary class grade and subject teaching and to determine the pedagogical assumptions important for the development of students' values orientations.

*Keywords:* value based education, values curricular objectives, values, values orientations, primary school

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## Introduction

Pedagogy as a social science deals with the notion of values in terms of educating the younger generation. The education conveys rich practice knowledge of our ancestors and values that make a person "human" with an

everlasting spirit, values that give meaning to his life. "No matter what values the education is inspired by, it is undoubtedly always valuable and carries within itself a judgment saved from the timeless oblivion of what has already been and what will or should be, as well as what is yet to come"(Marinković, 1987).

The educational process is an opportunity and a societal obligation to transfer the knowledge, acquire values and develop character personalities. It embraces both educational and character education goals, but it is known that educational goals in the subject field areas are more easily and effectively fragmented and concrete at all levels of planning, while character education that is value-based educational goals as a substance of priority values are less materialized, embraced and specified both on paper and on daily basis accomplishment. The problem of value based education is more complex and comprehensive than what is implied in professional teaching life and it transcends the educational goals and opportunities of the school as an institution. The role of the school as value-based education often gets an abstract dimension and is seldom factually realized being marginalized in favor of the educational cognitive function by intellectualizing the school and accumulating fragmentary knowledge.

Values are a topic of multidisciplinary areas, elaborated by various scientific disciplines. Anthropology introduces the classical conception of values in terms of finding meaning in human life and answering basic existential questions. According to Kluckhohn & Strodtbeck, they "are form of something desirable for us, what it should be and not what it is." (as cited in Vujčić, 1987). In economics this term is introduced as the quality of social exchanged objects that people prefer, thus creating a hierarchy of goods. Those that are the rarest and most desirable are the most valuable goods. Sociologists, in turn, see values as helping and facilitating the conflicts between individual and collective interests, as the "sociology explores human phenomena for the sake of improvement of the human life"(Tanović, 1978). Values play an important role because they are a cognitive representation of personal needs and desires but also social demands as well, which enable people to work together and achieve common

desired outcomes. They enable us to see the conflicts between individuals, social groups, but also between different societies.

Schwartz (2012) considers values in terms of the relation of values to people's behavior and desired goals, that is, the prediction of one's behavior through knowledge of one's values. They strive to discover the beliefs that motivate people's behavior to compare them in the same or different social groups. According to them, activation of values implies activation of feelings; they relate to desired goals and ways of behaving beyond single situations; they then serve as standards in the selection of procedures and judgments; and values are ordered by importance, a set of values is a system of priorities so that individuals and cultures can be described through their systems of priority values. This sociological conceptual framework of values is the premise for a further definition.

Rokeach (1968) similarly explains the notion of value. According to him, there are three types of beliefs: descriptive or existential (referring to right and wrong), evaluative beliefs (the subject is judged good or bad), and prescriptive beliefs (goals are rated as desirable or undesirable). He views values as prescriptive beliefs rather than as evaluative. He adheres to the following criteria: (a) the total number of values a person possesses is relatively small; (b) all people everywhere have the same value in different intensities; (c) values are organized into value systems; (d) the reasons for people's values can be traced to culture, society and its institution that is to the individual.

The consequences of human values are manifested in all phenomena that social science considers valuable for research and understanding. The path and perspectives of development of a society depend on the values formed among adolescents today and their level of preparedness for the new changes in social relations (Jovkowska & Barakoska, 2014).

Values are central part of the educational process, both theoretically and in terms of teaching practice. The school, with its teaching staff and family members take over the main function of their adoption, but as a public institution

the school create the values of the wider community and the whole society. The priority of selected values in the school curriculum is the palette of everyday life school activities, but also of the wider community that need to be carefully selected, implemented and evaluated. Values can never be taught in isolation, they are part of the learning in the classroom, and therefore they should be integrated in the school curriculum theory and practice.

The acquisition of individual primary values in young people increases the potential for favorable development and learning of other values and the possibility of forming a complete personality. The systematic and consistent realization of the value goals in everyday teaching practice should contribute to the formation of the values and value orientations in elementary pupils. However, one of the characteristics of the primary school today is “neglecting the value-based education and socio-emotional learning environment” (Petrova & Kotsev, 2016).

## **Method**

The subject of the research is the realization of the value-based educational goals in a primary school and the formation of values and value orientations in elementary school pupils. The purpose of the research is to investigate the level of realization of the value-based educational goals in the primary class grade teaching and subject teaching in the elementary school by identifying the pedagogical assumptions (conditions) that are important for the development of pupils' values and value orientations.

### *Participants*

The sample of respondents is composed of: (a) a sample of teachers who teach in primary class grades and subject teachers; (b) a sample of students in grades 8 and 9; (s) a sample of respondents from the school support staff; (d) a focus group of pedagogues.

During this research, the attitudes and opinions of the participants in the educational process (the teachers, the students in grades 8 and 9, and the school support staff) were observed and perceived on the formation of the values in the students in the primary school.

The general hypothesis on the subject of acquiring pupils' values and realization of the value-based educational goals in the elementary school is: "The realization of the value-based educational goals in the teaching do not contribute sufficiently to the formation of the values and the value orientations in the elementary students". In relation to the set tasks we set the following few hypotheses in the initial phase of the research: (1) The educational goals are not realized sufficiently during the primary school teaching due to abundant program goals and time constraints in the realization of the teaching contents; (2) The Participants (teachers, pupils, and school support staff) believe that values and values orientations are not sufficiently acquired and developed in pupils in primary education (elementary class grade and subject teaching); (3) There is a difference in the level of realization of the value-based educational goals in the elementary class teaching between the subject teachers and primary class grade teachers.

In the research we use scales to determine their opinion and attitudes as well as different types of open and closed questions. In this paper we will present the results of the questions that are most important for reflecting the value-based education conditions in a city school of the Republic of North Macedonia. The results of the research instruments will follow up separately.

### *Procedures*

When the written consent from the municipality mayor responsible for the elementary schools was obtained, the survey was realized in the school on the site and the questionnaires were collected the same day when we visited the school. It took the participants about 15 to 30 minutes to complete them. All

responses were anonymous. We used four questionnaires as instruments and addressed four groups of participants: the pupils, the teachers, the school support staff and the pedagogues.

### *Statistical analyses*

The data obtained during the research is presented in tables and figures. Descriptive, comparative and methods of analysis and synthesis are applied in the research. Surveying and scaling are used as research techniques. The survey was conducted to determine the attitudes, opinions and interests of teachers, students and school support staff (pedagogues, psychologists and defectologists) in the primary school on the level of realization of value-based educational goals and the adoption and acquisition of values by pupils, as well as identifying the challenges and difficulties they face in the process of realization of the goals within the regular classes. The Scaling Technique is used to find out about the degree of realization and acquisition of values and value orientations in pupils, as well as about certain attitudes and opinions of the respondents.

## **Results and discussion**

*Instrument 1 - questionnaire - Assessment Scale for examining attitudes and opinions of primary school pupils (grades 8 and 9)*

In determining the student's personal value system and the value system of the group, that is the school value system they belong to, the pupils were given a List of Terminal and Instrumental Values by Rockich Milton and questions about values and value-based educational goals regarding their implementation in the school. The questionnaire was answered by 47 students (randomly).

To the first question on the level of realization and acquisition of the desired values in pupils they stated in accordance with the hypothesis of the

presence of difference in the level of realization of the value-based educational goals between the subject teachers and elementary class grade teachers. It can be seen from the results that more attention is paid to values development in pupils in the primary grades of elementary school education, while the cognitive education component is more prevalent in the subject teaching. The difference in the level of realization of the value-based educational goals in the upper grades within the regular teaching classes is more than obvious.

**Table 1.** Question one, questionnaire for pupils

Question No.1	Express your opinion on how the educational goals and objectives for achieving your desired values and states are realized within the regular classes:			
Regular curriculum class	Elementary grade class teaching		Subject teaching classes	
Answers	f	%	f	%
a. Not at all	3	6.38%	11	23.40 %
b. Partly	17	36.18%	28	59.58 %
c. Completely	27	57.44 %	8	17.02 %
Total	47	100 %	47	100 %

The second question examines the attitudes of the respondents regarding the influence of the pedagogical conditions and the school climate on the development of the pupils' value orientations. Most of them stated negatively, i.e. that the existing climate insufficiently contributes to the development of the desired values of a pupil's personality, which confirms the stated hypothesis. Pupils do not seem to have confidence that the actual school climate would contribute to higher values and improve the pupil's personality. For them, the classroom environment and the teaching itself as important to contribute to the development of students' desired values of personality, are not sufficiently validated in everyday teaching practice.

The third question deals with the difficulties and obstacles in the teaching which impede the realization of the educational goals and the formation of values and value orientations in the students. Due to the large number of

answers and the inability to explain them all in the paper, we will summarize and interpret them thematically.

**Table 2.** Question two, questionnaire for pupils

Question no.2		f	%
	I find that the school, the classroom environment, and the classroom itself are important and contribute to the development of pupils' desired values.		
a.	Yes, they do	16	34.04 %
b.	They insufficiently contribute	29	61.70 %
c.	They do not contribute at all	2	4.26 %
Total		47	100%

1. In terms of teachers as implementers of the program, it is difficult for students to interpret and adopt the material on class which leads to additional homework; there is insufficient interaction and little time for demonstration due to wasting class time in delay and indiscipline; there is constant testing and overload of obligations and bulky material leading to their demotivation and little free time. Mathematics is for them a particularly difficult subject.

2. In terms of communication with teachers and the possibility of cooperation with the pupils, they mind lack of respect and cultural attitude by the teacher, especially towards pupils with a lower level of performance and inequality in assessment that discourages students.

3. Regarding the implementation of the program, students complain about a number of tests, many of which unplanned according to their agenda and capabilities, frequent knowledge checking and large factography that lead to stress rather than understanding, collaboration and thorough knowledge acquisition. Students find the teaching to be uninspiring and not attractive and sometimes inappropriate for all students, and its successful performance is further reduced by non-discipline. In such conditions they consider that there

is no possibility to adopt value orientations. On the contrary, rigor is imposed as an unsuccessful solution to problems.

4. With regard to the pupils themselves, they find it inappropriate to be treated and evaluated unequally, it leads to jealousy and constant comparison between the pupils; and then they point to obstacles to an inexistent culture of communication and home education, and often personal use of social networks and mobile technology during teaching time.

5. The main impediment to the working environment is the lack of discipline during teaching time, insufficient behavioral control and time inefficiency. They prefer longer vacations, better nutrition possibilities during the break and shorter classes.

To the fourth question "What should be the teaching like in terms of achieving the educational goals in order to achieve students' values?" the students largely gave identical answers regarding the overload of the educational component with facts and homework; they express a desire for fewer compulsory classes and motivation through interesting interpretation of new lessons and greater commitment of teachers to the element of education through communication of respect, cooperation and interaction. There are remarks regarding the unfavorable working learning environment due to the inappropriate discipline behavior for a large number of students. They also believe that teaching duration of the classes should be shorter with fewer lessons. The answers of this question are summarized as well.

1. In terms of the the program and the commitments, students need more rest and less homework, more choice of interest-based material, and more extracurricular activities.

2. In terms of the realization of the program goals, pupils feel a lack of full interest and commitment by the side of the teacher for the

benefit of pupils to make the instruction funnier and more useful, to offer attractive and interesting teaching activities with bigger children's engagement. They would like to have more effective instruction with greater involvement of the values in teaching lessons versus extensive material and tests.

3. Regarding the teacher and the relationship with the pupils during the classes they prefer better relations and mutual respect of the teachers and the pupils; they need self-control of the both parties and greater mutual cooperation with greater focus of the teachers towards the pupils and their character building and personality instead of assessments; the pupils also would like teachers to apply new methods in teaching so they can adopt the material in an engaging and entertaining way.

4. Regarding the learning environment and discipline during teaching there are a number of notes regarding the need for a decent communication and peace during learning new material with sufficient time for practicing and realizing educational goals. In doing so, they propose effective appropriate measures and possibilities for students with misconduct and learning disabilities.

5. In relation to the students themselves, some children feel that they are disadvantaged in terms of equality of social status, the right to free expression, knowledge of the material and assessment, which increases rivalry and alienation between them instead of friendship and care.

*Instrument 2 - questionnaire - Assessment Scale for examining attitudes and opinions of primary school teachers*

In this research, we certainly locate the teacher as a major factor in the realization of educational goals through the classroom activities and outside of the classroom and extracurricular activities. Some demographic data of our respondents follow.

The total number of interviewees is 44 teachers, 25 of which are class grade teachers and 19 are subject teachers, which means that we have statements and claims from approximately equal number of teachers from both groups teaching in this school in The Republic of North Macedonia. The subject teaching respondents group covers teachers from different subject areas: macedonian, english, german, mathematics, biology, chemistry, physics, geography, history, ethics, civics, music, informatics, technical, physical and art education as some teachers who teach elective subject courses.

From the total number of teachers participants in primary schools we can see that teachers have different time experience, most of whom are over 20 years in teaching (40.91 percent) and up to 10 and 15 years (20.45 percent), which goes along with the research in favor of a larger time frame for experienced teachers.

**Table 3.** The work experience of elementary school teachers

Participants	Teachers of subject and grade teaching in the elementary schools				
	up to 5 years	up to 10 years	up to 15 years	up to 20 years	over 20 years
Participants	2	9	9	6	18
%	4.54 %	20.45 %	20.45 %	13.63 %	40.91 %
Total	44 teachers – 100%				

The table of gender representation of respondents in the teacher profession shows us that a big percentage of them is female (93.19 percent) and a small number of interviewed teachers is male (6.81 percent).

The first question is a semi-closed and gives the opportunity to teachers to reflect on the positive effect of realizing educational goals on developing pupils' values. Teachers categorically believe that the realization of value-based educational goals contributes to the development of values and value orientations among pupils, some of them further justify the outcomes.

**Table 4.** Gender of teachers employed in a primary school

Gender	Elementary class teachers		Subject teachers		Teachers in a primary school	
Male	1	4 %	2	10.52 %	3	6.81 %
Female	24	96 %	17	89.48 %	41	93.19 %
Total	25	100 %	19	100 %	44	100 %

**Table 5.** Question one, questionnaire for teachers

Question no.1	My opinion is that the realization of the value-based educational goals contributes to the development of values and value orientations in the pupils.	f	%
a.	Yes	42	96.47%
b.	No	2	3.53 %
Total		44	100 %

The following is a rationale given by the teachers as an opportunity for additional commentary that states that the value component is of primary importance in the classroom but is neglected and not implemented thoroughly. They say: (i) value based educational goals entirely help to develop a person's values; (ii) the realization of the value goals contribute to the acquisition of positive values in the students' lives; (iii) the educated person primarily should be a human with values; teacher should be a model; (iv) unfortunately the values acquired at home and those acquired at school are divergent; (v) building cultural values stimulates creativity and motivates students to develop themselves; (vi) parental cooperation is required; home education helps to the child's development of values; (vi) character education and values are of the

highest importance, there should be stimulating measures for the mother to stay longer with her children at home, providing them attention and care; (viii) realization of those goals is unfortunately not realized thoroughly and systematically in the teaching process.

The second question is closed one and aims to examine the teachers' opinion on the level of realization of the planned value educational goals and objectives within the regular classes. According to the obtained data of all surveyed teachers, the fact of their partial and incomplete implementation is imposed. The same data correspond to the data from the survey questionnaires of other respondents as we shall see later.

**Table 6.** Question two, questionnaire for teachers

Question no. 2	Express your opinion on the level of realization of the planned value –based educational goals and objectives within the regular classes.	f	%
a.	Not at all	3	6.82%
b.	Partly	28	63.64 %
c.	Completely	13	29.54 %
Total		44	100 %

Regarding the third question on possessing pedagogical competencies to realize the educational goals successfully, the teachers consider themselves to be sufficiently trained to enable the pupils to acquire values during the class. Even 79 percent of them think so. The number of teachers who feel lack of knowledge of this issue and the appropriate methodology necessary for acquiring values among students is 21 percent and declare the need for a modern methodology against the traditional teaching practice.

**Table 7.** Question three, questionnaire for teachers

Question no. 3	Do you think that you possess pedagogical competences in order to realizethe value-based educational goals successfully?	f	%
a.	Yes, I own them to a great extent	35	79.54 %
b.	I do not possess them sufficiently, additional training is needed to use appropriate methodology, techniques and professional literature on this subject	9	20.46 %
Total		44	100 %

Some of them declare narrative explanation as an additional possible comment for the need of competencies and continual improvement of teachers as key players in the educational process. The summarized comments express a lack of competences acquired in the subject area and need for a specific methodology and training of the teaching staff. The mission of the school, they believe, should contain the key value-based educational goals that will be accepted by all teachers in the school .

The fourth question reads "What obstacles and difficulties do you most often encounter in the realization of value-based educational goals in the teaching and value formation in pupils?"The statements set out by the teachers in the instrument are following: (i) there is an insufficient adoption of educational goals in the home environment; (ii) large number of classes and excessive teaching causes a lack of time for the development of the values; (iii) pupils have different cultural backgrounds and values; (iv) special needs children and problem children require special teaching techniques and extra time outside of the class; (v) large number of pupils in one class and extensive administrative responsibilities; (vi) lack of help and understanding, neglect of feedback to parents; (vii) social influence, networks and some families do not cultivate true values in their kids; (viii) bad parent-child communication that affects the educational process; (ix) disinterest in students and their parents for cooperation; (x) insufficient expertise to overcome difficulties; (xi) lack of additional teaching aids and materials; (xii) insufficiently comprehensive value-based educational programs.

The last fifth question asks teachers "What values do you often foster in the classroom everyday?" The answers are various and numerous, most often the following: (i) honesty, truth, self-respect and respect for others; (ii) perseverance, responsibility discipline, cooperation, support; (iii) love and solidarity, companionship, humanity, friendship; (iv) wisdom, tolerance, understanding, empathy, impartiality; (v) culture of dialogue and quality communication,

courtesy; (vi) self-discipline, learning and achieving success, personal development and independence; (vii) critical thinking and respect for diversity, non-discrimination; (viii) positive attitude towards work, diligence in learning; (ix) developing a feeling for good and bad.

The importance of acquiring these value competences, according to them, is important for two major supergoals, for the persons themselves and their development and for the successful realization of the overall goals of teaching.

*Instrument 3 - questionnaire - Assessment scale for examining attitudes and opinions of primary school support staff (educators, psychologists, defectologists)*

The school support staff as the main coordinators for the technical part of the realization of the educational goals have a direct insight into how they are planned and implemented both in written reports and in the daily activities of the school. We consider them to be an important source of information in our research.

Regarding the first question “Is the realization of the value-based educational goals in the regular teaching classes very important in the development and adoption of values and value orientations in pupils?” they completely agree.

**Table 8.** Question one, questionnaire for school support staff

Question no. 1	I think that the realization of the value-based educational goals in the regular education is very important for the development and adoption of the values and value orientations in pupils.	f	%
a.	Yes	3	100%
b.	No	0	0%
Total		3	100%

**Table 9.** Question two, questionnaire for school support staff

Question no. 2	The cooperation of the teachers and the school support staff in the realization of the value-based educational goals contributes to the acquisition of values and desirable character traits in pupils.	f	%
a.	To a large extent	3	100 %
b.	It contributes little	0	0 %
c.	It does not contribute	0	0 %
Total		3	100%

The school support staff also gave a positive answer to the second question on whether the cooperation of the teachers and the support staff in the realization of the educational goals contributes to the acquisition of values and desirable traits in pupils.

Regarding the third question on teachers' pedagogical competences for planning and realization of the value-based educational goals and objectives, one third of them think that they are not sufficiently prepared (33.4 percent) and that the majority of them are competent (66.6 percent) sufficiently to deal with educational issues. Thus, the school support staff expresses little doubt on teachers' ability to handle the value-based educational issue in regular classes teaching.

**Table 10.** Question three, questionnaire for school support staff

Question no. 3	I think that teachers possess pedagogical competences for planning and realization of the value-based educational goals and objectives on regular teaching classes.	f	%
a.	Yes	2	66.6%
b.	Enough	0	0%
b.	Not enough	1	33.4%
r.	No	0	0%
Total		3	100%

Question number four gives us insights on the level of realization of the value-based educational goals in regular classes teaching, elementary class grade and subject teaching separately. The staff unanimously replied in line with our hypothesis that pupils do not acquire values and value orientations sufficiently during regular classes teaching in a primary school. All of them believe that there is a partial level of realization of the value-based educational goals for both class grade and subject teaching.

**Table 11.** Question four, questionnaire for school support staff

Question no. 4	Express your opinion on how the planned value-based educational goals and objectives are realized within the regular classes in the school					
	Regular classes		Class grade teaching		Subject teaching	
Answers	f	%	f	%	f	%
a. Not at all	0	0 %	0	0 %	0	0 %
b. Partly	3	100%	3	100%	3	100%
c. Completely	0	0 %	0	0 %	0	0 %
Total	3	100 %	3	100 %	3	100 %

Question number five refers to the importance and necessity of using pedagogical apparatus, special methods, techniques and procedures for successful realization of the value-based educational goals and objectives in regular class teaching. The school support staff experts believe that they are indispensable which indicates the need for better expertise and professionalism of the teachers in dealing with the problems of educational value issues in schools.

School support staff participants give their answer to the last question number seven in a narrative form: "What are the purposeful and effective ways of implementing value-based educational goals in regular class in order to develop values and value orientations in pupils?" As methods and techniques they name quite a long list, noting that lessons offer the opportunity to overcome some of the value educational problems but they are not used purposefully and thoroughly by the teachers. They emphasize the need of help from professionals

and experts to increase teachers' competences for dealing with the daily challenges. Positive outcomes, they say, are certainly fruitful especially in fostering a good model of behavior: (i) workshops with parents and students, teachers; (ii) the curriculum content should be aimed at developing knowledge and skills practically applicable to quality life-linking theory with practice; (iii) adequate and complete realization of the Life Skills Program for the class grade lessons, it is rarely implemented in the subject teaching; (iv) and more extracurricular activities are needed outside and in the school.

**Table 12.** Question five, questionnaire for school support staff

Question no.	The use of pedagogical apparatus, special methods, techniques and procedures are important and indispensable prerequisites for the successful realization of value-based educational goals and objectives in regular class teaching.	f	%
5			
	a. They are indispensable and important in teaching practice	2	66.6 %
	b. They are not always necessary, the curriculum implicitly includes them	1	33.4 %
	c. They are not needed	0	0 %
Total		3	100%

*Standardized focus group interview - examination of pedagogues' attitudes and opinions*

As an additional tool in examining the opinions of school support staff and teachers, we conducted an interview with established focus groups of primary school pedagogues who gave a more specific picture of their priority educational needs in order to strengthen their competencies to achieve more successful work with pupils and develop value orientations. In this context, they stated that they need to attend training on: (i) identifying students with special educational needs; (ii) use of different tools to identify learning support and self-assessment needs; (iii) making an individual education plan for students with special educational needs; (iv) providing support and use of different types of

strategies and approaches in working with pupils with special educational needs; (v) different work forms with talented and gifted students; (vi) ways and possibilities to intervene to students' inappropriate behavior; (vii) creating a variety of tools and activities related to students' professional and career orientation; (viii) creating various instruments (protocols, record sheets, questionnaires, etc.) for successful implementation of pupils' activities.

The findings of the survey indicate that over half of the primary school surveyed pedagogues have a high or moderate degree of need to enhance their professional competence in the field of working with pupils in all three of its sub-areas: supporting students in learning, monitoring and supporting student development, as well as professional and career orientation of students.

### **Conclusion**

From the research we have obtained data from three groups of respondents by which we come to findings in support of our hypothesis.

#### *Group of participants – pupils*

- Pupils consider that the value component in elementary education is neglected at the expense of cognitive education especially in subject teaching where the focus is on assessing and acquiring knowledge rather than the pupil's personality.
- Existing pedagogical conditions do not contribute to the acquisition of higher values and improvement of the pupil's personality.
- As difficulties in achieving and developing values, students point to: the deficiency of time frame due to many responsibilities and large program material, to the lack of order and discipline in the classroom which makes teaching uninspiring and de-motivating, to the absence of productive and respectful communication with teachers and finally to

home behavioral problems in children with learning difficulties and disabilities.

*Group of participants - teachers*

- Teachers believe that the realization of the value-based educational goals contributes to the development of values and value orientations in pupils, still there is a partial and incomplete realization due to lack of time and extensive educational program.
- Some teachers find that they are not sufficiently trained to enable pupils to acquire values during the teaching lessons and state the need for an expert help and modern methodology as opposed to the traditional teaching practice. The competences of teachers should be paid more attention in the initial education of future teachers and be evaluated in the teachers' teaching practice according to a consistent system of evaluation. Furthermore, Panev (2016) suggests increasing the number of the pedagogical subjects in curriculum program at higher education institution and systematic mentoring and objective evaluation of teachers through establishment of multi-merit system of their evaluation.
- Insufficient adoption of value-based educational goals in school and in the family, large number of children in a class, extensive administration and insufficient cooperation between parents and teachers are cited as obstacles in the realization of the educational goals in the classroom.

*Group of participants- school support staff*

- They believe that the realization of educational goals in regular education is very important in the development and adoption of values in pupils.

- They consider that the teachers' acquired pedagogical competences for planning and realizing the value-based educational goals and objectives are insufficient to deal with the value educational issues and daily challenges.
- This group as well as the other two groups of respondents is of the opinion that values and orientations are not sufficiently developed and formed in pupils during the regular classes in the primary schools.
- They think that pedagogical apparatus, expert assistance, special methods, techniques and procedures are very necessary and significant for the successful realization of the value-based educational goals and objectives which indicates the need of strengthening pedagogical competencies of the teachers in dealing with the problems of value education in the schools.

### **Summary comments**

The research provides relevant data that reflect the real situation regarding the neglect of value based education as well as the professional needs of school pedagogues and teachers to improve the quality of work with pupils in primary education.

We find out from three groups of the respondents that the value-based educational goals and objectives are not realized sufficiently during the classes and the pupils in the primary education do not acquire sufficient values and orientations. The fact that there are differences in the realization of the educational goals in the subject and class grade teaching is confirmed.

Our findings indicate that the problem of teaching values in the educational process is very complex and layered, requiring multiple levels of coordination of all the factors in the educational system itself. The value system of young people, unfortunately, often does not coincide with the design and planning of the value system in the school, imposing the necessary need for a sys-

tematically synthesized and analyzed educational process that would be constantly evaluated and socially updated by all key players, with a focus on teachers and pedagogues. This requires more conditions and interconnection of several factors among which: (A) Adequate training of future teachers for the actualization of the discipline of "teaching values methodology" in their education which would include all teachers regardless of their subject area, i.e. "additional teacher training as a result of insufficiently acquired pedagogical competencies in the initial faculty education and teaching practice "(Panev, 2015); (B) Enhancement of teachers' competencies in the value-based educational function of the teaching, application of modern methodology and techniques of work by help of expert assistance and professional development training; (C) Planning, concretization, realization and evaluation of educational goals at all levels of planning; (D) Overcoming some forms of traditional teaching and linking the needs of young people with the current life needs of scientific and technological revolution; (E) Socially actualizing the need for family cooperation with the school and other local and state authorities and institutions; (F) Planning and encouraging the proper use of youth leisure time; (G) Selecting the profile of teachers and raise the respect to their social status.

From the interview with the pedagogues and the questionnaire for the teachers regarding their professional development, it is concluded that there is not enough training offered according to their detected educational needs, despite the existing legal provision for professional development, which regulates this issue. The results of the research can be used to create modules and deliver trainings according to the identified priority needs of pedagogues and teachers, which will make a direct contribution to enhancing professional competences in improving the quality of work with pupils.

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