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Education, Reflection, Development**PROMOTING THE VALUES OF HIGHER EDUCATION**
STUDENT ATTITUDE AND PERSONAL VALUES

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Abstract

Students develop values and attitudes in a learning environment - formal, informal and non-formal. Students develop their attitudes and values in a learning ecosystem, adjusted and nurtured since childhood and that influences their well-being, continuing and helping cognitive development in their adult life. Students learn through the formal school curriculum, also from their classmates and teachers, from their siblings and parents, and from others with whom they interact in the community. Students often aspire to values modelled by their real-world friends, siblings, teachers, parents, or professionals who may be involved in value-oriented philanthropic activities, such as writers, musicians, or athletes, whom students might admire as role models. A much more specific analytical framework is needed to analyze how students develop their attitudes and values, especially in informal and non-formal settings. The current study has focused the attention on students in their first and third year from the vocational higher education system and they are also enrolled in the Teacher Education and Training program. The method of study consisted of an exercise and a short survey regarding their way of interpreting the values and attitudes of their former teachers. The results indicated how the students managed to learn and materialize their values and how these are essential guidelines in dealing with problem solving situations in formal and informal settings.

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1. Introduction

Academic life may have a distinct culture that could be shaped by various factors, which include the traditions, myths, values and expectations. Some of these elements could vary depending to a specific discipline or field of study, as well as the institution or department (Harman, 2002). Academic life and traditions have a direct bond, and it may include long-standing practices or rituals, such as the way in which research is conducted or how academic papers are written and published. Myths may incorporate beliefs or ideas about the academic career that are not necessarily based on fact. Academic freedom, collegiality and professional autonomy are revered to be consistently present in the academic institution and are to be complemented by equal access to education and accountability. Values and expectations are expected to vary widely in academic life. For example, in some academic cultures there is a place for strong emphasis on the value of inquisitiveness and the importance of lifelong learning, while in other academic cultures we can find a prioritization of the pursuit of knowledge for its own cause. Expectations could include levels of productivity and achievement that is expected of academic professionals, as well as the importance of collaboration and teamwork. Overall, the culture of academic life can have a considerable influence on the experiences and career trajectories of those who work in academia. It is important for individuals to be aware of the culture of their field and institution, and to consider how it may shape their own professional goals and development.

Academic freedom – is one of the pillars of academic life, allowing teachers and researchers to carry out their work without interference or restriction, if they do so within ethical and professional standards. This is an important concept in academia because it allows researchers to pursue their knowledge and research without fear of reprisal or censorship (Altbach, 2009). The Rome Communiqué, adopted by European higher education ministers in 2020, defines academic freedom as "the freedom of academic staff and students to engage in research, teaching, learning and communication in and with society without interference or fear of reprisal". The concept of academic freedom is centered on the idea that the free exchange of ideas on campus is fundamental to a good education.

What academic freedom does not:

- i. academic freedom does not mean that a faculty member may harass, threaten, intimidate, ridicule, or impose his views on students;
- ii. the academic freedom of students does not prohibit faculty members from requiring students to master the course materials and the fundamentals of the subjects taught by the faculty;
- iii. neither academic freedom nor permanent status protects an unqualified teacher from losing his job. Academic freedom consequently does not require an unskilled guarantee of lifetime employment;
- iv. academic freedom does not safeguard faculty members from peer or student challenge or disagreement with their educational philosophy and procedures;
- v. academic freedom does not protect faculty members from non-university penalties if they violate the law;
- vi. academic freedom does not give students or faculty the right to ignore college or university regulations, although it does give faculty and students the right to criticize regulations, they believe are unfair.

Academic freedom incorporates different rights and protections, including the unfettered freedom to teach, research, publish, and express oneself. It also includes the right to acquire knowledge in a manner consistent with the norms and practices of the discipline and to evaluate and critique the work of others in a respectful and professional manner.

To protect academic freedom, institutions of higher education often adopt policies that outline the rights and responsibilities of faculty, students, and other members of the academic community. These guidelines may include provisions related to freedom of expression, scientific integrity, and the protection of intellectual property.

Collegiality—active faculty participation - a term that refers to relationships and interactions between colleagues in a professional setting, such as an academic institution. This is often associated with a sense of mutual respect, cooperation and support among colleagues (Goldfinch & Yamamoto, 2012). In academic life, collegiality is an important aspect in the culture and functioning of academic departments, institutions and the wider academic community. This may include collaborating on research projects, sharing expertise and resources, while also collaborating to contribute in the advance for departmental or institutional goals.

Collegiality is often seen as a key component of a positive and productive work environment, as it can foster a sense of community and support among colleagues. It can also promote the exchange of ideas and knowledge, which can benefit both individual scientists and the academic community. At the same time, it is important that academic professionals consider the limits of collegiality and respect the autonomy and independence of their colleagues. This can help ensure that peer relationships are healthy and productive, and that the academic environment is positive and supportive

Professional autonomy – Professional autonomy is indeed closely related to academic freedom, as it refers to the ability of academics to exercise their professional judgment and make decisions about their work without interference or external pressure. This can include decisions related to teaching, research, and other aspects of academic life (Altbach, 2009). Many factors can influence the level of professional autonomy experienced by educators. Increasing competition, financial constraints and accountability measures can all undermine professional autonomy by leading to external pressures or constraints on academics' work (Lundström & Holm, 2011). It is important that academic professionals maintain a balance between their professional autonomy and the expectations and responsibilities associated with their role. This may include discussing the scope and direction of their work with colleagues and decision-makers and expressing their own professional conclusion when necessary. It is essential that academic institutions and policy makers recognize and support the professional autonomy of educators to promote a positive and productive academic environment. In general, professional autonomy is a key element of academic life, as it allows academics to pursue their own interests and ideas and contribute to the development of knowledge in their field.

Collegial autonomy - in some cases, collegial autonomy can be applied in organizational environments where teachers are exposed to restricting organizational and pedagogical ideals. For example, a department or academic institution may have certain expectations or guidelines regarding teaching and research that all faculty must follow (Frostenson, 2015). In these cases, it may be up to educators as groups to discuss and establish how these ideals can be accomplished in practice and to

exercise professional judgment to determine the best attitude. Collegial autonomy can be a powerful tool for fostering teamwork and supporting the professional advancement of faculty members. It can also help to create a more positive and encouraging academic environment, as it allows colleagues to work together and share ideas and resources. It may be objected that the first basis of collegial autonomy is highly contingent on school management, implying that the second form is the only 'real' form of collegial autonomy. In practice, however, both forms of collegial autonomy result in the same result, that professional workers jointly decide and organize professional work.

Individual autonomy can be understood as the individual's opportunity to influence the contents, frameworks and controls of didactic practice. It implies the existence of a practice-related self-formulation of the contents, frameworks and controls of professional work (Järkestig Berggren, 2011). This includes the choice of teaching materials, pedagogy, the mandate to decide on the temporal and spatial working conditions and to influence the evaluation systems of professional teaching practice.

1.1. Maintenance of institution-wide values

Core values in the world of education refer to the values to be transferred to the learner, while in other contexts the goal is to convey the organization's vision of itself and the values to be created to increase external trust in the organization. To successfully promote these values in an educational institution, it is important to integrate them into each of the processes related to employees, related to the hiring process, what performance management systems are implemented, to the criteria for promotions and rewards, and even policies of dismissal. Taking the time to consider how the core values are reflected in the day-to-day operation of the institution will allow employees to be aware of what behaviours management wants to see and why it is important to the overall success of the institution.

It is common for academic institutions to have values and commitments that guide their mission and operations, such as a commitment to excellence, diversity and inclusion, or the advancement of knowledge. However, as Scholars at Risk (2019) noted, it is possible that not all institutions have clear procedures or mechanisms in place to actively implement these values and commitments. The lack of clear procedures or mechanisms for implementing values and commitments can pose challenges for higher education institutions, as it can make it difficult to effectively align actions with stated values and goals. This can lead to a disconnect between the institution's stated values and the experiences of faculty, staff, and students, which can be detrimental to the institution's culture and overall operations. To address this issue, it may be helpful for academic institutions to develop clear policies and procedures that outline how they will proactively implement their value commitments. This may include establishing specific goals and objectives, creating committees or other groups to oversee implementation, and providing resources and support to faculty, staff, and students to contribute to these values.

Overall, it is important for academic institutions to be proactive in implementing their values and commitments in order to create a positive and supportive culture and environment for all members of the academic community.

1.2. Proactive and periodic review of value promotion tools

Higher education today is undergoing historic change, driven in part by fundamental and economic pressures arising from globalisation, the commercialization of learning, so-called distracting technological tools. The initiative-taking and periodic review of value-adding tools is an important process that can help higher education institutions in the effective implementation of their values and commitments (Scholars at Risk, 2019). This may include an assessment of the various instruments and strategies used by the institution to promote and support its values and whether they are effective in achieving the desired outcomes. Academic institutions can use specific tools to promote their values, such as policies, processes, programs, and programs. These tools can be used by academia to support a wide range of values, together with those related to excellence, diversity and inclusion, and knowledge development. In order to proactively and periodically review value-added tools, academic institutions should establish a process to collect and analyse data on tool efficiency. This may incorporate collecting feedback from faculty, team and students, as well as accompanying surveys or focus groups to gather more in-depth data. The results of this review process can be used to make decisions about how to enhance or modify the tools and strategies used by the institution to encourage its values. It can also promote to the effective alignment of the institution's pursuits with its expressed values and responsibilities and all members of the scientific community can contribute to the fulfilment of these values.

1.3. Attitudes and performance in student life

Attitude is the tendency to respond in a certain way to something. When a teacher says that a student has an attitude, it means that the student has not responded positively to something they have been asked to do. The opposite is also true; a student with a good attitude is likely to be someone who is cooperative in complying with what the teacher asks them to do. It is essential to note that attitude is considered a psychological construct meaning that one can see the consequences of the attitude but not the attitude itself. In other words, behaviour is observed to determine attitude. For example, a youth who refuses to follow certain directions provides evidence that he displays an incongruent attitude relative to the expected outcome of the person who gave the directions.

Erik Erikson was a psychoanalyst and developmental psychologist best known for his theory of psychosocial development, which defines eight stages that people go across from childhood to old age. According to Erikson (1950), the main task of early adulthood, which he calls fixed "Intimacy vs. Isolation" is to improve close and intimate relationships with others and generate a sense of relationship and belonging. Erikson believed that at this stage, people must learn to balance their need for his, her, their, etc. intimacy and connection with their need for independence and autonomy. He argued that those who successfully pass this phase will be able to develop close and dedicated relationships with others and feel a sense of belonging to a larger community. On the other hand, those who struggle in this stage may feel isolated and disengaged from others and may struggle developing close relationships.

Intimacy, as Erikson defines it, does not necessarily refer to romantic relationships, but rather to close and caring relationships with others in which individuals feel comfortable sharing their thoughts,

feelings, and practices. It requires the ability to be defenceless and open with others while preserving a sense of autonomy and individuality.

We can argue that different cultural contexts can influence how an individual experiences and navigates the developmental tasks of emerging adulthood. Some European and North American cultures highlight individualism and promote young people to focus on self-development, self-expression, and personal achievement. In contrast, in some Asian cultures, the importance of fulfilling obligations to family and community may be more pronounced (Phinney & Baldelomar, 2011). The cultural context in which an individual is raised can influence how they approach and expect these tasks. However, it is important to note that cultural influences are only one factor that can shape an individual's experience as an adult (Chang et al., 2017). There are many other factors that can influence your development path, such as an individual's personality, family background, and socioeconomic status (Hülür, 2017).

A student's academic life has become stressful due to various internal and external expectations. Adolescents are vulnerable to academic stress because they are undergoing a multitude of personal and social changes. As a result, understanding the sources and consequences of academic stress is critical to developing effective and efficient intervention strategies. Exams are important phases in everyone's life and whether it is a student or an adult, exams are a stressful thing for everyone because everyone wants to perform well and no one wants to fail.

2. Purpose of Study and Research Methods

The purpose of the initiated confirmatory study was to reveal a real image of students from the perspective of establishing and implementing values and attitudes in their personal lives and in the relationships they form with teachers, colleagues, friends, and family. The study's data collection method was the use of a questionnaire comprising multiple-choice and open-ended questions. The method of processing data and information and results was using the IBM SPSS Statistics 23 statistical program.

The participants in the study were the students (N=241) of the two faculties within ANMGD: the Faculty of Musical Interpretation and the Theoretical Faculty, both at the bachelor's and master's level (see table 1). The study was carried out during the first semester of the faculty - October 2021 - January 2022 among students who are enrolled in the Department of Teacher Education and training.

In order to learn more about the role of values in our lives, we conducted workshops with students. During these workshops real situations from their lives were discussed with the students, ways in which they relate to those around them. Students learned how we discover/see the qualities of others (students, colleagues) and how we use them to influence them in achieving their goals through our own input. Students discussed in groups about the people they can influence based on how other important people in their lives managed to spark their interest and imagination.

Table 1. The number of participating students by age and gender

Gender/age	18 - 24 years	25 - 34 years	35 - 44 years	45 - 55 years	Total
Male	65	20	3	4	92
Female	120	10	5	3	138
Undeclared	10	1	0	0	11
Total	195	31	8	7	241

3. Findings

The students were able to remember a teacher who influenced their school career and to list the qualities demonstrated by them in the professional relationship with them. Among the most found qualities are patience, empathy and perseverance. In the vocational field, these qualities are found as main and necessary, being related to the fact that teaching is also done one to one, in the case of students studying an instrument. To be an effective music teacher, you must be people-oriented, possess emotional intelligence, and have a great capacity for patience. Students will develop musical skills at different rates and not all will grasp important concepts immediately. Music teachers are able to listen to students as they sing and quickly identify any key issues that are preventing them from progressing. Not only that, teachers must be able to provide feedback that helps students overcome challenges. An excellent music teacher also remembers that mastering an instrument or musical concept takes repetition. He or she is also happy to provide support and confidence to students at various ability levels.

During the 1st semester of the academic year 2021-2022, the students had to make a list of three qualities that they found in the teaching staff they had until that moment during the years of school and college. The most common qualities identified by students are illustrated in figure 1.

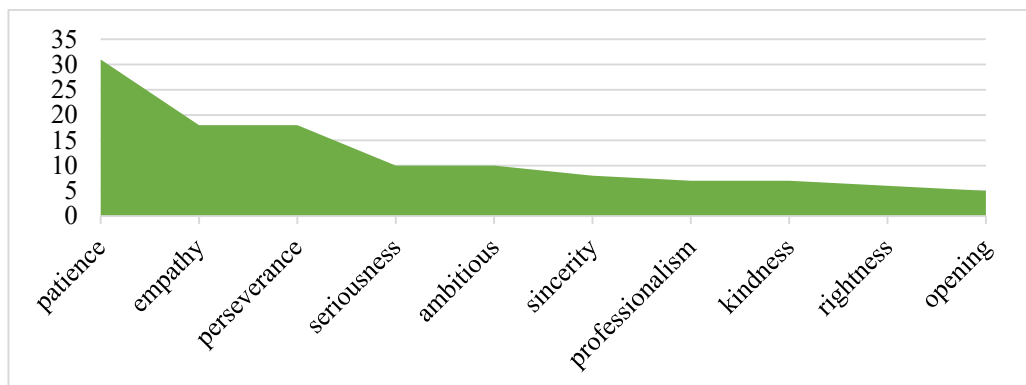


Figure 1. Qualities identified by students in their teachers

The second component of the workshop tasks for this study consisted of listing three values that students have and use to guide themselves in life. The most common values identified by students are illustrated in figure 2.

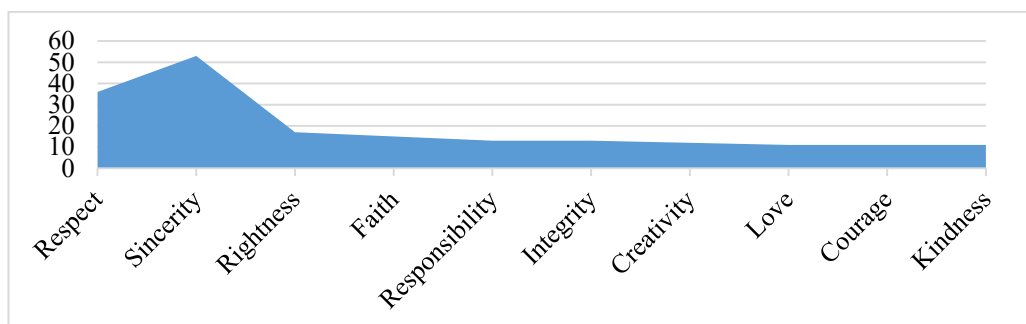


Figure 2. Values listed by students

The most common values among students are respect, honesty, and fairness. At the same time, we also find faith, responsibility, and integrity.

The third part of the workshop tasks for the current study was students completing a task where they supported a peer/student and received feedback from the inspirer. Thus, they found out how he managed to influence the successful completion of that task. Students were inspired to help their college mates, roommates, friends, students they teach. They identified the person's need through direct observation and discussion with the person. They discovered their qualities and were willing to pursue solutions to the problems encountered, either personal or academic problems. They were open to this challenge, and we received positive feedback from them. They shared how focusing their attention to those around them showed them that they were capable of much more positive things than they thought. Through their answers, they proved that they can be reliable people and people who can help and inspire others, in turn enjoying their success through the positive feedback they received.

4. Conclusions

The study in this paper was designed and implemented as an observational approach to how students manage to find role models in their teachers, how they manage to guide their lives by a set of values, and how they in turn manage to support, to help or to inspire others around them. Musicians tend to be predominantly artistic individuals, meaning they are creative and original and function well in a setting that allows for self-expression. They also tend to be enterprising, meaning they are usually quite natural leaders who thrive on influencing and persuading others. Inspiring students is essential to ensure their success and encourage them to fulfill their potential. Students who are inspired by their teachers can achieve good things, and that motivation almost always stays with them. Inspiration can also take many forms, from helping a student through their academic year and short-term goals, to guiding them towards their future career. At the end of their years of study, many music professionals will still refer to a particular teacher as the one who fostered their love for what they do today and attribute their accomplishments to that educator.

The proposed objectives of the current study were met, thus the students: identified the qualities they found in teachers from the years of school training; they managed to establish values to guide them in their lives; the degree of students' contribution in the lives of the people around them was logged, especially in the relationship with other colleagues. Recognition of values from an early age helps to develop the child's character and form the core of his being. Strong character development occurs because of the virtues and values that children learn during childhood, which remains as a solid foundation for their moral beliefs in the future. These moral values that children absorb become their strengths, which they can rely on to decide their path in life. The learning years are therefore the time when special attention must be paid to instilling these core values, which are further honed at school and later in life. Today's students are the ones who will become the doctors, businessmen, engineers, scientists, politicians, policemen, etc. of tomorrow and will occupy the most important positions that will uplift or bring down societies, communities, countries, and the world at large. Moral values should be properly implemented from an early age because the virtues that young people learn today will determine how they behave as adults.

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