

Sociopersonal Values and Coexistence Problems in Secondary Education

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Abstract

Introduction. The importance of values education in current society continues to be one of the greatest challenges to our Educational System. Its pertinence becomes no less than inexcusable when we speak of education in social values during adolescence, or, during *Educación Secundaria Obligatoria* [N.T. Mandatory Secondary Education, that is, grades 7 to 10]. Study, research and intervention in this type of education has focused especially on the area of social skills and competencies (Farrington, 1989, 1993; Tremblay, Kurtz, Masse, Vitaro & Phil, 1995), so that we now possess numerous instruments and types of evidence that serve to evaluate students' level of social competence or maladjustment.

Nonetheless, the area of coexistence values is yet to be encompassed within this terrain. To shed light on this, we adopt Tierno's position (1992, 1993a, 1993b, 1996) regarding human values, integrating it with the model by De la Fuente (1999, 2000, 2003), which proposes working on *self-regulated values* through three behavioral levels that constitute the latter. Specifically, to incorporate a value involves integrating the value's characteristics: *cognitions* or *thoughts* (what a person thinks or believes in interpersonal relationships), *feelings* or *affect* (emotions associated with living a particular interpersonal situation) and *actions* or *behaviors* (behaviors typical to each interpersonal situation).

Objectives. Based on these assumptions, our study has a three-fold objective. Firstly, it will develop and present a new questionnaire regarding social values, analyzing its psychometric properties. Secondly, it seeks to develop a descriptive profile of social values constructed by students in this stage, using diverse academic and family measures. And thirdly, we establish interdependency relationships between the values questionnaire and other measures of maladjusted behaviors.

Method: Participants were 857 male and female students from two public schools (*Educación Secundaria Obligatoria*) in the province of Almeria, their age ranging from twelve to eighteen years, of which 437 subjects were male (51.0% of the sample) and 420 subjects were female (49.0% of the sample), at varying levels in their completion of *Educación Secundaria Obligatoria* (see table below for distribution according to year in school). Using this sample we performed three consecutive studies in order to meet our three objectives.

Results and conclusions. The first study allowed us to obtain a Social Values Education Questionnaire with initially acceptable psychometric values. The second study gives us an interesting inside look at the social values of our adolescents, with respect to the students' other sociodemographic and academic variables. The third study confirms interdependency relationships and the importance of social values and social maladjustment.

Key words: Social and Personal values, Coexistence, Adolescence, Evaluation, Antisocial behavior.

Introduction

The area of prosocial behavior, and its opposite, antisocial behavior, has been studied and approached from different angles. Coexistence in school contexts comprises behaviors from a wide spectrum, ranging from the best adapted behaviors, in line with what is expected from students in scholastic and social life, to behaviors of the opposite nature, even those at the most undesirable extreme. Within the area of maladaptive behaviors, one must consider a wide behavioral repertory with very diverse etiology, symptomatology, and prognosis. All of these concur in that they destabilize coexistence in the classroom and at school making it difficult or even impossible to meet academic objectives. These behaviors, as discussed in other studies (Peralta, Sánchez, Trianes & De la Fuente, 2003), can be catalogued into three types:

a) Academic demotivation and uninterest provokes pitiful school results, and seriously affects other processes such as self-esteem, social competence, identification with the class-group to which one belongs, and school maladjustment. Ortega and Del Rey (2003) affirm that school demotivation is sometimes a cause and other times a consequence of school conflict.

b) Disruptive behaviors can be defined as those which break or sharply destabilize coexistence (Fernández, 2001). They obstruct class progress, to the serious detriment of the very student who performs them, as well as to the remaining classmates and teacher. Some research has suggested that these are associated with externalized behaviors (Kazdin & Buela-Casal, 1996) which are problematic, psychopathological behaviors, of diverse intensity and prognosis, perhaps also leading to school maladjustment.

c) Antisocial, aggressive behavior (Farrington, 1989, 1993; Tremblay, Kurtz, Masse, Vitaro & Phil, 1995). Research indicates that this is high-risk behavior for later problems in adolescence or in social life after completing mandatory education. Although this is a different line of research from the latter, we can also include in this category aggressive behavior directed toward intimidating a classmate, having been studied exhaustively in the research on bullying (Olweus, 1993; Ortega, 2000; Smith, Morita, Junger-Tas, Olweus, Catalano & Slee, 1999), from the perspective of the aggressor, the victim or the spectator, as well as the long-term consequences of experiencing this type of violence.

Study, research and intervention in this problem area has especially focused on social skills and competencies (Farrington, 1989, 1993; Tremblay, Kurtz, Masse, Vitaro & Phil, 1995), such that we now possess numerous instruments and evidences useful for evaluating the level of students' social competence or maladjustment.

However, the values perspective has not been considered with the same intensity, even though it is plausible to propose that the school coexistence issue is closely related to the values that each individual assigns to his or her relationship with peers, and the benefit or advantage that he or she wishes to gain from that relationship. The lack of questionnaires that evaluate students' sociopersonal values, especially in Secondary Education, is proof that this relationship has hardly been verified. Therefore, we consider it necessary to continue investigating the type of values that each person applies in his or her relationship with others, so as to allow implementation of psychopedagogical strategies that serve not only to correct possible deviant behaviors, but also to encourage prosocial values in schoolchildren, for the purpose of increasing the democratic values of cooperation and tolerance.

Both guidance counselors and homeroom teachers confirm the need to implement evaluation and intervention programs that can improve coexistence at school, preparing young people for incorporation into active social life in a participative, responsible way. In this context, it is relevant to propose construction of a new evaluation instrument, completed by the student, which can shed light on some of the causes that influence and determine development of interpersonal relationships, or can be sources of conflict, while at the same time establishing guidelines for intervention to improve school coexistence.

In order to clarify the matter, we adopt Tierno's proposals about human values (Tierno, 1992, 1993a, 1993b, 1996), integrating them with the model by De la Fuente (1999, 2000, 2003). The latter proposes working on *self-regulation of values* in all three behavioral levels which make up these values, assuming that incorporation of a value involves integrating its: *cognitions or thoughts* (about what a person thinks or believes in interpersonal relationships), *feelings or affect* (emotions associated with experiencing an interpersonal situation), and *actions or behaviors* (behaviors typical to each interpersonal situation).

Gathering information directly from the student has been considered a reliable procedure, since self-reports provide important information on topics such as self-concept, attribu-

tions, attitudes and feelings. Furthermore, self-reports completed by adolescents overcome the limitations of those completed by younger children, due to the formers' sociocognitive maturity and development, as well as the internalization of social norms and values (Trianes, Blanca, Muñoz, García, Cardelle-Elawar & Infante, 2002).

For all the above reasons, the objectives of this study were to:

1) *Construct a new instrument* which would make it possible to evaluate different types of sociopersonal values relating to coexistence at mandatory secondary schools. This would involve an entire developmental process, paying special attention to reliability and validity analyses.

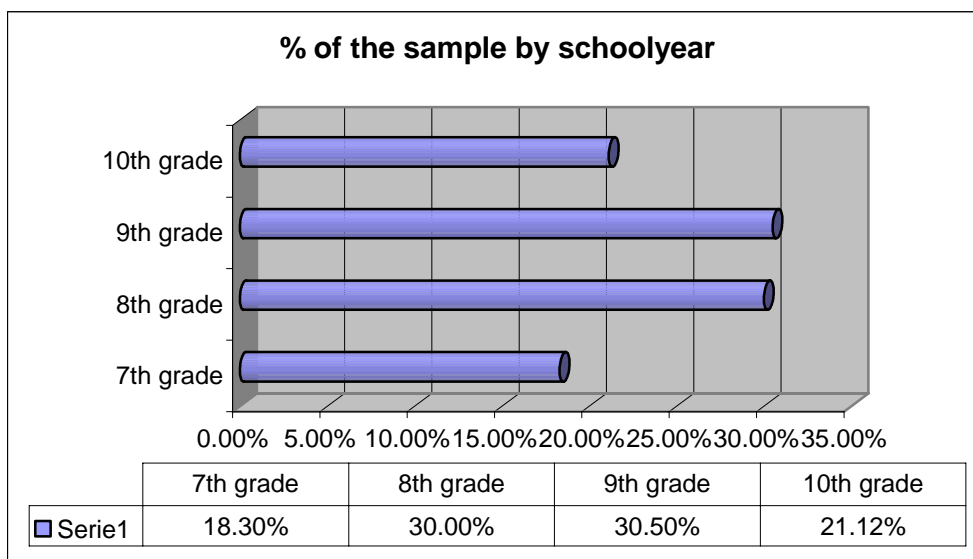
2) *Work out a descriptive profile* of the social values of that students of this age have incorporated into their values scale. Here we expect to find that values most promoted by the sociopersonal environment would be those most adopted by the students, and viceversa.

3) *Establish interdependency relationships* between sociopersonal values for Coexistence and other, already standardized measures, regarding students' maladaptive social behaviors. This type of analysis can shed light on the insufficient construction of values –not only social skills—shown by students in Secondary Education (De la Fuente, 1999). In this case, we can hope to find that, the higher the school coexistence values among students, lower scores would be found in antisocial type behaviors.

Method

Participants

857 students participated, drawn from two public secondary schools in the province of Almería, with ages ranging from twelve to eighteen years, of which 437 subjects were male (51.0% of the sample) and 420 subjects were female (49.0% de la muestra), all of them pursuing studies from mandatory secondary education (see the graph below for distribution by schoolyear). Average age is 14.37 years, with a standard deviation of 1.33. All subjects completed the instruments under study here, or, in some cases, they were completed by their teachers.



Graph 1. Distribution of the sample by year in school.

Study 1. Constructing a questionnaire on sociopersonal values for coexistence

Method

Procedure

This instrument was initially produced by proceeding rationally from two previous formulations:

1) The *proposed sociopersonal values for coexistence*, extracted from a bibliographic review on human and school coexistence values (Bilsky & Schwartz, 1994; Braithwaite, Law, 1985; De la Fuente, 1999; Levy & Guttman, 1974; Markus & Kitayama, 1991; Schmitt, Schwartz, Steyer & Schmitt, 1993; Schwartz & Sagiv, 1995; Schwartz, 1994; Tierno, 1992, 1993a, 1993b, 1996).

2) The rational proposal of *three dimensions inherent in every value*, implicit to the conception of self-regulation of values (De la Fuente, 1999, 2000):

- a. Thoughts: Ideas that a person has about him or herself; expectations (self-concept); beliefs, values; scripts, schemes; self-regulation skills and self-control of this level.
- b. Feelings: Emotions and affect toward one's self (self-esteem), towards others and towards the world; affective behaviors; self-regulation skills and self-control of this level.
- c. Manifest actions: level of execution of personal and interpersonal behaviors, capacities or skills; self-regulation skills and self-control of this level.

The instrument originally grew out of the rational version of the *Questionnaire on Sociopersonal Values for Coexistence*, which evaluates cognitions, emotions and behaviors related to school integration and coexistence. It consists of 93 items, with five possible answers (Disagree strongly, Disagree, Agree somewhat, Agree and Agree strongly) that pupils from each course could fill in. Student completion was also voluntary, carried out in the class group and during school hours. Data was collected between the months of January and June 2003.

Statistical analyses

We performed the pertinent analyses for confirming validity and reliability of the instrument. In the first case, first- and second-order exploratory factorial analyses, using the Main Components Method, Oblimin with Kaiser Normalization, provided the factorial structure of the instrument. In the second case, reliability was obtained using Cronbach's Alpha test.

Statistical processing was performed using SPSS (1999) software, version 10.00.

Results

Exploratory factorial analyses

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.97, and Bartlett's sphericity test ($\chi^2= 41395.159$; $p=0.000$) was statistically significant. The analysis of main components, Oblimin with Kaiser rotation, yielded thirteen factors that justify a total of 55 items with saturations less than .30. We may consider its commonality acceptable because in all cases it was greater than 0.50. Together they explain 63% of the variance. Since the number of factors seemed excessive, and given the size of our sample, we decided to perform a second-order factorial analysis. The rotated factorial matrix can be observed in Table 1. The names of factors and the variance explained by each are shown in Table 2.

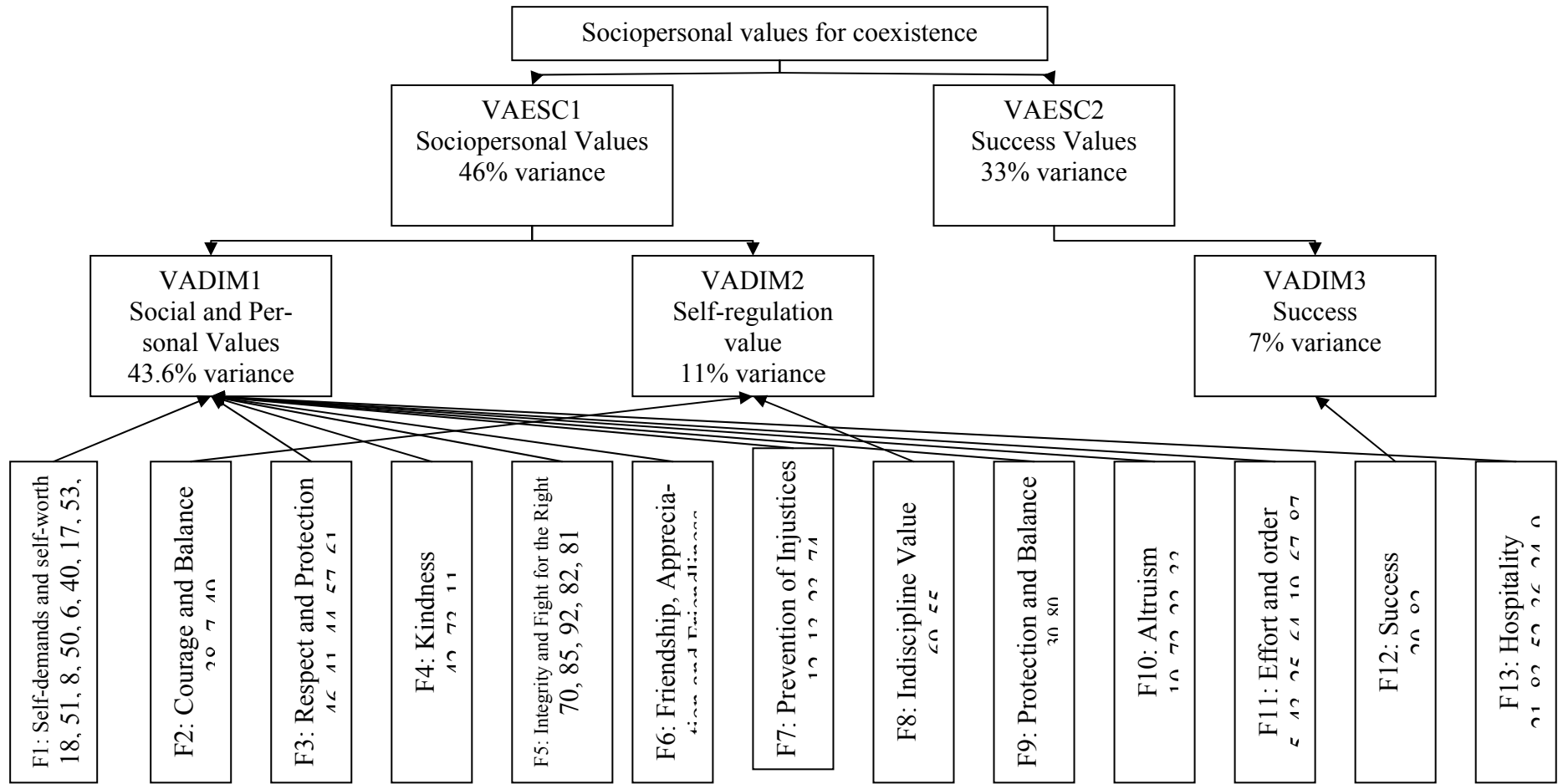
Table 1. Rotated factorial matrix of the *Questionnaire on Sociopersonal Values for Coexistence*

Nº	FACTOR 1. Self-demands and self-worth	Saturation
18	I think that people with stable behavior are better accepted by others.	.53
51	I feel very happy when I achieve what I set out to do.	.50
8	I feel that being upfront with others makes me a better person.	.40
50	I feel very proud of myself when I reach my goals because of my effort.	.40
6	I know that it is good to be grateful when others do favors for me.	.39
	It brings me satisfaction when I notice that I am doing things right, when I	
40	think over how I achieved that and give myself credit.	.37
17	I believe that being well-mannered is a good quality in people.	.33
53	I feel valuable when others ask me for help.	.32
FACTOR 2. Courage and Balance.		
38	I'm excited when others admire me for doing things that are daring.	.64
	I think I could do good things for others that most people wouldn't be brave	
7	enough to do.	.63
49	I like people that I always know how they're going to act.	.37
FACTOR 3. Respect and protection.		
	I feel bad when someone more powerful than me fixes things by force and	
46	not with words.	.78
41	I feel like a winner when other people think highly of me.	.48
44	I feel sad when I see people being made to suffer or being hurt by others.	.37
57	It affects me negatively to see when someone is not respected.	.33
61	It bothers me when weaker types get picked on.	.32
FACTOR 4. Kindness and generosity		
42	I feel satisfied when I have to give personal things to others.	.89
73	I am somebody who gives personal things to others.	.85
11	I admit that I like giving my own personal things to others.	.72
FACTOR 5. Integrity and fighting for the right		
70	I am somebody who often acts upfront with others.	.67
85	I am a person who fights against injustices.	.46
92	I am a person who tries to respect those who are weaker than I am.	.41
	I have the habit of devoting whatever time and effort are required in order	
81	to achieve what I set out to.	.33
FACTOR 6. Friendship, appreciation and friendliness		
65	If I find myself in a tight spot, I know I have someone to rely on.	.74
34	I feel good because I have friends I can trust.	.72

3	I feel that I have enough friends.	.62
66	I usually express the value and admiration I feel for others.	.36
63	I'm a person who acts friendly with others.	.34
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FACTOR 7. Prevention of injustices		
I understand that before I do risky things I should think about the conse-		
12	quences they might bring me.	.74
13	I think it's wrong to make others suffer or hurt them.	.69
23	I am convinced that when I act fairly I avoid problems.	.38
I have the habit of thinking about the consequences before doing some-		
74	thing.	.37
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FACTOR 8. Indiscipline Value		
55	I get really angry when I have to follow rules established by the school.	-.74
69	I'm a person who does daring things.	-.40
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FACTOR 9. Protection and balance		
I think that weaker types and those who are different somehow (sex, race,		
30	country of origin, etc) are more likely to be treated badly by others.	-.79
I know how to control my own behavior, and how to avoid going from a		
80	big high to a bad low for no reason.	.30
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FACTOR 10. Altruism		
10	I feel that others think highly of me.	.79
72	I am often recognized as being a good person.	.40
22	I consider myself someone who helps others.	.36
I have nice feelings when I help others without expecting anything in re-		
33	turn.	.32
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FACTOR 11. Effort and order		
5	I feel that it's very important for me to learn things at school.	.35
43	I feel more sure of myself when I stop to think about the consequences of doing something risky.	.35
25	I think that if we are all orderly we will act better in life.	.35
I am a person who likes to do favors for others, even if they do not return		
64	them.	-.34
19	I am sure that I can achieve whatever I want by making an effort.	.32
I am someone who makes an effort and shows interest in learning the con-		
67	tent of my subjects.	.30
87	I try to keep my own materials and school materials in order.	.30
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FACTOR 12. Success		
20	I think that successful people are better accepted by others.	.91

82	It's very important to me to be successful.	.68
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FACTOR 13. Hospitality and reflection		
I think that when people arrive from other places we should show them a		
21	warm welcome.	.87
83	When outsiders come, I always try to pay them attention.	.72
52	I feel satisfaction when outsiders arrive and we treat them well.	.67
36	I enjoy learning the material in my school subjects and in homeroom.	.49
I admit that the rules and orders which the teachers and adults give us are		
24	for our good.	.31
I know that I should observe my own behavior, think about it and reward		
9	myself when I act right.	.31

In the second-order factorial analysis we obtained three dimensions. The first explains 43.6% of the variance and we call it “*social and personal values*”, since it encompasses ten first-order factors which present this content, namely, factors 1, 3, 4, 5, 6, 7, 9, 10, 11, 13. The second dimension explains 11% of the variance, we call it “self-regulation value” because it encompasses two first-order factors (2 and 8), that express values related to personal self-regulation. The third dimension explains 8% of the variance, we call it “*success*” because it contains factor 12 with this same semantic content. In Table 2 one can see contribution to the variance along with reliability for each factor and for the three dimensions. Figure 1 shows a representation of the first- and second-order factorial structure of the questionnaire.



Reliability

Using Cronbach’s Alpha Coefficient as a measure of the internal consistency of the questionnaire and of each of the factors it comprises, we obtained a global coefficient of .97 and, in the second part, a coefficient of .96. Table 2 shows the Alpha coefficient for each first-order factor and for the three dimensions of the second-order analysis.

Adopting the criterion that the coefficient selected should be greater than .80 (Gingres, 1990), all coefficients obtained for the dimensions are acceptable, as well as for factors 1, 11 and 13. However, for the rest of the factors, Alpha reliability coefficients varied from .76 to .39, as a function of the number of items included (see Table 2).

Table 2. Variance explained in the factorial analysis, and reliability coefficients for the whole scale, factors and dimensions of the *Questionnaire on School Coexistence Problems*.

	Variance explained	Alpha Coefficient
Total scale		$\alpha = .97$
Dimension 1: Social and Personal Values	43.6%	$\alpha = .93$
Dimension 2: Self-regulation Value	11%	$\alpha = .71$
Dimension 3: Success Value	7%	$\alpha = .65$
Factor 1: Self-demands and self-worth	37%	$\alpha = .87$
Factor 2: Courage and Balance	4%	$\alpha = .39$
Factor 3: Respect and Protection	3.2%	$\alpha = .67$
Factor 4: Kindness	2.7%	$\alpha = .76$
Factor 5: Integrity and Fight for the Right	2.3%	$\alpha = .76$
Factor 6: Friendship, Appreciation and Friendliness	2.1%	$\alpha = .69$
Factor 7: Prevention of injustices	1.9%	$\alpha = .65$
Factor 8: Indiscipline value	1.8%	$\alpha = .48$
Factor 9: Protection and balance	1.7%	$\alpha = .31$
Factor 10: Altruism	1.6%	$\alpha = .64$

Table 2. Variance explained in the factorial analysis, and reliability coefficients for the whole scale, factors and dimensions of the *Questionnaire on School Coexistence Problems*.

	Variance explained	Alpha Coefficient
Factor 11: Effort and Order	1.5%	$\alpha = .87$
Factor 12: Success	1.4%	$\alpha = .65$
Factor 13: Hospitality and reflection	1.3%	$\alpha = .85$

Discussion

The empirical factorial structure of this questionnaire modifies what was presented by the rational version of the instrument, showing another disposition of the original rational dimensions. This suggests to us that students of mid-adolescence do not discriminate between cognitive, affective-emotive and behavioral dimensions, for them it is all one phenomenon. The first empirical dimension has a very high explanatory power and seems to evaluate personal and social values generally. Overall, this high percentage of explanation of variance gives the idea of tending to form a single sociopersonal factor or macrovalue.

The second dimension explains 11% of the variance. Undoubtedly, it is justifiable that the values of “balance” and “indiscipline”, in a wider sense, fall into the same category. Furthermore, values of indiscipline involve a serious social maladjustment, predicting risk of varied future behaviors of a delinquent type, drug addiction, school absenteeism and school failure. Literature on the matter shows a close association between indiscipline behaviors, presenting antisocial behavior, and delinquent behaviors of diverse types (Farrington & West, 1990, Olweus, 1993). It does not seem strange, therefore, that balance and personal worth values and indiscipline behaviors are negatively associated, even though the latter are not as serious as other more antisocial values. Students, at their level of maturity, are aware that indiscipline values delay or hinder the process of teaching and learning, since they do not allow for learning to be solidified (Fernández, 1999, 2001). This type of behavior constitutes a relevant source of problems for teachers; although these behaviors have lesser importance, they are very frequent and are inappropriate socially and for schooling.

The third dimension seems to specify that persons who succeed are more highly valued by others. In this sense, it is quite evident that success in educational institutions makes up a large part of adolescents' self-concept and self-esteem, transmitting a kind of symbolic message that when school grades are acceptable, young people are more highly considered in school, family and social institutions (Ortega & del Rey, 2003), communicating to the person involved that social expectations invested in him or her are being fulfilled.

We can affirm, therefore, that the questionnaire measures important values in school contexts from the point of view of the pupils themselves (see complete rational format in Attachment I). Its usefulness lies in the systematic exploration of different types of important values that can appear in the context of school coexistence, grouping them in three nuclei of varying importance: a) personal and social type values; b) values related to self-worth and behavioral self-regulation, to the extent that they contribute to improving the climate of learning and work at school; and, c) values related to success. When these values influence negatively, they become an important nucleus of content for predicting school failure, dropout, or otherwise leaving the school system.

As an evaluation instrument, it can facilitate identification of students with values contrary to coexistence norms, facilitating classroom intervention and simultaneously offering guidance to professionals who work with these students in developing more effective intervention programs with regard to the students' other sociodemographic and academic variables. Nonetheless, it is necessary to continue studying the confirmatory factorial structure of this instrument, to be able to discard whether its factorial structure tends toward a single factor, as well as to implement some factors for the purpose of improving reliability coefficients.

Study 2. Profile of sociopersonal values for coexistence according to different student variables

Method

Procedure

For collecting personal, family and contextual information, we used an instrument which we had developed and validated, called *Worksheet for collecting sociodemographic*

variables (Peralta, Sánchez, De la Fuente y Trianes, 2003). Students filled in this worksheet in a prior session separate from the *Questionnaire on Sociopersonal Values*. In the case of incomplete or dubious questions, the relevant information was later confirmed in interviews with the interested parties.

Statistical analyses

We performed multivariate analyses taking as independent variables *Gender*, with two levels (male, female); *Age group*, with two levels (12-14 years and 15-17 years); *Held back a year in Secondary*¹, with two levels (having failed a year of Secondary school, or not) and *Family structure* with four levels (extended family: 1. living with grandparents, aunts and uncles, or other relatives; 2. living only with the father; 3. living only with the mother and 4. complete nuclear families). For dependent variables we took the different scores on the questionnaire on sociopersonal values for coexistence.

Results

As for *gender*, results generally affirm that female students obtain higher scores in values than do male students, for all measures from the Questionnaire except for the third dimension and the fourth factor (success value), where results are inverted (see Table 3).

Table 3. Interdependence relationships between *Gender* and scores on the Questionnaire on Sociopersonal Values for Coexistence

	Male Mean(Sd) N=437	Female Mean(Sd) N=420	Partial F (Pillai's trace)	Post hoc	Total F (Pillai's trace)
D1	3.59(0.51)	3.72(0.49)	F(1.855)=15.408****	1<2	
D2	3.11(0.55)	3.26(0.53)	F(1.855)=15.144****	1<2	F(3.853)= 9.893****
D3	3.79(1.18)	3.55(1.29)	F(1.855)=7.712**	1>2	
F1	3.99(0.79)	4.14(0.73)	F(1.855)=8.040**	1<2	F(13.843)=7840.906****
F2	3.47(0.75)	3.53(0.70)	F(1.855)=1.200 n.s.	1<2	
F3	3.35(0.80)	3.65(0.79)	F(1.855)=31.566****	1<2	
F4	3.53(1.07)	3.38(1.07)	F(1.855)=3.923*	1>2	
F5	3.68(0.73)	3.82(0.67)	F(1.855)=8.451**	1<2	
F6	3.76(0.67)	3.95(0.64)	F(1.855)=18.730****	1<2	
F7	3.72(0.77)	3.89(0.76)	F(1.855)=10.751***	1<2	

¹ *Translator's note:* in any given classroom of public Secondary Education in Spain, it is common to have several students who are "repeaters", students who were held back one schoolyear due to academic failure.

F8	2.76(1.03)	2.99(0.98)	F(1.855)=11.518***	1<2
F9	3.59(0.91)	3.57(0.86)	F(1.855)=.065 n.s.	n.s.
F10	3.44(0.71)	3.58(0.71)	F(1.855)=7.873**	1<2
F11	3.57(0.94)	3.77(0.87)	F(1.855)=9.957***	1<2
F12	3.79(1.18)	3.55(1.29)	F(1.855)=7.712**	1>2
F13	3.24(0.99)	3.46(0.87)	F(1.855)=12.429****	1<2

*p<.05; **p<.01; ***p<.001; ****p<.0001

For *age group*, the younger adolescent group (12-14 years) obtains higher scores than the older students (15-17 years). Results are presented in Table 4.

Table 4. Interdependence relationships between *Age group* and scores on the Questionnaire on Sociopersonal Values for Coexistence

	12-14 years Mean(Sd) N=439	15-17 years Mean(Sd) N=418	Partial F (Pillai's trace)	Post hoc	Total F (Pillai's trace)
D1	3.76(0.51)	3.54(0.48)	F(1.855)=44.021****	1>2	F(3.853)= 15.653****
D2	3.26(0.59)	3.11(0.48)	F(1.855)=17.388****	1>2	
D3	3.67(1.31)	3.68(1.17)	F(1.855)=.028 n.s.	n.s.	
F1	4.16(0.72)	3.97(0.79)	F(1.855)=12.389****	1>2	F(13.843)=7.010****
F2	3.52(0.79)	3.48(0.64)	F(1.855)=.493 n.s.	n.s.	
F3	3.65(0.84)	3.34(0.75)	F(1.855)=31.542****	1>2	
F4	3.43(1.05)	3.49(1.08)	F(1.855)=.688 n.s.	n.s.	
F5	3.87(0.71)	3.62(0.67)	F(1.855)=28.185****	1>2	
F6	3.92(0.68)	3.79(0.63)	F(1.855)=8.364**	1>2	
F7	3.96(0.79)	3.64(0.72)	F(1.855)=38.571****	1>2	
F8	3.00(1.07)	2.73(0.93)	F(1.855)=15.837****	1>2	
F9	3.72(0.86)	3.44(0.90)	F(1.855)=20.846****	1>2	
F10	3.57(0.73)	3.45(0.68)	F(1.855)=6.227**	1>2	
F11	3.87(0.84)	3.46(0.94)	F(1.855)=45.273****	1>2	
F12	3.67(1.31)	3.68(1.17)	F(1.855)=.028 n.s.	n.s.	
F13	3.51(0.92)	3.19(0.93)	F(1.855)=25.549****	1>2	

*p<.05; **p<.01; ***p<.001; ****p<.0001

According to *family structure*, those who live in extended families (grandparents, aunts and uncles, etc.) generally have lower scores than those who live only with parents or in nuclear families (factors 6 and 11). Additionally, students who live only with their father have higher scores than those who live only with mothers (dimension 1). Likewise, those who live only with mothers have lesser scores than those who live in nuclear families with all their

members (dimension 1 and factors 1, 5, 7, 8, 9, 10, 11 and 13), with the only exception of factor four, where those living with mothers only have higher scores than those living in nuclear families. Nonetheless, the clearest effect is that students living in complete families (number 4) generally have more sociopersonal values for coexistence. For the “success value” (dimension 3 and factor 12), there is no significant effect for the family type variable (see Table 5).

Table 5. Interdependence relationships between *Family structure* and scores on the Questionnaire on Sociopersonal Values for Coexistence

	1 Ext. Family Mean(Sd) N=18	2 Father Only Mean(Sd) N=7	3 Mother Only Mean(Sd) N=113	4 Com- plete Family Mean(Sd) N=719	Partial F (Pillai's trace)	Post hoc	Total F (Pillai's trace)
D1	3.42(0.53)	4.01(0.41)	3.47(0.60)	3.68(0.49)	F(3.853)=8.369****	2>3* 3<4***	F(9.2559)=
D2	3.06(.53)	3.00(.84)	3.10(.53)	3.20(.54)	F(3.853)=1.721 n.s.	n.s.	3.181***
D3	3.67(1.14)	3.57(1.27)	3.60(1.08)	3.68(1.27)	F(3.853)=.159 n.s.	n.s.	
F1	3.68(.92)	4.41(.60)	3.71(.94)	4.13(.71)	F(3.853)=12.206****	3<4****	
F2	3.50(.65)	3.29(1.03)	3.57(.60)	3.49(.74)	F(3.853)=.593 n.s.	n.s.	
F3	3.27(.75)	4.09(.87)	3.35(.86)	3.52(.80)	F(3.853)=3.165**	n.s.	
F4	3.80(1.05)	4.05(.91)	3.75(1.14)	3.40(1.05)	F(3.853)=4.981***	3>4**	
F5	3.40(.75)	4.06(.43)	3.59(.72)	3.78(.70)	F(3.853)=4.242**	3<4*	
F6	3.53(.61)	4.37(.42)	3.78(.65)	3.87(.66)	F(3.853)=3.377**	1<2*	
F7	3.81(.50)	3.68(.77)	3.61(.77)	3.83(.77)	F(3.853)=2.788*	3<4*	F(39.2529)=
F8	2.61(1.09)	2.71(1.47)	2.64(1.07)	2.92(.99)	F(3.853)=2.946*	3<4*	2.121****
F9	3.28(.91)	3.86(.69)	3.31(.93)	3.63(.87)	F(3.853)=5.228***	3<4**	
F10	3.35(.76)	4.00(.52)	3.31(.75)	3.54(.70)	F(3.853)=5.035***	3<4**	
F11	3.15(1.07)	4.10(.58)	3.24(1.17)	3.74(.84)	F(3.853)=12.998****	1<4* 3<4***	
F12	3.67(1.14)	3.57(1.27)	3.60(1.08)	3.68(1.27)	F(3.853)=.159 n.s.	n.s.	
F13	2.97(1.07)	3.48(1.14)	3.04(1.13)	3.41(.89)	F(3.853)=6.049****	3<4***	

*p<.05; **p<.01; ***p<.001; ****p<.0001

Taking *Held back a year in Secondary* as independent variable, coexistence values yield statistically significant results indicating generally that those who have failed a schoolyear obtain lower values than those who have not. Results are presented in Table 6.

Table 6. Interdependence relationships between *Held back a year in Secondary* and scores on the *Questionnaire on Sociopersonal Values for Coexistence*

	Failed year Mean(Sd) N=241	No failed year Mean(Sd) N=616	Partial F (Pillai's trace)	Post hoc	Total F (Pillai's trace)
D1	3.43(0.50)	3.74(0.49)	F(1.855)=66.771****	1<2	
D2	3.06(0.46)	3.24(0.57)	F(1.855)=19.011****	1<2	F(3.853)=16961.224****
D3	3.70(1.12)	3.66(1.29)	F(1.855)=.135 n.s.	n.s.	
F1	3.82(0.88)	4.16(0.69)	F(1.855)=37.394****	1<2	
F2	3.55(0.64)	3.48(0.75)	F(1.855)= 1.588 n.s.		
F3	3.26(0.75)	3.59(0.82)	F(1.855)=28.259****	1<2	
F4	3.53(1.12)	3.43(1.05)	F(1.855)=1.545 n.s.		
F5	3.50(0.66)	3.84(0.70)	F(1.855)=43.216****	1<2	
F6	3.74(0.62)	3.90(0.68)	F(1.855)= 9.380***	1<2	
F7	3.57(0.75)	3.89(0.76)	F(1.855)=32.132****	1<2	F(13.843)=8.535****
F8	2.56(0.92)	2.99(1.02)	F(1.855)=31.868****	1<2	
F9	3.34(0.95)	3.68(0.85)	F(1.855)=25.502****	1<2	
F10	3.35(0.71)	3.57(0.70)	F(1.855)=17.461****	1<2	
F11	3.23(1.02)	3.84(0.80)	F(1.855)=86.959****	1<2	
F12	3.70(1.12)	3.66(1.29)	F(1.855)= .135 n.s.		
F13	3.00(0.99)	3.48(0.89)	F(1.855)=47.857****	1<2	

*p<.05; **p<.01; ***p<.001; ****p<.0001

Study 3. Interdependence between sociopersonal values for coexistence and antisocial behavior

Method

Instruments

The instrument used for this study was *The School Social Behavior Scales*, SSBS (Merrell, 1993). For our purposes we made a translation of Scale B, referred to as Antisocial Conduct. The translated instrument which teachers completed is called *Questionnaire on Antisocial Conduct*. This version consists of 33 items and five response levels (Not at all, A little, Somewhat, Quite a bit, Very much). Some example items are: “bothers other students with his or her problems”; “takes things that belong to others”; “defies school staff”; “destroys or harms school property”; “has a temperament with sudden outbursts or tantrums”; “uses vulgar and obscene language”, etc.

Homeroom teachers for each class group performed the evaluation, student by student. Their total score evaluates the antisocial behavior shown by a student, from the point of view of the teacher. For the Scale of Antisocial Conduct (Merrell, 1993), the research team met with each homeroom teacher and jointly carried out each pupil's evaluation.

Statistical analyses

First, we divided the set of subjects into three groups (high, medium and low) as a function of their scores obtained in antisocial conduct evaluated by teachers on the Scale B test (Antisocial Conduct) by Merrell (1993). The criterion selected in this case was the cluster analysis in three groups, since the variance is not homogeneous. Second, two multivariate analyses of variance were performed, using scores in antisocial conduct as independent variable, and for dependent variables the three dimensions and the thirteen factors from the questionnaire on sociopersonal values for school coexistence.

Results

As was expected, the three groups differed significantly in each of the dimensions and factors from the *Questionnaire on Sociopersonal Values for School Coexistence*. With greater antisocial conduct, lower scores were presented for the dimensions and factors of sociopersonal values (see results in Table 7).

Table 7. Values of the multivariate analyses in relation to the dimensions and factors from the Questionnaire on Sociopersonal Values, according to groups of low, medium and high Antisocial Conduct.

	Low (n=557)	Medium (n=219)	High (n=81)	Partial F (Pillai)	Post hoc	Total F p< (Pillai's trace)
Dimensions and Factors	M (dt)	M (dt)	M (dt)			
D1: Personal and Social Values	3.76(.42)	3.53(.57)	3.25(.61)	F (2.854)= 46.979****	1>2>3*** 2>3***	
D2: Self-regulation Values	3.28(.53)	3.05(.51)	2.91(.52)	F (2.854)= 26.597****	1>2>3****	F(6.1706)= 17.746****
D3: Strive for Success	3.66(1.24)	3.64(1.28)	3.82(1.24)	F (2.854)= .711 n.s.	n.s.	
F1: Self-demands and self-worth	4.24(.57)	3.89(.89)	3.38(1.00)	F (2.854)= 60.587****	1>2>3**** 2>3****	F(26.1686)= 8.282***
F2: Balance	3.46(.72)	3.58(.71)	3.56(.76)	F(2.854)= 2.446 n.s.	n.s.	
F3: Respect and Protection	3.62(.75)	3.36(.87)	3.01(.83)	F (2.854)= 25.944***	1>2** 1>3****	

Table 7. Values of the multivariate analyses in relation to the dimensions and factors from the Questionnaire on Sociopersonal Values, according to groups of low, medium and high Antisocial Conduct.

	Low (n=557)	Medium (n=219)	High (n=81)	Partial F (Pillai)	Post hoc	Total F p< (Pillai's trace)
Dimensions and Factors	M (dt)	M (dt)	M (dt)			
F4: Kindness	3.28(1.01)	3.71(1.10)	3.95(.09)	F(2.854)= 22.814****	1<2**** 1<3****	
F5: Integrity and fight for the right	3.85(.66)	3.61(.71)	3.37(.76)	F (2.854)= 22.800 ****	1>2>3**** 2>3****	
F6: Friendship, Appreciation and Friendliness	3.92(.65)	3.82(.64)	3.47(.65)	F (2.854)= 16.964****	1>3**** 2>3****	
F7: Prevention of injustices	3.91(.73)	3.60(.84)	3.56(.68)	F (2.854)= 17.400****	1>2**** 1>3***	
F8: Indiscipline value	3.09(.94)	2.53(.99)	2.25(1.00)	F (2.854)= 45.827****	1>2**** 1>3****	
F9: Protection and balance	3.67 (.87)	3.48(.90)	3.25(.88)	F (2.854)= 9.937 ****	1>2** 1>3****	
F10: Altruism	3.60(.65)	3.43(.76)	3.11(.71)	F (2.854)= 19.336****	1>2** 1>3****	
F11: Effort and Order	3.91(.64)	3.36(1.05)	2.80(1.27)	F (2.854)= 82.290****	1>2>3**** 2>3****	
F12: Success	3.66(1.24)	3.64(1.29)	3.83(1.13)	F (2.854)= .711 n.s.	n.s.	
F13: Hospitality and Reflection	3.56(.79)	3.08(1.02)	3.63(1.13)	F (2.854)= 51.715 ***	1>2**** 2<3****	

In general, the three dimensions of the questionnaire on school coexistence values are significantly differentiated among the low, medium and high groups per their score in antisocial conduct. Such conduct may be defined as maladjustment or failure to meet important social objectives in specific contexts. Youth who show antisocial conduct use inappropriate means and obtain negative results for their own development at school, socially, and later on in the labor market (Ford, 1982, Cavell, 1990). Human values form an important component of sociopersonal and school adjustment and adaptation (De la Fuente, 1999, 2000). In this study, pupils with higher scores in antisocial conduct generally present lower scores on the dimensions and factors of sociopersonal values for school coexistence, demonstrating a strong negative relationship between the two instruments.

General conclusions

We can conclude by affirming that in the *first study*, whose objective was development of a new instrument for evaluating values related to school coexistence, results confirmed acceptable psychometric properties for this initial version of the instrument, specifically the indices of reliability and validity. Additionally, these results suggest the need to continue working on the internal structure, using confirmatory analyses, and on the questionnaire's reliability, in order to improve certain indices.

Among all the results obtained, the large weight carried by the value "social success" seems exceptional to us; with very few items it explains a large amount of the variance, becoming the second dimension of our construct "Sociopersonal values". In similar fashion, the value which has the most weight in the first dimension, "Social and personal values", is the one referred to as "self-demands and self-worth", to a large degree referring to meeting personal and social goals. This result should not seem strange if we take into account that the different educational contexts expose the adolescent to great social pressure for achieving academic, personal and social goals.

As for the *second study*, the interdependence relationship between the values and certain sociodemographic variables is important. We confirmed that female students obtain better scores in social values than do male students, except in the case of success values, where the boys surpass the girls. This result should cause us to reflect on educational intervention, if we take into account that male students show a lower level of incorporation into sociopersonal values, this means considering them a higher risk population in the educational process.

In addition, the prior result is modified with age. With regard to age group, a deterioration in values appears with the older group. In this case, unlike what we might hope for, becoming older involves a considerable decrease on sociopersonal values for coexistence. One should probably look for a cause in the personal and social crisis involved in adolescence itself. Nonetheless, the influence of the social medium and the values from the surrounding environment, as found in numerous socialization contexts, should not be undervalued.

With regard to family structure, a reiterative result appears, indicating that children from destructured families experience lesser construction of sociopersonal values. In any

case, our results further examine the role of family structure as a means of socialization, understood to mean the construction of sociopersonal values, in a manner coherent with other prior research (Arranz, Yenes, Olabarrieta & Martín, 2001).

The relationship of sociopersonal values also appears as interdependent with school failure. Students who have failed a year of Secondary Education also obtain lower scores than do those who have not. These results support prior evidence, referring to poorer social development and maladaptive behaviors among students who have stayed behind a year in school (García, De la Fuente, Justicia & colls., 2002)

Finally, the *third study*, in addition to confirming the external validity of the new questionnaire, very consistently indicates that more antisocial conduct in students corresponds to possessing lesser values. This result yields a reliable correlate of sociopersonal values, showing that antisocial behavior, in addition to being a problem of social competencies or skills—in other words, a matter of procedural competencies—as is considered by several now-classic psychological models, it is also a problem of absence of sociopersonal values for coexistence (De la Fuente, 1999).

Therefore, we feel that our results highly recommend the need to evaluate and educate students from the phase of Secondary Education in sociopersonal values for coexistence, as is shown in other recent studies (Iriarte, Alonso & Sobrino, 2006). To a good degree, their future and the future of all of us, as a more developed, humane and civilized society, depends on this.

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QUESTIONNAIRE FOR EVALUATING SOCIOPERSONAL VALUES FOR COEXISTENCE (De la Fuente, Peralta & Sánchez, 2006). Original rational version (thoughts-feelings-actions).

Full Name _____
 Age _____ Year in School _____ Name of School _____
 City or Town _____

Here is a list of different statements. Please indicate with an X how much you agree with each one, where 1= Strongly disagree, 2= Disagree, 3= Agree somewhat, 4= Agree and 5= Agree strongly.

1. I think it's important to behave in a friendly way.
2. I am convinced that it's good when I help others without expecting anything in return.
3. I feel that I have enough friends.
4. I think that admiring and valuing others helps improve my relationship with them.
5. I feel that it's very important for me to learn things at school.
6. I know that it is good to be grateful when others do favors for me.
7. I think I could do good things for others that most people wouldn't be brave enough to do.
8. I feel that being upfront with others makes me a better person.
9. I know that I should observe my own behavior, think about it and reward myself when I act right.
10. I feel that others think highly of me.
11. I admit that I like giving my own personal things to others.
12. I understand that before I do risky things I should think about the consequences they might bring me.
13. I think it's wrong to make others suffer or hurt them.
14. I'm sure that relationships between people are better when I make an effort to please others.
15. I feel that it's positive to solve issues between people with dialogue.
16. I think that respecting others avoids problems and makes life more pleasant for all of us.
17. I believe that being well-mannered is a good quality in people.

18. I think that people with stable behavior are better accepted by others.
19. I am sure that I can achieve whatever I want by making an effort.
20. I think that successful people are better accepted by others.
21. I think that when people arrive from other places we should show them a warm welcome.
22. I consider myself someone who helps others.
23. I am convinced that when I act fairly I avoid problems.
24. I admit that the rules and orders which the teachers and adults give us are for our good.
25. I think that if we are all orderly we will act better in life.
26. I feel that respecting teachers and classmates improves coexistence.
27. I think as students we can feel safe from any danger at school.
28. I think that good manners improves relationships between people.
29. I am sure that I'm a brave person.
30. I think that weaker types and those who are different somehow (sex, race, country of origin, etc) are more likely to be treated badly by others.
31. I think that I am ready to face anything.
32. I feel inner satisfaction when I find friendly people.
33. I have nice feelings when I help others without expecting anything in return.
34. I feel good because I have friends I can trust.
35. I feel good when we value other people.
36. I enjoy learning the material in my school subjects and in homeroom.
37. I feel good about myself when I thank others for the favors they do for me.
38. I'm excited when others admire me for doing things that are daring.
39. I feel bad when I see people who aren't being upfront with others.
40. It brings me satisfaction when I notice that I am doing things right, when I think over how I achieved that and give myself credit.
41. I feel like a winner when other people think highly of me.
42. I feel satisfied when I have to give personal things to others.
43. I feel more sure of myself when I stop to think about the consequences of doing something risky.
44. I feel sad when I see people being made to suffer or being hurt by others.
45. I feel unhappy when I see someone using bad manners with others.

46. I feel bad when someone more powerful than me fixes things by force and not with words.
47. It hurts me when I see how others are not respected.
48. I feel displeased with myself when I have acted badly toward others.
49. I like people that I always know how they're going to act.
50. I feel very proud of myself when I reach my goals because of my effort.
51. I feel very happy when I achieve what I set out to do.
52. I feel satisfaction when outsiders arrive and we treat them well.
53. I feel valuable when others ask me for help.
54. I feel bad when I see that I haven't been fair with other people.
55. I get really angry when I have to follow rules established by the school.
56. I get in a bad mood when I see disorder.
57. It affects me negatively to see when someone is not respected.
58. I feel confident at school because I am not in danger when I'm at school.
59. I feel very bad when I have been rude to someone.
60. It bothers me to see someone being afraid to do something that the rest of us can do.
61. It bothers me when weaker types get picked on.
62. I feel proud when I confront others.
63. I'm a person who acts friendly with others.
64. I am a person who likes to do favors for others, even if they do not return them.
65. If I find myself in a tight spot, I know I have someone to rely on.
66. I usually express the value and admiration I feel for others.
67. I am someone who makes an effort and shows interest in learning the content of my school subjects.
68. I am person who usually says thank you for favors and help that I get from others.
69. I'm a person who does daring things.
70. I am somebody who often acts upfront with others.
71. When I see that I've done something well, I often tell myself: "Keep it up, it's worth it to keep making the effort".
72. I am often recognized as being a good person.
73. I am somebody who gives personal things to others.
74. I have the habit of thinking about the consequences before doing something.

75. I try to help and encourage those who need me.
76. I usually use good manners and speak well with those around me.
77. I try to fix problems that I have with others by talking with them.
78. I act in line with this statement: "I don't do to others what I don't like them to do to me."
79. I'm a person who usually behaves with good manners.
80. I know how to control my own behavior, and how to avoid going from a big high to a bad low for no reason.
81. I have the habit of devoting whatever time and effort are required in order to achieve what I set out to.
82. It's very important to me to be successful.
83. When outsiders come, I always try to pay them attention.
84. My usual habit is to help those who need me.
85. I am a person who fights against injustices.
86. I'm a person who willingly follows established rules.
87. I try to keep my own materials and school materials in order.
88. I always respect my classmates' rights.
89. I'm a person who avoids dangers to myself and to others.
90. I'm a person who has good manners with others.
91. I'm a daring person.
92. I am a person who tries to respect those who are weaker than I am.
93. I like to challenge those around me.