We consider important to stress that values are a social construction, incarnating them in the conduct, giving testimony of them” (p 130). That are transmitted when the actors in their social life exemplify them, generated in the experience of the interaction throughout the story and behavior, appreciated by those who share them. Models slowly the values are: “cultural models of certain great moral principles of opposite mode of behavior. For the anthropologist Ricardo Sanmartín that order human behavior, because they indicate to the subject that knowledge. For the philosopher Ortega y Gasset, approaches and nuances depending on the authors and the areas of values have been and are subject to a constant process of revision and improvement to adjust to the social reality and, very especially, to the awareness that a society, in a certain space and time, has reached on itself and on the world. We can conclude that values are criteria that guide us about what is right or wrong to feel, think or do, both consciously and unconsciously and, consequently, shape the behaviors, habits and customs of people. Thus understood, values are the frame of reference, the compass that guides and gives meaning to our individual and social life. Education in values is a social concern of the first order. From different areas, the need for the school to promote values in young people is stressed; But what values are the fundamental ones? Reaching an agreement on what values to educate seems simple when approached from an ideal level (for example, we can all agree on the value of friendship, truth or justice); but, when we situate ourselves in the plane of concrete reality, of experience, the agreement vanishes: “divergences will arise when defining the concrete content of such perfection or optimization: what values, what sense and what hierarchical order are the basis of education, or the best education “. The paradox is that, although everyone seems to be clear about the need to promote education in values, the coexistence in the centers is deteriorating and the conflict continues to increase. From this reality we can deduce that the institutional proposals to address education in values as specific subjects or the orientations to treat them as cross-cutting themes of the curriculum are not working or are not enough. Common sense and research point to the need to find consensus, creative and dynamic responses, the foundation of the democratic school that builds and contextualizes its own responses to the needs it meets. Various investigations show that school-family collaboration in the diagnosis of problems of coexistence and the possible actions to be carried out allow continuity to the lines of action...
of the center in homes. 15-20 achieving a greater sense and cohesion of the actions. 14-21 Likewise, for students to internalize a value and respect a rule, they must have the opportunity to participate in the determination of the importance of that value and in the elaboration of the rules that regulate the coexistence of the center and the classroom, of this way will be identified much more with its center, aspects that improve relationships and prevent abuse between colleagues. 16-20 In this sense, based on the framework of values that, as a society, we have given, each center should have its own action plans, appropriate to their reality and widely agreed, where they establish which values are more urgent to address and how to do it. However, the inertia and the pressure of school activity to comply with the prescribed curriculum leave little room for this type of dynamics. Unfortunately, rarely, the entire educational community has the opportunity to get involved in a collective project to reflect and share visions and positions that guide joint action. That is why we feel it a privilege to have participated in an action-research project aimed at creating an action plan to promote education in values. In addition, we firmly believe that the monitoring of these collective reflection processes and their impact on the centers is a valuable knowledge and, therefore, it is the mission of educational research to describe, analyze and disseminate these experiences so that they transcend their space of application and thus favor the improvement of education. In this article we present part of the results of this research-action project carried out in a secondary school during the 2015/2016 academic year. It is a descriptive report that shows the consensus and disagreements among the different sectors and groups of the educational community and how, through a mathematical model created ad hoc and based on set theory, it was possible to generate a hierarchy of values that It reflects the great consensus while considering the particular opinions of all sectors and groups with their own entity within the educational community.

**Methodological framework**

As we have indicated, this study is part of an educational research-action project aimed at developing an action plan to promote education in values. The research team of the project was formed by fifteen professors of the center and had the support and funding of the Ministry of Education, Research, Culture and Sports of the Valencian Community. 1 The need for this plan is driven by the reality of the center, which has seen how in recent years the problems have not stopped increasing: fights in the playground, disruption in the classroom, lack of respect for teachers... no doubt, situations everyday in many educational centers. However, in the study center, during the 2015/2016 academic year, 267 students accumulated 1501 parts of incidents, 509 reprimands were made and 86 disciplinary proceedings were opened, alarming figures that mobilized the educational community in the search for a plan of action to address the problem.

**Objective**

The development of an action plan to promote values requires a hierarchy of values that supports it. Therefore, the first step is to determine a hierarchy of basic values that has a broad consensus among all the actors involved. This would be the objective of specific research where we focus the present study.

The research question that guides us is: What is the hierarchy of values that best represents the views of the school’s educational community? And connected with this: What is the procedure to achieve it?

In this sense, the research team considers that, in order to achieve a hierarchy that represents the center, in the first place, it is necessary to consider the opinions of the different sectors and groups within the educational community. This assumption is specified in two design principles:

- **Principle 1:** The opinion of teachers, families and students must be considered equally.
- **Principle 2:** The hierarchy of each sector should reflect the internal opinions that may appear according to age groups, sex, educational level or others that are relevant. 26

**Population and sample**

The research is carried out in a secondary school located in a municipality in the south of the Valencian Community (Spain). Its economy, traditionally supported by a powerful agricultural sector, is opening up to tourism, which is gaining more and more importance. In the last decades, the growth promoted by both economic sectors has fostered an important immigration of families coming mainly from North Africa, South America and Europe. The center, the only secondary school in the municipality, is publicly owned, has a staff of 90 teachers and welcomes about 1000 students that reflect the diversity of backgrounds, cultures and socioeconomic levels of the municipality. The center is a multicultural space where coexistence is built not without difficulty from the different beliefs, motivations and values of teachers, families and students. It should be noted that the center is classified as having a low socioeconomic and cultural level, and the academic results according to the diagnostic evaluation tests place it in the 23rd percentile in mathematical competence and the 15th percentile in the Spanish language, which means that it is in the lower levels within the Valencian Community. The target population is the families of the students who attend the center (approximately 700), the 90 teachers assigned to the school year and the 1000 students enrolled. For the sample selection, we use the following criteria:

1. That all levels of Secondary Education were represented: Compulsory Secondary Education (ESO) and Baccalaureate. 2
2. That both students and families of Spanish origin and those of foreign origin were represented.
3. In order to obtain significant samples, we decided to pass the questionnaires to the entire faculty, to 300 students and their respective families.

**Instrument**

To address the objective, it is necessary to gather the diverse opinions, describe them and propose a basic set of values that represents the best possible agreement among all the sectors and groups of actors of the center. Therefore, it is not about explaining or analyzing the causes of these events, but presenting them and proposing a solution

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1The project has been funded by the Ministry of Education, Research, Culture and Sports of the Valencian Community, under the call for projects of research and educational innovation on the development of the curriculum (ORDER 11/2015, of September 28) [ DOCV 01/10/2015].

2Secondary education in the Spanish system is divided into Compulsory Secondary Education (ESO), for students between 12 and 16 years, equivalent to Grade 7,8,9 and 10 of the American system; and the Baccalaureate that is equivalent to grade 11 and 12.
The questionnaire for teachers and families was the same, while for the students the wording of each statement was adapted to improve their comprehension. The questionnaires obtained a reliability of 0.86 using the Alpha of Cronbach Levene. We use the internal consistency method applying the indicated statistic, through the statistical package SPSS version 23.

Data collection and analysis procedure

The questionnaires for the families were accompanied by a letter signed by the director in which the object of the investigation was explained and the content and manner of completing it were explained. The tutors of each selected group were responsible for distributing and collecting the questionnaires. Finally, 424 surveys were collected: 65 from teachers, 86 from families and 273 from students. The surveys were coded and processed with the Statistical Package for the Social Sciences (SPSS) version 23 program. In a first step, an exploration was performed to debug and correct anomalous data and, subsequently, the appropriate data and reports were generated.

Procedure to determine the hierarchies of values

In order to achieve the hierarchy of values that best represents the opinions of the entire educational community, a procedure was agreed upon that complies with the two proposed design principles and is summarized in the following algorithm:

1. For each educational sector
   a. Determine the global proposal of the sector considering the complete sample.
   b. Determine differentiated proposals according to gender and other possible internal groupings, such as level of studies, age, nationality or course.
   c. For each of the different hierarchies obtained, select the values with the highest score; specifically, it was agreed to take the five values with the highest score or those that are less than 0.5 points of the most valued.
   d. To form the hierarchy of values of the sector, first select the values that result from the intersection of all the groups analyzed, followed by the values with the highest degree of intersection. The results of each intersection are ordered according to the global assessment of the sector.

2. The final hierarchy is conformed to the values that emerge from the intersection of the three educational sectors, followed by those that result from the intersection of two sectors and these, in turn, followed by the exclusive ones of a single sector. In each of the three cases, the values will be ordered according to their average score in the three sectors. With these criteria, the general consensus as well as the opinions of each sector and even possible internal groups that have sufficient entity, such as groupings according to gender, the level attended by the student or the age range of the professors is reflected in the final hierarchy.

Results

The data produced by the total sample are not considered, since the first design principle is not observed, since the sample of the students (N=273) would completely hide the opinions of other sectors with less population or less sample representation, as is the case with the
When we analyze the results according to the level of studies of the students, we observe that the Reflection (4.64), Empathy (4.60), Forgiveness (4.58), Equality (4.43), Will (4.42), Self-control (4.41), Responsibility (4.41), Cleaning (4.40), Sincerity (4.36) and the Forgiveness (4.22). Considering the sex of the tutor of the student (Table 2), we observe that, for both men and women, the most valued value is Respect (4.45), men (4.85, women), followed, in the case of men, Self-control (4.29), Courtesy (4.19), Assertiveness (4.16), Equality (4.16), Cleanliness (4.16), Will (4.13), the Responsibility (4.06), Forgiveness (3.97) and Sincerity (3.97). In the case of women, Respect is followed by Assertiveness (4.64), Responsibility (4.60), Courtesy (4.60), Will (4.58), and Sincerity (4.58), Equality (4.58), Cleanliness (4.53), Self-control (4.47), Empathy (4.36) and Forgiveness (4.36) (Table 2).

Regarding possible differences of opinion depending on the origin or nationality of the families, although the surveys collected this information, we could not establish a consistent grouping due to the high dispersion of origins and the small sample size of each one. When we analyze the results according to the level of studies of the father, mother or tutor of the student (Table 3), we observe that the scores for Cleanliness, Courtesy, Sincerity and Forgiveness decrease as the educational level increases. On the other hand, Reflection increases directly with the highest level of training. However, different hierarchies of values are not observed depending on the level of training (Table 3).
We can conclude that for families, regardless of gender and educational level, the fundamental value is Respect; but, when considering sex, the other values vary. The following table shows the global hierarchy of families, that of parents or guardians and those of mothers or tutors. At the intersection of both sets, and following the procedure designed to order them, we obtain the proposed hierarchy for this sector: Respect (4.71), Assertiveness (4.47), Courtesy (4.45), Equality (4.43), Will (4.42), Self-control (4.41), Responsibility (4.41), Cleaning (4.40), Sincerity (4.36), Forgiveness (4.22) and Empathy (4.13) (Table 4).

Table 4 Proposal for synthesis of the family sector (N, sample; DT, standard deviation; M, Medium)

| Hierarchies | Values of families |
|-------------|-------------------|
| Global      | Respect (4.47), Assertiveness (4.47), Equality (4.42), Will (4.42), Self-control (4.41), Responsibility (4.41), Cleaning (4.40), Sincerity (4.36) and Forgiveness (4.32) |
| Men         | Respect (4.45), Self-control (4.29), Courtesy (4.19), Assertiveness (4.16), Equality (4.16), Cleanliness (4.16), Will (4.13), Responsibility (4.06), Forgiveness (4.06) and Sincerity (3.97) |
| Women       | Respect (4.45), Assertiveness (4.44), Responsibility (4.40), Equality (4.40), Will (4.58), Sincerity (4.58), Equality (4.58), Cleanliness (4.53), Self-control (4.47), Empathy (4.36) and Forgiveness (4.36) |
| Proposal by families | Respect (4.71), Assertiveness (4.47), Courtesy (4.45), Equality (4.43), Will (4.42), Self-control (4.41), Responsibility (4.41), Cleaning (4.40), Sincerity (4.36), Forgiveness (4.22) and Empathy (4.13) |

In the case of students, globally (Table 1), the value that most concerns is Equality, with an average score of 4.47, followed by Respect (4.36), Cleaning (4.22), Assertiveness (4.13), Courtesy (4.07), Responsibility (4.01) and Sincerity (3.98). When we observe the data according to the sex of the student (Table 5), we verify that, for men, the priority values are Equality (4.33), Respect (4.27), Cleaning (4.15), Assertiveness (4.09), Courtesy (3.97), Sincerity (3.85), Empathy (3.84) and Responsibility (3.83). In the case of women, they are Equality (4.58), Respect (4.43), Cleanliness (4.28), Responsibility (4.17), Assertiveness (4.16), Courtesy (4.15), and Sincerity (4.09), which is a remarkable coincidence in their hierarchies of values (Table 5).

Table 5 Results by sex of the students (N, sample; DT, standard deviation; M, Medium)

| Sex         | Equality | Affec- | Clea- | As- | Sel- | Cour | Res- | Auto- | Re- | Em- | Sin- | For- | Res- | Pro- | Cou- | Will | Intercul- |
|-------------|----------|--------|-------|-----|------|------|------|-------|-----|-----|------|------|------|------|------|-----|------------|
| men N=126   | M        | 4.33   | 4.15  | 3.52 | 4.09 | 3.55 | 3.97 | 4.27  | 3.75 | 3.34 | 3.84 | 3.85 | 3.67 | 3.83 | 2.43 | 3.28 | 3.44 | 3.72 |
|             | DT       | 1.16   | 1.13  | 1.51 | 1.1  | 1.32 | 1.17 | 1.18  | 1.34 | 1.22 | 1.26 | 1.34 | 1.15 | 1.31 | 1.34 | 1.42 | 1.33 |
| Women N=147 | M        | 4.58   | 4.28  | 3.87 | 4.16 | 3.85 | 4.15 | 4.43  | 3.98 | 3.45 | 4.02 | 4.09 | 3.92 | 4.17 | 2.86 | 3.60 | 3.86 | 4.01 |
|             | DT       | 0.91   | 0.95  | 1.19 | 1.01 | 1.13 | 1.01 | 0.99  | 1.13 | 1.28 | 1.21 | 1.02 | 1.21 | 0.93 | 1.24 | 1.24 | 1.22 | 1.09 |

If we analyze the trends along the different levels (Table 6), we observe that Equality, Respect and Well-being increase progressively as the level of education progresses, with a difference of 0.5 points between the first and second years and Baccalaureate. An even greater difference is seen with Empathy, since the variable presents a distribution curve that would peak in 3º of ESO, with an increase between the first and second years and Baccalaureate. An even more remarkable coincidence in their hierarchies of values (Table 6).

Table 6 Results of the students by educational levels (N, sample; DT, standard deviation; M, Medium)

| Course       | Equality | Affec- | Clea- | As- | Sel- | Cour | Res- | Auto- | Re- | Em- | Sin- | For- | Res- | Pro- | Cou- | Will | Intercul- |
|--------------|----------|--------|-------|-----|------|------|------|-------|-----|-----|------|------|------|------|------|-----|------------|
| 1ºESO N=51   | M        | 4.29   | 4.24  | 3.39 | 4.02 | 3.31 | 4.08 | 4.18  | 3.49 | 3.24 | 3.76 | 4.06 | 3.98 | 3.98 | 2.73 | 3.57 | 3.71 | 3.65 |
|              | DT       | 1.33   | 1.19  | 1.33 | 0.88 | 1.39 | 1.09 | 1.07  | 1.30 | 1.45 | 1.37 | 1.09 | 1.26 | 1.27 | 1.46 | 1.51 | 1.49 | 1.34 |
| 2ºESO N=71   | M        | 4.41   | 4.30  | 3.68 | 4.27 | 3.89 | 4.13 | 4.45  | 3.83 | 3.28 | 4.30 | 4.04 | 4.11 | 4.23 | 2.98 | 3.35 | 3.83 | 4.17 |
|              | DT       | 0.95   | 1.02  | 1.35 | 1.06 | 1.32 | 1.04 | 1.07  | 1.38 | 1.28 | 1.06 | 1.15 | 1.01 | 0.8  | 1.52 | 1.42 | 1.15 | 1.04 |
| 3ºESO N=26   | M        | 4.65   | 4.31  | 4.04 | 4.04 | 4.00 | 4.08 | 4.50  | 4.35 | 3.96 | 4.58 | 3.58 | 3.85 | 4.04 | 2.85 | 3.58 | 3.38 | 3.54 |
|              | DT       | 0.69   | 0.88  | 1.61 | 1.08 | 1.06 | 1.2  | 1.11  | 0.75 | 0.77 | 0.70 | 1.47 | 1.19 | 1.18 | 1.29 | 1.14 | 1.75 | 1.33 |
| 4ºESO N=98   | M        | 4.46   | 4.11  | 3.86 | 4.14 | 3.64 | 3.93 | 4.26  | 3.96 | 3.33 | 3.69 | 3.98 | 3.48 | 3.84 | 2.56 | 3.38 | 3.55 | 3.90 |
|              | DT       | 1.11   | 1.06  | 1.34 | 1.11 | 1.17 | 1.14 | 1.09  | 1.03 | 1.42 | 1.29 | 1.14 | 1.43 | 1.09 | 1.49 | 1.21 | 1.33 | 1.23 |
| BACH N=27    | M        | 4.78   | 4.30  | 3.52 | 4.00 | 3.96 | 4.37 | 4.67  | 3.96 | 3.74 | 3.59 | 4.04 | 3.81 | 4.15 | 3.19 | 3.63 | 3.85 | 3.81 |
|              | DT       | 0.42   | 0.78  | 1.09 | 1.07 | 0.81 | 0.84 | 0.56  | 0.8  | 0.90 | 1.05 | 0.81 | 1.24 | 0.82 | 0.92 | 1.01 | 0.99 | 1.11 |

Citation: Sánchez Vera F. Consensus and dissension in education in values. The collective construction of a hierarchy in a secondary school. Sociol Int J. 2018;2(1):00033. DOI: 10.15406/sij.2018.02.00033
We can conclude that, for students of all levels (both men and women), Equality is the main value, except for the second of ESO, which puts Respect first. The following table shows the global hierarchy of the students and those of each level. To compose the hierarchy of the sector, we follow the procedure designed, obtaining from the intersection of all the sets the values Equality, Respect and Cleaning. Courtesy appears in seven groups; in six, Assertiveness; in four, the Responsibility, Assertiveness and Sincerity; in three, Empathy; in two, the Forgiveness and Autonomy; and in one, Interculturality. The final proposal of the student sector would be as follows: Equality (4.47), Respect (4.36), Cleanliness (4.22), Courtesy (4.07), Assertiveness (4.13), Responsibility (4.01), Sincerity (3.98), Empathy (3.94), Forgiveness (3.81), Autonomy (3.88) and Interculturality (3.88) (Table 7).

Table 7 Proposal for synthesis of the student sector (N, sample; DT, standard deviation; M, Medium)

| Hierarchies       | Student values                                      |
|-------------------|-----------------------------------------------------|
| Global            | Equality (4.47), Respect (4.36), Cleanliness (4.22), Assertiveness (4.13), courtesy (4.07), Responsibility (4.01) and Sincerity (3.98) |
| Men               | Equality (4.33), Respect (4.27), Cleanliness (4.15), Assertiveness (4.09), Courtesy (3.97), Sincerity (3.85), Empathy (3.84) and Responsibility (3.83) |
| Women             | Equality (4.58), Respect (4.43), Cleanliness (4.28), Responsibility (4.17), Assertiveness (4.16), Courtesy (4.15) and Sincerity (4.09) |
| 1º ESO            | Equality (4.29), Cleanliness (4.26), Respect (4.18), Courtesy (4.08), Sincerity (4.06), Assertiveness (4.02), Forgiveness (3.98) and Responsibility (3.98) |
| 2º ESO            | Respect (4.45), Equality (4.41), Empathy (4.30), Cleanliness (4.30), Assertiveness (4.27), Responsibility (4.22), Interculturality (4.17), Courtesy (4.13), Forgiveness (4.11) and Sincerity (4.04) |
| 3º ESO            | Equality (4.65), Empathy (4.58), Respect (4.50), Autonomy (4.35) and Cleanliness (4.31) |
| 4º ESO            | Equality (4.46), Respect (4.26), Assertiveness (4.16), Cleanliness (4.11), Sincerity (3.98) and Autonomy (3.96). |
| Baccalaureate     | Equality (4.78), Respect (4.67), Courtesy (4.37) and Cleanliness (4.30) |
| Student’s proposal| Equality (4.47), Respect (4.36), Cleanliness (4.22), Courtesy (4.07), Assertiveness (4.13), Responsibility (4.01), Sincerity (3.98), Empathy (3.94), Forgiveness (3.88), Autonomy (3.88) and Interculturality (3.88) |

In the case of teachers, we see (Table 1) that Respect considers the fundamental value (with 4.80 points), followed at a certain distance by Courtesy (4.31), Will (4.28), Self-control (4.11) and Cleaning (4.09). Among the teachers, the high value of the variable Respect and the low standard deviation of this variable (0.57, the lowest of all the values) is very significant, which shows a broad consensus among this group regarding the importance and need for this value. When we analyze the results according to sex (Table 8), we see that after Respect (4.67), teachers consider Courtesy (4.22), Will (4.11), Interculturality (4.08) and Self-control (3.97). On the part of the teachers, after Respect (4.97), they opt for the Will (4.48), the Courtesy (4.41), the Cleanliness (4.38) and the Empathy (4.31) (Table 8).

Table 8 Results for teachers according to sex (N: sample; DT: standard deviation, M: average)

| Faculty | Equality | Affectivity | Cleaning | Assertiveness | Self-control | Courtesy | Respect | Autonomy | Reflection | Emptiness | Sincerity | Forgiveness | Responsibility | Pro-welfare | Courage | Will | Interculturality |
|---------|----------|-------------|----------|---------------|--------------|-----------|---------|----------|-----------|-----------|-----------|-------------|----------------|-------------|---------|-----|-----------------|
| Man     | M        | 3.75        | 3.86     | 3.31          | 3.67         | 3.97      | 4.22    | 4.67     | 3.94      | 3.58      | 3.89      | 3.75        | 3.81          | 3.86        | 3.56    | 4.11 | 4.08           |
|         | DT       | 1.54        | 1.36     | 1.28          | 1.17         | 1.16      | .93     | .72       | 1.01      | 1.27      | 1.01      | 1.08         | 1.04          | 1.5        | 1.09  | 1.27         | 1.07           |
| Women   | M        | 4.10        | 4.38     | 3.76          | 3.97         | 4.28      | 4.41    | 4.97     | 3.93      | 3.72      | 4.31      | 4.24         | 4.17          | 4.21        | 3.79  | 4.08         | 3.66           |
|         | DT       | 1.05        | 1.05     | 1.13          | 1.13         | 1.14      | .91     | 1.31      | 1.31      | 1.08      | .83       | 1.17         | 1.35          | 1.37        | 1.09  | 1.46           |

If we analyze the data according to the age range (Table 9), we see that teachers under 34 years of age propose the following hierarchy: Respect (4.78), Empathy (4.56), Courtesy (4.44), Forgiveness (4.33) and Interculturality (4.33). For teachers between 35 and 46 years, the proposed hierarchy is: Respect (4.87), Cleanliness (4.44), Courtesy (4.38), Will (4.21), Self-control (4.15). For its part, teachers older than 46 years proposed: Respect (4.65), Will (4.47), Self-control (4.18), Autonomy (4.12) and Courtesy (4.06). Respect remains the priority value in each timeframe, followed by Courtesy (the second most important for the elderly and the third for the rest). For those of medium and greater age, the next value would be the Self-control (Table 9).

Table 9 Results for teachers according to age range (N: sample; DT: standard deviation; M: Medium)

| Age (Teaching staff) | Equality | Affectivity | Cleaning | Assertiveness | Self-control | courtesy | Respect | Autonomy | Reflection | Emptiness | Sincerity | Forgiveness | Responsibility | Pro-welfare | Courage | Will | Interculturality |
|----------------------|----------|-------------|----------|---------------|--------------|-----------|---------|----------|-----------|-----------|-----------|-------------|----------------|-------------|---------|-----|-----------------|
| 23-34                | M        | 4.22        | 3.44     | 3.67          | 4.00         | 3.78      | 4.44    | 4.78     | 4.11      | 3.11      | 4.56      | 4.22        | 4.33          | 4.22        | 4.11    | 3.89 | 4.22           |
|                      | N=36     |             |          |               |              |           |         |          |           |           |           |             |                |             |         |     |                 |
| 35-46                | M        | 3.90        | 4.44     | 3.49          | 3.77         | 4.15      | 4.38    | 4.87     | 3.82      | 3.62      | 4.00      | 4.08        | 4.00          | 4.00        | 3.62    | 4.04 | 4.21           |
|                      | N=39     |             |          |               |              |           |         |          |           |           |           |             |                |             |         |     |                 |
| >47                  | M        | 3.76        | 3.65     | 3.47          | 3.76         | 4.18      | 4.06    | 4.66     | 4.12      | 4.00      | 4.00      | 3.59        | 3.71          | 3.94        | 3.53    | 3.47 | 4.47           |
|                      | N=17     |             |          |               |              |           |         |          |           |           |           |             |                |             |         |     |                 |
| Total                | M        | 3.91        | 4.09     | 3.51          | 3.80         | 4.11      | 4.31    | 4.80     | 3.94      | 3.65      | 4.08      | 3.97        | 3.97          | 4.02        | 3.66    | 3.63 | 4.28           |
|                      | N=65     |             |          |               |              |           |         |          |           |           |           |             |                |             |         |     |                 |

Citation: Sánchez Vera F. Consensus and dissension in education in values. The collective construction of a hierarchy in a secondary school. Soc Int J. 2018;2(1):00033. DOI: 10.15406/sij.2018.02.00033.
In summary, as shown in the following table, the hierarchy that would best reflect the values of the teaching staff would be: Respect (4.80), Courtesy (4.31), Will (4.28), Self-control (4.11), Cleanliness (4.09), Empathy (4.08) and Interculturality (3.89) (Table 10).

Once the proposal of each educational sector is finalized, the last step is to combine these proposals into a unified one (Table 11). Following the designed procedure, the final hierarchy will be shaped, firstly, by the values that arise from the intersection of the three sectors, resulting in the set {Respect (4.62), Courtesy (4.28), Cleanliness (4.24)}. These are the values with the greatest global consensus and, therefore, are the fundamental basis of the center’s hierarchy of values. On this general consensus we observe other partial agreements: in particular, both families and teachers affect the values of Self Control and Will. Cleaning appears between the teachers and the students; and, finally, students and families agree on Equality, Assertiveness and Responsibility. Therefore, the following set will be {Equity (4.27), Assertiveness (4.13), Self-control (4.08), Responsibility (4.15), Sincerity (4.10), Forgiveness (4), Empathy (4.05), Interculturality (3.87)}; and, finally, the set of values formed by the particular proposals {Will (4.12), Autonomy (3.97)} (Table 11).

Table 10 Results for teachers according to age range (N: sample, DT: standard deviation, M: average)

| Stock             | Hierarchies                                                                                                                                 |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Global           | Respect (4.80), Courtesy (4.31), Will (4.28), Self-control (4.11) and Cleaning (4.09)                                                    |
| Men              | Respect (4.67), Courtesy (4.22), Will (4.11), Intercontrolity (4.08) and Self-control (3.97)                                               |
| Women            | Respect (4.97), Will (4.48), Courtesy (4.41), Cleanliness (4.38) and Empathy (4.31)                                                         |
| 23-34 years      | Respect (4.78), Empathy (4.56), Courtesy (4.44), Forgiveness (4.33) and Interculturality (4.33)                                           |
| 35-46 years      | Respect (4.87), Cleanliness (4.44), Courtesy (4.38), Will (4.21), Self-control (4.15)                                                       |
| Over 46 years    | Respect (4.65), Will (4.47), Self-control (4.18), Autonomy (4.12) and Courtesy (4.06)                                                      |
| Teacher Proposal | Respect (4.80), Courtesy (4.31), Will (4.28), Self-control (4.11), Cleanliness (4.09), Empathy (4.08) and Interculturality (3.89) |

Table 11 Final Hierarchy (N: sample; DT: standard deviation; M: Medium)

| Stock             | Hierarchies                                                                                                                                 |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Global           | Respect (4.62), Courtesy (4.28), Equality (4.27), Cleanliness (4.24) and Responsibility (4.15)                                           |
| Families         | Respect (4.71), Assertiveness (4.47), Courtesy (4.45), Equality (4.43), Will (4.42), Self-control (4.41), Responsibility (4.41), Cleaning (4.40), Sincerity (4.36), Forgiveness (4.22) and Empathy (4.13) |
| Student          | Equality (4.47), Respect (4.36), Cleanliness (4.22), Courtesy (4.07), Assertiveness (4.13), Responsibility (4.01), Sincerity (3.98), Empathy (3.94), Forgiveness (3.81), Autonomy (3.88) and Interculturality (3.88) |
| Faculty          | Respect (4.80), Courtesy (4.31), Will (4.28), Self-control (4.11), Cleanliness (4.09), Empathy (4.08) and Interculturality (3.89) |
| Final Proposal   | (Respect (4.62), Courtesy (4.28), Cleanliness (4.24)) + {Equality (4.27), Assertiveness (4.13), Self-control (4.08), Responsibility (4.15)}, Sincerity (4.10), Forgiveness (4), Empathy (4.05), Interculturality (3.87) + {Will (4.12), Autonomy (3.97)} |

Discussion and conclusion

In the study we have seen how each educational sector has a particular vision of the values that are most necessary to promote. However, the different views agree that Respect is the priority value. Both for families and for teachers is the most valued value above the rest. The families have awarded 4.71 points and the teaching staff, 4.80 points; however, the students value more Equality (4.47), although very close and, secondly, Respect also appears (4.36). It is necessary to highlight the assessment that teachers make about Respect, giving them 4.80 points (the highest score among all the evaluations and for all sectors). In addition, the standard deviation is 0.57, the lowest of all, which denotes an extraordinary consensus among teachers at this point. In the same line, the average valuation among the three sectors is 4.62, well above the next value. Consequently, the data are a clear indicator that Respect is a great concern and must be addressed in a firm manner in the action plans. The second value of the hierarchy is Courtesy, a result consistent with the previous one, given the close relationship of meanings between Respect and Courtesy.Courtesy is recognized as very important by the three educational sectors, being the second most important value for teachers, the third for families and the fourth for students. The third value claimed by the three sectors is Cleaning, although this appears in more distant positions, being the third value for students, the fifth for teachers and the eighth for families. We believe that this broad consensus should be used to address lines of action that improve Respect, Courtesy and Cleanliness. Also, taking into account the demands of the groups and particular sectors, the values of the rest of the hierarchy should be taken into account: Equality, Assertiveness, Self-control, Responsibility, Sincerity, Forgiveness, Empathy, Interculturality, Will and Autonomy. Undoubtedly, all values are relevant, but a hierarchy of values is precisely a way of prioritizing, of focusing effort and attention on what matters most or is most necessary and urgent. To conclude, we would like to emphasize that listening to the whole community is, without a doubt, a democratic and participatory process that facilitates the more accurate determination of the reality of the center, the values that most concern and the values most desired. But, in addition to listening to everyone, procedures must be created that consider the demands of all sectors and minority groups. In the analyzed project, both propositions have been fulfilled, achieving that the resulting hierarchy represents faithfully the general demands of the three sectors of the school community and gives presence to the opinions of the different groups that make up each sector. Therefore, it is the best starting point to develop your own action plan.

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Conflict of interest
None.

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