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VALUE SYSTEM AS A FACTOR OF YOUNG PEOPLE'S TRUST IN EDUCATION DURING THE COVID-19 PANDEMIC IN THREE COUNTRIES OF SOUTHEAST EUROPE

Trust in institutions is important in the functioning of an individual society, especially in emergency situations such as the COVID-19 pandemic.The aim of this paper is to investigate the trust of young people in education during the COVID-19 pandemic in Bosnia and Herzegovina, Croatia and Serbia and to investigate the connection between trust in education and their value system. The research was conducted on 1024 students from Bosnia and Herzegovina, Croatia and Serbia using an online survey. The PVQ-RR questionnaire on 10 basic human values (Schwartz 2017) was used in the research – self-direction, benevolence, stimulation, achievement, tradition, security, conformity, power, universalism and hedonism.The results of the multiple regression indicate that the value of *conformity* is a significant predictor of trust in education in Bosnia and Herzegovina and Serbia, while the values of *tradition, conformity, stimulation* and *universalism* are important predictors of trust in education in Croatia. These differences in results are very likely related to the specific situation in Croatia, which suffered a devastating earthquake in addition to the pandemic in its capital, which should be taken into account in the future when creating and implementing psycho-social support and assistance programs.

Key words: COVID-19; trust in education; values; Bosnia and Herzegovina; Croatia; Serbia

1. INTRODUCTION

On March 11, 2020, the World Health Organization (WHO 2020) declared a pandemic of the COVID-19 virus. Restrictive measures to prevent the spread of the coronavirus soon closed educational institutions as high-frequency gathering places where physical distance and uncontrolled transmission of the virus cannot be guaranteeddespite strict rules of hygiene (Motiejūnaitė-Schulmeister, Crosier 2020). According to data from the official UNESCO website (UNESCO 2020), school closures covered 68% of the world's total school population, or 1.19 billion children who do not currently attend school in 150 countries. It was also pointed out that closing schools and organizing distance learning deepens inequality in education and unequally affects precisely children and young people in various forms of risk, so in the future we need to build an education system that will be more resistant to challenges yet unknown. However, a number of authors also recognize the current situation as a challenge to design new approaches to public education that, with its general accessibility and individual approach to each student with the help of distance learning and digital content exchange platforms, will change the current education system after physical return to school (Capurso, Dennis, Pagano Salmi, Parrino, Mazzeschi 2020; Noorani, Crosier 2020; Volpe, Crosier 2020; Zhou, Li, Wu and Zhou 2020). But remote teaching and learning in the post COVID-19 educational environment is only part of the professional and scientific interest. Children are more physically resistant to the virus, but are therefore mentally vulnerable and exposed to anxiety, behavioural disorders and fear as a result of stressors of isolation, quarantine and physical distancing, and with the return to school, following occurrences can be expected to appear: difficulty concentrating, boredom, irritability, restlessness, loneliness, discomfort, and the expression of worries (Capruso et al. 2020: 65).

The countries in which we conducted a survey of the value system in the student population in correlation with citizens' trust in education are not severely affected by the pandemic, as shown by the following statistics from 30 May 2020: in the Republic of Croatia with a population of 4.07 million, a total of 2,246 people became ill and 103 died (Ministry of the Interior of the Republic of Croatia 2020); in the Republic of Serbia with a population of 6.98 million, 11,381 people became ill and 242 people died (Government of the Republic of Serbia 2020), in Bosnia and Herzegovina with a population of 3.32 million, 2,494 people became ill and 153 people died (Ministry of Civil Affairs of Bosnia and Herzegovina 2020). We should also point out that in Croatia and Serbia schools were closed on March 16, and in Bosnia and Herzegovina

on March 11, but also that primary schools for students from the first to the fourth grade in Croatia are open from May 11, 2020.

Given that the level of trust in public institutions is an important parameter of social capital, the quality of society and significantly affects the well-being of citizens, and low levels of trust often result in a lack of citizen participation in public activities (Kaliterna Lipovčan, Brajša-Žganec 2017), at the time of the COVID-19 pandemic, it was interesting to explore young people's trust in institutions, especially in education, because schools have closed their doors globally, but at the same time turned to other methods of teaching and learning.

The target population of this research is young people because they have recently left the school system, but are still in the education system, only at the higher or university level, and the issue of education has thus remained close to them. But by their age, they are close enough to adults and therefore form a link between the "child's" and "adult" world. In addition, young people make up a population whose views are particularly important, especially those related to trust in the system, because it is they who will form that system in the future.

The aim of this paper is to compare the connection of individual value types from the Schwartz model as a predictor of the level of trust in education in the observed countries of Southeast Europe at the time of the COVID-19 pandemic. Thus, this research brings a new look at the value system and trust in institutions in an unusual situation. The research focuses on the countries of Southeast Europe that are not severely affected by the COVID-19 pandemic like some other European countries, but on the other hand are geographically very close to those that were severely affected, such as Italy. At that time, Croatia, i.e. its capital Zagreb and its surroundings, was hit by a devastating earthquake (March 22, 2020) of magnitude 5.5 according to the Richter scale, which as an additional disaster to the pandemic could affect attitudes about institutions.

1.1. Trust in education

Fortsyth, Adams and Hay (2010), discussing the achievement of collective trust in the school as an institution, point out that trust depends on the quality of cooperation and partnership between teachers, students, parents, administration and other social groups and individuals, and this partnership is achieved simultaneously by the operation of control and trust mechanisms. In doing so, they define trust as "a belief or attitude about a partner's goodwill and reliability in high-risk situations" (Fortsyth,

Adams, Hay 2010: 102). However, it is also important to point out that trust in the school as an institution of society depends on the respondent's personal experiences related to school climate, academic success, management characteristics, tolerance, inclusiveness, democratic relations and student involvement in decision-making processes and many other factors. Authors Balog-Way and McComas (2020) point out that trust, trade-offs, and preparedness are key in crisis communication during a pandemic and that transparency of communication is key in building trust in institutions, which can be applied to communication within the education system in relation to all its stakeholders.

In the Republic of Croatia, citizens' trust in institutions is regularly surveyed. In the 2016 survey (Pilar's Barometer of Croatian Society 2016), on a scale of 0 to 10, education took second place after the Croatian Army (5.67) in terms of citizens' trust with an average score of 5.59. They are followed by: health (5.21), Church (4.94), President of the Republic of Croatia (4.67), police (4.42), European Parliament (3.82), judiciary (3.14), Government of the Republic of Croatia (3.12), the Croatian Parliament (2.86) and political parties (2.49) at the back. We also have data from the fifth research wave of the European Values Survey - EVS from 2017/2018 (Baloban, Črpić 2019) where the army also enjoys the greatest trust (61% of citizens), followed by the educational system (51%), police (46%), Church (38%), the Parliament (8%), political parties (4%). The authors (Baloban, Črpić 2019) also point out that in relation to the previous research waves from 1999 and 2008, the support of citizens towards the educational system dropped from 64% to 51%. The European Union also systematically surveys citizens' trust in local, national and European institutions in large comparative and cross-national surveys (Eurobarometer 2015), which shows that citizens' trust in institutions in Croatia is significantly lower than the EU average. Croatia participates in these surveys as a member state of the European Union, but not the other countries in which we conducted the survey.

1.2. Value system

Values have been dealt with by many authors in the social sciences. Values are, in addition to norms, the basic concept of studying the sociology of culture (Giddens 2007: 20). According to Parsons, values are components of culture and a factor that regulates actors and objects in social processes (Matić 1990). Durkheim, on the other hand, believes that values are not the same and equally functional in all societies, and that they are expressed through symbols, metaphors, myths, etc. (Boudon 2001: 5-

6). Formalist Ferdinand Tönnies characterizes values as a fundamental concept of sociology and divides them into three types: economic, political and spiritual-moral values of which the last category of values is divided into institutions - political and religious, persons - heroic and loving, things - gods, temples and etc., memories and signs (Lukić 1987: 39). Croatian sociologist Josip Županov studies the values of Slavic societies and divides them into: (1) the individual level, (2) the national level, (3) the societal level (Županov 1995). At the individual level, the value of individual utilitarianism prevails, which means "the acquisition of material and other social goods" (Županov 1995: 174), at the national level, the value of heroism prevails, which is activated in times of crisis while in times of peace it is muted, and after the war it can be turned into the value of authoritarianism. At the societal level, the values that dominate in Slavic societies, according to Županov (1995) are radical egalitarianism, solidarity and authoritarianism.

When we talk about research efforts related to values, the most prominent is Shalom Schwartz, whose theory of basic human values (1992) is the most researched, especially in international research.

Values, according to Schwartz and Cieciuch (2016: 107) "(1) are beliefs linked to emotions, (2) refer to desirable goals that motivate action, (3) transcend specific actions and situations, (4) serve as standards for evaluating actions, policies, people, and events, and (5) form a relativity enduring hierarchical system ordered by importance", also"(6) the impact of values on everyday decisions is rarely conscious, and (7) it is the relative importance of multiple, competing values that guides any action or attitude, that is, the trade-offs among relevant values" (Schwartz, Cieciuch 2016: 107).

The research of the value system in this project was conducted with Schwartz's PVQ-RR questionnaire, the current version of the instrument already used by researchers from the observed countries, such as Ferić (2009) in Croatia, Visković and Škutor (2019) in Bosnia and Herzegovina, Marušić and Oikonomon in Serbia and (2013) and Marušić-Jablanović (2018). Schwartz is the author of the theory of universal content and the structure of human values, within which he defines values as desirable goals of different importance that go beyond specific situations, and act as guiding principles in human life (Ferić 2009) and therefore distinguishes ten motivational types of values: universalism, self-direction, benevolence, security, conformity, hedonism, stimulation, achievement, tradition and power (Schwartz 1992, 2006, 2012).

Schwartz displays the values in a circle in such a way that the opposite values are negatively correlated. The ten basic values make up the four categories of higher order values. The higher order value of openness to change is made up of values of

self-direction, stimulation and part hedonism. On the other side, the higher order value of *conservation* consists of the values of tradition, conformity and security. Universalism and benevolence constitute the higher order value of *self-transcendence*, and the values of power, achievement, and in part hedonism constitute the higher order value of *self-enhancement*. As shown in Figure 1, the values of *openness to change* and conservation are mutually on opposite sides of the circular representation and are negatively correlated, that is, as the value of one value increases, the value of another decreases (Schwartz 1992, 2006, 2012).

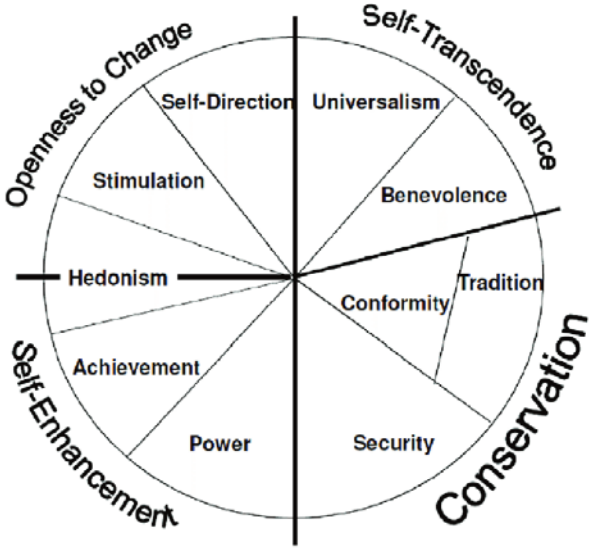


Figure 1 – Schwartz value model (1992)

According to the research on the relationship between value and trust in institutions, the research has shown that values that make up the higher order value of conservation are positively correlated with trust in institutions, while values that are negatively correlated with trust in institutions make up the higher order value of openness to change (Davide, Spini, Devos 2015; Devos, Spini, Schwartz 2002; Spini, Devos 2012; Pavlović 2019).

2. THE AIM OF THE PAPER

The aim of this paper is to investigate which of the ten basic values (universalism, self-direction, benevolence, security, conformity, hedonism, stimulation, achievement,

tradition and power) are related to young people's trust in the school system related to COVID-19 pandemic i.e. which of the ten basic values are significant predictors of trust in education in Bosnia and Herzegovina, Croatia and Serbia in such specific circumstances.

3. METHODOLOGY

The survey was conducted from March 29 to April 12, 2020 using the survey method. Data were collected through an online questionnaire distributed through social networks through student Facebook groups, given that the target population in this study were young people from Bosnia and Herzegovina, Croatia and Serbia. Students voluntarily accessed the questionnaire on the link and filled it out. The survey was voluntary and anonymous, and the completed questionnaire also meant the informed consent of the participants. The research was conducted on a convenient sample of students.

3.1. Research instrument

The data collection instrument was an online questionnaire. The questionnaire contained questions about trust in the school system in general and trust in the school system related toCOVID-19 pandemic (Likert scale from 1 to 5; 1- I do not trust at all, 2 - I do not trust, 3 - I neither do nor do not trust, 4 - I trust, 5- I have full confidence). The questionnaire also included a PVQ-RR scale on basic human values by Shalom Schwartz (2017). The PVQ-RR consists of 57 statements describing different persons. The research participants were asked to mark on a scale from 1 to 6 to which extent each described person is similar or not similar to them. The 57 items ultimately make up 10 linear combinations, or 10 basic values - universalism, self-direction, benevolence, security, conformity, hedonism, stimulation, achievement, tradition and power. Table 1 provides definitions for each value and Cronbach alpha for each variable. In addition to PVQ-RR, the instrument also contained questions related to socio-demographic characteristics (age, gender, field of study, socio-economic status, place of birth).

Table 1 – Ten basic human values (Schwartz 1992)

Higher order value	Value	Definition	Cronbach alpha
Self-transcendence	Benevolence	Preservation and enhancement of the welfare of people with whom one is in frequent personal contact	0.917
	Universalism	Understanding, appreciation, tolerance, and protection for the welfare of all people and of nature	0.897
Conservation	Conformity	Restraint of actions, inclinations, and impulses that are likely to upset or harm others and violate social expectations or norms	0.842
	Tradition	Respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provides	0.795
	Security	Safety, harmony, and stability of society, relationships, and self	0.850
Self-Enhancement	Power	Social status and prestige, control, or dominance over people and resources	0.818
	Achievement	Personal success through demonstrating competence according to social standards	0.729
	Hedonism	Pleasure and sensuous gratification for oneself	0.765
Openness to change	Stimulation	Excitement, novelty, and challenge in life	0.740
	Self-Direction	Independent thought and action, choosing, creating,and exploring	0.878

3.2. Research participants

The research was conducted on a sample of 1024 students from Croatia (n = 513), Serbia (n = 295) and Bosnia and Herzegovina (n = 216). In the total sample, there are relatively significantly more female (82.9%) than male (17.1%) students. The situation is similar in individual countries, so that in the sample of respondents from Bosnia and Herzegovina 85.3% of respondents are female, in the sample from Croatia there are 82.4% of female respondents, while in the sample from Serbia there are 82.3% females. The average age of the research participants is 22.124 (SD=2.819; 18-30).

Socio-demographic characteristics of the research participants (field of study, place of birth, financial status and degree of religiosity) can be seen in Tables 2-5.

Table 2 - State

	Frequency	Valid percentage (%)
Bosnia and Herzegovina	216	50.1
Croatia	513	21.1
Serbia	295	28.8
Total	1024	100

Table 3 – Financial status

	Frequency	Valid percentage(%)
Very poor	13	1.3
Poor	201	19.8
Good	652	64.3
Very good	148	14.6
Missing	10	
Total	1014	100

Table 4 – Place of birth

	Frequency	Valid percentage(%)
Capital city (Beograd, Sarajevo, Zagreb)	144	14.2
Larger city	220	21.6
Medium-sized city	246	24.2
Smaller city	244	24
Rural	163	16
Missing	7	
Total	1024	100

Table 5 – Field of Study

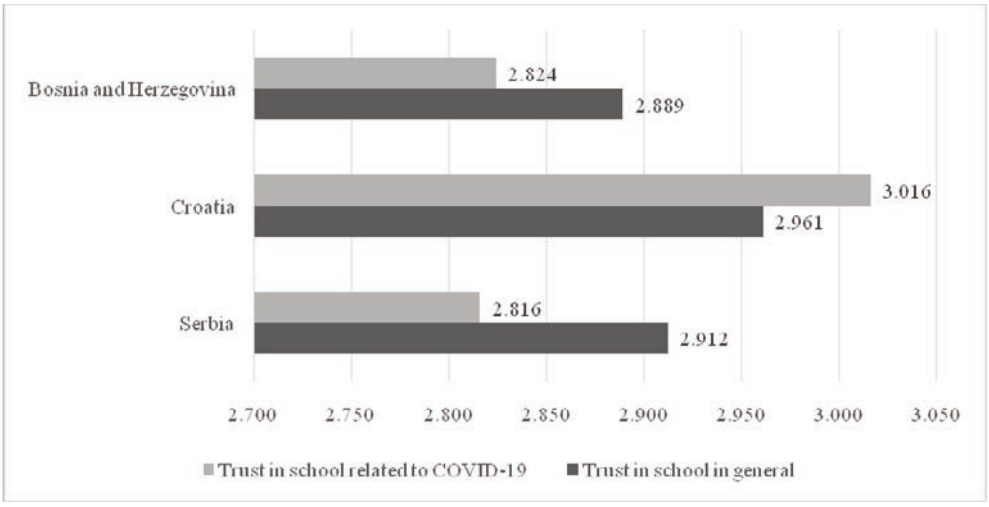
	Frequency	Valid percentage(%)
Biomedicine and healthcare	108	10.7
Biotechnical sciences	31	3.1
Social sciences	392	38.7
Humanities	126	12.4
Interdisciplinary field	32	3.2
Natural sciences	80	7.9
Technical sciences	189	18.7
Art	55	5.4
Missing	11	
Total	1024	100

4. RESULTS

Descriptive and multivariate statistical data analysis were used for data analysis in this paper.

4.1. Descriptive analysis

Graph 1 shows descriptive data related to trust in the school system in the surveyed countries. The graph shows the arithmetic means for *trust in the school system in general and for trust in the school system related to COVID-19 pandemic*.



Graph 1 - Trust in education in general and related to COVID-19 pandemic
Scale from 1 (the least trust) to 5 (the most trust)

According to the descriptive data presented, it can be seen that students from Croatia have the greatest trust in education in general and related to pandemic COVID-19.On the other hand, according to the presented data, descriptively, students from Serbia have the least trust in the school system in general. What can also be read from the presented data is that in Croatia, descriptively, trust in the school system is higher related to pandemic than in general, while in Bosnia and Herzegovina and Serbia the opposite is true.

Graph 2 shows the results of a descriptive analysis of trust in individual institutions related to COVID-19 pandemic (health, president, universities, political parties, police, parliament, courts, school system, government, army) by country (Bosnia and Herzegovina, Croatia, Serbia). According to descriptive indicators, it is evident that, descriptively, there is a difference between the surveyed countries in trust in institutions. Furthermore, according to the results, the research participants from Croatia show slightly higher trust in all institutions except universities, where the

participants from Croatia have almost the same trust as the participants from Serbia. When we descriptively compare Bosnia and Herzegovina and Serbia, students from Serbia show somewhat greater trust in all institutions except political parties and the police, where there is greater trust in Bosnia and Herzegovina. When we talk about trust in the school system related to COVID-19 pandemic, trust in the school system (Mean: B & H = 2.82; CRO = 3.02; SERB = 2.82) is greater than trust in the courts (Mean: B & H = 2.08; CRO = 2.53; SERB = 2.23), parliament (Mean: B & H = 1.99; CRO = 2.48; SERB = 2.03) and political parties (Mean: B & H = 1.53); CRO = 2.04; SERB = 1.45) in all three of the surveyed countries.Trust in education is even higher than trust in the police (Mean: B & H = 2.81; CRO = 3.64; SERB = 2.66) and the government (Mean: B & H = 2.08, CRO = 3.1, SERB = 2.15) in Bosnia and Herzegovina and Serbia, while in Croatia related to COVID-19 pandemic, students have more confidence in the police and government than in the school system.Trust in education is also higher than trust in the institution of the president (Mean: B & H = 1.9; CRO = 3.04; SERB = 1.99) in Bosnia and Herzegovina and Serbia, while in Croatia trust in the president and trust in school system are equal. Trust in the school system is, descriptively, lesser than trust in the military (Mean: B & H = 2.96; CRO = 4.01; SERB = 3.11), health (Mean: B & H = 3.01; CRO = 4.17; SERB = 3.24) and universities (Mean: B & H = 2.91; CRO = 3.27; SERB = 3.2) in all three countries.

4.2. Regression analysis

In order to answer the aim of the work, the statistical method of multiple regression was used. The form of the model is:

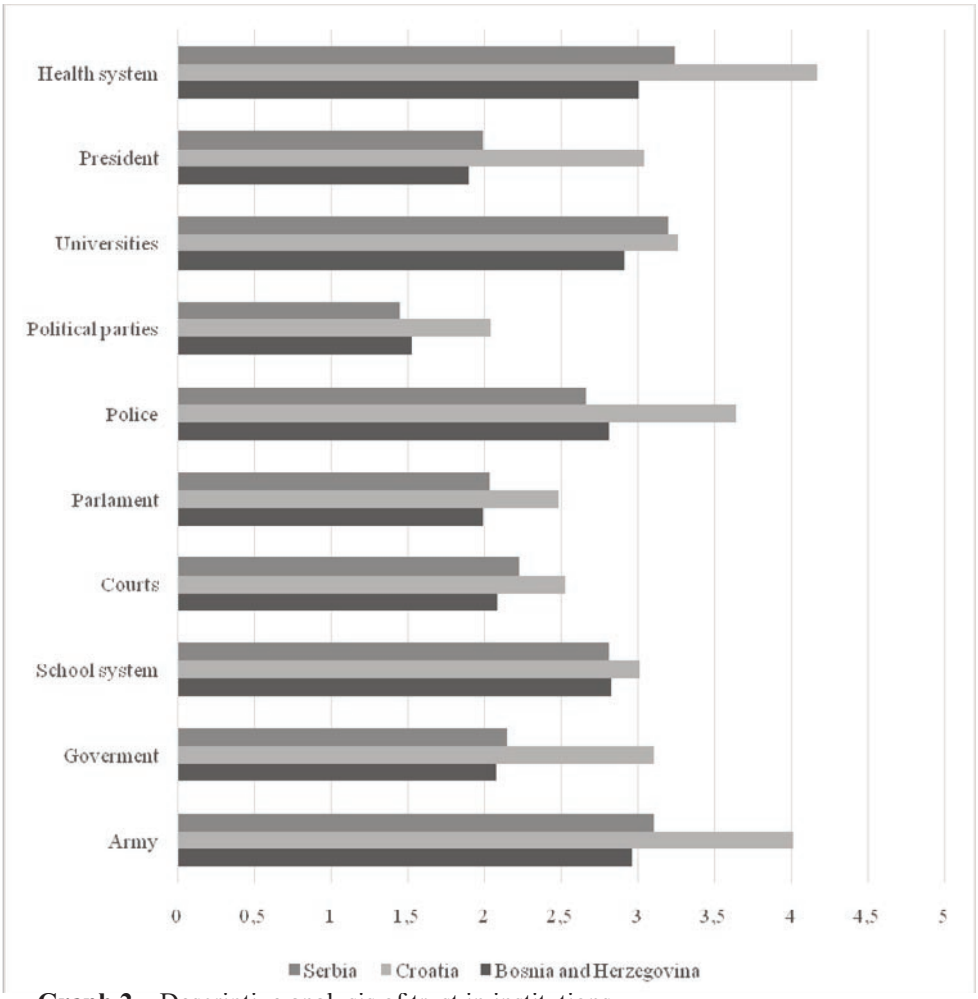
$$Yi = (b0 + b1X1 + b2X2 + ... + bnXn) + \varepsilon i$$

"In the model, the outcome is denoted as Y, and each predictor as X.Each predictor has a regression coefficient bi associated with it and b0 which indicates the value of the outcome when all predictors are equal to zero" (Field 2009: 790).

The dependent variable in the equation is trust in the school system, and the examined predictors are ten basic human values: self-direction, stimulation, hedonism, achievement, power, security, tradition, conformity, universalism and benevolence.

The stepwise method was used to include the predictors, which selects the variables that will enter the model based on mathematical criteria (Field 2009: 212).

For all three states, the conditions of normality, homogeneity and multicollinearity are met.



Graph 2 – Descriptive analysis of trust in institutions
Scale from 1 (the least trust) to 5 (the most trust)

4.2.1. Trust in education and values in Bosnia and Herzegovina

Table 6 shows the variables added to the model by the stepwise method. According to the mathematical criterion, all variables with significance less than or equal to 0.05 were included in the model, while all variables with significance greater than or equal to 0.1 were removed from the model. Using the stepwise method, the variable conformity was included in the model.

Table 6 - Stepwise method for B&H

Model	Insertedmethods	Method
1	Conformity	*Stepwise* (Criteria: Probability-of-F-to-enter <=0.05, Probability-of-F-to-remove >=0.1)

From the summary of the regression model (Table 7), it can be seen that the predictor or variable *conformity* explains a total of 10.8% of the variability in the dependent variable *trust in education* (R^2).According to the data, it can be seen that the difference between R^2 and Adjusted R^2 is 0.004 which is 0.4%, i.e. there is a possibility of 0.4% offset when the model is generalized from the sample to the population. The *Durbin-Waston* test indicates that the assumption of independent errors in the model is sustainable (1.92).

Table 7 – Summary of the regression model (B&H)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	0,329[b]	0,108	0,104	1,22389	0,108	24,93	1	205	,000	1,921

Predictors: (constant), conformity

According to the data in Table 8, we can construct the equation of the regression model which is:

$$\mathbf{Yi = 1{,}359 + 0{,}373X}$$

In the equation shown, Yi denotes the variable of *trustin the school system.* The constant b_0 is 1.359.

We interpret the obtained equation as follows: if the value of *conformity* increases by one unit of measure, *trust in education* will increase by 0.373 on average.

Table 8 – Regression model parameters

		Unstandardized Coefficients		Standardized Coefficients			Correlations		
	Model	B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	1,359	0,308		4,415	0,000			
	Conformity	0,373	0,075	0,329	4,993	0,000	0,329	0,329	0,329

4.2.2. Trust in education and values in Croatia

The stepwise method (Table 9) included the variables *conformity, universalism, tradition and stimulation* in the model.

Table 9 - Stepwise method (Croatia)

Model	Inserted methods	Method
1	Conformity	*Stepwise* (Criteria: Probability-of-F-to-enter <=0.05, Probability-of-F-to-remove >=0.1)
2	Universalism	
3	Tradition	
4	Stimulation	

The summary of the regression model (Table 10) shows that in the first model, when only one variable was included - *conformity* - 8.4% of variability in the dependent variable was explained, in model 2 (variables *conformity* and *universalism*) 10.4% of the dependent variable was explained, in model 3 (variables *conformity, universalism* and *tradition*) 11.3% of the dependent *variable* is explained and in model 4 (in addition to the existing ones, the variable stimulation is added) 12.1% of the variability in the dependent variable *trust in education* is explained (R^2). According to the data, it can be seen that the difference between R^2 and Adjusted R^2 is 0.007, which is 0.7%, i.e. there is a possibility of 0.7% offset when the model is generalized from the sample to the population. The Durbin-Waston test indicates that the assumption of independent errors in the model is sustainable (2.017).

According to the data in Table 11, we can construct the equation of the regression model which reads:

$$\mathbf{Yi=1.052 + 0.174X1 + 0.307X2 + 0.083X3 – 0.123X4}$$

In the equation shown, Yi denotes the variable trust in the school system. The constant b0 is 1.051.

Table 10 – Summary of the regression model (Croatia)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	0.291[b]	0.084	0.083	1.11943	0.084	46.463	1	504	0.000	
2	0.323[c]	0.104	0.101	1.10844	0.020	11.048	1	503	0.001	
3	0.336[d]	0.113	0.107	1.10423	0.009	4.838	1	502	0.028	
4	0.348[e]	0.121	0.114	1.10018	0.008	4.705	1	501	0.031	2.017

Predictors: (constant), conformity, universalism, tradition, stimulation

Table 11 – Regression model parameters

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
4	(Constant)	1.052	0.308		3.419	.001			
	Conformity	0.174	0.059	0.155	2.968	.003	0.291	0.131	0.124
	Universalism	0.307	0.078	0.221	3.920	.000	0.274	0.172	0.164
	Tradition	0.083	0.035	0.110	2.412	.016	0.198	0.107	0.101
	Stimulation	-0.123	0.057	-0.107	-2.169	.031	0.061	-0.096	-0.091

We interpret the obtained equation as follows:

1. If the value of *conformity* increases by one unit of measure, *trust in education* will increase by an average of 0.174, provided that the other variables remain unchanged.
2. If the value of *universalism* increases by one unit of measure, *trust in education* will increase by an average of 0.307, provided that the other variables remain unchanged.
3. If the value of *tradition* increases by one unit of measure, *trust in education* will increase by an average of 0.083, provided that the other variables remain unchanged.
4. If the value of *stimulation* is increased by one unit of measure, *trust in education* will decrease by an average of 0.123, provided that the other variables remain unchanged.

4.2.3. Trust in education and values in Serbia

Using the stepwise method, the variable *conformity* was included in the model, which is shown in Table 12.

Table 12 – Stepwise method (Serbia)

Model	Inserted methods	Method
1	Conformity	*Stepwise* (Criteria: Probability-of-F-to-enter <=0.05, Probability-of-F-to-remove >=0.1)

From the summary of the regression model (Table 13), it can be seen that the predictor i.e. variable *conformity* explains a total of 8.5% of the variability in the dependent variable *trust in education* (R^2). According to the data, it can be seen that the difference between R^2 and Adjusted R^2 is 0.003 which is 0.3%, i.e. there is a possibility of 0.3% offset when the model is generalized from the sample to the population. The *Durbin-Waston* test indicates that the assumption of independent errors in the model is sustainable (2.081).

Table 13 – Summary of the regression model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	0.292[b]	0.085	0.082	1.17301	0.085	26.069	1	280	0.000	2.081

Predictors: (constant), conformity

According to the data in Table 14, we can construct the equation of the regression model which is:

$$\mathbf{Yi = 1.507 + 0.333X}$$

In the equation shown, Yi denotes the variable of *trust in the school system.* The constant b_0 is 1.507.

Table 14 – Regression model parameters

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	1,507	0,267		5,646	0,000			
	Conformity	0,333	0,065	0,292	5,106	0,000	0,292	0,292	0,292

We interpret the obtained equation as follows: if the value of *conformity* increases by one unit of measure, *trust in education* will increase by 0.333 on average.

5. DISCUSSION

The results of the multiple regression indicate that there is a possibility that the value system of students in a particular country was a factor in trust in education related to COVID-19 pandemic. Thus, in Croatia, the values of conformity, universalism, tradition and stimulation have proven to be significant predictors of trust in education. In Bosnia and Herzegovina and Serbia, only the value of conformity proved to be a significant predictor. Conformity is not only compliance with rules, regulations and formal obligations, but also avoidance of harm to other people (Schwartz, 1992, 2012, 2017), and it was precisely the online teaching, otherwise students would be harmed because they would not have any teaching.

The value of conformity belongs to the higher order value of *conservation* which aims to maintain traditional relations. The value of *tradition* belongs to the same higher order value. It is precisely the higher order value of *conservation* that has been shown in previous research to be positively correlated with trust in institutions, so this result is expected (Davide, Spini, Devos 2015; Spini, Devos 2012; Pavlović 2019).

In addition, in Croatia, the values of *stimulation* and *tradition* proved to be significant predictors, which is also expected because *tradition* belongs to the value of *conservation,* which according to research is positively correlated with trust in institutions. On the other hand, the value of *stimulation* is a significant predictor of the higher order value of *openness to change,* which is negatively correlated with trust in institutions, so this result is expected given previous research (Devos, Spini, Schwartz 2002; Pavlović 2019).

What is new in this research is the value of *universalism,* which belongs to the higher order value of *self-transcendence,* which appeared as a predictor of trust in

education only in Croatia. Universalism is defined as *"understanding, appreciation, tolerance, and protection for the welfare of all people and nature"* according to Schwartz's model (1992), so there is a possibility that students due to the situation related to the pandemic felt empathy for students and teachers who had to get used to a new way of teaching - via the Internet. Furthermore, Croatia had an earthquake, and then there is a concern for nature, but also a commitment to the protection of all people. It is possible that the situation emphasized these values and people had the impression that education cared for both nature and people by online schooling. Or those who otherwise care about nature and a commitment to protecting all people have now recognized it in online teaching.

Limitations

The conducted research has several shortcomings. First of all, since this is a convenient sample, there is a possibility that it is not representative. This is best reflected in the fact that as many as 82.9% of females participated in the survey voluntarily. Furthermore, since participants voluntarily accessed the questionnaire that was published on social networks, there is a possibility that the questionnaire was completed by people who, on the one hand, prefer to participate in research more than others and therefore have different views, and on the other hand, people who are willing to participate may have a specific value system which is then more pronounced in this study than that in the general population. Likewise, there is a possibility that the sample is unrepresentative taking into consideration whether someone is active on social media or not. An attempt was made to overcome this shortcoming by choosing a population of students who are young and use social networks more often, and which, according to research, has proven to be good for online research (Vehovar, Lozar Mafreda, Callegaro 2015: 25-26). What is also important to note is that this research was conducted from March 29 to April 12, 2020 when the pandemic began. There is therefore a possibility that the results of trust now differ in terms of trust in education now that measures have eased so the results should be read considering the period when the COVID-19 pandemic took hold in these areas. It would be useful for future researchers to compare trust in institutions before, during (as is the case in this paper) and after the COVID-19 pandemic, as there is a possibility that trust may differ.

6. CONCLUSION

Value system research is far rarer in the countries of Southeast Europe than in the countries of Western and Northern Europe, which is a shortcoming in terms of scientific knowledge, but also in practical terms, because these are countries that have undergone major social, political and economic transformations over the past three decades, which certainly leaves a mark on the value system (Ferić 2010). It can certainly be assumed that extraordinary circumstances such as natural disasters and catastrophes in such states will potentially be a more serious challenge than in states with stable democracies.

The results of the research indicate that the value of conformity is a significant predictor of trust in education in Bosnia and Herzegovina and Serbia, while the values of tradition, conformity, stimulation and universalism are important predictors of trust in education in Croatia. In other words, the described difficult extraordinary circumstances in young people in the observed three countries of Southeast Europe have may led to changes in the deep levels of their personalities: beliefs and value system form the basis that generates attitudes and behaviours, and these personality levels, along with identity, are the most difficult to change (Abercrombie, Hill, Turner 2008). Therefore, it can be assumed that the COVID-19 pandemic (and additionally, earthquake in Croatia) has left a deep mark on young people and that this should be taken into account in the future, especially in the event of a new wave of pandemics. The results of this research may suggest that every effort that state institutions, local communities and non-governmental organizations now invest in empowering young people and maintaining their mental health is very valuable and actually necessary. However, further research in this area is encouraged.

In future, it would be scientifically valuable and practically relevant to investigate what generated changes in young people's trust in various institutions related to COVID-19 pandemic. For example, it would be useful to examine which practices in primary and secondary education in Croatia have led to an increase in young people's trust in education, so that these examples of good practice can be transferred to those countries where trust in education has declined related to COVID-19 pandemic. Education is a key component of the sustainable development of every country, and given the possibility of a new wave of the pandemic in the next school year, it would be extremely useful to raise awareness of what works well in school and what does not, and thus provide young generations with quality education, and states with future and progress.

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VRIJEDNOSNI SUSTAV KAO ČIMBENIK POVJERENJA MLADIH LJUDI U ŠKOLSTVO ZA VRIJEME PANDEMIJE COVID-19 U TRI DRŽAVE JUGOISTOČNE EUROPE

Sažetak

Povjerenje u institucije važno je u funkcioniranju pojedinog društva, posebice u izvanrednim situacijama kao što je to pandemija COVID-19. Cilj je ovoga rada istražiti povjerenje mladih ljudi u školstvo za vrijeme pandemije COVID-19 u Bosni i Hercegovini, Hrvatskoj i Srbiji te istražiti povezanost povjerenja u školstvo s njihovim vrijednosnim sustavom. Istraživanje je provedeno na 1024 studenta iz Bosne i Hercegovine, Hrvatske i Srbije metodom online ankete. U istraživanju je korišten PVQ-RR upitnik o 10 osnovnih ljudskih vrijednosti (Schwartz 2017) – nezavisnost, dobrohotnost, poticaj, postignuće, tradicija, sigurnost, konformizam, moć, univerzalizam i hedonizam. Rezultati multiple regresije ukazuju na to da je vrijednost *konformizam* značajan prediktor povjerenja u školstvo u Bosni i Hercegovini i Srbiji, dok su u Hrvatskoj značajni prediktori povjerenja u školstvo vrijednosti *tradicija, konformizam, poticaj i univerzalizam.* Ove razlike u rezultatima vrlo vjerojatno su povezane sa specifičnom situacijom u Hrvatskoj koja je uz pandemiju pretrpjela i razoran potres u svojem glavnom gradu o čemu onda u perspektivi treba voditi računa pri kreiranju i implementaciji programa psiho-socijalne podrške i pomoći stanovništvu.

Ključne riječi: COVID-19; povjerenje u školstvo; vrijednosti; Bosna i Hercegovina; Hrvatska; Srbija

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