

THE TEACHER'S PROFESSIONAL ETHICS, A FACTOR THAT AFFECTS: THE SUCCESS OF THE STUDENT'S ACHIEVEMENTS

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Abstract

The teacher's professional ethics should include ethical norms and values based on which the teacher will reflect his professional behavior. The moral and professional responsibility of the teacher is to provide the students with advice and instructions by which the students will be guided toward success. The teacher must constantly leave a good impression on the students, and educate and motivate them regarding good behavior to promote good behavior in the students, so the teacher must be a model of ethical behavior.

The purpose of the research was to examine the professional ethics of teachers in the primary schools of North Macedonia and its impact on the success of student achievement. We examined: The attitude of teachers towards students during lessons. Are students allowed to discuss their impressions of the learning content in class? Are students reprimanded if they make omissions or mistakes or are they guided to possible solutions? Is homework checked regularly and is feedback given on the work done?

For the empirical work, the following measuring instruments were used: the survey and the assessment scale, for primary school students (grades VI-IX) and subject teachers from different cities of North Macedonia.

The results obtained from the research clearly show that: students are allowed to discuss in class their impressions of the learning content; students are not reprimanded if they make omissions or mistakes but are oriented towards possible solutions; and teachers regularly check homework and give students feedback for the work done.

***Keywords:** teacher's professional ethics, success in student achievement, ethical values, good behavior / ethical behavior.*

1. Introduction

Because the educational process is a complex activity, we conclude that teachers, in addition to good professional preparation, where the preparation includes: pedagogical, psychological, sociological, didactic, methodical, and managerial, must also have a high level of professional ethics which we can say that it includes: good behavior, respect and cooperation among themselves and towards others, to be a positive example for students, parents, the wider social circle, the school teachers where he works and beyond.

To be successful in his professional activity, above all the teacher is required to meet certain criteria: to practice ethical values, theoretically be well prepared; to be able to apply theoretical knowledge in his educational work, have skills for his profession, create a positive climate in the classroom; to keep pace with the development of science and technology; to develop and improve his professional skills; etc.

The success of students' achievements in school, among other things, also depends on the attitude of teachers towards students during lessons. The teacher must express a high level of emotional intelligence about the students. If students make omissions or mistakes while solving tasks, the teacher should guide them to possible solutions. The teacher must check the homework and give the students feedback on the work done, to motivate the students who have solved the tasks correctly for the following lessons. while students have made mistakes while solving tasks, the teacher must guide them to correct solutions.

2. Definition of key concepts

2.1. Defining the notion of the teacher's professional ethics

Professional ethics includes a set of obligations, norms, and duties that must be performed by professionals in that field. It is also called deontology - ethical-philosophical teaching about obligations, which means for moral laws, regulations, requirements, orders, and instructions, namely for the moral system (norms and obligations) of a profession (D. Donev, 2019).

"The teacher's professional ethics, in any case, must take into account the combination of legal obligations, ethical values, pedagogical and institutional goals" (Xh. Murati, 2019).

According to some researchers, "Teachers' professional ethics should deal with norms, values, and principles that will guide their professional behavior. The teacher's first moral and professional obligation is to provide appropriate guidance and assistance for students to learn and grow" (Loreto, 2017, p.37).

The professional ethics of the teacher, according to experts in this field (Webster & Whelen, 2019), appears in three areas of professionalism:

- *professional knowledge* (possesses in-depth knowledge of the teaching subject, knows the students, and
- *professional practice* (plans and implements effective teaching and learning, creates and maintains a positive learning environment with support and care for students), and
- *professional engagement* (engages in his professional development and communicates with colleagues, parents, and the wider social community).

The teacher is a part of society, so he shows his professional ethics in communication with other subjects of the educational process. This relationship of professional communication can be multifaceted:

- teacher - student,
- teacher - teacher,
- teacher - officials (principal, pedagogue, psychologist, sociologist, etc.)
- teacher - parents, and
- teacher - community.

The teacher shows his professional ethics if he possesses the following qualities:

- *human qualities*, such as a high degree of emotional intelligence, empathy, etc.,
- *pedagogical qualities*, which would make him a good leader of students and a good organizer of the educational process,
- *moral qualities*, by which he would perform his duty based on moral attitudes and values, moral law and moral norms, and
- *civil qualities*, which would make him responsible for his behavior and actions based on written legal norms.

2.2. Definition of the notion of the success of the student's achievements

Achievement represents an act of accomplishment to some purpose, while, under the term *student achievements*, we mean qualitative and quantitative work of students. Definitions of *student achievement* may vary depending on the personality of the student, the conditions in the learning environment, and the goals of the educational system. *Success in students' achievements* can be considered for gradually stepping from one to another desired condition. By success in the achievements of students, we mean the overall progress and development of the personality of elementary school students: the success of the achievements in knowledge,

successfully acquired learning habits, the motivation to learn, ethical values, etc. Success represents a variable of student motivation and perception that he can complete the task successfully if exerts reasonable effort. Therefore, the teacher must consciously organize students' learning in achievable parts, so that the student can constantly see the progress towards the goal. Learning is the main goal of education. It is usually defined as a change in one's behavior, knowledge, skills level, or understanding that is long-lasting or permanent and is acquired through experiences, not through the process of growing up or aging (Wallance, 2015). Therefore, successful learners are not simply individuals who know more than others. They also have more effective and efficient learning strategies, and different approaches to using their behavior when learning is not happening (Dembo, 2004).

3. Research methodology

3.1 The purpose of the research

The purpose of the research was to investigate the impact of the professional ethics of teachers in primary schools in North Macedonia on the success of student's achievements.

To achieve the goal of the research, we tried to get answers to the following questions:

- Does the teacher's professional ethics affect the students' achievements?
- Do teachers allow students to discuss during class their impressions of the learning content?
- Do teachers reprimand students when they make omissions or mistakes or suggest possible solutions?
- Do teachers regularly check the homework and give students feedback on homework?

3.2 Sample Selection Methods and the progress of data collection

The empirical research was carried out in 6 primary schools (different cities) of North Macedonia, where 108 teachers and 586 students from classes VI-IX, a total of 694 respondents, were created electronic Questionnaires (Questionnaire for teachers and Questionnaire for students), which also contained Rating scale (Likert scale). Sample selection was random.

3.3 Data Analysis

The collected data were analyzed with IBM SPSS Statistics version 26 (Statistical Package for Social Sciences).

The processing of the statistical data was done separately for the data obtained from the teachers and separately for the data obtained from the students.

3.4 Ethical criteria

The research in this research paper was conducted by the ethical rules for research and the standards for scientific research work. First, we talked to the principals of the primary schools, and they were asked for their consent to carry out the research work.

The questionnaires were anonymous, and the first page of them included instructions for filling them out. The respondents were informed about the purpose of the research from the beginning.

4. Analysis of the obtained research results

To present the obtained research results more effectively, we have used tables and charts.

Table no. 1: The professional ethics of the teacher affects the success in the achievement of the students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree or disagree	3	2.8	2.8	2.8
	Agree	36	33.3	33.3	36.1
	Strongly agree	69	63.9	63.9	100.0
	Total	108	100.0	100.0	

In table no. 1 we present the results for the claim: "Professional ethics of the teacher affects the success in student achievement", where it is noted that 69 teachers, i.e. 63.9% strongly agree, 36 teachers or 33.3% agree and 3 teachers, i.e. is. 2.8% neither agree nor disagree with this statement. While with the answers offered I strongly disagree and disagree, we don't have any frequency. According to the obtained results, it can be said that the teachers strongly support this claim.

Table no. 2: The attitude of teachers toward students affects the success of students' achievements.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	17	2.9	2.9	2.9
	Disagree	23	3.9	3.9	6.8
	Neither agree or disagree	73	12.5	12.5	19.3
	Agree	133	22.7	22.7	42.0
	Strongly agree	340	58.0	58.0	100.0
	Total	586	100.0	100.0	

Table no. 2 presents the results for the claim: "The attitude of teachers towards students affects the success of student's achievements", where it can be seen that 340 students, i.e. 58%, strongly agree, 133 students or 22.7% agree and 73 students or 12.5% neither agree nor disagree with this statement. Contrary to this statement, 23 students, that is, 3.9%, do not agree, and 17 students, that is, 2.9%, strongly disagree that the attitude of teachers toward students affects the success of students' achievements.

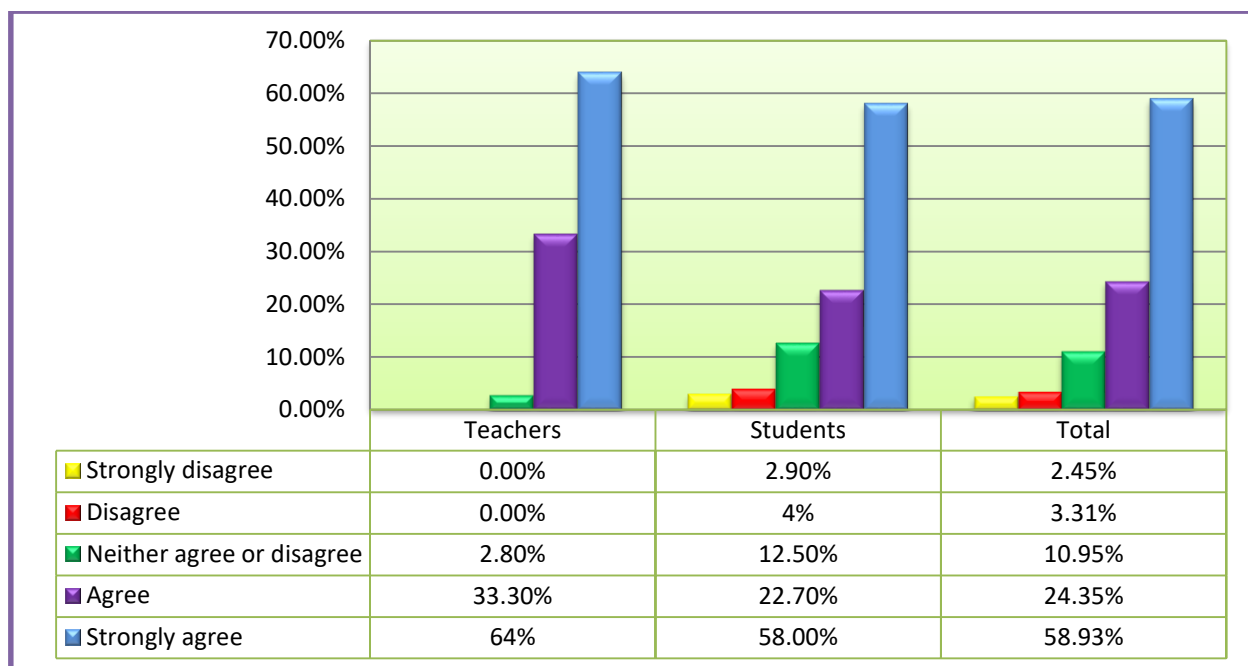


Chart no. 1: The attitude of the teachers regarding the claim *The professional ethics of the teacher affects the success in the achievements of the students*, and the attitude of the students regarding the claim *The attitude of the teachers towards the students affects the success in the achievement of the students*.

Chart no. 1 presents the data obtained from the teachers' and students' perceptions of the given cross-claims, and the total result of the received data, where it is noted that: 58.93% completely agree; 24.35% agree, neither agree nor disagree, 10.95%; disagree 3.31%; and 2.45% strongly disagree. The cumulative percentage of the respondents who think that the professional ethics of the teacher / Attitude of the teachers towards the students, affects the success in the achievements of the students is 83.28%, while the cumulative percentage of respondents who have an opposite attitude to the general hypothesis is 5.76%. Therefore we can conclude that the respondents strongly support these statements.

Table no. 3: I allow the students to discuss in class their impressions of the learning content.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neither agree or disagree	3	2.8	2.8	2.8
Agree	20	18.5	18.5	21.3
Strongly agree	85	78.7	78.7	100.0
Total	108	100.0	100.0	

In table no. 3 are presented the results for the claim:” I allow the students to discuss in class for their impressions of the learning content. 85 teachers fully agree with this statement, i.e. 78.7% of the total number of surveyed teachers, 20 teachers agree, i.e. 18.5%, and 3 teachers neither agree nor disagree, i.e. 2.8%. Not a single teacher has an opposite attitude to this statement, which means that we do not have any frequency for the offered answers. The cumulative percentage of teachers that we consider to strongly support this statement is 97.2%.

Table no. 4: With pleasure, I discuss in class what I find interesting from the teaching content.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	2.7	2.7	2.7
	Disagree	22	3.8	3.8	6.5
	Neither agree or disagree	61	10.4	10.4	16.9
	Agree	121	20.6	20.6	37.5
	Strongly agree	366	62.5	62.5	100.0
	Total	586	100.0	100.0	

Table no. 4 presents the results for the claim: "With pleasure, I discuss in class what I find interesting from the teaching content". 366 students fully agree with this statement, i.e. 62.5% of the total number of surveyed students, 121 students, i.e. 20.6% agree, and 61 students neither agree nor disagree, i.e. 10.4%. An opposite attitude has 22 students, i.e. 3.8% who say that do not agree with this claim, and strongly disagree with 16 students, i.e. 2.7% of the total number of the surveyed students. The cumulative percentage of students who support this claim is 83.1%, and the cumulative percentage of students who do not support this claim is 6.5%.

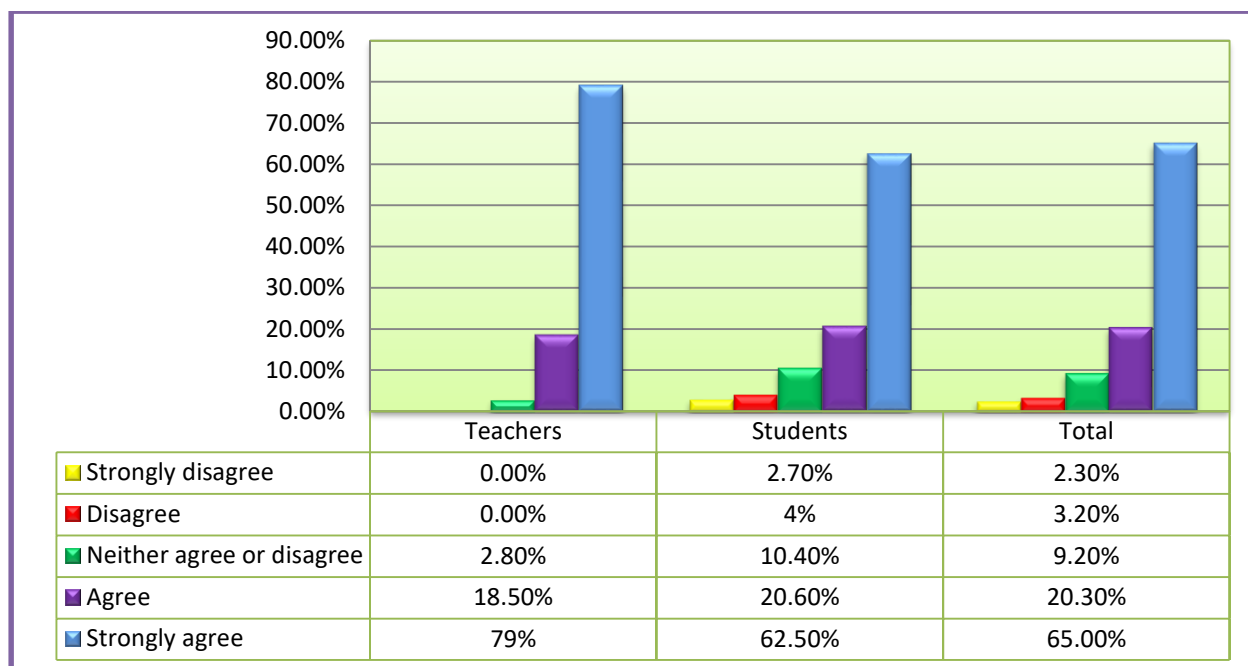


Chart no. 2: The attitude of the teachers regarding the claim *I allow the students to discuss in class about the impressions of the learning content* and the attitude of the students regarding the claim *With pleasure I discuss in class what I find interesting from the teaching content.*

Chart no. 2 presents the data obtained from the teachers' and students' perceptions of the given cross-claims, wherein the total result is noted that: completely disagree 2.3%; 3.2% agree, neither agree nor disagree 9.2%; 20.3% agree; and 65% strongly agree.

The cumulative percentage of respondents who support these claims is 85.3%, while the cumulative percentage of respondents who have the opposite view of these claims is 5.5%. Therefore we can conclude that the respondents strongly support the stated claims.

Table no. 5: I do not reprimand students when they make omissions or mistakes, but point out possible solutions.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	.9	.9	.9
Disagree	2	1.9	1.9	2.8
Neither agree or disagree	4	3.7	3.7	6.5
Agree	30	27.8	27.8	34.3
Strongly agree	71	65.7	65.7	100.0
Total	108	100.0	100.0	

The results for the claim: "I do not reprimand students when they make omissions or mistakes, but I point them to possible solutions" presented in table no. 5, where it is noted that this claim is supported by 71 teachers, i.e. 65.7% who strongly agree, and 30 teachers, i.e. 27.8% who agree that they do not reprimand students when they make mistakes, but point them to possible solutions. 4 teachers have a neutral attitude or neither agree nor disagree, i.e. 3.7%. The opposite view is expressed by 2 teachers, i.e. 1.9%, i.e. do not agree with this statement and only one teacher, i.e. 0.9%, strongly disagrees that he does not reprimand the students when they make mistakes, but points them to possible solutions.

Table no. 6: I am not afraid when I make an omission or a mistake in answering a question.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	62	10.6	10.6	10.6
	Disagree	53	9.0	9.0	19.6
	Neither agree or disagree	108	18.4	18.4	38.1
	Agree	150	25.6	25.6	63.7
	Strongly agree	213	36.3	36.3	100.0
	Total	586	100.0	100.0	

The results for the claim: "I am not afraid when I make an omission or mistake in answering a question" are presented in table no. 6, where it is noted that this claim is supported by 213 students, i.e. 36.3% who strongly agree, and 150 students, i.e. 25.6% who agree that they are not afraid when they make an omission or mistake in answering a question. 108 students, i.e. 18.4%, have a neutral attitude or neither agree nor disagree. 53 students have the opposite attitude, i.e. 9% say that they do not agree with this claim, and strongly disagree 62 students, i.e. 10.6% of the total number of students surveyed. The cumulative percentage of students who support this claim is 61.9%, and the cumulative percentage of students who do not support this claim is 19.6%

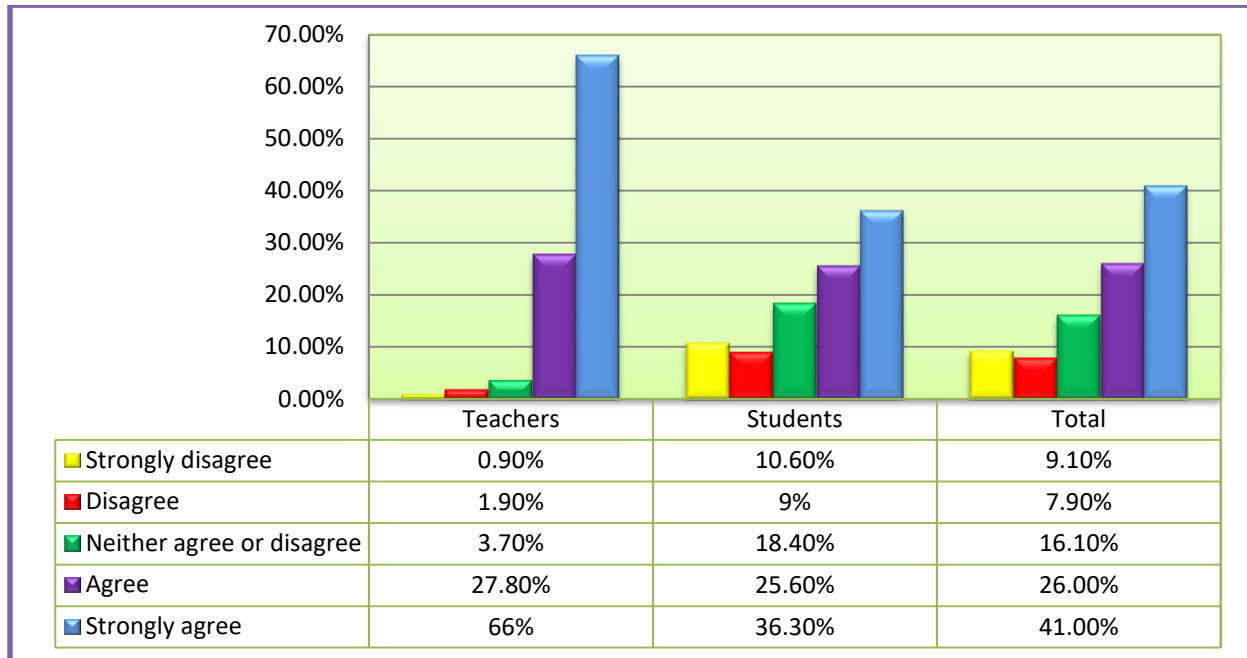


Chart no. 3: The attitude of the teachers regarding the claim *I do not reprimand students when they make omissions or mistakes, but point out possible solutions* and the attitude of the students regarding the claim *I am not afraid when I make an omission or a mistake in answering a question.*

Chart no. 3 presents the data obtained from the teachers' and students' perceptions of the given cross-claims, where the overall result shows that: 9.1% strongly disagree; 7.9% do not agree, 16.1% neither agree nor disagree; 26% agree; 41% strongly agree.

The cumulative percentage of respondents who support these claims is 67%, while the cumulative percentage of respondents who have the opposite view of these claims is 17%. Therefore we can conclude that the majority of the teachers do not reprimand the students when they make omissions or mistakes, but point them to possible solutions.

Table no. 7: I regularly check the homework and give students feedback on what they have done

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	.9	.9	.9
Neither agree or disagree	5	4.6	4.6	5.6
Agree	21	19.4	19.4	25.0
Strongly agree	81	75.0	75.0	100.0
Total	108	100.0	100.0	

The results for the claim: "I regularly review homework and give students feedback on what they have done" are presented in table no. 7, where it is noticed that this claim is significantly supported by 81 teachers, i.e. 75% who strongly agree, and 21 teachers, i.e. 19.4% who agree that they regularly check the homework and give students feedback on the work done. 5 teachers, i.e. 4.6%, have a neutral attitude or neither agree nor disagree. Only 1 teacher, i.e. 0.9%, has the opposite opinion, who said that he does not agree with this claim, and we do not have any with the frequency with strongly disagree. The cumulative percentage of teachers who support this claim is 94.4%.

Table no. 8: The teachers show me how to correct the mistakes in my homework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	18	3.1	3.1	3.1
	Disagree	24	4.1	4.1	7.2
	Neither agree or disagree	64	10.9	10.9	18.1
	Agree	104	17.7	17.7	35.8
	Strongly agree	376	64.2	64.2	100.0
	Total	586	100.0	100.0	

Table no. 8 presents the results for the claim: "Teachers show me how to correct the mistakes in my homework", where it is noticed that this claim is strongly supported by 376 students, i.e. 64.2% who completely agree, and 104 students, i.e. 17.7% who agree that teachers show them how to correct the mistakes in their homework. 64 students have a neutral attitude or neither agree nor disagree, i.e. 10.9%. An opposite opinion about this 24 students, i.e. 4.1% do not agree with this claim, and 18 students completely disagree, i.e. 3.1% of the total number of surveyed students. The cumulative percentage of students who support this claim is 81.9%, and the cumulative percentage of students who do not support this claim is 7.2%.

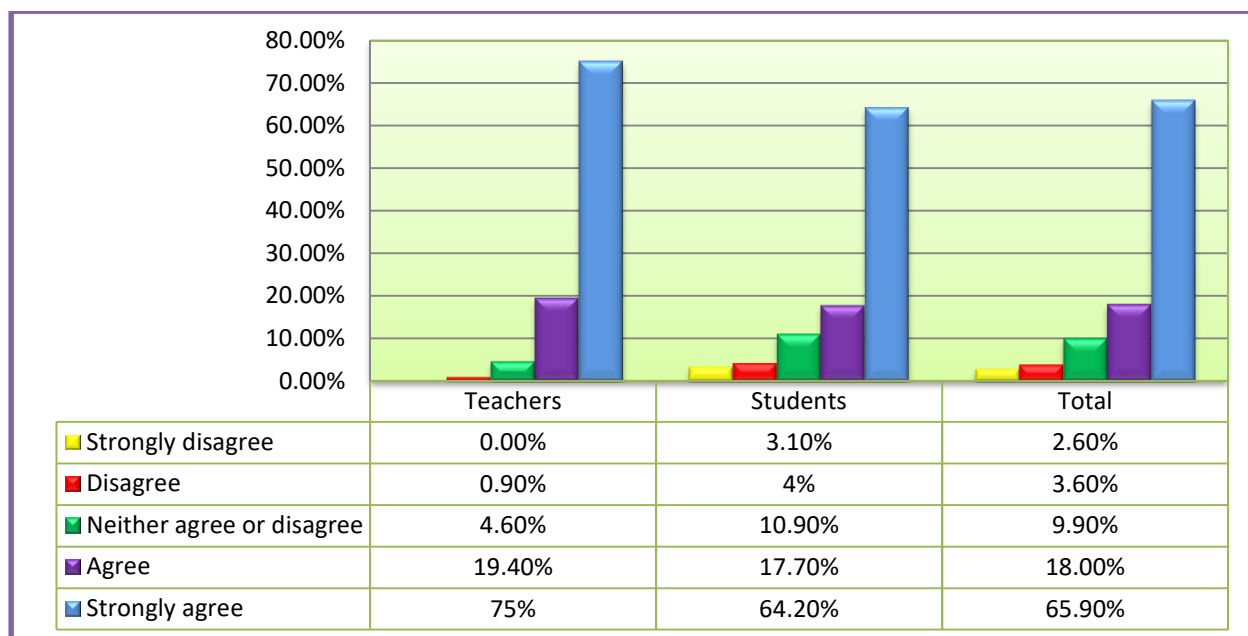


Chart no. 4: Teachers' attitude towards the claim I regularly check the homework and give students feedback on what they have done, and students' attitude towards the claim the teachers show me how to correct the mistakes in the homework.

Chart no. 4 presents the data obtained from the teachers' and students' perceptions of the given cross-claims, wherein the total result is noticed that: completely disagree 2.6 %; disagree 3.6 %; neither agree or disagree 9.9%; agree 18.0%; strongly agree 65.9%.

The cumulative percentage of respondents who support these claims is 83.9%, while the cumulative percentage of respondents who have the opposite view of these claims is 6.2%. Therefore, we can conclude that the respondents strongly support the stated claims.

5. Significance of the research

A relationship between two variables is statistically significant if the Asymptotic Significance (2-sided) is less than 0.05.

If, $P < 0.05$ then we conclude that there is a statistically significant difference between the answers given by the teachers about their work experience, respectively, the students about their success achieved in the last school year, for the given claim.

If, $P > 0.05$ then we conclude that there is no statistically significant difference between the answers given by the teachers about their work experience, respectively, the students about their success achieved in the last school year, for the given claim.

5.1. Analysis of crosstabulations

Table no. 9: The professional ethics of the teacher affect the success in the achievement of the students, the work experience

		Neither agree or disagree	Agree	Strongly agree	Total
Work experience:	0 - 10 yrs.	3	9	23	35
	11 - 20 yrs.	0	18	27	45
	21 - 30 yrs.	0	7	11	18
	31 - 40 yrs.	0	1	7	8
	over 40 years.	0	1	1	2
Total		3	36	69	108
Pearson Chi-Square		Value = 9.747 ^a df = 8		Asymptotic Significance (2-sided) = .283	

In table no. 9 it is seen that the value of the Chi-square test is 9.747; the degree of freedom for the statistical analysis is $df = 8$; and $P = 0.283$. Given that $P > 0.05$ we conclude that there is *no statistically significant difference* in the stated claim between teachers from the five categories of work experience.

Table no. 10: The attitude of teachers toward students affects the success of students' achievements, about the success achieved in the last school year

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Total
Success achieved in excellent the last school year:		7	9	45	84	237	382
	very good	8	4	13	31	57	113
	good	2	6	13	17	42	80
	enough	0	4	2	1	4	11
Total		17	23	73	133	340	586
Pearson Chi-Square		Value = 50.304 ^a df = 12		Asymptotic Significance (2-sided) = .000			

In table no. 10 it is seen that the value of the Chi-square test is 50.304; the degree of freedom for the statistical analysis is $df = 12$; and $P = 0.000$. Given that $P < 0.05$ we conclude that there is *a statistically significant difference* in the stated claim between students from the four categories of achieved success.

Table no. 11: I allow the students to discuss in class their impressions of the learning content, about the work experience

		Neither agree or disagree	Agree	Strongly agree	Total
Work experience:	0 - 10 yrs.	0	5	30	35
	11 - 20 yrs.	2	9	34	45
	21 - 30 yrs.	1	6	11	18
	31 - 40 yrs.	0	0	8	8
	over 40 years.	0	0	2	2
Total		3	20	85	108
Pearson Chi-Square		Value = 8.136 ^a df = 8		Asymptotic Significance (2-sided) = .420	

In Table no. 11 it is seen that the value of the Chi-square test is 8.136; the degree of freedom for the statistical analysis is $df = 8$; and $P = 0.420$. Given that $P > 0.05$ we conclude that there is *no statistically significant difference* in the stated claim between teachers from the five categories of work experience.

Table no. 12: With pleasure, I discuss in class what I find interesting from the teaching content, about the success achieved in the last school year

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Total
Success achieved in the last school year:	excellent	6	12	25	85	254	382
	very good	5	4	21	20	63	113
	good	5	6	13	16	40	80
	enough	0	0	2	0	9	11
Total		16	22	61	121	366	586
Pearson Chi-Square		Value = 34.490 ^a df = 12		Asymptotic Significance (2-sided) = .001			

In Table No. 12 it is seen that the value of the Chi-square test is 34,490; the degree of freedom for the statistical analysis is $df = 12$; and $P = 0.001$. Given that $P < 0.05$ we conclude that there is *a statistically significant difference* in the stated claim between students from the four categories of achieved success.

Table no. 13: I do not reprimand students when they make omissions or mistakes, but point out possible solutions, about the work experience.

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Total
Work experience:	0 - 10 yrs.	0	2	0	9	24	35
	11 - 20 yrs.	1	0	2	12	30	45
	21 - 30 yrs.	0	0	1	6	11	18
	31 - 40 yrs.	0	0	1	2	5	8
	over 40 years.	0	0	0	1	1	2
Total		1	2	4	30	71	108
Pearson Chi-Square		Value = 9.693 ^a		df = 16	Asymptotic Significance (2-sided) = .882		

In Table no. 13 it is seen that the value of the Chi-square test is 9.693; the degree of freedom for the statistical analysis is $df = 16$; and $P = 0.882$. Given that $P > 0.05$ we conclude that there is *no statistically significant difference* in the stated claim between teachers from the five categories of work experience.

Table no. 14: I am not afraid when I make an omission or a mistake in answering a question, about the success achieved in the last school year.

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Total
Success achieved in the last school year:	excellent	36	33	67	105	141	382
	very good	19	11	26	23	34	113
	good	5	9	15	22	29	80
	enough	2	0	0	0	9	11
Total		62	53	108	150	213	586
Pearson Chi-Square		Value = 23.872 ^a		df = 12	Asymptotic Significance (2-sided) = .021		

In Table no. 14 it is seen that the value of the Chi-square test is 23.872; the degree of freedom for the statistical analysis is $df = 12$; and $P = 0.021$. Given that $P < 0.05$ we conclude that there is *a statistically significant difference* in the stated claim between students from the four categories of achieved success.

Table no. 15: I regularly check the homework and give students feedback on what they have done, about the work experience

		Disagree	Neither agree or disagree	Agree	Strongly agree	Total
Work experience:	0 - 10 yrs.	1	2	3	29	35
	11 - 20 yrs.	0	3	12	30	45
	21 - 30 yrs.	0	0	6	12	18
	31 - 40 yrs.	0	0	0	8	8
	over 40 years.	0	0	0	2	2
Total		1	5	21	81	108
Pearson Chi-Square		Value = 12.644 ^a df = 12		Asymptotic Significance (2-sided) = .395		

In table no. 15 it is seen that the value of the Chi-square test is 12.644; the degree of freedom for the statistical analysis is $df = 12$; and $P = 0.395$. Given that $P > 0.05$ we conclude that there is *no statistically significant difference* in the stated claim between teachers from the five categories of work experience.

Table no. 16: The teachers show me how to correct the mistakes in my homework, about the success achieved in the last school year.

		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	Total
Success achieved in the last school year:	excellent	11	18	37	69	247	382
	very good	3	3	12	19	76	113
	good	4	3	14	15	44	80
	enough	0	0	1	1	9	11
Total		18	24	64	104	376	586
Pearson Chi-Square		Value = 8.915 ^a df = 12		Asymptotic Significance (2-sided) = .710			

In Table no. 16 it is seen that the value of the Chi-square test is 8.915; the degree of freedom for the statistical analysis is $df = 12$; and $P = 0.710$. Given that $P > 0.05$ we conclude that there is *no statistically significant difference* in the stated claim between students from the four categories of achieved success.

6. Conclusions

Based on the analysis of the results obtained from the research, in the following we will present the ranking of the statements expressed in percentages, starting from the statement which was supported more by the respondents and the statement which was supported less.

- The teachers allow the students to discuss during the lessons about the impressions of the learning content (85.3%);
- Teachers regularly check the homework and give feedback to students about the work done (83.9%);
- The professional ethics of teachers, namely the ratio of teachers to students, affects the success of student achievements (83.28%);
- Students claim that teachers help students when they have difficulties in lessons (80.4%);

The results obtained from the research clearly show that: students are allowed to discuss in class their impressions of the learning content; teachers regularly check homework and give students feedback for the work done, and students are not reprimanded if they make omissions or mistakes but are oriented towards possible solutions.

Considering the above-mentioned results, we can conclude that the professional ethics of teachers in primary schools of North Macedonia strongly influence the success of students' achievements.

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