

## PEDAGOGICAL FUNCTION OF TEACHERS IN DEVELOPING MORAL VALUES OF CHILDREN AND ADOLESCENTS

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*As education is conditioned life of the individual in the community, and the shaping of an individual in the community subject to a fundamental education. Educational function enables the individual to the Inter responsible behavior in the social structure and fellowship. Moral social behavior is related to the formation of positive interpersonal moral characteristics to social integration and preventing social exclusion of the individual. Complexity of teacher's role in moral education consists of practical realization of demands: in moral education child should become active participant in developing of its own moral qualities. Pedagogical function of teacher in educational work is very complex, but final success depends on coordination of educational factors in school and beside school. In our research we discuss teachers' attitudes about role of the school in moral development among students and youth, we discuss methods for their realization, their opinion about efficiency of those methods, about relations among variables. Development of moral values will be the most efficient if school environment and social community will be organized better. But, there is one unanswered question - Is the education in this area efficient or not? Our work is a contribution towards the establishment of an active attitude towards the moral education through the preparation of teachers and children for democratic, pluralistic, in which the partnership will be implemented starting from the different models of social integration, social rehabilitation, minimal intervention, respect for differences, treatment and transformation behavior of all that in order for the moral upbringing of the individual social behavior.*

**Keywords:** moral values, social behavior, teacher competence, estimations of convictions, value orientation

Education is old as men kind and society. It is formed during the process of humanizing and socializing of man, it always follows all these changes and it has become the significant factor and catalyst of later development and building of the society as human community and the man as social and human being as well. The aim of education has always been to prepare and enable the youth for life, to form in them those personal characteristics which are essential for life and whose formation makes part of life preparing. With education we want to shape, develop and form a person that in accord with human dignity, should fulfill its human duties. This process is very

complex, enduring and happens in family, school, educational and other institutions and organizations.

One of the biggest challenges of character education is to aim maturity of moral cognitive aspect. It is a fact that children's behavior and activities are determined by value system of their society. Different exogenous factors direct their behavior and define their position in society. This paper deals with questions of prevention in order to create favorable climate for development of every individual in society, this implicit conditions where young individual will develop in active citizen, without prejudices about other people that sometimes are different from him and belong to the same society. Moral education as universal phenomenon is accomplishing in particular ways and studied actions.

As social institution, the school has always been interested in moral problems and moral education. The complexity of teacher's role in the process of moral formation of student's character in school comes from, among the rest, practical realization of demands, in moral education the student should become an active participant in development of its own moral qualities, while the teacher should be cooperator and person who directs.

### The values as mainstay of education

It is considered that education is the most acceptable perception of values important for the society (group or some other social entity) and corresponding to its needs. Though, the values accepted in one society are non static, they are changing and differentiating according to the interests of smaller society groups until their personification. In the process of this differentiation it can be accepted that values have a stamp of common aspirations, ideals, based on which is formed his personal value system (group of values, more or less connected, that regulates man's behavior), as a result of mutual action of individual and society. This value orientation includes also personal life-experience. Value systems are very different and we can relate and change them in many ways. We have to remember that there is variety of regions, population, social forms and national identities, religion and other ethnic believes. Depending on different subjective and objective factors, changes of value system in every group have specific character, interpretation and importance. Social - economic and political reforms increase changing, differentiation, fusion and creation of new social groups and categories. In general new values are created rarely and in case of big social changes and personal spiritual and intellectual creativity or changes in smaller groups of intellectual elite. Though, involving these values in already existing value system and their social emission is very long and complex process.

In educational process, forming of value orientation has two important dimensions. In one case it is important element of education and self-education process, and in another one, it determinates direction and content of interactions with social environment. In this way, value orientation represent basic, leading social characteristic of a person. Socialization is, first of all, directed on adoption of necessary orientation gained in learning process, we built it in early childhood, and it continues during the life. We aspire to form relatively independent, autonomous person, oriented to changes and possibilities to accept them and make them real. Goals of education are values. They contain desire, effort and action to be accomplished. They incorporate certain „should“, the reason which makes a value become a goal. Though, values depend on aim. Something is worth

while it is an aim. When it becomes „is“, when it is reached, the aim is changed into a new „should“. Certainly, the aim still exists, does not disappear in existing and achieved one, but on the contrary, accomplishing of some goals makes possible creation of others, new, long-range goals. The most instructive value classification was given N. Suzić (2005:125-129). Values are grouped in four categories – social, individual, partial and universal.

1. Values of universal importance (justice, liberty, humanity, courage, truthfulness, ecological harmony);
2. Values important for society (responsibility, patriotism, respect of order and law, social engagement);
3. Values showing relations with others (altruism, solidarity, cooperation, tolerance, honest relationship);
4. Values related to personal development (integrity, positive attitude towards work, creativity, self- control, modesty, enterprise).

Based on named approach to pedagogical potentials of values and value orientations, we can establish goals and according to them also tasks of moral education. Value orientations come from values during the process of learning, formation and application of value consciousness on personal behavior. All the authors dealing with value problems emphasize the importance of relationship: „ value orientation- socialization of a person, value orientation- reaching personal maturity, value orientation- personal integration“ (Szczęsny, 2001:88).

### Encouragement of moral value development of students in school conditions

In society that changes quickly, there are obscurities and insecurities about perception of some values and about ways of their formation. We will mention a few basic questions related to this complex problem. First of all, which are the basic values of our modern society? Which values are liable to social changes? Which value system should school develop to make its work in accord with social changes happening all the time? What kind of relationship should be built between necessities of an individual and needs of society and how can we balance them? Most of experts dealing with moral development problems and education, consider that some values should be studied, but there is no such agreement about which are those values. The most nominated values are: belief in democracy, respect of human rights, equality, rationality, justice, courage, responsibility, love, tolerance, respect of order, solidarity, peace, freedom, welfare. The values are ranked from fundamental and general to particular ways of behaving, using procedures such as critical opinion and scientific method, and process as free and careful „ choosing and acting“. From categorized values, particular importance have moral values because we use them to justify some ethic decisions, or to judge them, they have influence on other people and always bring some kind of message.

Considering from value aspect, moral education includes:

- familiarizing of a student with existing, accepted moral values i.e. giving of versatile knowledge about some values;
- make a student sensitive for values, their complete acceptance and identification with them;
- develop willingness for introduction of recognized values in life and their realization (according to: Žilinek, 1997:52-68).

Adopted value system affects the perception of some stimulus and motivates a person on particular behavior. The results of different researches done in Serbia during the last few years, show that we don't pay enough attention to education in schools, that „ between proclaimed educational assignments and level of their realization there are significant differences“ (Suzić, 2005:258). The frailties in educational school work, particularly in domain of moral education, partially are consequences of negative influences from social environment. Under the name of „new“ and „reforming“ there are some points of view that the sphere of moral education, i.e. formation of ideas, opinions, beliefs, personal moral quality, private view of an individual. It is also disputed the right of moral influence on students, the right to show moral delusion and doubts, the right on education. We forget that development of a person is a result of many social and personal influences on an individual as junction of all these influences, but it is also the outcome of personal subjective activity. The teachers which help students to become independent, encourage autonomy and competences of students. „When the students showed increasing level of competences, the teachers were reducing instructions and transferred studying responsibilities on students“ (Turner et al., 2002:90). On the other hand, „frontal method where teacher's command to students what they should do, does not encourage student's autonomy and brings to avoiding or studying“ (Oser & Althof, 1997:168). These researches show that on teacher's characteristics depend if student will develop required competences for life in modern civilization.

During his educational work, the teacher operates in large range, from democratic and pedagogical discipline, to motivation of students and promotion of success and individual worth. Known this, the teacher confirms also his own naturalness in the act of building pedagogical tact, method and general knowledge about communication culture and its importance for moral development.

## Methodology of research

*The goal of research* was to examine the level of frequency and effectiveness of teachers in development of moral values of the children and adolescents in school conditions.

*General hypothesis of research.* We assume that frequency and effectiveness of teachers in development of moral values of the children and adolescents in school conditions is not on adequate level. *Particular hypothesis are:*

1. We assume that possibilities of planning and application of modern methods and procedures for development of moral values depend on environment where the school is.
2. We assume that the strongest emphasis in school should be put on development of humanity and judgment in relationships with others.
3. We assume that through encouragement of dialogue and argument, the children become sure and self-confident.
4. We assume that the children should gradually be liberated from egocentrism directing them to cooperation with peers, respecting their needs, opinion and attitudes.
5. We assume that encouragement procedures emanate good and desirable behavior.

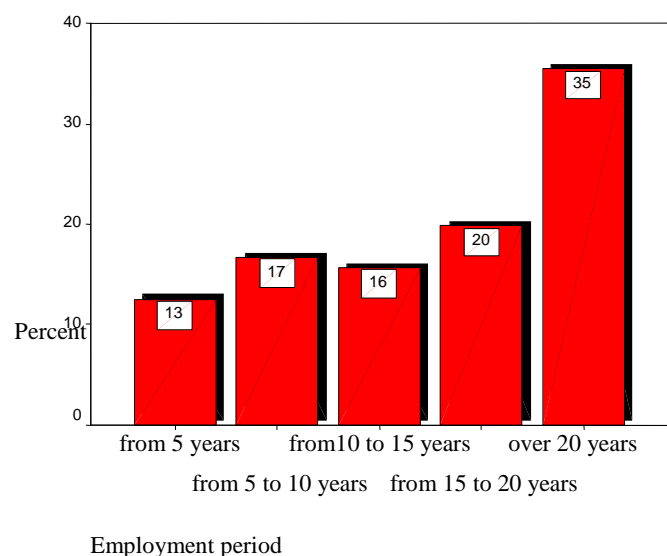
6. We assume that statistically there are no significant differences between teachers' opinion about development of basic moral values in regard to school location.
7. There are significant differences between heterogeneous teachers' opinion depending on years of service internship about conduction of moral education in school through contents of different school subjects.
8. We assume that teachers need to introduce special related to students' moral education.
9. We assume that teachers' attitudes about primary moral values to develop in the school, are related with cooperating relationship, responsibility and development of mutual relations without prejudices.

### Cause, methods, techniques and instruments

The sample of examination is 96 teachers of primary school on territory of Serbia, with 41 male and 55 female examinees. The most adequate method for the research realization was description with analysis of content as research technique and Analysis of Factors as multivariate method. In this research we used scale with 4 important fields: 1. Development of basic moral values; 2. Efficiency of pedagogical methods and procedures for development of moral values in school; 3. Role and influence of teachers on development of moral values in school; 4. Conduct of moral education in school and development of moral values.

### Results of research

Graph 1. *Sample of research and employment period of examinees*



Data processed in this way, show that there are most examinees with employment period over 20 years (35,4 %). Namely, if we consider better the data, we conclude that almost 35 % of examinees belong to age-rank over 30 years which allow them to teach over 20 years.

We used factor analysis as statistical method in this research in order to find internal structure of data matrix. We used this method to isolate from one complex appearance a smaller number of significant ones that we called

factors, and which are structural elements of this appearance, they explain it and with their combination we can have variables of the appearance.

The first step in factor analysis as statistical method was to evaluate neatness of data for implementation of factor analysis. This implies computing of Bartlett's test of sphericity and Keiser- Mejer-Olkin measure. Using this test we realized if it is possible to apply factor analysis on given data. We used Brtlett's test to examine the null hypothesis. If we reject the null hypothesis, it means that it is possible to process data by factor analysis.

In the Table 1. are shown specific values, percentages and cumulative percentages for each factor. In the table are clearly separated certain number of factors regarding their typical values. For the factor analysis of main components it is typical that are isolated some factors where peculiar values are over 1. From results in the table 1, we can see that according to this statistical criterion there are 4 factors, because the peculiar value of all factors after the forth one is less than 1.

Table 1. *Peculiar values, single and cumulative percentages of variable for each factor*

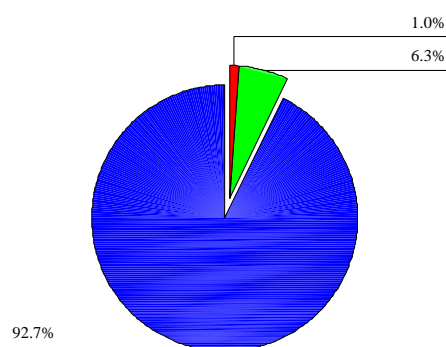
Component	Inicial values			Extracted sums		
	In total	% Variances	Cumulative %	In total	% Variances	Cumulative %
1	3,150	78,757	78,757	3,150	78,757	78,757
2	,407	10,177	88,934	,407	10,177	88,943
3	,275	6,870	95,804	,275	6,870	95,804
4	,168	4,196	100,000	,168	4,196	100,0000

These four isolated factors show certain variables that saturate them, in other words, explain the factors. All coefficients over 0.30 show saturation of factors, while those which are less than 0.30 do not show saturation, so we will not consider them.

Table 2. *Matrix of factor structure*

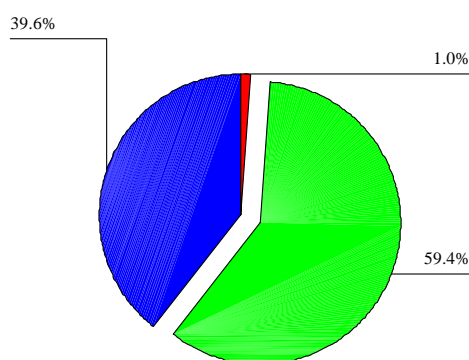
	Factors			
	1	2	3	4
- Development of basic moral values	,851	,469	,212	,107
- Efficiency of pedagogical methods and procedures for development of moral values in school	,856	-,418	,302	
- Role and influence of the teachers on development of moral values in school	,933		-,132	-,331
- Implementation of moral education in school	,907		-,348	,214

Next text, i.e. data will refer to the level of presence of moral values through four isolated fields that the research is interested in.

Graph 2. *Development of basic moral values*

The greatest number of examinees (92,7%) belongs to the category with high level expressed basic moral values. So, during the past, teachers in school paid most attention to educational assignment. Considering teachers' ideas, the greatest part of our sample shows that it is necessary to develop basic moral values, which is a big improvement for school. This data shows that school and teachers slowly turn also to the educational assignment.

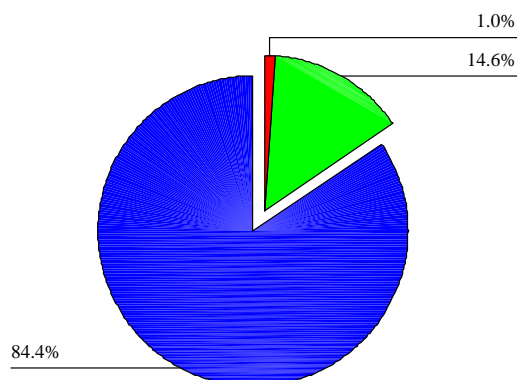
On the way of distribution of answers about development of moral values, affects as well the school where examinees teach. So, there is statistically significant difference (within limit, sig. = 053) in answers of examinees about development of basic moral values and school. The expected difference in answers and ideas of examinees appears. The ideas of teachers are different depending on school where they teach. This leads us to the conclusion that maybe, it happens because of the bad organization of some schools and teachers as well, because the choice of methods and procedures for work is not good enough or insufficient engagement of expert assistants. This is one more open question to research.

Graph 3: *Efficiency of pedagogical methods and procedures*

Compared to efficiency of pedagogical methods and procedures for development of moral values in school, most teachers show moderate grade of presence 59,4 % . If we consider previous traditional way of work in schools, this data shows us that it is more developed teachers' consciousness about the importance of moral values development in school, than the very realization using adequate methods and procedures. It is necessary to conduct moral education in all schools with equal intensity. In our paper we didn't consider causes of this phenomenon, but we can conclude that in different schools they don't pay enough attention to moral values and the reason of this appearance is maybe that some schools and teachers are not

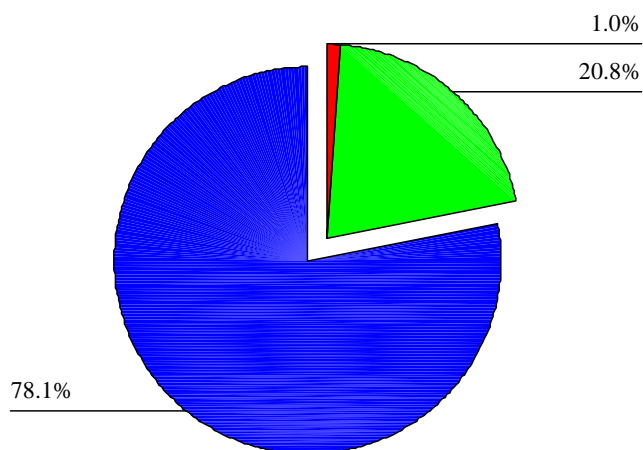
engaged enough, they don't improve their knowledge and don't fulfill one very important assignment of school and teachers as well.

Graph 4. *Role and influence on development of moral values*



84,4 % of our examinees have a high grade of presence when it comes to their opinion about moral values in school considering their role and contribution in development of moral values of children and adolescents, 15,6 % of examinees belong to the category which moderately and low ranks their role in development of moral values of children in school. It is very creditable the fact that teachers recognize the importance of their involvement and role in moral value development. The teacher is tutor, moral model and moral adviser and it is very important the awareness of the teacher about their role in moral value development. The awareness of teachers about their role slowly becomes efficiency. He is a good example, he teaches students directly moral behavior and encourage them to correct their acts, through individual dialogue or group discussion. Processing the data given by research, when we compared variables: the employment period of examinees and their idea of their role and influence on moral value development of children and adolescents, we expected the data that would show no difference between ideas no matter the employment period of examinees. The employment period partially affects teachers idea and their work on moral development of children and adolescents.

Graph 5. *Implementation of moral education in school*



When they evaluate implementation of moral education in school, teachers tend to high ranking of claims from above-named subscale. Therefore about 78 % of examinees agreed that they should carry out moral education in school in high degree. These data match up with the results already given- “teacher know very well how much the school can affect development of basic moral values, they know which basic moral value should be developed, they also know how important is their role in school concerning moral values development of children, however, they don’t use enough pedagogical methods and procedures for moral values development, and implementation of moral education in school is not on expected level” (Weiner, 2002:156). Considering the fact that many factors affect personal development and that child spend most of its time in school, that’s why there are many possibilities for work and influence of school. With education we develop a person, but also society, so schools have to increase their educational influence on character development of children and adolescents.

### Concluding remarks

School has remarkable and crucial importance in development of children and adolescents. It is very important to perceive adequately the role of school in moral value development. Meaningfully, this research is done with hope to change actual state and perception of school role; and to increase interest for this area and open and give new topic for research.

Educational function of teacher, compared to recent period, is escalated. It has modern sense and importance in educational and pedagogical process in school. Based on this research we can conclude that the school role in moral value development gradually finds the right place in educational practice. The present situation, according to attitudes and teachers’ opinion, is better than in previous years, but still not on required level. Though, if we consider the fact that attitudes largely affect behavior and just on those, i.e. their change, depends the final result of a process, we can expect better realization of educational assignment in school concerning moral values development, considering acceptable state of perception and teachers’ opinion about this area.

Based on results given by this research we come to conclusion about need of further examination of moral value development and more efficient ways of action on children and adolescents in school, if we know that teachers have attitudes which tend to the ideal of education and development of moral values in school. Obtained results indubitably showed that pedagogical role of teachers significantly affects moral value development.

With obtained results of this research it seems that teachers know well the importance of school and themselves for moral value development, but they don’t encourage this development equally. These facts show that in our primary schools there is still a problem of realization of moral education in general and therefore also affecting development of moral values of students. We need to create a program of school educational activities in order to affect especially moral development of children and quality achieve one of educational assignment in school.

Basic results of research, compared to our assumptions at the beginning tell that: possibilities of planning and implementation of modern methods and procedures for development of moral values depend on environment where the school is located; we should pay more attention development of humanity and justice in relationships with others in school; teachers consider that through encouragement of dialogue and discussion children become

reliable and self-confident; teachers consider that we should gradually liberate from egocentrism directing them to cooperation with peers throughout respect of their needs, opinion and attitudes; the process in which teachers emanate good and desirable behavior is encouragement; there are some differences in teachers' perception of development of basic moral values considering location of school; there are differences in teachers' opinion about implementation of different subjects considering years of experience, possibility to develop moral values in school depend on environment where the school is; most of the teachers consider their job as very responsible for development of moral values of children; according to teachers there is a need to introduce a new subject about moral education of students; ideas of teachers about primary moral values that we should develop in school are related to cooperating relations, responsibility and development of mutual relationships without prejudices; in the whole of various methods for moral value development in school teachers think that the most efficient method is the method of encouragement.

In our research we considered the ideas of teachers, their frequency and effectiveness in moral development of children and adolescents, their ideas of ways, methods and procedures for realization of these, then, their ideas of effectiveness of methods and procedures for moral value development and also other connections between variables if we look on systematic development of moral values. The development of moral values will be more effective if we organize better the same school environment, but also wider social community. However, there still remains one open question: Is the education in this area efficient or not?

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