

Reality of School Students' Moral Value Education in Lessons of Technologies

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Abstract: While organising the process of education, it is necessary to achieve higher level of school students' perception and implementation of moral values. Contemporary technology education integrates not only creation, technology learning and practical implementation of ideas but also individual's value education. It is important to integrate values into processes, activity principles applying teaching techniques at all levels in a complex way. The goal of the research is to conduct a survey of teachers and 5th-12th formers about peculiarities of moral values education during lessons of technologies. The research methods: analysis of scientific literature and documents, empiric research, statistical analysis of research data. The research was conducted in 2012-2013 and the sample of the research included 104 teachers and 221 school learners. The research results revealed a unified opinion about importance of integration of moral values education into lessons of technologies. The specific features of the subject are emphasised: lessons are delivered in small groups, flexible composition of subject content based on compliance between traditions and innovations. It was revealed that values of respect, honesty and responsibility are most frequently developed, whereas altruism and sensitivity are among least often developed ones. Teachers of technologies are certain that all the programmes of technologies are appropriate for development of learners' moral values.

Keywords: school education, moral values education, lessons of technologies.

Introduction

Moral values education is an integrated part of the pedagogical process. Values education is provided for in all the documents of education system but is not implemented to full-extent because values can hardly be determined by standards. Scientific studies confirm that values education is a necessity in contemporary world, whereas adolescence is one of the most significant periods for adoption of values because during this period a child undergoes a fast personality development in all its planes.

Contemporary technology education is perceived as a process, which integrates not only creation and creative ideas but also their practical implementation. This study subject embraces not only learning of various technologies and their application but also development of life skills. Social communication skills are also improved through development of responsibility, self-control, self-confidence and resistance to impact of risk factors. Beauty, various artistic activities contribute to education and development of school learners' emotions, feelings, artistic inclinations, morality and sensitivity. There derives a practical purpose to educate personalities, which are able to collaborate and communicate as well as to adapt to particularly fast changes in contemporary competitive society (Širiakovienė, 2005).

The provisions of the National State Strategy for Education 2013-2022 state that "taking into account contemporary challenges imposed on society, education assumes a mission: educational policy and envisaged change trends have to rally educational community and all the Lithuanian people to engage in lifelong education pursuing personal and country's success, ensuring equal opportunities to enable an individual to understand contemporary world, to obtain cultural and social competence and to be a self-dependent, active and responsible individual, who is eager to learn lifelong and to create own life and that of community". Morality, love and respect for an individual is the core of humanity and the basis of humanistic pedagogy; therefore, pursuing achievement of common goals, a particularly considerable attention should be allocated to harmony of relations among individuals. According to J. F. Goodman and H. Lesnick (2004), a teacher has to be oriented towards revelation of richness of moral education. V. Aramavičiūtė (2005) states that the content of purport of life should embrace spiritual values with priority placed on moral values.

Both teachers and parents should not forget that foundations of moral (self-)awareness development are laid in adolescence and moral concept and beliefs as well as norms of moral behaviour are formed in learner's consciousness during this period.

Each study subject accumulates a huge potential of values education, which should be implemented employing a variety of teaching/learning methods and forms. Technology education is exceptional and unique as there are 5 programmes for this study subject in basic school (nutrition, textile, constructional materials, electronics and product design), therefore, the study subject of technologies itself has broad interdisciplinary links with other study subjects. Due to the aforesaid reasons while teaching/learning of technologies a variety of factors, which promote moral values education, are possible because ample and diverse information is available. The purpose of moral education is to help a learner to reveal common human values and to substantiate their personal and social life on them. It is important to develop individual's abilities to independently consider question of human existence, to make responsible decisions in complicated contemporary world. In parallel, respect for traditional values, which constitute fundamental of national and western culture should be developed. The importance of development of moral values is emphasised by a big number of Lithuanian education researchers: V. Aramavičiūtė (2005) discloses the significance of spiritual maturity of personality and formation of moral positions; E. Martišauskienė (2003) stressed development of adolescents' spirituality, N. Cibulskaitė (2000) laid emphasis on humanisation; S. Lileikis (2007) revealed development of young people's altruism; R. Bakutytė (2001) focused on development of humanism; B. Žygaitienė (2002, 2014) emphasised importance of moral values; A. Girdzijauskas (2012) discussed development of moral culture through music.

The goal of the article: is to identify opinion of Vilnius teachers and 5th-12th formers about possibilities of developing moral values during lessons of technologies.

Methodology

To achieve the research goal theoretical (scientific literature and education document analysis) and empiric methods were applied. Comparative analysis was also employed dividing the research objects into separate components, variables and features making attempts to identify opinions of school learners, technology teachers and other teachers about peculiarities of moral values education in contemporary school. The following psychological, pedagogical, social and philosophical literature was used: "General Curricular" (Pradinio ir pagrindinio..., 2008), "The Description of Teacher's Professional Competence" (Mokytojo profesijos..., 2007), the studies by Lithuanian education researchers V. Aramavičiūtė (2005), E. Martišauskienė (2003), N. Cibulskaitė (2000), S. Lileikis (2007), S. Dzenuškaitė (1990), R. Bakutytė (2001), B. Žygaitienė (2002), J. Mulevičienė (2002) and other authors. Considering the research carried out by the aforesaid researchers, the questionnaire forms were drawn up.

On the basis of the research by C. M. Charles (1999), one of the methods of anonymous research – written questionnaire - was used.

The sample of the respondents was calculated with the respondent calculator (online access at: <http://www.surveysystem.com/sscalc.htm>), which allowed to establish the number of respondents necessary to acquire representative data.

The research was conducted in 2012–2013. Applying of triangulation, the questionnaire survey of three groups of respondents (5th-12th formers, technology teachers and teachers of other study subjects) was carried out. The school learners of 5th-12th forms from six Vilnius city schools of general education were surveyed using paper questionnaire forms (221 school learners participated in the survey).

The sample of teachers included 104 teachers of Lithuanian general education schools (48 out of them - technology teachers). The statistical, graphic and correlation analysis of research data was conducted. The data of questionnaire survey were processed using version 17.0 of SPSS (Statistical Package for Social Science).

Results and discussion

Technologies is one of the most favourable and suitable study subjects for integration of moral values education. The link of study subjects of technologies with integration of values was confirmed by the

responses of teachers and school learners to the question “Is it important to develop moral values during lessons of technologies?”. All the teachers of technologies almost unanimously agree that it is important and highly important (45.8 / 54.2 %), teachers of other subjects also refer to the study subject of technologies as to highly important or important (32.1/58.9 %) for moral values education. About 60.2 % of the school learners in the survey are sure that lessons of technologies are important to (self-)development of moral values, other learners do not have their opinion about this issue due to their young age.

Economic, technological and socio-political changes have inevitably changed human values and behaviour in a big number of spheres; however, the most considerable changes have been observed in their attitudes towards motivation to work, religion, political conflicts and children’s upbringing. Values have to be integrated into processes and activity principles to the extent, when they become tangible and overall perception. Such process is not only time consuming, requires contribution of efforts and concentration but also a well-prepared, strategically reasonable communication plan. Modernization process predetermines a transition from traditional values to secular or rational ones. Upbringing their children and implanting underlying values in them, Lithuanians usually forget to emphasise the importance of respect, tolerance and confidence. According to the opinion of technology teachers, the most frequently stressed values are shown in Figure 1. Analysing the data, it can be stated that the first three places are taken by the following values: respect (66.7 %), honesty (56.3 %) and responsibility (54.2 %). Tolerance and self-control (12.5 %) are stressed by teachers of technologies less frequently.

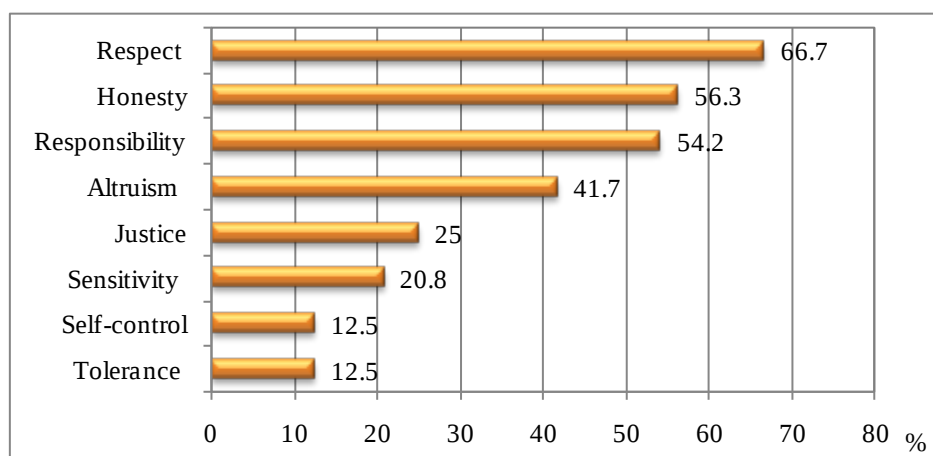


Figure. 1. Most frequently emphasised values during lessons of technologies (according to teachers of technologies).

The young respondents distinguished the values of responsibility (57 %), honesty (48.9 %) and respect (42.1 %) as particularly emphasised and ascribed such moral values as sensitivity (43 %) and altruism (35.7 %) to rarely stressed ones.

All the teachers of technologies unanimously pointed out that they integrate development of respect and honesty (100 %) to the content of a lesson most frequently. Development of responsibility (85.5 %) was ranked third, whereas such moral values as sensitivity, tolerance and altruism are developed sometimes or rarely by teachers of technologies.

Having carried out the research on emotional internalisation in adolescence, E. Martišauskienė (2004) highlighted an educational support as an obligatory factor of spiritual becoming. This is predetermined by the fact that the level of spiritual experiences of adolescents (agnostic ones in particular) is low, positive correlations of feelings are weak but they are meaningful and reflect priorities of pedagogical interaction. The acquired research results confirm that the values, which are emphasised during lessons by technology teachers, are most frequently developed. It can be concluded that criteria for designing of the curriculum allow to freely model the content of education, where all the competences necessary for a school learner are developed. The comparison was carried out in the research asking teachers of other study subjects the same question (see: Fig. 2). The acquired research results confirm

that the values, which teachers of technologies have to emphasise during the lessons, are most frequently developed as well: e.g., responsibility (57.0 %), honesty (48.9 %) and respect (42.1 %).

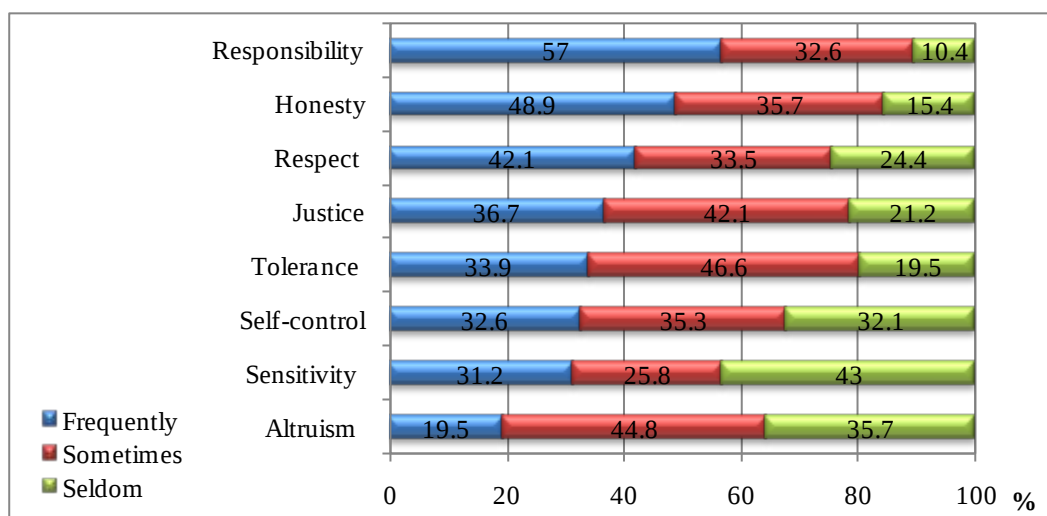


Figure 2. Distribution of moral values education during lessons of technologies.

Comparison of the data on frequency of moral values integration acquired from teachers of technologies with these of other teachers revealed numerous similarities. All the teachers point out the following values as the most frequently developed: respect (87.5 %), responsibility (94.6 %), honesty (71.4 %) and justice (67.9 %). Such values as altruism (60.7 %) and sensitivity (53.6 %) are developed sometimes and a number of respondents ascribe altruism (21.4 %), sensitivity and self-control to rarely fostered values.

The acquired results showed that the respondents, who pointed out that responsibility is developed most frequently, less frequently stated that altruism is also nurtured most often. A strong statistically significant correlation was established ($\rho_s = -0.607$; $p < 0.0001$). The respondents, who indicated that tolerance is most frequently developed, pointed out that self-control is developed most frequently as well. A strong statistically significant correlation was established ($\rho_s = 0.772$; $p < 0.0001$). The same opinion was identified about the correlation between the frequency of development of tolerance and sensitivity and a strong statistically significant correlation was identified ($\rho_s = 0.460$; $p < 0.0001$).

Coherence of traditions and innovations is of importance to moral values education. Nurturance of such moral values is not static, undergoes a certain evolution and is linked to contemporary culture. It is necessary to feel balance between traditions and innovations, to nurture their harmony pursuing development of principles of children to assume continuity of moral values. Simultaneously, they should be encouraged to notice modern values based on traditions, to employ opportunities to cognise the diversity of values provided by modern technologies. Process of moral education may be integrated into various areas of learners' education choosing (self-)education styles.

The respondents were asked: "Which teaching technique is the most appropriate (self-)developing moral values?". The respondents prioritise discussions about issues of moral values: 71.1 % of school learners, 75 % of technology teachers and 68.4 % of other teachers agreed with this statement. According to school learners (28.2 %), school projects have least effect on formation of moral values; however, teachers of technologies (70.4 %) provided a contradictory opinion stating that joint activities are appropriate for values (self-)education and only 20 % of teachers of other study subjects expressed the same opinion. About 89.6 % of technology teachers and 76.8 % of teachers of other study subjects indicated that integration of themes on moral values into the content of lesson have the most significant influence on moral values (self-)development. A more detailed comparison of the opinions of school students, teachers and teachers of technologies about the influence of teaching techniques showed that technology teachers (89.6 %) and other teachers (76.8 %) more frequently than learners (44.5 %) consider integration of moral values into content of lessons an efficient

technique for development of moral values. The aforesaid tendency is confirmed by statistically valid data ($\chi^2 = 19.605$; $df = 2$; $p = 0.003$; $p < 0.05$).

Figure 3 shows which teaching programme of the study subject of technologies is most favourable for integration of moral values education.

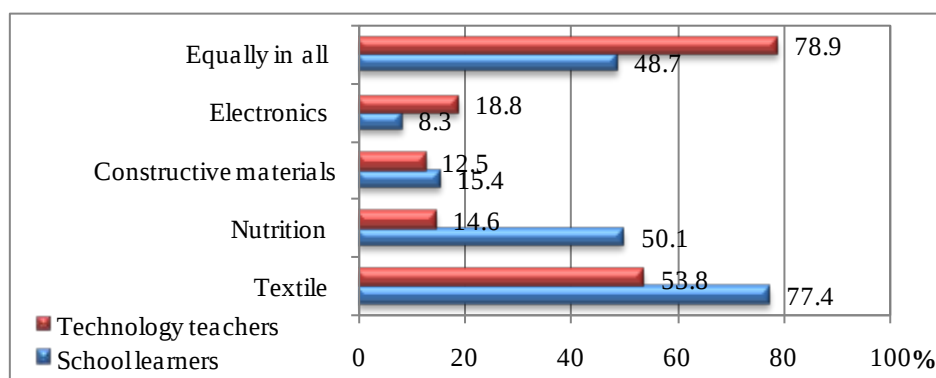


Figure 3. Distribution of the opinion of the respondents about appropriateness of the study subject of technologies moral values education.

The research data revealed that according to the opinion of technology teachers all the programmes of technologies are equally suitable for development of moral values: the statement supported by 78.9 % of technology teachers. A more considerable gap is seen in the programme of textile (53.8 %). According to school learners, technology lessons target at balance between preservation of heritage and innovations: textile (77.4 %) and nutrition (50.1%) programmes are more favourable for integration of moral values. School learners more frequently than teachers of technologies pointed out that nutrition programme is appropriate for moral values education and this tendency was observed by statistically valid data ($\chi^2 = 14.288$; $df = 2$; $p = 0.001$; $p < 0.05$).

To clarify how school learners evaluate prevention activities organised during technology lessons, school learners were asked to point out if during lessons of technologies they face neglect of moral values and how emerging problems are solved (Fig. 4).

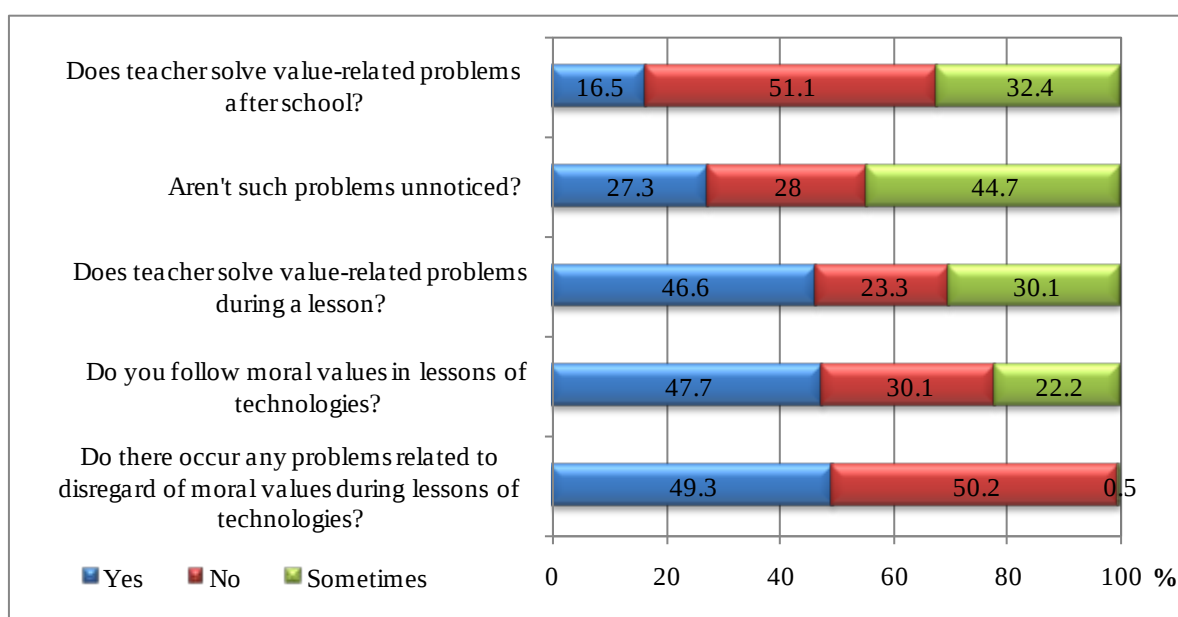


Figure 4. Distribution of prevention activities related to neglect of moral values during lessons of technologies.

About 49.3 % of school learners acknowledge that there occur no problems regarding neglect of moral values, 30.1 % of school learners chose a negative response to the question if they follow moral values in technology lessons themselves and 22.2 % of the provided the answer “sometimes”. The obtained research results show that the biggest load of prevention activities solving problems of moral values encountered by school learners falls on teachers of technologies during their lessons: this variant was chosen by 46.6 % of the respondents. A negative response to the question if moral problems were solved after lessons was provided by 51.1 % of school learners. The biggest number of young people (44.7 %) chose the variant “sometimes” answering the question: “Aren’t the moral problems unnoticed?”.

Conclusions

- The research results revealed that respect (66.1 %), honesty (65.2 %) and responsibility (52.0 %) are placed at the top of the hierarchy of adolescents’ moral values. The absolute majority of teachers of technologies (91.7 %) agree that respect is considered to be the most relevant value for adolescents. Such values as honesty (89.6 %) and justice (60.4 %) are ranked as highly relevant to adolescents by teachers of technologies. Altruism and sensitivity are seen as irrelevant or less important among adolescents, adolescents do not understand such moral values and they are seldom nurtured.
- The research data disclosed a unified agreement of all the respondents about importance of integration of moral values into lessons of technologies (80 %). Such opinion could have been conditioned by exceptionality of the study subject of technologies: lessons are held with a half of the class, i.e., in small groups, where openness and trust prevail. On the other hand, the criteria of devising of educational programmes allow to freely model the content of education.
- The obtained data confirm that the values, which have to be emphasised during lessons by teachers of technologies, are nurtured most frequently: respect (66.7 %), honesty (56.3 %) and responsibility (54.2 %). Development of such moral values is not static, undergoes a certain evolution and is linked to contemporary culture. According to the opinion of teachers of technologies (78.9 %), all the programmes of technologies are equally favourable for development of moral values. School learners more frequently than teachers of technologies pointed out that nutrition programme is most appropriate for development of moral values ($\chi^2 = 14.288$; $df = 2$; $p = 0.001$; $p < 0.05$).
- The research on efficiency of techniques of moral values education revealed that it is not enough to rely on one technique of values education, values have to be integrated into processes and activity principles until they become tangible or a common perception, i.e., the efficiency of teaching techniques is reflected while applying them in a complex way acting at all (individual, group and organisation) levels. Teachers of technologies (89.6 %) and teachers of other study subjects (76.8 %) more frequently than school learners (44.5 %) think that integration of moral values into content of lessons is efficient ($\chi^2 = 22.354$; $df = 2$; $p = 0.001$; $p < 0.05$).

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