

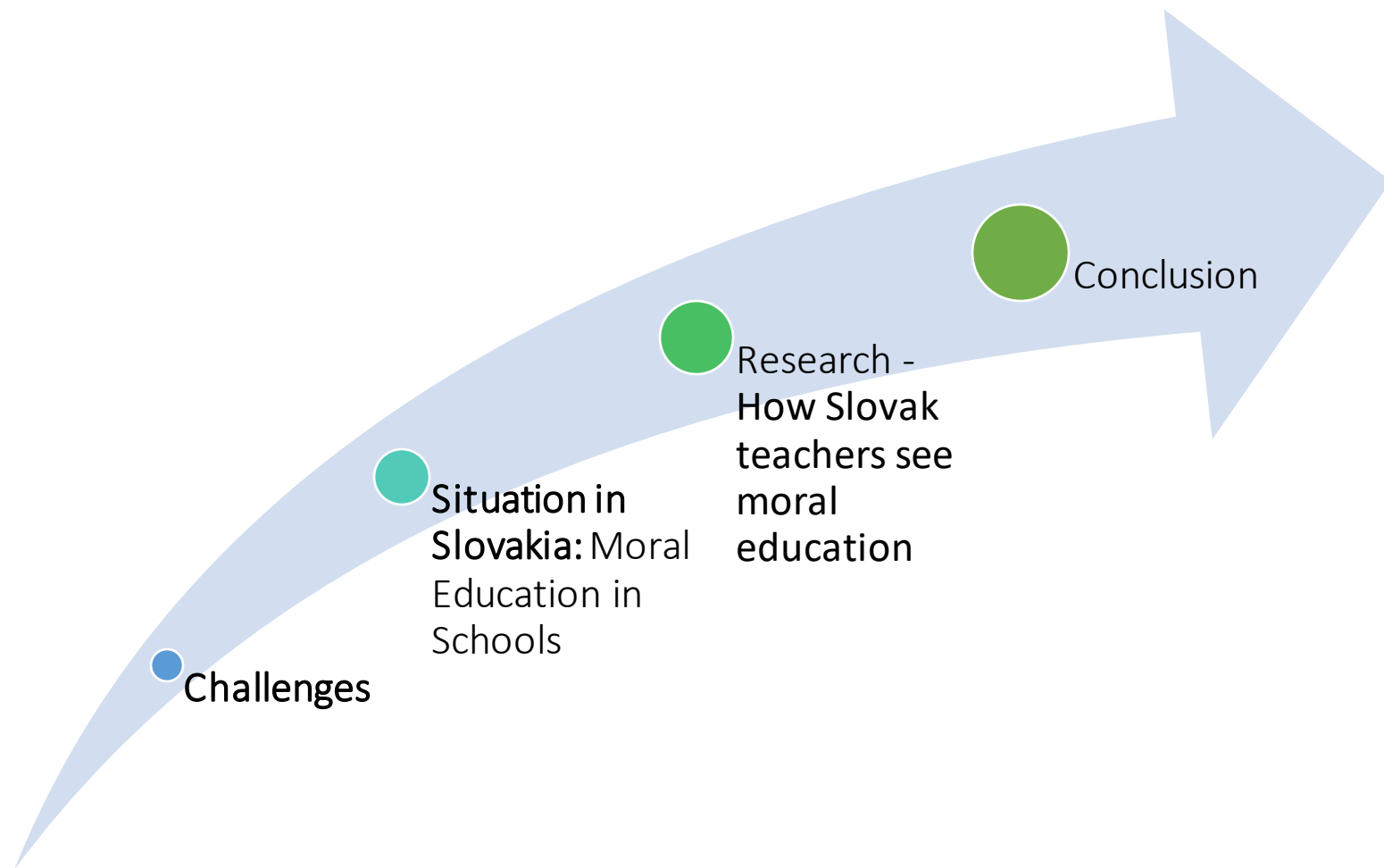


Moral education from the perspective of primary and lower secondary teachers in Slovakia

Zlatica Jursová Zacharová
Štefánia Ferková

Content

Kliknutím zadajte text



Problems and challenges

- economic or environmental crises (Barouki et. al., 2021; Mou, 2020, Leal Filho et. al., 2021)
- new challenges - consequence of the impact of the global pandemic and the associated distance learning
- new problems and also new educational situations - e.g. more mental health problems, higher anxiety levels (Ravens-Sieberer et. 2021); worsened well-being and psychological distress (Mactavish et. al., 2021); severe depression and anxiety (Hajdúk, et. al., 2022) increase in all types of risks of children's addiction to electronic games (Elsayed, et. al., 2021)
- Current events in the world cause uncertainty and concern about the development and understanding of contemporary morality and its values



Moral education in Slovakia

Ethical education (separate subject - moral education is included)

Problems with the content and teaching of the subject
Ethical education

Moral education - improvisation in different teaching subjects and their topics/no embedded system based on clear didactic procedures

Poor availability of quality training and methodical materials

Teachers consider the development of pupils' moral as secondary/more emphasis on knowledge in different subjects

Poor implementation of long-term programmes

Research goal

01

Mapping the views of primary and lower secondary education (primary school) teachers on the application of moral education in Slovak schools

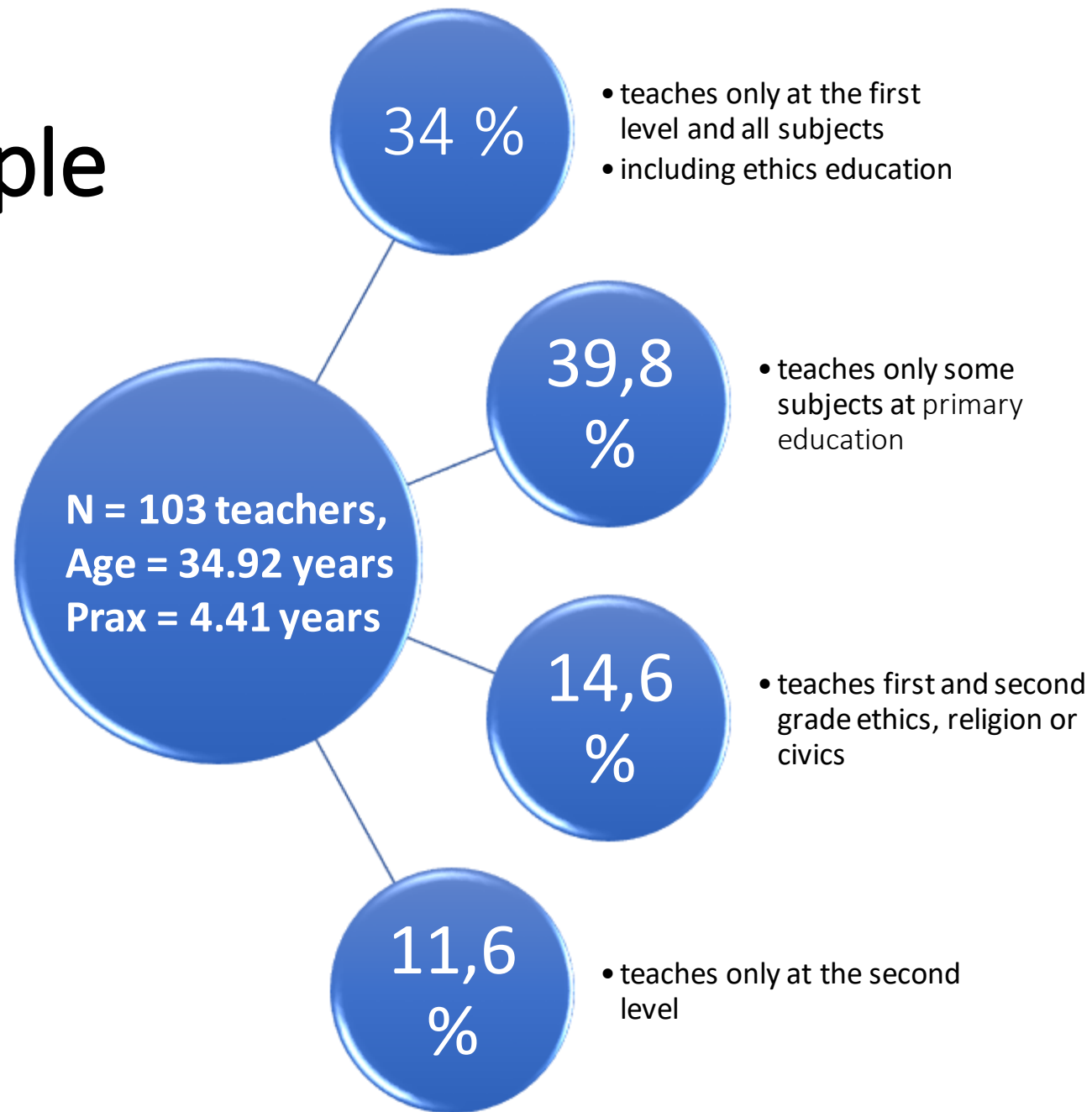
02

To identify examples of activities and topics that teachers use to develop pupils' moral in their lessons (to compile examples of good practice)

03

To know the teachers' moral attitudes on which they are based

Research sample



Research tools

- **Online questionnaire:**

1. Demographic questions
2. Consent to the processing of data
3. Questions of the importance of implementing moral education in schools (open and close question)
4. Agreement with statements concerning certain aspects of moral behaviour (5 points Likert scale)
5. Attitude towards cheating (academic dishonesty) questionnaire (Klein et al., 2007; Preiss et al., 2013)

A blue circular graphic containing a small rectangular banner with the text "MORAL EDUCATION CONFERENCE 2022" and a small image of a building.

Research findings

1

The importance of developing the moral of pupils

- 88.3 % very important
- 11.7 % important

Giving adequate attention to the moral development of pupils

- 8.7 % agrees that adequate attention is paid in Slovakia
- 79.6 % - more attention should be paid to the development of ME
- 11.7 % ME is not sufficiently developed

Who is to develop the moral of pupils

- 81.6 % every teacher on all subjects
- 12.6 % every teacher but not on all subjects
- 5.8 % only on designated subjects

Were the teachers trained in a moral education program?

- 11.7 % yes, they were satisfied
- 5.8 % yes, they were unsatisfied
- 80.6% had no training
- 1.9 % have no interest

Qualitative analysis of statements related to activities and themes of students' moral development:

use stories with moral
lessons

referring to oneself as a
moral role model

compare what is right and
what is wrong

referring to the rules

Components

Agreement with statements concerning certain aspects of moral behaviour:

Scepticism from contemporary morality

Teacher as a moral role model

Authority and rules

Trust in the intentions of others

Parents do not lead children to morality and morality.

,821

Today's children do not have enough moral role models.

,804

People today are more prone to behave immorally

,720

Contemporary films no longer have a moral message in them.

,601

Children often behave immorally.

,582

The teacher should be a moral role model for pupils both in the school environment and in everyday life.

,964

The teacher should also develop the pupils in the field of moral and ethical values.

,958

If rules are laid down, they must always be followed.

,738

The basis of morality is to observe the Ten Commandments.

,481

-,376

If a person steals food to feed the hungry, it is not an immoral act.

,841

Children are capable of distinguishing between good and evil on their own, they don't need to be specially taught.

,583

,584

Components of aspects of moral behaviour

M

Scepticism from contemporary morality

3.34

Teacher as a moral role model

4.54

Authority and rules

3.41

Trust in the intentions of others

2.94

Cheating by pupils in the classroom

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
Describe homework from another pupil	3,7282	1,09539	103
Allow another pupil to describe their task/work	3,1165	1,19066	103
Collaborate with other pupils on an assignment to be worked out by the pupil on his/her own	2,9126	1,14709	103
Writing off on a paper from another pupil	4,2233	1,22820	103
Use a pull-up on a paper	4,2039	1,16618	103
To allow a write-off on a paper from another pupil	3,6408	1,21150	103
Write off an assignment from a classmate	3,7087	1,13441	103
Passing off someone else's material as your own	4,3689	1,32835	103

A qualitative analysis of teachers' reactions to student cheating

heteronomous morality of teachers (44)

- the rules must be followed
- if the child does not follow the rules, punishment follows
- moralizing as a method of punishment

a democratic approach (39)

- discussion with the pupil
- searching for justification
- offering a different testing option
- the teacher does not immediately give a punishment, but verifies the knowledge in another way

autonomous morality of teachers (14)

- the question of whether cheating is a problem
- is not write-off as write-off
- consideration of the issue of cheating
- why is this happening?
- individual assessment
- looking at their past



Conclusion

- teachers consider the development of pupils' morale, but they do not have accessible and quality training in moral education;
- teachers consider themselves as moral role models for children;
- they often express mistrust towards society, parents and children in the field of moral education;
- rely on strict adherence to rules
- seem to be more heteronomous than autonomous settings, which may inhibit the development of autonomous morality in children.

Thank you for
your attention

- ferkova@fedu.uniba.sk
- zacharova@fedu.uniba.sk