

CORRELATION BETWEEN FAMILY AND SCHOOL EDUCATION WHEN USING EDUCATIONAL METHODS OF ENCOURAGEMENT AND PREVENTION^a

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Abstract

As a process of forming a person's character, education has always had an important influence on young people. Every society in its historical development implements various methods of education. In order to develop a complete personality, various forms of persuasion, explanation, moral skill drills, motivation, and others have been used so far. This study is of a correlational type. The aim of this paper is to investigate current guidance techniques applied within the method of encouragement and the method of prevention, as well as to assess their correlation in practice (family and school). A parent applies the method of anticipation within the family, while a school teacher applies the method of encouraging meta-cognition and subsidiarity, which correlate highly in practice. Both the school and the family make use of the prevention method as a pedagogically justified intervention for the suppression of negative behaviour, and as such they have a preventative and corrective function. Quantitative indicators point to the fact that reasons for variations in the incidence of encouraging and preventative techniques lie primarily in the personality of teachers (form teachers) and their teaching style. Finally, the paper proposes a new approach, based on child-parent and child-teacher group interaction, aimed towards children's moral education.

Key words: encouragement, prevention, correlation, parent, school, moral education

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КОРЕЛАЦИЈА ПОРОДИЧНОГ И ШКОЛСКОГ ВАСПИТАЊА У ПРИМЕНИ ВАСПИТНИХ ПОСТУПАКА МЕТОДЕ ПОДСТИЦАЊА И СПРЕЧАВАЊА

Апстракт

Васпитање као процес формирања човековог духа и личности, одувек је најсудбоносије утицало на младе. Свако друштво у свом историјском развоју имплементира различите методе моралног васпитања. У циљу развоја целовите личности, примењивале су се различите форме убеђивања, објашњавања, вежбања моралних вештина, мотивисања. Истраживање је корелацијског типа. Циљ истраживања је утврдити актуелне васпитне поступке који се користе у оквиру методе подстицања и методе спречавања као и процена њихове ефикасности и корелације у практичној примени (породици и школи). Родитељ у породици примењује методу антиципације, док наставник у школи примењује методу подстицања метакогниције и супсидијарности, које у својој примени имају високу корелацију. И породица и школа примењују методу спречавања као педагошки оправдану интервенцију у циљу заустављања негативних облика понашања, и као такви имају превентивну и корективну функцију. Квантитативни показатељи указују на чињеницу да разлози за разлику учесталости васпитних поступака методе подстицања и методе спречавања леже пре свега у личности наставника (форми наставника) и наставном стилу. Коначно, рад сугерише нови приступ заснован на групној интеракцији између детета и родитеља, детета и наставника, у циљу моралног васпитања и формирања личности.

Кључне речи: подстицање, спречавање, корелација, родитељ, школа, морално васпитање.

INTRODUCTION

Within the complex and multifaceted set of problems concerning pedagogic work, the matter of monitoring and evaluating the application of innovations in the educational process is of paramount importance. The issue holds a central place in the overall innovative pedagogic effort. The concept of value lies at the root of the term evaluation, denoting a certain feature of the type of education and education of methods as phenomena; in other words, this is the mark of quality. The evaluation of innovation in education refers to the process of assessment of work and results on the part of parents and teachers concerning the acceptance and application of new ideas (innovations), "on the basis of a whole range of procedures, criteria, techniques and tools, for the determination of the achieved level of quality of objectives in moral education, regardless of the agent setting the objectives: parent, teacher, school or society at large" (Marshall, 1984, p. 83-90). Evaluation of innovation in education entails the existence of an appropriate system and its application in concrete cases.

Blasi (2004) suggests that moral motivation is a consequence of one's moral identity, and not to act is to betray oneself. Objective and reliable evaluation is an important indicator of the effectiveness of family,

school, and each of their members, as well as a dependable tool for the advancement of students' individual and collective work. Evaluation concerns the assessment of effects and results of teaching and guidance; as such, it does not concern only the extent to which the subject matter has been covered – the narrow, intellectual outcomes of teaching – in order to deal with broader changes in the personality, attitudes, values, interests, sociability, and attitudes concerning work, or general changes of personality caused by pedagogic influence of parents and teachers (Grác, 1991).

Naturally, reliable conclusions about whether changes have occurred in the moral position of young people cannot be based on empirical research only. For the advancement of a society it is necessary to be cognizant of the values, attitudes, and interests of children and young people developing under the influence of family and school through the moral guidance methods. We need to be aware of what the students consider important and what they are striving for, since it gives us insight into their further social development and provides the explanation for their behaviour.

Moral education in a moral way demands a conscious approach to some methods of teaching children. Most current methods are well known among teachers (educators), but are not always used properly. There are some methods among traditional methods that are used quite often, but some others are excluded and treated as useless or complicated. The method involves a way to find the truth or a practical solution. In other words, it means using theory in practice. Moral development is also the process through which children develop proper attitudes and behaviours towards other people, based on social and cultural norm, rules, and laws (Oxford Dictionary, 1994). Methods of moral education constitute a planned, constant, and efficient action which is aimed at fulfilling goals of moral education. Traditional pedagogical orientation places all the methods in the learning context. Teachers are educated to transmit the knowledge, to teach: thus, in educational work there are lessons, instructions, and moral norms. A child cannot acquire moral norms and a manner of behaviour alone or in group, but that is the teacher's job, to educate children. Methods of learning, encouraging were based on verbal and non-verbal methods which supposed to be useful. Students, as the object of this type of methodology, used to resist, and norms which had not been made by them were experienced as something strange. Students as subjects should be involved in the interactive process of education in order to accept the norms of behaviour and to demonstrate the self-actualization of their personality. In such situations, teachers avoided class meetings or only used them to talk about students' absence from school. The cause of such behaviour was the teachers' low level of work methodology utilisation. This paper presents the complexity of educational methodology. Three conditions are needed if the teacher wants to change her/his values and convictions: be doubtful about old convictions and old theories, experience complex and practical

alternatives, and connect old theories with the new. In other words, if we want to create conditions for teachers to use new methodology of work and motivate them to use it, we have to analyse the negative aspects of current practice, we have to offer alternatives, a solution, and its advantages, and we have to create concrete models for practical use.

Education as a process of forming a person's character has always had an important influence on young people. The main problem in education, which has been one of the key problems of the school and the family in the period of transition, is ethical education (Oser & Althof, 1997). The changes that emerged in the current financial climate have had a negative reflection on the ethics of teachers' personality. The methods of moral education differ from educational methods and they have not been sufficiently studied and rewarded, not only in this country but also in other countries. The question of how we should act in order to realize the tasks and aims of moral education can be answered by the methods of moral education. Moral education as a universal phenomenon can be realized in different ways and through thought-out actions. Thus, understanding of the essence of the moral aspect is one of the fundamental assumptions of a successful development and formation of a moral character. Every society in its historical development implements various methods of moral education. In order to develop a complete personality, various forms of persuasion, explanation, moral skill drills, motivation, and others have been used so far. By using the integral formative process, it is possible to invent new ways and forms of procedures and instruments of moral education; organizational compatibility in the phenomenon of moral education is thus created (Katz & McClellan, 1997). Through methods and techniques (approve or forbid, praise or criticize, reward or punish) the educator (parent, teacher) presents his students with social and moral messages – implicit moral education. The techniques of encouragement and prevention are thought to affect the quality of interaction between the parent and the child, the teacher and the student, as well as the whole socio-emotional atmosphere in school and family education.

Guidance consists of a complex set of methods that are seldom employed separately. This is why all classification is conditional, and the consideration of individual methods is performed only for the examination of specific characteristics and features, which can best be applied to the guidance of both students investigated and the students currently receiving guidance in the family and in school. Guidance methods have their own specific application, and their use by teachers and parents is of great significance for the moral development of a person. It is clear that moral education has to exceed the narrow limits of individual theories and combine the advantages they offer with the observance of individual and social criteria for the exercise of freedom of individuals and society. In order for the moral personality of children and young people to form and develop,

family and school upbringing should develop the ability to understand and utilise cultural rules, needs, expectations, and meanings in all areas of competence: cognitive, emotional, social, and occupational (Dunne, 1996). Naturally, tradition and one's own culture cannot be sacrificed in the name of the future. On the contrary, focus on the present entails the reliance on tradition and the past, without disregarding the future.

The results of several studies (Wong et al., 1992; Lalić, 2002; 2003; Witzel & Mercer, 2003; Ded, 2004; Vučetić Lalić, 2007; Matera, 2009; Ching, 2012; Alhassan, 2013) emphasise the prevalence and correlation of the systems of rewards and punishments through the method of encouragement and the method of prevention in family and school education. Furthermore, authors also agree on the definitions of encouragement and prevention and educational techniques such as reward and punishment, but also show agreement on the fact that they have a significant role in the motivation of students, as well as in the improvement of academic success and modification of behaviour. Naturally, as in all other techniques, there are also positive and negative effects of these two techniques. Accordingly, it seems necessary that parents and teachers should be well familiarised with this, as well as with the factors and conditions that enable a more successful application of rewards and punishments. The results have shown that, even though the school policy has had the tendency to connect its systems of reward and punishment with the positive disciplinary approach, apparently, in practice, greater importance has been given to the punishments for bad behaviour than to the increased engagement and motivation. Students have been under the impression that the reward is more connected to work, and the punishment to behaviour. Some of the strategies that could be used as both encouragements and sanctions have proven to be more efficient as encouragements. The studies show that students make a clear distinction between the punishment that is righteous from the one that is arbitrary or based on inaccurate evaluations of events, which can worsen the procedure of punishment. Punishing (prevention) and rewarding (encouragement) represent forms of social control. If socialisation is understood as acceptance and adherence to norms and standards that are applied in the society, it is clear that social control is necessary to secure the application of norms and standards.

By using empirical research, I will investigate whether the methods of encouragement and prevention really have a significant role in the motivation of students, as well as which educational techniques are prevalent in family and school education.

METHOD

Research Problem

The current educational techniques that are used within the method of encouragement and the method of prevention, as well as the evaluation of their efficiency and correlativity in their practical application (family and school) constitute the basic problem of this research.

Research Subject

Correlation between the method of encouragement and method of prevention in family and school education is the subject of this research.

Research Objective and Task

The objective of this research is to define the degree of correlation between the method of encouragement and the method of prevention on the basis of current educational techniques that are used by parents and teachers.

The task of this research is to establish the correlation between current educational techniques that are used by parents and teachers within the methods of encouragement and prevention.

The aims of this paper are:

- 1) to determine the current educational techniques that are used within the methods of encouragement and prevention, as well as the level of efficiency of their application in family and school education, and
- 2) to perform the correlation analysis of the current educational techniques that are used by parents and teachers within the methods of encouragement and prevention.

General Research Hypothesis

Family and school use the same or similar methods of encouragement and prevention. They are made of structures connected with educational techniques, so there is a presupposition that there is a correlation between methods of encouragement and prevention in family and school education.

The specific hypotheses are the following:

(1) There is correlation and statistical significance between the current educational techniques (advice, care, understanding, praise, acclaim, personal example) that are used in family and school education within the method of encouragement.

(2) There is correlation and statistical significance between the current educational techniques (criticism, caution, objection, punishment, control, prohibition) that are used in family and school education within the method of prevention.

Research Instruments

The instruments represent a new approach to the measurement of efficiency and correlativity between educational techniques of the methods of encouragement and prevention, which are used by parents and teachers. They are created on the basis of Rutter's construct (cited in Wong & Fanny, 1992).

- Scale valuation of encouragement in family SPP-P
- Scale valuation of prevention in family SPS-P
- Scale valuation of encouragement in school SPP-S
- Scale valuation of prevention in school SPS-S

Research Sample

The sample consists of 296 eighth-grade primary school children in Rasina County comprising the towns of Kruševac, Trstenik, Aleksandrovac, and Čićevac. The results of the hi-quadrade test of correspondence show alignment of our sample to the type of primary school ($X^2=2.89$; $df=2$; $p=0.24$), which allows a generalization to be made.

Data Processing

Statistical analysis is conducted through quantitative methods in the SPSS software and results are presented as tables and figures using Microsoft Office Excel 2010 and Word 2010. The following methods are used:

1. *Pearson product-moment correlation coefficient* is used to calculate the correlation between two variables.
2. *Kolmogorov Smirnov test* is based on the comparison between empirical and theoretical distributions.
3. *Factor analysis* of the space of the evaluation rating scale and indicators of educational techniques. There are two groups of solutions here – the orthogonal, in which the factors are positioned in such a way that there is no correlation between them, and the form-based, which allows the factors to be correlated. The uniform analytical solution is applied.

RESULTS AND DISCUSSION

On the basis of the results, the extracted items explain the evaluation rating scale of the application of educational techniques in the family and in school regarding the method of encouragement.

Table 1. The representation of communality coefficients of educational techniques of encouragement in family and school

| | Initial communality | Contribution of variable to factors | |
|--|---------------------|-------------------------------------|------|
| | | P | S |
| SPP_P_S: care and pointing out behaviour | 1.000 | .522 | .526 |
| SPP_P_S: encouragement of thinking and making decisions | 1.000 | .417 | .641 |
| SPP_P_S: conversation and pointing out desirable behaviour | 1.000 | .439 | .607 |
| SPP_P_S: argumentative conversation | 1.000 | .447 | .588 |
| SPP_P_S: parents as role models | 1.000 | .502 | .444 |
| SPP_P_S: encouragement of the parents' demands | 1.000 | .540 | .523 |
| SPP_P_S pointing out behaviour and accepting attitudes | 1.000 | .611 | .640 |
| SPP_P_S: acceptance of attitudes and encouragement of independency | 1.000 | .591 | .582 |
| SPP_P_S: freedom of choice | 1.000 | .561 | .641 |
| SPP_P_S: changing behaviour and pointing out future difficulties | 1.000 | .502 | .496 |
| SPP_P_S: encouragement of values and personality traits | 1.000 | .440 | .602 |
| SPP_P_S: persistence in resolving a problem | 1.000 | .513 | .472 |
| SPP_P_S: honesty of parents | 1.000 | .627 | .605 |
| SPP_P_S: equality in conversation | 1.000 | .484 | .505 |
| SPP_P_S: responsibility in making decisions | 1.000 | .511 | .519 |
| SPP_P_S: encouragement by parents for decisions | 1.000 | .602 | .615 |
| SPP_P_S: rewarding | 1.000 | .427 | .615 |

*Legend:*SPP_P_S – evaluation scale of the encouragement in family and school

The structure of main components is obtained through factor analysis in order to separate a smaller number of components from all variables (educational techniques). On the basis of latent roots of those factors whose value is larger than 1, the first three factors are separated.

Table 2. The scope of variance of the analysed system of variables of encouragement in family

| Factor No. | Initial communality | | | Extracted sum of squares | | |
|------------|---------------------|---------------|--------------|--------------------------|---------------|--------------|
| | Total | % of variance | Cumulative % | Total | % of variance | Cumulative % |
| 1 | 5.184 | 30.496 | 30.496 | 5.184 | 30.496 | 30.496 |
| 2 | 2.212 | 13.011 | 43.507 | 2.212 | 13.011 | 43.507 |
| 3 | 1.340 | 7.883 | 51.390 | 1.340 | 7.883 | 51.390 |

In Table 2, the total variance extracted for three separated factors, whose saturation is (>1), is 51.39% or 8.736 of the maximum variance, whose value is 17.00 (100%). For the criterion for statistically significant saturations, I used the items whose value is (>0.50). Individually, the first factor has the largest percentage of prevalence within the total variance (30.49%), which I calculated by a cluster analysis. The structure of the first main component, which I named *anticipation*, refers to the activity performed by parents – it has already been performed before in: thoughts-dialogue, altruism, motivation, stimulation, and cognitive connection, which are also indicators of contemporary pedagogic conceptions. The second factor, *emancipation*, explains 13.01% of the total variance, which means that parents leave the responsibility to their children, let them make their own decisions independently, and view them as equal in conversation. This can be an indicator that the pedagogical style of parents approaches the acknowledgment of children and the democratisation of relations within the family education. The third factor, *guidance of behaviour*, is the least prevalent in family education – it explains 7.88% of the variance. In this factor, we see the dominant behaviour of parents, which can be recognized from demands, imposition of ideas and opinions, as well as communication, which is mostly initiated by parents.

Table 3. The scope of variance of the analysed system of variables of encouragement in school

| Factor No. | Initial communalities | | | Extracted sum of squares | | |
|------------|-----------------------|---------------|--------------|--------------------------|---------------|--------------|
| | Total | % of variance | Cumulative % | Total | % of variance | Cumulative % |
| 1 | 5.921 | 32.894 | 32.894 | 5.921 | 32.894 | 32.894 |
| 2 | 1.617 | 8.984 | 41.878 | 1.617 | 8.984 | 41.878 |
| 3 | 1.502 | 8.346 | 50.224 | 1.502 | 8.346 | 50.224 |
| 4 | 1.023 | 5.684 | 55.908 | 1.023 | 5.684 | 55.908 |

In Table 3, the total extracted variance for four separated factors, whose saturation is (>1), is 55.90% or 10.063 of the maximum variance, whose value is 18.00 (100%). The structure of the first main component, which I named *encouragement of metacognition*, refers to the awareness of one's own cognition. The teacher, in his/her role, supports self-regulation of students by guiding, encouraging, and approving their attitudes and decisions. The second factor, *subsidiarity*, explains 8.36% of the total variance, which represents the provision of help to a student by a teacher in order for him/her to understand and acquire values, while, at the same time, leaving the student to make a decision on his/her own, under the condition that he/she has reached the stage of responsible decision-making. The third factor, *guidance of behaviour upon model behaviour*, explains 8.36% of the total variance. This factor shows the dominance of

teachers, which can be recognised from the imposition of ideas, attitudes, and opinions, which are formed on model examples and acquired experience. The fourth factor, *freedom of personality*, is the least prevalent in school education – it explains 5.68% of the total variance. In his/her practice, the teacher proposes various possibilities of behaviour but the student has to decide what the most appropriate behaviour in a given situation is.

Furthermore, on the basis of the research, the extracted items explain the evaluation rating scale of the application of educational techniques in the family and in school for the method of prevention (Table 4).

Table 4. The representation of communality coefficients of educational techniques of prevention in family and school

| | Initial communality | Contribution of variable to factors | |
|--|------------------------|--|------|
| | | P | S |
| SPS_P_S: commanding | 1.000 | .419 | .617 |
| SPS_P_S: order | 1.000 | .591 | .634 |
| SPS_P_S: harsh demands | 1.000 | .443 | .494 |
| SPS_P_S: punishment | 1.000 | .559 | .600 |
| SPS_P_S: criticism | 1.000 | .505 | .622 |
| SPS_P_S: prevention of independent resolution of problems | 1.000 | .687 | .622 |
| SPS_P_S: objections to behaviour | 1.000 | .439 | .535 |
| SPS_P_S: control of behaviour | 1.000 | .552 | .465 |
| SPS_P_S: prevention of persistence | 1.000 | .427 | .595 |
| SPS_P_S: negative comments in front of others | 1.000 | .404 | .550 |
| SPS_P_S: unequal in conversation | 1.000 | .584 | .635 |
| SPS_P_S: prohibition of decision-making | 1.000 | .675 | .602 |
| SPS_P_S: condemnation and prohibition of preferences | 1.000 | .468 | .426 |

Legend: SPS_P_S – the evaluation rating scale of prevention in family and school

Two factors are extracted from the matrix of inter-correlation of variables.

Table 5. The scope of variance of the analysed system of variables of prevention in family

| Factor No. | Initial communality | | | Extracted sum of squares | | |
|---------------|---------------------|------------------|-----------------|--------------------------|------------------|-----------------|
| | Total | % of variance | Cumulative % | Total | % of variance | Cumulative % |
| 1 | 5.474 | 42.109 | 42.109 | 5.474 | 42.109 | 42.109 |
| 2 | 1.280 | 9.849 | 51.958 | 1.280 | 9.849 | 51.958 |

In Table 5, the extracted variance for two separated factors, whose saturation is (>1), is 6.754 or 51.95% of the maximum variance, whose

value is 13.00 (100%). The structure of the first main component, which I named *negation of independence*, represents a pedagogically justified intervention of parents with the aim of stopping the observed negative activities and forms of behaviour. The second factor, *repression*, is aimed towards preventing negative forms of behaviour.

Table 6. The scope of variance of the analysed system of variables of prevention in school

| Factor No. | Initial communalities | | | Extracted sum of squares | | |
|------------|-----------------------|---------------|--------------|--------------------------|---------------|--------------|
| | Total | % of variance | Cumulative % | Total | % of variance | Cumulative % |
| 1 | 6.371 | 39.816 | 39.816 | 6.371 | 39.816 | 39.816 |
| 2 | 1.640 | 10.252 | 50.067 | 1.640 | 10.252 | 50.067 |
| 3 | 1.141 | 7.132 | 57.200 | 1.141 | 7.132 | 57.200 |

In Table 6, the total extracted variance for three separated factors is 9.152 or 52.20% of the maximum variance, whose value is 16.00 (100%). The structure of the first main component, which I named *negation of independence*, includes both preventive and corrective methods. The second factor, *repression*, explains 10.25% of the total variance, which is not to be neglected. According to their tone and the way in which they are formulated, these are more imperative means of prevention. The third factor, *reminding about one's duties*, is aimed at monitoring students as an integral part of teaching.

In order to study the correlation between the method of encouragement in family and in school education, I used two methods to examine the relations between factors of scores (a synthesis of methods in family and in school). The first method is measurement of reliability of a possible scale using the Cronbach's Alpha coefficient. When $\alpha =$ Cronbach's Alpha = 0.71, results in Table 1 show that the synthesis of scores, which are related to encouragement either in family or in school, is consistent.

Table 7. Scale of reliability of encouragement in family and school

| | Arithmetic mean | Variation of scale without factor score | Correlation on the basis of correlation | Alpha coefficient without items |
|--|-----------------|---|---|---------------------------------|
| Encouragement in family: factorial score 1 | .0000000 | 8.013 | .466 | .668 |
| Encouragement in family: factorial score 3 | .0000000 | 8.373 | .394 | .696 |
| Encouragement in school: factorial score 1 | .0000000 | 7.915 | .487 | .659 |
| Encouragement in school: factorial score 2 | .0000000 | 7.253 | .631 | .598 |
| Encouragement in school: factorial score 3 | .0000000 | 8.405 | .388 | .699 |

Table 7 shows the results of measured reliability of factorial scores. In other words, Cronbach's Alpha coefficient is used as measure that justifies the use of scales (factorial scores). Cronbach's Alpha coefficient is formed on the basis of the system of inert correlation according to conventions. In this kind of measuring, its values should exceed 0.70. Table 7 shows the measuring results of the reliability of scales, where the average value of a scale is 0 (regressive scores). In Table 7, we can see that by excluding any of the factors (fourth column), the whole scale by which we measure the method of encouragement in family and school education would not be reliable. According to this, the unique scale, which can be named *method of encouragement*, has to include educational techniques that constitute two methods of encouragement in family (**anticipation** and **direction of behaviour**) and educational techniques that constitute three methods of encouragement in schools (**encouragement of meta-cognition, subsidiarity, and freedom of personality**).

By measuring the scale of reliability in family and school encouragement, I concluded that there are adequate correlations between encouragement in family (factorial score 1 and 3) and encouragement in school (factorial score 1, 2, and 3), which is essential for the creation of an adequate scale of reliability. This means that, in general, the method of encouragement can be considered cumulative.

$$\alpha = \text{Cronbach's Alpha} = 0.71$$

Cronbach's Alpha is a coefficient used as a standardized statistical indicator that shows how reliable a scale is. According to a scientific consensus, each scale with the α -coefficient higher than 0.70 is called reliable.

According to current educational techniques of encouragement that are used in family and school education, they can be grouped according to usage and importance, and the structure of the method of encouragement in the family and in school looks as follows.

Method of encouragement in family education

1. *Anticipation*
2. *Emancipation*
3. *Direction of behaviour*

Method of encouragement in school education

1. *Encouragement of meta-cognition*
2. *Subsidiarity*
3. *Direction of behaviour using examples*
4. *Freedom of personality*

The second method of the correlation matrix is presented in Table 8. Research results show that a great number of correlations are statistically important ($p < 0.01$).

According to statistical data processing and analysis of results (Table 8), the following correlations can be observed:

Table 8. Correlation matrix of encouragement in family and school

| | | Encourag ement in family: factorial score 1 | Encourag ement in family: factorial score 2 | Encourag ement in family: factorial score 3 | Encourag ement in school: factorial score 1 | Encourag ement in school: factorial score 2 | Encourag ement in school: factorial score 3 | Encourag ement in school: factorial score 4 |
|---|------------------------|---|---|---|---|---|---|---|
| Encourage ment in family: factorial score 1 | Pearson Correlation | 1 | | | | | | |
| Encourage ment in family: factorial score 2 | Pearson Correlation | .245** | 1 | | | | | |
| Encourage ment in family: factorial score 3 | Pearson Correlation | .395(**) | -.079 | 1 | | | | |
| Encourage ment in school: factorial score 1 | Pearson Correlation | .392(**) | .143 | .083 | 1 | | | |
| Encourage ment in school: factorial score 2 | Pearson Correlation | .452(**) | .076 | .319(**) | .562(**) | 1 | | |
| Encourage ment in school: factorial score 3 | Pearson Correlation | .080 | -.076 | .343(**) | .333(**) | .367(**) | 1 | |
| Encourage ment in school: factorial score 4 | Pearson Correlation | -.153(**) | .092 | -.076 | .054 | .052 | .030 | 1 |

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**-p<0.01

On the basis of statistical analysis of research (Table 8), the following correlations are observed:

1. Encouragement in family by method of anticipation and encouragement in school by method of encouragement of meta-cognition (0.392);

- In the family, the parent predicts the child's actions and conditions in which the child could find him-/herself, and directs the child's actions; this is used as a representation of success. In school, the teacher supports self-regulation, direction, and encouragement, and approves of student's thoughts, ideas, etc.; meta-cognition is registered in this process (Ruckriem, 1988).

2. Encouragement in family by method of anticipation and encouragement in school by method of subsidiarity (0.452);

- In family education, the child is educated for the future by paying attention to different actions, advice, encouragement, and so on. Likewise, the teacher continues to help with the understanding and accepting of values and develops individuality, independent activity, and self-control (Žilinek, 1997).

3. Encouragement in family by method of direction of behaviour and encouragement in school by method of direction of behaviour using examples (0.343);

- In the *direction of behaviour* method of encouragement in family and school education, educational techniques are grouped, and this represents communication between teachers and students. The content of communication is usually treated as a message and because of that the message is synonymous with communication in literature. The content of communication usually includes conclusions. Parent's or teacher's structure of communication includes cognitive, emotional, and action dimension in the use of educational methods of encouragement (Deci, 1985).

4. Negative correlation (which is less important) between encouragement in family by method of anticipation and encouragement in school by method of freedom of personality (-0.153):

- Negative correlation is justified; although this correlation is considered as a category with fewer correlations, higher usage of the method of anticipation implies lower frequency of freedom of personality and vice versa.

Factorial score 2 methods of encouragement in the family, which are called **emancipation** according to the grouped structure of educational techniques, do not correlate with other methods of school encouragement. In other words, emancipation in the family is an autonomous and independent area according to all other forms of education.

Our hypothesis that there is a correlation between the use of current educational techniques within methods of encouragement in school and family education is thus confirmed in practice.

In order to examine the correlation between the techniques within the method of preventing in family and school education, we used two methods to examine the relations between factorial scores (a synthesis of methods in school and in the family). With hypothesis (2), we presupposed that there is a correlation between the method of prevention in school and in family education.

The first method is measurement of reliability of a possible scale using the Cronbach's Alpha coefficient. When $\alpha = \text{Cronbach's Alpha} = 0.78$, results in Table 4 show that the synthesis of scores that refer to prevention either in family or in school is consistent.

Table 9. Reliability of scales of prevention in school and family

| | Arithmetic mean | Variety scale without factorial scale | Correlation on the basis of correlation | Alpha coefficient without items |
|---|-----------------|---------------------------------------|---|---------------------------------|
| Prevention in family: factorial score 1 | .0000000 | 9.169 | .508 | .752 |
| Prevention in family: factorial score 2 | .0000000 | 8.861 | .569 | .731 |
| Prevention in school: factorial score 1 | .0000000 | 8.557 | .631 | .710 |
| Prevention in school: factorial score 2 | .0000000 | 9.088 | .524 | .746 |
| Prevention in school: factorial score 3 | .0000000 | 9.067 | .528 | .745 |

Cronbach's Alpha coefficient is formed on the basis of the system of inert correlations according to conventions. In this type of measurement, its values should be > 0.70 . Table 9 shows measured scale reliability, where the average value of a scale is 0 (regressive score). From Table 9 we can see that by excluding any of the factors (fourth column) the whole scale by which we measure the method of prevention in school and in the family would not be reliable. According to this, the unique scale, which is called *method of prevention*, has to include two methods of prevention in the family (**negation of independence** and **repression**) and three methods of prevention in school (**negation of independence**, **repression**, and **reminding about duties**).

By measuring the reliability of prevention in the family and in school, I concluded that there are adequate correlations between prevention in family (factorial score 1 and 2) and prevention in school (factorial score 1, 2, and 3), which is essential for the creation of an adequate scale of reliability. This means that, in general, the aggregate of factorial scores of the method of prevention in family and school education constitutes the unique scale of the method of prevention.

$$\alpha = \text{Cronbach's Alpha} = 0.78$$

According to current educational techniques of prevention that are used in family and school education, they can be grouped according to usage and importance, and the structure of the method of prevention in the family and in school looks as follows.

Method of prevention in family education

1. *Negation of independence*
2. *Repression*

Method of prevention in school education

1. *Negation of independence*
2. *Repression*
3. *Reminding about duties*

The second method is a correlation matrix (Table 10). Results show that a great number of correlations are statistically important ($p < 0.01$).

Table 10. Correlation matrix of prevention in school and family

| | | Prevention in family: factorial score 1 | Prevention in family: factorial score 2 | Prevention in school: factorial score 1 | Prevention in school: factorial score 2 | Prevention in school: factorial score 3 |
|--|------------------------|--|--|--|--|--|
| Prevention in family: factorial score 1 | Pearson Correlation | 1 | | | | |
| Prevention in family: factorial score 2 | Pearson Correlation | .580(**) | 1 | | | |
| Prevention in school: factorial score 1 | Pearson Correlation | .479(**) | .349(**) | 1 | | |
| Prevention in school: factorial score 2 | Pearson Correlation | .206(**) | .350(**) | .571(**) | 1 | |
| Prevention in school: factorial score 3 | Pearson Correlation | .275(**) | .414(**) | .447(**) | .454(**) | 1 |

** – $p < 0.01$

On the basis of statistical analysis of research (Table 10), the following correlations are observed:

1. Prevention in family by method of negation of independence and prevention in school by the same method (0.479);

- Parents and teachers use negation of independence as a justified pedagogic intervention in order to prevent the observed negative actions and behaviour. The goal of family and school behaviour is to permanently direct the person who is educated towards proper ways of working, either individually or in a group. The educational techniques involved are remarks, reproach, and restrictions of independent decisions; they have preventive and corrective functions.

2. Prevention in the family by method of repression and prevention in school by the same method (0.350);

- Repression used by teachers and parents represents an attempt to prevent negative forms of behaviour. This method is used when it is realized that preventive and corrective means do not help suppress negative forms of behaviour (Stahl, 2001). Defined methods represent a unique method of prevention and a morally justified means, except when parents and teachers do not use them properly.

3. Prevention in the family by method of repression and prevention in school by method of reminding about duties (0.414);

- Parents succeed in preventing negative forms of behaviour by using repressive educational techniques; teachers observe the students and remind them constantly about their duties in order to prevent negative forms of behaviour.

These answers lead to the conclusion that there is a high correlation between using educational techniques within the method of prevention in school and in the family, which confirms hypothesis (2). Family and school apply repressive methods in order to prevent negative forms of behaviour. The repression will fulfil its purpose if it is not applied regularly.

Considering that family and school apply the same or similar encouragement and prevention methods consisting of a set of guidance practices, the hypothesis maintaining that there is a correlation between the family and the school guidance in the application of actual guidance techniques of the method of encouragement proved to be true for the most part. The investigation proved a considerable interdependence of the method of encouragement in family and school guidance. A parent applies the method of anticipation within the family, while a school teacher applies the method of encouraging meta-cognition and subsidiarity, and both methods correlate highly in practice. In the family, the parent encourages the child by directing his behaviour, while the school teacher also directs the behaviour of students through setting examples. The defining feature of the hypothesis is that the method of emancipation in the family is an autonomous area in comparison to all other forms of guidance.

Based on the analysis of hypothesis (1), hypothesis (2) positing the existence of a correlation between the application of current guidance techniques of the method of prevention in the family and in school was confirmed, since it demonstrated high correlation between the application of the method of prevention in school and in family.

Both the school and the family make use of the prevention method as a pedagogically justified intervention for the suppression of negative behaviour, and as such have a preventative and corrective function. In addition, both the school and the family make use of the method of repression for the elimination of pronounced negative behaviour. However, repression reverts to its original meaning when its techniques are applied incorrectly.

The analysis of the results of empirical research provides insight into the nature and characteristics of encouragement and prevention techniques and suggests a general trend in their application. Within both methods, the aspects of control or of conveying information prevail in some of the techniques. Which of these aspects will become dominant often depends on the manner of employment. Ruckriem (1988) suggests that the investigation provided an adequate insight into the existing state of affairs and raised questions for further research (e.g. the quality of praise or punishment in relation to particular students' populations – students presenting emotional or behavioural problems, withdrawn students, and aggressive students; effective versus ineffective praise or punishment). Quantitative indicators point to the fact that reasons for variations in the incidence of encouraging and preventative techniques lie primarily in the personality of teachers (form teachers) and their teaching style. This requires that the educational process should be given more attention.

CONCLUSION

The research of the methods of encouragement and prevention in family and school education of children and young people has proved to be very complex and current. Its complexity required that the problem should be investigated through several aspects, but the primary aspect is the pedagogical one. Other aspects were included, mostly to the extent which required that they should be compatible with the pedagogical aspect, that is, to ensure that the methods of encouragement and prevention are viewed and explained through a proper scientific elaboration, i.e. their width and depth.

In order to conduct an empirical research of high quality, within the theoretical and methodological bases of research, the methods of encouragement and prevention were classified into methods that represent their structure by frequency – a holistic approach to the given methods.

It was confirmed that educational techniques within their own methods (the method of encouragement and the method of prevention with identified educational techniques) are in inter-correlation. These conclusions represent the basic arguments which confirm the general hypothesis and the achievement of the aim of the research. The other arguments are included within the findings of separate hypotheses – the results of the empirical research.

The results of the research showed that, within the structure of different educational techniques of the method of encouragement in family and school education, the dominant methods are those directed towards the development of personality. Both parents and teachers understand the social and pedagogical reality, which shows that children have to have their own “free space” for their moral development.

The results also showed that in family and school education the dominant methods of prevention are those that are preventive and corrective, but they have different frequency of application in practice, whereas the repressive methods are very often applied. Taking into account the fact that there are many of those who are trying to completely exclude the method of prevention from the contemporary methodology of education by claiming that this method represses the personality, this research disproves such argument, based on the qualitative analysis and the interpretation of results obtained by the evaluation of students.

The parent applies the method of anticipation within the family, while the teacher applies the method of encouraging meta-cognition and subsidiarity within the school, and both methods correlate highly in their application. Both family and school apply the method of repression in an attempt to prevent the expressed negative forms of behaviour.

Finally, the main conclusion is that this research offered significant findings about the structure of the methods of encouragement and prevention (their application, effectiveness, and preferences) in the moral education of children and young people under the influence of family and school, and that these findings can be primarily used for educational purposes, as well as scientific purposes.

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КОРЕЛАЦИЈА ПОРОДИЧНОГ И ШКОЛСКОГ ВАСПИТАЊА У ПРИМЕНИ ВАСПИТНИХ ПОСТУПАКА МЕТОДЕ ПОДСТИЦАЊА И СПРЕЧАВАЊА

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Резиме

Истраживање структуре и делотворности методе подстицања и спречавања у моралном васпитању деце и младих је изузетно комплексна и преко потребна проблематика. Комплексност предмета истраживања чија проблематика данас постаје све актуелнија због промена савремених токова, кризе вредности, другачије комуникације, условила је да истраживање буде и мултидисциплинарно и интердисциплинарно. Оно је мултидисциплинарно јер су за оба приступа коришћена сазнања из више аспеката, првенствено из педагошког. Истовремено, оно је интердисциплинарно јер су поједини садржаји методе подстицања и спречавања у моралном васпитању оправдано третирани као заједнички за два или више аспеката. За наше истраживање је било посебно значајно да истражимо и утврдимо утицај кроз корелативну призму породичног и школског миљеа применом васпитних поступака методе подстицања и спречавања.

Ради што квалитетнијег емпиријског истраживања, у теоријским и методолошким основама истраживања, определили смо се да методу подстицања и методу спречавања класификујемо на методе које у својој учесталости и делотворности представљају њихову структуру – холистичко виђење наведених метода.

Методу подстицања у својој структури чине методе подстицање метакогниције, супсидијарност, слобода личности, усмеравање понашања, антиципација и еманципација, док методу спречавања чине негирање самосталности, репресија и подсећање на дужности. Наведену класификацију смо именовали на основу добијених резултата квалитативном и квантитативном анализом података.

У оквиру моралног васпитања које се одвија у породици и школи, у савременим условима постоје значајни васпитни поступци који се примењују од стране родитеља и наставника. Ти васпитни поступци се испољавају кроз наведене методе у циљу развијања и формирања аутономне моралне личности васпитаника. Потврђено је, да су васпитни поступци у оквиру своје методе (метода подстицања са својим васпитним поступцима) у међусобној корелацији. Ове констатације представљају основне аргументе за потврђеност опште хипотезе и постигнутост циља истраживања. Остали аргументи садржани су налазима посебних хипотеза – резултатима емпиријског истраживања. Родитељ у породици примењује методу антиципације, док наставник у школи примењује методу подстицања метакогниције и супсидијарности, које у својој примени имају високу корелацију. У породици, родитељ подстиче дете усмеравањем понашања, што такође и наставник у школи усмерава понашање ученика на различитим примерима.

У наставној пракси покушава се потпуно искључење методе спречавања из савремене методике васпитног рада, тврдећи да се ради о методи репресије на личност. Ово наше истраживање, према квалитативној анализи и интерпретацији резултата добијених проценом ученика, демантује претходно наведени став. И породица и школа примењују методу спречавања као педагошки оправдану интервенцију у циљу заустављања негативних облика понашања, и као такви имају превентивну и корективну функцију. Такође, и породица и школа примењују методу репресије у циљу борбе за спречавање изражених негативних форми понашања. Прави смисао репресије, имаће онда, ако се не примењује правилно.

Морално васпитање у породици и школи осликава међуљудски однос у коме постоји вишесмерна комуникација у примени метода подстицања и спречавања са својим васпитним поступцима при чему је нагласак на узајамном деловању и утицању, на давању и прихватању.

Сматрамо, на основу квалитативне анализе и интерпретације података да постоје аргументи и за традиционалност у васпитању, и за прихватање постмодернистичких тенденција у циљу формирања холистичке моралне особе.

Конечно, наш основни закључак је да смо реализацијом овог истраживања стекли и изложили значајна сазнања о структури метода подстицања и спречавања (њиховој примени, делотворности и преференцији) у моралном васпитању деце и младих, и да та сазнања могу корисно послужити у васпитно – образовне сврхе у школи и породици, као и у научне сврхе.