

## SOME CONTEXTS OF PUPILS' PRIMARY SOCIALIZATION AND VALUE MANIFESTATIONS

<sup>a</sup> HELENA VOMÁČKOVÁ, <sup>b</sup> VLASTIMIL CHYTRÝ  
*Jan Evangelista Purkyně University, Pasturova 1, 400 96 Ústí nad Labem, Czech Republic*  
 email: <sup>a</sup> *helena.vomackova@ujep.cz*, <sup>b</sup> *vlastimil.chytry@ujep.cz*

This contribution has been created within the project SGA UJEP 43201 15 0005 01 in Ústí nad Labem – The Role of the Family in the Pedagogical Context.

**Abstract:** The primary socialization within the realm of the family influences the level of secondary socialization at school and subsequently in society and this influence is of cardinal importance. This contribution deals with some features of such socialization, in a selective way, with the results of a research study dealing with a monitoring of value manifestations on the part of pupils in the fourth, fifth and sixth forms of primary education in the Czech Republic, as it relates to some selected characteristic features of their family background. With the help of Pearson's chi-squared test it is possible to show, by means of actual situations, those values the family implanted in the pupil's personality. Thus this article concerns the current issue of forming the value vision of the world and thereby the child's positive adjustment to this world.

**Keywords:** primary socialization within the family, pupils' value orientation, middle school age, characteristic features of families, research study results.

### 1 The Family – a Background to the Value Vision of the World

The family is the first community that influences the pupil in the process of forming the basis for its values arising from experience. In so doing, it is not only a matter of isolated aspects, but of integrally related elements of the child's complex motivational whole in which its needs are interconnected with interests, emotions, attitudes, targets and an overall sense of purpose (Čáp, Mareš, 2007). It is the very family which, by means of its attitudes, directs the child towards everything it considers significant, valuable, for which it is necessary to strive, what must be protected, etc. Thus, the family can be regarded as the child's first socializing environment or mediator. The attitudes on the part of the family to values (time, love, honour, work, health, egoism, consideration towards others, creativity, money, etc.) expresses its value orientation and has a significant influence not only on its life style and its integration into society, but also on a specific value mission directed towards those children living in these families (Hábl, 2011).

The formation of values is always a dual process in which the family strives for the child's adaptation to its family rules and simultaneously the child's level of self restraint. This is an interactive process in the course of which a personality with internalized values is being formed and concurrently the cultural continuity is being transferred by means of those values acquired within this realm. During the course of this process, the family community is also at the mercy of influences emanating from the wider external environment with which the child's principles and values are confronted. Every disharmony in family values (i.e. for instance honour, love, diligence, etc.) with the values of the society in which they operate (for instance the one in which it is not worth cheating, lying, or not working, etc.) is a challenge to the level of moral maturity on the part of the family (Eyrovi, 2000). The family is the most significant social microstructure, within which the process of the integration of an individual are put into effect (Dunovský, 1986). For that reason, and justifiably so, the family is frequently designated as a crossing point in the life of an individual and society. This applies mainly in relation to the child, its development and socialization, in which the family plays a decisive and irreplaceable role. Thus the family, as a primary agent of socialization, has a permanent influence upon the individual's development and self-awareness (Jedlička *et al.*, 2004). By means of its life style, the family significantly anchors the conception of values and priorities by means of which the child perceives and eventually also evaluates the world.

During the school age, the child falls into a period of external, dependent morality, which results from the analysis of the child's moral judgment (Vacek, 2008). The child goes through

this period from the age of six until ten or eleven years (During this period, one tendency becomes evident in children - to look at duty and some related factors, regardless of any external circumstances in which this individual finds itself. The child perceives and understands its duties and rules by means of authority as correct or wrong. It is impossible to overlook the fact that it is concerned with a dual process. On the one side there is a development of moral deduction and the individual's character is determined by laws arising from the sequence of developmental stages, associated with the process of its maturation. On the other hand, however, this process with increasing age, is influenced more and more significantly by the process of socialization and education. Duality of this moral development is confirmed also by Kohlberg in the theory of the three basic groups of moral development with six developmental stages (Helus, 2007).

Upon entering school, the child's value orientation can be understood as an imprint of the value orientation of its family. With the child's advancement to higher forms and with its total development, we can observe the maturation of the originally acquired values into its own values, which are compared with the value hierarchies of its peers and other persons of the same age. According to Kohoutek, (2002) the value orientation determines man's value orientation and life style since it reflects the sense and aim of man's actions. In his self-awareness, the value orientation manifests itself by opinions and attitudes to various facts associated with the preservation of man as a living being (i.e. physical and mental health), with the development of man as a personality (life principles and tenets), as well as man's self-awareness (experiences and feelings). In this context of the following well-known typology of value orientation, the following aspects are usually dealt with:

- a) Theoretical – its aim is to acquire learning, the value is cognition,
- b) Economic – its aim is self-protection, the value is usefulness,
- c) Aesthetic – its aim is looking for harmony, the value is beauty,
- d) Social – the aim is doing good, the value is love,
- e) Political – the aim is manipulation of other people, the value is power,
- f) Religious – the aim is self-interference, the value is unity with God.

Value orientation according to Sekera (1994) has been dealt with in the following inquiry.

### 2 Methodology of Research

This Research project has been carried out in eleven schools of the Ústí and Litoměřice Districts, where a sample of 480 pupils of fourth, fifth and sixth forms has been monitored. The respondents age distribution was characterised by 24% representation of nine-year old pupils, 32% representation of ten-year old ones, 29% representation of eleven-year olds and 15% representation of twelve-year old pupils. The distribution of the sampling set according to sexes was relatively/comparatively uniform. Boys created 53 % and girls 47 % of respondents. Basic arbitrary variables have been represented by the parents' educational level, the type of the family (The categories of the complete, incomplete and complemented family<sup>1</sup> has been made use of in the tested sample of pupils), the number of siblings in the family, the pupils' sex and the school class. By means of the monitored dependent variables manifestations from pupils' values, such areas were categorized as performance, moral and economic values, the power of influence, which was assessed by means of the four-degree Likert scale: *Strongly Agree, Agree, Disagree, Strongly Disagree* (the tables to make it transparent show the aggregate of positive and aggregate of negative pupils' reactions). In terms of research, the dependent variables

<sup>1</sup> For more details see Vomáčková, Cihlák (2013)

characterizing qualities and of the pupils themselves from the manifestations acknowledged by their families. To prove statistically significant differences between the sets, or in case of the impact of various factors, we have applied an important test (Pearson Chi-square test). The application of this test resulted from the character of the acquired data. A significance level has been left at the standard 5% level (significant under the circumstance that  $p < 0.05$ ). The zero hypotheses concerning independence between variables have been rejected in case that the valued dropped below the value of 0.05.

### 3 Selection of the Resulting Findings

#### 3.1 Context of the Parents' Education

In general, the parents' education is considered as one of the factors giving preferential treatment to the child in secondary socialization. This fact applies, in particular, to the child's potentialities and to the parents' abilities, just as their willingness to create conditions for children's development. In all the monitored relations, (manifestations of the values of the pupils themselves, as well as those of their parents) we have shown a statistically significant influence of the parents' education level as an independent variable in two cases. In both of them, these were manifestations belonging to the category of performance values. The parents' education level proved to be statistically significant in relation to the scope of pupils' passively spent time in those pupils from the monitored sample (Pearson Chi-square: 27.9587.  $p = 0.005614$ ). A positive reaction (aggregate of the categories Strongly Agree and Agree) to the assertion: I spend my time sitting passively in front of the TV set or computer, or at the radio, etc., prevailed over the negative reaction with students from the families of both university educated parents (ratio 60 : 40), of one secondary -school educated parent and one parent with only primary education (ratio 77: 23), and of both parents with primary education (ratio 54 : 46). In the case of students coming from a family of one university educated parent and one secondary-school parent, it was to the contrary, i.e. a negative response prevailed over a positive one (ratio 54 : 46); and among those students coming from families with both secondary educated parents, the reactions were essentially equivalent (ratio 50 : 50). Table 1 provides documentary evidence of this fact.

Table 1: Parents' education and the passive spending leisure time of their children

Parents' education	Strongly Agree, Agree	Strongly Disagree, Disagree	Difference
Both Univ. Edu.	60.2 %	39.79 %	20.41 %
Univ. + Sec. School Edu.	46.15 %	53.84 %	-7.69 %
Both of them Sec. School Edu.	49.77 %	50.23 %	-0.46 %
Sec. School + Prim. School Edu.	76.92 %	23.08 %	53.84 %
Both Prim. School Edu.	53.65 %	46.34 %	7.31 %

Thus, surprisingly, the most active pupils from the families of two university educated parents were not present in the context of performance values in the tested sample. It is possible to deduce that with this category of parents it was the work career and the heavy work load that created more favourable conditions to spending passive leisure time for their children than it is in the families with one university educated parent and one secondary school educated parent, where it is possible to harmonise the career of one of the parents with the care of the other parent of the family. Children emanating from university educated parents find themselves in a situation comparable to those children of those parents having only a primary school education, where the categorical rejection of passively spent leisure time (*Strongly Disagree*) was the highest of all groups (32 %). On the contrary, the most jeopardized pupils in that sense were children from the families of one secondary school parent and one parent with primary school education, in which passivity has been confirmed in nearly 77 % of the cases. In this case, also from the point of view of the prevailing agreement with rejection of the given

statement, it is a signal of the growing danger of the uncontrollable impact of multimedia with all its consequences on the pupils' psyche, their value orientation, speech, attention, etc. (Helus, 2009).

In compliance with the above-mentioned level of activity or passivity on the part of the pupils themselves during their leisure time, we have to mention the impact of the factor relating to active participation on the part of their parents in their children's free time activities (for instance their riding bicycles together, reading, singing, playing cards together; some parents also bring children to their workshops, take part in their performances, competitions, concerts, etc.) This again embodies one of the performance values, this time examined from the point of view of their diversely educated parents (Pearson Chi-square: 21.3851  $p = 0.045033$ ). In this case, the result of all questioned pupils of all groups of diversely educated parents is expressed in terms of the prevailing degree, or if they spend their leisure time actively, their parents also participate in the leisure time spent in that manner (aggregate of Strongly Agree and Agree). Thus, the pupils' positive reaction in all such cases exceeded the negative reaction, but within a different category, such as 48% enhancement among university educated parents, 60% enhancement in the case of one university educated parent and the other in that of secondary school educated parent, 47% enhancement in secondary school educated parents, 31% enhancement with one parent secondary school educated and the other possessing only primary education, 26% enhancement where both parents are only primary school educated. The highest score in the tested sample was again exhibited in the case of parents represented by one university educated person and one secondary school educated person, followed by both parents with university education and both with secondary school-educated parents. Provided that pupils of these parents spend their leisure time in an active way, this activity is supported, carried out or supervised, in a prevailing manner, also on the part of their parents. This result is documented by Table 2.

Table 2: Parents' education and their level of participation in their children's free time

Parents' education	Strongly Agree, Agree	Strongly Disagree, Disagree	Difference
Both Univ. Edu.	74.08 %	25.92 %	48.16 %
Univ. + Sec. School Edu.	80.00 %	20.00 %	60.00 %
Both of them Sec. School Edu.	73.48 %	26.52 %	46.96 %
Sec. School + Prim. School Edu.	65.38 %	34.62 %	30.76 %
Both Prim. School Edu.	62.79 %	37.21 %	25.58 %

Education, on the contrary, manifested itself as a variable for example in relation to the cultivation of work cooperation within the family, the ability to achieve credits and to the formation of the family's "team spirit". The pupils were asked to confirm whether it holds true within their families that "He that eats the kerner must crack the nut" (or simply "No pain, no gain"). Their responses have not revealed any statistical connection with the achieved education level on the part of their parents (Pearson Chi-square: 14.5727,  $p = 0.265657$ ) and it is possible to hypothesize, that parents cultivate the ability to achieve or gain credits (or have credit) in their childrens' free time activity, irrespective of the achieved level of education. In spite of that the greatest emphasis on the ability to gain credits (the aggregate of Strongly Agree and Agree) was laid, according to respondents, on the part of one secondary school educated parent and the other, primary school educated (92 %) followed by both university educated parents (81 %). On the contrary, the weakest emphasis on the ability to achieve credits was placed on pupils of the monitored sample (the aggregate of Strongly Disagree and Disagree) in the case of their parents represented by one secondary school educated parent and the other university educated (25 %) and in the situation where both parents possess primary education (23 %). The data is exhibited in Table 3.

Table 3: Employing the principle of “No pain, no gain” in the context of parents’ education level

Parents’ education	Strongly Agree, Agree	Strongly Disagree, Disagree	Difference
Both Univ. Edu.	80.56 %	19.44 %	69.45 %
Univ. + Sec. School Edu.	74.55 %	25.45 %	69.10 %
Both of them Sec. School Edu.	79.13 %	20.87 %	72.61 %
Sec. School + Prim. School Edu.	92.31 %	7.69 %	92.31 %
Both Prim. School Edu.	76.74 %	23.25 %	62.79 %

### 3.2 Family Classification Context

All current problems are projected into the type of family which possess all characteristic features in it. Thus the family can be nuclear, marital, two-generational, intimate relational or privately individualized (Helus, 2007). The family as such is “expressed as” the child’s personality and behaviour in relation to other people, to its activities as well as his attitude to himself. Out of all the tested relations of the family type to the value manifestations of pupils, some statistically conclusive relations have been demonstrated relating to the parental pattern in its approach to life (manifestation of the child’s identification with the parents’ values, performance achievements and/or economic orientation - Pearson Chi-square: 15.9455,  $p=0.014055$ ) and in the case of actively spent time on the part of parents with their children (manifestation of parental priority- “a child”, their willingness to actively participate in the sharing and development of the child, its enrichment and preparation for life - Pearson Chi-square: 21.4946,  $p=0.001496$ ).

In principle, the parental pattern accompanies the conception of all three monitored groups and suggests the pupil’s identification with his parents’ approaches to life in the sense of “I wish to be and do things like them”. The strongest disagreement with this case has been expressed by pupils emanating from incomplete families (more than one fifth), although just like in the remaining two types of families (complete and completed) identification with the parental approach to life has prevailed even here. The fact that the degree of identification in the completed families has exceeded the degree of identification (aggregate of Strongly Agree and Agree) in complete families by approx 10 per cent points, has been evaluated as interesting – see Table 4.

Table 4: Type of the family in connection with the acceptance of parental models on the part of pupils

Type of the family	Strongly Agree, Agree	Strongly Disagree, Disagree	Difference
Complete Family	85.15 %	14.84 %	70.31 %
Incomplete Family	77.50 %	22.50 %	55.00 %
Completed Family	95.91 %	4.08 %	91.83 %

In the course of the research, a statistically significant connection with the level of participation of these families in pupils’ free time activities manifested itself in a similar fashion as with the independent variable of education level with respect to the type of family. The amount of time which, in this case - seen through the child’s eyes – this type of family devoted to their children (aggregate of *Strongly Agree* and *Agree*) in the research sample was significantly decreasing in the case of complete families (77 %) and to those families additionally completed (53 %). The least leisure time spent together, according to the pupils’ reaction, was revealed in completed families (47 %) and in incomplete families (34 %) – see Table 5. In this case one question remained unanswered – whether the time level on the part of the family with respect to active participation on the part of the family in the recreational time spent together supports, along with the level of the energetic approach to the course of their children’s life, including also to the overall development of their potentialities. Significant is that the subject of this question was not focused on how many diverse activities the free time of parents had been spent with children (neither had the independently developed activities of

children been monitored concurrently and without their parents’ participation). The lowest participation level on the part of the family completed for spending the pupils’ leisure time in a manner that it does not have to apply, was expressed, in terms of their value orientation, adverse effects - even in the context of the above mentioned pupils’ identification with their parental patterns. Among other things it depends on the family “control mechanisms” and on the level of purposefulness and independence of the pupils themselves.

Table 5: Type of family in the context of the jointly spent leisure time

Type of the family	Strongly Agree, Agree	Strongly Disagree, Disagree	Difference
Complete Family	76.97 %	23.03 %	53.94 %
Incomplete Family	66.25 %	33.75 %	32.50 %
Completed Family	53.06 %	46.94 %	6.12 %

It is possible to relate the above stated consideration even in opposition to the monitored contexts with regard to the type of family and the reaction of pupils to the following statement: “My parents have never had time for me”. By not being able to prove statistical connection between both the variables (Pearson Chi-square: 11.3519,  $df=6$ ,  $p=0.078102$ ), we have confirmed at least certain equivalence among the monitored types of families. It means that the questioned pupils similarly expressed their own indifference as well as their parents’ (i.e. time devoted to their children) irrespective of the type of the family they came from – see Table 6.

Table 6: From the point of view of the family type “my parents have never had time for me”

Type of the family	Strongly Agree, Agree	Strongly Disagree, Disagree	Difference
Complete Family	18.79%	81.22%	-62.43%
Incomplete Family	22.50%	77.50%	-55.00%
Completed Family	24.49%	75.51%	-51.02%

Irrespective of the matter and to what extent the pupils comply with the statement “My parents have never had time for me” increases in complete families (19 %) via incomplete families (23 %) up to (additionally) completed families (24 %) (the aggregate of *Strongly Agree* and *Agree*) and no matter how much the degree of rejection of this statement decreases proportionally, it is of no avail that the completed family would be different in terms of statistical significance than in the case of the other two monitored types of families. In spite of the fact that the results offer a couple of significant negative deviations, for instance the categorical rejection of the monitored statement (*Strongly Disagree*), which is revealed among individual types of families, i.e. from complete up to completed families, a decreasing difference min. by 10%.

### 3.3 The Context of the Number of Siblings

The order of birth and the number of siblings are considered to be very significant factors in relation to the child’s development. Oerter and Montada (1995) point out advantages and shortcomings of the upbringing within families with one or two parents and in multiple families. The present development suggests that any compensation or disadvantages for children coming from multiple families can be much more difficult than with the so called manifestations of being the only child (Helus, 2009, p. 75). In the tested set of pupils, the statistically significant context of becoming a sibling showed itself with the family sharing work and entertainment (Pearson Chi-square: 25.3656,  $p=0.013191$ ) and with the intolerance toward deceit (Pearson Chi-square: 20.3754,  $p=0.015739$ ).

The highest level was among single children (91 %) who made a positive statement in connection with the family with respect to sharing and cooperation and they were closely followed by pupils with three siblings (90 %) and pupils with two siblings (87 %) – see Table 7. It is possible to assume that “social isolation/loneliness” on the part of the only-child family, is compensated by the highest possibility on the part of the parents

by the level of accent placed on the component of the work they are to carry out at home, by the level of their participation in recreation or entertainment. An impression may arise from the above-mentioned statements that single children/the only-child situation are considered more likely to emulate their parents. In families with more members, it is possible to suppose that the prime motive for the degree of family communicativeness is based rather on the demand for social justice, i.e. that everybody gets the same duties within the family, and that everybody is given a chance. Maintaining a certain distance (81 %), pupils with only one sibling reacted positively to the necessity of the family sharing work and entertainment and surprisingly the weakest positive reaction was expressed by pupils with three or more siblings (78 %), who also demonstrated most frequently occurring negative reactions (the aggregate of Strongly Disagree and Disagree exceeded 22 %). It is highly probable that the most inconclusive result regarding the number of these respondents in the group has contributed to this result as well. However in spite of that, one question remains open – what types of family communities these were in the specific case and or whether some other influences, rather than the number of siblings, were not also projected into the result, such as cultural traditions. The expectation that a directionally proportional result will arise, i.e. the more children within the family, the greater the accent on cooperation and collaboration in terms of work, entertainment, has not been confirmed in this research on the basis of the pupils' statements.

Table 7: The context of the number of siblings and the family attitude towards the sharing of work and entertainment

Number of siblings	Strongly Agree, Agree	Strongly Disagree, Disagree	Difference
0 Sibling	91.23 %	8.77 %	82.46 %
1 Sibling	80.58 %	19.43 %	61.15 %
2 Siblings	86.73 %	13.26 %	73.47 %
3 Siblings	89.65 %	10.34 %	79.31 %
> 3 Siblings	77.78 %	22.23 %	55.55 %

The relation between the number of siblings in the family and the rate of the development of the learner's tolerance towards deceit (i.e. I can succumb to temptation and secretly take what does not belong to me) has demonstrated a statistically significant difference as well. Due to the low percentage on the part of pupils with more than three siblings, this group has been eliminated from this research – see Table 8.

Table 8: Context of the number of siblings with respect to the tolerance of deceit/fraud

Number of siblings	Strongly Agree	Agree	Strongly Disagree	Disagree
0 Sibling	5.26%	7.02%	80.70%	7.02%
1 Sibling	1.08%	7.55%	77.70%	13.67%
2 Siblings	3.06%	3.06%	72.45%	21.43%
3 Siblings	10.34%	6.90%	62.07%	20.69%

From the results, it is evident that however dominant the categorical rejection (*Strongly Disagree*) of the misappropriation of things belonging to another person is, in all sibling combinations, a decline is in the case of the only-child family to that of three siblings in a family is also evident. The difference between these extreme positions is demonstrated in nearly 20% and it necessarily raises the question as to what lies behind the revealed discrepancy. According to the results of the tested sample, the hypothesis arises that in those families with more members, their children are less immune to temptation, they succumb more easily and more frequently to temptation and a priori admit to the misappropriation of things to the greatest extent (*Strongly Agree* 10 %).

The above-mentioned factors, however, must be placed into the context of a family with more members, which creates a wider range of social relations, the tangled network which provides an even wider room for temptation and falling prey to it (see the action radius of new things instead of the worn-out old one, i.e. modern things versus the old-fashioned one, the thing that is dirty versus the clean one). In the family community we do not speak about strangers but closely related persons and the

seriousness of the act described as "taking something that does not belong to me secretly" acquires a different character than for instance in the school setting. Going to the cinema and taking a pair of new shoes belonging to an older sister without her knowing about it, is not the same as taking secretly the fellow student's pair of new shoes when leaving school. The difference is evident not only from the temporal point of view (transitivity versus permanence of the consequence of the action defined as "misappropriation" of a thing belonging to someone else), but also the relational point of view. In this context the being found out would reveal benevolence and more proactive behaviour towards close persons within the family environment than the tolerance of deceit committed on a stranger.

The sibling, however, did not succeed in statistically confirming any other connections of the monitored independent variable, i.e. for instance, confirmation of the relationship from the category of economic values, when pupils answered the question whether they act economically (i.e. whether they switch off lights, do not waste water, do not ask constantly for new clothes, whether they are finishing the meals on their plates, etc.). The expectation of the tendency of becoming more economical in connection with the growing number of children within the family was the initial hypothesis. As Table 9 suggests, this hypothesis has not been confirmed (Pearson Chi-square: 14.6769,  $p=0.259601$ ).

Table 9: In the context of the number of siblings with frugal education

Number of siblings	Strongly Agree, Agree	Strongly Disagree, Disagree	Difference
0 Sibling	85.96 %	14.04 %	71.92 %
1 Sibling	81.66 %	18.35 %	63.31 %
2 Siblings	78.57 %	21.43 %	57.14 %
3 Siblings	79.31 %	20.68 %	58.63 %
> 3 Siblings	77.78 %	22.23 %	55.55 %

#### 4 Conclusion

A family categorised as a primary group, is a unique community which directs and forms a child in a significant manner. The family setting with its "laws" imprints on the child's consciousness in its heart and at the same time significantly determines its behaviour, not only for the present, but also in the distant future. It is possible to say that a positive or negative nature of the child is significantly formed within the family. It holds true for all key value relations (Bedrnová, Nový, 2009):

- to other people (for instance amicable behaviour or conduct, ability to cooperate, trustfulness, benevolence or toleration, self-sacrifice, sincerity, but in a similar way those values such as animosity, strictness, lying, austerity, domineering behaviour, coarseness, meanness);
- to the community, to the world (e.g. conscientiousness, morality, humanism, altruism, respect for nature, as well as for chauvinism, depravation/immorality, nationalism),
- to one's own activity (for instance attentiveness, diligence, persistence, conscientiousness, accuracy, similarly for those such as laziness, indolence, negligence, superficiality),
- to him/herself (for instance modesty, self-criticism, self-esteem, in a similar fashion to conceitedness, egotism, pride, lack of common sense).

Parents - as the closest persons - are responsible for the advancement of the values which strengthen humanity in children and along with humanity also their positive tuning and an active approach to their future development (not only for the period of their school attendance). An evident trend during the last years – that of transferring family duties to school – can be considered, from this point of view, to be the most harmful and deforming relation of a child with respect to all the above-mentioned categories since it relegates the role of school in opposition to that of the family instead of allowing both communities to have an integral effect on the development of the pupils' system of values.

**Literature:**

1. BEDRNOVÁ, E., NOVÝ, I. a kol. *Psychologie a sociologie řízení*. Third completed ed. Praha: Management Press, 2009. ISBN 978-80-726-169-0.
2. ČÁP, J., MAREŠ, J. *Psychologie pro učitele*. Ed. 2. Praha: Portál, 2007. pp. 655. ISBN 978-807-3672-737.
3. DUNOVSKÝ, J. *Dítě a poruchy rodiny*. Praha: Avicenum zdravotnické nakladatelství, 1986. pp. 129.
4. EYROVI, L., R. *Jak naučit děti hodnotám*. Praha: Portál 2000. 160 s. ISBN: 80-7178-360-9.
5. HÁBL, J. Character Formation: A Forgotten Theme of Comenius's Didactics. *Journal of Education and Christian Belief*, vol. 15, no. 2, 2011. ISSN: 1366-5456.
6. HELUS, Z. *Dítě v osobnostním pojetí: obrat k dítěti jako výzva a úkol pro učitele i rodiče*. Ed. 2. Praha: Portál, 2009. pp. 286. Pedagogická praxe. ISBN 978-80-7367-628-5.
7. HELUS, Z. *Sociální psychologie pro pedagogy*. 1st ed., Praha: GRADA Publishing, Praha 2007. pp. 280. ISBN 978-80-247-1168-3.
8. JEDLIČKA, R., KLÍMA, P., KOŤA, J., NĚMĚC, J., PILAŘ, J. Děti a mládež v obtížných životních situacích. Nové pohledy na problematiku životních krizí, deviací a úlohu pomáhajících profesí. Praha: Themis, 2004. pp.478. ISBN 80-7312-038-0.
9. KOHOUTEK, R. *Základy užité psychologie*. VUT Brno: FinalTisk, 2002. pp. 544. ISBN 80-214-2203-3.
10. OERTER, R., MONTADA, L. (eds.) *Entwicklungspsychologie*. Weinheim: Beltz 1995.
11. SEKERA, J. *Hodnotová orientace a mezilidské vztahy v pedagogických sborech*. Repronis Ostrava: 1994, pp. 119. ISBN 80-7042-3.
12. VACEK, P. Rozvoj morálního vědomí žáků, metodické náměty k realizaci průřezových témat. Praha: Portál, 2008. pp. 126. ISBN 978-80-7367-386-4.
13. VOMÁČKOVÁ, H., CIHLÁŘ, D. *Rodinné propylaje v pedagogickém nástinu*. Ústí n. L.: UJEP, 2013. pp. 133. ISBN 978-80-7414-659-6.

**Primary Paper Section: A**

**Secondary Paper Section: AM**