

The Prediction Of The Influence Of The National Orientation Of Teachers' Personality On The National Identity Of Pupils. The Case Of Lithuania

Egidijus Skarbalius, PhD Candidate

Indre Dirgeliene, PhD, Assoc. Prof.

Klaipeda University, Lithuania

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Abstract

Given the relevance of a problem emphasized both in the works of scientific research and legal framework the readiness of primary school teachers to educate national identity are going to be analyzed in this article considering the national orientation of teachers' personality in educating the national identity of pupils. In spring 2014 the research was accomplished by applying quantitative research strategy. The aim of this research was to evaluate how the national orientation of teacher's personality influences the national identity of pupils. The empirical research has revealed **the extraordinary significance of teacher's personality on the education of national identity in pupils** proving at the same time that the younger a child is the stronger influence of teacher's personality.

Keywords: National identity, education of national identity, teacher's influence

Introduction

Conclusions of many scientific research works claim that in the absence of compulsory national identity education, textbooks, methodological tools, and materials prepared as well as teachers trained the efficiency of national identity efficiency is determined by only teacher's willingness, initiative, personal attitudes, as well as preparation (Skarbalius, 2014). In the transfer of ethnical culture subjective factor still dominates; teachers enthusiasts who currently are the most active and the only spreaders of ethnical culture. Where such teachers are present events of ethnical culture, moves, and hikes are organized, whereas pupils' interest and attitudes on ethnical culture are positive (Krukauskienė, Trinkūnienė, 2003).

It has been stated in the Law on Education of the Republic of Lithuania that a teacher has to educate strong moral, civic, national, and

patriotic attitudes, respect for teachers, and one's own identity. Researchers from various countries (Taylor et al., 1978; Smith, 1981, 1991; Schuman et al., 1997; Vogt, 1997; Eccles et al., 2006) stick to the idea that a country should care for the preparation of teachers as well as continual qualification raising. After accomplishing the research in nationality attitudes they have determined direct links between one's education and nationality attitudes, i.e. the ones with higher education level have more positive nationality attitudes and are less negatively set against other national groups than the ones with lower education level. Moreover, it has been empirically proven that people with higher education are less subject to in-group favoritism than those with lower one (Eisinga, Scheeper, 1989). In other words, ethnocentrism, if it is understood as the combination of beneficial attitudes towards one's own group and unbeneficial attitudes towards an alien group (Adarno, Frenkel-Brunswik et al., 1950; LeVine, Campbell, 1972), is more frequent in lower education level.

Given the relevance of a problem emphasized both in the works of scientific research and legal framework the readiness of primary school teachers to educate national identity are going to be analyzed in this article considering the national orientation of teachers' personality in educating the national identity of pupils.

Although there are no doubts that in the environment of school education one of the basic roles belongs to a teacher quite a lot of authors claim and reason how teacher's personality, his/her experiences, competencies, and values influence pupils. According to A. Grabauskienė, writing about teacher's personality it has always been emphasized that the profession of a teacher is special as a teacher not only teaches, but also educates a child; moreover, the smaller a child the greater the influence of teacher's personality is (Grabauskienė, 1999).

S. Šalkauskis (1991) determines the importance of interpersonal diffusion, suggestive educator's personality and example. He claims that educator's personality forms a pupil by means of assimilation that characterizes interpersonal diffusion. Interpersonal diffusion usually happens without any educator's efforts and assimilates a pupil according to educator's characteristics. This assimilation of a pupil according to educator's characteristics always is a kind of formation that sometimes is very important and has determining significance for the whole life of a pupil [...]. Interpersonal diffusion happens unconsciously while an educator does not even have any intentions in this direction. However, having in mind this an educator has to become aware of the fact that his/her influence on the formation of a pupil should be arranged and standardized according to the principles of pedagogical activity. In other words, interpersonal diffusion flowing unconsciously from an educator to a pupil has to be supplemented

with conscious suggestive attitude of an educator regarding person's cultural and personal examples. S. Šalkauskis stresses the extraordinary formative role of educator's personality and claims that the importance of educator's personality is extremely important as an educator is a leader-supervisor called to lead a pupil to a valuable personality according to moral life norms. In this case not only claims of an educator have suggestive importance, but also what kind of person he or she is. It is necessary not only state that the significance of educator's personality to the formation of a pupil grows as much as it is moved from physical education to moral education and for the latter to religious education. In this case moral value is the most important (Šalkauskis, 1991).

The education of national identity like the transmission of national values is mostly related to moral, aesthetic, and artistic education. As nationality is a spiritual, but not a pragmatic category the connection between spirituality and nationality is quite significant. This fact has been proved by R. Inglehart who has determined that the more a person pays attention to spirituality, the stronger pride is taken in a nationality (Inglehart, 1997). Thus, it actualizes national and moral value of a teacher's personality.

As it has been mentioned above, it has been regulated by legal acts of the Republic of Lithuania that national education is to be organized as well as implemented by a secondary school, if to be precise, a teacher. For instance, in the general education plan of primary education for the academic years of 2013-2014 and 2014-2015 approved by the order nr. V-460 from 27 May, 2013 by the Minister of education and science it has been stated that a teacher by forming the content of education of pupils in class independently plans educational subjects in which the content of ethno-cultural education is integrated. Consequently, a teacher is a former of the context of ethno-cultural education. Thus, his/her personality and competencies acquired directly influence the formation of pupils' national identity attitudes. This idea is approved in the works of I. Čepienė as well. The author claims that the expansion of the content of pupils' education depends on a teacher's personality, his/her competencies, and abilities to create and realize individual educational programmes according to the needs, objectives, and possibilities of pupils (Čepienė, 1999).

A primary school teacher in order to successfully educate national identity of pupils needs not only to have specific training, but to aim to achieve the aim in a planned and methodical way, with desire and vocation (Johanessen et al., 1997). S. Šalkauskis recommends not let to school a teacher that has no vocation as he/she will torture himself or herself as well as children (1991).

Moreover, the author emphasizes that the success of teaching depends on the authority of a teacher that is determined by an ability to

empathize with a subject taught, be interested in it, inspire a pupil with values, understand, and feel a child or a group of children learning as well as come closer to them properly, work enthusiastically, with a mood, love, and devotion at the same time infecting pupils, teach artistically, according to circumstances stimulating the imagination of pupils; in the same way the success of teaching is determined by teacher's imagination, moral directness, unity of words and behaviour, high mood. It is very important to understand the essence of truth, reason it, find and apply it in an original way, claims S. Šalkauskis (1991).

While analyzing the structure of teacher's personality we tend to face the question concerning what personality is. In Western psychology and philosophy this concept is often considered as synonymous to a person. There is no general definition of a concept of personality formulated. In the psychology of being personality is defined as a phenomenon formed among people distinguished by consciousness, self-awareness, and spirit. However, traditional psychology looks at a personality as a social object – subject that essentially differs little from an individual, i.e. a creature distinguished from others by distinctive characteristics (Rinkevičius, Rinkevičienė, 2006). In B. Bitinas opinion, a personality is the embodiment of all human relationships (including public ones) (Bitinas, 2000). According to J. Lapė and G. Navikas, a personality is a person who has achieved sufficiently high physical and social development level that allows him/her to behave without consideration to direct influences and situations, follow basic life principles and convictions (Lapė, Navikas, 2003). E. Martišauskienė emphasizes that pedagogical knowledge could successfully function only when related to a teacher as a person; that's why the maturity of teacher's personality, value-oriented attitudes composes the basis of all professional competencies. If to speak precisely value-oriented commitment (vocation, mission) to educate a person as a personality rather than delivery of services distinguishes teacher's profession from other ones (Martišauskienė, 2008).

If to look deeper into a teacher's personality, it would be useful to choose a personality model that we could follow. In various periods the structure of personality was based on biological, philosophical, psychological, sociological and/or theological paradigms. Hippocrates, Rene Descartes, Immanuel Kant, Arthur Schopenhauer, Sigmund Freud, Hari Selton, Gordon Allport, Abraham Maslow, and other psychologists as well as psychoanalysts have created and provided their own definitions and models. However, after the accomplishment of comparison study R. Paulauskas claims that the majority of theories are one-sided as they research either the peculiarities of temperament of personality, character traits or motivational sphere, but neither of the concepts of personality defined by above mentioned authors or their colleagues do not withstand criticism or are

fully acceptable (Paulauskas, 2010). Thus L. Jovaiša offers his own concept of a personality. With the consideration to the fact that this concept is distinguished by optimism and educational application (Paulauskas, 2010), it qualitatively differs from the paradigms of psychoanalytic, psychological behaviorism, the psychology of empiricism, and humanistic psychology; it has been empirically reasoned as well as its educational validity has been proved by several researchers (Paulauskas, 2010). That's why this theory has been chosen to reason the education of national identity.

In L. Jovaiša's opinion, personality is a unique system of psychical structures of an individual in which each component performs its own functions. Personality could be recognized by observing its outer activity that is revealed through the interaction between inner and outer circle. On the one hand, personality is an open and dynamic system; on the other hand, it is distinguished by particular closure and constantivity. The openness is related to the ability of personality to reflect the world it is surrounded by. It happens due to the influence of various inner and outer regulatory mechanisms. However, by defining personality only with outer regulatory factors is not enough. Personality is individuality that depending on its inner possibilities realizes its essential functions at a particular qualitative and quantitative level (Jovaiša, 2009). In the model of personality structure designed by L. Jovaiša there are inborn characteristics depicted on a horizontal axis, whereas on a vertical axis there are characteristics acquired.

The model of personality structure designed by L. Jovaiša consists of four basic blocks. The first block of activity consists of components, such as needs and knowledge, emotions and will. The basis of the second block of abilities is inborn abilities that provide the background for the formation of intelligence while interacting with environment. The inborn factor of the third block of temper is temperament, whereas the development of character is associated with the influence of environment. The fourth block of motivation is formed from experience and consists of interests, ideals, attitudes, and values (Jovaiša, 2007, 90).

Unlike other personality theories, as it has been already mentioned, L. Jovaiša personality conception is especially handy for education science and its practice. R. Paulauskas (2010) claims that this structure of personality clearly defines connections as well as differences between education and upbringing. In his opinion, in L. Jovaiša's theory of personality education mostly is oriented to spheres of activity, possibilities and motivation, whereas upbringing is oriented to activity, way of behavior and motivation education. Education in wide sense takes place in a particular historical and cultural environment by combining activity, communication, relations, and interaction (Paulauskas, 2010). This particular attitude to education creates a possibility to think that the model discussed could be applied to the

development of national identity, i.e. it creates an assumption that a teacher whose national orientation of personality is expressed through (1) the need to educate children, the knowledge and understanding of the significance of national identity education, emotions towards nationality and will; (2) inborn and acquired abilities and skills necessary for the education of focused national identity; (3) character and temper formed in childhood and childhood national experiences as well as (4) motivation influenced by national interests, ideals, attitudes, and values will manage during interpersonal diffusion with a pupil to provide him/her successfully with cultural values of a nation. Within this assumption empirical research has been fulfilled; the aim of this research is to evaluate how the national orientation of teacher's personality influences the national identity of pupils.

The methodology of empirical study

In spring 2014 the research was accomplished by applying quantitative research strategy. The research has two samples. The first sample consists of primary school teachers from Lithuanian secondary schools; the second one consists of pupils from these schools. As both groups of the surveyed are interrelated (participate in the research according to pair principle) it has been decided to take teachers as a starting point of sampling. According to I. Paniotti (1986) and J. Schwarze (1993) sample estimation formulas, and volunteer principle (only the teachers who wanted it have been surveyed) 378 teachers respondents and 1890 their pupils have been surveyed. It needs to be emphasized that while assessing the sample volume composed, its composition type, the distribution of respondents in the aspects of sex, education acquired, qualification category gained as well as the distribution according to the type of schools it could be claimed that the sample is representative.

For the construction of research instruments the anonymous questionnaire type has been chosen when identity of a person is left unrevealed after questions are answered. Two partly original questionnaires have been applied for the research; one questionnaire has been designed for teachers, another – for pupils. One part of them both is the same, whereas another one is intended to determine the expression of respondents' national identity. For this reason the questionnaire designed by H. Dekker (2003) has been applied. H. Dekker, D. Malova and R. Theulings (1996), H. Dekker, D. Malova (1997), L. Hagendoorn, G. Csepeli, H. Dekker, R. Farnen, (2000), H. Dekker, D. Malova, S. Hoogendoorn (2003) claim that on the basis of admiration type and strength one neutral and five positive evaluation types of national attitudes could be distinguished. The main neutral admiration type is **national feelings** (the feeling of belonging to compatriots as well as to the homeland). Five positive evaluations of national attitudes are: **national**

liking (the feeling of devotion to compatriots and the homeland compared to other countries and people living in other countries); **national pride** (taking pride in compatriots and the homeland); **national preference** (the feeling of giving preference to compatriots and the homeland compared to other countries and people living in other countries); **national superiority** (the feeling that compatriots and the homeland are superior to other countries and people living in other countries); **nationalism** (the feeling of belonging to compatriots and the homeland, the willingness to preserve this nation as well as preserve a separate and independent state unifying this separate nation).

After questionnaire part designed to determine national identity expression has been formed its reliability has been evaluated. Thus, *Cronbach's alpha* of the rating subscales of national identity expression ranges from 0.702 to 0.892. *Cronbach's alpha* of the whole rating scale of national identity expression is 0.796 in the research of teachers and 0.838 in the research of pupils. As *Cronbach's alpha* of the questionnaire and separate its parts is >0.7 the whole scale and subscales are evaluated as reliable.

According to the above-described structure of national orientation of a personality provided by L. Jovaiša, **the questionnaire for teachers** has been designed. It consists of five parts, i.e. the part of socio-demographic questions and four parts according to L. Jovaiša's personality model blocks.

In the socio-demographic data part questions concerning respondents' sex, education acquired, qualification category possessed, and the type of school one is working in have been presented.

In the personality activity part questions about teacher's objective and need to educate pupils' national feeling and national identity, knowledge and comprehension about the significance of national identity education as well as emotions towards nationality are presented. *Cronbach's alpha* of this part is 0.885.

The part of abilities is intended to assess teachers' abilities and skills necessary for focused education of national identity in pupils. *Cronbach's alpha* of this part is 0.773.

Temper and character part. Questions in this block are intended to assess national experiences gained in childhood as well as the temper formed that possibly determine some aspects of nationality transfer to children. As nationality is spiritual rather than pragmatic category and religiosity is one of spirituality signs of a person the connection between them should be significant. This idea has been proved by R. Inglehart who has identified that as much significance has been paid to faith as stronger pride in nationality is taken (Inglehart, 1997). Accordingly, in the block of temper questions on childhood experiences related to spirituality (self)-education have been included as well. *Cronbach's alpha* of this part is 0.768.

Motivation part. Motivation to educate national identity in pupils is influenced by national interests, ideals, attitudes, and values. It is claimed that as stronger motivation is as better a teacher will be able by means of interpersonal diffusion with a pupil successfully transfer to him/her cultural values of a nation (Šalkauskis, 1990; Jovaiša, 2009). It is very important as in the content of national education lies the whole system of values that educates in physical, working, moral, aesthetic, and religious terms (Kiaunytė, 1998). Thus, in this work teachers' motivation to educate national identity in pupils is assessed by using two scales. One of them is an above-described scale for assessment of national identity expression. Another scale is used for the assessment of spiritual values of teachers. Values are determined as the experience of the most significant thing for a person that directs his/her thinking and feelings to the highest objective goods (Jovaiša, 1995). S. Neale, L. Spincer-Arnell and L. Wilson call values an inner compass and claim that if to pay attention to them and follow them they in turn show the direction in life as well as create motivation (Neale, Spencer-Arnell, Wilson, 2010). However, recently in various educational institutions it is mostly cared about competencies of an individual that often are not connected to basic values and education, claims V. Aramavičiūtė and E. Martišauskienė (2010). Generalizing opinions of sociologists and philosophers (Z. Bauman, M. Castells, A. Čiubrinskas, A. Giddens, A. Jokubaitis, J. Tomlinson, and I. Šutinienė etc.) add to the idea that rapidly developing modernization processes that provide no more guarantee of value succession are displayed through the separation of national identity from ethnic and cultural as well as local elements or even the refusal and legitimating of it as culturally hybrid (Aramavičiūtė, Martišauskienė, 2010). According to these opinions the assumption could be made that moral values of a teacher are closely related to the education of national identity in pupils. For the empirical reasoning of this idea the model of values designed by L. Jovaiša is used. *Cronbach's alpha* of the scale of values is 0.880.

The coefficient of *Cronbach's alpha* in separate subscales of the **questionnaire for teachers** varies from 0.773 to 0.885 and in all cases is higher than 0.7. Consequently, the questionnaire is considered as a reliable one.

The questionnaire for pupils. It has been aimed to design the questionnaire for pupils in as simple way as possible as well as motivating them to answer to all the questions provided. The questionnaire consists of two parts. It includes the above-described scale to determine national identity expression as well as the socio-demographic part to determine pupils' age and sex.

Research results

With the aim to reveal functional dependency of national identity of pupils on other variables the multiple direct regression model has been designed that could be applied for the forecast of national identity of pupils.

By accomplishing the regressive analysis (1) activity of teacher's personality, (2) teacher's abilities, (3) teacher's temper, (4) teacher's values, and (5) the influence of teacher's national identity on pupils' national identity have been measured.

Thus a regression equation has been made, whereas after β coefficients have been estimated it has become possible to forecast the values of dependent variable according to the values of independent variables (Janilionis, 2011).

$$\begin{aligned} \text{National identity of pupils} = & \\ \beta_0 + \beta_1 * \text{Activity of teacher's personality} + & \\ \beta_2 * \text{teacher's abilities} + & \\ \beta_3 * \text{teacher's temper} + & \\ \beta_4 * \text{teacher's values} + & \\ \beta_5 * \text{teacher's national identity} & \end{aligned}$$

The influence of independent variables on a independent variable is estimated according to the value of coefficient of determination. The higher coefficient of determination R means that abilities are more concentrated around the line designed by using the method of least squares. Most frequently $R^2 \geq 0.25$ is required. If $R^2 < 0.25$ it raises significant doubts whether the direct regression model is relevant. It has been indicated in methodological literature that in such case it should be searched for more independent variables that need to be inserted into the regression equation for the improvement of model relevance indexes (Janilionis, 2011). In a descriptive research $R = 0.726$; $R^2 = 0.527$ ($p = 0.000$); that means that **model dimensions chosen explain 52.7 % of the dispersion of a dependent variable**. In consideration to the fact that a school and a teacher are not the only factors forming national identity of children this index is considered as very high; that's why it has not been searched for more independent variables.

The values of a non-standardized coefficient β have helped to determine the influence of each factor, i.e. the constituent of regression equation on independent variable, whereas all spot and interval estimates and significance have been presented in Table 1.

Table 1. The influence of national singleness of teachers' personality on pupils' national identity

Independent variable	B	St. beta	t	p
The activity of teacher's personality	0.564	0.584	12.771	0.000
Teachers' abilities	1.217	0.228	3.099	0.002
Teachers' temper	1.002	0.166	2.789	0.006
Teachers' values	-1.855	-0.201	-2.991	0.003
Teacher's national identity	0.109	0.121	2.366	0.013

Note: the results of multiple regression have been presented in the Table

Discussion

It has been determined that **there is a direct relationship between the national orientation of teachers' personality and the national identity of pupils** – the stronger is the expression of the national orientation of teacher's personality, the higher is the level of expression of national identity of pupils.. These research results add to the majority of opinions (for example, Šalkauskis, 1991; Johannessen et al., 1997; Čepienė, 1999; Jovaiša, 2007; Martišauskienė, 2008 et al.) that reason the influence of teacher's personality on pupils; however, it adds some novelty to already existing theories as the significance of correlation between the expression of national orientation of teacher's personality and national identity in pupils.

These results provide an opportunity **to conclude that there is a direct connection between national orientation of teachers' personality and pupils' national identity**; the stronger the expression of national orientation of a personality the higher the expression level of national identity in pupils. Consequently, it could be claimed that the strength of national orientation of teacher's personality influences positively the national identity in pupils.

There has been **a statistically significant linear causal correlation** identified while assessing the prognostic model of national identity of pupils designed as well as analyzing variables that influence mostly the national identity of pupils, i.e. the activity of teacher's personality in terms of the education of national identity of pupils; teacher's abilities (knowledge and skills) to educate national identity in pupils; national experiences in childhood that have formed teacher's temper and character as well as teacher's values and national identity. These conclusions of the empirical research prove theoretical insights of several authors who emphasize the importance of a teacher that claiming that in case of a change in social conditions decreasing educating role of a family is constructed; less part of ethno-cultural experience has been taken from parents and grandparents; that's why the influence of school and especially the one of a teacher on national identity in pupils has been actualized (Čepienė, 1999, 2001; Urbanavičienė, 2010; et al.)

According to the claim that national identity is a behavior model that with the help of institutions possessing state power is learned and perceived, A. Ranonytė (2004) reasons the idea that the system of education with the whole network of formal and non-formal institutions is considered as one of the most significant sources for the formation of national identity in the secondary stage of socialization. The empirical research has supplemented this knowledge revealing that teacher's personality includes more than 50 % of causal factors influencing national identity in pupils. The empirical research has also revealed **the extraordinary significance of teacher's personality on the education of national identity in pupils** proving at the same time the thought of A. Grabauskienė that the younger a child is the stronger influence of teacher's personality is (Grabauskienė, 1999). The empirical disclosure of the importance of teacher's activity adds to the ideas raised by E. Krukauskienė and I. Trinkūnienė. They claim that while transferring ethnic culture there is a subjective factor still dominating; teachers-enthusiasts currently are the most active as well as the only spreaders of ethnic culture. Ethnic culture events, moves, excursions organized only with the presence of such kind of teachers. Moreover, it is claimed that in such circumstances pupils' interest and attitudes towards ethnic culture are positive (Krukauskienė, Trinkūnienė, 2002). Thus this empirically proved knowledge provides new opportunities for the education on national identity in pupils at school.

Thus it could be claimed that the prognostic model of national identity of pupils as well as the results estimated that reveal that the national orientation of teacher's personality influences directly national identity in pupils as well as pays tribute to the educational theories of teacher's personality and national identity.

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