

# The Personality of Educators in the Education for Interculturalism in Historical Context and Continuity

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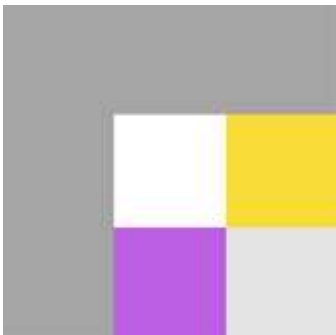
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OBRAZOVANJE ZA INTERKULTURALIZAM



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## FOREWORD

Diversity and the global exchange of goods continue to be one of the challenges we face in the 21st century, and educational policies continue to face the challenge of the local and the national with the global. The new intercultural philosophy of education encompasses complementary approaches to globalization, internalization, Europeanization, informatization, standardization, lifelong learning and the knowledge of society, and recently the preservation of the environment and the society of safety and health.

Inclusive culture in educational communities at all levels of the education system in the Republic of Croatia is given special importance, and the possession of a certain level of education as a resource can be observed at the individual, social, economic and other levels. From the individual point of view, these are competences that an individual acquires during upbringing and education, as well as socialization as part of the education system and other real and virtual socialization environments. Acquired knowledge, skills and values become the capital with which an individual interacts with other individuals, and education is used to enter higher levels of education, the labour market and life in general.

4<sup>th</sup> International Scientific and Professional Conference *Intercultural Education* and especially this proceedings of scientific and professional papers authored by scientists and practitioners contributes to greater sensitivity to diversity and the creation of an inclusive culture of life in educational institutions and in a multicultural community.

The Proceedings with 27 scientific and professional papers and 48 authors from the country and abroad was published in English, studying relevant topics in the field of intercultural pedagogy from different disciplinary and interdisciplinary perspectives based on research and scientific, academic and professional insights of authors, after the review process of individual papers, as well as the entire proceedings, involving domestic and international independent reviewers.

The proceedings from the 4<sup>th</sup> International Scientific and Professional Conference *Intercultural Education* emphasizes and sheds light on certain problems faced by children, students, parents, educators, teachers and the society during the last decades of great change. Multicultural societies, intercultural relations, different cultures in coexistence, bilingualism, children of refugees and displaced persons, differences in society, culture, art and educational practice are elements that need to be improved on a daily basis in order to improve life for coexistence, as evidenced by the topics of scientific and professional papers of this collection.

A significant number of papers are focused on the study of diversity in the context of modern curricula that enrich educational practice. Children and students have different needs, come from different cultural communities, different families, and manifest their differences by behaving in different socialization environments in relation to parents, peers, and teachers. Some scientific papers stress the specificity of educational care for students who show peculiarities of different forms and

specifics in education while researching ADHD, literacy of deaf children, bilingualism, etc. with different models of support for the different. Interculturalism is also emphasized in art, and several papers elaborate on the importance of the application of traditional music, especially the native folklore expression in teaching and extra-curricular activities.

The first two Proceedings of the Scientific and Professional Conference *Intercultural Education* were prepared by the Faculty of Education in cooperation with the Nansen Dialogue Centre Osijek, and the third Proceedings were part of the project activities of the European IPA project Integration of disadvantaged groups in the regular education system RO-ufos-luna-MI. The Proceedings are prepared and published every five years after the scientific and professional conference *Intercultural Education* and the three previous Proceedings have been published in English and Croatian and are included in the ERIC+ database.

This fourth published proceedings in the English language contributes to the acquisition of new competences and the exchange of experiences via scientific and professional papers that, through extensive theoretical considerations and analyses, research results as well as examples of good practice, encourage and continue the initiated cooperation and partnerships between universities, faculties, educational institutions, teachers, practitioners and students, with the aim of introduction and getting closer of different cultures and of fostering an intercultural atmosphere. The collection summarizes complex interdisciplinary topics, from globalization to interculturalism, from the perspective of education in multicultural environments to diversity in the context of modern curricula, from family culture to inclusive culture of educational institutions, the challenges of migration and integration of refugees into European society, interculturalism, art and language, from intercultural education to education for European values and interdisciplinary approaches to interculturalism.

It can be concluded that the collection of papers from the 4<sup>th</sup> International Scientific and Professional Conference *Intercultural Education* is interdisciplinary, and the work of scientists and practitioners indicates that dialogue, support for diversity and the global exchange of intellectual goods is one of the challenges facing humanity today. The proceedings introduces readers to the current scientific and professional achievements of authors who have mutually distinct and heterogeneous scientific, professional, ethical and political approaches to the issue of interculturalism and is useful for further research and interest in academic and wider circles dealing with interculturalism. It can be a starting point for future researchers of this thematic material and offer insight into current approaches to important topics in the field of interculturalism that need to be critically addressed within the humanities and social sciences.

The Proceedings *Intercultural Education* is a contribution to science and education as well as knowledge as a value, with an emphasis on how upbringing, education, science are of special public interest. On the path of development towards fundamental change, education in the broadest sense of the word is the power of the future



to bring about that change, and intercultural education is a philosophy that promotes democracy and cultural pluralism.

## **Editorial board**



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ORIGINAL SCIENTIFIC PAPERS

# THE PERSONALITY OF EDUCATORS IN THE EDUCATION FOR INTERCULTURALISM IN HISTORICAL CONTEXT AND CONTINUITY

ORIGINAL SCIENTIFIC PAPER

UDK: 37.015.3:17.022.1

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**Abstract:** with the help of longitudinal research, the paper analyses the relationship between the human characteristics of educators and successful education for interculturalism. Reference sources have been analysed in continuity for almost two centuries, between 1849 and 2020. For this research, relevant pedagogy textbooks were used, which were published in the mentioned period of time, and they related to the education of teachers and professors. In total, fourteen pedagogy textbooks were analysed: six for the period of civil society until the Second World War, five for the period of socialism, and three for the period of modern civil society. Descriptive and non-experimental *ex post facto* methods were used in the analysis of the mentioned pedagogical documentation.

All authors of the analysed pedagogy textbooks agree that the competences of educators (especially teachers) are complex, multi-layered and consist of: solid general education, excellent knowledge of the profession, pedagogical-psychological skills and desirable human characteristics. The line between the educational success and educational failure, among other things, is often determined by the human characteristics of the educators. Almost all analysed textbooks of pedagogy contain special chapters dedicated to the personality of the teacher, which can be found under different titles: O naučitelju malenih, Dužnosti učitelja, Uloga i značaj učitelja, Lik našeg novog odgajatelja, O narodnom odgajatelju, Nastavnik, Osobine odgajatelja, Lik nastavnika odgajatelja, Učitelj temeljni nositelj odgoja i obrazovanja, Odgojni autoritet i uzor.

Also, almost all authors agree that successful and unsuccessful educators are distinguished by their personality and attitude towards students. In the empirical research, the authors of the analysed pedagogy textbooks identified about thirty character traits and moral values of successful educators that can be classified according to the following attitudes: positive attitude towards oneself, positive attitude towards spiritual and material values and positive attitude towards others, within which the category of education for interculturalism can be recognized. Based on character traits and systems of moral values, educators form a healthy authority and become role models for their students. The educator's example has a strong educational effect on students also in the field of education for interculturalism.

In order to have as many educators with desirable human traits as possible, this is a topic that should be seriously taken into account when deciding about the enrolment in educational professions, and that is something that the majority of authors of the analysed pedagogy textbooks agree.



**Key words:** character traits of educators, system of moral values, healthy authorities and role models.

## INTRODUCTION

The educator's<sup>1</sup> personality plays an important part in education for interculturalism, and its significance and influence are still insufficiently researched and talked about. The educational role is especially visible in the teaching context, and today it is becoming increasingly neglected. In other words, there is an increasing suppression of the educational aspect and educational activities in favour of education (Dubovicki, Budić, 2019; Jukić, 2013; Bognar, 2011).

*Upbringing* can be defined as somewhat of an interpersonal relationship and communication that helps a person meet one of their basic needs, while at the same time accepting certain norms and patterns of behaviour. *Education*, on the other hand, refers to one of the aspects of the teaching process in which its participants satisfy cognitive, experiential and psychomotor interests by continuously developing and improving the cultural, technological and civilizational achievements of a society (Bognar, Matijević, 2002).

*Competences of educators* represent an extremely important component in the education of the entire vertical, and the success of educators, teachers and/or professors is reflected in these educational values that are recognized by children, students, and pupils. Different definitions of competences point us to focus on different specific competences, which is something about numerous authors wrote (Jurčić, 2012; 2014; Jurčić, Matešić, 2010; Brust Nemet, Dubovicki, 2018). If we perceive the *competence* (*lat. competentia; competere* - to achieve; to be capable) as a recognized expertise and ability that someone has, which is extremely important for performing the work that we do (Matijević, Radovanović, 2011), it will be clear why competence of educators, teachers and professors have been engaged by numerous authors in continuity since the mentioned professions existed. Some authors single out the *professional competences of teachers*, which are reflected in the teacher's ability to apply their acquired knowledge, skills and internal and external motivation in their work (Brust Nemet, Dubovicki, 2018). Recently, a greater emphasis has been placed on the importance of modernizing basic competences, but also acquiring new ones with the help of modern strategies, methods and procedures of teaching, learning and assessment by promoting interdisciplinary approach, application of educational paradigms, development of psychosocial behaviours necessary for human resources management and encouraging individual and team work, as well as pedagogical research related to innovations (Elena, 2014).

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<sup>1</sup> In this paper, the term educator stands for all those who deal with the institutional type of education, regardless of the level of education. The term teacher is also mentioned in the text, depending on the term that the analyzed authors use in their textbooks.

The professional development of students should certainly include pedagogical orientation that includes *intercultural*, inclusive and socially just *pedagogical competences* (Jokikokko, 2005; Hajisoteriou, Maniatis, Angelides, 2019). Globally, the *intercultural competence* of educators plays a key role in building a modern intercultural educational institution. Various forms of professional development can greatly contribute to that, and we can say that there is a lack of research and literature that deals with detailed descriptions of professional development courses for teachers with intercultural orientation (Timperley, Wilson, Barrar, Fung, 2007; Hajisoteriou, Maniatis, Angelides, 2019).

Educators need to be aware that their mission, as professionals and individuals, is to *shape the values* of those they educate. Values guide our behaviours and reactions in certain situations. The value system is changeable because it is not innate, but acquired through upbringing, education and experience. Although there is no single definition of value due to different points of view, most authors point out that values are considered one of the key elements in the process of the construction of one's identity (Ferić, Kamenov, 2007; Mrnjauš, 2008; Ilišin, 2011; Bojović, Vasilijević, Sudzilovski, 2015). Values can be found in the curricula of many countries, where they are a very important component, in addition to the acquisition of knowledge and skills (Rakić and Vukušić, 2010). In addition to the above, the value system of individuals largely depends on the situational context, which speaks of its variability. Educators have always been involved, to some extent, in sort of an intercultural practice via daily meetings with a group of about 30 children in school or preschool conditions, and each individual is the bearer of individual culture in the form of different family and social influences, different experiences in learning, language skills and more (Ma, 2004; Elena, 2014; Hajisoteriou, Angelides, 2016). Educational institutions should be a consistent reflection of the society in the mission and values they take on (Elena, 2014).

The values of young people are the focus of contemporary research because the value system is considered disrupted and changed. Such research is important because it allows us to gain insight into the (dis)continuity of new generations, and thus modern societies, which simultaneously provides an insight into the existing processes and relationships in a society, but also reveals trends that anticipate likely future trends. Within the pedagogical perspective, the importance of such research and elaboration of value systems for the education of the young generation has been repeatedly emphasized (Vujčić, 1987; Ilišin, 2011; Jukić, 2013).

*Changes in thinking, attitudes and behaviour need to occur on a global, local, and individual level. Today's young people, the bearers of the future should, in addition to the willingness to invest in knowledge, be willing to change their attitude towards themselves and others. Knowledge alone does not necessarily influence the formation of attitudes and value systems that will result in appropriate behaviour and decision-making* (Jukić, 2013, 408-409).

Recent research conducted among students, future teachers and educators indicates that the most desirable values that young people strive for are: *family security, happiness and freedom, responsibility, honesty, fairness and hard work* (Bojović,

Vasiljević and Sudzilovski, 2015; Bradarić, 2018). Bognar (2004) conducted a research with a team of researchers on the problems of young people in Eastern Slavonia. The main goal of the research was to investigate what happened to the value system of young people (in the time affected by war events) and what is their hierarchy of social values, since the value system is the foundation of the integrity of young people. The results of the research showed that *love*, *health* and *friendship* are three values that young people place first. In a repeated research using the same (revised) instrument, with an interval of almost 15 years, Bradarić (2018) states partially changed values of young people, students, future teachers. The most important values are: *health*, *non-violence* and *truth*, followed by doing the right thing, freedom, friendship, peace, knowledge and honesty. It is clear that the repeated research did not include love as one of the three main values we would expect to remain high among young people, but it is also worrying that a new value is emerging - non-violence - which makes us wonder to which type of violence is that non-violence an alternative? Verbal? Cyber?

Recently, the importance of interculturalism has been written about more than actually acting practically and systematically on it (Sablić, 2014; Kragulj, Jukić, 2010; Hrvatić, Piršl, 2007). *Interculturalism* is a modern form of education for life in democracy as well as cultural pluralism (Kragulj, Jukić, 2010; Hrvatić, 2001). We can consider foreign language teachers to be the *first intercultural practitioners*, because knowledge of the language is the first passport for the intercultural integration of an individual (Elena, 2014).

Bearing in mind the contemporary efforts and investment in equality of upbringing and education in the teaching process (especially in the context of university teaching), as well as awareness of the importance of investing in interculturalism, this paper aims to present almost two hundred years of heritage in the historical context and continuity by analysing the phenomenon of the educator's personality in education for interculturalism, with special emphasis on the desirable characteristics of educators from which one can perceive the education for interculturalism.

## METHODOLOGICAL FRAMEWORK

### *Research Area and Research Questions*

Institutional (school) education is a very complex process involving teachers, students, curricula and available media. In this process, via mutual interaction and cooperation, teachers help students to form values and attitudes. In the value system, it is possible to identify the attitude towards interculturalism.

From the above, a basic research question was formed: *What is the relationship of the educator's personality regarding the education for interculturalism?* and *Does the social environment affect teachers?*

The social environment is defined as the historical-political context of civil society until the Second World War, socialist society after the Second World War and modern civil society after the democratic changes.

## *Sources, Procedures, Methods*

The paper is based on the analysis of pedagogical documentation with the application of descriptive and non-experimental (ex post facto) methods. The paper has all the characteristics of longitudinal research because it analyses the phenomenon of the personality of educators in education for interculturalism in a period of slightly less than two centuries, between 1849 and 2020.

The main sources of analysis in this paper are pedagogy textbooks that have been used in teacher education in teacher training schools, pedagogical academies and teacher training colleges. A total of **fourteen pedagogy textbooks were analysed**. For the first period of civil society until the Second World War, six textbooks of pedagogy were analysed: *Znanost odhranjivanja* (1849), *Obuka malenih ili katehetskita* (1850), *Gojitba i obča učba* (1867), *Pedagogija I-Uzgojoslovje* (1882), *Pedagogika ili uzgojoslovje* (1889) and *Nauka o gojencu i odgoju* (1906). From the socialist period, the following pedagogy textbooks were analysed: *Uvod u opću pedagogiju* (1949), *Opća pedagogija* (1953), *Pedagogija I and II* (1968), *Pedagogija* (1973) and *Pedagogija* (1986). In the conditions of modern civil society, the following pedagogy textbooks were analysed: *Pedagogija* (1990), *Osnovi pedagogije* (1999) and *Pedagogija* (2001). Full bibliographic data of the mentioned textbooks can be found in the list of sources and literature.

The mentioned pedagogy textbooks were, until 1965, written for teacher training schools (the last year of operation of teacher training schools), and after that year for students of teacher training academies and faculties. The analysed pedagogy textbooks are primary and relevant for this research since generations and generations of teachers have been trained using them.

### *The Personality of Educators in Pedagogy Textbooks in the Conditions of Civil Society until the Second World War*

A more serious systematic teacher education in Croatia is related to the opening of the first teacher's school in Zagreb in 1849<sup>2</sup> (Cuvaj, 1910, 1). A year earlier, a women's teacher's school started operating, but as a private school of the Sisters of Charity of St. Vinko (Franković, 1958). The opening of the mentioned teacher's schools is also connected with the publishing of the first pedagogy textbooks. The very first pedagogy textbook was published in 1849 in Buda by an unknown author, and it was called *Znanost odhranjivanja za porabu učiteljskih seminaristah* (hereinafter *Znanost odhranjivanja*). That same year the same publisher also published *Didactika generalis* (didactics) and *Didactika specialis* (all methodologies at the time). These editions provide the necessary pedagogical-didactic-methodological literature for students of teacher training schools. *Znanost othranjivanja* contains a

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<sup>2</sup> Prior to opening teacher training schools, it was enough to know how to read and write. The next step in teacher training was experiential. Young men observed the work of more experienced teachers and later imitated them. After that, teachers were educated in main and normal schools and pedagogical courses that would grow into teacher training schools.

special chapter called The Duties of the Teacher, and within it a special title The Duty and Manner of Educating Oneself. The integral part of the text also discusses teachers' abilities, personalities and competences. *A successful teacher* must have a solid command of their own profession, must have a solid knowledge of teaching skills, but also have the necessary natural qualities.

Schools use rules and authority to educate. The rules serve to accustom children to order and discipline: punctuality, decency, cleanliness. In school, in addition to the rules, teachers use their own personal authority (example) to educate their students.

*The teacher spoke as much as he liked about purity, order, hard work, obedience, fear of God, etc., and was convinced that his words would be like the words of one crying in the wilderness, if he did not set an example (Znanost odhranjivanja, 1849 according to Cuvaj, 1910, 1).*

It is desirable that the teacher is cheerful and optimistic. Contrary to the above, the *undesirable characteristics of a teacher* are: arrogance, conceit, rudeness, melancholy, frowning, ruthlessness. Such teachers cannot be expected to have children's love, the first and basic preconditions for successful education. Complete moral education is based on universal religious - moral education; general Christian love and forgiveness and the corresponding qualities of a teacher.

A year later, in 1850, Stjepan Ilijašević, PhD (1814-1903), professor at the Faculty of Theology in Zagreb, published the first domestic printed pedagogy textbook called *Obuka malenih ili katehetika* (hereinafter *Obuka malenih*). This textbook was intended for all those involved in the education of young people, and primarily catechists (priests) and teachers. There is one chapter About the teacher of the little ones that talks about the abilities and personalities of a successful teacher. And he writes that a successful teacher must know the profession, the method of teaching, the psychophysical characteristics of young people and have their own desirable personality traits. A successful teacher must be of a religious-humanistic orientation and practice the values that follow from it. He classified all the *character traits of a successful teacher into three areas: body, spirit and heart*.

A successful teacher needs the following *physical predispositions*: firm body, strong chest, clear and pleasant voice (not irritating at all), cheerful appearance (clear forehead, happy face, open eyes), appropriate movement (head, body, hand)<sup>3</sup>. When it comes to the spiritual realm, a successful teacher must have these characteristics: a clear mind (understanding what he teaches), sound judgment (has the ability to reason logically), wit (not lost in detail), vivid imagination, and an unwavering spirit (perseverance in work). In the area of ownership, he must have: religious-moral attitude, love for students (understanding, empathy), patience in work, lively temper (sense of developing interest and attention). It is surprising how much attention is paid to the character traits needed for a successful teacher.

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<sup>3</sup> These characteristics, especially a strong body, strong chest and clear voice, should be viewed in the context of a legal provision according to which there could be up to 80 students in one class.

The following pedagogy textbook was also written by a priest, a catechist, Stjepan Novotny (1833-1867). His pedagogy textbook has two versions, the first abbreviated Zagreb version and the second extended Vienna version. The Zagreb edition was published on 154 pages under the title *Gojitba i učba*, which states that it was published out of necessity. The Vienna edition is called *Gojitba i obća učba* and has a volume of 292 pages and the subtitle states that it was published for the needs of the royal colleges in our homeland. Novotny also dedicates one special chapter to teachers, as bearers of the educational process called Duties of Teachers. In relation to his predecessors, he especially emphasizes the need for the ability to teach how to learn, to enter into independent forms of work, but at the same time he emphasizes that this process must take place in a pleasant classroom climate. The teacher must be interested in the success of the students and act in that direction. *That teacher really does not deserve that beautiful and honorable name, who, without interpreting anything, says in cold blood and carelessly: you have so many lines or questions to memorize* (Novotny, 1867, 165). Indifferentism and the teaching profession do not go together.

The school law from 1874 extended the then two-year teacher's schools to three-year's. The professional and pedagogical education of teachers becomes more complex and demanding. The professor of pedagogy was first taken over by a layman, a young professor of pedagogy Stjepan Basariček (1848-1918) from Virovitica. This act separates pedagogy from catechesis on a formal and personal level. In a short time between 1880 and 1884, Stjepan Basariček published four pedagogical works and he thus completed the pedagogical science of the time. The Croatian Pedagogical and Literary Association<sup>4</sup> publishes his *Pedagogija Uzgojoslovja, Obće obukoslovje* (didactics), *Posebna obukoslovja* (all of the methodologies) and *Povijest pedagogije*. These pedagogy textbooks experienced many editions and were the official pedagogy textbooks until the beginning of the Second World War. Basariček's textbooks were also used in: Dalmatia, Istria, Bosnia and Herzegovina and even in Bulgaria (Zec, 1951).

In Basariček's *Pedagogija (Uzgojoslovje)* there is no special chapter on the personalities of an educator, but he writes about them in the integral text. He explicitly cites *educational factors*: parental home, church, and school (teachers). Total educational work needs to be based on mutual cooperation and tolerance. As an educational principle, Basariček especially emphasizes the personal example of the teacher and the educational means of appropriateness. *Nothing educates so much as the presence of an honest man. He need not speak or preach. His personality itself acts like the sun, which warms and shines* (Basariček, 1882, 187). He also puts a great emphasis on the importance of a pleasant working climate. *Without love, there can be no real success in breeding. It opens the soul of children, so they then gladly accept his teachings, and do with joy what he wants* (Basariček, 1882, 168).

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<sup>4</sup> The Croatian Pedagogical and Literary Association was founded in 1871 as a professional association of Croatian teachers. Among other things, they published pedagogical literature. It has been operating continuously since the very establishment.

Despite the fact that Basariček's pedagogy had the status of the official textbook for public teacher training schools, a professor of pedagogy at the Faculty of Theology in Zagreb, Martin Štiglić, PhD (1825-1911) published *Pedagogija* or *Uzgojoslovje* in 1889. It was approved by the Archbishop's Table and was an official textbook in religious schools. He writes about the personality of the teacher in the integral text and in special chapters: The teacher at home, at school and outside; Educator towards a student and vice versa, and Mental abilities of teachers. Štiglić starts from the thesis that it is necessary to have certain natural predispositions for the teaching profession. He shares very similar views on the desirable character traits of teachers as Stjepan Ilijašević. As desirable *physical characteristics* he states: general physical health, strength, healthy senses and a suitable appearance. He further divides *spiritual competences* into mental and moral. He also considers: common sense, stability and shrewd reasoning to be *mental competences*. As desirable moral virtues he mentions: firm faith (true, not manifestation), love for children (the same respect for all children), a balance of austerity and gentleness, good and cheerful temper, and visible satisfaction with his service. He also speaks of example as an educational principle and adequacy as an educational tool. "*He who teaches others by word, and by his example shows the opposite, let him not count on the good success of breeding.*" *If the teacher does not practice what he asks by his own example "he ends up in hypocrisy very quickly, which the students notice very quickly"* (Štiglić, 1889, 20).

Students' obedience should be based on real authority, not coercive authority. Relationships between teachers and students should be based on mutual respect and appreciation. According to Štiglić, *being a teacher is notable* (has a significant role in the formation of young people), *noble* (it helps those who need it to grow up), *difficult and complex*. To call someone a successful teacher can be done only if they possess the necessary natural predispositions and if they have acquired the necessary professional and pedagogical-psychological competences.

A professor of pedagogy at the teacher's school in Petrinja, Jure Turić, PhD, published a new textbook of pedagogy in 1906 called *Nauka o gojencu i odgoji*. In the first part of the book he analyses the psychophysical development of children, and in the second part of the book the educational process. In the chapter The Organization of the educational school, he especially analyses: the place, importance and role of teachers in the educational process. Same as his predecessors, he writes about the *desirable physical and mental personalities* of teachers. According to him, a teacher must be physically healthy and strong, so that he can be persistent and successful in a complex and responsible teaching job. His appearance must be pleasant, his voice sonorous, clear, intelligible, and his movements natural and moderate. His speech should be neither fast nor slow, and his vocabulary neither dry nor too ornate. Among the analysed authors, Turić was the first to explicitly state that the teacher has no right to naturalize his socio-political views to the students, but must follow the church-religious and national-state according to the characteristics of the society to which the families belong. In no case should a teacher be a student's master, he should be a friend, co-worker and helper. Teacher must also serve as an

example in his private family and social life *His family life and the upbringing of his children must be exemplary, so that he can teach others to raise their children by his own example*. These are all elements on which a teacher acquires a general social status. *That is why the teacher has no reputation for his authority, but for his work and the value of work for society* (Turić, 1906, 179).

The official pedagogy textbooks in Croatia were analysed during the period of a hundred years (1849-1949). Six textbooks have been singled out that are considered to have left a significant mark in pedagogical theory and school practice. Five textbooks were written by local authors, and the sixth was taken from Hungary, without authorship. Of the five analysed domestic authors, three were written by priests-catechists (Ilijašević, Novotny, Štiglić), and two by secular professional pedagogues (Basariček, Turić).

All authors paid attention to the role of the *educator's personality*<sup>5</sup> either in separate chapters or in the integrated text, and they unanimously agree that a *positive correlation between the educator's personality and educational success* exists. Educator's personality has a more important influence on the development of certain personality traits of students in addition to the curriculum and school life (Rot, 1980). Among other things, students imitate their teachers and with their help form judgments and attitudes. Social life, which begins in the family home, is systematically and strongly developed in school. Authors have different names for personalities, such as: naturalness, natural predispositions, one's own, humanity, real and imposed authority, role model and example. As possible and *desirable personalities of teachers*, the authors stated: gentleness, honesty, empathy, humanity, clarity, love, hard work, imitation, optimism, wit, nobility, obedience (in those days a desirable trait), respect, pleasantness, naturalness, decency, diligence, understanding, patience, cooperation, punctuality, tolerance, moderation, perseverance, respect, cheerful nature, satisfaction, liveliness. We also singled out some *undesirable traits* that the authors mentioned, such as: rudeness, indifference, hypocrisy, bloating, frowning, ruthlessness, melancholy, rigor. All these characteristics should be observed in the then social conditions and relations determined by the church-religious-moral framework.

On a speculative level some desirable traits: empathy, humanism, love, optimism, nobility, respect, pleasantness, decency, understanding, cooperation, tolerance, respect, and some undesirable traits: rudeness, indifference, hypocrisy, arrogance can be directly linked to education for interculturalism, especially through the educational principle of example, and the educational means of appropriateness. *Elements of education for interculturalism can be sought within religious tolerance and universal Christian moral norms*.

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<sup>5</sup> Personality is defined as an integrated and dynamically organized sum of physical, mental, moral and social qualities of an individual (according to Hudolin, 1968)



## *Educator's Personality in Pedagogy Textbooks in the Conditions of Socialist Society*

After the Second World War, a new socialist order was introduced with a changed value system. For ideological reasons, the new government does not accept previous pedagogy textbooks. As there are no domestic authors with a new orientation yet, pedagogy textbooks by Soviet authors will be used for a short time.<sup>6</sup>

Relatively fast, in 1949, Pataki's textbook *Uvod u Pedagogiju*<sup>7</sup> was published. As early as 1951, another textbook, *Pedagogija*, was published in his editorial office, which became the official textbook in the teacher training schools of the time. This *Pedagogija* lived through about twenty editions in a relatively large circulation,<sup>8</sup> which clearly states that the textbook has left a big mark in school practice. In the general orientation, he starts from the thesis that education is socially conditioned and socially determined. He interprets social determination as a service to a certain society, in this case of a socialist society. He sees the same role in the educational role of the teacher.

*To develop and persistently build a new character of a man, a man of a socialist country and a socialist epoch, is a task that should guide all our educational and school work (Pataki, 1949, 6). The successful work of educators and teachers is unimaginable without a clear orientation on the ideological and political foundations of our new society (Pataki, 1949, 9).*

Just as his predecessor representatives of civic pedagogy, he devoted a special chapter to the desirable traits of a teacher titled *Character of our new educator*. According to him, there is no apolitical (neutral) education or apolitical teacher. The teacher must have a strong ideological and political orientation, which arises from our new life, from the socio-economic, political and cultural transformation of our country. In order to successfully realize this, a teacher, in addition to professional and pedagogical-psychological skills, must also have certain character traits. Pataki advocates the same in his *Pedagogija*, which contains the chapter *Teacher*, and within it the title *Teacher's Personality*. In the analysis of the *desirable traits of the teacher*, Pataki makes a significant turn and stays mostly in positions of general humanity. Pataki cites love of work and love of children as a desirable value system for teachers. *If a teacher unites in himself a love of work and a love of students, he is a perfect teacher (Pataki, 1953, 350 according to Tolstoy). Without love, let no one enter the temple of enlightenment, because the happier he is, the more he knows and the less he loves.*

Love for children should be interpreted as: understanding, empathy, tolerance, help, cooperation, care, respect. All of the above needs to be realized with: calmness,

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<sup>6</sup> Immediately after the end of the Second World War, pedagogy textbooks by Soviet authors Goncharov and Gruzdiev were used in our teacher's schools for a short time.

<sup>7</sup> Stjepan Pataki (1905-1953) before World War II was a representative of civic pedagogy, of a reformist cultural movement. After World War II, he became a representative of Marxist pedagogy with quite extreme views.

<sup>8</sup> As an illustration, we state that the 4th edition of 1953 was printed in 6,500 copies.

composure, serenity, optimism, openness, objectivity (Pataki, 1953). In addition to the desirable traits of a good teacher, he lists some *bad traits of a weak teacher*: nervousness, irritability, excessive harshness, punishment (even physical), insulting through words and expressions. *Every teacher who insults, beats and pulls children by the ears should be fired, because he is not a teacher, but a scoundrel and a freak who tarnishes the holy name of a teacher* (Pataki, 1953, 352). In addition, he asks of the teacher to be creative and innovative.

A teacher should, based on his personality, be a morally constructed person, which entails: character, principles, consistency, truth, righteousness, honesty, impartialness, aversion to having favourites or not liking a student. In addition to all the above, it is desirable to have: a pleasant appearance, clean and correct speech, moderate and measured posture. All of the above qualities bear educational success if the teacher practices them on a daily basis (example and appropriateness). *Children and everyone else believe more in what we do than rather than what we teach and preach* (Pataki, 1953, 354). The teacher should be an example not only to his students but also to the social environment. *Of all our national intelligence, the teacher is the closest to the masses* (Pataki, 1953, 358).<sup>9</sup> With these additional obligations, the personality and ability of teachers have been extended to the local community.

In 1968, Matica hrvatska published a two-volume *Pedagogija I and II*, whose editor-in-chief was Vlatko Pavletić. In the first volume, the fifth chapter is dedicated to the Personality of the Teacher Educator. As teacher training schools have ceased to operate, this pedagogy textbook is intended for students of pedagogical academies and teacher training colleges as well as the employed teachers. Already at the beginning of this chapter, there is a clear need for a balance between: professional, pedagogical skills and human values of teachers. Desirable characteristics and attitudes of teachers include: *security, conviction, consistency, objectivity, high trust in their students and a high degree of humanity*. Humanity does not imply excessive sentimentality, constant concessions and frequent indulgence to students (Pavletić, 1968). A successful teacher must be a man of total and true authority. In doing so, one must make sure that the true authority is not based on fear and blind obedience, but on the aforementioned characteristics of the teacher.

On the occasion of marking the 100th anniversary of its founding, the Croatian Pedagogical and Literary Association published a textbook *Pedagogija* in 1971, written by sixteen authors, edited by Pero Šimleša, PhD. Within the fourth part titled *Didaktika*, there is a special chapter called *The Teacher*, written by Milivoj Gabelica, PhD.<sup>10</sup> Gabelica states five necessary competencies of the teaching profession: solid general education and professional training, pedagogical-didactic-methodo-

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<sup>9</sup> Teachers, especially those in villages, were expected and asked to participate in the work of socio-political organizations, cultural and sports associations. Teacher's work in the local community was analyzed by the professional school bodies.

<sup>10</sup> Since Milivoj Gabelica, PhD, is the author of the chapter *Teacher*, we will state his last name in references and quotations.

logical-psychological training, love for children and respect for children's personality, proper attitude towards the knowledge system and personal character traits.

The position of the teacher is specific, complex and extremely public. A teacher is under constant scrutiny and possible critical observations by students, parents of the immediate and wider interested community and the public. Due to the above, teachers are required to have high morality, which is assessed through the following value system: honesty, objectivity, optimism, humanity, social engagement, attentiveness, tolerance. Teachers with these characteristics are role models for their students, parents, but also for the local community in which they live and work (Gabelica, 1971). Gabelica also critically re-examines all the listed and required characteristics of teachers. He contemplates whether these requirements are an ideally desirable image of a teacher or just an orientation for which a teacher should strive.

Due to the stated complexity of the teaching service, Gabelica advocates *the selection process when it comes to choosing the teaching staff*. For all the democracy of our society, we must understand that not everyone is capable of performing the teaching service. Not only is strict selection required when enrolling in teacher training colleges, but it is also necessary to *strictly monitor and evaluate teachers who are already working and teaching in schools*.<sup>11</sup>

The author duo Malić and Mužić wrote a textbook *Pedagogija* for students of oriented education in the 1980s.<sup>12</sup> In the chapter *Flow*, subjects, social and economic determinants of education, there is a unit titled *Educator as a carrier of planning and implementation of educational work* within which the personality of the educator is analysed. The authors start from the thesis that the educator and the pupils are in a cooperative relationship, that they are both in the position of a subject, in a mutual interaction in which a personality relies on another personality (Malić, Mužić, 1986). *Desirable characteristics of teachers* were grouped within several areas: *educator's awareness of their own role, specific characteristics of educators and pedagogical-professional competence*.

The authors perceive the image of oneself as their own knowledge and attitude about their own social, but also human role in nurturing the development of each individual. In order for an educator to be educationally successful, he must have a developed interest in each student, know his character traits, be able to understand him and have the ability to empathize (Malić, Mužić, 1968). The educator's authority is based on true authority in a positive sense, not on authority based on fear and consistent obedience. Among positive character and moral traits of educators, the authors state: pedagogical eros, organizational skills and self-criticism. At the same time, one should suppress egocentrism and excessive complacency.

In the period of socialism (1945-1990), five textbooks of pedagogy were analysed, and all of them contain chapters on *educator's personality*. In this period as well, all

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<sup>11</sup> At that time in our school practice there was a system of monitoring and evaluating teachers on the basis of which they could progress and receive higher personal incomes..

<sup>12</sup> According to the school system at the time, high schools of pedagogical orientation existed.

the analysed authors agree that the teaching profession is extremely complex, demanding and quite component. It requires: *a comprehensive general education, a solid professional education, pedagogical and psychological skills and personal characteristics*. In this period, the authors especially emphasize that education is socially conditioned and determined. According to them, there is no neutral (apolitical) education and from these positions, teachers should act educationally (Pavlečić does not deal with this issue). The teacher must be ideologically oriented and as such act educationally (what you do not have in yourself you cannot give to others).

The ideological and political orientation was particularly fiercely represented among the first authors of the socialist order. Later authors generally weakened the ideological and political orientation, and they determine a teacher's personality through a system of character and moral traits similar to those from the previous period, with a slightly different vocabulary. Thus, in addition to the already mentioned *desirable characteristics* of teachers, some new or lexically new ones are mentioned: helping, caring, calmness, composure, objectivity, character, having principles, consistency, truthfulness, dedication, honesty, impartiality. Later authors of this period mention also self-criticism as a desirable trait, and egocentrism and excessive complacency are as *undesirable ones*. These new desirable traits could be interpreted as the beginning of a departure from dogmatic orientation and preparation for new social values. The authors in this period determine the undesirable traits of teachers as: nervousness, irritability, egocentrism and excessive complacency. And in this period the authors uniquely emphasize that a teacher's *personality* is the main difference between being a successful or unsuccessful teacher.

Just as in the previous period education for interculturalism was based on religious-moral-Christian orientation, in this period it is based within the framework of internationalism and peaceful and active coexistence. While internationalism is more in the domain of political cooperation of the same political orientations, peaceful and active coexistence rests on the cooperation of all people regardless of racial, religious, sexual and other possible differences and it is explicitly in the field of interculturalism.

### *Educator's Personality in Pedagogy Textbooks of a Modern Civil Society*

At the beginning of the 1990s, the independent Republic of Croatia was created. It is by all characteristics a civil state with a multi-party democracy, pluralistic parliamentarism and a market economy. Democracy and pluralism can also be felt in the field of education and pedagogy. In addition to state public schools, the opening of private schools of various pedagogical orientations is also encouraged. Various textbooks are written in the field of pedagogy, there are no more prescribed ones. In a short period of twenty years, several pedagogy textbooks were printed. For the purpose of this paper, we analysed three pedagogy textbooks published in this period.

In the course of democratic changes in 1990, the textbook of *Pedagogija* written by Ante Vukasović, PhD, was published. Twenty years later, in 1999, another peda-

gogy textbook was published called *Osnovi suvremene pedagogije*, edited by Antun Mijatović, PhD. This textbook was a product of collaboration of 31 authors, often of different orientation.

In 2001, the Croatian Studies of the University of Zagreb published *Pedagogija, suvremena stremljenja, naglasci i ostvarenja* written by Marko Pranjčić, PhD. The practice and tradition of previous periods continues, therefore, these pedagogy textbooks also contain chapters on teacher's personality. In Vukasović's *Pedagogija*, in the third part called the Area Realization of Education, there is a chapter The Image of a teacher – educator. According to him, the success of educational work primarily depends on the teacher, his education and abilities, his moral character and attitude towards himself and others, as well as his attitude towards material and cultural values.

Similar to his predecessors, he also classified all of the necessary and *desirable traits* of teachers within five areas: morally stable and complete personality, versatile educated and cultured man, good expert in a certain scientific field, pedagogically and psychologically trained and possessor of positive personality traits. In 1987, Vukasović conducted empirical research among the student population and registered *25 desirable traits of educators*: expertise, love of work, love of children, objectivity, understanding, patience, broad education and broad culture, good contact with students, justice, creativity, moral build and suitability, good lecturer and successful methodologist, pedagogical skills, interesting presentation, good pedagogue and psychologist, communicative, self-critical, intellectually capable, correct, calm, witty, has a sense of humour, seriousness in work, mentally and emotionally stable. The traits are classified according to the achieved ranks (Vukasović, 1990, 243). On the basis of the above-mentioned traits, teachers acquire a reputation or authority based on which, through the educational principle of example and the educational means of appropriateness, they strongly influence their students. Vukasović also belongs to the group of authors who advocate the selection of candidates prior to enrolling in the teaching professions.

*That is why the selection of candidates is necessary both in terms of their knowledge and abilities, and in terms of their traits, moral and human qualities. If the question of choice is raised in any profession, it should also be raised in the choice of the teaching profession* (Vukasović, 1990, 244).

In 1999, the Croatian Pedagogical and Literary Association published the university textbook *Osnove suvremene pedagogije*. Vladimir Strugar, PhD wrote the chapter Teacher-fundamental bearer of the education system. This chapter contains a subtitle Teacher's characteristics with special emphasis on the analysis of human characteristics of teachers.<sup>13</sup> The author starts from the thesis that there is a cause-and-effect relationship between teacher's behaviour and student's achievement. Having in mind the cause-and-effect relationship between human traits and educational success, Strugar refers to a number of authorities in historical continuity. Teachers

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<sup>13</sup> In the following text, when referencing and quoting, we will state the name of this chapter by Vladimir Strugar, PhD

must be good people (Quintilian 35-118). The relationship between teacher and student must be based on mental closeness (Vives 1492-1540). The teacher must be hardworking, honest and strong-willed (Komensky 1592-1670). He who wished to educate must be a father himself, or even more than, he must be human (Rousseau 1712-1778). The teacher must respect the student, and the relationship must be based on humanity (Pestalozzi 1746-1870). If a teacher has love for work and for students, he is a perfect teacher (Tolstoy 1828-1910). A teacher must be kind, polite, and dignified towards students (Basariček 1848-1919). The teacher is the soul of every school, as you are, so are you and the children (Trstenjak 1848-1921) (Strugar, 1999).

Based on his own empirical research and the research of other authors, Strugar synthesized the following desirable characteristics of teachers <sup>14</sup>:

- helps students in their work and encourages students' interests
- cheerful, in a good mood, kind, approachable
- has a friendly attitude towards students, he is patient, calm
- shows interest in students, understands them, respects the student's personality, avoids conflicts and bad language
- has a pleasant appearance, general attractiveness, durable and consistent
- impartial, fair, honest, authority and role model to his students
- expresses love for students, confidential, puts himself in the student's position
- believes in student's ability, shows empathy
- objective, realistic, natural and self-critical
- has control over his emotions, is adaptable
- maintains democratic relations and good cooperation (Strugar, 1999).

He also believes that the candidate's personality should be taken into account when enrolling in the teaching profession. It is not enough to test only musical, speaking and motor skills.

In 2001, the Croatian Studies at the University of Zagreb publishes *Pedagogija* by Marko Pranjić, PhD, as the university's textbook. In the last, fifth, chapter, this textbook deals with the issue of educational authority and educational role model. Pranjić also states that there is a different educational practice, which is largely based on the personality of a teacher. Some students can be extremely active, cooperative, perform their duties and task responsibly when working with one teacher, and those same students can demonstrate the very opposite behaviour when working with a different teacher. He attributes the different behaviour of the same students to different teachers to the authorities of those teachers (Pranjić, 2001). The author warns that there are at least two types of authority (with possible combinations and

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<sup>14</sup> The results mentioned below were originally published by Strugar in his doctoral dissertation *General pedagogical characteristics of teachers as determinants of educational efficiency*. Since Strugar lists them again, we also mention them in this chapter.

variations) which he calls: healthy authority and a substitute authority. According to him, *healthy authority* is based on: trust, cooperation, understanding and respect. In the absence of the healthy authority, authority is often replaced by so-called substitute and sometimes coercive authority. Substitute authority often combines “carrot and stick”, a system of praise and punishment. *Substitute authority* invokes forced obedience, which is why it is sometimes referred to as being a vulture. Since this model is not based on one's own freedom and choice, the results are short-lived and therefore it is necessary to constantly intensify external forms of motivation. Neither forcing nor being forced is the goal of education. Likewise, in substitute authority, subservience is detrimental, which is quickly recognized as embezzlement. The *healthy authority* of a teacher is related to his professional and scientific competence, but also especially to his personality.

*True educational authority can be spoken of only when it does not depend on any means of coercion..., but above all on the educator's acceptance, his way of working, his trust in the pupils, and the reputation he enjoys in his environment* (Pranjić, 2001, 255).

The author believes that the authority of a teacher is linked to his role as a role model. When explaining the role model, he is careful about historical/prescribed or uncritical copies of the role model. ...*Education without the right attitude towards role models or without its maximum engagement in the process of human personality growth still remains unthinkable* (Pranjić, 2001, 267).

In this period as well, all the authors of the analysed pedagogy textbooks emphasize the crucial role of the teacher's personality for the educational process. They analyse the importance of authority more thoroughly, distinguishing between real-healthy and substitute authority. Through authority, teachers become role models for students, and thus strongly influence the education of young people, even in the field of education for interculturalism.

Contemporary authors support their findings of the influence of teachers' personalities on the educational success with empirical research. In empirical research (Vukasović, 1990; Strugar 2001), they singled out about fifty moral and voluntary desirable and undesirable traits. Among the isolated traits there are those that are in the *direct function of education for interculturalism* such as: love, objectivity, understanding, patience, broad general culture, cooperation, calmness, communication, stability, self-criticism, helping, kindness, accessibility, friendship, understanding, respect other people's personality, balance, consistency, impartiality, justice, wit, enthusiasm, confidentiality, self-control and democracy.

During this period, the authors place less emphasis on the role of a teacher's personality outside of school, in the family home, and in the living community. In the new conditions, many activities in the field of interest groups are professionalized, and teachers lose the obligation of being socially engaged. In contemporary conditions, there is a *more intense need for education for interculturalism*. The Republic of Croatia was created after the Great Serbia aggression and in the conditions of the Homeland War. The war left deep traces in interpersonal relations. That is why more

intensive school education in the field of interculturalism is needed, which means pointing out the necessary cooperation regardless of all possible human differences, as well as eliminating prejudices and social differentiation towards others and different of any kind.

All authors agree that a teacher's personality is of special importance for the educational success, which also refers to the role of teachers in education for interculturalism.

## CONCLUDING REMARKS

Systematic institutional and continuous training for the teaching service in Croatia has been possible since 1849. From that same year we can also follow the publication of pedagogical textbook literature.

In the analysed period, all authors unanimously agree that the teaching service is significant, noble, complex and bears a lot of responsibility, and it consists of: a broad general culture, solid knowledge of the profession, pedagogical and psychological skills and one's personality. There is also a consensus that the personality of a teacher is a crucial factor between educational success and educational failure. Several authors of the researched pedagogy textbooks agree that there is a positive correlation between a teacher's personality and educational success. The dividing line between a successful and unsuccessful teacher is his personality, as pointed out by numerous authors in the researched periods.

Different authors use different terms for teacher personality such as: personality, character, traits, humanity, one's own, character, self-image, moral character, natural predispositions, and a good man. The text mentions about fifty individual desirable and undesirable traits of teachers. The stated desirable and undesirable characteristics of the teacher were determined in a speculative and empirical way.

Teachers with desirable personality characteristics become examples and role models for their students, and through the educational principle of example and the educational means of appropriateness they have a strong educational effect on their students. In doing so, the authors make a distinction between real (healthy) and substitute (forced) authority. Teachers with a healthy authority are able to create and maintain a pleasant and warm emotional climate, where the desired education is realized. Some authors explicitly ask and expect social engagement in the local community from the position of morality and example. As the personality of the teacher is related to successful education, it is also related to education for interculturalism. All authors start from the thesis that education is socially conditioned and determined, but they analyse it within a specific social framework.

Education for interculturalism in the conditions of civil society in 19<sup>th</sup> century and the first half of the 20<sup>th</sup> century should be viewed within the value system of universal morally religious education and education for general Christian love and forgiveness.



In a socialist society, education for interculturalism is determined by the principle of internationalism and education for peaceful and active coexistence.

The Homeland War and its consequences essentially determine the framework of education for interculturalism in modern conditions. The war left deep traces in interpersonal relations. Therefore, it is necessary to intensify education for interculturalism in the area of overcoming created stereotypes and eliminate social distances. In addition to the traditional norms of education for interculturalism in the field of national, religious and racial differences, in contemporary conditions there is an increasing need for education for gender equality and orientation.

In the construction of a contemporary intercultural educational institution, in addition to the prominent role of an *interculturally competent educator*, various forms of professional development can contribute, taking into account the theoretical framework, content and format. In future efforts to influence change, we can be guided by some earlier research which made evident that only participatory, collaborative, critical and action-research models of professional development can achieve change in attitudes and practices of students (Hajisoteriou, Maniatis, & Angelides, 2019).

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