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11TH INTERNATIONAL CONGRESS ON  
**THE ROLE AND PLACE OF  
THE HUMANITIES IN EDUCATION  
FOR THE WORLD OF THE 21ST CENTURY**

11<sup>e</sup> CONGRES INTERNATIONAL  
**LE ROLE ET LA PLACE DES DISCIPLINES  
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הקונגרס הבינלאומי ה-11 של  
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UNDER THE AUSPICES OF  
UNESCO  
BAR ILAN UNIVERSITY  
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SOUS LES AUSPICES DE  
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**PROGRAM AND BOOK OF ABSTRACTS**

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# THE CONTRIBUTION OF THE LEARNING ENVIRONMENT IN ISRAELI HIGH SCHOOLS TOWARDS ADOLESCENTS' VALUE STRUCTURES

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The study defines the learning environment and the value structure of adolescents as multi-variate and multi-faceted concepts. Two approaches dealing with the socialization and development of values were compared: Social Learning and Cognitive Developmental Theories. 910 Israeli students from 14 high schools in 42 eleventh grade classes were investigated. The variables of the educational process explain the variance of the values more than do the variables of the school background. The study atmosphere in Bible and History lessons and the social atmosphere contributed differentially but consistently to the explanation of the value structure. The area of personal enjoyments is explained by a minimum of cognitive events, much involvement of the teacher and an undemocratic atmosphere in the classroom while the areas of studies and skills and interpersonal relations are explained by a multiplicity of cognitive events together with a democratic atmosphere in the classroom. The extracurricula programs varied in their contribution, mainly explaining the value facets of activities and choice of behavior in dilemma situation. Curriculum planning should take into consideration the interweaving of the adolescent's needs with the subject matter, and the social and learning interactions between teacher, students, methods and subject matter.