



THE ROLE AND PLACE OF  
**THE HUMANITIES IN  
EDUCATION**

FOR THE WORLD OF THE 21st CENTURY

PROCEEDINGS OF THE 11th INTERNATIONAL CONGRESS  
WORLD ASSOCIATION FOR EDUCATIONAL RESEARCH

LE ROLE ET LA PLACE DES  
**DISCIPLINES HUMAINES EN  
EDUCATION**

POUR LE MONDE DU 21e SIECLE

ACTES DU 11e CONGRES INTERNATIONAL  
ASSOCIATION MONDIALE DES SCIENCES DE L'EDUCATION

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*Nava Maslovaty (1995)*  
*The learning & social  
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EDITED BY:  
YAACOV IRAM

ASSISTANT EDITOR:  
ZEHAVIT GROSS

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SCHOOL OF EDUCATION  
BAR-ILAN UNIVERSITY  
ON BEHALF OF  
THE WORLD ASSOCIATION  
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## THE LEARNING AND SOCIAL ATMOSPHERE IN ISRAELI CLASSROOMS AND ADOLESCENT VALUE STRUCTURE

NAVA MASLOVATY  
Bar-Ilan University  
Israel

In previous works (Maslovaty, 1987, 1992; Maslovaty and Dor-Shav, 1990), multivariate and multi-faceted definitions of the learning environment and value structure of adolescents were presented. Here only part of the variables and their inter-relationships will be discussed. The purpose of this study is to examine the contribution of the study and social atmosphere in the classroom towards the explanation of adolescent content areas of values, after neutralizing the effect of the subject's family background, sex and level of religious observance. The findings will be explained by two approaches, the social learning and the cognitive developmental theories.

### RESEARCH DESIGN

#### SAMPLE

A questionnaire was administered to 910 students from 42 eleventh-grade classes in 14 high schools in a large Israeli city. The criteria used in choosing the sample were: school subsystem - religious or general, and type of school - academic, comprehensive or technological.

#### BACKGROUND VARIABLES

One third of the students' fathers were born in Europe or America, approximately 21% of the fathers were born in Israel, and some 45% in Asia or Africa. 52% of the subjects were girls and 48% boys.

#### RESEARCH METHOD

The questionnaire was administered during the last month of the school year, and the answers were to be given anonymously.