

THE RESPONSIBILITY OF HUMANE PEDAGOGY TO THE HUMANIZATION OF RELATIONSHIPS*

UDC 37.032

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Abstract. *It is a fact that our society and its progress and development largely depend on every individual, his education and willingness to make his own life and the life of other people better, more beautiful and humane. In this sense, education as a complex and continuous process aims to enable the development of human relations between genders and between people in general in order to help young people from the earliest age to face their responsibilities, duties and problems during the life. The results presented in the paper in this area depend on professional knowledge, attitudes and level of coordination of carriers of educational activities but depend also on their consciousness about the importance of this problem, motivation and desire to work on it. In this paper, the author begins with humane presumptions of gender relationships, and then in the research connects the conviction of high school students about the necessity of an obligatory sex education program and attitudes towards the humanization of gender relationships. This connection is small, but statistically important, which has been shown in a regressive analysis. The paper gives new knowledge about the problems and perspectives of humane gender relationships, and brings several topics for new studies.*

Key words: *humanization of relationships, sex education, pedagogic humanism, humanistic pedagogy.*

INTRODUCTION

Education for humane gender relationships can generally be defined as a set of activities which aimed at regular psycho-sexual development, the maturation of young people and the development of motives that lead to the adoption of ethic norms as basic values for our own happiness and the progress of society as a whole (Mazić, 1999: 9). Education for humane gender relationships and sex education also deals with problems of sexuality

Received March 21, 2013

* The paper was written as a part of project no.179074 financed by the Ministry of Science and Technological Development of Serbia, which is being carried out at the Center for Sociological Research, Faculty of Philosophy, University of Nis

and gender relationships, but its aspirations are wider, it represents a complex pedagogical and social problem. Pedagogists usually emphasize that education on human relationships between genders represents an educational activity that leads to regular psycho-sexual development and the maturation of young people, facilitates socialization of an individual and motivates young people to accept social norms of behavior, in a word contributes to the formation of a healthy, progressive and humane individual. The humanization of gender relationships represents: the development of positive attitudes, gender equality and respect of other people's dignity; the contribution to the protection of reproductive health and adequate sexual behavior; the development of positive ideas about marriage, family planning and parenthood; respect for population policy measures (Kapor-Stanković & Varga, 1985: 290). A man brings his individuality into his everyday relations, therefore it is necessary to balance the differences, appreciate failings to enable good communication and good relationships since a man has the biggest value for another man irrespective of his gender, and love is the most natural relationship between a man and a woman as a true measure of this naturalness. A sexual relationship between two people depends on the moral culture of people and this is a field that is not regulated by society and norms, except in extreme cases. Good sexual relationships as relations between people also depends on how people are humanized, how sensible they are of other people's needs, if they are sincere and responsible. A need for tolerance is emphasized, interaction and collaboration between partners and so the sphere of satisfaction of the sexual instinct becomes a source of permanent joy, a significant factor which contributes to a happy life and affirmation of one's personality (Grandić, 2004: 105-107). It is very important for young people to develop awareness of the importance of adequate sexual behavior and the protection of reproductive health because of the consequences that inappropriate sexual behavior could have on a young person's personality. One of the reasons is that because of the discord between biological and psychological development, young people have difficulties finding real measure for their behavior and accepting a person of another gender with the appropriate sensitivity (Hinde, 1997). Thus their relations are brief and superficial, but they cannot avoid them and in this sense it is necessary to prevent dangers and disorders to reproductive health (sexual diseases, infections, unwanted pregnancy, abortion, sexual violence...).

A sexually mature person is one who is informed about sexual life questions, self-confident about its sexual role, has positive attitudes towards sexuality and people of the opposite gender, it is a person whose sexual relationships are characterized by responsibility and respect. This is a guarantee of personal happiness, success in this area and life in general. The aim is to inform young people and adults about the humanization of gender relationships, family planning and to renew the population, to make them adopt positive attitudes towards themselves and members of the opposite sex, marriage, family, birth, maternity, i.e. partnership in general, to accept certain forms of behavior in family planning as a right, obligation and responsibility for the birth, up-bringing and education of children and progress of society (Bosacki, 2003).

The tasks related to these goals are the following:

- The education of young people for humane gender relationships, by developing the awareness that a man has the biggest value and support of their emancipation in order to build relationships in all spheres of life based on equality and respect of other people's dignity.

- The encouragement of the physical, psychological and social development of young people by helping them to acquire knowledge about their development, the problems they face growing up, to create positive attitudes about love, sexuality...
- To inform students about the role of love and sexuality in man's life and to create the ideas that even in relationships of interactive, sincere love between two partners, a man realizes himself as a human being in its essence.
- To allow young people to acquire certain cognitions about birth, family planning in order to accept the idea of family planning as a right, obligation and responsibility of every individual.
- To inform young people and adults about renewing the population as a part of social reproduction and develop the awareness that a drop in the birth rate, and demographic explosion as well, have a negative impact on the progress of society and the motivation of young people to accept the measures of population policy (Suzić, 2005).

HUMANISTIC PEDAGOGY AS A RESEARCH FRAMEWORK

Humanism in the 20th century is related to phenomenology and the existential approach to philosophical orientation. Followers of the phenomenology approach in education consider that students should not be taught what to think, but how to think, how to deal with common or individual problems (Milutinović, 2008: 140). Humanists consider that the teaching process should be directed at the development of positive, humane relationships and sincere mutual communication. A student is responsible for his learning; he decides what he is going to study, defines his desires and expectations, determines the goals and accepts responsibility for what he studies. An individual also creates his system of values that is based not on reality, but on his personal view and the experience of appearances around it. This also includes a high level of independence, the activity of a student and non-authoritative teaching style. The teacher's assignment is to help a student get to know and express himself, build personal identity and act of his own volition (Vilotić, 1999; according to Milutinović, 2008: 146). Considering gender relations in general not only in partnerships, it is very important for them to be based on mutual appreciation, respect of personal dignity, a mutual comprehension of needs. Gender relationships depend on the general and moral culture of every individual. Moral development, adopted moral norms and the sensibility to fulfill them represent important factors of expression of responsibility, sincerity and fidelity, and man's humanity in general. Relations are influenced by one's flexibility and sensibility, his tolerance and willingness to adapt in sexual and other relationships and because of that we need to work continuously and permanently on harmony development and humanization in relationships. The school as an institution has a predetermined teaching plan and program whose pedagogic impact is irreplaceable and educational role is more and more influential. That is why schools need to adjust and modernize their work in accordance with students' needs and demands and the needs of the society (Sharan, 1990).

Irrespective of the fact that the family is the first factor in the education of children, the school has to be the main factor in this area because young people spend the most turbulent period of their development in school, the period of psychophysical and psycho-

sexual development. In addition, the school has at its disposal adequate personnel such as teachers, pedagogists, psychologists, school doctors, and instruments for teaching (Grandić et al., 2004: 235). The area of education for humane gender relationships in general, as a part of the school program and one of its assignments, requires from the teachers to be familiar with the area of human sexuality and aspects of reproductive health, the importance, role and function of partnership, the importance of the demographic characteristics of the population for development of the entire nation, etc. and teachers need to form attitudes in accordance with the proclaimed values in society.

Considering that the ideal for many countries is a democratic society based on humane values, it is necessary to develop in every person a consciousness of the need and importance of installing good relationships with people of the opposite gender, a responsible and good partnership, gender equality, etc (Rigio & Cole, 2003: 83-103). Nowadays, in addition to information about sexual questions that schools should give to young people, it is also required that they influence the development of personal competitions and abilities for life in a democratic society, thus it is necessary to create the concept of a program based on the most precise scientific knowledge, democratic and pluralistic beliefs and aspirations with an emphasis on three main fields:

- the field of sexual anatomy and psychology
- the field of sexual life with different manifestations
- the field of interpersonal relationships that should be based on emotions, humane values and moral standards (Grandić et al., 2004: 178-181).

If a teacher is inspired by humanism, if he is a humanist, he will try to get to know his students, he will chose adequate topics, will encourage free development, he try to direct them towards humanistic values by his own actions and his work, will create pedagogic situations where the students' orientation will be accomplished and this is one of the primary values of modern education. The factors that contribute to the humanization of relations in schools are:

- Love for children, vocation and readiness to respect a student's personality because this will influence the way in which the teacher will treat his work and students, with how much enthusiasm he will carry out his professional activity and what results it will have; respect for the teachers' code is also required.
- Methods, procedures and instruments of education methods are exercising, accustoming, advising, encouragement of desirable forms of behavior and the prevention and suppression of negative ones; encouragement of students for independent, critical opinion and research, and the ability to independently make life decisions, develop human relations and themselves; the creation of situations where students have the possibility of choice and option of some alternative, etc.
- The development of conscious discipline as the conscious adoption of behavioral norms, their acceptance from inside and the understanding of their necessity, discipline that is not imposed from outside, by authority, but it is an expression of students' desires and needs (Mandić, 1980).

RESEARCH

The subject matter

It is a fact that our society and its progress depend, to a great extent on every individual, his education and willingness to make his own and others' life better, more beautiful and humane. On the other hand upbringing, education and specialization of each member of our society is possible through different factors, including: educational institutions, the press, television, informal groups, individual, etc. In this context, sex education is as old as the human race and it is very important for young people in particular that have to develop their sexuality, directly and satisfy it in socially acceptable way. On this road they may face many difficulties and sex education as a continuous and organized process aimed at facilitating regular psychosexual development and personal formation, good and humane gender relationships and the formation of a harmonious family that will provide healthy offspring. In this sense, the subject of our research is the need of young people for obligatory education in the field of sex education.

The aim of the research

The aim of this research is to define high school students' opinion about the need to introduce an obligatory sex education program. From this perspective, we have formulated the following research tasks:

1. To determine if the students in their schools become familiar with certain educational contents from the area of sex education.
2. To determine if the opinion of high school students about the need for regular sex education in high schools is influenced by the circumstances and is characteristic of the situations they live in, and their family and school situations as well as:
 - the contents they can see in everyday life and which have a sexual connotation
 - the period when they have their first sexual relationships
 - the quality and quantity of communication with their parents on this topic
 - the quality and quantity of information they get in school about sex education
 - the way teachers treat them as sexual beings with different needs, interests and experiences
 - the students' gender.
3. To determine if students are motivated to develop attitudes and skills that will lead to democratic and humane relations, successful partnerships and family planning and protection of reproductive health.

The measuring instrument

In this research the method of choice was description, the technique a poll, and the instrument a questionnaire of a combination type, specially constructed to determine the opinions about the need to introduce an obligatory sex education program in high schools, and to find out the reasons for these opinions.

The sample of participants

The sample in the research included 100 participants, high school students, 31 male i.e. 31 % and 69 female students, i.e. 69%.

THE RESULTS

Since the aim of the research was to determine the opinion of high school students about the need to introduce sex education as an obligatory high school course, one of the ways to achieve this goal was to ask students if they agree with the inclusion of sex education in the high school curriculum. As shown in the first chart, 78% of the participants answered in the affirmative. So, generally speaking, the students think that introduction an obligatory sex education program in high school is – necessary.

Is it necessary to introduce sex education in high school?



Graph 1.

Since sex education is one aspect of the comprehensive education of young people that brings them into the world, it is necessary to pay more attention to education and decrease the extent of factors which are usually considered useless. In this way young people in schools would be educated but also "would gain some skills" for more humane and more democratic ways of dealing with people, the environment and in the end with the opposite sex (Weiner, 1992). The students state that in school the topics of democratic and humane relation are dealt with occasionally (57%) or very rarely (39%), and in terms of gender equality and family planning, 4% of the students stated that they do not speak about these topics while no one said they speak about them often. Usually, the students come across sex education contents and topics concerning humane gender relationships during the exchange of experience with friends (boys and girls) after school.

All these indicate the fact that in school we do not pay enough attention to the sex education of students and sex education in particular. Schools did not pay enough attention to this, they do not organize enough workshops on this topic, while the students gain their sexual knowledge about sex education and the opposite sex by exchanging experiences with their friends. Since we came to conclusion that in school students do not acquire enough information about the topics they are interested in, because they have stated that they were not completely pleased with the level of fulfillment of their needs and interests in terms of topics concerning sex education, it is necessary to introduce sex education in schools to a greater extent.

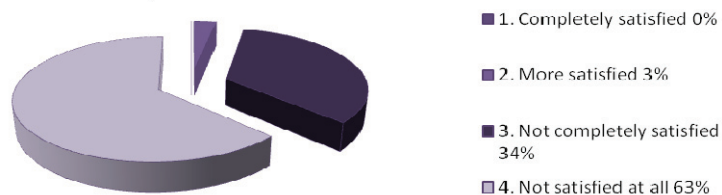
The next task of this research was to determine if the students' opinion about obligatory sex education programs in high schools depends on the characteristics of the environment and the situation they live in, and on their family and school situation.

Table 1.

Characteristics of the situation young people live in	Opinion about sex education as an obligatory high school course
Impact of contents that young people are exposed every day	$x^2 = 2,77$ $df = 1$ $c = 0,17$ n.i. = not important
Period they have sexual relations	$x^2 = 0,11$ $df = 1$ $F = 0,33$ n.i. = not important
Quality and quantity of communication with parents about sexual relationships	$x^2 = 6,26$ $df = 1$ $c = 0,24$ n.i. = not important
Quality and quantity of information ac- quired in school	$x^2 = 2,81$ $df = 2$ $c = 0,16$ n.i. = not important
Teachers attitude towards students	$x^2 = 0,83$ $df = 2$ $c = 0,09$ n.i. = not important
Students gender	$x^2 = 0,90$ $df = 1$ $F = 0,95$ n.i. = not important

As shown in Table 1, considering cause-consequence relations between quantity of information given to students in school concerning topics about sex education, reproductive health and another gender and their opinion if it is necessary to introduce this kind of education as obligatory high school program, we didn't find statistically important relation.

**How much are students pleased with number of information
acquired in school about sex education?**

**Chart 2.**

A great number of examinees (chart 2) have stated that they are not pleased with quality and quantity of sex education information acquired in school (63% of students), and

this statistically unimportant fact could mean that students even in case they are pleased with information on this topic acquired in school, would still be for introduction of this kind of education in school. 34% of students have stated that they are not completely pleased with number of information, 3% of examinees are more satisfied and there are non examinees that are completely satisfied.

Connection between students' opinion about necessity of this kind of education in school and impacts of environment contents that young people are exposed to, hasn't been shown as statistically important. Connection between opinion of examinees about sex education in high schools as obligatory program, and gender of examinees, is not statistically important. We can just say that bigger percent of girls, 52% of them, were for introduction of sex education in high schools as a subject, while boys were not half as many, 26% of them.

However, since not even a gender has been shown as statistically important variable, we can conclude that students, no matter their gender, are in majority considering introduction of sex education in high school, as obligatory program, and we came to conclusion that it is necessary for both boys and girls.

The opinion of students about time when their peers have their first sexual relations, even 94% of them stated that it happens earlier than in previous generations, while 6% of examinees consider that nothing has changed and that they don't have sexual relations earlier. This information can be explained by the fact that, no matter when young people decide to have sexual relations, sex education for them is essential, so their opinion about it doesn't depend on age limit they have first sexual relations.

Considering satisfaction of students with teachers' attitude towards them as beings of different gender, needs, interests and experiences, students are not very pleased with this relation. 71 % of them state they are partially satisfied, 20 % are not satisfied at all and just 9% of students are very pleased. This can lead us to a conclusion that there is a connection between relation of teachers and students and their opinion about regular sex education. However, neither this connection has been shown as statistically important. Considering students' opinion about teachers' reservation when they speak about sexuality, most of students think that teachers are reserved when they talk about these topics. 75% of students think that teachers are reserved in communication about sexuality topics, while just 25% of students do not agree with this. Not even connection between opinion of students about necessary sex education in school program and reservation of teachers in communication about sexuality, has been shown as statistically important. The only connection shown as statistically important is the connection between quantity and quality of communication with peers about sexual relations and another gender, and students' opinion about necessary and obligatory sex education in secondary school program. This connection is statistically important on the level 0.05. 53,3% of examinees who answered that just sometimes talk with their parents about this, want to have sex education in high school and 46,7% of them don't want it. Likewise, from 85% of those who never talk with parents on sexuality topics, 93,3% think that it is necessary to introduce sex education in high schools, or seen in another way, there are 85% of students considering that sex education is necessary in high schools, don't ever turn to their parents to discuss about sexual relationships. This information bring us to conclusion that it is logical for young people to be more opened to their peers in sexual topics and that it would be easier for them to discuss, make questions and ask for advices from teachers and in school in general than from their parents. The third assignment of this research was to examine and find out if there is

a motivation and interest of students for adoption of sex education contents. As shown in next chart 3, even 74% of all examinees listen conversations and discuss about sex education topics, and take part actively, 26% of them just listen and do not take part, and it has been shown that there are no students uninterested for discussions.

Level of students participation in discussions about sex education



Chart 3.

When we asked students if they want to learn more about development of their attitudes and skills that will help their self-confidence and having better relations with peers of another gender, major part of examinees want to learn more about relationships with other gender and how to become more self-confident. Others consider that they have enough confidence (19% of examinees). In this question, in instruments examinees had possibility to explain their answer, why do they think that sex education is necessary in school, students named different reasons.

Some of them have named necessity of true gender equality (mostly girls), others said it would bring to better interpersonal relations, would increase the level of their self-confidence, and level of knowledge, increase and direct attention to these relations, and also that this kind of education is necessary and important for every young man. Since young people miss sex education in school, because they can not ask their parents for advices, and because they are motivated and want to learn more about sex education topics and they think it is necessary to introduce it as obligatory high school program, considering all of this it is necessary to do that, and in this way facilitate them to learn what they want to know about the subject and make them become humane persons and make the society more humane and better place for all differences.

CONCLUSION

Humanization of gender relationships is not only pedagogic but also social problem. In this sense we need to put it as main principle of existence and acting in all life areas. This principle is very important especially for societies in transition that face certain difficulties and problems, and this principle will help them to save dignity and to build relations between people on solid and humane foundation (Von Henting 1993). Care about humanization of relations in society is actually indication of care about all mankind which is in permanent development and progress and humanization of gender relationships should be some kind of guide throughout life, because all life and every interpersonal relationship are based on principle of humanization of gender relations.

Considering humanization of gender relationships as pedagogic problem and need, we outlined in our theory necessity of interdisciplinary representation of educational contents for humane gender relationships through all levels of school process, all subjects, and that all carriers of educational activities should be involved in this program realization. We point out that it is required to develop in student consciousness how important is respect other gender's dignity, humane partnerships, respect marriage, family, parenthood, measures of population policy, etc. However the present state in practice shows insufficient number of these contents in educational institutions (high schools), discontent of students with quality and quantity of information and attitudes of teachers towards them as sexual beings. The state in practice shows necessity to make some changes, accordance with existing theoretical principles, needs of student and society as well.

Humanization of gender relationships, as life guide should help all of us become good and responsible people.

How many steps does our school have to make to introduce sex education as obligatory teaching program?

One of the basic demands for realization of this program is interdisciplinary, which shows also that processing of contents about humanization do not make in passing, but also that we should pay attention to more complete, more containing and more overall representation of contents and information. Interdisciplinary represents realization of educational program for humane gender relationships in the framework of regular subjects, lessons of classroom meeting, and in the framework of organized thematic lecture as well, all with a goal to prepare students better for humane relation with other gender and interpersonal relationships in general. Interdisciplinary demands also connection of teachers, associates, parents, connection of all educational factors for humane gender relationships; school, family, mass-media, society in total.

Humanization of gender relationships should facilitate knowledge acquisition, understanding and appreciation of an own individual and other persons. Understanding ourselves and developing self-confidence, assurance in our own judgment, assurance in our attitudes and value system, a person should give the same feeling to others too (Andrews 1992: 74-94).

The official attitude that the present school system is cluttered and that should be unloaded significantly, and not loaded with new subjects. Is this problem unsolvable? No, it isn't! Sex education as a part of school program doesn't have to be a new obligatory subject. It can be organized in teaching blocs, which do not burden timetable but allow young people to acquire some basic information. If we consider the fact that these would be interactive contents that would encourage active and creative acting of students in educational process, we would help them in this way to build positive attitudes towards their own and other's sexuality.

Based on all said before, we come to conclusion that our country has a serious assignment. If we want our students to have adequate sex education in schools, we need to build a conception of sex education for all school levels, build programs for teachers' education, and make manuals for teachers and students books. This assignment is difficult but an effort worthwhile if we have in mind that existence and benefit of individual and all society as well depend on obtained results and it is concerning those who already live, and those who will be born.

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ODGOVORNOST HUMANE PEDAGOGIJE U HUMANIZACIJI ODNOSA

**Milan Stamatović, Nebojša Zakić,
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Činjenica je da naše društvo i njegov napredak i razvoj u velikoj meri zavisi od svakog pojedinca, njegove edukacije i spremnosti da napravi sopstveni život i život drugih ljudi bolji, lepši i humaniji. U tom smislu, obrazovanje kao složen i kontinuiran proces, ima za cilj da omogući razvoj humanih odnosa među polovima i među ljudima uopšte, kako da se pomogne mladim ljudima od najranijeg uzrasta da se suoči sa odgovornošću, obavezama i problemima neizbežnim tokom života. Rezultati rada u ovoj oblasti zavise od stručnih znanja, odgovornosti, stavova i nivoa koordinacije nosilaca obrazovnih aktivnosti, ali zavise i od svesti o značaju ovog problema, motivacije i želje za promenom stavova. U ovom radu, autor ističe humane pretpostavke odnosa među polovima, a zatim u istraživanju povezuje uverenja srednjoškolaca o neophodnosti obaveznih programskih sadržaja o seksualnom obrazovanju i stavova o odgovornosti prema humanizaciji odnosa među polovima. Statistička obrada podataka izvršena je na nivou dvofaktorske univarijante. Rad daje nova saznanja o problemima i perspektivama odgovornosti humane pedagogije u humanizaciji odnosa pri čemu donosi nekoliko tema za nova istraživanja.

Ključne reči: *Humanizacija odnosa, seksualno obrazovanje, pedagoški humanizam, humanistička pedagogija.*