

A HIDDEN CURRICULUM IN KINDERGARTENS AND EMPATHY OF PRESCHOOL TEACHERS

Original scientific article

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Abstract:

The present article illustrates the problem of a hidden curriculum in kindergartens. It is presented as an important part of the overt curriculum. The empathy of kindergarten teachers is shown within the scope of a hidden curriculum. The second part discusses the results of the research on empathy of preschool teachers as an important element of the hidden curriculum in kindergartens. Four dimensions of empathy were identified: social self-confidence, calmness, sensitivity and non-conformism. Each of these dimensions contributes on its own and together with the others to a better understanding of empathy of kindergarten teachers, which undoubtedly influences and encourages the development of emphatic communication among preschool teachers, children and parents.

Descriptors:

A hidden curriculum in kindergartens, elements of hidden curricula, empathy of kindergarten teachers

1. INTRODUCTION

The general Slovene educational reform in the 1990's affected kindergartens as well as schools. It brought about the confrontation with some new concepts, educational theoretical questions and dilemmas. One of them was the concept of curriculum which was introduced into the vocabulary of the official school terminology by the White Paper in 1995. There are two significant reasons for the introduction of this expression into our pedagogic terminology. The first one is the unification of pedagogic terminology with the rest of Europe, which accepts the Anglo-American terminology. The other is the multi-layered character of the expression curriculum itself, which forces us to reflect on the set of different factors that influence the reality of educational processes when we plan any aspect of education. These factors are: relations between the planning,

implementation and evaluation of the educational process; planning lessons, learning strategies, testing and assessing knowledge, dealing with discipline; official planning and hidden expectations of kindergarten teachers on the one side and the expectations of children on the other side; the educational programme accepted at the national level, the yearly course syllabus accepted at the educational institution level as a whole and the kindergarten teacher's lesson plan together with the actual execution of the educational process itself.

Kroflič (1992) summarizes Širca (1983) who in his essay "What is Curriculum" lists as many as sixteen most typical characteristics of the curriculum according to the content, which emphasize different elements of the educational planning and its practical implementation such as: the syllabus, organizational sequences of teaching procedures, learning or teaching aims, dispositions for more or less structured learning processes, learning contents, evaluation, etc. He tried to reduce all these definitions into two prevailing types of curriculum classification.

In its narrow sense the curriculum is a scientifically congruent (appropriately theoretically and practically verified) syllabus oriented towards learning aims; this classification is also named the **open curriculum** and its typical feature is its limitation to the teaching aims, including their synthesis of learning aims for academic achievements and educational aims. Such educational curriculum is appropriately adapted to concrete learning contexts by the teacher.

In its broader sense the curriculum is an a priori defined learning process at all its levels, independently of concrete learning context: such classifications of the curriculum could also be named the **closed curriculum** or 'teacher-proof curriculum', since all the stages of the learning process are precisely prescribed for the teacher without taking any concrete learning circumstances and the corresponding degree of efficiency selectivity into consideration. With the closed curriculum the teacher is therefore merely an extra in the learning process. (Idem, p. 14)

Kelly (1989; according to Krofič, 1992) claims that it is essential to differentiate between the **official curriculum** and the **actual/curriculum-in-use** or between the **planned curriculum** and the **passed curriculum**. "The expression official or planned curriculum is used to denote everything that is specified by an educational programme, the actual curriculum or the passed curriculum on the other hand presents the reality of the learner's experience. The difference between them can be wilful or non-conscious" (Idem, p. 16). Kelly differentiates also between the **formal** (the part that covers the time of regular work load)

and **informal curriculum** (the part that covers the time after the lessons, during the weekends, holidays, and leisure time activities...). Kelly presupposes that the educational process is extremely complex and dependent on a whole set of co-dependent elements which simultaneously influence individual phases of the execution of lessons in different degrees of intensity and relations. According to him it is therefore essential to ensure the basis for a more flexible, cyclical modelling of the curriculum.

Covert or hidden curriculum emerged in the 1970's. It became a synonym for the analysis of incomprehensible/inconceivable, yet very effective aspects of school learning that is also labelled by the slogan *Hidden curriculum - the shadow of the public curriculum*. According to its origin, the development and contents the concept of the hidden curriculum is "an extra-pedagogical and extra-psychological concept" (Bahovec and Golobič, 2004). The closer we come to the notion of the hidden curriculum the further away we somehow get from the common preconceived ideas. Hidden curriculum means above all the revelation of something that has been overseen as a rule in the conception of kindergartens and schools so far, but it is a fact without which there is no kindergarten or school.

P. W. Jackson (1990) emphasizes that one should not necessarily understand the hidden curriculum as something negative or requiring change, but as an integral part of a broader curriculum. Kindertartens or schools are not only the providers of knowledge but they are themselves integrated into the broader society. Likewise, the educational work is not only a question of a specific or narrow professional competence of a kindergarten teacher, but it is always already a question of her relationship to a broader social, cultural, ideological context, within which she lives and functions.

From the historical point of view education has always taken place within the relationship between kindergarten teacher/teacher – child/learner, although the role of the teacher or the learner was respectively more or less stressed during different periods in history. Current tendencies in the study of education emphasize different aspects like socially-generational, individual and interaction-communicative aspects of education (Bratanič, 1991). Socially-generational and individual aspects deal with education as a social and generational phenomenon, which is closely connected with the society in which it originates and is passed over from one generation to the other, or as a process in which a personality is developed. From the interaction-communicative aspect, the central point of the educational process are interpersonal relationships, as the element that

defines the success or the efficiency of educational actions. Within interpersonal relations and interpersonal communication among children, parents and kindergarten teachers, the role of kindergarten teachers is particularly exposed, especially their ability to feel with the others, in particular children and their parents – which is called empathy.

Regarding hidden curriculum, a question emerges in professional and scientific sources today as to what proportion the hidden curriculum expands, namely whether the majority of elements that influence the quality of life and learning of kindergarten children has already been researched.

2. HIDDEN CURRICULUM IN KINDERGARTENS

There have been some discussions on hidden curriculum in kindergartens within professional circles for several years. Many authors like Apple (1992), Miljak (1991), Kroflič (2001, 2002), Lepičnik Vodopivec (2002) draw attention to the importance of a hidden curriculum in particular under the conditions of institutionalised preschool education.

Apple (1992), who researched hidden curricula in American kindergartens, is convinced that it is of utmost importance, since kindergarten children acquire everyday habits already during their first months in a kindergarten by the help of the hidden curriculum. Kindergarten teachers play an important role in this process, particularly due to their personal characteristics and their different abilities. Among them communicative competence needs to be recognized. Contemporary conceptions of education which emphasize its interactive-communicative aspect reveal its importance. According to those conceptions, education is developing through interpersonal relations; it is based on creative cooperation, and depends on the interaction as well as on communication between the kindergarten teacher and the children (Bratanić, 1991). The ability to empathize is an important part of communicative competence according to Reardon (1998).

Supervision and evaluation analyses of experimental programmes of institutional preschool education from the 1960's and 1970's reported by Weikart (1972) and Woodhead (1979) reveal that the efficiency of theoretical programme models or curricula mainly depends on the conditions under which an individual curriculum is implemented. Among the conditions which significantly influence the implementation of the curriculum, Bronfenbrenner (1985, 1989) draws attention to the importance of the context within which the curricu-

lum is implemented. The context as he sees it is represented by a multitude of variables from the broader social community to the kindergarten, class, family, and the individuals within those institutions. The author regards context as a model of concentric circles in constant interaction. According to Kessler (1992) context is reflected in the attitudes, beliefs, and values which individuals put into practice in interpersonal relations, and the roles that they have been entrusted with. Theoreticians claim that besides standpoints, beliefs and values, hidden curricula also reflect empathy as a part of the personal structure of an individual, which (together with the above mentioned), functions as implicit pedagogy (Miljak, 1996). In connection with this, theoreticians also draw attention to the pedagogic significance of the hidden curriculum factors (Kroflič, 2001), particularly when working with younger children, since it is not irrelevant what kind of contacts kindergarten teachers establishes with children and what aims or methods are used to encourage children's development. It is assumed that the recognition of the elements of the hidden curriculum will influence the implementation of the overt curriculum and hereby improve the entire educational process as well as interpersonal relations in the kindergarten. We are also aware of the fact that only the recognition of hidden-curriculum elements and mutual reconciliation of hidden and visible curriculum is by far not enough. It is necessary to simultaneously check the understanding and interpretation on a permanent basis.

3. EMPATHY OF KINDERGARTEN TEACHERS AS AN ELEMENT OF HIDDEN CURRICULA

The word *empathy* can be tracked back to ancient Greek vocabulary, when it originally indicated a strong feeling, a suffering. As Buda (1993) states, we encounter this meaning of empathy in classical Greek drama, particularly in the works of Aristotle. The expression is based on the Greek words *empaso* and *pathe* which can be explained as to intertwine or interweave into the experiences of others (Bratanić, 1991: 61). The emerging European languages adopted the Greek expression but they supplemented or changed its content. According to Bratanić (1991) and Lamovec (1991) the present use of the expression *empathy* dates from the 19th century, when Lipps used the term *Einfuehlung* to explain the response of the spectators to the actions of the others, particularly in the process of aesthetic evaluation and also when Titchener, similarly to Lipps

(*idem*), defines empathy as a cognitive ability of understanding the inner state of others (Raboteg-Šarić, 1995).

De Vito (1989) estimates that we identify several degrees of interactive connectedness in interpersonal communication. At the lowest level there is communication without interpersonal connectedness and mutual influence. At this level a monologue is created as one person speaks while the other one listens, and there is no interaction between them. The following level of communication includes emphatic communication. In this case at least one person tends to connection. This person attempts to adjust the communication to the needs of the other person s/he is in an interpersonal relation with. At a higher level of communication, we talk about mutual emphatic communication which includes reciprocal information as well as reciprocal influence. In this case we speak about a dialogue where each participant is at the same time the speaker/sender and the listener/receiver. Goleman (1997) is convinced that empathy is based on the perception of one's own personality and that the openness to one's own feelings enables the recognition of other people's feelings and emotions. Reardon (1989) attributes an important role in interpersonal communication to empathy in the situations where information is scarce. In such cases empathy presents "a way to enter the consciousness of the others in order to get to the information which is not accessible to us" (*idem*: 77). According to this author empathy can improve communicative competence since it enables the use of information about others in the process of selecting words, communication style and communicative strategies.

The results of studies on empathy in the process of education reported by Bratanić (1991) show that conscientious teachers' /kindergarten teachers' actions influence the development of the ability for empathising in learners/children. It is estimated that emphatic kindergarten teachers who are capable of putting themselves in preschool children's shoes influence the development of empathy in kindergarten children by accepting them as they are and by creating everyday situations in which those children can develop their sensitivity towards the environment through their own experience. Buda (1993) attributes great significance to the empathy of kindergarten teachers, since he believes that it leads to a better knowledge, understanding and acceptance of children in the environment where they live.

Emphatic kindergarten teachers are capable of not only perceiving children's behaviour but also revealing the feelings that accompany their behaviour, accept-

ing each child as s/he is, discovering and recognising emotional-motivational factors of their behaviour, choosing appropriate educational means and procedures, as well as adjusting communication to each individual child.

4. RESEARCH OBJECTIVES

The aim of our study is to discover how kindergarten teachers perceive their own empathy and to identify individual dimensions of empathy.

Our primary goal was to study the perception of kindergarten teachers' and, by exploring their empathy, to identify one of the elements of the kindergarten curricula in order to herewith contribute to the realisation of the importance of hidden curricula in the kindergartens. In this respect we were particularly interested in finding out the answers to the following questions:

What is the empathy of kindergarten teachers like?

Which dimensions of empathy can be identified?

Are our results statistically significantly different from the results obtained by Lamovec (1988)?

5. METHODOLOGY

5.1 Sample

The sample was chosen from the population of kindergarten teachers and preschool teachers in kindergartens from the area of entire Slovenia. There were 300 questionnaires sent out, of which 248 were returned. After all logical and programme checks the final processing reduced the number to 164 correctly filled in questionnaires which present the sample for further investigation (N=164). Since the sample exclusively consists of preschool teachers, we will further refer to them as kindergarten teachers.

5.2 Data collection procedure

Kindergarten teachers' empathy was investigated by Hogan's (1969) empathy scale (Lamovec, 1988). According to the author, the scale objectively measures emphatic dispositions of an individual, which are interpreted by Hogan as the ability to understand somebody else's mental state. Hogan used descriptions of emphatic persons as a starting point for his scale. He took into consideration that emphatic persons are characterized by the ability to engage in imaginative

games, to pretend, have a sense of humour, the ability to assess other people's motives, and successful social perception. The scale consists of 64 affirmative sentences. Each of them offers the respondents the choice between two options. They can either select the answer YES to agree with the statement or NO when they disagree. Hogan's scale for the measurement of kindergarten teachers' empathy was selected for the following reasons:

The research of Greif and Hogan (Lamovec, 1988) trying to determine the validity of the scale revealed significant correlations with the accuracy of social perception, communicative competence, the level of moral maturity and the efficiency of social performance. Lamovec (*idem*) also reports about the findings of Daurio, according to which the scale successfully predicts the ability for a mature consideration or judgement of complex social and moral dilemmas. This aspect is also covered by the research of Raboteg-Šarić (1995).

Deaford *et al.* (Lamovec, 1988) report on a negative correlation of the scale with anxiety and authoritarianism and a positive correlation with extrovertness and accuracy of interpersonal perception (*idem*).

All this shows that Hogan's empathy scale is a relatively reliable measurement of emphatic disposition, the results of which are connected with numerous important factors of interpersonal perception.

5.3 Data processing methods

After logical and programme checks, basic statistical factors for the obtained data were calculated. The number of factors was determined according to Kaiser-Guttman criterion in factor analysis. The number of factors was also determined arbitrarily.

6. RESULTS AND INTERPRETATION

It is necessary to emphasize that the basic aim of this study is to explore empathy perception of kindergarten teachers in Slovenia and the identification of individual dimensions within empathy. Basic statistics was first calculated on the sample of surveyed kindergarten teachers.

Table 1

Means, standard deviation, numerus, t-test, difference of averages and P characteristics

ave-lam	ave-lep	std-lam	std-lep	n-lam	n-lep	dif. aver.	t	characteristics
7.40	7.76	2.8	2.53	40	164	-0.36	-0.74	P>0.05
6.40	6.68	1.5	1.53	40	164	-0.28	-1.05	P>0.05
7.30	6.66	2.9	2.16	40	164	0.64	1.31	P>0.05
7.80	5.88	1.3	1.96	40	164	1.92	7.49	P<0.05

Legend:

ave-lam = average Lamovec (1988, 328)

ave-lep = average Lepičnik Vodopivec (2002, 265)

std-lam = standard deviation Lamovec (1988, 328)

std lep = standard deviation Lepičnik Vodopivec (2002, 265)

n-lam = numerus Lamovec (1988, 328)

n-lep = numerus Lepičnik Vodopivec (2002, 265)

dif. aver. = difference of averages

t = t-test

Table 1 presents the averages, standard deviations, numerus, differences of averages, t-test results and the characteristics described in the research studies by Lamovec (1988) and Lepičnik Vodopivec (2002). The research sample of the study by Lamovec included students of psychology, while the one by Lepičnik Vodopivec included kindergarten teachers. The data in Table 1 is ranked according to the size of the average from the highest to the lowest in the sample of kindergarten teachers (ave-lep). The obtained results were compared by t-tests for independent samples. The table shows a statistically significant difference only in the dimension of empathy, where the result of the t-test is 7.49. This dimension was identified as non-conformism which can be understood as being open to new information, including information indicating the mental state of others Lamovec (1988).

It is estimated that kindergarten teachers are fairly reluctant in their willingness to accept new information, which can be attributed to the long lasting transmission approach to a child (Miljak, 1996) and, in connection with this, also due to a traditional understanding of the role of kindergarten teachers, according to which the success of the children's activity is assessed in relation to the activity of the kindergarten teachers.

Table 2

Commonalities, own (proper) values, variance and factor saturation after rotation

Total	% of Variance	Cumulative %	Rotations		
			Total	% of Variance	Cumulative %
4.424	6.913	6.913	3.974	6.209	6.209
3.967	6.198	13.111	3.584	5.601	11.809
2.947	4.605	17.716	3.212	5.019	16.828
2.412	3.769	21.484	2.980	4.656	21.484

Table 2 shows that all four factors together explain 21% of the variance. After rotation, the factors also demonstrate approximately the same variances.

Which dimensions of empathy can be identified will be evident from the following chart.

Table 3

Correlation between the tests and factors

Variable	Rotated components				Variable	Rotated components			
	1	2	3	4		1	2	3	4
EM19	0.501	0.245			EM48				
EM39	0.499			0.302	EM37			0.621	
EM17	0.473		-0.276		EM32			0.609	
EM29	0.458				EM43			-0.479	
EM11	0.452	0.336			EM51			0.458	
EM64	0.446				EM54			0.403	
EM34	0.436		-0.366		EM49			0.386	
EM38	0.411				EM05	0.218		0.379	
EM42	0.411		0.359	-0.230	EM47			-0.359	
EM06	0.402				EM12		-0.216	-0.332	
EM15	0.399				EM07			-0.307	0.249
EM40	0.389	0.364			EM52			-0.271	
EM41	-0.379				EM02	0.319			0.517
EM56	0.374				EM60	0.230			0.448
EM08	0.365		0.258	-0.228	EM26				-0.446

EM25	0.360				EM58				0.435
EM18	0.339				EM62		0.200		-0.433
EM33	0.283				EM22				0.415
EM63	0.252		-0.231		EM30		0.364		-0.366
EM24					EM01				0.334
EM21		0.554			EM46		0.280	0.208	0.329
EM13		0.551			EM14				0.323
EM45		0.520	0.240		EM59				-0.314
EM35		0.490			EM03				-0.294
EM23	-0.220	0.396	-0.210		EM36				0.257
EM16		0.390			EM10				0.256
EM55		0.382			EM04	0.222			-0.236
EM50		0.362			EM20				
EM27		0.339			EM53				
EM09		0.334							
EM28		-0.327		0.203					
EM44	-0.273	0.322	-0.232						
EM61		0.321		0.238					
EM57		-0.298		0.263					
EM31		0.228							

Legend:

Variable = variables listed according to factor correlation

Rotated components = varimax rotation

1,2,3,4 = individual factors

EM 1 to EM 64 = individual tests

Table 3 shows the correlation between the tests and factors. For the sake of clarity the table shows the tests representing individual factors indicated by the numbers from 1 to 4.

We identified 4 factors of empathy. These are factor 1 - calmness, factor 2 - sensitivity, factor 3 - social self-confidence and factor 4 - nonconformism. Similar results are reported in the studies of Johnson *et al.* (1993) and Lamovec (1988) who also defined four factors by using factor analysis: calmness, sensitivity, social self-confidence and non conformism. According to Johnson *et al.* (1983), Hogan's scale of empathy (Lamovec, 1988) measures not only empathy but also certain aspects of social behaviour.

The identified factors of kindergarten teachers' empathy will be further interpreted as follows:

Factor 1 - Calmness

Calmness can be understood as the opposite of anxiety. As a dimension of empathy, it is explained best by looking at its opposite, i.e. excitability or irritability. Inappropriate behaviour of kindergarten teachers can be explained by a low degree of calmness and sensitivity. The fact remains that an individual who is excitable cannot focus on the problems of others, since s/he has a lot to do with her-/himself. When talking about calmness we think of those characteristics of the individual, which besides solving personal problems, enable this individual to accept and solve the problems of others. E. Fromm (1979) maintains that in order to acquire this ability one needs knowledge, respect, responsibility and care for oneself. In his opinion the knowledge about oneself and others is a part of interpersonal relations. He understands respect as the acceptance of oneself and one's own concreteness. The interaction of mutual acceptance and respect develops through interpersonal relations between a kindergarten teacher and children. During this process a feeling of mutual adherence and willingness to share one's own destiny with the destiny of the group they belong to gradually develops within children. Based on this, children gradually develop the sense of responsibility towards themselves, the others and towards the environment in which they live.

Factor 2 - Sensitivity

Sensitivity, as one of the dimensions of empathy, is defined as the emotional responsiveness of an individual and as a tendency towards social acceptance (Lamovec, 1988). Based on the study by Bratanić (1991) and Lamovec (1988) it can be estimated that sensitivity is one of the more important abilities of a successful kindergarten teacher. According to Nastran-Ule (2000) the development of sensitivity is based on a cognitive process in which an individual perceives himself, others and social situations. Nastran-Ule defines this process as social perception, which is in a close relationship with other dimensions of empathy. As opposed to the traditional way of communication, governed by the rule "never show how you feel", the new way of communication puts another rule into focus: use your feelings if you want to achieve better connectedness with your own self and with the others. The implementation of this principle requires a certain degree of empathy from the participants in the communication

process, since only a sensitive individual is capable of becoming accustomed to the others. The success of the interpersonal relationship between a kindergarten teacher and a child depends on the fact that the kindergarten teacher judges the child on the basis of everything she perceives in their interpersonal relation.

Factor 3 – Social self-confidence

This factor is closely connected with the social perception of oneself, others and the social situation. The findings of the research by Johnson *et al.* (1983) and Lamovec (1988) emphasize the fact that it is possible for an individual, who is sensitive to the social expectations of others, to become popular and hence to gain social self-confidence. It is also estimated that the experience in the field of interpersonal relations is important for the development of social self-confidence. If education is considered from the interaction-communication aspect, it is a process based on interpersonal relations. Bratanić (1991) believes that trust is the basis of any real, humane, interpersonal relation. It is also estimated that trust will develop between kindergarten teachers and children, their parents and the others in the kindergarten only in case the kindergarten teacher trusts herself, her work, and if she has confidence in it. Mutual trust between a kindergarten teacher and a child is developed, which is considered important, according to our estimation, since the existent interpersonal relation between the kindergarten teacher and the child very often serves as a model of the child's future interpersonal relations. Different naïve theories and intuitive personal concepts, which are created by individuals in order to justify their perception, play an important role in this process. Samples of such hypotheses and beliefs are known as implicit theories (Miljak, 1996). By observing direct pedagogical practice and specific/concrete behaviour of a kindergarten teacher, the discrepancy/disharmony between the anticipated and actual behaviour of the kindergarten teacher or her theory of action, which she expresses verbally, and her actual practice, is discovered. By means of permanent perception, assessment and interpretation of the others and of the social situations individuals constantly judge or appraise and recognise our feelings, viewpoints and other inner or internal states to further recognize their implicit theory.

Factor 4 – Non-conformism

As one of the dimensions of empathy, non-conformism presents an individual's open mindedness to new information (Lamovec, 1988) including information that indicates their mental state. Nastran-Ule (2000:292) explains

conformity as a wilful acceptance of majority or governing norms of behaviour although they might be in contradiction with personal points of view or desires of an individual. Our knowledge and experience in the process of education and in interpersonal relations are always under the influence and pressure of other people, groups, requirements or norms. In case our behaviour is adjusted to the pressure of the others it is called conformable behaviour. In the opposite case it becomes non-conformable behaviour. Musek (1982) estimates that from the anthropological point of view conformism inclines towards conservatism, whereas non-conformism is an innovative and creative tendency. Non-conformism as a dimension of empathy enables a kindergarten teacher to behave professionally, competently and responsibly on the basis of appropriate, solid professional knowledge.

7. CONCLUSION

Our research findings offer an insight into the empathy of kindergarten teachers in Slovene preschool education. The level of empathy of surveyed teachers was established and four dimensions of empathy were identified. According to Hoffman (1987) empathy plays an important role in the process of establishing a relationship towards oneself as well as to the others. It is estimated that kindergarten teachers possess the ability to accurately perceive the behaviour and experience of children in different circumstances. Likewise, it is established that kindergarten teachers influence the formation of favourable emotional prerequisites in educational processes in kindergartens with their empathy, and above all with their calmness, sensitivity and social self-confidence. There is a slight reservation in the openness towards the acceptance of new information, which is attributed to the traditional understanding of preschool education based on the behaviouristic concepts. Regarding the fact that empathy is an important component of social cognition, which is closely connected with knowledge, it can be assumed that emphatic kindergarten teachers encourage or foster the development of the child's empathy and emphatic knowledge which is holistic, participatory, synergic, and responsible for the present as well as for the future. It is the kind of knowledge that respects life, differences or diversity and non-violence and also supports the quality of life; therefore, according to Rifkin (1986) it has an important place in the process of developing a critical relationship of the children towards themselves and the others.

Many sensitive questions connected to the empathy of kindergarten teachers still remained unanswered, yet that was not our main aim. We nevertheless managed to emphasize the importance of empathy as an element of the hidden curriculum which is, according to Kroflič (2001), particularly important in working with the youngest ones. Kindergarten teachers gradually take over the role of critical, reflective researchers of their own practice, which requires them to evaluate or assess their work and the values they represent. Finally it is imperative to mention the need for further investigation of the hidden curriculum to discover the factors which significantly influence educational processes in kindergartens.

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