DYNAMICS OF PRIMARY SCHOOL PUPILS' ORIENTATION TO MORAL GROWTH: A LONGITUDINAL STUDY

Manuel Joaquín Fernández González[1], Svetlana Surikova[1], Beāte Balandīna[1]

[1] University of Latvia, Scientific Institute of Pedagogy, Faculty of Education Sciences and Psychology, Latvia

ABSTRACT

This article presents the dynamics of primary school pupils' orientation to moral growth in Latvia between 2022 and 2023. Within a longitudinal study, in spring 2022, 518 pupils in grade 2 participated in the 1st measurement in all regions of Latvia. A repeated measure was done in spring 2023 with 451 pupils in grade 3. This study used a questionnaire consisting of 25 scale items, organized into four sections related to the key components of the moral growth process: (A) understanding (cognitive-emotional perception of the moral character development process); (B) purposefulness (voluntarily and consciously committing to moral growth); (C) moral crafting (engaging practically in moral growth activities); and (D) moral identity (experiencing joy and support throughout the process of moral development). Quantitative data were analysed to identify the differences between both measurements. The component "Understanding of the moral growth process" had the highest scores, while the lowest scores were related to the component "pupils' moral identity". Comparing the two measurements, a positive (increasing) dynamic was observed in pupils' rating of their understanding of moral character development (component A) and of their involvement in moral crafting (component C). On the other hand, slightly negative trends were observed in the indicators "Purposefulness" and "Moral identity" of moral growth, which could indicate a certain instability in pupils' perception of their commitment to moral development, alongside a still fragile and emerging moral identity, as well as an increase in demanding attitudes towards oneself and others. The results of the study could be useful for parents, educators, and school administrators willing to nurture moral growth in middle childhood.

Keywords: primary school, virtues, moral character, moral growth, longitudinal study.

Introduction

The resurgence of interest in character education across various educational levels and countries (De Ruyter et al., 2022; OECD, 2021; Stevenson, 2022) reflects an ongoing effort by psychologists, philosophers, and educators to effectively develop students' character

for holistic growth (Osman, 2019). Despite this increased focus, the structure and content of the concept of character remains under discussion (Wang et al., 2015). This diversity of opinions underscores the complexity of defining and nurturing moral character and moral identity, particularly among children and early adolescents.

Empirical studies challenge the notion that pre-adolescents already possess a developed moral character, which is typically evident in adults and older adolescents (Krettenauer & Hertz, 2015). Instead, research suggests that elements of moral identity begin to form in middle childhood (8–12 years), laying foundational aspects of what will later mature during adolescence (Kingsford, 2018; Kingsford et al., 2018, 2021; Tomasello, 2019). Some studies indicate that the moral self in early childhood may serve as an early form, 'precursor' (Hardy & Carlo, 2011) or 'developmental source' (Lapsley, 2015) for the mature moral character seen later in life. This developmental progression is often characterized by the transformation of the moral self of early childhood into the more complex moral character of adolescence (Kingsford et al., 2021; Krettenauer & Hertz, 2015). Still the academic debate goes on, regarding the question, as reviewed by Lerner (2018), whether moral development is a continuous, incremental process or it rather involves sudden, distinct shifts in capability and understanding.

Furthermore, the evolution of moral character is influenced not only by age but also by the child's social and cultural environment. Children shape their moral perspectives and character based on societal interactions, experiences, and cultural norms (Christner et al., 2020; Yalçın, 2021). The variability in how the moral self develops across different cultures further complicates the understanding of when and how moral character emerges. Despite the importance of this question, the developmental stage of middle childhood (7–10 years of age) has been relatively overlooked in moral character research, both empirically and theoretically (Kingsford et al., 2018). To comprehensively understand moral development in middle childhood, more focused research is necessary.

This gap in research motivated the current study, which aimed at capturing the dynamics of primary school (grades 2–3) pupils' orientation to the development of their moral character. The key components of the moral development process addressed in this study were: (A) understanding (cognitive-emotional perception of the moral character development process); (B) purposefulness (voluntarily and consciously committing to moral growth); (C) moral crafting (engaging practically in moral growth activities); and (D) moral identity (experiencing joy and support throughout the process of moral development) (Fernández González, 2019).

The research took place between spring 2022 and spring 2023 in Latvia. Like many countries which have endured Soviet occupation, Latvia has undergone significant changes in moral values over the past century, transitioning from socialist ideals to a wide spectrum of ideologies, including liberal, conservative, neo-liberal, and human-inclusive approaches. In 2015, amendments to the Law of Education (Saeima, 1998) revitalized the implementation of moral education in the school system, which makes this research even more topical.

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2024
M. J. F. González, S. Surikova, B. Balandīna. Dynamics of Primary School Pupils' Orientation to Moral ..

216

The overarching research question guiding this study was: What were the dynamics of primary school pupils' orientation to the development of their moral character? This question was broken down into four questions addressing the four components of moral growth: What were the dynamics of pupils' understanding of what moral growth is and how it happens? Were there any changes in their interest and willingness to engage in their own moral growth? What were the dynamics of their experience (motivations, barriers, strategies) in enacting and practising the virtues in their daily lives? How their moral identity, i.e., their feelings of satisfaction and support in their moral growth, evolved during this period?

Methodology

Research design

This study was part of a 3-year longitudinal research project regarding school pupils' orientation to the development of their moral character. The research used the randomised controlled trial approach and adopted an experimental trial design, using pre-, intermediate- and post-test with experiment and control groups clustered at the class level in three strata: grades 2–4, grades 5–7, and grades 7–9. This study is based on the analysis of pretest and intermediate-test results obtained within the first strata in spring 2022 and 2023. The study received the ethical approval of the Ethics Committee for Research in Humanities and Social Sciences of the University of Latvia (approval number 30-95/5, April 12, 2022).

Research instrument and methods
Data collection instrument and methods

The multicomponent questionnaire used for data collection contained 25 scale items which captured the four components of the moral growth process: A – Understanding (this section was based on the character growth understanding and mind-set scale adapted from Dweck, 2000), B – Purposefulness (based on identity status theory (Marcia, 2002)), C – Moral crafting (based on the virtue grit scale (adapted from Duckworth, 2016)), and D – Moral identity (based on expectancy motivation theory (Vroom, 1964)). The questionnaire, initially developed in English in 2018, underwent translation into Latvian and was tailored to the participants' age group with appropriate vocabulary.

Section A (understanding) contained six statements to be rated in a dichotomous scale (agree-disagree), addressing several key points of character growth (e.g., whether it can be improved during the whole life, its relationship with personal freedom, the emotional dimension of character development, the role of moral reasoning in this process, the necessity of training, and the importance of joy for growing in virtue).

Section B (purposefulness) aimed to identifying participants' commitment to moral growth by asking them to choose the statement which described them best from a list of four levels of maturity in the decision of becoming a better person: (1) I am not interested, (2) I never thought about it, (3) I have doubts about engaging, and (4) I engaged in moral growth after overcoming a moral crisis.

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2024
M. J. F. González, S. Surikova, B. Balandīna. Dynamics of Primary School Pupils' Orientation to Moral ..

217

Table 1 Reliability test results for scale questions

Moral growth category	Cronbach's alpha 1st measurement (spring 2022)	Cronbach's alpha 2nd measurement (spring 2023)
Section A – Understanding	.490 (6 items, a dichotomous scale)	.509 (6 items, a dichotomous scale)
Section B – Purposefulness	N/A (1 item, a 4-point scale)	N/A (1 item, a 4-point scale)
Section C – Moral crafting	.652 (13 items, a dichotomous scale)	.689 (13 items, a dichotomous scale)
Section D – Moral identity	.644 (5 items, a 3-point scale)	.589 (5 items, a 3-point scale)
Sections A, B, C, & D	.785 (25 items)	.771 (25 items)

Section C (moral crafting) contained two subsets of statements to be rated in a dichotomous scale (agree-disagree): The subset C1 "Strategic involvement in moral growth" had six statements pointing to strategies pupils could use for moral growth, e.g., avoiding events that incite to bad moral behaviour, meeting with friends who demonstrate a good moral example; and the subset C2 "Practical activities for moral growth" had seven statements about pupils' practical involvement in different moral growth activities at school, in the family, in sports, etc.

Section D (moral identity) contained five items to be rated in a 3-point scale within two dimensions, which captured the internal and external dimensions of moral identity development: D1 "Self-assessment of involvement and experienced joy in moral growth" (internal dimension); and D2 "Perceived support and recognition from friends, family, and school" (external dimension).

At the beginning of 2022, class teachers from across Latvia were invited to join the research through their local municipal educational authorities and school leaders, as well as through social media platforms like Facebook. 31 teachers from 21 schools voluntarily applied to take part in the study. To instruct teachers for collecting themselves their classroom data, a presentation and guidelines for teachers were prepared, and an online seminar was held. The first data collection took place both on paper and online in the spring of 2022. One year after, 27 teachers from 18 different schools continued their involvement by participating in the second round of measurements. The internal consistency test of the scale questions in the questionnaire demonstrated acceptable reliability for the 1st and 2nd measurement data (Table 1).

Research sample

In spring 2022, 518 pupils (M_{age} = 8.51, SD = .562) in grade 2 participated in the 1st measurement. A repeated measure was done in spring 2023 with 451 pupils (M_{age} = 9.48, SD = .571) in grade 3. In both measurements, the majority of respondents were from Riga region and Kurzeme region, but all regions of Latvia were represented in the research (see Table 2).

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2024
M. J. F. González, S. Surikova, B. Balandīna. Dynamics of Primary School Pupils' Orientation to Moral ..

218

Table 2   Characteristics of the research sample

Category of analysis	1st measurement (spring 2022)	2nd measurement (spring 2023)
Number of respondents	518	451
Gender	Boys – 53%, girls – 47%	Boys – 54%, girls – 46%
Age	8–9 years old – 97%	9–10 years old – 96%
Region of Latvia	Riga region – 54% Kurzeme region – 23% Vidzeme region – 9% Zemgale region – 4% Latgale region – 9%	Riga region – 52% Kurzeme region – 27% Vidzeme region – 8% Zemgale region – 5% Latgale region – 8%
Number of classes	32	27
Number of schools	21	18

The study is representative at the level of the Latvia's education system for the grades involved. Given that in the 2021–2022 school year there were 19,551 pupils in grade 2 in Latvian general education institutions (excluding special education institutions) implementing general basic education programmes (Ministry of Education, 2021), a representative sample participated in the 1st measurement of the longitudinal research in spring 2022 ($n = 518$), which allows to generalise the results to all pupils in grade 2 with a margin of error of 4% at 95% confidence level (Fisher et al., 1995). Given that in the 2022–2023 school year there were 19,693 pupils in grade 3 in Latvian general education institutions (excluding special education institutions) implementing general basic education programmes (Ministry of Education, 2022), a representative sample participated in the 2nd measurement of the longitudinal research in spring 2023 ($n = 451$), which allows to generalise the results with a margin of error of 5% at 95% confidence level (Fisher et al., 1995).

## Data processing and analysis methods

The primary quantitative data were processed and analysed using IBM SPSS for descriptive statistics (e.g., frequencies, descriptives, crosstabs). The test of the correspondence of the empirical distribution of the data to the theoretical distribution was performed by applying the Kolmogorov–Smirnov Test. The data did not have a normal distribution. The Related Samples Wilcoxon Signed Rank Test was employed to determine the differences between two measurements and then a measure of effect size (Eta squared – η^2) for statically significant differences was calculated and interpreted (Lenhard & Lenhard, 2016).

Results

The overall dynamics of primary school pupils' orientation to the development of their moral character were revealed by the dynamics of each moral growth component. According to the descriptive statistics results, in both measurements, the component A (understanding of the moral growth process) had the highest scores, while the lowest scores were related to the component D – pupils' moral identity (see Table 3).

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2024

219

M. J. F. González, S. Surikova, B. Balandīna. Dynamics of Primary School Pupils' Orientation to Moral ..

Table 3   Descriptive statistics and ranking results

Ranking	Spring 2022 Mean / min.-max.	Standardized score (10-point scale)	Spring 2023 Mean / min.-max.	Standardized indicator and its dynamics
1st	A – Understanding ($M = 0.91 / 0–1$)	9.10	A – Understanding ($M = 0.92 / 0–1$)	9.20 ⇡
2nd	B – Purposefulness ($M = 3.44 / 1–4$)	8.13	C – Moral crafting ($M = 0.82 / 0–1$)	8.20 ⇡
3rd	C – Moral crafting ($M = 0.78 / 0–1$)	7.80	B – Purposefulness ($M = 3.41 / 1–4$)	8.03 ⇣
4th	D – Moral identity ($M = 2.53 / 1–3$)	7.65	D – Moral identity ($M = 2.47 / 1–3$)	7.35 ⇣
	A total standardized indicator	8.17	A total standardized indicator and its dynamic	8.20 ⇡
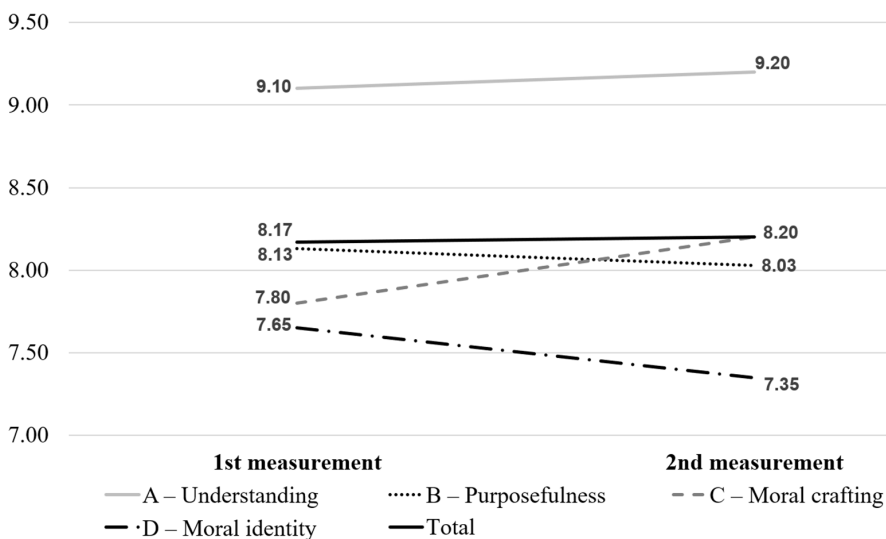
Figure 1   Dynamics of primary school pupils' orientation to the development of their moral character

Comparing the two measurements (calculation based on a standardized score in a 10-point scale), a positive dynamic was observed in the moral growth components A – Understanding and C – Moral crafting (see Figure 1), which indicates that pupils' rating of their understanding of moral character development and their involvement had increased. On the other hand, slightly negative trends were observed in the indicators of the B – Purposefulness and D – Moral identity components of moral growth (see Figure 1), which could indicate a certain instability in pupils' perception of their commitment to moral development, alongside a still fragile and emerging moral identity, as well as a stricter assessment of oneself and others, as pupils might become more demanding as they grow in age and in their understanding of what is moral growth all about.

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2024

220

M. J. F. González, S. Surikova, B. Balandīna. Dynamics of Primary School Pupils' Orientation to Moral ..

Table 4 The Related Samples Wilcoxon Signed Rank Test results

Components of the moral growth process	Positive ranks	Negative ranks	Ties	Z	Asymp. Sig. (2-tailed)
A – Understanding	14	12	1	−.076[a]	.939
B – Purposefulness	8	17	2	−1.211[b]	.226
C – Moral crafting					
C1 – Strategic involvement	16	11	0	−1.058[a]	.290
C2 – Practical activities for moral growth	17	9	1	−1.793[a]	.073
D – Moral identity					
D1 – Self-assessment of involvement and experienced joy in moral growth	5	21	1	−2.897[b]	.004
D2 – Perceived support and recognition from friends, family, and school	8	19	0	−1.694[b]	.090

Note. a. Based on negative ranks.
    b. Based on positive ranks.

According to the Related Samples Wilcoxon Signed Rank Test results, a statistically significant difference with a large effect ($Z = −2.897$, $p = .004$, $\eta^2 = .311$) between both measurements at the class level was identified only in the dynamics of D component (pupils' moral identity), more specifically – in its internal dimension D1 (self-assessment of involvement and experienced joy in moral growth) (see Table 4).

As regards the most significant changes in concrete indicators, the highest increase in the criteria "Understanding" was in the indicator "*Good character can be developed throughout life*" (92% agreed in 2022, and 95% in 2023). The more marked difference in the criteria "Purposefulness" was in the indicator "*I hesitate to engage in good character development*" (10% chose this option in 2022, and 19% in 2023). As regards the criterion "Moral crafting", the most marked increase was in the indicators "*I get involved in religious and spiritual activities*" (39% agreed in 2022 and 58% in 2023), and "*I get involved in voluntary work*" (from 76% of agreement in 2022 to 85% in 2023). And in the criteria "Moral identity", the biggest difference was in the indicator "*I do everything possible to develop my character*" (59% chose this option in 2022, but only 39% in 2023). These results point to the complexity of the development of moral character among primary school pupils, showing a mix of progress and challenges over the study period.

Discussion

This study aimed to capture the dynamics of primary school pupils' orientation to the development of their moral character, as revealed in each moral growth component. Overall, pupils' understanding of moral growth has shown positive dynamics over the study period. There was an increase in their comprehension of moral character development from spring 2022 to spring 2023, suggesting a deeper cognitive and emotional

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2024
M. J. F. González, S. Surikova, B. Balandīna. Dynamics of Primary School Pupils' Orientation to Moral ..

221

perception of moral values and behaviours. This is consistent with recent studies pointing that, at this age, children start grasping more abstract moral principles beyond mere obedience to authority, and they typically show an increased capacity for empathy, which is crucial for moral development (Knafo & Plomin, 2006; Wilke & Goagoses, 2023).

The results indicate that pupils were increasingly involved in moral growth activities, reflecting an active engagement in practicing virtues. At the end of the period under study, 85% of children said they prefer friends which help to behave well, and 90% of children see themselves as actively helping at home. This result is consistent with Piaget's (1965) observation that around this age, coinciding with a shift in the child's cognitive structure from egocentrism to perspective taking, the autonomous morality stage starts, in which the goals of mutual respect and cooperation become more relevant. However, in this period, pupils' admiration for people of good character (moral authorities) has not progressed, and their involvement in awe-inspiring spiritual/religious activities, while increasing, is still at a low level compared with other moral growth strategies. Following Kristjánsson's (2016) suggestion of promoting an 'enchanted' moral life, it would be advisable to use those underutilized opportunities for moral growth, creating opportunities for emotional awe during middle childhood to inspire and foster moral development.

Pupils' interest and willingness to engage in moral growth seem to have experienced some fluctuations. While there was an increase in activities related to moral crafting, indicating greater involvement in moral growth, there was a slight decline in purposefulness, suggesting some instability in their commitment to moral development. Also, despite the fact that at the end of the period under study 91% of pupils enjoy or very much enjoy the moral growth process, and 96% of children feel some or a lot of support for their moral growth from their family, there is a statistically significant negative dynamic of their self-assessment about their efforts to become better persons, including in the digital environment (Rubene, 2018), which can point to a still fragile emerging moral identity, as well as to an increase in demanding attitudes towards oneself. Recent studies point to the fact that middle school children, under the influence of different parenting styles and depending on their temperament (dos Santos et al., 2020), develop a deeper moral self-awareness and begin to internalize societal standards and expectations. This heightened self-awareness (Thompson, 2020) can lead to increased self-criticism and higher standards for their own moral behaviour.

Conclusions

In conclusion, the dynamics of pupils' orientation to the development of their moral character varied depending on the aspect of moral growth considered: while pupils' cognitive-emotional understanding and their assessment of their practical involvement increased, their assessment of their personal commitment to moral growth and their efforts in this process slightly decreased. Overall, at the 2nd measurement point in May 2023, Latvian pupils had:

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2024
M. J. F. González, S. Surikova, B. Balandīna. Dynamics of Primary School Pupils' Orientation to Moral ..

222

- a high level of understanding of the process of moral character development, which has shown positive dynamics since the 1st measurement (May 2022), suggesting a deeper cognitive and emotional perception of moral values and behaviours.
- a certain maturity in their decision of becoming better persons, which has slightly declined since May 2022, suggesting some instability in their commitment to moral development. Pupils need to be supported to think purposefully about their own moral development.
- an increasingly active engagement in practicing virtues, reflecting that pupils were more strategically involved in moral growth activities since May 2022. Enriching pupils' cultural, artistic, as well as spiritual and religious experiences, where they can draw inspiration for moral development, should be particularly encouraged.
- a quite strong moral identity, which has however slightly decreased since the first measurement. There is a notable number of pupils' whose self-assessment of involvement in moral growth has slightly declined.

These preliminary conclusions, drawn from the intermediate findings of an ongoing longitudinal study, provide a novel perspective on the development of moral character from the viewpoints of pupils. This article could be useful for parents, educators, and school administrators focused on nurturing moral growth, contributing significantly to the evolution of moral education in Latvia. The insights offered are not only useful for personal reflection but also may serve to enrich discussions across various educational settings including family discussions, classroom activities, teacher meetings, school leadership seminars, and educational policy debates. Additionally, this study could serve as a resource for academic professionals involved in both the training of future educators and the professional development of current teachers.

Authors' note

REFERENCES

Christner, N., Pletti, C., & Paulus, M. (2020). Emotion understanding and the moral self-concept as motivators of prosocial behavior in middle childhood. *Cognitive Development*, *55*, 100893. https://doi.org/10.1016/j.cogdev.2020.100893

Duckworth, A. (2016). Grit scale. https://angeladuckworth.com/grit-scale/

Dweck, C. S. (2000). Self-theories: Their role in motivation, personality, and development. Psychology Press.

Fernández González, M. J. (2019). Relational-self-of-virtue: Classical, modern and Christian perspectives in moral education. In L. Daniela (Ed.), *Human, technologies and quality of education, 2019* (pp. 22–32). University of Latvia Press. http://doi.org/10.22364/htqe.2019.02

Fisher, S., Arkin, H., & Colton, R. R. (1995). *Introducción a la Estadística* [Introduction to statistics]. Ateneo.

Hardy, S.A., & Carlo, G. (2011). Moral identity: What is it, how does it develop, and is it linked to moral action? *Child Development Perspectives*, *5*, 212–218. https://doi.org/10.1111/j.1750-8606.2011.00189.x

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2024
M. J. F. González, S. Surikova, B. Balandīna. Dynamics of Primary School Pupils' Orientation to Moral ..

223

Kingsford, J. M. (2018). *The emergence of moral identity in middle childhood and the concomitant development of moral shame* [Doctoral dissertation]. University of Sydney. https://ses.library.usyd.edu.au/handle/2123/19934

Kingsford, J. M., Hawes, D. J., & de Rosnay, M. (2018). The moral self and moral identity: Developmental questions and conceptual challenges. *British Journal of Developmental Psychology*, *36*(4), 652–666. https://doi.org/10.1111/bjdp.12260

Kingsford, J. M., Hawes, D. J., & de Rosnay, M. (2021). The development of moral shame indicates the emergence of moral identity in middle-childhood. *Journal of Moral Education*, 1–20. https://doi.org/10.1080/03057240.2021.1898936

Knafo, A., & Plomin, R. (2006). Prosocial behavior from early to middle childhood: genetic and environmental influences on stability and change. *Developmental Psychology*, *42*(5), 771–786. https://doi.org/10.1037/0012-1649.42.5.771

Krettenauer, T., & Hertz, S. (2015). What develops in moral identities? A critical review. *Human Development*, *58*(3), 137–153. https://doi.org/10.1159/000433502

Kristjánsson, K. (2016). Flourishing as the aim of education: Towards an extended, 'enchanted' Aristotelian account. *Oxford Review of Education*, *42*(6), 707–720. https://doi.org/10.1080/03054985.2016.1226791

Lapsley, D. (2015). Moral identity and developmental theory. *Human Development*, *58*, 164–171. https://doi.org/10.1159/000435926

Lenhard, W., & Lenhard, A. (2016). *Computation of effect sizes*. https://www.psychometrica.de/effect_size.html

Lerner, R. M. (2018). *Concepts and theories of human development*. Routledge.

Marcia, J. E. (2002). Adolescence, identity, and the Bernardone family. *Identity: An International Journal of Theory and Research*, *2*(3), 199–209. https://doi.org/10.1207/S1532706XID0203_01

Ministry of Education. (2021). *Izglītojamo skaita sadalījums pa klasēm vispārizglītojošajās dienas apmācības programmās 2021./2022. m. g. (bez speciālajām skolām un klasēm)* [Distribution of the number of students by grades in general education day training programmes in study year 2021–2022 (without special schools and grades)]. https://www.viis.gov.lv/sites/default/files/2022-06/vs_skolenu_sk_klasem_2021_2022.xlsx

Ministry of Education. (2022). *Izglītojamo skaita sadalījums pa klasēm vispārizglītojošajās dienas apmācības programmās 2022./2023. m. g. (bez speciālajām skolām un klasēm)* [Distribution of the number of students by grades in general education day training programmes in study year 2022–2023 (without special schools and grades)]. https://www.viis.gov.lv/sites/default/files/2023-07/vs_skolenu_sk_klasem_2022_2023.xlsx

OECD. (2021). *Embedding values and attitudes in curriculum: Shaping a better future*. OECD Publishing. https://doi.org/10.1787/aee2adcd-en

Osman, Y. (2019). The significance in using role models to influence primary school children's moral development: Pilot study. *Journal of Moral Education*, *48*(3), 316–331. https://doi.org/10.1080/03057240.2018.1556154

Piaget, J. (1965). *The moral judgment of the child*. The Free Press.

Rubene, Z. (2018). Digital childhood: Some reflections from the point of view of philosophy of education. In L. Daniela (Ed.), *Innovations, technologies and research in education* (pp. 74–87). Cambridge Scholars Publishing.

De Ruyter, D., Oades, L., Waghid, Y., Ehrenfeld, J., Gilead, T., & Chatterjee Singh, N. (2022). Education for flourishing and flourishing in education. In O. Ergas, T. Gilead, & N. C. Singh (Eds.), *Reimagining education: International science and evidence-based education assessment* (pp. 72–130). UNESCO MGIEP. https://unesdoc.unesco.org/ark:/48223/pf0000381875

Saeima. (1998). *Law of education*. 17.11.1998, No. 343/344. (with amendments till 15.04.2021.) https://www.vvc.gov.lv/lv/media/1154/download?attachment

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2024
M. J. F. González, S. Surikova, B. Balandīna. Dynamics of Primary School Pupils' Orientation to Moral ..

224

Dos Santos, M. A., de Freitas e Castro, J. M., & de Freitas Lino Pinto Cardoso, C. S. (2020). The moral emotions of guilt and shame in children: Relationship with parenting and temperament. *Journal of Child and Family Studies*, *29*(10), 2759–2769. https://doi.org/10.1007/s10826-020-01766-6

Stevenson, M. (2022). *Education for human flourishing*. Centre for Strategic Education.

Thompson, R. A. (2020). The development of moral self-awareness. In L. A. Jensen (Ed.), *The Oxford handbook of moral development: An interdisciplinary perspective* (pp. 71–91). Oxford University Press.

Tomasello, M. (2019). *Becoming human: A theory of ontogeny*. Harvard University Press.

Vroom, V. H. (1964). *Work and motivation*. Wiley.

Wang, J., Hilliard, L. J., Hershberg, R. M., Bowers, E. P., Chase, P. A., Champine, R. B., Buckingham, M. H., Braun, D. A., Gelgoot, E. S., & Lerner, R. M. (2015). Character in childhood and early adolescence: Models and measurement. *Journal of Moral Education*, *44*(2), 165–197. https://doi.org/10.1080/03057240.2015.1040381

Wilke, J., & Goagoses, N. (2023). Morality in middle childhood: The role of callous-unemotional traits and emotion regulation skills. *BMC Psychology*, *11*(1), 283. https://doi.org/10.1186/s40359-023-01328-7

Yalçın, V. (2021). Moral development in early childhood: Benevolence and responsibility in the context of children's perceptions and reflections. *Educational Policy Analysis and Strategic Research*, *16*(4), 140–163. https://doi.org/10.29329/epasr.2021.383.8

HUMAN, TECHNOLOGIES AND QUALITY OF EDUCATION, 2024
M. J. F. González, S. Surikova, B. Balandīna. Dynamics of Primary School Pupils' Orientation to Moral ..

225