Ethical Orientations and Sex in Teachers with Varied Educational Strategies

Abstract

The authors present the results of empirical research that tested a hypothesis concerning the relationship between ethical orientations and teachers’ educational strategies. The study was planned as a quantitative strategy as theoretical-verified, in a quasi-experimental scheme with random sampling. Data was gathered with the help of tests, and the hypotheses were verified using two-way ANOVA.

Keywords: educational strategies, ethical orientations: justice and care, sex, teachers

Hypothesis

The analysis of educational practices carried out in schools provokes serious questions more often than contributing knowledge about the effective practices of teachers. The latter aspect hinges on the interaction of so many factors that potential clarifications cannot make any claim to universality. We should rather formulate them in concrete theoretical perspectives through which we can analyze and interpret educational practices, or otherwise extract their pedagogical and ethical contexts. Firstly, these will be theories of moral development based on two types of ethic: justice and care. Such a conceptualization will allow us to diagnose two ethical orientations in educational practices. Secondly, we will want to see in what way these ethical orientations modify teachers’ practices, which will be described using the dimensions of heteronomy - autonomy. Planned in this way, the study is simultaneously an attempt to empirically verify the concept of educational