Values Preferred by Teachers and Students for Teacher Training Faculties

Abstract:

In his article, the author outlines the values preferred by teachers and those aspiring to the profession. The presented data point to a very broad convergence between what teachers and students indicated with regard to their attitude towards values. Although one can observe certain, rather subtle, differences (related to, among others, the socio-demographic characteristics of those surveyed), they are of secondary importance and do not cause the axiological bases for the functioning of both groups to differ.

What is significant is also the placement of such values as safety, responsibility and children. These values have a static character, connected with necessity and, at the same time, with the need to maintain one’s property. They proved to be slightly more appreciated by teachers than by students.

The research shows one essential yet weak correlation: two values, wisdom and honesty, find a slightly wider acknowledgement among teachers than among their future colleagues. The same can be said of the case when the same values are chosen as primary.

In this context, referring everything that takes place in the social space to distant, better times seems to be justified. No matter how it was in the real historical dimension, it appears justified to assert that it is undoubtedly better to live in an environment where the majority of those representing a given professional group (especially one as important for the social structure as teachers) recognise the importance of wisdom and honesty.

Keywords: value, teachers, axiology, social stratification, profession, teaching speciality