Teachers Attitudes Towards Democracy Education as a Function of Their Values

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Alongside professional knowledge, beliefs, motivation and self-regulation, human values are regarded as a central component of teachers' professional competence. This paper uses a representative sample of $N = 1185$ teachers to describe the prevalence and structure of these values as well as their theoretical function for and empirical association with educational goals specified in the state constitutions. Modelling with the (extended) Circular Stochastic Process Model for the Circumplex shows a theory-compliant quasi-circumplex structure of the values with great heterogeneity in the preferred values and their (intra-individual) discrimination. In contrast, agreement with the institutionally prescribed educational goals shows greater homogeneity, for example in the high level of agreement with the goal of education towards a free democratic basic order. Agreement with the educational goals also covaries with the value profiles in line with the theory. For example, high levels of the values XY predict high levels of agreement with the goal of education for a liberal democratic basic order, while high levels of the values security and tradition predict high levels of agreement with the goal of education for love of one's homeland.

Keywords: Democracy Education, Teacher, Values

For decades, if not for centuries, there is a vivid public and academic discussion on "what personal qualities are required for being a good teacher" (Carr, 2010, p. 63). This isn't surprising as students in OECD countries perceived in 2023 on average 7.634 hours of instruction during their primary and lower secondary education (OECD, 2023) and—at least in the public opinion—teachers have crucial impact on student learning. Due to this central role in the education system, researchers have spent huge effort in investigating which competencies and characteristics are most predictive for student success (Cochran-Smith & Zeichner, 2005). But in times of climate change, social divide, rising authoritanism and other crisis (Lawrence et al., 2022) educational goals beyond academic achievement like practicing tolerance or democracy education may get momentum. But which are the most favoured educational goals by teachers and parents and where do they come from? In this brief, we hypothesise educational goals as (among others) functions of human values. These values have been conceptualized as abstract, and trans-situational ideals or guiding principles Schwartz & Bilsky (1987) like self-direction (e.g. creativity, freedom) or power (e.g. wealth, social power) which are mainly positive and can be ordered in a two-dimensional, circular structure, positioning similar values (like hedonism and stimulation) at similar angles and opposing values (like stimulation and conformity) opposite to each other **?@fig-theo_value_circumplex**. Due to their abstract and trans-situational nature, values enact behavior not themselfes but rather guide individuals goals and attitudes towards specific and real world objects.

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References

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Appendix
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