# Teachers Attitudes Towards Democracy Education as a Function of Their Values

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# Abstract

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 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

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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](#ref-carr2010)). 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](#ref-oecd2023)) and—at least in the public opinion—teachers have crucial impact on student learning, but also function as role models for value orientations in societies ([Coggshall, 2006](#ref-coggshall2006)). 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](#ref-cochran-smith2005)). This research spans a very broad range from studying cognitive abilities or subject matter knowledge of teachers Roloff Henoch et al. ([2015](#ref-roloffhenoch2015)) to motivational variables ([Richardson et al., 2014](#ref-richardson2014)) or personality ([Kell, 2019](#ref-kell2019)). Thereby at least two different research strands can be identified: First, researchers try to describe the population of teachers based on this characteristic and their interrelations and estimate differences to other occupational or professional groups ([Roloff Henoch et al., 2015](#ref-roloffhenoch2015)). Second, and mostly in correlational designs, scientists investigate which of these characteristics add which value to students school live and especially learning and third it is investigated how to foster these characteristics by teacher selection, education and professional training.

Within the second approach This study follows the second approach, but broadens it to a rarely studied characteristic, namely (human) values. As values are studied rather rarely in psychology and educational science ([Fries et al., 2007](#ref-fries2007)), we first give an introduction to the theory of values ([Schwartz & Bilsky, 1987](#ref-schwartz1987)) and introduce the literature on the role of teachers values for their professionalism.

# Method

## Participants

## Measures

## Procedure

# Results

# Discussion

## Limitations and Future Directions

## Conclusion

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# Appendix

# Title for Appendix