

The 6th International Conference Edu World 2014 “Education Facing Contemporary World Issues”, 7th - 9th November 2014

Pre-primary education teachers and their values in the context of current education. Case Study

Gabriel Albu*

Petroleum-Gas University of Ploiesti, Romania

Abstract

Along with family, the kindergarten teacher plays a crucial role in the initial socialization of the human being. For this reason, not only the knowledge that one holds are important, but especially the values directing one's life, founding one's actions and interpersonal relations. The present study seeks to reveal the values of a sample lot of kindergarten teachers in Prahova County and to show the importance of the axiological dimension of their training in the initial and continuing training stage.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license

(<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of The Association “Education for tomorrow” / [Asociatia “Educatie pentru maine”].

Keywords: values, beliefs, kindergarten teacher, axiological grounds, education

Introduction

Together with the family, the kindergarten teacher plays a significant role in the initial socialization of the small and innocent human beings (Berger, Luckmann, 2008). In the development and training of children the kindergarten teacher gets involved not only with their cognitive-conceptual arsenal and emotional-affective experiences, but also with the values which direct/orient their life and provide ground for their actions and personal interrelations.

These - the values the kindergarten teacher believes in - dictate their decisions and reactions, attitudes and behavior toward the little ones. Being present at any time of the interaction between the teacher and pre-schoolers, values may influence - more or less deeply - the motivations, reactions and behaviors of children. In this context, we can say that the root of the axiological universe (under construction) in young generation is the axiological

* Corresponding author.

E-mail address: gabrielalbu04@yahoo.com

universe of the pre-primary teacher with which they spent their first years of life.

That's why, no matter how important the knowledge horizon of the teacher, the flexibility and openness of their mind, the fineness of their affective-emotional state, we cannot -however- bypass their axiological bases.

Between the multiple definitions of value, we can note that of S. Schwartz (1994, *apud* Gavreliuc, coord., 2006, p. 169), according to which it is a trans-circumstantial ideal, desirable socially, variable in importance, which acts as guiding principle in the life of a person or a social entity. It designates - from a psychological point of view and in most common cases - "a way of selective guidance that is correlated with the individual level of preferences, motivations, needs, attitudes" (Rohan, 2000, *apud* Gavreliuc, coord., p. 168). In short, the value we believe in "influences why we do the things we do" (Kashdan, 2013, p. 138).

The purpose of our research is to reveal the axiological universe of teachers in pre-primary education nowadays and to decipher the attitudinal and axiological atmosphere influencing our children's growth.

Micro-research

The current study constitutes a stage of a larger project which aims to reveal the values, principles and beliefs of teachers (in both pre-academic and academic education). In the present research we will deal with the body of educators in pre-primary/pre-school education (working in Prahova County schools). We will review their options from an axiological point of view.

The experimental group was made up of 22 subjects and structured according to the table below:

Table no. 1. The structure of the research sample based on seniority in education

Seniority in education	Number of teachers	Percentage
Over 20 years (E1)	10	45.5%
Under 15 years(E2)	12	54,5%
Total	22	100%

Research has been carried out from October 2012 to March 2013 and is qualitative. The research instrument was a questionnaire (which included open questions and, where appropriate, with the requirement to rank subjects' options). For the first option were granted 3 points, the second was awarded 2 points, and the third was awarded 1 point.

Data and results

Following the collection and analysis of the responses, we have found the following:

Table no. 2. The fundamental value of a life well spent *

With more than 20 years seniority (E1)	Under 15 years seniority (E2)
What has been achieved through children: 2 options	Family: 2 options
Humanity	The fulfillment of dreams
Faith in God	To create and leave something behind
Self-confidence	Wisdom
Spiritual fulfillment	Courtesy
Balance in everything we do	Goodness
To learn something new and useful every day	Dignity
	To live without regrets
	To live every moment to the fullest

**Henceforth, throughout this study we shall note with E1 the group consisting of kindergarten teachers with more than 20 years seniority, and with E2 the group consisting of kindergarten teachers with less than 15 years seniority in education (i.e., teachers trained in different ideological contexts).*

Table no. 3. The values in which kindergarten teachers believe in the most *

Download English Version:

<https://daneshyari.com/en/article/1110781>

Download Persian Version:

<https://daneshyari.com/article/1110781>

[Daneshyari.com](https://daneshyari.com)