ANNALES
UNIVERSITATIS MARIAE CURIE-SKŁODOWSKA
LUBLIN – POLONIA

Siedlce University of Natural Sciences and Humanities. Faculty of Social Sciences

ALICJA ANTAS-JASZCZUK

ORCID: 0000-0002-0558-8953; alicja.antas@wp.pl

Teacher Authority Crisis – Consequences and Challenges for Education Towards Sustainable Development

Kryzys autorytetu nauczyciela – konsekwencje i wyzwania wobec edukacji
dla zrównoważonego rozwoju

ABSTRACT

Nowadays appreciating an authority undergoes a forward-looking and relative assessment. Officially, it is stated that we not only face an authority crisis but even lack of it. Due to the above, current education may require much more than ever before to give attention to theoretical and practical aspects of a teacher authority which, in times of social and cultural changes together with innovative ideas towards a balanced development, still faces entirely new demands in an approach both towards knowledge and the student. Thus, the aim of the research was an attempt to learn about opinions and attitudes of primary and upper secondary school students on the issue of contemporary teacher authority. The study comprised 158 students including: primary school ($N = 87$) and upper secondary school ($N = 71$). The results revealed that even though there is an authority crisis, children and the youth need teachers who may be perceived as a role model. In view of the aims and tasks resulting from the idea of a balanced growth there appears an obvious need to regain proper respect of a teacher authority. Moreover, an authority, which denotes a significant source of educational influence, should not become the aim in itself but the meaning of teacher's actions.

Keywords: authority; crisis; teacher; challenges; education for sustainable development

INTRODUCTION

An authority is recognized in varied spheres and areas of life. It becomes a component of social relations and it occurs in everyday situational context – the sphere of politics (Landemore, 2011) religion (Magier, 2015), morality

(Dorsey, 2016), science (Bijker, Bal, Hendriks, 2009), law (Raz, 2009), education (Olubiński, 2012) and others. Due to the above, an authority as a term and phenomenon is diverse when referred to its meaning, kinds or types (Haugaard, 2010, Weber, 2013; Omer, Schlippe, 2016) and its functions (Giddens, 1991; Rogers, 1983).

Over the years, the criterion to define an authority has undergone numerous changes influenced by varied cultural, political and situational conditions for those who recognized the virtue. Among the main transformations of the term is its independence from the functions held by individuals. In the past, the virtues were attached with dignity to parents, clergy, the elderly, political leaders and teachers (Więckowska, 2009). Nowadays, accepting an authority undergoes perspective and relative assessment. It is officially claimed that there is a crisis of teacher's authority, pointing even to its total lack. The crisis of authorities is a phenomenon which has numerous causes such as: modification of the ways of perceiving surrounding reality, media and local environment influence, insufficient teachers' qualifications for the job market requirements, low social and material status, fear of unemployment, lack of trust towards students, parents and finally co-workers, fear of criticism and combined hidden educational hardships (Mazurek, 2014; Yariv, 2011) and others. The phenomenon can be examined in categories of incoherent authorities referred to contemporary and changing needs but also as a crisis of the need for a reference point towards the status of an authority. The latter results from dominant rush, superficiality of contacts and lack of readiness to take up action in order to understand others – inability or even reluctance to approve an authority (Witkowski, 2011). Moreover, there has been observed a decline in school prestige referred to Polish education. Such a situation results, on the one hand, from an increasingly common students' opinion that theoretical knowledge is of little usage when confronted with life reality. On the other hand, there has been noticed a tendency of lowering requirements towards young people. In the process of dynamic changes of young people mentality teachers find it difficult to build up own authority among their students and gain their appreciation. Imperfection does not mean helplessness. A man possesses natural needs and inclination towards imitating others. Observing and following other people's patterns is a natural, human behaviour depicted in developmental mechanism both young and adults (Olubiński, 2012). Therefore, contemporary education may require more than ever before paying attention to theoretical and practical aspects of teacher's authority which faces new challenges towards modern approach to knowledge and the student, especially in the era of social and cultural transformations but also challenges in the area of education towards a balanced growth.

In reference to *Sustainable Development Strategy for Poland by 2025*, it is stressed that a condition leading to success of a sustainable growth accomplishment is the education which

provides both knowledge but also enables understanding and assessing complex phenomena of civilizational development. Only those who are well educated in the right direction can take up conscious decisions at the level of teams, social and political groups, local authorities and administration, collectively co-work in accomplishment of common aims. (*Strategia zrównoważonego rozwoju…*)

Moreover, education was recognized as one of the basic human rights and "a significant tool for proper management, taking up well-grounded decisions and promoting democracy" (UNECE, 2005), respecting human dignity and diversity (UNGA, 2007). Education towards sustainable development is expected to prepare towards initiation, leading or involvement into the discourse on multi-aspect issues which influence our lives but also appropriate planning and management (Boeve-de Pauw, Gericke, Olsson, Berglund, 2015), developing skills for asking questions, imagining positive future, precising and making use of appropriate virtues of social justice in order to understand the world, system thinking, making use of learning opportunities, applying dialectics with reference to tradition as an innovation (Tilbury, 2011; Bourn, 2015; Barratt Hacking, Scott, Lee, 2010). At the same time, it needs to be education which is well established in real life context and integrated with everyday students' experience. Based on such premises, a teacher's authority should become an inspiration for the student to work upon himself and prepare a young person towards self-study and self-education.

In modern times, education is conducted at varied levels: formal and informal, accidental (*ad hoc* resulting from every day, sudden or spontaneous situations). Such widely understood schooling points out to the existence of a unique relation of the one who knows and the one who wants to know, which denotes here the link between the teacher and the student. No matter on what level and dimension such relation may exist, it will always be accompanied by real relativity between both of these subjects. The mutual link is so specific that it allows for creating a particular kind of an authority (Gadamer, 2004). A unique character of such bond is connected with strength and power (intellectual and mental) on the side of the teacher as well as large responsibility which results from the above. Such a scheme shows the core of an authority which influences directly everyone's fate – the student and indirectly also the fate of our society. In that context, the questions appear: what is the significance and what values may a teacher's authority denote, what is its legal character in modern times and whether it is needed in contemporary education for sustainable development. The questions gain their significance once there has been observed an intensive and critical discussion on the authority in the process of education (Kaplan, 2003; Fromm, 2010; Milgram, 1963). At the same time, even among most liberal and critical attitudes in the theory of education which may reject the need of a classically understood authority, they still do not deny it as a whole (Giroux, 1997). It reveals that social life does not tolerate emptiness

and the problem of contemporary education is that, based on its nature, it cannot reject an authority or tradition (Arendt, 1961).

MATERIAL AND METHODOLOGY

For the use of the presented theoretical deliberations the aim of the study was an attempt to establish opinions and attitudes of primary and upper secondary school students in Poland on the issue of a contemporary teacher authority. Adequately to the aim of the research, the core of the dispute included the following issues: acquired knowledge among the examined students on authority (ways of understanding and interpreting the meaning of "an authority"); preferred by the students personal features of a teacher perceived as an authority; perception of a teacher authority in interpersonal relationship and educational process as well as students' opinions about the causes of a contemporary teacher authority crisis. The study was conducted from September till November 2020 among primary and upper secondary school students over the area of Lublin and Mazowieckie Regions. Altogether it comprised 158 students (out of the number $N = 87$ were primary school students aged 11–13 [55%] and $N = 71$ – upper secondary school students aged 16–17 [45%]). Majority of the respondents were girls – 59%. The examined students came from towns/cities up to 100,000 inhabitants whereas others lived in rural areas. Majority of the students (86%) were brought up in both parent families. Nearly all of the respondents (92%) confirmed that they had a sibling(s). The study had both quality and quantity features and it was conducted with the use of a diagnostic survey method supported by the research tool – the author's auditorial questionnaire form consisting of 18 basic questions, including 3 open questions (the answers were subject to qualitative analysis), 6 questions of mixed features and 9 closed questions, finally 5 further ones which were used to make socio-demographic characteristics of students. The data was converted with the use of SPSS programmer for Windows 16 and Excel. Statistical difference significance between two average values was checked with the use of Student's t-test. Significance of connection between quality variables (nominal) was verified with the use of chi square independent test. In statistic analysis the level of significance was assumed at the rate of $p = 0.05$.

RESEARCH RESULTS

An authority as a social phenomenon

The term "authority" can be defined differently both as a common meaning and scientific analysis. Thus, it is hard to subject it to explicit interpretations and precise characteristics (Witkowski, 2011). Results of the research revealed that

most of the students (67%) could provide with own definition of "authority" although it was much difficult to define the term for primary school students (58%) compared with their upper secondary school colleagues where such difficulty was only observed among 15% (the difference was of significant statistical importance and equaled $p < 0.001$). Moreover, statistical differentiation was also perceived between boys and girls ($p = 0.015$). The study showed that these were girls who could much easier come up with explanation of the definition (86% of the total interviewed) than boys (56%).

Based on the analysis of the respondents' answers, who could provide satisfactory answers, it was revealed that primary school students ($N = 37$) described an authority as: people who could serve as an example (50%); personality to be looked up to (30%); people worth following (20%). When referred to older students ($N = 60$), they perceived authorities as the ones: worth following (69%); people who could serve as an example (31%). Differences between the groups were of statistical significance ($p = 0.018$).

The results of the study pointed out that even though students, especially at primary school, could not perceive the concept of an authority, they still claimed that such people existed in society. Most commonly they perceive an authority among: parents (46%), sports people (12%), siblings (10%), teachers (9%), colleagues (9%), people who have succeeded in their lives (8%), celebrities (4%), politicians (1%). The answers did not reveal any significant difference between primary and upper secondary school students. At the same time, it showed that more than half of the respondents (52%) admitted an importance of having an example and a role model to follow, while for 31% of the questioned it was not significant and 17% of the surveyed students could not provide a precise answer. At the same time, the study statistically proved a significant link between the family structure and the will of having a life pattern. For more than 56% of the students who came from both-parent families and 25% of the students who lived in single-parent families having an example and a person to follow was very important.

Among the number of the interviewed students only 32% ($N = 158$) could point out to motifs of searching for and possessing an authority. Quality analysis of the students' responses revealed that most commonly they referred to: "need for having a reference point"; "need to have someone who is authentic, somebody worth to be followed"; "need for someone who can listen to and understand the other person"; "it is difficult to live and develop in the right way without reference to other people worth following"; "there is a need to have real authorities in order to know how to work upon yourself and your weaknesses, draw important life conclusions". It needs to be stressed that most common were the answers given by primary school (21%) rather than upper secondary school (11%) students.

Teacher's authority as a personal feature

In scientific publications, the term "teacher authority" can be addressed to in many ways together with attached personal values. While trying to define the issue deeper, it points out to specific properties of educational work or they are attached with universal characteristics for different jobs and professions (Gerrard, Farrell, 2014; Paszkiewicz, 2014). According to the examined students, a teacher who is perceived as an authority should be labeled with such attributes as: justice, tolerance, broad knowledge, responsibility, life wisdom. On the other hand, the least important features the students pointed out were: understanding, sense of humor, self-confidence, sensitivity.

The analysis conducted on the basis of Student's *t*-test for independent trials revealed significant statistical divergences between primary and upper secondary school students while enumerating some of the features. It was broad knowledge and life wisdom most praised by elder students, while understanding was mainly quoted as the most important among primary school pupils. The same test also revealed statistically important differences between girls and boys. It showed that boys mostly praise when referred to teacher's authority broad knowledge ($p = 0.032$), whereas girls pointed out to responsibility, sensitivity and understanding.

Based on opinions of the researched students (multiple choice) when referred to personality values which restrain the teacher from building an authority among his students they mostly enumerated: nervousness and impulsiveness (52%), unfairness (50%), maliciousness (36%), lack of understanding and empathy (31%), lack of ability to communicate with students (24%), laughing at students and insulting (17%), low level of general and professional knowledge (16%), low good manners (16%), lying to students (7%), over-bearing nature (5%). The analysis conducted with the use of independence chi square test did not provide any statistical significance between primary and upper secondary school students.

Teacher's authority in an interpersonal relationship
and an educational process

In scientific deliberations about the issue of teacher's authority it is stressed that the process of education is accompanied by a specific teacher – student relationship which allows due to its particular specificity for creating a particular kind of an authority (Gadamer, 2004; Polok, 2010). In opinions of the interviewed students (multiple choice responses), the basis of a teacher – student relationship formed on authority should be fair and objective evaluation of each student (47%), respect for each individual (43%), creating favorable atmosphere by the teacher (38%), selfless help provided for those in need (29%), kind approach (29%), taking into account student's opinion (28%) motivating the student in a creative way

(24%). On the other hand, the respondents perceived of little importance when related to a teacher – student interrelationship such features as: getting interested in students' matters (17%), mutual confidence (16%), values passed on (16%), firmness (7%), good manners (3%), corporal punishment (3%). The analysis with the use of independent chi square test did not reveal any statistical significance in opinions of primary and upper secondary school students.

In the educational process, the relationship between the teacher and the student is accompanied by particular teacher's behavior, the way of motivating students towards further action and effort (Polok, 2010). The students who participated in the research based on four-point scale assessed factors which in their opinion could decide on didactic teacher's success and creating teacher's authority. The subsequent values led to an average and they were ordered from most to least important. Those factors which seemed of highest consideration and determined didactic teacher's success and building his authority were as follows: attractiveness of the lessons, general teacher's knowledge, innovation and creativity, ability to engage students and teacher's involvement in action, making use of modern teaching resources, combining theory and practice, unconventional work organization during the lesson, offering entertaining extra-circular classes, learning while having fun and exploring the world on his own by the student, balanced demands as to giving too much homework.

The analysis with the use of Student's *t*-test pointed out to a few significant statistic differences in the assessment of some of the factors between primary and upper secondary school students. Primary school pupils praised much more learning while having fun and exploring the world on their own, offering interesting extra-circular classes, while their elder colleagues stressed innovation and creativity of a teacher but also abilities to combine theory and practice.

Teacher's profession perceived by students

When referred to the issue of an authority crisis, the respondents were questioned about the downfall of contemporary teacher authority. Among the ones who responded were only 35% of primary school and 81% of upper secondary school students. After conducting the quality analysis, the responses were divided into 3 groups of major obstacles:

1. Reasons which resulted from teacher's personality: "unfairness, egoism and a lack of respect for a student"; "misunderstanding students' problems"; "teachers cannot adopt to modern conditions"; "they are helpless while dealing with new educational problems"; "they use their knowledge as a superiority confronted with students, they often intimidate students by making complaints to the head teacher or their parents"; "lack of confidence in students"; "instilling moral values which in fact are not followed by the teachers themselves"; "a lack of coherence between

their views and behavior"; "excessive concentration on personal needs (teachers are only focused on their professional development)"; "inability to motivate students towards developing and broadening knowledge"; "labeling students, e.g. on the basis of economic status of the student's family, personal appearance, family and social background (maladjusted or neglected families)"; "unequal treatment of their students"; "favoring students who come from wealthy families or those whose parents are well known in local political circles, businessmen or have prestigious professions (lawyers, doctors, prosecutors, etc.)".

2. Reasons of professional nature: "sticking to out-of-date teaching methods"; "teachers do not pay attention to their professional development and set high demands for their students"; "they do not teach but just follow school syllabus instead"; "they demand theoretical knowledge frequently learnt by heart based on the coursebook but on the other hand they lack broad knowledge themselves"; "they lack passion, charisma and creative acting"; "treating students like objects"; "careless work approach (being late for classes, test results announced with delay, lack of rules of respecting, especially those which were previously arranged with students, teachers were unprepared to conduct lessons"; "confined in schemes and enforced school syllabus".

3. Reasons of social nature: "teacher's profession is not much favored in society (low social prestige)"; "slow level of teacher's personal involvement in voluntary activity to fulfill students' needs"; "teachers' disappointment with their salaries (reason for strikes and demonstrations) and taking too much for granted from society"; "wrongly understood partnership in relationship between the students and family or social environment".

Moreover, more than half (52%) of the responded students declared that they would not choose teacher's profession in the future. Hardly 18% of the interviewed students agreed that they would consider taking up that job, while others (30%) could not define their answers. Close examination of the students' answers did not reveal a statistically significant difference between those who attended primary and upper secondary schools.

Such an attitude towards the issue of a teacher's position was confirmed by the analysis of the students' answers based on observed attitudes and social behavior (children, youth and adults) about teachers with the use of multiple choice questionnaire. Among the respondents, 76% declared that they witnessed in their close neighborhood (including school premises): oral aggression addressed to a teacher and personal criticism towards him/her, disrupting school classes reported by 53% and 48% of the examined students confirmed criticizing a teacher by parents or other adults. Out of the total, only 12% of students said that they had not witnessed this kind of behavior. The above data confirmed significant statistical difference ($p = 0.019$). Primary school students most often witnessed oral aggression addressed towards a teacher (67%) and disturbing school classes

(46%). Much more frequent cases of oral aggression were reported (82%) by upper secondary school students. What is also significant is that elder students reported higher occurrence of disrupting school classes (59%) and criticizing a teacher by other adults (65%).

At the same time, more than 40% of the students admitted that there was a teacher in the school they attended "considered" or "rather perceived" as an authority. The opposite view was stated by about 26% of the students in the responded group. The others could not define their views on that issue.

DISCUSSION

Contemporary education is directed towards an accomplishment of a wide spectrum of challenges connected with shaping readiness towards entering the future and conscious creative and active planning. A significant role is played here by a teacher where professional actions impersonate precise vision of education. Thus, conscious of his role, the teacher should act as a stimulator towards proper way of thinking and acting by his students (Ertesvåg, 2009), serve as a role model and a guide, become the source of educational influence or in other words – perceived as an authority (Dillard, Pfau, 2002; Townsend, 2002; Kaszubska, 2013). Based on the scientific study, according to the students, authorities can be described as: "the ones who can serve as an example and pattern to be followed by the others". More than a half of the respondents claimed that it was very important to have a role model or people who were perceived as exemplary, while a third thought that having a role model was not very important (mostly older students). The analysis points out to the fact that only one third of the respondents (mostly students aged 11–13) could show a motive for having and searching for an authority, "the need to have a reference point, a role model, someone who is authentic and worth to be followed". Such a situation may lead to drawing conclusions that children while growing up and becoming more independent from adults, having more life experience, start questioning the meaning of an authority, taking up individual attempt to consider its basis. While getting older, they recognize that adults are not always right and do not act reasonably in accordance with their manifested values.

More than half of the respondents respect their parents as an authority. Less frequent for the interviewed (after enumerating parents, sportspeople and siblings) is the teacher seen as an authority. Only one third of the examined (mostly students aged 11–13) claimed that there is a teacher who "is regarded" or "rather thought" to be an authority. At the same time, more than half claimed that they would like to work as a teacher. What was noticed is the fact that there is a certain continuity in perceiving an authority by children and the youth. The analysis of scientific results conducted in Poland over the range of last several years shows that still the biggest

authority for children and the youth are the parents and considering the hierarchy of values and life aims – it is the family (Adamski, 2007; Wagner, 2005; Wolska--Długosz, 2012; Wasylewicz, 2016).

Nowadays in a widely understood process of education, it is assumed that teacher's authority should act as a fundamental function for shaping young people personality and on its basis the ideas comprised within educational programme may not only possess theoretical but also gain life and empirical value. Thus, a teacher's authority should be based on recognition and respect (Dąbrowski, 2008). Meanwhile, as the research shows, social attitudes among children, youth and adults towards teachers seem to be rather negative. More than 2/3 of the examined (mainly aged 16–17) claim that in their social surrounding (including school) they witnessed: oral aggression addressed to teachers, disrupting lessons and criticizing a teacher by his students, parents and adults. Propaganda and social consent for such kind of behavior and situations undoubtedly make it hard for teachers to build an authority based on recognition and respect. It further leads to creating and establishing by next generations certain negative stereotypes and wrongly perceived patterns of a teacher.

In the educational process, a teacher who is praised with an authority while interacting with students creates a relationship which should be based on positive emotions, building understanding and common area to gain new experience in atmosphere of a dialogue and cooperation. That is the basis for creating optimal conditions not only to serve individual student's development but also building up a sphere for social values (Hughes, Gleason, Zhang, 2005; Kaszubska, 2013). The possibility of occurrence such interactions is significantly conditioned by personal abilities of the teacher. In the opinions of the interviewed students, among personal traits which may weaken teacher's authority and disrupt interaction with a student there were mainly: unfairness, nervousness, maliciousness, lack of empathy, inability to communicate with students, low good manners and over--hearing nature.

Personality traits is not the only measure to decide on teacher's authority. It also comprises his knowledge and appointed way of acting in accordance with such values as: honesty, truthfulness and respect towards another person (Dillard, Pfau, 2002; Harjunen, 2009). What also needs to be taken into account is rejecting rigorous discipline which influences student's personality and emphasizing such actions as: exchanging mutual influence (in which each part both gives and takes), stimulating towards further work, mobilizing and motivating but also releasing creative expression (Wagner, 2005). In reality, during accomplishment of the postulated model, the respondents noticed a number of vital deficits such as: "using teaching methods which are out of date", "sticking to old patterns and enforced school syllabus", "low level of general and field knowledge"; "lack of innovation and creativity"; "treating students like objects", "unequal treatment,

favoring and stigmatizing students", "inability to motivate students towards learning, developing and deepening their interests", "careless treatment of own work by the teachers". According to the students, the key of a positive teacher – student relationship based on an authority should be first of all: "honest and objective assessment of each student", "respect for students" and "creating favorable atmosphere by the teacher". On the other hand, a didactic success of a teacher and his authority mainly results from: "attractiveness of his lessons", "a vast store of knowledge", "innovative character and creativity", "ability to get students interested in action", "using modern teaching resources" and "combining theory with practice".

It is assumed that an important factor which shapes the teacher's authority is the professional rank of the occupation found in society and local environment. In the consciousness of Polish society there is a tendency to believe that a teacher fulfills a job of significant importance both for present and future societies (Drzeżdżon, 2011; CBOS, 2013). The study revealed that the students were of an opposite idea. Most students perceive impairment of a teacher's authority rank and declining social job prestige. Among enumerated most common causes of such state were the following: negative personality abilities, the way of creating teacher – student relationship and approach to an educational process and professional duties. The respondents also pointed out to a low level of teacher engagement in voluntary action towards students, teachers' dissatisfaction with their salaries (strikes, demonstrations) and taking too much for granted from the society, wrongly understood partnership in relationship with students and family or social environment.

CONCLUSIONS

The basis of introducing life principles of a balanced development is appropriate student's education. In this kind of approach, the key issue is the teacher who becomes an important pillar of creating new system of education and teaching in accordance with requirements of a balanced development. It does not only denote one's factual knowledge but also abilities of educational influence directed towards values, developing critical thinking in order for the student to become an activist for his local community which further accomplishes global aims.

Although there has been observed an authority crisis, children and the youth still need personality guides, people they could learn from. The need for a young person to have an authority is so strong that rejecting the one of little influence, may result in searching for another authority with stronger domination. Moreover, accepting a person as a role model depends on his characteristics which further contribute to releasing from stereotypes and dogmas.

On account of the aims and tasks which result from an education idea for

sustainable growth, there appears an obvious need to regain the rank of a teacher's authority. Based on the knowledge and deep understanding of the problem, it is necessary to undertake efforts aimed at developing among teachers certain new attitudes towards: self-personality, learners and people creating joint interactions, the educational process but also existing schemes of thinking and mentality. When related to an authority, we need to reject rigorous discipline which shapes student's personality and instead rely it on mutual exchange of influence when each of the participating parties gives and takes. In that relationship a teacher with an authority has to act towards students, mobilizing and motivating them to action, stimulate to an effort and perseverance in accomplishment of the desired aims and release creative expressiveness.

A teacher will only be seen as an authority when his students become subordinate with their unforced will, feeling affection and respect for him/her. Thus, an authority cannot be enforced or artificially created but it should be approved, chosen and accepted by the students based on the teacher knowledge, competence but mainly his/her personality appropriateness. What also needs to be taken into account is to avoid conflicts between the authority of parents and teachers. It is necessary to prevent from such situations by carefully planned and properly led cooperation between teachers and parents.

REFERENCES

Literature

Adamski, F. (2007). *Rodzina. Wymiar społeczno-kulturowy*. Kraków: UJ.

Arendt, H. (1961). What Is Authority? In H. Arendt, *Between Past and Future. Six Exercises in Political Thought* (pp. 91–143). New York: The Viking Press.

Barratt Hacking, E., Scott, W., Lee, E. (2010). *Evidence of Impact of Sustainable Schools*. Nottingham: Department for Children, Schools and Families (DCSF).

Bijker, W.E., Bal, R., Hendriks, R. (2009). *The Paradox of Scientific Authority: The Role of Scientific Advice in Democracies*. Cambridge: MIT Press.

Boeve-de Pauw, J., Gericke, N., Olsson, D., Berglund, T. (2015). The Effectiveness of Education for Sustainable Development. *Sustainability*, *7*, 15693–15717. **DOI: https://doi.org/10.3390/su71115693**

Bourn, D. (2015). *The Theory and Practice of Development Education: A Pedagogy for Global Social Justice.* New York: Routledge.

Dąbrowski, S. (2008). Autorytet w edukacji. In M. Patalon (Ed.), *Tolerancja a edukacja* (pp. 78–91). Gdańsk: UG.

Dillard, J.P., Pfau, M.W., (2002). *The Persuasion Handbook: Developments in Theory and Practice*. Thousand Oaks: Sage.

Dorsey, D. (2016). *The Limits of Moral Authority*. Oxford: Oxford University Press.

Drzeżdżon, W. (2011). Pedagogiczne uwarunkowania autorytetu nauczyciela-wychowawcy. *Język – Szkoła – Religia*, *6*, 113–124.

Ertesvåg, S.K. (2009). Classroom Leadership: The Effect of a School Development Programme. *Educational Psychology*, *29*(5), 515–539. **DOI: https://doi.org/10.1080/01443410903122194**

Fromm, E. (2010). *The Heart of Man: Its Genius for Good and Evil.* New York: American Mental Health Foundation Books.

Gadamer, H.G. (2004). *Truth and Method*. London – New Delhi – New York – Sydney: Bloomsbury.

Gerrard, J., Farrell, L. (2014). Remaking the Professional Teacher: Authority and Curriculum Reform. *Journal of Curriculum Studies*, *46*(5), 634–655. **DOI: https://doi.org/10.1080/002 20272.2013.854410**

Giddens, A. (1991). *Modernity and Self-Identity: Self and Society in the Late Modern Age*. Palo Alto: Stanford University Press

Giroux, H.A. (1997). *Pedagogy and the Politics of Hope. Theory, Culture, and Schooling: A Critical Reader*. Abingdon: Routledge Taylor & Francis Group.

Harjunen, E. (2009). How Do Teachers View Their Own Pedagogical Authority? *Teachers and Teaching. Theory and Practice*, *15*(1), 109–129.
DOI: https://doi.org/10.1080/13540600802661345

Haugaard, M. (2010). Power: A 'Family Resemblance Concept'. *European Journal of Cultural Studies*, *13*, 4419–4138. **DOI: https://doi.org/10.1177/1367549410377152**

Hughes, J.N., Gleason, K.A., Zhang, D. (2005). Relationship Influences on Teachers' Perceptions of Academic Competence in Academically At-Risk Minority and Majority First Grade Students. *Journal of School Psychology*, *43*(4), 303–320. **DOI: https://doi.org/10.1016/j. jsp.2005.07.001**

Kaplan, D.M. (2003). *Ricoeur's Critical Theory*. Albany: State University of New York Press.

Kaszubska, P. (2013). Autorytet nauczyciela w percepcji licealistów. *Problemy Opiekuńczo- -Wychowawcze*, *1*(7), 53–58.

Landemore, H. (2011). Political Authority. In D.K. Chatterjee (Ed.), *Encyclopedia of Global Justice*. Dordrecht: Springer. **DOI:** https://doi.org/ 10.1007/978-1-4020-9160-5_349

Magier, P. (2015). Autorytety religijne w pedagogice. Uwagi metateoretyczne. *Paedagogia Christiana*, *1*(35), 161–179. **DOI: http://dx.doi.org/10.12775/PCh.2015.009**

Mazurek, M. (2014). Kryzys autorytetów a społeczeństwo konsumpcyjne. In J. Zimny (Ed.)*, Autorytet*: *wczoraj dziś i jutro* (pp. 245–261). Stalowa Wola: KUL.

Milgram, S. (1963). Behavioral Study of Obedience. *Journal of Abnormal and Social Psychology, 67*(4), 371–378.

Olubiński, A. (2012). *Autorytet. Czy potrzebny w procesie edukacji?* Toruń: Akapit.

Omer, H., Schlippe, A. (2016). *Autorität durch Beziehung: Die Praxis des gewaltlosen Widerstands in der Erziehung*. Göttingen: Vandenhoeck & Ruprecht.

Paszkiewicz, A. (2014). *Skuteczna praca wychowawcza nauczyciela z uczniami*. Warszawa: Difin.

Polok, G. (2010). Erosion of Respect Towards Academics – Can the Visible Trend be Changed? *Annales. Ethics in Economic Life*, *13*(2), 25–33.

Raz, J. (2009). *The Authority of Law*. Oxford: Oxford University Press.

Rogers, C.R. (1983). *Freedom to Learn of the 80s.* Columbus: Charles E. Merrill Publishing.

Tilbury, D. (2011). *Education for Sustainable Development. An Expert Review of Processes and Learning*, *DESD Global Monitoring and Evaluation*. Paris: UNESCO.

Townsend, A. (2002). *The Impact of Radical Intervention on the Attitude and Achievement of School-Refusers*. *A Case Study.* Melbourne: Myer Foundation.

Wagner, I. (2005). *Stałość czy zmienność autorytetów*. Kraków: Impuls.

Wasylewicz, M. (2016). Media Authorities – Encounter or Support (?) of Real Figures. *Lubelski Rocznik Pedagogiczny*, *35*(1), 99–109. **DOI: http://dx.doi.org/10.17951/lrp.2016.35.1.99**

Weber, M. (2013). *Economy and Society: An Outline of Interpretive Sociology*. Berkeley: University of California Press.

Więckowska, E. (2009). Czym jest autorytet? In M. Bednarska (Ed.), *O autorytecie w wychowaniu i nauczaniu* (pp. 11–19). Toruń: Wydawnictwo Adam Marszałek.

Witkowski, L. (2011). *Historie autorytetu wobec kultury i edukacji*. Kraków: Impuls.

Wolska-Długosz, M. (2012). Rola autorytetu w życiu gimnazjalisty. *Studia Pedagogiczne. Problemy Społeczne, Edukacyjne i Artystyczne*, *21*, 145–162.

Yariv, E. (2011). Deterioration in Teachers' Performance: Causes and Some Remedies. *World Journal of Education*, 1(1). **DOI: https://doi.org/10.5430/wje.v1n1p81**

Netography

CBOS (Centrum Badania Opinii Społecznej). (2013). *Prestiż zawodów*. Warszawa: Fundacja Centrum Badania Opinii Społecznej, BS/164/2013. Retrieved from: www.cbos.pl (access: 17.12.2020).

Strategia zrównoważonego rozwoju Polski do 2025 roku. Warszawa: Ministerstwo Środowiska. Retrieved from: http://www.access.zgwrp.org.pl/materialy/dokumenty/StrategiaZrownowazonegoRozwojuPolski/index.html (access: 10.11.2020).

UNECE. (2005). *Strategy for Education for Sustainable Development*, adopted at a high-level meeting of representatives of the Ministries of Environment and Education, Vilnius, 17–18 March 2005, CEP/AC.13/2005/3/Rev.1. Retrieved from: https://unece.org/DAM/env/esd/strategytext/strategyinPolish.pdf (access: 17.12.2020).

UNGA. (2007). *The UN Decade of Education for Sustainable Development (DESD 2005–2014). The First Two Years*. France. Retrieved from: https://unesdoc.unesco.org/ark:/48223/pf0000154093 (access: 10.11.2020).

ABSTRAKT

Aktualnie uznanie autorytetu podlega perspektywicznej i relatywnej ocenie. Oficjalnie mówi się o kryzysie autorytetu nauczyciela, ale i o jego braku. Dzisiejsza edukacja – być może bardziej niż kiedykolwiek – wymaga zatem pochylenia się nad teoretycznymi i praktycznymi aspektami autorytetu nauczyciela, który w dobie zmian społeczno-kulturowych i wyzwań edukacji dla zrównoważonego rozwoju staje przed zupełnie nowymi wymaganiami w podejściu do wiedzy i ucznia. Stąd też celem podjętych badań była próba poznania opinii i postaw uczniów ze szkół podstawowych i średnich na temat autorytetu współczesnego nauczyciela. Badaniami objęto 158 uczniów szkoły podstawowej ($N = 87$) i szkoły średniej ($N = 71$). Wyniki badań wykazały, że – mimo obserwowanego kryzysu autorytetów – zarówno dzieci, jak i młodzież potrzebują nauczycieli będących godnymi naśladowania wzorami osobowymi. Wobec celów i zadań, wynikających z idei edukacji dla zrównoważonego rozwoju, pojawia się więc oczywista potrzeba przywrócenia należnej rangi autorytetowi nauczyciela. Należy podkreślić, że autorytet, stanowiąc istotne źródło wpływu pedagogicznego, powinien stawać się nie celem, lecz sensem działań nauczyciela.

Słowa kluczowe: autorytet; kryzys; nauczyciel; wyzwania; edukacja dla zrównoważonego rozwoju