

THE VALUES OF RESILIENT TEACHERS

We already know from previous research that the parents' value systems have a great impact on the children's lives, including their school activities, since the parental involvement in regards to school life stems from parental values [Zellman & Waterman, 1998]. However, not only the parents' value systems are significant in this process, but teachers are also influencing factors, due to having a value mediator role. During the teaching process, they simultaneously shape the pupils' minds and values. This can be traced back to the fact that after the family home, school is the most important place in terms of socialization [Parsons, 1959]. The received values alter our acts, goals and choices [Bocsi, 2020]. This is the reason why it is important to go into details about this topic.

The hypothesis of this research is that resilient teachers, who were socially disadvantaged, for example they were born in a little village, their parents did not finish school etc., but they successfully managed to overcome these hardships and got a university degree; have different value systems than non-resilient teachers who did not have to deal with these kind of problems. Therefore, we tend to think that resilient teachers gained special values, because of the disadvantages that they had to face, so they can pass on these values to their students as well. The goal of this research is to identify these specific values. Besides that, we want to gain insight into the effect of the family background on the value systems of the resilient teachers and how resilience manifests itself during teaching.

This topic has a great importance today, since the examination of the value system of resilient teachers can be useful for many people. First of all, the results can help resilient students who are trying to find a suitable life path. Besides that, it can also serve university students who are studying to be a teacher, because after getting a degree, knowing this information can help them to fit in more easily to teacher communities in schools, where resilient colleagues are also present. Furthermore, these results can benefit qualified teachers as well, because it would help to reduce the number of quitting teachers.

The basis of the research was the extensive literature of the topic. Additionally, five half-structured interviews were made. These are on average 60 minutes long and were made based on personal enquiry. We chose teachers from the catchment area of the University of Debrecen. The teachers had to meet two conditions: to have a degree and to come from a socially disadvantaged background. The ability to generalize is limited, but the pieces of information are supplementary.

The first group of questions were about the childhood of the interviewee, including topics such as family, place of birth, and the available facilities. The second group of questions focused on education, the type of school that they had attended, what they learnt from their teachers, and the motivating factors during these years. The

following section's topic was higher education. We asked them the reasons why they decided to be a teacher and their experiences from university. The fourth group of questions wanted to find out the problems they have to face when it comes to teaching, and how they are able to share their experiences with the students. The last part of the interview concentrated on the matter of values, what values do they find important, what they learnt from their parents and the most important thing they want to teach to their students.

After the interviews were recorded, they were transcribed. It was followed by manual coding. Text processing was done on the basis of these codes [Creswell, 2012]. The primary code was values, and the secondary code was family. The resilient teachers were examined from different aspects: current workplace, place of birth, parent's education and job. Based on these aspects, many similarities can be observed between the resilient teachers. All of them are working in a rural elementary school, they came from little villages and their parents do not have a certificate of secondary education. They only differed in one thing: the occupation of the parents. Jobs such as cook, factory worker, postman, seamstress are mentioned in the interviews.

The results of the research can be separated into two groups: values got from the family and values stemming from the resilient life path. The first group includes values that resilient teachers bring from home that they possess since early childhood. They learnt these from their direct family members, such as grandparents, parents and siblings. The research showed that if a teacher has a resilient life, then certain values, such as support, perseverance etc. becomes more significant, therefore these will have considerable roles in their value systems. The research also revealed that resilient teachers during their teaching not only pass on previously acquired values, but they also transmit the ones that were gained through their resilient life path. In conclusion, these values blend when it comes to passing on values to students.

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