

Life Perspectives of Teachers in Poland and the United States

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Abstract

This cross-cultural study compared two groups of Polish and United States masters level graduate students in elementary education on various aspects of their *life perspectives* including the variables of *manageability*, *meaningfulness*, and *social support* comprising their overall *sense of well-being*. This line of inquiry follows from findings that indicate teachers' self-concepts influence the psychological classroom environments they cultivate. A *Survey on Life Perspective* was administered to both groups in their native languages. Significant differences were found between the groups on *manageability* and *social support* but not on *meaningfulness* and *sense of well-being*. Various interpretations and implications of the findings are discussed that warrant further study.

Introduction

This exploratory article is the culminating project of a sabbatical from West Chester University of Pennsylvania as a Professor of Human Development within the Department of Elementary Education (Radich). The project began during May, 2005, when fifteen faculty and staff from WCU, including both authors, traveled