

paradox of the satisfied villain as the low income of female teachers is justified by them by the specious “advantages” of the teaching profession – more free working time, holidays during holidays at schools, “shorter” working hours, and so on. These conclusions may relate to the results of our research and the increase in the responses of utilitarian character among the contemporary teachers.

The responses and their significant differences by percentage relate to **the negative aspects of the teaching profession**, where we ascertained an increase in dissatisfaction with respect to the number of “problematic pupils” (even in nursery schools), problems and conflicts in communication with parents as well as frequent legislative changes. On the one hand, the negative aspects may be associated with the above-mentioned gender segregation of the teaching profession having an impact upon its prestige, but on the other hand, it may also relate to overall social changes, such as the increase in socio-pathological phenomena and the changes in values, which in turn relate to the decreasing value placed on education.

In the end, we submit that the change of the teaching profession status and the elimination of its negative aspects relate to several issues, including overall social changes. Therefore, we recommend:

- defining the career growth of teachers and its conditions clearly,
- increasing the average income of teachers – it should be higher than the average income in the national economy,
- other professional employees should be employed at schools (educational psychologists, special and social pedagogues and others), who would act preventively to eliminate socio-pathological phenomena,
- society should attach greater importance and prestige to the issues of education and erudition.

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