Teacher as an Authority?
Supporting the Student’s Sense of Belonging
to the School Community as a Condition for Their Development and the Teacher’s Success in Educating

Abstract

The article aims to show the importance of the teacher's authority in the modern school. The authors present a different view from the one well established in the literature looking at the problem of the formation of teachers' authority. In addition to the definitions relating to the professional competence and cognitive abilities, a significant aspect of the analysis was focused on the teacher's ability to form and shape the student's sense of belonging to school. The paper also includes the research findings univocally indicating that the teacher is a highly regarded authority if they can build and maintain positive relationships in the classroom between them and students as well as between the students themselves, especially the ones manifesting difficulties in the current social functioning.

Keywords: authority, teacher, sense of belonging, student

The contemporary times are marked by uncertainty, ambivalence and axiological relativism and thus they inevitably draw our attention and reflection to those who are socially obliged to provide professional assistance to a human being in search of the answers to important existential questions as well as the ones that arise in daily contact with life, namely to teachers. It is their authority, preparation, professional qualifications and competence which make it possible to implement the sublime pedagogical ideas and concepts of education, and simultaneously they are the guarantee of the highest quality of education under-