

## **Conclusions**

The teachers had significantly higher results in terms of directiveness, sense of power in the family, sense of power towards colleagues, sense of power towards the supervisor, need for power and resistance to submission. They had, however, significantly lower results in the area of need for influence. The greater the teacher's work experience, the lower the need for power and influence. The teachers working in primary schools had a significantly higher sense of power towards students than the teachers working in lower secondary schools. The issue of the sense of and need for power among teachers should be explored further, particularly in the context of their professional achievements and their relationships with students. The practical implications of such results might lead to a consideration of additional courses and training for young teachers.

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