

Social Psychological Specifics of Teacher's Authority as Perceived by Students of Various Age and Statuses in Closed Educational Institutions for True and Social Orphans

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The paper introduces the outcomes of an empirical research revealing the social psychological specifics of teacher's personal authority and role as perceived by the students of closed educational institutions. Basing on the results obtained in the research, the authors outline the features of interpersonal significance of teacher for students of various age and statuses living in children's homes and boarding schools.

Keywords: *closed educational institutions, reference, authority, interpersonal evaluation, intragroup status.*

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