

Matej Majerič*
Bojan Leskošek
Saša Cecić Erpič

THE MOTIVATION OF PHYSICAL EDUCATION TEACHERS TO PARTICIPATE IN PERMANENT PROFESSIONAL TRAINING COURSES: AN ANALYSIS OF SELECTED FACTORS

MOTIVACIJA UČITELJEV ŠPORTNE VZGOJE ZA SODELOVANJE V PROGRAMIH PERMANENTNEGA IZOBRAŽEVANJA: ANALIZA IZBRANIH DEJAVNIKOV

ABSTRACT

The success of teachers in their work depends on several factors. Educational institutions consider lifelong learning as one of the most important factors. In order to remain competitive in the job market, teachers are constantly required to bring their training and learning up to date. In Slovenia, the permanent professional training of teachers is a systemic domain of the Human Resources Office in Education at the Ministry of Education and Sport. The present article analyses the motivation of teachers to participate in training courses on a sample of 501 participants who have participated in permanent professional training courses organised by the Centre for Lifelong Learning in Sport at the Faculty of Sport (University of Ljubljana). The results of the study indicate that intrinsic motivation prevails among the course participants. The selected factors (age, gender, education, school level and job title) significantly influence the manifestation of two dimensions of the motivation to participate in lifelong learning courses, i.e. the dimensions of promotion and satisfying the job requirements. None of the selected factors resulted in a manifestation of the intrinsic motivation dimension. Factor analysis revealed that teachers participate in courses in order to be promoted, to acquire knowledge and to fulfil the requirements of the job position and their employer.

Key words: permanent professional training, physical education teachers, motivation, lifelong learning

University of Ljubljana, Faculty of Sport, Slovenia

**Corresponding author:*

University of Ljubljana, Faculty of Sport
 Gortanova 22

SI-1000 Ljubljana, Slovenia

Phone: +386 1 520 77 00

Fax: + 386 1 520 77 40

E-mail: matej.majeric@fsp.uni-lj.si

IZVLEČEK

Delovna uspešnost učiteljev je odvisna od številnih dejavnikov. Z izobraževanjem povezane institucije smatrajo sodelovanje v programih vseživljenjskega učenja za enega od pomembnih dejavnikov, ki vplivajo na uspešnost učiteljev. Sodelovanje v programih permanentnega izobraževanja je za učitelje nujno, saj jim takšno pridobivanje znanja omogoča, da ostanejo kompetentni na trgu dela. Namen članka je analizirati motivacijo učiteljev (N=501) za sodelovanje v programih permanentnega izobraževanja, ki jih je organiziral Center vseživljenjskega učenja na Fakulteti za šport (Univerza v Ljubljani). Rezultati kažejo, da učitelji v programih sodelujejo predvsem zaradi njihove visoko izražene notranje motivacije. Izbrani dejavniki (starost, spol, izobrazbena raven, zaposlitev v različnih tipih izobraževalnih institucij in delovni naziv) pomembno vplivajo na izraženost dveh dimenzij motivacije, to je sodelovanje v programih permanentnega izobraževanja zaradi napredovanja in zaradi zadovoljevanja delovnih/zaposlitvenih pogojev. Noben od teh dejavnikov ne vpliva na izraženost notranje motivacije. Rezultati faktorске analize so pokazali, da učitelji sodelujejo v programih zaradi napredovanja na delovnem mestu, pridobivanja znanja in zadovoljevanja zahtev s strani delovnega mesta in/ali delodajalca.

Gljučne besede: permanentno strokovno izobraževanje, učitelji športne vzgoje, motivacija, vseživljenjsko učenje

INTRODUCTION

One of the European Union's goals is to become the most dynamic knowledge-based society in the world. This is also evident in the fulfilment of strategic policies in the area of education and training (Bologna Declaration, 1999; Lisbon Strategy, 2000; Lifelong Learning Programme, 2006; Strategy of Lifelong Learning in Slovenia, 2007 etc.). One of the priority tasks of EU member states is the permanent training and upgrading of the professional competencies of people employed in education.

The changes in society happening during the transition to a knowledge-based society are forcing teachers and other professionals in education to eventually adapt to them. The introduction of the economy of knowledge, where the latter is considered as a main form of capital, is forcing some to accept new roles and abandon or change some old ones (Key Competencies, 2002; Lifelong Learning Programme, 2006; Strategy of Lifelong Learning in Slovenia, 2007).

Numerous studies have warned that the knowledge and competencies teachers acquired during their studies are insufficient in practice. At the same time, competitiveness in the job market is increasing, requiring teachers to accept new roles; teachers are continuously required to train and update their knowledge in order to keep pace with others. Besides, it is widely acknowledged that promoting higher order thinking skills of students as well as using new technologies requires teachers to adopt a new pedagogical approach (Putnam & Borko, 2000). Teachers have to stimulate learning environments and facilitate students' learning processes. This means they can no longer adhere to the traditional teacher role by simply transmitting knowledge (Kwakman, 2003).

Teachers are adapting to these new roles by employing several methods to refresh and update their knowledge and skills. In order to achieve this, they have various possibilities during their practical pedagogical training when studying, during their apprenticeship, in direct work in practice (after their studies), in programmes of permanent professional training, when working together with colleagues in and out of school (e.g. a teacher's group, study group...), through the advice and guidance of experienced teachers (at their school or some other school), at professional symposiums (e.g. an annual teacher's conference), by reviewing professional literature, by reading various contents on world wide web and Internet forums, through the advice and guidance of experts etc. All these forms are considered conventional, are often used in practice and can be branded important lifelong learning factors (Majerič & Kolenc, 2007).

The professional development of teachers is described as "The process by which teachers acquire the new knowledge, skills and values which will improve the service they provide to clients" (Hoyle & John, 1995, p. 17). Accepting that assumption, teachers' learning is strongly connected to professional goals which demand them to strive for the continuous improvement of their teaching practices. All ways of professional learning can be divided into four categories: three categories regarding the individual level of learning and one category referring to the collaborative level of learning (Kwakman, 2003). The first category is related to *reading* as a form of collecting knowledge, data and/or information (Scribner, 1999). According to Kwakman (2003), the second category refers to *doing* and *experimenting*. The literature defines the third category as *reflection* and the fourth as *collaboration* (sometimes also stated as the collaborative level of learning) (Kwakman, 2003; Putnam & Borko, 2000). Collaboration is a very important aspect of professional development as it provides necessary support for learning as well as feedback, new ideas and challenges.

Motivation is a nebulous construct, difficult to observe and categorise. Traditional studies have comprehended motivation in intrinsic/extrinsic (e.g., Deci, 1975) or instrumental/integrative (e.g., Eccles & Wigfield, 2002) dualisms. Previously motivation was perceived as stagnant but nowadays it is explained with more sophisticated models that allow more situational flexibility. While the motivation literature is vast and a thorough review of it is beyond the aim of this article, only general aspects of work-related motivation will be presented here.

The level and kind of motivation substantially depend on the locus of control (Cecić Erpič, Zabukovec, & Boben, 2005). According to Deci (1995), self-motivation is the main source of creativity, responsibility, healthy behaviour and lasting change. Intrinsic motivation is related to challenges, internal criteria for success, independent deciding for action, as well as highly pronounced interest and curiosity (Roberts, 1993). The other aspect is extrinsic motivation. An individual who is predominantly extrinsically motivated is driven by finding the easiest way to accomplish a task, external criteria for success, dependent deciding for action and other external means of motivation.

Within the occupational motivation literature, Hirschhorn (1993) proposes that workers learn at the workplace if learning makes them better at their job. Some teachers choose more challenging professional development opportunities that improve their teaching. The rewards for such development are often internal, connected to student results, a contribution to better teaching and feelings of competence. According to Hilderbrandt and Eom (2011), incentives such as salary, status, work schedule and power are not as relevant for teachers as they might be in other jobs. However, internal incentives are not alone in motivating teachers. According to Hirschhorn (1993), workers are also motivated by getting a promotion, getting recognition or validation from others, along with career advancement and enhanced leadership. Honorific rewards usually come from external sources and may involve social honour, prestige or recognition (Hilderbrandt & Eom, 2011). That honour may originate from the profession itself, students, administrators, other teachers or parents (Ozcan, 1996). Personal gain may also serve as an impetus for teacher professionalisation. Greater opportunities for economic rewards also increase teacher motivation (Ozcan, 1996). This is interesting since teaching has been called a “flat career” (Troen & Boles, 2003), meaning that all promotions and pay rises are based on degrees earned and years of experience instead of teacher effectiveness (Hilderbrandt and Eom, 2011). Financial gains can therefore be perceived as one of the incentives for enrolling in courses and other forms of advanced education.

Teachers also enter lifelong learning programmes due to increasing demands concerning their complex professional skills. Among the various forms of training, seminars and work groups are particularly efficient due to their social factors, enabling interactivity and so-called copy learning (Brečko, 2002). Brečko (2002) assumes that the majority of teachers in Slovenia learn the same way they learned while in the process of undergraduate study. He considered it as a shift in the model of teacher training from behavioural and positivistic to personal and interactive. Simultaneously, he predicted that in the future the area of lifelong learning of teachers would require new approaches not solely based on conventional methods. As a solution, e-learning societies and modern interactive methods could be used, enabled and supported by modern informational communication tools (Majerič & Kolenc, 2007; Majerič, Žvan & Zajec, 2007).

Many studies have shown that age effects teacher motivation, changes in attitudes to the profession as well as burnout rates (for a review, see Hilderbrands & Eom, 2011). A study by Clark and

Caffarella (1999) revealed five factors of teachers' motivation for professionalisation. Among them, two had a significant age effect: the motivation for financial gain and for external validation. Teachers in their 30s were significantly more motivated by financial gain as well as external validation than their older colleagues. These results showed that work motivation changes over time. Teachers in their 30s are the most proactive and enthusiastic regarding professionalisation. The three other factors (motivation to become a better teacher, internal validation and collaboration) were not affected by age. These three factors of motivation were found to be equivalently important in all age groups of teachers.

A similar study was carried out in Slovenia. Razdevšek Pučko (2004) examined the motives for lifelong learning and found that intrinsic motivation was prevailing. On a sample of 1,757 participants, Razdevšek Pučko (2004) analysed the motives to participate in permanent professional training courses and found that the most frequent motive for participation was »a personal desire for knowledge and skills«. The second most frequent motive was »a demand of the job position«, followed by »a desire to exchange experience with others«, »I was sent by the management«, »to acquire a professional title« and »a recommendation of colleagues«. The author did not find statistically significant differences in participation motives between the subjects of different ages, although the motives »a demand of the job position« and »a desire to exchange experience with others« were listed more often by subjects over the age of 46. »Acquiring a professional title« and »a recommendation of colleagues« were motives listed by younger subjects, e.g. those below the age of 35. When analysing the differences between the subjects working in kindergartens and those in school, the author found that subjects in kindergarten more frequently decided to participate in a programme as a result of a personal desire for knowledge and the exchange of experiences with others. She also found that for the majority of motives there were no statistically significant differences among the subjects with different lengths of work experience. Nevertheless, motives »a demand of the job position«, »to acquire a professional title« and »a recommendation of colleagues« were motives listed by subjects with 5 to 10 years of work experience. »A personal desire for knowledge and skills« and »a desire to exchange experience with others« were motives listed by subjects with more than 20 years of work experience.

Ryan (2003) analysed motives on a sample of 182 participants in permanent professional training programmes. She found that the most important factor or motive for participation in programmes is a »need for professional knowledge«, followed by »to renew a qualification licence«, »to improve professional status« and »to show others that I am competent at doing my work«. It can be concluded that the self-intrinsic motivational factor comes first and that studies in Slovenian society should also produce the same results.

The results of Illeris (2003) emphasise that most teachers are motivated for lifelong courses through incentives related to extrinsic motivation. In practice, typical psychological defence mechanisms should have kept teachers from changing their long-ago acquired personal patterns of thinking and acting. Notwithstanding this, the author predicted that changes in valuing knowledge in society would influence the motivation to participate in lifelong learning programmes.

Programmes of permanent professional training within the existing lifelong learning system are the most important form of acquiring up-to-date knowledge, thus indirectly contributing to the better quality of educational work. Programmes are designed to present novelties in education as well as new contents for everyday work in school practice. The aim of the study is therefore to analyse the motivation to attend lifelong learning courses in the field of physical education.

The effects of age, gender, work specificity, professional title and length of work experience for participation in lifelong learning classes were studied.

METHODS

Sample

The sample of measured subjects consisted of 531 individuals – 153 were men (28.8%) and 378 women (71.2%) – who participated in lifelong learning courses. The majority of them were physical education teachers (n=348; 65.56%), some were class teachers (n=117; 22.09%) and kindergarten teachers (n=50; 9.41%), whereas the others (n=16; 3.01%) came from other professions.

The interviewed subjects were divided into nine age groups: below 25 years (n=7; 1.32%), 25 to 29 years (n=88; 16.57%), 30 to 34 years (n=125; 23.54%), 35 to 39 years (n=108; 20.34%), 40 to 44 years (n=80; 15.07%), 45 to 49 years (n=68; 12.81%), 50 to 54 years (n=39; 7.34%), 55 to 59 years (n=6; 1.13%) and more than 60 years (n=2; 0.38%). The majority of them (58.95% or 313 subjects) were between the ages of 30 and 44. Due to inaccurately filled in questionnaires, eight of them were discarded (1.51%).

The majority of measured subjects (452 – 85%) work in schools; 352 (66.29%) of them work in primary and 100 (18.83%) in high schools.

138 of the measured subjects (25.99%) had less than 5 years' work experience in education, 110 (20.72%) between 6 and 10 years, 96 (18.08%) between 11 and 15 years, 58 (10.92%) between 16 and 20 years and 126 (23.73%) more than 20 years' work experience in education.

165 (31.07%) of the measured subjects did not hold any professional title, 210 (39.55%) held the title of mentor, 143 (26.93%) the title of adviser, and only 8 (1.51%) the title of councillor. The structure of the sample is illustrated in Figure 1.

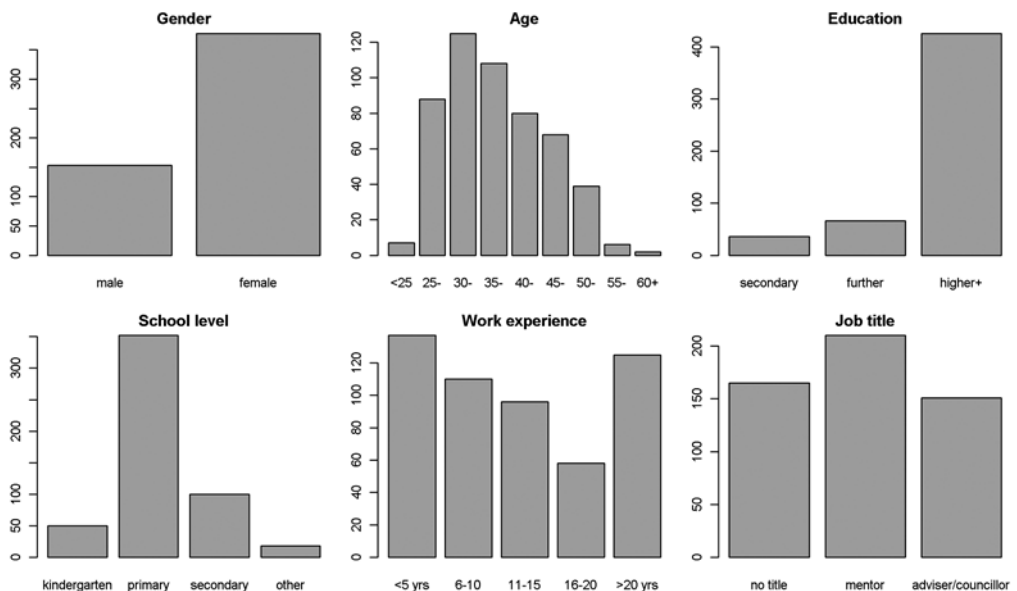


Figure 1: Structure of the sample

Instruments

Teachers' motivation for lifelong learning questionnaire (Majerič, Žvan, & Zajec, 2007) was used in the study. The questionnaire consists of questions related to demographic information and 12 items that measure motivation for lifelong learning. Out of 12 items, four measure intrinsic motivation, four measure extrinsic motivation and four measure group motivation. Respondents used a six-point Likert-type scale whereby 1 represents “not at all important” and 6 “extremely important”.

The respondents had participated in 23 different seminars related to sport and physical activity in school, kindergarten and other educational settings. Their participation in the study was voluntary and the questionnaires were filled out at the end of the seminar.

The questionnaire was tested in a pilot study and, due to the favourable metric characteristics, then used in the main study. Participants in the study were teachers who had attended 25 different lifelong learning courses organised by Centre for Lifelong Education at the Faculty of Sport (University of Ljubljana).

Procedure

SPSS for Windows (version 17) was used for the data analysis. The frequencies of values for all categorical variables were computed. The factor structure of motives for seminar attendance was analysed by the maximum likelihood method with a direct oblimin rotation. For all factors with lambda greater than 1, the factor scores were computed with the Anderson-Rubin method. The effect of stratification variables on the motives was analysed by MANOVA and factorial ANOVAs. All hypotheses were tested at a 5% significance level.

RESULTS

The distribution of motives for course participation is quite variable (see Figure 2). While for some motives (1: A personal desire to acquire new knowledge, experience, professional competencies; 4: Acquisition and exchange of various information, ideas and answers to professional problems; 8: Looking after my professional development; and 10: Programmes offer novelties from the field and the profession) most participants strongly agree with that motive, for some other motives (3: A demand of the management; 5: Acquisition of points needed for acquiring a title; and 6: The possibility to move up a pay grade) they mostly disagree or their answers are more evenly distributed.

An analysis of the average values indicates that most highly evaluated motives fall into the group of intrinsic motivation factors. The highest average values were revealed in motives, expressing participation in training courses due to self-desire and the acquisition of knowledge and competencies. High on the list of importance are motives of looking after one's professional development and finding novelties in the profession. The teachers are also highly motivated by the acquisition and exchange of information and answers to professional questions. Mean values reveal that so-called social motives are less important when deciding to participate in lifelong learning courses. The participants are slightly less motivated to establish social contacts. Similarly, it is less important that participation in such courses is obligatory, arising from one's job position and related tasks. Motives from the extrinsic motivation group are the least important for the

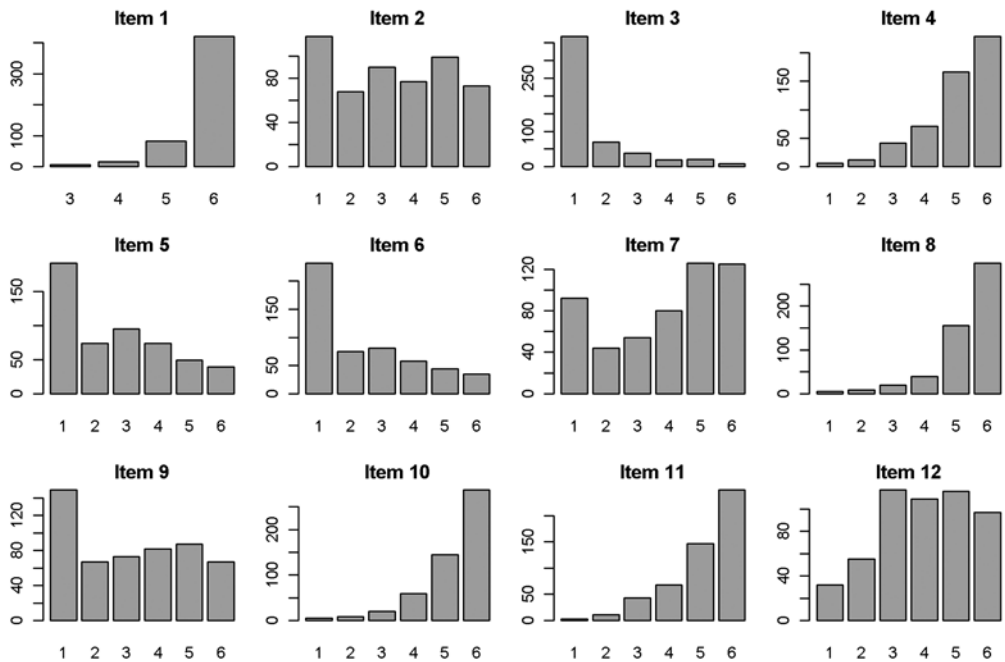


Figure 2: Distribution of motives for attending courses

participants. An analysis indicates that the participants are the least motivated to participate to acquire points in order to achieve a professional title and increase their pay grade.

Table 1: Means and standard deviations for motives for attending lifelong learning seminars

<i>Motives</i>	<i>M</i>	<i>SD</i>
A personal desire to acquire new knowledge, experience, professional competencies	5.75	0.565
Looking after my professional development	5.34	0.983
I find out about novelties from the profession and practice	5.27	1.015
I acquire and exchange various information, ideas and answers to professional problems	5.10	1.102
A desire to exchange experience, examples of good practice... with others	5.03	1.131
I can establish new social contacts	3.98	1.466
I heard it is a good programme	3.92	1.798
A requirement of the job position	3.36	1.748
I keep in touch with professors from the Faculty of Sport	3.18	1.79
Gaining points for acquiring titles	2.68	1.643
The possibility to move up into a higher pay grade	2.45	1.631
A requirement of the management	1.63	1.181

Using the Kaiser criterion (λ greater than 1) three factors were extracted, explaining 40% of the manifest variability of motives for seminar attendance (see Table 2). After a direct oblimin rotation their squared loadings were 1.91, 2.16 and 1.43. According to coefficients in pattern matrix those factors (i.e., dimensions) were called *promotion*, *knowledge* and *satisfying the job requirements*, respectively.

The *promotion* dimension is described by two motives related to attending the lifelong learning courses in order to acquire a professional title and to increase one's pay grade. The second dimension, i.e. *knowledge*, is composed of eight items. They refer to a personal wish for lifelong learning, gaining new knowledge, experiences and professional competencies. Attending lifelong learning seminars is seen as care for one's professional development, getting acquainted with new developments in the field. These seminars provide possibilities for exchanging good practice examples and getting answers to professional dilemmas and challenges. The third dimension is named *satisfying the job requirements*. These two items refer to attendance due to job requirements and obligations delegated by leadership.

Table 2: Pattern matrix of motives for attending seminars. Coefficients with an absolute value of less than 0.2 are suppressed.

	<i>Factor</i>		
	1	2	3
A personal desire to acquire new knowledge, experience, professional competencies		.27	
A requirement of the job position			.62
A requirement of the management			.64
A desire to exchange experience, examples of good practice... with others		.50	
Gaining points for acquiring titles	.83		
Possibility to move up into a higher pay grade	.95		
I heard it is a good programme		.24	.22
Looking after my professional development		.46	
I keep in touch with professors from the Faculty of Sport		.36	.34
I find out about novelties from the profession and practice		.70	
I acquire and exchange various information, ideas and answers to professional problems		.79	
I can establish new social contacts		.46	

Differences in the means of items (see Table 3) between the different groups were tested with MANOVA, followed by univariate ANOVAs. In MANOVA, work experience was excluded from the model as it was highly correlated with age ($r=.87$); all interaction effects were also excluded as they were not significant. The joint effect of all remaining five items on a dimension was statistically significant ($p<0.01$). The individual effects of those items on the dimensions (Table 4) were weak but significant ($p<0.05$), except for education and school level. The effect of the factors on the dimensions (Table 5) was significant ($p<0.01$) only in dimension 1 (i.e., promotion) and dimension 3 (i.e., satisfying the job requirements).

Table 3: Means and standard deviations of motives for attending seminars

Variable	Category	Motive 1		Motive 2		Motive 3	
		M	SD	M	SD	M	SD
Gender	male	0.03	0.99	0.02	0.98	0.21	0.99
	female	-0.01	1.01	-0.01	1.01	-0.09	0.99
Age	<25	0.11	0.75	0.02	1.10	-0.29	0.50
	25-	0.34	1.00	-0.06	1.07	-0.34	0.92
	30-	0.45	1.06	-0.15	1.12	-0.15	1.01
	35-	-0.02	0.95	0.05	0.89	0.02	0.94
	40-	-0.53	0.69	0.00	1.02	0.14	0.96
	45-	-0.22	0.89	0.15	0.90	0.25	1.08
	50-	-0.54	0.71	0.09	0.87	0.31	1.06
	55-	-0.99	0.02	0.12	1.20	0.65	0.93
	60+	0.64	2.28	-0.26	1.09	0.71	1.05
Education	secondary	-0.46	0.88	0.06	1.02	-0.12	0.99
	higher	-0.31	0.78	-0.09	1.02	0.17	0.94
	high+	0.09	1.02	0.00	1.00	-0.01	1.01
School level	kindergarten	-0.14	1.03	0.09	0.99	-0.14	0.89
	primary	-0.02	0.97	-0.04	1.02	0.03	1.03
	secondary	0.14	1.08	0.10	0.89	0.04	1.00
	other	-0.47	0.79	-0.19	1.33	-0.30	0.86
Work experience	<5 yrs	0.31	0.97	-0.04	1.06	-0.31	0.92
	6-10	0.38	1.05	-0.15	1.10	0.03	1.06
	11-15	-0.05	0.94	0.07	0.81	-0.10	0.88
	16-20	-0.40	0.87	0.14	1.06	0.22	0.90
	>20 yrs	-0.47	0.81	0.05	0.94	0.27	1.06
Job title	no title	0.26	1.04	-0.01	1.07	-0.26	0.95
	mentor	0.16	1.00	-0.07	1.00	0.08	1.02
	adviser/ councillor	-0.49	0.75	0.10	0.93	0.21	0.96

Analysis of the mean values in the first dimension of motives »*promotion*« reveals that these motives are strongest between the ages of 25 and 30. In the second dimension of motives, defined as »*knowledge and exchange of experience*«, motives were strongest between the ages of 45 to 60. Similarly, at this age motives from the third dimension »*job requirements*« were also the strongest.

The mean values were further revealed as the highest amongst subjects with a university degree and a further education certificate in the first dimension of motives. In the second dimension, they were the highest amongst subjects with a higher education degree and in the third dimension amongst subjects with a further education certificate.

Regarding the type of education they teach, the highest mean values in the first dimension were revealed among subjects working in secondary schools. In the second dimension, they were the highest among subjects working in kindergartens and high schools. In the third dimension, the mean values were particularly high among subjects teaching in primary and secondary school.

The mean values in the first dimension were the highest amongst subjects with 5 to 11 years of work experience. The second dimension was particularly important for subjects with 16 to 20 years of work experience. The mean values in the third dimension were high for all measured subjects.

The mean values in the first dimension were high in subjects without a professional title or with the title of mentor. In the second and third dimensions the mean values were nearly the same for all the subjects, regardless of their title.

Table 4: MANOVA results

<i>Effect</i>	<i>Wilks' Lambda</i>	<i>F</i>	<i>Sig.</i>	<i>Partial Eta Squared</i>
Gender	.98	3.28	.02	.02
Age	.96	7.32	<.01	.04
Education	.98	1.57	.15	.01
School level	.97	1.56	.12	.01
Job title	.94	5.08	<.01	.03

Table 5: Univariate ANOVA results

<i>Effect</i>	<i>Motive 1</i>		<i>Motive 2</i>		<i>Motive 3</i>	
	<i>F</i>	<i>Partial η^2</i>	<i>F</i>	<i>Partial η^2</i>	<i>F</i>	<i>Partial η^2</i>
(corrected model)	11.06	.17	.79	.01	4.93	.09
Gender	.71	.00	.00	.00	9.44	.02
Age	9.51	.02	2.88	.01	8.15	.02
Education	3.65	.02	.97	.00	.26	.00
School level	4.17	.03	.24	.00	.35	.00
Job title	12.99	.05	.78	.00	1.48	.01

Note: F-tests significant at the .05 level are presented in bold

The first factor showed a statistically significant correlation with age, level of education, type of educational institution where the subjects teach and professional title. The third factor revealed a statistically significant correlation with gender and age.

DISCUSSION

In Slovenia, the Human Resources Office in Education at the Ministry of Education and Sport systemically provides the permanent professional training of teachers by preparing an annual catalogue of permanent professional training courses. In this way, more than 5,000 teachers a year receive professional training. According to the collective agreement for the non-economic sector in Slovenia (1994), teachers have the right to five days of work-related professional training per

year. Participation in such courses brings teachers points according to the regulations about title promotions of employees in education (2002), allowing them to acquire the titles mentor, adviser or councillor. Such promotions together with the length of work experience enable teachers to move up into higher pay grades in line with the regulation about the promotion of employees in kindergartens and primary as well as secondary schools (1994).

The results of the study indicate that intrinsic motivation prevails among the course participants. Teachers are interested in additional training, new trends, findings of the profession and science as well as examples of good practice. Lifelong learning is important for them in terms of professional development and keeping track with novelties. All of these are indicators of intrinsic motivation, whereas extrinsic motivation is only slightly noticeable. Thus, the participants are motivated to a smaller extent by the chances of professional promotion and progression into higher pay grades. They consider the motive related to demands by the management to participate in such courses as the least important. The results are similar to the findings of other authors who have mostly attributed to teachers an intrinsic motivation to participate in lifelong learning programmes (e.g., Hilderbrandt and Eom, 2011). Similarly, the results of the present study confirm the findings of C. Razdevšek-Pučko (2004). In a similar study on Slovenian teachers, intrinsic motives were the most frequent reasons for participation in lifelong learning courses. Among them, the motives *a desire for knowledge and skills* and *a desire to exchange experience with others* as well as the motive deriving from requirements of the job position seemed highly important.

Factor analysis of the *Teachers' motivation for lifelong learning questionnaire* that was used revealed three dimensions: *promotion*, *knowledge* and *satisfying the job requirements*. It can be concluded that teachers participate in courses in order to be promoted, to acquire knowledge and to fulfil the requirements of their job position and the employer. According to the traditional division of motivation into intrinsic and extrinsic factors (Deci, 1995), one could say that the dimensions *promotion* and *satisfying the job requirements* can be considered dimensions of extrinsic motivation, whereas the *knowledge* dimension represents intrinsic motivation. Similar findings have been reported by other authors. Hirschhorn (1993) particularly emphasised aspects of intrinsic motivation, namely an increased sense of competency, more efficient teaching, which resulted in the achievements of pupils. Also important is the extrinsic motivation of getting recognition, and validation from others in getting a promotion (Hirschhorn, 1993).

The authors of the present study share the opinion that good care has been taken of teachers with sufficient self-, i.e. intrinsic, motives (e.g. satisfaction when acquiring new knowledge for professional and personal development). Enough programmes are systemically offered every year and the majority of courses for teachers are free of charge as they are subsidised by the Ministry of Education and Sport, or the fee is paid by the school. The system of promotions, governed by the regulations on participation in courses, looks after teachers who require extrinsic encouragement. Nevertheless, some big changes can be expected in the next three years; this argument has already been supported by a decree of the Ministry of Education and Sport putting a temporary stop on promotion to titles for teachers (from 1 December 2010). One may expect the motivation of teachers for lifelong learning and participation in permanent professional training courses to be affected by this measure. Consequently, an appropriate strategy in the area of lifelong learning in sport will have to be prepared as a counter measure.

The ANOVA results revealed that selected factors (age, gender, education, school level and job title) significantly influenced the manifestation of two dimensions of motivation for participation

in lifelong learning courses, i.e. the dimensions of *promotion* and *satisfying the job requirements*. None of the selected factors resulted in a manifestation of the dimension of intrinsic motivation (*knowledge*). It can be concluded that all of the teachers have a similar level of intrinsic motivation to participate in courses and that intrinsic motivation does not change with age (or length of work experience) as well as with other employment characteristics (the type of school they teach at, title). Acquiring a title is the most important motive for teachers between 25 and 30 years of age and the least for the oldest teachers. The decision to participate in courses due to promotion is significantly influenced by a teacher's education level. Namely, teachers with a higher education are significantly more motivated to gain a promotion than those with a secondary school or a further education certificate. Promotion is the most important motive for teachers in secondary schools and those holding a title. These results had been expected as participation in courses is one of the ways for teachers to acquire the points they need for a promotion. Teachers also participate in courses in order to fulfil the demands of the employer and/or job position. It is interesting to note that this factor motivates male teachers to a greater extent; a fact that is relatively hard to explain. In Slovenia, the pedagogical profession is a domain of women and male teachers only prevail at the highest, i.e. university, level. Older teachers are significantly more motivated by fulfilling the demands of the employer and job position than younger teachers. In a way, this is understandable as the demands for efficient professional work are changing and increasing constantly, thus favouring younger employees who have only recently finished their education. Similar findings were presented by C. Razdevšek Pučko (2004). These results have an applied value as they point to the need for a more specific approach to motivating teachers for lifelong learning. The results show that extrinsic motivation is influenced by all the factors included in the study: gender, age, level of education, type of school and professional title. In order to motivate teachers more efficiently, the findings should be considered when planning the education. These factors do not affect the intrinsic motivation of teachers, revealing that the intrinsic motivation of Slovenian teachers is relatively stable and highly manifested.

The Strategy of Lifelong Learning in Slovenia (2007) attributed particular importance to all forms of lifelong learning. Experts who participated in designing the strategy considered learning as potentially the main organisational principle for developing the business strategy and success in a learning-based organisation. An integral part of the development of learning-based organisations is a creative and innovative way of investing in people and the formation of a learning atmosphere and business environment in which individuals are also motivated to express and transfer their hidden (so-called tacit) knowledge. In doing so, it is important to know how the development and culture of learning-based organisations will be encouraged. Without the latter, lifelong learning will remain more an obligation than a voluntary act, as the culture of learning in Slovenia has not yet been sufficiently developed in this area.

Due to all of the above, we suggest that in the future the Human Resources Office in Education at the Ministry of Education and Sport prepares a detailed study on how to implement lifelong learning in practice.

REFERENCES

Bolonjska deklaracija (1999) [*Bologna Declaration*]. Ministrstvo za visoko šolstvo, znanost in tehnologijo. Acquired on 27.3.2007 from http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/doc/dokumenti_visokosolstvo/Bolonjski_proces/bolonjska_deklaracija.pdf

- Brečko, D. (2002). Koncepti razvoja kariere [*Concepts of career development*] *Andragoška spoznanja*, 3-4, 19-34.
- Clark, M.C., & Caffarella, R.S. (1999). Theorizing adult development. *New Directions for Adult and Continuing Education*, 84, 3-8.
- Cecić Erpič, S., Zabukovec, V., & Boben, D. (2005). Motivacija mladostnikov in učiteljev do športne vzgoje [Motivation of adolescents and teachers regarding physical education]. In B. Škof, V. Zabukovec, S. Cecić Erpič & D. Boben (Eds.), *Pedagoško-psihološki vidiki športne vzgoje* (pp. 101-136). Ljubljana: Fakulteta za šport.
- Deci, E.L. (1975). *Intrinsic motivation*. New York: Plenum.
- Deci, E.L. (1995). *Why we do what we do: Understanding self-motivation*. New York: Penguin Books.
- Eccles, J.S., & Wigfield, A. (2002). Motivational beliefs, values and goals. *Annual Review of Psychology*, 53, 109-132.
- Hildebrandt, S.A., & Eom, M. (2011). Teacher professionalization: Motivational factors and the influence of age. *Teaching and Teacher Education*, 27, 416-423.
- Hirschhorn, L. (1993). Organizational change and adult learning. In D. Hirsch, & D.A. Wagner (Eds.), *What makes workers learn: The role of incentives in workplace education and training* (pp.73-86). Philadelphia: National Center on Adult Literacy.
- Hoyle, E., & John, P.D. (1995). *Professional knowledge and professional practice*. London: Cassell.
- Illeris, K. (2003). Adults' Motivation for Lifelong Learning. Acquired on 4.12.2010 from http://www.politika.lv/temas/izglitiba_un_nodarbinatiba/6302/
- Key Competencies (2002). *Survey 5*. Brussels: Eurydice, European Unit.
- Kolektivna pogodba za negospodarske dejavnosti v RS. (1994). [*Collective agreement for the non-economic sector of the Republic of Slovenia*] Ministrstvo za šolstvo in šport. Acquired on 4.12.2010 from http://zakonodaja.gov.si/rpsi/r04/predpis_KOLP234.html
- Kwakman, K. (2003). Factors affecting teachers' participation in professional learning activities. *Teaching and Teacher Education*, 19, 149-170.
- Lizbonska strategija (2000). [*Lisbon Strategy*] Ministrstvo za visoko šolstvo, znanost in tehnologijo. Acquired on 27.3.2007 from http://ue.eu.int/ueDocs/cms_Data/docs/pressData/en/ec/00100-r1.en0.htm
- Majerič, M., & Kolenc, M. (2007). Sportfolio.si - vzpostavljanje e-skupnosti za razvoj poklicnih kompetenc in vseživljenjsko učenje učiteljev športne vzgoje [*Sportfolio.si – establishing e-communities for the development of professional competencies and lifelong learning of physical education teachers*] *Šport*, 55(2), 5-12.
- Majerič, M., Žvan, M., & Kolenc, M. (2008). An example of an e-learning community for lifelong learning by physical education teachers. *Gymnica*, 38(1), 59-67.
- Majerič, M., Žvan, M., & Zajec, J. (2007). E-skupnost na področju športa-nova priložnost za vseživljenjsko učenje in stalno strokovno izpopolnjevanje [E-community in the field of sport: New opportunities for lifelong learning]. *Zbornik referatov*. 20. strokovni posvet športnih pedagogov Slovenije (pp. 225-231). Ljubljana: Zveza društev športnih pedagogov Slovenije.
- Novak, B. (2004). Vloga psihologije v edukacijskem procesu [*The role of psychology in educational process*] Acquired on 4.12.2010 from http://www.anthropos.si/anthropos/2004/1_4/novak_vloga_psihologije.pdf
- Ozcan, M. (1996). Improving teacher performance: toward theory of teacher motivation. In *Paper presented at the annual meeting of the American Educational Research Association* (New York, NY, April 8 – 12, 1996). Retrieved 03.01.2011 from <http://eric.ed.gov>.
- Pravilnik o napredovanju zaposlenih v vrtcih ter osnovnem in srednjem šolstvu v plačilne razrede. [*Regulation on the promotion of employees in kindergartens and primary and secondary education to pay*

grades] (1994). Ministrstvo za šolstvo in šport. Acquired on 4.12.2010 from http://zakonodaja.gov.si/rpsi/r04/predpis_PRAV2204.html

Pravilnik o napredovanju zaposlenih v vrtcih ter osnovnem in srednjem šolstvu v nazive. [Regulation on promotion of employees in kindergarten and primary and secondary education into titles] (1994). Ministrstvo za šolstvo in šport. Acquired on 4.12.2010 from http://zakonodaja.gov.si/rpsi/r04/predpis_PRAV2204.html

Program vseživljenjskega učenja (2006). [Lifelong learning programme] Uradni list Evropske unije, 24.11.2006. Acquired on 27.3.2007 from http://eur-lex.europa.eu/LexUriServ/site/sl/oj/2006/l_327/l_32720061124sl00450068.pdf

Putnam, R.T., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning. *Educational Researcher*, 29(1), 4-15.

Razdevšek Pučko, C. (2004). Kakšnega učitelja potrebuje (pričakuje) današnja (in jutrišnja) šola? [What kind of teacher is needed (expected) in schools today (and tomorrow)?]. *Sodobna pedagogika*, 55, 52-74.

Roberts, G.C. (1993). Motivation in sport: Understanding and enhancing the motivation and achievement of children. In R. N. Singer, M. Muhphey and L. K. Tennant (eds.), *Handbook of Research in Sport Psychology* (pp. 517-586). New York: Macmillan Publishing.

Ryan, J. (2003). Continuous professional development along the continuum of lifelong learning. Acquired on 4.12.2010 from <http://www.nurseeducationtoday.com/article/S0260-6917%2803%2900074-1/abstract>

Scribner, J.P. (1999). Professional development: Untangling the influence of work context on teacher learning. *Educational Administration Quarterly*, 35, 238-266.

Troen, V., & Boles, K.C. (2003). *Who's teaching your children? Why the teacher crisis is worse than you think and what can be done about it*. New Haven: Yale University Press.