Jelena Maksimović, Ph.D.

Factors of teachers' motivation for professional advancement

Izvirni znanstveni članek

UDK 37.011.3-051:331.36

KLJUČNE BESEDE: učitelj, motivacija, strokovno izpopolnjevanje

POVZETEK – Strokovno izpopolnjevanje je celovit proces, ki ga označujejo permanentnost usvajanja novega znanja, spremljanje novega znanja, pridobivanje in krepitev sposobnosti ter spretnosti in oblikovanje stališč, kar je nujno za široko polje učiteljevih vlog. Zaradi ključne vloge, ki jo imajo učitelji pri realizaciji učenčevih dosežkov, je spodbujanje strokovnega izpopolnjevanja učiteljev zelo pomembno v okviru vseh sprememb, ki se odvijajo v izobraževalnem sistemu. Avtorica analizira dejavnike, ki motivirajo učitelje za strokovno izobraževanje glede na njihovo delovno dobo, glede na njihovo znanje tujega jezika, šolsko sredino, dolžino njihovega študija in na njihovo poprečno oceno. Rezultati kažejo, da učitelje za strokovno izpopolnjevanje motivirajo potrebe po menjaju številnih vlog v razredu, potreba po individualnem pristopu, ki zahteva ustrezno spoznavanje učencev in njihovih različnih lastnosti ter potreb. Manjše število respondentov, predvsem starejših, izpostavlja tudi potrebo po informacijski pismenosti.

Original scientific paper

UDC 37.011.3-051:331.36

KEYWORDS: teacher, motivation, professional advancement.

ABSTRACT – Professional advancement is a complex process in which new knowledge is permanently adopted, enriched and followed, and in which capacities, skills and positions needed for the wide array of teachers' roles are acquired and strengthened. Given the crucial role that teachers play in supporting students' achievement, the promotion of teachers' professional advancement is very important in the ongoing changes of the educational system. The paper particularly analyses the factors of teachers' motivation for professional advancement set against: the years of service, knowledge and use of a foreign language, the school environment, length of the teacher's studies at the university and grade point average during the studies. Results show that primary motivation factors for professional advancement, seen against all other responses, are the change of the role of the teacher in the class and the growing need for individualisation. Relatively few respondents stressed the strong need for literacy in information technologies.

1. Introduction

Modern society is one that learns, andthe teacher in this society is not a craftsman whose task is to transfer the ideas of others. Rather, he or she is expected to be a creative, reflexive, critically oriented professional, a teacher who is also an action researcher; likewise, the school is expected to be the place where children and adults learn simultaneously (Freire, 1993; Stoll & Fink, 2000). The study entitled the *Green Paper on Teacher Education in Europe* is the principal source for reflections on these problems. Analysing the available documentation, the authors of this study stress that, declaratively, a high degree of agreement has been made on the fact that teacher

education should be viewed as an open and dynamic system related to various fields of social life, involving various stakeholders. At the same time, this is a continuous process starting with initial education, the beginning of one's career and professional advancement in accordance with educational innovations and pedagogical research (Vizek-Vidović, 2005: pp. 15–68).

Hollingsworth & Sockett (1994: p. 2) hold the opinion that seminars, specialist and doctoral studies do not significantly contribute to the introduction of changes, because they offer teachers theory rather than experience and wisdom originating from practice. This problem was noted already by Lewin (1946: pp. 36–37), who thought it was very important to learn general laws of how particular conditions influence potential results, which he expressed as a series of "if–then" claims. However, even though it is very important, this knowledge is not sufficient for practitioners to solve daily professional problems: finding solutions to these requires taking into account the factors of a particular situation. In such circumstances, in which there are no clear answers, solutions proposed by practitioners themselves, from their own pedagogical experience and skills, are more important (Schön, 1990). In this type of situations, teachers are also required to take on the role of the researcher (Lewin, 1946: p. 38). Therefore, it is not enough for the activities of teachers to be studied; teachers themselves should conduct their own research (Stenhouse, 1975: p. 143).

2. Importance of teachers' professional advancement

Basically, professional advancement is the process in which a teacher's skills and competences needed to help students achieve excellent educational results are promoted (Hassel, 1999). If we wish to promote educational practice, we should, in turn, change the forms of professional advancement. Schools are very difficult to reform if teachers do not change their daily routine. Naturally, when schools change, there are always teachers who do not change along with their school.

When discussing the professional advancement of teachers, we should, first of all, explain the following terms. Two dominant concepts behind the professional education of teachers are best expressed by the terms *teacher training* and *teacher education*. The *teacher training* concept is based on the idea that the vocation of a teacher can be broken down into a certain number of skills which a student can learn through micro-education. Modern research has resulted in the understanding of the teaching process as a complex activity, a process which cannot be easily predicted, and in a redefined role of the teacher as a practitioner who should reach well thought-out decisions based on knowledge. All this has had strong consequences on the domain of teacher's professional education. The *teacher education* concept has been developed so as to educate teachers to become competent and autonomous professionals.

The field of teacher education is very complex. Within it, fundamental questions are always posed, such as: where should teachers be educated (in school or at a university), who should educate teachers (scholars or experienced practitioners), what comprises the basis of teachers' professional competence (academic or methodological education), what is the optimal balance between tradition and innovative ideas. The professional advancement of teachers, carried out as organisational, systematic and continuous training, is one of the principal conditions of a good teaching process. The position, role and tasks of the teacher in the educational process are reflected in different ways within both modernist and postmodernist paradigms. Various approaches to the conceptualisation of the teacher's profession are based on various studying and teaching models within which corresponding models of teachers are developed. The theoretical-conceptual assumptions and models of a teacher's role have numerous implications, among which the following stand out: the methodology of research of the teacher's role in the classroom, the teacher's role in the change of the educational structure and school reform and the curriculum of teachers' professional advancement.

From the theoretical and methodological standpoint, various models of the teacher's role can be reduced to two principal ones: the transmission model, which is typical of the modernist-objectivist paradigm, and the model of the critical teacher, which is characteristic of the postmodernist-constructivist paradigm (Mušanović, 2001: pp. 133–143). Modeling the teacher's profession within the assumptions of a particular paradigm or model results in particular premises and particular typology of the curriculum, as well as views of the teacher's role in school reform. The transmission teacher model presents teachers as a source of information, a communicator of knowledge, where their role is to mediate and their professional advancement is limited to the acquisition and practical application of expert knowledge. In this model, the teacher is not an active coordinator, but rather a passive consumer of technological expert knowledge. Within a curriculum so devised, the autonomy of the teacher's work and their professional advancement are limited. In accordance with the transmission model, the teacher develops as an executor, lecturer, transmitter of knowledge, controller. The transmission or objectivist studying and teaching model defines the teacher as a source of knowledge, whereas it views the student as a passive receiver of information (Duffy & Cunningham, 1996). The learning process is seen as the reception or acquisition of information given by the teacher and specific didactically organised sources. The critical teacher model is based on the teacher's professional autonomy within the postmodernist, constructivist, ecological and developmental-humanistic paradigm. The critical teacher model contributes to professional autonomy at work, enrichment of materials taught, responsibility in conducting professional activities, orientation toward development and change and professional advancement. Among these, professional autonomy is the most important, and it entails independent development of in-class activities and the preparation of new action plans. Action research is what lies at the basis of the teache's autonomy and educational activities. The critical studying and teaching model is based on the active learning conception for which a teacher should ensure a supporting environment where students will

gain new knowledge through different strategies: problem solving, research, critical thinking, practical work. The critical-emancipation approach supports the teacher to conduct research, take risks, allow spontaneity and establish good communication with children and other participants in the educational process. By taking on this role, the teacher creates good grounds for creative orientation in which pedagogical vision takes an important position (Bognar, 2002: pp. 19–30).

Brookfield (2000: pp. 1–12) points out that adult learning should not be viewed separately from childhood learning. He holds that whatever is barely noticed in an early age assumes a clearer form in adulthood. For him, the lifelong learning concept is the most appropriate. For adult learning, four capacities are relevant:

- The capacity of dialectical thinking implies that the learner can distinguish between the general and the specific, the ideal and the actual while making decisions.
- The practical logic capacity emerges from a deep understanding of a specific context. This logic does not follow the formal rules of deductive thinking, but is rather based on experiential conclusions. It involves awareness of indicators difficult to notice, which can be seen only by persons who have been long and deeply immersed in an experience.
- The capacity to know how we know what we know is based on the learning to learn, which we can define as the process in which our learning styles are becoming conscious and adapted to the situation we are in.
- The capacity for critical reflection in adult development implies critical questioning of assumptions, beliefs and values which have been uncritically accepted by that point. Critical reflection means continuous, informed and well thought-out cyclical alterations of action and reflection.

The way in which Feiman-Nemser (1990: pp. 222–249) explains the theoretical grounds of contemporary teacher training is very interesting. The first of these is the theory of the change of conceptual framework: if we want to influence the behavior, positions and values of future teachers, we should create preconditions in which the teacher can concretely and clearly become familiar with alternative ideas. The second theory is that of situational learning. Those educating teachers often start from the assumption that knowledge and skills are learnable independently of context. This assumption is reflected in the idea that teachers can first learn the theory and skills and then apply them in the classroom. The situational learning theory moves the teacher to the school, but at the same time refuses to renounce the scientific and theoretical approach based on research. The third theory is that of thought-out immitation. It helps us understand the role of practical experience in the professional education of teachers. The fourth theory is that of Vygotsky, more precisely the concept of the zone of proximal development, which explains learning in cooperation with a more capable coordinator. Kennedy (1991: p. 156) also discusses the teacher education conception, but she talks about education for skills, education for the implementation of theory and general teaching principles, education for critical analysis and reflection and education for thought-out activity. Finally, she vouches for the essence of the teacher's profes-

sion comprised of their capacity to solve problems and make decisions. This capacity is defined in the action field, as an ability to act in a thought-out manner. Elements of this approach are also found with Dewey, who further developed this into the theory of the reflective practitioner, as mentioned in the beginning of this paper.

Feiman-Nemser (1990: pp. 222–249) provides and overview of the teacher education conception. He defines the following orientations:

- academic – the teacher knows the materials from the scientific field;
- technological – the teacher is equipped with the skills and techniques for teaching and learning;
- critical – the teacher is aware of the institutional and social educational contexts;
- practical – the teacher is a reflexive practitioner.

Moore (in Stoll & Fink, 2000: pp. 206–207) offers guidelines which he considers helpful for teacher advancement. She believes that the positive sides of teacher learning are as follows:

- enabling cooperation – involve participants in diagnosing needs, decision-making, conceptualisation and the implementation and evaluation of teacher development;
- helping learners define their own goals by using professional materials to satisfy their needs,;
- using the experience of learners as starting points;
- cherishing participation where learners would select methods and structure their learning;
- supporting critical, reflexive thinking, which would help learners reconsider cultural and organisational assumptions as well as their own practice;
- cherishing learning for action, where learners could make decisions on their actual problems.

It is important to stress that there is no single efficient direction of professional advancement. Rather, there are many. Craft (2000: pp. 10–11) lists the following kinds of professional advancement that can be found in modern teacher practice: action research, graduate- and specialist-level teacher education, use of distance learning materials, professional advancement at school, cooperation through networks, participation in work or project groups (professional study groups), teacher practice at work, but also in other schools, personal reflection, cooperative learning, learning through modern information technologies.

Enough has been written in the pedagogical literature on the constant professional advancement of teachers. The pedagogical and social importance of this question has been stressed in numerous situations and on many occasions. About twenty years ago, a separate law on constant professional advancement of teachers was passed. Never-

theless, the law was single-sided, as it did not treat the problem of teacher promotion, which has remained its principal problem.

Modern societies expect a lot from teachers. They need to be experts in one or a number of courses (academic education); as professionals, they should act autonomously, always improve their expertise and knowledge, combining them with their pedagogical skills, including motivation for learning, creativity, cooperation, understanding of the social context of education and the pedagogical potential of using technologies; they should integrate the development of skills into the teaching process, principles of lifelong learning into the classroom; they should research and advance their own practice. All these are prerequisites for successful work of a teacher-practitioner, contributinge to the systematic reconsidering of practice and professional advancement.

3. Method

In accordance with the theoretical part of the paper, the following problem of this research has been posed: do factors of teachers' motivation for professional advancement contribute to the promotion of educational practice? This study deals with the factors of teacher motivation for professional advancement.

The goal of the research is to support in practice some changes that will provide results the goal of which is to familiarise professionals with pedagogical reality and help them become directly motivated for professional advancement and the promotion of educational practice. The research goals are:

- to study what motivates teachers to take up professional advancement against the length of their professional service;
- to study what motivates teachers to take up professional advancement against their knowledge and use of a foreign language;
- to study what motivates teachers to take up professional advancement against the school environment;
- to study what motivates teachers to take up professional advancement against the length of their university studies;
- to study what motivates teachers to take up professional advancement against their undergraduate grade point average.

Based on the goals set before us, the following general hypothesis was put forward: it is assumed that the change of the teacher's role in the classroom (where they act as a mentor, where the activity and individual work of students is stressed), and the increased need for individualisation, for getting to know students, their differences and specific needs, motivates teachers to carry out action research (seen against gender, length of service, knowledge of foreign languages, the school environment, length of original studies and grade point average).

The research variables are:

- the teacher's length of service (four categories: 0–5, 6–20, 20–30, over 30 years),
- the knowledge of a foreign language,
- the school environment,
- the length of the teacher's studies,
- grade point average during those studies.

The research presented here is part of a more comprehensive study related to the professional advancement of teachers in the promotion of educational practice. The study used a descriptive method, the surveying technique and the teacher questionnaire as an instrument.

The sample is a selected part of the statistical set which should be representative of the population studied in the research. If the sample is representative according to all relevant properties, the results obtained in the research are more reliable. Statistically different types of samples can be obtained. The research population from which the sample has been drawn here is that of elementary school teachers. In this study, the teacher sample has the nature of a deliberate and random sample. A series of random elements has resulted in which teachers would participate in the study, which means that the sample has some characteristics of a random one.

The research was conducted on 390 elementary school teachers with university level degrees. Schools in which the study was carried out were selected randomly. The sample included elementary school teachers from the territories of Vojvodina (Novi Sad, Subotica and Sombor), central Serbia (Belgrade, Kragujevac and Užice) and soutern Serbia (Niš, Leskovac and Vranje). The sample had the following characteristics:

- The group of teachers studied is not homogenous in terms of the length of service as teachers, as testified by the χ^2-test parameters ($\chi^2 = 7.85$, $p < 0.05$, $\Delta f = 2$). Most respondents (43.08%) have worked as teachers for 11 to 20 years. Conspicuously, almost 2/3 of participants had a 10 to 20 year service during the research. This group is more numerous compared with both the up to 10 year and over 20 year groups.
- As expected, most participants (212 or 54.36%) knew English, whereas the remaining three alternative languages (German, French, Russian) were statistically much rarer ($p < 0.001$). Out of the total number, 20 respondents (5.13%) stated they did not know any foreign language. The studied group of teachers is not homogenous in terms of the knowledge of a foreign language according to Pearson's χ^2-test ($\chi^2 = 113.37$, $p < 0.001$, $\Delta f = 2$). One third of respondents actively use a foreign language, whereas the vast majority (statistically significant – 61.54%) have only a passive knowledge of a foreign language.
- The studied group of teachers is not homogenous according to the location of their school, either ($\chi^2 = 31.88$, $p < 0.001$, $\Delta f = 2$). More than half (53.33%) teach in urban environments, whereas statistically significantly a much smaller number of teachers teach in suburban and rural areas.

Table 1: Sample structure according to the length of service, the length of studies and the grade point average

	N	*X*	*SD*	*CV*
Length of service	390	1.99	0.76	37.87
Length of studies (years)	390	5.49	1.02	18.56
Grade point average	390	7.59	0.56	7.37

The average length of studies for respondents was 5.49 ± 1.02 years, whereas the grade point average was 7.59 ± 0.56 (5-10). In terms of both of these continuous variables, the sample is homogenous, as testified by the variation coefficients, 18.56 and 7.37, respectively.

4. Results and discussion

By analysing the opinions of teachers on what motivates them for professional advancement (seen against their length of service, knowledge of foreign languages, the school environment, the length of studies and grade point average), we obtained results that will be presented in further text.

Table 2: What motivates teachers for professional advancement and promotion of educational practice?

What motivates teachers for professional advancement and promotion of educational practice?	*Frequency (f)*	*Percentage (%)*
Cooperation among teachers and team work, which requires more organisational knowledge	54	13.85
Change of the teacher's role in the class (to act as a mentor, with stress put on students' activity and individual work)	92	23.59
New teaching forms and methods (projects, cooperative learning, teaching different levels)	48	12.31
More teacher creativity, more freedom, and, accordingly, more responsibility with a need for constant professional advancement	53	13.59
More need for individualisation, for getting to know the students, their differences and specific needs	94	24.10
Marked need for proficiency in information technologies	47	12.05
Identification, prevention and solving problems in the class	2	0.5

Changing the teacher's role in the class (where they should act as a mentor, stressing students' individual activities), and more need for individualisation, getting to know the students, their differences and specific needs, are the most common responses given by our participants, seen statistically against all other responses ($p < 0.001$). Identification, prevention and solving problems in the class were selected by only two teachers. The remaining answers are relatively evenly distributed.

Table 3: What motivates teachers for professional advancement – viewed against the length of service

What motivates teachers for professional advancement and promotion of educational practice	*Length of service*					
	Up to 10 years		*10 to 20 years*		*Over 20 years*	
Cooperation among teachers and team work, which requires more organisational knowledge	8	7.14%	18	10.71%	28	25.45%
Change of the teacher's role in the class (to act as a mentor, with stress put on students' activity and individual work)	42	37.50%	27	16.07%	23	20.91%
New teaching forms and methods (projects, cooperative learning, teaching different levels)	3	2.68%	25	14.88%	20	18.18%
More teacher creativity, more freedom, and, accordingly, more responsibility with a need for constant professional advancement	7	6.25%	17	10.12%	29	26.36%
More need for individualisation, for getting to know the students, their differences and specific needs	46	41.07%	45	26.79%	3	2.73%
Marked need for proficiency in information technologies	4	3.57%	36	21.43%	7	6.36%
Identification, prevention and solving problems in the class	2	1.79%	0	0.00%	0	0.00%
Total	112	100.00%	168	100.00%	110	100.00%

Remark: $\chi^2 = 122.23$, $p = 0.0000$, $\Delta f = 12$, $C = 0.49$

From the 7×3 contingency table, based on the obtained $\chi^2 = 122.23$ with borderline Chi square values 21.026 and 26.217 for the given degree of freedom of $\Delta f = 12$ and significance levels 0.05 and 0.01, we have found that there is a statistically significant difference in the responses of the groups of teachers formed on the basis of the length of service ($p < 0.001$). The correlation coefficient $C = 0.49$ suggests relatedness of medium intensity, and moderate correlation.

Among the teachers with up to 10 years of service, the most common responses are identical to those of the entire sample (more need for individualisation, for getting to know students, their differences and specific needs) and these are statistically significantly more frequent than all other responses ($p < 0.001$). As among the teachers with 10–20 years of service, the most common response is that there is a growing need for individualisation, for getting to know the students, their differences and specific needs, which is statistically significant compared with new forms and methods of instruction and the changing role of the teacher in the classroom ($p < 0.05$), and even more prominent compared with a higher level of teachers' creativity and cooperation among teachers ($p < 0.001$).

Table 4: What motivates teachers for professional advancement – against the knowledge and use of a foreign language

What motivates teachers for professional advancement and promotion of educational practice?	*Knowledge and use of a foreign language*					
	Does not use		*Passive*		*Active*	
Cooperation among teachers and team work, which requires more organisational knowledge	8	40.00%	23	9.58%	23	17.69%
Change of the teacher's role in the class (to act as a mentor, with stress put on students' activity and individual work)	2	10.00%	58	24.17%	32	24.62%
New teaching forms and methods (projects, cooperative learning, teaching different levels)	3	15.00%	35	14.58%	10	7.69%
More teacher creativity, more freedom, and, accordingly, more responsibility with a need for constant professional advancement	4	20.00%	36	15.00%	13	10.00%
More need for individualisation, for getting to know the students, their differences and specific needs	1	5.00%	65	27.08%	28	21.54%
Marked need for proficiency in information technologies	2	10.00%	22	9.17%	23	17.69%
Identification, prevention and solving problems in the class	0	0.00%	1	0.42%	1	0.77%
Total	20	100.00%	240	100.00%	130	100.00%

Remark: $\chi^2 = 31.38$, $p = 0.0017$, $\Delta f = 12$, $C = 0.27$

As for the most experienced teachers, with over 20 years of service, the most typical responses are that there is more need for individualisation, getting to know students, their differences and specific needs and that there is a need for cooperation

among teachers and team work, which requires more organisational knowledge. One should notice that, in contrast to their colleagues with shorter professional service, this group gives a very low percentage of responses vouching for more individualisation, getting to know the students, their differences and specific needs (2.73%).

The 7×3 contingency table based on the calculated $\chi^2 = 31.38$ with borderline Chi square values 21.026 and 26.217, for the degree of freedom $\Delta f = 12$ and significance levels 0.05 and 0.01, shows a significantly significant difference in responses to this question seen against the knowledge and use of a foreign language ($p < 0.01$). The $C = 0.27$ correlation coefficient suggests week relation and low correlation.

Among respondents actively using a foreign language, the most prevalent response was the changing role of the teacher, and it is a statistically more common alternative than the higher level of teacher creativity ($p < 0.01$), new teaching methods and, as expected, identification and solving of class problems ($p < 0.001$). Following immediately is the need for greater individualisation, getting to know the students, their differences and specific needs.

Table 5: What motivates teachers for professional advancement – against the school environment

What motivates teachers for professional advancement and promotion of educational practice?	*The school environment*					
	Urban		*Rural*		*Suburban*	
Cooperation among teachers and team work, which requires more organisational knowledge	27	12.98%	15	17.05%	12	12.77%
Change of the teacher's role in the class (to act as a mentor, with stress put on students' activity and individual work)	47	22.60%	22	25.00%	23	24.47%
New teaching forms and methods (projects, cooperative learning, teaching different levels)	27	12.98%	11	12.50%	10	10.64%
More teacher creativity, more freedom, and, accordingly, more responsibility with a need for constant professional advancement	29	13.94%	8	9.09%	16	17.02%
More need for individualisation, for getting to know the students, their differences and specific needs	49	23.56%	25	28.41%	20	21.28%
Marked need for proficiency in information technologies	28	13.46%	6	6.82%	13	13.83%
Identification, prevention and solving problems in the class	1	0.48%	1	1.14%	0	0.00%
Total	208	100.00%	88	100.00%	94	100.00%

Remark: $\chi^2 = 8.23$, $p = 0.7671$, $\Delta f = 12$, $C = 0.14$

As for participants knowing a foreign language passively, the most common response was the need for individualisation, getting to know the students, their differences and specific needs. It was statistically more common than new forms of instruction and higher teacher creativity ($p < 0.01$), and also more common than teacher cooperation and need for literacy in information technologies. The second most frequent response was that there was a growing need for individualisation, getting to know the students, their differences and specific needs.

Interestingly, relatively few participants stressed the need for more literacy in information technologies – the logical fact is that the percentage of such responses increased with the length of participants' professional service. This is certainly a consequence of the technological advancement in information technologies in the last twenty or so years.

Based on the data from the 7×3 contingency table and the calculated $\chi^2 = 8.23$ with borderline Chi square values 21.026 and 26.217 for the corresponding degree of freedom $\Delta f = 12$ and significance levels 0.05 and 0.01, we conclude that there are no statistically significant differences in the distribution of responses to this question among teachers from different school environments. The $C = 0.14$ correlation coefficient indicates very weak relation and neglectable correlation.

Table 6: What motivates teachers for professional advancement – against the length of the teacher's undergraduate studies

What motivates teachers for professional advancement and promotion of educational practice?	*n*	*X*	*SD*	*Cv*
Cooperation among teachers and team work, which requires more organisational knowledge	54	5.58	1.00	17.97
Change of the teacher's role in the class (to act as a mentor, with stress put on students' activity and individual work)	92	5.45	1.10	20.16
New teaching forms and methods (projects, cooperative learning, teaching different levels)	48	5.72	0.91	15.92
More teacher creativity, more freedom, and, accordingly, more responsibility with a need for constant professional advancement	53	5.64	1.01	17.93
More need for individualisation, for getting to know the students, their differences and specific needs	94	5.37	1.00	18.56
Marked need for proficiency in information technologies	47	5.28	1.00	19.03
Identification, prevention and solving problems in the class	2	5.25	1.06	20.20
Total	390	5.49	1.02	18.56

Remark: One way ANOVA: $F = 1.28$, $p = 0.2650$, $\Delta f = 6$

Regardless of the school environment, two most common responses are the same as in the entire sample: the changing role of the teacher in the class (where they act as

a mentor, putting emphasis on students' activity and individual work) and a growing need for individualisation, getting to know the students, their differences and specific needs. One should notice that among teachers from suburban areas there is more stress on the need to change the role of the teacher in the class (24.47%), whereas in urban (23.56%) and rural environments (28.41%), the need for individualisation, for getting to know the students and their specific needs, is more prominent.

Based on the analysis of variance (ANOVA) and F = 1.28 which was obtained for the degree of freedom Δf = 6, there are no statistically significant differences among the means of study length of respondents who answered this question. The subgroups are homogenous for almost all answers.

Table 7: What motivates teachers for professional advancement – against grade point average during their undergraduate studies

What motivates teachers for professional advancement and promotion of educational practice?	*n*	*X*	*SD*	*Cv*
Cooperation among teachers and team work, which requires more organisational knowledge	54	7.65	0.56	7.32
Change of the teacher's role in the class (to act as a mentor, with stress put on students' activity and individual work)	92	7.66	0.57	7.43
New teaching forms and methods (projects, cooperative learning, teaching different levels)	48	7.65	0.68	8.84
More teacher creativity, more freedom, and, accordingly, more responsibility with a need for constant professional advancement	53	7.48	0.52	6.98
More need for individualisation, for getting to know the students, their differences and specific needs	94	7.54	0.50	6.60
Marked need for proficiency in information technologies	47	7.60	0.57	7.56
Identification, prevention and solving problems in the class	2	7.60	0.57	7.44
Total	390	7.59	0.56	7.37

Remark: One way Anova: F = 0.89, p = 0.5039, Δf = 6

Based on the analysis of variance (ANOVA) and the F = 0.89 with the degree of freedom Δf = 6 there were no statistically significant differences among the responses, seen against this question. The subgroups of teachers are homogenous for all questions.

The final two tables indicate that the length of study and the grade point average during the studies do not significantly influence the answer to the question what it is that contributes the most to conducting action research in the school. On the other hand, it seems that the length of the teacher's professional service and their use of a foreign language influence this question the most.

5. Concluding remarks

Teachers' professional advancement actually implies the change and improvement of themselves and their work in accordance with their personal needs, the needs of science and profession and the changes and needs in a society, with the purpose to achieve a particular goal and have as efficient professional results as possible. Professional advancement is a complex process, starting from basic education, continuing through practice in the teacher's activities in school as well as outside school, where teachers improves their activities, gain new roles and get better results. The advancement implies acquiring new knowledge, strengthening skills, gaining attitude, and it depends on the teacher, how much the school is open to other institutions providing opportunities for advancement and the question whether the teacher actively participates in the advancement process.

The change of the teache's role in the class (where they act as a mentor, putting emphasis on student activities and individual work), and also a growing need for individualisation, for getting to know students, their differences and specific needs are precisely the reasons providing motivation to teachers for professional advancement – these two responses were statistically most frequent compared with all other answers ($p < 0.001$). The most experienced teachers (over 20 years of service) opted for a greater need for individualisation, for getting to know the students, their differences and specific needs, and for cooperation among teachers and team work, which requires more organisational skills. One should notice the difference between these participants and their colleagues with shorter professional experience, where the older participants very rarely stress the need for individualisation, getting to know the students, their differences and specific needs (2.73%). Relatively few respondents stressed the need for literacy in information technologies, which is certainly a consequence of the technological progress in this domain in the last twenty or so years. Irrespective of what kind of environment teachers work in, two most common responses are those that have been found most commonly in the entire sample: the changed role of the teacher in the class (acting as a mentor and putting emphasis on student activities and individual work) and a growing need for individualisation, getting to know students, their differences and specific needs.

Teachers typically learn in the form of continuous professional advancement, which begins on the first and ends on the last day of their professional career (Craft, 2000: p. 47). In modern society, teachers face high expectations. They have to be experts in one or more fields (academic education), as professionals they must act autonomously, constantly broaden their knowledge and expertise, complementing proficiency in their field with pedagogical skills, including motivation for studying, creativity, cooperation and the understanding of the social context of education. They also need to understand the pedagogical potentials of technology and integrate the development of their own skills into the teaching/learning process, implement the principles of lifelong studying in teaching/learning, carry out research and promote their own practice. All the

requirements listed above are prerequisites for a successful teaching career, such that would contribute to the systematic improvement of the teaching practice.

Dr. Jelena Maksimović

Dejavniki, ki motivirajo učitelje za strokovno izpopolnjevanje

V prispevku je predstavljena raziskava dejavnikov, ki vplivajo na motiviranje učiteljev za strokovno izpopolnjevanje. Le-to je opredeljeno kot celosten proces, za katerega so značilni permanentnost usvajanja, bogatenja in spremljanja novega znanja ter pridobivanja in krepitve sposobnosti, spretnosti, veščin in stališč, ki so nujni za široko polje učiteljevih vlog. Izmed dejavnikov, ki bi lahko vplivali na motivacijo učiteljev so izpostavljeni, dolžina delovne dobe, znanje in uporaba tujega jezika, šolsko okolje, dolžina študija in poprečna ocena pri študiju.

Rezultati raziskave so pokazali, da sta najpomembnejša dejavnika, ki vplivata na motivacijo za strokovno izpopolnjevanje učiteljev, menjavanje njihove vloge v razredu ter potreba po individualizaciji torej po spoznavanju učencev, odkrivanju njihove različnosti in posebnih potreb. Zanimivo je, da je zelo majhen delež anketiranih, zlasti tistih z najdaljšo delovno dobo, izrazil potrebo po informacijski pismenosti, kar lahko razumemo kot posledico tehnološkega napredka v preteklih dvajsetih letih.

Učitelj v sodobni učeči se družbi ni obrtnik, ki uresničuje tuje ideje. Od njega se pričakuje, da bo kreativen, refleksiven, kritično usmerjen profesionalec, akcijski raziskovalec, od šole pa se pričakuje, da bo prostor učenja za otroke in odrasle. Mnogi sodobni avtorji se strinjajo v tem, da je izobraževanje učiteljev odprt in dinamičen sistem, ki je povezan z različnimi področji življenja v družbi, ki vključuje različne akterje. To je kontinuiran proces, ki se prične z inicialnim izobraževanjem, uvajanjem v delo, strokovnim izpopolnjevanjem in je tesno povezano s spoznavanjem inovacij v izobraževanju ter s pedagoškim raziskovanjem.

Ko govorimo o strokovnem izpopolnjevanju učiteljev, je treba pojasniti med drugim tudi usposabljanje učiteljev in izobraževanje učiteljev. Koncept teacher training je zasnovan na ideji, da je poklic učitelja sestavljen iz določenega števila veščin, ki se jih lahko študent nauči v času študija. Cilj koncepta teacher education pa je izobraževati učitelje kot kompetentne in avtonomne profesionalce.

Problematika izobraževanja učiteljev je kompleksna in zajema temeljna vprašanja, kot so: kje izobraževati učitelje, kdo bi jih moral izobraževati, kaj tvori bazo profesionalnih kompetenc učitelja in kateri je optimalen odnos med tradicijo in novimi idejami. Teoretično-konceptualne predpostavke in modeli vloge učitelja imajo številne implikacije, med katerimi so najpomembnejše metodologija preučevanja vloge učitelja v razredu, vloga učitelja pri spreminjanju strukture izobraževanja in pri reformi šole ter kurikulum profesionalnega izobraževanja učiteljev.

S teoretično-metodološkega stališča lahko različne modele vloge učitelja strnemo v dva osnovna. Za modernistično-objektivistično paradigmo je značilen transmisijski, za postmodernistično-konstruktivistično paradigmo pa model kritičnega učitelja. Transmisijski model predstavlja učitelja kot izvor informacij, kot prenašalca znanja, naravo njegovega dela kot posredovanje, medtem ko strokovno usposabljanje omejuje na usvajanje in uporabo ekspertnega znanja v praksi, učenca pa kot pasivnega prejemnika informacij.

Model kritičnega učitelja je zasnovan na profesionalni avtonomiji učitelja, kar prispeva k avtonomiji pri delu, bogatenju vsebin in odgovornosti pri delu, usmerjenosti k razvoju in spremembam ter strokovnem izpopolnjevanju. Učenci si pridobivajo znanje s pomočjo reševanja problemov, raziskovanjem, kritičnim mišljenjem in praktičnim delom.

Po Brookfieldu je za izobraževanje odraslih pomemben koncept vseživljenjskega učenja, ki temelji na štirih zmožnostih, in sicer na zmožnosti dialektičnega mišljenja, praktične logike, prepoznavanja tega kar znamo in zmožnost kritične refleksije. Feiman in Nemser sta strnila osnove teoretičnega usposabljanja učiteljev v štiri teorije, in sicer sta razvila: teorijo spreminjanja pojmovnega okvirja, teorijo situacijskega učenja, teorijo premišljenega posnemanja in teorijo območja prihodnjega razvoja.

V moderni družbi so pričakovanja do učiteljev zelo velika. Biti morajo eksperti za enega ali več predmetov, kot profesionalci morajo ravnati avtonomno, nenehno razvijati svoja dognanja in znanje, vključevati tudi svoje pedagoške sposobnosti vključno z motivacijo za učenje, kreativnost, sodelovanje ter razumevanje socialnega konteksta izobraževanja. Pri tem morajo uporabljati sodobno izobraževalno tehnologijo, vključevati principe vseživljenjskega učenja ter razvijati lastno prakso.

Na osnovi teoretičnih spoznanj je avtorica postavila tudi raziskovalni problem. Predvsem jo je zanimalo, ali dejavniki motiviranosti učiteljev za strokovno izpopolnjevanje prispevajo k pospeševanju razvoja vzgojno-izobraževalne prakse. Anketirala je 390 učiteljev razrednega pouka, ki so ji s svojimi odgovori razjasniti postavljeni problem. Raziskava je pokazala, da učitelj nenehno menjava svoje vloge v razredu, izpostavljena je potreba po uvedbi višje stopnje individualizacije in po potrebi izvajanja akcijskega raziskovanja.

Strokovno izpopolnjevanje učiteljev je dejansko spreminjanje in nadgrajevanje sebe in svojega dela v skladu z lasnimi potrebami, potrebami znanosti in poklica in potrebami družbe s ciljem doseganja učinkovitih rezultatov pri delu. Strokovno izpopolnjevanje je celosten proces, ki se pričenja z osnovnim izobraževanjem, prek učiteljeve prakse pri delu v šoli in izven nje, s širjenjem svojega dela in vlog s čimer dosega boljše rezultate pri delu.

Analiza rezultatov empirične raziskave je pokazala, da so ne glede na dolžino delovne dobe, znanje tujega jezika, šolsko okolje, dolžino študija in poprečno oceno, učitelji kot najpomembnejši dejavnik, ki vpliva na motivacijo za strokovno izpopolnjevanje, navedli večjo potrebo po individualizaciji, spoznavanju učencev, njihove različnosti in posebnih potreb ter menjavanje vloge učitelja v razredu. Učitelji z delovno dobo več kot 20 let so v primerjavi z ostalimi namenili več pozornosti dejavniku sodelovanje med učitelji in timskemu delu, kar zahteva veliko organizacijskih sposobnosti.

REFERENCES

1. Bognar, B. (2002). Problem kauzalnosti i vremena u empirijskoj znanosti o odgoju. Metodički ogledi, 9(2), pp. 19–30.
2. Brookfield, S. (2000). Adult Cognition as a Dimension of Lifelong Learninig. In: Field, J. & Leicester, M. (2000). Lifelong Learninig: Education Across the Lifespan. London and New York: Routledge.
3. Craft, A. (2000). Continuing Professional Development: A Practical Guide for Teachers and Schools. London: Routledge.
4. Duffy, T.M., Cunningham, D.J. (1996). Constructivism: Implications for the design and delivery of instruction. In: Jonassen, D.H. (Eds.). Educational communications and technology. New York: Simon & Schuster Macmillan.
5. Feiman-Nemser, S. (1990). Conceptual orientation in learninig to teach. In: Huston, R. (Eds.). Hendbook of research on teacher education. New York: Macmillan.
6. Freire, P. (1993). Pedagogy of the oppressed. New York: The Continuum Publishing Company.
7. Hassel, E. (1999). Professional Development: Learning from the best. Oak Brook: North Central Regional Educational Laboratory.
8. Hollingsworth, S., Socket, H. (1994). Teacher Research and Educational Reform. Ninety-third Yearbook of the National Society for Study of Education, part 1, Chicago: The University of Chicago Press.
9. Kennedy, M. (1991). Research generes on teacher education. Paper presented on Annual meeting of the Association of teacher educators, February.
10. Lewin, K. (1946). Action problem and Minority problem. Journal of Social Issues, vol. 2, pp. 34–36.
11. Mušanović, M. (2001): Odgojno–obrazovanje filozofije učitelja i akcijska istraživanja. Theoretical and Methodological Foundations of Educational Research. Rijeka: Filozofski fakultet u Rijeci, pp. 133–143.
12. Schön, D. (1987). Education the reflective practitioner. San Francisco: Oxford.
13. Stenhouse, L. (1975). Introduction to Curriculum Research and Development. London: Heinemann Education.
14. Stoll, L., Fink, D. (2000). Mijenjajmo naše škole. Zagreb: Educa.
15. Vizek Vidović, V. (2005). Cjeloživotno obrazovanje učitelja i nastavnika: višestruke perspektive. Zagreb: Institut za društvena istraživanja.

Jelena Maksimović, Ph.D., (1977), the Assistant Professor in the field of methodology and research in pedagogy at the Faculty of Arts in Niš.
E-mail: lenamaksimovic@gmail.com