PROFESSIONAL DEVELOPMENT AND TEACHERS PROFESSIONAL IDENTITY: SELF-ASSESSMENT IN REPUBLIC OF SERBIA

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Abstract

The results of the empirical testing of the readiness of teachers for professional development using the RPD (*Readiness for Professional Development,* Beara & Okanović, 2010) scale which consists of 17 items with good reliability have been presented in this paper. This results was correlated with teachers professional identity self-assessment on teachers in Republic of Serbia. Teacher identity have been measured with Cheung (Cheung, 2008) and Jackson (Jackson, 1981) scale for measuring teacher identity.

On the sample of 321 teachers in Republic of Serbia the score of 67.43 was determinated regarding the general readinessfor professional development. Correlation with obtained teacher identity factors was statistical significative ($r > .61$). Teachers sees professional development as something importrant by itself, first of all for the professionalitasion and modernisation of work in teaching and they are more inclined to taking self-initiative in professional development than to have it regulated by extrinsic motivators.

Key words: professional development, teacher identity, self assessment, correlation, factor analisys.

INTRODUCTION

Professional development in the last few decades attract more attention of policymakers, practitioners and researchers, given the fact that the teachers in the reform of the education system put new requirements and new standards of quality. The term "professional development" usually mean increasing teachers' awareness of teaching profession, how it works and how they can improve their work, and the professionalization of teaching (Beara, 2006). The authors that are concerned with this issue generally agreed that the study of teacher professional development can be understood as a process of maturation of professional judgment, rare and insufficiently focused broadly. Previous studies of teacher professional development have largely focused on the question of why teachers choose the teaching profession and the degree of evaluation of the teaching profession as a possible profession dialed.

INSET is the term used today in nearly all European countries used to denote education teachers work in progress, and continuing professional development of teachers. Together with the PRESET (initial teacher training) it is the basic system for teachers to learn and develop their professional competencies. In terms of teacher education for a long time, there is agreement that this type of research in teacher preparation for work is not satisfactory. In one of the studies (Lembo, 1960) about 40% of teachers felt that their preparation for teaching was not appropriate because it did not adequately trained how to teach, about 50% is considered satisfactory preparation only, and about 10% very well. Although this study was done four decades ago, the impression of the daily educational practice is that even today PRESET is not satisfactory. This is particularly evident in teachers (mostly secondary school) who completed the so-called "non-teacher college", where there pedagogical, psychological and methodological subjects, and these teachers, at least at the beginning of his career, forced to work intuitively.

Within INSET is used by many forms of education and programs that can be divided into formal and informal education, including the self. Therefore INSET can be defined as a set of formal, non-formal and informal modes for continuous training of teachers in disamination of inovation, develop skills, and teacher professional development (Bear, 2006). It was designed as an upgrade of basic vocational education, updating the

knowledge acquired during the preparation of teacher training and the necessary skills, as well as the professional development of teachers.

In view of the objectives and tasks of INSET, in the EU there is a single objective: the development of professional competence of teachers, which means that the program does not aim to raising formal qualifications, but the development and improvement of professional competence. Therefore the tasks in almost all countries the same: the acquisition of new knowledge in the field of pedagogy, psychology, didactics and methodology, training in the application of newly acquired knowledge, monitoring new developments in the field, exchange of experience in various professional fields, training and re-training of teachers who are not initially prepared for teachers, as well as help for beginners in the teaching profession, training for active and successful participation in change and reform, etc..

Many contemporary authors and practitioner maintain the view that professional development can not be reduced to individual seminars and professional meetings, but it was a long process during which various forms (eg, self-education, research and practical work, research activities and exchange experiences with colleagues) complement the knowledge and develop the skills and capabilities. Thus, the teacher tends to become a reflective practitioner who self direct professional development and further professionalisation (Klašnja, 2006). So, we can say that modern means INSET teacher preparation for the role of reflective practitioners and enables them to apply different skills, content and methods, and accessing the process planning, creative, self-critical, self-regulating and thoughtfully. In this light, the willingness for professional development will involve a temporary or permanent teacher motivation for self-regulatory involvement in INSET and use of scientific knowledge in terms of reflective practice.

Professionalism can be defined as a commitment to a set of values and standards that are defined by certain professions. That means having the necessary knowledge and skills to be independent in their work and decision-making based on knowledge and predict the possible consequences, evaluate their own activity (Burke, according to Torres, 2000).

It is interesting that in the study by dealing with issues of teacher professional development often poses a dilemma: if the teaching profession, in accordance with the definition of professionalism, professions or she is semi-profession. Fundamental dilemma is lead by the fact that in the system of PRESET teachers are not fully prepared to work independently, but also to a lack of systematic assessment and measurement of professional conduct. However, this does not mean that you can not work on its professionalism through professional development.

Given the recent understanding of the profession and the professional development of teachers, in which we tend to be reflectiv practionares, it is necessary to look at the teacher as a professional who is not only active in the development of students' knowledge, but active and selfdirected in building their own competence and self-development. This concept mean to look at teacher professional development through design, and almost no reception of knowledge, where teachers are active participants, that it is a continuous and long-term process that is closely linked to everyday teaching practice, and education reforms, it is about collaborative process in which teachers are not mere interpreters of other people's research and theories, but the researchers themselves, and that is very important context in which knowledge will be implemented (Villegas-Reimers, 2006).

To be a successful teacher and to be professionally developed, it is need to take the existence of a range of external and internal conditions, while this paper is focused on the willingness of teachers to professional development. Readiness for professional development will define as the tendency to choose, and the intrinsic extrinsic reasons, different types of activities leading to the learning, raising the level of professional competence and professionalism.

Not surprisingly, the question of professional identity of teachers received new attention. Teacher's role is changing from one who transmits knowledge to the one who guides the student in loco parantis (Van Manen, 1999). Teachers are expected to adopt a different perception of their role, to think of answers to the question: Who am I as a teacher? After decades of hereditary burden pedeutologije prescriptive training and education

of teachers, and we witness the advanced interest in the problem and the issue of awareness of how teachers think and think of themselves as organizing personal and professional transformation and identification.

Beijard (Beijaard, 1995) defines identity as "the answer to the question of who he is or what someone is, the totality of the different meanings that people attribute to themselves (binds) or the meaning assigned by others (" identity and other identity for themselves ") (Beijaard, 1995, p.34). This definition is linked to the one given by Gekas (Gecas, 1985): "Identity provides the structure and content of self-concept and self linked to social systems" (Gecas, 1985, p.739).

Both authors emphasize the importance of the concept of self-identity. Nias (Nias, 1989) concluded that self-concept is crucial for the proper and adequate understanding of the functioning of teachers. In recent literature there is a consensus and agreement on the basic idea of self-concept. Is perceived and understood as "an organized amount of information, based on observable facts that we have about ourselves, which includes aspects such as drawing, character, values, social roles, interests, physical characteristics and" personal history "" (Bergner & Holmes, 2000 , p.112).

Based on this definition, it is not difficult to distinguish between the personal self and professional self, with emphasis on the differences in the contents of which are personal information about an individual's functioning and facilities consisting of information on professional functioning.

We can ask ourselves whether and to what extent the training of teachers contributes to the development of professional identity. For some it is beyond question, as the Bulldog (Bullough, 1997) states: "The identity of the teacher - what an inexperienced teachers believe about teaching and learning, teaching and themselves as teachers - is vital to the education of future teachers is the basis for the formation of meaning and vežvanje in decision-making ... Teacher education has to start self study of teachers "(Bullough, 1997, p.21).

The main problem here, is that the self-concept is extremely resistant to change. Experienced teachers know that when a beginner has a negative self-concept, it is difficult to translate it into a different way of thinking about themselves, even when confronted with examples showed different behavior (the opposite situation, to say the least, controversial). Classical psychoanalytic explanation of this phenomenon is the existence of mechanisms to protect the ego. This special issue is the result of "different perspectives" and a particularly interesting way of brightening the problem of self-concept. In this sense, self-concept is a relational concept, it is determined by how we see our relationships with "significant individuals" (significative others). Self-consciousness can only occur in a social setting, and where there is social communication. Through communication we learn to assume the role of others and consider their own actions in accordance with those roles.

Identity is defined in different ways in the literature and in different areas of science. In some research studies associated with consciousness and self-image of teachers (Knowles, 1992; Nias, 1989). They prove that this self-image is strongly determined by the style of the teacher in the classroom, and his views on education. In some other studies of professional identity is an emphasis on the roles of teachers (Goodson & Cole, 1994, Volkmann & Anderson, 1998), or on concepts such as reflection and self-evaluation, as important factors in the formation of professional identity of teachers (Cooper & Olson, 1996, Kerby, 1991). Teacher professional identity is not only related to the impact of conceptualization and expectations of other people, including the widely accepted image in society about what teachers need to know and do, but also with teachers consideration of what is important for their professional work and life, and based on the same theory and practice, as well as their own professional background (Tickle, 2000).

Most researchers see a professional identity as an ongoing, continuous and twisting the integration of personal and professional roles, relatively stable traits, beliefs, values, motives and experiences which teachers describe their careers and work roles (Ibarra, 1991).

Professional identity is not a stable entity, it can not be interpreted as a fixed or unique content (Coldron & Smith, 1999). It is a complex and dynamic "equilibrium" in which the notion of himself as a professional

balanced with a variety of roles that teachers feel they should have to "play" (Volkman & Anderson, 1998). Reynolds (Reynolds, 1996) points out that what surrounds a person, what others expected of her and what she allows to influence her, it determines the identity of the teacher. She notes that the position of teachers "landscape" that can be very demanding, but also very restrictive.

The definition of professional identity, the concept of "self" is often combined with other (concepts), and it turns out to be the most substantial connection. In other words, it is impossible to discuss without the self-reflection and reflectivity. Through self-reflection teacher connects with their own knowledge, experience and feelings and is able to integrate what is socially relevant, in the image of himself as a teacher (Korthagen, 2001; Nias, 1989). The process of forming a professional identity of teachers is a process that involves a large number of sources of knowledge, such as knowledge of affects, teaching, communication in relationships, as well as knowledge specific to the field of science which deals with the teacher (Antonek, 1997). Implicite theories and previous experience as a student teacher should also have been part of the corpus of sources.

Some researchers (Beijaard, 1995) organized a survey to study the perceptions of teachers about various aspects of their own professional identity, and to describe the previous experience of teachers who assumed to be related to this perception. The obtained results are interesting, and the author concludes, based on them: the perception of professional identity of teachers is generally "positive", it is possible to identify the positive and negative impacts on their professional identity, there is a tendency for teachers over the years of experience, professional identity is perceived less positively (positive perception identity decreases with length of service) at the beginning of a career, teachers assess their professional identity is relatively low.

In some of studies authors (Decors & Vogt, 1997) conducted a study intended to look into the attitudes and perceptions of teachers-men who choose to teach in primary education, despite the fact that the social perception associated with the image of "women's work and call" . Based on the results, they concluded that these teachers choose to work with younger people because of the direct contact and a sense of purpose to the young generation to cultivate properly (that is being taken care organized). Many researchers point out the context for the formation of professional identity (Goodson & Cole, 1994; Connelly & Clandinin, 1999). Therefore, it is reasonable to assume that the professional identity of teachers depends on the perception and understanding of the wider professional community.

The aim of the research conducted by Sugrue (Sugrue, 1997) was to make an insight into the most prominent influences (formative, personal and social) to the professional identity of teacher-trainees - through their implicit theory of deconstruction. Its main conclusions are: teachers-trainees are able to define the issues that are related to their professional identity, teachers implicitene theory depends on the personality of the teacher and the social context, the professional identity of teachers is the most intuitive expression of their personality (tacit knowledge) and depends on personal theories about teaching and learning.

Koldron and Smith (Coldrone & Smith, 1999) represent the position in the debate about professional identity that highlights the tension between the role and structure of the organization (which is socially specified). Professional identity can not be fixed nor unitary, it is not a stable entity that people "have" - this time, the way in which someone invents itself in relation to other people and context.

Dillabough (Dillabough, 1999) addresses the issue of the importance of gender in the definition and the definition of professional identity of teachers (links sexual and professional identities and implications). Based on the assumption that there is a history, and so in a sense tradition of male domination in the political thought on education. This question, according to the author, is central to the understanding and explanation of the formation of professional identity of teachers. The experience of new teachers is influenced by what the teacher had lived as a student, and this experience strongly influences the formation of his professional identity.

The study of Živkovic (Živkovic, 2012) showed the statistically significant coefficients of canonical correlation professional identity of teachers and quality of teaching. Professional identity of teachers as a ratio of teachers

to the school as a professional community, concern for student development, personal development and perception expressed satisfaction with the profession (Živkovic, 2012; Blake, 2008).

METHOD

On the sample of 321 teachers from the different region of Republic of Serbia, we are choose to try to exame teachers readiness for professional development and correlate them with teachers professional identity structure.

1.*Readiness for Professional Development Scale* is designed for the needs of teachers professional development research (Beara, 2009), based on the previously used instruments for measuring the readiness of teachers for professional development and horizontal learning (Beara, 2006). The initial set consisted of 35 items and has been collected from several years of interaction with teachers in professional development situations. After determining the psychometric characteristics of the final scale included 17 items that were possessed good psychometric properties. Through factor analysis (PCA with Promax rotation) extracted two factors interpretable structure it explained 60.19% of variance. Reliability of the scale as a whole was high (alpha Cronbach 0.83). Both subscales represente factors that also meet the criteria of reliability.

Table 1:explained variance for Readiness for Professional Development Scale

	Eg.value	% variance	cumulative %
INTRINSIC PROF.DEV.	3.238	19.048	19.048
EXTRINSIC PROF.DEV.	2.847	16.746	35.794

2.*Scale of Teacher Professional Identity* (Cheung, 2008) is one of the few scales in the recent literature and research (psihometrijskoj) practices that are designed for an empirical study of professional identity of teachers. In the study mentioned author (Measuring the professional identity of in-service teachers, 2008) initial set consisted of 41 entries. After determining the psychometric characteristics of the final scale included 18 items that were possessed good psychometric characteristics (Kronbahova alpha is 0.83). In our study, the 18 items of the scale, by factor analysis (PCA with Varimax rotation) separate the five-factor structure interpretable it explained 70.57% of variance. The choice of the five factors was performed on the basis of the Kaiser Gutmann-criterion (eaigenvalues greater than 1). Reliability of the scale as a whole was high (alpha Krombahova was 0.87, higher than the initial ones). Five subscales that represent factors also meet the criteria of reliability (alpha Kromnbahove ranging from 0.83 (first factor) to 0.63 (the fifth factor)).
To determine the number of factors and the factors that we can extract from the whole set of variables, we found ejgenvrednosti percentage of variance explained by the factors.

Table 2: Explained variance for Teachers Professional Identity Scale

	Eg.value	% variance	cumulative %
TEACHING PRACTICE	6.135	34.084	34.084
STUDENT DEVELOPMENT	2.540	14.112	48.196
SCHOOL AND PROFESSION	1.483	8.238	56.433
PERSONAL DEVELOPMENT	1.355	7.528	63.962

3.*Teachers Identity Functions Scale* (Blake, 2000) was used to study the function and identity of teachers is satisfactory psychometric properties.
To determine the number of factors and the factors that we can extract from the whole set of variables, we found eigenvalues percentage of variance explained by the factors.

Table 3:Explained variance for Teachers Identity Functions Scale

	Eg.value	% variance	cumulative %
JOB/PRO. SATISFACTION	2,299	32,845	32,845

The only factor obtained, called Satisfaction profession, explains over 34% of the variance. The table shows the factors that have a greater than 1 eugenvaule Thus we have identified a single factor explaining high enough percentage of the total variance.

4.*Teacher Identity Scale* (Jackson, 1981) was used to study the role of teacher identity. Forming the two subscales - Commitment rolls and rolls of anticipation. To determine the number of factors and the factors that we can extract from the whole set of variables, we found ejgenvrednosti percentage of variance explained by the factors.

Table 4: Explained variance for Teacher Identity Scale

	Eg.value	% variance	cumulative %
ROLE COMMITMENT	3.706	30.757	30.757
ROLE ANTICIPATION	1.991	19.912	50.669

Table 5: Cronbach alfa for teacher professional identity subscales

Factors/subscales	Cronbach alpha
TEACHING PRACTICE	.83
SCHOOL AND PROFESSION	.76
STUDENT DEVELOPMENT	.73
PERSONAL DEVELOPMENT	.66
JOB/PROFESSION SATISFACTION	.67
ROLE COMMITMENT	.65
ROLE ANTICIPATION	.63

FINDINGS

The empirical and presented data show some significative relation between teacher professional development self-assesment and teacher professional identity structure. From the obtained table that present mean and standard deviation it is indicative mean values for both professional development factors (extrinstic motivated professional development and intrinsic motivated professional development). There is a gap in mean values, and significative discrepancy in standard deviation values that indicate dominated intrincic motivation for professional development.

Table 6: Mean and standard deviation for obtained factors

Factors	Mean	Std.Deviation
TEACHING PRACTICE	4.6344	.4075
STUDENT DEVELOPMENT	4.4774	.5473
SCHOOL AND PROFESSION	4.5629	.4511
PERSONAL DEVELOPMENT	4.7036	.3163
JOB/PROFESSION SATISFACTION	4.5204	.3648
ROLE COMMITMENT	3.9510	.6835
ROLE ANTICIPATION	2.1007	.5044
EXTRINSIC PROFESSIONAL DEVELOPMENT	2.2127	.9366
INTRINSIC PROFESSIONAL DEVELOPMENT	4.2534	.3965

From the table that shows the amount of isolated canonical correlations and their significance can be seen that there is a statistically significant correlation for all 7 pairs of left and right variables (professional identity of teachers and the quality of teachers). It could be said that this is the main finding of canonical correlation analysis.

Table 7 : Canonical correlation coeficient

	Rho	Lambda	Hi2	df	sig
1	.787	.131	431.319	49.000	.000
2	.655	.345	226.259	36.000	.000
3	.455	.604	107.097	25.000	.000
4	.341	.761	57.903	16.000	.000
5	.280	.862	31.671	9.000	.000
6	.201	.935	14.317	4.000	.006
7	.161	.974	5.559	1.000	.018

Table 8 : Correlation between profesional identity and professional development factors.

	Exstrinsic/ motivation for professional development	Intrinsic/ motivation for professional development
Teaching practice	.159**	.091
Student development	.295	.188**
School and profession	.105	.099
Personal development	.114	.313**
Profession/job satisfaction	.119	.152**
Role commitment	.281**	.493**
Role anticipation	.128	.411**

** Correlation is significant at the 0.01 level (2-tailed).

Extrinsic motivation for professional development correlate with teaching practice and role commitment factors. Intrinsic motivation for professional development correlate with other five factors of teacher professional identity, and this correlation is significative (obtained values of this correlation is higher). Personal development, role commitment and role anticipation is much more connected with professional development factors.

DISUSSION AND CONCLUSION

The presented empirical data confirmed the general assumption that we started in research: it is possible to identify interpretable factor structure of the professional identity of teachers and the quality of teachers, and a statistically significant and positive association of professional identity of teachers and the quality of teachers.

Factor analysis of professional identity was obtained as seven-factors interpretable structure made up of factors: teaching practice, student development, schools and professions, personal development, satisfaction with the profession, commitment to the role and the role of anticipation. Factor analysis of the profssional development was obtained as two-factors interpretable structure made up of factors: the development of extrinsic and intrinsic growth (extrinsic and intrinsic motivation and willingnes for professional development).
We have obtain a statistically significant correlation between factors of teachers professional identity and professional development factors, and they may be able to point to a pronounced internal connection of motivation and willpower for teachers professional development with teacher professional identity.
The implications of the obtained relationship of professional identity and professional development are important for the implementation of professional development of teachers in schools, as well as a discussion of the conceptualization of the professional identity of teachers.
Professional identity of teachers correlated with teacher professional development, self-actualization can be achieved by self-directed learning and self- improving vocational training.

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