

Metodički obzori 6(2011)1

*Original scientific article*

UDK: 371.13

Received: 1. 10. 2010.

## TEACHERS' (DIS)SATISFACTION WITH CONTINUING EDUCATION

*Sanja Bilač, BEd*

Spinut Elementary School, Split (Croatia)

e-mail: [sanja.bilac@gmail.com](mailto:sanja.bilac@gmail.com)*Dejana Tavas, BEd*

Vladimir Nazor Elementary School, Rovinj (Croatia)

e-mail: [dtavas@yahoo.com](mailto:dtavas@yahoo.com)

### *S u m m a r y*

Teachers' satisfaction with continuing education is one of the key components for a better development and harmonization of continuing education in accordance with contemporary demands and changes in educational systems. The goal of the research was to determine the level of teachers' satisfaction with continuing education. The research comprised 153 participants, teachers in primary education, from different regions (six counties: 1. Split-Dalmatia, 2. Šibenik - Knin, 3. Zadar, 4. Istria, 5. Zagreb and 6. Brod-Posavina). Evaluating the satisfaction with the quality of continuing education, most of the participants (44.4%) are both satisfied and dissatisfied with continuing education. It is interesting that, when analyzed by regions, there is no statistically significant difference in evaluations of education provided by the Ministry of Science, Education and Sports and education provided by the Education and Teacher Training Agency, but there are differences in evaluations of non-government associations. Teachers want the contents of continuing education to be in accordance with contemporary educational topics and applicable in practice. One of the most influential factors (54.4%) affecting the selection of continuing education of teachers is the personal professional development plan. Nearly 30% of primary education teachers consider themselves not to be competent enough to develop and monitor basic competences in students. Although most of the participants consider themselves highly competent in development and monitoring of competences that are set by the European Council, it is interesting that there are competences that none of the participants has listed as those that he or she develops most with his or her students (technological knowledge and digital competence).

**Key words:** *teacher, continuing education, satisfaction, competence for developing students' competences*

## Introduction

Teacher education is one of the central issues in educational policies in general because the quality of teaching is both a goal and a priority in the educational system, and the quality of the teaching staff is significant to the students' accomplishments. The role of the teachers in historical educational reforms has proved to be a key factor of changes. "Improvement of education requires teachers who understand the occurring changes and wholeheartedly support these changes." (Bruner, 2000, p. 47). Even the contemporary European efforts are focused on changing the role of teachers and the development of new strategic policies in education at a national and regional level. In developed societies the human resources are the main developmental resource (The White Paper on Croatian Education, 2001). Amongst the new roles of teachers, Hirvi (1996) stresses the readiness and openness for change and a greater need for mobility. Niinisto (1996) explains the new role primarily as the position of a teacher as the initiator of change, the person that encourages learning and takes care of his/her personal and professional development. According to common European principles, teachers' competences and qualifications are elaborated as an answer to current challenges. "Teachers have a key role in preparing the students to undertake their role of the citizens of Europe. As such, they must be educated such that they are aware of their common cultural background and of rich national and regional differences that they share. They must be able to move within their profession around the European union (Common European Principles, 2005, p. 1). The term education expanded to include the concept of professional development as integrated, continuous and quality lifelong development of teachers. Based on the initial high teacher education, continuing education significantly influences the quality of professional development. Pastuović (1999) implies several factors in the concept of teachers' professional development: professional growth as a consequence of personal traits (cognitive development, professional experience, motivation), contextual factors (society and local community, school system, school, school teachers, class) and interventions that reinforce professional development (school management, advisory, developmental and continuing education as a component of professional education). Continuing education of teachers is largely elaborated in literature but also in government educational policies that are making an effort to associate theoretical concepts, research results, practice and national strategies in the field of teachers' professional development. Continuing education is seen as a long-term process that implies teachers' participation in different activities, knowledge expansion, skill improvement, evaluation and development of new approaches to work (Domović and Godler, 2003). Teachers' satisfaction with continuing education is one of the key components for a better development and harmonization of continuing education in accordance with contemporary demands and changes in educational systems. European national educational systems are introducing changes through which the concept of lifelong learning will be implemented. Quality and continuing professional education, as a component of teachers' professional development, sets new demands also in the context of contemporary changes in

educational systems in Europe from the perspective of the lifelong learning concept. The recommendations of the European Commission for those that set national strategies emphasize the necessity of teachers' continuing education during the whole working life and their rewarding in an appropriate way. The recommendations also specify that programme contents of permanent continuing education must reflect the importance of an interdisciplinary and cooperative approach to learning, providing knowledge and experience of European cooperation enabling teachers to teach their students how to become European citizens (European Commission, 2005). European Competence Frame for Lifelong Learning was adopted in year 2004. According to the European Reference Frame of the European Commission, the frame is actually an attempt to create a balanced list of key competences at the European level that are necessary for personal fulfilment, social inclusion and employment in our knowledge-based society. It is suggested that the frame of key competences applies to a whole series of educational situations during lifelong learning according to national programmes of education and training. Key competences that are necessary for all members of the knowledge-based are: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, technological knowledge, digital competence, learning to learn competence, social and civic competence, entrepreneurship and cultural expression (European Commission, 2004, pp. 8-10). The question of teachers' satisfaction with their competence to develop students' competences arises. In Croatia, which does not have a well-established tradition of designing a curriculum that is based on competences, it is necessary to develop programmes for the implementation of competence in initial education but also in continuing teacher education (Domović, Baranović and Štibrić, 2007).

### **Continuing teacher education in Europe**

Although the harmonization of educational systems in setting goals for assurance of conditions for lifelong learning is being emphasized, in the field of teachers' continuing education a significant inconsistency and undefined crucial issues of teachers' continuing education are can be observed (for example development of a national strategy, evaluation of the quality of continuing education, implementation in practice, rewarding of teachers).

Professional development of teachers in Slovenia is defined by the Education and Training Act. Preschool and primary school teachers mostly select programmes and types of continuing education. In-service training is encouraged and rewarded and is one of the requirements for promotion. Points are gained for participation in specific programmes. Education programmes are provided by different institutions registered as educational (for example higher education institutions for teachers, developmental-advisory public institutions, research institutes, preschool institutions, private companies, institutions, clubs and associations). The practice of the Ministry in charge is interesting: the Ministry issues a public advertisement for

continuing education programmes on certain topics, such as integration of children and the young with special care needs, healthy lifestyle, active citizenship (Eurydice, 2008/09). In Italy teachers' continuing education is obligatory for employed teachers. The collective agreement sets out that teachers have a right to absent themselves from their everyday duties five days a year in order to participate in continuing education. It is interesting how continuing education has different goals: initial continuing education, in-service training, mobility, retraining and professional reorganization, specific demands. Teachers' Council of every school decides on the annual continuing education provided by authorized institutions and the Continuing Education Agency (Eurydice, 2009/10). Teachers' continuing education in Austria is entrusted to the Pedagogical High School. Since 2001 all teachers have been subject to the Teachers' Work Code and are obliged to attend 15 hours of INSET activities (continuing education activities). In-service training is in general obligatory if there are vital innovations regarding schooling. Otherwise, participation in seminars is optional (Eurydice, 2008/09). Continuing education in Germany has a long tradition. As early as the 19<sup>th</sup> century teachers' associations and universities set goals regarding the broadening of teachers' pedagogical knowledge and subject knowledge and adjustments to social trends. In-service training goals are set in most provinces by their laws and regulations for teacher education or school laws. In-service courses usually take the form of seminars. There are also study groups, conferences, study trips and preliminary exams. Continuing education is also available as distance learning courses. It is interesting how teachers' continuing education opens up new career perspectives for teachers, for example the possibility of teaching a new subject, of a new workplace, of promotion. Participation in continuing education can also give advantage when a teacher applies for a senior position (Eurydice, 2008/09). During the 1970s in Finland, as a result of elementary school reforms and other great changes in the educational system, the state took on the responsibility for teachers' continuing education. Collective agreements and laws define annual duties of teachers regarding continuing education whereby these duties may vary from 3 to 5 days, depending on the institution. The Ministry of Education defines the priority educational regulations for continuing education that are funded by the state. State funded continuing education supports the implementation of educational reforms and ensures permanent education of all teachers. The Advisory Council for Teachers' Continuing Education Permanent Development has a peculiar task to predict the changes in the needs of teachers' continuing education and at the same time monitor the quality and the status of teachers' continuing education (Eurydice, 2009/10).

### **Teachers' continuing education in Croatia**

The Croatian educational system is slowly "catching up" with educational changes at the European level. In spite of formal adjustments that are inserted in development plans and the national framework curriculum, changes in practice are very small or completely non existent. The traditional teaching approach is still

emphasized, and the system is characterized by lack of motivation both in students and in teachers. "The traditional approach, still dominant in the production of the Croatian curriculum and educational practice, is being seen as a factor that limits development in relation to the strong orientation of developed societies towards the setting of knowledge and learning cultures." (Vizek, Vidović et. al., p. 9). Continuing education is similar to the educational system. The organization of continuing education has gone through various stages. When the Croatian National Educational Standard (2006) was being implemented in the continuing educational system (2006 and 2007), all participants in the educational system (teachers, professional assistants, principals, founders' representatives) were involved in continuing education that had common contents and goals at the national level. An important role was given to non-government associations (a certificate issued by the Education and Teachers Training Agency). With their quality contents and lecturers, these associations occupy the second most significant place in continuing education programmes in Croatia. In the second stage (since 2008) the selection of continuing education contents has been established at the local level through "passing of information" by leaders of county professional councils. In practice this has revealed to be of very poor quality because it depended exclusively on the person that "retold" the contents to his/her colleagues. The third stage is yet to come. The Education and Teacher Training Agency has created a national continuing education development strategy 2009-2013. The Agency is also one of the leading partners of continuing education together with the Ministry of Science, Education and Sports; the National Centre for External Evaluation; Teacher Training Universities, educational institutions and workers. Scheduled to commence in 2011, is a plan to involve all teachers in modularly organized professional meetings (Education and Teacher Training Agency, 2009). With the goal of finding out the opinions of elementary school teachers on the quality of initial training, continuing education and the perception of their own professional role in the educational process, a survey was conducted in 2003 by the Institute for Social Research in Zagreb. The survey showed that teachers were generally satisfied with the quality of continuing education (Vizek Vidović et al. 2005). Educational experts and researchers from the Institute for Social Research in Zagreb and The Faculty of Teacher Education of the University of Zagreb conducted a survey in 2006 in 25 elementary schools in Croatia on teachers' competence to develop students' competences suggested by the European Reference Framework. Although the majority (99.6%) of the teachers and professors considered that in elementary school the work on promotion of learning to learn competence should be systematic, the conclusion was that further development of new continuing education modules for teachers and professors was required to make them competent for creation of an encouraging learning surrounding and development of learning competence in students. About 70% of the teachers and professors considered that they were not sufficiently competent to develop entrepreneurship competence and they concluded that special training programmes, which will train teachers and professors to teach this competence, needs to be created and offered. The recommendations suggest forming of modules that will train teachers and professors to develop the two mentioned competences in

students as well as to build the knowledge, skills and attitudes that are related to both competences into the Syllabus, into all subjects and all classes (Jokić, B. et al. 2007). Apart from the answers related to the teachers' satisfaction with continuing education, questions were asked about the selection of continuing education and teachers' competence to develop the competences in students.

## **Research methodology**

### *Research goal*

The goal of the research was to determine teachers' satisfaction with continuing education. We also wanted to determine whether there was a difference in satisfaction with continuing education in relation to the institution providing it; whether teachers considered themselves be competent enough to develop students' competences within the continuing education; whether they planned a personal professional development plan, how they selected the contents of continuing education and what generally helped them in their professional development.

### *Problem*

Examining the relationship between working experience and professional promotion and satisfaction with continuing education.

Examining the relationship between continuing education and creation of a personal professional development plan.

Examining the relationship between students' developed basic competences and teachers' self-evaluation of the competences for the development of students' basic competences.

### *Hypothesis*

H-1 Teachers with longer working experience and promoted at work rated the satisfaction with quality of continuing education same as the teachers that had shorter working experience and that had not been promoted at work.

H-2 Most of the teachers use professional development plan when planning their own continuing education.

H-3 Teachers who considered themselves to be competent for development of students' basic competences equally develop all basic competences in students.

*Participants and procedure***Table 1.** Sample of participants by regions

				Professional title			Total
				Primary school teacher	Mentor	Advisor	
REGION	1. County of Split-Dalmatia	Working experience	Up to 3 years	1			1
			From 3 to 6 years	2			2
			From 6 to 15 years	2			2
			More than 15 years	17	3		20
			<b>TOTAL</b>		<b>22</b>	<b>3</b>	
	2. County of Šibenik-Knin	Working experience	Up to 3 years	1			1
			From 3 to 6 year	4			4
			From 6 to 15 years	6			6
			More than 15 years	8	1	3	12
			<b>TOTAL</b>		<b>19</b>	<b>1</b>	<b>3</b>
	3. County of Zadar	Working experience	From 3 to 6 years	6			6
			From 6 to 15 years	16			16
			More than 15 years	5	2	1	8
			<b>TOTAL</b>		<b>27</b>	<b>2</b>	<b>1</b>
	4. County of Istria	Working experience	Up to 3 years	2			2
			From 3 to 6 years	2			2
			From 6 to 15 years	4			4
			More than 15 years	16			16
	<b>TOTAL</b>		<b>24</b>			<b>24</b>	
	5. County of Zagreb	Working experience	Up to 3 years	2			2
			From 3 to 6 years	1			1
			From 6 to 15 years	7			7
			More than 15 years	15	1	2	18
	<b>TOTAL</b>		<b>25</b>	<b>1</b>	<b>2</b>	<b>28</b>	
6. County of Brod-Posavina	Working experience	Up to 3 years	1			1	
		From 3 to 6 years	2			2	
		From 6 to 15 years	3			3	
		More than 15 years	11	5	1	17	
<b>TOTAL</b>		<b>17</b>	<b>5</b>	<b>1</b>	<b>23</b>		

153 participants took part in the research: elementary school teachers from different regions (six counties: 1. Split-Dalmatia, 2. Šibenik-Knin, 3. Zadar, 4. Istria, 5. Zagreb and 6. Brod-Posavina). A questionnaire was designed for this survey and it contained general data questions (region where the participant works, working experience i.e. years of service, promotion to the title of mentor or advisor); questions about the factors that influence the selection of continuing education content; questions about satisfaction with the quality of teachers' continuing education and competence for development of students' basic competences. The

questionnaire was answered during the professional education course that was organized by regions (counties).

### *Variables sample*

DEPENDENT VARIABLE: satisfaction with continuing education, teachers' competence for development of students' competences, continuing education plan

INDEPENDENT VARIABLE: working experience, professional promotion, continuing education

## **Research results and discussion**

Research results can be divided into three parts: a) teachers' satisfaction with continuing education, b) selection of continuing education, c) rating of the competence for development of students' basic competences.

### *Teachers' satisfaction with continuing education*

When rating their satisfaction with the quality of continuing education, the majority of the participants (44.4%) were both satisfied and dissatisfied with continuing education. On average, their satisfaction was rated with the grade 3.098 (st. dev. 0,86). Table 2 clearly shows the percentages of participants who were satisfied or dissatisfied with the quality of continuing education.

**Table 2.** Percentage of participants in relation to the quality of teachers' continuing education

	f	%
very dissatisfied	6	3.9
dissatisfied	28	18.3
yes and no	68	44.4
satisfied	47	30.7
very satisfied	4	2.6
<b>TOTAL</b>	<b>153</b>	<b>100,0</b>

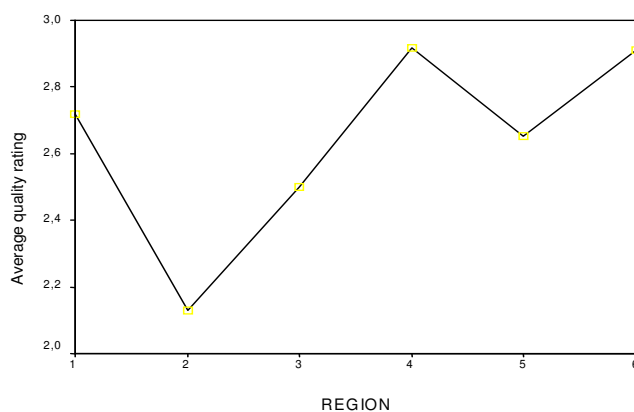
By calculating the Pearson correlation coefficient it has been found that there is no correlation between the years of working and satisfaction with the quality of continuing education ( $r'=-0.026$ ;  $p=0.75$ ). Using the analysis of variance (oneway ANOVA) it has been found that there is no statistically significant difference between the satisfaction with the quality of continuing education among teachers who have not yet been promoted at work and those who have been promoted to the title of mentor or advisor ( $F=0.33$ ;  $p=0.86$ ). Table 3 shows how participants rate continuing education organized by state institutions (Ministry of Science, Education



and Sports, Education and Teacher Training Agency) and the non-government sector (non-government organizations).

**Table 3.** Quality of continuing education organized by state institutions and non-government associations

	MSES and ETTA (%)	NON-GOVERNMENT ASSOCIATIONS (%)
Low quality	8.1%	4.9%
Yes and no	29.1%	23.2%
Quality	54.1%	40.1%
Very high quality	8.8%	31.7%



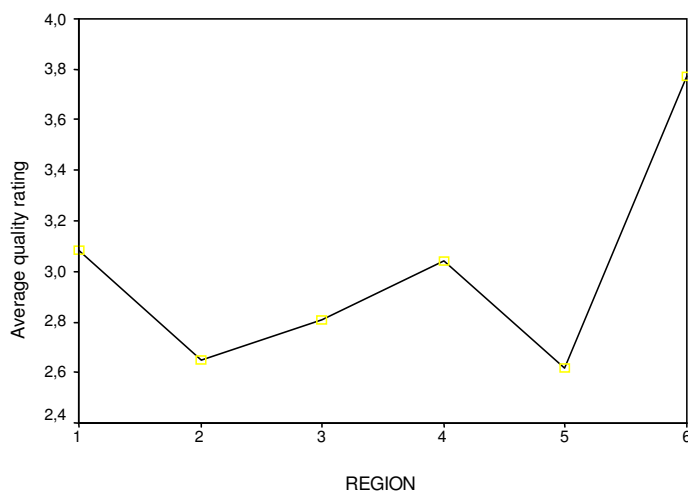
(1. Split-Dalmatia, 2. Šibeniko-Knin, 3. Zadar, 4. Istria, 5. Zagreb and 6. Brod-Posavina)

**Chart 1.** Rating of continuing education quality in organization by state institutions by regions

Participants' rates of the quality of continuing education organized by state institutions and non-government associations ( $F_{3,871}$ ;  $p=0,003$ ) differ significantly, with participants from the County of Šibenik-Knin, compared to those from Split-Dalmatia, Istria and Brod-Posavina gave significantly lower results (Chart 1).

By the use of ANOVA it has also been determined that there is no significant difference in ratings of continuing education quality organized by non-government organizations considering the number of years of working experience ( $F=0.403$ ;  $p=0,751$ ) or considering the promotion of teachers ( $F=0.189$ ;  $p=0.828$ ). Participants significantly differ in rating the quality of continuing education organized by non-government associations considering the region they come from ( $F=6.553$ ;  $p=0.00$ ) with participants from the County of Brod-Posavina rate the quality of continuing education significantly higher compared to participants from other regions.

Participants from the County of Zagreb rate the quality of continuing education organized by non-government associations significantly lower (Chart 2).



(Counties: 1. Split-Dalmatia, 2. Šibenik-Knin, 3. Zadar, 4. Istria, 5. Zagreb and 6. Brod-Posavina)

**Chart 2.** Rating of continuing education quality organized by non-government associations

### *Selection of continuing education*

The factors that influence teachers' selection of continuing education can be analyzed by using the research results. One of the factors that mostly influence (54.4%) the selection of continuing education of teachers is the personal professional development plan. Almost one third of the participants (28.8%) base the selection exclusively on colleague recommendation, 13.1% attend continuing education when they receive permission from their principal and around 3.3% are not aware of the factors that should influence the selection of continuing education (Table 4).

**Table 4.** Factors that influence the selection of continuing education

	f	%
When allowed by principal	20	13.1
Colleague recommendation	44	28.8
According to personal continuing development plan	84	54.9
I don't know	5	3.3
<b>TOTAL</b>	<b>153</b>	<b>100.0</b>

Table 5 shows which factors influence the selection of continuing education. Teachers primarily want that the contents of continuing education is in accordance with the contemporary educational issues and that it is applicable in practice - significant importance is given to the possibilities of intensive mentor support in classroom, additional professional materials and quality information that the teacher possesses.

**Table 5.** Factors that influence the selection of continuing education

	Compatibility of topics with contemporary educational trends	Applicability in practice	Intensive mentor support of teachers in the classroom	Additional professional materials for teachers (for example creating a class curriculum, lesson plan, setting up of a project, examples of individual monitoring of students...)	Quality information for the teacher (Act on Education, Pedagogical Standards, rulebooks, European Union documents...)
insignificant			2.0%	7%	2.0%
yes and no	3.3%	4.6%	18.5%	5.9%	10.5%
significant	32.2%	25.0%	56.3%	37.5%	41.4%
very significant	64.5%	70.4%	23.2%	55.9%	46.1%

### *Rating the competence to develop students' basic competences*

By using research results the teachers' competence to develop students' basic competences can be analyzed. Almost 30% of primary school teachers consider themselves not to be competent enough to develop and monitor basic competences in students (Table 6).

**Table 6.** Competence for development and monitoring basic competences

	f	%
NO	40	26.1
YES	111	72.5
<b>TOTAL</b>	<b>151</b>	<b>98.7</b>

Due to the low number of participants it was not possible to calculate if there is a difference between ratings of competence by participants that have a different working experience and those who have been promoted in profession from those who have not been promoted in profession, and between the regions. There is no significant correlation between the perception of competence for development and monitoring of the basic competences and the level that participants rate the quality

of continuing education organized by state institutions or non-government associations. Still, there is a significant correlation between the perception of competence for development and monitoring basic competences and general satisfaction of continuing education in Croatia ( $r=0,172$ ;  $p=0,034$ ). The greater the satisfaction with the quality of continuing education, the bigger is the possibility that the participants will perceive themselves more competent for development and monitoring of basic competences. Although the majority of the participants rated that they were well competent in the development and monitoring of the competences set down by the European Council, it is interesting that there were competences that not a single participant has stated as the ones he developed in his students (technological knowledge and digital competence). It is also interesting that the entrepreneurship competence was developed by only 0.32% of the participants, and mathematical competence and basic competences in science and technology by only 1.30% participants. The most developed competence was communication in mother tongue 33.33%, followed by learning to learn competence and social and civic competence.

**Table 7.** Competences that teachers develop in their students

	f	%
Communicating in the mother tongue	102	33.33%
Communicating in foreign languages	4	1.30%
Mathematical competence and basic competences in science and technology	26	
Technological knowledge		
Digital competence		
Learning to learn competence	79	25.81%
Social and civic competence	70	22.87%
entrepreneurship	1	0.32%
Cultural expressing	24	7.84%
<b>Total</b>	<b>306</b>	<b>100.0%</b>

## Conclusion

Teachers' satisfaction with continuing education as the key element of their professional development and quality competence to respond to contemporary challenges in the European educational systems are the key prerequisites for the implementation of new strategic policies in education. Traditional teaching and the slow pace of the Croatian educational system will change only if the approach to the problem is changed. Quality will hardly be gained without a complete and responsible approach to the Croatian teacher's professional development.

Results of the survey on teachers' satisfaction with continuing education (44.4% equally satisfied and dissatisfied) point out to the necessity to implement more quality changes in continuing education. One of the factors highly influencing

(54.4%) the selection of teacher's continuing education is the personal professional development plan. Information about the programmes of continuing education must be more transparent, available at one place, providing information on carriers, their programmes, duration, and price (including the non-government associations' programmes). This is very important information for the creation of the teacher's personal professional development plan. Survey results on the application of basic competences are worrisome. Entrepreneurship competence is developed by only 0.32% of the participants, and competence and basic competences in science and technology by only 1.30% of the participants. The fact that there are competences that not a single participant has listed as the ones being developed in the students (technological knowledge and digital competence) is indicative and evident. If we add that the National Framework Curriculum is based on competences, the concern becomes even greater.

The existing situation of the teachers' continuing education is pointing to the necessity of decentralization, for example, a more significant inclusion of Croatian scientists and great practitioners in the creation of the national strategy. A stronger connection between the scientists and great practitioners should be established within educational institutions in form of expert teams that monitor everyday issues, set up problems, conduct research, inform expert and general public and actively participate in better quality promotion of practice. Continuous review of the continuing education programme quality and of the applicability in practice is also necessary. The resources that we possess should definitely be used more efficiently. Croatia has got a large number of teachers that were promoted (almost every school has got at least one mentor or advisor) and a whole network of county leaders that should be more strongly included in the practice, for example as teachers' mentor support in their schools. Continuing education should definitely be ensured for all teachers without the practice of "passing on" information. It should continuously offer programmes in various areas and allow teachers to specialize and in the end advance professionally (for example to work with gifted children). Croatian schools and teachers should be better interrelated because the exchange of teacher's information is a significant factor in their professional development. International information exchange, visits to European schools, internet school cooperation and information exchange are ideas that must be introduced with better efficiency.

## References

- Agencija za odgoj i obrazovanje (2009). Strategija razvoja stručnog usavršavanja u Agenciji za odgoj i obrazovanje 2009.-2013. December, 26, 2010. <http://www.azoo.hr/admin/fckeditor/File/Strategija%20strucnog%20usavrsavanja%20AZOO.pdf>
- Bijeli dokument o hrvatskom obrazovanju –Hrvatska u 21.stoljeću. Pastuović, N.(ur.), (2001). The Development Strategy Office of the Republic of Croatia
- Bruner, J. (2000). Kultura obrazovanja. Zagreb: Educa.

Domović, V. and Godler, Z. (2003). Trajno usavršavanje učitelja: imperativ za osiguravanje budućnosti učiteljske profesije. U: *Odgoj, obrazovanje i pedagogija u razvitku hrvatskog društva-Zbornik radova Sabora pedagoga Hrvatske*. Hrvatski pedagoško- književni zbor: Zagreb. 254-261.

Domović, V.; Baranović, B. and Štibrić, M. (2007). Učitelji i uvođenje poduzetničke kompetencije u osnovne škole. U: *Kompetencije i kompetentnost učitelja*, Sveučilište Josipa Jurja Strossmayera u Osijeku, Učiteljski fakultet u Osijeku i Kherson State university, Kherson, Ukraine: Osijek. 175-181

Europska komisija (2004). Ključne kompetencije za cjeloživotno učenje Europski referentni okvir. December, 26. 2010. <http://www.azoo.hr/tekst/kljucne-kompetencije-za-cjelozivotno-ucenje/521>

Europska komisija (2005). Zajednička europska načela za sposobnosti i kvalifikacije učitelja. December, 24, 2010, [http://www.seeeducoop.net/education\\_in/pdf/workshop/tesee/dokumenti/common-principles-hr.pdf](http://www.seeeducoop.net/education_in/pdf/workshop/tesee/dokumenti/common-principles-hr.pdf)

Eurydice (2008/09). The organisation of the educational system in Germany. December, 26, 2010. [http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase\\_full\\_reports/DE\\_EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/DE_EN.pdf)

Eurydice (2008/09). Organisation of the educational system in Slovenia. December, 26, 2010, [http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase\\_full\\_reports/SI\\_EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SI_EN.pdf)

Eurydice (2009/10). The organisation of the educational system in Finland. December, 26, 2010, [http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase\\_full\\_reports/FI\\_EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/FI_EN.pdf)

Eurydice (2009/10). Organisation of the educational system in Italy. December, 26, 2010, [http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase\\_full\\_reports/IT\\_EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/IT_EN.pdf)

Hirvi, V. (1996). Change-Education-Teacher Training. U: Tella, S. (ed.). *Teacher education in Finland*. Helsinki: University of Helsinki, 11-19.

Jokić, B. (ur.); Baranović, B.; Bezinović, P., Dolenc, D.; Domović, V.; Jokić, B.; Marušić, I.; Pavin Ivanec, T.; Rister, D. and Ristić Dedić, Z. (2007). Ključne kompetencije "učiti kako učiti" i „poduzetništvo“ u osnovnom školstvu Republike Hrvatske. December, 9, 2010, [http://www.etf.europa.eu/pubgmt.nsf/\(getAttachment\)/2815170B680F82FEC125741A004F96F0/\\$File/NOTE7D6JZ6.pdf](http://www.etf.europa.eu/pubgmt.nsf/(getAttachment)/2815170B680F82FEC125741A004F96F0/$File/NOTE7D6JZ6.pdf)

Niinisto, K. (1996). Change Agent Teacher - Becoming a Teacher in a Developing Organisation. U: Tella, Seppo (ed.). *Teacher education in Finland*. Helsinki: University of Helsinki, 145 -150.

Pastuović, N. (1999). *Edukologija*. Zagreb: Znamen

Teachers' professional development in Europe: results from earlier studies. December, 26, 2010, [http://ec.europa.eu/education/school-education/doc/talis/chapter3\\_en.pdf](http://ec.europa.eu/education/school-education/doc/talis/chapter3_en.pdf)

Vizek Vidović, V. (2005) (ur.) *Cjeloživotno obrazovanje učitelja i nastavnika: višestruke perspektive*. Zagreb: Social Research Institute

Metodički obzori 6(2011)1

*Izvorni znanstveni rad*

UDK: 371.13

Primljeno: 1. 10. 2010.

## (NE)ZADOVOLJSTVO UČITELJA STRUČNIM USAVRŠAVANJEM

*Sanja Bilač, dipl. učiteljica*

Osnovna škola Spinut Split

e-mail: [sanja.bilac@gmail.com](mailto:sanja.bilac@gmail.com)*Dejana Tavas, dipl. učiteljica*

Osnovna škola Vladimira Nazora Rovinj

e-mail: [dtavas@yahoo.com](mailto:dtavas@yahoo.com)

### *S a ž e t a k*

Zadovoljstvo učitelja stručnim usavršavanjem jedna je od ključnih sastavnica za kvalitetniji razvoj i harmonizaciju stručnog usavršavanja u skladu sa suvremenim zahtjevima i promjenama u odgojno-obrazovnim sustavima. Cilj istraživanja bio je utvrđivanje zadovoljstva učitelja stručnim usavršavanjem. U istraživanju su sudjelovala 153 ispitanika, učitelja razredne nastave, iz različitih regija (šest županija: 1. Splitsko-dalmatinska, 2. Šibensko-kninska, 3. Zadarska, 4. Istarska, 5. Zagrebačka i 6. Brodsko-posavska). Procjenjujući zadovoljstvo kvalitetom stručnog usavršavanja, većina ispitanika (44,4%) je koliko zadovoljna, toliko i nezadovoljna stručnim usavršavanjem. Zanimljivo je da, kada se analizira po regijama, ne postoji statistički značajna razlika u procjenama edukacija MZOS-a i Agencije za odgoj i obrazovanje, ali postoje razlike u procjenama nevladinih udruga. Učitelji žele da su sadržaji stručnog usavršavanja usklađeni sa suvremenim obrazovnim temama te da su primjenjivi u praksi. Jedan od faktora koji najznačajnije utječe (54,4%) na izbor stručnog usavršavanja učitelja je osobni plan profesionalnog razvoja. Gotovo 30% učitelja razredne nastave smatra da nije dovoljno osposobljeno za razvijanje i praćenje temeljnih kompetencija kod učenika. Iako većina ispitanika procjenjuje da su dobro osposobljeni u razvijanju i praćenju kompetencija koje propisuje Europsko vijeće, zanimljivo je da postoje kompetencije koje niti jedan ispitanik nije naveo kao one koje najviše razvija kod svojih učenika (tehnološko znanje i digitalna kompetencija).

**Ključne riječi:** *učitelj, stručno usavršavanje, zadovoljstvo, osposobljenost za razvijanje kompetencija učenika*