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## TEACHER EDUCATION AND CAREER CYCLE: EDUCATIONAL LEVEL AND PATHWAYS EFFECTS IN SERBIA AND GREECE\*

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*Abstract.* Given the importance of teachers' work and effectiveness, the authors have chosen to study how the teachers' education determines their vocational behavior in terms of *enthusiasm and growing* and *career frustration* in Serbia and Greece. They examined the significance of education level and education pathway in mutual interaction and in interaction with intrinsic motivation of career choice. The study used survey methodology. The questionnaire was administered to a convenience sample of 213 secondary school teachers. The results indicate that career characteristics do not differ with respect to the level of formal education and the authors conclude that transit to the world of work can be made after the bachelor level, when the bachelor program includes adequate pedagogical preparation. The effect of education pathway interaction with intrinsic motivation was significant in the sample of Greek teachers. Teachers, who had undergone more thorough preparation for teaching, have developed their job attitudes independently from their career choice motivations. The lesser significance of initial motivation for teaching is interpreted as a possibility to compensate for lower levels of motivation by developing teaching competences, i.e. facilitating self-efficacy through teacher training. No evidence of teacher preparation

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effects was found in the Serbian sample, indicating that teachers educated according to the old system pathways cannot be expected to achieve different job attitude.

*Key words:* teacher education, enthusiastic and growing stage, career frustration stage, Serbia, and Greece, comparative study.

## INTRODUCTION

Given the amount of resources invested in teacher education and the great importance of their work, it goes without saying that the significance of the issue of the suitable way of preparing teachers for the successful fulfillment of their professional roles has not been waning. There is an international trend to improve teacher education by raising the level of teacher education, as well as by fostering undergraduate education in pedagogy and content domains (Mullis, Martin & Loveless, 2016). The authors have chosen to study the importance of educational pathways and the level of formal education for the teacher career cycle. The research was performed in two countries, Serbia and Greece, where systems of teacher preparation are similar, allowing drawing mutually relevant conclusions, but are still different enough to provide opportunities for learning and formulating recommendations.

### INITIAL TEACHER EDUCATION IN GREECE AND SERBIA

In Greece, the issue of teacher education is solved in a complex way, and there are considerable variations in the way teachers are prepared for work. Subject teachers must complete bachelor studies at faculties, and almost every faculty can be a teacher education faculty. A minimum of pedagogical preparedness required of teachers is laid down in the law (Νόμος 3848/2010, άρθρο 2 παρ.3 και 4). Teachers of general education subjects are educated at different faculties offering psychological, pedagogical and/or didactic contents through several compulsory and elective courses. Consequently, the level of pedagogical preparedness can vary significantly (Marušić, 2013). On the other hand, there are departments in Greece specialized in teacher education for certain technical subjects. Departments for teachers-engineers at Faculties for Pedagogical and Technological Education (FPTE) simultaneously train students in teaching and in vocational competences from the beginning of their studies. Furthermore, a significant number of teachers teaching vocational subjects passed a one-year pedagogical study course at an FPTE after completing their studies in a certain professional field. These 1-year programmes of pedagogical training, further training or specialization for in-service or prospective teachers have been designed to prepare teachers after they have gained a degree at faculty that does not provide pedagogical competences.

Both the level of education and the extent of pedagogical and didactic preparation differ significantly among subject teachers employed in schools in Serbia. Namely, the diploma of the relevant faculty department sufficed

for employment in school until 2009; mandatory pedagogical preparation had not been required by law. The students therefore tended to enroll in departments enabling both their employment in science and economy and mobility to schools. Due to the low interest in teaching departments, the elementary and secondary school subject teachers were, at the time, often employed without theoretical or practical pedagogical education. On the other hand, education of teachers teaching general education subjects (such as Math, mother tongue, Biology, Chemistry, History) included a certain number of subjects in the field of education sciences (Psychology, Pedagogy, Didactics) depending on the faculty department and the students' choice. In this way, the teachers of the same subject within the group of general education subjects had significantly different levels of preparation for teaching. Some changes were introduced into teacher education in 2009. The law (*Zakon o osnovama sistema obrazovanja i vaspitanja*, 2009) raised the mandatory level of education from bachelor studies to master studies and defined the mandatory framework of pedagogical competences. The change introduced to the contents of initial education reflected differently on teachers, who had studied at different departments, given that almost every faculty is accredited to educate future teachers. The standardization of competences for the teaching profession carried out in Serbia (*Standardi kompetencija za profesiju nastavnika...*, 2011) corresponds to the description of the teachers' work. Thus, the Serbian education law now lays down the teaching entry requirements, in terms of the requisite education, with certain varieties, and standards of competencies necessary for performing this profession, based on the analysis of teacher work. However, although teachers covered by the research subsample in Serbia had not been prepared for teacher work pursuant to the valid legislation, certain pathways of their educational pre-history can be distinguished.

The analysis of teacher education contents has led us to identify three pathways of teacher education on samples of teachers in Serbia and Greece: *non-teaching*, *semi-teaching* and *teaching*. The description of their characteristics is given in Table 1.

Table 1: Teaching Pathways in Serbia and Greece<sup>1</sup>

Education pathways	Non-Teaching	Semi-Teaching	Teaching/ Psychological and Pedagogical
Objectives	Acquire scientific knowledge of a particular academic discipline	Acquire scientific knowledge of a particular academic discipline; partial pedagogical preparation	Acquire scientific knowledge of a particular academic discipline and pedagogical preparation
Serbia	graduate electrical engineer, graduate economist, graduate lawyer	graduate philologist, graduate chemist, graduate historian	chemistry teacher, mathematics teacher, biology teacher, graduate pedagogue, graduate psychologist
Greece	graduate electrical engineer, graduate economist, graduate lawyer, graduate philologist, graduate chemist with/without pedagogical preparation	graduate philologist, graduate chemist, graduate historian	electrical engineering teacher, mechanical engineering teacher, graduate psychologist, graduate pedagogue

<sup>1</sup> Note. The table represents the most plausible categorization of pathways, according to the analysis of programs and the empirical data obtained in this study.

The main difference between the categories was noted in the *non-teaching pathway*, since Serbia had no consecutive programs offering thorough formal teacher education to university graduates.

As for the level of education, three broad categories are made: tertiary, non-university degree, tertiary, university degree and postgraduate degree. Tertiary, non-university education exists in both countries, with focus on vocational and applied education, and shorter duration of study program, in comparison to tertiary university education. In Greece tertiary, non-university education is performed in technological education institutes, where studies take 7 to 8 semesters (the last semester is devoted to vocational practice and thesis). University tertiary education has duration from 8 to 12 semesters. In Serbia tertiary, non-university education is performed in high schools of vocational education, with duration of studies 6 semesters. University education has the same duration like in Greece.

Bearing in mind the considerable differences in the way teachers are prepared for this profession and personal and state resources invested in creating postgraduate educated teaching staff, it is reasonable to pose the following question: Do different ways of teacher preparation lead to creating professionals whose job attitudes differ significantly?

## TEACHER EDUCATION AND CAREER CYCLE

The effects of teacher education are observed in line with their career development. Two out of eight stages given in the model of teacher career development by Fessler and Christensen (1992) – the *enthusiastic and growing stage* and the *career frustration stage* were singled out as the best indicators of the teachers' professional commitment and general attitudes towards their profession. The theoretical model of Fessler and Christensen (1992) proved useful in mapping the career development of teachers (for example Lynn & Woods, 2010; Makela, Hirvensalo & Whipp, 2014; Meister & Ahrens, 2011). In the *enthusiastic and growing stage*, the teachers develop a high level of competence and opt for further professional development. They enjoy working in a school, they want to try out new ideas, and in general, express high job satisfaction. In the stage of *career frustration*, job attitude is characterized by disappointment, questioning one's choice of occupation, potential fluctuation or even a state of burnout (Fessler, 1995). The career cycle stage proved to be a key moderator of teacher effectiveness (Day *et al.*, 2006), the fact that emphasizes the importance of achieving more auspicious career flow.

When it comes to the impact of initial teacher education on the characteristics of their career cycle, the authors have found no study directly interlinking these two concepts during their review of literature. Nevertheless, there are research results that confirm the importance of teacher education for work satisfaction, retention and job outcomes. Darling-Hammond (2000) found that teachers better prepared for the job were more self-confident and success-

ful. Another study indicated that uncertified teachers were less effective than standard certified teachers, when their years of experience and work settings were similar (Darling-Hammond *et al.*, 2005), which is in line with other studies underlying the importance of teacher education and certification (Betts, Rueben & Dannenberg, 2000; Wilson, Floden, & Ferrini-Mundy, 2001). In many European countries, young people rarely choose teaching studies and often leave work at school after they have had their first independent experiences. However, teachers who felt prepared, more often remained loyal to the chosen profession (LaTurner, 2002; Zientek, 2007, according to Rots, Aelterman, Devos & Vlerick, 2010).

The study of the relationship between teacher education and characteristics of their career cycle becomes particularly interesting when placed in the context of functions of basic university education. This level of education "... provides full professional socialization – the acquisition of essential knowledge and skills, norms, standards and values necessary to work in one field. Only through basic university education can one establish a professional identity and his sacred and profane face" (Bernstein, according to: Despotović, 2010: 57). Therefore, one can expect different job attitudes among teachers with different initial educational orientations.

As per factors determining the teachers' professional commitment, the authors would like to draw attention to the results indicating the importance of intrinsic motivation of career choice. Marso and Piggie (Marso & Piggie, 1997) showed that only individuals who had chosen teaching as their vocation – out of desire to be teachers, were more likely to remain in the profession. Watt and Richardson (2008) found that intrinsic motivation for doing the teaching job and the presence of altruistic motives differ among the clusters of teachers identified on the basis of planned effort and persistence in teaching profession and professional development aspirations. The author (Marušić, 2014) confirmed that, in Serbian secondary schools, intrinsic motivation had major effect on teacher career cycle characteristics. This is why the authors decided to include the intrinsic motivation interactions with teacher education in order to grasp a clear picture of education effects on the career cycle characteristics.

Our analysis shows that there are three main educational pathways to be distinguished in both the Serbian and Greek systems (*non-teaching* (with two subgroups in Greece), *semi-teaching* and *teaching*). Also, we have grouped the levels of education in three broad categories – tertiary, non-university degree (TNE), tertiary, university degree and postgraduate degree. The objective of this study was to determine the relationship between the teachers' *education levels and pathways*, their mutual interaction and their interaction with *intrinsic motivation of career choice*, on the one hand, and with *career cycle* characteristics, on the other. We intended to describe the job attitude differences between teachers prepared in different ways in view of the fact that professional choice motivation plays a major role in career cycle development.

## METHODOLOGY

### *Sample*

The sample, which according to its characteristics is convenient and comprised 213 teachers: 107 employed in lyceums in five Greek cities and 106 working in secondary schools in four Serbian cities. All the respondents were employed in regular secondary schools enabling their students' access to tertiary education. The teachers thus worked with students from the mainstream population of a similar age, facilitating comparison of the subsamples. Teachers of both sexes were included – women accounted for 57% of the respondents, in line with the usual greater representation of women in the teaching population. All age groups were represented (from 24 to 65 years old, average age – 42) and the respondents had different lengths of teaching service (less than 10 years – 46%, 11 to 20 years – 31%, over 20 years – 23%, on average 11 years of service). The majority of teachers had a faculty diploma (58% in Greece, 76% in Serbia), and the smallest percentage had tertiary non-university education (7% Serbia, 19% Greece). The rest of the respondents had postgraduate education (Serbia 16%, Greece 22%). As for the educational pathways, the majority of Serbian sample teachers belonged to the non-teaching group (59%), whereas the share of such teachers in Greece stood at 41%; the fewest respondents in both countries (11%) belonged to the teaching pathway group.

### *Method and instrument*

The present study applied the survey methodology. The data were gathered via a questionnaire designed for the purpose of doctoral dissertation (Marušić, 2013). The instrument was administered to both Greek and Serbian teachers successively during 2013 and 2014. It examined socio-demographic variables, career choice, characteristics of the career cycle and professional development. The *education pathway* was determined by the responses to an open-ended question (the respondents were asked to name the faculty and department they had attended), by the responses to a closed-ended question about teaching-related subjects the respondents had studied, as well as by their response to a question about completed pedagogical courses at the Greek FPTE. The respondents' *education level* was determined by their responses to a closed-ended question about the highest level of education they had acquired.

*Intrinsic motivation of career choice* was measured by using the items related to: interests, abilities, personality traits and love for work with children; Cronbach  $\alpha$  for the Serbian subsample stood at .89 and for the Greek subsample at .86. The items used to measure career choice motivation take form of a five-point Likert scale as well as the items that measure career cycle characteristics.

The *enthusiastic and growing stage* was measured by the following indicators: doing one's best on the job, investing time in professional development, enjoying preparation for class, seeking satisfaction in additional work activities, doing the job with enthusiasm. Reliability was satisfactory, with Cronbach  $\alpha$  standing at 0.78 for the Greek subsample and at .76 for the Serbian subsample.

*Career frustration* indicators included: expressed job dissatisfaction, potential fluctuation, the feelings of disappointment, fatigue, sickness when entering a classroom. The subscale reached the reliability quotient of .75 for the Greek subsample, and .82 for the Serbian one.

For data analysis the authors used descriptive statistics and MANOVA with dependent variables normalized mean scores of *career frustration* and *enthusiastic and growing*. The prediction was made on the basis of *education level* (TNE, faculty, postgraduate diploma) and *pathway* (teaching, semi-teaching and non-teaching, with two subgroups in Greece, based on the FPTE training), their mutual interaction, and their interaction with the normalized mean score of *intrinsic motivation*.

## RESULTS

### *Teacher education and career cycle descriptives*

The authors started out by studying the descriptive data on career features of teachers with different education levels and pathways.

*Table 2: Career cycle features of teachers with different education levels*

Country	Career Cycle Stage	TNE M (SD)	Faculty M (SD)	Postgraduate M (SD)
Serbia	Enthusiasm & growth	4.17 (.57)	3.96 (.55)	3.98 (.53)
	Career frustration	1.30 (.22)	1.61 (.61)	1.31 (.37)
Greece	Enthusiasm & growth	3.55 (.56)	3.48 (.72)	3.56 (.67)
	Career frustration	1.85 (.67)	1.69 (.57)	1.74 (.66)

The mean scores obtained in the Serbian subsample do not speak in favor of higher educational levels since the highest score for the enthusiastic and growing stage was obtained in the group of teachers with non-university edu-



cation. A slightly different picture was obtained in the Greek subsample: the teachers with a lower level of education obtained a higher score on the career frustration variable.

*Table 3: Career cycle features of teachers with different educational pathways*

Country	Career Cycle Stage	Education modality			
		Non-Teaching M (SD)		Semi-Teaching M (SD)	Teaching M (SD)
		Without training	With training		
Serbia	Enthusiasm & growth	3.99 (.53)	/	3.93 (.54)	4.06 (.59)
	Career frustration	1.49 (.47)		1.63 (.67)	1.48 (.73)
Greece	Enthusiasm & growth	3.70(.61)	3.35(.57)	3.39 (.73)	3.81 (.69)
	Career frustration	1.60 (.54)	1.97(.66)	1.74 (.54)	1.61 (.69)

The values obtained for both career cycle stages are rather similar among teachers with different education pathways in Serbia. In the Greek sample, the descriptors are slightly more diverse, speaking in favor of the teaching career pathway, while teachers belonging to the non-teaching group with pedagogical training seem disadvantaged. The significance of the demonstrated differences will be statistically analyzed below.

*Teacher education and career development –  
Greek subsample*

The following table indicates the significance of educational preparation in the sample of Greek teachers.

Table 4: Career cycle prediction based on teacher education, Greece

Source	Dependent variable	Type III sum of squares	df	Mean square	F	Sig.
Corrected Model	Enthusiasm	60.985 <sup>a</sup>	48	1.271	2.257	.002
	Frustration	53.593 <sup>b</sup>	48	1.117	1.621	.042
Intercept	Enthusiasm	10.285	1	10.285	18.273	.000
	Frustration	4.913	1	4.913	7.131	.010
Education pathway	Enthusiasm	2.739	3	.913	1.622	.195
	Frustration	1.185	3	.395	.573	.635
Education level	Enthusiasm	1.378	2	.689	1.224	.302
	Frustration	.339	2	.169	.246	.783
Intrinsic motivation* Education pathway	Enthusiasm	14.500	12	1.208	<b>2.147</b>	<b>.028</b>
	Frustration	18.331	12	1.528	<b>2.217</b>	<b>.023</b>
Intrinsic motivation* Education level	Enthusiasm	6.699	8	.837	1.488	.183

	Frustration	2.352	8	.294	.427	.900
Educ. level * Educ. pathway	Enthusiasm	2.786	4	.697	1.238	.306
	Frustration	3.064	4	.766	1.112	.360
Error	Enthusiasm	30.957	55	.563		
	Frustration	37.894	55	.689		
Total	Enthusiasm	10.095	104			
	Frustration	94.638	104			
Corrected Total	Enthusiasm	91.942	103			
	Frustration	91.487	103			

Legend. a. R Squared=.663 (Adjusted R Squared=.369); b. R Squared=.586 (Adjusted R Squared=.224)

Table 4 shows that neither the level of formal education, nor the pathway of that education, nor the interaction of those two factors are relevant to the two career cycle stages which, in fact, most clearly indicate the teachers' general attitudes to their profession. Hence, regardless of duration of teachers' studies – professional commitment and potential fluctuation do not differ, wherefore one cannot say that teachers with higher levels of education demonstrate more favorable characteristics of professional conduct. The same conclusion applies to the education pathway – the respondents demonstrated similar attitudes, regardless of whether they had been thoroughly prepared for teaching or had not attended a single teacher course. Finally, the interaction of these two variables cannot explain the variance in the career stage characteristics. Nevertheless, it transpired that the education pathway in interaction with the level of intrinsic motivation of career choice can explain the teachers' professional behaviors. The estimated effect size measured by eta squared was strong, achieving .319 for enthusiasm and .326 for career frustration. In order to understand how these two factors actually modify the teachers' work, the authors checked the correlation between motivation and the two stages of the career cycle of teachers with different education pathways.

A strong connection of intrinsic motivation and career development ( $r_{enth}=.436$ ,  $sig=.018$ ;  $r_{frust}=-.569$ ,  $sig=.001$ ) was identified in the sample of teachers with the *non-teaching* educational pathway, who had not undergone any pedagogical training. On the other hand, their colleagues with one-year FPTE training have developed job attitudes independently of the reasons they had opted for a teaching career ( $r_{enth}=.311$ ,  $sig=.159$ ;  $r_{frust}=-.181$ ,  $sig=.420$ ). It seems that the lack of affinity for teaching has different meanings for the two groups of teachers. Unlike teachers with training, untrained teachers can start feeling dissatisfied, rethinking their career choice and risking burnout. On the other hand, stronger intrinsic motivation of career choice can facilitate further job satisfaction and commitment only in the group of teachers without training.

In the group of teachers with the *semi-teaching pathway*, the existence of intrinsic motivation encourages their more committed and agile attitude to teaching ( $r_{enth}=.534$ ,  $sig=.000$ ). Its correlation with career frustration is significant at the level of .10 ( $r_{frust}=-.258$ ,  $p=.095$ ). Therefore, untrained teachers seem “more vulnerable” to an extent unless they have a genuine desire to do this job in comparison with both their colleagues with training and those who completed semi-teaching departments.

Finally, there is no evidence that intrinsic motivation is relevant to the subsequent professional development of individuals educated at teaching departments ( $r_{enth}=.399$ ,  $sig=.224$ ;  $r_{frust}=-.206$ ,  $sig=.543$ ). The causes can first be sought in a small number of respondents, which definitely requires further examination. However, these results allow the authors to assume that when individuals receive adequate preparation for teaching, their initial motivation to do the job plays a minor role in shaping their career cycle characteristics.

Teachers with high and with lower motivation are equally far from job attrition or burnout.

*Teacher education and career development –  
Serbian subsample*

The following results were obtained regarding the connection of the three independent variables and the two career development stages for the sample of teachers from Serbia.

*Table 5: Career cycle prediction based on teacher education, Serbia*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Enthusiasm	37.886 <sup>a</sup>	34	1.114	1.542	.063
	Frustration	31.277 <sup>b</sup>	34	.920	1.068	.399
Intercept	Enthusiasm	.088	1	.088	.122	.728
	Frustration	.212	1	.212	.246	.621
Education pathway	Enthusiasm	2.943	2	1.471	2.036	.138
	Frustration	6.813	2	3.406	<b>3.953</b>	<b>.024</b>
Education level	Enthusiasm	.170	2	.085	.117	.889
	Frustration	1,775	2	.888	1.030	.362
Intrinsic motivation* Education pathway	Enthusiasm	4.184	9	.465	.643	.756
	Frustration	8.228	9	.914	1.061	.402
Intrinsic motivation* Education level	Enthusiasm	3.876	8	.485	.671	.716
	Frustration	2.374	8	.297	.344	.945
Educ. level * Educ. pathway	Enthusiasm	1.143	2	.571	.791	.457

	Frustration	.261	2	.131	.152	.860
Error	Enthusiasm		71			
	Frustration		71			
Total	Enthusiasm		106			
	Frustration		106			
Corrected Total	Enthusiasm		105			
	Frustration		105			

Legend. a. R Squared=.425 (Adjusted R Squared=.149); b. R Squared=.338 (Adjusted R Squared=.021)

As Table 5 shows, the level of formal education did not prove significant to the current attitude to the profession, neither as an independent predictor nor in interaction with other predictors. Therefore, the level of formal education, regardless of the field of that education, should not be considered a predictor of the teacher career cycle in terms of the two stages considered in this study. As for the education pathway of Serbian teachers, according to the post-hoc tests, its effects on *career frustration* should be ignored, since no significant differences were found. Also, education pathway interaction with intrinsic motivation does not have explanatory value over the career cycle, wherefore we can conclude that the analysis of variance in the Serbia subsample does not in any way corroborate that the development of teachers' careers depends on their education.

## DISCUSSION AND CONCLUSION

In spite of the fact that some teachers qualified their university education as valuable, their statements indicating poor quality of such preparation and its insufficient applicability in practice predominated, often leading to the conclusion that all that can be learnt about this job can be learnt exclusively during practice, thus raising the issue of necessity of initial teacher education (Darling-Hammond, 2012). Despite the shortcomings of teacher education, numerous studies still suggest that teachers thoroughly prepared for the job during their education are more successful in their work with students, and that the teachers who had attended pre-service teaching programs are more likely to be efficient than the untrained teachers (Darling-Hammond, 2012).

The results of this study indicate that the education level the teacher has acquired is of no significance when the *enthusiastic and growing* and *career frustration* stages are concerned. Differences in dedication to the profession, further learning and extra-curricular activities or in job fatigue and potential

fluctuation were not identified either in the Serbian or the Greek subsamples. The results imply that the teachers' professional commitment or involvement in extracurricular activities are not affected by their competences acquired through further formal education, despite their enhanced knowledge of specific scientific areas. This finding brings us back to the already considered achievement of full professional socialization at the level of bachelor studies, and also where individuals afterwards move to teaching. Furthermore, when it comes to teachers, the move from the world of education to the world of work should be enabled after the level of bachelor studies where the bachelor program includes adequate pedagogical preparation. This should actually be a transition point from pre-set to inset. Despotović's conclusion after analyzing the process of professionalization in the field of adult education – that the "production" of teachers at master and doctoral levels is a response to education market rather than to labor market needs, – seems to be valid here as well (Despotović, 2010).

The education pathway, defined as *teaching*, *semi-teaching* and *non-teaching* (with two subgroups in Greece), was also not found to be a predictor of career characteristics. It is important to emphasize the small number of respondents belonging to the teaching pathway, which might be the reason for the statistical insignificance of the differences. As per the interaction of education level and pathway, the results point to the lack of effects in both countries. Nevertheless, when it comes to the effects of intrinsic motivation and education pathway interaction, a different picture is obtained in the participating countries. In Greece, motivation actually has the strongest impact on the career of teachers, who had not attended any academic courses on teaching. The teachers educated at specialized teacher training faculties and those with one-year pedagogical preparation developed their attitudes towards their job independently from their initial motivation to opt for the profession. Therefore, the teachers with overall academic preparation can be considered more resilient and less prone to attrition in case they had not been initially intrinsically motivated to become teachers. This can be explained by the fact that adequate teacher preparation can partially compensate for weaker genuine motivation to become a teacher, probably through changes of teacher self-efficacy. Teachers' self-efficacy is understood as their beliefs about personal capabilities to achieve the desired results in the classroom, even for the unmotivated and difficult students (Bandura, 1977 according to Zhang, Wang, Losinski & Katsiyannis, 2014). High self-efficacy contributes to motivation and more permanent commitment in the teaching profession (Yeo, Ang, Chong, Huan & Quek, 2008). By preparing candidates with a strong sense of self-efficacy, confident in their teaching skills and their ability to succeed with challenging classrooms, teacher education can facilitate job commitment and contribute to auspicious career development.

It would definitely be interesting to explore further this type of substitution of motivation by developed competences, or, perhaps, by professional

socialization and stronger self-efficacy enhancing professional commitment. Either way, the results obtained on the Greek subsample can be interpreted as confirmation of the effects of teacher education, which is in line with previous studies (Betts, Rueben & Dannenberg, 2000; Wilson, Floden & Ferrini-Mundy, 2001). The study also indicates that it is recommendable to include the career choice motivation in order to grasp the whole picture of these effects.

A concerning result of the research is the one pointing to the lack of effects of the teacher education pathway in the Serbian subsample since it may be indicative of the poorer quality of teacher preparation. The results concerning the teaching pathway should be treated with caution due to the small number of respondents. Still, the obtained results do indicate that we should not expect of teachers prepared at philosophy, philology or physical education faculty departments offering several teaching courses to be more committed to their job, invest more efforts in developing their teaching skills, experiment with new methods, or remain loyal to this profession more than any teacher with a diploma obtained at the faculties of law, medicine or economy. Therefore, since the career stage and commitment were found to be important for teacher effectiveness (Day *et al.*, 2006), we cannot expect different teaching outcomes from teachers with different education levels or pathways. Furthermore, we can conclude that the changes in the teacher education system were necessary, since individual characteristics, like intrinsic motivation of career choice, remain important predictors of job-related behavior during one's career (Marušić, 2014), unlike systematic efforts to prepare teaching candidates made at the state level at the moment. Therefore, further research should focus on the effects of newly formed educational pathways on career cycle features. Bearing in mind the observed links (or lack of them) between the variables, the obtained results undoubtedly indicate the need for more detailed consideration and research as well as for comparison of the effects of different teacher preparation systems, as well as of different indicators of teacher career development and commitment.

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ОБРАЗОВАЊЕ НАСТАВНИКА И ЊИХОВ КАРИЈЕРНИ ЦИКЛУС:  
ЕФЕКТИ НИВОА И ПУТЕВА ОБРАЗОВАЊА  
У СРБИЈИ И ГРЧКОЈ

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*Апстракт*

С обзиром на значај рада наставника као и његове ефикасности, ауторке су се определиле да проуче како образовање наставника одређује њихово професионално понашање у терминима ентузијазма и раста и каријерне фрустрације, у Србији и Грчкој. Испитиван је значај образовног нивоа и образовног пута у међусобној интеракцији и у интеракцији са унутрашњом мотивацијом професионалног избора. Спроведено је анкетно истраживање. Упитник је задат пригодном узорку од 213 наставника средњих школа. Резултати показују да се карактеристике каријере наставника не разликују с обзиром на ниво формалног образовања и ауторке закључују да је транзиција у свет рада могућа након завршених основних студија, у случају да основне студије укључују и адекватну педагошку припрему. Пут образовања је статистички значајно повезан са унутрашњом мотивацијом на узорку грчких наставника. Наставници који су прошли темељнију припрему за рад у настави развили су однос према послу независан од мотивације која их је определила за наставничку каријеру. Налаз о мањем значају иницијалне мотивације може да се протумачи као могућност компензовања нижег нивоа мотивације развијањем наставничких компетенција, односно поспешивањем самоефикасности кроз образовање наставника. На узорку наставника из Србије нису пронађени докази о ефектима припреме наставника, што указује на то да се од наставника који су се образовали различитим путевима у оквиру старих системских решења, не може очекивати различит однос према послу.

*Кључне речи:* образовање наставника, фаза ентузијазма и раста, фаза каријерне фрустрације, Србија и Грчка, компаративно истраживање.

ОБРАЗОВАНИЕ УЧИТЕЛЕЙ И ИХ ЦИКЛ КАРЬЕРЫ:  
ЭФФЕКТИВНОСТИ УРОВНЕЙ И ПУТЕЙ ОБРАЗОВАНИЯ  
В СЕРБИИ И ГРЕЦИИ

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*Аннотация*

Учитывая значение работы учителя и его эффективности, авторы решились исследовать, каким образом образование учителей определяет их профессиональное поведение в терминах энтузиазма и подъема, с одной стороны, и фрустрации в карьере, с другой, в Сербии и Греции. Исследовалось значение образовательного уровня и путей образования в их взаимодействии и во взаимодействии с внутренней мотивацией профессионального выбора. Нами проведено анкетное исследование. Вопросник был применен на корпусе 213 учителей средних школ. Результаты показывают, что характеристики карьеры учителей не различаются соответственно уровню формального образования. Авторы приходят к выводу, что транзикация в мир труда возможна после окончания бакалавриата, при условии, чтобы базовый уровень вузовского образования охватывал и адекватную педагогическую подготовку. Путь образования статистически значительно связан с внутренней мотивацией, как показывает корпус греческих учителей. Учителя с более высоким уровнем подготовки развивают отношение к работе независимо от мотивации, определившей их к профессии учителя. Вывод о сравнительно небольшом значении начальной мотивации может интерпретироваться как возможность компенсации более низкого уровня мотивации путем развития профессиональных компетенций учителя, т. е. поощрением самоэффективности в процессе образования учителей. На корпусе испытуемых из Сербии не были выявлены доказательства об эффектах подготовки учителей, что указывает на то, что от учителей, образовавшихся различными путями в рамках традиционных системных решений, нельзя ожидать другого отношения к работе.

*Ключевые слова:* образование учителей, этап энтузиазма и подъема, этап фрустрации в карьере, Сербия и Греция, сравнительное исследование.