

Abstract of the doctoral dissertation

Subjective correlates of teachers' attitudes toward professional development

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Dynamic transformations in social life cause a constant need for professional development. This is especially true for professions in which high competence, creative attitudes and innovative actions are the key to success. These professions involve, for instance, a teaching profession. Taking into account the importance of the constant enrichment of teachers' knowledge and professional skills for their professional development and the quality of their teaching and educational work, I have chosen as the subject of my paper the attitudes towards professional development of secondary and elementary school teachers. I have considered this issue in the context of the selected subjective correlates: self-evaluation, openness to new experiences, motivation for professional achievement and hope for success. The conclusions of this research can enrich the knowledge of both andragogy and pedeutology and become useful for educational practice.

The paper consists of seven chapters. Chapter One is devoted to the characteristics of the teacher's professional work. It analyses the concept of the teaching profession, presents the personality profile and competencies of the modern teacher. Attention has been also paid to the teaching and educational challenges facing the representative of this profession, and the process of development and professional training of teachers has been described.

Chapter Two deals with issues concerning the theoretical foundations of the formation of teachers' attitudes towards professional development activities. On the basis of the literature, an analysis of the concept of attitude has been carried out and the structure and characteristics of attitudes have been described. An operational definition of "attitudes toward professional development" has been also developed. In addition, the mechanisms for the formation of attitudes and the possibility of changing them have been pointed out.

Chapter Three is devoted to the subjective determinants of attitudes towards professional development. It characterizes the variables included in the research: self-evaluation, openness to new experiences, motivation for professional achievement and hope for success.

Chapter Four discusses the methodological assumptions made in own research and specifies the object, purpose of the research, research problems, hypotheses and variables. It includes a description of the method, technique and tools used to collect empirical material. It provides characteristics of the surveyed population in terms of the socio-demographic aspects. The statistical analyses used in the research have been presented.

Chapter Five starting the empirical part of the work contains the characteristics of the attitudes of the surveyed teachers towards professional development. It describes opinions on professional development activities, satisfaction with the opportunity to benefit from this aspect of professional functioning, and the respondents' involvement in their own development of the teacher's skills. The last part of this chapter presents the types of attitudes of the surveyed teachers toward professional development activities.

Chapter Six characterizes the subjective determinants of the attitudes toward professional development of the teachers who participated in the surveys: self-evaluation, openness to experience, achievement motivation and hope for success.

The final Chapter analyses the correlation of the types of teachers' attitudes toward professional development with the assumed subjective factors. Verification of the adopted working hypotheses have been also carried out.

The conclusion summarizes and interprets the obtained results of own research. Some practical conclusions have been formulated and proposed which can be applied in education: training and professional development of teachers. The presented state and conditions of attitudes towards professional development of the respondents surveyed has not only cognitive but above all practical dimension. The knowledge obtained can be an important aspect to help prepare future teaching staff and organize the structure and process of the system of professional development activities in Poland.

The paper is accompanied by a bibliography, a list of tables and figures. The Annex includes the research tools used in the research.

Keywords: *teacher, professional development, attitudes toward professional development, self-evaluation, openness to new experiences, motivation for professional achievement, hope for success*

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