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## The State of School and University Teacher Self-Development in Georgia

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### Abstract

In conditions of continuous education reform teacher self-development is indispensable to provide high quality of teaching as well as simply to maintain the job. The goals of the paper are to analyze the intrinsic and extrinsic motives for teachers to be engaged in self-development, to show the difference between the terms “development” and “change”, “professional development” and “professional (re)training”, and to find the state of the matter of professional self-development in Georgian schools and universities. School / university policies concerning professional training and development will be discussed. Such approaches to self-development as introspection (journals/diaries/self-recording and observation), self and peer assessment, technology use and getting new experiences of teaching will be presented. The reasons of great popularity of ICT as a tool for self-development will be viewed: being free of charge, flexible in time, getting practical ideas and theoretical knowledge, also developing some skills, and almost limitless variety of offers. A study involving Georgian school teachers and university lecturers will be offered, comprising interviews and a questionnaire. The questionnaire will try to find out who (age, experience, computer literacy) are involved in teacher self-development, how often they take practical measures to do so, and in what way the teachers prefer to realize self-development. Besides, reasons why some teachers (almost) are not involved in self-development will be analyzed. In conclusion an effective model of teacher self-development will be suggested.

**Key words:** Self-development; ICT; Motivation; Professional identity; Self-observation; Peer and self-assessment

### Introduction

Today, when society changes occur so fast and the education reforms are practically ceaseless, doing their best to catch up with social developments, teacher development has become really a must. Bertani and Tafel (1992) see educators’ professional development as “the acquisition of knowledge, experience and skills, and the development of personal qualities for the execution of professional and academic duties that enable the individual member to effectively contribute to the institution and the community” (p. 12). However, not all views are that positive. Diaz-Maggioli (2004) describes the professional development day as associated with “images of coffee breaks, consultants in elegant outfits, and schools barren of kids” (p. 1). This sceptic attitude towards professional development is caused by the assumption “that teachers need to be forced into developing [and that they] have deficits in knowledge and skill that can be fixed by training” (Clark, 1992: 79). Teachers often feel that trainers who hold the trainings, workshops and seminars are too theoretically-minded and not knowledgeable about the realities of the classroom. The problem of the research is that not all teachers are (sufficiently) involved in self-development. Correspondingly, the goal of this study was to find out teacher motivation (not) to engage in self-development, and to investigate the state of the matter in Georgian schools and universities concerning teacher self-development.

Jackson (1992) emphasizes that there is a distinction between teacher development and teacher change. He maintains that teachers undergo many changes throughout their careers. They grow more experienced and knowledgeable, gain wisdom, and may even attain excellence. According to him, these positive changes are desirable and thus qualify as professional development. On the other hand, teachers might lose interest in their job and develop “an increased sense of discouragement” (Jackson, 1992, p. 63). These negative changes are undesirable and do not qualify as development.

On the other hand, “professional (re)training”, including the in-service training and “professional (self-) development” are not the same. In-service training is, according to Collins Dictionary (n.d.), “training that is given to employees during the course of employment”. According to The Glossary of Education Reform, “in

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education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness". So, while professional (re)training is usually initiated by the institutions administration, professional union and some other organizations, professional development includes training organized by others as well as teacher-initiated and fulfilled. Thus, professional self-development is an essential part of professional development. Teacher in it is not a passive recipient of knowledge and skills, but is their producer.

### Why Do Teachers Get Engaged In Self-Development?

Bouchard (1996) believes that professionals get involved in self-development to solve a real self-defined and immediate problem to meet their specific needs. However, my opinion is that more often and more effectively teachers work on the improvement of their professional level based on intrinsic motives. Luehmann (2007) and Forbes and Davis (2007), for instance, argue that teacher self-education education aims at the development of professional identity (defined by Luehmann as including professional philosophy, passions, commitments, ways of acting and interacting, values, and morals). Research (Abes, Jackson, & Jones, 2002; Banerjee & Hausafus, 2007; Hardy & Schaen, 2000; Simons & Clearly, 2006) has revealed that academic staff believed that their professional self-development results in students' deeper understanding of the course material. Taking into consideration the reviewed literature, the researcher compared in tables 1 and 2, teacher (re)training and teacher self-development as well as the classified teacher motivation for (self-) development.

Table 1. Teacher (re)training compared to teacher self-development

	<b>Teacher (re)training</b>	<b>Teacher self-development</b>
<b>Organizer / trainer-centered or teacher-centered</b>	Administration (or other organizer)-initiated, scheduled and planned	Teacher-initiated, scheduled and planned
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>• trainees' needs may not be taken into consideration</li> <li>• timing may be inconvenient,</li> <li>• quality may not be adequate (too easy or too difficult, not informative, boring)</li> <li>• teacher is expected to be an active participant, but often it does not happen (intrinsic motivation may not exist)</li> </ul>	<ul style="list-style-type: none"> <li>• teacher may be unable to choose adequate topics, to find relevant resources</li> <li>• teacher qualification may not be enough for comprehension of available materials</li> <li>• teacher in most cases is isolated</li> <li>• teacher cannot prove to administration s/he did it</li> </ul>
<b>Advantages</b>	<ul style="list-style-type: none"> <li>• proofs exist (certificates are issued)</li> <li>• if the trainer's qualification is adequate, answers to questions may be received</li> <li>• sharing with other teachers takes place</li> <li>• provides orientation in the huge flow of topics and issues</li> </ul>	<ul style="list-style-type: none"> <li>• teacher in intrinsically motivated</li> <li>• s/he chooses issues interesting and/or necessary for him/her, adequate to his/her qualification and goals, and is usually persistent</li> <li>• timing, frequency and amount of "sitting" are flexible</li> </ul>

Table 2. Extrinsic and intrinsic motivation of teacher (self-) development

<b>Extrinsic motivation</b>	<b>Intrinsic motivation</b>
<ul style="list-style-type: none"> <li>• administration requirement</li> <li>• job competition</li> </ul>	<ul style="list-style-type: none"> <li>• progress in career</li> <li>• realizing the imperfect knowledge obtained at university</li> </ul>
<ul style="list-style-type: none"> <li>• seeking for solutions for particular problems</li> </ul>	<ul style="list-style-type: none"> <li>• realization of continuous education necessity in connection with fast-changing environment</li> </ul>
<ul style="list-style-type: none"> <li>• need to adapt to the changing environment</li> </ul>	<ul style="list-style-type: none"> <li>• self-efficacy and self-actualization (positive image of self as a teacher and as a person)</li> <li>• need in interaction</li> </ul>

We need to keep in mind that, to be engaged in self-development, teachers need to know how to do it. According to McDonnough and Matkins (2010) teachers who had undergone research and study skills training within the BA course or after it benefitted from self-development and increased their self-efficacy, while those who had not, did not show a real increase. As shown in Table 1, both (re)training and self-development have advantages and disadvantages. Besides, we cannot expect that all teachers will be always intrinsically motivated to develop professionally. So, a reasonable balance between them will achieve optimal results.

### **School/University Policy**

It is essential what the school's policy is – to find highly qualified teachers and probably have a high teacher turnover (without providing them conditions to improve) or to create for hired teachers conditions for professional development, thus, having teachers loyal to the school. The first attitude is easier and seems to be cheaper, but eventually it is not efficient (Barnes, Crowe, & Schaefer, 2007; Marinell and Coca, 2013).

### **Approaches to Self-Development**

Self-development can be done in a variety of ways:

- Self-observation: teacher journals / diaries, video-recordings of one's classes and their analysis
- Peer-assessment
- Out-of-service trainings undertaken on one's own initiative, obtaining corresponding certificates
- Taking part in various projects, competitions, etc.
- Getting new experiences of teaching (private students, in another institution or country, informal or semi-formal education, such as camps, clubs, etc.)
- Reading articles, books at home and/or in the library
- Holding research and publishing its results, presenting them at conferences of various levels
- Using technology

Each way deserves discussion and research, but in the frames of this paper it is impossible to discuss in detail all, so I will only give a short overview of the most popular today (the below research also confirms it) way – technology application (Chen et al, 2012). It is definitely the most time-saving and flexible in scheduling, and offers almost limitless resources. Most of resources are free of charge, it is possible to get theoretical or practical knowledge, develop some skills. Without leaving home, teachers may be part of an online social network, including some popular self-selected teacher communities (Hur & Brush, 2009).

To investigate the application of ICT (and some other approaches) for teacher self-development the following issues have to be clarified:

- Who (teachers of what subjects; what age, experience, technical skills and ICT access at school or at home) applies them
- How often they are used
- What goals does the teacher have (to find materials to be used in class; to increase his/her knowledge on the subject, education, methods of teaching, psychology, classroom management, to deal with a concrete problem, or to communicate/share with colleagues)
- What kind of technologies are used

### **Method**

A quantitative research was held to study the state of school and university teacher self-development in Georgia. The questionnaire involved 12 questions in Likert scale and multiple choice or mixed format. The ones in Likert scale had to be assessed as 1- strongly disagree, 2- disagree to some degree, 3- neither agree, nor disagree (neutral), 4- agree to some degree, and 5- strongly agree. A couple of demographic questions were also included, to see, how representative the questionnaire results are. To see if there are any differences between school teachers' and university lecturers' opinions, the questionnaire was held as two separate questionnaires (with the same questions in both).

## Data Collection

The results were gathered with [www.surveymonkey](http://www.surveymonkey.com) software and questionnaires shared both in-person (by e-mail) and via social networking on the Facebook. Many questionnaires were handed out during the 10<sup>th</sup> National ETAG (English Teachers' Association of Georgia), due to which about half of respondents were English and related subjects' teachers. Some questionnaires (translated into Georgian, for those teachers who do not know English well enough) were done by personal distribution and then the results manually entered to [www.surveymonkey](http://www.surveymonkey.com) by hand. 80 questionnaires were distributed and 57 returned (return rate 0.71, which is not bad). Totally 114 questionnaires were filled in. The participants were all volunteers, 58 school teachers from 5 schools and 56 university teachers from 7 universities. Some of them work both at schools and at universities, so they were requested to fill in only one questionnaire – according to their main job.

## Results

The results are presented in Tables 3. The table reveals that the majority of respondents (89-90%) were female, which exactly reflects the situation at school. As for university, there certainly are more male lecturers than 10% (no exact statistics is available), but male lecturers often avoid “doing such nonsense” as filling in questionnaires, female academic personnel is more cooperative in such research.

Table 3. Data on respondents

	School teachers (58)	University lecturers (56)	
Gender (m / f)	89.7% female, 10.3% male	89.3% female / 10.7% male	
Teaching experience	a) 0-2 years	10.3%	
	b) 3-10 years	27.94%	7.1%
	c) 11-20 years	20.69%	28.6%
	d) 21-30 years	10.34%	35.7%
	e) 31 years and above	10.34%	14.3%
Subject/course(s) taught:	English, mathematics, Georgian language and literature, history, physics, primary education (basic courses).	English, translation, lexicology, discourse analysis, poetics, organizational behavior, leadership, business, linguistics, stylistics, history of international relations, the role of NATO in international relations, introduction to business, introduction to finance, international finance, finance and investment, financial management, history of political thought, Academic Writing, Western Literature, Media Language.	

The population of the study is representative enough. All age categories were represented, more or less proportionately, which makes the results reliable enough. However, inexperienced teachers are definitely underrepresented (7.1 – 10.3%), probably, due to being too busy with struggling with the challenges of the newly acquired profession (see, e.g., Barrett et al, 2002). Various enough subjects are taught by the respondents, however, among university teachers only humanities and social sciences are represented. Thus, the results are more or less reliable.

Table 4. Questionnaire results (questions 4-7)

Question	School teachers' answers (58)	University lecturers' answers (56)
4. My computer skills are sufficient to do self-development via ICT.	Average: 4.31 out of 5 (nobody assesses as "0", 3.45% as "1", 13.79% as 3, 31.03 as "4", and 51.72 as "5")	Average: 4.39 out of 5 (nobody assesses as 1 or 2, 3.4% as 3, 53.6% as 4, and 42.9% as 5)
5. The computer access at school/university permits me to do self-development at work.	Average: 3.62 out of 5.	Average: 3.54 out of 5 (3.4% as 1; 18% as 2; 25% as 3; 29% as 4; and 25% as 5)
6. My school / university / professional organization provides good quality and sufficient in number trainings, seminars, workshops, etc.	Average: 3.52 out of 5 (3.45% as "1", 6.9% as "2", 37.92% as "3", 37.93% as "4", and 13.79% as "5").	Average: 3.14 out of 5 (10.7% as 1; 10.7% as 2; 39.3% as 3; 32.1% as 4; 7.1% as 5)
7. In what way do you prefer to self-develop?		
a) Self-observation: teacher journals / diaries, video-recordings of one's classes and their analysis	Average: 3.76 out of 5 (6.9% as "1", 3.45% as "2", 10.34% as "3", 58.62% as "4", and 17.24% as "5")	Average: 3.4 out of 5 (14.3% as 1; 7.1% as 2; 25% as 3; 28.6 as 4; and 25% as 5)
b) Peer-assessment	Average: 3.86 out of 5 (3.45% as "1", 0 as "2", 17.24% as "3", 58.62% as "4", and 17.24 as "5")	Average: 2.8 out of 5 (14.3% - as 1; 7.1% as 2; 10.7% as 3; 25% as 4; and 39.3% as 5)
c) Out-of-service trainings undertaken on one's own initiative, obtaining corresponding certificates, taking part in various projects, competitions, etc.	Average: 3.93 out of 5 (0% as "1", 3.45% as "2", 17.24% as "3", 27.59% as "4", and 51.72% as "5")	Average: 4.2 out of 5 (3.6% as 1; 3.6% as 2; 14.3% as 3; 25% as 4; and 53.6% as 5)
d) Getting new experiences of teaching (private students, in another institution or country, informal or semi-formal education, such as camps, clubs, etc.)	Average: 4.21 (6.9% as "1", 6.9% as "2", 13.79% as "3", 20.69% as 4, and 55.17% as "5")	Average: 4.20 (10.7% as 1; 3.5% as 2; 0% as 3; 42.9% as 4; and 46.4% as 5)
e) Reading articles, books at home and/or in the library, via Internet	Average: 4.41 (3.45% as "1", 0 as "2", 6.90% as "3", 31.03% as "4", and 58.62% as "5").	Average: 4.40 (3.6% as 1; 3.6% as 2; 7.1% as 3; 21.4 as 4; and 64.3 as 5)
f) Holding research and publishing its results, presenting them at conferences of various levels	Average: 2.10 (17.24% as "1", 34.348% as "2", 37.93 as "3", 6.90% as "4", and 3.45% as "5")	Average: 4.50 (3.6% as 1; 0% as 2; 7.1% as 3; 35.7% as 4; and 53.6% as 5)
g) Using technology	Average: 4.14 (3.45% as "1", 0% as "2", 6.90% as "3", 41.38% as "4", and 44.83% as "5")	Average: 4.50 (3.5% as 1; 0% as 2; 7.1% as 3; 35.7% as 4; and 53.6% as 5)
e) too heavy teaching load and other (e.g., administrative, family) duties	13.79%	9.7%

The level of computer skills is high enough, though a little lower with school teachers (4.31 with school teachers and 4.39 with university lecturers), the majority assessing their skills as “4” or “5”. The level of computer availability at work for the purposes of self-development is lower than desirable and almost equal at school and university (3.62 and 3.54, correspondingly). The school/university/professional organization does not organize enough trainings, workshops and seminars (3.52 at school and 3.14 at universities, some teachers and lecturers even choose the answers “1” or “2”, which shows their dissatisfaction).

The most popular ways of self-development for both school teachers and university lecturers are: (all of them got an average above “4”): getting new experiences of teaching, reading articles, books at home and/or in the library, via Internet, and using technology. There are two answers, popular with university lecturers and unpopular with school teachers: out-of-service trainings undertaken on one’s own initiative and holding research. This is easily explained by job competitions held every 4-6 years, which require from lecturers to have both. Among the anti-leaders is peer observation (3.86 among school teachers and 2.8 among university lecturers), which can also be easily explained by national character.

The following explanations were offered to question 8: Explain the choice of those items in question 8 which you graded as “5”.

The school-teachers’ explanations:

- ✓ I'd rather observe myself than be observed by others.
- ✓ To develop professionally, various ways are needed.
- ✓ I don't do too much self-development, this is why I didn't mark any item as "5".
- ✓ I try to do a little bit of everything, whenever I have an opportunity. However, I don't think school teachers should be required to do research.
- ✓ I do all except research, I do not think I have qualification to do research, all others are indispensable.
- ✓ I always think over the way I teach and try to improve
- ✓ I seldom do self-development, as I need to make money, and no time is left.
- ✓ I am a bit passive doing things on my own, I need to be pushed to develop professionally.
- ✓ I like better learning from experiences than from reading theoretical materials.
- ✓ I like being assessed by friendly peers (whom I choose myself)
- ✓ I like to choose trainings (including abroad) myself.
- ✓ All of them help to be highly qualified.
- ✓ When you use technologies, hypermedia help you understand.
- ✓ When in the net I notice a catchy title dealing with my profession, I never miss a chance to read about it.
- ✓ Lots of new experiences are available nowadays, and it's challenging! Why not try something new?
- ✓ Using technologies has become an important part of my lifestyle.
- ✓ I do not like somebody to plan my time. Also I prefer to choose the topics on which I read up myself.
- ✓ I get information about the trainer and according to it choose which trainings to attend.
- ✓ I like to read up what's new in my profession.
- ✓ I didn't grade any as "5", so there is nothing to answer.
- ✓ I support and try to apply all forms of self-development.
- ✓ Trainings permit to receive knowledge on a variety of topics.
- ✓ I do self-development both for maintaining the job and for self-esteem.
- ✓ EFL Teacher education without going abroad to acquire knowledge and enrich experience is lack of good layout of knowledge chance and experience, because at home you need years to achieve something, while abroad you have a very good support and educational system, you can do it faster.

The university teachers’ explanations:

- ✓ New experiences are needed to widen the horizon.
- ✓ Reading articles is the fastest / best way to develop professionally.
- ✓ Action research really permits to improve teaching.
- ✓ I know enough theoretically, but workshops improve my practical skills.
- ✓ I prefer to do self-development by myself: when flying alone, you have more chances to fly higher.
- ✓ New experience is good - to break through the boredom of working at the same place for years and, hence, doing the same thing routinely.
- ✓ To see myself through another qualified person's eyes is very beneficial.
- ✓ Obtaining certificates contributes to my self-esteem.
- ✓ New experiences - it's so challenging! I like challenge!
- ✓ I prefer to choose trainings myself and not to have those offered by administration.

- ✓ I like the formats of self-development which are flexible in schedule.
- ✓ Using technology and getting new experiences of teaching help us, teachers, to develop more teaching strategies and methods of approaching to children. As for technology, the more we use it, the more effectively we can integrate it into our lesson.
- ✓ Self-observation is the best way for development. Nobody can teach you directly how to teach. Teaching is like art you have to discover your own skills and perspectives by the help of others encounter.
- ✓ Peer-assessment is a very good way to maintain the flow in the teaching, to overcome the complexity and anxiety, to try to find a critical friend who helps you to develop, gives confidence and recommendations.
- ✓ I still prefer to work with on-paper materials. Even when I find them on the internet, I print them out and then work on them.
- ✓ I prefer to work on my own / independently.
- ✓ I feel comfortable with technology.
- ✓ To pass competition for the academic position, research is important.
- ✓ Out-of-service trainings not only enable educators to get more information, but also provide opportunities for experience sharing.
- ✓ Reading resources from internet is crucial for research purposes which is pivotal for educators.
- ✓ To learn more from other people's experience. To maintain self-confidence and job.
- ✓ New teaching experiences let you see more problems and try to solve them.
- ✓ My position requires to make research.
- ✓ Using technologies is comfortable and time-saving.
- ✓ It's important to know how to do research, by publishing them you can reach high qualification.

These explanations (summarized) more or less coincide with the literature analysis above.

The average 3.6-3.69 to the item "I prefer in-service trainings, workshops and conferences to self-development" reveals that the school and university teachers approximately equally value trainings organized by the institution and self-development. The majority of both school teachers (65.52% regularly and 20.69% often) and university lecturers (50% regularly and 35% often) answered that they are actively involved in self-development, which I view as doubtful, knowing the general situation in Georgia. I mean not the answers are doubtful, but they do not reflect the real situation, as survey participants were all motivated teachers, while unmotivated ones do not voluntarily take part in any educational research. The major cited reason for seldom being involved in self-development is too heavy teaching load and other duties, which are, of course, largely a reality, however, motivated teachers somehow manage to find time for everything.

The major cited reasons for being regularly / often involved in self-development for both groups of respondents were "I realize the necessity of continuous education in connection with fast-changing environment" (68.97% of school teachers and 74.5% of university lecturers) and "I need to interact with my colleagues on professional issues" (75.86% of school teachers and 71.0% of university lecturers). University lecturers also pay much attention to "I am seeking for solutions for particular problems" (74.2%), which was a little unexpected choice, and "I need to have high self-efficacy and to self-actualize" (74.2%). The least popular answers deal with external motivation: "It is administration requirement" and "Due to tough job competition (afraid to lose the job and/or be unable to find a new one)", which is a good result. On the other hand, as it has already been mentioned, the questionnaire was filled in by more motivated teachers / lecturers, which means that the real picture may not be so optimistic. The questionnaire results for questions 9-12 are presented in Table 5.



Table 5. Questionnaire results (questions 9-12)

Question	School teachers' answers (58)	University lecturers' answers (56)
9. I prefer in-service trainings, workshops and conferences to self-development.	Average: 3.69 (3.45% as 1; 10.34 as 2; 24.14 as 3; 37.93% as 4; and 24.14% as 5)	Average: 3.6 (3.5% as 1; 10.7% as 2; 35.7% as 3; 21.4% as 4; and 28.5% as 5)
10. How often you (on your own initiative) are involved in professional self-development (read up literature, participate in conferences, trainings, projects, do drills, carry our research, etc.)?	a) never 0% b) seldom (once in several years) 13.79% c) regularly (at least once a year) 65.52% d) often (at least once a month) 20.69%	0% 14.3% 50% 35.5%
11. If your answer to question 10 is "never" or "seldom", why? (percentage is given out all respondents) (more than one answer could be chosen)	a) do not see the need 6.9% chose it as the most popular answer b) there are more interesting/useful things to be done in my free time 6.90% c) the training done by school/university is more effective 6.9% d) the training done by school/university is quite sufficient 10.3% e) too heavy teaching load and other (e.g., administrative, family) duties 13.79%	0% chose it as the most popular answer 3.2% 6.5% 3.2% 9.7%
12. If your answer to question 10 is "regularly" or "often", why? (percentage is given out of all respondents) (more than one answer could be chosen)	a) It is administration requirement 6.9% chose it as the most popular answer b) Due to tough job competition (afraid to lose the job and/or be unable to find a new one) 13.79% c) To achieve progress in career 58.62% d) I am seeking for solutions for particular problems 41.38% e) I realize the imperfect knowledge obtained at university 31.03% f) I realize the necessity of continuous education in connection with fast-changing environment 68.97% g) I need to have high self-efficacy and to self-actualize (to have a positive image of self as a teacher and as a person) 58.62% h) I need to interact with my colleagues on professional issues 75.86%	3.2% chose it as the most popular answer 19.4% 61% 74.2% 6.5% 74.5% 74.2% 71.0%

## Discussion

The majority of studies on self-assessment deal with the impact of self-assessment on the quality of teaching. Though no research involved as many aspects of self-assessment as in the given research, the obtained results to some degree are comparable with several researches, which include one or two items studied in our research.

Chansirisira (2012, p. 163) research with 352 respondents in Thailand, for instance, showed that Thai teachers assessed their self-development competency as high (average of 3.98 on a 5-point Likert scale), also their computer skills needed for self-development as high (3.83). Kim and Kang (2012), like we do, name teacher research as a kind of self-development. They mention that school teacher rarely undertake it, as they even do not view it as a kind of self-development. Teachers the ratio of class-size and teacher number is the major obstacle in Korea to paying more attention to teacher research (Kim and Kang, 2012, p. 910-911). In our research 9% of teachers gave the same reason. Also Kim and Kang name Internet, in particular the online program Edmodo as a very effective tool of self-education. In our research the assessment of Internet as self-development tool is the highest (4.5 points).

The closest to our research was held by Alwan (2000) in UAE with 172 school teachers and administrators. She includes journal writing, self-appraisal, peer-observation, reading articles and books, research and action research among self-development activities, which is very close to our approach. According to her research also, time and effort required are the major factors that affect the practice of self-development (Alwan, 2000, p.92). Her questionnaires are done in yes/no terms, while ours is in terms of never – seldom – regularly - often, so the results are difficult to compare, however, there is much similarity in them. 1.9% of the respondents in her study named journal writing as the means of self-education that they use. In our study the number of teachers who like journal writing is higher (17-25%), but the questionnaire question joins journal writing with self-video recording (and like is not the same as “is engaged”), so we can view Alwan study as supporting our results. In Alwan study 98% of teachers are involved in peer observation (*ibid*, p. 96), while in our study the percentage of teachers who like it is definitely lower (17-39%). 91.1% of the respondents in Alwan study supports reading articles and books on teaching methods, while in our research it is 58-64% of the respondents who prefer it. Again, in Alwan research 91.1% (*ibid*, p. 105) of teachers are involved in research, while in our study - only 4% of school teachers are (as, till 2014 it has never been a governmental / administrative requirements for school teachers) and 54% of University teachers.

## **Limitations and Further Research**

The main limitation of research deals with its scale. According to Geostat (2015), in Georgia there are 367 schools with 67,394 teachers working there. The respondents were 58 teachers from 5 schools, which represents only 0.2% of schools and 0.8% of teachers. According to the same source, there are 7,811 teaching staff at universities (in reality, this is the number of staff positions, but the number of people is lower, as all except 1,951 professors have the right to work in more than one institution). Also according to Geostat, there are 73 accredited higher education institutions in Georgia. Thus, 56 university lecturers from 7 universities who were the respondents of this questionnaire represent (as minimum) 2.9% of teaching staff and 9.6% of universities. Anyway, in the future larger-scale research is necessary.

As it is generally very difficult to involve teachers in filling out any questionnaires, as in Georgia there are too many formalities to do it via school and the researcher has to get to teachers one by one, we did not do any random selection of respondents, but all who volunteered could participate. As it has been mentioned in the analysis of results (question 10), in reality the situation with teacher self-development may be worse than in the received responses, as non-enthusiastic teachers did not participate in it (and there is doubt that they do little or even no self-development). Besides, in the future the questionnaire can be held separately for different focus groups (novice teachers, teachers with some experience and very experienced teachers; teachers by subjects). And, of course, it would be interesting to compare results obtained from Georgian teachers / lecturers to results in other countries.

## **Conclusions and Recommendations**

Teacher development, to be efficient, needs to embrace both trainings organized by administration and professional organizations and teacher self-development. Though internally motivated development is more efficient in terms of teaching quality, externally motivated development should be also kept in mind as a tool to regular teacher development, especially to conceited teachers thinking they are so good they do not need any more work on themselves, and to the lazy ones. Georgian school teachers and university lecturers possess sufficient computer skills to be involved in self-development via computer applications (4.3-4.4 out of 5 points). On the other hand, computer and software availability at work for self-development purposes is not high enough (3.5-3.6 out of 5 points).

The quality of trainings organized by schools/universities/professional organizations should increase, they should become more needs-based and interactive. Teachers / lecturers should be stimulated to initiate trainings / seminars / round tables, etc. based on self-development (when they come across a very good article / book, have some exciting experience to share, etc.). High teaching load in combination with dissatisfactory salary will definitely decrease teacher development, so education administrators should think about creation of fruitful development environment for their staff, even if it is costly, as eventually it will pay back.

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