

Primary School Teacher's Need for Education

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Globalisation and social changes in Slovenia, especially the formation of an independent country, adoption of the new constitution and implementation of a multi-party political system have caused changes in the education system as well (Bela knjiga o vzgoji in izobraževanju v Republiki Sloveniji¹, 1996, p. 5). Razdevšek Puček (1997) indicated that a teacher's need for education and constant professional training has unquestionably risen in the period of curricular reform that is with the implementation of the nine-year primary education programme and after it. In the theoretical part of this paper, we will show some basic changes in primary education system that came with the curricular reform and the fact that every school reform is undoubtedly connected with teacher education and goes side by side with changes in contents and methods of teacher training. We are going to pay a special attention to the demands that have influenced the need for teacher education since the basic aim of the research was to determine the extent to which (if any at all) teachers of the first, the second and the third cycle felt the need for further education that is the additional professional training and to specify the possible differences. While comparing the methods of education of teachers in the first, the second and the third cycle, we have also considered their age and level of education. Additionally, we were interested in what the most common obstacles teachers face are when they are deciding for education (limited time, costs, conditions imposed by the institution and age) and what the motives that influence their decisions for education are (promotion at workplace, desire for personal growth, level of education and need for knowledge). The research includes a non-random pattern of teachers in two primary schools in the municipality of Maribor. We used a descriptive and non-experimental causal method of empirical pedagogical research.

Keywords: need for education, educational methods, horizontal promotion, motives and obstacles, school reform (curriculum)

Changes With the Curricular School Reform

European integration brings new demands for high educational standards and compatibility of school systems, mutual consistency of educational levels for particular professions and mutual recognition of certificates and diplomas (Bela knjiga², 1995, p. 5). One of the main tasks of globalisation is development of

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¹ "Bela knjiga o vzgoji in izobraževanju v Republiki Sloveniji" is translated as "White Paper on Education in the Republic of Slovenia"

² The White Paper on Education in Slovenia and the new school legislation set the systemic and normative frames of the whole education system which in the second phase demand a content (curricular) considerations, overviews, coordinations and reform of the pre-school education programme and education programmes and subject specifications for all levels of education. See http://www.see-educoop.net/education/_in/.../drz_vzgoja-slo-svn-t06.pdf. The new paper on education is being published next year (by March 2011) by a group of 22 experts under the authority of Janez Krak. The paper will show the analysis of the situation in education, observations of European trends and other countries important to Slovenia and at the end formulation of proposals for the overall reform of a school system. See <http://www.delo.si/clanek/78470>.

education. Global curriculum is its basic plan. Thus, there is a need to compare curriculum concepts with structural elements in different countries. After the independence of Slovenia³, Slovenian schools began to modernize in the sense of integrating into the European flows, developing its own autonomy, teacher's autonomy and quality of pedagogical work (Novak, 2009). In the Eurydice (2005), working material, it was stated that the European educational politics have been increasingly aiming at improving the quality of education for the last 20 years. They are trying to influence the development of teachers' abilities for innovative teaching and strengthening the professionalization of teaching profession and their autonomy. NKS (national curricular council) determined that the main changes leading to developmental changes and reform of Slovenian education are the following: population ageing, transition to post-industrial society, economic, social and political transition, endangerment of natural environment and natural resources, independence of Slovenia and its integration into the European and world economic and communication environment (Svetlik, 1997, pp. 10-11, as cited in Novak, 2009). NKS formed general and common goals of curricular reform which, together with the White Paper on Education and the legislation adopted by the National Assembly, presented the basic guideline for curricular reform of the education system (Svetlik, 1997, pp. 10-11, as cited in Novak, 1990)⁴.

With the new legislation, adopted in 1996, the primary education reform (the curricular school reform) in Slovenia extended the eight-year⁵ primary education programme to a nine-year programme. A trial nine-year education programme was introduced gradually over several years (from year 1999/2000 to 2002/2003). Progressively, the nine-year education programme's objectives were formed, primarily enabling the internationally comparable standards of knowledge at the end of primary school. In the school year 2003/2004; every school in Slovenia adopted the new school system (Pevc Samec, 2009, p. 122).

The reform of primary school conception considers modern knowledge of education science, recommendations of the Council of Europe and other international organizations. It also considers systemic and curricular solutions of numerous countries and the positive elements and the good solutions of the present school practices (White Paper on Education, 1995, p. 71).

The basic aspects of the primary school reform were the following: internal structure of primary school, beginning of primary education, duration of compulsory education, differentiation of primary education, i.e., compulsory education, approaches to programming directed school and schooling of children with special needs and teacher trainings (Kovač Šebart, 2002, p. 19). We shall point out some of the different conceptual solutions comparing the eight-year and nine-year primary education programmes. The nine-year education programme is divided into three-year cycles: the first, the second and the third. Children enter the first year of primary school at the age of six (that is from five years and eight months to six years and eight months) (Kovač Šebart, 2002, p. 19).

³ Slovenia became a sovereign and independent country in 1991. See http://Wikipedia.org/wiki/Zgodovina_Slovenije

⁴ A term "curriculum" comes from Latin and it means a race, a course, running, a two-wheeled racing carriage. In Slovenia and in the Anglo-Saxon world the Latin phrase Curriculum Vitae is used to describe a short overview of one's life and work experience enclosed to applications for a new job (Verbinc, 1976, p. 122). We adopted the word from the English school system and in Slovene it often means a subject specification. The theory of the curricular reform is implied in the guidelines of the White Paper (1995). The reform is a process of changing the Slovenian education from kindregardens, primary schools, general upper secondary schools, technical and vocational upper secondary schools to adult education (Pretnar, 2000, p. 74).

⁵ Eight-year primary education programme was regulated by law in the year 1953. Eight-year primary education was divided into two four-year education periods ("class period" and "subject period") having "class teachers" (from 1st to 4th class) and "subject teachers" (from 5th to 8th class). Children who were seven years old by the beginning of school year, i.e., September 1, started the eight-year primary education programme. There were three methods of assessment. Pupils were assessed with numerical grades (1-5) in general subjects and with a three-level grading scale (less successful, successful and very successful) (White Paper on Education, 1995, p. 74-75).

In the first cycle, there is a descriptive assessment, which means that a teacher verbally describes a pupil's progress in accordance with the aims and standards of knowledge written in a curriculum (pupils learn through games and there is always a teacher and a preschool teacher in the classroom). Assessment with numerical grades starts in the second cycle (in the fourth class). The final grades of compulsory subjects in the seventh, eighth and ninth class present the only measure for applying to secondary schools with limited enrolment (with the exception of the Music and Ballet Secondary School programme and secondary schools' sports programmes) (Puklek Levpušček & Zupančič, 2009, p. 10). A major novelty in the nine-year programme is also broader differentiation (modified forms of external differentiation). In the third cycle, i.e., in the seventh, eighth and ninth class, a pupil can choose three optional compulsory subjects that can be different each year (Kovač Šebart, 2002, p. 205).

In the third cycle, only the subject teachers teach and in mathematics, Slovenian language and foreign language, pupils are divided into three levels, i.e., three different groups according to their levels of knowledge (White Paper, 1995, p. 122). At the end of the nine-year primary school, pupils take part in a state-wide assessment which is organized primarily to determine the achieved standards of knowledge at the end of the second and third cycle. In Slovenian school system, pupils are assessed continuously throughout the school year and throughout both two terms (Puklek Levpušček & Zupančič, 2009, p. 10).

Novak (2009, pp. 10-12) said that school reforms are carried out very differently because of the different factors, like relationships between schools and parents, the influence of the national results in international research and the need for educated labour force. In our neighbouring country Croatia, there has not been a reform since 1991, while there has been several in the Czech Republic although teacher training falls behind. In our country as well, there are still no permanent school changes that would correspond with accelerated global changes.

The Importance of Lifelong Learning

It is a fact that a school reform can be successfully accomplished if teachers are innovative and have a positive attitude towards changes. Dovžak (1996, p. 76) believed the adult education is not only a personal thing of every adult individual, but also one of the basic tasks of society. Day (1999, p. 59) stated that a teacher's most important quality is the ability and readiness not only to encourage pupils but for themselves to learn in the process. Many authors (Marentič Požarnik, 2000; Razdevšek Pučko, 1997) agreed that it is important to encourage teachers' need for constant development and professional learning. Besides the primary teacher training, the second most important thing is a constant professional development. Improving the quality of education and teacher training is an integral part of European Commission's action plan for future objectives of education and training systems until the year 2010, officially accepted by the European Council in Barcelona, March 2002. Policy-makers in each European country put the European objectives among their priority tasks⁶ (Eurydice, 2005, p. 56). The National Programme on Adult Education in the Republic of Slovenia (2004-2010) (Uradni list RS, No. 7/04) stated that the implementation of information society is based on increasingly rapid technological, economic and social changes that demand the increasing flexibility in people, and a lifelong

⁶ Eurydice is an institutional network, founded by the European Union in 1980. The network boosts the European cooperation in education by developing exchanges of information on systems and policies, preparing and issuing studies common to every education system. The network especially focuses on structure and organization of European education systems on all levels (Eurydice, 2005).

learning and the adult education play a really important part in that.

The Need for Education and Special Training at the Time of the Reform

Razdevšek Puček (1999, p. 22) stated that with the curricular reform, the school legislation primarily sets the demands for teacher training due to the fact that the school reform is importantly connected to teacher education. In the late 1980s, primary teacher education changed from a two-year post-secondary to a four-year university education. The level of education in teacher education, thus, increased (White Paper, 1995, p. 120). Quite a substantial proportion of teachers (with two-year education) continued their education on a four-year (university) level (although there is still a significant share of teachers with a post-secondary education who did not decide to continue their studies). Undoubtedly, the need for education, professional training and permanent education increased during and after the reform (White Paper, 1995).

Teachers needed to be trained for new tasks and new challenges of new pedagogical practise: to have expert knowledge on subjects, especially in the field of information technology, means and methods of teaching, strategies for constructive problem-solving, considering children's previous knowledge, interests and needs, preparing them for independency at work, critical thinking and team work (White Paper, 1995, p. 121). Razdevšek Puček (1997) specified different forms of updating training for teachers in the first, second and third cycle. The programme offered a variety of selective programmes for class teachers: training programme for foreign language teaching in the third cycle, selective programmes on special didactic contents, giving functional knowledge on working with children with special needs, and selective programmes on teaching the Slovene language, mathematics, environmental studies, science, visual arts, music, physical education and creative writing programmes which offer a profound knowledge of specific subjects (Razdevšek Puček, pp. 22-27).

The need to ensure a wide range of possibilities for professional training is in accordance with the unified concept of further professional development of teachers presented throughout Europe (Eurydice, 2004). Professional training is intended to update, upgrade and disseminate knowledge acquired through basic education. It is one of the means of constantly acquiring and updating pedagogical expertise. As a part of lifelong learning, it gives teachers a chance to fulfill their personal professional needs which have a great impact on personal growth and successfulness at work. This kind of personnel training differs from "further education" which is usually done at post-graduate level (or undergraduate level for teachers with insufficient level of education) as a programme for acquiring new professional qualification (Eurydice, 2004).

The National Education Institute of the Republic of Slovenia as the Main Booster of Reform

In collaboration with Ministry of Education and Sport (the responsibilities of which relate to education of pre-school children, basic education, music schools, secondary schools, adult education and sport), the NEIS (National Education Institute of the Republic of Slovenia) has performed the following activities to support the gradual phase in of nine-year curriculum: prepared and carried out seminars, prepared and issued various supportive materials for teachers, professional magazines for different subjects, organized and carried out study groups for teachers which are the basis for today's network of school for mentors (Pevec Semec, 2009, p. 123). It carried out the coordination of the entire education throughout the school reform in collaboration with some faculties due to the fact that the quality teacher education requires coordination of pedagogical undergraduate courses organized by the Faculty of Education in Ljubljana and Maribor and other institutes for higher

education. At the same time, it was necessary for head masters to (on the basis of an outlined school personnel plan) make an individual plan for each teacher. On the basis of that, teachers were competent to plan their own education and training (Pevc Semec, 2009).

The NEIS monitors and gives support to teachers, evaluates subject specifications, in the process of phasing in the nine-year primary school programme identifies the shortcomings regarding starting points of the curricular reform and provides assistance in eliminating deficiencies and assuring the dissemination of good practice (Pevc Semec, 2009, p. 201).

Forms of Teacher Education From the Phase in Curricular Reform Until This Day

Basic findings of probationary implementation of the nine-year primary school programme, led by the NEIS, originate from the reports of the NEIS in the years 1999-2004. Here are the examples: the NEIS reports on probationary implementation of the nine-year programme among other things demonstrate different forms of teacher training and their evaluation of specific forms of professional training. In the years 2001-2002, teachers were trained in theme conferences and study groups. Headmasters thought that there had been an increasing need for permanent learning, since teachers waited for years to attend certain seminars. Among the teachers in the sample, there were a lot more who did not achieve the reacquired level of education before the beginning of training (Poročilo o spremljavi drugega leta poskusnega izvajanja 9-letnega programa OŠ, 2002, p. 21). In the years 2003-2004, the most attended were the study meetings of mentor school networks, the second were the professional subject groups at the NEIS and the third were the study groups. Teachers evaluated the school subject groups as the best teacher training in the nine-year primary school programme. There are several other forms of teacher training possibilities which some teachers cannot attend, because they are being carried out during school hours. Class teachers (teachers in the first and second cycle) estimated study meetings of mentor school network and study groups, school subject groups and other as the best forms of training, while subject teachers (teachers in the third cycle) thought work meetings and theme conferences were the best. There were no differences with the evaluation of seminars (Report, 2005, p. 16).

The forms of teacher training mentioned above are still ongoing, including some others. One of the tasks, common among the experienced teachers is mentorship which is especially interesting for new teachers. A lot of European countries organized assistance for new teachers, and a constructive partnership between teacher beginners and their more experienced colleagues was very encouraging (Eurydice, 2005).

Factors that Influence Decisions on Education

Types of Motives

Jelenc (1999) mentions Houle, an American andragogue, who divided adult learners into three groups, according to which factor prevailed in deciding to attend education programmes. The first group includes those who are goal-oriented. Motives are generally external and the persons concerned aim at being more successful at work, more satisfied with their lives, or to rectifying a family problem. In the second group, there are those who are activity-oriented. They do not only wish to gain certain knowledge but also to make new acquaintances and new friendships. The third group is the learning-oriented who decide for education because of the learning process itself, personal growth and development (Jelenc, 1999). There is also a constant desire for learning as a way of personal development and the use of one's own free time, for example, education in connection with community activity, education in connection with improving quality of life, family activity which is the effect

of the higher education level in population, better living conditions, raising awareness and teaching (Jelenc, 1999). Jelenc (1996) highlighted the fact that motives change according to age, former education, social environment they live in, family environment and also health. People with higher education, people in higher positions and people who have higher incomes more frequently decide for educational/training programmes and have a stronger need for education than those with lower education level and lower incomes (Jelenc, 1999). To motivate teachers, it is important for them to participate in educational and training programmes throughout their careers and get an appropriate appreciation and consideration in salary increase.

Promotion at work. With the new school reform, a new system of ongoing teacher education and training, as well as a new system of promotion to titles (mentor, advisor and councillor) and promotion to payment classes were established. Merkač (1998) stated that

The posts for experts (post for a teacher) allow many possibilities for horizontal promotion (i.e., promotion to titles and payment classes). The horizontal promotion (in the same post) is connected to a gradual wider scope of responsibility, managing more demanding, specialized or heterogeneous tasks and to a better work status. (pp. 69-71)

Žnidaršič Krajnc (1996, p. 200) highlighted the fact that there is little possibility for vertical promotion for individuals in school (The headmaster is the main manager—a top manager). School offers or demands an intensive search for horizontal promotion, i.e., professional promotion at their workplace—teacher's post (Žnidaršič Krajnc, 1996).

Types of Obstacles

Adults face many obstacles when deciding for education or training. Andragogue Jelenc (1996) thought that obstacles can occur at all stages of education, formal and informal and the individual learning, where they are less explicit, because there is no need for adjusting time, place and duration (Jelenc, 1999). Situational obstacles arise from individual's current situation, like a shortage of time, education costs, family problems and distance from the education organization. Institutional obstacles depend on availability of appropriate study programmes or courses, entry requirements, schedule of classes, methods of teaching, getting the right information, etc.. Dispositional obstacles are connected to psychological characteristics of an individual, for example, self-image, confidence, level of aspiration, views, ability to learn and attitude towards education. Negative attitudes towards education and negative experiences from the past mostly occur in adults with a lower socioeconomic situation, while fear of failure is present more in older individuals; all these things present great obstacles in education. Obstacles in adult education can be categorized into three main groups. Dispositional obstacles are the biggest problem in basic education programmes (Jelenc, 1999).

The Headmaster's Role in Teacher's Professional Development

Girvin (1998, p. 93) was convinced that the primary school headmasters have an important influence on teacher's career. He believed that headmasters are jointly responsible for their own personal and professional growth as well as for the growth of their colleagues. As leaders, they should detect and understand the need for education in their organizations, the teachers' needs and be aware of the fact that their own development and the ability to learn from others influence the growth of the organization itself. Tavčar (2002, pp. 206-207) stated that there is no organization that would grow but not reward people and meet their needs and desires and there is no organization that can function without people.

Research

The aim of the study was:

(1) To determine the differences between teachers in the first, second and third cycle; whether there are differences in education or training according to employment, taking into account the most common forms of education; to determine whether there are differences in types of education between teachers in the 1st, 2nd and 3rd cycle according to their level of education and age;

(2) To determine the extent to which types of motives and obstacles influence teachers' decisions for education and training according to employment;

(3) To determine whether teachers in the first, second and third cycle felt a stronger need for education and training during the curricular reform.

Hypotheses

H1: It was assumed that teachers in the first, second and third cycle differ in their methods of education and training according to employment; that is, teachers in the first and second cycle in the current year attend different forms of education (seminars, theme conferences, study meetings in mentor school network and professional groups) more frequently than teachers in the third cycle;

H2: It was assumed that teachers in the first and second cycle differ in methods of education and training according to the level of education; that is, in the current year, teachers with university level of education attend different forms of education (seminars, theme conferences, study meetings in mentor school network and professional groups) more frequently than those with a lower level of education;

H3: It was assumed that teachers in the first, second and third cycle differ in methods of education and training according to their age; that is, younger teachers (31 to 41 years of age) attend different forms of education and training (seminars, theme conferences, study meetings in mentor school network and professional groups) more frequently than older ones;

H4: It was assumed that teachers in the first, second and third cycle differ in their need to attend education or training during the curricular reform; that is, teachers in the first and second cycle felt a stronger need to attend education or training programmes than those in the third cycle.

We used a descriptive and a causal-non-experimental method of empirical pedagogical research.

Research Pattern

The research was based on intentional sample of teachers in the Municipality of Maribor. The pattern involved 101 teachers, of which 43.46% have a two-year post-secondary education and 56.43% have a university level education; 55.44% of teachers teach in the first and second cycle, while 44.55% of teachers teach in the third cycle. The majority of teachers were aged between 31 and 41, which is 42.57%.

In allocating teachers according to their employment, we have combined teachers who teach in the first and second cycle in order to achieve even distribution (the nine-year primary school programme is divided into three cycles) in the pattern. This is justified by the fact that the majority of classroom teachers teach in the first and second cycle; that is, in the first cycle (first to third class a classroom teacher teaches all the subjects); in the second cycle (in the fourth and fifth class), classroom teachers do not teach English language and one or two subjects (either music, sports or arts); in the sixth class, mostly subject teachers teach; and in the third cycle, only subject teachers teach.

Table 1 shows that 55.45% of teachers teach in the first and second cycle and 44.55% of them teach in the

third cycle.

Table 1

Number (f) in Structural Percentage (%) of Teachers According to Employment

Employment	<i>f</i>	Percentage (%)
First and second cycle teachers	56	55.45
Third cycle teachers	45	44.55
Total	101	100.0

Table 2 shows that there are 43.57% of teachers with a two-year post-secondary level of education and 56.43% of teachers with a university level of education.

Table 2

Number (f) and Structural Percentage (%) of Teachers According to the Level of Education

Level of education	<i>f</i>	Percentage (%)
Two-year post-secondary level	44	43.57
University level	57	56.43
Total	101	100.0

Table 3 shows that most teachers, that is, 42.57% are aged between 31 and 41; 28.71% are aged between 42 and 52; and 15.84% of teachers are above 52 years of age. There is the least percentage of teachers—12.87% who are aged up to 30.

Table 3

Number (f) and Structural Percentage (%) of Teachers According to Their Age

Age	<i>f</i>	Percentage (%)
Up to 30	13	12.88
31-41	43	42.57
42-52	29	28.71
Above 52	16	15.84
Total	101	100.0

The Process of Collecting Data

Data have been gathered with the help of a questionnaire which contains closed-ended questions. There were multiple answers with the possibility of complementing. There were two questions (motives for education and obstacles in education) to which there were many different answers. The questionnaire covers the information on teachers (age, level of education and workplace) and information in accordance with the purpose of research (methods of professional training, motives for education, obstacles in education and the need for education with the introduction of the nine-year primary school programme).

The questionnaires were completed by teachers of four different primary schools in the Municipality of Maribor in April 2008. The data were obtained by post survey. One hundred and twenty two completed questionnaires were returned within the agreed period, of which 21 were incomplete or uncompleted; thus, the pattern comprises 101 teachers.

Data Processing

The data are presented in tabular form with absolute and percentage frequencies (%). Dependant

correlations were tested by χ^2 -test.

Data Processing Results and Interpretation

Teacher training methods. Calculated χ^2 -test $\chi^2 = 2.236$, $g = 3$, $P = 0.525$ (see Table 4) shows that there is a significant statistical difference in education methods among teachers in the first, second and third cycle according to education level, namely, teachers with a university education level attend different forms of education or training programmes (seminars, theme conferences, study meetings in mentor school network and school subject groups) more frequently than those with a two-year post-secondary education level. Thus, the H2, assuming that there are differences in forms of education among teachers according to their education levels, was confirmed. Jelenc (1996) stated that people with higher education levels or better workplaces feel a greater need for further education than those with lower education levels and lower incomes.

Table 4

Number (f) and Structural Percentage (%) of Teachers in the First, Second and Third Cycle and Their Methods of Education or Professional Training According to Employment

Methods of education	<i>f</i>	Percentage (%)	<i>f</i>	Percentage (%)	<i>f</i>	Percentage (%)
	First and second cycle		Third cycle		Total	
In seminars, theme conferences, study meetings in mentor school network, school subject groups	43	42.58	33	32.67	76	75.25
University study	1	0.99	2	1.98	3	2.97
University study and seminar study, theme conferences, study meetings in mentor school network, school subject groups	10	9.90	7	6.93	17	16.83
Other	2	1.98	3	2.97	5	4.95
Total	56	55.45	45	44.55	101	100.00

χ^2 -test $\chi^2 = 2.236$, $g = 3$, $P = 0.525$

Calculated χ^2 -test, $\chi^2 = 9.115$, $g = 6$, $P = 0.167$ (see Table 5) shows there is no significant statistical difference in education methods between teachers in the first and second cycle according to their age. Thus, the H3 hypothesis, assuming that there are differences in education and professional training methods among teachers according to their age, that is, younger teachers (31-41 years of age) attend different forms of education or training programmes (seminars, theme conferences, study meetings in mentor school network and school subject groups) more frequently than older ones, could not be confirmed. It can be assumed that younger teachers are not burdened by family obligations and material problems. Thus, they may feel a stronger need to obtain knowledge and skills which bring them personal satisfaction, than a few older teachers.

Analysis of individual types of motives for education. Table 6 shows that most teachers' (27.20%) motives for education or professional training are "the need for knowledge", while 28.80% of teachers decide for training because of their "desires for personal growth".

The motive for 25.20% of teachers is "promotion at workplace" of which there are 17.20% of teachers in the 3rd cycle while only 8.00% of teachers in the first and second cycle chose this answer. Jelenc (1998) stated that a desire for personal growth is raising and that adults want to improve their quality of life with education.

Table 5

Number (f) and Structural Percentage (%) of Teachers in the First and Second Cycle and Education or Professional Training Methods According to Their Age

Education methods	Up to 30		31-41		42-52		Above 52		Total	
	f	Percentage (%)	f	Percentage (%)	f	Percentage (%)	f	Percentage (%)	f	Percentage (%)
In seminars, theme conferences, study meetings in mentor school network, school subject groups	3	5.36	5	8.93	4	7.14	1	1.79	13	23.22
University study	0	0.00	6	10.71	5	8.93	5	8.92	16	28.57
University study and seminar study, theme conferences, study meetings in mentor school network, school subject groups	6	10.71	10	17.86	4	7.14	6	10.71	26	46.42
Other	0	0.00	0	0.00	1	1.79	0	0.00	1	1.79
Total	9	16.07	21	37.50	14	25.00	12	21.42	56	100.00

χ^2 -test $\chi^2 = 9.115, g = 6, P = 0.167$

Table 6

Total Number (f) and Structural Percentage (%) of Teachers in Types of Motives for Education and Professional Training According to Employment

Types of motives	f	Percentage (%)	f	Percentage (%)	f	Percentage (%)
	First and second cycle		Third cycle		Total	
Higher education level	21	8.40	26	10.35	47	18.80
Desire for personal growth	37	14.80	31	12.35	68	27.20
Promotion at workplace (higher payment class)	20	8.00	42	16.73	66	25.20
The need for knowledge	26	10.40	44	17.52	70	28.80
Other	0	0.0	0	0.0	0	0.0
Total (answers)	104*	41.60	147*	56.95	251*	100.00

Note. *f in total does not match $N = 101$ because there was a multiple choice of answers.

Analysis of individual types of obstacles in education. As shown in Table 7, most teachers chose "limited time" as a type of obstacle in education (14.85% of teachers in the first and second cycle, and 20.57% of teachers in the third cycle) and "education costs" (13.14% of teachers in the first and second cycle and 17.71% of teachers in the third cycle). In most countries, professional training is organized within working hours.

In the short absence, they get a payment (training leave); and substitute teachers teach during that time. It is a fact that education or professional training is less desirable if it is organized outside working hours (Eurudyce, 2005). In Slovenia, most teachers can attend trainings outside working hours which is less desirable. If the costs are at least partially reimbursed and the leave is paid (participation fee and travel expenses), then teachers attend trainings more frequently. Teachers need to pay the education costs within the framework of formal education in universities themselves.

The need for education or professional training during the curricular reform. Table 8 shows that calculated χ^2 -test $\chi^2 = 6.596, g = 3, P = 0.037$ reveals there are statistically important differences among teachers in the first, second and third cycle in the need for education or professional training during the curricular reform according to employment; i.e., teachers in the third cycle felt a stronger need for education

than those in the first and second cycle. Thus, H4, with which we presupposed that teachers in the first and second cycle felt a stronger need for education during the curricular reform, was not confirmed. Maybe this information is not that surprising after all, although it is not in accordance with our hypothesis. It is a fact that the school reform brought about changes in contents and educational methods for all teachers.

Table 7

A Total Number (f) and Structural Percentage (%) of Teachers and Types of Obstacles that Influence Individual's Decisions for Education or Professional Training According to Education

Types of obstacles	First and second cycle		Third cycle		Total	
	<i>f</i>	Percentage (%)	<i>f</i>	Percentage (%)	<i>f</i>	Percentage (%)
Limited time (work...)	26	14.86	36	20.57	62	35.43
Education costs	23	13.14	31	17.72	54	30.86
Conditions imposed by the institution	23	13.14	11	6.29	34	19.43
Age	6	3.43	9	5.14	15	8.57
Other	3	1.71	7	4.00	10	5.71
TOTAL (answers)	81*	46.28	94*	53.72	175*	100.0

Note. * *f* in total does not match $N = 101$ because there was a multiple choice of answers.

Table 8

Number (f) and Structural Percentage (%) of Teachers in the First, Second and Third Cycle and Their Need for Education or Professional Training During the Curricular Reform According to Employment

The need for education during the curricular reform	1st and 2nd cycle		3rd cycle		Total	
	<i>f</i>	<i>f</i> (%)	<i>f</i>	<i>f</i> (%)	<i>f</i>	<i>f</i> (%)
Employment						
None	14	13.86	3	2.97	17	16.83
A little	16	15.84	12	11.88	28	27.72
A lot	26	25.74	30	29.70	56	55.44
TOTAL	56	55.44	45	44.55	101	100.0

χ^2 -test $\chi^2 = 6.596$, $g = 3$, $P = 0.037$

Conclusions

The research results showed that there are no statistically significant differences among teachers in the first, second and third cycle in the type of education or professional training according to which forms of education teachers attended in the current year. Of (76.76%) interviewed teachers have attended education or professional training namely in seminars, theme conferences, study meetings in mentor school network and school subject groups in the current year. A lot less (17%) opted for training in seminars, theme conferences, and study meetings in mentor school network and in universities. We determined that there are statistically important differences among teachers in the first, second and third cycle in their needs for education during the curricular reform, i.e., teachers in the third cycle felt a bit stronger need for education during the curricular reform than those in the first and second cycle. The biggest motivator for education among teachers is "the need for knowledge" (27.88%), the second is "personal growth and contentment" (27.09%). Maybe the data that show that 26.29% of teachers stated "promotion at workplace" as the motivator for education is not that surprising. Along with the school reform and the new system of permanent education and training of teachers, a system of promotion to titles (mentor, advisor and councillor) and promotion to payment classes were

established which offers many possibilities of promotion for teachers (higher status and higher salary). Thirty five percentages of teachers stated that the biggest obstacle in deciding for education or professional training is “the shortage of time” and “education costs” (35.85%).

The data show that there are statistically important differences in the type of education according to the level of education between teachers in the first and second cycle. Teachers with higher levels of education attend different forms of trainings more often than teachers with a lower level of education. Due to the fact that there are more than 70 % of teachers in our research who stated that during the school year they often decide on different forms of formal education, we can conclude that teachers are aware of the importance of education and permanent professional training and constant social changes that bring reforms in school legislations which consequently influence their changing roles in the process of teaching.

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