



## TEACHER PROFESSIONAL IDENTITY, CREATIVITY AND COOPERATION: RESULTS OF AN EMPIRICAL STUDY

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### Abstract

The aim of this study was to examine the factor structure of the scale of professional identity of teachers (teachers in the sample N = 221) and the linkage scores on this scale with the dimensions of creativity and collaboration factors, extracted from seven-factors model quality indicators of teaching.

Author present results of empirical study of teacher professional identity structure using the *Teacher Professional Identity Scale* (Cheung, 2008) which consists of 18 items with good reliability (Cronbach alpha .83). Factor analysis was obtained four-factors interpretable structures. The factors were interpreted as: teaching practice, development and needs of students, schools and professions, personal development teachers. The most significant factor of the saturation was schools and professions, and at least a factor of teaching practice.

This factor structure was then correlated with two factors, the quality of teachers' work (creativity and cooperation), which are separated from the main scale assessment of the quality of teaching and on the basis of which was obtained seven-factors model (reflective thinking of teachers, continuous professional development (extrinsic and intrinsic motivation), autonomy, responsibility, creativity and cooperative relations). The criteria for defining indicators of quality of teachers are determined based on the proposal closing 30th ATEE Conference (Amsterdam, 2005).

The results of canonical correlation analysis of the factors of professional identity and quality indicators of teachers' work (creativity and collaborative relationships) are presented.

The obtained correlations are usually significant factors of professional identity, teachers' creativity and collaboration. In crossstructure canonical correlation coefficients obtained are statistically significant correlations of creativity and collaboration with the factors: the school and the profession, teaching practice and student development. Multivariate analysis showed that teachers with higher academic qualifications, professional engagement later in the classroom and longer working lives are more important achievements of the factors of creativity and collaboration.

**Key Words:** Teacher professional identity, creativity, collaboration, correlation, quality of teaching.