



## PROFESSIONAL DEVELOPMENT AND TEACHERS PROFESSIONAL IDENTITY: SELF-ASSESSMENT IN REPUBLIC OF SERBIA

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### Abstract

The results of the empirical testing of the readiness of teachers for professional development using the RPD ( *Readiness for Professional Development*, Beara & Okanović, 2010 ) scale which consists of 17 items with good reliability have been presented in this paper. This results was correlated with teachers professional identity self-assessment on teachers in Republic of Serbia. Teacher identity have been measured with Cheung ( Cheung, 2008 ) and Jackson ( Jackson, 1981) scale for measuring teacher identity.

On the sample of 321 teachers in Republic of Serbia the score of 67.43 was determined regarding the general readiness for professional development. Correlation with obtained teacher identity factors was statistical significant (  $r > .61$  ). Teachers sees professional development as something important by itself, first of all for the professionalisation and modernisation of work in teaching and they are more inclined to taking self-initiative in professional development than to have it regulated by extrinsic motivators.

**Key words:** professional development, teacher identity, self assessment, correlation, factor analysis.