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A Finding Study of Teachers Perspectives about Self-Education

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Abstract: Self-education is defined as a conscious, intentional activity that an individual carries out for the formation or completion of his own person. The aims of self-education are set by the individual himself, and are in accordance with the requirements of society. As the individual progresses in age, self-education occupies an increasingly important place in his training process. In the case of teachers, self-education is the subject of education, but also its object.

We developed this finding study to identify the degree of concern of 72 teachers in the pre-university education system regarding their own training, their participation in forms of lifelong learning organized by education systems, respectively the technique by which the self-education process is performed. In this regard, we completed a three-section questionnaire that was applied through the Google form. As a temporary reference space, these data were collected by reference to the last 3 years of teaching activity. Preliminary results of the study highlighted the fact that teachers agree more to asynchronous training courses.

Keywords: *educational society, self-education, lifelong learning.*

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1. Introduction. Theoretical premises

Self-education expands and deepens knowledge, contributes to the comprehension of advanced experience at a higher theoretical level. (Gulomkodirovich, 2021) The consideration may be aimed at designing and conducting courses to support those involved. Due to the fact that education does not have a point at which it ends, to the fact that the result is that man improves for all his life, self-education for the purpose of education. The result achieved the extent to which it was the goal and a certain result, before it needed to be anticipated as the goal.

The conditions of self-education are of a social, psychological and pedagogical nature. Man is a social being and his development is influenced by the conditions of development of societies. In order to satisfy these requirements of society, self-education does not have to mean giving up individualization, but the improvement of the personality because of the personality is unique. (Barna, 1995) Man uses the conditions created by society to improve himself and thus becomes more useful to societies. Self-education presupposes the awareness that no being lives alone, but is part of a society. The society offers models, its members can influence each other, they can help each other but they can also check each other. The factors that influence self-education are family, colleagues, friends, cultural and scientific personalities.

Among the new factors that stimulate the process of self-education are the ideal of life, school, family, social obligations, friendship, etc. In adulthood, the need for self-improvement is required by the demands and changes of professional activity. Rapid advances in science and technology make it necessary to periodically refresh knowledge and skills.

Currently, the educational process in schools and higher level institutions is well structured and systematized, based on various scientific positions, which determine the directions of action related to the specifics and particularities of training, the principles applicable to the entire teaching-learning-assessment process , educational policy documents, etc. (Antoci, 2021)

An important lifelong learning component is adult education, which is becoming increasingly important in the European and global educational space. Forming their policy in the field of adult education the European Union countries, at the beginning of the XXI century, pay much more attention not only to its economic feasibility, which role is determined by the labor market but also to its socio-cultural significance. Education is

becoming a shaping factor not only in professional but also in personal development. (Marusynets, Kotun, & Fursenko, 2021)

Self-education is specific to adults, while youth need to be guided to learn how to help oneself, thus becoming an active and a prosocial person. Certainly some of the worldwide cultures are more prosocial than other cultures. Youth educating, religious instruction and education can dictate the degree to which individuals are inspired to support their peers. (Rad, Balas, Ignat, Rad, & Dixon, 2020)

During school, students are focused on formal education, they have not developed self-education skills. Deep approach to learning implies critical examination of new facts and ideas, as well as typing them into existing cognitive structures and making numerous correlation between ideas. Students promoting a deep approach to learning look for the meaning of the information, focusing on central argument or on concepts needed to solve a problem. They are able to distinguish between argument and evidence, and make connections between different units. Strategic approach to leraning includes good planning skills, monitoring and assessment of resources and processes, skills whose potential will be exploited in the process of self-education. (Roman, Bran, 2015) Self-education cannot be differentiated by the ego identity. For adolescence, ego identity is not acquired certainly at the end of adolescence. Remains an important task, but its solution is produced, through a timeline specific to each person and also through an individually specific route (Macovei, Dughi, Balaş, 2011)

Based on concept of self, an adult person becomes able to interpret social experience and orient his behavior. The more a person knows each other, the more he can choose, orient or change his career. (Egerău, 2019)

The participation of teachers in continuing vocational training programs can be the result of their initiative, of the college recommendations, or of the employer. In all these situations, the development of professional or transversal competencies is targeted, depending on the needs of the institution correlated with the personal needs and interests.

The main "key" that opens the door over the years for constant "learning", improving one's learning habits or even overcoming certain obstacles encountered in / during school or outside of their environment, could be "held" by each individual, in which one has to comprehend the various learning influences encountered daily in order to cope with them: "all around us there are learning opportunities. (Pânișoară, 2019)

Objectives

Through this study we wanted to analyze the level of concern of teachers about self-education, which is the form agreed by pre-university teachers to invest in their own education, respectively, which is the average age or seniority of teachers who show a intense concern for self-education.

Study hypotheses:

1. Teachers up to the age of 35 show a greater concern for their own self-education than teachers over the age of 40.
2. Professionally validated teachers, by obtaining teaching degrees, show a low interest in investing in their own education.
3. The self-education of teachers through informative-cognitive ways is influenced by the means of their development.

Description of participants

The participants in this study are teachers from the pre-university education system, who carry out teaching activity at the levels of primary and secondary education. In order to obtain the most relevant data, the 72 teachers surveyed come from 6 educational institutions in the urban area.

As a working tool for the present study to identify perspectives of self-education in teachers, we developed a questionnaire consisting of 15 items, with the structure of open, closed and opinion answers.

Study results

The distribution of respondents according to the identification data of the chronological age is as follows: 27% of teachers are between 25-35 years old, 38% between 36-45 years old, 25% between 46-55 years old, and 10% of teachers respondents are over 56 years old.

Regarding the didactic degrees of the respondents, 7% of the teachers are at the beginning of their career, 28% have obtained the final degree in education, 39% have the second didactic degree, and 26% have the I didactic degree.

Regarding the self-education of teachers in the last 5 years of activity, they were interested in acquiring knowledge in the following fields: leadership and educational management, human resources, gastronomy, project manager, institutional development, innovative techniques in education, non-formal education, evaluation and personal development of students, educational crisis in school, conflict mediation, personal development.

The ratio between the age category of teachers and their interest in self-education is shown in the chart below:

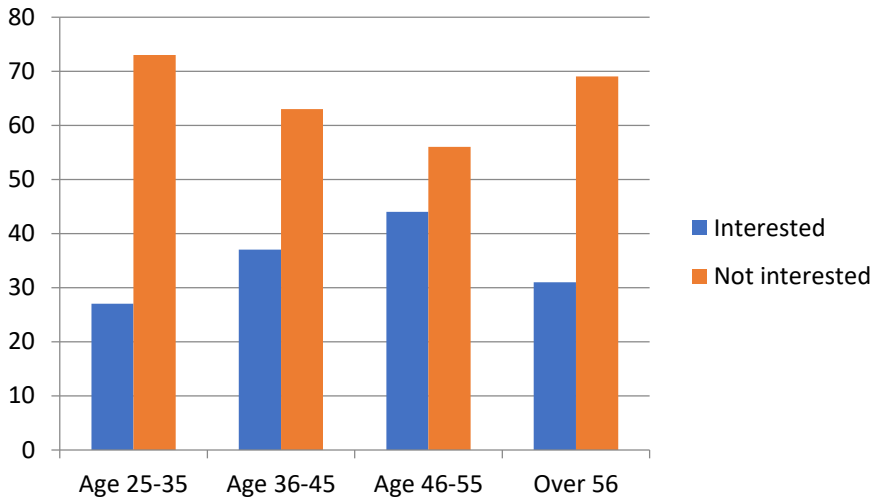


Figure No.1 | Relationship between the age of teachers and their interest about self-education

Contrary to our concerns about young teachers' concerns about self-education, the results of the study showed that they are less concerned with investing self-taught in their own education than those aged 36-55. The age groups that invest the least in their own professional or personal development, in this study, are the extreme categories: young and senior teachers.

In relation to this item, a first conclusion would be that, senior teachers have reached that level of professional and personal satisfaction, they are validated from a career point of view.

Another conclusion, regarding the beginning teachers, who are at the beginning of their career, would be that they are less motivated to invest in personal self-education, because they are recent graduates of higher education, thus considering that the baggage of assimilated knowledge. in college it is enough for them. Another reason, we consider, for which young teachers do not allocate time for their own training, would be that they were not mentored in their professional trajectory. From these results, we can conclude that **Hypotesis 1 is not confirmed**.

The item on the method of maintaining stability in the self-proposed task in the process of self-education, self-observation, self-persuasion and

exercise are the most agreed by the responding teachers. Of the 72 participating teachers in pre-university education, only 38% were satisfied with the intellectual results obtained. The other 62% who invested in their own training by reading specialized books, reading some informative materials of interest, etc., were not satisfied with the results, they abandoned this self-training circuit.

One of the variables for identifying respondents collects information on the last degree obtained by respondents. Thus, out of the 72 subjects, 6 are beginners in education, 18 have obtained the final degree, 23 have a second teaching degree and 25 a didactic degree I. It is worth mentioning that a beginner teacher cannot necessarily be associated with a newly graduated teacher. The ratio between the last teaching degree obtained by the responding teachers and the interest in self-education is shown in the following graph:

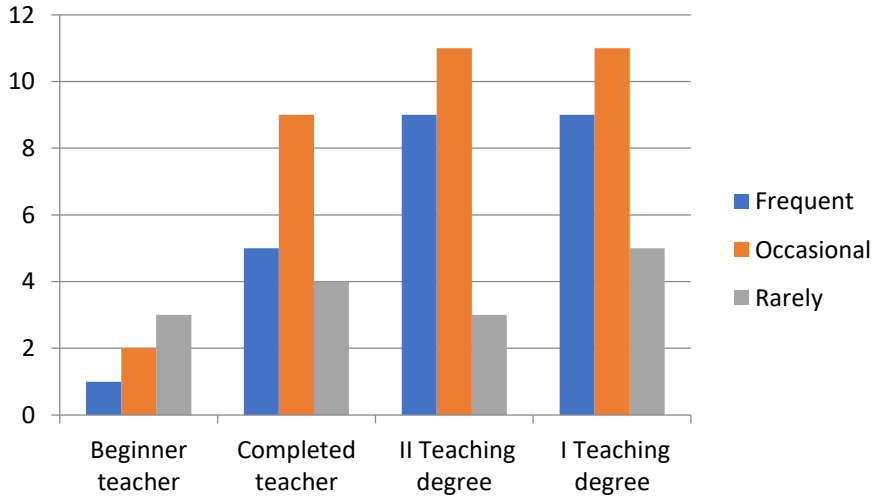


Figure No.2 | Relationship between teaching degree and interest in self-education

It is noteworthy that beginning teachers are not so concerned with their own self-education. This may be due to the fact that in the early part of their career they are concerned about guided training. As we progress in teaching degrees, we notice an upward increase in the interest of teachers in self-education. In this sense, **Hypothesis 2**, according to which professionally validated teachers, by obtaining teaching degrees, show a low

interest in investing in their own education, **is confirmed**. About the manifestation of the desire to invest in self-education in the next 5 years, 78% of the respondents answered in the affirmative.

Regarding the cognitive-informative ways agreed by the teachers in the process of self-education, the method of reading through learning from books and other media is not the method most agreed by the respondents of the questionnaire. Thus, 22% of teachers consider that self-education by reading books is efficient, 34% consider that self-training sources are more beneficial if they have both a letter and electronic format, and 44% of respondents consider those information resources what find by accessing different platforms, most appropiate.

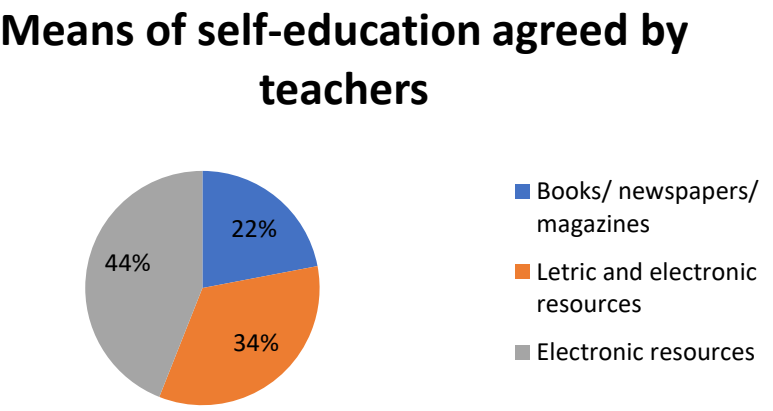


Figure No.3 | Means of self-education agreed by teachers

Thus**, Hypothesis 3**, about self-education of teachers through informative-cognitive pathways is influenced by the means of their development **is confirmed**.

Study limits

The number of teachers participating in the study is not significant in relation to the total number of teachers who carry out teaching activity in the municipality. The subjectivity of the respondents can influence the quality of the answers given. The unequal distribution of the age category of the subjects and of the last didactic degrees obtained is not representative. From

the answers given by the respondents, we identified new directions of research, which is not the subject of this study.

Conclusions

Self-education is the self-knowledge, consciously, the improvement of one's own personality, the permanent transformation and the capitalization of personal resources in any context. Individual cultivation depends on one's own person, the subject is both educated and educating, and must have certain characteristics: self-criticism, self-knowledge, self-confidence, etc.

Self-education is the fruit of education, of the awareness of the need to develop one's own personality, oriented towards the completion of the volume of knowledge in order to integrate in the social life and to satisfy some personal needs.

There is a relationship of complementarity between education and self-education, both aimed at transformations within the human personality. Education triggers these transformations through actions taken from the outside, and self-education through self-imposed actions.

According to previous studies, self-education is specific to adults, and in this study, we wanted to refer exclusively to teachers' self-education.

As general conclusions of the study, we conclude that teachers in pre-university education, aged 36-55 years, show greater concern for the process of self-education. The seniority in education and the acquisition of improvement by obtaining didactic degrees are points of reference in the preoccupation of teachers towards their own self-training. Teachers' motivation to participate in their own self-education is diverse, as it is both intrinsic and extrinsic.

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