

# Érdemes tanítóként továbbtanulni Romániában? Avagy tanítók a felső és felnőttoktatási rendszerben<sup>1</sup>

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## Abstract

In the contemporary Romanian public education we meet various forms of qualifications among the primary school teachers. This state appears as a consequence of those transformation processes in which the Romanian primary school teachers' training system was involved in the last decade. In this paper we analyse in what measure the already practising primary school teachers feel the necessity to take part in the current university level, initial teacher's training system. In the course of the examination of their learning motivation in higher and/or in adult education – in their case being qualified as further education – we analyse the differences in the definition of the learning motivation, induced by the initial qualification level. In the first part of the study we defined the used concepts, and also made the theoretical foundation of the research problem: we outline the specifics of the adult's learning and analyse the characteristics of the adult's learning motivations. In the second part we present the results of our empirical examination, realised among primary school teachers from Harghita county (N=348). We gathered data through questionnaires from five categories of primary school teachers, differentiated on the base of their qualification. In the conclusions we emphasize that those teachers, who are already practising and, in spite of the fact that they have one first qualification in this area, choose teacher's training at higher educational level, have strong intrinsic motivation near the existential one. That can insure the necessary energy to overcome the gates which appears through the adult's learning process.

## Keywords

Primary school teacher's education at higher educational level, adult's learning motivation, further education of primary school teachers, value added by higher and adult education system

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