

## SOCIAL BEHAVIOR OF SCHOOLTEACHERS OF LATVIA AND RUSSIA IN THE STRUCTURE OF TEACHER PROFESSIONAL IDENTITY

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**Abstract.** The article presents the results of the international study of the professional identity of schoolteachers of Russia and Latvia. In the study, the six component model of the content of the teacher professional identity (TPI) is used. According to this model, in 2017, the questionnaire “School Teacher Professional Identity” was created and international survey organized, in which 437 schoolteachers from Latvia and the Smolensk region of Russia participated. The aim of this article is to analyze the data of the two national samples for the 6<sup>th</sup> component of TPI: “Professionally Determined Social Behavior”. This behavior is not connected with the implementation of direct professional duties, but corresponds to the philosophy of the profession: taking up the mission of educating community, active involvement in social life, participation in formulation and solution of social problems having pedagogical aspects and unselfish professional help to those who need it. To process the data, statistical methods were used. On the whole, items of the component received relatively high scores in both national samples. Certain differences in the data of Latvian and Russian teachers as well as urban and rural subgroups of both countries are observed. High dispersion of data shown in this component indicates that the professionally determined social behavior is the most acute and controversial aspect of TPI; therefore, the elaboration of optimal ways and tools to strengthen TPI should be based on an in-depth study of social behavior of schoolteachers.

**Keywords:** Professional identity (PI); professionally determined social behavior; structural model of the PI content

**JEL Classification:** I21; J24; M14

### Introduction and Literature Review

It is difficult to overestimate the role and influence of schoolteachers in the modern society. They are key persons in the construction of the future society (Tateo 2012, Cappy 2016, Switala 2016, Voinea, Palasan 2014, Murphy 2013) and the most numerous professional groups engaged in the intellectual work: there are approximately six million preschool- and schoolteachers in the European Union (Education and training in the EU 2017).

In the last 30 years, an “anthropological shift” is observed in the research on teaching. In addition to the ongoing research on theory and practice of the modern learning/teaching process (teaching and upbringing methodology, didactics in different subject fields, teacher training and professional development, inclusive teaching, teacher’s behavior in classroom, etc.), numerous works devoted to the teacher’s personality have appeared. The fact that the teacher professional identity (TPI) has become a separate research field is also a consequence of this shift.

The professional identity (PI) can be briefly defined as a constantly evolving integral unity of the personal and professional “I”. Compared with other professions, the symbiosis of the personal and professional seems to be most clearly manifested in the teaching profession. Teachers’ personal life interweaves with their work extremely closely (Clandinin, Huber 2005, Goodson, Cole 1994, Bukor 2011, Zembylas 2018). As noted by I.F. Goodson, “we invest our self in our teaching” (Goodson 2014).

Among the aspects of TPI that have been actively studied in the last decade are TPI essence (Tateo 2012, Ilyushin, Azbel 2017, Mikelsone *et al.* 2014), TPI content (Buitrago-Bonilla 2017, Hsieh 2015, Li 2016,

Medveckis 2016), TPI forming and development (Vangrieken et al., 2017, Prytula, Weiman 2012; Aykac *et al.* 2017), connection of TPI and professional performance (Delima 2015; ATL 2015, Hsieh 2015; Koutouzis, Spyriadou 2017, Olsen 2016), changes in the teachers' PI connected with the ongoing educational reform (Buchanan 2015, Olsen, Buchanan 2017).

However there are areas of TPI that has not received due attention of researchers so far. One of them is teacher's behavior after hours. The teacher's lifestyle, her/his individual latent identities and cultures, and social activities outside school have a significant impact on her/his practice and views of teaching (Goodson 2014). Teachers' influence on the society is not limited by how and what they do in classroom: teachers' social activities not connected directly with performance at school are also important. This is one of the reasons that the influence of the teacher community on the society is wider than that of other professional communities (Aggarwal 2009).

In this study, the professionally determined social behavior is understood as out-of-service behavior (not connected with the implementation of direct professional duties), which corresponds to the philosophy of the profession and includes actions and inclinations that make teachers capable to bring the philosophical principles of the profession into life (Shpona *et al.* 2016). The professionally determined social behavior is based on the following principles:

- taking up the mission of educating the community (not only their own pupils)
- active involvement in social life
- protection of the interests of the profession at various meetings, in public discussions and conversations
- cooperation with state and non-governmental organizations for the sake of the public good
- unselfish professional help to the people who need it
- participation in formulation and solution of social problems having pedagogical aspects (*ibid*)

The aim of this article is to analyze and compare the professionally determined social behavior of schoolteachers from Latvia and Smolensk region (Russia) using the technique elaborated in the Latvian-Russian research project “Professional Identity of Today's Pedagogue”.

The obtained results show that in general, Latvian and Russian teachers highly appreciate their social mission and actively participate in its implementation. However, the high dispersion of respondents' answers indicates great diversity of personal approaches, which depend on respondent's circumstances of life and work, and his/her personal hierarchy of values. Not all representatives of the pedagogical communities of Latvia and Russia either fully realize the social mission of the profession or actively implement it in their everyday life; this is mainly a matter of teacher's personal choice.

High dispersion of data shows that the professionally determined social behavior is an acute and controversial aspect of TPI. The elaboration of optimal ways and tools to strengthen TPI should be based on in-depth study of this aspect.

### **Methodology**

In the Latvian-Russian research project “Professional Identity of Today's Pedagogue”, which has been going on since 2014, teachers' social behavior outside school is considered as an important part of their PI. One of the aims of the project is to study the content of TPI. Based on the scientific literature on the topic (Beijaard et al. 2004, Emerson 2010, Goodson 2014, Woo 2013, Delima 2015, Hsieh 2015), the hypothetical structural model of content of the pedagogue's PI was created. The model includes 6 major structural components: Philosophy of the Profession, Professional Knowledge, Professional Roles, Professional Attitude to Work, Cooperation with Colleagues and Professionally Determined Social Behavior (Shpona *et al.* 2015). On the base of the model, the questionnaire “University Teachers' Professional Identity” was elaborated (the authors A. Shpona, M. Vidnere, J. Jermolajeva) for the diagnostics and balanced evaluation/self-evaluation of the TPI. In 2015, the relevance and reliability of this technique was testified in the survey of university teachers from Riga and Smolensk, in which 198 respondents participated (Shpona *et al.* 2016; Jermolajeva, Bogdanova 2017; Jermolajeva *et al.* 2017; Jermolajeva, Silchenkova 2017).

At the final stage of the project, the TPI structural model was used to test schoolteachers. The researchers A. Shpona, M. Vidnere, J. Jermolajeva, T. Bogdanova, and S. Silchenkova elaborated the questionnaire “School Teacher Professional Identity”. As the questionnaire for university teachers, it consists of 6 blocks of items (according to the number of structural components of the TPI content model), 10 items in each block. The 6<sup>th</sup> block concerns the professionally determined social behavior of teachers. Based on the aforementioned principles of this behavior, the following statements were proposed for respondents’ evaluation in the range from 1 (strong disagreement) to 6 (complete consent):

- S1.** The teacher’s profession is still highly respected in the society.
- S2.** I participate in socially significant events: elections, local and national holidays, cultural and sport events.
- S3.** I support non-governmental organizations and participate in their activities.
- S4.** The joint efforts of teachers can reduce the negative phenomena of social life: aggression, criminality, moral crisis and consumerism.
- S5.** I do not stop being a teacher after hours: I gladly consult people, do not pass by situations that call for my participation.
- S6.** I participate in philanthropic / volunteer work that requires my professional experience.
- S7.** I try to contribute to public awareness of new ideas and achievements in my professional field.
- S8.** I protect the interests of my profession at various meetings, in public discussions and conversations.
- S9.** I use my pedagogical experience to identify social problems and seek ways to solve them.
- S10.** The teacher’s duty is to enhance the culture of behavior in the community.

The present study is based on the survey “School Teacher Professional Identity”, in which 437 schoolteachers from Latvia and the Smolensk region (Russia) participated (April–May 2017). The representativeness of the samples was provided using a typical (stratified) repetition-free method of creation of samples (Spirina, Bashina 2012). The general population was divided into 2 strata: urban school teachers and rural school teachers; individual respondents were randomly selected from each stratum. Over 20 schools in both national groups participated. Table 1 shows some characteristics of the samples from the demographic part of the questionnaire.

**Table 1. Mean age and work experience of respondents in Latvian (LV) and Russian (RU) samples**  
(Source: authors’ compilation)

| Indicators                    | Country | Urban schools | Rural schools | All  |
|-------------------------------|---------|---------------|---------------|------|
| Quantity of respondents       | LV      | 182           | 53            | 235  |
|                               | RU      | 96            | 106           | 202  |
| Age (mean)                    | LV      | 48.4          | 47.9          | 48.2 |
|                               | RU      | 46.7          | 46.8          | 47.0 |
| Work experience, years (mean) | LV      | 22.8          | 22.2          | 22.7 |
|                               | RU      | 22.8          | 26.5          | 24.6 |

The reliability of the study was determined using statistical methods with a significance level of 0.05. Reliability of the samples was evaluated by calculating the sampling error. The corresponding indicators are 6.4% for the Latvian sample (235 participants, 1% of the general population) and 6.8% for the sample of the Smolensk region (202 participants, 3% of the general population). These sampling error values are considered allowable for the pilot study (Yadov 2007). Reliability of the questionnaire is tested by Cronbach’s Alfa method. For the two main groups of respondents and four subgroups (urban/rural teachers), Cronbach’s Alfa coefficients are in the range from 0.77 up to 0.97, which testifies the acceptable reliability of the used technique.

For each item of the 6<sup>th</sup> TPI component, mean rates, dispersion, standard deviation, statistical mode, and coefficient of variation were calculated for the two national samples and the subgroups of urban and rural teachers. Inter- and intra-component correlations were checked as well. In the cases when mean

values were not reliable enough (due to coefficient of variation more than 33%), the analysis of the statistical mode was used.

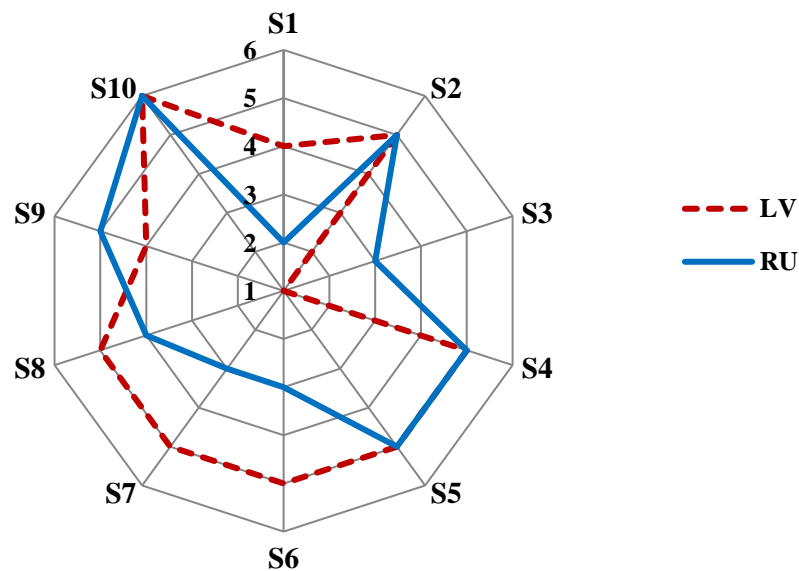
## Results

The check by the Mann-Whitney U criterion shows that between the two national samples not divided into subgroups, there is no statistically significant difference in the average ratings of the component as a whole (Table 2). This suggests the relevance and universality of the model of TPI. However, the similarity of data of Latvia and Russia could be explained in another way, for example, by the long-standing coexistence of these countries in the Soviet Union. Therefore, additional survey is required with respondents' samples from other countries in order to assert universality of the model more definitely.

**Table 2. Mann-Whitney U-test for Latvian and Russian data on TPI component “Professionally Determined Social Behavior”** (Source: authors' compilation)

| Russian sample (the criteria below are significant for $p < 0.05$ ) |            |            |      |      |         |      |         |           |           |                   |
|---|------------|------------|------|------|---------|------|---------|-----------|-----------|-------------------|
|   | Rank Sum 1 | Rank Sum 2 | U    | Z    | p-level | Z    | p-level | Valid N 1 | Valid N 2 | 2*1 sided exact p |
| Latvian sample  | 19.00      | 36.00      | 8.00 | 0.57 | 0.57    | 0.57 | 0.57    | 3         | 7         | 0.67              |

Despite the similarity of the results on the whole, certain distinctions are revealed in the two countries respondents' views on particular issues (Fig. 1, Table 3). There are also some differences between the data of rural and urban teachers in each country (Tables 4, 5).



**Fig. 1. Mode for items of TPI component “Professionally Determined Social Behavior” in Latvian (LV) and Russian (RU) samples** (Source: authors' development)

The greater discrepancy of answers in this TPI component stands out compared with the statistics for other components. Here, the dispersions and standard deviations of the data are higher than in other blocks. In both national groups and each of the 4 subgroups, the data for 5 (sometimes 6) items of 10 are dispersed so much that the coefficients of variation are more than 33% (Tables 3–5). In these items,

the calculated mean values are not typical for the respondents' views on the related issues (Spirina, Bashina 2012); therefore, the values of the statistical mode of answers are more significant for the analysis.

High dispersion of views indicates that professionally determined social behavior is the most acute and controversial aspect of TPI. Therefore, the elaboration of optimal ways and tools to strengthen TPI should be based on the in-depth study of this component.

**Table 3. Statistical indicators for items of component “Professionally Determined Social Behavior” in Latvian (LV) and Russian (RU) samples** (Source: authors' compilation)

| Items                        |    | S1    | S2    | S3    | S4    | S5    | S6    | S7    | S8    | S9    | S10   | Component as a whole |
|------------------------------|----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------------------|
| Mode                         | LV | 4     | 5     | 1     | 5     | 5     | 5     | 5     | 5     | 4     | 6     | 5                    |
|                              | RU | 2     | 5     | 3     | 5     | 5     | 3     | 3     | 4     | 5     | 6     | 5                    |
| Mean value                   | LV | 3.26  | 4.81  | 3.18  | 4.03  | 4.27  | 3.76  | 3.67  | 4.52  | 4.20  | 4.88  | 4.06                 |
|                              | RU | 3.16  | 4.48  | 3.09  | 4.03  | 4.65  | 3.26  | 3.54  | 4.19  | 4.26  | 4.97  | 3.97                 |
| Standard deviation           | LV | 1.35  | 1.15  | 1.69  | 1.34  | 1.31  | 1.61  | 1.51  | 1.20  | 1.27  | 1.09  | 1.47                 |
|                              | RU | 1.53  | 1.35  | 1.57  | 1.50  | 1.27  | 1.64  | 1.41  | 1.36  | 1.27  | 1.09  | 1.54                 |
| Coefficient of variation (%) | LV | 41.27 | 29.83 | 53.26 | 33.28 | 30.71 | 42.76 | 41.21 | 26.54 | 30.25 | 22.33 | 36.38                |
|                              | RU | 48.32 | 30.02 | 50.75 | 37.28 | 28.23 | 50.2  | 39.8  | 32.51 | 29.84 | 21.98 | 38.81                |

The analysis starts with items, where the modes of answers of the Latvian and Russian teachers noticeably differ: S1, S3, S6, S7 (Fig.1, Tables 3). It is in these items that the coefficients of variation are the highest (namely, about 40% or even higher) in both national samples and all subgroups (Tables 3–5). The large dispersion means that the teacher's views on the questions are very different and depend on personal circumstances. However, the analysis of mode helps to see some peculiarities in the distribution of teachers' answers and make certain generalizations.

**Table 4. Statistical indicators for items of component “Professionally Determined Social Behavior” in urban (Urb) and rural (Rur) subgroups of Latvian sample** (Source: authors' compilation)

| Items                        |     | S1    | S2    | S3    | S4    | S5    | S6    | S7    | S8    | S9    | S10   | Component as a whole |
|------------------------------|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------------------|
| Mode                         | Urb | 2     | 5     | 1     | 5     | 5     | 5     | 3     | 5     | 4     | 6     | 5                    |
|                              | Rur | 4     | 6     | 3     | 4     | 5     | 4     | 5     | 5     | 5     | 6     | 5                    |
| Mean value                   | Urb | 3.22  | 4.78  | 3.08  | 4.03  | 4.3   | 3.69  | 3.6   | 4.47  | 4.12  | 4.93  | 4.03                 |
|                              | Rur | 3.4   | 4.92  | 3.49  | 4.06  | 4.15  | 4     | 3.92  | 4.7   | 4.47  | 4.7   | 4.18                 |
| Standard deviation           | Urb | 1.33  | 1.16  | 1.76  | 1.35  | 1.25  | 1.59  | 1.53  | 1.2   | 1.27  | 1.03  | 1.48                 |
|                              | Rur | 1.41  | 1.09  | 1.4   | 1.34  | 1.51  | 1.66  | 1.43  | 1.19  | 1.25  | 1.26  | 1.44                 |
| Coefficient of variation (%) | Urb | 41.27 | 24.35 | 57.15 | 33.47 | 29.03 | 43.06 | 42.65 | 26.9  | 30.79 | 20.9  | 36.82                |
|                              | Rur | 41.38 | 22.12 | 39.98 | 32.94 | 36.41 | 41.6  | 36.33 | 25.25 | 27.95 | 26.92 | 34.34                |

In the item on the authority of the teaching profession in the society (Item S1, Table 3), the Latvian teachers, on the whole, are more or less positive (mode 4, “rather agree”), whereas Russian pedagogues are, at best, doubtful of this issue (mode 2, “disagree”). At the same time, the analysis of the answers of rural and urban teachers demonstrates statistically significant differences between the subgroups in both countries (Tables 4, 5). Latvian urban teachers do not feel due public respect for their profession (mode 2, mean 3.22), unlike their rural colleagues, whose indicators are more positive (mode 4, mean 3.40). In

Russia, the situation is completely opposite: the rural teachers are doubtful of the credibility of the teaching profession (mode 2, mean 2.92), while the indicators of their urban colleagues are higher (4 and 3.62, relatively). The fact of discrepancy of answers of rural and urban teachers in Latvia and Russia requires additional investigation for deeper analysis of the teachers' views on this question. However, the data of the survey suggest that in both countries there is neither national strategy nor common position of teachers on the question of authority of the teacher work.

**Table 5. Statistical indicators for items of component “Professionally Determined Social Behavior” in urban (Urb) and rural (Rur) subgroups of Russian sample** (Source: authors' compilation)

| Items                        |     | S1    | S2    | S3    | S4    | S5    | S6    | S7    | S8    | S9    | S10   | Component as a whole |
|------------------------------|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------------------|
| Mode                         | Urb | 4     | 5     | 5     | 5     | 5     | 4     | 4     | 4     | 5     | 4     | 5                    |
|                              | Rur | 2     | 5     | 3     | 5     | 5     | 3     | 3     | 4     | 4     | 6     | 5                    |
| Mean value                   | Urb | 3.62  | 4.26  | 3.52  | 3.95  | 4.52  | 3.05  | 3.66  | 3.93  | 4.24  | 4.74  | 3.95                 |
|                              | Rur | 2.92  | 4.6   | 3.13  | 4.14  | 4.75  | 3.4   | 3.52  | 4.32  | 4.39  | 5.14  | 4.03                 |
| Standard deviation           | Urb | 1.78  | 1.63  | 2.32  | 1.77  | 1.34  | 2.26  | 1.81  | 1.85  | 1.59  | 1.11  | 1.95                 |
|                              | Rur | 2.47  | 1.82  | 2.53  | 2.39  | 1.58  | 2.95  | 2.18  | 1.65  | 1.53  | 0.94  | 2.48                 |
| Coefficient of variation (%) | Urb | 36.88 | 30.01 | 43.35 | 33.69 | 25.64 | 49.27 | 36.80 | 34.65 | 29.73 | 22.19 | 35.39                |
|                              | Rur | 53.74 | 29.32 | 50.83 | 37.32 | 26.51 | 50.54 | 41.92 | 29.72 | 28.24 | 18.87 | 39.12                |

For Items 3 (participation in non-governmental organizations) and 6 (participation in charitable foundations and volunteer movement), the coefficients of variation are also high in both national groups and all subgroups. Together with the values of mode and arithmetical means, these high coefficients indicate that only few representatives of the professional communities of both countries are involved in the corresponding activities. Russian teachers, especially in rural areas, seem wary of them. In the whole Russian sample as well as in the Russian rural subgroup, the mode for these items is 3 (Tables 3 and 5), which means “neutral attitude, but rather disagree”. Taking into account the teachers' average age (47 years), negative attitude towards non-governmental organizations and actions might be inherited from the Soviet period, when the state tried to subdue and control every self-initiative of people. To some degree, the same attitude remains in Russia today. As for the low rating for Item 6, one can comment that charity is not topical for Russian teachers because of their small salaries, whereas volunteer movement is not popular among them because of the shortness of history of this tradition in the modern Russia and, probably, because of the lack of free time. Compared with rural colleagues, Russian urban teachers are more active in this sphere of life: modes for items 3 and 6 in this subgroup are 5 and 4, respectively.

In Latvia, Item 6 has a higher rating in the whole sample, in urban and rural subgroups (modes 5, 5 and 4, correspondingly; Tables 3 and 4). At the same time, the Latvian sample demonstrates surprisingly negative attitude to the non-governmental organizations (Item 3): in the whole group, urban and rural subgroups, the values of mode are 1, 1 and 3 (rate 1 means “strongly disagree”). Since the average age of the Latvian teachers is one year more than that in the Russian sample, the aforementioned influence of the Soviet past cannot be excluded. However, it seems obvious that the experience of recent decades, when Latvia pursued the way of democratic social development in its neoliberal variant, has only deepened the disappointment of Latvian teachers in non-governmental organizations. The subgroup of Latvian urban teachers shows especially negative attitude; at the same time, here the coefficient of variation reaches the record value of 57.15%. One may conclude that the respondents of both countries put their own individual meaning in the term “non-governmental organization”; evidently, they do not include their own trade union in this notion (though most of them are its members). This shows weakness of trade unions both in modern Latvia and Russia. Probably, people believe that they are official organizations launched by the state, as it was in the Soviet Union.

Item 7 of the block “Professionally Determined Social Behavior” concerns educating the community. According to the obtained data, this part of the professional mission has lost its high significance in the

Russian teacher's view: in the whole Russian sample, urban and rural subgroups, the values of mode are 3, 4 and 3 (Tables 3 and 5). Losing the mission of educating the community is especially noticeable for the Russian rural teachers, which contradicts the traditional image of countryside teacher repeatedly and lovingly described in the Russian classical literature and art. On the contrary, in Latvia (Tables 3 and 4), rural teachers evaluate their mission of educating the community higher than their urban colleagues and implement it more actively in practice. In the whole Latvian sample, urban and rural subgroups, the values of mode for Item 7 are 5, 3 and 5. Although the Latvian scores for Item 7 appears to be more positive, in both countries, certain lethargy is observed in the work of teachers in this direction. However, high coefficients of variation indicate that the respondents' approach to the question is markedly individual and the general situation is uncertain. Today, in both countries, every teacher and every educational institution independently decides whether to take up or not to take up the mission of educating the community and choose ways to its implementation.

The data for the several questions of the component "Professionally Determined Social Behavior" are well agreed, and the corresponding items have statistically reliable and high enough scores. These items are the following (see Tables 3–5): participation in socially significant events (S2, mode 5 in both national samples); readiness to pedagogical counseling after hours (Items S5, mode 5 in all subgroups); protecting the interests of the profession at various meetings and in public discussions (S8, modes 5 and 4); discovering and solving social problems (S9, modes 4 and 5); the duty to enhance the culture of behavior in the community (S10, mode 6 in both national samples). The last item has especially high and well-agreed scores. In Latvia, this element of the educating mission (unlike the dissemination of knowledge, Item S7) does not lose its priority either in cities or in the countryside. In the Smolensk region, however, the answers of the urban and rural teachers to this question differ significantly. Russian rural teachers consider the promotion of cultural behavior to be of the first priority (it should be noted that no other of 10 items of the component received mode 6 in this subgroup), whereas in the urban subgroup the mode for this item is only 4. Compared to their rural colleagues, the Russian urban teachers are more focused on other social problems (Items S3, S6, S7 and S9).

Data analysis leads to the conclusion that in general, Latvian and Russian teachers relatively highly appreciate their social mission and actively participate in its implementation: in both samples and in each of the four subgroups, the mode for the whole set of the questions of the TPI 6<sup>th</sup> component is 5. However, one can notice some differences in the results of four subgroups. Comparing the arithmetic means of the modes for the whole set of items, one can suppose that the Latvian rural teachers are slightly more active in the social representation of the profession; in addition, this subgroup of teachers shows the minimal coefficient of variation for the component as a whole (Table 6). On the contrary, in the data of Russian rural teachers, signs of social apathy are more obvious than in other subgroups. However, the high coefficients of variation in both whole samples and four subgroups indicate that not all representatives of the pedagogical communities of Latvia and Russia either fully realize the social mission of the profession or implement it in their everyday life. This is mainly a matter of teacher's personal choice.

**Table 6. Mode, arithmetic mean of mode, and coefficient of variation (CV) in 4 subgroups for component "Professionally Determined Social Behavior"** (Source: authors' compilation)

|           | Mode |    |    |    |    |    |    |    |    |     | Mean Mode | CV for comp. as a whole (%) |
|-----------|------|----|----|----|----|----|----|----|----|-----|-----------|-----------------------------|
| Items     | S1   | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 |           |                             |
| Subgroups |      |    |    |    |    |    |    |    |    |     |           |                             |
| LV Urb    | 2    | 5  | 1  | 5  | 5  | 5  | 3  | 5  | 4  | 6   | 4.10      | 36.82                       |
| LV Rur    | 4    | 6  | 3  | 4  | 5  | 4  | 5  | 5  | 5  | 6   | 4.70      | 34.34                       |
| RU Urb    | 4    | 5  | 5  | 5  | 5  | 4  | 4  | 4  | 5  | 4   | 4.50      | 35.39                       |
| RU Rur    | 2    | 5  | 3  | 5  | 5  | 3  | 3  | 4  | 4  | 6   | 4.00      | 39.12                       |

In both national groups, there is a strong correlation between the TPI 6<sup>th</sup> component and TPI as a whole: the corresponding Spearman's rank correlation coefficients are 0.73 for Latvian teachers and 0.76 for Russian teachers. This indicates the importance of the component in the general TPI structure. Both national samples also have statistically significant correlations between the TPI 6<sup>th</sup> component and 5 other components. However, the data of respondents from Latvia and Russia are different in this respect. In the data of the Russian sample, the 6<sup>th</sup> component has three moderately strong (i.e., in the range of 0.5–0.7) Spearman's rank correlation coefficients: with the component "Professional Roles" (0.58), "Professional Attitude to Work" (0.53), and "Cooperation with Colleagues" (0.60). The corresponding Spearman's correlation coefficients in the Latvian data are relatively high but a little below the moderately strong level (0.48, 0.43, and 0.44). It can be concluded that despite the large dispersion of answers due to individual choice and different circumstances of life and experience, the teachers' understanding of their mission and social responsibility relates to their working duties and professional interaction with colleagues.

In the Russian sample, the connection of the 6<sup>th</sup> component with other components is emphasized by the three moderately strong correlations between the separate items of this component and certain statements in other components (see Table 7).

**Table 7. Spearman's inter-component correlations for items of TPI component "Professionally Determined Social Behavior" (Russian sample)**

| Statements of TPI component "Professionally Determined Social Behavior"  | Correlating statements in other TPI structure components   | TPI structural components   | Spearman's rank correlation coefficients |
|--|--|-----------------------------|--|
| "I participate in socially significant events: elections, local and national holidays, cultural and sport events" (2 <sup>nd</sup> item) | "I have made contribution to the improvement of teaching/learning and upbringing methods, but so far there has been no opportunity to introduce it to the pedagogical community" | Professional Knowledge      | 0.52                                     |
| "I participate in philanthropic/volunteer work that requires my professional experience" (6 <sup>th</sup> item)                          | "My professionalism is primarily in the qualitative teaching of my subject"  | Professional Roles          | 0.50                                     |
| "I protect the interests of my profession at various meetings, in public discussions and conversations" (8 <sup>th</sup> item)           | "I have experience in cooperation with colleagues from other educational institutions and research laboratories"   | Cooperation with Colleagues | 0.53                                     |

The correlations show that the active social behavior of Russian teachers is closely related to their effective professional work. Participation in socially significant events correlates with innovative approach to work and stimulates the exchange of experience with colleagues; public debates on pedagogical problems extend professional contacts and opportunities for cooperation; charity and volunteer work in no way diminish the importance of professional task of qualitative teaching of the subject. According to the well-known folk wisdom, the more one does, the more he gets, and the more extensive his plans are.

In the Latvian sample, the correlations between items of the 6<sup>th</sup> component of TPI and statements of other components are either statistically insignificant or weak. An interpretation of the difference in the data correlations between the two professional communities requires a separate study. The number and value of correlations can be influenced, directly or indirectly, by national pedagogic traditions, the greater or less solidarity in the two national pedagogical communities, the different levels of social activity in the contemporary Russian and Latvian societies, and so on.



The interrelations between the items within the component have also been checked in the study. There is one common moderately strong intra-component correlation between the teachers' answers to the statement "I protect the interests of my profession at various meetings, in public discussions and conversations" (Item 8) and the statement "I use my pedagogical experience to identify social problems and seek ways to solve them" (Item 9). The corresponding Spearman rank correlation coefficients are 0.57 for the Latvian teachers and 0.62 for the Russian teachers. This correlation indicates the way chosen by teachers to identify and solve social problems: participation in public discussions and forums, launching public consultations on socially important issues. Today's teacher considers as professionally important not only the education of the next generation, but his own social activities "here and now" as well. He is not yet satisfied with the resigned view on the social progress expressed in the poem "Railway" by the 19<sup>th</sup> century Russian poet N. Nekrasov: "Only alas – live in that beautiful era / I shall no more, and neither shall you".

In addition to the aforementioned correlation, some other moderately strong intra-component correlations are revealed in the Russian data, 5 correlations in total (Table 8).

**Table 8. Spearman's intra-component correlations for items of TPI component "Professionally Determined Social Behavior" (Russian sample)**

| Statements of TPI component<br>"Professionally Determined Social Behavior"  | Correlating statements  | Spearman's rank correlation coefficients |
|---|---|--|
| "I do not stop being a teacher after hours: I gladly consult people, do not pass by situations that call for my participation" (Item 5) | "The joint efforts of teachers can reduce negative phenomena of social life: aggression, criminality, moral crisis, consumerism" (Item 4) | 0.57                                     |
|   | "The teacher's duty is to enhance the culture of behavior in the community" (Item 10)   | 0.51                                     |
| "I try to contribute to public awareness of new ideas and achievements in my professional field" (Item 7)                               | "I participate in philanthropic / volunteer work that requires my professional experience" (Item 6)                                       | 0.59                                     |
| "I use my pedagogical experience to identify social problems and seek ways to solve them" (Item 9)                                      | "I try to contribute to public awareness of new ideas and achievements in my professional field" (Item 7)                                 | 0.51                                     |
|   | "I protect the interests of my profession at various meetings, in public discussions and conversations" (Item 8)                          | 0.62                                     |

According to the Russian pedagogues, being a teacher not only in school but after hours as well means the following: not to miss the negative social phenomena (aggression, crime, manifestations of immorality); to intervene in situations that call for participation; and try to enhance the culture of behavior in the community. The mission of educating the community is primarily connected with social and pedagogic assistance to those who need it, active participation in formulating social problems and discovering ways of solving them, protecting the education and upbringing values.

Once again, attention is drawn to the fact that there are more correlations of different types in the Russian data than in the Latvian data. Thus, it can be concluded that compared to the Latvian teachers, the component "Professional Representative Behavior" plays a more important role for the Smolensk region teachers in the general structure of TPI, and influences other structural components to a greater degree. For the detailed analysis and interpretation of this fact, an additional study is necessary. Differences in correlations might arise if the sample of Russian teachers were far more polarized than the Latvian one, i.e., the leading group of Russian teachers with the stable and balanced professional identity markedly stood out among others, while in the Latvian sample the features of the strong professional identity were distributed among respondents more uniformly.

The data of this survey have been compared with the data of the study "Professional Identity of Teachers of Riga and Smolensk Higher Education Institutions" carried out in 2014–2016 (Шпова *et al.*, 2016). The polar situation in the two countries has been found out. Namely, the social activity shown by the academic staff of Riga universities is not supported by the Latvian teachers, whose professionally determined social behavior is significantly less active. On the contrary, the social passivity of Smolensk higher school teachers is not characteristic to the schoolteachers of the Smolensk region (especially the city teachers), who take up a greater role in social processes. For the analysis of this result, an additional study is required.

The results of the study can be used in the construction of out- and in-service teacher training courses. The identified problems allow to pay due attention to them and thus contribute to formation and correction of young teachers' PI.

The content of TPI is a subject to further research. In the future, it is planned to explore the development of PI and, more specifically, professionally determined social behavior at several levels: teaching students, beginning teachers, and experienced teachers. It would be interesting to research the relationship between teacher's professionally determined social behavior and some other personal phenomena, for example, her/his competencies and personal traits.

### **Conclusions**

On the whole, the Latvian and Russian teachers highly appreciate their social mission and actively participate in its implementation. However, the professionally determined social behavior of teachers is highly individual. The dispersion of data is very high in both national samples, which indicates great diversity of personal approaches dependent on circumstances of life and work of the respondent, and his/her personal hierarchy of values. Not all representatives of the pedagogical communities of Latvia and Russia fully realize the social mission of the profession or actively implement it in their everyday life; this is mainly a matter of a teacher's personal choice.

The highest dispersion of data, compared with the other components of TPI, indicates that professionally determined social behavior is the most acute and controversial aspect of the schoolteachers' professional identity. Therefore the elaboration of optimal ways and tools to strengthen TPI should be based on in-depth study of this component.

Compared to the Russian sample, the Latvian teachers' indicators are slightly higher. However, in the Russian sample, the 6<sup>th</sup> component of TPI has more intra- and inter-component correlations, that is, it plays a more important role in the general structure of Russian teachers' professional identity and influences other structural components to a greater degree.

In both countries, there are some discrepancies between the data of urban and rural teachers; clarification and interpretation of this fact requires additional research.

Comparison of the results of this study with the results of the research "Professional Identity of Teachers of Riga and Smolensk Higher Education Institutions" shows that the social activity of academic staff of Riga universities is not supported by the Latvian teachers, whose professionally determined social behavior is less active. On the contrary, the social passivity of Smolensk higher school teachers is not characteristic to schoolteachers of the Smolensk region, who take up a greater role in social processes. For the analysis of this fact, an additional study is required.

#### *Some more particular conclusions:*

The question about teacher's duty to enhance the culture of behavior in the community has especially high and well-agreed scores.

Certain decline is observed in the activity of teachers in educating the community.

In both countries, there is neither a national strategy nor a common position of teachers on the question of the authority of schoolteacher work.

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