

**BABEȘ-BOLYAI UNIVERSITY CLUJ-NAPOCA
FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES
DOCTORAL SCHOOL "EDUCATION, REFLECTION,
DEVELOPMENT"**

DOCTORAL THESIS

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**VALORIZATION OF THE SELF-ANALYSIS OF THE TEACHING
ACTIVITY OF PRIMARY SCHOOL TEACHERS IN ORDER TO MAKE
THE INSTRUCTIONAL-EDUCATIONAL PROCESS MORE
EFFICIENT**

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KEYWORDS

Self-analysis of the teaching activity, making the instructional educational process more effective, quality assurance in education, professional development of teachers, the reflective practitioner, teachers' self-esteem, teachers' self-efficacy, teacher personality, educational strategies of self-analysis

ARGUMENT

The doctoral thesis, entitled "[Valorization of self-analysis of the teaching activity of primary school teachers in order to make the instructional-educational process more efficient](#)", starts from the personal interest in the knowledge, exploration and valorization of the self, through self-analytical processes, as well as from the personal desire to deliver quality educational services to new generations. We consider it a desideratum that every teacher realistically understands his/her educational actions, systematically monitors his/her pedagogical activity and predictively develops his/her own professional path.

The theme is under the aegis of the paradigm "Tota vita schola est" (Comenius), which attests to the universality and millennial existence of the concept of lifelong education. Lifelong learning is directly linked to the diagnosis, forecasting and analysis of the education system, programming and long-term innovation in education.

Contrary to the multiple concerns of theorists and researchers on the development of teachers' personality, contrary to the complexity of the topic addressed in this paper, through its tangential indicators with several educational sciences, there are few studies that reveal the importance of self-analysis of teaching activity for the quality and effectiveness of the instructional-educational act. The whole content of the present work, treated diachronically and systematically, is a conscious and active observation of the teaching activity of primary school teachers and aims to provide scientific and methodological benchmarks for the systematic practice of self-analysis in the school environment. It initially asks reflective questions: "How can self-analysis be used by primary school teachers in the school environment?", "What examples of good practice can be used by primary school teachers to improve their teaching activity?", "What are the main factors that support or inhibit the practice of self-analysis in the teaching activity of primary school teachers?", "What professional competences in the field of reflexivity should be developed by primary school teachers to ensure their teaching success?".

Self-analysis of teaching activity serves in identifying causal relationships between pedagogical phenomena and directions for further improvement, in attesting and resolving micro-educational shortcomings, in designing and achieving real educational outcomes and last but not least, in increasing teachers' motivation levels in response to professional performance.

This work is a confirmation of the fact that educational agents (teaching staff, pupils, parents, professionals from various fields), through their combined efforts, can support, maintain and promote the effectiveness of the instructional-educational process as a whole.

WHICH IS A SELF-ANALYSIS OF?

The first chapter of the paper, entitled "**WHAT DOES SELF-ANALYSIS OF TEACHING MEAN?**" provides an initial terminological and conceptual framework of the phenomenon under investigation and deals with the reflective paradigm in teacher education, with direct references to the role of teacher personality in self-perceived teaching effectiveness.

In [sub-chapter I.1. Self-analysis of teaching activity - a terminological and conceptual approach](#), we have dealt with self-analysis from its earliest approaches to its implications today. At the end of the 19th century, Sigmund Freud made the first discoveries of psychism out of a desire to discover himself. The self is an integrative concept that relates the way in which the psychological processes and functions of people are structured, highlighting the individuality of each one (Dumitru, 2001). Thus, the desire for self-discovery and its formative values, based on Freud's scientific discoveries, has become a priority for many areas of human activity, as people wish to self-discover, self-regulate and develop to their fullest potential.

Today, the term self-analysis is relevant to dianetics, the modern science of mental health, because of its formative value in increasing the inner strength and self-confidence of individuals. In an educational context, the process of self-analysis begins to have an impact on direct and indirect beneficiaries, with the approach of constructivist theory, of scientific knowledge. Dewey (1992) supports knowledge through experience, attributing a very important role to active learning through discovery. Bocos et al. (2021f) gives the following definition of self-analysis of teaching activity: "Self-reflective activity sequence, carried out in a constructive self-critical spirit, in which the teacher/student/ student proposer (who has carried out a didactic activity) reflects cognitively and metacognitively on the design, organisation and conduct of the lesson/ didactic activity, makes self-analyses, self-appraisals and value judgements in relation to the achievement of operational objectives, and self-evaluates, awarding himself/herself a mark for performance (thus, this approach contributes to the development of his/her pedagogical competences, especially self-evaluative competences). (...)".

At the end of this sub-chapter I have offered a personal definition of self-analysis of teaching activity: Self-analysis of teaching activity is an interrogative, prospective and retrospective sequence on the main elements of structure, composition, events, experiences and feelings, accumulated in the educational act with the aim of resolving the dysfunctionality, in order to obtain superior results, from a qualitative point of view.

[Sub-chapter I.1.1. Terminological framework complementary to the self-analysis of teaching activity](#), in order to create a terminological framework, deals with terms such as: self-

awareness, self-appraisal, self-observation, self-reflexivity, self-evaluation, and self-monitoring, considering them to be in proximity to the process of self-analysis of teaching activity, or even complementary to it.

We have pointed out that the development of self-awareness, self-appraisal, self-observation, self-reflexivity, self-analysis and self-evaluation of teachers can lead to self-control and autonomy in the teaching profession.

In [sub-chapter I.2. The reflective paradigm in the professional training of primary school teachers](#), we have highlighted the importance of practicing reflection and lifelong learning by educators and teachers, according to Educated Romania. Project of the President of Romania (2021).

Reflection has gained the status of an essential attribute of the contemporary primary school teacher due to the value-qualitative results obtained as a result of the critical positioning of the teacher in relation to different components of the educational process. Initial training and continuous professional development, from a reflective paradigm, aim to develop teachers' capacities and skills to mentally process knowledge and educational decisions on their own teaching approach, to identify, analyse and remove difficulties encountered in the act of teaching-learning-assessment, to associate variations of knowledge, teaching strategies and procedures in the educational process, and to increase their adaptability, resilience and efficiency in their career.

Initial teacher training for primary education has been explained from a theoretical point of view in [sub-chapter I.2.1.](#), at European and national level, providing some historical landmarks on initial teacher training in Romania, in its own synthesis. And to identify the status of reflection in initial teacher training, we consulted the contents of the core subjects of study in initial training (Fundamentals of Pedagogy, Curriculum Theory and Methodology, Instructional Theory and Methodology, Assessment Theory and Methodology, Classroom Management) and developed some analogous syntheses according to the lexical criterion "reflection", identifying the curricular segments where reflection is brought to light.

Professional development, covered in [sub-chapter I.2.2. In-service teacher training for primary teachers](#), involves consistency in improving pedagogical skills (Bolam, 2002) and involves extending teachers' pre-existing knowledge, developing other professional competencies and practising reflection on their own instructional processes (Darling-Hammond, 2005). Viewing teacher reflection as a basic premise for identifying other needs for continuing professional development, our interest was to explore the opportunity to develop teachers' reflective competencies through accredited in-service training programmes according

to national registers. Thus, we analysed how the concept of reflective teaching or other concepts complementary to it have been integrated into the themes of the proposed in-service training programmes over five years, i.e. 2017-2022.

In order to provide a processual picture of teachers' professional development, in [sub-chapter I.2.3. A professional development desideratum - the transition from self-analysis to formative evaluation to self-education to lifelong learning](#) we have addressed the systemic links between these stages. The European Commission's Memorandum on Lifelong Learning (2000) formulates a number of messages to guide future action in this field, which refer to general access to training and improving professional skills, to investing in training and development of human resources in education, and to encouraging innovation in teaching and learning.

[Subchapter I.3. Teacher personality and its determinant role in self-perceived educational effectiveness](#) makes reference to different personality theories, such as: Analytical psychology (Jung, 1994); Individual psychology (Adler, 1956); Interpersonal psychoanalysis (Horney, 1998); Personality trait theory (Allport, 1937); Personal construct theory (Kelly, 1963), which seek to explain the unique structure of the set of physical and psychological characteristics of individuals that trigger their ways of thinking, attitudes and behaviour in various situations.

Subsequently, we have treated the dimensions of personality differently, highlighting the most eloquent model, in our perception, the Big Five model. According to this model, the instrument developed by McCrae & Costa (1999), a personality inventory consisting of 240 items, grouped according to the 30 facets of personality, allows the assessment of the five dimensions: extraversion, agreeableness, conscientiousness, neuroticism and openness.

In [sub-chapter I.3.2.](#) we have highlighted some of the most important qualities and skills of teachers in a general sense. The multiple roles that a teacher fulfils in the classroom (Ciolan, 2008; Woolfolk, 1990) have been highlighted, among which we specify: expert, motivational agent, coordinator, leader of the group of students, counsellor and last but not least, reflective professional. According to Şerbănescu et al. (2020), we have highlighted the competences necessary for the teaching profession: elementary competences, specialist competences, psycho-pedagogical and methodological competences, psycho-relational competences and transversal competences.

[Sub-chapter I.3.3.](#) focused on the effectiveness of teachers, which, at the micro-structural level, denotes the use of their abilities to explore, identify, organize and apply the most appropriate teaching strategies to produce the expected results, initially corroborated in terms of educational goals and subsequently materialized in the behaviour of the learners. Webb

et al. (2002) point out that the teacher who practises self-analysis of teaching activity provides the link between the recognition of information, at the level of knowledge, organisation, estimation and comparison with the formulation of conclusions, observation of facts and logical reasoning.

At the end of Chapter I, we dealt with introspection and intrapersonal intelligence (Gardner, 2015), considering that teachers' introspective actions, can ensure a clear perception of the educational reality, attitudes, qualitative pedagogical conduct and actions and a motivational commitment to the profession, contents that are found in [subchapter I.3.4](#).

CHAPTER II. Practising self-analysis of teaching activity. Disruptive and motivating factors, benefits, contextual consequences, teaching strategies

The contents covered in Chapter II focused on the applicability of self-analysis of teachers' teaching activity in primary education. Thus, in [sub-chapter II.1. Models and theories of self-analysis in the school environment](#), we have given concrete examples of teaching events in which this self-analytical phenomenon can be exploited: the awarding of the annual grade for teaching staff, evaluation in pedagogical practice, specialist inspections, etc.

At the end of the sub-chapter I have offered a layered method of approaching self-analysis of teaching activity, in my own conception, which actually reflects the journey of a teacher's commitment to practice this process and the set of cognitive and non-cognitive acquisitions that the practice of self-analysis of teaching activity gives to the teacher.

Starting from Niculescu's (2006, p. 1) understanding: "Contemporary society is living in a world of openness, when tomorrow it is necessary to know more and differently than today, to be able to do something we have never done in the time we have learned to do something", in [subchapter II.2](#) we have dealt with [Quality Management in Education promoted through the practice of self-analysis of teaching activity](#). Quality in education, can be called, according to Ghilețchi (2017) a particular objective of educational agents, along with efficiency, equity and democratization.

Throughout this sub-chapter we have made various references to various European legislative and normative documents on quality in education, such as the Parliament and Council Recommendation on European cooperation in quality evaluation in school education and the European Report on Quality Indicators for Lifelong Learning. In the Romanian context, we highlighted the Law on Quality Assurance in Education (Romanian Parliament, 2006), which provides regulations on the general conceptualisation of quality assurance and evaluation, the methodology of quality assurance in education, internal and external quality evaluation, and accreditation of education provider organisations.

Self-regulation of teacher training is closely related to the processual and systemic effectiveness of teaching. Cristea (1998) specifies some coefficients of teaching self-efficacy, among which we mention: relating the learner's identity to the educational goals, by ensuring that the educator provides the learner with an appropriate educational pathway, in which there is a coherent systemic link between the pedagogical content taught, the way in which the learner

learns and the way in which he/she is assessed; developing an educational communication that generates cognitive and behavioural improvements among the learners and developing their intentionality within the pathway: correction-improvement-adjustment-restructuring. These contents are found in [sub-chapter II.2.1. Self-regulation and improvement of teaching - a mechanism for quality assurance in education at the micro-educational level.](#)

[Sub-chapter II.2.2. The practice of self-analysis of teaching activity - a lever of quality assurance and counteracting professional self-sufficiency](#) was organized starting from the inevitable question that arises after a diagnosis and that must coexist in the mind of every teacher, "in what way can the state of self-sufficiency of teachers influence the quality of their teaching career?". According to Riemen (2008), self-sufficiency is defined as the state of complacency in which people indulge, in which people operate according to certain value benchmarks imposed by the sphere of everyday life, completely excluding the possibility of broadening their horizons, of stepping out of their comfort zone and of self-development.

Quality management in education has also been addressed from the perspective of feedback in [sub-chapter II.2.3.](#) In this "search" for the most effective option, the main pillars are: reflection on one's own actions and feedback from pupils, colleagues or other educational agents. This claim is supported in many scholarly studies (Darling-Hammond et al., 2017; Dickinson & Brady, 2006; Hertz et al., 2022; Snyder & Wolfe, 2008), in which the authors stress the major role of feedback in the professional development effectiveness equation. Because self-analysis of teaching activity provides teachers with answers about the effectiveness of teaching and also encourages the formation of conclusions, which, in a unified system, can take the form of self-feedback, at the end of the subchapter we have provided a conceptually realized model of the transition from self-analysis of teaching activity to self-feedback.

In [sub-chapter II.3. cognitive and socio-emotional barriers were highlighted that are at the borderline between the individuality of the teacher and his/her professional effectiveness.](#) In an educational context, time is a particularly important resource for teachers, which, if managed efficiently, adds value to the educational actions carried out by teachers. There is empirical research (Gul et al., 2021) that proves that improved institutional performance and increased staff efficiency are correlated with effective time management. Other authors argue that time management is an important element in generating teacher effectiveness, teacher work, teacher productivity and school results (Green & Skinner, 2005; Hall and Hursch, 1982; Horng, 2010; Master, 2013). To overcome such boundary situations, where time is a pressure felt by teachers, the literature proposes several methods, techniques and tools to streamline time

management. Some of the techniques presented in the paper are: the Pomodoro Technique, Spreadsheets, Mind mapping, Gantt Chart, ABC Analysis, FORTE Acronym, etc.

Other issues addressed in the PhD thesis referred to the manifestation of Burnout Syndrome in teachers and their professional motivation.

Sub-chapter II.4. allowed to address the self-analysis of teaching activities through collaborative self-reflection, from the perspective of social interactions of primary school teachers. The professional development of teachers, carried out in a collaborative manner, enhances their metacognitive skills, increases their sense of belonging to the professional community and provides clear directions for guiding and regulating their practical work in the classroom. Collaboration implies: mutual knowledge of the partners, communication between them, identification with a common goal" (Mihăilescu, 2005, p. 216). Even more so, qualitative collaborative relationships are established between teachers who have an affinity for each other, are guided by the same professional norms, are willing to receive and give feedback, and have a similar perspective on teaching. Through collaborative and creative ways, through optimal professional social interactions, teachers create opportunities for exchange of best practices, self-reflective learning experiences and future directions of pedagogical action, which will contribute to their professional progress (Cioloca et al., 2022). Some of the collaborative strategies that can foster teachers' self-analysis of their teaching activity from the literature (Aronson, 1990; Johnson & Johnson, 1990; Kagan, 1990) are: follow-up sequences, thematic debates, collaborative mosaic structures, round tables, etc.

CHAPTER III. The reflective practitioner and the effectiveness of the instructional-educational process in a systemic vision

This chapter has highlighted the ends given to the restructuring of pedagogical approaches through reflective practice: improving educational practice (Calderhead, 1989; Gay & Kirkland, 2003; Kemmis, 2011; Rolfe et al., 2001; Scanlan & Chernomas, 1997; Schon, 1991; Schuck et al., 2008; Wildman & Niles, 1987) and developing self-knowledge and self-understanding (Abell et al., 1998; Akbari, 2007; Boud et al., 1985; Gay & Kirkland, 2003).

Before going into the depth of the topic, I have developed in my own conception, the corollary of pedagogical reflections, consisting of self-reflective questions of the teacher, used to increase the self-perceived level of teaching effectiveness, within the instructional-educational process:

- What kind of content will be taught?
- How will the teaching methodology be applied?
- What teaching aids will be used to support teaching?
- Where will the teaching take place?
- How much time is allocated to the act of teaching?
- Why is teaching important? What are the objectives of the teaching?
- Who is taught? To what extent are the individual characteristics of pupils and their educational needs known?

Research in the field of reflexivity (Schon, 1987) highlights the existence of three types of reflection: reflection for action, reflection in action and reflection about action, associated with three phases of the teaching transposition process: the pre-active phase, the interactive phase and the post-active phase. More recent research (Marzuki, 2013) reports that assuming the virtue of being a reflective teacher requires a clear commitment to one's own professional development. In other words, a reflective practitioner can enrich his or her spectrum of knowledge, thus generating new perspectives on lived experiences, can restructure his or her behaviour in future teaching contexts in the light of his or her own reflections, and can thus engage in new courses of action that make his or her instructional-educational process more effective as a whole.

In [sub-chapter III.1. Reflective attitude of teachers - predictor of the practice of self-analysis of teaching activity](#) we have highlighted that only through reflection on the actions carried out can we obtain a solid foundation for the practice of self-analysis of teaching activity

and implicitly for the personal and professional development of teachers. When teaching works in a desirable way, on the basis of a critical-constructive analysis of the teacher, optimal conditions for the teacher's development are created. Teachers increase their knowledge, deepen their understanding, develop new skills, broaden their perspective and increase their self-confidence, thus generating an impact on the effectiveness of the instructional-educational process as a whole.

[Sub-chapter III.2.](#) captures [the reflective practitioner's vision of developing an effective relationship with their students.](#)

As Peterson et al. (2013) argue, teachers are essential allies in student development, responsible for building two-way interpersonal relationships that result in students' integration at school in a physically, cognitively and emotionally safe space.

A reflective teacher will design the whole interaction with students so that they can relate creatively to their environment through exploration; experience intensely and at the same time control the wide spectrum of emotions, internalizing and accepting them; manifest their egocentricity, but at the same time develop their critical and collaborative spirit and experience learning situations that they perceive as impressive, in order to maintain continuously their high level of interest in the school environment. The teaching relationship has been approached from the perspective of multiple scholarly studies (Cucoş, 2002; Engels et al., 2016; Guess &McCane-Bowling, 2016; Knoell, 2012; Longobardi et al., 2020; McCormick et al., 2013; Mitra, 2003; Pianta et al., 2012; Roorda et al., 2011; Ruzek et al., 2016; Truţa & Mandar, 2007; Wentzel, 2002; Wentzel et al., 2010). Based on the researchers' findings, we proposed our own definition of the teacher-student relationship from the reflective practitioner's perspective.

In the reflective view, an effective teacher-student relationship involves a two-way exchange of meaningful cognitive, attitudinal and emotional information, encoded in a language accessible to both educational agents, based on trust, positivism, interdependent motivation and constantly readapted to meet the common educational goals and expectations of students and teachers engaged in the interaction.

In [sub-chapter III.3.](#) we have described strategies for the valorisation of self-analysis of teaching activity, most of which have been realised, in our own conception.

Table III.3. Summary of the strategies for self-analysis of teaching activity proposed in the methodological guide developed
(own conception)

***Typology of self-analysis strategies for
teaching activity***

Strategy name

| | |
|--|---|
| <i>Strategies for self-discovery of personal identity</i> | An EU mosaic The bottle of success The nonvalue washing machine The reflective hourglass of the self |
| <i>Strategies for self-discovery of professional identity</i> | My business card Diagram of referential principles |
| <i>Self-reflective strategies based on questioning</i> | Launch cycle |
| <i>Consistent-improving intervention strategies on emotion management</i> | The voice of breathing in 5 beats The constructive criticism curve |
| <i>Consistent-improvement intervention strategies on career management</i> | Material resources |
| <i>Consistent-improvement intervention strategies on interpersonal relationship management</i> | Inter-assistance operational plan |
| <i>Strategies for making teaching design more effective</i> | What can I anticipate? A GPS of the objectives by curricular cycles Self-analysis route of the teaching project |
| <i>Strategies for making teaching more effective</i> | Lesson study cycle Methodical DE CE Lesson Self-Analysis Sheet Learning unit self-analysis sheet |

**Chapter IV. Fact-finding investigations on:
"The problem of valuing the self-analysis of the teaching activity of
primary school teachers".**

**STUDY - Self-analysis of teaching activity. a study on the
perceptions/self-perceptions of primary school teachers in Romania**

In education, the role of teachers extends far beyond the mere transmission of knowledge. In the dynamic landscape of primary education in Romania, teachers face a multitude of challenges, which require a deep process of self-analysis and introspection regarding their teaching activity. [Study IV.1. Analysis of the perceptions/self-perceptions and opinions of Romanian primary school teachers](#) is an in-depth exploration of the perceptions and self-perceptions of Romanian primary school teachers regarding the process of self-analysis in their teaching career.

On the other hand, [study IV.2. Investigating the role of personality factors on the self-perceived reflexivity of primary school teachers](#), started from the general understanding that, in the complexity of the roles that teachers perform in the classroom, the personality factors held by them are undeniably reflected in their teaching activity, and moreover in their self-perceived professional reflexivity. The authenticity and refinement of pedagogical actions are largely determined by the influence of professional personality, which is self-constructed in stages, thanks to lived experiences.

Teachers' perceptions of reflective practice vary, and this study aims to explore nuanced differences in teachers' perceptions and the factors involved. Thus, we will consider on the one hand socio-demographic variables, such as: biological gender, age, length of teaching experience, county of origin of the study participants and background of the schools where they practice teaching, and on the other hand personality factors, in the sense of the BigFive model: extraversion, agreeableness, neuroticism, conscientiousness and openness.

The methodological aspects of the two research studies carried out are captured in Table IV.1.

Table No. IV.1. Research methodology of the two studies, Analysis of
perceptions/self-perceptions and opinions of primary school teachers in Romania and
Investigating the role of personality factors on the self-perceived reflexivity of primary school
teachers

| | STUDY 1 | STUDY 2 |
|------------------------|--|--|
| Research design | descriptive design | correlational design |
| Running period | school year 2022-2023, online | school year 2022-2023, online |
| Sample of participants | 462 primary school teachers in Romania, aged between 21 and 56. | 67 primary school teachers in Romania, aged between 21 and 54. |
| Research method | survey method | survey method |
| Research tool | questionnaire, with specific items (in own conception) | Big Five plus personality inventory (Constantin et al., 2010), applied with the consent of the author. |
| Specific actions taken | Literature review; Development of the questionnaire; Publishing and promoting the questionnaire on different social media platforms; | Literature review; Sending the personality inventory to respondents. |
| Statistical procedure | frequency analyses for descriptive results; application of the χ^2 test (chi-square). | correlation analysis |

Study IV.1. Analysis of the perceptions/self-perceptions and opinions of primary school teachers in Romania had as its aim: to investigate the perceptions/self-perceptions and opinions of primary school teachers in Romania, regarding the process of self-analysis of teaching activity in their own career. In accordance with the stated purpose, we aimed to achieve the following objectives:

O1. To design and apply an online questionnaire for primary school teachers in Romania, investigating their personal perception and opinion on self-analysis of teaching activity and self-perceived professional reflectivity.

O2. To investigate the perceptions of the teachers participating in the study on self-analysis of teaching activity.

O3. To assess the impact of socio-demographic variables (biological gender, age, length of teaching experience, background) on the views of primary school teachers on addressing the issue of self-analysis of teaching in initial professional development courses or continuing professional development programmes.

In order to achieve the proposed aim, we have stated the research hypotheses:

Null hypothesis (H0): socio-demographic variables such as biological gender, teaching seniority and background do not generate a significant difference on primary school teachers' opinions on integrating the issue of self-analysis of teaching activity in professional training courses.

Alternative Hypothesis (H1): Socio-demographic variables such as biological gender, length of teaching experience and background generate a significant difference in the perceptions of primary school teachers regarding the integration of the issue of self-analysis of teaching activity in professional training courses.

The most important results emerging from the conduct of this study highlight certain inferences from participants' responses:

- o Although the majority of primary school teachers (78.60%) consider self-analysis of teaching work to be very important for professional progress, 24.90% of respondents (maximum percentage) claim not to have participated in such in-service training programmes;
- o 31.80% of the respondents know (to a large extent) about the organisation of professional training programmes aimed at self-analysis of teaching activity; but 24.90% claim not to have participated in such in-service training programmes;
- o The majority of respondents (24.90%) claim not to have participated in such in-service training programmes, but most of them (48.10%) claim that they know techniques for self-analysis of teaching activity, which they apply systematically in the classroom and moreover, most of the participants (54.80%) consider themselves reflective and authentic teachers;
- o High percentages of satisfaction with the data from the Romanian and foreign literature on self-analysis of teaching activity are recorded among the participants, although there are also teachers who are not satisfied at all or are satisfied to a small extent with the information on the subject.

Operating with two hypotheses (null and alternative), we highlight the following:

a) the null hypothesis was confirmed in the following situations, in that there are no associations between the variables:

- The biological gender of the participants does not influence their knowledge about the organisation of initial professional training programmes on the topic of self-analysis of teaching activity, nor the degree of their participation in such approaches;
- In no case does the background of the participants influence their knowledge of the organisation of (initial and in-service) training programmes on the subject of self-analysis of teaching activity, nor the extent of their participation in such programmes;

b) the alternative hypothesis was confirmed in the following situations, in that there are associations between variables:

- Biological gender of participants influences their knowledge about the organisation of in-service training programmes on the topic of self-analysis of teaching activity;
- The participants' length of service in teaching influences their knowledge of the organisation of professional training programmes (initial and in-service) on the subject of self-analysis of teaching activity, as well as their degree of participation in such programmes.

The research aim of the study *Investigating the role of personality factors on the self-perceived reflexivity of primary school teachers* was: to investigate the role of personality factors on the self-perceived reflexivity of primary school teachers in their own teaching careers. And the objectives that were generated from this aim were:

O1. To apply the Big Five©plus_short personality test to primary school teachers in Romania in order to identify their predominant personality factors.

O2. To examine the relationship between self-perceived professional reflexivity and personality factors.

Thus, we have stated the research hypotheses:

Null Hypothesis (H0): There is no significant association between the levels of extraversion and conscientiousness of primary school teachers' personalities and the degree of self-perceived professional reflexivity in their teaching careers.

Alternative hypothesis (H1): There is a significant association between the levels of extraversion and conscientiousness of primary school teachers' personalities and the degree of self-perceived professional reflexivity in their teaching careers.

Among the relevant results of this study, we highlight the following:

The result of Pearson correlation analysis shows that there is no significant correlation between extraversion and self-perceived professional reflexivity ($r = 0.069$, $p > 0.05$), thus **the null hypothesis is confirmed.**

| | | Self-perceived professional reflexivity |
|--------------|---------------------|---|
| Extraversion | Pearson correlation | .069 |
| | Sig. (2-tailed) | .580 |
| | N | 67 |

The result of Pearson correlation analysis shows that there is a significant correlation between conscientiousness and self-perceived professional reflexivity ($r = 0.890$, $p \leq 0.05$), **thus confirming the alternative hypothesis.**

| | | Self-perceived professional reflexivity |
|-------------------|---------------------------------|---|
| Conscientiousness | Pearson correlation coefficient | .890** |
| | Sig. (2-tailed) | .000 |
| | N | 67 |

According to the hypotheses formulated and tested, **the null hypothesis was confirmed** by the fact that there were no significant correlations between the level of extraversion of the primary school teachers' personality and the degree of self-perceived reflexivity in their teaching career.

On the other hand, **the alternative hypothesis was confirmed** by the fact that there were significant correlations between the level of conscientiousness of primary school teachers' personality and the degree of self-perceived reflexivity in their teaching career.

CHAPTER V. INTEGRATIVE FRAMEWORK OF SELF-ANALYSIS OF TEACHING ACTIVITY. QUALITATIVE RESEARCH APPROACHES

The research problem is given by the practice of self-analysis of the teaching activity, with its formative values, and how it is self-perceived by primary school teachers in Romania, as well as the link between this process and the professional progress of teachers and quality assurance in education. The educational environment in its entirety (environment, educational offer, teacher-student relationships, pedagogical actions) is oriented towards meeting quality standards in line with the needs of direct and indirect educational beneficiaries.

In the context of primary education, self-analysis of teaching activity is an essential process for the continuous development of teachers and the improvement of the quality of education. Through this analytical approach, teachers are encouraged to reflect critically on their own practice, identify areas for improvement and develop effective strategies to optimise their work in the classroom.

Self-analysis of teaching activity and reflective practice in general refers to the act of gathering evidence about one's own teaching practice in order to analyse, interpret and evaluate it. This results in information that is then used to improve future practice. Teachers are not just seeking to improve their own practice, but to deepen their understanding of themselves.

This qualitative approach allowed us to explore in depth teachers' experiences and perspectives on self-analysis of their teaching activity, providing valuable insights for the further development of educational practices in primary education.

This chapter is structured into three sub-chapters, which constitute individual but interlinked qualitative research approaches:

- V.1. Study 1. Qualitative survey on the influence of educational practices of self-analysis of teachers' teaching activity on self-perceived professional progress
- V.2. Study 2. The formative dimension of self-analysis of teaching activity. Case studies
- V.3. Study 3. Qualitative approach to the conceptualisation and contextualisation of self-analysis of teaching activity. A grounded theory

The methodological aspects of the two research studies are concentrated in Table V.1.

Table V.1. Methodology of the three studies: Qualitative survey on the influence of educational practices of self-analysis of teachers' teaching activity on self-perceived professional progress, Formative dimension of self-analysis of teaching activity. Case studies,

Qualitative inquiry into the conceptualization and contextualization of teacher self-analysis. A grounded theory

| | STUDY no.1 | STUDY no.2 | STUDY no.3 |
|------------------------|--|---|---|
| Research design | Qualitative-descriptive | Qualitative-descriptive | Qualitative-descriptive |
| Running period | November-December, 2022 | School year 2022-2023 | School year 2023-2024 |
| Sample of participants | 51 primary school teachers from Romania | 10 primary school teachers from Romania | 51 primary school teachers from Romania |
| Research method | Focus group method | Case study method | <p>GROUND- THEORY METHOD</p> <p>Focus-group method Observation method Case study method</p> |
| Research tool | Focus group grid | <p>Self-assessment sheet of the teaching activity, which can be applied at the end of a lesson</p> <p>Self-assessment sheet on teaching activity, which can be applied at the end of a learning unit</p> <p>SWOT analysis sheet</p> <p>Observation grid</p> | <p>Focus group grid</p> <p>Field diary</p> <p>Document analysis</p> |
| Specific actions taken | <p>Addressing official requests to county school inspectorates in the country to facilitate access to schools;</p> <p>Contacting the management of participating schools;</p> <p>Conclusion of partnership agreements between Babeş-Bolyai University and participating schools;</p> <p>Initiating collaboration with the participants, by providing the researcher with a terminological and conceptual framework of the topic.</p> | <p>Linking the items included in the self-assessment sheets with the quality descriptors of the reference standards, according to the Decision no. 1534/2008 on the approval of the reference standards and performance indicators for quality assessment and assurance in pre-university education;</p> <p>Distribution of instruments to participants;</p> <p>Organisation of data into case studies, according to the structure:</p> <p>A) Case presentation</p> <p>B) Identification and analysis of threatening situations and</p> | <p>Data collection;</p> <p>Open coding of data;</p> <p>Theoretical saturation;</p> <p>Axial coding of data;</p> <p>Selective coding;</p> <p>Theoretical model generation;</p> <p>Making conditional matrices.</p> |

| | | | |
|-------------------------|----------------------------------|---|--|
| | | dysfunctional aspects observed through self-analysis of teaching activity C) Determining the links between the items of the self-analysis sheets and the quality descriptors of the reference standards for quality evaluation and assurance in pre-university education D) Conclusions | |
| Data analysis procedure | Coding data; Content analysis | Synthetic analyses according to predefined categories | Content analysis using MAXQDA software |

Study V.1. Qualitative survey on the influence of educational practices of self-analysis of teachers' teaching activity on self-perceived professional progress, had as its purpose: to investigate the formative particularities of self-analysis of teaching activity, from a practical-actional perspective, based on the personal and professional self-perceptions of primary school teachers in Romania.

The research objectives were:

O1. To investigate the perceptions of primary school teachers regarding the practice of self-analysis of teaching activity and its implications for their own career.

O2. To analyse and interpret the formative features of teachers' self-expressed self-analysis of teaching activity in relation to their multidimensional implications.

In this research we investigated the wide range of teachers' responses on how self-analysis can be practiced and used in teaching, when it can be practiced in order to refine the pedagogical act, and which personal and professional competences facilitate or negatively influence effective self-analysis. Self-analysis has an irreducible variety of formative values, which become active in certain phases of teaching activity. As a result, we associated the coded answers of teachers to the areas listed in OM no. 6143/2011: activity design, carrying out teaching activities, evaluation of learning outcomes, classroom management, career and personal development management, contribution to institutional development and promotion of the school unit, professional conduct.

The data coding process was carried out by transcribing the audio recordings, which resulted in nine texts, on which we carried out a content analysis, in which we valued the self-perceptions expressed by the participants, starting from two units of analysis: the formative

value of the self-analysis of the teaching activity and the increase in the quality of the teaching performance, monitored according to the areas contained in OM, no. 6143/2011.

The unit of analysis "the formative value of self-analysis of teaching activity" comprises the following sub-units:

- I. Ways of using self-analysis in teaching activities
- II. Degree of impact of design, teaching, evaluation processes
- III. Degree of impact of the process of developing professional competences and personal traits
- IV. Degree of self-awareness of the relevance of self-analysis
- V. Identified link between self-analysis and strengths/weaknesses
- VI. Content management
- VII. Degree of contribution of self-analysis to professional progress.

These sub-units are in line with the seven questions in the focus group grid

The unit of analysis "increasing the quality of teaching performance" comprises the following sub-units:

- a) Activity design
- b) Carrying out teaching activities
- c) Evaluation of learning outcomes
- d) Classroom management
- e) Career management and personal development
- f) Contribution to institutional development and promotion of the school unit
- g) Professional conduct.

These sub-units represent the areas covered for the purpose of evaluating teaching staff, according to OM, no. 6143/2011.

Content analysis was conducted by assigning codes (38) to the self-perceptions expressed by the study participants. These codes took the form of statements and were created on the basis of the researcher's self-reported similarities at the level of the observation units and located at the intersection of the analysis units, so that they generated relevant premises for the subsequent stages of the research. In this way it was possible to observe certain formative peculiarities of the self-analysis of the teaching activity, in specific contexts of the instructive-educational act.

The formative values of self-analysis of teaching activity, in direct relation to the increase in the quality of teaching performance, could be translated into the following conclusions:

a) The process of self-analysis of the teachers' teaching activity is carried out systematically, by using reflective self-questioning, by referring to the students' particularities, by constantly addressing the feedback from the learners, by self-identifying the strengths and weaknesses of their own career and by changing teaching strategies. All this has a multidimensional self-regulatory purpose: to achieve educational goals, to make subsequent teaching activities more effective, to improve the instructional-educational act in general and for continuous professional development.

Taking into account the above, the quality of the educational act is positively influenced in the sequences of activity design, evaluation of learning outcomes, classroom management and career management and personal development of teachers.

b) Self-analysis of teaching activity impacts both individually and holistically the design, teaching and assessment processes. In design, self-analysis helps to anticipate the teaching approach, based on the evaluation carried out beforehand; in teaching, self-analysis allows teachers to restructure teaching strategies, based on the feedback received from students, and in evaluation, self-analysis is a link between the perfect teaching performance and student performance. All these particular interventions lead to a self-regulation of the whole teaching approach, superior-quality, in all its stages.

c) In order to carry out an effective self-analysis, the professional and personal profile of the teacher requires the possession of specific skills and traits, in the opinion of the respondents, such as: objectivity, honesty, self-awareness, organisation, conscientiousness, flexibility and involvement. These professional competences, i.e. personality traits, developed through self-analysis, contribute to quality in classroom management, career management and personal development, institutional development and professional conduct.

d) The relevance of self-analysis of teaching activity in teachers' careers is self-aware by them, as having important contributions in: refining the teaching approach, achieving educational goals, improving pedagogical actions, relationship with students and their personal and professional development.

e) The increase in the quality of career management and personal development is due to strengths held and self-expressed by the participants in the study: professionalism, involvement and love for the profession and for the students, rigorous, structured and coherent organisation of the educational act, responsibility and creativity. On the other hand, the difficulties encountered in maintaining the quality of career management and personal development were self-reported: self-demand, involvement in too many activities, empathy and excessive tolerance and self-pressure.

f) Reflective self-questions used by primary teachers fall into several categories. There are questions with a high degree of generality, but also questions with a high degree of specificity. Also, depending on their wording, we found that some teachers ask themselves questions about what they have already done in the classroom, others about what they can change in real time, and the rest project future pedagogical interventions through these questions. The questions relate to aspects of the design-teaching-assessment processes, to classroom and career management, and to contributions to institutional development. The answers to these questions, self-monitored through self-analysis of teaching activity, can serve to increase the quality of teaching performance.

g) All 51 primary school teachers claim that self-analysis of their teaching work contributes significantly, i.e. to a large extent and in full, to their professional progress.

Study V.2. The formative dimension of self-analysis of teaching activity. The case studies aimed to explore the formative dimension of self-analysis of teaching activity, consistently practised by primary school teachers over a limited period of time, in order to identify correlations between the specific teaching actions of teachers carried out at all stages of the instructional-educational process (design, teaching, evaluation) and the quality assurance of the instructional-educational process as a whole.

The objectives of the present research were:

O1. Investigation and analysis of the documents completed by primary teachers (SWOT analysis of their own teaching activity, self-analysis sheets applied at the end of lessons and self-analysis sheet applied at the end of a learning unit), which value self-analysis of teaching activity;

O2. Identification of patterns found in the above-mentioned documents and associated with the quality descriptors of the reference standards for quality assessment and assurance in pre-university education (Decision no.1534/2008);

O3. To develop recommendations for the removal of threatening situations, i.e. dysfunctional aspects self-perceived by teachers in their own teaching.

In the following, we will highlight some of the relevant results obtained from the analyses.

A. Theoretical-interpretative analyses on the use of self-analysis in the teaching activity of primary school teachers, according to their career stage.

Prin intermediul practicării autoanalizei activității didactice de către profesorii pentru învățământ primar, am vizat maniera în care poate fi dezvoltată eficacitatea educațională a participanților

Conform răspunsurilor oferite de către cei 10 profesori pentru învățământ primar, se pot extrage legături cauzale ale procesului de autoanaliză a activității didactice și nivelul de autoeficacitate educațională autopercepută. În mod sintetic, acestea au fost organizate etapizat, propunând astfel un model optim de valorificare a procesului de autoanaliză a activității didactice a profesorilor (vezi Figura nr. V.1.).

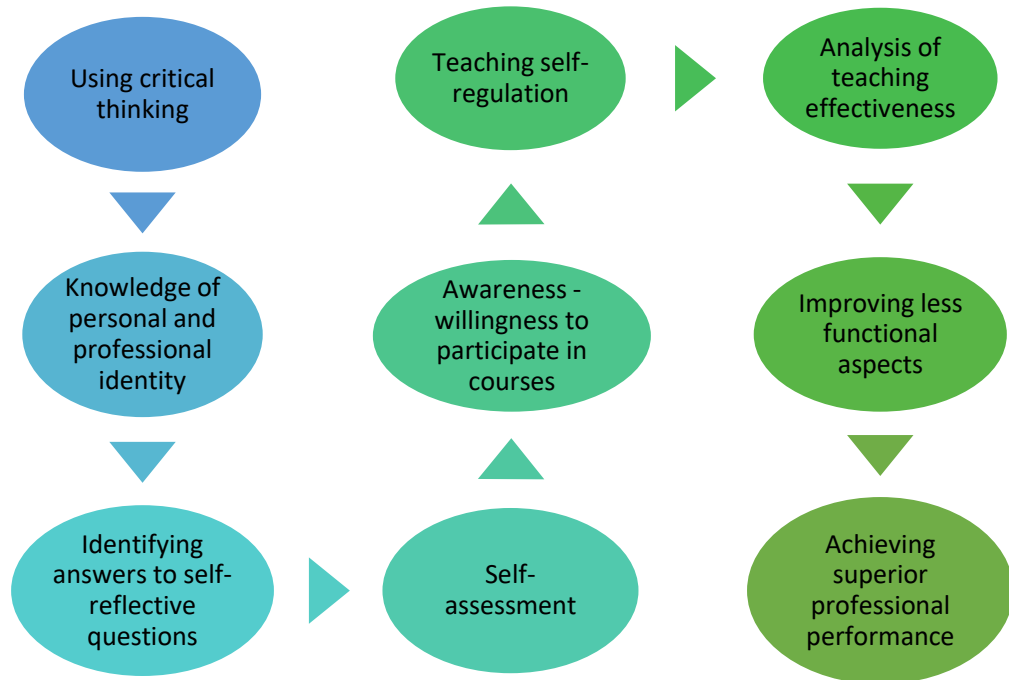


Figure no. V.1. Model for the valorisation of self-analysis of teaching activity, developed on the basis of the causal links mentioned by the study participants

Looking comparatively at how primary school teachers relate to the use of self-analysis of teaching activity, according to the nominal variable - career stage of the participants, we have taken the following actions:

- We classified the participants in the study according to the nominal variable: teachers' career step (teaching grade: final grade, teaching grade II, teaching grade I ;
- We operationalized the variable and extracted the behavioral indicators from the responses recorded by the participants in the SWOT analysis sheets;
- We expressed the corresponding frequency of each behavioral indicator of the variable;
- We have drawn up a contingency table of the indicators with a frequency greater than 1% associated with the nominal variable "teachers' career step".

The only difference recorded, according to the nominal variable: participants' career stage, is given by the process of self-discovery of personal and professional identity, mentioned by the teacher holding the second degree.

The highest frequency among the participants' responses is given by the behavioural indicator according to which self-analysis of teaching activity can be used to improve less functional aspects of the educational approach.

B. Analyses of the professional expectations of primary school teachers, expressed from a motivational point of view, through the practice of self-analysis of teaching activity

According to this theory, in the context of the case studies carried out, the primary school teachers recorded their thoughts, assumptions and expectations at the beginning of each self-monitored lesson on the eight self-analysis sheets. Following the analysis of these thoughts, we found that 8/10 teachers expressed their teaching expectations by translating the effort-performance relationship in order to achieve educational goals. The instrumentality considered by 7/10 teachers consisted in the efficient organisation of learning (I1) through: optimal time management, development of pupils' imagination through creative treatment of educational content and by making use of the most relevant teaching methods and means, respect for the educational needs of pupils and the achievement of superior quality school performance. On the other hand, the other three teachers saw instrumentality as a result of their professional performance to create an environment conducive to school learning and the harmonious development of pupils' personalities (I2). Specifically, the teachers aimed at: the cohesion of the school group, the adoption of positive emotional dispositions and the creation of a pleasant environment during lessons. Last but not least, the most important value for most of the teachers participating in the study (7/10) was the increase in job satisfaction.

C. Analyses of the differences in the self-perceptive opinions of primary school teachers, regarding the influence of threatening situations, felt by them, through the practice of self-analysis of teaching activity, on the quality of the teaching act.

The threatening situations self-reported by the participants in the study were classified into several categories: socio-emotional threatening situations, relational threatening situations, managerial threatening situations and political threatening situations.

The most frequent indicators recorded are in the case of threatening socio-emotional situations: teachers' poor emotional states and exaggerated self-criticism. The most frequent indicator resulting from threatening situations of a relational nature is: low degree of parental involvement in school life, and in the case of threatening situations of a managerial nature, the most frequent indicator recorded is: time management.

Next, our research interest was to explore the differences in teachers' opinions on threatening situations that can thwart the quality of teaching, according to two nominal variables: the class coordinated by the teacher and the teacher's career step. On the one hand,

we identified similarities in participants' responses. Regardless of the class coordinated by the teacher, or the teacher's career step, poor emotional states and time management are problems of primary school teachers, which can negatively influence the quality and self-perceived self-efficacy in their own educational act. On the other hand, looking at the variable "teacher-coordinated class", we find that the threatening situations that only primary teachers who coordinate classes of the basic acquisition cycle mention are: the quality of material resources, the large group of pupils, frequent changes in the structure of the school year and frequent mistakes in writing and expression by pupils. In the case of teachers in charge of the fourth grade, they point to the following threatening aspects which could undermine the quality of their teaching: the use of differentiation and individualisation strategies in the teaching approach and the tendency to "cosmetise" the educational reality.

Analysing the teachers' answers from the perspective of the variable "career step", the teacher who holds the final certificate records a threatening situation, which was not specified by the other teachers: conflict situations between teachers. As this specific indicator may have subjective connotations, we refrain from describing it. The teacher at grade II also mentions the following as a threatening situation: the tendency to "cosmetise" reality. For the rest, all the other socio-emotional, relational, managerial and political situations, classified above, have been specified by the teachers for primary education, who hold the first teaching grade.

Considering the influences of the ordinal variable: "self-perceived teaching effectiveness", drawn from the participants' opinions, we can highlight the following:

Based on the data recorded in the 10 case studies, we identified that for each of the quality descriptors in the benchmarks and performance indicators for quality assessment and quality assurance in pre-university education, targeted in the current research, there was teacher performance achieved 'fully' and 'to a great extent'.

Deficiencies were encountered in the implementation of quality descriptors:

- o 2.1.3: Curriculum design ensures the development of the practical, applied side of the competences developed, noting that two of the teachers assigned the achievement indicator "neutral" for the partial achievement of the items in the self-analysis sheets: A7. I prepared interactive and effective teaching materials for my students and A6. The content chosen is clearly relevant to everyday life.

The responses of the teachers participating in the study highlight other less functional aspects that are closely related to the quality descriptors:

o 2.1.5 Teaching, learning and assessment activities are designed in teams at departmental, curriculum area and/or cross-curriculum area level, with 7 of the teachers self-perceiving their performance in relation to this descriptor only "to a great extent";

o 1.1.3. Self-assessment and interassessment of learners are used in learning activities, with 6 of the study participants assigning the success indicator "to a great extent", corresponding to item B2.3. of the self-assessment sheet.

The 10 case studies aimed at exploring the formative dimension of the self-analysis of the teaching activity of primary school teachers, in order to identify correlations between specific teaching actions taken by teachers and ensuring the quality of the instructional-educational process, allowed the investigation of teachers' willingness to self-analysis. Proactive and altruistic attitudes, high and very high degree of interest in the research topic, the nature of professional interactions and the typology of the answers provided, all reflect the teachers' own efforts to increase their level of educational self-efficacy. Based on the obtained data we extracted some causal conditions for the generation of superior professional performance at the level of self-perceived effectiveness, namely: use of critical thinking, knowledge of personal and professional identity, identification of answers to self-reflective questions, didactic self-regulation, awareness of dysfunctions and willingness to participate in in-service training, self-evaluation, analysis of teaching effectiveness, improvement of less functional aspects, achievement of superior qualitative professional performance. The perception of the value of self-analysis of the teaching activity of teachers at different stages of their careers: final year, second teaching grade, first teaching grade, in order to increase the quality of the instructional-educational process, shows slight differences. Thus, teachers at the beginning of their careers insist on formative values, such as: development of critical thinking skills and processes of self-discovery of personal and professional identity, while teachers who hold the first teaching degree are oriented towards reflections on previous teaching experiences, identifying the most effective teaching strategies for similar future educational situations.

According to expectancy theory (Vroom, 1994), we configured the participants' thoughts and assumptions at the level of three elements: expectancy, taking the form of achieving educational goals, instrumentality translated by the effective organization of learning and the creation of an environment conducive to school learning, and valence, expressed by improving teachers' job satisfaction. The partial or total presence of these elements allowed us to identify the degree of professional motivation of the participants, finding that 7 out of 10 teachers show a high level of professional motivation, based on the same expectation, instrumentality and valence. Thus, we outlined a research question that could be used in future

studies by other researchers: To what extent can the practice of self-analysis of teaching activity by teachers lead to an increase in their professional motivation?

Regarding the influences of threatening situations felt by primary school teachers on the quality of the instructional-educational process, deduced through the practice of self-analysis of teaching activity and the recording of educational self-efficacy perceived by the participants in the study, within the self-analysis sheets, we noted that:

- The highest recorded frequencies of self-reported threatening situations are: time management, poor emotional states of the teacher, teaching design and exaggerated self-criticism;

- Threatening situations, which are only mentioned by primary school teachers, who coordinate classes of the basic acquisition cycle, are: the quality of material resources, the large group of pupils, frequent changes in the structure of the school year and frequent mistakes in writing and expression by pupils;

- The teachers who coordinate the fourth grade point out as threatening aspects that could counteract their quality in the educational act: the use of differentiation and individualization strategies in the teaching approach and the tendency to "cosmeticize" the educational reality;

- There are no differences in the relevant opinions of teachers regarding the threatening situations observed through self-analysis of teaching activity, in relation to the variable "career step";

- There is no quality descriptor targeted in the research for which all participants give the success indicator "fully";

- Two out of ten teachers assign the success indicator "fully" for all quality descriptors targeted;

- Two out of ten teachers allocate the success indicator "neutral" for quality descriptor 2.1.3. which implies: Curriculum design ensures the development of the applied, practical side of the competences developed.

Following the undertaking of the present study, relevant research findings were highlighted, based on the participants' appreciation of the research instruments used. Professor I.G., a methodologist in the pedagogical practice, claims that he has become more attentive in analysing the performance of the practitioners, encouraging them also to objectively analyse their performance, taking as a starting point the self-analysis sheets proposed by the researcher. Another result of the present research is the appreciation of some school inspectors of the effectiveness of the proposed research tools, who expressed their wish to use them in the future

in their specialist school inspections. Also, based on the synthetic analyses we formulated a research hypothesis, which will be tested in a larger study: "We anticipate a positive correlation between the very high level of interest in the topic of self-analysis of teaching activity and the degree of self-perceived effectiveness of primary school teachers".

Study no. 3. Qualitative survey on the conceptualization and contextualization of self-analysis of teaching activity. A grounded theory, with the aim of contributing to a deeper understanding of the process of self-analysis of teaching activity in primary education and to generate a theoretical model describing this process based on the factors that influence this process, the strategies used, the context and conditions that influence these strategies and their consequences, incorporates in its composition all the data obtained so far. By exploring these aspects, the study aimed to provide valuable information for improving the educational practices of teachers and for increasing the quality of teaching-learning in primary education, by understanding the process of self-analysis of teaching activity and its continuous improvement.

Using the grounded theory approach, we set out to explore the following objectives:

O1. To identify how teachers' personality traits influence their engagement in the process of self-analysis of teaching and to what extent these traits may affect the outcomes achieved.

O2. To investigate how the design and implementation of instructional design of teachers' teaching approach contributes to the effectiveness and relevance of the self-analysis process, and to identify optimal strategies to facilitate this.

O3. To analyse the impact of teachers' time and psychological availability on their active participation in the process of self-analysis of teaching activity.

O4. To assess the benefits and limitations of individual self-analysis compared to self-analysis in working groups or professional communities.

Grounded Theory provides for the generation of a theory based on the interrelation of categories of field data collected from individuals actively involved in the process.

Hatch (2002, p.155) reports that patterns can be characterised by: similarity, difference, frequency, sequence, correspondence, causality. The procedural questions in order to structure the theoretical model are:

- What are the primary categories that should appear in an initial data analysis?
- What is the phenomenon of interest?

- What caused the phenomenon of interest? What contextual and intervention conditions influenced it? What strategies or outcomes were generated as a result? What were the consequences of these strategies?

For this study, both data triangulation and methodological triangulation (data were collected through several methods: observation, focus group and case study) were used. The credibility of the data is conferred by the fact that they were compared and reviewed continuously, at each coding stage, including reviewing memos written during the research approach. The data are also transferable, as regardless of the unique context of the participant groups, similar cognitive or non-cognitive responses, attitudes and behaviours are noted across the primary teacher communities. Last but not least, the data are reliable, thanks to the careful examination of the data by a colleague who did not directly participate in this research.

Building a theoretical model using the data-driven method involves several steps:

- Open coding
- Axial coding
- Selective coding
- Conditional matrix.

In the open coding phase, following the collection process that was carried out using several sources (observation, focus group and case studies), open coding was carried out. The resulting codes were generated by identifying certain patterns in the data and how they were interpreted. Open coding adopts an inductive approach, examining the data with as few preconceived notions as possible. In this process the data is viewed in an 'open' manner, taking into account any possible meanings, so that the representations of meaning contained in the codes are as close to the data as possible.

Next, we were interested in having a statistical record of the codes, with clear explanations of the number of text segments in which they are found and the percentage obtained, in terms of frequency (See Figure no. V.2., Figure no., V.3., Figure no. V.4.).

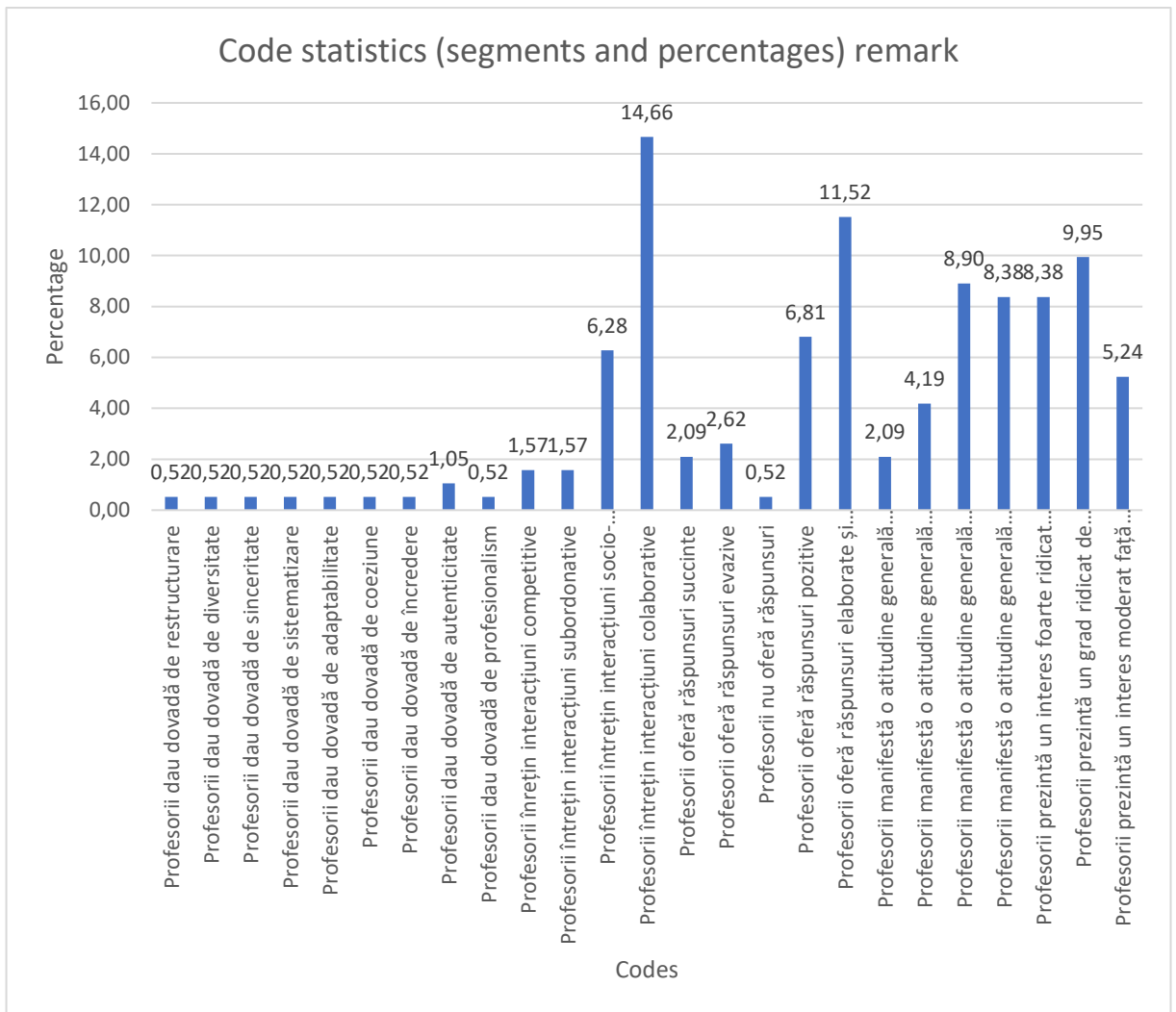


Figure V.2. Graphical representation of the codes obtained from the analysis of the observation data

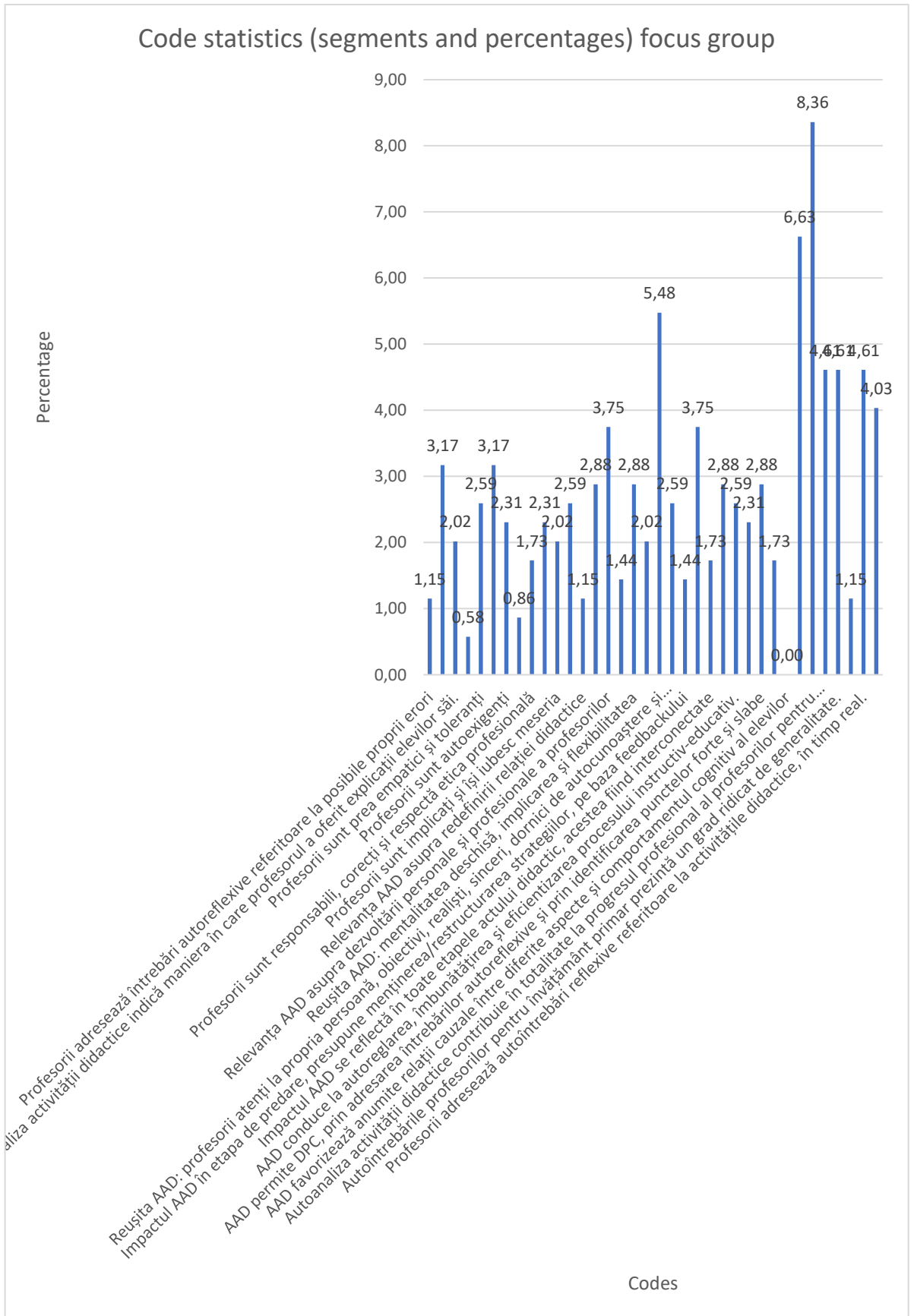


Figure V.3. Graphical representation of the codes obtained from the focus group data analysis

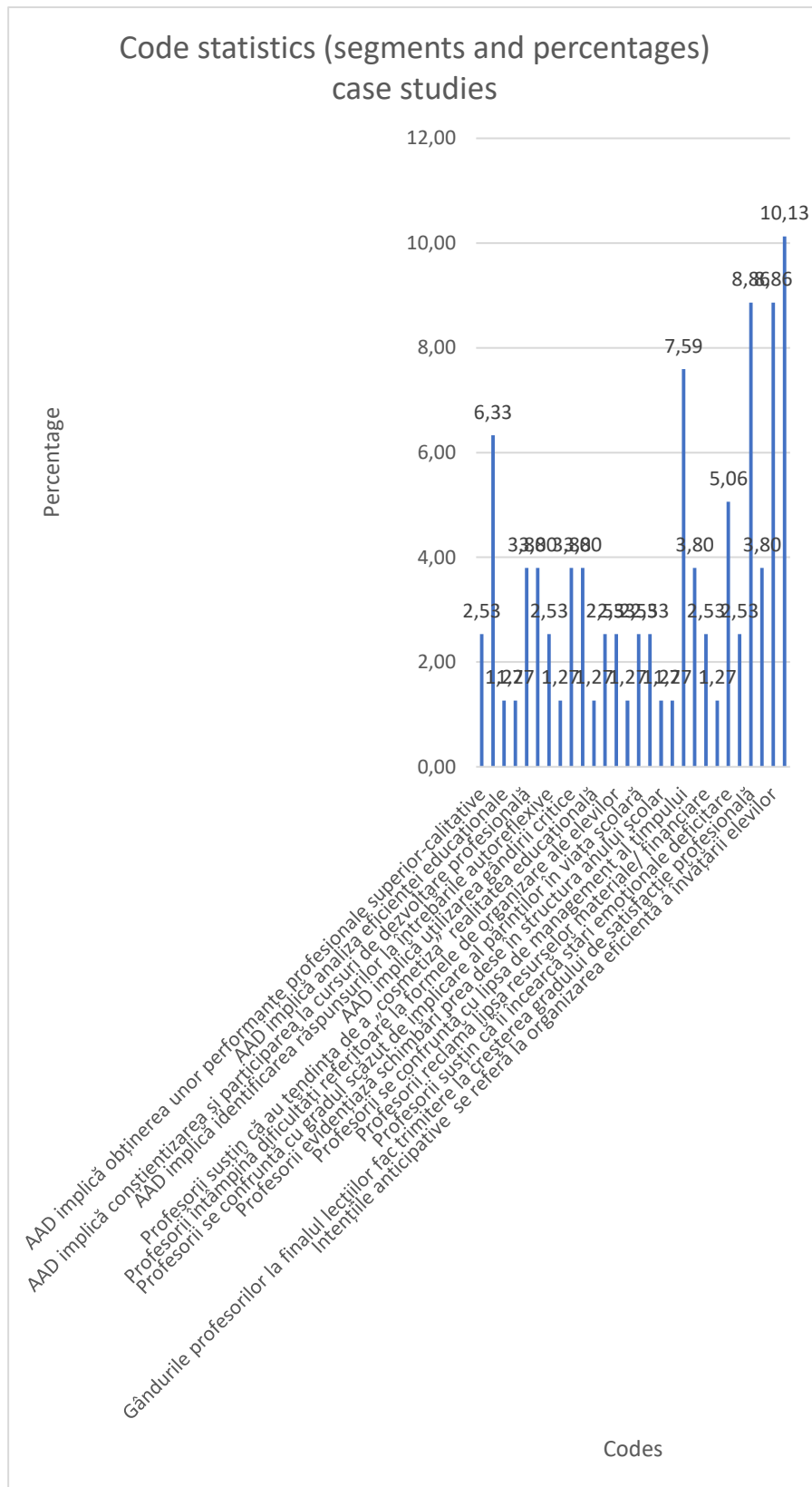


Figure V.4. Graphical representation of the codes obtained from the analysis of the data from the case study method

Theoretical saturation

The process of theoretical saturation began with continuous data collection through methods such as observation, focus group and case studies to gain a comprehensive understanding of the phenomenon under study. As data was collected, constant comparison was carried out, which involved comparing new data with previously collected data. This iterative process allowed the identification of similarities, differences, patterns and relationships within the data.

Subsequently, axial coding was performed to organize and connect the data into meaningful categories. This involves identifying relationships between categories, subcategories and their properties to develop a comprehensive understanding of the phenomenon of self-analysis of teaching activity.

Selective coding involved integrating and refining the core categories identified in the previous phases of data analysis. This process involved selecting the most central and significant categories that emerged during open and axial coding and examining how they relate to each other within a coherent theoretical framework. During selective coding, the focus shifted to identifying the central categories that are most important for understanding the phenomenon under study.

The generation of the theoretical model provided insight into the processes and mechanisms underlying the phenomenon under investigation, in this case self-analysis of teaching activity.

The figure below (see Figure V.5) represents the theoretical model generated by the data-driven method (GT) obtained from the analysis of data from the sample of teachers investigated through several methods: observation, case studies and focus group.

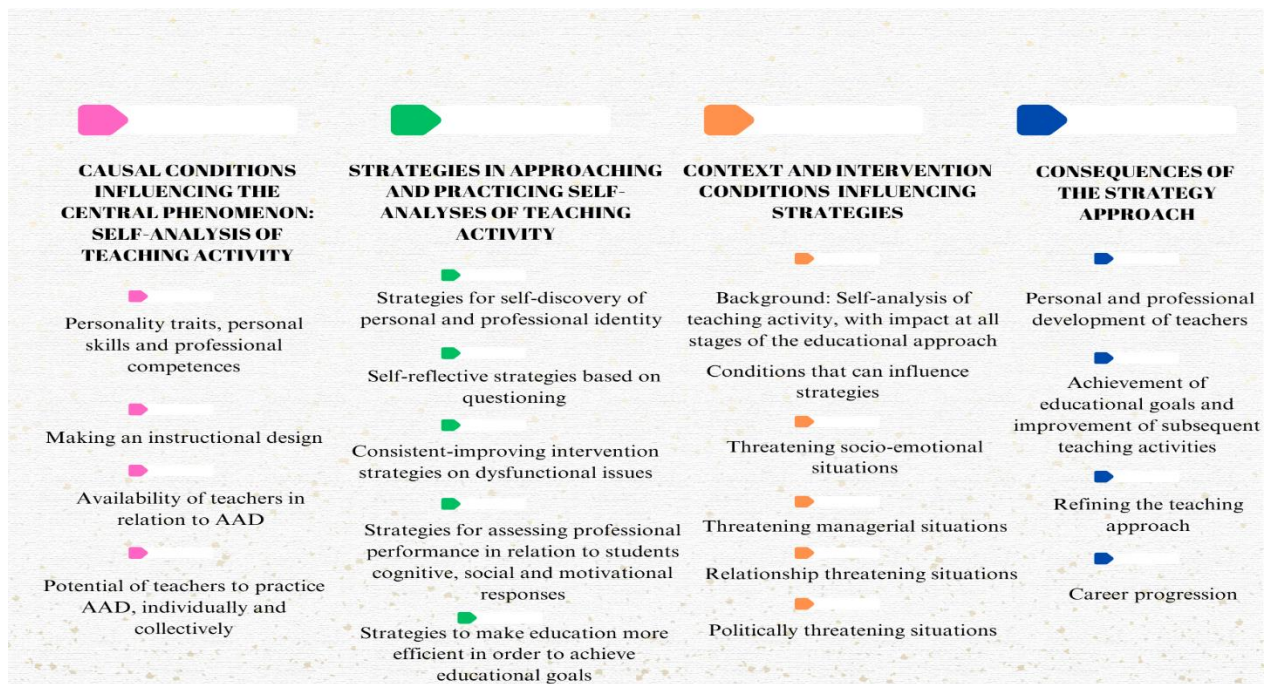


Figure V.5. Graphical representation of the theoretical model generated by the data-driven methodology (GT)

Next, we supported the categories and subcategories of this model through other studies in the literature, which facilitated the formulation of 15 hypotheses that can be tested in further research:

- Most teachers, in their lessons, aim to: achieve the designed educational goals, create an environment conducive to the development of students' personalities, organize learners' learning effectively, and increase professional satisfaction;
- Systematic monitoring of teachers' achievement of their educational goals has a positive influence on self-perceived job satisfaction;
- The general proactive attitude of primary school teachers facilitates them to provide elaborate and innovative responses in relation to the topic of self-analysis of teaching activity;
- There is a significant link between the overall proactive attitude of primary school teachers and their high or very high level of interest in the topic of self-analysis of teaching activity;
- The higher the level of interest of primary school teachers in the topic of self-analysis of teaching activity, the greater the degree of involvement of teachers in this analytical approach;
- The general altruistic attitude of primary school teachers makes it easier for them to respond positively to the topic of self-analysis of teaching;
- The general attitude of teachers, the degree of their involvement and contributions, as well as the interest of teachers in the topic of self-analysis of teaching can influence the willingness of teachers to practice self-analysis of teaching;

- The specific professional group to which teachers belong determines the typology of their interactions;
- There is a significant correlation between a high degree of quality of teachers' collaborative interactions and their level of success in practicing self-analysis of their teaching activity, individually and collectively;
- A high level of self-perceived self-efficacy of primary teachers generates a high level of their self-esteem;
- The systematic use of self-reflective questions by primary school teachers encourages the practice of self-analysis of teaching activity;
- Certain behavioural indicators of self-analysis of teaching activity confirm the relevance of the teaching strategies used by primary teachers in the classroom;
- Self-analysis of teaching activity is a prerequisite for generating professional progress of primary school teachers;
- The integration of the feedback process from learners in the educational approach produces a high level of achievement of educational goals by primary school teachers;
- There are no significant differences in the impact of the practice of self-analysis of teaching activity in the stage of didactic design, in the stage of teaching and in the stage of didactic evaluation.

For a better understanding of the relationships between the categories and subcategories presented above, a conditional matrix has been developed. This helps us to better visualise the connections between the different elements of the data and to identify patterns and trends.

The resulting conditional matrix is presented in the table below (see Table V.2):

Table V.2. Conditional coding matrix

| | INDIVIDUALLY | AT INSTITUTION LEVEL | AT COMPANY LEVEL | NATIONALLY | INTERNATIONALLY |
|---|--|---|--|---|---|
| Consequences of the AAL approach | Personal and professional development and career progression | Generating a positive working climate; Professional qualification of teachers; Favourable interactions within the team; Outstanding professional performance; Meeting internal quality standards; Opportunity for mentoring | Increased credibility in the eyes of parents; Promoting the school's image; Attracting financial funds; Establishing partnerships with various institutions | Earning certain professional merits; Quality assurance in education | Respect the integral part of the Council of Europe's decision to consider teachers as key actors in strategies to stimulate the social and economic development of any country. |

| | | | | | |
|--|---|--|---|---|--|
| | | internships between teachers | | | |
| | Redefining the teaching relationship | Undertaking impactful educational activities; Easier transition of pupils from primary to secondary school; Forming autonomous personalities; Setting the prerequisites for the pupil's school success | Demonstrate exemplary moral and civic attitudes; Participate in voluntary activities; Ensure effective future social inclusion of pupils; Reduce drop-out rates | Respect for the values on which education is built in Romania (Ministry of Education programme "Education unites us"): trust, equity, solidarity, effectiveness and autonomy. | Respect for human rights |
| | Achieving educational goals and improving subsequent teaching activities and refining the teaching approach | Educational effectiveness at macro level; Possibility of holding senior positions in committees | Recognising the status of an effective teacher | Participation with pupils in various school competitions and Olympiads | Educational effectiveness at macro level |

The conclusions drawn from the theoretical analysis generated by the GT method and the implications of self-analysis strategies for teaching are significant and potentially transformative in the educational context. By investigating the process of self-analysis of teaching activity, this study aimed to contribute to the understanding and optimization of this complex process.

It was revealed that teachers' personality traits, personal skills and professional competences have a significant impact on how they engage in the process of self-analysis of teaching activity. It is essential to recognise and understand these influences in order to develop effective strategies to encourage engagement and active participation in self-analysis.

The design and implementation of appropriate instructional design has a direct impact on the effectiveness and relevance of the self-assessment process of teaching. Identifying and

implementing optimal strategies to facilitate this activity can contribute to improving the quality of the analytical approach and optimising the results obtained.

The temporal and psychological availability of teachers plays a crucial role in their active participation in the process of self-analysis of teaching activity. It is essential to identify and address factors that may influence this availability in order to ensure effective and sustainable engagement in self-analysis activity.

Assessing the benefits and limitations of individual self-analysis compared to that carried out in working groups or professional communities highlights the diversity and complexity of this approach. Understanding these issues can help to identify the most appropriate approaches for encouraging and facilitating self-analysis in the specific context of each professional community.

By identifying and analysing these issues, this study makes significant contributions to understanding and optimising the process of self-analysis of teaching in primary education. The results and implications of this study can be used to guide the development and implementation of educational practices and to support the personal and professional progress of teachers, resulting in the continuous improvement of the quality of the educational act and the achievement of set educational goals.

CHAPTER VI. PRACTICAL-APPLICATIVE RESEARCH STUDY.

Study of the influence of an experimental programme, based on the continuous professional development of primary school teachers, on the self-analysis of teaching activity

VI.1. Introduction

In the context of primary education, where teachers play a fundamental role in the training of children, we have emphasised the need to invest in their continuous development. By identifying and implementing strategies that enhance teachers' self-esteem and self-efficacy, this study aimed to contribute to the creation of professional development opportunities for teachers, impacting educational outcomes in their complexity. Ultimately, promoting a more reflective and self-aware teaching style promises to produce long-term benefits for both teachers and their students, creating a more dynamic and effective primary education system.

VI.2. Aim of the research

The aim of this research is to evaluate the impact of a continuous professional development programme entitled: "Harnessing self-analysis of teaching activity for a more reflective TE (primary school teacher)" on the self-esteem and self-efficacy of primary school teachers.

VI.3. Specific research objectives

- O1.** To assess the level of self-esteem in the sample of educational research participants.
- O2.** To assess the level of self-efficacy in the sample of educational research participants.
- O3.** Analysis of how the completion of a continuous professional development programme entitled: "Harnessing self-analysis of teaching activity for a more reflective EU (primary school teacher)" impacts on the self-esteem and self-efficacy of primary school teachers.
- O4.** Analysis of the degree of satisfaction of the teachers included in the study with the proposed CPD programme during its implementation.
- O5.** Identify potential limitations/barriers that primary school teachers face when engaging in reflective practice and determine resources that support such activities.

O6. Develop practical educational recommendations and strategies for integrating continuous development programmes in primary schools.

VI.4. Research hypotheses

Null Hypothesis (H0): There is no significant relationship between the implementation of an ongoing professional development programme on self-analysis of teaching and the level of self-esteem among primary school teachers.

Alternative hypothesis (H1): The implementation of a continuous professional development programme on self-analysis of teaching activity is positively associated with an increase in the level of self-esteem among primary school teachers.

Null Hypothesis (H0): There is no significant relationship between the implementation of an ongoing professional development programme on self-analysis of teaching and the level of self-efficacy among primary school teachers.

Alternative hypothesis (H1): The implementation of a continuous professional development programme on self-analysis of teaching activity is positively associated with an increase in self-efficacy levels among primary school teachers.

VI.5. Methodologies

Sample of participants

The study sample comprises 20 primary school teachers from Harghita county. The sample studied comprises 95% women and 5% men.

Content sample

Continuous professional development programme, entitled: "**Valorization of the self-analysis of the teaching activity for a more reflective EU (teacher for primary education)**", carried out with the support of the Doctoral School "Education, Reflection, Development" Cluj-Napoca and the Association of Harghita Teachers.

Curricular criteria

Target audience:

- - teachers in pre-university education - teachers and primary school teachers from Harghita county
- - directors of educational institutions under the aegis of the Harghita County School Inspectorate

Language of instruction:

Romanian language

Justification:

Starting from the premise that we consider it a desideratum that every teacher should be able to carry out a diagnosis and a prognosis of his/her own teaching approach, this program is structured in a theoretical-practical-reflective manner and aims to signal the importance of practicing self-analysis of teaching activity by primary school teachers in order to increase efficiency in the instructional-educational process, to increase the level of esteem of teachers and to promote desirable relationships with their students.

Course duration:

12 hours (5 hours of face-to-face internship at "Miron Cristea" Secondary School, Toplița, 4 hours of internship in synchronous online activity system, 2 hours of synchronous online workshop and 1 hour of asynchronous online activity)

Form of organisation of the programme:

Blended learning

Skills targeted in the programme:

- ✓ Familiarise participants in continuing professional development internships with the concept of self-analysis of teaching activity;
- ✓ Promoting self-awareness mechanisms for teachers, from a personal and professional perspective;
- ✓ Shaping the profile of a reflective teacher;
- ✓ Identifying indicators of effectiveness within the stages of the instructional-educational process;
- ✓ Exploiting feedback mechanisms in teacher-student, teacher-teacher, student-student relationships; Exploring models for self-regulation and improvement of teaching;
- ✓ Effective management of teaching and personal time and awareness of clear boundaries between them;
- ✓ Application of tools/techniques/strategies to enhance self-analysis of teaching activity;
- ✓ Application of collaborative didactic strategies, with the aim of self-analysis of the educational activity.

Planning by thematic modules-time allocated

Self-analysis of teaching activity - an introspective, retrospective and prospective process
Crystallization of the self-concept/ 3 hours

How do I monitor my effectiveness in my teaching career?/ 2 hours

Feedback as a prerequisite for self-analysis of teaching activity/ 2 hours

Strategies to enhance self-analysis of teaching activity/ 2 hours

| |
|--|
| Workshop: How can I objectively self-analyze myself? / 2 hours |
| Discussions, conclusions, analysis. Portfolio preparation/ 1 hour |
| Total course hours |
| Programme calendar |
| Running period: 17-31 May 2024 |
| Methods of evaluating learners: |
| mini-portfolio, feedback questionnaires |
| Human resources |
| Trainers involved: |
| Prof. Elena Mîndru, school inspector for primary education, Harghita Drd. Cioloca Anastasia-Mălina, teacher for primary education, "Marin Preda" High School and PhD student in her final year at the Doctoral School "Education, Reflection, Development", Cluj-Napoca |
| Programme manager: |
| Dr. Bocoş-BinţiŃan Muşata-Dacia, Professor at the Faculty of Psychology and Educational Sciences, Cluj-Napoca |

Research method and instruments

For the present research, we applied the experimental method. Several variables were measured in this study using the following instruments: the Rosenberg Self-Esteem Scale (RSES) and the Self-Efficacy Scale (SES), instruments applied with the authors' consent. The level of satisfaction of the participants with the professional development programme was also assessed at several points in time using a questionnaire developed by the researcher, including questions related to the modules completed.

VI.6. Investigation procedures and stages of the formative experiment

In terms of design, the present research is a quasi-experimental study with a pretest-posttest design.

The conditions for conducting this study were met in terms of the ethical and deontological code, and the partnership agreement between the Doctoral School "Education, Reflection, Development" of Babeş-Bolyai University and the Association of Harghiteni Teachers was obtained, as well as the informed consent from the participating teachers.

The selection of participants was done theoretically, intentionally, in order to achieve the objectives of the study. All parties involved were informed of the details of the training

programme. The programme took place over 3 weeks in May 2024 and involved the completion of blended-learning continuous professional development internships quantified in 12 hours (5 hours of face-to-face internship, 4 hours of synchronous online activity internship, 2 hours of synchronous online workshop and 1 hour of asynchronous online activity).

Data collection and analysis

Data were collected from a sample of 20 teacher respondents using an online questionnaire. A database was created using the information obtained from the questionnaire. The questionnaire also includes questions about socio-demographic variables of the participants. The total scores obtained on the two instruments assessing self-esteem and self-efficacy in the initial assessment (T1) and in the final assessment (T2) were calculated.

Microsoft Excel and IBM SPSS Statistics 20.0 software were used for data analysis. Descriptive analyses, frequency calculations, and paired-sample parametric t-test were performed to compare the values obtained in the two assessments: initial assessment (T1) and final assessment (T2).

Stages of the formative experiment

The following will detail the specific actions taken at each stage of the experiment.

In the pre-experimental stage, we undertook the following actions (See Figure VI.1.):

Organisation of the continuing professional development programme

Setting up the theoretical and methodological framework of the research; Studying the literature on continuing professional development programmes;

Developing the experimental programme, structured on the basis of the theoretical model (Grounded Theory), developed by the researcher in a previous study

; Developing the methodological guide on the approach and practice of self-analysis of teaching activity by teachers.

Identification of the sample of participants

Deliberate identification of the target group to which the intervention programme is addressed, in relation to the purpose of the experiment;

Contacting the school inspector for primary education in Harghita county and signing a partnership agreement between the Doctoral School "Education, Reflection, Development" and the Harghita Teachers' Association of which the inspector is the founder;

Promoting the continuous professional development programme among primary school teachers in Harghita county;

Communication with participants

Electronic enrolment of participants in the continuous professional development programme "Harnessing self-analysis of teaching activity for a more reflective self (primary school teacher)";

Contacting participants and providing all the necessary details for the programme;

Application of the pre-test during the first meeting, prior to the experimental phase

Figure VI.1. Specific actions taken during the pre-experimental phase

Through an initial assessment, teachers' self-esteem and self-efficacy were measured to gauge baseline levels of these variables among participating teachers.

In the pre-experimental phase, we undertook the following actions (See Figure VI.2.):



Figure VI.2. Specific actions undertaken in the experimental phase

In the post-experimental stage, we undertook the following actions (See Figure VI.3.):



Figure VI.3. Specific actions taken in the post-experimental phase

The final evaluation was conducted after a 3-week interval at the conclusion of the elementary teacher continuing professional development program, using the same instruments assessing self-esteem and self-efficacy to measure levels of these variables among participating teachers. It also assessed their level of satisfaction with the professional development programme. This assessment was conducted after Module I, after Module III and after Module V.

VI.7. Data analysis and interpretation of results

IBM SPSS Statistics for Windows, Version 26.0 was used for data analysis in this study. Armonk, NY: IBM Corp. Mean, standard deviation, minimum and maximum were calculated for continuous variables, and absolute frequencies and percentages were calculated for categorical variables. Paired-sample (dependent) t-test was used to compare means of variables under analysis. This test compares the scores of two paired variables, thus we compare the level of scores measured at two different times, namely before the implementation of the vocational training program, and at the end, after its completion.

In the following, we present the results of the pre-test and post-test self-esteem.

Pre-test self-esteem

The mean self-esteem score at baseline is 24.35, with a standard deviation of 4.2461 (minimum score 13, maximum score 30).

Table VI.7. Descriptive statistics for the variable level of self-esteem, pre-test

Descriptive statistics

Self-esteem – pre-test

| | | |
|--------------------|----------------|--------|
| N | Validated data | 20 |
| | Missing data | 0 |
| Media | | 24,350 |
| Standard deviation | | 4,2461 |
| Minim | | 13 |
| Maxim | | 30 |

Post-test self-esteem

The mean self-esteem score at the final time is 25.350, with a standard deviation of 3.8151 (minimum score 16, maximum score 30).

Table VI.9. Descriptive statistics for the post-test self-esteem level variable

Descriptive statistics

Self-esteem - pre-test

| | | |
|--------------------|----------------|--------|
| N | Validated data | 20 |
| | Missing data | 0 |
| Media | | 25.350 |
| Standard deviation | | 3.8151 |
| Minim | | 16 |
| Maxim | | 30 |

We intervene with the results obtained from the application of pre-test and post-test self-efficacy estimates respectively.

Pre-test self-efficacy

The mean self-efficacy score at baseline is 34.40, with a standard deviation of 3.9523 (minimum score 28, maximum score 40).

Table VI.8. Descriptive statistics for the pre-test self-efficacy level variable

Descriptive statistics

Self-efficacy – pre-test

| | | |
|--------------------|----------------|--------|
| N | Validated date | 20 |
| | Missing data | 0 |
| Media | | 34.400 |
| Standard deviation | | 3.9523 |
| Minim | | 28 |
| Maxim | | 40 |

Post-test self-efficacy

The mean self-efficacy score at the final time point is 35.800, with a standard deviation of 3.6216 (minimum score 29, maximum score 40).

Descriptive statistics

Self-efficacy – post-test

| | | |
|--------------------|----------------|--------|
| N | Validated date | 20 |
| | Missing data | 0 |
| Media | | 35.800 |
| Standard deviation | | 3.6216 |
| Minim | | 29 |
| Maxim | | 40 |

Validation of the stated hypotheses was achieved by applying the Paired Sample t-Test.

From the descriptive analysis we observed that the mean self-esteem score at baseline is 24.35 and the mean self-esteem score at endpoint is 25.350. T-test was performed to compare the mean values of self-esteem at baseline versus post-experimental time.

The results of the statistical analysis ($t=-.677$; $df=19$; $p>0.001$) show that there is no statistically significant difference between the assessment values at baseline and the assessment values at endpoint, **validating the Null Hypothesis (H0): There is no significant relationship between the implementation of an ongoing professional development program and the level of self-esteem among primary school teachers.**

Table VI.11. Descriptive statistics for paired samples

Descriptive statistics for paired samples

| | | Media | N | Standard deviation |
|--------|------------------------|--------|----|--------------------|
| Pair 1 | Self-esteem – pre-test | 24.350 | 20 | 4.2461 |

| | | | |
|-------------------------|--------|----|--------|
| Self-esteem – post-test | 25.350 | 20 | 3.8151 |
|-------------------------|--------|----|--------|

Table VI.12. Paired samples t-test

Paired samples t-test

| | | t | df | p |
|--------|-------------------------|-------|----|------|
| Pair 1 | Self-esteem - pre-test | -.677 | 19 | .506 |
| | Self-esteem - post-test | | | |

Paired samples t-test: self-efficacy

From the descriptive analysis we observed that the mean self-efficacy score at baseline is 34.400 and the mean self-esteem score at endpoint is 35.800. T-test was performed to compare mean self-efficacy scores at baseline versus post-experimental time.

The results of the statistical analysis ($t=-.946$; $df=19$; $p>0.001$) show that there is no statistically significant difference between the assessment values at baseline and the assessment values at endpoint, **validating the Null Hypothesis (H0): There is no significant relationship between the implementation of an ongoing professional development program and the level of self-efficacy among primary school teachers.**

Table VI.13. Descriptive statistics for paired samples

Descriptive statistics for paired samples

| | | Media | N | Standard deviation |
|--------|---------------------------|--------|----|--------------------|
| Pair 1 | Self-efficacy - pre-test | 34.400 | 20 | 3.9523 |
| | Self-efficacy - post-test | 35.800 | 20 | 3.6216 |

Table VI.14. Paired samples t-test

Paired samples t-test

| | | t | df | p |
|--------|-------------------------|-------|----|------|
| Pair 1 | Pre-test self-efficacy | -.946 | 19 | .356 |
| | Post-test self-efficacy | | | |

Notwithstanding the results obtained, we were interested in identifying the level of satisfaction of the participants with the conduct of the continuing professional development

placements. We structured and included in the satisfaction questionnaire also items of a qualitative nature, which allowed us a process of systematic and deliberate monitoring of the effectiveness of the program, based on the reliability of the Kirkpatrick model, a model for evaluating professional training. The Kirkpatrick model has been called the most commonly used training evaluation model worldwide. This model consists of four levels of evaluation:

- Level 1 evaluation: participants' feedback (which can measure the degree of appreciation, satisfaction of participants with the training programme undertaken, how they perceive it as relevant and qualitative);

- Level 2 evaluation: participants' learning (by which it can assess the nature of the skills developed in the training programme undertaken);

- Level 3 evaluation: change in participants' behaviour (through which value judgements can be made about the application of what has been learned during the training programme in specific professional contexts);

- Level 4 evaluation: participant outcome (whereby the impact of the training through positive changes in work culture on the trainees can be assessed).

The continuous professional development programme, entitled "Harnessing self-analysis of teaching activity for a more reflective TE (teacher for primary education)", has shown multiple benefits among the participants, being an effective programme. One of the most relevant results is the familiarisation and internalisation of the teachers' reflective competence in their pedagogical approaches. If after the first thematic module, most of the teachers considered themselves reflective teachers, with the deepening of their knowledge on this issue and the presentation of reflective teaching strategies, the total score on self-perceived reflectivity changed. This implies that the teachers were really aware of the specific reflective/self-analytical activities that such an understanding implies in the approach and organisation of the teaching approach and were willing to practice them in the future.

CHAPTER VII. EDUCATIONAL IMPLICATIONS, DISCUSSION AND CONCLUSIONS

Sub-chapter VII.1. *Conclusions on personal-theoretical and practical-applicative contributions* relates the manner in which the contents covered and the researcher's personal and professional contribution were articulated.

From the perspective of the subjective dimension, self-analysis of teaching activity, a relatively new syntagm in the field of education, plays a crucial role in the development of teachers and the instructional-educational act as a whole.

In this paper, we investigated ways/strategies and effects of using self-analysis of the teaching activity of primary school teachers to make the instructional-educational process more effective. Organized in a compact structure, explaining contents relevant to this theme, the present work can give an integrative picture of the process of self-analysis of the teaching activity, starting mainly from the direct professional experiences of teachers, which makes it an authentic work.

The research approach was logical, coherently articulated and treated in detail. Precisely for this reason, we believe that through this doctoral thesis, with multiple personal contributions, we have demonstrated the relevance and effectiveness of the phenomenon of self-analysis of teaching activity in the instructional-educational process, undertaken by primary school teachers.

Sub-chapter VII.2. *The findings of the educational research* highlight which of the hypotheses tested across all studies were validated and invalidated respectively.

| The study | Research hypotheses | Hypothesis validation in the presence of variables |
|--|---|---|
| Analysis of perceptions/self-perceptions and opinions of primary school teachers in Romania. | Null hypothesis (H0): socio-demographic variables such as biological gender, length of teaching experience and background do not generate a significant difference in the opinions of primary school teachers regarding the integration of the issue of self-analysis of | <i>Biological gender of participants</i> <i>Participants' background</i> |

| | | |
|--|---|---|
| | <p>teaching activity in professional training courses.</p> <p>Alternative hypothesis (H1): Socio-demographic variables such as biological gender, length of teaching experience and background generate a significant difference in the perceptions of primary school teachers regarding the integration of the issue of self-analysis of teaching activity in professional training courses.</p> | <p><i>Biological gender of participants</i> <i>Length of education of participants</i></p> |
| <p>Investigating the role of personality factors on the self-perceived reflexivity of primary school teachers</p> | <p>Null Hypothesis (H0): There is no significant association between the levels of extraversion and conscientiousness of primary school teachers' personalities and the degree of self-perceived professional reflexivity in their teaching careers.</p> <p>Alternative hypothesis (H1): There is a significant association between the levels of extraversion and conscientiousness of primary school teachers' personalities and the degree of self-perceived professional reflexivity in their teaching careers.</p> | <p><i>Extraversion level of primary teachers' personality</i></p> <p><i>The level of conscientiousness of primary teachers' personalities</i></p> |
| <p>Study of the influence of an experimental programme based on continuous professional development of primary school teachers on self-analysis of teaching activity</p> | <p>Null Hypothesis (H0): There is no significant relationship between the implementation of an ongoing professional development program on self-analysis of teaching and the level of self-esteem among primary school teachers.</p> <p>Alternative Hypothesis (H1): The implementation of an</p> | <p><i>VALIDATED</i></p> |

| | | |
|--|---|---|
| | <p>ongoing professional development programme on self-analysis of teaching is positively associated with an increase in self-esteem among primary school teachers.</p> <p>Null Hypothesis (H0): There is no significant relationship between the implementation of an ongoing professional development program on self-analysis of teaching and the level of self-efficacy among primary school teachers.</p> <p>Alternative Hypothesis (H1): The implementation of an ongoing professional development programme on self-analysis of teaching is positively associated with an increase in self-efficacy levels among primary school teachers.</p> | <p><i>INVALIDATED</i></p> <p><i>VALIDATED</i></p> <p><i>INVALIDATED</i></p> |
|--|---|---|

[Sub-chapter VII.3. General conclusions](#) outlines the most important results and products of the research studies.

In the present PhD thesis, with each research study undertaken, we have ensured the conceptualization of self-analysis of teaching activity, demonstrating the relevance of its practice by primary school teachers in order to make the instructional-educational process more effective. Thus, we have managed to provide a personal definition of self-analysis of teaching activity: an interrogative, prospective and retrospective sequence on the main elements of structure, composition, events, experiences and feelings, accumulated in the educational act with the aim of resolving dysfunctionality, in order to achieve superior results, from a qualitative point of view.

The primary school teachers in Romania who participated in the detailed study in this paper believe that self-analysis of their teaching activity is very important for their professional progress. Contrary to this, the majority of teachers have not participated in professional training programmes that address this issue. However, teachers perceive themselves as reflective and

authentic teachers. This is why we have shown that the level of conscientiousness, as an integral part of their personality, is correlated with the degree of self-perceived reflexivity.

Self-analysis of teaching activity presents multiple formative features, with significant impact on teachers' self-perceived effectiveness, with direct references to quality assurance in education and their self-perceived professional progress. In this sense, one result of the research undertaken is the appreciation of teachers and school inspectors regarding the effectiveness of the research tools (in their own conception) proposed, the latter expressing the desire to use them in the future, within the framework of specialized school inspections.

The phenomenon of self-analysis of teaching activity can be explained and deepened, thanks to the theoretical model developed by the researcher. Starting from the causal conditions that influence the self-analytical approach (personality traits, personal skills and professional competences), it is possible to analyse in detail the strategies in the approach and practice of self-analysis of teaching activity (strategies of self-discovery of personal and professional identity, self-reflective strategies based on questioning, strategies for consistent-improving intervention on dysfunctional aspects, strategies for assessing professional performance in relation to the cognitive, social and motivational responses of students, strategies for making the educational approach more effective in order to achieve educational goals). These strategies are of a theoretical-practical-reflexive nature, being addressed and used in 41 applications, included in the methodological guide developed by the researcher. The strategies presented are also contextualized for all stages of the educational approach and are strategically related to the solution of less functional aspects, noticed by primary school teachers who practiced self-analysis of their teaching activity in the circumstances of the present research.

Among the consequences of the approach to self-analysis strategies of teaching activity, we specify some trends that could emerge at the level of

a) at institutional level: professional qualification of teachers, compliance with internal quality standards, training of autonomous personalities; shaping the prerequisites for the student's academic success, etc.

b) society: Increased credibility with parents; Establishment of partnerships with various institutions; Demonstration of exemplary moral and civic attitudes; Reduction of the drop-out rate, etc.

c) national: Winning certain professional merits; Participation with pupils in various school competitions and Olympiads, etc.

d) international: Compliance with the integral part of the Council of Europe's decision to consider teachers as key players in strategies to stimulate the social and economic

development of any country; Respect for human rights; Educational effectiveness at macro level, etc.

The development of continuous professional development programmes on reflexivity and self-analysis of the teaching activity are absolutely necessary for the community of primary school teachers. They can facilitate the development of teachers' metacognitive skills, providing teachers with opportunities to improve and self-regulate their educational work.

[Subchapter VII.4.](#) highlights the main [limitations of the research](#) and some [educational recommendations](#).

Beyond the relevant results of the present research and its formative implications, it is ethical to mention that despite our efforts to ensure rigour, consistency and quality in the approaches undertaken, we have encountered certain limitations:

- The lack of internal consistency of the questionnaire applied in Chapter IV

In this regard, we recommend the validation of an instrument to measure behavioural indicators of self-analysis of teaching activity.

- The relatively small number of participants who completed the BigFive plus personality test administered in Chapter IV

In this respect, we recommend supportive motivation of respondents or application of the test in face-to-face meetings with participants.

- Unable to assign codes to certain passages of text due to lack of appropriate content
- Lack of responses from participants
- Possible remark by the audience on a note of subjectivity in the content analysis.

In this respect, we specify that we have based ourselves on three principles:

- Researcher neutrality;
- The agreement of another colleague, who did not participate in the research, to code the data
- Application of systematic, discernible procedures.

- Limited duration of practical-applicative research to observe the long-term effects of the experimental programme;

To this end, we recommend adopting a longitudinal research design that allows us to track realistic changes over time in participants' professional progress.

These research limitations, with associated educational recommendations, are intended to improve the context of educational research.

In [sub-chapter VII.5.](#) we provided [future directions for investigation](#).

Based on the present educational research and on the findings and self-reports of the researcher and the Romanian primary school teachers, multiple future research directions are generated, among which we mention some themes:

- A retrospective analysis of greening and environmental health promotion activities carried out in pre-university education institutions
- Reflective projections of the formative nature of new trends in education
- Reflection as a prerequisite for the teaching success of primary school teachers
- Extending the concept of formative evaluation through self-analysis of teaching activity
- A set of reflections on effective ways of differentiated instruction for primary school pupils
- Improvement of instructional design techniques based on the findings of self-analysis of teaching activity
- Ensuring the practical-applicative character of the lessons and reconsidering the teaching time in order to make the instructional-educational process more efficient.

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