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Commitment - A Base of Professionalism of Teachers in Adult Education

The main purpose of this study was to investigate whether base of professionalism of teachers in adult education (TAE) can be distinguish by some dimensions of professionalism from members of traditional professions (TP) and from members of other professions in the field of adult education (AE). A theoretical base we founded in well-known, empirically verified, confirmed models of professionalism (Hall 1968; Moore 1970) and in its modifications. We assumed that professionalism is, above all other components, the extent to which one is committed to his/her profession and that the broad concept of commitment, tightly interconnected with professional standards, include components such as service orientation, loyalty and dedication to profession and intrinsic rewards inherent in the activity.

Data were collected in May, 2005, from a sample of 579 respondents: 142 TP, 137 TAE and 300 AE. The 18 items of professionalism modified to suit our sample were subjected to exploratory principal component analysis, carried as a data reduction method based on the inter-correlations with Varimax rotation.

Based on the aforementioned research and on the findings of principal components analysis we explained generated components as distinct constructs. We confirmed that one couldn't expect that TAE express the same level of professionalism as TP and AE because we find that main distinction between TAE with other groups of respondents was in a two emerged principal components that were supposed to represent loyalty and dedication to profession, and intrinsic rewards inherent in the activity.

Key words: teachers in adult education, professionalization, profession, commitment to profession, professional standards, dedication to profession, rewards inherent in the professional activity