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### **Andragogic stimulation of teacher professionalization**

The overall purpose of this study, draws on andragogical theory framework was to investigate some aspects of stimulation of teacher professionalization (professional activities, training, continuing professional development, reasons for engaging in profession, professional association, etc.) and to make a suggestion

The specific question addressed in this study was to uncover similarities and differences in expression of some reasons for engaging in profession (REP) between members of traditional professions (physicians, layers, priests and university teachers) and teachers (in primary, secondary and adult education).

Detail analyses of survey, administered in December 2004 and January 2005, given to the target sample for this study (composed of 360 respondents) confirmed that the depth of differences of REP, in comparison with group of members of traditional professions is

- More expressed in group of teachers who have not been properly specialized in pedagogical, psychological and andragogical subjects during period of initial professional preparation or INSET and
- Minimized in group of teachers who had an opportunity to gain key professional teachers competencies.

Also, study results confirmed that kind of education and developing of professional competencies and the field of work (primary, secondary or adult education) has no significant effect on REP. This result opens possibilities for structured andragogic actions in process of teacher professionalization, especially in basic university programs or programs for continuing professional development aimed for transition of teacher profession from semi- to full-professional status.