

Doc. Dr Kristinka Ovesni  
University of Belgrade, Faculty of Philosophy  
Department for Pedagogy and Andragogy

### **The perception of professional autonomy among educators of adults**

The paper considers the perception of professional autonomy among teachers of adults. Theoretically, the paper is based on the presumption that professional autonomy is reflection of knowledge and that gaining this aspect of personal autonomy is an important andragogical goal. We made a basic division on external (by professional standards, by professional preparation and by continuing professional development driven) and on internal autonomy (individual perception of professional power on: work conditions and contents, performance, making decisions, etc). The main purpose of this paper is to explain theoretical ideas conceptualized as responding to the questions on perception of subsistence of professional autonomy, conduction of independence in work and perception of the importance of own professional influence as a reflection of professional autonomy.

The data were collected in May 2005, from a sample of 437 respondents with a battery of instruments consisted of a questionnaire and different five-point Likert-type scales (20 items). Complex statistical analysis determined that perception of professional autonomy is based on the influence of reflection of professional knowledge, and on some elements of work, organizational and bio-social sphere.

Key words: teachers in adult education, professionalization, professional autonomy, independence, professional knowledge