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**Original  
scientific paper**

Paper received: Aug 16 2019  
Paper accepted: Aug 20 2019  
Article Published: Oct 24 2019

## ***Beijaard's Model of Teachers' Professional Identity***

### **Extended summary**

It is no surprise that the issue of teachers' professional identity is receiving new attention. Teachers are expected to adopt different perceptions of their roles and provide answers to the question: who am I like a teacher? After decades of inherited *pedeutology* workloads of prescriptive teacher training and education, we are witnessing a growing interest in the problem and the issue of awareness of how teachers reason and think about themselves while organizing their personal and professional transformation and identification.

The complexity of Beijaard's three-factor model of teacher professional identity was dealt with in the pertaining literature and the model sporadically empirically tested (Lim, & Morris, 2009; Wanekezi, Okoli, & Mezieobi, 2011; Day, & Gu, 2010; Olsen, 2010; Özmen, 2010), and almost always only in correlation and multivariate analyses in which model elements are related to some other criterion variables. The structure of the model itself has not been critically tested using known analytical and statistical tools (and especially not by logistic regression). According to the conceptualization of Beijaard and associates (Beijaard et al., 2000), the professional identity of a teacher can be described as a three-dimensional construct: a professional teacher as an expert in a scientific field, a teacher as a pedagogical expert, and a teacher as a didactic expert. Using this framework, the authors worked on the assumption that a good understanding of the subject matter, pedagogical "mastery", and good didactic skills - are essential for the formation of teachers' professional identity.

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In this research, we decided to test the classification and predictive values of Beijaard's model of teachers' professional identity using logistic regression.

Based on the indicators of logistic regression analysis of the model of professional identity of teachers tested in this research, it is possible to synthesize the following conclusions: the selected set of predictor variables for each element of the criterion variable produces good results in the model; the aggregate performance indicators of the model are within the required limits; the model classifies a satisfactory percentage of cases for all three elements of the professional identity model. A statistically significant contribution to the element of the didactic expert model is provided by all the predictor variables. This is the most important finding of our research. Although this does not appear in the studies where crosses were measured using the classical ANOVA method, and deviations from the normal distribution of the Kruskal - Wallis Test and Kolmogorov - Smirnov Test were measured (Mukumbang & Alindekane, 2017; Olmez, 2016), it can be concluded that this dimension is of the greatest importance in the three-factor construction of identity. It is consistent with the results of measuring the statistical significance of the differences for all three categories in the research of Lofstrom (Lofstrom et al., 2010). The study found a statistically significant difference for the expert model elements in the scientific and subject area, as well as for the model expert pedagogue, but not for the didactic expert (Lofstrom et al., 2010:109).

The research on the topic of teachers' professional identity formation is relevant to mentors in the training of future teachers in schools, with the aim of better understanding and conceptualizing the support and needs of future teachers. A major drawback and limitation of this research is the scarce frame of reference. In our search of the literature for research references, we have not found any work that could be referenced, where the classification values of the model are checked by logistic regression. If the uniqueness of the approach used is to be considered, it is correct to think of it only as a preliminary step towards a more complex research, which requires a more detailed examination on larger samples of respondents.

**Keywords:** teachers' professional identity, model, logistic regression, Douwe Beijaard.

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