

## Development of Professional Responsibility of Future Primary School Teachers under the Conditions of Pedagogical Institution of Higher Education

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### ABSTRACT

The present investigation focuses on ways to form and develop professional responsibility in degree-seeking students for the profession of primary school teacher. The purpose of this research is to diagnose the level of professional responsibility formation of graduating students of pedagogical institution of higher education on the specialty “Municipal Establishment “Kharkiv Humanitarian-Pedagogical Academy” of Kharkiv Regional Council”, as well as a comprehensive study of the theoretical foundations of the formation of professional responsibility of future primary school teachers in the framework of university training. In the course of the research, the following methods have been used, namely: the ascertaining experiment, observation, description, the method of theoretical analysis, the method of analysis of statistical data, complex analysis, the functional method, the method of system analysis, the method of generalization. The experimental data obtained confirm the hypothesis of the investigation and prove the thesis of a direct relationship between high academic performance and a high level of professional responsibility formation among exemplary students (respondents demonstrated 93% of group professional responsibility rate). The set of pedagogical conditions for the formation of professional responsibility of primary school teachers in the framework of university education involves the implementation of a professionally-oriented approach based on the use of interactive methods of degree-seeking students’ training. Conclusions. The development of responsibility in the context of university education of future primary school teachers is facilitated by the active subjective model “I learn” as opposed to the passive model “I am taught”. The search for empirical means of diagnosing the adequacy of the formation of professional responsibility of the future primary school teacher is relevant.

### Keywords

Phenomenon of Responsibility, Professional Responsibility; Primary School; Primary School Teacher; Job Responsibilities.

### Introduction

Responsibility in modern contexts is interpreted as a social psychological term. The basis for the widespread application of social determinants to understanding of this term, previously defined mostly as narrow psychological, was laid in the late twentieth century in the works of Morgan [1], Hamilton [2; 3], Blumenfeld et al. [4] and others. In particular, it was referred to the professional paradigm of this concept, forasmuch as the professional activity of the individual always has a certain social attachment. The phenomenon of professional responsibility has two formal representational planes, namely: the first covers the analysis of what has been done, the second - what should be done within the framework of the professional activity of the individual [3]. On the one hand, responsibility is an acquired character trait; that is, it can be formed under certain targeted pedagogical approaches. On the other hand, being formed in the process of education and self-education, responsibility, especially individual approaches to its interpretation, enters

into the broad context of the personal worldview (the philosophical dimension of the concept).

The inclusion of the aspect of professional roles in the model of responsibility distribution provides: 1) logical reflection of alternative values of the phenomenon of responsibility; 2) implementation of a social psychological approach to the interpretation of the concept; 3) opportunity to study the fundamentally important dichotomy of dominant and supporting roles in the semantic circle of social and personal responsibility [3].

The Spanish Dictionary Real Academia Española defines responsibility as “the ability of any active subject of law (person) to recognize and accept the consequences of a voluntary act”. These insights will not be exhaustive to determine professional responsibility. The incentives for action within the framework of professional activity are not only the personal will of the subject of activity, but also the official charter with regulated rights and obligations. This includes the concept of professional ethics, the principles of which are formalized and sometimes may not coincide with the personal ethical

standards of primary school teachers (for instance, from the style of clothing to more fundamental concepts that define the norms of human relationships). Forasmuch as the very concept of responsibility is extremely abstract and difficult to structure, it is challenging to talk about a set of factors influencing the formation of this trait in the individual. However, one thing is for certain that professional aspects of responsibility directly depend on the general tendency of the individual to be responsible. If a person is not responsible in private life, it is likely that this trait in professional context will be also weakly expressed.

### Literature Review

Responsibility is interpreted as an important indicator of the level of a specialist's professional development in any field; it can also characterize the degree of personal development. The phenomenon of responsibility in the paradigm of professional activity of teachers, including primary school, has been studied in the works of such modern scientists, as: Bakx et al.; (2015), Niemi et al. (2016), AlRuwalli (2017), Dahl (2017), Cochran-Smith et al. (2017), Lauermann (2017), Mantra (2017), Mukminin et al. (2017), Sugrue (2017), Sugrue & Mertkan (2017), Matteucci & Tomasetto (2018). TSharma (2019), Barahona (2020), Bulgakov et al. (2020), Jedemark & Londos (2020), Mercer-Mapstone & Bovill (2020), Sengupta et al. (2020), Suchánková & Hrbáčková (2017), Tamir (2020), Viskovic & Višnjić-Jevtić (2020) and others.

Lauermann considers the concept of the teacher's responsibility in relation to the motivational component of the teaching profession. And they are considered as elements of a more general concept of professional competence of teachers [5]. Niemi et al. analyzing the impact of the concept of active learning on the formation of professional competencies of future teachers (based on the experience of Turkey and Finland), also address the issue of professional responsibility of teachers and its formation in the process of active learning at the university [6]. The point is that the professional competencies of future teachers include a wide range of job

responsibilities of a teacher: both directly in the school and in society as a whole.

The concept of "holding teacher education accountable" is central in the work of Cochran-Smith et al., under the sign of which, according to the authors' viewpoint, American education has been reformed in the last few decades. The openness of school systems and active public participation in school life are external stimulators of the teacher's professional responsibility, forasmuch as the teacher is accountable for the progress and results of his professional activities. All the outlined forces the teacher to act responsibly, to make pedagogical decisions prudently and to choose didactic strategies carefully. Cochran-Smith et al. put demand of a new approach to the teacher's evaluation, which would be a model of democratic accountability in the teacher's education [7].

Barahona suggests that teachers should intensively develop professional pedagogical responsibility (PPR) in order to improve their professional performance [8]. Matteucci & Tomasetto measure the level of responsibility of primary and secondary school teachers in Italy using a multidimensional model of the teacher's responsibility. Emphasis is placed on the fact that the structure of the teacher's professional responsibility is at least two-dimensional, namely: some characteristics relate to interaction with students, others - the ability to teach [9].

Bulgakov et al. considers the relationship between the experience of pedagogical activities of primary school teachers and the level of professional responsibility. Formed traits of responsibility are especially important for the profession of primary school teacher because of the special sensitivity and plasticity of the psyche of the child of primary school age in accordance with the age characteristics of physiopsychological development. According to the hypothesis of Bulgakov et al. it has been assumed that the more experience a teacher has, the higher the level of responsibility he will acquire and the more control he will have over the behavior of pupils [10]. Teachers with different work experience (up to 5 years, 6 to 10 years, 11 to 20 years) have been involved in the research. However, the results have clearly demonstrated that the level of responsibility does not change

linearly in ascending order. Teachers who have worked for less than 5 years demonstrated the highest level of responsibility, and teachers who have worked from 5 to 10 years showed the lowest level. Therefore, these data make it possible to assert that primary school teachers who have started their professional activities in a short time after receiving the appropriate professional qualifications are the most responsible.

In the work of Sugrue, the notion of the teacher's job responsibility is considered tangential to the concept of professional rigor. It is argued that the rigor in professional training and the demands of the teachers to themselves transform approaches to pedagogical practice and bring job responsibility to a qualitatively new level [11]. At the same time, it is becoming increasingly common when employers to use non-standard forms of employment as the result of their application in practice [12]. Jedemark & Londos, based on the experience of the Swedish education system and university teachers, investigate how teachers' employment behaviour balances between professional reporting and professional responsibility [13].

The work of Tamir is appropriate for the perspective of this investigation. Using the experience of the United States, the author tries to demonstrate how, in the current contradictory conditions of university teachers' training, students' readiness to work in the teaching profession is formed [14]. The graduates of pedagogical institutions of higher education were the respondents. The following aspects have been monitored, namely: 1) how ready they feel prior the beginning of professional pedagogical activity; 2) the place in this university programs and the personal example of university teachers. Conclusion: a conscious and responsible attitude of vocational training and future profession even at the stage of university training give the keys to the development of effective tools for self-assessment and self-improvement in the context of pedagogical activities. The models of teachers' training of 11 universities in the UK were the objects of the study in the scientific article of Mercer-Mapstone & Bovill [15]. Student – staff partnership schemes are recognized as effective tools of increasing the job responsibility of future

teachers in the process of university professional training. Similar messages can be found in the work of Suchánková & Hrbáková, which highlight mentoring as a tool for the professional growth of primary and secondary school teachers as well as a method of fostering professional responsibility (on the example of the Czech Republic) [16].

The vector of scientific attention Sengupta et al. is integrative and complex: the concept of professional responsibility of a teacher is introduced in the context of corporate social responsibility [17]. Higher education institutions occupy a prominent place in the implementation of sustainable development programs. Similar semantic insights are also available in the work of Sharma [18]. Viskovic & Višnjić-Jevtić consider the professional responsibility of teachers, in particular primary school, in the implementation of educational transformations introduced in the framework of innovative educational development [19].

The study of Bakx et al. centered around recognizing the features that in the imagination of primary school pupils are compared with the image of the ideal teacher. It has been revealed that features connected with professional responsibility play a significant role in the structure of the ideal teacher's image. For instance: the teacher is instructive (provides high-quality instruction during lessons), the teacher is helpful (the teacher takes time to support pupils that need (additional) help), the teacher is not too strict (the teacher is strict, but not extremely strict), the teacher possess teaching for learning trait (the teacher provides learning activities in all kinds of subjects), the teacher interact with pupils (the teacher knows how to deal with young children), the teacher is knowledgeable (the teacher knows a lot about a certain subject area) [20].

AlRuwaili considers the concept of responsibility in the context of the professional activities of mathematics teachers in the primary school of Saudi Arabia. The empirical research conducted by the author has made it possible to state that mathematics teachers in primary school have a low level of professional responsibility, in addition, without statistically significant differences depending on the gender of the teacher and the duration of his professional experience

[21]. Dahl's perspective is also interesting. It has been analyzed how too close cooperation between teachers and parents' teams, which is a traditional practice in Danish schools, affects teachers' attitudes towards their professional responsibility [22]. Sugrue & Mertkan explore the impact and place of Teacher Continuing Professional Development (CPD) in the professional responsibility paradigm. The authors' conclusion has been made on the example of the analysis of schools in England [23]. CPD experience can be perceived as a certainly positive factor in increasing teachers' sense of professional responsibility. The rhetoric of Mantra is similar. It has been noted that many primary school teachers have very limited opportunities to participate in professional development programs [24]. In the investigation of Mukminin et al. it is argued that it is much easier to cultivate a sense of professional responsibility within the framework of university education in students who have chosen the teaching profession by vocation: they see teaching profession as a "calling" that begins from an individual's deep inside [25].

Among modern studies on the education of professional responsibility of future teachers, the following limitations are noticeable, namely: lack of scientific works that would focus purely on aspects of professional responsibility of future primary school teachers; lack of works that would reveal the issue of formation of professional responsibility in a pedagogical institution of higher education. This determines the relevance of the present study. The works of the considered authors (especially AlRuwalli; Bulgakov) confirm the opinion that the concept of professional responsibility has little to do with the teaching experience. At least there is no noticeable positive dynamics of increasing the responsibility of experienced teachers. Therefore, other factors of development of professional responsibility should be sought. In particular, the ways of its formation in applicants for the specialty of primary school teacher in the process of professional training should be taken into account.

### Aims

The purpose of this research is as follows: comprehensive study of the theoretical

foundations of professional responsibility formation of future primary school teachers in the framework of university training; experimental determination of diagnostic indicators of professional responsibility education depending on the level of academic success. The hypothesis of the research: indicators of academic success of primary school teachers and indicators of professional responsibility are closely linked and are interdependent: the higher the results of academic success are, the higher the indicators of professional responsibility will be.

### Methods

The following research methods have been used in the preparation of this scientific investigation, namely:

- observation and description (when considering and describing the features of the structure and semantics of professional responsibility of future primary school teachers);
- method of theoretical analysis (in the study of current literature on the topic and methods of theoretical representation of professional pedagogical responsibility phenomenon in thematic investigations);
- ascertaining experiment (to determine the level of indicators of responsibility of students - future primary school teachers);
- analysis of statistical data (in the analysis of statistics that are demonstrative in considering the essence of professional responsibility of primary school teachers; in studying the results of students' testing);
- comprehensive analysis (in the analysis of the phenomenon of professional responsibility);
- functional method (in determining the functions of professional responsibility and the functions of university approaches for the effective education of sustainable attitudes);
- method of system analysis (when establishing structural links between the factors of developing professional responsibility);
- method of generalization (during the formation of conclusions from the theoretical study and ascertaining experiment).

In order to conduct the ascertaining experiment, 45 students of graduate groups have been involved



(applicants for the educational qualification level “bachelor”, fourth year of study) of the Municipal Establishment “Kharkiv Humanitarian-Pedagogical Academy” of Kharkiv Regional Council, Psychological and Pedagogical Faculty, specialties – Primary education. According to the indicators of academic success, respondents have been divided into 3 groups:

*the 1st group:* students who have performance indicators exclusively A (15 respondents);

*the 2nd group:* students with a predominance of results B, C in the record book (15 respondents);

*the 3rd group:* students with a predominance of results D, E in the record book (75% or more of all grades of the winter and summer test-examination session of 2019-2020 academic year) (15 respondents).

After that, students in these groups have been tested by two test methods: the first one - a psychological test for responsibility (Appendix A); the second one – “What Kind Of Teacher Are You?” (Appendix B). Each test contains 10 closed questions with multivariate choice of answers and a differentiated system of evaluation of results.

The information base of the study includes:

- works of modern authors concerning the professional responsibility of teachers;
- reporting documents of European Commission / EACEA / Eurydice [26];
- UNESCO program documents;
- Eurostat data;
- Job profiles of Primary school teacher on job search sites (in particular, the British site prospects.ac.uk);
- own observations of the author / authors.

The investigations of Lauermann & Karabenick [5; 27; 28] have become the methodological basis for understanding the concept of professional responsibility of teachers, according to which the Teacher Responsibility Scale (TRS) methodology is being developed.

## Results

### ***Theoretical analysis of the category of professional responsibility in the paradigm of university training of primary school teachers***

The concept and semantic limits of the teachers' professional responsibility, as well as international standards for their initial training and further education, recruitment, employment and

conditions of teaching and learning, are regulated by *The ILO/UNESCO Recommendation concerning the Status of Teachers*: “The Recommendation is significant in that it enumerates the rights and responsibilities of teachers, along with professional freedom, and conditions for effective teaching and learning” [29]. ILO / UNESCO recommendations regulate the focus of higher education on human development and the progress of the society on an international scale. It is also noted that the financing of higher education is a public investment. Return on investment is possible only if the applicants are educated in all specialties of professional responsibility. The Recommendations have used the practice of introducing effective educational models of teachers' training in a number of countries as an empirical material. The basics of the concept of *Good Teaching* are defined as follows:

- Preparation for teaching;
- Creating a suitable learning environment;
- Ensuring that all students are enabled to learn;
- *Professional responsibility* [29].

It is important that the very nature of responsibility is not spontaneous. From the moment of professional self-determination, professional responsibility is in dynamics (it may change, fluctuate under the influence of subjective and objective factors) throughout the professional activity of the teacher. Professional responsibility is closely related to liability as a general trait of a person's character.

The systemic nature of responsibility is revealed through the synthesis of four components:

- cognitive (awareness of the essence of responsibility as a personal characteristic, understanding the social significance of pedagogical activities; predicting the results of pedagogical activities, understanding the profession through understanding the rules, conditions of pedagogical situation, drawing up an imaginary work plan; awareness of the importance of the task);
- emotional (it reflects the individual's feelings for the quality of his work, anxiety in case of failure, in general, emotional attitude to professional responsibilities);
- motivational (a set of constantly changing motives of pedagogical activity);

•behavioral (independence in performing the duties of a primary school teacher, denying expansive outside guardianship and external control over one's professional activities, bringing the work started to the end, high-quality performance of the assigned work, organization of activities, voluntariness, discipline, attitude to overcome difficulties).

The basic factors of professional responsibility of a primary school teacher are as follows:

- the level of responsibility as a general character trait;
- mechanisms of formation of professional responsibility while studying at the university;
- personal motivation to act responsibly (for example, fear of losing social status, wages, fear of gaining a negative reputation, etc.);
- reporting and control mechanisms as external factors to stimulate responsible professional behavior.

The formation of professional responsibility makes it possible for a primary school teacher:

- to form the image of an honest and decent employee;
- to quickly find contact with participants in the pedagogical process;
- to stimulate self-confidence;
- to be more independent;
- to develop personally;

- to outline career prospects;
- to feel safe and stable within the pedagogical profession.

The structure of responsibility of a primary school teacher presupposes the existence of the following basic criteria of professional behavior, namely:

- stability of career guidance determinants and the formation of professional orientation of the individual;
- the ability to consciously relate to one's professional role and to oneself in the context of the performance of professional duties;
- the ability to correctly set pedagogical goals and effectively achieve them in the process;
- the ability to understand the consequences of one's actions;
- awareness of the dynamics of professional development, the need to develop creatively within the profession, to improve the initial pedagogical competencies.

### ***Results of the ascertaining experiment on diagnosing the level of professional responsibility of students of the pedagogical institutions of higher education***

The results of the diagnostic study are presented in Table 1.

**Table 1.** Generalization of indicators of diagnostics of professional responsibility by groups of respondents

General Responsibility Test	Number of students	Test “What Kind of Teacher are You?”	Number of students	Number of positive answers <i>x/30 max possible</i>	Group professional responsibility rate, %
Group I					
highly responsible person	9	teaching is totally your profession	11	28	93%
quite responsible person	3	you are a conscious teacher with tendency for self-improvement	3		
relatively responsible person	2	relatively responsible attitude to the future teacher profession	1		
not too responsible person	2	you take little care about your future job responsibilities	0		
mostly not responsible person	0	you regard teacher profession as not too serious and responsible job	0		
not responsible person	0				
Group II					
highly responsible person	5	teaching is totally your profession	6	22	73%
quite responsible person	3	you are a conscious teacher with tendency for self-improvement	3		
relatively responsible person	3	relatively responsible attitude to the future teacher profession	2		

not too responsible person	2	you take little care about your future job responsibilities	3		
mostly not responsible person	2	you regard teacher profession as not too serious and responsible job	1		
not responsible person	0				
Group III					
highly responsible person	1	teaching is totally your profession	0	9	30%
quite responsible person	2	you are a conscious teacher with tendency for self-improvement	2		
relatively responsible person	2	relatively responsible attitude to the future teacher profession	2		
not too responsible person	6	you take little care about your future job responsibilities	6		
mostly not responsible person	2	you regard teacher profession as not too serious and responsible job	5		
not responsible person	2				

Qualitative criteria of positive professional responsibility among respondents have been considered to be indicators according to the General Responsibility Test: “highly responsible person”, “quite responsible person”, “relatively responsible person”. According to the test *What Kind Of Teacher Are You?* – “teaching is totally your profession”, “you are a conscious teacher with tendency for self-improvement”, “relatively responsible attitude to the future teacher profession”. For each respondent, whose results fell under the specified positive quality indicators for each of the tests, the group was given 1 point (Number of positive answers).

#### ***Measures to increase professional responsibility in the framework of professional training of future primary school teachers***

Purposeful formation of professional responsibility involves the organization of the educational process in the institution of higher pedagogical education with a focus on providing knowledge about the structural elements of job responsibility of primary school teachers and the actual formation of these structural elements through the formation of professional competencies.

The complex of pedagogical conditions aimed at educating the professional responsibility of future primary school teachers provides:

- implementation of a professionally-oriented approach based on the use of interactive methods of training students;

- development of reflection through the involvement of students in autonomous learning;
- formation of a sense of belonging and morality of the professional position of the teacher through the creation of a positive emotional environment of university education;
- exactingness to applicants for a pedagogical specialty, orientation of degree-seeking students to high standards of the teaching profession. The formation of responsibility is facilitated by such forms of educational activities, as:
- theoretical researches of issues of pedagogical activity within the limits of primary (elementary) school;
- solving practical problems (working with professionally-oriented situations of problematic nature: simulated situations, cases from the experience of university teachers; cases of teachers-practitioners working with children of primary school age, cases of students' training and production practices);
- research work (development of presentations, organization and participation in thematic debates, “round tables”, scientific discussions, etc.);
- reflection of educational material and personal experience.

In general, the development of responsibility in the context of university education of future primary school teachers is facilitated by all activities within the active subjective model “I learn” as opposed to the passive model “I am taught”. That is why the focus on autonomous learning is extremely useful. This implies the

ability of students to independently manage educational activities, critically reflect on their own educational experience, independent initiative activities, self-development in the process of creative educational work in order to support and further develop the level of knowledge and skills of pedagogical work with pupils of primary school age.

Within the framework of university education it is necessary to follow the guidelines in order to form an understanding of the consequences of professional actions and responsibility for these actions in degree-seeking students for the teaching profession, namely:

- to provide students with a system of knowledge about rights and responsibilities, values, professional ethics, norms of pedagogical behavior, morality, acceptable and unacceptable social actions;
- to form a positive attitude to responsible behavior in general and in pedagogical activity, in particular;
- to form in students a conscious perception and acceptance of the requirements offered by the society towards the person of the modern teacher of elementary school;
- to create conditions that ensure the development and self-development of the degree-seeking student's personality, his readiness to fully and morally build a professional activity on the basis of partnership and cooperation.

#### ***Some preventive measures for the formation of resistance to professional pedagogical responsibility***

Despite the clarity of the theoretical foundations of the formation of professional responsibility of students in the framework of university training, the peculiarities of the professional activity of primary school teachers is the reason that even initially sufficiently formed professional responsibility can be destructive over time [30]. Low wage can rightfully be considered the most important reason for burnout of modern primary school teachers (Figure 1).

**Figure 1.** Salary of primary school teachers by country in Europe

According to statistics compiled by Clark, in Hungary, the lowest starting annual salary for



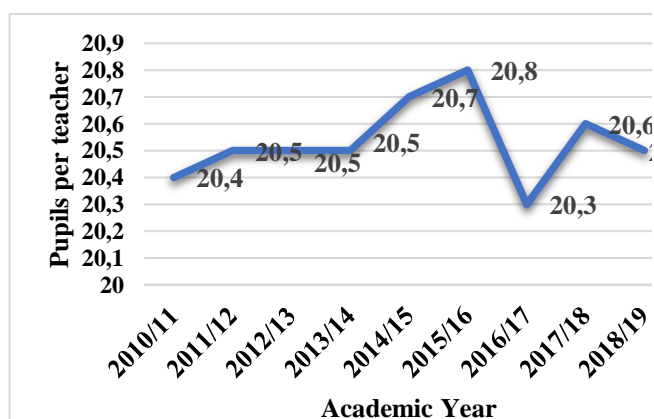
primary school teachers is 14,5 thousand US dollars, while it is the highest in Luxembourg: the country where the average annual salary of a primary school teacher is 74 thousand US dollars, took the first place in the ranking [31]. There are significant differences between European countries in terms of remuneration for teachers - newcomers. The gross starting salary set by the legislation of European countries fluctuates in the range from 5000 to more than 80 000 euros per a year [26]. It is adequately motivated that where the salary is low, it will be one of the important factors in provoking the negligent attitude of the teacher to the performance of his duties. Of course, the link between low pay and low professional responsibility is still not an absolute axiom. However, it is difficult to ignore the connection between these two factors.

In twelve European countries (the United Kingdom, Bulgaria, Montenegro, France, Croatia, Greece, Latvia, Portugal, Poland, Turkey, Romania, and Slovenia), all teachers - newcomers have the same salary, regardless of the level of school at which they begin their teaching careers: primary school or senior teachers.

If we talk about this aspect of the problem in the context of university education, we should choose a model of teachers' activities in accordance with the specific country.

The problem of relatively low salaries for primary school teachers is exacerbated by the steady increase in the number of primary school pupils per teacher (Figure 2).





**Figure 2.** Number of pupils per teacher in primary schools of the UK

Therefore, the direction towards development of professional responsibility of future primary school teachers in the paradigm of university training should involve:

- responsible attitude to subject learning;
- awareness of physiopsychological features of development of children of primary school age;
- training of degree-seeking students the ability to constructively solve problem situations;
- conscious attitude to the teaching profession and the formation of pedagogical professional orientation;
- preventive measures to ensure the resistance of the established attitudes of professional responsibility: guarantee of sufficient resistance to professional responsibility and prevention of professional burnout.

## Discussion

The concept of professional responsibility is closely related to a conscious attitude to one's studies, academic performance indicators, understanding of future job responsibilities [32]. The phenomenon of professional responsibility is considered through the prism of social responsibility. It is a generic concept for all its derivatives, namely: professional, moral, environmental, civil, legal and others [2; 3; 17]. In the structure of social responsibility, professional responsibility is central to other substructures of social responsibility [33]. The presence of the person's established professional responsibility is determined by such factors, as: academic performance, personal values, an internal locus of

control and the subject's low level of anxiety in relation to professional activity [10].

The teacher plays an important role in the implementation of reforming society in the framework of sustainable development and other forward-looking prospects of our time [25]. According to the research of scientists, the innovative potential of the economy of European countries depends not only on government spending on innovative research and development, but also on the number of scientists and the level of funding for higher education [34; 35]. The tools available to the teacher in order to integrate change into society are determined by educational approaches and tactics. The teacher, being the engine of the education system, is there and then almost the main subject of national progress as a whole. In this context, the implementation of educational programs can be successful only with the help of responsible teachers [18].

In addition, professionally responsible primary school teachers tend to demand a responsible attitude towards learning from their pupils and even parents - in their attitude to the learning process of children at school. It should be noted that the difficulties of organizing the educational process in primary school are observed as well as the need for close cooperation between the various participants (active and passive) of the educational process (teachers – pupils - school, administration - parents or guardians of children).

The concept of professional pedagogical responsibility is also appropriate to compare with the concept of Teaching Attitude, which implies a positive attitude of the teacher to his profession [36; 37]. An important role in the concept of Teaching Attitude and, as a consequence, in the concept of professional pedagogical responsibility in today's conditions is played by the innovativeness of the teacher and a passionate attitude to the chosen profession [18; 25]. In the process of university education, it is extremely important for the teaching staff to ensure that the process of professional burnout does not begin immediately before the start of professional activities at school. The objects of control and stimulation should be the category of stability of vocational self-determination of the degree-seeking student and the related category of professional orientation [10].

The unprofessional behavior of a teacher is very often determined by the lack of professional responsibility. For example, incorrect treatment of primary school pupils in the long run leads to the formation of maladaptive behavior. The ability to understand the consequences of one's actions is a central component of the concept's structure of professional responsibility of primary school teachers.

### Conclusion

Modern higher education makes serious demands towards the student's personality in order to identify and determine such qualities of the degree-seeking student's personality that would help him adapt in all spheres of social relations and allow him to make independent decisions and be responsible for his professional activities. Responsibility is one of these qualities, which should be considered as the most important indicator of social development of the individual. The professional responsibility of a primary school teacher is manifested in the willingness and practical ability to anticipate the results of his pedagogical activities and be responsible for it both to external (society, teaching staff, parents, pupils) and internal (conscience) instances.

The results of the ascertaining experiment confirm the hypothesis of the interdependence of indicators of academic performance and professional responsibility. The results of the theoretical analysis of the problem of professional pedagogical responsibility make it possible to conclude that learning the essence of professional responsibility is possible through targeted didactic influence in university education. It involves mastering the subtleties of the degree-seeking students of the subtleties of this phenomenon.

The conducted theoretical study of the features of professional responsibility education of future primary school teachers in a pedagogical institution of higher education makes it possible to state that the effective formation of students' responsibility during the educational process is possible under the following necessary and sufficient conditions, namely:

- control over the academic success of students, exactingness;

- communicative and activity approach to the formation of responsibility;
- humanistic attitude of university teachers towards each student, prospects and dynamics of his professional development;
- theoretical and practical competence of university teachers;
- the application of dialogue "teacher - student" as a leading technology in the formation of responsibility;
- partnership-friendly model of relations between teachers and students;
- personal example of responsible attitude to professional activity on the part of university teachers;
- creation of a field of responsibility of students during training at higher educational institution: through involvement of degree-seeking students in active educational activity.

Further investigations on the issue outlined may relate to the practical aspects of the implementation of professional responsibility formed during university education, in the process of pedagogical activities of primary school teachers, as well as the practical aspects of the formation of professional responsibility of teachers in pedagogical training. It is appropriate to develop empirical tools for measuring the adequacy of the formation of professional responsibility of the future primary school teacher.

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**Appendix A.  
Responsibility Test**

1. Responsibility is a part of good life. What is your opinion?
  - a. yes, it is part of good life
  - b. may be.
  - c. no comments
  - d. don't know....
  - e. sometimes
  - f. confused
2. If a task is assigned to you. Will you finish it in time specified?
  - a. of course
  - b. not sure
  - c. sometime I feel lazy
  - d. I will arrange else to complete it
  - e. never mind
  - f. none of above
3. If anyone asks for a help such as to reach your book him/her immediately on a time... what will you do?
  - a. never mind
  - b. will help him/her
  - c. will not help him/her on saying usual excuses
  - d. not willing
  - e. I have a lot of duties & have no time for help
  - f. may be
4. If you are unable to help him/her because of situation, what is your next step?
  - a. I will say sorry
  - b. nothing from my side
  - c. it's not my fault and I don't care
  - d. helps on else time
  - e. so what?????
  - f. none of above
5. If anyone approaches you for help, what will you do first?
  - a. try to avoid them
  - b. rejects
  - c. surely I will cooperate
  - d. it's none of my business
  - e. prefers else
  - f. if asks a help that I can do, I will help

6. Are you worried about your own duties and responsibilities?
  - a. why??
  - b. no matter
  - c. it is a part of life
  - d. no guys
  - e. what are duties?
  - f. a bit worried
7. Who is an ideal man in your view?
  - a. those who are willing to do their duties
  - b. no idea
  - c. I am perfect in my ways
  - d. those who help others
  - e. those who respect freedom of others
  - f. none of the above
8. Which is more practical: duties / responsibilities / own matter?
  - a. duties
  - b. own matter
  - c. responsibilities
  - d. don't know....
  - e. confused
  - f. no idea
9. Do you get to appointments on time?
  - a. I make sure to get there extra time.
  - b. yes..... ok I don't, who cares if I get to meetings late, what is the point of punctuality anyway?
  - c. I get late sometimes, but I make sure to bring in a tardy excuse or / I get there just on the nick of time
  - d. I don't know, I don't check the time, I go in!
10. "Responsible man is a good role model to society", will you agree?
  - a. yes
  - b. no
  - c. no comments
  - d. someways
  - e. a bit
  - f. confused

Every answer A is equal to 5 points, b – 4 points, c – 3 points, d – 2 points, e – 1 point, f – 0 points. Maximum is 50 points for the test.  
45-50 – highly responsible person;  
35-44 – quite responsible person;

25-34 – relatively responsible person;  
15-24 – not too responsible person;  
05-14 – mostly not responsible person;  
≥04 – not responsible person.

#### Appendix B

#### What kind of teacher are you?

1. On the first day of school, what do you do with your pupils?
  - a. Just kind of hang out and learn everybody's names. It's just the first day of school! **1**
  - b. Go over all the classroom rules, expectations, homework deadlines, etc. They need to know right off the bat! **4**
  - c. Crack a couple jokes and get the class to crack up too! Maybe even bring that rainbow clown wig to school... **2**
  - d. Learn everybody's names, revise the rules of the class, crack a few jokes, and start to learn a bit! **3**
  - e. Start a novel study, science report, spelling bee, math quiz and social studies game. **5**
2. What do you think of your pupils?
  - a. They're all so nice. They're all so friendly and love to learn! **5**
  - b. Pupils? Oh, you mean the hooligans. **1**
  - c. They love my jokes! They also like to crack a couple back! **2**
  - d. Well, I try to make everything fair for them, and I think they like that. **4**
  - e. They're not that into learning. I don't know why! That's what they're here for! **3**
3. Your favorite subject is totally...
  - a. Art. You can really creative and do whatever you want. **2**
  - b. Mathematics. You must be correct. There's no margin of error. **3**
  - c. Gym. You can get all that energy out and fool around! **1**
  - d. Oooh, I don't know! I love them all so much! It's hard to choose! **4**
  - e. Everything! There's just so much to learn, learn, learn! **5**
4. Your favorite type of person would have to be...
  - a. Sociable, fun to be around and trustworthy! Somebody who could easily be your friend! **2**

- b. Somebody who can obey all orders and who's possibly been a school teacher before. **5**
  - c. Somebody who knows how to laugh, and isn't afraid to! You like them silly and wacky! **1**
  - d. Somebody who can give everybody a fair and equal chance. You don't like people who favor others. **3**
  - e. Anybody with a will to learn! You love to teach, and they love to learn. They're the people you like the most! **4**
5. Imagine your future classroom... It is...
  - a. In order, but it's not perfect. **4**
  - b. Not a molecule is out place! **5**
  - c. It's cluttered, but that's OK! **1**
  - d. It's on the fine line between clean and messy. **2**
  - e. Textbooks are everywhere. But that's fine! **3**
6. If you could have a class pet, it would be...
  - a. Something cool like a gecko or cute like a bunny! **3**
  - b. I have no time or patience for an animal. None. **1**
  - c. Something like a frog or a neon fish! **2**
  - d. Something that nobody is allergic to. **4**
  - e. Something that we could all study in class! **5**
7. Why do you plan to start teaching?
  - a. Because I love kids! **2**
  - b. Because kids should be taught more discipline, and I can do it. **4**
  - c. Because kids need to learn to laugh, and I can help them! **1**
  - d. Because kids need to be more fair! **3**
  - e. Because I like to educate others! **5**
8. What will you usually wear to school?
  - a. Something in-style that you like. **2**
  - b. A grey pleated skirt, blouse, Mary Janes, and your hair tied back in a slick bun. **5**
  - c. Something cool that can give kids a chuckle. **1**
  - d. Something you like, that is appropriate for school. **4**
  - e. Something easy to teach in! **3**
9. If you could have any job in the world, what would it be?
  - a. Primary school teacher. **5**
  - b. An artist. **2**

- c. An engineer. **3**
- d. A Harvard Professor. **4**
- e. I'd like not to get any pesponsible work at all, I need someone who regulates my actions through the job performance. **1**

10. Do you think your pupils like you?
- a. Of course! In fact, they tell me so everyday! **5**
  - b. Probably not, but I don't like them either. **1**
  - c. Of course! Who wouldn't like a guy full of laughs? **2**
  - d. I believe so. I've tried my best to make them like me! **3**
  - e. They value me as their educator, if that's what you mean. **4**

Each answer was evaluated in the range from 1 to 5 points. The order of placement of the options, which are evaluated accordingly, is random, which reduces the risk of intentional falsifications.

45-50 – teaching is totally yours profession;  
35-44 – you are conscious teacher with tendency for self-improvement;  
26-35 – relatively responsible attitude to the future teacher profession;  
16-25 – you take little care about your future job responsibilities;  
10-15 – you regard teacher profession as not too serious and responsible job.