

The Efficiency of Investment in Education and Teacher Training and Professional Development

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Abstract

The efficiency of education funding defines the possibility for the high achievement of desired results in education without increasing the amount of used resources. The process of educational activities, especially teacher training whereas its representative content is a matter of expense is considered as two subsystems, such as regular expenses and general consumption. Thus, the costs of educational activities, including the training of teachers should be considered an investment. Professional development of teachers and educational outcomes are directly related to the quality, in terms of educational production, and on the other hand the educational process. Human resource (teachers, assistants) is formed by investing in education, which leads to strengthening of the internal economic value. Moreover, it becomes a reason for overall economic growth, which ultimately results in a better quality of the life of citizens. Therefore, it is important to study education and even in terms of economic discourse because education and the labor market through external aims of education are in immediate and lasting correlation.

Keywords: teacher training, investment in education, a labor market

Introduction

Teaching profession has its own specific characteristics in labor division concerning the work and social position and reputation in certain society.

There are a lot of authors who were writing about a teacher, his role and significance of his function. In fact, different opinions and valuations of this profession are given in different periods, on different levels of development and different social systems, but all of the opinions and valuations in different periods agree that – ‘‘ the teacher takes one of the most important places in the process of education, that his contribution in forming the young personality can’t be replaced and it is often said that schools are alike their teachers.’’ (Group of authors, 1969:253).

The old Athens quote says that ‘‘if a shoemaker makes shoes badly, it is not a big mistake, only for one year the Athens will be poorly shod, but if a teacher makes a mistake in education, the whole generations of the Athens will be bad-educated’’.

Even then, there was awareness of the importance of teacher profession because the teacher is the one who has a really hard and significant task, to transfer the information and influence on the forming, shaping, progress and future of its students. The importance and complexity of teacher’s role require a good education, sincere commitment, great love to his work, life-long specialization but also a talent. It is often said that the teaching is art, not business.

Teacher's Position and Role in Social Context

Social expectations and requirements are very high when we talk about teacher's profession. It is in the nature of this job to have a lot of strict requirements for the teacher as a man as well as an expert. Social expectations such: "He is a teacher and that's why he has to do that" has its pair in imperative such as: "He is a teacher and that's why he mustn't do that."

First, he must be a man who loves working with young people and his job, then an expert in his work which means that he has to know the progress of young as well as didactical and methodical capacity and ability.

The teacher has to be a teacher in the classroom and out of the classroom; his title lasts for twenty-four hours a day, seven days a week so it is a lifetime title. He always remains the teacher even in a daily social awareness. However, there are various prejudices referring to the teacher profession which society always highlights, and the main is the one that a teacher must be born to be a teacher. Mischievously or not, the quote that "you have to be born for the teacher" we can interpret in the way that for training and educating the teacher we don't need so much time as for the other professions. It is rarely forgotten that learning 'how to teach' is a lifetime process; curriculum are changing, children generations are not the same, social requirements are growing, responsibility is not only of institutional character but also a parental character. For all types of 'sacrificing' during the educational process, the teacher is getting little attention and support from society. The teacher with his profession and social status has always been connected with the broad masses of people. His role in society was not always equally valued and it was different from period to period. Well-educated people highly cherished the teacher's work and his role as a very honorable and significant. In order to do this work well, he has to be treasured publicly and accepted in the name of society because he is preparing future generations which are to depend on whole future itself and the future of society and community altogether.

If the teacher is on the sidelines of social events, if he is not satisfied with his status it's not fair to expect from him to be dedicated to his work as much as he should be. Jan Amos Komenski considered teacher's duty as honorable like no other under the sunlight while Adolf Disterveg used to tell that the teacher in the school does the same like the sun in the space.

'Education as a factor of economic growth or as an investment in human capital has a few components important for understanding his role in social progress:

- It increases human knowledge, skills and ability for work performing and improvement;
- It influences work productivity growth, social products, national income;
- It contributes to the human progress, his involvement in social life and performing social roles;
- It conduces work division growth, production development, application of the scientific and technological achievements and innovations;
- It contributes to the life standard improvement, humanization of social relations, cultural progress, health protection and social environment." (Ivanović, 2000:16).

The Society Attitude towards Teacher's Profession

The attitude of society towards education in a certain way can manifest in its attitude towards teachers, their assortment, selection and social valuation of their work. According to the opinions of international experts improvement and progress of education depends on the teacher and their training. "There is no more productive investment than investment in teacher's education and efforts towards this goal. Nation has to be aware that this depends on them and if they economize and save money on those entrusted with the most precious treasure – awareness of its own youth and that would be the worst thing done.

If we want to educate the people who modern society needs, it is important to increase general standard of teaching staff in education because it can't exist without risk and serious disappointment and it can't continue with the system of teaching staff recruitment who has no qualification for teaching profession." (Mitrović, 1976:272).

Teacher's competence is a precondition for this vocation realization. Considering that it is a lifetime vocation, it can't have a routine character. Teacher's professional work is followed by three outlines:

1. Teacher's pedagogical, psychological and didactical education.
2. The need for general progress of the teacher as a daily but also as a permanent necessity.

The teacher is permanently refined with the achievement of human mind and act.

3. The teacher is in charge with the curriculum realization."

(Marković, 2002:40).

The teacher thoroughly knows the teaching element and is informed about core questions and subjects in his field. The teacher doesn't and shouldn't know everything and shouldn't simulate 'omniscience' in front of the students but on the other hand, he should always try not to tell them wrong claims. He follows educational progress and pedagogical methods and applies them to his work. There is no competent or incompetent teacher. There is only qualified teacher who is working on his professional specialization from the first class till the end of his career. Even then, at the end of his career, good teacher doesn't end his specialization because he has constantly to improve himself. Many studies have confirmed that a good teacher can be formed not born so education and professional progress of teacher is very important.

Competence of Modern Teacher

When we talk about teacher's competence, due to lack of that competence the teacher loses his reputation. "The real 'slippery' where the teacher can skid is the area of professional work. That reputation can also be lowered when the teacher is the one 'who knows everything', all-knowing autocrat, but he is only a buzzing bell whose buzzing can't be understood... Finally, that reputation is immersed in a routine and is parrot-killing the teacher as well as the student..." (Marković, 2002:40).

Qualified teacher has to specialize and improve himself and can't stop even at the end of his career; it is a lifelong learning and specialization. Constant professional and pedagogical specialization of every teacher should become a primary condition for future working in schools. The main teacher's task is to teach students how to learn. Permanent

knowledge innovations and teacher's specialization are the need in our society as an integral part of educational system.

We deal with the problem of teacher's education because of the influence on learning outcomes and achievements of the students. "Required teacher's competence which has a direct influence on the quality in school and to question if the teachers in their education (initially and during professional specialization) able for that competence. We see teacher's education as an instrument for insurance of acquiring quality knowledge and student's achievements." (Marinković, 2010:9).

Education of teachers has to satisfy two basic necessities: the need of society and professional and personal need of the teacher. Education of economic efficiency includes information related to the choice of vocation, adequate choice of future job, professional capacity that enables man to create material and spiritual goods for themselves and others.

Permanent professional and pedagogical specialization of every teacher becomes a primary qualification for successful work in future school. It is a duty of institutions to educate those teachers. Specialization of teachers has to be permanent, well-organized, systematic and well stimulated. It also has to be institutionalized.

Professional specialization, monitoring of narrower avocation and didactical and methodical innovation is a constant duty of every teacher individually and school altogether.

Beside the talent, the teacher needs to be completely dedicated to his specialization and thus this requirement becomes more and more emphasized with the swift scientific and technological progress that affect changes of educational needs of students and therefore affect the process of teaching organization and the role of teacher in it. Studies show that achievement of students depends on their ability, as well as on the teacher's quality. Therefore, we have the situation where the good teacher acquires and overcome certain teaching materials for six months while the bad teacher can acquire the same teaching lessons for two years.

Today it is almost accepted fact that the old principle where learning is inseparable from education is being lost. Participants' relation in the process of learning takes the form of the relation between producer and consumer of goods, and the knowledge becomes a form of value. Knowledge is, according to this, produced and from day to day it is going to be comprehended as a product which is produced to be sold and considered to be valorized in some new production. Therefore, it is produced to be exchanged and thus stops becoming its own purpose and loses 'usability'.

In order to answer the needs of modern decade, it is emphasized the necessity of changing methods of education, setting new aims and defining the meaning of its function. Modern, broader conception of education highlights acquiring of learning instruments more than acquisition of knowledge.

Developed societies and those of XXI century build and rebuild 'creative, highly-motivated and educated individual placed in liberalized but in competitive space.'" (Marković, Maksimović, 1998:8).

The Role of Teacher in Modern School

Contemporary teaching requires from the teacher to be intelligent organizer and implementer of teaching and extracurricular activities, researcher, a good expert and watcher of his students and their intellectual leader. In other words, the teacher of present

and future is a less of a lecturer and examiner, student's mistakes hunter, undisputed authority who knows and can do everything, he is a more of a researcher, teaching and student's activities organizer, pedagogical diagnostician and therapist and offspring educator. It means that every teacher has to know a student he is educating, basic goals of education and tasks of teaching and learning as well as content he is implementing. It is to be assumed that innovations of teaching and learning include professionalism of teacher and his ability for team work, work with small and big groups, individual and mentoring of individual; teaching material hand-making, programmed materials, solving problems and etc. Status of the teacher is significantly changing and now raises to the qualitative new level in regard to the role he had in the old, traditional teaching lecturer-examiner process where his work was exhausted and the success of his students exclusively depended on his knowledge and quality of examination.

The role of modern teacher is to teach his student how to learn ' ' only one who learned how to learn can learn successfully.' ' (Prodanović, Ničković, 1978:25).

In order to provide an adequate realization of the teacher's role in modern school, their education and professional specialization is essential. According to world standards, it includes a university education. It was different in the past (teacher's schools, pedagogical schools, high pedagogical schools, pedagogical academies), and today teaching vocation requires university level for all of the subjects in elementary and high schools.

The advantage of this education consists of adequate selection of candidates, stronger connection between academic expertise and teacher's profession, improved educational programs, greater connection between faculties and schools systems; favorable opportunities for teacher's specializations and easier involvement in further progress and changes in system of education. In this way, standards of educating teachers are to be close to general standards and duration of university education and teacher's vocation is about to become the most important element of university education and student's employment.

Programs of educating teachers include three areas important for their social role:

- a) General education
- b) Professional education in teacher's academic expertise
- c) Professional didactical and methodical education in teacher's vocation.
 - **General education** represents a precondition of university, humanistic education which is acquired during high school but also during the studies.
 - **Professional education** requires thorough knowledge of profession, scientific and professional areas in teaching. These knowledge as well as entire science and educational programs are under constant changes, obsolescence and innovation which means permanent commitment to specialization and knowledge actualization.
 - **Professional didactical and methodical** inclines preparation for teacher's vocation, educational work and teaching process. Professional education of the teachers includes their training in the usage of new technologies, especially information technologies. At teacher training faculties programs of information technologies are introduced but this kind of education should also introduce with all other teachers.

Obralić (2010) also talks on general and professional education (within the ideal types of education): ' 'to speak in general, there are widespread ideal types of education: the type of *general* education and the type of *professional* education, although none of them doesn't suit completely because these two educations necessarily perpetuate. Namely, general education can't be found in practice because of its universality. Even those who are the most educated don't know what general fund of knowledge is. Education which goal is to

train for specific vocation is relatively known for its name and school curriculum.) (Obralić, 2010:137).

One of the main obligations is a permanent education of teachers during the work, continually training and specialization of the teachers in accordance with the changes in educational system, the changes in society and activities to perform in school and out of the school. It is the process of teacher's specialization which educates others but also educate them in order to be capable to analyze pedagogical situation, to apply different methods of education and methods of teaching, to prepare students for their education, to be a part of a permanent education.

Professional specialization is one of the ways to form a character of the teacher who is required to the contemporary and modern school. In such school the teacher is of broad, professional and methodical education, focused on constant specialization with wide viewpoints and introduced with all of the characteristics of the environment he lives in, of the various interests and rich cultural life.

Requirements for the growth of education quality affected advanced training or long-lasting teachers' education with the following goals: increasing and deepening knowledge in some disciplines; increasing professionalism and awareness of educational functions; helping teachers to discover and train their fields of expertise. Finally, some changes that are happening in the field of economy and politics impose the need to thoroughly examine educational paradigms on which the school system is reclined including the part where it educates the teachers. The expansion of education and constant pressure on increasing quality of teaching and training significantly influenced on highlighting professionalism as an extreme level of the teaching profession.

Expectation of teachers and their answer to those expectations are different. Social context in which the role of the teacher manifests determines the relation towards profession and professionalism. In developed countries, requirements for teacher to be a great professional don't only include prolongation and improvement of initial education. Different forms of permanent education naturally continue on initial education and their goal is to equally raise the level of theoretical knowledge and pedagogical skills tried in practice.

Not until recently teacher's professional progress was on the principle of 'I want-I don't want' and basically the answer on calling for papers and participation on professional seminars was negative. A few people were interested in this problem, the feeling of marginalization that society caused. "The existence of *compulsory* and *elective* programs of teacher's professional training is established in our system by regulative. *Compulsory* programs include the following area contents: pedagogical and psychological, didactical and methodological and narrow specialties of knowledge. Elective programs may have contents of broader areas but they have to be in the function of teacher's work specialization." (Stamatović, 2006:64). The most represented form of specialization in our system is seminar or workshop. However, we meet a large number of various forms of realization within the professional specialization and those are: conferences and counseling services, panel discussions, seminars, workshops, courses, professional consultations, research works, discussions, mentoring and many other forms. It is obvious that one group of specialization forms is more present than other and some forms are rarely applied. It's very important to give priority to those work forms that actively engage teachers in improvement and acquisition of knowledge, skills and abilities...

Rapid development of science and technology in the world significantly affects the need for expanding the level of knowledge and thus it represents some assignments related to the acquisition of new content. With the requests of contemporary and modern scientific and technological process application to the more developed societies, the progress of

science and technology is accelerated which influences on qualitative application of knowledge and education of youth.

Today we need more systematic education of teachers of all profiles in knowledge acquisition and skill for successful application of modern technology in teaching some subject.

It is well-known that a process of teacher's professional progress begins with the selection of vocation – finishing studies, then apprenticeship, professional examination and continues to the constant professional specialization.

Investment in Human Capital – Investment in Education

It was originally considered, says Obralic (2011), that “investment in education would bring benefits but while the process of mutual dependence was developing, we found out that relation is very complex and required and depend on many circumstances, especially social ones”. Last few decades shows that investment in education (education expansion) doesn't necessarily lead to the economic progress and growth and it can be a wasted investment. So, the relation investment – benefit that is to say total educational effects can become negative ones. Those situations are when the educational production doesn't use rationally or when the part of educational production leaves the country (the brain drain). Besides the aspect of economic environment, these negative educational effects depend on political and cultural aspect of environment (political system inhibits the progress of economy and education can't provide larger economic growth” (Obralić, H., 2011:188).

The studies conducted by Obralic (2011) “support the thesis that investment in human capital education produces larger effects on educational production than investment in other elements of education (facilities, technology). Investment and encouraging the development and improvement of human capital (teaching staff) strengthen the motivation of those staff which is highly important. Investment in human capital, or investment in education as a part of human capital produces some other intangible effects such as the possibility of easier approach to the information, possibility of participation in social life, more responsible behavior in the society, democratic election, rule of law and etc.”

The same author says that “ investment in education or investment costs should be considered (as well as the benefit from investment) with three levels:

1. Investment in education on the level of individual,
2. Investment in education on the level of institution,
3. Investment in education on the level of the society.

Considering the complexity of investment in education, total effects of everything invested in additional education occurs through, on one side, the total economic progress, and on the other on the benefit of individual (Obralic, H. 2011:49).

Through investment in education, Schultz (1971) emphasizes “ it is invested in human capital on every level, from the individual to the social community (state). At the beginning of this chapter that is about human capital, human characteristics direct dependence on effectiveness; human health is on the first place. It is invested in the human capital through investment in health institutions that are supposed to maintain a good health (longer professional life), strength, resistance, energy and vitality of every individual” (Schultz, 1971. In Obralić, 2011:174).

On the first sight, investment in education perceives the comprehension of resources investment in education and expected results which are visible in growing educational production (number of graduates) (Obralić, H. 2011:177).

Finally, says Obralić, investment in human potential investment in rapid scientific, technological and social changes (important for national progress) why current knowledge, skills, values, opinion and habits are increasingly becoming obsolete is now imposed as an imperative (Obralić, H. 2011:52).

Conclusion

The importance of professional specialization process of the teacher is present in theoretical considerations but also in the practice. Results of many studies have shown that majority of teachers is ready for team work specialization. Since the educational process is an open system focused on constant development and changes, school as the place of educational realization process must also be open institution. However, the teacher is a person for whom the society and education authorities confirm he is qualified for education of youth, children and others. This expertise carries the burden of our future generations. The teacher's character does not come out of the borders of social reality and his historical profile is cut off with that reality. Therefore Victor Igo's idea is acceptable when he said that "teacher's army is the only army that civilization can confess with no shame."

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