

# Professional identity of school teachers in the context of socio-historical dynamics of Russian society

Professional identity of school teachers

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## Abstract

**Purpose** – The purpose of this paper is to describe the specific nature of school teacher's professional identity in the context of its stability maintenance in the Soviet and modern periods of Russian society development.

**Design/methodology/approach** – A total of 618 teachers of state comprehensive secondary schools were interviewed with a standardized questionnaire. The survey was divided into four semantic blocks: analyzing how teachers perceive their own socio-economic situation; studying the structure of teacher's social identity and determining the significance of professional identity; determining the nature of teacher's motivation and professional values; and assessing the degree of labor precariatization.

**Findings** – This paper shows that a school teacher job had public prestige, social-labor and material guarantees, as well as ideological support from the state in the Soviet Russia. The excessive administrative burden, high social demands for teacher's performance in the context of deteriorating economic situation in the country create risks for positive professional identity of teachers and, as a consequence, for societal integrity.

**Originality/value** – This study is relevant as it provides empirical measurements and substantiates macro-social effects of teacher's professional identity. The excessive administrative load and high social demands for teacher's performance in the context of deteriorating economic situation in the country create risks for maintaining the positive professional identity of teachers and, as a consequence, for societal integrity.

**Keywords** Professional identity, Russian federation, Macro-social integration, Precariatization of social and labour relations, Teachership

**Paper type** Research paper

## 1. Introduction

The socio-professional structure and social stratification principles have undergone radical transformations over the past two centuries (Dutkie *et al.*, 2015; Shkaratan and Iastrebov, 2012). Imperial, Soviet and Post-perestroika periods of Russia development came not only with a change in the political system, but also with a fragile social structure. The nature of socio-labor relations, occupational prestige criteria and mechanisms of professional identity formation have repeatedly changed determining the phenomenon of crisis in modern process of Russia socio-economic development (Karacharovskiy *et al.*, 2016). Socially wealthier societies have accepted labor culture and professional skill values, stable status configuration and positive identity of professional groups. At the same time, dynamic changes in the social status of professional groups and in the principles of organizing labor directly affect workers' life conditions, self-awareness and models of social behavior entailing societal transformations that may destabilize the social system under certain conditions.

At the end of the 20th century, professional layers of Russian society moved to lower social levels (downward social mobility) in the context of transfer from a state-run to a market economy (Shkaratan and Iastrebov, 2012). Sharply weakening material and social situations have affected such socio-professional layer of Russian society as school teachers. During the Soviet era, teacher's status was high: he/she was provided with social preferences (wages equal to those that the engineering and technical personnel had working at the industrial enterprises,



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housing, long holidays, free resort and spa treatment). At the same time, teacher's work was regulated and subjected to ideological examination by the officials. Such close cohesion was determined by the fact that this professional occupation was important in the eyes of authority, as a teacher passes down certain value patterns and norms of behavior. Teachers directly regulate the processes of learning, cognition and value socialization of children and young people. Therefore, teacher's socio-economic status largely depends on state policy in the last two centuries. The latter determines the content, evaluation criteria and the nature of remuneration, as well as social guarantees for school teachers (Blossfeld *et al.*, 2016).

In the perestroika period, the state had no regard to a significant part of social obligations associated with supporting civil servants, including teachers (Pinskaia *et al.*, 2014). Teacher's position, occupational prestige and the education system have entered a phase of crisis development. School teacher's professional identity and motivation underwent significant deformation. However, social policy in the field of education began to change in recent years. State authorities are aware that behavioral values and standards supported by school teachers are the most important for macro-level integrity of society.

In this regard, the purpose of the study is to describe the specific nature of school teacher's professional identity in the context of its stability maintenance in the Soviet and modern periods of Russian society development.

## 2. Research methodology: macro-social effects of professional identity

The Institute of Education is the most important factor in maintaining peace within a modern society, where education institutions are a mass phenomenon. Traditional idea of education as a social institution is that education is a base of social integration and national security. Therefore, school teacher's professional activity strengthens the homogeneity of society members and promotes the maintenance of social solidarity by transferring standards and values accepted in certain society. At the same time, professional consciousness deformation and professional identity crisis of teachers, lower status of teaching profession in society can be considered as factors of social destabilization.

Such problem statement has determined the content of our applied sociological study regarding professional identity of secondary school teachers working in a big Russian city. Our questionnaire can be broken into the following semantic blocks reflecting our research objectives: analyzing how do teachers percept own socio-economic situation; studying the structure of teacher's social identity and determining the significance of professional identity; determining the nature of teacher's motivation and professional values; assessing the degree of labor precariatization.

We have interviewed 618 teachers of state comprehensive secondary schools with a standardized questionnaire (Rostov-on-Don). The sample of the poll is quota-proportional; statistical error of the survey does not exceed 4 percent. The study involved 94.2 percent of female teachers, 97.1 percent of them are Russian by nationality. The percentage of teachers teaching humanitarian disciplines is 49.8 percent, science – 30.9 percent, other subjects – 19.3 percent; 94.5 percent of the surveyed teachers have a university degree.

## 3. Literature review

In recent years, teacher's professional identity problem became a special research subject (Beijaard *et al.*, 2004). The works studying professional self-awareness of teachers can be systemized on various grounds. In our opinion, they can be divided into several categories: papers dedicated to conceptual issues of studying professional identity; studies of institutional context dynamics and its impact on professional self-awareness of teachers; empirical studies of teacher's professional identity.

Empirical studies analyze a wide range of problems related to school teacher's professional identity formation: factors of teacher's professional self-awareness formation

(Allan and Lewis, 2006); professional identity structure and characteristics of its components (Sachs, 2001); typological features of teacher's professional identity (Hong *et al.*, 2017); professional identity dynamics in the process of accumulating pedagogical experience; specific nature of professional self-awareness of young teachers (Dang, 2013).

We consider as relevant the ideas of teacher's professional consciousness being dependent on institutional environment, teacher's well-being – on the state policy and school reforms, and teacher's empirical verification and perception of own professional identity through the following indicators: motivation, satisfaction and commitment to work, stability and occupational prestige.

### *3.1 Professional self-awareness of school teachers in Soviet Russia*

In the first decades after the Revolution of 1918, self-awareness of Soviet citizens was formed with the priority of class and labor identity on the back of active industrialization and communist ideology. The ideas of class confrontation and a socialist state were developed and implemented by destroying the traditional class structure of Imperial Russia. The new social structure of Soviet society was not based on the natural logic of socio-economic development, but was formed primarily as an ideological project. Social stigmatization was the main mechanism forming the socio-class consciousness of the early Soviet society (Maslinsky, 2011).

After the Revolution, there was a spread of mass free schools in the context of changing social mobility channels, staff shortages and ideological institutions. This has led to the fact that teaching jobs were taken by people without appropriate qualification competencies. Previous education system has lost its value entailing violations in the teaching community and erosion of existing professional code. In the early Soviet society, knowledge and qualification criteria for assessing teachers were replaced by proletarian origin and ideological reliability.

In Soviet period, teacher's professional status was directly determined by the state power. In comparison with the educational systems of Western Europe, Soviet school was characterized by high centralization. The state has controlled the content of educational process and assessed the quality of teacher's professional activity. State authority has considered the teacher not only as a person carrying out the knowledge-based socialization of youth, but also as a person responsible for the ideological education. Party-based supervision of schools was entrusted to agitprops, which were part of each regional and district committee. During this period, political language skills and loyalty to the authorities were one of the most important grounds for school teacher's professional activity.

After the Second World War, economy restoration, changed social structure and ideological orientations have contributed to more developed forms of teacher's professional identity. In the second half of the 1950s, higher and secondary specialized education underwent planned development resulting in a gradual increase in teacher's educational background. Back in the past, teacher holding a university degree was one in a million. However, it becomes a necessary ticket to a teaching job during the 1960-1980s (Chashchukhin and Rebrova, 2012).

Official discourse has clarified the Soviet teaching job as selfless, noble work, civil feat. During the years of Soviet power, teacher became a predominant part of the middle class (Eklof and Seregny, 2005). At the same time, teacher's activity was largely mediated by the strict administrative system through various acts, decrees, orders, instructions, etc.

In the late Soviet period, there was a gradual decline in teacher status, evidenced by such tendencies as a drop in the level of wages and a growing feminization. The mainstream school has retained the centralized control, power distance, regulations and enforcement of training procedures until the 1990s (Yarskaya, 2002). Nevertheless, a number of scientists, who studied how the Soviet teachers percept own profession, have recorded a high loyalty to teaching and confidence in its value. These estimates show that the nature of

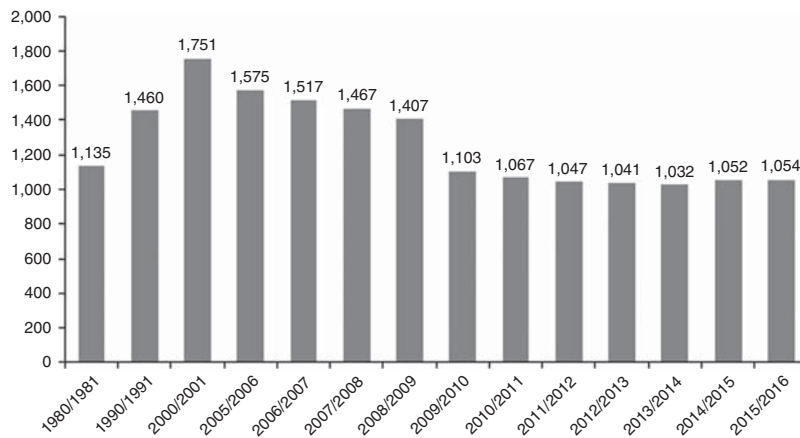
Soviet teacher's professional identity is positive. Despite the control and pressure on the part of authorities, professional self-awareness of school teachers is strong. This can be explained by the existing corporate identity (school organization and its interests are at the center of social and labor ethics, and loyalty to it is rewarded with corporate paternalism) and the fact that teachers are a closed type community.

### 3.2 Teacher's professional identity in the post-perestroika period

In the post-Soviet period, there was a loss of socio-class and labor identity associated with belonging to a group characterized by productive skills and abilities. In the perestroika period, social structure reformatting resulted into downward group mobility on the part of the entire socio-professional layer focused on state support and ensuring its legality. Socially important professional groups – teachers, doctors – have become poor at the mass level; they have lost their previous social and status preferences.

In such environment, occupational prestige of a teacher is not growing. In fact, situation is the opposite. According to the Russian Public Opinion Research Center (VCIOM), only 21 percent of Russians consider teaching as a prestigious profession in 2016 (in 2014 and 2008 – 23 percent). This profession was considered as “definitely not prestigious” by 37 percent of the respondents (in 2014 – 27 percent, in 2008 – 35 percent). The teacher poll conducted in the biggest Southern Russian city has shown that teachers consider own profession as a prestigious one twice as rare as the Russian population does (13 percent). At the same time, 40 percent of teachers characterize own job as definitely not prestigious one.

According to official data, there were more than one million school teachers working in Russia in the 2015/2016 academic year. The number of teachers has decreased by almost 700 thousand people in period of 2000-2016 (Figure 1). However, school teachers remain one of the most numerous professional communities in modern Russia. Their low social status has led to continuity disruption: in 2011, the share of young teachers (under the age of 30) was lower than the share of old teachers – 13 percent vs 18 percent (Compiled according to the Federal State Statistics Service of Russia, 2017). Currently, the share of young teachers is 7 percent and the share of old teachers is decreasing. Teacher's educational background remains unchanged: currently, about 89 percent of teachers hold a university degree. Teaching profession is characterized by a high degree of feminization – school employs mostly women due to gender segregation of wages.



**Figure 1.** Number of teachers working in Russian state and municipal schools (Federal State Statistics Service data, thousand people)

Source: Gorshkov and Petukhov (2015)

In modern Russia, professional identity recognition as a demonstrative one, related primarily with power and property status, transforms human professionalism into a mechanism for achieving success, career and money. The series of economic crises in Russia (2008-2009, 2014-2015) have exacerbated the socio-economic polarization in society. Unemployment rate has significantly increased – 8.1 million of job cuts were recorded from 1991 to 2015 (Bobkov *et al.*, 2014). Situation with the socio-labor rights of workers gets worse when social obligations are not fulfilled and the workload grows while the level of wages remains unchanged. These processes have entailed labor precariatization (crisis of labor relations that comes with the appearance of numerous groups of vulnerable workers, whose socio-labor rights were impaired, and with unstable social situation). The share of Russians with permanent, but non-guaranteed job is up to 30-40 percent of the economically active population (Nikolaev and Chugunov, 2012). Thus, precariatization was a widespread process negatively affecting the professional identity of broad groups of people and weakening their integration potential.

Modern teachership is also included into the precariatization zone – work and administrative loads grow while the payments are low. School education had been modernized since 2011. This entailed changes in labor conditions and content (Kulagina and Eliseeva, 2014). There are new standards and requirements introduced to regulate teacher's activity. The current model of teacher's professional activity is determined by the excess reporting (Russian teaching and learning study analysis (*TALIS-2013*), 2015). According to international research, Russian teachers work more than teachers in OECD countries. Their working week exceeds 46 hours. This is 8 hours longer than the average working week. Teaching week lasts almost 23.5 hours. This exceeds the average load in the OECD countries (20 hours). Russian teachers spend significantly more time (by one-third) on general desk work (more than 4 hours in comparison with an average time for OECD countries – 3 hours) (Teaching as a Profession: Then and Now, 2016).

The sociological study of teachers working in Rostov-on-Don shows that the overwhelming majority of teachers indicate an increase in all types of workload over the past 1-2 years. The greatest increase is in administrative load, in filling various types of reports (75.9 percent). Two-thirds of teachers have noted that they have to work hard to prepare and teach lessons that would fit the new educational standards. About two-thirds of respondents have noted that they have to work individually with students more: extracurricular load has increased (Table I).

Currently, urban teachers are most concerned about the workload growing on the back of unchanging wages (84 percent) and a risk of job loss (62 percent). Every second teacher, who participated in the survey, is concerned about the risks of reduced or backdated wages. Another 41 percent of respondents are afraid of forced transfer to a part-time job (Table II).

During the survey, teachers were asked to assess various aspects of their lives with a five-point scale. As a result, the highest rate of satisfaction with how life develops was 3.7 points on average. Teachers assessed own health (3.5), housing conditions (3.3) and life

Load type	Teacher poll, 2017		
	Has decreased	Without changes	Has increased
Preparing and teaching lessons (learning FSES, new modes and methods of teaching)	3	27	70
Administrative load, reporting	3	21	76
Additional face-to-face training with students	3	31	66
After-hour activity (educational, creative, sports and other events)	6	30	64

**Table I.**  
How has your workload changed over the past 1-2 years? (Close-ended question, one answer percent)

perspectives (3.2) as satisfactory. The lowest estimate was given in regards wealth (2.8) and recreation (2.8) (Figure 2).

High teaching costs affect teacher's professional traits. According to the all-Russian polls, 41 percent of respondents have rated (on five-point scale) the quality of teachers' performance as "satisfactory." One-third of Russians have rated it as "good" and "excellent." The majority of respondents consider the low income of teachers as a reason standing behind the insufficient quality of Russian education (Result Processing in Studying the Competences of Teachers of Russian Language, Literature and Mathematics of the State Contract F-04-ks-2016, 2016).

Teaching competence diagnostics also shows that a significant part of Russian school teachers has insufficient level of qualification. The all-Russian study of 2016 shows that teachers of Russian, literature and mathematics scored (from 62.5 to 76.2 percent) points coinciding with a "satisfactory" estimate found on a five-point scale (Table III). Excellent estimates were given by less than one percent of teachers, who took part in the study.

Besides a decline in social status, workload growth and insufficient level of teacher's professionalism, there are "social challenges that grow in number: mass culture degradation; growing number of migrants; deterioration of children's health, behavior and performance capability; social diseases, etc." (Russian Teaching and Learning Study Analysis (TALIS-2013), 2015). These reasons have affected the bulk of Russian students not to show high achievements. The international study PISA-2015 conducted among schoolchildren from more than 70 countries has showed that student's level of science literacy in our country coincides with the 30-34 places in the general rating. The level of

**Table II.**  
How are you concerned about the following professional risks? (Closed-ended questions, one answer, percent)

Professional risks	Teacher poll, 2017			
	Does not bother at all	Rather does not bother	Rather bothers	Bothers a lot
Reduced or backdated wages	24	27	29	19
Forced transfer to a part-time job	32	27	26	15
Workload growth without any increase in wages	4	13	34	50
Job loss	15	23	25	37

**Figure 2.**  
Various aspects of life assessed with a five-point scale, where 1 is the lowest and 5 is the highest score (rank question, in average points)



**Table III.**  
Results of the all-Russian competence study of teachers of Russian, literature and mathematics

	Russian	Math	Literature
Points coinciding with an unsatisfactory estimate	11.9	24	5.9
Points coinciding with a satisfactory estimate	69.6	62.5	76.2
Points coinciding with a good estimate	18.4	12.6	17.8
Points coinciding with an excellent estimate	0.1	0.9	0.1

Source: The Main Results of the International Study PISA-2015 (2015)



quantitative literacy coincides with the 20-30 places and the reading literacy – with the 19-30 places (Kolesnikova, 2013).

In our study, the block of questions designed to assess teacher’s satisfaction with own job was identical to the block designed for the Teaching and Learning International Survey (TALIS), conducted by the Organization for Economic Co-operation and Development (OECD) once every five years (Teaching as a Profession: Then and Now, 2016). Russia has participated in TALIS-2013 for the first time, although the state joined it a year later – in 2014.

Comparative analysis of international and all-Russian studies shows that the profile of answers given by Russian teachers coincides with the average profile that was in OECD countries, but is slightly higher. The great number of Russian teachers noted that they like working in their school (90 percent – in OECD countries in 2014; 93 percent – in Russia in 2014 and in Rostov-on-Don in 2017), they are ready to recommend their school as a good place to work in (85: 87: 84 percent). The smallest percentage of Russian teachers would like to change the school (21 percent in the first group, 11.3 percent in the second and 16 percent in the third). This shows that the level of domestic teacher’s satisfaction with the school was high in 2014 and in 2017 (Table V).

A slightly smaller number of Russian teachers are satisfied with that they do at school, although this indicator is still high (92 percent – in the first group, 89 percent – in the second and 88 percent – in the third). The majority of teachers interviewed in OECD countries and Russia do not regret that they decided to become teachers (91 percent – in the first group, 90 percent – in the second group, and 87 percent – in the third group), and if they could choose again, they would choose this profession (78: 78: 71 percent). Although, teacher’s satisfaction with the teaching profession was slightly lower in the Southern Russia in 2017: 91 percent of satisfied respondents in the first group and 93 percent – in the second group vs the 81 percent – in the third. In the regional sample, there is even lower number of teachers that agreed that the advantages of their profession outweigh the shortcomings: 77 percent – in OECD countries in 2014, 75 percent – in Russia in 2014 and 51 percent – in Rostov-on-Don in 2017) (Table IV).

The smaller part of interviewed teachers from different countries believes that teaching profession is valued in society. Only 32 percent of OECD respondents (2013) and 44 percent of Russians (2014) agreed with this statement. This indicator is even lower among the teachers in Rostov (in 2017 – 26 percent). In the regional study, we have introduced

	Teacher poll											
	OECD average, 2013 (Teaching as a Profession: Then and Now, 2016)				RF average, 2014				Rostov-on-Don average, 2017			
	1	2	3	4	1	2	3	4	1	2	3	4
Advantages of this profession outweigh the shortcomings	4	19	55	22	3	23	59	16	12	37	43	8
If I could choose again, I would choose this profession	4	18	48	30	4	19	53	25	9	20	41	30
I would like to change the school if it is possible	31	48	16	5	28	60	11	2	54	30	12	4
I regret my choice to become a teacher	47	44	7	2	34	56	8	2	52	35	11	2
I enjoy working in this school	2	8	56	34	1	6	65	28	2	5	41	52
I recommend my school as a good place to work in	3	13	57	28	1	12	66	21	4	12	44	40
I think that teaching profession is valued in society	27	42	26	6	10	46	37	7	25	49	22	4
I am satisfied with what I do at this school	1	7	66	26	1	10	75	14	2	10	63	25
I am satisfied with my job	1	8	64	27	1	6	76	17	5	14	61	20

**Table IV.**  
Do you agree with the following statements?  
(Closed-ended questions, one answer, percent) 1-disagree, 2-rather disagree, 3- rather agree, 4-agree

additional scales. When we asked whether teachers would recommend their children to choose a teaching profession, only a quarter of the respondents (25 percent) expressed such readiness. It is noteworthy that only 13 percent of Southern Russian teachers believe that the state effectively solves the social and economic problems that school teachers face.

In contrast to deteriorating external context of teaching profession, media content is an important resource that affects the occupational prestige of teaching profession and its place in social hierarchy. In print and electronic media, teacher image is also combined with the negative aspect of problems in education (Cyrino, 2016). The regional study showed that 65 percent of teachers believe that a negative image of a teacher has been created in modern cinema. Another 48 percent of respondents disagree with the fact that Russian media positively represents teacher's work.

Regional studies show that the corporate type of school teacher's professional identity is expressed stronger the older he (she) is, while the young teachers would like to change the school in which they worked at the time of the survey. Level of satisfaction with career prospects in the school is lower among young teachers than among their older colleagues. In contrast to the majority of respondents satisfied with their job, this indicator is lower in the group of young specialists. Young teachers are more critical in considering the state support of teaching (Table V).

At the same time, modern teachership does not have a pragmatic, but socially-oriented labor motivation, characterized by dedication and civil responsibility (more than 70 percent of respondents). Although, motivation to serve the community is slightly reduced as experience is accumulated (60 percent vs 50 percent); perception of teaching as a creative profession is also reduced (73 percent vs 59 percent) (Table VI).

In general, established model of teacher's professional identity is characterized by corporate loyalty, socially-oriented motivation, rather low level of social adaptation and career diffuseness.

#### 4. Discussion

Studies of school teacher's professional activity and self-awareness conducted in different countries show that, despite national differences, most teachers are under government pressure and their workload is growing (Day, 2002). Different countries have a common tendency of school reforms – the ongoing introduction of public reporting in addition to increased bureaucratic burden. This leads to an increase in teacher's uncertainty, instability and vulnerability. Teacher's identity is not always under sufficient attention. At the same time, professional identity determines his (her) motivation, commitment and satisfaction with the job, as well as achievements and attitudes toward the education of schoolchildren.

Comparative analysis of Russian and international studies shows that, according to TALIS, Russian teachers are mostly satisfied with their profession. In 2014, the average

**Table V.**

Do you agree with the following statements? (Closed-ended questions, one answer, percent) 3-rather agree, 4-agree

	Teacher poll, 2017													
	Under the age of 30		31-40				41-50				51-60		Over 60	
	3	4	3	4	3	4	3	4	3	4	3	4		
I would like to change the school if it is possible	17	6	4	4	15	3	12	4	8	–				
I think that teaching profession is valued in society	15	8	32	4	19	2	21	2	25	8				
I am satisfied with the career prospects my job offers	44	12	49	16	43	15	51	13	42	42				
I am satisfied with my job	53	24	68	20	59	19	63	16	67	33				
The state effectively solves the social and economic problems of teachership	6	3	16	5	10	1	10	–	25	8				



**Table VI.**  
Why did you choose  
to teach? What seems  
to be the most  
important at your job  
now? (Multiple-choice  
questions, percent)

	Motives	Teacher poll, 2017 Currently important things
Love for children, desire to work with children	86	78
Ability to impart knowledge, love for my subject	73	78
This profession corresponds to my abilities and skills	75	69
Ability to provide a decent standard of living	15	11
This profession is valued in society	28	11
Opportunity to make a career	13	13
I am continuing the professional dynasty	21	12
Independence and freedom of action	32	27
Staying in sufficient cultural environment	55	48
Creative nature of teaching profession	73	59
Opportunity to bring greater benefits to society	60	50
Getting certain benefits (summer vacation, social programs, etc.)	26	33
Opportunity to avoid unemployment	20	30
Opportunity to get respect and recognition in society	36	26
There was not much choice	10	–
Total	622	543

index of satisfaction with the school was at the point of 12.1. In the leading countries, the average index of satisfaction with the quality of education (PISA and TIMMS) was 12.3 in 2013. In the countries that occupy low positions, it was 11.7. At the same time, Russia had a fairly high index of job satisfaction – 11.9, while the average index for the two groups of countries was 11.8 due to the fact that Russian teachers have a more pronounced corporate type of identity. In 2014, the overall index value for Russian teacher's satisfaction was also average – 12.0.

Southern Russian teacher poll conducted in 2017 showed that the satisfaction index has slightly decreased among teachers to 11.9. The index of satisfaction with profession was about the same level among Rostov teachers – 11.8. In the regional study, the overall satisfaction index was 11.9. This value was slightly lower than in the leading countries and in Russia in 2014 (Table VII). This decline was, apparently, a consequence of inflation and a drop in the purchasing power of population in general and teachers in particular. Entering into the precariatization zone has also affected the process.

Various studies draw our attention to the problem of positive professional identity of school teachers with regards to its directed formation and support. The experience of Great Britain is of great interest. In the 1990s, there was introduced an institution of “subject leaders” (special position of a teacher-manager, who, besides teaching, is also engaged in resource management, director support and is an expert in teaching methodology). The subject leaders are active assistants in young teacher's professional development, his (her) formation as a professional.

**Table VII.**  
Satisfaction indexes of  
teachers according to  
TALIS-2013-2014 and  
regional study (2017)

	Satisfaction with school	Satisfaction with profession	Satisfaction index
Average for the leading countries (Singapore, South Korea, Canada (Ontario), Finland, the Netherlands, Belgium (Flanders), Australia, Estonia, Japan), 2013	12.3	11.8	12.1
Average for countries with low positions (Abu Dhabi, Brazil, Bulgaria, Chile, Malaysia, Mexico, Romania, Serbia), 2013	11.7	11.8	11.7
Russia, 2014	12.1	11.9	12.0
Rostov-on-Don, RF, 2017	11.9	11.8	11.9

Later, this experience was adopted by other countries – subject leaders appeared in Singapore, Vietnam, Spain, Poland, etc. (Thorpe and Tran, 2015).

There is another mechanism updating professional identity that is used also in the UK. In 1998, the advanced skills teacher role was introduced as a means for recognizing and encouraging teacher's experience. The research results show that public assessments that recognize and encourage teacher's successes make an important contribution to teacher's professional identity through increasing the sense of recognition, remuneration and job satisfaction.

In the world practice, professional pedagogical communities, in which participants share their experience and discuss professional problems, are an important instrument for maintaining the positive professional identity of school teachers. Typically, such communities are supported by special university programs (e.g. the Center for Teaching, Learning and Technology at the University of British Columbia in Canada oversees communities of practitioners in various fields). In Brazil, studies regarding teacher associations have shown that self-knowledge, beliefs and attitudes, professional knowledge, vulnerability and sense of responsibility have become key moments in the function of pedagogical communities that contribute to teacher's professional identity development.

In Russia, there are regional and national professional skills competitions for teachers. The annual All-Russian competition "Teacher of the Year" is the most famous of them. It has been held by the Ministry of Education and Science of the Russian Federation, the All-Russian Teachers Union and the "Ucitelskaa gazeta" (Teacher's Newspaper) since 1992. The purpose of the competition is to identify, support and encourage advanced school teachers, disseminate their pedagogical experience and increase the teacher status. Online pedagogical community, focused on computerizing education system, is encouraged in every way by the Russian Government and society. On the one hand, teacher's motivated participation in the online professional communities leads to an increase in their professional competence. On the other hand, Russian teachers often participate only technically and do not use them as a resource for professional development in the context of increasing administrative load.

## 5. Conclusion

Our original hypothesis was that society integrity is maintained by school teachers, as they promote knowledge and value socialization of young people. Therefore, stable positive professional identification of school teachers (one of the most numerous professional communities in modern Russia) not only improves the quality of their socio-cultural capital, but also expands the resource base for social integration.

In the late Soviet period, long administrative and ideological control, crisis in official narrative and the shift in value orientations have worsened the status of teaching profession in society. The process of transferring to market relations has caused the downward mobility of entire socio-professional layer, including teachers. School teacher's socioeconomic status has lost its value entailing professional identity crisis.

In modern Russia, state policy is being changed in regards to wages; social programs are being implemented to support teachers and officials start discussing the issue of enhancing the teacher status. Our sociological survey (618 public school teachers) conducted in a big Southern Russian city has showed that the established model of Russian teacher's professional identity is characterized by corporate loyalty and socially-oriented motivation, as well as by a low level of social adaptation and career diffuseness. This study is relevant as it provides empirical measurements and substantiates macro-social effects of teacher's professional identity. The excessive administrative load and high social demands for teacher's performance in the context of deteriorating economic situation in the country create risks for maintaining the positive professional identity of teachers and, as a consequence, for societal integrity.

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