Competence Formation of Teachers in Primary Schools and Lower Secondary Schools in Italy:
Results of the 2019 Teacher Questionnaire Survey

イタリアの小・中学校教師の力量形成に関する研究
－2019 年教員質問紙調査の結果から－

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Abstract

 Based on the quantitative data collected through a 2019 questionnaire survey targeting teachers at public primary and lower secondary schools in Italy, this study identified the characteristics of their competence formation. The results of the survey are as follows.

Many primary school teachers aspired to become a teacher when they were still in primary school, while many lower secondary school teachers made their decision after graduating from university.

When asked to identify the most significant reason behind their decision to become a teacher, majority of primary school teachers cited direct interactions with children they met during internships. For lower secondary school teachers, the most common reason was an encounter with a favourite subject or discipline.

Regarding the educational experiences until university graduation that were useful in developing the foundation for teaching, many primary school teachers cited the interactions with teachers they met during their student years and the direct contact with children during internships as well as academic experiences such as class lessons and independent study at the university. Similar results were also observed among lower secondary school teachers.

The events that influenced the teaching practice of primary school teachers and lower secondary school teachers and their views of education, were interactions with children and colleagues, research activities, and encounters with people outside the school. A few respondents also cited personal events such as the illness or death of someone close to them.

With respect to what they regarded as significant in improving the quality of their teaching practice, many primary and lower secondary school teachers cited interactions with colleagues and children in the school, reading, training, and researching at their school, and training at universities and research centres.

In terms of relationships with colleagues, both primary and lower secondary school teachers responded that they actively discussed issues related to children, education, and teaching practice with their colleagues, and

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that they were enthusiastically involved in school operations. However, they were not actively observing one another's classes.

When it came to the attitude regarding their life as a teacher, many primary and lower secondary school teachers responded that they were satisfied with their work and it was worthwhile, although they were extremely busy every day. They believed that they were making meaningful contributions to the society.

1. Introduction

Teacher education reform is underway in Japan and various reform measures are being planned and implemented. At the teachers' training stage, these include the introduction of a core curriculum for would-be teachers and the relaxation of the licensing system. For training those who currently work as teachers, the reform measures include the development of a training system based on teacher development indicators and a new training system following the abolition of the teachers' license renewal system.

Teacher education reforms are being implemented in other countries as well. Since educational standards guarantee the quality of teachers, teacher competence formation has become an important issue in many countries. For instance, 48 countries and regions participated in the Teaching and Learning International Survey (TALIS), which was conducted from 2017 to 2018. The survey analysed teacher education measures by examining the environment for teachers and school conditions, such as professional development, from the perspective of international comparison. The reforms in these countries are not the same as those in Japan, and they are unique to the historical, social, political, and geographical contexts in which each country is located.

This paper discusses how the competence formation of teachers takes place overseas. Specifically, here we focus on Italy, which has been affected by economic, cultural, and educational integration as represented by its membership in the European Community and its participation in the Bologna Process. Italy is also a country that participated in the TALIS survey. This paper presents a case study, based on questionnaire survey data, of the formation of teacher competence in the context of teacher education measures that are oriented toward the advancement and standardisation of the teaching profession.

In Japan, Inagaki et al.[1], Yamazaki[2], and Kawamura et al.[3] and others contributed to the literature regarding the competence formation of Japanese teachers, but there has not been sufficient research regarding that of teachers overseas. Therefore, clarifying the competence formation of teachers overseas will put the competence formation of Japanese teachers into perspective, contribute to an effort to grasp the characteristics unique to Japan, and provide insights for examining the current teacher education reform.

II. Survey Outline

This research project is part of an ongoing series of studies on the formation of teachers' competence through the life course approach. The studies have so far conducted questionnaire surveys of teachers at

public primary schools and lower secondary schools in three prefectures in Japan in fiscal 2011 and fiscal 2017 and clarified the changes in the way teachers develop their competence [Note 1]. This latest study has advanced the research further and established a research plan to compare Japan's teacher competence formation with that of the overseas and carried out a questionnaire survey targeting Italian teachers.

This study takes up the issues regarding the formation of competence when the current teachers were still students and after they became teachers (issues that have been analysed by the previous studies of this project), and presents a basic report on the competence formation of teachers in Italy. Specifically, with respect to the period when the current teachers were still students, the paper discusses when they had decided to become a teacher, what made them decide the same, and their experiences during university years that were useful in building the foundation for teaching. For the period after they became teachers, the paper deals with the experiences that influenced them as a teacher, experiences that were significant in improving the quality of their teaching practice, their relationship with colleagues, and their attitude regarding their life as a teacher.

In addition, this research project has adopted a life-course perspective. It has compared different generations of Japanese teachers, clarified their similarities and differences, and discussed the relationship of the historical time, social time, and personal time with the teachers' growth. This latest study compares different generations of Italian teachers and presents findings that may point to the influence of each period of their lives, institutional framework, and their growth as a teacher.

The Italian survey targeted school administrators, full-time teachers, and part-time instructors at the primary and lower secondary divisions of public 'comprehensive institutes' (istituti comprensivi) in the northern, central, and southern parts of the country, as well as those working at public primary schools in the north, to carry out a questionnaire survey on teacher's professional development and practice. A questionnaire survey was also conducted among school administrators regarding information on schools[Note 2]. The cooperating schools were introduced to the author by the Italian collaborators of this research project, and the teachers working at such schools provided cooperation in the survey[Note3]. The following is an overview of the cooperating schools and individuals.

Table 1.　Overview of the survey sample

		Northern region		Central region		Southern region		Total	
Primary school		27 people	2 schools (2 principals)	0 people	0 school	0 people	0 school	27 people	2 schools (2 principals)
Instituto comprensivi	Primary division	139 people	8 schools	30 people	2 schools	58 people	3 schools	227 people	13 schools
	Lower secondary division	93 people	(7 principals)	24 people	(2 principals)	60 people	(3 principals)	177 people	(12 principals)

Note: The number of people is the number of teachers excluding principals. The numbers of schools represent those that cooperated in the survey, and the numbers of principals in parentheses are the numbers of responses collected.

The author used the Japanese questionnaire as the basis to create the Italian questionnaire and made certain changes in accordance with the situations of Italian teachers in consultation with the Italian collaborators. The questionnaire for teachers includes questions with respect to the period when the current

teachers were still students, and the period after they became teachers. The survey items in the school information questionnaire given to school administrators include the status of current students, teacher training, teacher groups, and characteristics of the school locations. The language of the questionnaires for teachers and for administrators is entirely Italian.

The questionnaires were distributed both offline and online[Note 4]. The survey method was chosen according to the circumstances of each school. The survey period was from April to December, 2019.

Of the two surveys (the teacher survey and the administrator survey), this paper presents the results of the data from the former [Note 5]. Of the survey participants, only full-time teachers were included in the analysis. Teachers at primary schools and those at the primary school division of istituti comprensivi are referred to as 'primary school teachers' in this paper. From the 1960s to the 1990s, the training[Note 6] for primary school teachers was conducted at the upper secondary school level. Subsequently, four-year university training began from the 1998–99 academic year. In the 2011–12 academic year, the training period was extended from four to five years, and the program was integrated with the kindergarten teacher training system. Thus, the level of primary school teacher training has been upgraded from the upper secondary school graduation level to the graduate level from the 1990s onwards. Therefore, the sample of this research study is a group consisting of upper secondary school graduate-level teachers, university graduate-level teachers (4-year course of study), and a small number of university graduate-level teachers (5-year course of study) [Note 7].

This study refers to teachers at the lower secondary division of istituti comprensivi as 'lower secondary school teachers'. In the past, lower secondary school teachers were trained in a system in which they could obtain a teaching position by studying a specialized subject at a university, graduating from university, and passing a teacher recruitment examination. However, in the early 2000s, training for lower secondary school teachers was extended to seven years: three years for a bachelor's degree, two years for a master's degree, and two years for a teacher training program called Scuole di Specializzazione all'Insegnamento Secondario (SSIS). Subsequently, from academic year 2012–13, lower secondary school teachers began to be trained for a total of six years: three years of bachelor's degree, two years of master's degree, and one year of the program Tirocini Formativi Attivi (TFA). The sample of this study consists of lower secondary school teachers who became teachers through these different routes according to their age [Note 8].

To check the generational differences among the teachers, they were classified into two groups according to the mean age of the sample: the lower- and higher-age groups. The average age of the primary school teachers was 48.8. Those who were 48 and younger were classified as the lower-age group and those who were 49 or older as the higher-age group. Meanwhile, the average age of the lower secondary school teachers was 50.4. Those who were 50 or younger were classified as the lower-age group and those who were 51 or older as the higher-age group [Note 9]. The overview of the sample used in this paper is as follows.

Table 2. Overview of the full-time teachers analysed in this paper

	Lower-age group	Higher-age group	No response	Total
Primary school teachers	90 people	119 people	4 people	213 people
Lower secondary school teachers	65 people	58 people	5 people	128 people

Ⅲ．Overall Situation for Primary and Lower Secondary School Teachers

This chapter reports on the overall situation of primary and lower secondary school teachers as revealed in the survey.

1. Period before adopting the teaching profession

This section presents the findings of the survey, focusing on the period leading up to the start of their teaching career.

First, this section discusses when the participants had decided to become a teacher (see Table 3).

For primary school teachers, the results are as follows: 'During primary school' (21.8%), 'During lower secondary school' (18.5%), 'During the first or second upper secondary school years' (9.0%), and 'During the last three upper secondary school years' (10.4%). The figure almost reaches 60%. Thus, for at least half of the respondents, their own school experience led to their desire to teach.

Table 3. When the participants had decided to become a teacher

	Primary school teachers	Lower secondary school teachers
During primary school	21.8	10.2
During lower secondary school	18.5	4.7
During the first or second upper secondary school year	9.0	3.9
During the last three upper secondary school years	10.4	10.2
Before going to university	8.1	8.7
At the beginning of university	4.7	3.9
During university	10.0	17.3
During didactic training	5.2	1.6
After graduation	9.0	33.1
Other	3.3	6.3

Note: Numbers are percentages.

For lower secondary school teachers, the results are as follows (starting from the most frequently cited answers): 'After graduation' (33.1%), 'During university' (17.3%), 'During primary school' (10.2%) and 'During lower secondary school' (10.2%). Those who became lower secondary school teachers often decided to adopt the teaching profession after graduating from university, not when they were in lower secondary school where they may have met teachers serving as their role models. It seems that many of them chose to adopt the teaching profession at a time when they were disconnected from their own school experiences.

Table 4. Primary reasons for the participants' decision to become a teacher

	Primary school teachers	Lower secondary school teachers
The influence of primary or secondary school teachers	19.8	12.7
The influence of university professors	0.5	0.9
The influence of parents or relatives	5.7	4.5
The influence of friends	1.0	0.0
The discovery of interest in a subject / discipline	11.5	36.4
The influence of radio and television programs, films, literary or scientific works, etc.	0.5	0.0
Dissatisfaction with the education received and the current way of teaching	2.6	1.8
The stability of the job, compared to other professions	5.2	1.8
Better working conditions than other professions	1.0	6.4
Experience in the activities of associations and clubs	1.0	0.0
The experience of direct contact with children / young people during internships, ecological camps, and the like	27.1	12.7
The experience of educational training	8.9	1.8
Specialist studies at university	2.1	0.9
The study of subjects related to teaching at university	1.0	9.1
I can't say	1.0	0.9
Other	10.9	10.0

Note: Numbers are percentages.

The primary reasons for their decision to adopt the teaching profession are as follows (see Table 4).

Among primary school teachers, the most common answer was 'The experience of direct contact with children/young people during internships, ecological camps, and the like (27.1%)', followed by 'The influence of primary or secondary school teachers (19.8%)', 'The discovery of interest in a subject/discipline (11.5%)'. What is noteworthy about the results of the survey is that the reasons for deciding to adopt the teaching profession vary, as evident by the fact that even the most frequently cited answer was chosen by less than 30% of the respondents.

For lower secondary school teachers, the most common answer was 'The discovery of interest in a subject /discipline' (36.4%), followed by 'The influence of primary or secondary school teachers' (12.7%), and 'The experience of direct contact with children/young people during internships, ecological camps, and the like' (12.7%).

The following is an overview of the educational experiences up to university graduation that the respondents believed were useful in developing the foundation for teaching (see Table 5).

Among primary school teachers, the items that were chosen by 70% or more of the respondents were 'Interaction with motivated teachers in primary, lower or upper secondary schools'(93.2%), 'The experience of direct contact with children during internships, ecological camps, and the like'(90.9%), 'The knowledge and experience gained through voluntary seminars, self-study, etc.'(89.0%), 'The experience of direct contact with children during the didactic training'(88.6%), 'The experience of direct contact with children as a private teacher or in nursery schools'(85.1%), and 'The knowledge and experience gained during university lectures'(77.5%). In addition to interacting with wonderful teachers they had met before they finished upper secondary school and the experience of directly interacting with children, learning experience through class lessons and independent study at the university also contributed to the foundation of the teaching practice of primary school teachers.

For lower secondary school teachers, the most commonly chosen answers were 'The experience of direct contact with children during internships, ecological camps and the like'(94.4%), 'Interaction with motivated teachers in primary, lower or upper secondary schools'(88.9%), 'The experience of direct contact with children during the didactic training'(86.1%), 'The knowledge and experience gained through voluntary seminars, self-study, etc.'(81.1%), 'The experience of direct contact with children as a private teacher or in nursery schools' (72.5%), and 'The knowledge and experience gained during university lectures'(72.5%). Although this ranking is slightly different from that of primary school teachers, it seems that the direct experience of interactions with teachers and children they met, as well as the formal and informal learning experience at the university, were beneficial in forming the basis of their teaching activities. This seems to be common among teachers in the compulsory education stage.

Table 5. Educational experiences up to university graduation that helped the participants develop the foundation for teaching

	Primary school teachers	Lower secondary school teachers
Interaction with motivated teachers in primary, lower or upper secondary schools	93.2	88.9
The knowledge and experience gained during university lectures	77.5	72.5
The experience of direct contact with children during internships, ecological camps and the like	90.9	94.4
The experience of direct contact with children during the didactic training	88.6	86.1
The experience in academic research related to the preparation of the thesis etc.	63.8	44.4
The knowledge and experience gained through voluntary seminars, self-study, etc.	89.0	81.1
The interaction with university professors	61.4	46.9
Experiences in autonomous student activities	61.5	45.8
The experience in a university residence	40.0	20.0
The experience of negative teaching models	56.8	53.4
The experience of direct contact with children as a private teacher or in nursery schools	85.1	72.5
Interaction with friends in the classroom, in associations, in clubs, etc.	58.4	50.5
Interaction with older students in shared apartments and / or residences, in clubs, associations and the like	53.8	26.7
Knowledge about the profession through mass media such as TV, radio, newspapers, magazines, etc.	35.9	28.3

Note: Numbers are percentages and the sum of "Useful" and "Rather useful". Note also that teachers who had not experienced these things were excluded.

2. Life as a Teacher

This section focuses on events they experienced after the participants became teachers.

Here is an overview of the events that have influenced their own teaching practice and views (see Table 6).

Table 6. Items that influenced the participants' teaching practice and views on education

	Primary school teachers	Lower secondary school teachers
The relocation to a particularly significant school for you	82.1	90.5
The meeting at school with older or more experienced colleagues	92.4	88.5
The meeting with significant figures outside the school	82.2	89.0
The research activities at school (reading meetings, study groups, training, etc.)	81.6	69.4
Research activities outside the school (participation in educational research groups, independent research circles, etc.)	82.4	81.0
Activities within teacher associations and school networks	72.2	63.0
Participation and direction of local sporting activities, educational and social activities, etc.	66.9	67.1
Attention to the relationship between school and territory	78.7	67.6
The change of position in the workplace (obtaining the position of headmaster/headmistress; collaborator or deputy of the headmaster/headmistress, collaborator or didactic manager, etc.)	63.9	55.6
Do research at graduate schools, research institutes, doctorates, etc., with partial / total leave	75.0	61.0
Trends in the world of teaching	66.1	60.4
Social problems, political situation, etc.	61.9	58.6
Marriage / union with a partner	26.6	31.1
The birth of children	54.9	60.8
A personal injury or illness	28.1	32.0
Illness or death of close persons	30.8	30.4
Experience in teaching practice	98.5	92.8

Note: Numbers are percentages and the sum of "It has definitely influenced" and "It has rather influenced". Note also that teachers who had not experienced these things were excluded.

At least 80% of the primary school teachers responded that the following had an impact: 'Experience in teaching practice' (98.5%), 'The meeting at school with older or more experienced colleagues' (92.4%), 'Research activities outside the school' (82.4%), 'The meeting with significant figures outside the school' (82.2%), 'The relocation to a particularly significant school for you' (82.1%), and 'The research activities at school' (81.6%). It can be seen that interactions with children and colleagues

in school, encounters outside of school, and research activities had a significant impact. On the contrary, few people chose 'Marriage/union with a partner' (26.6%), 'A personal injury or illness' (28.1%), and 'Illness or death of close persons' (30.8%). It seems that personal events did not significantly impact them as teachers.

At least 80% of the lower secondary school teachers responded that the following had an impact: 'Experience in teaching practice' (92.8%), 'The relocation to a particularly significant school for you' (90.5%), 'The meeting with significant figures outside the school' (89.0%), 'The meeting at school with older or more experienced colleagues' (88.5%), and 'Research activities outside the school' (81.0%). Although the percentages are different, the pattern is similar to that of primary school teachers. However, the figure for 'The research activities at school' was a little less than 70%. Although the percentage is not low, research activities at school did not seem to be influential for lower secondary school teachers compared with primary school teachers. As in the case of primary school teachers, personal events did not have much influence on them as teachers.

Table 7.   What is significant in improving the quality of teaching practice

	Primary school teachers	Lower secondary school teachers
The interaction with students	100.0	100.0
Sharing lessons planning and classroom management with colleagues	97.6	95.3
The leadership and advice of the headmaster/headmistress and/or his/her collaborators	81.6	75.2
The interaction with the parents of the students	78.5	74.2
Personal advice from more experienced teachers and colleagues	94.7	86.3
The atmosphere and human relations in the workplace	98.1	96.8
The presence of a person (teacher) to share problems with and consult	97.6	95.2
The presence of a person (excluding teachers) to share problems with and consult	65.4	65.3
Reading a particularly significant book	86.3	81.1
Personal motivation and commitment	99.0	99.2
Having a hobby not directly related to teaching	68.3	67.7

Note: Numbers are percentages and the sum of "Rather significant" and "Significant at a certain extent".

The following discussion relates to what is significant in improving the quality of teaching practice (see Table 7).

At least 80% of primary school teachers chose all these items, except three. They perceived that their own individual activities, such as interactions with administrators, colleagues, and children in the school, as well as reading, were significant in improving the quality of their teaching practice.

Among lower secondary school teachers, more than 80% chose all these items, except four. The results are similar to those of primary school teachers. Interactions with colleagues and children in the school, as well as personal training such as reading, were significant to them.

Table 8.　What is significant in improving the quality of teaching practice (institutional matter)

	Primary school teachers	Lower secondary school teachers
Training organized by the regional school office	80.5	68.1
Training at school	95.2	88.0
Class meetings and department meetings at the school	83.2	83.1
Research activities at school	91.3	79.1
Participation in presentations of the results of research activities carried out in other schools	70.5	62.0
Study groups by school grade, subject and / or territorial area	79.0	69.8
Enhancement / evaluation of teachers	65.2	68.6
Participation in private educational research organizations and voluntary circles	65.2	55.8
Teacher Associations (including the Teachers and Researchers Association)	63.1	66.7
Training courses, study groups, internships and the like at universities and research centres	80.4	71.6

Note: Numbers are percentages and the sum of "Rather significant" and "Significant at a certain extent". Note also that teachers who had not experienced these things were excluded.

The following is an overview of institutional matters that are significant in enhancing the quality of teaching practice (see Table 8).

Among primary school teachers, the most common answers were 'Training at school' (95.2%)', 'Research activities at school' (91.3%), 'Class meetings and department meetings at the school' (83.2%), 'Training organized by the regional school office' (80.5%), and 'Training courses, study groups, internships and the like at universities, and research centres' (80.4%). It can be seen that the learning opportunities at their school and the training at universities and research centres were significant to them.

For lower secondary school teachers, the most common responses were 'Training at school'(88.0%), 'Class meetings and department meetings at the school'(83.1%), 'Research activities at school'(79.1%), and 'Training courses, study groups, internships and the like at universities and research centres' (71.6%) The results were similar to those of primary school teachers.

Table 9. Relationship with colleagues

	Primary school teachers	Lower secondary school teachers
Maintain informal relationships with colleagues after leaving school	86.4	85.7
Talk with your colleagues about students and education	97.2	96.1
Attending colleagues' lessons	44.1	27.2
Mutual advice about teaching practice	94.3	92.0
Talk teaching practices with colleague	90.1	85.5
Organize work groups and the like with colleagues	69.8	54.8
Actively engage in school management	82.5	79.4
Actively participate in teachers meetings	52.1	60.2
Improve the communication with the headmaster/headmistress or his/her collaborators and coordinators regarding teaching practices	62.4	57.0
Teach according to one's way of thinking, without confronting others	29.4	46.8

Note: Numbers are percentages and the sum of "Often" and "Sometimes".

The following is an overview of the participants' relationship with their colleagues (see Table 9).

For primary school teachers, the most common responses were 'Talk with your colleagues about students and education' (97.2%), 'Mutual advice about teaching practice' (94.3%), 'Talk teaching practices with colleague' (90.1%), 'Maintain informal relationships with colleagues after leaving school' (86.4%), and 'Actively engage in school management' (82.5%). It seems that the primary school teachers actively consulted with their colleagues about children, education, and teaching practice, interacted with them regarding their private lives, and were also enthusiastically involved in school operations. Only 29.4% of the respondents chose 'Teach according to one's way of thinking, without confronting others' indicating that primary school teachers carried out their teaching practice in line with their colleagues to some extent. However, only 44.1% (less than half) of the teachers observed one another's lessons. Thus, they were not actively interacting with one another with respect to mutual class observation [Note 10].

For lower secondary school teachers, the most common responses were 'Talk with your colleagues about students and education' (96.1%), 'Mutual advice about teaching practice' (92.0%), 'Maintain informal relationships with colleagues after leaving school' (85.7%), 'Talk teaching practices with

colleague' (85.5%), and 'Actively engage in school management' (79.4%). Thus, their relationship with their colleagues was similar to the relationship between primary school teachers and their colleagues.

However, only 27.2% of the teachers were observing one another's class lessons. Thus, they were not actively interacting with one another with respect to mutual class observation. Many of them actively interacted with their colleagues on matters related to education, but nearly half of the respondents answered 'often' with respect to 'Teach according to one's way of thinking, without confronting others'. This indicates that there was a certain number of respondents who carried out what they believed was the best practice without worrying about what others were doing.

3. Attitude toward life as a teacher

Table 10. Attitude toward life as a teacher

	Primary school teachers	Lower secondary school teachers
I am happy of being a teacher	97.2	98.4
I am always busy	95.3	93.7
There is great freedom in the work	78.5	82.9
I feel often tired	69.9	75.6
I feel it's worth the effort to work	97.6	98.4
I am training the citizens of tomorrow	98.1	96.8
Society will get better in the future	54.0	61.5

Note 1: Numbers are percentages.
Note 2: The figures from "I am happy of being a teacher" to "I am training the citizens of tomorrow" are the sums of "A lot' and 'Enough". The figures for "Society will get better in the future" are the sums of "It will get better" and "May be a little better".

This section discusses the teachers' attitude regarding their life as a teacher (see Table 10).

For primary school teachers, 'I am training the citizens of tomorrow' (98.1%), 'I am happy of being a teacher' (97.2%), 'I feel it's worth the effort to work' (97.6%), and 'I am always busy' (95.3%) were common among most of the teachers. Nearly 80% of the respondents replied that 'There is great freedom in the work' and a little less than 70% of the respondents replied that 'I feel often tired'. Regarding their view of the future society to be shouldered by the children they taught, the opinion was divided: some replied that it would be better and some replied that it would be worse.

The results were similar for lower secondary school teachers. Most of the teachers responded that 'I am happy of being a teacher' (98.4%)', 'I feel it's worth the effort to work' (98.4%), 'I am training the citizens of tomorrow' (96.8%), and 'I am always busy' (93.7%). A little over 80% of the respondents replied

that 'There is great freedom in the work' and a relatively large number of teachers perceived teaching as a profession that allows them to exercise great discretion. In addition, three out of four teachers felt chronically tired. Furthermore, in terms of social awareness, a little more than 60% of the respondents believed that society would improve in the future.

IV. Intergenerational Comparison of Primary and Lower Secondary School Teachers

This chapter presents the results of an intergenerational comparison among primary and lower secondary school teachers.

1. Period before adopting the teaching profession (intergenerational comparison)

Table 11.   When the participants had decided to become teachers (intergenerational comparison)

	Primary school teachers		Lower secondary school teachers	
	Lower-age group	Higher-age group	Lower-age group	Higher-age group
During primary school	22.2	20.2	12.3	8.6
During lower secondary school	11.1 <	24.4	4.6	5.2
During the first or second upper secondary school year	3.3 <	13.4	3.1	5.2
During the last three upper secondary school years	6.7	11.8	7.7	13.8
Before going to university	13.3 >	4.2	6.2	8.6
At the beginning of university	5.6	4.2	6.2	1.7
During university	14.4	6.7	20.0	13.8
During didactic training	6.7	4.2	3.1	0.0
After graduation	14.4 >	5.0	30.8	36.2
Other	2.2	4.2	6.2	6.9

Note 1: Numbers are percentages.
Note 2: As a result of the chi-square test, items with a significant difference at the 5% level are marked with an inequality sign.

This section discusses the period before they adopted the teaching profession.

First, the following is an overview of the timing of their decision to adopt the teaching profession (see Table 11).

The results of the intergenerational comparison among primary school teachers show that the percentage of 'During primary school' is high for both the lower-age group and the higher-age group, at a little more than 20%. This is the period when relatively large numbers of people across generations decided to become primary school teachers. The influence of encounters with teachers who served as role models may have been significant.

In addition, the differences between generations indicate that many in the higher-age group made their decision regarding the teaching profession not only 'During primary school' but also in 'During lower secondary school'. About 70% of them thought of becoming a primary school teacher before they finished upper secondary school. On the contrary, only a little more than 40% of the lower-age group decided to adopt the teaching profession before they finished upper secondary school, indicating that many participants made their decision later compared with those of the higher-age group. Many decided to become primary school teachers after they graduated from upper secondary school, such as 'Before going to university' (13.3%) and 'After graduation' (14.4%). Since the higher-age group consists of those who received training at upper secondary school and university levels, it can be assumed that many chose to become teachers relatively early, such as before they finished upper secondary school. In contrast, the lower-age group consists mainly of teachers who have graduated from university or completed graduate school. Thus, it is likely that a certain number of them chose teaching during or after university years. It can be inferred that the nature of the teacher training system influenced the timing of people's decision to adopt the teaching profession.

The results of the intergenerational comparison of lower secondary school teachers show that there were no significant differences with respect to when they decided to become teachers. The overall results are the same for both groups. There were no differences among people of different ages regarding when they had decided to adopt the teaching profession. This is because, although there have been continuous reforms of the lower secondary school teacher training system, the system has always been designed in such a way that students would find a teaching job after graduation from university or by enrolling in a teacher training program.

The following discussion focuses on the primary reasons for choosing the teaching profession (see Table 12).

No significant differences were observed between the different generations of primary school teachers. Many of them cited 'The experience of direct contact with children/young people during internships, ecological camps, and the like' and 'The influence of primary or secondary school teacher'. The experience of direct interactions with children was one of the main reasons for choosing the teaching profession, regardless of generation.

The item that showed intergenerational differences among lower secondary school teachers was 'the influence of primary or secondary school teachers', which was selected by 16.2% of those in the lower-age group and 5.2% of those in the higher-age group. Thus, more people in the lower-age group cited the influence of the teachers they had met before they finished upper secondary school than the higher-age group. However, there were no differences in other items. Regardless of generation, the decisive reasons for choosing a teaching career were generally similar. Many lower secondary school teachers cited 'the discovery of interest in a subject/discipline'.

Table 12.　Primary reasons for the participants' decision to become teachers (intergenerational comparison)

	Primary school teachers		Lower secondary school teachers	
	Lower-age group	Higher-age group	Lower-age group	Higher-age group
The influence of primary or secondary school teachers	23.3	14.3	16.9 >	5.2
The influence of university professors	0.0	0.8	1.5	0.0
The influence of parents or relatives	3.3	5.9	6.2	1.7
The influence of friends	0.0	1.7	0.0	0.0
The discovery of interest in a subject / discipline	6.7	12.6	27.7	36.2
The influence of radio and television programs, films, literary or scientific works, etc.	0.0	0.8	0.0	0.0
Dissatisfaction with the education received and the current way of teaching	3.3	1.7	1.5	1.7
The stability of the job, compared to other professions	5.6	3.4	0.0	1.7
Better working conditions than other professions	2.2	0.0	3.1	8.6
Experience in the activities of associations and clubs	1.1	0.8	0.0	0.0
The experience of direct contact with children / young people during internships, ecological camps, and the like	28.9	21.0	9.2	12.1
The experience of educational training	5.6	10.1	0.0	3.4
Specialist studies at university	3.3	0.8	0.0	1.7
The study of subjects related to teaching at university	1.1	0.8	7.7	8.6
I can't say	0.0	1.7	1.5	0.0
Other	7.8	11.8	9.2	8.6

Note 1: Numbers are percentages.
Note 2: As a result of the chi-square test, items with a significant difference at the 5% level are marked with an inequality sign.

Table 13. Educational experiences up to university graduation that helped them develop the foundation for teaching (intergenerational comparison)

	Primary school teachers		Lower secondary school teachers	
	Lower-age group	Higher-age group	Lower-age group	Higher-age group
Interaction with motivated teachers in primary, lower or upper secondary schools	92.9	93.3	91.5	85.5
The knowledge and experience gained during university lectures	80.8	74.2	72.1	70.9
The experience of direct contact with children during internships, ecological camps and the like	88.5	92.9	97.8	92.5
The experience of direct contact with children during the didactic training	92.5	84.9	87.2	86.7
The experience in academic research related to the preparation of the thesis etc.	65.1	64.1	47.3	42.9
The knowledge and experience gained through voluntary seminars, self-study, etc.	86.4	91.0	77.2	88.5
The interaction with university professors	56.3	69.0	45.0	50.0
Experiences in autonomous student activities	69.6	54.2	46.2	46.9
The experience in a university residence	41.2	43.8	13.6	30.8
The experience of negative teaching models	58.5	56.9	52.1	56.4
The experience of direct contact with children as a private teacher or in nursery schools	78.0 < 91.1		67.4	78.8
Interaction with friends in the classroom, in associations, in clubs, etc.	52.9	61.8	54.0	48.7
Interaction with older students in shared apartments and / or residences, in clubs, associations and the like	57.7	52.2	11.1 (<) 52.9	
Knowledge about the profession through mass media such as TV, radio, newspapers, magazines, etc.	20.8 < 46.3		25.9	32.7

Note 1: Numbers are percentages and the sum of "Useful" and "Rather useful". Note also that teachers who had not experienced these things were excluded.
Note 2: As a result of the chi-squared test, items with a significant difference at the 5% level are marked with an inequality sign. Cells with a significant difference but with an expected frequency of less than 5 are placed within parentheses.

Here is an overview of the educational experiences until university graduation that the respondents believed were useful in developing the foundation for teaching activities (see Table 13).

First, the results of the intergenerational comparative analysis of primary school teachers show that the percentage of the higher-age group is higher in items such as these: 'The experience of direct contact with children as a private teacher or in nursery schools' (lower-age group 78.0% < higher-age group 91.1%); 'Knowledge about the profession through mass media such as TV, radio, newspapers, magazines, etc.' (lower-age group 20.8% < higher-age group 46.3%). The older teachers were more likely to point out informal experiences such as direct interactions with children through tutoring and the influence of the media. However, there were no generational differences in other experiences, indicating that many of the items were common.

For lower secondary school teachers, there was a difference in one item, but no major differences were observed with respect to other experiences. Beneficial experiences in developing the foundation of teaching activities were generally common across generations.

2. Life as a teacher (intergenerational comparison)

The following is an overview of the events that have influenced the teachers' own teaching practice and views (see Table 14).

Regarding the differences among primary school teachers, the percentage of the higher-age group was higher in items such as 'The change of position in the workplace' (lower-age group 53.5% < higher-age group 73.1%). This may be because teachers, as they accumulate years of experience, begin to hold a position that involves the management of their colleagues and actively engage in school operations. On the contrary, the percentage was higher for the lower-age group when it came to events related to private life, such as 'The birth of children' (lower-age group 70.9% > higher-age group 44.7%) and 'Illness or death of close persons' (lower-age group 42.6% > higher-age group 24.4%), suggesting that private events were more influential for teachers in the lower-age group.

The results of the intergenerational comparison of the lower secondary school teachers show that the percentage is high for the lower-age group with respect to 'Participation and direction of local sporting activities, educational and social activities, etc.' (lower-age group 79.5% > higher-age group 51.9%). It seems that the experience of local activities influenced the teaching activities of the younger generation. There were no significant differences in other items. The influence of events outside of school other than the items mentioned earlier, as well as that of events within school and home, tended to be similar regardless of generation.

Table 14. Items that influenced the teaching practice and views on education (intergenerational comparison)

	Primary school teachers		Lower secondary school teachers	
	Lower-age group	Higher-age group	Lower-age group	Higher-age group
The relocation to a particularly significant school for you	85.2	79.3	93.2	90.7
The meeting at school with older or more experienced colleagues	95.6	90.7	92.1	85.7
The meeting with significant figures outside the school	87.1	78.0	91.7	85.5
The research activities at school (reading meetings, study groups, training, etc.)	77.3	84.5	67.2	70.0
Research activities outside the school (participation in educational research groups, independent research circles, etc.)	75.0	87.2	80.0	80.9
Activities within teacher associations and school networks	67.1	75.3	67.3	60.0
Participation and direction of local sporting activities, educational and social activities, etc.	62.1	71.2	79.5 > 51.9	
Attention to the relationship between school and territory	74.1	82.6	66.7	70.6
The change of position in the workplace (obtaining the position of headmaster/headmistress; collaborator or deputy of the headmaster/headmistress, collaborator or didactic manager, etc.)	53.5 < 73.1		54.3	58.8
Do research at graduate schools, research institutes, doctorates, etc., with partial / total leave	66.7	79.3	64.3	58.3
Trends in the world of teaching	63.0	69.5	62.5	58.5
Social problems, political situation, etc.	61.2	63.2	58.2	58.5
Marriage / union with a partner	31.5	22.6	31.5	30.4
The birth of children	70.9 > 44.7		59.2	62.2
A personal injury or illness	31.3	26.8	20.0	40.9
Illness or death of close persons	42.6 > 24.4		28.1	34.3
Experience in teaching practice	98.9	98.1	94.8	90.0

Note 1: Numbers are percentages and the sum of "It has definitely influenced" and "It has rather influenced". Note also that teachers who had not experienced these things were excluded.
Note 2: As a result of the chi-square test, items with a significant difference at the 5% level are marked with an inequality sign.

Table 15.   What is significant in improving the quality of teaching practice (intergenerational comparison)

	Primary school teachers			Lower secondary school teachers	
	Lower-age group		Higher-age group	Lower-age group	Higher-age group
The interaction with students	100.0		100.0	100.0	100.0
Sharing lessons planning and classroom management with colleagues	98.9		96.6	93.8	96.6
The leadership and advice of the headmaster/headmistress and/or his/her collaborators	79.8		83.3	79.7	71.9
The interaction with the parents of the students	69.7	<	84.5	73.4	80.4
Personal advice from more experienced teachers and colleagues	96.7		93.0	89.1	87.5
The atmosphere and human relations in the workplace	98.9		97.5	96.9	96.5
The presence of a person (teacher) to share problems with and consult	98.9		96.6	96.9	96.4
The presence of a person (excluding teachers) to share problems with and consult	78.7	>	54.8	69.8	64.9
Reading a particularly significant book	86.4		86.7	81.0	85.5
Personal motivation and commitment	100.0		98.3	100.0	100.0
Having a hobby not directly related to teaching	77.5	>	61.6	71.9	64.3

Note 1: Numbers are percentages and the sum of "Rather significant" and "Significant at a certain extent".
Note 2: As a result of the chi-square test, items with a significant difference at the 5% level are marked with an inequality sign.

The following discussion focuses on what is significant in improving the quality of teaching practice (see Table 15).

The results of the intergenerational comparison of primary school teachers show that the percentage of the higher-age group was higher with respect to 'The interaction with the parents of the students' (lower-age group 69.7% < higher-age group 84.5%). On the contrary, the percentage of the lower-age group was higher when it came to experiences outside of school, such as 'The presence of a person (including teachers) to share problems with and consult' (lower-age group 78.7% > higher-age group 54.8%) and 'Having a hobby not directly related to teaching' (lower-age group 77.5% > higher-age group 61.6%).

As a result of the generation comparison of lower secondary school teachers, no items with significant differences were identified. In the case of lower secondary school teachers, what is significant seems to be common regardless of generation.

Table 16. What is significant in improving the quality of teaching practice (institutional matter) (intergenerational comparison)

	Primary school teachers				Lower secondary school teachers			
	Lower-age group		Higher-age group		Lower-age group		Higher-age group	
Training organized by the regional school office	79.1		81.8		60.0	<	80.8	
Training at school	92.0	<	97.5		81.5	<	94.6	
Class meetings and department meetings at the school	78.9		86.8		84.4		82.1	
Research activities at school	85.3	<	95.2		78.9		81.6	
Participation in presentations of the results of research activities carried out in other schools	66.7		74.3		67.9		60.4	
Study groups by school grade, subject and / or territorial area	77.1		81.4		70.4		72.9	
Enhancement / evaluation of teachers	63.6		67.0		67.2		69.8	
Participation in private educational research organizations and voluntary circles	53.4	<	73.7		56.8		60.5	
Teacher Associations (including the Teachers and Researchers Association)	58.9		66.2		72.7		63.9	
Training courses, study groups, internships and the like at universities and research centres	73.6	<	86.4		75.9		72.3	

Note 1: Numbers are percentages and the sum of "Rather significant" and "Significant at a certain extent". Note also that teachers who had not experienced these things were excluded.
Note 2: As a result of the chi-square test, items with a significant difference at the 5% level are marked with an inequality sign.

The following discussion focuses on the institutional matters that are significant in enhancing the quality of teaching practice (see Table 16).

The results of intergenerational comparison of primary school teachers show that the training and research system at their schools, such as 'Training at school' (lower-age group 92.0% < higher-age group 97.5%) and 'Research activities at school' (lower-age group 85.3% < higher-age group 95.2%) were perceived as significant among the higher-age group. Training outside of their schools, such as 'Participation in private educational research organizations and voluntary circles' (lower-age group 53.4% < higher-age group 73.7%) and 'Training courses, study groups, internships and the like at universities and research centres' (lower-age group 73.6% < higher-age group 86.4%) were also perceived as significant by the higher-age group.

The results of the intergenerational comparison of lower secondary school teachers show that the percentage is higher for the higher-age group when it comes to 'Training organized by the regional school office' (lower-age group 60.0% < higher-age group 80.8%) and 'Training at school' (lower-age group 81.5%

< higher-age group 94.6%). The older the teacher, the more likely they were to consider these activities significant.

For both primary school teachers and lower secondary school teachers, the older teachers tended to regard training and research as more significant.

Table 17. Relationship with colleagues (intergenerational comparison)

	Primary school teachers			Lower secondary school teachers	
	Lower-age group		Higher-age group	Lower-age group	Higher-age group
Maintain informal relationships with colleagues after leaving school	87.8		85.7	84.6	86.0
Talk with your colleagues about students and education	94.4	(<)	99.2	95.4	96.6
Attending colleagues' lessons	44.4		43.7	26.6	28.1
Mutual advice about teaching practice	91.1		96.6	88.9	94.8
Talk teaching practices with colleague	87.8		91.5	84.4	87.5
Organize work groups and the like with colleagues	65.6		72.9	50.8	59.6
Actively engage in school management	76.7	<	88.0	79.7	77.6
Actively participate in teachers meetings	38.2	<	61.9	60.3	57.1
Improve the communication with the headmaster/headmistress or his/her collaborators and coordinators regarding teaching practices	60.0		64.7	57.4	53.6
Teach according to one's way of thinking, without confronting others	27.0		32.2	46.0	47.4

Note 1: Numbers are percentages and the sum of "Often" and "Sometimes".
Note 2: As a result of the chi-squared test, items with a significant difference at the 5% level are marked with an inequality sign. Cells with a significant difference but with an expected frequency of less than 5 are placed within parentheses.

The following discussion focuses on the teachers' relationship with their colleagues (see Table 17).

Regarding the results of intergenerational comparison of primary school teachers, it was observed that the percentage of the higher-age group was high with respect to 'Talk with your colleagues about students and education'. It seems that older teachers were more active in interacting with their colleagues. The percentage of the higher-age group was also high when it came to 'Actively engage in school management' and 'Actively participate in teachers meetings'. It seems that many older teachers were also actively involved in school operations.

The results of the analysis of intergenerational comparisons of lower secondary school teachers did not show any differences between generations. Regardless of age, there seems to be commonality with respect to their relationship with their colleagues.

3. Attitude toward life as a teacher (intergenerational comparison)

Table 18. Attitude toward life as a teacher (intergenerational comparison)

	Primary school teachers		Lower secondary school teachers	
	Lower-age group	Higher-age group	Lower-age group	Higher-age group
I am happy of being a teacher	95.6	98.3	96.9	100.0
I am always busy	95.6	94.9	92.3	94.8
There is great freedom in the work	75.0	82.3	85.5	80.7
I feel often tired	71.1	69.6	73.8	77.6
I feel it's worth the effort to work	96.7	98.3	96.9	100.0
I am training the citizens of tomorrow	97.8	98.3	95.3	98.3
Society will get better in the future	52.2	55.6	62.9	62.5

Note 1: Numbers are percentages.
Note 2: The figures from "I am happy of being a teacher" to "I am training the citizens of tomorrow" are the sums of "A lot" and "Enough". The figures for "Society will get better in the future" are the sums of "It will get better" and "May be a little better". The results of the chi-square test showed no significant differences at the 5% level.

The final section discusses the respondents' attitude toward life as teachers (see Table 18).

For primary school teachers, no items were significantly different. Regardless of generation, they had attitudes such as 'I am training the citizens of tomorrow', 'I am happy of being a teacher', 'I feel it's worth the effort to work', and 'I am always busy'.

As in the case of primary school teachers, lower secondary school teachers seemed to have similar attitudes regarding their life as a teacher and have a similar social outlook regardless of generation.

Ⅴ. Conclusion

The results of the analysis have revealed the following regarding the competence formation of primary school teachers and lower secondary school teachers in Italy.

First, the following is the description of the process of adopting teaching profession.

With respect to when the participants decided to adopt teaching profession, many primary school teachers did so while they were in primary schools. Among the lower-age group, some made their decision during their university years. However, among the higher-age group, many people made their decision before they finished upper secondary school. The reason for this result is thought to be the reform of the primary school teacher training system. On the contrary, in the case of lower secondary school teachers, many of them chose the teaching profession after graduating from the university regardless of generation. This may

be because the training for lower secondary school teachers takes place after university graduation.

The following were found regarding the primary reasons behind their decision to adopt the teaching profession. Many primary school teachers across generations cited direct interactions they experienced with children during internships. In addition, many teachers also cited the influence of teachers they had when they were students and their encounter with a favourite subject or discipline.

In the case of lower secondary school teachers, the most common response regardless of generation was an encounter with a favourite subject or discipline. There were also many respondents who cited the reason as teachers whom they had met while they were still students and interactions with children during internships. The percentage of respondents who cited teachers whom they had met while they were still students was higher among the lower-age group.

With regard to the educational experiences until university graduation that the respondents found useful in developing the foundation for teaching, the findings were as follows. Many primary school teachers answered that their interactions with wonderful teachers while they were students, their direct contact with children during internships, and their learning in classes and independent study at the university, were useful. Among those in the higher-age group, many people cited direct contact with children through tutoring as well as informal experiences of gaining knowledge from the media. For lower secondary school teachers, the interactions and study experiences at the university were the major reasons; however, the ranking of importance were different from that of primary school teachers. This pattern was common regardless of generation.

My findings regarding what influenced the respondents as a teacher were as follows.

The events that influenced the teaching practice and views of primary and lower secondary school teachers were interactions with children and colleagues, research activities, and encounters with people outside the school. On the contrary, a few teachers mentioned personal events such as the illness or death of someone close to them. In the case of primary school teachers, more people in the lower-age group cited personal events than those the higher-age group.

In terms of what is significant for improving the quality of teaching practice, many primary and lower secondary school teachers cited interactions with colleagues and children in the school and reading. As for institutional matters, many of them opined that training and research at their own schools and training at universities and research centres were significant. Older teachers tended to regard training and research as particularly significant.

Finally, the following findings were made regarding the daily life of teachers.

In terms of their relationships with colleagues, both primary school teachers and lower secondary school teachers actively discussed children, education, and teaching practice with their colleagues. They also eagerly involved themselves in school operations. However, they were not actively observing one another's classes. Among primary school teachers, those in the higher-age group were more actively involved in

interactions with their colleagues and in school operations.

Regarding their attitude toward their life as a teacher, both primary and lower secondary school teachers responded that they were satisfied with their work and it was worthwhile, although they were extremely busy every day. They believed that they were making meaningful contributions to the society. Regarding their view of the future society to be created by the children they taught, the opinion was divided: some believed that it would be better and some believed it would be worse. The teachers' attitudes described above were common across generations.

This paper clarified the competence formation among primary and lower secondary school teachers in Italy. At present, there is a mixture of teachers who were trained under different teacher training systems. It is expected that the reform of teacher education measures will continue in the future and that there will be a variety of teachers in each school who adopt the teaching profession through different routes. Therefore, it is difficult to determine the effects of the past teacher education measures. However, even under such circumstances, it is important to listen to the voices of teachers, grasp what is significant to them, and examine teacher education measures.

Going forward, the first task of this research project is to continue to investigate the competence formation of Italian teachers. The authors will find out how the future situation of the European Union and the reform of teacher education in Italy may affect their competence formation. The second task is to interview Italian teachers regarding their competence formation. This makes it possible to clarify how they form their competence in a more specific manner; this was difficult with the questionnaire survey. The third task is to compare the way in which teachers form their competence in Italy and Japan based on the data collected from the questionnaire survey. This will put the characteristics of Japanese teachers into perspective.

Notes

Note 1   For details, see the following papers: ①Kawamura, A. "The Quality of Compulsory School Teachers in Japan: An Analysis of Quantitative Investigations of Teachers' Professional Development in 2011-12" *Foro de Educación*, 14(20), pp.453-466, 2016, ②Kawamura, A., Kurebayashi, N., Kaneko, M. Mochizuki, K. "Kyōshi no rikiryōkeisei no henyō: 2011nendo・2017nendo shitsumonshi chōsa no kekka kara" *Kansai kokusai daigaku kenkyū kiyō*, 20, pp. 13-32, 2019

Note 2   The school system in Italy consists of three years of kindergarten (3–5 years old), five years of primary school (6–10 years old), three years of lower secondary school (11–13 years old), and five years of upper secondary school (14–18 years old). The first 10 years of primary school and secondary school (from 6 to 16 years old) are mandatory. In Italy, comprehensive institutes (istituti comprensivi), which integrate kindergarten, primary school, and secondary school, are common. As of 2019/2020, there were 385 primary schools, 158 lower secondary schools, and 4,867 istituti comprensivi (Ministero dell'Istruzione, dell'Università e della Ricerca, Portale Unico dei Dati della Scuola (URL: https://dati.istruzione.it/espscu/index. html?area=anagScu) accessed: 9 November 2021].

Note 3   The sample of this study is not representative of Italian teachers, since it was collected through snowball sampling method. Therefore, it should be noted that the results of the analysis in this study are case findings.

Note 4   The number of responses collected by the questionnaire was 243, and the number of responses collected by the web survey was 202, for a total of 445 questionnaires.

Note 5   It should be noted that this report does not take into consideration any results drawn from the open answers of the questionnaire, where the Italian teachers wrote many interesting personal considerations.

Note 6   The details of the Italian teacher training system are based on the following papers:

Mincu, M. & Chiosso, G. "Imagined Globalisation in Italian Education: Discourse and Action in Initial Training" Tatto, M.T. & Mincu, M. ed., *Reforming Teaching and Learning: Comparative perspective in a Global Era*, Sense Publishers, 23-39, 2009

Kawamura, A. Kaikakuki niaru Itaria no shō・chūgakkō kyōinyōsei. *Kansai kokusai daigaku kyōiku sōgō kenkyū sōsho*, 8, pp. 1-13, 2015

Note 7   In Italy, the five-year course study at university, called "single cycle", is a formula which combines the years of undergraduate study and the years of postgraduate study. This course is available only for kindergarten and primary school teachers. (Italian law 249/2010 – art. 3, in derogation from general law)

Note 8   As of 2021, teachers were being trained under a new secondary school teacher training system.

Note 9   As of 2019, about 53.2% of all primary school teachers and 49.3% of all lower secondary school

teachers in Italy were at least 50 years old [Eurostat, educ_uoe_perp01 (URL: https://appsso.eurostat.ec. europa.eu/nui/submitViewTableAction.do) accessed: 23 November 2021]. Therefore, the average age of the teachers in this analysis does not seem to deviate significantly from the national average.

Note10   'Attending the lessons of colleagues' is a practice that does not exist in Italian schools in general, with the exception of cases in which a senior teacher is responsible for observing a newly hired teacher as an act of confirmation of the role, or when a future teacher trainee is in the classroom. This practice is carried out informally when there is a support teacher for any disabled student in the classroom. In addition, some teachers implement this practice in the context of educational research projects. An exchange of good practices between the two countries on this topic would be very interesting.

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2）①Yamazaki, J. *Kyōshi no life course kenykyū*, Soufūsha, 2002, ②Yamazaki, J. *Kyōshi no hattatsu to rikiryoukeisei: Zoku kyōshi no life course kenykyū*, Soufūsha, 2012

3）Kawamura, A., Kurebayashi, N., Kaneko, M. Mochizuki, K. "Kyōshi no rikiryōkeisei no henyō: 2011nendo・2017nendo shitsumonshi chōsa no kekka kara" *Kansai kokusai daigaku kenkyū kiyō*, 20, pp. 13-32, 2019

抄 録

本論文の目的は，2019 年に実施したイタリアの公立小・中学校教師を対象とした質問紙調査データをもとに，彼らの力量形成のあり方を明らかにすることである。その結果，以下のことがわかった。

教職選択時期については，小学校教師の場合は小学校の時期，中学校教師の場合は大学卒業後に教職を選択した者が多かった。

教職選択の最も大きなきっかけで最も割合が高かったものは，小学校教師に関しては，インターンシップなどで子どもと直接接した経験，中学校教師の場合は，好きな教科や学問との出会いであった。

教職活動の基礎を培うにあたって役立った大学時代までの被教育体験については，小学校教師は，被教育体験期に出会ったすばらしい教師との関わりや，インターンシップなどで子どもと直接接したことという交流経験と，大学での授業や自主学修という学修経験が役立ったと回答した者が多かった。また，中学校教師についても類似する傾向が確認された。

小・中学校教師において教育実践や教育観に影響を及ぼした出来事は，子どもや同僚との交流，研究活動，それに学校外での人々との出会いであった。一方，自分にとって身近な人の病気や死などの私的出来事をあげた者は少なかった。

教育実践の質を高めるうえで意義あることについては，小・中学校教師ともに，学校内の同僚や子どもとの交流，読書，所属校での研修・研究，大学や研究センターにおける研修を意義あるものと考えている者が多かった。

同僚関係については，小・中学校教師ともに，子ども，教育，教育実践について同僚と積極的に話し合いをしており，また，学校運営に熱心に関与していた。だが，お互いに授業を見合うという実際の授業を通じての交流は盛んではなかった。

教職生活意識については，小・中学校教師ともに，毎日が忙しいと思っているものの，教職に就いたことに満足をし，やりがいを感じ，社会的貢献をしていると考えている者が多かった。