The aspects of professional integration of the University faculty

Birutė Jatkauskienė
Klaipėda University

Rūta Marija Andriekienė
Klaipėda University

Abstract

This article analyses theoretical insights and empirical results of the University faculty professional integration. The first part delves into the change of the University faculty attitudes and behaviour, the second part highlights the factors of the teachers' professional integration on the aspects of the interiorization of organizational culture, professional identity construction perspective. The access of different professional integration analysis allows you to analyse and then to design the beginning of a university lecturer's career, revealing the fact that the training for career, becoming a professional is not limited only to the knowledge and competencies of any discipline or science. A successful professional integration needs also other things that are important. It is the understanding of academic activities, the knowledge of the various roles and the performance of University faculty, University norms, interiorisation of values, the construction and reconstruction of professional identity.

Introduction

Professional integration - an element of socialization, thus the detecting and analysing theoretical University faculty professional integration assumptions are based on fundamental theoretical insights of socialization. Professional integration is analysable as subjective intrusion in the professional context. Therefore, the professional integration manifests it-

self according to each individual's self-imposed professional representations, interiorised organizational culture, personal and professional identity, the assessment of professional reality (Bataille, Mias, 2003).

Today we can speak about such scientific access to socialization when socialization is understood and analysed as a mechanism for explaining and demonstrating the unique behaviour of many individuals, simulating a personality change according to the most dominant defining features of the society (Dubar, 1996).

The analysis of professional integration as the socialization element moves us into the structured professional environment, allows to reveal the newly hired person's transition from a beginner's work toward becoming a professional. Professional integration means not only an individual's integration into the profession, but at the same time makes us think about various social, psychological and other socialization aspects, also including professional identity. According to J. L Rinaudo (2004), professional integration involves the construction of professional identity and its transformations. Even E.C. Hughes (1985) noted that professional activity can not be understood as an economic interaction, as it reveals the employee's personality and professional identity when the employee's expectations, hopes, attitudes, the perception of self-construction, understanding, self--image, need for social recognition are developed more. Therefore, during the analysis of University teachers' professional integration should attempt to glance into it not just from a single individual's point, but also from the point of current era, the variety of roles on the social aspects performed by the society.

Researches on professional integration field have become very popular at the end of the twentieth century, around the 90's, when the comparison of various national surveys (Hannan et al., 1997, Altbach, 2001; Couppie, 2003; Reimer, 2008 et al.). The highlighted differences among various countries were considered as the result of education system structures or the labour market segmentation. Faculty professionalism is considered as the determiner of a successful professional integration (Kerchoff, 2000); such researchers as J.F. Giret (2011), Vaatstra R. et al., (2007 et al) analysed the complex beginning of the career. It is worth to mention the combined study of five Western European countries and Japan devoted to determine didactic methods, tools and the interfaces of the graduates' professional integration by faculty applied different academic models (Chevallier et al., 2013). This study indirectly reveals some aspects of faculty professional

integration.

N. Dyke (2006), on Canada-wide carried out survey, said that as much as 50 percent quit doctoral studies, only 30 percent of the graduates from doctoral studies begin their academic career at the University, even 29 percent of faculty who have started university career leave the university during the first years of their career, because they feel great pressure due to the lack of research funding, excessive workload, the compatibility of administrative, research and pedagogic time, finances, the lack of readiness for activity. Therefore, professional integration for those 29 percent of teachers' has not been as successful as expected.

In summary it can be said that the development of professional integration in the field of research aimed to answer such problem questions: how to explain and reason the process of complicated career and professional integration or how to become a professional (Giret, 20114et al.,).? Is the complex integration process a normal phenomenon? (Vaatstra, 2007 et al.,). How, in what ways and means to facilitate the beginner's career activity critical period, that G Nault (2005)6 called the „survival period"?

Researches on the beginning of the faculty carrier, their professional integration are scarce, could be more, because that is a specific socio-professional group, characterized by some differences in the professional integration. While there is something common to all occupational groups: everybody joins the way of professional integration at the early stage of the career.

It is assumed that several factors determine the differences of teachers' professional integration at the early stage of career from other occupational groups: a high level of education of teachers (doctoral, post-doctoral studies); university full-time employment (rather than a fixed-term contract); older than other young workers' age at the beginning of career (Le Blanc, 2004).

All these mentioned factors determine problem issues of this study: what is happening during university faculty professional integration, which is the dynamics of professional integration, professional representations (construct), behaviour, identity, the aspects of organizational culture interiorisation and professional identity construction?

In order to analyze the problematic issues, empirical study objective to reveal university faculty on the aspects of integration of organizational culture interiorisation and professional identity change are provided. The-

refore, the analysis of teachers' professional integration was followed by two analytical perspectives: professional and organizational culture interiorisation and professional identity construction.

The perspective of professional and organizational culture interiorisation analysis refers to the fact that professional integration is a process during which individual not only acquires knowledge, develops the existing skills, but also interiorises norms, values, ethics, etc. of the organization which they belong (in our case the university). (Martineau, Breton Presseau, 2005). Thus, professional integration of the career at the beginning is not only the stabilization process in the labour market. It is understood and analysed much more wider.

The perspective of professional identity construction analysis refers to the fact that professional identity can be constructed for „self" and „others" (Hedoux, Dubar, 2002). Construction of professional identity for „self" means that the individual can finally describe oneself on the basis of family, school and professional environment of the experience gained. Construction of professional identity for „others" refers to the process of interaction with others, which is approved/rejected an individual's projected desired „portrait", based on the available and demonstrated knowledge, mastered competencies. During this process we should talk about negotiations on the individual's place, prestige within a professional group, the power of interests relations, about the fact that a group of professional representatives can confirm or deny recognition of the constructed identity for self with reference to professional expectations.

The results of empirical research

Klaipėda University Continuous Studies, Andragogy Department organized pilot study in 2013 - 2014, which aimed to reveal the respondents' (n = 197) approach to teachers' professional integration aspects. The prepared empirical research instrument - closed and open questions questionnaire, which consisted of three separate parts. The first part of questions is devoted to the analysis of demographic data, the second - to the analysis of the faculty change of attitudes, behaviour, the third - to faculty's professional integration factors of organizational culture and professional identity aspect. The study questionnaire validity (internal validity) was pursued on previous studies (Jatkauskienė, Andriekienė, 2013 et al.,). instrument samples and expert approach.

The study involved Klaipėda, other towns and counties teachers working in universities and colleges. The survey consisted of 68 percent women. By the seniority dominated respondents with 5-10 years (35 percent) and 10 -20 years (31 percent) seniority.

THE CHANGE OF FACULTY'S ATTITUDES AND BEHAVIOUR IN THE VIEW OF ACADEMIC PERFORMANCE

This study inquired whether respondents'approach to teacher's performance, professional strengths, social status, conducted teacher roles, interaction with colleagues and students, changed in a year (a few) (years) of academic activities. Their answers distributed as follows:
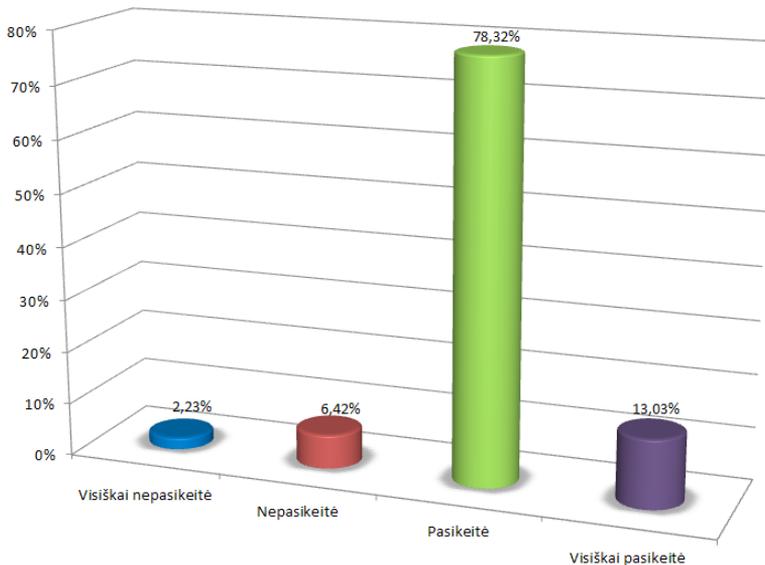

Fig.1 The change of teachers' attitudes during the course of academic performance

As the above data shows in the majority of cases (78.32 percent) the approach has changed to the teacher's work, professional advantages, social status, the roles conducted by teachers, interaction with colleagues and students, after one (a few) academic years of operation. About 13.03 percent of respondents indicated that their attitude has changed even a lot. Almost similar data is obtained after the analysis of respondents' answers

to the question whether their behaviour has changed (it seemed to 81.24 percent of the respondents that their behaviour have changed and have changed completely - 10.47 percent). The data were compared for each variable category by experimentally obtained frequencies with theoretically provided (expected) frequencies (p <0.05, df-1, p - 0, χ2-141.062).

Presumably, the university faculty, also other staff occupational status and integration process elucidates a posteriori, ie only interviewing these employed individuals'after a certain period of time. Only then one can understand what happened during professional integration, what has been the integration dynamics, what should professional representations (construct), identity change and so on be. In answering these questions, it is possible to identify positive and negative effects of university faculty professional integration factors, because only in professional activities, within the context of professionalization such things as personal, professional identity, professional teachers expectations, self-image, social recognition, and so on are purified.

The study showed what negative factors conditioned changes in behaviour and attitudes.

Table1. Factors of attitudes and behaviour

Factor	Percent
Academic performance did not meet my initial expectations, performance representations	
	29,21
Available readiness for academic performance	
	18,23
Competitive operating environment	7,21
Tense relations with colleagues and students	9,36
Violations of ethics	4,48
Constant tension at work due to the high workload and the lack of time	19,47
Hardly compatible faculty activities and social roles	12,34
Other	3,7

As the data from the above table shows, it can be stated that the negative factors such as non-compliance of the initial expectations, operational representations and real activities (29.21 percent); constant stress at work because of the high workload and the lack of time (19.47 percent); the available readiness for the academic activities (18.23 percent.); hardly compatible with each faculty activities and social roles (12.34 percent) are considered as negative factors for teachers' professional integration. Kendall W test, which is used for more than two ordinal variables to assess the dependence was given. Each respondent provides the status for each valuable entity in accordance with the criteria. The retrieved Kendall W coefficient is equal to 0.213. Thus, the respondents quite differently listed the factors by change. The coefficient value is statistically significant, because $p<0.05$.

In fact, the data from this study corresponds to those already carried out by other professional groups in the field of professional integration data. For example, P. Ratinaud M. Bataille, 2004; N. Dyke 2006 revised and concretised factors manifested as particularly difficult in the case of professional integration:

- newly hired people's adaptation and motivation;
- professional representation (images), personal, professional identity and their non-compliance to the available ones;
- rating of daily professional operation situation differencies (eg, the change of teaching paradigm to the learning paradigm);
- conception of organisation culture;
- compliance/non-compliance of professional vocation to the available;
- colleague interrelations (communication, co-operation), etc.

After a deeper delving into the university or other higher education institutions teachers everyday activities, it can be realized why namely such findings have been retrieved from the research carried out on the initiative of Klaipėda University. University faculty, as well as other professional groups'successful integration in the operation team and professional life is very complicated due to the variety of social, psychological and occupational problems. We should not forget the lack of faculty's preparation for professional activities (even the deficiencies of higher education didactic knowledge and skills) level, difficulties in harmonizing work and family responsibilities, different teacher's activities (research, teaching activities,

directing the students' final work, other academic activities within the university, academic activities outside the university) and roles (lecturer, researcher, manager, etc.), various experiences, psychological traumas, poor motivation to work for relatively low wage at the beginning of the career, inability to adapt to the changing times geared terms, absence of network support for the newly recruited and others. (Jatkauskienė, Andriekienė 2013).

A more detailed analysis of university teachers professional integration, its determinants, we have inevitably to talk about significant transformations incurred by universities in recent decades (Albero, Linard, Robin, 2008, Bédard, 2009). One of them is the study massification. Specifically, this meant the emergence of a new generation of students in classrooms at a university: the studies take not only an elite youth, but also all the others wishing to study with the primary goal of a successful professional integration in the job market. However, not all teachers responded to these changes, as well as other things: the coversion of teaching paradigm into the learning paradigm, students free access to knowledge and information, the competitive faculty and university operating environment, the study of professionalization needs (Jatkauskienė, 2013) and other things.

At present, when research is one of the most important strategic and operational elements in every university, and the student access to new knowledge or information have virtually no restrictions (Groccia, 2010), the teacher is given a substantially important pedagogic challenge - study quality assurance for prospective bachelor and master graduates, doctors. Still classical lecture method largely applied does not satisfy all the students needs, because they expect to be prepared for real work activities not only in theory but also in practice after graduation.

From all of the above, it can be assumed that it was precisely this why the respondents indicated some negative factors of professional integration.

FACTORS OF FACULTY PROFESSIONAL INTEGRATION ON THE ASPECT OF ORGANIZATIONAL CULTURE AND PERSONAL, PROFESSIONAL IDENTITY

Teachers' professional activities take place in an environment, which in one or the other way, but always distinguished itself by a specific culture. In this culture more or less dominated/dominates certain stereotypes (such as the expression of conformism, academic freedom, faculty heterogeneous

groups, powers, ambiguity and so on), symbols, values, and everything.

University organizational culture has been forming for centuries, but today it can no longer be understood as rational as it was in M. Weber's, J. H. Fayol's or F. Taylor's times. The concept of University organizational culture has expanded on the aspects of humanistic, systemic, political, cultural, cognitive, and other approaches. This is conditioned by many factors, such as higher education, study massification, university faculty multifunctionality of activities, the variety of roles, study professionalisation needs, the abundance and diversity of knowledge, the competitive universities operating environment and many other things. University organizational culture analysis is not the aim of this research article, but we would like to emphasize that university's organizational culture is a very important thing for every member of the academic community; its inobservance can have negative consequences not only for teachers, but for the university. „Only culture reveals that every organization is unique. Two organizations can have the same business strategy, similar or even identical structures, apply the same management techniques, but the possession of distinctive organizational culture can lead to a successful survival of the organization, while others existance is miserable"(Delavallée, Joly 2002, p.7).

The respondents were asked whether their attitudes have changed on organizational culture of the university after one (a few) years of academic activities. Their responses are shown in the figure below to enter:
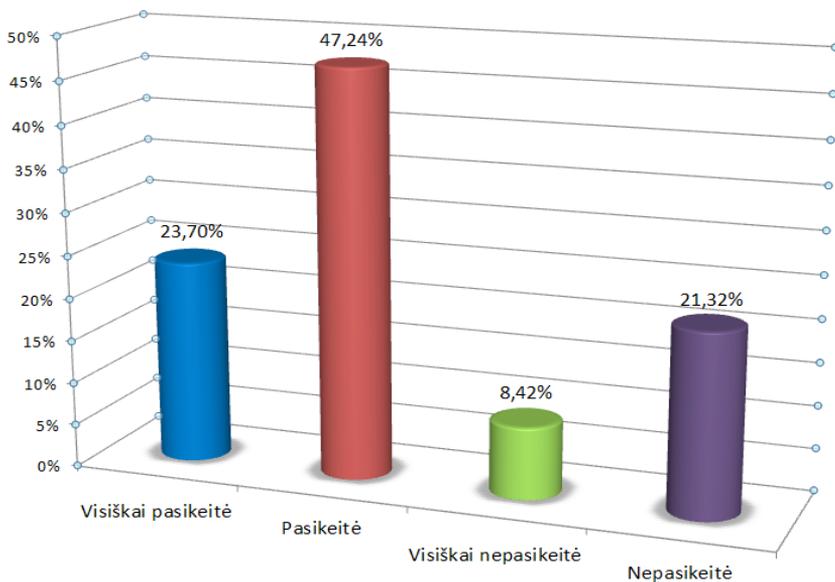
Fig.2 The change of teachers' approach to university organizational culture

Almost half (47.24 percent) of the respondents think that their approach to organizational culture of the university after one or more years have changed, and 23.7 percent of the surveyed said that their attitude has completely changed. The retrieved Kendall W coefficient value is equal to 0.069. This means that the respondents have different approaches to change. The coefficient value is statistically significant, because $p < 0.05$.

The respondents that answered the previous question positively said that changes went the negative direction (49.65 percent). Thus the university culture interiorization was problematic to them. One would assume professional, organizational culture interiorization begins during doctoral studies with different roles of the teacher. For example, the researcher's or lecturer's. In this case, in the role of the researcher it is important for a doctoral student to interiorizuoti the norms of research ethics, collegiality, researchers, delivery and dissemination, etc. If a doctoral student already has a lecturer's experience, pedagogical ethics, principles of supervision, didactic knowledge of higher education and everything else become important for him. However, it is worth recalling the fact that doctoral studies at the particular university do not necessarily guarantee teacher's career at the same university. Practice shows that often doctoral studies take

place in a different institution than the teacher's career begins. Therefore, not necessarily the interiorised values of one institution: organizational or professional culture must be identical to the culture of other institution (university). Naturally, this impedes the intergration of the newly recruited teacher's professional integration.

The respondents indicated the following stereotypes manifesting themselves within university organizational culture:

Table 2. The expression of stereotypes

Stereotype	Percent
Expression of power over others	18,34
Expression of heterogenious faculty groups	24,41
Prejudice respect someone	12,35
Expression of conformism	14,26
Aspiration of academic freedom	27,32
Other	3,32

According to the respondents aspiration for academic freedom (27,32 percent) became the main stereotype; the expression among heterogenious faculty groups (24,41 percent); expression of power over others (18,34 percent); expression of conformism (14,26 percent). The significance was checked by X2 technique. It has been obtained that $X2 = 54.725$, $df = 2$ and $p = 0 < 0.05$, thus the monitored the results differ significantly from the expected. Therefore, it must be assumed that these university stereotypes can complicate the integrantion of the newly employed teachers.

These stereotypes are considered to be university-specific characteristics that distinguish it from other organizations. For example, a strong desire for university faculty autonomy to be regarded as a distinctive feature of the university and as a greater loyalty to their profession, to the group of discipline, rather than the employing institution representatives (Bourgeois, 1990). Another feature that distinguishes university from other institutions is the university faculty community heterogeneity and fragmentation. This community reminds of some kind of federation, bringing together multidisciplinary actors, scattered among different disciplines, departments and faculties, with very different professional, social

representations, practices, symbols, culture, technologies and everything else. P. Bourdieu (1997, p. 66) states that „*university is not the community, but the field with its competition, own specific interests, goals, etc. This social part area is relatively autonomous, free to create their own rules, independent from other fields' heteronomous influence*".

It is worth to mention teachers' heterogeneity in the context of professional integration. On the one hand, all teachers invoke the values of total objectivity, truth, freedom, autonomy, knowledge dissemination and everything else. On the other hand, teachers belong to different institutions which have granted their education, training and profession. They are working in very different fields of knowledge, which alsoput a label on their academic activities. Teachers are different in occupation, education degrees, age, seniority, interests and needs that affect their activities and functions. Therefore, the research highlighted university organizational culture stereotypes can be seen as negative factors in the faculty professional integration.

The respondents indicated that there is a significant difference (66.24 percent) in the ethics of the newly hired teachers and those who have worked longer, professionalism and professional identity (after the χ2 test, p-value 0.005 <0.05, therefore, it must be assumed that during the study the choice of the respondents' answers is statistically significant).

This can be explained by the fact that people's opinions of themselves and meaningful things to oneself is not an inborn serving out, but the acquired and formed phenomenon of socialization, influenced by the society and culture, individual capacity and the choice, permanently constructed, created and formed. Human professionalism, identity, as the entirety of object and subject features, arises from dialectical interaction between the individual and the community, where the acquisition of professionalism, identity becomes the aspiration to reply to myself: Who am I? How I became / will become? Therefore, such conception of professionalism, identity integrates two different meanings: self-image and social definition

It is really difficult to answer the question, when the construction of a university teacher professional identity begins. The construction of identity „for oneself rests on the experience gained in the family, school, studies, self-determination to start and continue long-lasting post-graduate and doctoral studies, the decision to choose one or another scientific field, parents, friends, teachers support and other issues. However, the construction of professional identity does not end together with doctoral studies.

The transition from doctoral studies to a constant work at the university can be very significant in the construction of identity for ‚others'. Identity, constructed for „self" will experience some transformations when the newly hired teacher will interact with colleagues, students, university administration, the chosen scientific areas experts, partners and other persons. Thus, after the employment at the university, the construction of professional identity is based not only on the experienced gained in the family, school, studies, but also interaction with other teachers, social stakeholders, students and others, performing the selected or assigned social roles (for example, the researcher's, lecturer's, public service provider's, service provider's to academic community, etc.).

After the taken interest, whether the professional personal and professional identity of the study participants have changed in one (a few) academic years of operation, the following results ($\chi2 = 61.6$, df = 6, p <0.0001) were obtained:
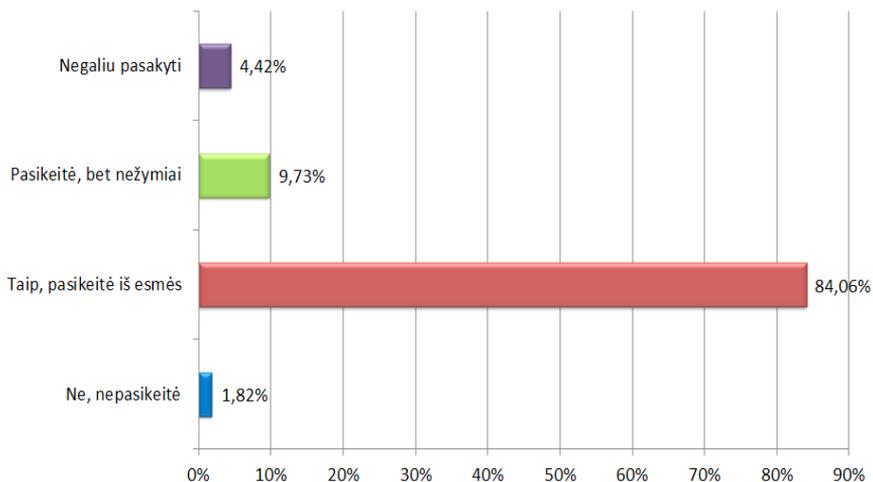

Fig.4 Personal and professional identity transformations in one (a few) years of academic activity

On the basis of these data (84,06 percent of respondents indicated that professional identity transformation took place) assumption can be made that each newly employed teacher had to revise their identity outlines over again, attempting to synchronize various and quite different acade-

mic activities areas, different roles at the university, respond not only to own interests, but also to the expectations of the university a newly hired person. It should not be forgotten that the construction or reconstruction of professional identity in the higher education system reform, politics, the emergence of a new generation of students, new information, communications deployment in academic activities, distance and continuos study forms, the entrenchment of the concept of lifelong learning and other issues become certain identity design guidelines that enable to revisit the operational schemes, to reconstruct professional identity. In this context, the newly employed teacher will have to decide for oneself what to give priority - the research or educational activities, maybe to other activities at the university or activities outside the university? Only one should not forget the fact that every teacher in the modern university no longer has so many opportunities to devote oneself exclusively to research or to teaching or just for project activities. Therefore, the newly employed teacher has to answer the question how to coordinate different roles of a teacher? What kind of activities will be given priority, what the roles the teacher will perform undoubtedly will have an impact on ones professional identity construction or reconstruction.

On the issue, whether colleagues helped to understand the secrets of the profession, to become a professional teacher, the respondents said:
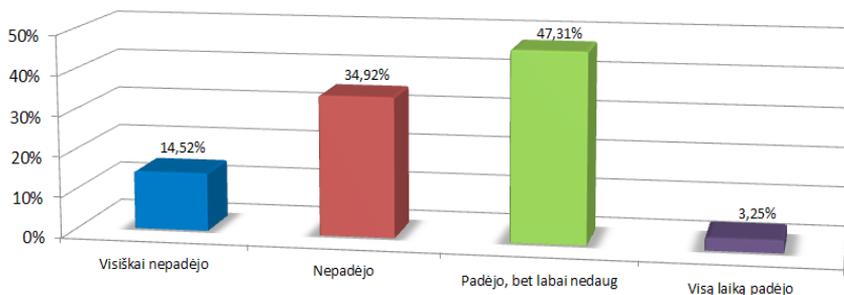

Fig.5 The assistance of colleagues during professional integration

As the responses show, peer support, although limited felt. 47.31 percent of respondents, however, even 34.92 percent said that their colleagues did not help ($\chi 2 = 48.4$, df = 6, p <0.0001). In fact, it is a difficult situation. On the one hand it can be said that such values as support / help to a young

colleague should dominate withint the university organizational culture, but on the other hand, one should not forget the fact that faculty is working on some competitive tension in the context of the transformation of society when a young colleague can claim the position from the person that helped him.

Many people, who start a career tend to idealize the profession, but in case of failure some give up to helplessness, because some people do not believe that they have the skills and inner resources to change the situation, to look for solutions to improve the quality of their practice and life. Socio- psychological researches of professional integration (Lendaro, 2011) show that if for more than a year one cannot find his proper professional integration opportunities, a person loses hope successfully to enter the activity collective, often neglects to update knowledge, improve the existing competencies, loses hope and makes no efforts to change the life. In this way, the gap is widening every year, one closes itself, loses social contacts, links with the staff, the public. This leads to social exclusion. Social exclusion caused by professional integration is one of the worst exclusions, because a harmonious team work, professional communication, social interaction are the integral parts of a valuable social functioning condition (Huberman, 2005).

During the study concern was shown about the kind of difficulties (problems) that interfere with the teachers' successful professional integration. On the opinion of the respondents social (28.41 percent), didactic / business (21.2 percent), psychological (18.24 percent), nature of professional integration problems ($\chi2 = 12.8$, df = 6, p <0.05) are dominating.
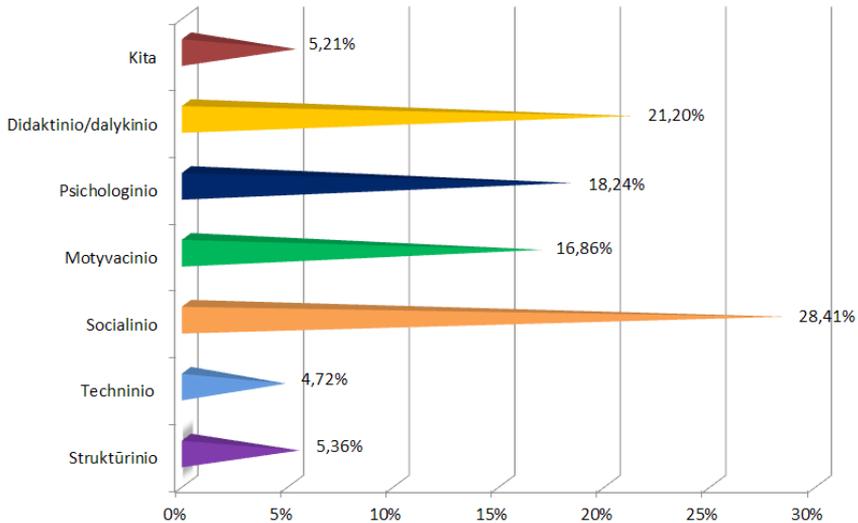
Fig.6 The nature of faculty professional integration problems

Consequently, teachers who have started activities should be given support and assistance in dealing with the social, didactic / business and psychological problems. However, it is theoretical reasoning, but in reality, when the open or disguised competitive tension passions are boiling, the university with the absent or incapable newly employed teachers' support mechanism is unlikely to carry out the newly employed teachers' professional integration very successfully. Apparently fingers of one hand will be enough to count the number of Lithuanian high schools that have a real functional support to help the newly employed teachers, mechanism or the structure that main activity should be focused on higher education and the dissemination of didactic, and higher education policy, studies reflection, to a particular university as the organization's mission to allow sooner comprehending and interiorise university culture, to construct professional identity and at the same time to facilitate the newly hired teachers professional integration. The beginning of career, without the support/ help of colleagues and other persons, as mentioned above, T. Nault (1999), very figuratively called „*the survival period*". The same applies to university faculty.

The respondents answered the question of how to prevent or reduce the newly hired teachers' professional integration problems. Their respon-
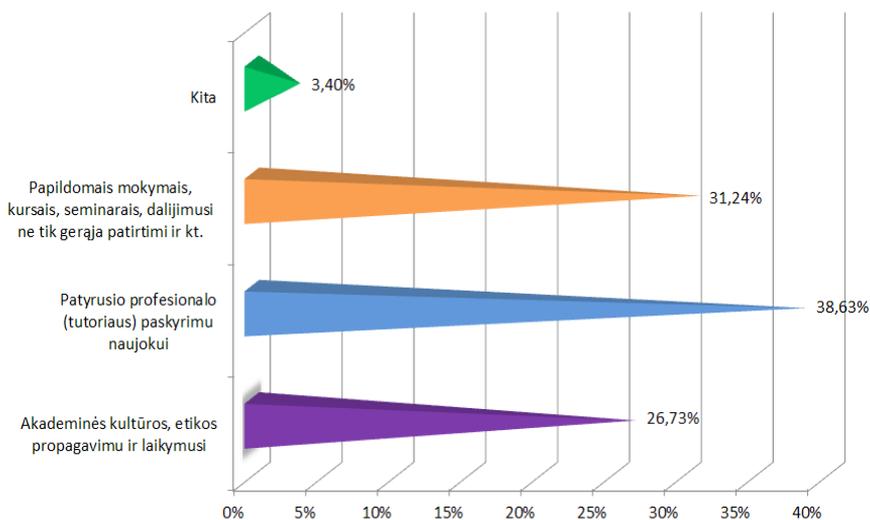
ses are presented in the below figure:

Fig.7 The possibilities for the elimination of professional integration problems

As can be seen from the graph the response is dominated by a few answers: professional integration problems can be reduced by an experienced professional (tutor), the appointment of a novice (38.63 percent), by additional training, courses, seminars, sharing not only good practice, etc. (31, 24 percent.) (X2 = 50.7, df = 6, p <0.0001). It goes without saying that the university's strategy is to provide support/help to the newly hired teacher, tutor recruitment, training, courses, seminars, etc., professional integration measures, emphasizing the teacher's preparation for a motivating lecture and its realization, the knowledge of the main features of a new generation of Lithuanian students; university faculty activity, organizational culture, the basics to the taught subject didactics; the construction of didactic situations and so on.

It should be further noted that the novice teachers really have not enough high school didactic knowledge and skills. The twenty-first century makes a considerable challenge to universities: to renew not only the programs, but also to reform the faculty teaching practices so that future professionals after graduation would be willing to withstand to any future changes or professional challenges. Therefore, attention should be given to building the capacity of didactics for the teachers of higher education

(Berthiaume et al., 2013), which is in fact could facilitate the integration of professional teachers. But the problem occurs here, which is worries not only to individual teachers, their activities, their representations, their professional identity and professional integration, but also the university if a teacher does not have a specific higher education in didactical preparation, although there are recognized in their fields of Researchers (Loiola, 2008; Berthiaume et al. 2013; Jatkauskienė, Andriekienė, in 2013 et al.). It goes without saying that we do not say that all the researchers, scientists engaged in educational activities are bad teachers, however, all, without exception, teachers should acquire or develop a consistently higher didactic skills, due to the increased needs of professionalisation.

Conclusions

Different professional integration analysis access allows to analyse o and later to design the beginning of a university lecturer's career, revealing the fact that the preparation for the career, becoming a professional is not confined to any one discipline or field of science knowledge and competencies. A successful professional integration needs and are important also other things. Those are the understanding of the academic activities, knowledge of various roles of university teachers and the performance, university norms, interiorisation of values, construction and reconstruction of professional identity.

Significant changes currently occur during professional integration processes, including attitudes, behaviour, professional identity. The empirical research has determined that some of the processes of change took place in a negative direction. It must, therefore, be assumed that the dynamics of the integration of professional teachers is not always positive. The empirical research has shown that in many cases the respondents'approach to the teacher's activity, career strengths, social status, teacher's roles, interaction with colleagues and students after one (a few) years of work changed negatively in academic performance. This can be seen as a negative dynamics of professional integration.

The study found that the negative factors are considered the initial expectations, representations and real operational activities nonconformities; constant stress at work because of high workload and the lack of time; difficult to available preparation for academic work; hardly compatible faculty activities and social roles with each other.

Almost half of the respondents think that their approach to organizational culture of the university after one or more years have changed. Hence the university organizational culture interiorization is not always smooth, and makes a negative impact on the professional integration when certain specific features of the university or stereotypes becomes real or alleged problems to a successful professional integration.

During the ongoing professional integration, personal and professional identity transformations take place, new forms of identity are searched. Therefore, it is why a newly started teachers need support / help in the construction of professional identity. However, such support is scarce in Lithuanian higher schools.

The study found that professional integration problems can be reduced by the appointment of an experienced professional (tutor) to a novice, additional training, courses, seminars, sharing not only good practice, but also other means. However, these measures are rather theoretical considerations than real support / help in academic performance for a teacher of the beginner's level in Lithuania.

References

Alberto B., Linard M. Robin J.-Y. 2008. Petite fabrique de l'innovation à l'université. Quatre parcours de pionniers. Paris : L'Harmattan.

Altbach P. G., Teichler U. 2001. Internationalization and Exchanges in a Globalized University. Journal of Studies in International Education, 5(1), 5-25. DOI : 10.1177/102831530151002.

Bataille M., Mias M. 2003. Représentation du groupe idéal: un « nouveau » noyau central?, Journal International sur les Représentation Sociale (JIRSO), Montréal: UQAM.

Bédard D. 2009. Ensino universitária e profissionalização : perspectivas pedagógicas pedagógicas. Dans M.I. da Cunha, S.R. Soares & M.L. Ribeira (dir.), Docência universitária : profissionalização e práticas educativas (p. 124-138). Feira de Santana, Brésil : UEFS Editora.

Berthiaume D., Rege Colet N. 2013. Introduction. Dans D. Berthiaume & N. Rege Colet (dir.), La pédagogie de l'enseignement supérieur : repères théoriques et applications pratiques. Tome 1 : Enseigner au supérieur (p. 1-8). Berne : Peter Lang.

Bourdieu P. 1997. Les usages sociaux de la science. Pour une sociologie

clinique du champ scientifique. Paris : INRA.

Bourgeois E. 1990. University Politics: Adult Education in a Belgian University, PhD thesis, University of Chicago:Chicago.

Chevallier T., Giret J.F. 2013. Dispositifs pédagogiques dans l'enseignement supérieur et insertion des diplômés. RIPES, Revue internationale de pédagogie de l'enseignement supérieur [En ligne], 29-1 | 2013, mis en ligne le 15 juin 2013, consulté le 24 avril 2014. URL : http://ripes.revues.org/694

Couppie T., Mansuy M. 2003. La position d'emploi des jeunes actifs : éléments de comparaison européenne. Formation professionnelle, 28, 3-20.

Delavallée E., Joly E. 2002. La culture d'entreprise pour manager autrement. Paris: Dunod, p. 7.

Dubar C. 1996. La socialisation. Construction des identités sociales et professionnelles. Paris : Armand Colin.Dyke N. 2006. Le renouvellement du corps professoral dans les universités au Québec. Profil et expérience d'insertion des recrues en début de carrière. FQPP.

Dyke N. 2006. Le renouvellement du corps professoral dans les universités au Québec. Profil et expérience d'insertion des recrues en début de carrièr. FQPPU,.

Giret J.-F. 2011. Does vocational training help transition from university to work ? European Journal of Education, 46(2), 244-256.

Groccia J. 2010. Why faculty development why now ? Dans A. Saroyan & M. Frenay (dir.), Building Teaching Capacities in Higher Education. A Comprehensive International Model (p. 1-20). Sterling, VA : Stylus.

Hannan D., Raffe D., Smith E. 1997. Crossnational research on school-to-work transitions: An analytic framework. Dans P. Werquin, P. Breen, & E. J. Planas (dir.), Insertion des jeunes en Europe: Théories et résultats, Documents Séminaires (p. 409-442). Marseille: CEREQ.

Hedoux J., Dubar C. 2002. La crise des identités. L'interprétation d'une mutation. In: Revue française de pédagogie. Volume 139. Dispositifs, pratiques, interactions pédagogiques: approches sociologiques. pp. 158- 162.

Huberman M. 2005. Are Canada's Labour Standards Set in the Third World? Historical Trends and Future Prospects for Canada. C.D. Howe Institute Commentary.

Hughes E.C. 1985. Men and their Work. Free Press.

Jatkauskienė 2013. Andragogų profesionalizacijos sistemos procesionali raiška. Monografija. Klaipėda: Klaipėdos universiteto leidykla. ISBN 978-9955-18-705-9.

Jatkauskienė B., Andriekienė R.M. 2013. Universiteto dėstytojų veiklos daugiafunkcionalumas profesionalizacijos kontekste. Klaipėdos universiteto atvejis. Monografija. Klaipėda: KU leidykla. ISBN 978-9955-18-722-6.

Kerckhoff A. 2000. Transition from School to Work in Comparative Perspective. In M. T. Hallinan (Éd.), Handbook of Sociology of Education (p. 453-474). New York: Springer US. DOI : 10.1007/0-387-36424-2_21.

Le Blanc G. 2004. Les maladies de l'homme normal. Paris: Éditions du Passant.

Loiola F.A., Romainville M. 2008. La recherche sur la pédagogie de l'enseignement supérieur. Où en sommes-nous? Revue des sciences de l'éducation, 34(3), 529-535

Martineau S., Breton N., Presseau A. 2005. Restructuration de l'identité professionnelle d'enseignants en contexte particulier d'intervention auprès d'une population étudiante en difficulté, dans C. Gervais et L. Portelance (dir.), Des savoirs au coeur de la profession enseignante. Contextes de construction et modalités de partage, Sherbrooke, Éditions du CRP, p. 187-205.

Lendaro A. 2011. Le pouvoir de la catégorie. Les politiques publiques et l'insertion professionnelle des immigrés en France et en Italie. Revue européenne des migrations internationales [prieiga internete, : http://remi.revues.org/5429 vol. 27 - n°2 | 2011, žiūrėta gegužės 29 2012

Nault T. 1999. Éclosion d'un moi professionnel personnalisé et modalités de préparation aux premières rencontres d'une classe. In : J.-C. Hétu, M. Lavoie et S. Baillauquès (éds.) Jeunes enseignants et insertion professionnelle. Un processus de socialisation ? De professionnalisation? De transformation ? (139-160). Bruxelles : De Boeck.

Nault G. 2005. Étude du fonctionnement et du potentiel d'une communauté de pratique en ligne pour le développement professionnel d'enseignants novices , doctoral thesis, Montréal, Université du Québec à Montréal.

Ratinaud P., Bataille M. 2004. Activations différentielles des éléments centraux des représentations sociales : le poids des contextes d'évocation, in Acte du 5ème Congrès International de Psychologie Sociale de Langue Française. Grenoble : PUG.

Reimer D., Noelke C., Kucel A. 2008. Labor Market Effects of Field of Study in Comparative Perspective. International Journal of Comparative Sociology, 49(4-5), 233-256. DOI : 10.1177/0020715208093076

Rinaudo J.-L. 2004. Construction identitaire des néo-enseignants. Analyse lexicale des discours de professeurs des écoles et de professeurs de lycées et collèges débutants . – Recherche et Formation 47 (141-153).

Vaatstra R., De Vries R. 2007. The Effect of the Learning Environment on Competences and Training for the Workplace According to Graduates. Higher Education53(3), 335-357. DOI : 10.1007/s10734-005-2413-4.

Vaatstra R., De Vries R. 2007. The Effect of the Learning Environment on Competences and Training for the Workplace According to Graduates. Higher Education53(3), 335-357. DOI : 10.1007/s10734-005-2413-4

Vaatstra R., De Vries R. 2007. The Effect of the Learning Environment on Competences and Training for the Workplace According to Graduates. Higher Education53(3), 335-357. DOI : 10.1007/s10734-005-2413-4.