

## EMPIRICAL RESEARCHING IN SLOVENIAN PRIMARY SCHOOL

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### **Abstract:**

There is no doubt that professional staff's empirical research at the school is necessary, either for the teachers to be active researchers or collaborators (providing administrative data, participating in interviews, answering questionnaires, etc.) of external researchers. A recent Slovene research has shown that Slovene teachers and head teachers attribute a very small influence of the teacher's work in research projects. In the abstract, we focus on the teacher and the head teacher as participants in the research of external institutions, especially in the role of respondents of questionnaires. Although this is a good opportunity for a mental deepening into one's own pedagogical practice, it seems that the interest of professional staff to fill in questionnaires from year to year decreases. As a result, empirical research is in crisis, it is often conducted on small random non-representative samples, and in the case of such a shrunken sample its representativeness and impartiality are affected, and therefore the validity of generalizations to the target population is also affected. This, of course, threatens the development of pedagogical theory and practice.

We will present the partial results of empirical research, where we determine the extent to which teachers and head teachers receive applications for research participation, how many of them they actually participate in, their views on empirical pedagogical research, and to what extent they are aware of the importance of empirical pedagogical research. We will also present the activities by which teachers and head teachers develop their own research work, and consequently findings on the impact of this research on the professional development of teachers and head teachers and on their acquired title in the system of promotion in titles of employees in education and training.

The study involved 3550 teachers and 226 head teachers from 121 primary schools and 105 secondary schools.

*Keywords: empirical researching, research progression, Slovenian primary school.*