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SVEUČILIŠTE U ZADRU

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UNIVERSITY OF ZADAR

**DEPARTMENT OF TEACHER AND PRESCHOOL
TEACHER EDUCATION**

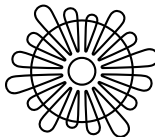
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MIŠLJENJE UČITELJA RAZREDNE NASTAVE O MODALITETIMA UČENJA UČENIKA PRVIH RAZREDA S POSEBNIM OSVRTOM NA VAŽNOST SLUŠNE PAŽNJE

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SAŽETAK

Čovjekova osjetila predstavljaju mjesto ulaza informacija nakon čega se one procesiraju da bi se u konačnici oblikovalo neko ponašanje. Iako sva osjetila imaju važnu ulogu tijekom učenja, vizualni, slušni i kinestetički put primanja informacija opisuju tri najčešća tipa učenja. Da bi učitelji mogli organizirati nastavni proces dinamično i proaktivno, tj. usklađeno s učenikovim optimalnim modalitetom učenja, važno je taj model znati prepoznati i tome prilagoditi nastavni proces. Pritom je važno naglasiti da je sposobnost učenika da izrazi svoje potrebe, ideje i promišljanja od velike važnosti za usvajanje nastavnih sadržaja. Zato je cilj ovog istraživanja bio ispitati mišljenja učitelja razredne nastave o modalitetima učenja učenika prvih razreda s posebnim osvrtom na slušanje i njegovu povezanost s učiteljskom procjenom učenikovih komunikacijskih vještina. Za potrebe istraživanja kreiran je upitnik za procjenu mišljenja učitelja razredne nastave o modalitetima učenja s posebnim osvrtom na slušni modalitet. Ukupan broj ispitanika obuhvatio je 460 učitelja razredne nastave koji dolaze iz 14 županija Hrvatske. Rezultati su pokazali da učitelji smatraju da se najdulja pažnja i uspješnost usvajanja sadržaja, kod učenika prvih razreda, ostvaruje vizualnim putem, a najmanje slaganje pokazuje se za primanje sadržaja slušnim putem. S druge strane, učitelji smatraju da su učenikove komunikacijske vještine povezane s usvajanjem nastavnog sadržaja slušnim putem. Doprinos ovog istraživanja je u tome što ukazuje na potrebu razrade programskih aktivnosti u predškolskom i ranijem osnovnoškolskom razdoblju u cilju povećanja aktivnosti usmjerenih na razvoj slušanja.

KLJUČNE RIJEČI:

modaliteti učenja, razredna nastava, slušna pažnja, stavovi učitelja

UVOD

Postoje brojne teorije o tome kako učenici usvajaju znanja, razvijaju komunikacijske vještine i oblikuju svoje ponašanje. Aras (1995) govori da čovjekova osjetila predstavljaju mjesto ulaza informacija nakon čega se one procesiraju da bi se u konačnici oblikovalo neko ponašanje. Brojna istraživanja govore o tome da informacije dobivamo i pamtimo kroz više perceptivnih kanala istovremeno. Rezultati istraživanja koje se odnosi na iluziju bljeska izazvanu zvukom (Shams, Ma i Bieierholm, 2005) u skladu su s verbotonalnim promišljanjem autora akademika Guberine koji je u osnovi metode uvijek naglašavao povezanost i međusobnu ovisnost različitih senzoričkih modaliteta (Guberina, 1999) te važnost multimodalnosti u procesu učenja. Struktura slušnog puta omogućava stapanje različitih osjetnih podražaja na putu od periferije prema korteksu, tj. slušnu poruku na putu prema korteksu obogaćuju, tj. dopunjuju informacije iz vizualnog, taktilnog, proprioceptivnog i vestibularnog osjetila (Pansini, 2000), ali i *vice versa* omogućavajući tako da struktura procesora bira iz podražaja najinformativnije elemente koji će pomoći formi da lakše obradi sadržaj, tj. da odabere preferirani modalitet primanja informacija (Pavičić Dokoza, Tuta Dujmović i Laštro, 2021; Bakota, 2014). Ideja o preferenciji modaliteta učenja dio je izvorne teorije modela stila učenja (Dunn i Dunn, 1978) koja je uključivala pet kategorija za koje se smatra da utječu na učenje: okolina, emocionalna, sociološka, kognitivna i fiziološka kategorija. U Dunnovu i Dunnovu modelu stila učenja perceptivni modalitet sinonim je za preferenciju modalnosti što je kasnije uglavnom opisivano kroz kategoriju vizualnog, slušnog i kinestetičkog puta ulazne informacije.

Vizualni, slušni i kinestetički put ulazne informacije (VAT) definira koji je od navedenih modaliteta dominantan kao ulazni put za informaciju koju je potrebno procesirati, obraditi i integrirati s ostalim znanjima (Đigić, 2012; Coffield, Moseley, Hall i Ecclestone, 2004). Istraživanje koje je proveo Howard-Jones (2014) pokazalo je da 90 % učitelja upravo tako klasificira tipove učenja svojih učenika. Navedena tri osjetila (iako je temeljnih osjetila pet i uz navedena tri tu su još i vestibularno i proprioceptivno osjetilo) u literaturi se nazivaju reprezentativnim sustavom osjetila (Sreenidhi i Tay, 2017). Newton (2015) kritizirao je tako jednostavan način klasifikacije preferiranja vanjskih senzoričkih informacija u cilju stjecanja novih iskustava i znanja što potvrđuju i rezultati istraživanja koja naglašavaju krosmodalitet u načinu obrade pristiglih informacija, važnost prijašnjih iskustava u percepciji pristiglih informacija te sposobnost središnjih mehanizama da inhibiraju

ili dodatno ubrzaju procesiranje perifernih informacija (Ten Oever i sur., 2016; Marian, Lam, Hayakawa i Dhar, 2018; Matusz, Wallace i Murray, 2017).

Istraživanja koja su proučavala preferenciju u smislu modaliteta učenja razlikuju se, pa neka istraživanja pokazuju preferenciju auditivnog načina primanja informacija, a neka vizualnog (Pillai i Yathiraj, 2017; Gloede i Gregg, 2019; Dobrić i Mildner, 2007). Istraživanja su pokazala da je za priziv informacija vremenski definiranih zadataka bolji auditivni modalitet, dok je vizualni modalitet bolji kod zadataka koji su prostorno definirani (Fendrich i Corballis, 2001; Kitagawa i Ichihara, 2002). Knežević (2019) u svome je istraživanju promatrala povezanost osnovnih demografskih karakteristika i stilova učenja kod studenata Ekonomskog fakulteta. Rezultati istraživanja pokazuju da se kod muškaraca najviše pojavljuje kinestetički i vizualni stil, a najmanje auditivni koji se u najvećem postotku javlja kod žena.

Auditivni modalitet učenja oslanja se na slušnu pažnju i slušno pamćenje. Temelj za usvajanje verbalnog jezika jest usmjeravanje pažnje na sadržaj onoga što se sluša, a isto tako i selektiranje bitnih od nebitnih slušnih podražaja. U tom kontekstu, kognitivni su mehanizmi iznimno važni jer se preko njih primljene informacije pripremaju za obradu na središnjoj razini.

Pritom treba naglasiti da je sposobnost učenika da izrazi svoje potrebe, ideje i promišljanja jako važno za usvajanje nastavnih sadržaja. Uloga komunikacije izuzetno je važna u suradničkim okruženjima učenja što sugerira da razumijevanje komunikacijskih preferencija može poboljšati grupnu dinamiku i poboljšati ukupne ishode učenja (Mahdi, 2023).

U cilju poboljšanja dinamike nastavnog procesa i stvaranja optimalnih uvjeta u kojima će učenici moći u potpunosti iskoristiti svoje mogućnosti dobro je poznavati preferirane stilove stilova učenja svojih učenika. Cilj je ovog istraživanja bio dobiti uvid u mišljenje učitelja razredne nastave o modalitetima učenja učenika prvih razreda s posebnim osvrtom na slušni modalitet i njegovu povezanost s učiteljskom procjenom učenikovih komunikacijskih vještina.

CILJ ISTRAŽIVANJA I ISTRAŽIVAČKA PITANJA

Cilj je istraživanja utvrditi mišljenje učitelja razredne nastave o modalitetima učenja učenika prvih razreda osnovne škole s posebnim osvrtom na slušni modalitet i njegovu povezanost s učiteljskom procjenom učenikovih komunikacijskih vještina.

S obzirom na teorijske koncepte i rezultate ranijih istraživanja postavljeni su sljedeći istraživački ciljevi:

1. Ispitati mišljenje učitelja razredne nastave o modalitetima učenja učenika prvih razreda osnovne škole s posebnim osvrtom na slušni modalitet i njegovu povezanost s učiteljskom procjenom učenikovih komunikacijskih vještina.
2. Utvrditi koji modalitet učenja učitelji procjenjuju najuspješnijim.

METODOLOGIJA ISTRAŽIVANJA

Uzorak ispitanika

Državni zavod za statistiku (DZS, 2023) pruža podatke koji pokazuju da je na početku školske godine 2022./2023. ukupan broj učitelja koji predaju nižim razredima osnovne škole iznosio 13 215. Od tog broja ciljane populacije prikupljen je uzorak od 460 ispitanika, tj. 2,93 % populacije. Od ukupno 21 županije Hrvatske u istraživanju su sudjelovali ispitanici iz 14 županija.

Mjerni instrument

Za potrebe istraživanja istraživači su kreirali anketni upitnik i prilagodili ga temi istraživanja. *Upitnik za procjenu mišljenja učitelja razredne nastave o modalitetima učenja s posebnim osvrtom na slušni modalitet i njegovu povezanost s učiteljskom procjenom učenikovih komunikacijskih vještina* (u daljnjem tekstu *Upitnik*) sastoji se od dva dijela. Prvi se dio odnosio na sociodemografska pitanja (spol, dob, županija rada, radno iskustvo, zvanje) i sastojao se od šest čestica, a drugi je dio obuhvatio pitanja o mišljenju učitelja o modalitetima učenja učenika prvih razreda s posebnim osvrtom na slušani modalitet i njegovu povezanost s učiteljskom procjenom učenikovih komunikacijskih vještina, a sastojao se od 22 čestice. Sva su pitanja bila zatvorenog tipa. Tvrdnje kojima su se iskazivala mišljenja obuhvaćale su kategorije odgovora u obliku Likertove skale (5 stupnjeva).

Cilj istraživanja, jamstvo anonimnosti i povjerljivosti podataka sudionicima istraživanja su predstavljani u uvodnom dijelu Upitnika te su se odabirom opcije

„Pristajem” složili sa svime navedenim i tako u obliku suglasnosti omogućili svoje sudjelovanje u istraživanju, a time i pokrenuli početak ispunjavanja ankete. U izradi upitnika djelomično se referiralo na priručnik Dunn i Burke (2006), ali je temelj upitnika strukturiran pitanjima koja naglašavaju važnost slušanja za razvoj komunikacijskih vještina što je temeljna premisa verbotonalne metode (Guberina, 1999). Dio pitanja vezan za slušni modalitet nastao je kao rezultat kliničkog rada i rada u nastavnom procesu s djecom osnovnoškolske dobi.

Etičko povjerenstvo Poliklinike SUVAG u Zagrebu dalo je odobrenje za provođenje istraživanja. U svrhu provjere valjanosti primijenjenog upitnika, provedena je analiza pouzdanosti skale. Dobivena vrijednost Cronbachova alfa-koeficijenta iznosi 0,859, što upućuje na vrlo dobru pouzdanost i visoku unutarnju konzistentnost upitnika. Na temelju toga može se zaključiti da Upitnik predstavlja pouzdan instrument za istraživanje predmetne tematike. Visoka vrijednost tog koeficijenta ukazuje na to da su stavke unutar Upitnika međusobno povezane i da dosljedno mjere isti konstrukt, što upućuje na vrlo dobru pouzdanost instrumenta.

Način provođenja istraživanja

Anketa je sastavljena s pomoću korištenjem *Google Forms* aplikacije, a distribuirana je putem internetske veze (poveznice). Korišten je neprobabilistički način uzorkovanja ispitanika, tj. metodom snježne grude dolazilo se do ispitanika uz pomoć grupe kontakata. *Online* anketa bila je aktivna od 16. do 29. studenoga 2023.

Metoda obrade podataka

Obrada podataka vršila se uz pomoć programa za statističku analizu podataka SPSS (*Statistical Package for Social Science*), verzija 29.0.0.0. Deskriptivna statistika koristila se za iznošenje apsolutnih i relativnih frekvencija, srednjih vrijednosti i mjera disperzije, dok se na temelju inferencijalne statistike koristila jednosmjerna analiza varijance nezavisnih uzoraka (One-Way ANOVA) te Pearsonov koeficijent korelacije na razini rizika od 5 %, tj. 95 % pouzdanosti. Za obradu su korištene i multivarijatne statističke metode, tj. analiza pouzdanosti te faktorska analiza (ekploratorna analiza). Pouzdanost mjernog instrumenta testirana je Cronbachovim α -koeficijentom.

Rezultati

Slijedi prikaz dobivenih rezultata s obzirom na postavljene istraživačke ciljeve. U Tablici 1 prikazani su sociodemografski podatci sudionika istraživanja koji obuhvaćaju raspodjelu sudionika prema spolu, dobi te radnom iskustvu.

TABLICA 1 Sociodemografski podatci sudionika

Varijabla	Kategorija	%
<i>Spol</i>	Žene	95,4
	Muškarci	3,9
	Ne želi se izjasniti	0,7
<i>Dob</i>	Do 30 godina	10,2
	31 – 40 godina	27,2
	41 – 55 godina	40,5
	56 i više godina	22,0
<i>Radno iskustvo</i>	0 – 12 mjeseci (pripravnici)	2,6
	1 – 5 godina	10,7
	6 – 9 godina	11,5
	10 – 19 godina	27,4
	20 – 29 godina	22,8
	30 i više godina	25,0

U drugom dijelu upitnika ispitivalo se mišljenje učitelja razredne nastave o modalitetima učenja učenika prvih razreda osnovne škole s posebnim osvrtom na slušni modalitet.

Tablica 2 pokazuje deskriptivnu statistiku neovisnih tvrdnji koje ispituju vrstu puta primanja pažnje, a na temelju prikazanog može se zaključiti da je najveći postotak slaganja ispitanika s tvrdnjom koja ukazuje na to da je procijenjena pažnja najdulja kod zadataka dobivenih vizualnim putem (70,2 %), zatim kinestetičkim putem (42,7 %) te kod zadataka primljenih samo slušnim putem (10,2 %).

Tvrdnja koja ispituje uspješnost usvajanja nastavnih sadržaja (slušni, vizualni ili kinestetički put) pokazala je da je najveći postotak slaganja ispitanika s tvrdnjom utvrđen kod nastavnog sadržaja koji je primljen vizualnim putem (80 %), zatim kinestetičkim putem (60,2 %) i naposljetku onaj sadržaj koji je primljen slušnim putem (28,5 %). U Tablici 2 prikazana je deskriptivna statistika za sve čestice Upitnika.

TABLICA 2 Deskriptivna statistika čestica Uпитnika

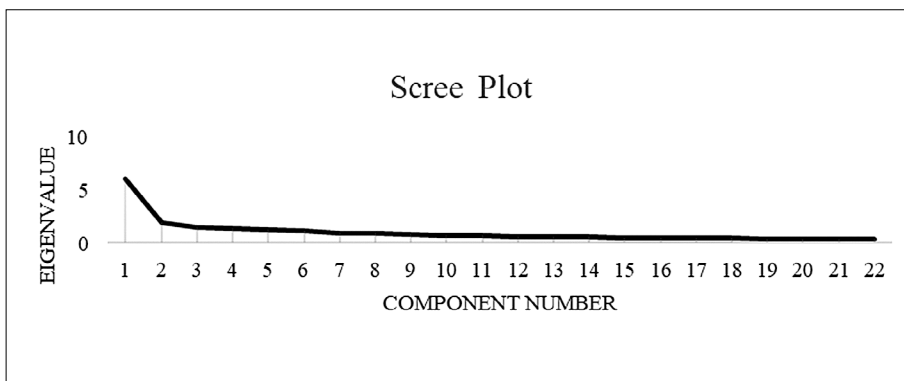
Tvrdnje	U potpunosti se slažem / Slažem se %	AS	SD
Učenici s lakoćom pamte najmanje tri usmene upute tijekom nastavnog sata.	42,2	3,08	1,103
Učenici s lakoćom uče pjesmice napamet sukladno zahtjevima nastavnog procesa.	36,5	3,04	.977
Učenici lakše pamte pjesmice s ritmom od pjesmica slobodnog stiha.	88,7	4,30	.732
Učenici s lakoćom mogu reproducirati nastavni sadržaj nakon slušanja učitelja ili auditivnih nastavnih sadržaja.	30	3,02	.852
Učenici su uspješniji u savladavanju nastavnog gradiva primljenog slušnim putem.	28,5	3,02	.815
Učenici su uspješniji u savladavanju nastavnog gradiva primljenog vizualnim putem.	80	3,95	.633
Učenici su uspješniji u savladavanju nastavnog gradiva primljenog kinestetičkim putem.	60,2	3,68	.783
Pažnja usmjerena na zadatak najdulja je kod vizualnih zadataka.	70,2	3,78	.794
Pažnja usmjerena na zadatak najdulja je kod zadataka dobivenih samo slušnim putem.	10,2	2,56	.808
Pažnja usmjerena na zadatak najdulja je kod kinestetičkih zadataka.	42,7	3,44	.852
Učenici s lakoćom rješavaju zadatke mentalne matematike (računanje napamet) sukladne nastavnom sadržaju koji se obrađuje.	20,4	2,73	.888
Učenici s lakoćom rješavaju problemske matematičke zadatke s pisanim uputama sukladne nastavnom sadržaju koji se obrađuje.	15,4	2,54	.910
Učenici s lakoćom rješavaju usmene problemske matematičke zadatke sukladne nastavnom sadržaju koji se obrađuje.	18,5	2,68	.918
Učenici s lakoćom pišu diktate.	27,2	2,92	.902
Učenici s lakoćom rješavaju zadatke samo s usmenim uputama.	25,3	2,90	.855
Učenici se upisuju u prvi razred osnovne škole s usvojenim komunikacijskim vještinama koje im omogućavaju da slušaju svoje sugovornike.	12,9	2,39	.919
Učenici međusobne konflikte rješavaju verbalno (mogu argumentirati svoje zahtjeve).	23,1	2,70	.978
Učenici u komunikaciji razumiju šale.	32,2	3,07	.864

Tvrđnje	U potpunosti se slažem / Slažem se %	AS	SD
Učenici su uspješni u rješavanju zagonetka.	31,7	3,08	.851
Učenici s lakoćom selektiraju glas učitelja i usmjeravaju pažnju u razrednom okruženju.	48,9	3,32	.914
Učenici s lakoćom selektiraju glas učitelja i usmjeravaju pažnju u razrednom okruženju u uvjetima pozadinske buke (žamor, buka izazvana prometom i sl.).	22,9	2,72	.954
Učenici s lakoćom prate komunikaciju u odnosu na njezin izvor zvuka (diskusija i sl.).	30	3,03	.846

U radu je provedena i eksploratorna analiza faktora, no prije same provedbe analize, za *Upitnik za procjenu mišljenja učitelja razredne nastave o modalitetima učenja s posebnim osvrtom na slušni modalitet*, testirani su njezini preduvjeti. Mjera prikladnosti uzorka (Kaiser-Meyer-Olkin) pokazala se zadovoljavajuće visokom (KMO = 0,859), a Bartlettov test sfericiteta značajnim ($\chi^2 = 3092,400$, $df = 231$, $p < 0,001$), stoga dobiveni rezultati opravdavaju provođenje faktorske analize na korištenom uzorku i vezanim podacima. Za provedbu faktorske analize korištena je metoda analize glavnih komponenta (engl. *principal components analysis*) uz Varimax rotaciju.

Na temelju faktorske analize ekstrahirano je šest faktora. Karakteristične vrijednosti za šest ekstrahiranih faktora su sljedeće: 5,965 za prvi faktor, 1,959 za drugi faktor, 1,512 za treći faktor, 1,387 za četvrti faktor, 1,221 za peti faktor i 1,139 za šesti faktor, tj. prvih šest faktora ima kritične vrijednosti veće od 1, te tih šest faktora objašnjava 59,921 % ukupne varijance.

Grafikon 1 pokazuje *scree plot* prikaz iz kojeg se jasno vidi izdvajanje šest faktora premda su njihove vrijednosti odvojene od vrijednosti ostalih faktora. Može se vidjeti da se linija koja pokazuje međuodnos faktora izrazito oštro spušta na prijelazu prvog i drugog faktora, a potom laganije do šestog uz lom na prijelazu sa sedmim. Nakon toga slijedi snižavanje, gotovo ujednačeno, bez izrazitih pragova.



GRAFIKON 1 Cattellov (scree plot) dijagram ljestvice očekivanja

Tablica 3 prikazuje matricu faktorske strukture, odnosno pregled tvrdnji u odnosu na faktor kojem pripadaju, a Tablica 4 prikazuje postotak objašnjenja varijance za svaki identificirani faktor. Na temelju rezultata eksploratorne faktorske analize, svaki od faktora pridonosi ukupnoj varijanci u različitom udjelu. Ti udjeli upućuju na relativnu važnost pojedinih faktora u strukturi upitnika te doprinose razumijevanju koliko svaki faktor objašnjava ukupnu varijabilnost u odgovorima ispitanika. Veći postotak objašnjene varijance ukazuje na snažniji utjecaj pojedinog faktora u okviru latentne strukture instrumenta.

TABLICA 3 Matrica faktorske strukture

Tvrdnje	Faktori					
	1	2	3	4	5	6
Učenici s lakoćom uče pjesmice napamet, sukladno zahtjevima nastavnog procesa.	.751					
Učenici s lakoćom rješavaju zadatke mentalne matematike (računanje napamet) sukladne nastavnom sadržaju koji se obrađuje.	.688					
Učenici s lakoćom mogu reproducirati nastavni sadržaj nakon slušanja učitelja ili auditivnih nastavih sadržaja.	.688					
Učenici s lakoćom pamte najmanje tri usmene upute tijekom nastavnog sata.	.687					
Učenici s lakoćom rješavaju problemske matematičke zadatke s pisanim uputama sukladne nastavnom sadržaju koji se obrađuje.	.539					

Tvrdnje	Faktori					
	1	2	3	4	5	6
Učenici lakše pamte pjesmice s ritmom od pjesmica slobodnog stiha.	.517					
Učenici s lakoćom rješavaju usmene problemske matematičke zadatke sukladne nastavnom sadržaju koji se obrađuje.	.505					
Učenici u komunikaciji razumiju šale.		.784				
Učenici međusobne konflikte rješavaju verbalno.		.698				
Učenici su uspješni u rješavanju zagonetki.		.664				
Učenici se upisuju u prvi razred osnovne škole s usvojenim komunikacijskim vještinama koje im omogućavaju da slušaju svoje sugovornike.		.540				
Učenici s lakoćom selektiraju glas učitelja i usmjeravaju pažnju u razrednom okruženju u uvjetima pozadinske buke (žamor, buka izazvana prometom i sl.).			.810			
Učenici s lakoćom prate komunikaciju u odnosu na njezin izvor zvuka (diskusija i sl.).			.782			
Učenici s lakoćom selektiraju glas učitelja i usmjeravaju pažnju u razrednom okruženju.			.770			
Pažnja usmjerena na zadatak najdulja je kod zadataka dobivenih samo slušnim putem.				.714		
Učenici su uspješniji u usvajanju nastavnih sadržaja primljenih slušnim putem.				.705		
Učenici s lakoćom rješavaju zadatke samo s usmenim uputama.				.614		
Učenici s lakoćom pišu diktate.				.415		
Pažnja usmjerena na zadatak najdulja je kod kinestetičkih zadataka.					.862	
Učenici su uspješniji u usvajanju nastavnih sadržaja kinestetičkim putem.					.802	
Pažnja usmjerena na zadatak najdulja je kod vizualnih zadataka.						.797
Učenici su uspješniji u usvajanju nastavnih sadržaja primljenih vizualnim putem.						.782

TABLICA 4 Postotci objašnjenja ukupne varijance

Faktor	Dodijeljeni naziv faktora	Postotak objašnjenja varijance
1.	Slušno utemeljeno razumijevanje	27,115 %
2.	Socijalno-pragmatičke vještine	8,904 %
3.	Selektivnost slušne pažnje	6,874 %
4.	Fokus slušne pažnje	6,303 %
5.	Kinestetički modalitet	5,548 %
6.	Vizualni modalitet	5,177 %
UKUPNO		59,921 %

Dakle, da bismo mogli opisati povezanost između različitih varijabli i to izraziti kao mjeru konstrukta, primijenjena je faktorska analiza. U daljnjem tekstu opisani su ekstrahirani faktori, tj. kreirane kompozitne varijable. Prvi faktor čini sedam varijabli, a objašnjava 27,115 % ukupne varijance. S obzirom na to da ga strukturiraju varijable koje su u najvećoj mjeri definirane slušnim pamćenjem, razumijevanjem, radnom memorijom i fonološkim sposobnostima (rima), nazvan je *slušno utemeljeno razumijevanje*. Drugi faktor obuhvaća varijable koje definiraju socijalne vještine učenika i objašnjava 8,904 % ukupne varijance. Nazvan je *socijalno-pragmatički faktor*. Prva dva faktora objašnjavaju ukupno 36,019 % ukupne varijance. Treći i četvrti faktor zajedno definiraju 13,177 % ukupne varijance. Oba su strukturirana varijablama koje su prvenstveno usmjerene na slušanje, i to treći faktor na selektivnost slušne pažnje, a četvrti na trajanje fokusa slušne pažnje.

Peti i šesti faktor zajedno čine 10,725 % ukupne varijance. Peti faktor nazvali smo *kinestetički modalitet*. Šesti faktor nazvan je *vizualni modalitet* i on obuhvaća dvije varijable koje su primarno vezane za vizualni modalitet primanja informacija. Faktorska analiza pokazuje da sadržaj upitnika pokriva područja koja su primarno povezana s različitim modalitetima primanja informacija s posebnim osvrtom na slušnu pažnju i učiteljevu procjenu komunikacije. Dokaz da korelacije među tvrdnjama nisu slučajne jest Bartlettov test sferičnosti koji je proveden i značajan je, a i grupiranje tvrdnji s visokim opterećenjima na faktore također to potvrđuje.

Dodatna pozornost posvećena je varijabli o učiteljskoj procjeni učeničkih komunikacijskih vještina. Pearsonov koeficijent korelacije pokazuje da s porastom slaganja s tvrdnjom o upisu učenika s usvojenim komunikacijskim vještinama u

prvi razred raste i slaganje s tvrdnjom o rješavanju konflikata verbalnim putem ($r = 0,434$, $p < 0,001$). Zatim, s porastom slaganja s tvrdnjom da se učenici upisuju u prvi razred s usvojenim komunikacijskim vještinama, raste i slaganje s tvrdnjama *Učenici s lakoćom selektiraju glas učitelja i usmjeravaju pažnju u razrednom okruženju.* ($r = 0,413$, $p < 0,001$), *Učenici u komunikaciji razumiju šale.* ($0,412$, $p < 0,001$), *Učenici s lakoćom prate komunikaciju u odnosu na njezin izvor zvuka.* ($r = 0,401$, $p < 0,001$), *Učenici s lakoćom selektiraju glas učitelja i usmjeravaju pažnju u razrednom okruženju u uvjetima pozadinske buke.* ($r = 0,354$, $p < 0,001$), *Učenici s lakoćom rješavaju problemske matematičke zadatke s pisanim uputama.* ($r = 0,331$, $p < 0,001$), *Učenici s lakoćom pamte najmanje tri usmene upute tijekom nastavnog sata.* ($r = 0,330$, $p < 0,001$), *Učenici s lakoćom rješavaju zadatke mentalne matematike.* ($r = 0,330$, $p < 0,001$), *Učenici su uspješni u rješavanju zagonetki.* ($r = 0,325$, $p < 0,001$), *Učenici s lakoćom mogu reproducirati nastavni sadržaj nakon slušanja učitelja ili auditivnih nastavnih sadržaja.* ($r = 0,318$, $p < 0,001$) te *Učenici s lakoćom uče pjesmice napamet.* ($r = 0,312$, $p < 0,001$).

DISKUSIJA

Cilj je ovog istraživanja bio ispitati mišljenje učitelja razredne nastave o modalitetima učenja učenika prvih razreda s posebnim osvrtom na slušanje i njegovu povezanost s učiteljskom procjenom učenikovih komunikacijskih vještina. Kreiran je *Upitnik za procjenu mišljenja učitelja razredne nastave o modalitetima učenja s posebnim osvrtom na slušni modalitet i njegovu povezanost s učiteljskom procjenom učenikovih komunikacijskih vještina* koji je ispunilo 460 učitelja razredne nastave. Iz rezultata je vidljivo da učitelji smatraju da se najdulja pažnja i uspješnost usvajanja nastavnog sadržaja kod učenika prvih razreda ostvaruju vizualnim putem, a najmanje slaganje pokazuju za usvajanje sadržaja slušnim putem. Istraživanja pokazuju da vizualna komunikacija kod mladih postaje sve češći način komunikacije kao posljedica rastuće popularnosti društvenih mreža (Huang i Su, 2018; Lončar, Šuljug Vučica i Hrzić, 2023; Rogers, 2021), pa se u tom kontekstu može reći da je i mišljenje učitelja o tome da vizualni kanal ima primat kod učenika prvih razreda potvrda primata vizualnosti u odnosu na druge modalitete. Vizualnost predstavlja jedno od glavnih obilježja slanja poruka (Osmančević, 2021), koje se šalju u obliku slike, videa, emotikona ili simbola. Tako je i istraživanje Levak i Barić Šelečić (2018) pokazalo da mlađe generacije

sve češće koriste one društvene mreže koje karakterizira dominaciju slika u odnosu na tekst. Uspoređujući navedene rezultate s jasnom preferencijom učenika prema vizualnom modalitetu primanja informacija, što navode učitelji u ovom istraživanju, može se zaključiti da učenici prvih razreda ipak odabiru vizualni modalitet primanja informacija. S jedne je strane to informacija za učitelje razredne nastave ne bi li nastavni proces dodatno prilagodili potrebama novih generacija. S druge strane, uspješnost svladavanja nastavnih sadržaja i komunikacije u značajnoj je povezanosti s jezičnim sposobnostima (Ziegenfusz, Paynter, Flückiger i Westerveld, 2022). Istraživanja pokazuju da česta uporaba digitalnih tehnologija mijenja obrasce pažnje i percepcije kod djece. Djeca izložena multimedijским sadržajima češće razvijaju sposobnost brze vizualne obrade, ali istodobno imaju smanjenu sposobnost za produženo slušno zadržavanje pažnje (Christodoulou i sur., 2020).

Radi dodatne analize te da bismo mogli opisati povezanost između različitih varijabli koje čine upitnik primijenjen u ovom istraživanju, primijenjena je eksploratorna faktorska analiza. Faktorska analiza ekstrahirala je šest faktora: slušno utemeljeno pamćenje, socijalno-pragmatički faktor, selektivnost slušne pažnje, fokus slušne pažnje, kinestetički modalitet, vizualni modalitet. Prvi faktor strukturiraju varijable koje su u najvećoj mjeri definirane slušnim pamćenjem, slušnim razumijevanjem, radnom memorijom i fonološkim sposobnostima (rima). Usvajanje jezika u značajnoj je mjeri pod utjecajem slušne pažnje i radne memorije, a fonološke vještine značajno definiraju učeničku sposobnost usvajanja čitanja i pisanja. Dobro slušno pamćenje ključno je za zadržavanje fonoloških kodova tijekom jezične obrade čineći ga tako važnim čimbenikom u procesu učenja novih riječi (Meade, 2019; Jones i sur., 2021). Analiza varijabli koje strukturiraju drugi faktor pokazuje usmjerenost na komunikacijske vještine koje se očituju u učeničkoj sposobnosti sudjelovanja i razumijevanja sadržaja koji nisu direktno povezani s nastavnim procesom (razumijevanje šale povezano je s razumijevanjem jezika koji je izvan samog funkcionalnog okvira i pokazuje spremnost na daljnje jačanje lingvističkih kompetencija), uočavanju informacija koje nisu eksplicitno navedene (rješavanje zagonetki), odabiru verbalnih strategija u rješavanju konflikata te razvijenosti komunikacijskih strategija (sposobnost slušanja, a samim time i sposobnost inhibicije i usvojenost *turn-talking* vještina), što tu kompozitnu varijablu stavlja u kontekst socijalne kompetencije. Zato se ovaj faktor i zove socijalno-pragmatički. Treći i četvrti faktor strukturirani su varijablama koje su prvenstveno usmjerene na slušanje; treći faktor na selektiv-

nost slušne pažnje, a četvrti na trajanje fokusa slušne pažnje. Selektivnost slušne pažnje iznimno je važna osobina tijekom usvajanja jezika jer nam omogućava da suprimiramo nebitne informacije i usredotočimo se na bitno koje se onda procesom kratkoročne memorije kasnije organizira u dugoročnom pamćenju (Nicastri i sur., 2023; Lim, Wöstmann i Obleser, 2015). Kada analiziramo treći faktor, uočavamo grupiranje varijabli oko učenikove sposobnosti uočavanja izvora zvuka i njegova izdvajanja iz buke okruženja (u ovom slučaju učiteljeva glasa), a kada analiziramo četvrti faktor, uočavamo grupiranje varijabli oko sposobnosti učenika da zadrži fokus dovoljno dugo da bi mogao završiti traženi zadatak. Peti faktor nazvan je *kinestetički modalitet* i u osnovi podrazumijeva način primanja i procesiranja znanja kroz pokret i dodir. Ti učenici vole dodirnuti stvari, vole pokret i kroz pokret bolje i brže uče. Šesti faktor nazvan je *vizualni modalitet* i on obuhvaća dvije varijable koje su primarno vezane za vizualni modalitet primanja informacija.

Dodatna pozornost posvećena je varijabli o učiteljskoj procjeni učeničkih komunikacijskih vještina. Pearsonov koeficijent korelacije pokazuje da s porastom slaganja s tvrdnjom o upisu učenika s usvojenim komunikacijskim vještinama u prvi razred raste i slaganje s tvrdnjom o rješavanju konflikata verbalnim putem, sposobnosti usmjeravanja pažnje na učiteljev glas i slušno utemeljeno razumijevanje. Razvoj verbalnih i socijalnih kompetencija učenika preduvjet je kvalitetne komunikacije među učenicima što se često prepoznaje kao nedovoljno razvijeno (Dević, 2017). Jezične djelatnosti značajno su određene razvojem slušanja jer je slušanje uvjet za razvoj govorenog jezika (Guberina, 1999; Renukadevi, 2014; Ramus, 2002). Razvoj slušanja s razumijevanjem, govorenja, čitanja s razumijevanjem te pisanja počiva na dobro razvijenim fonološkim sposobnostima za koje je iznimno važno slušanje. Slušanje je aktivan proces koji zahtijeva usmjeravanje pažnje na brze signale koji tvore slijed glasova, slogova, riječi unutar rečenice, suprasegmentalnih obilježja, tj. horizontalnih i vertikalnih jezičnih i ekstrajezičnih obilježja koja nam omogućavaju razumijevanje onoga što slušamo. Komunikacija je vještina koja se uči i koju razvijamo od najranijeg djetinjstva. Razvoj socijalnih vještina, empatije, društvene osjetljivosti ne može se ostvariti ako se u odgojnom procesu ne koriste slušanje i govor sa svim govornim vrednotama kojima se iniciraju i osvještavaju emocije, etičke dileme i moralni stavovi pojedinca u osobnom i društvenom kontekstu (Bakota, 2023). Istraživanja pokazuju porast djece s govorno-jezičnim poremećajima što dodatno otežava usvajanje nastavnih sadržaja (Wu i sur., 2023; Calder,

Brennan-Jones, Robinson, Whitehouse i Hill 2023; Tomblin i sur., 1997), ali i ima značajan utjecaj na daljnje obrazovanje (Conti-Ramsden, Durkin, Toseeb, Botting i Pickles, 2018). Povezanost slušanja i razvoja jezika u osnovi je nekoliko teorija koje objašnjavaju razvoj jezičnih poremećaja (Guberina, 1999; Tallal i Stark, 1981). U kontekstu ovog istraživanja, koje se ipak oslanja na mišljenje učitelja o razini komunikacijskih vještina učenika prvog razreda, i povezanosti socijalno-komunikacijskih vještina s načinima rješavanja konflikata, rezultati potvrđuju podatke dobivene istraživanjem (Lloyd-Esenkaya, Russell i Clair, 2020; Kordnoghi, Moradi, Beiranvand, 2017) koje je pokazalo da djeca s manje razvijenim komunikacijskim vještinama imaju više teškoća nakon polaska u školu te da se učenjem socijalnih vještina značajno reduciraju konfliktne situacije.

OGRANIČENJA ISTRAŽIVANJA

Najveće ograničenje istraživanja predstavlja sam upitnik s obzirom na to da je *Upitnik za procjenu mišljenja učitelja razredne nastave o modalitetima učenja s posebnim osvrtom na slušni modalitet i njegovu povezanost s učiteljskom procjenom učenikovih komunikacijskih vještina* kreiran isključivo za potrebe ovog istraživanja, što znači da još nije prošao sveobuhvatnu provjeru metrijskih karakteristika, poput valjanosti konstrukta i test-retest pouzdanosti, niti je validiran na širem uzorku. Iako su početni pokazatelji pouzdanosti ohrabrujući, buduća istraživanja trebala bi uključivati dodatnu provjeru mjernih svojstava instrumenta, usporedbu rezultata u različitim obrazovnim kontekstima te eventualnu doradu upitnika radi postizanja veće opće primjenjivosti i preciznosti u mjerenju ciljane tematike.

Znanstveni doprinos

Znanstveni doprinos ovog rada jest utvrđivanje mišljenja učitelja o modalitetima učenja učenika prvih razreda osnovne škole čime se omogućuje kreiranje nastavnih procesa koji uključuju modalitete učenja prema navedenim preferencijama učenika.

Na temelju dobivenih podataka mogu se sugerirati modeli učenja i za predškolske programe uz poseban osvrt na važnost slušnog modaliteta za jezični razvoj.

ZAKLJUČAK

Rezultati istraživanja pokazali su da učitelji smatraju da se najdulja pažnja i uspješnost usvajanja nastavnog sadržaja kod učenika prvih razreda ostvaruje vizualnim putem, a najmanje slušnim te da učenici prvih razreda koji imaju razvijeniju slušnu pažnju i slušno pamćenje imaju i bolje razvijene komunikacijske vještine. S obzirom na to da učitelji smatraju da učenici najmanje koriste slušni put pri usvajanju nastavnih sadržaja i da imaju najkraću pažnju tijekom slušanja, što predstavlja preduvjet razvoja komunikacijskih sposobnosti, javlja se potreba usmjeravanja djece predškolske dobi i prvih razreda na slušanje. Ujedno, treba se poticati razvoj slušnih sposobnosti slušanjem priča, slušanjem glazbe, igranjem igara povezanih sa slušanjem i slično premda je dokazano da se uvježbavanjem može poboljšati slušno pamćenje koje je važno za razvoj jezično-govornih sposobnosti. Jako je važno naglasiti povezanost slušanja, govora, jezika, komunikacije i usvajanja društveno prihvatljivih normi uz naglasak na međusobnu uvjetovanost.

Rezultati pokazuju najveću uspješnost učenika u usvajanju znanja vizualnim putem te se time potvrđuju ranije spoznaje koje ističu da je kod djece i mladih najčešće korišten način primanja informacija upravo onaj vizualni. Uz to je važno napomenuti da je naglašavanje vizualnog puta ograničavajuće za razvoj drugih senzornih modaliteta jer su oni nužni po svojoj prirodi za usvajanje govorenog jezika i verbalnih komunikacijskih sposobnosti. O tome bi kreatori politika u obrazovanju i ostali sudionici odgojno-obrazovnih procesa trebali voditi računa.

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OPINIONS OF PRIMARY SCHOOL TEACHERS ON LEARNING MODALITIES OF FIRST-GRADE STUDENTS WITH SPECIAL EMPHASIS ON THE IMPORTANCE OF AUDITORY ATTENTION

ABSTRACT

Human senses represent an entry point for information, which is then processed in order to ultimately shape a behavior. Although all senses play an important role in learning, the visual, auditory, and kinesthetic pathways of receiving information represent the three most common types of learning. In order for teachers to organize the teaching process in a dynamic and proactive way—aligned with the student’s optimal learning modality—it is important to recognize that modality and adapt the teaching process accordingly. It is also important to emphasize that a student’s ability to communicate their needs, ideas, and thoughts plays a crucial role in the acquisition of educational content. Therefore, the aim of this research was to examine the opinions of primary school teachers on the learning modalities of first-grade students, with a particular focus on listening and its connection to the teacher’s assessment of students’ communication skills. For the purpose of the research, a questionnaire was designed to assess the opinions of primary school teachers regarding learning modalities, especially in connection with the auditory modality. A total of 460 primary school teachers from 14 counties in Croatia completed the questionnaire. The results show that teachers believe that the longest attention span and the most successful acquisition of educational content among first-grade students are achieved through the visual modality, while the auditory modality is considered the least effective. On the other hand, teachers believe that students’ communication skills are linked to selective auditory attention, auditory memory, and the acquisition of educational content through auditory means. These findings indicate the need to develop programmatic activities in preschool and early primary education with the aim to increase those activities that foster the development of listening skills.

KEYWORDS:

learning modalities, primary education, auditory attention, teachers' attitudes

POVEZANOST SIMPTOMA VOKALNOG ZAMORA KOD UČITELJA I NASTAVNIKA S IZVORIMA NASTAVNIČKOG STRESA

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SAŽETAK

Cilj ovog istraživanja bio je ispitati pojavnost vokalnog zamora u skupini učitelja i nastavnika te ispitati njegovu moguću povezanost s radnim opterećenjem, odnosno neprimjerenim ponašanjem učenika i potrebom za profesionalnim priznanjem kao izvorima profesionalnog stresa u ovoj populaciji vokalnih profesionalaca. U istraživanju su sudjelovala 74 sudionika (62 žene i 12 muškaraca) u dobi od 24 do 65 godina (srednja dob 41,15 godina), od kojih je 40 zaposleno u osnovnim i 34 u srednjim školama, koji su ispunili upitnik, hrvatsku inačicu Indeksa vokalnog zamora (VFI-C) te Skalu za mjerenje izvora nastavničkog stresa. Rezultati su pokazali postojanje statistički značajne pozitivne povezanosti između prosječnih rezultata na sve tri kategorije VFI-C i svim supskalama Skale za mjerenje izvora nastavničkog stresa. Viša razina stresa kod učitelja i nastavnika povezana je sa samopercipiranom većom prisutnošću simptoma vokalnog zamora. U odnosu na muškarce, žene su prijavile statistički značajno viši stres uzrokovan svim izvorima nastavničkog stresa te ukupno veći doživljaj nastavničkog stresa. Navedeno upućuje na važnost kontrole radnog opterećenja i upravljanja stresorima u obrazovnim okruženjima da bi se među nastavnim djelatnicima smanjio rizik od pojave simptoma vokalnog zamora, pogotovo među učiteljicama i nastavnicama.

KLJUČNE RIJEČI:

*učitelji, nastavnici, vokalni zamor,
izvori nastavničkog stresa*

UVOD

Učitelji i nastavnici su, uz profesije poput pjevača, glumaca, svećenika, radijskih voditelja, *fitness*-instruktora, prodavača i sličnih, dio populacije vokalnih profesionalaca, odnosno osoba kojima je kvaliteta i izdržljivost glasa ključna za rad i ostvarivanje prihoda.

Brojni autori ističu učitelje i nastavnike kao najugroženiju skupinu vokalnih profesionalaca za nastanak poremećaja glasa zbog velikog vokalnog i radnog opterećenja te iznimnih zahtjeva postavljenih pred njih i njihov glas (Bermúdez de Alvear, Barón, i Martínez-Arquero, 2011; Alharbi, Alotaibi, Alnughaythir, Abohe-laibah, Alruways, Alharbi, Alzahrani, Alsaedi, i Alotaibi, 2024). Jedna od tri osobe veliko opterećivanje glasa u svakodnevnom obavljanju posla percipira štetnim i razmatra mijenjanje profesije (Niebudek – Bogusz i Sliwinska – Kowalska, 2013).

Rizični faktori za razvoj poremećaja glasa u populaciji učitelja i nastavnika jesu nastavno opterećenje, veći broj godina iskustva, velik broj učenika u razredu, stresni okolinski uvjeti, obiteljska povijest problema s glasom, viša kronološka dob, ženski spol, alergije, pušenje i glasno govorenje (Malki, 2010; Alva, Machado, Bhojwanii Sreedharan, 2017; Alrahim, Alanazi, i Al-Bar, 2018; Byeon, 2019; de Sousa, Goel i Fernandes, 2019). Među rizičnim čimbenicima sve se češće spominje i stres na radnom mjestu te uvjeti rada poput loše akustike, buke i neadekvatne vlažnosti zraka u prostoriji (Bermúdez de Alveari i sur., 2011; Trinite, 2017).

Literatura ističe funkcionalne disfonije kao najučestalije poremećaje glasa prisutne u populaciji svih vokalnih profesionalaca, pa tako i učitelja i nastavnika (Van Houtte, Van Lierde, D’Haeseleer, i Claeys, 2010; Bretl i Rosow, 2022). Uz mišićnu tenzijsku disfoniju, fibrovaskularne lezije na glasnicama (nodule i polipe), laringofaringalni refluks, ciste, laringitis i sličnu vokalnu patologiju (Franco i Andrus, 2007), kod pedagoških vokalnih profesionalaca česta je i pojava vokalnog zamora (Blaži i Hedeveer, 2010). Vokalni zamor opisuje se kao negativna promjena glasa nastala kao posljedica produljene upotrebe glasa, koja se očituje u odstupanjima u kvaliteti glasa, rasponu njegove visine i intenziteta, respiratornoj potpori, razini mišićne napetosti te kontroli vokalnog aparata i glasovnog napora (Welham i Maclagan, 2003). Najizraženiji fizički simptomi vokalnog zamora jesu osjećaj boli i nelagode u grlu, povećani umor vokalnog aparata i neugoda u glasu, a akustički/perceptivni su promuklost, smanjen raspon visine i fleksibilnosti glasa, manja snaga glasa te slabija kontrola njegove kvalitete. Kod vokalnog zamora uobičajeno je da se simptomi pogoršavaju tijekom dana i sve duljom uporabom

glasa, dok poboljšanje simptoma nastupa nakon perioda odmora (Stemple, Glaze i Klaben, 2000; Simberg, 2004; Colton, Casper i Leonard, 2006; Solomon, 2008). S obzirom na stresnu prirodu zanimanja učitelja i nastavnika posljednjih se godina sve više naglašava veza između vokalnog zamora i stresa. Profesionalni stres kod tih zanimanja odnosi se na doživljavanje negativnih emocija poput ljutnje, frustracije, tjeskobe, depresije i nivoze prema određenim aspektima svakodnevnog posla (Kyriacou, 2001). Prema prethodnim istraživanjima, glavni uzroci stresa kod učitelja i nastavnika jesu neprimjereno i nedisciplinirano ponašanje učenika, neodgovarajuća komunikacija s kolegama ili roditeljima, nezadovoljstvo plaćom, velik broj učenika s kojima treba ostvariti suradnju, velika količina dokumentacije, konflikti i nejasnoća uloga, vremenski pritisci, veliko i dugotrajno radno opterećenje te nedostatak motivacije za suradnju kod učenika (Neves de Jesus, Miguel-Tobal, Rus, Viseu i Gamboa, 2014; Clipa i Boghean, 2015; Aldrup, Klusmann i Ludtke, 2017). Produljeno trajanje tih stresora kod učitelja i nastavnika može uzrokovati lošiju radnu izvedbu, izostajanje s posla, lošiju kvalitetu prenošenja nastavnog sadržaja, ali i psihofizičke simptome poput depresije, ljutnje, frustracije, mišićne napetosti i boli te promjena u različitim organskim sustavima (Vertanen-Greis, Löyttyniemi i Uitti, 2020; Vertanen-Greis, Löyttyniemi, Uitti i Putus, 2024; Ellovido i Quirap, 2024). Blaži i Heðever (2010) izvještavaju o posljedicama stresa koje se očituju u kvaliteti glasa kod učitelja i nastavnika. Uz napetost i brže titranje glasnica te prelaženje glasa u viši registar, navode i pojavu zamora glasnica, što na kraju radnog dana uzrokuje djelomični ili potpuni gubitak glasa, slabost i promuklost te suhoću u grlu, odnosno jasne simptome vokalnog zamora. Štoviše, neki autori ističu da je utjecaj stresa na zdravlje glasa tih radnika značajniji nego utjecaj astme, pri čemu je poznato da je astma ozbiljan rizik za razvoj poremećaja glasa (Vertanen-Greis i sur., 2020).

Procjenjuje se da se poremećaji glasa tijekom života pojavljuju u više od polovice učitelja i nastavnika (Angelillo, Di Maio, Costa, Angelillo i Barillari, 2009; De Jong, Kooijman, Thomas, Huinck, Graamans i Schutte, 2006; Munier and Kinsella, 2008; Van Houtte i sur., 2010). Tako visoka prevalencija poremećaja glasa dovodi do učestalih bolovanja učitelja i nastavnika, a posljedično i visokih troškova liječenja koji godišnje sustav mogu koštati više milijardi dolara (Rosow, Szczupak, Saint-Victor, Gerhard, DuPont i Lo, 2016). Daljnje spoznaje o načinima na koje različiti okolni čimbenici utječu na zdravlje glasa učitelja i nastavnika čine osnovu za procjenu izraženosti tog javnozdravstvenog problema te planiranje poboljšanja prevencije i kliničkih aktivnosti u tom području, odnosno

uspješniju organizaciju stručne intervencije.

Stoga je cilj ovog istraživanja bio ispitati pojavnost vokalnog zamora u skupini učitelja i nastavnika te njegovu moguću povezanost s radnim opterećenjem, odnosno neprimjerenim ponašanjem učenika i potrebom za profesionalnim priznanjem kao izvorima profesionalnog stresa u ovoj populaciji vokalnih profesionalaca. Ostvarenje tog cilja istraživanja obuhvatilo je i ispitivanje efekta dobi i spola te obrazovnog sustava (osnovnoškolskog naspram srednjoškolskog) na pojavu vokalnog zamora i percepciju navedenih stresora.

Očekuje se da će kod učitelja i nastavnika izraženiji simptomi vokalnog zamora biti povezani sa svim mjerenim izvorima nastavničkog stresa (neprimjereno ponašanje učenika, potreba za profesionalnim priznanjem i radno opterećenje), višom dobi sudionika, višim nastavnim opterećenjem i ženskim spolom. Također, očekuju se izraženiji simptomi vokalnog zamora i viši stres povezan sa svim izvorima nastavničkog stresa kod učitelja i nastavnika koji su stariji, ženskog spola i pod većim nastavnim opterećenjem. Sukladno, očekuje se i da mjereni izvori nastavničkog stresa te spol, dob i sustav obrazovanja (osnovnoškolski i srednjoškolski) značajno predviđaju izraženost simptoma vokalnog zamora.

METODE

Sudionici

U istraživanju su sudjelovala ukupno 74 sudionika – učitelja i nastavnika, od čega 62 žene i 12 muškaraca, u rasponu od 24 do 65 godina ($M = 41,15$; $SD = 9,65$). Uzorak sudionika prikupljen je u dvije osnovne škole u Zagrebu te dvije srednje škole, od kojih je jedna u Vinkovcima, a druga u Zagrebu. Ukupno je 40 sudionika zaposleno u osnovnoškolskom sustavu obrazovanja (16 u razrednoj nastavi i 24 u predmetnoj nastavi), a 34 u srednjoškolskom. Istraživanje je provedeno od ožujka do svibnja 2024. godine.

Mjerni instrumenti

U istraživanju su korištena dva validirana upitnika: *Indeks vokalnog zamora (VFI-C)* (Bonetti, Bonetti i Čipčić, 2021), odnosno hrvatska verzija upitnika *Vocal Fatigue Index* (Nanjundeswaran, Jacobson, Gartner-Schmidt i Verdolini Ab-

bott, 2015) i *Skala za mjerenje izvora nastavničkog stresa* (Sorić i Mikulandra, 2004), koja je nastala na temelju strukture i sadržaja Borgova upitnika iz 1991. Dodatno, anketom su prikupljeni demografski podatci o sudionicima i druge interesne varijable (npr. spol, dob, sustav obrazovanja u kojem su sudionici zaposleni, nastavno opterećenje mjereno brojem nastanih sati tjedno).

Indeks vokalnog zamora (VFI-C)

VFI-C mjeri samopercipiranu prisutnost simptoma vokalnog zamora kod pojedinaca. Upitnik se ukupno sastoji od 19 tvrdnji podijeljenih u tri faktora (supskale): 1) *simptomi umora glasa* (11 tvrdnji; npr. *Što više govorim, glas mi je sve umorniji.*), 2) *fizička nelagoda* (5 tvrdnji; npr. *Glas mi se čini bolnim kada više govorim.*) i 3) *poboljšanje simptoma nakon odmora* (3 tvrdnje; npr. *Moj glas je bolje nakon odmora.*). Svaka tvrdnja sadrži neki od simptoma vokalnog zamora, a od sudionika se traži da za svaku tvrdnju, na skali od 0 do 4, procijene koliko često doživljavaju spomenuti simptom, pri čemu ocjena 0 znači *nikada*, 1 *gotovo nikada*, 2 *ponekad*, 3 *gotovo uvijek* i 4 *uvijek*. Viši rezultat na prve dvije supskale označava izraženije simptome umora glasa i fizičke nelagode, a viši rezultat na trećoj supskali označava smanjenje simptoma nakon odmora. Svaki od tri faktora u upitniku obuhvaća specifičan koncept vokalnog zamora pa rezultati pojedinačnih faktora vjerojatno daju bolji uvid u iskustvo vokalnog zamora nego ukupni rezultat. Stoga autori originalnog upitnika preporučuju računanje ukupnog rezultata za svaki faktor, a ne ukupnog rezultata za cijeli upitnik (Nanjundeswaran i sur., 2015). Prema spomenutoj preporuci, i u ovom istraživanju korišteni su samo ukupni rezultati za tri faktora. Slično kao i u originalnom upitniku, koeficijent unutarnje konzistencije (Cronbachov alfa) na uzorku sudionika ovog istraživanja visok je za sva tri faktora, odnosno za prvi faktor iznosi $\alpha_1 = .94$, za drugi faktor $\alpha_2 = .92$, i za treći faktor $\alpha_3 = .88$.

Skala za mjerenje izvora nastavničkog stresa (SMINS)

Hrvatska verzija upitnika se, sukladno engleskoj, sastoji od ukupno 25 čestica. Čestice su podijeljene u tri faktora (supskale), a svaki faktor mjeri razinu stresa koji je izazvan jednim od tri izvora nastavničkog stresa: 1) *neprimjereno ponašanje učenika* (6 čestica; npr. *veliki razredi (prevelik broj učenika)*), 2) *potreba za profesionalnim priznanjem* (10 čestica; npr. *nedostatak priznanja za dobar rad, tj.*

podučavanje) te 3) radno opterećenje (9 čestica; npr. *previše posla (npr. priprema za nastavu, ocjenjivanje i sl.)*). Od sudionika se tražilo da za svaku ponuđenu česticu procijene koliko visok stres im predstavlja izvor stresa naveden u čestici zaokružujući ocjene na skali od 1 do 5, pri čemu 1 označava da izvor uopće nije stresan, 2 da je vrlo malo stresan, 3 da je umjereno stresan, 4 da je jako stresan i 5 da je vrlo jako stresan. Što je ukupni rezultat na pojedinoj supskali viši, to je viša razina stresa koji je uzrokovan pojedinim izvorom stresa. Slično kao i u prijevodu upitnika autorica Sorić i Mikulandra (2004), koeficijent unutarnje konzistencije (Cronbachov alfa) na uzorku sudionika ovog istraživanja visok je za sva tri faktora, odnosno za prvi faktor iznosi $\alpha_1 = .86$, za drugi faktor $\alpha_2 = .86$, i za treći faktor $\alpha_3 = .84$, dok je za ukupni rezultat unutarnja konzistencija najviša te iznosi $\alpha = .94$.

Postupak istraživanja

Istraživači su podijelili setove od tri upitnika (sastojali su se od, redom: 1. Informirani pristanak i demografski podatci, 2. VFI-C i 3. SMINS) u spomenutim školama, a nakon sedam dana ispunjeni su upitnici prikupljeni. Dakle, sudionici su prvo pročitali Informirani pristanak u kojem su bili objašnjeni detalji istraživanja i pojašnjenje o anonimnosti sudjelovanja te su svojim potpisom potvrdili da razumiju pročitano i da pristaju na sudjelovanje u samom istraživanju. Nakon toga ispunjavali su demografska pitanja te su, prema uputama u zaglavlju samih upitnika, ispunjavali VFI-C i SMINS. Materijali za sve sudionike bili su jednaki. Informirani pristanci i ispunjeni upitnici pohranjeni su odvojeno da bi se osigurala anonimnost sudjelovanja.

Analiza podataka

Statistička obrada prikupljenih podataka napravljena je u programu IBM SPSS Statistics 26. Da bi se provjerila povezanost između prisutnosti simptoma vokalnog zamora kod učitelja i nastavnika i različitih izvora nastavnčkog stresa, nastavnog opterećenja, sustava obrazovanja u kojem su zaposleni, spola i dobi sudionika, izračunati su Pearsonovi koeficijenti korelacije. Nadalje, razlike u vokalnog zamoru i izvorima nastavnčkog stresa između sudionika ženskog i muškog spola te s obzirom na dob, nastavno opterećenje i sustav obrazovanja u kojem su sudionici zaposleni, testirane su s četiri t-testa. Konačno, da bi se provjerilo koji izvori nastavnčkog stresa najviše doprinose pojavi simptoma vokalnog zamora

te može li se na temelju spola i dobi učitelja i nastavnika, nastavnog opterećenja i sustava obrazovanja u kojem su sudionici zaposleni predvidjeti razina vokalnog zamora, provedene su tri višestruke hijerarhijske regresijske analize, po jedna za svaki od mjerenih simptoma vokalnog zamora kao kriterija.

REZULTATI

Normalnost distribucija kvantitativnih varijabli

Prema Kolmogorov-Smirnovljevu testu, vrijednosti većine zavisnih varijabli raspoređuju se prema približno normalnoj distribuciji, dok se vrijednosti supskale simptoma vokalnog zamora *fizička nelagoda* raspoređuju blago pozitivno asimetrično, a *poboljšanje simptoma nakon odmora* blago negativno asimetrično kao i nastavno opterećenje. S obzirom na blaga odstupanja od normalne distribucije uz spljoštenost i kurtozu distribucija u rasponu normalne distribucije (od -1,5 do 1,5), u nastavku analize rezultata bit će primijenjene metode iz parametrijske statistike.

Analiza korelacija

Da bi se provjerila povezanost između prisutnosti simptoma vokalnog zamora (umor glasa, fizička nelagoda i poboljšanje simptoma nakon odmora) kod učitelja i nastavnika s različitim izvorima nastavničkog stresa (neprimjereno ponašanje učenika, potreba za profesionalnim priznanjem i radno opterećenje), nastavnog opterećenja i dobi, primijenjen je Pearsonov koeficijent korelacije, dok je za dihotomne varijable *spol* i *sustav obrazovanja* izračunat point-biserijalni koeficijent korelacije. Korelacijska matrica prikazana je u Tablici 1.

Iz Tablice 1 vidljivo je da je prisutnost simptoma umora glasa, fizičke nelagode i poboljšanja simptoma nakon odmora statistički značajno, umjereno i pozitivno povezana s mjerenim izvorima stresa, to jest s neprimjerenim ponašanjem učenika, potrebom za profesionalnim priznanjem i radnim opterećenjem. Dakle, što je viši stres uzrokovan pojedinim izvorom nastavničkog stresa i ukupni nastavnički stres, to su izraženiji simptomi vokalnog zamora, fizičke nelagode te je veće poboljšanje simptoma nakon odmora. Nisu potvrđene značajne korelacije između prisutnosti simptoma vokalnog zamora i nastavnog opterećenja, dobi, spola i radnog mjesta.

TABLICA 1 Korelacije između supskala VFI i drugih interesnih varijabli (Pearsonova i point-biserijalna korelacija)

Simptomi vokalnog zamora (VFI)	SMINS1	SMINS2	SMINS3	SMINS UKUPNO	Nastavno opterećenje	Dob	Spol	Radno mjesto
Simptomi umora glasa	.306**	.420**	.476**	.445**	-.139	.072	-.175	-.055
Fizička nelagoda	.363**	.346**	.331**	.377**	-.223	.018	-.143	.138
Poboljšanje simptoma nakon odmora	.284*	.439**	.452**	.436**	.028	.031	.138	.013

* $p < .05$ ** $p < .01$ *** $p < .001$
Kratice. SMINS1 = Neprimjerenost ponašanje učenika; SMINS2 = Potreba za profesionalnim priznanjem; SMINS3 = Radno opterećenje

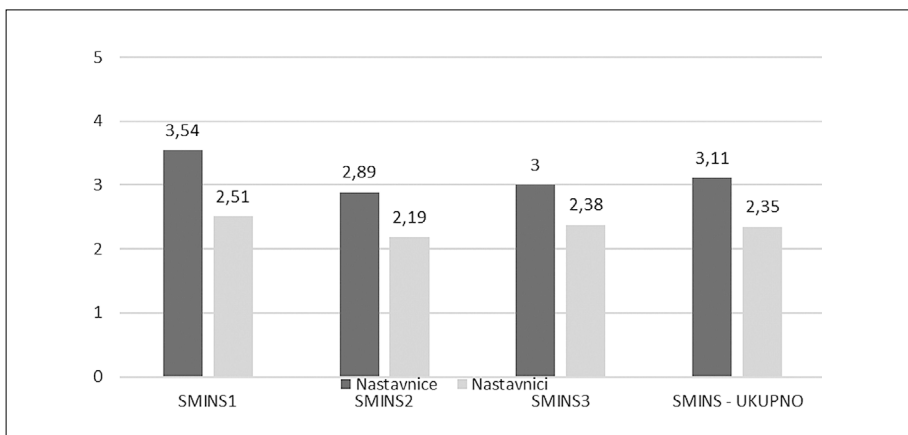
Ipak, zanimljivo je istaknuti da su dodatno pronađene statistički značajne umjerene pozitivne korelacije između spola i visine nastavnčkog stresa uzrokovane svim mjerenim izvorima stresa te ukupne visine nastavnčkog stresa. Naime, rezultati pokazuju da je ženski spol povezan s višim stresom uzrokovanim neprimjerenim ponašanjem učenika ($r = .415^{**}$), potrebom za profesionalnim priznanjem ($r = -.317^{**}$), radnim opterećenjem ($r = -.378^{**}$) te višim ukupnim nastavnčkim stresom ($r = -.378^{**}$).

Diferencijalne analize

Razlike u vokalnom zamoru i izvorima nastavnčkog stresa s obzirom na spol, dob, nastavno opterećenje i sustav obrazovanja provjereni su s četiri t-testa. Nastavno je opterećenje u rasponu od 10 do 25 sati tjedno pa su sudionici podijeljeni u dvije veličinom usporedive skupine od kojih prva ima radno opterećenje do 20 sati, a druga više od 20. Također, sudionici su podijeljeni u dvije dobne skupine, jedna ispod 40 godina i druga iznad. Nisu pronađene statistički značajne razlike u vokalnom zamoru s obzirom na spol, dob, nastavno opterećenje i sustav obrazovanja, kao ni razlike u visini nastavnčkog stresa uzrokovanog različitim izvorima stresa s obzirom na dob, nastavno opterećenje i sustav obrazovanja.

Skladno i korelacijskoj analizi, potvrđene su statistički značajne razlike prema spolu u visini stresa uzrokovanim svim izvorima nastavnčkog stresa te u ukupnoj visini nastavnčkog stresa. Učiteljice i nastavnice u odnosu na učitelje i nastav-

nike doživljavaju statistički značajno viši stres uzrokovan neprimjerenim ponašanjem učenika ($t = 3,87$, $df = 72$, $p < .001$, Cohenov $d = 1,38$), potrebom za profesionalnim priznanjem ($t = 2,84$, $df = 72$, $p < .01$, Cohenov $d = 1,09$), radnim opterećenjem ($t = 2,56$, $df = 72$, $p < .01$, Cohenov $d = .89$) te doživljavaju značajno viši ukupan nastavnički stres ($t = 3,47$, $df = 72$, $p < .01$, Cohenov $d = 1,30$). Prosječne vrijednosti po supskalama te za ukupni rezultat prikazane su na Slici 1.



SLIKA 1 Prosječne vrijednosti (M) supskala izvora nastavničkog stresa te ukupni stres kod učiteljica i nastavnica te učitelja i nastavnika

Kratice. SMINS1 = Neprimjereno ponašanje učenika; SMINS2 = Potreba za profesionalnim priznanjem; SMINS3 = Radno opterećenje

Regresijske analize

Konačno, provedene su tri višestruke hijerarhijske regresijske analize da bi se provjerilo koji izvori nastavničkog stresa najviše doprinose pojavi simptoma vokalnog zamora, kao i doprinose li dodatno vokalnom zamoru spol i dob učitelja i nastavnika te nastavno opterećenje. Standardizirani i nestandardizirani koeficijenti te značajnost pojedinih prediktora prikazani su u Tablici 2 (prikazani su samo značajni regresijski modeli).

U prvoj višestrukoj hijerarhijskoj regresijskoj analizi kriterij je bio varijabla vokalnog zamora (simptomi umora glasa), a u prvi korak dodana su tri prediktora (tri izvora stresa): neprimjereno ponašanje učenika, potreba za profesionalnim priznanjem i radno opterećenje, dok su u drugi korak dodani još spol, dob i nastavno opterećenje. Samo se model u prvom koraku pokazao statistički značajnim i ukupno

objašnjava 20 % varijance kriterija ($R^2_{adj} = .201$, $p < .001$). Dakle, stres uzrokovan neprimjerenim ponašanjem učenika, potrebom za profesionalnim priznanjem i radnim opterećenjem predviđa ukupno 20 % varijance prisutnosti simptoma umora glasa. Jedini značajan samostalni prediktor je radno opterećenje, koji samostalno objašnjava 5,86 % varijance kriterija prisutnosti simptoma umora glasa.

U drugoj višestrukoj hijerarhijskoj regresijskoj analizi su prediktori i koraci bili jednaki kao u prvoj, ali je kriterij bio vokalni zamor (fizička nelagoda). Slično, samo se prvi korak pokazao statistički značajnim regresijskim modelom te objašnjava ukupno 11 % varijance kriterija ($R^2_{adj} = .109$, $p = .01$). Dakle, stres uzrokovan neprimjerenim ponašanjem učenika, potrebom za profesionalnim priznanjem i radnim opterećenjem predviđa ukupno 11 % varijance prisutnosti fizičke nelagode kao simptoma vokalnog zamora. Nijedan prediktor nema samostalni doprinos.

U trećoj višestrukoj hijerarhijskoj regresijskoj analizi su prediktori i koraci također bili jednaki kao i u prvoj, ali je kriterij bio vokalni zamor (poboljšanje simptoma nakon odmora). Oba koraka, to jest oba statistička modela pokazala su se statistički značajnima, pri čemu drugi korak značajno objašnjava 26 % varijance kriterija, što je za 6 % više od prvog ($R^2_{adj} = .258$, $p_{Fchan} < .05$). Stoga stres uzrokovan neprimjerenim ponašanjem učenika, potrebom za profesionalnim priznanjem i radnim opterećenjem te dodatno spol, dob i nastavno opterećenje predviđaju ukupno 26 % varijance poboljšanja simptoma nakon odmora. Jedini značajan samostalni prediktor je spol koji samostalno objašnjava 8,45 % varijance kriterija poboljšanja simptoma nakon odmora, u korist muškog spola.

TABLICA 1 Značajni modeli multiplih regresijskih analiza

Kriterij: Simptomi umora glasa					
	Prediktori	B	β	<i>t</i>	<i>p</i>
1	SMINS1	-.109	-.104	-.657	.513
	SMINS2	.185	.156	.867	.389
	SMINS3	.513	.424	2.282	.026*
Kriterij: Fizička nelagoda					
	Prediktori	B	β	<i>t</i>	<i>p</i>
1	SMINS1	.208	.206	1.238	.220
	SMINS2	.190	.168	.881	.382
	SMINS3	.053	.046	.234	.815

Kriterij: Poboljšanje simptoma nakon odmora					
2	Prediktori	B	β	t	p
	SMINS1	.019	.017	.102	.919
	SMINS2	.385	.306	1.717	.091
	SMINS3	.388	.301	1.606	.113
	Dob	.003	.027	.249	.804
	Spol	.890	.324	2.850	.006**
	Nastavno opterećenje	-.015	-.044	-.423	.673
<i>Kratice. SMINS1 = Neprimjereno ponašanje učenika; SMINS2 = Potreba za profesionalnim priznanjem; SMINS3 = Radno opterećenje</i>					

RASPRAVA

Iz ranijih istraživanja poznato je da su učitelji i nastavnici izloženi većim razinama stresa, anksioznosti i umora nego osobe u drugim profesijama (Redín i Erro-Garcés, 2020). Svakodnevni sastavni dio posla učitelja i nastavnika dugotrajne su i intenzivne međuljudske interakcije, upravljanje složenim zadacima te intenzivan emocionalni angažman (Maphalala, 2014), koji se vremenom često prvo počnu manifestirati kao negativna promjena kvalitete glasa (Vertanen-Greis i sur., 2020): učitelji i nastavnici uvelike se u poučavanju i upravljanju razredom oslanjaju na glas, a njegova ionako neobično intenzivna uporaba u kombinaciji s ostalim naporima profesije često dovodi do vokalnog zamora, općenito umanjujući njihovu kvalitetu rada te zadovoljstvo obavljenim poslom (Pereira i sur., 2015). Tako kvaliteta glasa postaje primarna fizička posljedica stresa i istovremeno podloga za psihičke, emocionalne, bihevioralne i kognitivne simptome izloženosti stresu (Brust Nemet i Velki, 2020) koji mogu značajno umanjiti ukupnu zdravstvenu i životnu dobrobit učitelja i nastavnika (Maphalala, 2014).

Rezultati ovog istraživanja potvrđuju pozitivnu povezanost izloženosti stresu tijekom obavljanja učiteljskog/nastavničkog posla, odnosno stresa uzrokovanog upravljanjem razredom, potrebom za profesionalnim priznanjem i radnim opterećenjem, s izraženošću simptoma vokalnog zamora, iz čega proizlazi da su ispitani učitelji i nastavnici u riziku pojave sekundarnih (psihičkih, emocionalnih, kognitivnih i bihevioralnih) posljedica stresa na poslu, istovremeno generirano

zahtjevima radnog mjesta i slabljenjem osnovnog sredstva rada – glasa. Fizički stresori poput pozadinske buke, vibracija okoline te mentalni stresori poput održavanja kontrole u razredu prisiljavaju učitelje i nastavnike na povećanje mišićne napetosti radi postizanja kvalitete glasa odgovarajuće za kompenzaciju učinaka navedenih stresora (Kooijman, de Jong, Oudes, Huinck, van Acht i Graamans, 2005), a takvi negativni kompenzacijski mehanizmi mogu dovesti do vokalnog zamora. Pojavom vokalnog zamora učitelji i nastavnici sve su manje učinkoviti u obavljanju svakodnevnih poslovnih zadataka, što pak uzrokuje sve veće nezadovoljstvo i stres, čime se situacija potencira prema sve složenijim i negativnijim vokalnim i drugim posljedicama.

Rezultatima ovog istraživanja potvrđena je pretpostavka o spolnim razlikama u visini stresa uzrokovanim svim izvorima nastavničkog stresa te u ukupnoj visini nastavničkog stresa, no nisu pronađene statistički značajne razlike u percipiranoj prisutnosti vokalnog zamora s obzirom na spol, dob, nastavno opterećenje i sustav obrazovanja, kao ni razlike u visini nastavničkog stresa uzrokovanog različitim izvorima stresa s obzirom na dob, nastavno opterećenje i sustav obrazovanja. Nadalje, rezultati istraživanja potvrđuju da stres uzrokovan neprimjerenim ponašanjem učenika, potrebom za profesionalnim priznanjem i radnim opterećenjem predviđa ukupno 20 % varijance prisutnosti simptoma umora glasa te 11 % varijance fizičke nelagode, dok se spol, dob i nastavno opterećenje nisu pokazali kao značajni prediktori. Ipak, potvrđeno je da stres uzrokovan trima izvorima stresa te dodatno spol, dob i nastavno opterećenje predviđaju ukupno 26 % varijance poboljšanja simptoma nakon odmora.

Dakle, čini se da je navedeni mehanizam nastanka vokalnog zamora i njegove posljedice izraženiji među učiteljicama i nastavnicama nego među učiteljima i nastavnicima. U odnosu na kolege, žene su prijavile veći ukupni doživljaj stresa i jaču percepciju djelovanja svih izvora stresa na njihovu dobrobit. Taj je podatak u skladu s navodima drugih autora o ulozi spola u percepciji stresa na radnom mjestu, u nastajanju vokalnog zamora te u pojavi sindroma sagorijevanja, anksioznosti i depresije među učiteljima i nastavnicama (Desoukyi Allam, 2017; Agyapong, Obuobi-Donkor, Burbach i Wei, 2022). Veći rizik negativnog utjecaja stresa na radnom mjestu među učiteljicama i nastavnicama, u odnosu na njihove kolege, može biti posljedica bioloških razloga: biomehanika proizvodnje glasa ženama ide manje u prilog jer proizvode frekvencijski više glasove koji ne rezoniraju kao frekvencijski niži glasovi i ne percipiraju se toliko jakim i poželjnima (Watson, 2019) te se u kombinaciji s pozadinskom bukom (smanjenjem omjera signal-šum)

razumiju slabije zbog čega žene koje govore u bučnim uvjetima kakvi su u učionicama trebaju naprezati vokalni mehanizam više nego muškarci (Larsby, Hällgren, Nilsson i McAllister, 2014). Navedeno može objasniti općenito veću prisutnost vokalnog zamora kod žena, a pogotovo učiteljica i nastavnica (Hunter i Banks, 2017).

Veći rizik negativnog utjecaja stresa na radnom mjestu među učiteljicama i nastavnicama, u odnosu na njihove kolege, može biti i posljedica kombinacije profesionalnih i obiteljskih obaveza za koje se tradicionalno drži da su u ingerenciji žena poput brige za djecu i kućanstvo (Boljat, 2020; Kashahu Xhelilaj, Petani i Ntalla, 2021); vjerojatnije je da će nošenje sa stresom na poslu biti uspješnije kod osoba koje imaju manje dodatno opterećenje profesionalnih obveza životnim obvezama. Oba objašnjenja podržava pronađena značajna povezanost ženskog spola s višim razinama stresa uzrokovanog neprimjerenim ponašanjem učenika (koje je ženskim glasom teže kontrolirati) i potrebe za profesionalnim priznanjem (zbog samosvjesnosti problema s kontrolom učeničkog ponašanja). Veće radno i osobno opterećenje učiteljica i nastavnica naspram njihovih kolega može objasniti i pronađenu povezanost radnog opterećenja i pojave simptoma vokalnog zamora, odnosno manji učinak odmora na izraženost simptoma vokalnog zamora u odnosu na učitelje i nastavnike.

Neka dosadašnja istraživanja upućuju na to da je vokalno opterećenje općenito veće kod učitelja i nastavnika u primarnom obrazovanju (Cantarella, Negri, Bernardelli, Nitro, Aldè, Pignataro i Fave, 2023), no to se nije potvrdilo u ovom istraživanju. U primarnom obrazovanju kontrola učeničkog ponašanja može biti izazovnija zbog nerazvijene sposobnosti učenja u bučnim uvjetima, odnosno otežanog razumijevanja govora u dobi prije 15. godine života (Johnson, 2000); zbog otežanog razumijevanja učitelja i nastavnika djeca mogu trošiti više kognitivnih resursa te lakše gubiti fokus (Connolly, Dockrell, Shield, Conetta i Cox, 2015) i kontrolu ponašanja, što učiteljski i nastavnički posao čini zahtjevnijim. Razina maturacije učenika, njihova veća neovisnost (i time manja potreba za suradnjom s roditeljima), količina njihovih prijašnjih znanja i mogućnosti za fleksibilnije prenošenje složenijih (i time možda zanimljivijih) nastavnih sadržaja trebali bi dati prednost srednjoškolskom obrazovanju u smislu izraženosti stresora na radnom mjestu. No, na osnovi značajne povezanosti simptoma vokalnog zamora i neprimjerenog ponašanja učenika te nepostojanja razlika između prijavljenih vokalnih simptoma i sustava rada, čini se da je problem kontrole ponašanja učenika prisutan podjednako u osnovnoškolskom i srednjoškolskom sustavu, što upućuje na potrebu iznalaženja novih metoda održavanja discipline u razredu za kvalitetno obrazovanje.

Konačno, u ovom istraživanju nije ustanovljena povezanost dobi s profesionalnim stresom i vokalnim zamorom. Istraživanje Banksa, Bottalicoa i Huntera (2017) pokazalo je da se vokalni zamor najviše pojavljuje kod učiteljica, odnosno nastavnica između 40. i 45. godine života što se može objasniti utjecajem hormona te adaptacijom na simptome u kasnijoj dobi.

ZAKLJUČAK

Rezultati ovog istraživanja potvrđuju da nastavnici koji imaju izraženije simptome vokalnog zamora istovremeno doživljavaju i viši stres uzrokovan svim mjeranim izvorima nastavničkog stresa (neprimjereno ponašanje učenika, potreba za profesionalnim priznanjem i radno opterećenje). Također, nastavnice u odnosu na nastavnike doživljavaju viši stres uzrokovanim svim izvorima nastavničkog stresa. Nadalje, svi izvori nastavničkog stresa značajno objašnjavaju prisutnost simptoma vokalnog zamora, tj. simptoma umora glasa, fizičke nelagode i poboljšanja simptoma nakon odmora. Dodatno, spol, dob i nastavno opterećenje značajno predviđaju poboljšanje simptoma vokalnog zamora nakon odmora.

Dakle, rezultati ovog istraživanja upućuju na to da potencijalno konfliktne situacije u profesionalnom okruženju, poput održavanja discipline u razredu ili izostanka pozitivne kritike na račun postignutih profesionalnih rezultata, imaju svoje zdravstvene manifestacije u karakteristikama glasa. Navedeno naglašava važnost kontrole radnog opterećenja i upravljanja stresorima u obrazovnim okruženjima da bi se među njima smanjio rizik od pojave simptoma vokalnog zamora, pogotovo među učiteljicama i nastavnicama. U tom je smislu relativno manje ekonomski zahtjevna stručna reakcija poput edukacija učitelja i nastavnika o vokalnoj higijeni, što se pokazalo uspješnom preventivnom strategijom (Anderson, Reimer, Carlson i Dowdall, 2024), kao i edukacija koja uključuje tehnike za bolje nošenje sa stresom kao što su vježbe usredotočene svjesnosti, rad na samopouzdanju i emocionalnoj regulaciji (Redín i Erro-Garcés, 2020). Pritom je uputno prioritizirati djelatnice zbog jačeg doživljaja stresa i povećanog rizika za razvoj vokalnog zamora u odnosu na muške kolege. Međutim, vrlo je vjerojatno da bi se na većem uzorku sudionika istraživanja ustanovili i dodatni podatci, koji bi mogli uputiti na daljnje grupne (poput spola ili obrazovnog sustava) i individualne (poput dobi ili staža) razlike u nošenju sa stresom među učiteljima i nastavnicima, odnosno koji bi mogli dati cjelovitiju sliku o odrednicama zdravijeg radnog okruženja učitelja i nastavnika.

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THE RELATIONSHIP BETWEEN VOCAL FATIGUE SYMPTOMS IN TEACHERS AND SOURCES OF TEACHER STRESS

ABSTRACT

The aim of this study was to examine the occurrence of vocal fatigue in a group of teachers and to examine its possible connection with workload, i.e., inappropriate student behaviour and the need for professional recognition as sources of professional stress among these voice professionals. The study involved 74 participants (62 women and 12 men) aged 24 to 65 years – 40 of them employed in primary schools and 34 in secondary schools – who completed the Croatian version of the Vocal Fatigue Index (VFI-C) questionnaire and the Scale for Measuring Sources of Teacher Stress. The results showed the existence of a statistically significant positive correlation between the average results in all three categories of the VFI-C and all subscales of the Scale for Measuring Sources of Teacher Stress. A higher level of stress in teachers was associated with greater self-perceived presence of vocal fatigue symptoms. Compared to male teachers, female teachers reported statistically significantly higher stress caused by all observed sources and a higher overall experience of stress. This points to the importance of workload control and stress management in educational settings in reducing the risk of the occurrence of vocal fatigue symptoms among teachers, especially among female teachers.

KEYWORDS:

teachers, vocal fatigue, sources of teacher stress

UN EDUCATION FOR SUSTAINABLE DEVELOPMENT IN ACTION: A CASE STUDY OF PRIMARY EDUCATION IN CROATIA

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ABSTRACT:

Education for Sustainable Development (ESD), promoted by the United Nations, is a social movement to be nurtured for the future benefit of the planet and humanity. In a rapidly changing world, where cascading risks are increasingly evident, the continued development of ESD is critical to overcoming cross-cutting challenges. Starting from the viewpoint that quality education should focus on learning 'how to live sustainably,' this article examines the integration of ESD into Croatian primary schooling within the context of current global challenges, as defined by the 17 Sustainable Development Goals (SDGs). The research examines the implementation of selected ESD priority areas that are relevant for primary schooling: advancing policy, transforming learning environments, building the capacities of educators, and establishing a monitoring system that could track and enhance national education policy and performance. This paper also discusses relevant global and EU education frameworks, singling out the recently published Cypriot policy as an example of good practice. The research was conducted in 927 primary schools in Croatia. The results revealed that the primary obstacle to further ESD development in primary education is the insufficient integration of new ESD achievements and trends, largely because many challenges that should be globally addressed by the Agenda 2030 are not satisfactorily integrated into teaching. This indicates the need to amend the existing National Curriculum, which is still under development, and calls for substantive support from the highest decision-making spheres regarding the global importance of sustainable development. Respondents also indicated the need for improved knowledge, skills, and cooperation among teaching staff and a wider range of stakeholders, such as local communities. A more comprehensive approach to improving ESD in Croatia could be inspired by Cyprus's ESD policy to bring together a wider range of stakeholders and achieve ESD objectives in a timely manner.

KEYWORDS:

education for sustainable development (ESD), sustainable development goals (SDGs), educational policy

INTRODUCTION

The first global action plan for sustainable development based on the Rio Earth Summit, Agenda 21 (United Nations, 1992), has encouraged member states to adopt their roadmaps for promotion, education, public awareness, and training with the United Nations Educational, Scientific and Cultural Organization (UNESCO) as a leading agency for the implementation of these tasks. UNESCO experts made an important decision to redirect existing education, public awareness, and training systems towards the concept of the Education for Sustainable Development (ESD) that serves the notion of overall sustainability. In 2000, a new UN global action plan called The Millennium Declaration replaced Agenda 21, and Goal 2 dedicated to education was adopted (United Nations, 2000). In 2015, the UN shared the declaration *Transforming our world: The 2030 Agenda for Sustainable Development*. According to this document, education was included as one of the 17 Sustainable Development Goals – SDGs (European Union Agency for Fundamental Rights, 2021). The purpose of Goal 2 is to ensure access to quality education for all throughout all stages of life, as well as to increase the number of young people and adults who have skills relevant for employment, decent jobs, and entrepreneurship.

Recently, the EU delivered recommendations on learning for green transition and sustainable development (Council of the European Union, 2022). Such tools support acceleration towards sustainability and ensure benchmarking among EU member states. Additionally, it should be emphasized that the UN Summit on Education Transformation in 2022 was critical for the EU determination to act more decisively on various priorities in education, such as teacher training, strengthening equality and inclusion in education, and promoting skills. Today, the EU provides more than half of support to global education funds, such as the Global Partnership for Education and Education Can't Wait (European Commission, Secretariat General, 2023).

The global community agrees that disruptive changes require scientific knowledge based on sustainable principles from early childhood (Kamerlin, 2023; Ortlieb et al., 2018; Tillmanns, 2019). Many authors agree that high-quality education that comprehensively addresses the SDGs is the cornerstone of learning, employability, innovation, and participation in future society (Glavič, 2020; Kopnina, 2014; Kioupi & Voulvoulis, 2022; Pache et al., 2023). SDG reporting provides an excellent opportunity to strengthen the perspective of ESD and to

place sustainability action not only in schools but also outside of the school (United Nations Educational, Scientific and Cultural Organization, 2019 and 2020). Therefore, the EU has firmly established sustainability development at its core.

Croatia established a platform to communicate progress on SDGs (Croatian Bureau of Statistics, 2024) and introduced the global and EU guidelines in the National Curriculum for primary schools (Republic of Croatia, Ministry of Science, Education and Youth, 2019). In addition, the National Development Strategy of Republic of Croatia until 2030 fostered integration of sustainable development into all sectorial policies (Croatian Parliament, 2021). In 2023, the Croatian government delivered the Voluntary Review on the Implementation of the 2030 Agenda for Sustainable Development to support global and EU reporting on the progress of all 17 SDGs, including SDG 4 that is relevant to ESD (Government of the Republic of Croatia, 2019 and 2023). According to a recent EU Voluntary Review (European Commission, Secretariat General, 2023), Croatia recorded progress in reaching the objectives of SDG 4, but it is still below the EU average.

In 2021, the National Development Strategy of the Republic of Croatia until 2030 replaced the Sustainable Development Strategy of the Republic of Croatia, and the National Education System Development Plan for the period until 2027 was adopted (Republic of Croatia, Ministry of Science and Education, 2023). This plan generally monitors the implementation of the National Development Strategy of the Republic of Croatia until 2030, but also contributes to the goals/sub-goals of the UN Agenda 2030 (SDG) and the EU's green transition and digital transformation. It also calls for the educational reform with revision of the current National Curriculum for all levels of education and the harmonization of subject curricula and curricula of cross-curricular topics. The Croatian National Curriculum adopted in 2019 is currently in force. It considers sustainable development as a cross-curricular topic and thus sets ESD in Croatia in line with the latest UNESCO's achievements (Republic of Croatia, Ministry of Science, Education and Youth, 2019).

To determine the current ESD performance in Croatian primary schools and make proposals for the coming educational reform in Croatia, we designed a survey regarding priority areas defined in the ESD for 2030 roadmap. The roadmap defines five priority areas regarding the Agenda 2030, and we focused on three of them: advancing policy, transforming learning environments, and building capacities of educators (United Nations Educational, Scientific and Cultural Orga-

nization, 2020), including a proposal regarding the establishment of a monitoring system for ESD implementation and learning outcomes (United Nations Educational, Scientific and Cultural Organization, 2019).

METHODS

The initial phase of this work involved desk research to identify relevant global, EU, and national policies and documents. Through this, we defined four priority areas within the Education for Sustainable Development (ESD) framework as key success factors. Three of these were deemed relevant for primary school teaching: advancing policy, transforming learning environments, and building capacities of educators. This also included a recommendation for the establishment of a monitoring system to strengthen national educational policy and enhance learning outcomes regarding ESD actions (United Nations Educational, Scientific and Cultural Organization, 2020).

To explore the extent to which the Croatian elementary school system has adapted a transformative learning environment, a list of the 20 most significant topics for each sustainability pillar (environmental, socio-cultural, and economic) was compiled, in accordance with the objectives of the 17 SDGs. This work also aimed to assess the building capacities of educators, specifically their awareness of the availability of knowledge and tools for ESD learning, and their satisfaction level regarding the establishment of a monitoring system for ESD actions. Ultimately, a questionnaire was developed to gather information on these areas. The target respondents included teaching staff (teachers from the first to fourth grade and subject teachers from the fifth to eighth grade of elementary school) and other staff whose daily work involves this multidisciplinary field (principals, assistants).

The research was conducted from May 2 to June 2, 2024, on a sample of 927 Croatian elementary schools, with each school submitting one consolidated response. To evaluate the integration of the four ESD priority areas, the following five-point Likert scale rating scores were used: 1 - “insufficient” status, 2 - “good”, 3 - “fair”, 4 - “very good”, and 5 - “excellent”. Additionally, for a deeper review of the transformative learning environment, the representation of specific environmental, social, and economic ESD topics in primary education was assessed using these scores: 1 - “not represented”; 2 - “insufficiently represented”; 3 -

“well represented”; 4 – “very well represented”; 5 – “excellently represented”.

Only responses that ranked the representation of ESD topics with scores of 4 and 5 were considered, due to the global SDG 4 objective to “ensure inclusive and high-quality education for all” (European Union Agency for Fundamental Rights, 2021; UNESCO, 2023). It is important to note that the questionnaire is aligned with the UNECE Questionnaire for member states on measures to implement the UNECE Education for Sustainable Development Strategy (UNECE, 2016), the Format for Reporting on the Implementation of the UNECE Education for Sustainable Development Strategy 2019 (Economic and Social Council, 2023), and the Berlin Declaration “Agenda for Education for Sustainable Development until 2030” (UNESCO, 2022).

Concurrently, desk research of UN, EU, and national policies regarding ESD was conducted with the aim of identifying a policy approach that could significantly improve the current situation in Croatia. Based on this desk research, Cyprus’s national ESD initiative, recently established in collaboration with UNESCO, was selected for further consideration.

RESULTS

Out of a total of 927 primary schools in Croatia, 124 schools (13.4%) responded to the questionnaire properly. Regarding four of the five priority areas of the ESD roadmap (UNESCO, 2020), answers were provided by 36.3% of single subject teachers, 32.3% of multiple subject teachers, 20.2% of principals, and 11.2% of teaching assistants. Figure 1 illustrates respondents’ satisfaction with advancing policy, transforming learning environments, building capacities of educators, and the establishment of a monitoring system to track ESD actions.

The questionnaire also provided an in-depth analysis of the transformative learning environment by evaluating the representativeness of 60 global environmental, social, and economic challenges (topics) in Croatian primary schools.

According to the responses, recycling, repair, and reuse of waste and resources is the most represented environmental topic, with 47% of respondents indicating it's "very well" or "excellently" represented (scores 4 and 5). Other highly represented topics in primary education include preservation of nature and biodiversity (46.8%), sustainable waste management (45.9%), climate change (36.3%), protection of environmental components (air, water, soil, sea, flora, and fauna) (35.7%), and clean water (31.5%).

Approximately a quarter of respondents believe that topics such as affordable and clean energy, sustainable construction and energy efficiency, sustainable production and consumption, and ecological principles and ethics are "very well" or "excellently" represented (scores 4 and 5). These are followed by topics related to natural disasters (21%), sustainable agriculture (17.7%), and the protection and functions of seas and oceans (16.1%).

Respondents consider ecological labeling and environmental management systems (15.3%), deforestation prevention (15.1%), and a holistic approach to the preservation of habitats, species, and human well-being (14.5%) to be the least represented topics in education. Topics like combating desertification, reducing soil degradation, and the blue economy have an even smaller share (13.7%) and are considered underrepresented in primary education.

Regarding socio-cultural global issues, 45% of respondents stated that human rights are "very well" or "excellently" represented (scores 4 and 5). This is closely followed by topics dealing with non-violence and the development of solidarity (42%) and the protection and preservation of cultural and natural heritage and local history (40.3%). About a third of all respondents assessed that gender equality (36.3%), reducing inequality (33.8%), empathy towards people (32.9%), preservation of cultural diversity (33.1%), and quality and inclusive education (31%) are "very well" or "excellently" represented. Topics such as the culture of sustainable development, global citizenship and democracy, peace, justice and strong institutions (governance), and poverty reduction are "very well" or "excellently" represented in education for one-fifth of respondents. The lowest represented socio-cultural topics include sustainable lifestyles (16.9%), sustainable urbanization (smart cities) (16.1%), public-private partnerships for sustainable development (12.9%), and corporate social responsibility (8.9%).

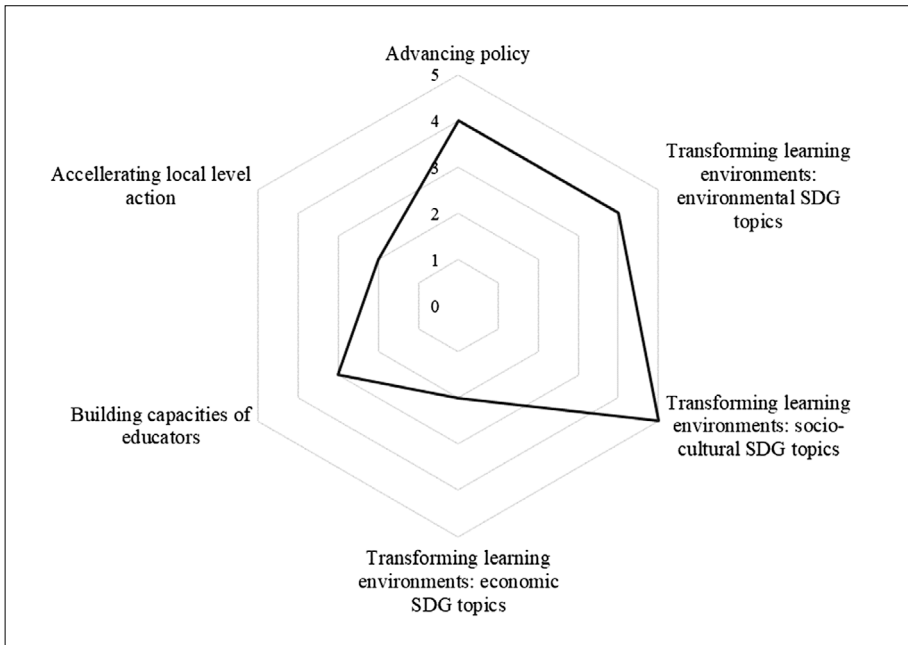


FIGURE 1 Evaluation on pillars of ESD in Croatian primary education

For fifteen of the 20 economic topics, the prevailing rating was “well represented” (score 3). Topics related to sustainable traditional products and sustainable tourism had the highest share, with about 20% of respondents indicating they were “very well” or “excellently” represented (scores 4 and 5 combined). These were followed by topics concerning sustainable forms of transport (15.3%), technology and science (13.7%), local, regional, rural, and urban development (12.1%), and public-private partnerships for sustainable development (10.5%).

A number of topics were considered extremely underrated, with a share of 8.4% of responses ranking them as “insufficiently represented” (score 2). These included green economy, blue economy, sustainable business models and entrepreneurship (SME), sustainable and innovative infrastructure, sustainable investment in cities, regions, and local communities, and the resilience of business and infrastructure to climate change, natural disasters, and scarcity of raw materials. Finally, respondents ranked topics related to the mobilization of financial resources and green taxation as unrepresented in education (score 1).

UN and EU policies on ESD were explored, and the recently established “The Country Initiative for the ESD of the Republic of Cyprus” was highlighted as

a potential model for improving ESD in Croatia. This Cypriot top-down commitment is supported by the Cyprus Sustainable Environmental Education Policy (SEEP) and UNESCO, and is implemented within their National Curriculum (UNESCO, 2024a). It integrates ESD into every segment of educational practice and community, bringing together a wide range of stakeholders—from high-level policymakers to local communities, including other ministries, non-governmental organizations, academia, industry, local authorities, and civil services. The specific goal of this research is to provide evidence-based and concrete proposals for enhancing the Croatian ESD framework for primary schooling, in accordance with the latest global and EU achievements.

DISCUSSION

Generally, sustainability is a subjective and context-dependent issue. Based on this premise, the UN established Education for Sustainable Development (ESD) as a concept that permeates all school subjects. It provides the knowledge and skills needed for global environmental, socio-cultural, and economic sustainability (UNECE, 2016). The expected outcomes of ESD are the development of personal understanding and skills through critical reflection on values and a change in individual behavioral patterns. This suggests numerous and varied pedagogical implications during knowledge acquisition. ESD offers opportunities to initiate critical inquiry, as it exposes students to reality and highlights the relevance of sustainable development topics to our own lives. All of this empowers individuals to take decisive action, even at an early stage of life. It is also important for students to have the space to experiment with new, “disruptive” ideas, which can foster critical perspectives and lead to significant turning points (UNESCO, 2019a).

In response to geopolitical, social, and environmental (climate and resource) crises, new policy processes have emerged at both global and national levels. Specifically, ESD has been supplemented with new knowledge (topics) and tools, such as the Framework for the Implementation of Education for Sustainable Development (ESD) beyond 2019 (UNESCO, 2019a). Besides, ESD considered also the Roadmap for ESD beyond 2019 (UNESCO, 2020), the Berlin Declaration on ESD: Learning for our Planet: Act for Sustainability (UNESCO, 2022), Resources for Educators on 17 SDGs (UNESCO, 2019b), and guidance on motivation, skills, and opportunities to teach ESD (UNESCO, 2021).

Additionally, the Voluntary National Reviews Database, established by the ESD Network (ESD-NET), has engaged over 80 UNESCO member states, 50 international partners, and more than 4,000 individual stakeholders globally (UNESCO, 2024b). These novel documents, tools, and knowledge-sharing platforms aim to encourage member states to enhance ESD integration and conduct regular progress reviews at both national and sub-national levels. The importance of ESD and its contribution to future environmental, social, and economic sustainability is unquestionable. Nevertheless, the evaluation of its successful implementation through regular surveys or established monitoring systems is often lacking.

Relying on the settings of SDG 4, ESD encompasses the thematic topics of all other SDGs. For this reason, this research focused on sustainability topics extracted from the documents and tools dedicated to ESD implementation. Additionally, related scientific and professional literature regarding the 2030 Agenda and the 17 SDGs was also consulted. Based on the opinion of the teaching staff, three priority areas were extracted from UNESCO's ESD roadmap 2030: the advancing policy, the transformation of learning environments, and capacity building, including whether or not a monitoring system for ESD has been established in Croatian primary schools.

To gather detailed information on the transformation of learning environments, we asked respondents to express their views on the representation of a wide set of sustainability topics. Our approach considered the role of transdisciplinary competences, in line with UNESCO's guidance (UNESCO, 2021) and the multidimensional attributes of the SDGs, as well as findings from other authors (Corres et al., 2024; Rieckmann, 2018).

The research results highlight a clear need for stronger implementation of ESD in relevant documents and practices (Figure 1). Respondents indicated that ESD performs best in teaching subjects related to socio-cultural issues (scoring 5) and environment and nature (scoring 4). Conversely, topics related to the economic aspects of sustainable development were ranked worst (scoring 2). Regarding Measure M 2.4 of The National Education System Development Plan for the period until 2027, which predicts the continuity of professional support for educational staff (UNESCO, 2019a), our research found that respondents rated the capacity building of educators as "fair" (score 3, Figure 1). A third crucial measure of the action plan, M2.5, involves the establishment of a monitoring system—essential for implementing and shaping novel educational policy. Respondents ranked the establishment of an ESD monitoring system in their institutions as

“good” (score 2). This indicates that substantial work still needs to be done in this area of reform.

Finally, respondents expressed satisfaction with the implemented national educational policy for sustainability (Figure 1), ranking it as “very good” (score 4). This positive rating suggests room for further improvements in the education sector related to sustainability, aligning with the stated goals of the current Croatian national policy. However, it’s crucial to note that the new political framework, adopted in 2023, has not yet fully taken root, and the new National Curriculum has not yet been delivered.

Our findings also reveal disparities in the representation of ESD topics within primary schooling. The ESD application in Croatia primarily occurs in subjects like biology and human rights, but there is a notable absence of cross-cutting issues such as a holistic approach to the preservation of species, habitats, and human well-being, or sustainable urbanization (smart cities). Additionally, economic aspects of sustainable development are insufficiently represented, as are current challenges marked by multiple crises (United Nations, 2023), including geopolitical, social, and economic turbulences. While these topics might seem more appropriate for higher levels of education, the educational community should consider creating content suitable for elementary schools.

Overall, the results indicate that ESD policy, the learning environment, and capacity building need enhancement, and a monitoring system should be established to track and improve learning and its outcomes. Given the lower representation of cross-cutting topics at the elementary school level, their revision and stronger implementation are suggested, especially for economics and sustainability themes.

To address these challenges, the Cyprus ESD initiative (UNESCO, 2024) was highlighted as a potential model. This selection was based on similarities between Croatia and Cyprus (e.g., both are Mediterranean countries with a significant share of tourism in GDP) and the fact that the Cypriot ESD initiative was recently developed in collaboration with UNESCO. The primary difference between the Croatian and Cypriot educational systems regarding sustainable development lies in Croatia’s lack of transparency in ESD implementation and insufficient engagement of stakeholders who could contribute to strengthening competences and knowledge. This situation could be improved through enhanced cooperation with local communities, non-governmental organizations, and the business sector, along with the implementation of a publicly available monitoring framework to track learning outcomes. As seen in the Cyprus example, ESD in Croatia should

facilitate experience sharing to accelerate its implementation and mobilize policymakers, the scientific community, experts, and other relevant stakeholders to deliver effective educational policy and reforms dedicated to sustainable actions.

CONCLUSION

The quality of teaching content and outcomes is crucial for our changing world, extending from preschool through all levels of formal and even informal education. It is also vital for students to have the space to experiment with new, disruptive ideas. This holistic approach empowers individuals to take decisive action from an early stage of life. Recognizing this very challenge, the global community established the three pillars of sustainability, the 17 SDGs, and a systematic approach to Education for Sustainable Development (ESD).

Based on the results of this research, it is clear that the quality and relevance of ESD in Croatian primary education needs to be significantly strengthened. Specifically, the findings suggest that the harmonization of global (UN) and EU education related to ESD teaching should be enhanced, with particular attention given to economic topics at a level appropriate for elementary school students. There is also a clear need to improve the professional development model for teaching staff in line with UNESCO's updated knowledge and practices, especially across the three selected priority areas. This includes the crucial establishment of a monitoring system in primary schools to track ESD progress. This entire process demands stronger commitment and effort from high-level decision-makers, the educational community, and other interested parties. It might be advisable to consider ESD as a national initiative and to streamline the revision of the existing National Curriculum, aligning it with UNESCO's updated guidance, among other relevant frameworks.

In our modern world, it is critical to develop systemic educational responses (national, regional, and local) to current sustainable development challenges, such as climate change, war, or humanitarian crises. Starting from the premise that only qualified and skilled students can effectively tackle such issues, it is essential to offer elementary school pupils quality content and practical experience related to sustainability across all three pillars: environmental, social, and economic.

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UN-OVO OBRAZOVANJE ZA ODRŽIVI RAZVOJ U AKCIJI: STUDIJA SLUČAJA OSNOVNOŠKOLSKOG OBRAZOVANJA U HRVATSKOJ

SAŽETAK

Obrazovanje za održivi razvoj (OOR, eng. ESD), koje promiču Ujedinjeni narodi, društveni je pokret koji je potrebno njegovati radi buduće dobrobiti planeta i čovječanstva. U svijetu koji se brzo mijenja, a kaskadni rizici sve više dolaze do izražaja, kontinuirani razvoj OOR-a ključan je za prevladavanje međusektorskih izazova. Polazeći od stajališta da se kvalitetno obrazovanje treba usredotočiti na učenje o tome „kako živjeti održivo“, ovaj se članak bavi integracijom OOR-a u hrvatsko osnovnoškolsko obrazovanje u kontekstu aktualnih globalnih izazova, definiranih u sklopu 17 ciljeva održivog razvoja. Ovaj rad analizira provedbu odabranih prioritetnih područja OOR-a koja su relevantna za osnovnoškolsko obrazovanje: promicanje politika, transformacija obrazovnog okruženja, jačanje edukatorskih kapaciteta i uspostavljanje sustava za praćenje koji bi mogao nadzirati i unaprjeđivati nacionalnu obrazovnu politiku i rezultate. U ovom se članku također raspravlja i o relevantnim obrazovnim okvirima kako u svijetu tako i u Europskoj uniji, a nedavno predstavljena ciparska politika izdvaja se kao primjer dobre prakse. Istraživanje je provedeno u 927 osnovnih škola u Hrvatskoj. Rezultati pokazuju da je glavna zapreka daljnjem razvoju OOR-a u osnovnoškolskom obrazovanju nedovoljna integracija novih postignuća i trendova OOR-a, uzrokovana ponajviše time što mnogi izazovi koje bi Agenda 2030 trebala globalno riješiti nisu primjereno uklopljeni u nastavu. To pokazuje da je potrebno izmijeniti postojeći Nacionalni kurikulum, koji je još u izradi, kao i inzistirati na konkretnoj potpori donositelja odluka na najvišoj razini u vezi s globalnom važnošću održivog razvoja. Ispitanici su također upozorili na potrebu za poboljšanjima u znanju, vještinama i suradnji među nastavnim osobljem i širim krugom dionika, kao što su lokalne zajednice. Predložak za sveobuhvatniji pristup poboljšanju obrazovanja za održivi razvoj u Hrvatskoj mogla bi biti ciparska politika obrazovanja za održivi razvoj, kojoj je cilj okupiti širi raspon dionika i pravovremeno ostvariti ciljeve obrazovanja za održivi razvoj.

KLJUČNE RIJEČI:

obrazovanje za održivi razvoj (OOR), ciljevi održivog razvoja, obrazovna politika

ODGOJNE I OBITELJSKE VRIJEDNOSTI U BAJCI „ŠUMA STRIBOROVA“ – DOPRINOS RAZVOJU MORALA I ALTRUIZMA UČENIKA

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SAŽETAK

Ivana Brlić-Mažuranić, jedna od najpoznatijih hrvatskih spisateljica, značajna je za razvoj dječje književnosti. U bajci „Šuma Striborova“ autorica opisuje bezuvjetnu ljubav majke prema sinu, ljubav bez obzira na životne trenutke, žrtvovanje za sina iako je on nepravedan prema njoj. Autoričina djela obiluju odgojnim vrijednostima koje su aktualne i danas, u doba globalizacije, internacionalizacije, tehnoloških izuma, umjetne inteligencije, komunikacijskih umrežavanja i, nažalost, atrofiranja univerzalnih vrijednosti. Cilj je rada analiza vrijednosti s pedagojskog motrišta, posebice obiteljskih vrijednosti u bajci „Šuma Striborova“ Ivane Brlić-Mažuranić. Kvalitativnim istraživačkim postupkom te intervjuom kao instrumentom istraživanja nastojalo se utvrditi razumijevanje bajke i odgojnih vrijednosti obitelji iz perspektive učenika četvrtog razreda osnovne škole u Osijeku. Analizom rezultata istraživanja oblikovat će se i determinirati razumijevanje obiteljskih vrijednosti iz perspektive učenika i razvoj morala i altruizma učenika da bi se dobio jasniji uvid u odgojni pristup u odnosu na kulturni i vremenski kontekst stvaranja bajke, te u autoričin sustav vrijednosti.

KLJUČNE RIJEČI:

bajka, intervju, pedagojski pristup, učenici, vrijednosti.

UVOD

Vrijednosti su sastavni dio života čovjeka i njegove interakcije s drugim ljudima. One predstavljaju skup općih uvjerenja, mišljenja i stavova o tome što je ispravno, dobro ili poželjno, a oblikuju se procesom socijalizacije (Mlinarević, 2014). Rokeach (1973) vrijednosti definira kao trajna uvjerenja, poseban način ponašanja ili konačnog stanja egzistencije, osobno ili socijalno poželjniji nego neki drugi način ponašanja. Od ranog djetinjstva vrijednostima su prožete svakodnevne interakcije djeteta s okolinom. One se generacijski prenose sa starijih na djecu, a odgoj je važan u promicanju i očuvanju temeljnih ljudskih vrijednosti. Upravo odgojem i obrazovanjem određuje se kakvo društvo i pojedince želimo.

Čovjek je razumsko, intelektualno, ali i moralno biće – *homo sapiens* i *homo moralis*. Intelaktom spoznaje svijet oko sebe, prilagođava ga sebi i svojim potrebama, dok mu moralne vrijednosti omogućuju razlikovanje dobra od zla što je temeljna pretpostavka njegova postojanja. Moralne su vrijednosti najviše naravne vrijednosti i uključuju ljudsku dobrotu, čistoću, istinoljubivost, pravednost, čestitost, poniznost, a preduvjet za razvijanje moralnih vrijednosti jest sloboda iz koje proizlazi odgovornost. Važnost vrijednosti u odgojno-obrazovnom sustavu neupitna je, osobito moralno obrazovanje, moralni razvoj, odgoj karaktera, učenje vrlina, socijalni razvoj, kritičko mišljenje i altruizam. Važno je kako škola utječe na razvoj vrijednosnog sustava učenika, od stavova prema kojima škola treba biti vrijednosno neutralna do ideja prema kojima su učitelji „prenositelji“ vladajućih vrijednosti u društvu, vrijednosti kojima trebaju učiti mlade generacije (Ledić, 1999). Od nastavnika se očekuje poticanje razvoja pozitivnih vrijednosti, poticanje učenikovih pozitivnih stavova o sebi, učenju, svijetu i osobnom mjestu u svijetu, razvoj cjelovite osobnosti učenika, njegovih potencijala, razvoj aktivnog i odgovornog građanina altruista te jačanje kritičnosti (Babić i sur., 2008).

Pojam *odgojne vrijednosti* odnosi se na skup vrijednosti, principa i stavova koji se prenose i njeguju odgojem i obrazovanjem. Te vrijednosti obično uključuju etičke, moralne, društvene i kulturne norme koje pomažu pojedincima da razviju karakter, svijest o društvenoj odgovornosti i sposobnost donošenja moralno ispravnih odluka. U doba globalizacije, internacionalizacije, tehnoloških inovacija, umjetne inteligencije i komunikacijskih umrežavanja postavlja se pitanje kako očuvati i promicati odgojne vrijednosti. Odgojno-obrazovni sustav mora biti prilagođen suvremenim izazovima i promjenama da bi promicao odgojne vrijednosti učenika, razvoj kritičkog mišljenja, empatiju, toleranciju i društvenu odgovor-

nost. Odgojitelji i učitelji osobe su zadužene za promicanje vrijednosti i izgradnju vrijednosno orijentiranog pojedinca. Rano usvajanje vrijednosti u životu djece vrlo je važno za njihovo odrastanje, stjecanje identiteta te održavanje civilizacijskog i društvenog nasljeđa (Lenart i Božić-Lenart, 2018). Budući da je suvremeno doba obilježeno globalizacijom i internacionalizacijom, dolazi do sve intenzivnije interakcije među različitim kulturama i društvima. Odgojno-obrazovni programi trebaju poticati međukulturno razumijevanje, poštovanje različitosti i promicanje dijaloga među različitim zajednicama.

Najosjetljivija varijabla cjelokupnog institucionaliziranog odgoja i obrazovanja jest usvajanje stavova i vrijednosti. Kroz skriveni kurikulum učenici o vrijednostima uče tijekom cijelog boravka u školskoj sredini, u raznim socijalnim interakcijama dobivaju pozitivne ili negativne vrijednosne poruke. Postojanje socijalnih kompetencija i vrijednosti čini osnovu za razvijanje kulture pojedinca (ustanove ili društva u cjelini) i preduvjete za stvaranje pozitivne kulture škole (Jukić, 2013). Ista autorica navodi da istraživanja potvrđuju da postojanje socijalnih i kulturnih normi utječe na poboljšanje kulture škole: kolegijalnost, prijateljstvo, povjerenje i pouzdanje, podrška, uvažavanje različitosti, brižnost, sudjelovanje u donošenju odluka, zaštita onoga što je važno, dobri međuljudski odnosi, iskrena i otvorena komunikacija.

Obitelj i društvo imaju važnu ulogu u prenošenju odgojnih vrijednosti. Važno je podržati obitelji u ulozi odgajatelja djece te osnažiti odgojno-obrazovne ustanove i učitelje za promicanje zajedničkih vrijednosti. Unatoč brzim promjenama i izazovima suvremenog svijeta, odgojne vrijednosti ostaju važne za razvoj moralno osviještenih i odgovornih građana. Njihovo njegovanje zahtijeva angažman svih društvenih aktera, uključujući obitelj, škole, medije, vjerske institucije i ine organizacije.

Prema nacionalnom kurikulumu bajke se u nastavi obrađuju u nižim razredima osnovne škole. U četvrtom razredu učenici se susreću s bajkama Ivane Brlić-Mažuranić iz zbirke *Priče iz davnine*. „Šuma Striborova“ Ivane Brlić-Mažuranić jedna je od najpoznatijih bajki hrvatske dječje književnosti. Ona prenosi moralnu poruku, daje djetetu na znanje što se smatra ispravnim, a što lošim. Iako je u ovoj bajci naglasak na fantastičnim elementima i mitološkim likovima, obiteljske vrijednosti, poput ljubavi, zajedništva i uzajamnog poštovanja, igraju značajnu ulogu i prenose se kroz odnose likova. U kontekstu bajke, odnosi unutar obitelji posebno su važni. Kroz odnose likova koji čine obitelj, Ivana Brlić-Mažuranić ističe vrijednost ljubavi, hrabrosti, predanosti i poštovanja unutar obiteljske zajednice. Obiteljske vrijednosti koje se prenose generacijama imaju važnu ulogu u formiranju karaktera i identiteta likova te ih nadahnjuju da se suoče s izazovima

i ostvare svoje ciljeve. Bajka „Šuma Striborova“ Ivane Brlić-Mažuranić može se promatrati s pedagoškog motrišta odgojnih vrijednosti, posebice obiteljskih, jer pričom autorica prenosi brojne moralne pouke i vrijednosti koje su važne za odgoj djece. Pričom se ističe važnost odgovornosti, istine, poštovanja i povjerenja prema obitelji i zajednici. Navedene pouke mogu poslužiti kao temelj za razvoj karaktera i moralnog razumijevanja učenika.

Bajke, dakle, doprinose moralnom razvoju djeteta, stoga je važno znati kakvu mu poruku šalju i čemu ga žele učiti, što mu žele osvijestiti, a preduvjet je dječje razumijevanje bajke. Djeca se poistovjećuju s likovima u bajkama i tako uče kako se nositi s problemima i emocijama. Bajka djecu uči empatiji i altruizmu što doprinosi razvoju emocionalne inteligencije i socijalne kompetencije.

METODOLOGIJA ISTRAŽIVANJA

Cilj istraživanja i istraživačko pitanje

Cilj je istraživanja analiza odgojnih, posebice obiteljskih, vrijednosti s pedagoškog motrišta u bajci „Šuma Striborova“ Ivane Brlić-Mažuranić. Budući da je metodologija istraživanja kvalitativna, postavljeno je istraživačko pitanje: *Koje obiteljske vrijednosti učenici četvrtog razreda osnovne škole prepoznaju u bajci „Šuma Striborova“ i kako ih obrazlažu ?*

Sudionici istraživanja

Postupkom intervjua ispitan je ukupno 51 učenik iz dva četvrta razredna odjela jedne osnovne škole u Osijeku. Iz 4. a razreda sudjelovalo je 25 učenika, a iz 4. b 26 učenika. Većina sudionika istraživanja (41) rođena je 2013. godine, a manji broj sudionika (10) rođen je 2014. godine.

TABLICA 1 Broj učenika prema spolu

Razred	Broj učenika	Dječaci	Djevojčice
4. a	25	12	13
4. b	26	11	15
Ukupno	51	23	28

Metode, instrumenti i postupak istraživanja

Podatci su prikupljeni metodom intervjua. Grupni je intervju metoda istraživanja koja podrazumijeva da jedan istraživač istovremeno intervjuira više učenika. Grupni intervju omogućava interakciju među kandidatima te može biti efikasniji od pojedinačnih intervjua, osobito kada je potrebno istražiti veliki broj ispitanika istovremeno. Grupni intervju može biti koristan alat za procjenu različitih gledišta učenika, ali zahtijeva pažljivo planiranje i vođenje da bi se osigurala pouzdanost i relevantnost procjene (Halmi, 2003). Za potrebe provođenja intervjua izrađen je protokol intervjua koji je sadržavao uputu za sudionike i pitanja, odnosno teme za raspravu koje korespondiraju s ranije navedenim istraživačkim pitanjem. Intervju je bilježen putem audiozapisa i pisanih bilješki. Audiozapisom osiguravala se točnost transkripcije nakon intervjua, dok su pisane bilješke služile kao pomoć istraživaču tijekom intervjua. Postupak intervjuiranja provodio se u dva razdoblja. U prvom je razdoblju istraživač pripremao pitanja, a drugo razdoblje odnosilo se na samu provedbu intervjua sa sudionicima. Etape su se nadopunjavale jer su se sustavnom analizom prikupljenih podataka prema potrebi pitanja modificirala. Učenici su podijeljeni u osam fokus-grupa, četiri grupe činili su učenici A razreda, a četiri grupe učenici B razreda. Svaka fokus-grupa obuhvatila je šest ili sedam učenika.

TABLICA 2 Broj učenika prema spolu u fokus-grupama

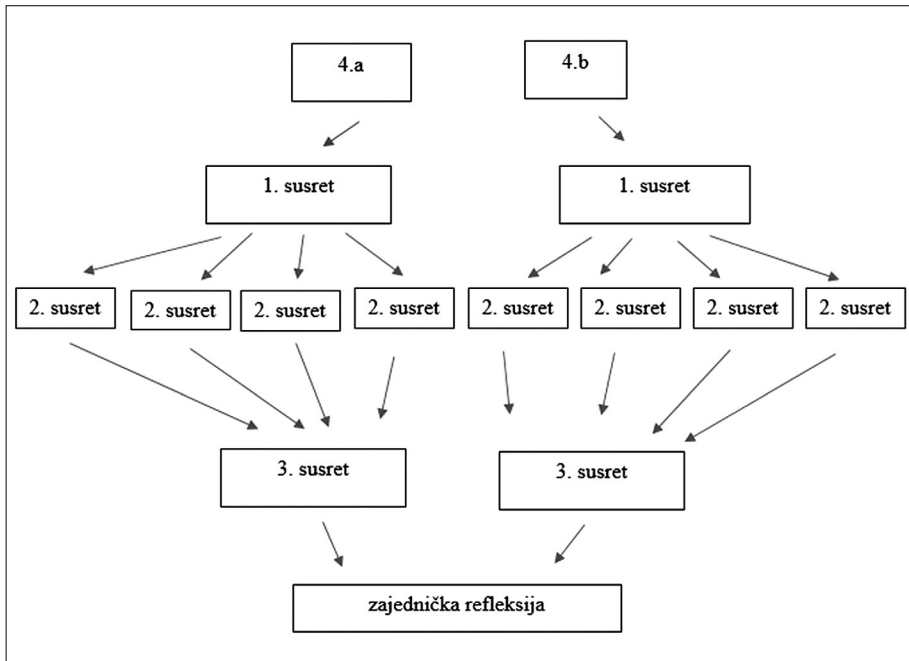
Fokus grupa	Dječaci	Djevojčice	Razred
1.	3	4	4. a
2.	3	3	4. a
3.	3	3	4. a
4.	3	3	4. a
5.	3	4	4. b
6.	3	4	4. b
7.	2	4	4. b
8.	3	3	4. b
Ukupno	23	28	51 učenik

Prema Cohen i sur. (2007) fokus-grupe su kvalitativna istraživačka metoda koja se koristi za dublje razumijevanje stavova, mišljenja, iskustava i percepcija o određenoj temi. Ta metoda obično uključuje grupu od 6 do 10 sudionika koji se okupljaju da bi raspravljali o određenim pitanjima koja moderira istraživač.

Sudionici su u međusobnoj interakciji, što može otkriti različite perspektive, stavove i iskustva. Fokus-grupe omogućavaju dublje istraživanje tema u usporedbi s anketama ili drugim kvantitativnim metodama jer sudionici mogu elaborirati svoje odgovore i razmišljanja. Istraživač ima važnu ulogu u vođenju rasprave, postavljanju pitanja i održavanju fokusa na temu. Rezultati fokus-grupa analiziraju se kvalitativno, obično putem transkripcije snimaka, identificiranja ključnih tema i obrada tih tema radi dobivanja dubljeg razumijevanja. Fokus-grupe temelje se na specifičnim istraživačkim pitanjima ili ciljevima istraživanja, koji se koriste kao temelj za vođenje rasprave.

Istraživanje je provedeno u ožujku 2024. godine nakon što su učenici s učiteljicama pročitali i obradili bajku „Šuma Striborova“ u sklopu nastave Hrvatskog jezika, odnosno lektire kao sadržaja nastave. Istraživanje je bilo usmjereno prema etičkim standardima i zaštiti ispitanika u skladu s Etičkim kodeksom Odbora za etiku u znanosti i visokom obrazovanju (2006) i Etičkim kodeksom istraživanja s djecom (2003). Prije početka sudionici su informirani o istraživanju te je zatražena suglasnost ravnatelja škole, koji je upoznat s ciljevima i metodologijom, za provođenje istraživanja. I roditelji učenika upoznati su s osobitostima istraživanja te su potpisali suglasnosti. Učenici su također informirani o tijeku i dobrovoljnosti sudjelovanja u istraživanju.

Upoznavanje s hodogramom istraživanja organizirano je na prvom susretu sa svim učenicima A razreda (25 učenika) te svim učenicima B razreda (26 učenika). Na drugom susretu učenici su podijeljeni u fokus-grupe; svaki je razred bio podijeljen u četiri fokus-grupe. Tijekom susreta po fokus-grupama razgovaralo se o Ivani Brlić-Mažuranić, čitala se bajka „Šuma Striborova“ te je proveden intervju prema postavljenim istraživačkim pitanjima. Na trećem susretu učenici su bili u razrednoj grupi 4. a (25 učenika) te 4. b (26 učenika). Na tom susretu razgovaralo se o vrijednostima koje su učenici prepoznali u bajci. Na zadnjem zajedničkom susretu A i B razreda (51 učenika) osvrnulo se na ishode istraživanja, moralni razvoj i razvoj altruizma učenika. Tijekom provedenog istraživanja ukupno je organizirano 13 susreta.



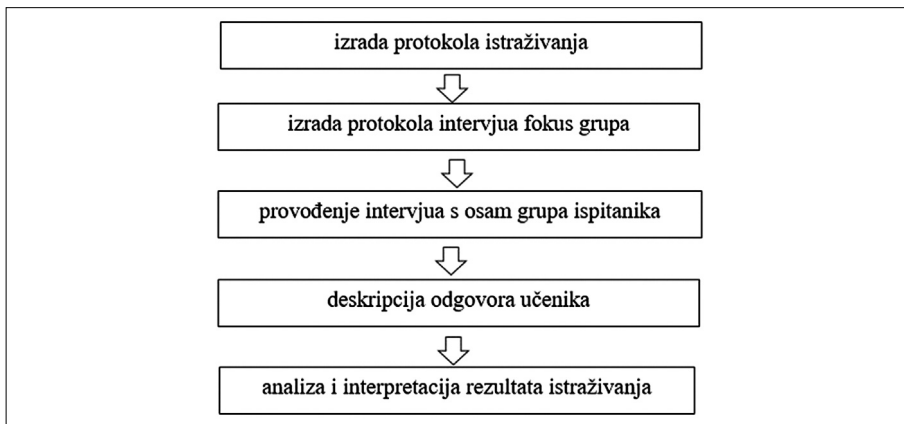
SLIKA 1 Organizacija istraživanja u fokus-grupama

Bilješka. 1. susret – upoznavanje ispitanika s hodogramom istraživanja, 2. susret – čitanje bajke i provođenje intervjua s ispitanicima, 3. susret – razgovor o vrijednostima koje su ispitanici prepoznali u bajci, 4. susret – osvrt na ishode istraživanja

Početna istraživačka pitanja bila su da učenici opišu ponašanje likova u bajci „Šuma Striborova“, a onda da njihova ponašanja stave u odnose. Kasnija su pitanja bila usmjerena na vrijednosti koje su sadržane u odnosima likova bajke (*Što za tebe znači poštovanje, povjerenje, ljubav, dobrota, pomaganje?*), a vrijednosti su zatim povezane s odnosima među likovima (*poštovanje sina prema majci, snahe prema baki, povjerenje, ljubav i dobrota majke prema sinu i sina prema majci, pomaganje majci*).

Provedeni se intervjui snimao, nakon snimanja rađena je transkripcija odgovora. Koraci u istraživanju unaprijed su dogovoreni. Prvi je korak bio izrada protokola istraživanja. U drugom je koraku izrađen protokol intervjua sa svakom fokus-grupom. Slijedilo je provođenje intervjua s osam grupa ispitanika. Četvrti je korak

bio transkripcija odgovora učenika. Peti je korak sadržavao analizu i interpretaciju rezultata provedenog istraživanja.



SLIKA 2 Koraci u istraživanju

Analiza podataka i rezultati

Nakon provedenih grupnih intervjua u fokus-grupama pristupilo se tematskoj analizi prikupljenih podataka. Transkripcijom intervjua formirani su kodovi, odnosno kodiranja podataka prikupljenih iz navedenih fokus-grupa. Da bi se izbjegla subjektivnost i osigurala valjanost postupka istraživanja, provedeno je nekoliko faza kodiranja: 1. otvoreno kodiranje; 2. fokusirano kodiranje i 3. teorijsko kodiranje (Charmaz, 2014). Tom metodologijom osigurava se valjanost postupka istraživanja, smanjuje subjektivnost i omogućava dublje razumijevanje složenih odnosa i karakterizacija koje učenici iznose u svojim odgovorima. Tako se kvalitativni podatci prikupljeni iz fokus-grupa strukturiraju na način koji omogućava izvlačenje značajnih i relevantnih uvida.

Otvoreno kodiranje početna je faza analize podataka transkripta fokus-grupa te podrazumijeva sustavan pristup razvrstavanju, identificiranju i označavanju ključnih tema, koncepta ili uzoraka u sadržaju koji je prikupljen (Charmaz, 2014). Audiozapis intervjua transkribiran je da bi se olakšala analiza te su izdvojeni uzorci, odnosno ključne riječi koje su se pojavljivale u razgovorima. Početno pitanje učenicima bilo je da opišu ponašanje likova u bajci „Šuma Striborova“, a onda da njihova ponašanja stave u odnose. Sustavnim uspoređivanjem izlučenih kodova tijekom otvorenog kodiranja uočeno je nekoliko nadređenih kodova koje su učenici

najčešće opisivali: *ponašanje snahe*, *ponašanje majke* i *ponašanje sina*. Ponašanje snahe okarakterizirano je uvijek kao loše („bezobrazna i drska“), majka je uvijek dobra („brinula se za sina“, „voljela je sina“), a sin je malo loš, malo dobar („malo je bio ljut, a onda je bio dobar“). Identifikacija tih nadređenih kodova omogućila je istraživačima da prepoznaju dominantne teme u učenikovim opisima ponašanja likova. Ti opisi pružaju osnovu za daljnju analizu i interpretaciju podataka te pomažu u strukturiranju kvalitativne analize. Otvoreno kodiranje omogućilo je istraživačima da iz velikog i složenog skupa podataka izluče ključne teme i obrasce ponašanja likova u bajci. Učenici su jasno razlikovali ponašanje likova i njihove međusobne odnose. **Snaha** je dosljedno prikazivana kao negativan lik, što se vidi iz opisa poput „bezobrazna i drska“. To ukazuje na učenikovu percepciju negativnog ponašanja i nepoštovanja u obiteljskim odnosima. **Majka** je prikazana kao izvor pozitivnih obiteljskih vrijednosti, s naglaskom na brigu i ljubav prema sinu. Učenici su ju opisivali izjavama poput „brinula se za sina“ i „voljela je sina“, što ukazuje na prepoznavanje važnosti majčinske ljubavi i dobrote. **Sin** je opisan kao netko s promjenjivim ponašanjem, što odražava kompleksnost ljudskog ponašanja i moralnog razvoja. Opisi poput „malo je bio ljut, a onda je bio dobar“ ukazuju na ambivalentne osjećaje koje učenici mogu prepoznati u sebi i drugima.

Na temelju provedenog otvorenog kodiranja i analize opisa učenika o ponašanju likova u bajci „*Šuma Striborova*“ iskristalizirale su se sljedeće teme/kategorije. Prvo je to moralna evaluacija likova (snaha kao negativan lik, majka kao pozitivan lik i sin kao ambivalentan lik). Drugo su obiteljski odnosi i uloge (jasno uočeno razlikovanje uloga; snaha kao stranac u obitelji, majka zaštitnica, sin posrednik između njih, identifikacija narušenih obiteljskih odnosa kroz ponašanje snahe i isticanje tradicionalnih obiteljskih vrijednosti kroz lik majke). Treće je emocionalna identifikacija učenika s likovima, prepoznavanje osjećaja ljutnje, dobrote i ljubavi. Četvrto je prepoznavanje moralnih poruka, jasno razlučivanje dobrog i lošeg te važnosti ljubavi, poštovanja i moralnog izbora. Te kategorije omogućuju dublje razumijevanje načina na koji učenici interpretiraju likove, njihove međusobne odnose i temeljne poruke bajke. Također, one čine temelj za daljnju tematsku analizu i interpretaciju obrazovnih i razvojnih aspekata dječjih odgovora.

Nakon otvorenog kodiranja, slijedile su faze fokusiranog i teorijskog kodiranja. Fokusirano kodiranje uključuje daljnje rafiniranje i grupiranje identifikacijskih kodova, dok teorijsko kodiranje povezuje te kodove u širu teorijsku sliku koja može objašnjavati obrasce ponašanja i odnosa među likovima u bajci.

Kroz proces **fokusiranog kodiranja** istraživači identificiraju ključne teme ili koncepte koji se ponavljaju ili su posebno značajni unutar podataka. Traže se veze između početnih kategorija te se razvijaju nove kategorije ili teme koje odražavaju strukturu podataka. Na temelju prethodnih analiza istražitelji identificiraju ključne teme ili koncepte koji su najvažniji za istraživačko pitanje. To mogu biti teme koje se najčešće pojavljuju u podacima ili koje su posebno relevantne za istraživanje. Istražitelji procjenjuju važnost svake od ključnih tema u kontekstu istraživačkog pitanja i ciljeva istraživanja. Fokusirano kodiranje olakšava istražiteljima da odgovore na istraživačko pitanje na temelju dobivenih podataka (Charmaz, 2014). Iz kategorija *ponašanje snahe*, *ponašanje majke* i *ponašanje sina* izvučeni su na temelju cilja istraživanja o analizi obiteljskih vrijednosti u književnom djelu i istraživačkog pitanja: *Koje obiteljske vrijednosti prepoznaju učenici četvrtog razreda u bajci „Šuma Striborova“?* sljedeći kodovi: *poštovanje*, *povjerenje*, *dobrota*, *ljubav* i *pomaganje*. Poštovanje odnosno nepoštovanje snahe prema majci, odnosno baki vidljivo je u izjavama učenika: „Snaha je bila drska.“, „Snaha se ponašala tvrdoglavo.“, „Poštovanje prema baki je loše.“, „Snaha iskorištava baku.“ Također, ta se vrijednost može uočiti u odnosu sina i majke: „Sin je vrijeđao majku.“ Učenici razumiju tu vrijednost te ju opisuju: „Kada netko misli na druge, kada drugi priča, a ti slušaš, kada uvažavaš tuđe ideje.“ Povjerenje je uočeno u odnosu majke prema sinu („Majka je vjerovala sinu.“), dok sin nije imao povjerenja u majku („Sin nije vjerovao majci.“). Povjerenje je za učenike „kada nekome možeš nešto reći, i znaš da te neće izdati“. Dobrota i ljubav snažno su izraženi u ljubavi majke prema sinu: „Majka je brinula za sina.“, „Majka je bila dobra prema sinu.“ Ljubav i dobrotu učenici najbolje prepoznaju u bajci, ali i u svom životu. Ona im je bliska i poželjna: „Da je netko drag i voli me.“, „Ljubav znači da voliš nekog iz srca.“, „Za mene dobrota znači osoba koja me nije iznevjerila.“ Pomaganje je vidljivo u izjavi: „Majka je sinu krpala košulju.“, a u svom životu učenici prepoznaju pomaganje u školskim obavezama: „To za mene znači kada mi netko pomogne razumjeti zadatak.“, „Kada mi netko kaže odgovor iz testa.“

Iz analize je vidljivo da učenici jasno prepoznaju poštovanje, ali i nepoštovanje u ponašanju likova. Snaha je opisana kao drska i tvrdoglava, a njezino nepoštovanje prema baki istaknuto je u više navrata. Isto tako, nepoštovanje je prisutno u odnosu sina prema majci. Učenici razumiju koncept poštovanja i opisuju ga kao pažnju prema drugima, uvažavanje tuđih ideja i slušanje kada drugi govore. To sugerira da su učenici svjesni važnosti poštovanja u međuljudskim odnosima. Povjerenje je prepoznato u odnosu majke prema sinu, dok sin nije imao povjerenja u

majku. Ta razlika pokazuje da povjerenje može biti jednostrano u obiteljskim odnosima. Učenici su definirali povjerenje kao sposobnost da nekome nešto povjere bez straha od izdaje, što ukazuje na njihovo razumijevanje važnosti povjerenja u stvaranju sigurnih i pouzdanih odnosa. Dobrota i ljubav snažno su izražene u odnosu majke prema sinu. Učenici su prepoznali i cijenili majčinu brigu i ljubav prema sinu. Definirali su ljubav kao osjećaj koji dolazi iz srca i nešto što je poželjno i blisko njihovim vlastitim iskustvima. To ukazuje na njihovu sposobnost da prepoznaju i cijene emocionalnu podršku i brižnost u obiteljskim odnosima. Pomaganje je vidljivo u majčinu činu krpanja košulje sinu. Učenici prepoznaju pomaganje i u svom svakodnevnom životu, naročito u kontekstu školskih obaveza. To pokazuje da vrednuju praktičnu pomoć i podršku koja im olakšava postizanje ciljeva, što je važna komponenta obiteljskih i društvenih odnosa.

Teorijsko kodiranje omogućava istraživačima da razviju teorijski okvir iz podataka. Teorijsko je kodiranje proces identificiranja, razvijanja i integriranja ključnih koncepata ili kategorija koji se pojavljuju u podacima, a koji su relevantni za istraživačko pitanje. Charmaz (2014) navodi da je to zaključni oblik kodiranja. Iz analize kodova koji se odnose na pojmove *poštovanje*, *ljubav*, *povjerenje* i *pomaganje* mogu se izvesti teorije i koncepti koji se tiču ljudskih odnosa, moralnih vrijednosti i socijalne interakcije. **Teorija altruizma** odnosi se na nesebično ponašanje usmjereno prema dobrobiti drugih, bez očekivanja vlastite koristi. Spomenuto je osobito vidljivo u odnosu majke prema sinu, a dio je obiteljskih vrijednosti. Odgojno-obrazovne ustanove, poput dječjih vrtića, škola i sveučilišta, imaju važnu ulogu u podržavanju i promicanju obiteljskih vrijednosti. Odgojno-obrazovne ustanove nisu samo mjesta gdje se „prenose“ znanje, sposobnosti, vještine i stavovi već i okruženja u kojima se oblikuje cjeloviti razvoj djeteta / mlade osobe, uključujući moralni, socijalni i emocionalni razvoj. **Teorija moralnog razvoja** Lawrencea Kohlberga istražuje kako ljudi razvijaju svoje moralne vrijednosti i prosudbe. Prema Kohlbergu (1986) moralni razvoj prolazi kroz različite faze, od početne usredotočenosti na nagrade i kazne do viših razina koje uključuju apstraktne moralne principe. Poštovanje, povjerenje, dobrota i pomaganje mogu se smatrati bitnim vrijednostima koje se razvijaju tijekom tog procesa. Moralna svijest i osjećaj dužnosti prema drugima razvijaju se kroz socijalnu interakciju i iskustvo. To je osobito vidljivo u ponašanju sina u bajci: „Malo je bio ljut, ali je onda opet bio dobar.“ Učenici su uočili da je na početku priče sin bio sebičan i nije razmišljao o posljedicama svojih postupaka, dok na kraju kroz odnose s drugim likovima shvaća važnost empatije, suosjećanja i altruizma. Učenici su prepoznali

i obrazložili važnost ključnih obiteljskih vrijednosti u bajci. Njihovo razumijevanje poštovanja, povjerenja, ljubavi i pomaganja pokazuje njihovu sposobnost da reflektiraju i interpretiraju moralne lekcije iz književnog djela. Učenici su, na primjer, prepoznali da sin na početku bajke pokazuje sebičnost, ali u interakciji s drugim likovima shvaća važnost empatije i suosjećanja.

Odgojno-obrazovne ustanove imaju važnu ulogu u podržavanju i promicanju obiteljskih vrijednosti. One nisu samo mjesta za prijenos znanja već i okruženja u kojima se oblikuje cjeloviti razvoj učenika uključujući onaj moralni, socijalni i emocionalni. U interakciji s drugima i s pomoću iskustva u školi učenici razvijaju moralnu svijest i osjećaj dužnosti prema drugima.

RASPRAVA

Cilj istraživanja bio je analizirati s pedagoškog motrišta odgojne, posebice obiteljske vrijednosti u bajci „Šuma Striborova“ Ivane Brlić-Mažuranić. Pedagoška motrišta obiteljskih vrijednosti odnose se na pristup odgoju i obrazovanju koji ističe važnost obiteljskih vrijednosti u formiranju karaktera, moralnog razvoja i cjelokupne dobrobiti djeteta. Obiteljske vrijednosti najbolje se prenose primjerima. Postupcima i reakcijama na različite životne situacije roditelji mogu pružiti stvarne primjere obiteljskih vrijednosti koji se mogu primjenjivati u praksi. U kontekstu odgoja i obrazovanja, školski kurikuli trebaju uključivati vrijednosti kao sastavni dio odgojno-obrazovnog procesa. Na različitim predmetima i tijekom različitih projekata i aktivnosti učenici mogu razvijati razumijevanje i naučiti cijeniti vrijednosti poput poštovanja, tolerancije, suradnje i empatije. Bajka „Šuma Striborova“ Ivane Brlić-Mažuranić, nastavna jedinica lektire u četvrtom razredu osnovne škole, bila je predmetom istraživanja obiteljskih vrijednosti u ovom radu.

Rezultati kvalitativnog istraživanja dobiveni su u tri faze kodiranja: otvoreno, fokusirano i teorijsko. U svakoj od navedenih faza kodiranja uspoređivali su se kodovi sa sadržajem transkriptata da bi se provjerila njegova objektivnost, pouzdanost i valjanost. Kroz različite faze kodiranja dan je odgovor na postavljeno istraživačko pitanje: *Koje obiteljske vrijednosti učenici četvrtog razreda osnovne škole prepoznaju u bajci „Šuma Striborova“ i kako ih obrazlažu?* U prvoj fazi, otvorenom kodiranju, sustavno su identificirane ključne teme, koncepti i uzorci u transkriptima fokus-grupa. Učenici su opisivali ponašanje likova u bajci, što je

omogućilo identifikaciju nadređenih kodova kao što su ponašanje snahe, majke i sina. Te su teme bile polazište za daljnju analizu. **Ponašanje snahe** uvijek je okarakterizirano negativno, majčino **ponašanje** dosljedno je i pozitivno, s naglaskom na brigu i ljubav, a sinovo **ponašanje** opisano je kao ambivalentno, kombinacija pozitivnog i negativnog ponašanja. Fokusirano kodiranje omogućilo je daljnje rafiniranje i grupiranje identificiranih kodova povezujući ih s ključnim temama relevantnim za istraživačko pitanje. U toj fazi istraživači su uočili da učenici prepoznaju i obrazlažu obiteljske vrijednosti poput poštovanja, povjerenja, dobrote, ljubavi i pomaganja. Učenici su prepoznali poštovanje i nepoštovanje u ponašanju likova, posebno naglašavajući drskost snahe i sinovo vrijeđanje majke. Opisali su poštovanje kao uvažavanje tuđih ideja i slušanje drugih. **Povjerenje** je prepoznato u majčinu odnosu prema sinu, dok sin nije imao povjerenja u majku. Učenici su povjerenje opisali kao sposobnost povjeravanja drugima bez straha od izdaje. **Dobrota i ljubav** snažno su izražene u odnosu majke prema sinu. Učenici su te vrijednosti prepoznali i u vlastitim životima, opisujući ih kao osjećaje bliskosti. **Pomaganje** je prepoznato u majčinu pomaganju sinu te učenici opisuju pomaganje u kontekstu školskih obaveza, što im je bilo blisko. Teorijsko kodiranje integriralo je ključne koncepte i kategorije razvijajući teorijski okvir koji objašnjava prepoznate obiteljske vrijednosti i njihovu važnost. Ta je faza omogućila povezivanje nalaza s relevantnim teorijama. **Teorija altruizma** vidljiva je u nesebičnom ponašanju majke prema sinu, naglašava nesebičnost i brigu za dobrobit drugih bez očekivanja vlastite koristi. **Teorija moralnog razvoja Lawrencea Kohlberga** dolazi do izražaja kad učenici prepoznaju faze moralnog razvoja u ponašanju sina, gdje tijekom radnje sin razvija empatiju, suosjećanje i altruizam. Garg (2016) istražuje psihologiju i biologiju altruizma te navodi da je altruizam nesebična briga za dobrobit drugih. To je tradicionalna vrлина u mnogim kulturama i bitna je u mnogim religijskim tradicijama. Altruizam se može razlikovati od osjećaja lojalnosti i dužnosti, usredotočen je na motivaciju da se pomogne drugima ili želju da se čini dobro bez nagrade, dok se dužnost usredotočuje na moralnu obvezu prema određenoj osobi (određenoj organizaciji (npr. vladi) ili apstraktnom konceptu (npr. domoljublje itd.). Neki pojedinci mogu osjećati i altruizam i dužnost, dok drugi to možda neće. Čisti je altruizam davanje bez obzira na nagradu ili korist od priznanja. Istraživanje Arkhipova i Kozmin (2013) sugerira da bajke mogu služiti kao sredstvo za istraživanje i promicanje altruističkog ponašanja, posebno kroz prizmu reputacije i moralnih načela. Autorica navodi da je broj narodnih priča s altruističkim sadržajem manji nego što bi se moglo očekivati te raspravlja o različitim vrstama altruističkih

djela. Kao pravilo, altruistički činovi u bajkama usmjereni su prema nadnaravnim bićima i drugim čarobnim stvorenjima, a ne prema ljudima. Istraživanja o altruizmu kod učenika osnovnih škola otkrila su da je ono pod utjecajem različitih čimbenika. Angerer i sur. (2015) na uzorku od 1070 učenika osnovnih škola u dobi od sedam do jedanaest godina otkrili su da su tolerancija na rizik i strpljenje pozitivno povezani s altruizmom, pri čemu su djevojčice općenito altruističnije od dječaka te da altruizam raste s dobi tijekom djetinjstva. U istraživanju Leontopoulou (2010) sudjelovalo je 232 učenika petog i šestog razreda osnovne škole na sjeveru Grčke. Korištenjem hijerarhijske regresijske analize pokazalo se da je altruizam kod djece pouzdano predvidiv prema spolu sudionika i akademskoj uspješnosti, empatiji te otpornosti, međutim socijalno uvjetovana varijabla klime u učionici tek je marginalno predviđala altruizam. Naglašena je važnost uključivanja obuke u razvoj i manifestaciju altruizma u programima emocionalnog obrazovanja te intervencijama otpornosti u školi. Buragohain i Senapati (2016) naglašavaju ulogu vježbi za razvoj altruizma među adolescentima. Altruizam ima vrlo značajne implikacije na proces stvaranja kolektivnog blagostanja društva te se može podučavati i učiti kroz specifične vježbe tijekom odgojno-obrazovnog procesa.

Teorija moralnog razvoja (Kohlberg, 1986) daje okvir, odnosno strukturu u razumijevanju zrelosti moralnog razvoja tijekom života. Teorija moralnog razvoja Lawrencea Kohlberga uključuje tri razine: prekonvencionalnu razinu, gdje su prosudbe temeljene na sebičnim interesima; konvencionalnu razinu, gdje su prosudbe temeljene na tradicionalnim obiteljskim vrijednostima i društvenim očekivanjima te postkonvencionalnu razinu, gdje su prosudbe temeljene na apstraktnijim i osobnim etičkim načelima. Vlah (2012) navodi da Kohlberg nije razine strogo vezao za neku određenu dob te da brzina prijelaza između razina varira od pojedinca do pojedinca s obzirom na to da na brzinu mogu utjecati vanjski faktori. Njegova teorija imala je mnoge kritike.

U literaturi se predlaže niz strategija za promicanje moralnog razvoja u učenika osnovnih škola. Istraživanje Anisa i Murniyetti (2022) imalo je za cilj otkriti strategije učitelja u poučavanju moralnih vrijednosti i podizanju svijesti o moralnim vrijednostima. U istraživanju je korištena kvalitativna metodologija, a tehnike prikupljanja podataka bile su intervju, promatranje i dokumentiranje. Podatci su analizirani reduciranjem podataka, prikazivanjem podataka te donošenjem zaključaka i provjerom. Rezultati tog istraživanja opisuju da postoje dvije strategije učitelja u poučavanju moralnih vrijednosti učenicima osnovnih škola, a to su najčešće predavanje i rasprava. Chowdhury i sur. (2019) ističu ulogu učitelja u tom procesu te

potrebu za njihovom obukom i revizijom kurikula. Istraživanje proučava moralne vrijednosti u osnovnom obrazovanju. U procesu poučavanja i učenja, stjecanje moralnih vrijednosti učenika smatra se dugotrajnim procesom. Navedeno istraživanje ispituje kako se moralni i etički razvoj potiče kroz školski kurikulum, udžbenike, odgojno-obrazovnu praksu u učionici i školsku kulturu. Istraživanje je kvalitativno, a podatci su prikupljeni iz dviju javnih osnovnih škola u Bangladešu. Za prikupljanje podataka korišten je intervju s učiteljima, fokus-grupe, promatranje i pregled dokumenata. Analiza prikupljenih materijala pokazala je da većina učitelja i učenika percipira da moral i etika znače dobro ili loše, legalno ili ilegalno te dobru praksu u osobnom životu poput govorenja istine, poštovanja starijih, pomoći drugima, pokazivanja dobrog ponašanja, redovitog pohađanja škole, poslušnosti roditeljima i poštovanja pravila i propisa. Učitelji i učenici spomenuli su da učenici usvajaju moralne i etičke vrijednosti u školama, u obitelji i društvu. Također su rekli da isti uče moralne vrijednosti slijedeći obiteljske, vjerske i kulturne vrijednosti i norme te razgovarajući s prijateljima, dijeleći stvari, brinući se za druge. Učitelji poučavaju o moralnim vrijednostima kroz različite aktivnosti u školama te naglašavaju da moral i etika trebaju biti poučavani kao zasebni predmeti. Ispitivanje potvrđuje da škole imaju važnu ulogu u poučavanju moralnih i etičkih vrijednosti. Studija sugerira da bi učitelji trebali biti educirani, kurikulum bi trebao biti revidiran i trebale bi biti dodane moralne i etičke vrijednosti. Također se predlaže da vlada mora nadzirati aktivnosti škola i osigurati poučavanje moralnih i etičkih vrijednosti. Istraživanje Zohar i Marshall (2004) ispituje kako se čitanjem i analizom književnih tekstova kod učenika mogu razvijati moralne prosudbe i vrijednosti. Naglasak je na raspravama i evaluaciji ponašanja likova, slično kao i u ovom prikazanom istraživanju. Nucci i Narváez (2008) prikazuju istraživanje o tome kako škole, kroz formalni i skriveni kurikulum, doprinose moralnom razvoju učenika. Skriveni kurikulum obuhvaća **neizrečene, nenapisane i implicitne vrijednosti, norme i poruke** koje učenici usvajaju u školskom okruženju, ne kroz formalne sadržaje, već kroz interakcije, odnose i atmosferu u razredu. U kontekstu istraživanja o percepciji likova i razvijanju moralnih vrijednosti kod učenika kroz bajku „**Šuma Striborova**“, skriveni kurikulum može se uključiti na nekoliko razina: kroz način na koji se internaliziraju određene društvene norme i očekivanja (poštovanje starijih, negativna percepcija uljeza u obitelji, tolerancija prema muškom ponašanju koje oscilira), pa kroz tradicionalne rodne uloge (žena brižna majka, snaha prijetnja obiteljskoj harmoniji, a muškarac neodlučan, ali u konačnici neodlučan), kroz hijerarhije unutar obitelji i jednostavne moralne podjele. To dodatno potvrđuje potrebu za poticanjem kritičke

refleksije i moralnog rasuđivanja kroz nastavne strategije koje afirmiraju složenost i višeznačnost književnih tekstova.

Bajke imaju značajnu ulogu u moralnom razvoju učenika osnovnih škola (Parpijev, 2021). Autor ističe ulogu bajki u razvoju i odgoju učenika osnovnih škola te naglašava da su vrijednosti, tradicije, odnosi i postupci junaka ključni čimbenici u formiranju duhovnog svjetonazora učenika. Izlaže analitičke ideje temeljene na predstavljenom problemu i ističe obrazovni učinak kulturnih djelovanja u skladu s idejama iznesenim u bajkama. Bajke pomažu djeci da razumiju i internaliziraju nacionalne i ljudske vrijednosti potičući ih da kritički razmišljaju i razvijaju moralnu orijentaciju. Zahvaljujući aktivnostima poput pripovijedanja, dramatizacije i umjetničkog izražavanja djeca mogu prepoznati moralni sadržaj u bajkama, razmišljati o njemu i pokazati razumijevanje vrlina, namjera i etičkog razmišljanja.

Rasprava o istraživanjima o altruizmu i moralnim vrijednostima može se usmjeriti na nekoliko ključnih područja koja su od interesa za razumijevanje tih fenomena. Prvo, važno je istražiti kako se altruizam manifestira u različitim kontekstima i kulturama. Analiziranje različitih oblika altruističkog ponašanja u različitim društvenim okruženjima može pružiti uvid u to kako se moralne vrijednosti razvijaju i izražavaju u različitim zajednicama. Drugo, istraživanja o altruizmu često se bave pitanjem motivacije iza altruističkih činova. Razumijevanje toga što potiče ljude da se brinu za dobrobit drugih može pomoći u razvoju strategija za poticanje altruizma u društvu. Treće, važno je istražiti kako se moralne vrijednosti prenose i usvajaju u različitoj dobi i u različitim institucijama, poput obitelji, škole i crkve. Proučavanje tog procesa može pružiti uvid u to kako se moralne vrijednosti formiraju i mijenjaju tijekom života pojedinca. Konačno, rasprava o istraživanjima o altruizmu i moralnim vrijednostima trebala bi uključivati i kritičko razmatranje različitih teorijskih i metodoloških pristupa tim temama. Proučavanje ograničenja i izazova u istraživanju tih fenomena može pomoći u razvoju kvalitetnijih istraživačkih pristupa i boljem razumijevanju altruizma i moralnih vrijednosti.

ZAKLJUČAK

Prolazeći kroz tri faze kodiranja, istraživanje je pokazalo da učenici četvrtog razreda osnovne škole prepoznaju i jasno obrazlažu obiteljske vrijednosti u bajci „Šuma Striborova“.

Istraživanja o altruizmu i moralnim vrijednostima važna su za razumijevanje

ljudskog ponašanja i društvenih interakcija. Analizom različitih konteksta, motivacija, procesa prenošenja i usvajanja tih vrijednosti može se dobiti dublji uvid u to kako funkcionira odgojno-obrazovni sustav, društvo i kako se oblikuju moralne vrijednosti. S pomoću skrivenog kurikula djeca/učenici/studenti o vrijednostima uče tijekom cijelog boravka u školskoj sredini, a u raznim socijalnim interakcijama dobivaju pozitivne ili negativne vrijednosne poruke u kulturi ustanove.

Važno je istaknuti da su moralne vrijednosti i altruizam kompleksni fenomeni koji su pod utjecajem brojnih čimbenika, uključujući kulturu, obitelj, obrazovanje, vjeroispovijest i osobine ličnosti. Potrebno je kontinuirano provoditi istraživanja da bi se bolje razumjelo te procese i da bi se moglo razvijati strategije za promicanje pozitivnih moralnih vrijednosti u društvu.

Rezultati istraživanja ukazuju na to da književna djela poput „Šume Striborove“ mogu biti učinkovita sredstva za podučavanje djece obiteljskim vrijednostima i međuljudskim odnosima. Istraživanje također potvrđuje da učenici mogu prepoznati i reflektirati te vrijednosti u svojim vlastitim iskustvima, što je ključno za njihov emocionalni i socijalni razvoj. Rezultati naglašavaju važnost književnih djela u moralnom razvoju učenika i razvoju njihovih obiteljskih vrijednosti. Analizirajući i diskutirajući o likovima i njihovim postupcima, učenici razvijaju dublje razumijevanje moralnih i socijalnih vrijednosti.

Nadalje, istraživanje potvrđuje važnu ulogu odgojno-obrazovnih ustanova u podržavanju cjelovitog razvoja učenika, uključujući njihov moralni i socijalni razvoj.

Istraživanja o altruizmu i moralnim vrijednostima važna su ne samo za odgoj i obrazovanje nego i za praktičnu primjenu u društvu. Razumijevanje tih fenomena može pomoći u razvoju odgojno-obrazovnih kurikula i intervencija koji će promicati moralno ponašanje i pozitivne vrijednosti u društvu.

Kontinuirano istraživanje i razmatranje tih tema važno je za izgradnju boljeg i održivijeg društva u kojem će altruizam i moralne vrijednosti biti temelj ljudskih interakcija i zajedničkog prosperiteta.

Daljnja istraživanja mogla bi se usmjeriti na dublje razumijevanje toga kako učenici interpretiraju različite obiteljske dinamike i vrijednosti u književnosti te kako se te interpretacije mogu koristiti u obrazovnim kontekstima za promicanje emocionalne inteligencije i socijalnih vještina. Daljnja istraživanja mogla bi se također usmjeriti na to kako različite kulturne pozadine i različiti tipovi književnih djela utječu na razumijevanje i razvoj obiteljskih i moralnih vrijednosti kod učenika. Također, istraživanja bi mogla ispitati dugoročne učinke takvog obrazovanja na socijalni i emocionalni razvoj učenika.

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EDUCATIONAL AND FAMILY VALUES IN THE FAIRY TALE “STRIBOR’S FOREST” – PROMOTING ALTRUISM AND MORAL DEVELOPMENT IN STUDENTS

ABSTRACT

As one of the most renowned Croatian writers, Ivana Brlić Mažuranić is significant for the development of children’s literature. In the fairy tale “Forest of Stribor,” the author depicts the unconditional love of a mother for her son, a love that persists despite life’s challenges. The mother is willing to sacrifice herself for her son, even when he treats her unjustly. The author’s works abound with educational values that are relevant even today, in the era of globalization, internationalization, technological advancements, artificial intelligence, communication networks, and unfortunately, the atrophy of universal values. The aim of this study is to analyze the pedagogical aspects of educational values, especially family values, in the literary work/fairy tale “Forest of Stribor” by Ivana Brlić Mažuranić. By applying qualitative research approach and employing interviews as a research instrument, an attempt was made to determine the understanding of the fairy tale and family values from the perspective of fourth-grade students in an elementary school in Osijek. The analysis of the research results will shape and determine the understanding of family values from the students’ perspective as well as the development of students’ morals and altruism in order to gain a clearer insight into how education was approached in the Croatian cultural context at the time of the fairy tale’s creation and into the author’s own value system.

KEYWORDS:

fairy tale, interview, pedagogical perspectives, students, values

AN ERROR ANALYSIS OF UNIVERSITY STUDENTS' L2 ENGLISH ESSAY WRITING

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ABSTRACT

Learning a second or foreign language (L2/FL) involves mastering basic language skills, with writing being the most challenging and often problematic for L2 learners. Despite its importance, writing has historically been overlooked in L2 instruction (Carter & Nunan, 2001), even though it is regarded as one of the most difficult aspects of L2 learning (Hyland, 2004). Errors are considered inevitable and important in L2 learning (James, 2001), providing insight into what learners have or have not yet mastered. L2 learners often make errors in writing due to various factors, including negative transfer or interference from their first language (L1), which are classified as interlingual errors. In contrast, errors arising from a lack of knowledge of L2 rules are referred to as intralingual errors (Saville-Troike, 2008). This study aimed to identify errors in L2 English essay writing among students. Fifty-three students from a higher education institution training primary school teachers, who had taken English as a Foreign Language classes as part of their study programme, participated in the research. The students were tasked with writing a 350-word opinion essay on a specified topic. Quantitative and qualitative error analysis has revealed that the students made more interlingual than intralingual errors, with the most frequent errors involving articles, prepositions, spelling, and capitalisation. The study also found that although the first language was not the only source of errors, it still influenced the L2 English writing process. These findings align with other studies (e.g., Phuket & Othman, 2015; Patekar, 2017; Shakir, Rasool & Khan, 2020). The study results suggest that more practice in explicit L2 teaching and targeted instruction is needed to enhance students' writing skills at the higher education level.

KEYWORDS:

*L2 essay writing, error analysis, L2
writing errors, university students,
EFL*

1. INTRODUCTION

Writing in a foreign language, as a complex productive skill, requires thinking and expressing ideas and thoughts by translating and shaping them into readable and understandable text (Choudhury, 2013). To acquire writing skills and write successfully in a foreign language, it is necessary to adopt the linguistic rules and norms of the language (Pavličević - Franić, 2005). If the language rules are not sufficiently acquired, the creation of shorter, unclear, and disconnected texts full of errors will occur. (Hyland, 2004). Since the 1980s, numerous textbooks and scholarly works (e.g., Jolly, 1984; Celce-Murcia & Olshtain, 2000; Carter & Nunan, 2001) have highlighted the significant challenges learners face in developing writing skills in a second or foreign language (Hyland, 2004). Different individual and contextual factors could influence a level of L2 writing proficiency including, for instance, learners' first language, the onset and exposure to L2 learning, and the learning environment, as well, according to some authors (e.g., Myles, 2002), cultural background as a key factor in L2 writing process.

In the global digital age, a high level of writing proficiency, particularly in English, is essential for effective communication. Teaching students how to write well and creatively should be an integral part of English writing instruction at all levels of EFL learning. L2 teachers should assign tasks that motivate students to produce effective texts that draw on various types of knowledge. Hyland (2004) argues that L2 learners need to acquire five distinct knowledge domains: content knowledge (comprehension of subject matter), system knowledge (mastery of linguistic systems), process knowledge (awareness of the writing process), genre knowledge (familiarity with genre conventions), and context knowledge (understanding of the sociocultural context of writing). The emphasis in our study is put on system knowledge, that is, on the sources of students' errors in grammar, lexis, and orthography.

The field of error analysis (EA), established by S. Pit Corder (1967), is founded on the description and analysis of errors made by L2 learners. Corder (ibid.) argued that errors could show a learner's language at a specific point in L2 development, i.e., analysis of learner errors could reveal learners' transitional competence in second language acquisition. James (1998) describes EA as the study of "linguistic ignorance" of what L2 learners do not know and how they cope with ignorance. In attempting to explain possible causes of errors, two basic types are distinguished: *interlingual* (negative transfer or interference from the L1) or *in-*

trilingual (developmental errors within a language). The latter could be seen as the result of incomplete learning of L2 rules or by over-generalising rules. James (ibid.) distinguishes the following sources of intralingual errors: 1. False analogy; 2. Misanalysis; 3. Incomplete rule application; 4. Exploiting redundancy; 5. Overlooking co-occurrence restrictions; 6. Hypercorrection; 7. Overgeneralization. We might conclude that intralingual errors are related to the lack of L2 system knowledge. The negative L1 transfer is seen as a crucial cause of L2 learners' interlingual errors because of one's unconscious attempt to transfer L1 structures to the L2 as a lack of necessary information in the learner's L2 knowledge. Committing errors is an inevitable and essential part of L2 learning (James, 2001). It provides valuable information about learners' "difficulties" and serves as a device that learners use to learn (ibid.). Teachers need to view learners' errors positively, and by error analysis, they could reveal what is lacking in learners' competence. Error analysis is also "a process used by both researchers and teachers which involves collecting samples of learners' language, identifying errors and classifying them according to their nature and causes and evaluating their seriousness" (Keshavarz, 1999:168). Moreover, it is the process of observing, analysing, and classifying the deviations in the rules of a second language that should be regularly performed to improve language competence in learners (Brown, 2000). The present study investigates, classifies, and analyses the different types of errors university students make in their L2 English essay writing to obtain information on the causes of errors, that is, whether students make more interlingual or intralingual errors in their writing performance.

2. PREVIOUS STUDIES ON ERROR ANALYSIS IN STUDENTS' L2 ENGLISH ESSAY WRITING

Numerous studies with different social and cultural L1 backgrounds have been carried out on students' errors in EFL writing, focusing on identifying and classifying the most common errors committed in L2 English essay writing and their sources. Most of the research findings revealed that students' errors in L2 English writing were linked to their first language as a lack of mastery in the target language (Sarasua, 2021). Abisamra (2003) conducted a study among primary school Arabic learners of English and found that one-third of errors were transfer errors from students' L1 in the categories of semantics and vocabulary. Ridha (2012)

also found that most of the errors committed by EFL college students in their essay writing could be related to L1 transfer since students relied on their mother tongue in expressing their ideas. Furthermore, in his research conducted among Saudi EFL learners at the university level, Sawalmeh (2013) found that most students' L2 writing errors were linked to their L1. In addition, Phuket & Othman (2015) attempted to explore sources of errors committed by Thai L1 students in L2 English essay writing. Most of the errors were found in the literal translation of words (Thai to English), word choice, verb tense, prepositions, and commas. They concluded that interlingual interference was the dominant source of errors. The author concluded that language teachers must pay more attention to negative L1 transfer in students' spoken or written production. Shakir, Rasool, & Khan (2020) investigated the most common types of errors in students' L2 English essay writing committed by Pakistan L1 students of English language and literature. They found that students made spelling and grammatical errors, including articles, subject-verb agreement, and singular/plural forms. The sources of errors were attributed to L1 interference, intralingual interference, and individual variation in monitor use and performance (ibid.). As seen from the abovementioned studies, we might conclude that most errors in L2 writing are linked to interlingual errors that include transfer, interference, and translation of L1 structures in students' L2 written production. However, Duygun & Karabacak (2022) conducted a study among EFL Turkish students and concluded that most errors were due to "intralingual inference, limited English grammar knowledge, and carelessness" (Duygun & Karabacak, 2022:136). Like the previously mentioned studies, they found that the most committed error type in essay writing was grammatical errors, followed by spelling errors. In their research on language-related errors in EFL students' writing, conducted among Myanmar and Hungarian students, Thi, Vo, & Nikolov (2023) found that the most frequent errors were in punctuation and spelling, word choice (collocation), and noun endings. It might be concluded that EFL students, although with different L1 backgrounds, face similar errors in writing tasks.

Recent research on error analysis in English as a Foreign Language (EFL) writing in the Croatian academic context includes studies by Croatian authors focused on common grammatical and syntactical errors made by Croatian EFL learners. For instance, Zergollern-Miletić (2007) tested the writing proficiency of Croatian primary and secondary school students to determine whether students had attained the proficiency required by the national curriculum (level A2 in primary school and level B1 in secondary school). The research showed that students acquired the

given proficiency levels, but their writing proficiency is at the lowest level compared to other linguistic skills. Similar results were found in the European Survey on Language Competences in Croatia (Buljan Culej, 2013), conducted among Croatian primary school students (school year 2010/2011), and showed that writing proficiency was lower than other linguistic skills. The analysis of students' errors was excluded from both studies. Pavić (2013) delved into word order errors in Croatian high school students' EFL essays. The author analysed how Croatian students apply English word order rules, highlighting common mistakes and underlying causes rooted in cross-linguistic influence, such as Croatian flexible syntax versus English stricter structure. The research results showed that the first language was the major source of Croatian learners' word order errors, addressing syntactic issues and emphasising the importance of clear instruction on English syntax for Croatian learners. Bel (2016) analysed longitudinal data from Croatian students, identifying typical errors in English verb usage across an academic year. This study focused on first-year English language students, tracking improvement over time and assessing persistent "fossilized" errors that remain despite instruction. These findings contribute to understanding typical developmental challenges Croatian learners face with English grammar structures and provide insights for instructional improvements. Patekar (2017) conducted a study involving Croatian eighth-grade primary school students learning English from the first grade. The study aimed to examine the influence of Croatian (L1) on students' written production in L2 English. The findings showed that students made more intralingual errors than interlingual ones. The most frequent errors involved spelling, articles, vocabulary, and prepositions. Patekar concluded that while the native language was not a major source of errors, it was the primary cause of lexical, prepositional, and syntactic errors in students' EFL writing. Vickov & Jakupčević (2020) analysed thesis abstracts written by Croatian university students in L2 English. They found that most were grammatical errors (mainly involving articles and word order), followed by lexical errors, such as incorrect word choices and collocations. Miščin (2020) conducted a study on error analysis in presentations of medical English students and found that most errors on the slides were related to poor spelling (or lack of spellcheck) and grammatical problems (e.g., articles, verb tenses, prepositions, and collocations). Considering that there is a lack of studies on error analysis of university students' EFL essay writing in the Croatian context, we have decided to conduct research focusing on types and sources of students' errors in L2 English essay writing at the university level.

3. METHODOLOGY

3.1. Aim

The study aims to identify errors in students' L2 English essay writing at the university level and to gain insight into the types and sources of errors committed in L2 writing.

3.2. Research Questions

The research questions addressed in this study are:

1. What L2 errors do students make in essay writing?
2. Do students tend to make more interlingual than intralingual errors?
3. Does the students' first language play a role in committing L2 errors?

3.3. Participants and Corpus

The corpus included 53¹ L2 English essays of students from a higher education institution that trains primary school teachers, taking EFL classes as part of their study programme during the first two years of university, and being at B1/B2 proficiency level according to the CEFR (Common Framework for Languages) scale. They attended a three-hour English course each week and voluntarily and anonymously participated in the study at the end of the 2020/2021 academic year. The students were asked to write an opinion essay, approximately 350 words in length, on the topic "The Position of the Croatian and/or English Language in Global Processes" within one academic hour. They were also given instructions on essay writing in advance and practised writing during the English language course at the university. The students were advised on self-correction and checking after writing to avoid slips/ mistakes.

¹ A total number included 103 students involved in larger research on self-regulated learning in L1/L2 essay writing (see more in Nikčević-Milković, Balenović & Brala-Mudrovčić (2022); Nikčević-Milković & Balenović (2024)). A part (53) of L2 essays was taken for error analysis.

3.4. Data Analysis Procedure

The data processing procedure included different stages of error analysis suggested by Ellis (1997), which is based on Corder's (1967) method. Essays were collected from 53 participants. Two English language teachers marked the errors, which were counted, classified, described, and explained. Errors were first divided into two groups according to their sources and then into three groups according to their types. Both quantitative and qualitative error analysis was conducted. Quantitative analysis involved the percentage ratio of (sub) groups over the total percentage/ number of errors, while the focus of qualitative analysis was on the error sources divided into three categories (grammar, orthography, lexis).

4. Results and Discussion

To answer the first and second research questions, errors were analysed under two main categories regarding their sources (Brown, 2000) – interlingual (L1 interference) and intralingual (developmental), then divided into subcategories of grammar, orthography, and lexis. Data related to the types of errors and some examples are presented in the following section.

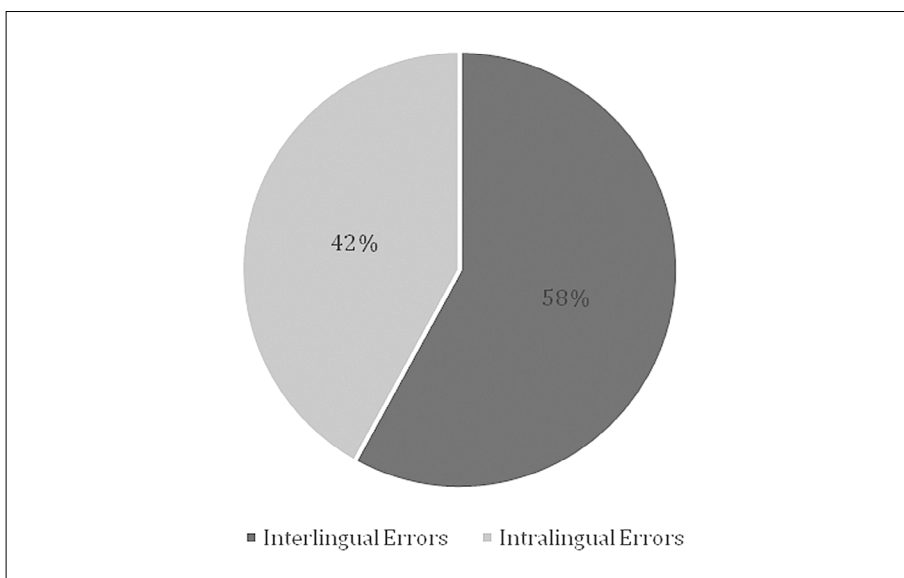


FIGURE 1. The Sources of Errors

Findings showed that the students made more interlingual (58%) than intralingual (42%) errors (Figure 1), which was also found in other studies (e.g., Shakir, Rasool, & Khan, 2020) and is mainly related to L1 interference.

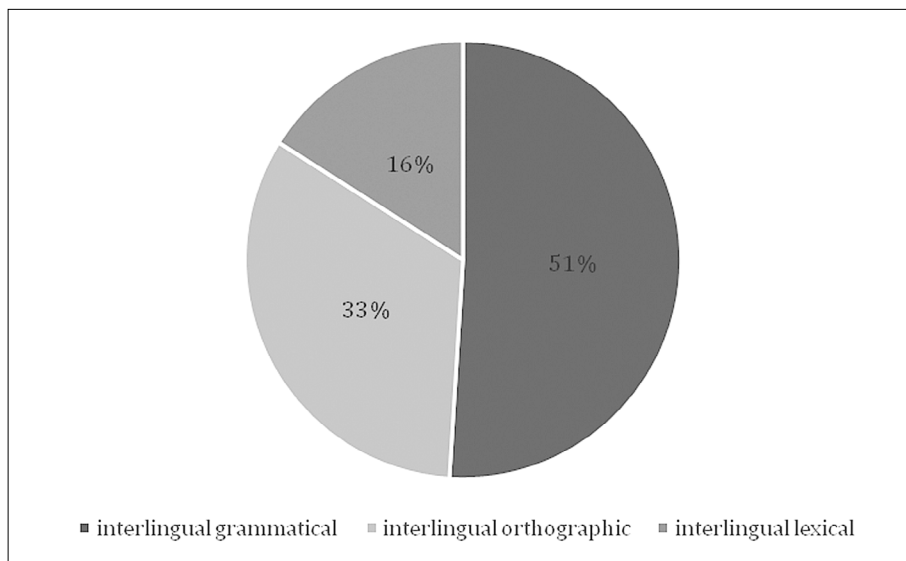


FIGURE 2. Interlingual Errors

As indicated in Figure 2, most of the interlingual errors students tend to make are in grammar (51%), followed by deviations in orthography (33%), but the least number in lexis (16%). The highest percentage of interlingual grammatical errors was found in using prepositions (70%) and omitting articles (28%). Such results were found in most of the previously mentioned studies (e.g., Phuket & Othman, 2015; Patekar, 2017) that could be attributed to L1 interference since students showed a tendency to refer to their first language in writing and to translate prepositions directly. Proroković & Balenović (2023), when researching the effects of classroom-based teaching about the acquisition of English prepositions, also found L1 interference in students' choices of some prepositions (e.g., *in* instead of *on*). Moreover, Sharma (2021) also found that the highest frequency of errors committed by Nepalese students studying English as a foreign language was in the use of prepositions, resulting from negative transfer from their first language. When it comes to the use of articles, the students mostly omit them since the Croatian language lacks them. Because of the omission of articles in most cases and with very few wrong article usages (article substitution), such an error is classified as an

interlingual grammatical error. Students also tend to make errors in using masculine gender pronouns instead of neuter gender ones, or in subject-verb agreement and word order because of negative transfer from their first language. Some of the interlingual grammatical errors found in students' essays are as follows:

- (1) preposition "*When we buy a mobile phone, it is programmed on* English.*"
- (2) preposition "*Whenever you go in* some foreign country...*"
- (3) indefinite article omission "*We are small* country.*"
- (4) definite article omission "*We all know that UK* has...*"
- (5) gender pronoun "*English is very important because he* is the first language we learn.*"
- (6) gender pronoun "*English kept his* position as one of the official languages*"
- (7) subject-verb agreement; preposition "*Many* news are* on* English*".
- (8) word order "It doesn't matter where are* you from".

Regarding deviations in orthography, most interlingual errors were found in capitalisation since the Croatian capitalisation rules differ from those in English, and students transferred them to L2 English essay writing. Some examples of deviations in orthography (capitalisation) are given here:

- (9) "*Today almost everyone knows english*, not german*, spanish**"
- (10) "*Not many people know croatian.**"

The students make most interlingual lexical errors by directly translating words (nouns) from Croatian to English when combining collocations (e.g., "*Students have two o'clocks* of English per week.*"). Most students, when writing about their first/native language, combine "mother" with "language" (mother language*) instead of "tongue" (mother tongue).² The wrong collocation use because of direct translation was also seen in L2 English thesis abstracts of Croatian university students (Vickov & Jakupčević, 2020). Moreover, students are not aware of the fact that collocations are single units of L2 lexical relations, which are different from L1 lexical relations (Balenović & Balić Motušić, 2020).

² In the context of the writing topic and following the Standard BE rules, the collocation "mother language" is classified as an error, although acceptable in some cases (e.g., International Mother Language Day - AE).

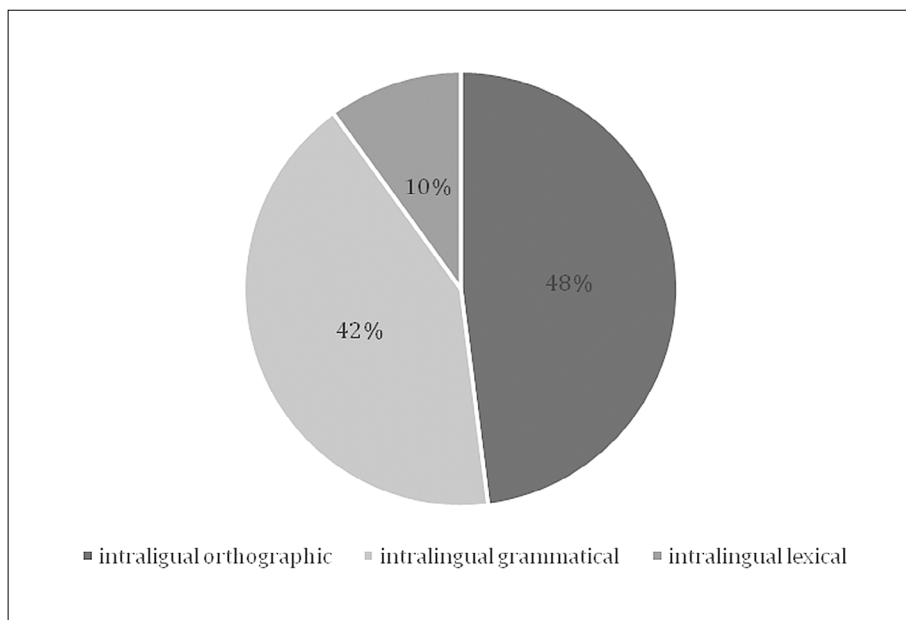


FIGURE 3. Intralingual Errors

The above graph shows that most intralingual errors were found in orthography (48%) due to ignorance or confusion with homophones (e.g., see/sea) in errors involving double letters. Regarding intralingual grammatical errors (42%), most are linked to incorrect verb tense usage or plural rule due to students' ignorance or confusion with L2 grammar rules, incomplete rule application, or redundancy. Such results were also found in other studies. For instance, Sarasua (2021) claimed that Filipino EFL students committed most errors in the subject-verb agreement, verb tense, and prepositions because of the insufficient mastery of different grammar concepts. Intralingual lexical errors (10%) were mainly found in collocation use. Some of the intralingual errors are as follows:

- (11) spelling "As I allready* said...."
- (12) spelling "You can travel and leave* in another country."
- (13) verb tense „English become* the main language...."
- (14) verb tense "English is* become a part of...."
- (15) plural "Children already learn two language* "
- (16) subject-verb agreement "Most students knows* English".

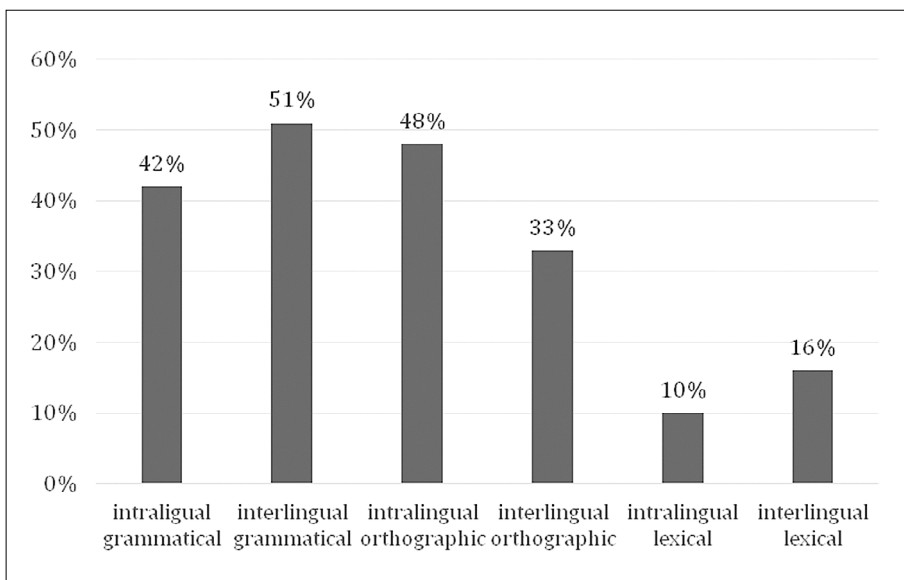


FIGURE 4. Total Distribution of Errors

As can be seen in Figure 4, students made most interlingual grammatical errors (51%). This indicates that the influence of L1 in L2 writing is stronger in grammar than in orthography or vocabulary (lexis). Since interlingual grammatical errors were mostly related to prepositions, it might be concluded that students tend to transfer a given word from Croatian to English. In addition, when it comes to articles, students omitted them in most cases, which could be linked to the lack of articles in their first language. Overall, such results could positively answer the third research question of whether students' L1 plays a role in committing L2 errors, that is, L1 interference impacts L2 English essay writing. The frequency of errors shows that the students had the lowest percentage of interlingual and intralingual lexical errors, because they produced simple sentences by combining familiar words.

5. CONCLUSION

The current study aimed to analyse errors in L2 student essay writing in English at the university level. Its primary objective was to investigate the sources and the types of the participants' errors, so the errors in 53 essays were identified,

classified, and explained. Regarding the sources, this study has shown that the participating students commit more interlingual than intralingual errors, most of them being grammatical, followed by some deviations in orthography and lexis. The interlingual grammatical errors mainly refer to prepositions and articles. Regarding the types of errors, the omission of articles was indicated as a crucial problem for most Croatian L1 students in L2 English writing since the Croatian language lacks articles, and there is a lack of students' awareness of the definiteness/indefiniteness notion as a universal linguistic category (Chomsky, 2000; Silić, 2000). The obtained results suggest that, when writing in a second/ foreign/ target language, students generally rely on their first/native language and use it as a "writing strategy" to express their thoughts and ideas, which consequently results in errors. They actually "carry over the existing knowledge of their native language to the performance of the target language" (Ellis, 1997:28). Moreover, when linguistic principles between two languages significantly differ, students find it difficult to express themselves in a non-native language, thus committing errors in L2 writing. This is the reason why students should be taught how to process their thoughts in L2 and employ L2 writing strategies/skills, e.g., planning, making a draft, composing, and checking/correcting a text according to L2 grammar/vocabulary rules. The present research suggests that EFL teachers should pay more attention to those grammatical/lexical structures in which students make the most errors (e.g., prepositions, articles, collocations). Finally, students should be exposed to much more EFL academic writing practice in the immediate classroom environment and given explicit teacher feedback on the types and sources (nature) of errors. An interesting follow-up study could be conducted on a more diverse sample, including students from different study programmes, for gaining a better insight into L2 writing errors.

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POGREŠKE STUDENATA U PISANJU ESEJA NA ENGLESKOM KAO STRANOM JEZIKU

SAŽETAK

Usvajanje drugog/stranog jezika podrazumijeva usvajanje temeljnih jezičnih vještina, među kojima je najzahtjevnija vještina pisanje, što predstavlja značajan problem govornicima drugog jezika. U procesu poučavanja drugog jezika, jezična vještina pisanja dugo je bila zanemarena (Carter & Nunan, 2001), iako se smatra najizazovnijom u učenju drugog jezika (Hyland, 2004). U ovladavanju drugim jezikom, učeničke pogreške promatraju se kao nezaobilazne i (sasvim) prirodne (James, 2001), dajući informaciju o tome što (ni)je učenik naučio. Učenici drugog jezika čine pogreške pri pisanju, od kojih je negativan jezični transfer ili interferencija jedan od njihovih ishodišta. Takve se pogreške mogu svrstati u međujezične, za razliku od onih unutarjezičnih koje podrazumijevaju nedovoljno poznavanje pravila drugog jezika (Saville- Troike, 2008). Cilj je istraživanja utvrditi pogreške studenata u pisanju eseja na engleskom kao stranom jeziku. U istraživanju su sudjelovali studenti učiteljskog studija (N = 53) koji uče engleski jezik kao dio obaveznog programa. Imali su zadatak napisati esej na zadanu temu. Nakon provedene kvantitativne i kvalitativne analize, rezultati su ukazali više na njihove međujezične nego unutarjezične pogreške, a najčešće su grijehili pri uporabi člana, odabiru prijedloga i primjeni pravopisnih pravila. Istraživanje je također pokazalo da materinski jezik, iako nije jedini izvor pogrešaka, utječe na pisanje na engleskom kao stranom jeziku. Slične su rezultate potvrdila i prethodna istraživanja (npr. Phuket & Norman, 2015; Patekar, 2017; Shakir, Rasool & Khan, 2020). Rezultati istraživanja sugeriraju da je potrebno više jezičnih vježbi u neposrednom razrednom okruženju da bi se ovladalo vještinom pisanja na stranom jeziku na sveučilišnoj razini.

KLJUČNE RIJEČI:

pisanje na drugom jeziku, analiza pogrešaka, pogreške u pisanju, studenti, engleski kao strani jezik

SYSTEMATIC ANALYSIS OF RESEARCH STUDIES ON STUDENTS' SELF-MANAGEMENT SUPPORTED BY USE OF DIGITAL TECHNOLOGY IN PRIMARY EDUCATION

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ABSTRACT

This systematic review critically evaluates peer-reviewed literature on the outcomes of self-management interventions in primary schools, supported by use of digital technologies. Guided by the PRISMA 2020 guidelines, the review encompassed eight databases and included empirical studies, literature reviews, meta-analyses, and theoretical contributions published between 2014 and 2024. Inclusion criteria mandated a focus on school-based self-management interventions in primary school settings. Findings highlight the critical influence of self-management on primary education. Studies demonstrate that interventions, including those leveraging digital tools, games, and open educational resources, significantly enhance student engagement, learning outcomes, as well as social and emotional competencies. The review underscores the importance of teacher training and acknowledges challenges in integrating self-management strategies within existing curricula. Effective self-management necessitates a nuanced approach combining traditional methods with modern digital technologies tailored to individual student needs. For example, integrating game-based self-management techniques and digital tools, like mobile learning applications, benefits engagement and academic performance, particularly for students with learning challenges. While further research is crucial to evaluate the long-term effectiveness of digital interventions and develop innovative strategies for promoting self-management across diverse educational

KEYWORDS:

self-management, social and emotional competencies, Prisma Model, digital technology, students

contexts, potential benefits of digital technology-based approaches are clear. The limitations of traditional methods, which often prioritize external control over fostering intrinsic motivation and self-regulation, highlight the need for new and engaging tools. This is particularly relevant considering that young children often struggle with self-management skills, exhibiting behaviours like aggression, lack of motivation, and disengagement from learning. Traditional approaches frequently lack effective interventions, especially those leveraging modern digital technologies, needed to adequately address these challenges and cultivate essential self-management skills. However, research indicates a significant gap in exploring the development of self-management skills in connection with the implementation of digital technology in learning environments. This gap represents a crucial area for further investigation, as it highlights the need for a more nuanced understanding of how digital technology can be leveraged not just for academic progress, but also for fostering essential social-emotional competencies like self-management. Therefore, exploring the use of interactive games, educational apps, and engaging digital platforms, specifically designed with self-management development in mind, offers a promising avenue for transforming how these crucial skills are taught and learned. These digital technologies hold the potential to create more engaging and personalized learning experiences, catering to individual needs and learning styles in ways that traditional methods often fail to accomplish.

INTRODUCTION

Social and emotional learning (SEL) is a key element of education that focuses on developing skills, knowledge, and attitudes necessary to manage emotions, build healthy relationships, and make responsible decisions. Social and emotional competencies are essential for children's well-being, behaviour, and academic success. SEL includes self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Durlak et al., 2017; Graczyk et al., 2000; Mahoney et al., 2021).

In this analysis, we have focused on self-management as one of the dimensions of SEL in the CASEL model (Durlak et al., 2017). Self-management involves effectively regulating one's thoughts, emotions, and behaviours, particularly when pursuing goals. This is a complex concept with important implications for personal and academic success. At the heart of self-management lies the dimension of behavioural regulation (Yu et al., 2024). This facet emphasizes the monitoring and adjustment of outward actions and responses, enabling individuals to align their behaviours with their goals. Practical frameworks such as self-monitoring charts, reward systems, and the establishment of routines can enhance an individual's capacity for behavioural self-management (Durlak et al., 2017).

Self-management also encompasses the regulation of emotions (Kemp, 2012). This dimension involves the deliberate identification, interpretation, and management of one's emotional states. Developing adaptive coping mechanisms, practicing self-soothing techniques, and enhancing emotional awareness can contribute to effective emotional self-management. Cognitive self-management is a crucial dimension, focusing on regulating thoughts and mental processes. This includes skills like planning, organization, problem-solving, and identifying and reframing negative thought patterns. Practices such as mindfulness and cognitive restructuring can enhance an individual's cognitive self-management abilities. Recognizing the distinct features of the interconnected dimensions of self-management allows for a more nuanced understanding, which can enable the development of targeted interventions and personalized strategies to foster individual growth and achievement (Lawn & Schoo, 2010). By honing skills across the behavioural, emotional, and cognitive aspects of self-management, individuals can navigate challenges and succeed in both personal and academic pursuits.

Self-management competencies are crucial for young children to develop (McClelland et al., 2014; McClelland & Cameron, 2011; Shonkoff, 2012). Unfortunately, many children face challenges in this domain, leading to issues like aggression, lack of motivation, and disengagement from learning. Traditional approaches have often fallen short in addressing these challenges, particularly when it comes to utilizing modern digital technologies to foster the cultivation of self-management skills (Alghamdi et al., 2022).

Early childhood self-management is linked to positive outcomes in adulthood, highlighting the importance of developing these skills from a young age (Nigg, 2017). Developing self-management skills early is crucial for academic success and overall well-being (Aspen Institute, 2019; Greenberg, 2023; John & Bates, 2024; McClelland et al., 2017; Mittal, 2020; Woolfolk Hoy, 2013). Researchers also highlight the role of adaptability and self-management in career development and self-regulated learning, particularly when facing prolonged tasks or incomplete instructions (Randi & Corno, 2000).

Teachers are pivotal in fostering children's self-regulation skills through direct instruction and support (Gülay Ogelman et al., 2018). However, to effectively cultivate these skills, they require appropriate tools and guidance (Berthelsen et al., 2017; Zakszeski et al., 2020). Integrating digital technology into primary education presents a significant opportunity to enhance these activities.

Today's students, irrespective of ability, encounter digital technology pervasively in their daily lives (Lyons & Tredwell, 2015). Recognizing this, teachers actively seek ways to harness digital technology's potential to foster collaboration, problem-solving, and communication within the classroom. Research indicates that the judicious integration of digital technology can effectively support children's learning, facilitate their adaptation to the school environment, and bolster their cognitive and socioemotional development (Lyons & Tredwell, 2015). Nonetheless, a critical challenge lies in the lack of teachers' understanding regarding appropriate assessment strategies for evaluating children's progress in learning with digital technology and a lack of understanding of how to promote self-management in students with the use of digital technology as a didactical tool (Panagopoulou-Stamatelatu, 1990).

Therefore, this study aims to a) analyse the latest research on interventions used to promote student self-management in primary school, and b) examine the digital technologies teachers utilize to enhance self-management in students.

METHOD

This systematic review follows the PRISMA 2020 guidelines (Page et al., 2021) to critically assess and compare peer-reviewed literature on the outcomes of self-management interventions in primary schools, with a particular focus on the use of digital technologies. A comprehensive literature search was conducted across six databases: Web of Science, ProQuest Dissertations & Theses Global, Scopus, COBISS, and Google Scholar journals. The initial search, undertaken in May 2024, was subsequently updated in June 2024 to ensure the inclusion of the most recent publications. The search strategy included combinations of keywords such as “*self-management*”, “*primary school*”, “*digital technology*”, and “*teaching*”, adapted to each database using Boolean operators (AND, OR, NOT) and truncation symbols. Search limits were applied based on the scope of the review: only studies published between 2014 and 2024 were included, and only those available in English, Slovenian, or German. Studies related to COVID-19, higher education, or medical and therapeutic contexts were excluded to ensure relevance to general educational settings. All retrieved citations (n = 464) were imported into Zotero software for deduplication. After removing duplicates, 159 records remained for title and abstract screening. Of these, 45 full-text publications were reviewed for eligibility, and 8 met all criteria for inclusion. The selection process is illustrated in the PRISMA 2020 flow diagram (Figure 1).

The detailed inclusion and exclusion criteria are presented in the following sections.

INCLUSION CRITERIA

The inclusion criteria for eligibility are studies that focus on self-management interventions for primary school students. This includes research on activities, programs, strategies, or approaches designed to promote self-management in this age group. **Eligible studies may involve teachers who implement these interventions and utilize various tools, such as interactive manuals, to support student learning.**

Empirical studies, including quantitative, qualitative, and mixed methods, literature reviews, meta-analyses, and theoretical contributions that focus on self-management in education, interactive manuals or methods for teachers that support the

implementation and activities of self-management, with an emphasis on practical application and implementation of strategies in the classroom, were included. The analysis includes literature published in the last 10 years (2014-2024) to ensure the currency of information; literature was in Slovenian, English, or German language.

EXCLUSION CRITERIA

Studies on self-management in primary school students that did not address self-management in primary school as the primary reason for the intervention were not included in the review (e.g., self-management in children post-surgery). Studies that do not focus on self-management or do not include activities for the educational stage in primary school were excluded (e.g., literature focused on high school or higher education, studies related to health and developmental disorders, and studies with insufficient methodological quality, including unclear or unsupported results).

Studies without clear guidelines for use or implementation in the educational environment were also excluded. Additionally, studies before 2014 were excluded, unless they were of key theoretical importance and still relevant. Literature in languages other than Slovenian, English, or German was also excluded. All citations obtained through search methods were recorded, stored, and organized using the reference management software Zotero.

SEARCH STRATEGY

A comprehensive literature search was undertaken to identify the minimal set of publications for inclusion in this systematic review. Employing a two-phased approach, relevant articles were identified through electronic searches across five prominent academic databases: Web of Science, Scopus, ProQuest, COBBIS, and Google Scholar.

Initially, a preliminary search used carefully selected keywords and Boolean operators (AND, OR, “”, *) to refine results and ensure relevance. This first phase reviewed titles and abstracts to identify potentially eligible studies. Subsequently, the second phase involved retrieving and scrutinizing the full text of selected articles to facilitate in-depth analysis and determine final inclusion based on

pre-defined eligibility criteria. A systematic search strategy was employed across multiple databases to identify relevant publications. Specific search syntax and inclusion/exclusion criteria were tailored to each database to ensure a comprehensive, focused search.

Web of Science: The advanced search interface was utilized with a query combining terms related to self-management, educational levels (elementary, basic, primary), teaching, digital technology, and social and emotional competences. Terms related to higher education, medical fields, and COVID-19 were excluded. This yielded 90 initial records, which were screened for relevance, resulting in 12 articles after removing duplicates and ineligible studies.

Scopus: A two-pronged search strategy was employed using the advanced search interface. The first search combined terms related to self-management, primary/elementary school, teaching, and excluded terms related to teachers, higher education, and health. This search was limited to publications between 2014 and 2025 and yielded 21 results. A second search using similar terms but focusing on “self-management competencies” yielded 49 results. After removing duplicates and screening for relevance, 13 articles remained.

ProQuest Dissertations & Theses Global: The advanced search interface was used with a query combining terms related to self-management, basic/elementary/primary education, digital technology, and teaching self-management competencies. Terms related to COVID-19 and higher education were excluded. This initial search yielded 63 records, which were narrowed down to 2 relevant articles. A subsequent search using a modified query focusing on “self-management” and “digital technology” yielded 96 records, which were screened for relevance, resulting in 5 articles.

COBBIS: The advanced search interface was used with a query combining terms related to self-management, primary/basic school, digital technology, social and emotional learning, and preschool education. Terms related to teachers were excluded. This search yielded 41 records; however, no relevant articles remained after removing duplicates and screening for relevance.

Google Scholar: A search using keywords related to self-management, basic education, elementary/primary school, and digital technology yielded 104 results. After screening for relevance, 8 articles remained.

SELECTION PROCESS

Citations obtained through database searches and reference list checks were imported into Zotero for duplicate removal. This resulted in a compilation of potentially eligible studies. Titles and abstracts of all retrieved publications were screened for relevance.

DATA COLLECTION PROCESS

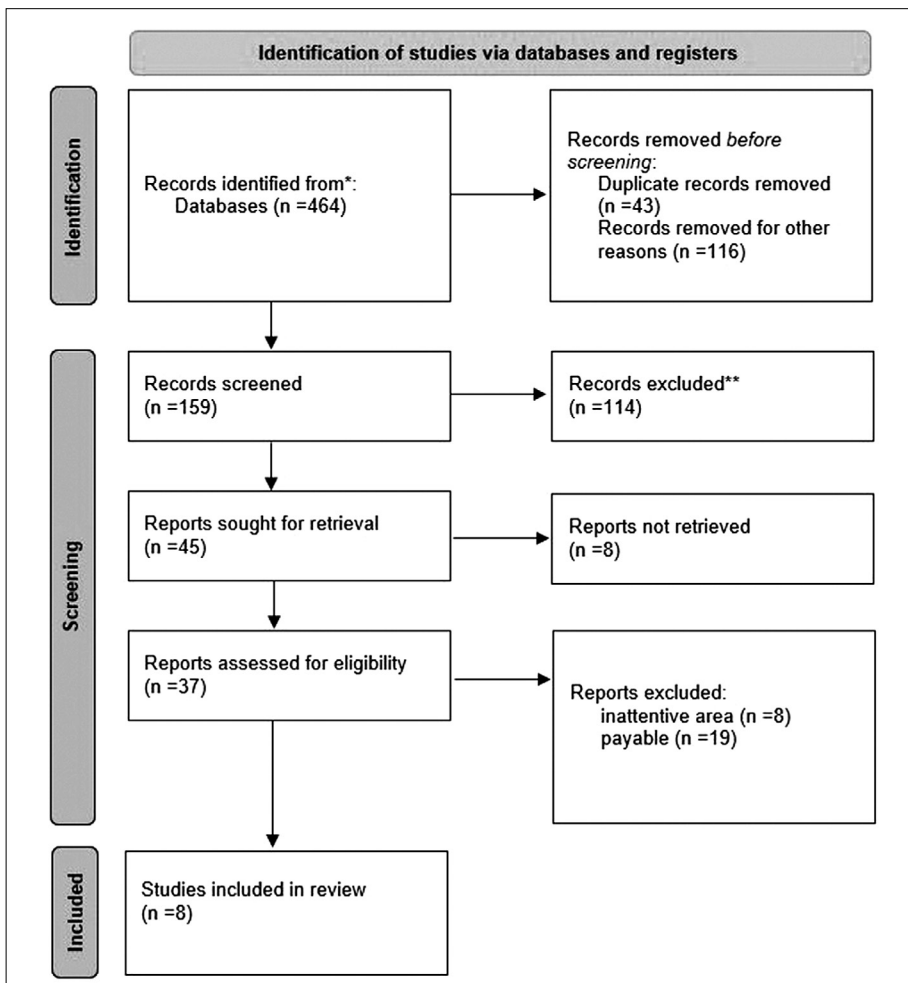


FIGURE 1. The PRISMA flowchart (Page et al., 2021, pp. 5)

RESULTS

The initial database search yielded 464 records. Following deduplication, 159 records were screened, resulting in 45 full-text publications reviewed for eligibility. Ultimately, eight articles met the inclusion criteria for this systematic review (Aliksieieva et al., 2021; Harrison et al., 2020; Huang & Yu, 2019; Panagopolou-Stamatelatos, 1990; Smith et al., 2022; Wong et al., 2020; Yu et al., 2024; Zeybek, 2023).

A subsequent search for literature citing the included studies, as well as a review of their reference lists, did not yield additional publications meeting the inclusion criteria.

Table 1 provides a summary of the key intervention components identified. While some studies examined outcomes beyond self-management in primary school, this report focuses specifically on findings related to self-management.

TABLE 1 Review of relevant literature

Author	Huang, R.-T., & Yu, C.-L. (2019)
Study Design	Exploratory study
Intervention (n)	323 students
Control	Female (70%) and second-year students (58%) Age 20.76 years, deviation of 4.67 (46%) students - previous experience
Research instruments	Perceived flexibility advantage (PFA) - Marks et al. (2005) Self-management of learning (SML) - Wang et al. (2009) Mobile English learning - Roca, Chiu, and Martínez (2006) Perceived mobile English learning - adapted from Huang et al. (2012) Survey: 7-point Likert scale
Research findings	Higher levels of learning continuance were found of PFA and SML Positive Impact on Perceived Mobile English Learning Performance (PLI) was observed to moderate the relationship between PFA and mobile English learning continuance intention, strengthening this connection Mediating Role of Mobile English Learning Continuance Intention

Author	Zeybek, F. (2023)
Study Design	Exploratory study
Intervention (n)	350 primary school teachers
Control	Suburban teachers (56%) with largest groups of general educators (46%) Special education teachers (13%) Specialists (26%)
Research instruments	<i>CASEL framework (quantitative and qualitative phase)</i> <i>Closed-question survey (quantitative data - teachers across the USA)</i> <i>Semi-structured interviews (10 elementary school teachers)</i>
Research findings	Digital SEL boosts academic success by fostering confidence, self-management, and equitable learning Digital technologies are effective for SEL competencies and academic performance Digital technology enhances emotional well-being, feelings, understanding, and engagement More training and support are needed for effective SEL tech integration Challenges: screen time management, balancing digital/in-person SEL, and suitable programs for younger students

Author	Panagopoulou-Stamatelatou, A. (2006)
Study Design	The information provided in the review article does not cite specific research design
Intervention (n)	Primary students (6-12) with behavioural or academic challenges
Control	40 children (6-12, mostly 1st and 2nd grades, one 12-year boy in special education)
Research instruments	Self-Management Intervention Checklist (SMIC), (Fantuzzo et al. (1989) Self-control rating scales: Various self-control rating scales (Fantuzzo et al. (1989), Hightower et al. (1986), Humphrey (1982), and Kendall & Wilcox (1979)) Teacher Assessment of Self-Controlling Skills (TASCS) rating instrument (Fantuzzo et al. (1989) Self-evaluation forms, developed by the researchers
Research findings	Self-management intervention yielded significant, durable increases in on-task behaviour, maintained over two months post-intervention. Self-assessment accuracy averaged 78%.

Author	Aliksieieva, S., Yershova, L., Kravets, S., Lapshyna, O., & Odnoroh, H. (2021)
Study Design	Quantitative methods (experimental studies, surveys, statistical analysis) Qualitative methods (systematic reviews)
Intervention (n)	658 students
Control	329 students
Research instruments	Survey questionnaire, developed by the authors of the article Analysis of documentary information
Research findings	Entrepreneurship competence needs lifelong learning readiness Online resources and self-management technologies enhance self-education and skills Lack of psychological knowledge and self-management competencies Pedagogical digital technology and self-management techniques are beneficial Teacher education is crucial for effective use Innovative teaching methods enhance entrepreneurship competence

Author	Wong, T. L., Xie, H., Zou, D., Wang, F. L., Tang, J. K. T., Kong, A., & Kwan, R. (2020)
Study Design	Quasi-experimental
Intervention (n)	Students, ages 5-13
Control	467 elementary school students: First Survey: N = 149, Second: N = 168, Third: N = 150
Research instruments	Questionnaires, developed by the authors of the article Questions from three perspectives: learning motivation, management, and self-assessment, developed by the researchers <i>Focus group interviews</i> , developed by the researchers
Research findings	i-Classroom improved learning behaviours, motivation, planning, self-monitoring Grades 5-6 experienced decreased motivation and management competencies Academic performance correlated with motivation, emphasizing self-regulated learning Student preference for video-based learning over traditional methods positively influenced engagement and learning

Author	Harrison, J. R., Kwong, C., Evans, S. W., Peltier, C., Mathews, L., & Chatman, T. (2020)
Study Design	Single-case experimental design
Intervention (n)	<i>Ages 11-13 (ADHD)</i>
Control	3 male, 1 female
Research instruments	Observation Instrument: Williams, Hall, Hedrick, Lamking, and Abendroth (2013) School Intervention Rating Form (SIRF) Children's Interview for Psychiatric Syndromes – Parents Version (PChIPs), Weller, E. B., Weller, R. A., Teare, M., & Fristad, M. A. (2013)
Research findings	Improved reading engagement, task completion, and accuracy are linked to self-management Significant improvements in task engagement, accuracy, and completion Game-based self-management enhanced reading engagement and response completion (application software)

Author	Yu, S., Yao, C., Xue, Q., Jantharajit, N., & Kanjanakate, S. (2024)
Study Design	Mixed methods research design Pre- and post-tests
Intervention (n)	100 participants
Control	Ages 9-10 (45 female, 55 male) 72 participants did not participate: in selection, planning, organizing, evaluating activities 28 students were engaged in organizing and implementing activities
Research instruments	Self-Management competencies Assessment Scale, developed by the authors of the article Standardized assessment scale training for teachers, developed by the authors of the article Survey questionnaire, developed by the researchers
Research findings	Improvement in self-management competencies with the SDOA model compared to traditional approaches No gender differences in SM learning Effectiveness of self-assessment, peer evaluation, and instructor feedback Positive impact of student involvement on motivation, engagement, and self-management competencies Alignment of the SDOA model with collaborative learning and socio-cultural theories

Author	Smith, T. E., Thompson, A. M., & Maynard, B. R. (2022)
Study Design	Single-case design studies Group-design studies
Intervention (n)	Ages 5-18, challenging behaviours
Control	236 students on a total of 456 outcomes
Research instruments	Behavioural Observation Scale, Carr & Punzo, 1993; Miller et al., 1989; Mooney et al., 2005 Checklists and rating scales, developed by the authors of the article Standardized tests, IES-WWC Standards Handbook, Version 4.0 (WWC, 2017) Self-report measures, developed by the researchers Behavioural assessment tools, developed by the researchers
Research findings	Positive impact on behaviours Effectiveness SM for diverse student groups (African American students, special education, students with behavioural problems) Moderate effects across studies (improving student behaviours and academic outcomes) Methodological shortcomings

DISCUSSION

Self-management specific domains

Analysis indicates that self-management research can be categorized across several critical aspects, including a) the specific domain targeted (cognitive, emotional, or behavioural) (Fisher et al., 2007; Grady & Gough, 2014; Panagopoulou-Stamatelatos, 1990), b) the integration of digital technology (comparing traditional and digital technology-supported approaches) (Aliksieieva et al., 2021; Huang & Yu, 2019; F. Zeybek, 2023), and c) the developmental stage of student participants (spanning from early childhood education to university settings).

Research underscores the significant impact of self-management across cognitive, emotional, and behavioural domains in educational settings. For example, Huang and Yu (Huang & Yu, 2019) demonstrate a positive correlation between cognitive self-management and improved outcomes in mobile language learn-

ing. Similarly, Alieksieieva (Alieksieieva et al., 2021) advocate for self-education digital technologies to cultivate entrepreneurship competence among university students. Wong (Wong et al., 2020) emphasize the potential of open educational resources to enhance learning motivation and self-regulation. Further supporting the importance of cognitive self-management, Yu (Yu et al., 2024) report positive results using the SDOA model to enhance these skills in primary school students.

Addressing the emotional domain, Zeybek (Zeybek, 2023) explores how digital technology can be leveraged to support social-emotional learning, ultimately contributing to students' well-being and academic performance. In the realm of behavioural self-management, Panagopoulou (Panagopoulou-Stamatelatu, 1990) reviews the effectiveness of self-assessment and goal-setting techniques in primary schools. Smith (Smith et al., 2022) provide a comprehensive review of behavioural self-management interventions aimed at reducing challenging behaviours in school-age students.

TABLE 2 Most frequently cited self-management competencies by domains in the systematic review

Cognitive	Emotional	Behavioural
Learning Memory Mental flexibility Attention Self-directed learning Learning efficiency School performance Academic achievement Inhibitory control Success in school	Ability to regulate emotions Self-control Impulse management	Responsibility Behaviour Behaviour outcomes Adaptability Resiliency

A systematic review underscores the critical importance of adopting a holistic approach to self-management in education for fostering both academic and life-long success. Analysis of the most frequently cited competencies in the systematic review reveals **cognitive self-management** as the predominant factor in overall self-management. This analysis identifies several competencies essential for academic success, with particular emphasis on critical cognitive functions such as learning, working memory, inhibitory control, cognitive flexibility, attention, and cognitive development. The significance of cognitive self-management is evident in its direct correlation with effective self-regulation, which has a demonstrably positive impact on academic performance.

Beyond cognitive self-management, the data also highlights the importance of **behavioural self-management** for academic success. This domain encompasses a student's capacity for accountability, exhibiting appropriate behaviour, and achieving desired behavioural outcomes. Effective behavioural self-regulation in this domain is identified as a key driver of both academic and social-behavioural improvement.

While **emotional self-management** is represented in the analysis solely by the ability to regulate emotions, its importance should not be understated. Extensive research confirms the significant influence of emotion regulation on the development of executive cognitive functions, including working memory, inhibitory control, and cognitive flexibility (Brackett et al., 2011). These functions are, in turn, essential for effective self-management across a variety of contexts.

Traditional teaching methods often rely on conventional approaches that have been widely criticized for lacking practical relevance (Alieksieieva et al., 2021). Studies indicate a disconnect between these methods and the dynamic demands of modern learning environments, leaving students ill-equipped with the essential skills and mindset needed for success. In contrast, integrating digital technologies into the educational process has been suggested as a solution to these shortcomings (Wei, 2020). Digital technologies such as video lectures and mobile learning are proposed to develop self-management skills and psychological readiness among students. This gap is particularly evident in innovative education, where traditional methods fail to provide the necessary practical experience and mentorship, leaving students without the requisite skills and psychological preparedness (Alieksieieva et al., 2021; Dutta et al., 2023). Integrating digital technology into education will be explored further in the following section.

The developmental stage of students significantly influences the effectiveness of various educational approaches. In primary school settings, behavioural self-management techniques, such as self-monitoring and goal setting, have proven effective in promoting positive academic and social behaviour. These methods help children become more accountable for their actions, leading to improved academic performance and reduced disruptive behaviour (Panagopoulou-Stamatelatu, 1990). As students transition to secondary education, their self-management skills benefit from structured interventions like the SDOA model, which focuses on time management, self-discipline, teamwork, and problem-solving (Yu et al., 2024). These skills are crucial for handling the increased academic pressure and responsibility that come with higher education levels. At the university level, integrating

digital technology into entrepreneurial education is paramount. Digital technologies that facilitate self-directed learning and self-management are essential for developing competencies needed for success in modern educational and professional environments (Alieksieieva et al., 2021; Huang & Yu, 2019; Wong et al., 2020).

These studies collectively emphasize the multifaceted nature of self-management and its crucial role in education. By integrating digital technology and implementing structured interventions targeting cognitive, emotional, and behavioural domains, educators can empower students to take ownership of their learning, leading to improved academic and social outcomes (Alieksieieva et al., 2021; Harrison et al., 2020; Wong et al., 2020).

Self-management and academic success

Self-management is crucial for academic success. Studies show a strong link between self-managed learning and academic achievement (Alieksieieva et al., 2021). Students with strong self-management skills are goal-oriented and use effective strategies, leading to better grades. This positive impact on academic performance is evident as early as age eight (Connor et al., 2010). Self-managing students tend to set realistic goals, choose effective strategies, monitor their understanding, and track progress. In contrast, students with weaker self-management skills often lack motivation, employ less effective strategies, and have lower self-efficacy (Horner & O'Connor, 2007).

Effective self-management skills are consistently linked to positive outcomes in academic and social-behavioural outcomes, enabling greater self-regulation and academic success (Blair & Diamond, 2008; Harrison et al., 2020; Hernández et al., 2018; McClelland & Cameron, 2011; Smith et al., 2022). This is attributed to the influence of emotional regulation on the development of executive functions (e.g., working memory, inhibitory control, mental flexibility), which are essential for effective self-management and the effortful regulation of attention and behaviour, which are key factors in academic achievement. The strong relationship between self-management, particularly the aspects such as flexible attention and inhibitory control, and academic performance in primary school children is well-documented (McClelland et al., 2017; McClelland & Cameron, 2011). These findings highlight the crucial role of self-management in learning, ultimately contributing to greater success in school and equipping students to meet the challenges of the modern world.

Integrating digital technology in self-management interventions: A blended approach

Traditional methods such as self-assessment and goal setting have proven effective, especially in combination with modern digital technological approaches. The integration of digital technology in education offers new opportunities for promoting self-management in students, and its potential in this area is significant (Harrison et al., 2020). However, despite the numerous positive effects of self-management, translating this potential of interventions that include digital technologies into real-world educational practice presents a unique challenge.

This is particularly relevant in the research of Alikseieiva (Alieksieieva et al., 2021). Traditional teaching methods often fail to align with modern entrepreneurial trends, leading to a deficiency in practical experience and mentorship. This misalignment stems from the fact that traditional approaches don't effectively equip students with the self-management competencies needed (Alieksieieva et al., 2021). Innovative educational interventions that foster self-directed learning and personal development are needed (Robinson & Persky, 2020). Behavioural self-management research highlights the positive effects of self-assessment and goal-setting interventions on student behaviour and academic performance, as evidenced by studies (Panagopoulou-Stamatelatu, 1990). These self-management competencies are increasingly important in today's world. Therefore, integrating digital technologies, such as workshops and video lectures, into school curricula becomes essential to better prepare students for entrepreneurial endeavours by equipping them with the self-management competencies necessary for success (Alieksieieva et al., 2021).

Digital technology-supported self-management leverages mobile learning environments to enhance student engagement and outcomes (Huang & Yu, 2019). Zeybek further highlights the potential of interactive games and applications for developing socio-emotional competencies (Zeybek, 2023). This exploration of digital technology-supported approaches underscores the adaptability of self-management interventions across various educational stages, from primary school to university. Research suggests that these interventions benefit younger students' academic and social-behavioural outcomes (Smith et al., 2022).

Furthermore, self-management of learning and personal learning initiatives significantly enhance mobile language learning outcomes (Huang & Yu, 2019; Medina, 2023). Learners who perceive greater flexibility in mobile learning environments are more engaged and achieve better results, highlighting the importance

of self-management competencies (Huang & Yu, 2019; Medina, 2023; Trevitt et al., 2014). Moreover, the integration of digital technology into social-emotional learning curricula, with a particular emphasis on fostering self-management competencies in primary students at the primary level of education, has been shown to yield improvements in emotional well-being, cognitive development, and overall engagement (D. Fisher & Frey, 2019; Jones & Bouffard, 2012).

While game-based self-management interventions have shown effectiveness in improving engagement and task completion among students with ADHD, Harrison acknowledges that their long-term effectiveness remains uncertain (Harrison et al., 2020). Similarly, the Selection, Design, Organization, and Assessment model (SDOA) effectively enhances self-management competencies among primary school students, and traditional teaching methods may also be effective in some contexts (Yu et al., 2024). Self-management interventions show promise in reducing challenging behaviours and improving academic outcomes. However, further research should be done to confirm their long-term sustainability (Smith et al., 2022). Additionally, Open Educational Resources (OER) can increase learning motivation and self-managed learning among primary school students, though their effectiveness may diminish at higher grade levels due to academic pressures (Wong et al., 2020).

Fostering learner autonomy through self-directed learning

Reviewing the existing literature, we notice the concept of self-directed learning being approached differently by various authors (Panagopoulou-Stamatelatos, 1990; Smith et al., 2022; Wong et al., 2020). Self-directed learning, also known as self-regulated learning, empowers individuals to take ownership of their learning. This approach goes beyond simply completing tasks; instead, it requires learners to actively participate in planning, monitoring, and evaluating their progress. The fundamental premise of self-directed learning is that individuals possess the inherent ability to guide their own educational experiences (De La Fuente-Arias, 2017).

This concept has been consistently highlighted across numerous studies, underscoring its significance for academic achievement in diverse learning environments. For instance, research indicates that self-management substantially enhances learning efficiency (Aliexsieva et al., 2021; Huang & Yu, 2019). Moreover, studies conducted in primary schools have demonstrated that students

with higher levels of self-management experience improvements in both academic and behavioural outcomes (Panagopoulou-Stamatelatu, 1990).

Furthermore, the specific needs of diverse learners, particularly those with learning differences, represent a particularly interesting population for research within self-management. For example, research on cognitive self-management directly links it to the development of executive functions like working memory, inhibitory control, and cognitive flexibility, which are considered fundamental to self-directed learning. Similarly, studies on game-based self-management and the SDOA model further emphasize the importance of these executive functions in academic settings (Blair & Diamond, 2008; Harrison et al., 2020; Wong et al., 2020; Yu et al., 2024).

Contemporary research highlights the crucial role of self-management in developing social and emotional competencies among primary school students, emphasizing its profound impact on academic and social outcomes (Panagopoulou-Stamatelatu, 1990; Wong et al., 2020). To foster these skills effectively, various activities can be employed, including student self-assessment, goal setting, and leveraging digital tools like interactive games and applications. Such methods encourage reflection on personal strengths and areas for growth, while setting realistic goals empowers students and promotes learner autonomy (Smith et al., 2022; Yu et al., 2024; F. Zeybek, 2023).

While traditional teaching methods may face challenges in effectively cultivating self-management, digital technology-driven approaches and innovative interventions, such as game-based learning, show promise (Harrison et al., 2020; Huang & Yu, 2019). Specifically, integrating digital technology in social-emotional learning not only boosts student engagement but also leads to academic improvements. However, successful implementation requires adequate teacher training and support (Yu et al., 2024; F. Zeybek, 2023).

Ultimately, a balanced approach that blends traditional methods with digital technology, tailored to individual student needs, is vital for successfully cultivating self-management skills in education (Alieksieieva et al., 2021; Smith et al., 2022). This is because the necessity for individualized support in fostering self-management is important, as different approaches prove effective for diverse students and contexts (Panagopoulou-Stamatelatu, 1990). Therefore, considering individual student needs and characteristics is essential when promoting these skills. In essence, self-directed learning, with its emphasis on learner autonomy and individual responsibility, emerges as a crucial factor in academic success and personal growth (Smith et al., 2022).

Implementing self-management in educational settings: Challenges and opportunities

Despite the numerous benefits of self-management, implementation challenges exist. Adequate teacher training is crucial, and incorporating relevant activities into an already demanding curriculum can be difficult (Huang & Yu, 2019; Smith et al., 2022). Furthermore, tailoring approaches to individual student needs requires significant effort.

Nevertheless, integrating self-management into education presents a valuable opportunity to enhance learning and equip students for 21st-century challenges (Harrison et al., 2020; Yu et al., 2024). Research consistently demonstrates that students with well-developed self-management competencies thrive academically and are better prepared for a complex world.

Utilizing digital tools, games, and open educational resources can effectively promote motivation, engagement, and self-directed learning. Successfully fostering self-management necessitates a blend of traditional and modern digital technological approaches, with individualized support as a cornerstone. Continued research is vital to evaluate the long-term impact of various interventions and develop innovative approaches to promoting self-management in students (Beekman et al., 2021; McClelland & Cameron, 2011; Randi & Corno, 2000).

In summary, this study reinforces the importance of self-management in primary education and provides valuable insights into effective practices and areas for further investigation. The analysis of innovative approaches to education highlights the crucial role of self-directed learning and self-management in achieving success, particularly in the fields of entrepreneurship and language learning. The research's focus on practical solutions such as workshops, video lectures, digital technologies, and games offers adaptable and potentially highly effective alternatives to traditional teaching methods. Particularly encouraging are the practical applications of mobile learning digital technologies and digital tools for SEL, which can significantly impact the improvement of learning outcomes and student engagement. Behavioural techniques such as self-assessment and goal setting are key to improving academic achievement and student responsibility (Miller et al., 2018; Oosthuizen et al., 2019).

While a diverse body of research illuminates the multifaceted nature of self-management in education, a common thread emerges: the need for continued research and the development of innovative approaches to promoting self-management in

education (Grady & Gough, 2014). Further exploration is needed to determine how digital technology can be leveraged most effectively to support self-management, how to equip educators with the knowledge and competencies to foster these abilities in their students, and how to cultivate learning environments that empower all students to reach their full potential (Randi & Corno, 2000).

Despite the optimism surrounding these advancements, certain challenges warrant consideration. Of particular concern is the long-term effectiveness of these innovative approaches (Serdyukov, 2017). Although self-management games have proven effective for students with ADHD, the question of their long-term impact on academic achievement remains open (Harrison et al., 2020). Additionally, the effectiveness of open educational resources may be diminished at higher levels of education due to increased academic pressures.

The future of education lies in the development of tailored strategies that meet the specific educational contexts and needs of learners (Lim et al., 2018). Long-term studies will be needed to assess the sustainability and effectiveness of these interventions, and it is crucial to include cross-cultural assessments to test the applicability of these methods in different educational environments (Medina, 2023; Xie et al., 2019).

CONCLUSION

This systematic review identified eight relevant studies that investigated self-management interventions in primary education. The analysis revealed that cognitive self-management was the most frequently examined domain, particularly through the use of digital tools aimed at improving students' attention, memory, and independent learning (Huang & Yu, 2019; Yu et al., 2024). Behavioural self-management, including goal setting and self-monitoring, was also shown to significantly contribute to better academic outcomes and student responsibility (Panagopoulou-Stamatelatu, 1990; Smith et al., 2022). Although emotional self-management appeared less frequently, the studies that integrated digital social-emotional learning (SEL) components demonstrated promising effects on student well-being and engagement (Zeybek, 2023).

Seven out of the eight reviewed studies confirmed the positive impact of digital technologies in supporting self-management development. Interventions included video-based instruction, mobile platforms, and interactive games, all of which

contributed to increased student motivation, engagement, and autonomy (Harrison et al., 2020; Wong et al., 2020). Particularly effective were models such as SDOA for younger students and gamified approaches. Open Educational Resources (OER) also emerged as valuable tools for fostering self-directed learning and motivation (Wong et al., 2020).

Despite these encouraging findings, several challenges and limitations were identified. Some studies lacked methodological robustness due to small sample sizes or short-term interventions (Smith et al., 2022). There is a strong need for enhanced teacher training, as well as better integration of digital tools into existing curricula (Zeybek, 2023; Aliksieieva et al., 2021). Furthermore, most of the research comes from Western or technologically advanced contexts, limiting the cross-cultural generalizability of the results.

This review highlights the potential of combining digital technology with pedagogically grounded self-management strategies to improve learning, behaviour, and emotional outcomes. Future research should prioritize long-term studies, culturally sensitive implementations, and systematic teacher support, as well as the development of effective and scalable interventions. With such an approach, educational systems can better empower students to take ownership of their learning and become more resilient and independent learners in the 21st century (Grady & Gough, 2014; McClelland & Cameron, 2011).

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SUSTAVNA ANALIZA ISTRAŽIVANJA O SAMOREGULIRANOM UČENJU UZ POMOĆ PRIMJENE DIGITALNE TEHNOLOGIJE U OSNOVNOŠKOLSKOM OBRAZOVANJU

SAŽETAK

Ovaj sustavni pregled kritički procjenjuje recenziranu stručnu literaturu posvećenu ishodima intervencija u svrhu samoreguliranog učenja u osnovnim školama uz pomoć primjene digitalnih tehnologija. Na temelju smjernica PRISMA 2020, ovaj pregled obuhvaća osam podatkovnih baza, a sadržava empirijske studije, recenzije stručne literature, meta-analize i teorijske radove objavljene između 2014. i 2024. U skladu s kriterijima za uključivanje, naglasak je stavljen na intervencije vezane za samoregulirano učenje u osnovnim školama. Rezultati upućuju na presudni utjecaj samoregulacije u učenju na osnovno obrazovanje. Studije pokazuju da intervencije, uključujući i one koje se koriste digitalnim alatima, igrama i javno dostupnim obrazovnim resursima, uvelike povećavaju zalaganje učenika, ishode učenja, kao i društvene i emocionalne kompetencije. U ovom pregledu naglašena je važnost osposobljavanja učitelja i identifikacije zapreka u integraciji strategija za samoregulirano učenje u postojeće nastavne planove i programe. Učinkovito samoregulirano učenje zahtijeva nijansiran pristup koji tradicionalne metode kombinira s modernim digitalnim tehnologijama prilagođenim individualnim potrebama učenika. Tako, primjerice, integriranje tehnika samoreguliranog učenja koje se temelje na igrama i digitalnim alatima, poput aplikacija za mobilno učenje, pospješuje zalaganje i akademski uspjeh, posebno među učenicima s poteškoćama u učenju. Iako je nužno nastaviti istraživanja kako bi se procijenila dugoročna učinkovitost digitalnih intervencija i razvoja inovativnih strategija za promicanje samoreguliranog učenja u različitim obrazovnim kontekstima, nema sumnje da digitalna tehnologija donosi potencijalne prednosti. Zbog nedostataka tradicionalnih metoda, koje često prednost daju vanjskoj kontroli, a ne poticanju unutrašnje motivacije i samoregulacije, sve je vidljivija potreba za novim i poticajnim alatima. To je posebno važno s obzirom na to da je djeci mlade dobi samoregulirano učenje često problematično, pa su zato agresivni, nedostavno motivirani i odustaju od učenja. Iz tradicionalnih pristupa često izostaju učinkovite intervencije, posebice one utemeljene na modernoj digitalnoj tehnologiji, koja je potrebna kako bi se ove zapreke pri-

KLJUČNE RIJEČI:

samoregulirano učenje, društvene i emocionalne kompetencije, model Prisma, digitalna tehnologija, učenici

mjereno prevladale i kako bi se razvile vještine nužne za samoregulirano učenje.

Međutim, studije upozoravaju na to da u istraživanju vještina potrebnih za samoregulirano učenje nedostaje važna karika s obzirom na primjenu digitalne tehnologije u obrazovnom okruženju. Ta nepoznanica predstavlja ključno područje za daljnja istraživanja jer podcrtava potrebu za nijansiranijim razumijevanjem moguće primjene digitalne tehnologije ne samo u svrhu akademskog napretka nego i za poticanje elementarnih društveno-emocionalnih kompetencija poput samoreguliranog učenja. Stoga se istraživanjem primjene interaktivnih igara, obrazovnih aplikacija i poticajnih digitalnih platformi, osmišljenih u svrhu razvoja samoreguliranog učenja, mogu stvoriti preduvjeti za preoblikovanje poduke i učenja tih ključnih vještina. Ove digitalne tehnologije omogućavaju poticajnije i personaliziranije uvjete za učenje zato što individualnim potrebama i stilovima učenja mogu pristupiti iz perspektive koja je tradicionalnim metodama često nemoguća.

CONTEXTUAL FACTORS AS A PARAMETER OF THE QUALITY IMPLEMENTATION OF EDUCATIONAL INCLUSION – THE PRISM OF THE FAMILY CONTEXT AND REGULAR SCHOOL SYSTEM¹

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ABSTRACT

This review paper explores and defines the role of contextual factors as constructive elements in inclusive education. Quality implementation of inclusion implies changes at the level of everyday educational practice, focusing on the clear role of all key stakeholders involved in the implementation process itself. Analyzing various dimensions of context, including family environment, school systems, social climate, and political and legislative frameworks, the paper explores how these factors shape and encourage inclusive education. By reviewing relevant research, the paper identifies key aspects of context that positively influence inclusion. Exploration of their role in supporting diversity and creating enabling frameworks for people with different educational needs emphasizes the principle of accepting mutual differences in work as incentives, not obstacles. By identifying key contextual factors in order to analyze and synthesize previous knowledge, a clear framework and starting point is created in terms of organizational and programmatic preconditions for the implementation of inclusion. Synthesis of previous knowledge provides insight into the importance of contextual approach to inclusive education, emphasizing the need for further research and practices aimed at improving inclusive education in the system of regular and special educational institutions.

KEYWORDS:

contextual factors, inclusive education, children with disabilities, preschool and regular educational system, family

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INTRODUCTION

Inclusion is the process of equal inclusion of an individual, regardless of their developmental capabilities, in social activities and community life. Educational inclusion provides children with disabilities with equal opportunities to participate in educational activities by adapting teaching content, methods, and strategies, and presents them with equal access to educational resources in order to achieve their full potential. Such an approach not only enables students with disabilities to participate in regular educational activities but also contributes to their social integration and the development of competences necessary for active participation in the community. According to UNESCO, inclusion is a dynamic approach of positive response to student diversity, accepting individual differences as an asset for learning, not a problem (Babić Pezo, A., Velki, T., 2018).

Inclusive education in the Republic of Croatia is based on legislation that protects the rights of the child, the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities. The Republic of Croatia ratified the Convention on the Rights of the Child in 1991, and in 2007, it ratified the Convention on the Rights of Persons with Disabilities. Therefore, the Constitution of the Republic of Croatia guarantees persons with disabilities the right to inclusion in society and equal inclusion in the education system (Croatian Parliament, 1 April 2005). According to Article 23 of the Convention on the Rights of the Child (UN, 1989), the signatory countries of the Declaration of the Rights of the Child are obliged to recognize the right of a child with disabilities to lead an active life in the community, guaranteeing dignity and independence.

The aforementioned documents ensure the right of a child with disabilities to education in accordance with developmental abilities and needs, equal inclusion in the education system, development of competences necessary for active participation in the community, and consequently, to integration in society.

LEGISLATION FOR THE INCLUSION OF CHILDREN WITH DEVELOPMENTAL DISABILITIES IN THE REGULAR PRIMARY SCHOOL EDUCATION SYSTEM

In the Republic of Croatia, there are various legal acts, strategic, general, and implementation documents that regulate the upbringing and education of children with developmental disabilities. One such document is the Education Act (OG

98/19; 64/20). This document defines students with developmental disabilities as children with various health, physical, motor, and learning difficulties, emotional problems, or social and cultural factors that can negatively affect their development. The aforementioned difficulties can prevent a child from participating equally in regular school activities, and the goal of inclusive education is to enable all students, including children with disabilities, to participate equally in the educational process. The upbringing and education of children with disabilities is based on accepting diversity and ensuring conditions for the maximum development of each student, while equalizing opportunities for achieving educational goals and ensuring education near their place of residence.

For students with developmental disabilities, the Ordinance on Primary and Secondary Education (OG 24/15) provides various types of adapted programs, including regular programs with individualized procedures, special programs for acquiring competences in everyday life activities, as well as special programs with rehabilitation procedures.

Also, the Ordinance on Teaching Assistants and Professional Communication Mediators (OG 102/18, 59/19, 22/20) allows schools to hire experts who provide additional support to children with disabilities, thereby improving access to education and enabling greater social integration of students. Laws and ordinances set clear guidelines for the implementation of inclusion, but success depends on quality cooperation between all participants, including teachers, parents, assistants, and professional services, with the aim of ensuring maximum support for students with developmental disabilities.

Program support includes various rehabilitation and educational programs implemented in schools with the consent of the Ministry of Science, Education and Youth. The Expert Committee also establishes specific procedures for adjusting the educational process based on the psychophysical state of students, as stated in the Ordinance on the Process for Determining the Psychophysical State of Children and Students and the Structure of Expert Committees (Official Gazette 67/14, 63/20).

The National Framework Curriculum for Preschool, General Compulsory and Secondary Education (MoSES/2011) and the Education Act (Official Gazette 68/18, 98/19, 64/20) are aimed at building an inclusive education system that fosters more effective education of all children, including children with developmental disabilities. Encouraging learning adaptation and evaluating the achievements of students with disabilities allows the creation of an inclusive society, reduces discrimination, and contributes to greater economic efficiency of the education

system. For successful inclusion, cooperation of all participants in the educational process is necessary, with an emphasis on the competences for the implementation of inclusive education. Therefore, it can be concluded that an effective response to inappropriate and discriminatory attitudes towards children with developmental disabilities can be provided by inclusively oriented (regular) schools. The goal of the educational process in the primary school system in the education of children without disabilities as well as those with developmental disabilities is to encourage holistic development, nurture the strengths of each child, recognize their developmental opportunities, and meet their needs.

In order to achieve a high level of quality in educational inclusion, in addition to theoretical considerations and partial practical solutions, mutual cooperation of all participants in the educational process is necessary. The goal of the educational process in the primary school system in the education of children without difficulties as well as those with developmental difficulties is to encourage holistic development, nurture the strengths of each child, recognize their developmental opportunities, and meet their needs. In order for professional staff in the primary school education system to respond appropriately to the needs of children with developmental difficulties, it is necessary for them to have the competences to implement inclusion.

CULTURE OF AN EDUCATIONAL INSTITUTION – PRESCHOOL AND REGULAR SCHOOL PERSPECTIVE

The culture of an educational institution is defined by a system of values, beliefs, and traditions that have been built over time by all stakeholders in the educational/teaching process, facing various challenges. School culture is characterized by the expectations of the individual, the values they represent, and the thoughts and behaviors within the community. The role of stakeholders in the educational process is to build an institution in which everyone feels accepted and welcome, which becomes especially prominent when children with developmental disabilities enter the regular education system.

It is necessary to emphasize that quality inclusive education implies much more than the basic elements of a child's presence in the education system. Inclusive culture belongs to the pedagogical dimension of the school and implies the role of teachers and other professional school employees in nurturing and supporting inclusion, which ultimately contributes to laying the foundations of inclusion in

the entire society.

The transition from family to early and preschool education is a significant process that causes fear and insecurity in children and parents. A successful transition is based on respecting the rights and developmental specificities of the child and the support and understanding of all participants, especially for children with developmental disabilities. The interaction of all participants in the transition process is a predictor of the child's successful inclusion in the educational community (Miočić, 2019). In order for a child to adapt to a new environment, it is necessary to understand the child's specific difficulties, as well as the problems that the child and their family encounter on a daily basis. The relationship between educators, teachers, and parents has a crucial role in the child's adaptation and inclusion in society. In this transactional process, mutual trust and cooperation are essential. Parents of children with developmental disabilities are often not prepared for the challenges of raising and educating their child and need professional support. Activities organized by experts, such as counseling, educational meetings, and joint activities, can help in this process. The partnership between families and educational institutions is based on continuous communication and coordination of work with the child's needs (Kraft-Sayre and Pianta, 2000). Fröbel emphasized the importance of the connection between the preschool and primary school systems, which is also confirmed by recent research (La Paro et al., 2000; Miočić, 2023). Active involvement of parents in the child's transition from preschool to school has a positive impact on their socio-emotional development and academic success (Griebel and Niesel, 2003; O'Kane et al., 2013). Individualized transition programs that provide support to parents and enable cooperation between educators and teachers are recommended for children with disabilities. The goal is to facilitate the child's adaptation and provide the necessary support from the moment they are enrolled. Parents of children with disabilities highlight four main problems when starting school: lack of communication with the school, exclusion from decision-making, a feeling of unacceptance, and lack of information about the child's progress (Miočić, 2022; Janus et al., 2007). The issue of (non) cooperation between kindergartens and schools is not specific only to children with disabilities. In Croatia, there is no regulation regulating this cooperation, and the preschool and school curricula are not harmonized. Although the Education Strategy (2014) emphasizes the importance of continuous support for children and cooperation between institutions, specific guidelines for implementation are lacking.

Inclusive school culture is achieved through three dimensions: creating an inclusive culture, creating inclusive policies, and developing inclusive practices

(Ivančić, Đ., Stančić, 2013).

Creating an inclusive culture involves building a community of inclusive values such as cooperation and a safe and stimulating environment, while creating an inclusive policy is based on building a school for all children with a special emphasis on supporting and accepting diversity. The development of inclusive practice refers to providing material and professional resources, and to educational institutions and local communities, necessary for the organization and implementation of various forms of learning and the implementation of the teaching process (Ivančić, Đ., Stančić, Z., 2013).

Society plays a significant role in the quality of inclusion, which Bouillet (2010) agrees with, stating that a difficulty or special need is not just a medical term or description of a health condition, but a social construct. Also, Karamatić Brčić (2013) believes that the goals of education arise from society and culture, with each individual society having its own ideology from which a certain system of values and norms emerge that teachers transfer to school.

The concept of inclusion encompasses a wide range of aspects relevant to its understanding and action, from laws and regulations enacted by individual states to the culture and value system of a society and local communities. In the context of this paper, the focus is on educational inclusion in a broader and narrower sense. According to Karamatić Brčić (2013), educational inclusion in a broader sense refers to the inclusion of people at risk of social exclusion and marginalization, while in a narrower sense educational inclusion emphasizes the right of a child to education in the regular education system, in accordance with their individual capabilities. In order for inclusion to fully take root not only in the education system of the Republic of Croatia, but also in society as a whole, cooperation between all stakeholders is necessary (Sunko, 2006; Bouillet, 2010). In the last century, people with developmental disabilities were viewed through the prism of difficulties and developmental disabilities, so they attended special schools and were placed in special institutions, which resulted in segregation and stigmatization (Bouillet, 2010; Sunko, 2006; Krampač-Grljušić, Marinić 2007; Zrilić, Brzoja, 2013). In addition to segregation, the planning and implementation of educational work was based on students' developmental difficulties and labeling, focusing exclusively on teaching according to the developmental difficulty, without taking into account the student's potential and without starting from a holistic understanding of the child (Sunko, 2006).

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Essential features of inclusion encompass learning according to a model (Bach, 2005), changing attitudes, opinions, and prejudices of the environment that are based on traditional methods of teaching children with disabilities and meeting their needs (Krampač-Grljušić and Marinić, 2007). As stated by Karamatić Brčić (2013), in order for the inclusion of a child with disabilities in the regular education system to be successful, it is necessary to employ competent professional staff in accordance with pedagogical standards and to ensure appropriate spatial conditions and didactic and methodological equipment. In addition, the pedagogical dimension of inclusion particularly emphasizes a positive attitude of all participants in the teaching process towards students with disabilities, as well as the belief in their learning abilities in appropriate pedagogical, didactic, spatial and material conditions.

According to Batarelo Kokić et al. (2009), there are financial, structural, socio-cultural, and political difficulties in the implementation of inclusion in the Republic of Croatia. Under the category of financial difficulties, the author lists the inability to provide material resources for education and training for appropriate work with children with disabilities, while in the category of structural difficulties the limitations of rural areas are mentioned (school transport, inadequate or non-existent infrastructure for people with disabilities with a special emphasis on teaching aids). Insufficient focus on legal acts and legislation related to inclusive education and centralization with a special emphasis on the decentralization of the curriculum is classified as a political difficulty. However, in addition to all the aforementioned challenges, special attention should be paid to the discrepancy between legislation and its application in practice (Sunko, 2006; Batarelo Kokić et al., 2009).

The authors attribute this to the failure to ensure prescribed working conditions, which is also supported by research results. Specifically, the results obtained from the research conducted by Batarelo Kokić et al. (2009) showed that in addition to inadequate material conditions, teachers stated that during their studies they did not acquire sufficient knowledge about specific teaching forms which are necessary for working with children with developmental disabilities, and consequently lack competences to implement inclusive education (Batarelo Kokić et al., 2009, Karamatić Brčić, Petani, Miočić, 2020). From the pedagogical perspective, the difficulties in implementing inclusion can be removed and overcome by acquiring knowledge and developing the necessary competences of teachers.

The inclusion of a child with disabilities in the regular education system encourages inclusive values based on the awareness of individual differences and the focus on creating and implementing teaching units in accordance with individual capabilities of each student (Karamatić Brčić, 2013). All stakeholders play a significant role in the implementation of legal acts regulating the rights of all children/students with developmental disabilities.

THE ROLE OF STAKEHOLDERS IN THE INCLUSIVE EDUCATION PROCESS

The fundamental principles of inclusive education are ethics, interdisciplinary approach, professionalism, and teamwork of all stakeholders. Therefore, it is necessary to emphasize that a major role in inclusive education is played by interdisciplinary competence of professional school staff (teachers, professional associates, principals) and external stakeholders (school doctors, external associates), as well as their cooperation with parents/guardians to the benefit of the child.

Principals play a significant role in the implementation of legal acts regulating the rights of all children/students with developmental disabilities. The role of the principal is to encourage and support the development of an inclusive school culture and its quality implementation during the educational process, to cooperate with professional associates and teachers in finding appropriate pedagogical, programmatic, and organizational work models, and to ensure material conditions for their implementation. In order to achieve a high level of quality of inclusion and ensure the necessary resources for the educational/teaching process, in addition to cooperation with professional school staff, the cooperation of the principal with

the local community plays a significant role.

The role of the teacher is to plan and implement educational activities, methods, and forms of work in accordance with the child's developmental capabilities, and to create an environment that will encourage the development of each child's full potential. Also, in cooperation with the school's professional associates, the teacher develops and implements individualized learning materials, produces necessary school documentation with the aim of monitoring the developmental and educational progress of the student, and creates an expert opinion and proposals for further activities, types, and forms of work and support for the student with difficulties. In addition, the role of the school's professional associates is to plan, implement, and evaluate preventive programs in order to provide timely and appropriate support to all students. This approach seeks to reduce students' risky behavior, develop competences for successfully solving everyday problems and learning, and strengthen protective factors in order to try to prevent the development of new disorders. Accordingly, scientifically based individual and/or group professional interventions aimed at students and their parents/guardians are planned, organized, and implemented. Special weight is given to the protection of children's rights, emphasizing the importance of accepting diversity, mutual understanding, tolerance, and educational inclusion, not only in school but also in the wider community.

In order for a student with developmental disabilities to progress during their education, it is necessary to create a curriculum within which the child's special characteristics, i.e., the specifics of their developmental disabilities, as well as their individual needs will be taken into account. In order to determine the appropriateness of the planned curriculum and the quality of its application during the teaching/educational process in relation to an individual student with developmental disabilities and to the possible need for changes and adjustments, its evaluation is necessary. The procedure and elements for an evaluation of educational achievements of students in relation to educational outcomes of subject curricula are established by the Ordinance on the Manner, Procedures, and Elements of Evaluation of Primary and Secondary School Students (Official Gazette 100/21; , 43/20; 82/19; 112/10). The assessment of the student's achievements and the adoption of educational outcomes is carried out descriptively or numerically, in accordance with the educational program they attend/are included in/enrolled in. In addition to the adoption of educational outcomes, adopted educational values and their attitude towards work and set tasks play a special role in the evaluation of students with disabilities. The primary role of professional staff at the educational institution

that the student attends is to develop their self-confidence and sense of progress in order to make good use of acquired competences and develop new ones, and to encourage students to actively participate in classes and extracurricular activities.

It is necessary to emphasize that the methods/models, procedures, and elements for an evaluation of the achievements of students with difficulties and student behavior, regardless of whether individual programs or special curricula are implemented with them, should be designed and applied by teachers taking into account the characteristics and difficulties of each student. Any errors made by the student when performing individual activities or presenting knowledge and understanding educational material, which may be a consequence of a developmental disability, should be corrected, but it should in no way affect the final evaluation of the student's work or grade. In this case, the assessment of the student's achievements should be assessed descriptively.

EDUCATIONAL WORK IN AN INCLUSIVE SCHOOL/CLASS

In the system of education of children/students with developmental disabilities, reasonable accommodation implies ensuring access to the school environment, appropriate educational programs/curriculums and forms of schooling, professional support, and pedagogical and didactic adjustments in accordance with the developmental characteristics and individual needs of the student in order to enable his/her participation in the educational process on an equal basis with other students and thus prevent his/her discrimination on the basis of disability. The principle of reasonable accommodation implies the tendency for students to become independent in the school environment. Ensuring reasonable accommodation for a student with developmental disabilities does not relieve the student of the obligation to perform tasks and acquire competences according to the appropriate educational program/curriculum determined for him/her, but only the adjustment of the manner of their achievement. By developing inclusive educational practices, teaching activities are planned and carried out in accordance with the curriculum of a particular subject in relation to the entire class that the child with disabilities masters with the support of the teacher and, if necessary, a professional school associate.

All children/students with and without developmental disabilities during all levels of education encounter various forms of transition processes, such as transition from

one educational context to another, from one activity to another, from class to subject teaching, from classroom to classroom, from primary to secondary school education system, from school to hospital. In addition to the above transitions, children/students with disabilities may encounter transitions of different types of curricula or transitions from regular to separate class/program. The changes that the child/student encounters can result in stress and thus prevent their quality participation in everyday activities and interaction with the environment. In order to alleviate stress and facilitate the child's easier adaptation to the new environment, its demands, and expectations, it is necessary to prepare the child/student and provide continuous individual support and assistance. In order to respond to the needs and capabilities of the child/student during the transition process, cooperation between all stakeholders is necessary, as is mutual exchange of information about his/her cognitive and socio-emotional development and the characteristics of the family context.

Before including a child/student in the educational process, school professionals plan forms of support for the student, plan and implement appropriate activities, methods, and forms of work in accordance with/within the educational program/curriculum, based on the collected documentation and data. In order for a child/student with developmental disabilities to be able to follow the educational/teaching process in the regular educational system, it is necessary to adapt the teaching model and forms. Therefore, individualized curricula, which contain the guidelines for optimal forms and content of educational support for students with disabilities (Guidelines for Working with Students with Disabilities, MZO 2021), are created when developing and planning individual activities and content, their implementation in everyday educational work, and an evaluation of the learning and teaching process of students with developmental disabilities. The guidelines inform professional staff about essential components of the individualized curriculum, additional learning resources, and the personal role in working with a child/student with developmental disabilities. During the implementation process, the individualized curriculum can be changed and improved according to the individual child/student and his/her capabilities/competences. Exclusive adaptation of the student to the educational system is not expected, but rather the adaptation of the system to the needs and capabilities of the child/student is suggested. The planning and implementation of the educational/teaching process is based on the development of socio-emotional skills and the acquisition of competences that the child/student will use in everyday life.

The goal of inclusive education is to provide equal educational opportunities and an equal learning environment for every child/student.

In addition to the adaptation of the educational/teaching process, an important segment in the child/student's easier transition from one context to another is the support and advisory work with parents/guardians, which is necessary in order to best respond to the set expectations/outcomes of a particular subject. Cooperation and partnership between professional staff and parents is a long-term process that requires compromise, respect, and a high level of mutual understanding. During the child's/student's involvement in the educational/teaching process, the parent/guardian should be familiar with all information about his/her progress, any difficulties he/she encounters, and his/her rights and obligations. Otherwise, there may be consequences that can be harmful and unproductive, especially for a child with disabilities, but also for students without disabilities.

THE ROLE OF FAMILIES IN INCLUSIVE EDUCATION

Inclusive education aims to create an educational environment that accepts and supports all students, regardless of their differences, including students with special educational needs, intellectual disabilities, developmental difficulties, disabilities, or socio-economic and cultural barriers (Ainscow and Miles, 2008). Families play a key role in this approach, as their participation can significantly impact students' educational outcomes and experiences. According to research, the involvement of families and local communities plays a crucial role in achieving quality education for all students (Cologon, 2014; Henderson and Mapp, 2002). Family takes on multi-directional interaction and acts as a communicator between schools and family units, so the main goal is to provide social and emotional support to family members, teach them necessary skills, and contribute to children's development in different ways (Bağçeli Kahraman, 2018).

Recent studies have systematically provided proof of the significant role that families have in children's education, especially when it comes to children with special needs. Key information about children's needs, interests, and behaviors are consistently provided by parents and caregivers (Ainscow and Miles, 2008). Family members successfully complement teachers' knowledge about their children, which enables a better understanding and adaptation of the teaching process (Arce, 2019). Numerous studies have established a crucial role of family participation in education because families can provide information that allows educational strategies to be adapted to the specific needs of students, especially

for students with developmental disabilities (Bağçeli Kahraman, 2018; Cologon, 2014; Garcia and Rios, 2014). Furthermore, the support that families provide in educating children, especially those with special needs, is threefold: it complements teachers' knowledge about the specific condition of the child, identifies specific educational patterns necessary for children with special needs to gain academic success, and contributes to the overall quality of educational support and process. With the help of the family, school practices can be designed to better align with students' needs (Bolivar, 2006; Epstein, 2011; Escribano and Martínez, 2016; Rasbash et al., 2010; Simón and Barrios, 2019; Vigo and Soriano, 2015). Moreover, involving parents in the educational process not only improves the academic success of students but also fosters their emotional development (Henderson and Mapp, 2002). This is especially important in inclusive education, where students' needs are often more complex and require tailored approaches.

Involving families in education can improve students' self-confidence and their motivation to learn. This connection between family and school can result in greater engagement and a sense of responsibility for education among all parties involved (Gahwaji, 2019).

Inclusive education not only promotes educational adaptation but also social integration of all students. This includes both school as an institution for teaching and sharing knowledge and family because it is in this context that children develop their concept of diversity. Therefore, supporting and involving families is one of the responsibilities of an inclusive school (Doménech and Moliner, 2014). Connecting school and family builds a strong relationship between the two environments, promoting trust, mutual understanding, and exchange of information, and providing opportunities and developing new skills. It is important to emphasize that the child's first social and cognitive learning begins in the family environment, which is the first school of human and social values of relationships and coexistence (Arce, 2019; Hacıbrahimoglu, 2022).

UNESCO (2009) stated the importance of an active role of families in all aspects of the educational process, including the planning, implementation, and evaluation of educational activities. Inclusive education should not only be part of the school system; it should aim for a broader social inclusion instead, encouraging the holistic development of each child (Ainscow and Miles, 2008). Research indicates that including family members in the educational process can help children with special needs to overcome challenges and provide them with the additional support they need for educational success. In order to have successful inclusive education, it is crucial

to create strong and positive relationships between school and family (Bellido-Calla, 2021). Family members have a significant role in creating an educational environment that encourages students' development (Doménech and Moliner (2014). The link between school and family can improve educational strategies and outcomes, thereby contributing to the efficacy of inclusive education (Gahwaji, 2019).

Although stakeholders, educational institutions, and families recognize the importance of active family involvement in inclusive education per se, there are still numerous options for their active participation. In the inclusive educational process, the role of the family can vary, from extremely passive, in the way of just receiving information, to very active participation (Ceballos and Saiz, 2021). Some barriers can limit the ability of families to engage in this educational process, such as lack of time, resources, and information (Bryan and Henry, 2012), or even their socioeconomic status, with lower-income families often having fewer opportunities for active participation (Valdés and Sánchez, 2016). Other studies have shown that families who have children with special needs often show significantly lower levels of satisfaction with school compared to parents of typically developing children (Kováč, 2021), which can reduce their motivation for participation in the educational process. Also, differences in school satisfaction are even wider between parents living rurally compared to the ones living in urban areas (Miljević Ridički et al., 2011). Although the significant role of families in school meetings, activities, and projects has already been established, it should be further emphasized that this does not mean simply attending meetings, activities, or school groups. Principals of educational institutions must ensure the active role of the family in order to encourage parents to participate more effectively and to establish mutual collaborative partnerships (Erol and Turhan, 2018).

Successful inclusive education involves establishing strong connections between educational institutions and families. The best partnerships are based on mutual trust, respect, and constant communication (Pavlović Breneselović and Krnjaja, 2017). These relations foster better collaboration in planning and implementing educational activities, which can improve children's educational outcomes significantly (Jeremić et al., 2023). For families it is very important to be active participants in children's educational activities as that can enhance their sense of belonging and responsibility for their children's education. By providing support that is aligned with the school's educational goals, such as helping with learning at home, participating in school activities and providing emotional support, families can significantly help with the implementation of inclusive education (Bağçeli

Kahraman, 2018). The effectiveness of inclusive education depends on strong and stable cooperation between families and schools, which can consequently improve students' educational outcomes and experiences (Cologon and Mevawalle, 2018) and foster positive development and child safety (Miškeljin et al., 2021).

The role of the family in inclusive education is inestimably important for a successful educational process. Most of all, active family participation is crucial for improving educational outcomes and student experiences, providing the support and information needed to adapt educational strategies. Even though there are challenges in ensuring active family participation, building strong partnerships between families and schools can help overcome these barriers and significantly foster the inclusive educational process.

CONCLUSION

Mutual cooperation of all participants is crucial to the educational process in order to achieve a high level of quality in educational inclusion. The goal of the educational process in the primary school system in the education of children without difficulties as well as those with developmental difficulties is to encourage holistic development and the development of the strengths of each child, to recognize their developmental opportunities, and to meet their needs. School culture is characterized by the expectations of the individual, the values they represent, and the thoughts and behaviors within the community. It is necessary to emphasize that quality inclusive education implies much more than the basic elements of a child's presence in the education system.

The fundamental principles of inclusive education are ethics, interdisciplinarity, professionalism, and teamwork of all stakeholders. The role of the teacher is to plan and implement educational activities, methods, and forms of work in accordance with the child's developmental capabilities, and to create an environment that will encourage the development of each child's full potential.

The goal of inclusive education is to provide equal educational opportunities and an equal learning environment for every child/student. In addition to the adaptation of the educational/teaching process, an important segment in the child/student's easier transition from one context to another is the support and advisory work with parents/guardians, which is necessary in order to best respond to the set expectations/outcomes of a particular subject.

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KONTEKSTUALNI ČIMBENICI KAO ODREDNICE KVALITETNE PROVEDBE OBRAZOVNE INKLUZIJE KROZ PRIZMU OBITELJI I REDOVNOG ŠKOLSKOG SUSTAVA

SAŽETAK

Ovaj pregledni rad istražuje i definira ulogu kontekstualnih čimbenika kao konstruktivnih čimbenika inkluzivnog obrazovanja. Kvalitetna provedba inkluzije podrazumijeva promjene na razini svakodnevne odgojno-obrazovne prakse, s fokusom na jasnu ulogu svih ključnih dionika uključenih u sam proces provedbe. Analizirajući različite dimenzije kontekstualnih čimbenika, uključujući obiteljsko okruženje, školske sustave, društvenu klimu te političke i zakonodavne okvire, rad istražuje kako ti čimbenici oblikuju i potiču uspješnu implementaciju inkluzivnog obrazovanja. Pregledom relevantnih istraživanja, rad identificira ključne aspekte kontekstualnih čimbenika koji pozitivno utječu na inkluziju. Istražujući njihovu ulogu u podržavanju različitosti i stvaranju poticajnih okvira za osobe s različitim obrazovnim potrebama, ističe se načelo prihvatanja međusobnih razlika u radu kao poticaja, a ne prepreka. Analizom i sintezom dosadašnjih znanja identificiranjem ključnih kontekstualnih čimbenika stvara se jasan okvir i polazište u kontekstu organizacijskih i programskih pretpostavki za provedbu inkluzije. Sintezom dosadašnjih spoznaja daje se uvid u važnost kontekstualnog pristupa inkluzivnom obrazovanju, naglašavajući potrebu daljnjih istraživanja i praksi usmjerenih na unapređenje inkluzivnog obrazovanja u sustavu redovnih i posebnih odgojno-obrazovnih ustanova.

KLJUČNE RIJEČI:

kontekstualni čimbenici, inkluzivno obrazovanje, djeca s teškoćama u razvoju, predškolski i redovni obrazovni sustav, obitelj

NOMENKLATURA KONSTRUKTA ADHD U KONTEKSTU HRVATSKOG GOVORNOG PODRUČJA

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SAŽETAK

ADHD (engl. *Attention Deficit Hyperactivity Disorder*) je neurorazvojni poremećaj kojeg karakterizira perzistentni obrazac nepažnje i/ili hiperaktivnosti/impulzivnosti koji ometa funkcioniranje ili razvoj. Nije rijetkost etiketiranje i stigmatizacija takvih učenika u odgojno-obrazovnom okruženju. O jeziku koji se koristi za opisivanje osoba s teškoćama ovise načini interakcije i očekivanja ostalih osoba u kontaktu s osobama s teškoćama. Na procese etiketiranja i stigmatizacije djeluje nazivlje poremećaja te ukorijenjenost nazivlja u medicinskom ili pak socijalnom modelu teškoća. Medicinski model prihvaća medicinsku perspektivu kao autoritet pri definiranju teškoća i invaliditeta, dok je u socijalnom modelu perspektiva usmjerena na socijalno okruženje osobe s invaliditetom i/ili teškoćama. Stigmatizacija započinje uočavanjem razlika u okviru društvenog konteksta i etiketiranjem pojedinaca koji odstupaju od normi. Takve razlike povezuju se s negativnim stereotipima, a kasnije s predrasudama i diskriminacijom što ima negativne učinke na društvene prilike i uspjeh učenika s ADHD-om. Svrha je ovog rada ponuditi znanstveno utvrđen prijedlog termina koji će se koristiti u budućim znanstvenim i stručnim radovima, zakonskim aktima te interdisciplinarnoj komunikaciji među stručnjacima. Implementacija nazivlja u praksi predstavlja aplikativnu svrhu ovog rada. Osnovni je cilj ovog rada prikazati tijek razvoja terminologije poremećaja u okviru hrvatskog jezika, koji je u anglosaksonskim okvirima najčešće naslovljen kao *Attention Deficit Hyperactivity Disorder*, čija je pokrata *ADHD*, te dati prijedlog naziva koji je optimalan za upotrebu u hrvatskom jeziku u budućnosti. Ponuđena su dva prijedloga termina – (1) teškoće aktivnosti i pažnje, (2) ADHD.

KLJUČNE RIJEČI:

ADHD, medicinski model, nomenklatura, socijalni model, stigma

UVOD

Sustav odgoja i obrazovanja strukturalna je osnova stabilnosti modernog europskog i svjetskog društva 21. stoljeća. Takva poželjna stabilnost podrazumijeva inkluziju i inicijalno jednaka prava za sve jedinice društva, no upravo su takva fundamentalna prava pojedinca ozbiljno ugrožena u okolnostima suvremenih društvenih promjena. Mnogim ključnim dokumentima (European Agency for Development in Special Needs Education, 2012; UN, 2006; UNESCO, 1994; UNESCO, 2017) inkluzivno se obrazovanje ističe kao potencijal za sveobuhvatno uključivanje svih društvenih dionika. Inkluzivno obrazovanje podrazumijeva „uvažavanje svih učenika te nastavnog i školskog osoblja na jednaki način te sudjelovanje svih učenika, odnosno smanjivanje njihovog isključivanja iz školske kulture, kurikuluma i lokalne zajednice” (Booth i Ainscow, 2002: 3). Svakako je nužno propitivati zašto učenici s ADHD-om ne bivaju adekvatno uključeni u odgojno-obrazovnu i širu društvenu zajednicu. Jedan od potencijalnih uzroka takve situacije svakako je nomenklatura povezana s obilježjima koja su karakteristična za ADHD.

U hrvatskom govornom području zabrinjavajuća je kontinuirana nedosljednost u procesu kreiranja naziva poremećaja koji u anglosaksonskom govornom području ima jedan ustaljeni naziv: *Attention Deficit Hyperactivity Disorder* ili pokratu *ADHD*. Takva pojava ne čudi s obzirom na to da se nomenklaturi ADHD-a u okviru hrvatskog govornog područja nije još nitko posvetio u značajnoj mjeri. Takvoj situaciji pripomaže činjenica da je ADHD interdisciplinarnan medicinski, pedagoški, a potom i širi društveni fenomen i svaka znanost takav fenomen promatra iz svoje perspektive što svakako djeluje i na samo nazivlje.

S obzirom na terminološku nedosljednost u kontekstu ADHD-a na hrvatskom govornom području, svrha je ovog rada ponuditi znanstveno utvrđen prijedlog termina koji će se rabiti u budućim znanstvenim i stručnim radovima, zakonskim aktima te interdisciplinarnoj komunikaciji među stručnjacima. Implementacija nazivlja u praksi predstavlja aplikativnu svrhu ovog rada. Osnovni je cilj ovog rada prikazati tijek razvoja nomenklature u kontekstu ADHD-a u okviru hrvatskog jezika te dati prijedlog naziva koji je optimalan za upotrebu u hrvatskom jeziku u budućnosti.

Navedeni će se cilj realizirati:

- (1) pregledom naslova dostupne znanstvene literature čiji je barem jedan od autora istaknuti znanstvenik i/ili stručnjak s hrvatskog govornog područja

ja koji se bavi temom ADHD-a uzimajući u obzir radove čiji su (barem) naslovi prevedeni na hrvatski jezik, u naslovu se spominje ADHD i rad se nalazi u znanstvenoj bazi CroRIS. Znanstvenici koji su identificirani kao najznačajniji na području ADHD-a i čiji će se radovi uzeti u obzir: dr. sc. Ivana Batarelo Kokić, dr. sc. Dejana Bouillet, dr. sc. Jasna Kudek Mirošević, dr. sc. Siniša Opić, dr. sc. Mirjana Radetić Paić, dr. sc. Ksenija Romstein, dr. sc. Snježana Sekušak-Galešev, dr. sc. Sanja Skočić Mihić, dr. sc. Esmeralda Sunko, dr. sc. Tena Velki, dr. sc. Nataša Vlah i dr. sc. Smiljana Zrilić.

- (2) pregledom naslova izdanih knjiga posredstvom Kataloga Nacionalne sveučilišne knjižnice uzimajući u obzir knjige napisane između 1991. i 2024. godine (uvrštene u predmet: Djeca s poremećajem pažnje i hiperaktivnošću) barem jednog hrvatskog autora, a da je naslov rada preveden na hrvatski jezik te naslov spominje inačicu hrvatskog naziva termina ADHD te
- (3) pregledom zakonskih akata na mrežnim stranicama *Narodnih novina* i Ministarstva znanosti i obrazovanja na području osnovnoškolskog odgoja i obrazovanja u Republici Hrvatskoj u kojima se spominje inačica hrvatskog naziva termina ADHD.

ŠTO JE ADHD?

ADHD (engl. *Attention Deficit Hyperactivity Disorder*) je neurorazvojni poremećaj kojeg karakterizira perzistentni obrazac nepažnje i/ili hiperaktivnosti/impulzivnosti (Američka psihijatrijska udruga, 2014). S obzirom na tri navedena područja simptoma ADHD-a postoje tri prezentacije ADHD-a – prezentacija s dominantnom nepažnjom, prezentacija s dominantnom hiperaktivnošću/impulzivnošću i kombinirana prezentacija (Rief, 2016). Postotak učestalosti ADHD-a varira, od 3 do 12 % (Vlah, Sekušak Galešev i Skočić Mihić, 2018). Uz navedena obilježja ističu se i dodatne teškoće funkcioniranja učenika s ADHD-om, teškoće u ponašanju (Tengsujaritkul, Louthrenoo i Boonchooduang, 2020; Shiels i Hawk, 2020), emocionalne teškoće (Barkley, 2018; Sjöwall, Roth, Lindqvist i Thorell, 2013), teškoće u socijalizaciji (Huang-Pollock, Mikami, Pffiffer i McBurnett, 2009; Hoza i sur., 2005, prema Aduen, Day, Kofler, Harmon, Wells i Sarver, 2018) i teškoće izvršnih funkcija (Barkley, 2013; Carr, 2015, prema Meerman,

Batstra, Freedman, Hoekstra i Grietens, 2020) što u konačnici negativno djeluje na akademsko funkcioniranje djeteta s ADHD-om (Colomer, Berenguer, Roselló, Baixauli i Miranda, 2017; DuPaul, Morgan, Farkas, Hillemeier i Maczuga, 2016). S obzirom na navedene karakteristike učenika s ADHD-om, nije rijetkost etiketiranje i stigmatizacija takvih učenika u odgojno-obrazovnom okruženju. Na takve procese djeluje i nazivlje poremećaja te naslonjenost nazivlja na medicinski ili pak socijalni model teškoća.

MEDICINSKI I SOCIJALNI MODEL TEŠKOĆA

Medicinski model prihvaća medicinsku perspektivu kao autoritet pri definiranju teškoća i invaliditeta, dok je u socijalnom modelu perspektiva usmjerena na socijalno okruženje osobe s invaliditetom i/ili teškoćama. Prema medicinskom modelu „invaliditet je individualni ili medicinski fenomen koji proizlazi iz oštećenja tjelesnih funkcija ili struktura; nedostatak ili abnormalnost, dok socijalni model invaliditet definira kao društveni konstrukt koji se nameće prije oštećenja od strane društva; neki oblik razlike” (Haegele i Hodge, 2016: 2). U medicinskom modelu etiketira se i kategorizira s namjerom djelovanja na pojedinu teškoću ili invaliditet ne uzimajući u obzir socijalnu percepciju osobe s invaliditetom (Haegele i Hodge, 2016) niti uzimajući u obzir relevantnost okoline pri percepciji invaliditeta i teškoća (Krcek, 2023). U medicinskom modelu medicinskim se postupcima nastoje manjkavosti ukloniti i pojedinca prilagoditi društvu, ostavljajući društvo nepromijenjeno. Socijalni model predviđa promjene u društvu, društvenim idejama i politikama, ne intervenirajući u smjeru pojedinca s obzirom na to da se njegove karakteristike vide jedinstvenima i potencijalom za obogaćivanje društva (Haegele i Hodge, 2016). Posebno je zabrinjavajuće da se u medicinskom modelu čak i pedagoške odluke donose na temelju odluka medicinskih autoriteta i stručnjaka te je takva perspektiva preduvjet za edukacijsko isključivanje i stigmatiziranje za razliku od socijalnog modela koji suzbija stigmatu, uzima u obzir potrebe učenika te mu se proaktivnim metodama prilagođava (Kapoor i Kaul, 2024; Lynn i Lennon-Dearing, 2024). Takav model prihvaća interakciju pojedinca i društva te društvo vidi kao medij u okviru kojeg se etiketira, uzrokuje ili održava invaliditet ili teškoće (Krcek, 2023). Nadalje, u socijalnom modelu pri donošenju odluka i kreiranju promjena u društvu uzima se u obzir osoba s invaliditetom ili teškoćama, a ekskluzija je posljedica nespremnosti okoline na promje-

ne i prilagodbu. Kritika medicinskog modela odnosi se na isključivanje osoba s invaliditetom iz procesa donošenja odluka i izostanak prihvaćanja njihovih želja, potreba i perspektiva.

ETIKETIRANJE I STIGMA

Stigma je kombinacija kognitivne, afektivne i bihevioralne komponente (Goffman, 1997, prema Mueller, Fuermaier, Koerts, i Tucha, 2012) te potiče razvoj predrasuda i diskriminacije (Goffman, 1963). Ako je za neke vrste teškoća karakteristično odstupanje od konvencionalnih oblika ponašanja, kao što je to slučaj kod ADHD-a, stigmatizacija je jača (Martin, Pescosolido, Olafsdottir i McLeod, 2007; Walker, Coleman, Lee, Squire i Friesen, 2008). Upravo osobe s ADHD-om u svim razdobljima života i u gotovo svim okolnostima bivaju stigmatizirane (Lebowitz, 2013). Zbog javne stigme (engl. *public stigma*) imaju manje prilika za realizaciju svojih potencijala što nerijetko dovodi do edukacijskog i društvenog isključivanja. Javna stigma u značajnoj je mjeri preduvjet za razvoj samostigme (engl. *self-stigma*) s obzirom da internalizacija segmenata javne stigme dovodi do prihvaćanja društvene perspektive samog sebe te razvoja samostigmatizirajućeg funkcioniranja stigmatizirane osobe (Corrigan, Larson i Ruesch, 2009).

Stigmatizacija započinje uočavanjem razlika u okviru društvenog konteksta i etiketiranjem pojedinaca koji odstupaju od normi. Takve razlike povezuju se s negativnim stereotipima, a kasnije s predrasudama i diskriminacijom što ima negativne učinke na društvene prilike i uspjeh etiketiranog pojedinca (Link i Phelan, 2013), pa tako i prilike i uspjeh etiketiranog učenika s ADHD-om (Mueller i sur., 2012), pri čemu učitelji takve učenike ocjenjuju nižim ocjenama u usporedbi s učenicima kojima nije dijagnosticiran ADHD (Metzger i Hamilton, 2020) te vide njihovo ponašanje neprimjerenijim što dovodi do stigmatizacije (Varma i Wiener, 2020) i što ima daljnje negativne posljedice na njihov život i društveno djelovanje.

Corrigan i Watson (2002) sumirali su odnos kognitivnih, afektivnih i bihevioralnih segmenata javne stigme i samostigme (Tablica 1) te prikazuju razvoj stigme (javne stigme i samostigme) od početnog stereotipnog uvjerenja do diskriminativnog ponašanja.

TABLICA 1 Odnos javne stigme i samostigme (Corrigan i Watson, 2002: 16)

Javna stigma	Samostigma
- stereotipi – negativna uvjerenja o pojedinoj grupi (npr. opasnost, nekompetentnost, karakterna slabost i sl.)	- stereotipi – negativna uvjerenja o samome sebi (npr. nekompetentnost, karakterna slabost i sl.)
- predrasude – slaganje s takvim uvjerenjima (stereotipima) i negativna emocionalna reakcija (npr. ljutnja, strah i sl.)	- predrasude – slaganje s takvim uvjerenjima (stereotipima) i negativna emocionalna reakcija (npr. nisko samopouzdanje, niska samoučinkovitost i sl.)
- diskriminacija – ponašanje koje se nadovezuje na predrasudu (npr. izbjegavanje, uskraćivanje mogućnosti zapošljavanja i stanovanja, uskraćivanje pomoći i sl.)	- diskriminacija – ponašanje koje se nadovezuje na predrasudu (npr. ne uspijeva pronaći posao i mjesto za stanovanje)

Barton (2009, prema Haegele i Hodge, 2016) napominje da o jeziku koji se upotrebljava za opisivanje osoba s teškoćama ovise načini interakcije i očekivanja tih osoba u kontaktu s drugima. Upotreba narativa koji ne isključuje te ne stavlja u prvi plan teškoću pojedinca (što je jedna od glavnih karakteristika socijalnog modela) poželjna je u inkluzivnom okruženju u svrhu suzbijanja stigmatiziranja.

PREGLED NAZIVLJA ADHD-A U HRVATSKOM GOVORNOM PODRUČJU

TABLICA 2 Pregled znanstvenih radova u Republici Hrvatskoj koji u naslovu imaju hrvatsku inačicu izraza ADHD

Znanstveni radovi			
Autor(i)	Godina	Naslov rada	Naziv časopisa / zbornika radova
Sekušak-Galešev, S.	1999.	Deficit pažnje/hiperaktivni poremećaj	U: Z. Matoić (ur.), <i>Nacionalni skup o vjerskom odgoju djece i mladeži s posebnim potrebama</i> . (37–41). Zagreb: Nacionalni katehetski ured.
Sekušak-Galešev, S.	2004.	Deficit pažnje/hiperaktivnost i posebne edukacijske potrebe	U: Lj. Igrić (ur.), <i>Moje dijete u školi</i> . (26–41). Zagreb: Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti; Hrvatska udruga za stručnu pomoć djeci s posebnim potrebama IDEM.

Znanstveni radovi			
Autor(i)	Godina	Naslov rada	Naziv časopisa / zbornika radova
Sekušak-Galešev, S.	2004.	Djeca s deficitom pažnje / hiperaktivnim poremećajem u školi i obitelji	<i>S vama</i> , 1, 45–60.
Sekušak-Galešev, S.	2004.	Pristup hiperaktivnom učeniku	<i>Školski vjesnik: časopis za pedagoška i školska pitanja</i> , 53(3-4), 251–268.
Sekušak-Galešev, S.	2005.	Hiperaktivnost	<i>Dijete i društvo</i> , 1, 40–59.
Sekušak-Galešev, S.	2006.	Djeca s poremećajem pažnje/ hiperaktivnim ponašanjem: edukacijsko-rehabilitacijski pristup	U: S. Krnić, M. Nazor i M. Sočo (ur.), <i>Dijagnostika i tretman ADHD sindroma</i> . Split: Sto Koluri.
Jurin, M., Sekušak-Galešev, S.	2008.	Poremećaj pozornosti s hiperaktivnošću, (ADHD) – multimodalni pristup	<i>Paediatrica Croatica</i> , 52(3), 195–201.
Velki, T., Velki, M.	2009.	Dijete s ADHD/ADD-om	U: D. Ljubotina, Ž. Kamenov, U. Mikac, D. Urch (ur.), <i>19. Dani Ramira i Zorana Bujasa</i> . (217). Zagreb: Odsjek za psihologiju Sveučilišta u Zagrebu.
Kudek-Mirošević, J., Opić, S.	2010.	Ponašanja karakteristična za ADHD	<i>Odgojne znanosti</i> , 12 (1 (19)), 167–184.
Kudek Mirošević, J., Jurčević-Lozančić, A.	2010.	Značaj individualiziranog odgojno-obrazovnog programa u radu s učenicima s ADHD poremećajem	U: A. Jurčević Lozančić (ur.), <i>11. Dani Mate Demarina, Očekivanja, postignuća i perspektive u teoriji i praksi ranog i primarnog odgoja i obrazovanja</i> . Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.
Velki, T., Cimer, R.	2011.	Primjena teorije ekoloških sustava u radu s djetetom s ADHD-om	<i>Klinička psihologija</i> , 4(1-2), 71–87.
Opić, S., Kudek Mirošević, J.	2011.	Tretiranje učenika s ADHD poremećajem u redovitim osnovnim školama (prevedeni na hrvatski jezik naslov i sažetak)	<i>Napredak: Časopis za interdisciplinarna istraživanja u odgoju i obrazovanju</i> , 152(1), 75–92.
Romstein, K.	2011.	Kvalitativni pristup interpretaciji simptoma ADHD-a: implikacije za pedagošku praksu	<i>Život i škola</i> , 26, 101–113.

Znanstveni radovi			
Autor(i)	Godina	Naslov rada	Naziv časopisa / zbornika radova
Sunko, E., Lujan, M.	2011.	Inkluzija učenika s hiperaktivnosti i poremećajem pažnje - u nižim razredima osnovne škole	U: M. Nikolić, A. Huremović, A. Dizdarević (ur.), <i>Međunarodna naučno-stručna konferencija „Unapređenje kvalitete života djece i mladih“</i> . (335–346). Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih; Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli.
Sekušak Galešev, S.	2012.	Studenti s ADHD-om	U: L. Kiš Glavaš (ur.), <i>Studenti s invaliditetom. Opće smjernice</i> . (267–305). Zagreb: Sveučilište u Zagrebu.
Loborec, M., Bouillet, D.	2012.	Istraživanje procjena odgojitelja o mogućnosti inkluzije djece s ADHD-om u redovni program dječjih vrtića	<i>Napredak: Časopis za interdisciplinarna istraživanja u odgoju i obrazovanju</i> , 153(1), 21–38.
Međimorec Grgurić P., Vlah N., Baftiri Đ. Martinić T., Šaka D.	2014.	Stavovi nastavnika srednjih strukovnih škola o integraciji učenika s intelektualnim teškoćama, specifičnim teškoćama učenja, problemima u ponašanju i ADHD-om	U: Žic-Ralić, A., Bukvić, Z. (ur.). <i>Zbornik sažetaka i radova 10. kongresa edukacijskih rehabilitatora s međunarodnim sudjelovanjem Poticajno okruženje za cjeloživotno učenje</i> . (34–49). Zagreb: Savez edukacijskih rehabilitatora Hrvatske.
Sekušak- Galešev, S.	2014.	Deficit pažnje / hiperaktivni poremećaj	Zagreb: ADOPTA Udruga za potporu posvajanju.
Frey Škrinjar, J., Sekušak Galešev, S., Masnjak L.	2014.	Kvaliteta uključivanja učenika s ADHD-om u redovnim osnovnim i srednjim školama u Hrvatskoj	U: N. Bernardić Pavlin, B. Jokić, J. Lopizić, V. Putarek, V. Vlahović-Štetić (ur.), <i>22. godišnja konferencija hrvatskih psihologa s međunarodnim sudjelovanjem: Kako obrazovanju dodati boju? – uloga i izazovi za psihologe</i> . (221). Zagreb: Hrvatsko psihološko društvo (HPD).
Velki, T., Romstein, K.	2015.	Jesu li djeca s ADHD-om češće počinitelji ili žrtve vršnjačkog nasilja?	U: I. Živančević-Sekeruš (ur.), <i>Savremeni trendovi u psihologiji 2015</i> . (314–316). Novi Sad: Filozofski fakultet Univerziteta u Novom Sadu.

Znanstveni radovi			
Autor(i)	Godina	Naslov rada	Naziv časopisa / zbornika radova
Velki, T., Romstein, K.	2015.	Povezanost simptoma ADHD-a s agresivnim i nasilničkim ponašanjem učenika osnovnoškolske dobi	U: J. Despot Lučanin, I. Černja, J. Lopižić, N. Rudolfi (ur.), <i>Knjiga sažetaka 23. godišnja konferencija hrvatskih psihologa: Psihologija starenja-pogled u budućnost.</i> (191). Šibenik: Naklada Slap.
Velki, T., Dudaš, M.	2016.	Pokazuju li hiperaktivnija djeca više simptoma agresivnosti?	<i>Ljetopis socijalnog rada</i> , 23(1), 87–121.
Velki, T., Romstein, K.	2016.	Povezanost samoprocijenjenih simptoma ADHD-a s agresivnim ponašanjem i sudjelovanjem u vršnjačkom nasilju učenika osnovnoškolske dobi	<i>Hrvatska revija za rehabilitacijska istraživanja</i> , 52(2), 30–41.
Romstein, K., Velki, T.	2016.	Identifikacija djece s ADHD-om u osnovnoj školi: primjenjivost samoprocjene i mogućnost jačanja socijalnih vještina u kontekstu odgojno-obrazovne stvarnosti	U: Z. Bukvić (ur.), <i>Izazovi inkluzivnog odgoja i obrazovanja.</i> (31). Varaždin: Savez edukacijskih rehabilitatora Hrvatske.
Velki, T., Romstein, K.	2017.	Akademsko, socijalno i emocionalno funkcioniranje djece suspektne na ADHD	<i>Klinička psihologija</i> , 10(1-2), 35–58.
Sekušak-Galešev, S.	2017.	Istraživanja o socijalnom uključivanju djece i mladih s ADHD-om u Hrvatskoj	U: <i>1. međunarodne konferencije o ADHD-u „Od stigme do uspjeha“.</i> (11). Zagreb: „Buđenje“ Udruga za razumijevanje ADHD-a.
Radetić-Paić, M.	2018.	Samoprocjene znanja učitelja o učenicima s deficitom pozornosti / hiperaktivnim poremećajem s obzirom na godine radnoga iskustva	<i>Školski vjesnik: časopis za pedagogijsku teoriju i praksu</i> , 67 (2018), 2, 239–250.
Kudek Mirošević, J., Makarun, N.	2018.	Spremnost odgojitelja za inkluziju djece s poremećajem aktivnosti i pažnje	U: I. Prskalo, Z. Braičić, M. Badrić (ur.), <i>17. Dani Mate Demarina: Odgoj i obrazovanje-budućnost civilizacije.</i> (215–230). Petrinja: Učiteljski fakultet Sveučilišta u Zagrebu.
Kovačić, E., Vlah, N.	2018.	Strategije u poučavanju učenika s teškoćama pažnje – samoprocjena učitelja	Rijeka: Odsjek za pedagogiju Filozofskog fakulteta Sveučilišta u Rijeci.

Znanstveni radovi			
Autor(i)	Godina	Naslov rada	Naziv časopisa / zbornika radova
Tatrević, M., Romstein, K., Velki, T.	2018.	Povezanost simptoma ADHD-a sa socio-emocionalnom prilagodbom osnovnoškolaca	U: A. Jakopec, D. Pribisalić, D. Krupić. <i>7. znanstveno-stručni skup: Osnježavanje potencijala za preventivne aktivnosti u zajednici.</i> (58). Osijek: Odsjek za psihologiju Filozofskog fakulteta u Osijeku; Društvo psihologa Osijek.
Vlah, N., Sekušak-Galešev, S., Skočić-Mihić, S.	2018.	Povezanost obilježja razrednika i učenika u procjeni simptoma nepažnje, impulzivnosti i hiperaktivnosti povezanih s ADHD poremećajem	<i>Socijalna psihijatrija</i> , 4, (2), 372–389.
Velki, T., Užarević, Z., Dubovicki, S.	2019.	Samoprocijenjeni simptomi ADHD-a kao rizični čimbenici prilagodbe u osnovnoj školi (<i>prevedeni na hrvatski jezik naslov i sažetak</i>)	<i>Društvena istraživanja: časopis za opća društvena pitanja</i> , 28(3), 503–522.
Velki, T., Vrdoljak, G.	2019.	Spol kao moderator i dob kao medijator varijable u predviđanju školske prilagodbe samoprocijenjenim simptomima ADHD-a (<i>prevedeni na hrvatski jezik naslov i sažetak</i>)	<i>Primenjena psihologija</i> , 12(1), 65–83.
Vukelić, D., Zovko, A., Vlah, N.	2020.	Izvedbeni planovi i programi studija u Hrvatskoj koji obrazuju učitelje za rad s učenicima s ADHD-om.	<i>Društvene i humanističke studije</i> , 4(13), 431–462.
Sunko, E., Batarello Kokić, I., Vlah, N.	2021.	Inkluzivna uvjerenja učitelja i nastavna praksa u radu s učenicima s nekim simptomima nepažnje povezanim s ADHD-om (<i>prevedeni na hrvatski jezik naslov i sažetak</i>)	<i>Zbornik radova Islamskog pedagoškog fakulteta u Zenici</i> , 19(19), 103–126.
Vlah, N., Velki, T., Zrilić, S.	2022.	Pozitivno i asertivno discipliniranje učenika s teškoćama pažnje	<i>Društvena istraživanja: časopis za opća društvena pitanja</i> , 31(1), 155–174.
Skočić Mihić, S., Sekušak Galešev, S., Kehonjić, S.	2022.	Učiteljska procjena znanja o simptomima, etiologiji i tretmanu ADHD-a	<i>Metodički ogledi: časopis za filozofiju odgoja</i> , 28(2), 171–191.

TABLICA 3 Pregled objavljenih knjiga u Republici Hrvatskoj koje u naslovu imaju hrvatsku inačicu izraza ADHD

Objavljene knjige			
Autor(i)	Godina	Naslov rada	Izdavač
Kocijan Her- cigonja, D. prilozi: Buljan Flan- der, G. Vučković, D.	1997.	Hiperaktivno dijete: uznemireni roditelji i odgajatelji	Jastrebarsko: Naklada Slap.
Kocijan Her- cigonja, D. Buljan Flan- der, G. Vučković, D.	1999.; 2002.; 2004.	Hiperaktivno dijete: uznemireni roditelji i odgajatelji	Jastrebarsko: Naklada Slap.
Luca-Mrden, J. Puhovski, S.	2005.; 2006.; 2007.	Hiperaktivno dijete	Zagreb: Poliklinika za zaštitu djece grada Zagreba.
Luketin, D. Sunko, E.	2006.	Kako?: kreativnim aktivnostima kreiramo odgoj: namijenjeno prosvjetnim djelatnicima, roditeljima i drugima u radu s ADHD djecom	Split: Liga za borbu protiv narkomanije.
Krnić, S. Nazor, M. Sočo, M.	2006.	Dijagnostika i tretman ADHD sindroma	Split: Sto koluri,
Ferek, M.	2006.; 2008.; 2010.	Hiperaktivni sanjari: drugačiji, lošiji, bolji; osvrt na ADHD – deficit pažnje / hiperaktivni poremećaj	Zagreb: „Buđenje“ Udruga za razumijevanje ADHD-a.
Pospiš, M.	2009.	Novi pogledi na AD/HD: strategija za učenika sa manjkom pažnje i/ili hiperaktivnošću	Varaždinske Toplice: Tonimir.
Prvčić, I. Rister, M.	2011.	Deficit pažnje: hiperaktivni poremećaj (ADHD)	Zagreb: Ministarstvo znanosti, obrazovanja i športa / Agencija za odgoj i obrazovanje.
Velki, T.	2012.	Priručnik za rad s hiperaktivnom djecom u školi	Jastrebarsko: Naklada Slap.
Luca-Mrden, J. Buljan Flan- der, G.	2014.	Hiperaktivno dijete	Zagreb: Poliklinika za zaštitu djece grada Zagreba.

Objavljene knjige			
Autor(i)	Godina	Naslov rada	Izdavač
Sekušak-Galešev, S. Frey Škrinjar, J. Masnjak, L.	2015.	Ispitivanje socijalne uključenosti i kvalitete podrške u sustavima predškolskog, osnovnoškolskog i srednjoškolskog obrazovanja za djecu i učenike s poremećajem iz autističnog spektra (PAS) i deficitom pažnje i hiperaktivnim poremećajem (ADHD): izvješće o istraživanju	Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu.
Salkičević, S. Tadinac, M.	2017.	Neuropsihološki aspekti istraživanja AD/HD-a kod djece	Jastrebarsko: Naklada Slap.
Velki, T.	2018.	Priručnik za rad s hiperaktivnom djecom u školi: za učitelje, roditelje i asistente u nastavi	Jastrebarsko: Naklada Slap.
Hercigonja Novković, V. Kocijan-Hercigonja, D.	2022.; 2023.	ADHD: od predrasuda do činjenica	Zagreb: Egmont.
Lončar, M. Tonković, A. Pongračić, L.	2023.	Pedagoška prevencija nasilja kod hiperaktivne djece	Zagreb: Alfa.

TABLICA 4 Pregled zakonskih akata u Republici Hrvatskoj u kojima se spominje hrvatska inačica izraza ADHD

Zakonska regulativa			
Donositelj	Godina	Naziv zakonske regulative	Korišteni termin
Ministarstvo znanosti, obrazovanja i sporta	2015.	Pravilnik o osnovnoškolskom i srednjoškolskom odgoju i obrazovanju učenika s teškoćama u razvoju – Orijentacijska lista vrsta teškoća	Poremećaji aktivnosti i pažnje
Ministarstvo znanosti i obrazovanja	2016.	Okvir za poticanje i prilagodbu iskustava učenja te vrednovanje postignuća djece i učenika s teškoćama	Poremećaj pomanjkanja pažnje i hiperaktivnost (engl. <i>Attention Deficit and Hyperactivity Disorder</i> , ADHD)
Ministarstvo znanosti i obrazovanja	2021.	Smjernice za rad s učenicima s teškoćama	Deficit pažnje / hiperaktivni poremećaj – ADHD

Zakonska regulativa			
Donositelj	Godina	Naziv zakonske regulative	Korišteni termin
Ministarstvo znanosti i obrazovanja	2024.	Odluka o donošenju Posebnoga nastavnog programa za stjecanje kompetencija u aktivnostima svakodnevnoga života i rada za učenike s teškoćama u razvoju i Posebnoga nastavnog programa za stjecanje kompetencija u aktivnostima svakodnevnoga života i rada za učenike s poremećajem iz spektra autizma za osnovnu školu	Deficit pažnje / hiperaktivni poremećaj

RASPRAVA

S obzirom na snažan potencijal terminologije na kasnije stigmatiziranje, učinjena je sadržajna analiza prethodno korištenih termina. Prije svega, nazivi koji u sebi sadrže termine kao što su *deficit* i *poremećaj* svakako se mogu i trebaju izbjeći. Takvi su nazivi dominantni (*deficit pažnje / hiperaktivni poremećaj; poremećaj pažnje / hiperaktivno ponašanje; poremećaj pozornosti s hiperaktivnošću; deficit pažnje / hiperaktivnost, hiperaktivnost i poremećaj pažnje, poremećaj aktivnosti i pažnje, poremećaj pomanjkanja pažnje i hiperaktivnost*) i nikako nisu primjereni za pedagoški kontekst s obzirom na to da su čvrsto utemeljeni na medicinskom modelu usmjerenosti na poremećaj. Termin s medicinskom konotacijom je i *ADHD sindrom*. Pojam *sindrom* dolazi iz medicinske terminologije i svakako ga treba izbjegavati u pedagoškom kontekstu.

Nadalje, nazive kao što je *ADHD poremećaj* također je nužno izbjegavati, prije svega zbog riječi *poremećaj* (što je pojašnjeno u prethodnom ulomku), a potom s obzirom na to da u pokrati ADHD već imamo riječ *disorder* što u prijevodu na hrvatski jezik znači *poremećaj*. Dakle, tako bi došlo do dvostrukog korištenja istim terminom u jednom nazivu.

Izolirani izrazi u naslovu kao što su *teškoće pažnje* ili *hiperaktivnost* mogu biti primjereni samo kada se u određenom znanstvenom ili stručnom radu govori o pojedinom tipu ADHD-a. Problematično je kada se u naslovu rabe termini koji podrazumijevaju samo jedan segment ADHD-a, a u samom radu autor se u jednoj mjeri referira na sve segmente ADHD-a.

Izrazi kao što su *hiperaktivno dijete* ili *hiperaktivni učenik* ili verzije tih izraza

u množini svakako su neprimjereni jer krše prvu odredbu Smjernica za inkluzivni jezik Ujedinjenih naroda (2019) koja glasi: „osoba na prvom mjestu”. U njoj se predlaže da se riječi koje obilježavaju osobu (osoba/osobe, dijete/djeca, učenik/učenici) postavljaju na prvo mjesto pojedinog naziva da bi se u središte stavio pojedinac, a ne njegova teškoća.

Istaknuto je koji termini nisu primjereni, no svakako je nužno dati prijedlog termina koji su potencijalno prihvatljivi. Ministarstvo znanosti, obrazovanja i sporta (*Narodne novine*, 2015) upotrebljava naziv *poremećaji aktivnosti i pažnje*. S obzirom na to da Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi (*Narodne novine*, 2008) ni u jednoj prilici ne spominje termin *poremećaj* te učenike s posebnim potrebama dijeli na učenike s teškoćama i darovite učenike, nužno je promijeniti termin *poremećaj* u termin *teškoće*, što bi svakako umanjilo medicinski prizvuk naziva i stavilo naglasak na pedagoški kontekst. Dakle, takva bi verzija naziva glasila *teškoće aktivnosti i pažnje*, a u nužnom kontekstu predlaže se dodavanje termina *osoba / dijete / učenik* ispred naziva *teškoća*, pa bi u tome slučaju bili kreirani izrazi *osoba / dijete / učenik s teškoćama aktivnosti i pažnje* (ovisno o kontekstu). Takvim bi se nazivljem u najvećoj mogućoj mjeri dokinula konekcija terminologije s medicinskom nomenklaturom što je preduvjet izbjegavanja medicinskog modela. Također, izbjegla bi se usmjerenost na negaciju (*nepažnja*) te neprimjerenost i odstupanje od standarda (*hiperaktivnost*) koje usmjeravaju fokus na samu teškoću i medicinsko djelovanje. U jednom segmentu postoji zabrinutost zbog tog prijedloga. Naime, ako koristimo neustaljeni termin *teškoće aktivnosti i pažnje*, moguće je da ne bude u svakom kontekstu jasno da se govori o specifičnim teškoćama karakterističnima za ADHD. Svakako je prepoznatljivost tog termina upitna kao i njegovo prihvaćanje u znanstveno-stručnom kontekstu.

Drugi termin koji se predlaže pokrata je nastala od engleskog naziva – *ADHD*. Iako puni naziv (*Attention Deficit Hyperactivity Disorder*) u sebi sadrži termine koji se naslanjaju na medicinski model teškoća (engl. *deficit* ‘manjak, nedostatak’ / engl. *disorder* ‘poremećaj’), upotrebom pokrate uklanja se takav potencijal. Paralelno, razvija se potencijal suradnje medicine i odgojno-obrazovnih znanosti. Naime, takav izraz bio bi prihvatljiv za obje strane, kreirala bi se interdisciplinarna univerzalna nomenklatura koja bi pojednostavila procese suradnje medicine i pedagogije što je nužno u multidisciplinarnim procesima dijagnostike i eventualne medikamentozne terapije. Nadalje, značajni argumenti za upotrebu termina ADHD svakako su kratkoća, jasnoća i u najvećoj mjeri

prepoznatljivost među znanstvenicima i stručnjacima, ali, možda i važnije, i među laicima, a tu prije svega mislimo na roditelje čijoj je djeci dijagnosticiran ADHD. Dodatni argument za upotrebu tog termina recentna je tendencija njegove upotrebe – relevantni znanstvenici i stručnjaci s hrvatskog govornog područja u sve značajnijoj mjeri prihvaćaju njegov potencijal prepoznatljivosti i ekonomičnosti. Tim se potencijalom koriste i pri prevođenju radova za objavu u stranim znanstvenim časopisima te pri internacionalnoj komunikaciji. Svakako se postavlja i pitanje nedostatka tog izraza s obzirom na to da je preuzet iz stranog (engleskog) jezika. Odluke o upotrebi stranih izraza svakako narušavaju integritet hrvatskog standardnog jezika, no, u nedostatku adekvatnih termina, upotrebu „efikasnijih“ termina kao što je *ADHD* svakako možemo percipirati kao jedan vid obogaćivanja (znanstvenog i stručnog) hrvatskog standardnog jezika.

ZAKLJUČAK

Terminologija na području ADHD-a u značajnoj je mjeri neujednačena i nedosljedna na hrvatskom govornom području. Nedosljednost u nazivlju ADHD-a ističe se na više razina i u više oblika – (1) nedosljednost više različitih autora u jednoj godini, (2) nedosljednost istog autora u više godina, (3) nedosljednost istog autora u jednoj godini, (4) nedosljednost u okviru zakonskih regulativa, (5) nedosljednost među znanstvenim radovima, stručnim radovima i zakonskim regulativama. Uzroke takve nedosljednosti svakako treba potražiti u interdisciplinarnim i multidisciplinarnim zahtjevima reagiranja na teškoće koje su karakteristične za ADHD. Također, nedosljednost je moguće pojasniti i s pomoću specifičnosti pojedinih projektnih aktivnosti pri čemu se i u tom slučaju ostvaruju interdisciplinarnе suradnje pa nazivlje uvelike ovisi o voditeljima projekata i znanstvenom području i polju iz kojeg voditelj pojedinog projekta dolazi. Nadalje, uočen je neznatan broj stručnih skupova i konferencija u Republici Hrvatskoj tematski usmjerenih na inkluzivnu pedagogiju i, specifično, poučavanje učenika s ADHD-om, pa i to može biti jedan od razloga neadekvatne razine rasprave o ovoj problematici. Vukelić i sur. (2020) ističu da je neadekvatna posvećenost temi ADHD-a uočena i u okviru inicijalnog obrazovanja učitelja razredne i predmetne nastave na sveučilištima u Republici Hrvatskoj. Takav nalaz može biti preduvjet indiferentnosti stručnjaka koji imaju značajan potencijal

za promjene, ali ga niska razina zasićenosti temom umanjuje ili u potpunosti anulira.

U ovom radu prikazan je tijek razvoja nomenklature u kontekstu ADHD-a u okviru hrvatskog jezika te su ponuđena dva prijedloga termina – (1) teškoće aktivnosti i pažnje, (2) ADHD. Može se primijetiti da su predložene dvije krajnosti, s jedne strane puristički prijedlog koji njeguje hrvatski jezik, manje prepoznatljiv, no prijedlog koji u središte stavlja dijete i svakako zakida medicinsku perspektivu. S druge strane, pokrata termina iz anglosaksonskog okruženja, no termin koji je iznimno prepoznatljiv te otvara mogućnost interdisciplinarnog suradnje. Također, kontinuiranom upotrebom izraza ADHD planira se implementacija izraza u hrvatski standardni jezik te paralelno ukidanje medicinske konotacije koja se nalazi iza cjelovitog anglosaksonskog izraza.

Nužno je naglasiti da se ovim radom nastoji potaknuti intenzivniji interdisciplinarni dijalog stručnjaka s područja pedagogije, psihologije i edukacijsko-rehabilitacijskih znanosti. Dakle, nužno je nastojati da se značajne promjene dogode u pedagogiji kao temeljnom znanstvenom i stručnom polju brige o djeci, a sve u suradnji s bliskim poljima ljudske djelatnosti. Takav koalicijski odnos bliskih polja u okviru društvenih znanosti mora biti inicijalni potencijal za promjene i u drugim znanostima. Bez interdisciplinarnog konsenzusa neće biti promjene s obzirom na to da će se iste vrste teškoća različito imenovati u okruženju sve snažnijeg, rastućeg potencijala znanstvenih i stručnih radova svakog znanstvenog polja i područja, ali „pedagoški blok” inicijalno mora donijeti određene odluke da bi njihovi stručnjaci i znanstvenici mogli pregovarati i promovirati adekvatno nazivlje u kontekstu ADHD-a. Pedagogija se mora osloboditi osjećaja manje vrijednosti koji joj je nametnut tijekom stoljeća razvoja disciplinarnosti te preuzeti inicijativu u kontekstu rada s djecom, a tako i kreiranja nazivlja za koje je i u ovom radu utvrđeno da nije marginalna tema.

Također, samo snažna znanstvena i stručna argumentacija i tendencija mogu biti inicijatori promjene u zakonskim regulativama te ne treba čekati promjene nazivlja u okviru službene legislative jer kreatori zakonskih okvira ne smiju i ne mogu ostati indiferentni i/ili rigidni na suvremene znanstvene inicijative i promjene. U konačnici, svakako je poželjno nadati se da su u proces pisanja zakonskih odredbi uključeni najjemenitiji stručnjaci i znanstvenici s područja pedagogije pa je poželjno da se nastupa s općeprihvaćenom, dogovorenim terminologijom.

Neupitna nužnost promjene pojašnjena je u ovom radu, posebno uzimajući u

obzir znanstveno utvrđenu vezu nazivlja i stigmatizacije koja ukida akademske i društvene prilike pojedinaca s teškoćama, a tako i pojedinaca s ADHD-om. Dakle, nazivlje ugrožava životne prilike pojedinca, ali i (inter)disciplinarno djelovanje koje je nužno u procesu podrške djece s ADHD-om. Kompromisna rješenja neće umanjiti važnost pojedine discipline, dapače omogućit će intenzivniju suradnju i multimodalnost pri pronalasku adekvatnih metoda u kontekstu holističkog pristupa djetetu s ADHD-om.

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NOMENCLATURE OF THE ADHD CONSTRUCT IN THE CONTEXT OF THE CROATIAN SPEAKING AREA

ABSTRACT

ADHD (Attention Deficit Hyperactivity Disorder) is a pervasive and persistent disorder characterized by inattention, hyperactivity, and impulsivity. Labeling and stigmatization of such students in educational environments is not uncommon. The language used to describe individuals with difficulties influences the ways of interacting with them and the expectations placed upon them in the social and educational context. The processes of labeling and stigmatization are influenced by the terminology of the disorder, as well as the alignment of that terminology with either the medical or social model of disabilities. The medical model accepts the medical perspective as authoritative in defining difficulties and disabilities, while the social model focuses on the social environment of the person with disabilities and/or difficulties. Stigmatization begins with the recognition of differences within a social context and the labeling of individuals who deviate from societal norms. Such differences are often associated with negative stereotypes, followed by prejudice and discrimination, which negatively affect the social opportunities and academic success of students with ADHD. The scientific purpose of this paper is to offer a scientifically established proposal of terminology that will be used in future scientific and professional papers, legal acts, and interdisciplinary communication among experts. The practical implementation of this terminology represents the applicative purpose of this paper. The primary aim of this work is to present the development of terminology related to the disorder in the Croatian language, which is most commonly referred to as Attention Deficit Hyperactivity Disorder, or ADHD, in Anglo-Saxon contexts, and to propose an optimal term for future use in the Croatian language. Two terms have been proposed for future use: (1) "Difficulties of Activity and Attention" and (2) ADHD.

KEYWORDS:

ADHD, medical model, nomenclature, social model, stigma

ENHANCING JOB SATISFACTION IN TEACHING THROUGH EFFECTIVE LEADERSHIP AND MANAGEMENT

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ABSTRACT

The present study aimed to examine the relationship between effective leadership and management and the job satisfaction of teaching staff working in various degree colleges in Kanpur, Uttar Pradesh, India. A structured questionnaire was used, comprising three parts: demographic details, the Effective Leadership and Management Scale (ELMS), and the Job Satisfaction Scale (JSS). The study employed a quantitative, cross-sectional design, with data collected from 180 teacher educators across six degree colleges using an anonymous, closed-ended survey. The Statistical Package for the Social Sciences (SPSS) was used to conduct data analysis. The results indicated that the average score for effective leadership and management was 2.9 ± 0.8 , reflecting a moderate to high level of perceived leadership effectiveness. Similarly, the mean score for job satisfaction was 3.1 ± 0.9 , suggesting very good satisfaction levels among the participants. A statistically significant positive correlation was found between effective leadership and management practices and overall job satisfaction. Specifically, higher scores in the dimensions of individuality, performance, and direction were strongly associated with greater satisfaction among teaching staff. The findings underscore the importance of empowering educators, promoting their well-being, and enhancing job satisfaction through the implementation of effective leadership and management practices. These should be considered a priority and strategic goal for educational administrators aiming to improve institutional performance and teaching quality.

KEYWORDS:

teacher trainers, job satisfaction, teaching leadership and management, teaching staff, effective leadership and management

INTRODUCTION¹

Teacher job satisfaction plays a pivotal role in the overall performance and effectiveness of educational institutions, influencing student outcomes, teacher retention, and school climate. In recent years, growing attention has been paid to how leadership and management practices shape teachers' professional experiences and satisfaction levels (Brown & Green, 2020; Kim & Lee, 2023). Various studies suggest that effective leadership, particularly transformational, participative, and distributed leadership styles, can significantly enhance job satisfaction by fostering a supportive, inclusive, and motivating school environment (Chen & Yu, 2020; Garcia & Martinez, 2022). The COVID-19 pandemic has further underscored the need for adaptive and empathetic leadership in education. Educational leaders who demonstrated strong communication, emotional intelligence, and strategic vision were better equipped to support their staff during times of uncertainty, thereby maintaining or even increasing job satisfaction among teachers (Harris, 2022; Li & Wang, 2023). Furthermore, school management practices that emphasize teacher autonomy, participation in decision-making, and access to professional development opportunities have been positively associated with higher levels of job satisfaction (Evans, 2021; Jackson & White, 2022). Research also emphasizes the role of leadership in aligning institutional goals with teachers' values and needs, which contributes to a sense of belonging and professional fulfillment (Irving, 2022; Martinez & Silva, 2023). Holistic leadership approaches that combine organizational efficiency with emotional support are increasingly recognized for their role in improving teacher well-being (Thompson & Jordan, 2025; Valdez & Singh, 2025). In diverse and dynamic educational contexts, the ability of leaders to adapt and empower their teaching staff is central to promoting satisfaction and reducing attrition (Patel & Kumar, 2024; Ramirez & Chen, 2024). Given these considerations, this study explores the impact of effective leadership and management on teacher job satisfaction. By analyzing current trends and leadership models within educational institutions, the research aims to contribute to evidence-based strategies for enhancing teacher motivation and institutional effectiveness in the modern educational landscape.

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REVIEW OF LITERATURE

Transformational leadership has been consistently linked with improved teacher job satisfaction. According to Brown and Green (2020), school leaders who act as inspirational motivators and provide individualized support create a more committed and enthusiastic teaching workforce. Similarly, Evans (2021) reported that transformational leadership fosters professional growth, which significantly enhances job satisfaction among educators. Distributed leadership, where responsibilities are shared among team members, has shown a strong positive correlation with teacher satisfaction. Garcia and Martinez (2022) found that distributed leadership enhances teachers' sense of belonging and responsibility. Likewise, participative decision-making has been shown to promote satisfaction, particularly in urban schools, as noted by Jackson and White (2022), who emphasized the importance of giving teachers a voice in school governance. Effective management practices are essential for maintaining a positive work environment. Foster and Collins (2021) emphasized that administrative support through mentoring, feedback, and emotional backing directly impacts teachers' job satisfaction. Chen and Yu (2020) identified key strategies such as equitable resource allocation and conflict resolution that support teacher morale and institutional harmony. The shift to remote learning during the COVID-19 pandemic challenged traditional leadership roles. Harris (2022) highlighted that leaders who provided emotional and technological support helped maintain teacher satisfaction despite the disruptions. Similarly, Li and Wang (2023) found that adaptive leadership during crisis periods was crucial for minimizing stress and preserving teacher motivation. Leadership that promotes teacher autonomy has a strong impact on job satisfaction. Martinez and Silva (2023) concluded that autonomy serves as a mediating factor between leadership quality and job satisfaction. Irving (2022) further supported this by noting that collaborative leadership styles encourage teacher initiative and self-efficacy, which are essential for long-term satisfaction. A school's organizational climate is deeply influenced by leadership vision. Kim and Lee (2023) found that leaders who articulate clear goals and support staff development enhance engagement and job fulfillment. Thompson and Jordan (2025) stressed the effectiveness of holistic leadership: addressing intellectual, emotional, and organizational factors in promoting a positive work environment. Effective leadership fosters an environment conducive to teacher development. Patel and Kumar (2024) demonstrated that leadership training programs indirectly benefit teachers by creating growth

opportunities and enhancing job satisfaction. Ramirez and Chen (2024) also found that schools with supportive and well-trained leaders experienced higher teacher retention rates. In today's complex educational landscape, adaptable leadership is vital. Scott and Ellis (2024) emphasized that leaders must be responsive to cultural, social, and institutional diversity to support teacher satisfaction. O'Malley and Peters (2024) highlighted that inclusive leadership in diverse schools helps maintain teacher morale and fosters equity. Systematic leadership approaches are essential for sustainable teacher satisfaction. Valdez and Singh (2025), in a comprehensive review, concluded that policy integration of leadership development is necessary for long-term institutional success. Upton (2025) recommended blending transformational and distributed leadership styles to support both morale and performance.

OBJECTIVE OF THE STUDY

The objective of the study "Enhancing Job Satisfaction in Teaching through Effective Leadership and Management" is to investigate the relationship between leadership and management practices and job satisfaction among teachers. The study aims to identify specific leadership and management strategies that can improve job satisfaction, contributing to better retention rates and enhanced educational outcomes.

1. Evaluate how different leadership styles (e.g., transformational, instructional, transactional) impact teacher job satisfaction.
2. Analyze how school culture, administrative support, and work environment affect teacher job satisfaction and how leadership can influence these elements.

HYPOTHESIS OF THE STUDY

The hypotheses of the study are formulated to test the relationship between leadership practices and teacher job satisfaction:

- H1:** Effective leadership and management practices positively impact job satisfaction among teachers.

- H2:** A positive school culture and supportive work environment, facilitated by effective leadership, enhance job satisfaction among teachers.

RESEARCH METHODOLOGY

1. *Research Design*

This study employs a quantitative, descriptive, and correlational research design to explore the impact of various leadership styles and institutional factors on teacher job satisfaction. The study is non-experimental in nature and uses a survey method for data collection.

2. *Population and Sample*

The population of the study consists of teacher trainers working in government and private teacher education colleges in Kanpur, Uttar Pradesh. A sample of 180 teacher trainers was selected using stratified random sampling to ensure representation across gender, institution type (government/private), and location (urban/rural).

3. *Tools and Instruments Used*

To meet the study objectives and test the hypotheses, the following standardized and validated tools were used:

i. Leadership Styles Scale (LSS)

Based on the Multifactor Leadership Questionnaire (MLQ) developed by Bass & Avolio (1995), adapted for educational settings. Measures three leadership styles such as Transformational, Transactional, and Instructional. Format: 5-point Likert scale (Strongly Disagree to Strongly Agree)

Reliability (Cronbach's Alpha): 0.84

ii. Job Satisfaction Scale (JSS)

Adapted from Spector's Job Satisfaction Survey (1997), contextualized for educational professionals. Covers dimensions such as work environment, recognition, autonomy, interpersonal relationships, and growth opportunities.

Format: 5-point Likert scale

Reliability: 0.87

iii. School Culture and Work Environment Scale (SCWES)

Developed using components from Gruenert & Valentine's School Culture Survey and Hoy's Organizational Climate Index. Measures dimensions such as Collegial relationships, Administrative support, Workload and resources.

Reliability: 0.82

4. *Data Collection Procedure*

Ethical clearance was obtained from the concerned academic board. Permission was sought from heads of institutions. Respondents were assured of anonymity and confidentiality. Questionnaires were administered both online and offline. A pilot test was conducted on 20 respondents to ensure clarity and reliability of the tools.

5. *Data Analysis Techniques*

Data were analyzed using SPSS (Statistical Package for the Social Sciences) version 26.0.

6. *Delimitations of the Study*

The study is limited to teacher trainers working in teacher education colleges in Kanpur, Uttar Pradesh. Only three leadership styles were examined; others (e.g., servant or distributed leadership) were not included.

RESULTS

The study analyzed responses from 180 teacher trainers across various institutions in Kanpur, Uttar Pradesh, to explore how leadership styles and institutional factors affect job satisfaction. Standardized tools measured variables like leadership behavior, work culture, satisfaction, and reliability using descriptive and inferential statistics. The graphical results and Cronbach's alpha values validate the scales' consistency.

TABLE 1 Demographic and professional characteristics of the participant

FEATURES	N%	FEATURES	N%
Gender		Department of college	
Men	15.3	Animation and Design	0.4
Women	84.7	Arts, Humanities, and Social Sciences	39.2
Age (years)		Commerce	23.9
20–29	17.5	Computer Applications and IT	23.5
30–39	29.1	Education	9.7
40–49	37.7	Management and Business Administration	2.6
>49	15.7	Sciences	0.7
Marital status		Total years of employment	
Single	37.3	0–5	20.5
Married	56.0	6–10	17.2
Divorced	6.3	11–15	17.9
Widow	0.4	16–20	19.0
Hospital's			
MAHILA MAHAVIDYALA	36.9		
D.A.V. P. G. COLLEGE	7.5		
PROF.H.N.MISHRA P.G. COLLEGE, KANPUR	9.7		
HALIM MUSLIM P.G.COLLEGE, KANPUR	6.3		
D.B.S. P.G. COLLEGE	20.9		
VIRENDRA SWAROOP INSTITUTIONS OF PROFESSIONAL STUDIES, KANPUR	18.7		

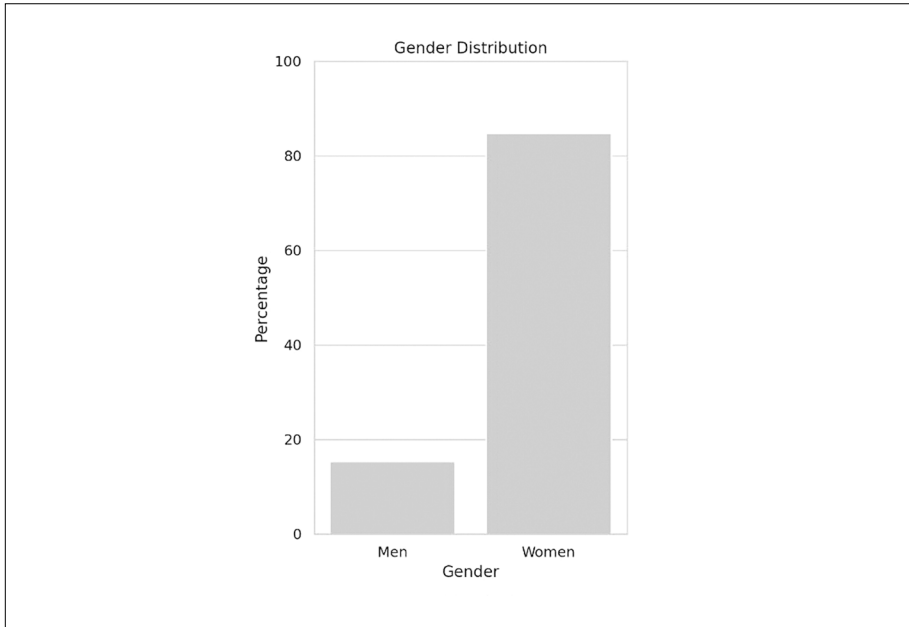


FIGURE 1a. Graphical Presentation of Table 1

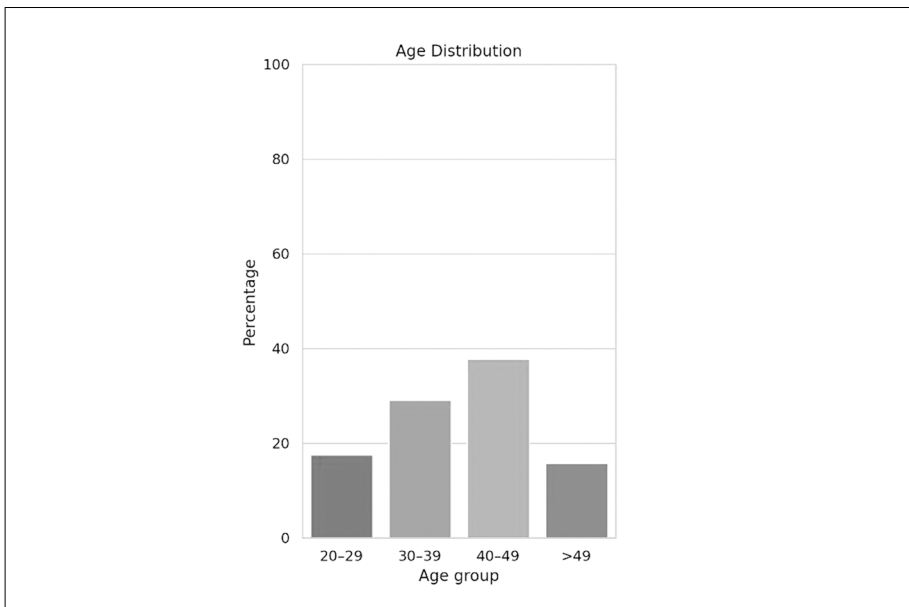


FIGURE 1b. Graphical Presentation of Table 1

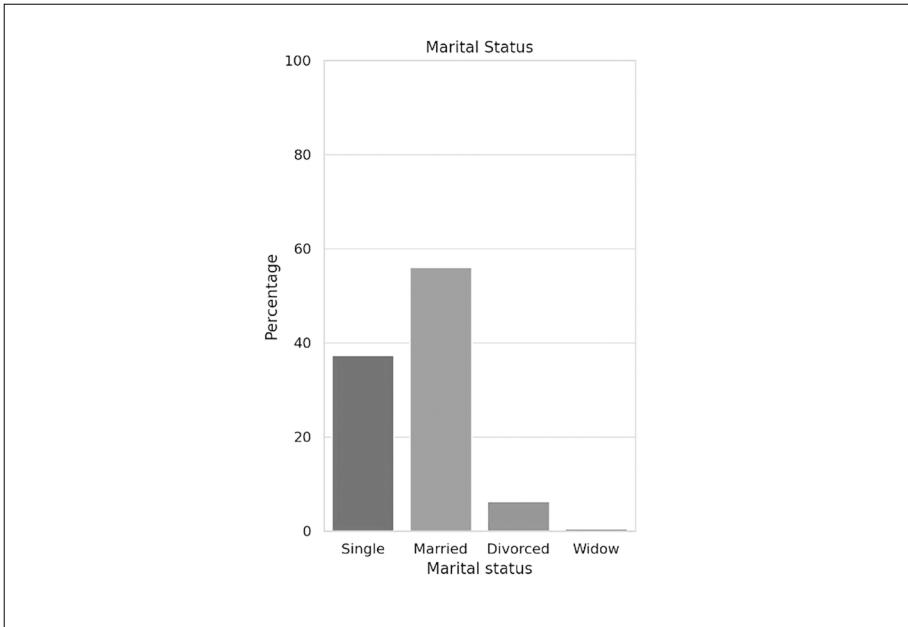


FIGURE 1c. Graphical Presentation of Table 1

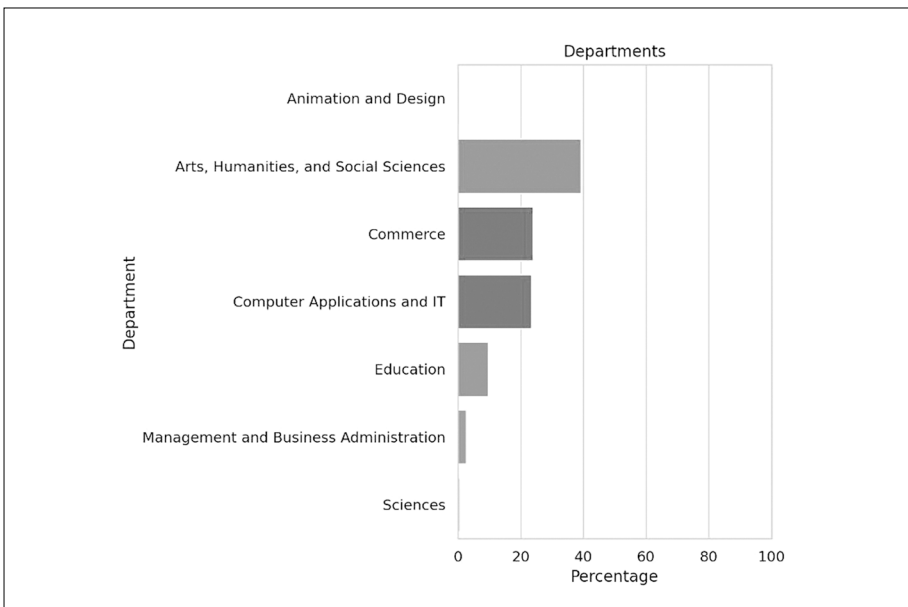


FIGURE 1d. Graphical Presentation of Table 1

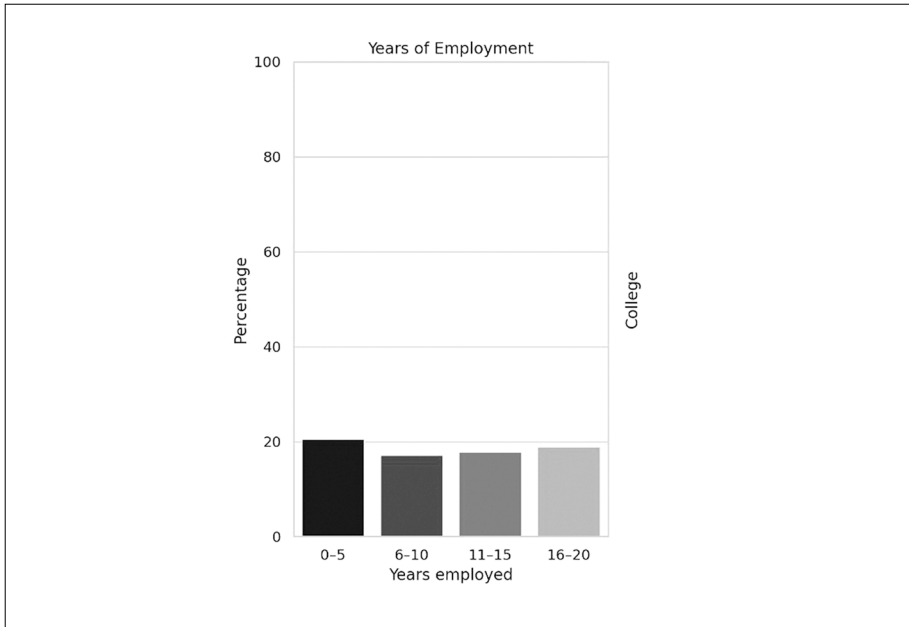


FIGURE 1e. Graphical Presentation of Table 1

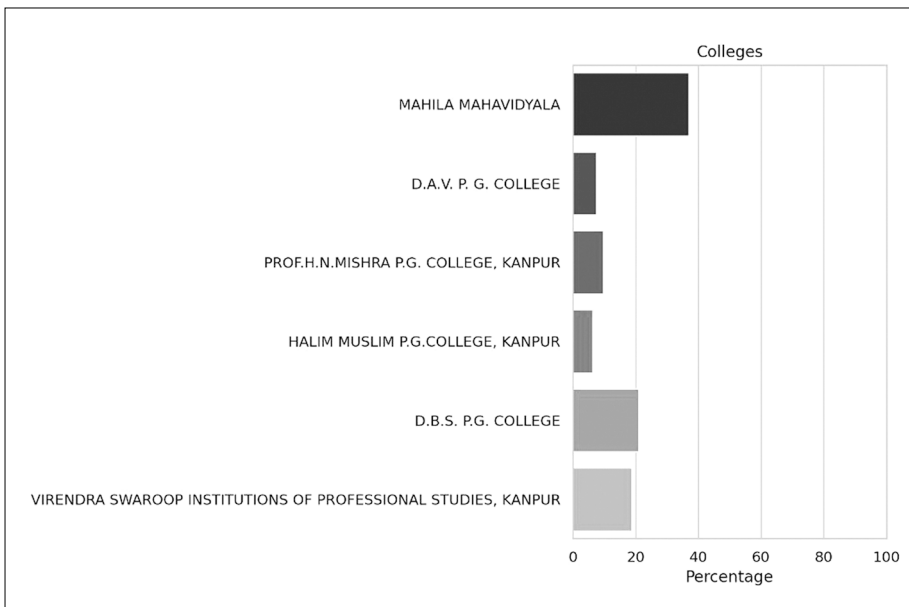


FIGURE 1f. Graphical Presentation of Table 1

The figure comprises six bar charts, each illustrating a specific aspect of the employees' demographic or professional background.

1. *Gender Distribution*

This chart shows that women (84.7%) constitute the vast majority of the employee population. Men represent only 15.3% of the sample. This indicates a female-dominated workforce, possibly due to the sector or nature of the surveyed educational institutions.

2. *Age Distribution*

The largest age group is 40–49 years (37.7%), followed by 30–39 years (29.1%). Employees aged 20–29 represent 17.5%, and those above 49 years are 15.7%. This suggests that the majority of staff are in their mid to late career stages.

3. *Marital Status*

The majority of respondents are married (56%). Single individuals make up 37.3%, while divorced (6.3%) and widowed (0.4%) categories are relatively small. This reflects a relatively stable personal demographic, which can influence work-life balance perspectives.

4. *Years of Employment*

Employment is fairly evenly distributed across four categories:

0–5 years: 20.5%

6–10 years: 17.2%

11–15 years: 17.9%

16–20 years: 19%

This balanced distribution shows a mix of early-career and experienced employees, which could benefit knowledge-sharing and mentorship.

5. *Departmental Distribution*

The highest representation is from Arts, Humanities, and Social Sciences (39.2%). Followed by Commerce (23.9%), Computer Applications and IT (23.5%), and Education (9.7%). Other departments like Animation and Design, Management, and Sciences have very low representation. This shows a clear dominance of traditional arts and commerce disciplines.

6. *College-wise Distribution*

Respondents come from various institutions, with the highest proportions from:

Mahila Mahavidyalaya (36.9%)

D.B.S. P.G. College (20.9%)

Virendra Swarup Institutions of Professional Studies (18.7%)

Other colleges like Prof. H.N. Mishra, Halim Muslim P.G. College, and D.A.V. P.G. College make up smaller percentages.

This may suggest institutional clustering in data or reflect actual faculty size distributions.

The figure offers a comprehensive overview of the employee demographics, indicating a predominantly female, mid-career, and married workforce, mainly concentrated in arts and commerce departments. These factors should be considered when analyzing outcomes such as job satisfaction, commitment, or work-life balance.

Objective 1:

Evaluate how different leadership styles (transformational, instructional, transactional) impact teacher job satisfaction.

TABLE 2 Descriptive results and the internal consistency coefficient Cronbach's alpha for the scales of the questionnaire
Job Satisfaction

Scale	Mean value	Standard deviation	Median	Minimum value	Maximum value	Cronbach's alpha
Leadership	4.0	1.0	4.3	1	5	0.95
Work environment	3.1	0.9	3.2	1	5	0.88
Motivation	3.8	0.8	4.0	1	5	0.86
Team spirit	4.1	0.8	4.0	1	5	0.81
Overall satisfaction	3.7	0.7	3.7	1	5	0,94

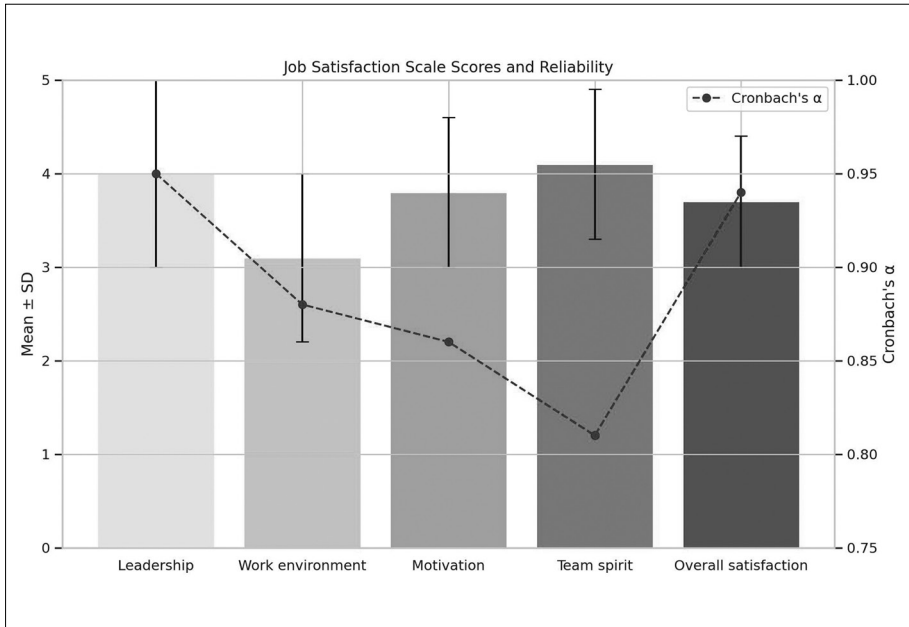


FIGURE 2. Graphical Presentation of Table 2

In this figure, the bars illustrate each job-satisfaction facet's mean score with its standard-deviation error bar, while the purple dashed line (right axis) shows internal-consistency reliability. Leadership and Team spirit top the ratings (≈ 4), Work environment lags (≈ 3.1), and all subscales display solid reliability (Cronbach's $\alpha \geq 0.81$).

Teachers who experienced collaborative leadership and motivation were more satisfied. Areas needing improvement include work environment, indicating gaps in infrastructure or administrative support. These results support Hypothesis 1 (H1).

Objective 2:

Analyze how school culture, administrative support, and work environment affect job satisfaction and how leadership influences these elements.

TABLE 3 Descriptive results and the internal consistency coefficient Cronbach’s alpha for the scales of the questionnaire

Effective teaching leadership and management

Scale	Mean value	Standard deviation	Median	Minimum value	Maximum value	Cronbach’s alpha
Decision	3.7	0.9	4.0	1.0	5.0	0.90
Estimate	3.9	0.9	4.0	1.0	5.0	0.93
Growth	3.5	0.9	3.7	1.1	5.0	0.94
Justice	3.7	0.9	4.0	1.3	5.0	0.87
Performance	3.6	0.9	3.7	1.1	5.0	0.94
Individuality	3.8	0.9	4.0	1.0	5.0	0.95
Address	3.4	0.8	3.3	1.0	5.0	0.95
Overall leadership and management	3.6	0.7	3.8	0.7	3.8	1.55

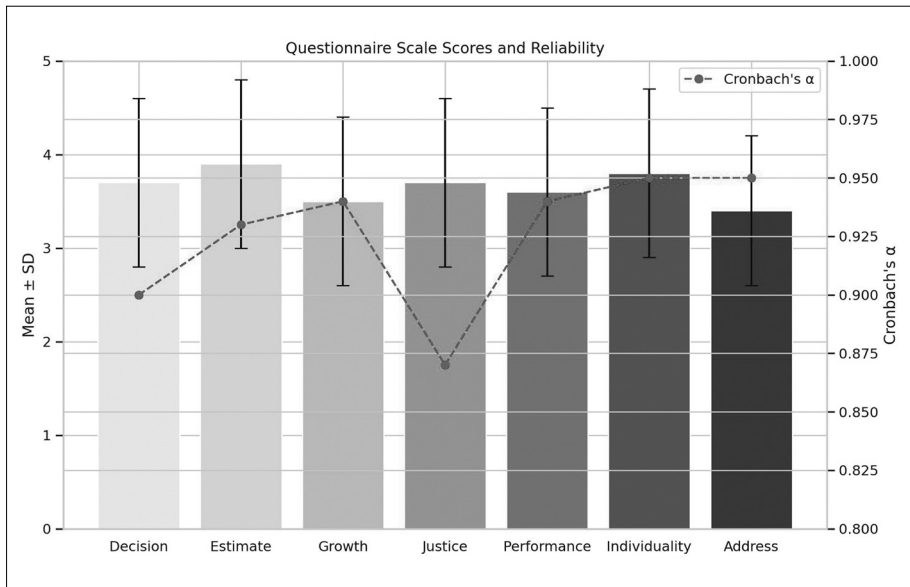


FIGURE 3. Graphical Presentation of Table 3

In this figure, each blue bar shows the mean score for its scale with an error bar for the standard deviation, while the red dashed line (right-hand axis) tracks the corresponding Cronbach’s α reliability. All scales cluster around a mean of

3.5-3.9 (on a 1-5 range) and demonstrate strong internal consistency ($\alpha \geq 0.87$).

Leadership's role in growth and recognition is critical for enhancing satisfaction. Low scores on "Justice" suggest leaders must foster fairer policies and transparency. These factors highlight how leadership indirectly shapes school culture and morale, supporting Hypothesis 2 (H2).

Teacher trainers' job satisfaction is significantly influenced by transformational and instructional leadership styles. Supportive environments, fair treatment, and growth opportunities were critical to morale. The study validates both hypotheses, reinforcing the central role of leadership in shaping teacher satisfaction, institutional climate, and retention.

DISCUSSION

The findings of this study confirm that effective leadership and management practices have a significant and positive impact on teacher job satisfaction, supporting both Hypothesis 1 (H1) and Hypothesis 2 (H2). These results align with the growing body of global research emphasizing the crucial role of leadership in shaping teacher experiences, especially within complex and evolving educational contexts. Li & Wang (2023) provide compelling evidence that leadership in times of crisis, such as during the COVID-19 pandemic, directly contributes to enhanced job satisfaction. Their study showed that leaders who communicated clearly, demonstrated empathy, and supported teachers' emotional well-being fostered a more resilient and satisfied teaching workforce. Similarly, in the current study, institutions that provided emotional and logistical support through leadership were associated with higher satisfaction scores among teacher trainers. The role of teacher autonomy as a mediator between leadership and job satisfaction is highlighted in Martinez & Silva (2023), who found that teachers felt more satisfied when leadership styles allowed them to exercise professional discretion and self-direction. This resonates with the present findings, where transformational leadership—characterized by empowerment, trust, and collaboration—was strongly associated with satisfaction. Moreover, this aligns with Nelson (2023), who observed that instructional leadership positively influenced teacher satisfaction by focusing on instructional quality, academic standards, and professional growth. The study also substantiates the significance of strategic and adaptive leadership. According to O'Malley & Peters (2024) and Scott & Ellis (2024),

leaders who adapted their style to the needs of teachers, students, and contexts—especially in diverse or dynamic environments—were more likely to maintain high levels of teacher morale and job satisfaction. These findings underscore the importance of context-responsive leadership as an essential component of modern school management. Importantly, the impact of leadership development programs on job satisfaction, as shown in Patel & Kumar (2024), reinforces the idea that investing in leadership training leads to long-term improvements in teacher experiences. The current study observed that teachers working under trained and development-oriented leaders expressed greater satisfaction, especially in terms of professional recognition and career progression. Furthermore, Ramirez & Chen (2024) and Upton (2025) both emphasize the power of distributed and transformational leadership in reducing teacher burnout and increasing retention. These leadership models promote shared decision-making, peer support, and collective responsibility, all of which were also evident in the present study's analysis of institutional climate. Teachers who felt involved in planning and policy-making reported higher job satisfaction, echoing these scholars' conclusions. From a holistic perspective, Thompson & Jordan (2025) argue that leadership must address not only instructional needs but also teachers' mental health, work-life balance, and interpersonal relationships. This multifaceted approach was validated in the current study, where participants highlighted the value of leadership that was emotionally intelligent, accessible, and inclusive. Finally, Valdez & Singh (2025) synthesized leadership strategies that consistently yielded positive results across settings, such as clear communication, goal alignment, continuous feedback, and recognition. These strategies match closely with the high-scoring leadership behaviors in this research, suggesting that a consistent, evidence-based leadership approach can universally enhance job satisfaction.

CONCLUSION

It is deemed necessary for college administrations to further investigate the benefits of applying transformational leadership and effective management practices to achieve institutional goals, such as improving teaching quality and ensuring optimal college management. Enhancing job satisfaction in teaching through effective leadership and management is essential for the well-being of teachers and the overall success of educational institutions. Transformational leadership

is highly effective in increasing job satisfaction among teachers. Leaders who provide vision, inspire through motivation, and encourage professional growth help create a positive and supportive work environment. This leadership style fosters a sense of purpose and belonging, which significantly contributes to higher job satisfaction. Distributed leadership, which involves sharing responsibilities and decision-making across the educational community, empowers teachers, promotes collaboration, and fosters a collective sense of responsibility. These aspects lead to a more engaged and satisfied teaching workforce. Instructional leaders who prioritize teaching and learning, offer constructive feedback, and facilitate professional development also play a crucial role in boosting job satisfaction. By enhancing instructional practices, they support teachers' confidence and professional growth. Supportive management practices including the provision of resources, emotional support, and professional development are vital in maintaining a positive work environment. When teachers feel recognized, supported, and have clear communication with leadership, their satisfaction and retention improve. Creating an environment with manageable workloads, adequate facilities, and a strong administrative support system further enhances job satisfaction. Teachers who have access to the necessary tools and support are more likely to experience reduced stress and greater job fulfillment. Opportunities for continuous professional development are also essential. Tailored programs, mentoring, and collaborative opportunities allow teachers to stay updated, refine their skills, and advance in their careers. Ultimately, enhancing job satisfaction through effective leadership and management contributes to a thriving educational environment and improved student outcomes. By addressing challenges such as resistance to change and resource limitations and by implementing supportive policies, institutions can foster a more motivated, engaged, and successful teaching workforce. Prioritizing the well-being and growth of teachers is key to creating a sustainable and impactful learning community.

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PRIMJENA UČINKOVITOG VODSTVA I UPRAVLJANJA U SVRHU POVEĆANJA ZADOVOLJSTVA U NASTAVNIČKOM ZANIMANJU

SAŽETAK

Cilj ove studije bio je ispitati suodnos učinkovitog vodstva i upravljanja te zadovoljstva poslom među nastavnicima na različitim fakultetskim smjerovima u Kanpuru, Uttar Pradesh, Indija. Upotrijebljen je strukturirani upitnik koji se sastoji od tri dijela: demografskih podataka, Ljestvice učinkovitog vodstva i upravljanja (ELMS) i Ljestvice zadovoljstva poslom (JSS). U studiji je primijenjen kvantitativni, međusektorski pristup, a podaci su među 180 obrazovatelja nastavnog osoblja na šest fakultetskih smjerova prikupljeni s pomoću anonimne ankete zatvorenog tipa. Za analizu podataka korišten je Statistički paket za društvene znanosti (SPSS). Rezultati su pokazali da je prosječna ocjena za učinkovito vodstvo i upravljanje bila $2,9 \pm 0,8$, što odražava umjerenu do visoku razinu percipirane učinkovitosti vodstva. Na istom je tragu i prosječna ocjena zadovoljstva poslom $3,1 \pm 0,9$, što upućuje na visoku razinu zadovoljstva među sudionicima. Utvrđena je statistički značajna pozitivna korelacija između učinkovitih praksi vodstva i upravljanja i ukupnog zadovoljstva poslom. Točnije, bolji rezultati na području individualnosti, učinka i usmjeravanja čvrsto su povezani s većim zadovoljstvom među nastavnim osobljem. Rezultati studije naglašavaju da je provođenjem učinkovitih praksi u vodstvu i upravljanju važno osnažiti obrazovatelje, promicati njihovu dobrobit i povećati njihovo zadovoljstvo poslom. To bi trebao biti prioritetni i strateški cilj upravama obrazovnih ustanova koje teže poboljšanju institucionalne učinkovitosti i kvalitete nastave.

KLJUČNE RIJEČI:

obrazovatelji nastavnog osoblja, zadovoljstvo poslom, vodstvo i upravljanje u obrazovanju, nastavno osoblje, učinkovito vodstvo i upravljanje