

Model gradnikov učinkovitega usmerjanja dijakov z uporabo čustvene inteligence, teorije izbire, čuječnosti in kompetenc

Biljana Bahat*

Fakulteta za organizacijske študije Novo mesto, Ulica talcev 3, 8000 Novo mesto,
Slovenija

biljana.vovk@guest.arnes.si

Marija Ovsenik

Fakulteta za organizacijske študije Novo mesto, Ulica talcev 3, 8000 Novo mesto,
Slovenija

mara.ovsenik@gmail.com

Nikolaj Lipič

Alma Mater Europaea – Evropski center

nikolaj.lipic@gmail.com

Povzetek

Raziskovalno vprašanje (RV): Raziskovalno vprašanje, kateri so gradniki učinkovitega usmerjanja dijakov z uporabo čustvene inteligence, čuječnosti, teorije izbire in učiteljevih kompetenc, smo izoblikovali na temelju različnih znanstvenih spoznanj ter samovrednotenja učiteljevega dela z raziskavo.

Namen: Temeljni namen je bil izdelati izvorni model gradnikov učinkovitega usmerjanja dijakov z različno uporabo teorij in znanj s področja čustvene inteligence, teorije izbire, čuječnosti in kompetenc učitelja v Sloveniji ter tako identificirati gradnike izvirnega modela.

Metode: V empiričnem delu smo uporabili kvantitativno raziskovalno paradigmo. Za zbiranje podatkov smo uporabili metodo anketiranja srednješolskih učiteljev v vseh statističnih regijah Slovenije. Za konstruktno validacijo merjenih pojavov smo uporabili izračune faktorjske analize. Za ugotavljanje vpliva neodvisnih spremenljivk na odvisno spremenljivko smo uporabili multiplo regresijsko analizo.

Rezultati: V vzorec raziskave je bilo vključenih 1025 anketirancev. Anketiranje smo izvedli na vzorcu srednješolskih učiteljev, ki smo jih k sodelovanju povabili v letu 2020. Pretežni delež vzorca predstavljajo ženske (71,4 %). V vzorec smo zajeli učitelje, ki poučujejo na šolah v vseh slovenskih statističnih regijah. Ključni pojmi oz. paradigme, ki smo jih z vprašalnikom preverjali, so čustvena inteligentnost, čuječnost, teorija izbire in kompetence učiteljev. V primeru čustvene inteligentnosti in čuječnosti smo potrdili enodimenzionalno strukturo pojma. Pri teoriji izbire smo dobili dva faktorja, ki smo ju poimenovali »teorija izbire in organizacijsko vedenje« ter »teorija izbire in družbena percepcija«. V primeru učiteljevih kompetenc smo na podlagi faktorjske analize uvedli štiri nove spremenljivke, in sicer »kakovost strokovnega dela«, »kompetentno delo z dijaki«, »učni načrt kot vodilo strokovnega dela« ter »timski pristop za uspešno delo«. Vse spremenljivke smo za namene primerjalne analize izpeljali tako, da smo jih izračunali na podlagi povprečnih ocen posameznih trditev, ki padejo na posamezni faktor. Rezultati so pokazali, da so vse povezave pozitivne ter glede na vrednost korelacijskega koeficienta zmerne jakosti. Vse hipoteze smo potrdili, saj je bil delež pojasnjene variance visok, kar kaže na to, da so anketiranci izkazali tudi višjo stopnjo učinkovitosti usmerjanja dijakov, in sicer: čustvene inteligence 61,8 %, čuječnosti 41,6 %, teorije izbire 63,8 % ter učiteljeve kompetence 63,9 %.

Organizacija: Pozitiven vpliv na izobraževalne organizacije je v današnjem času konstantnih sprememb zagotovo najbolj odvisen od pedagoškega kadra, ki ga premore tovrstna organizacija. V prvi vrsti so zaposleni tisti, ki morajo prevzemati odgovornost za svoje življenje, kajti le zadovoljen učitelj je dober učitelj. Da bi to dosegali, moramo pri svojem delu ozavestiti različne pristope in teorije, kajti le to nam lahko zagotavlja uspeh pri delu z dijaki, ki smo jim vzgled in motivatorji pri njihovem nadaljnjem razvoju.

Družba: Izsledki in ugotovitve raziskave ter izvorni model prispevajo k razumevanju, miselnosti današnjega izobraževalnega sistema, ki se zaveda pomembnosti učiteljevega dela v vlogi vodje oziroma usmerjevalca razreda. Pri vplivu na družbo smo večkrat izpostavili pomembnost znanja različnih pristopov in teorij, ki jih učitelji morajo poznati, saj lahko na ta način vrednotimo uspešnost posameznika v družbi.

Originalnost: Prispevek k znanosti je utemeljitev modela gradnikov učinkovitega usmerjanja dijakov z uporabo čustvene inteligence, teorije izbire, čuječnosti in s kompetencami. Izoblikovali smo model povezav med čustveno inteligenco, teorijo izbire, čuječnostjo in kompetencami pri uspešnem delu učiteljev z dijaki. Zasnovan model je univerzalen, kar nam daje možnost nadaljnjih raziskav v vzgojno-izobraževalnih ustanovah tako med učitelji kot med dijaki.

Omejitve/nadaljnje raziskovanje: Podatke smo zbirali v času epidemije, kar tako za raziskovalca kot anketirance pomeni edinstveno situacijo. Predvidevamo lahko, da določene omejitve izhajajo tudi iz možnosti podajanja družbeno zaželenih odgovorov s strani učiteljev, saj smo raziskovana področja merili s samoocenjevalnim vprašalnikom. Nadgradnja našega modela bi bila, da bi izvedli periodično raziskavo med srednješolskimi učitelji v vseh statističnih regijah Slovenije, in sicer po dveh letih izobraževanja in usposabljanja učiteljev na področjih, ki smo jih raziskovali.

Ključne besede: čustvena inteligenca, čuječnost, teorija izbire, učiteljeve kompetence, paradigma, usmerjanje dijakov, model gradnikov pri učinkovitem usmerjanju dijakov.

Biljana Bahat je doktorica znanosti in srednješolska učiteljica na področju sociologije in družboslovja, kjer se ukvarja z različnimi pristopi in teorijami pri delu z dijaki. Pristopi in metode z uporabo čustvene inteligence, teorijo izbire, čuječnostjo pri delu z dijaki in spodujanje njihovega potenciala uporablja pri svojem delu. Sodeluje v različnih mednarodnih projektih, ki se navezujejo na vodenje oziroma usmerjanje dijakov. Njeni raziskovalni interesi so kakovostno delo v razredu, preventivne delavnice za dijake s področja čustvene inteligence, čuječnosti, občutka lastne vrednosti, duševnega zdravja in komunikacije.

Marija Ovsenik je redna profesorica in strokovnjakinja s področja organizacije, upravljanja ljudi in socialne gerontologije. Doktorirala je na Fakulteti za politično vedenje Veljka Vlahovića v Sarajevu in Fakulteti za organizacijo v Novem mestu ter opravila specializirano izobraževanje s področja upravljanja s človeškimi viri v neprofitnih organizacijah na Univerzi v Ljubljani. Leta 1996 ji je Ministrstvo za delo, družino in socialne zadeve podelilo nagrado za izjemne dosežke na področju socialnega varstva.

Nikolaj Lipič je doktor znanosti in docent za področje socialne gerontologije. Na Alma Mater Europaea – Evropskem centru Maribor predava na študijskih programih socialne gerontologije, fizioterapije in zdravstvenih ved. Je tudi predsednik Gerontološkega društva Slovenije, član Strokovnega sveta pri Socialni zbornici Slovenije in član Strokovnega sveta za socialne zadeve pri Ministrstvu za delo, družino, socialne zadeve in enake možnosti. Njegovo raziskovalno delo se osredotoča na razvoj statistične pismenosti različnih generacij, raziskovanje aktivnega staranja, demence in demografskih vidikov staranja, vzpostavljanje kakovostnega timskega dela in odličnosti v socialni gerontološki praksi.

A Model of Building Blocks of Effective Student Guidance with the Usage of Emotional Intelligence, Choice Theory, Mindfulness and Competences

Biljana Bahat*

Fakulteta za organizacijske študije Novo mesto, Ulica talcev 3, 8000 Novo mesto,
Slovenija
biljana.vovk@guest.arnes.si

Marija Ovsenik

Fakulteta za organizacijske študije Novo mesto, Ulica talcev 3, 8000 Novo mesto,
Slovenija
mara.ovsenik@gmail.com

Nikolaj Lipič

Alma Mater Europaea – Evropski center
nikolaj.lipic@gmail.com

Abstract

Research question (RQ): We have created the research question based on various scientific insights, namely: emotional intelligence, emotion, theory of choice and competence, are studied to recognize influential building blocks of the effective guidance model for students using emotional intelligence, theory of choice and teacher competences.

Purpose: The main purpose of the article thesis is to create an original model, which consists of the building blocks of effective student guidance with different uses of theories and knowledge in the field of emotional intelligence, theories of choice, competences of the Slovenian teacher in order to identify the building blocks of the original model.

Methods: In the empirical section a quantitative research paradigm was used. Regarding data collection, the method of interviewing secondary school teachers in all statistical regions of Slovenia was chosen., we used the descriptive statistics method: standard deviation, minimum and maximum values, frequencies and percentages.

Results: The survey included 1,025 respondents. The survey was carried out on a sample of secondary high school teachers, which were invited to participate in 2020. The majority of the sample represents women (71.4 %). The sample included teachers who teach in schools in all Slovenian statistical regions. The key notions or paradigms that were tested with the help of the questionnaire, were emotional intelligence, intelligence, selection theory and competence of teachers. In the case of emotional intelligence and mindfulness one-dimensional structure of the concept was confirmed, in the theory of choice two factors were given, which we called "theory choice and organizational behavior" and "choice theory and social perception". In the case of teacher competences on the basis of a factor analysis, we introduced 4 new variables, namely "quality of professional work", "competent work with students", "curriculum as a guide of professional work" and "team approach for successful work". All variables were for the purposes of benchmarking carried out by calculating them on the basis of estimates of individual claims that fall on each factor. The results showed that all links are positive and based on the value of the correlation coefficient of moderate strength. All hypotheses were confirmed as the proportion of the explained variance was high, indicating that the respondents also showed higher rate in student guidance efficiency: emotional intelligence 61.8%, mindfulness 41.6 %, theory of choice 63.8 % and the teacher's competence 63.9 %.

Organization: The positive impact on educational organizations is now in time of that constant changes definitely most dependent on the teaching staff that such an organization can offer. First and foremost, employees are those who have to take responsibility for their lives, because only a satisfied teacher is a good teacher. In order to achieve this, we need to raise awareness to different approaches and theories in work, as only this can ensure success in working with the students, whom teachers are role models and motivators in their further development.

Society: The results and findings of the study and the original model contribute to the mindset of today's education system, which is aware of the importance of the teacher's work as a leader or class guide. In its impact on society, the dissertation has repeatedly highlighted the importance of different approaches and theories that teachers need to know, as we can in this manner value the effectiveness of individual in society.

Originality: The contribution is the justification of the building block model of effective student guidance using emotional intelligence, choice theory, mindfulness and competences. In the original model we have identified the basic building blocks.: emotional intelligence, emotion, the theory of choice and competence of the teacher. The design model is universal, which gives us the opportunity to further research in educational institutions both among teachers and among students.

Limitations/Future Research: Data was collected during the epidemic, which is a unique situation both for the researcher and the respondents. We faced poor responsiveness, as teachers spent most of their time working from home. Upgrading our model would be to conduct a periodic survey among secondary high school teachers in all Slovenian statistical regions after two years of teacher education and training in the fields we have researched.

Key words: emotional intelligence, mindfulness, theory of choice, teacher competence, paradigm, student guidance, student model in effectively guiding students.

Biljana Bahat is a doctor of science and high school teacher in the field of sociology and social sciences, where she deals with various approaches and theories in working with students. He uses approaches and methods using emotional intelligence, choice theory, mindfulness in working with students and encouraging their potential in his work. He participates in various international projects related to the leadership or guidance of students. Her research interests include quality classroom work, prevention workshops for students in the fields of emotional intelligence, mindfulness, self-worth, mental health, and communication.

Marija Ovsenik is a full professor and expert in the field of organisation, people management and social gerontology. She obtained a PhD from the Faculty of Political Behavior Veljko Vlahović in Sarajevo and the Faculty of organisation study in Novo mesto, and completed a specialized training in the field of human resource management in non-profit organizations at the University of Ljubljana. In 1996, the Ministry of Labor, Family and Social Affairs awarded her the prize for outstanding achievements in the field of social protection.

Nikolaj Lipič is a doctor of science and assistant professor in the field of social gerontology. At Alma Mater Europaea - European Center, Maribor, he lectures in the study programs of social gerontology, physiotherapy and health sciences. He is also the president of the Gerontological Society of Slovenia, a member of the Expert Council at the Social Chamber of Slovenia and a member of the Expert Council for Social Affairs at the Ministry of Labor, Family, Social Affairs and Equal Opportunities. His research focuses on the development of statistical literacy of different generations, research on active aging, dementia and demographic aspects of aging, the establishment of quality teamwork and excellence in social gerontological practice.
