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Well-Being of Physical Education Teachers as a Precondition of Successful Professional Position: The Case of Lithuania

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Abstract

The article deals with the well-being of Lithuanian physical education teachers as a precondition of their successful professional position. The sample size, consisted of 324 physical education teachers (183 men and 141 women) working in secondary schools in Lithuania, representing the whole population of Lithuanian physical education teachers. Well-being, which was characterised by physical education teachers according to the experienced tension, and various factors causing it was evaluated on a 12-point scale.

It has been established that women feel stress more often because of problems in the family ($p < 0.001$). Older physical education teachers feel underestimated more than their younger counterparts ($p < 0.01$), and they suffer from various ailments ($p < 0.05$). Comparison of data between men and women in the group of 20 and less years of teaching experience showed that women suffer from family problems more often than men ($p < 0.01$), and in the group of 20 and more years of teaching experience women face financial difficulties more often than men ($p < 0.05$). Physical education teachers (women) feel tension due to more diverse factors than men. Besides, every third research participant suffers from tension during his/her professional activities.

Key words: *physical education teachers; professional position; well-being.*

Introduction

Due to continuous economic and political changes, and new organisational challenges, the contemporary labour market is often characterised as stressful to employees (Selmanovic, Ramic, Pranjic, Brekalo-Lazarevic, Pasic, & Alic, 2011). Research and practice show that there are certain professions – medical professionals, social workers, statutory officers, etc. (Bonnie & Jennings, 2008; Selmanovic et al., 2011), as well as teachers (Antoniou, Ploumpi, & Ntalla, 2013; Hanif, Tariq, & Nadeem, 2011) – who are exposed to increased risk to well-being. Research carried out in Great Britain, the Netherlands, Scandinavian countries, USA, Australia, Canada and other countries shows that almost one third of teachers suffer from continuous pressure at work (Papastylianou, Kaila, & Polychronopoulos, 2009). Physical education (PE) is among the professions the activities of which are related to continuous mental and physical stress (Jung, 2010; Yaman, 2009), because teachers have to control their emotions, behaviour follow school regulations, rules of procedures, hygiene standards, general health requirements, and occupational safety regulations in the gym. Extraordinary working conditions (Smith & Leng, 2003), communication problems (Kougioumtzis, Patriksson, & Strahman, 2011), and inadequate remuneration (Al-Mohannadi & Capel, 2007) have a negative impact on the well-being of physical education teachers, as a precondition of their successful professional position.

Research in foreign countries deals with factors revealing the well-being of physical education teachers. These international concerns have been evidenced by research conducted in the USA (Gross, 2009; Jung, 2010), Poland (Brudnik, 2003; Pec, 2005), Greece (Tsigilis, Zournatzi, & Koustelios, 2011), Finland (Johansson & Heikinaro-Johansson, 2004), Turkey (Yaman, 2009), Qatar (Al-Mohannadi & Capel, 2007), Singapore (Smith & Leng, 2003), Korea (Lee, Kang, & Kim, 2006), and China (Mei-juan, 2006).

It should be noted that in the last five years there has been only one scientific study in Lithuanian (Stočkus & Adaškevičienė, 2012) that reveals the links between occupational stressors of physical education teachers and sociodemographic variables. Besides, this study does not represent the population of the whole country as it was carried out in only one Lithuanian city (Siauliai). What is more, this study elaborates only on occupational difficulties of physical education teachers, leaving out personal and social interference. Thus, the research question in this study is: Which factors of poor well-being that act as grinders of successful professional positions are listed by physical education teachers? In this article, a professional position is understood as one aspect of the personal position which characterises teachers' relations to socially significant activities, in which individuals reveal their powers and improve them, i.e. seek self-actualisation while implementing their mission to develop students' attitudes and skills of health-enhancing physical activity, as well as habits of systemic physical activity, not only in physical education classes and leisure, but also after finishing school, for the rest of their lives. The research aim was to reveal factors of poor well-being of physical education teachers as grinders of their successful professional positions.

Methods

Participants

An independent sample was composed to address research objectives. This sample, encompassing the whole population, consisted of 324 physical education teachers working in secondary schools in Lithuania. The socio-demographic characteristics of research participants are given in Table 1. The sample was constructed so as to select physical education teachers who could be representative of the whole Lithuanian country. Among the teachers surveyed, there were 183 men (56.5%) and 141 women (43.5%). This gender ratio is broadly consistent with the ratio of a given population; according to the *Lithuanian Sports Statistical Yearbook* (2013), the said data for Lithuania in 2012 were as follows: in the PE teacher population of 2308 people, men accounted for 55.9%, and women for 44.1%. Furthermore, 34 PE teachers were younger than 30, 66 were in the 30–39 age range, 125 in the 40–49 age range, and 99 PE teachers were 50 years old or older. The oldest teacher was 68 years of age.

Table 1

Sociodemographic characteristics of PE teachers

| Qualification categories# | Men | | Women | | Age (years) (Mean±SE) | Years of teaching experience (Mean±SE) |
|----------------------------|-----|-------|---------------------------------|-------|---------------------------|--|
| | n | % | n | % | | |
| | 183 | 56.5 | 141 | 43.5 | 45.45 ± 0.52 | 20.58 ± 0.54 |
| PE Teachers (n=324) | 32 | 17.4 | 21 | 14.9 | 37.81 ± 1.11 | 11.71 ± 1.19 |
| teacher | 64 | 34.8 | 67 | 47.5* | 45.08 ± 0.76 | 20.52 ± 0.77 |
| senior teacher | 88 | 47.3* | 51 | 36.2 | 48.73 ± 0.73 | 23.67 ± 0.77 |
| supervisor | 1 | 0.5 | 2 | 1.4 | 51.00 ± 6.00 | 28.50 ± 5.50 |
| expert | | | | | | |
| | | | $\chi^2=62.05$; df=3; p<0.1 | | F=21.33; df=3; p<0.001 | F=23.75; df=3; p<0.001 |

* p<0.05, comparing data for men and women

- in Lithuania, there are four qualification categories – teacher, senior teacher, supervisor and expert (according to the Attestation of Regulations for Teachers and Student Support Specialists, 2008).

The data show that, according to certain sociodemographic characteristics of the subjects, the group was homogeneous, thus the comparative analysis of the data can be carried out according to age, gender, and teaching experience. However, there was a high correlation between age and teaching experience ($r=0.90$, $p<0.001$), so teaching experience was chosen for the analysis of selected research variables. Based on the mean and median of teaching experience data, the subjects were divided into two groups according to the length of their service: those working 20 years and less (men: 49.7%, women: 55.8%) and those working for more than 20 years (men: 50.3%, women: 44.2%). The distribution of men and women in the groups of teaching experience was not statistically significant.

Using a simple random sampling method, study participants were selected as follows: 160 PE teachers were from urban, 93 from suburban and 71 from rural schools.

According to the *Law of the Territorial Administrative Units and Their Boundaries of the Republic of Lithuania* (2010), residential areas in the Republic of Lithuania are divided into cities (3,000 inhabitants and more), towns (500–3,000 inhabitants), and villages (with no characteristic features of a city or town).

Instrument/Measure

The questionnaire consisted of two parts. The first one included well-being factors, characterised by physical education teachers according to the experienced tension and its various causing factors, which were evaluated on a 12-point scale (Stock & Kramer, 2000). The Likert scale provided four response options from *permanent* (1 point) to *no* (4 points) tension (*1=permanent, 2=frequent, 3=rare, 4=no tension at all*). The data allowed the calculation of experienced tension scores. The median of the response variant scores allowed us to distinguish the following dichotomous groups: periodic tension (the sum of scores is greater than the median), and episodic tension (the total score is equal to or less than the median). The second part included the sociodemographic characteristics of research participants: gender, age, years of teaching experience, and qualification category. The questionnaire was translated into Lithuanian and the translation was validated. The internal consistency of the questionnaire was assessed by Cronbach's alpha coefficient (0.89).

Procedures

Research was carried out from February to November 2014, having received the approval of the administration of various Lithuanian teachers' qualification centres, which perform the functions of the educational consultant, i.e. conducting workshops for teachers at the national level, in the projects of the Ministry of Education and the Education Development Centre *Preparation for the Implementation of Updated General Education Programmes*, and *Improvement of the Assessment of Student Achievements and Progress in the Process of Moral, Artistic and Physical Education*. Questionnaires for physical education teachers were presented at a relevant time during the workshops, and after being filled in/completed they were immediately collected. This test procedure guaranteed a high return rate of the questionnaire (88.8%). The questionnaires were filled in by school teachers in workshops, they were distributed and questions were answered by the researcher. During the instruction, teachers were given information on filling in the questionnaire, explained the study aims, and were explained that their anonymity would be ensured.

Statistical Analyses

The data of the quantitative study were processed using the *SPSS for Windows 14*. Methods of descriptive and differential statistics were used to calculate the values of various indices (percentage data distribution, means, medians, standard errors and deviations, factor analyses), as well as criteria of statistical significance. The significance of the difference between the groups' responses was calculated applying

the *Chi squared* and *Student's t* criteria. Internal consistency of the scales was verified calculating *Cronbach's alpha* coefficient. Results were considered significant at $p \leq 0.05$, with 95% probability.

Results

The data about factors causing tension to physical education teachers in groups based on gender (A), teaching experience (B), and teaching experience according to gender (C) are given in Table 2. Responses *permanent* and *frequent* were joined. The data in Table 2 show that men and women identified different factors causing tension.

Table 2

Factors causing tension to physical education teachers in groups based on gender (A), teaching experience (B), and teaching experience according to gender (C) (%).

| Factors | (A) | | (B) | | (C) | | | |
|--|--------|----------------------|------------------------------|---------------------|------------------------------|---------------------|------------|--------------------|
| | Gender | | Years of teaching experience | | Years of teaching experience | | | |
| | Men | Women | ≤ 20 years | > 20 years | ≤ 20 years | | > 20 years | |
| | Men | Women | ≤ 20 years | > 20 years | Men | Women | Men | Women |
| Work (in general) | 29.1 | 27.7 | 30.4 | 27.2 | 29.7 | 31.2 | 28.9 | 24.6 |
| Specific requirements for physical education teachers | 24.2 | 22.0 | 22.6 | 24.5 | 24.2 | 20.8 | 24.4 | 24.6 |
| Feels invisible at work | 10.1 | 11.6 | 7.3 | 14.1 ^{B**} | 7.9 | 6.7 | 12.4 | 16.7 |
| Competition | 12.2 | 19.9 | 14.4 | 16.0 | 10.0 | 19.5 | 13.5 | 19.7 |
| Gap between theoretical knowledge and practical work according to their speciality | 17.0 | 20.0 | 22.0 | 14.0 | 16.5 | 28.6 | 17.8 | 8.3 ^{C**} |
| Earning extra money | 19.1 | 20.7 | 21.6 | 17.8 | 23.1 | 19.7 | 15.4 | 21.3 |
| Working conditions | 20.9 | 26.2 | 23.2 | 23.8 | 19.8 | 27.3 | 22.2 | 26.2 |
| Financial difficulties | 30.8 | 38.8 | 33.7 | 34.4 | 35.2 | 32.0 | 26.7 | 45.9 ^{D*} |
| Problems in the family | 9.9 | 24.5 ^{A***} | 16.9 | 14.6 | 8.8 | 26.7 ^{D**} | 11.1 | 19.7 |
| Sex life | 6.1 | 9.3 | 6.6 | 7.9 | 4.4 | 9.2 | 7.8 | 8.2 |
| Communication with friends | 3.3 | 2.9 | 1.8 | 4.6 | 1.1 | 2.6 | 5.6 | 3.3 |
| Ailments | 11.0 | 15.0 | 9.0 | 17.2 ^{B*} | 8.8 | 9.2 | 13.3 | 23.0 ^{C*} |

A – comparing the data for men and women

B – comparing the data in groups based on teaching experience

C – comparing the data for women in groups based on teaching experience

D – comparing the data for men and women in groups based on teaching experience.

* – $p < 0.05$; ** – $p < 0.01$; *** – $p < 0.001$.

Differences in gender (A) groups. Women suffer from tension caused by family problems ($\chi^2=12.325$; $df=1$; $p<0.001$), competition ($\chi^2=3.506$; $df=1$; $p=0.061$), and financial difficulties ($\chi^2=2.284$; $df=1$; $p=0.131$) more often than men. It should be noted that female physical education teachers experience tension caused by more factors than male teachers. Besides, every third research participant suffers from tension in his/her occupational activities.

Differences in teaching experience (B) groups. Teachers with teaching experience of 20 and more years suffer from tension caused by the following factors: they feel

underestimated at work ($\chi^2=0.802$; $df=1$; $p<0.01$), suffer from various ailments ($\chi^2=4.790$; $df=1$; $p<0.05$), and poor communication with their colleagues ($\chi^2=2.071$; $df=1$; $p=0.150$). Research participants with less teaching experience suffer from tension caused by the gap in theoretical knowledge and practical experience according to their speciality ($\chi^2=3.421$; $df=1$; $p=0.064$). It is worth noting that the main causes of tension for research participants are their work in general ($\chi^2=0.398$; $df=1$; $p=0.528$), and financial difficulties ($\chi^2=0.017$; $df=1$; $p=0.895$).

Differences in the group based on teaching experience according to age (C). The data for men in different groups based on teaching experience show a tendency (statistically insignificant) that men with more teaching experience feel more underestimated at work ($\chi^2=0.986$; $df=1$; $p=0.320$), suffer from more different ailments ($\chi^2=0.950$; $df=1$; $p=0.330$), but also experience financial difficulties less often ($\chi^2=1.529$; $df=1$; $p=0.216$) compared to their younger counterparts. Women in the group of this teaching experience indicated that they suffered from various ailments ($\chi^2=4.922$; $df=1$; $p<0.05$), felt underestimated at work ($\chi^2=3.375$; $df=1$; $p=0.066$), but also suffered less from the gap in theoretical knowledge and practical experience according to their speciality ($\chi^2=8.729$; $df=1$; $p<0.01$).

The comparison of data for men and women in the group based on teaching experience of 20 and less years showed that women suffered from family problems more ($\chi^2=9.369$; $df=1$; $p<0.01$), while in the group of teaching experience of more than 20 years, women faced financial problems more often ($\chi^2=5.958$; $df=1$; $p<0.05$).

Factor analysis was used to establish tension-causing factors (the KMO coefficient in this analysis was 0.84). Three factors were distinguished and they make up for 54.7% of the dispersion of the researched variables (Table 3).

Table 3
Data for the analysis of factors causing tension

| Factor and its variables | Factor loadings |
|--|-----------------|
| Organisational factors | |
| Competition | 0.67 |
| Earning for life | 0.61 |
| Underestimated at work | 0.65 |
| Personality factors | |
| Living conditions | 0.77 |
| Financial difficulties | 0.77 |
| Various ailments | 0.46 |
| Family problems | 0.65 |
| Sex | 0.84 |
| Occupational factors | |
| Work in general | 0.71 |
| Specific requirements for the position | 0.65 |
| Gap in professional knowledge and practical experience according to their speciality | 0.49 |

Table 3 shows that the main cause of tension for physical education teachers is their personal life, i.e. peculiarities of their sex life, financial problems in their families, and living conditions. For a more detailed data analysis, the summative score was calculated in the groups of men and women (Table 4).

Table 4
Average points of tension-causing factors (SE)

| Factor | Men | Women |
|------------------------|-------------|-------------|
| Organisational factors | 2.01 ± 0.04 | 2.07 ± 0.06 |
| Personality factors | 1.68 ± 0.03 | 1.72 ± 0.04 |
| Occupational factors | 1.93 ± 0.04 | 1.99 ± 0.04 |

SE – standard error.

The figures in Table 4 show that physical education teachers suffer from tension which is caused more by the organisational culture than personal life. Besides, there were no statistically significant differences between stressors for men and women. There is a tendency for women to experience continuous and more frequent stress.

When research participants were grouped according to the summative score of stress-causing factors, 51.7% of men and 51.9% of women were in the periodic tension group. When the distribution of the tension scale was normal, the parametric *t* test showed the following scores for stress-causing factors: 22.3 ± 0.34 for men and 23.09 ± 0.41 for women. No significant differences were found from the standpoint of teaching experience.

Discussion

The findings of the present research show that women suffer from tension due to family problems more than men. The workday of physical education teachers does not end with physical education classes. Many teachers are involved in informal education – they coach students and train them for sports competitions. Although this work is taken for granted and considered to be an additional professional liability, unlike other after-school activities it requires very intensive work and daily planning throughout the year to achieve results – winning competitions. In addition, school administration, teachers, students, and parents look forward to successful sports performance, and teachers-coaches are officially responsible for team success. These diverse responsibilities create exhausting working conditions for teachers-coaches (Kwon, Pyun, & Kim, 2010). In the study about role conflicts among physical education teachers in the USA, Konukman, Agbuga, Erdogan, Zorba, Demirhan, and Yilmaz (2010) suggest that the physical education teacher and the coach are two different professions with different roles. Endless work and occupational burden of a teacher will inevitably be transferred to the private environment. It was found that teachers have much more difficulties than many other professionals in combining work and family roles (Newth, 2011), which may eventually lead to work-family conflict (Sanz-Vergel, Rodriguez-Munoz, & Nielsen, 2015). Work-family conflicts cause stress and

depression, increase morbidity (Zhang, Griffeth, & Fried, 2012), and reduce job (Carr, Boyar, & Gregory, 2008) and family life satisfaction (Warner & Hausdorf, 2009).

Our study conducted in different groups of teaching experience showed that older physical education teachers (men and women) were more likely than their younger counterparts to experience a variety of ailments and feel underappreciated. Analogous results are presented in the study by Malinauskas, Malinauskienė, and Dumčienė (2010), suggesting that university coaches working for more than 10 years suffered from higher levels of fatigue than their colleagues who worked for fewer years. The sense of declining personal professional aspirations is manifested as decreased self-confidence, competence, and the ability to work successfully, as well as the underestimation of the significance of personal achievements and work. People feel useless and inefficient in their work, and believe that their personal contribution to the activities of the organization is no longer relevant (Nagar, 2012). This statement may indicate inadequate prestige of physical education teachers in society, their inferior status among other teachers and the negative attitude towards physical education on the part of school administration and students' parents. This was confirmed by Green (2002), who found that the main problem for physical education teachers was communication with school administration and co-operation with other teachers, as well as students and their parents.

Analysis of the status hierarchy of teachers of various specialties shows that teachers of school subjects completed without examination (Kwon et al., 2010) and non-academic subjects such as moral education, arts and physical education have a low status in the educational hierarchy because they are peripheral to the principal school instrument. For example, the *Eurydice (European Commission/EACEA/Eurydice, 2013) Report* maintains that physical education is a compulsory subject in all European countries. However, research by Hardman (2011) suggests that even though physical education is formally part of the education programmes in many countries (83%), it is more often excluded from the general education than any other subject, giving priority to subjects with examinations. Thus, the low status of PE lessons (Christodoulou, 2010) is in general a typical phenomenon. Similar findings were reported by other authors (Yao & Jin, 2005), emphasising parents' attitudes to school physical education. Research suggests that students' parents frequently want their children to become qualified and rich professionals. Thus, expectations regarding the future of their children encourage them to support academic subjects and ignore physical education. Research shows that physical education teachers often face their colleagues' negative attitudes towards them (Brudnik, 2009; Krawanski, 2009), while students value them less than the teachers of other subjects.

Further discussing stressors for physical education teachers in different teaching experience groups, one study conducted in Qatar should be mentioned (Al-Mohannadi & Capel, 2007), which also sought to explain some of the differences based on gender and teaching experience. It was observed that female physical education teachers

faced tension more often than their male counterparts, while in terms of teaching experience, older physical education teachers were more stressed than their younger colleagues. Similar test results were obtained in this study.

It should be noted that younger women are more likely to suffer from tension caused by the gap between theoretical knowledge and practical work based on their specialty compared to their older colleagues, while older women are more likely to encounter financial difficulties than men with the same work experience.

As for the tension caused by the gap between theoretical knowledge and practical working practice for younger physical education teachers, we should not forget the training programmes as well as their implementation opportunities. It is believed that the development of new training programmes and their practical application can pose some difficulties on physical education teachers (Jin, 2013). The author of the study notes that the old physical education programme in China was focused on the pursuit of sports results, while the new programme emphasises health education. Although all teachers who participated in the study demonstrated positive attitudes and emphasised the improvement of their professional skills and teaching methods, the research data showed a number of structural, personal and cultural factors that could prevent the implementation of the new programme. Therefore, Kulinna, McCaughtry, Cothran, & Martin (2006) propose a discussion of new programmes before their adoption.

Continuing the discussion about the tensions of physical education teachers, we should mention Green's (2002) study, which reveals that physical education teachers with little teaching experience and therefore younger than other school employees, often do not feel confidence in their professional capacity, as they say: "I dare not suggest ..."; "I am still learning ...". There are studies which show that younger physical education teachers feel dependent on their older colleagues, they are disappointed because of their failure to establish values, and feel the lack of practical teaching knowledge (Shoval, Erlich, & Fejgin, 2010). Other researchers (Tonder & Williams, 2009) also suggest that younger physical education teachers face greater pressure at work than their older counterparts. Contradictory research data was presented by Brouwers, Tomic, & Boluijt (2011) in their investigation, the aim of which was to determine the relationship between the exhaustion and working demands, control, social support and self-efficacy of Dutch physical education teachers. They found that stress often affected the elderly, i.e., physical education teachers with more years of teaching experience.

Discussing the consequences of financial difficulties which suggest that older women suffer more than men with the same teaching experience, it is interesting to note that the majority of research contradicts this assumption, arguing that male physical education teachers experience stress due to financial difficulties more often than women.

We should also mention the study by Smith & Leng (2003), conducted in Singapore schools, which investigated physical education teachers. The study findings suggest that emotional exhaustion is typical of young professionals and male teachers

(their exhaustion is associated with the maintenance of family concerns). Another study by Al-Mohannadi and Capel (2007) describes factors influencing the well-being of physical education teachers. The authors note that teachers' well-being affects a country's culture and traditions; literature, thus, includes various well-being determinants of teachers. For example, the authors cite M. Mohammed (Al-Mohannadi & Capel, 2007) and other studies which show that physical education teachers in Egypt suffer from students' behaviour, implementation of the study programme, lack of opportunities for creating the educational environment, workload planning, role-compatibility, work monotony, lack of communication with management and co-workers, public attitudes towards physical education and the status of physical education, the feeling of being underestimated in the school community, the stress at work caused by the profession itself, as well as low salaries (inadequate income). The authors observe that research is usually interested in the well-being of teachers as a professional group in general. This means that physical education teachers are included. Thus, findings about the factors that may affect the well-being of teachers are not differentiated by the subjects taught. Tsigilis, Zournatzi, and Koustelios (2011) indicate that teachers in Greece feel great frustration because of their salaries and education system. Meanwhile, in Israel, there is a positive correlation between salary increase and professional satisfaction of physical education teachers, although social (social interaction) and structural (school premises and equipment) factors more adequately justify the quality of physical education teachers' work than psychological or bureaucratic factors (Fejgin, Talmor, & Erlich, 2005).

Other studies indicate that teachers' reward for the work is related to teaching quality. According to the International Training and Learning Survey (International Training and Learning TALIS Survey Report, 2009), the majority of teachers surveyed in different countries stated they would not get more money if they tried to be more inventive or innovative. Three quarters of the surveyed teachers said that the best teachers who worked most efficiently or applied the most innovative methods did not receive higher salaries. Consequently, there is no guarantee of effective teaching. This is also related to physical education teachers' extra work – for example, participation in sports events (or their organisation) during weekends and holidays, referee work in competitions – for which they are not paid in Lithuania.

In summary, we suggest that the development of effective occupational stress-coping strategies and measures requires that: a) physical education policy-makers and professionals responsible for physical education increase teachers' salaries to pay for additional work not regulated by legislation (during weekend and holiday sports events, working as referees during competitions); standardise the workload and improve working conditions by enabling teachers to have assistants and/or technical staff who are responsible for the arrangements for sports equipment warehouse, the quality of teaching equipment, its quantity and hygiene, the safety of pupils and order in the locker room during breaks; ensure early retirement and sabbatical leave;

b) teachers share their best practices in city methodological organisations; are open, sincere among their peers, occasionally inviting a psychologist; c) teacher training centres organise in-service training for physical education teachers; d) teachers be encouraged to be physically active and rested, to sleep well and use psychological services (psychotherapy, psychological correction and counselling, autogenic training).

After all, the oppressed, exhausted, and tired worker is no longer effective. The well-known organizational psychologist L. von Rosenstiel used an eloquent metaphor to describe this: “happy cows give more milk” (2010).

This requires physical education teachers to carefully and responsibly approach their well-being as a precondition to their successful professional position to implement their mission – to develop students’ skills and attitudes towards health-enhancing physical activity, and systematic physical activity habits, not only during physical education lessons and students’ free time, but also after finishing school, for the rest of their lives.

Conclusions

Women are more likely than men to experience tension due to family problems ($p < 0.001$). Older physical education teachers (men and women) feel underestimated at work ($p < 0.01$) and suffer from various ailments ($p < 0.05$) more often than their younger colleagues. Older women suffer from various ailments more often than their younger counterparts ($p < 0.05$), but they face tension due to the gap between theoretical knowledge and practical working practice less often ($p < 0.01$). Comparing the data for men and women in the group of 20 and less years of teaching experience, we found that women were more likely than men to suffer from problems in the family ($p < 0.01$), and in the group of 20 and more years of teaching experience, women suffered from financial difficulties more often than men ($p < 0.05$). Causes of tension for female PE teachers were more diverse than those for men. In addition, every third research participant experienced tension at work.

The study showed that physical education teachers suffer from various ailments, but it did not reveal what complaints (psychosomatic or somatic) they had. Other studies should not exclude the possibility of clinical trials. It would be interesting to know whom teachers would ask for emotional support (school administration, other physical education teachers, teachers of other subjects) when facing personal and/or professional problems. The opportunity to express their views and be heard in a problematic situation could reduce their stress and sensitivity.

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Dobrobit profesora tjelesnog odgoja kao preduvjet uspješnog profesionalnog položaja: slučaj Litve

Sažetak

Tema je rada dobrobit litavskih profesora tjelesnog odgoja, kao preduvjet njihova uspješnog profesionalnog položaja. Uzorak kojim je obuhvaćena cjelokupna populacija sastoji se od 324 profesora tjelesnog odgoja (183 muškarca i 141 žena), koji su zaposleni u litavskim srednjim školama. Dobrobit koju su profesori tjelesnog odgoja opisivali s obzirom na doživljenu napetost i njezine brojne uzročnike, ocjenjivana je na ljestvici od 12 stupnjeva.

Utvrđeno je da žene češće doživljavaju stres zbog obiteljskih problema ($p < 0,001$). Stariji profesori tjelesnog odgoja češće se osjećaju nedovoljno cijenjenima nego njihovi mlađi kolege ($p < 0,01$), a pate i od raznih tegoba ($p < 0,05$). Usporedba podataka za muškarce i žene u skupini ispitanika s 20 i manje godina iskustva u nastavi pokazuje da žene češće pate zbog obiteljskih problema nego muškarci ($p < 0,01$), a u skupini ispitanika s 20 i više godina iskustva u nastavi žene su češće suočene s financijskim poteškoćama od muškaraca ($p < 0,05$). U slučaju profesorica tjelesnog odgoja napetost je uzrokovana većim brojem razolikih faktora nego što je to slučaj kod njihovih kolega. Osim toga, svaki treći ispitanik osjeća napetost prilikom obavljanja profesionalnih aktivnosti.

Ključne riječi: profesori tjelesnog odgoja; profesionalni položaj; dobrobit.

Uvod

Uslijed kontinuiranih ekonomskih i političkih promjena, kao i novih organizacijskih izazova, suvremeno tržište rada često se opisuje kao stresno za zaposlene (Selmanovic, Ramic, Pranjic, Brekalo-Lazarevic, Pasic, i Alic, 2011). Teorija (istraživanje) i praksa pokazuju da postoje određena zanimanja – radnici u medicinskoj struci, socijalni radnici, statutarni činovnici i dr. (Bonnie i Jennings, 2008; Selmanovic i sur., 2011), kao i nastavnici (Antonioni, Ploumpi, i Ntalla, 2013; Hanif, Tariq, i Nadeem, 2011) – koja su izložena povećanom riziku za dobrobit. Istraživanje provedeno u Velikoj Britaniji, Nizozemskoj, skandinavskim zemljama, SAD-u, Australiji, Kanadi i drugim zemljama

pokazuje da gotovo trećina nastavnika pati zbog trajnog pritiska na radnome mjestu (Papastylianou, Kaila, i Polychronopoulos, 2009). Među zanimanjima čije aktivnosti predstavljaju izvor kontinuiranog mentalnog i fizičkog stresa (Jung, 2010; Yaman, 2009) jest i nastava tjelesnog odgoja: od profesora se, naime, očekuje da drže pod kontrolom vlastite emocije, slijede školska pravila i procedure, poštuju higijenske standarde, opće zdravstvene odredbe i pravila o zaštiti na radu u sportskoj dvorani. Izvanredni radni uvjeti (Smith i Leng, 2003), problemi u komunikaciji (Kougioumtzis, Patriksson, i Strahlman, 2011) i neodgovarajuća naknada za rad (Al-Mohannadi i Capel, 2007) negativno se odražavaju na dobrobit profesora tjelesnog odgoja, koja je, pak, preduvjet njihova profesionalnog uspjeha.

Istraživanja provedena u stranim zemljama bave se faktorima koji utječu na dobrobit profesora tjelesnog odgoja. O međunarodnom interesu za tu temu svjedoče istraživanja provedena u SAD-u (Gross, 2009; Jung, 2010), Poljskoj (Brudnik, 2003; Pec, 2005), Grčkoj (Tsigilis, Zournatzi, i Koustelios, 2011), Finskoj (Johansson i Heikinaro-Johansson, 2004), Turskoj (Yaman, 2009), Kataru (Al-Mohannadi i Capel, 2007), Singapuru (Smith i Leng, 2003), Koreji (Lee, Kang, i Kim, 2006) i Kini (Mei-juan, 2006).

Valja napomenuti da je u proteklih pet godina u Litvi provedeno tek jedno znanstveno istraživanje (Stočkus i Adaškevičienė, 2012) koje ukazuje na poveznice između faktora stresa na radnome mjestu koji utječu na profesore tjelesnog odgoja s jedne, i sociodemografskih varijabli s druge strane. Nadalje, spomenuta studija ne obuhvaća populaciju čitave zemlje, već je provedena u samo jednom litavskom gradu (Siauliai), te zanemaruje utjecaj osobnih i društvenih faktora (u središtu istraživanja su poteškoće vezane uz radno mjesto). Naše je istraživanje stoga usredotočeno na sljedeće **istraživačko pitanje**: Za koje faktore koji negativno utječu na njihovu dobrobit profesori tjelesnog odgoja smatraju da otežavaju njihov profesionalni razvoj? U ovome radu, profesionalni se položaj smatra aspektom osobnoga položaja koji karakterizira odnos profesora prema društveno značajnim aktivnostima, u sklopu kojih otkrivaju vlastite sposobnosti i dalje ih razvijaju, tj. streme samoaktualizaciji istodobno razvijajući učeničke vještine i stavove prema tjelesnoj aktivnosti koja blagotvorno djeluje na zdravlje, te navike sistematske tjelesne aktivnosti koje će prakticirati ne samo na nastavi tjelesnog odgoja i u slobodno vrijeme već i po završetku škole, do kraja života. Cilj je istraživanja identificirati faktore koji negativno utječu na dobrobit profesora tjelesnog odgoja te koče njihov profesionalni razvoj.

Metode

Sudionici

Sa svrhom ispunjavanja ciljeva ovog istraživanja, sastavljen je neovisni uzorak. Uzorak, koji je obuhvatio čitavu populaciju, čine 324 profesora tjelesnog odgoja zaposlena u litavskim srednjim školama. Sociodemografska obilježja sudionika istraživanja predstavljena su u Tablici 1. Cilj uzorka bio je odabrati profesore tjelesnog

odgoja koji bi predstavljali čitavu Latviju. Među ispitanicima su bila 183 muškaraca (56,5%) i 141 žena (43,5%). Odnos rodova u našem uzorku uglavnom odgovara brojčanom odnosu u čitavoj populaciji. Prema *Litavskom sportskom statističkom godišnjaku* (2013) brojčana situacija za Latviju u 2012. godini bila je sljedeća: u ukupnoj populaciji profesora tjelesnog odgoja od 2308 osoba muškarci čine 55,9%, a žene 44,1%. 32 profesora tjelesnog odgoja mlađe je od 30 godina, 66 ih se nalazi u dobnom rasponu od 30 do 39 godina, 125 u rasponu od 40 do 49, a 99 osoba ima 50 ili više godina. Najstarijem je profesoru 68 godina.

Tablica 1

Prikupljeni podatci pokazuju da je, s obzirom na određena sociodemografska obilježja ispitanika, skupina homogena, što znači da se komparativna analiza prikupljenih podataka može provoditi s obzirom na dob, rod i iskustvo u nastavi. Međutim, uočen je visok stupanj korelacije između dobi i iskustva u nastavi ($r=0,90$, $p<0,001$), stoga je za analizu odabranih varijabli istraživanja odabrano iskustvo u nastavi. Polazeći od srednje vrijednosti podataka o iskustvu u nastavi, ispitanici su podijeljeni u dvije skupine ovisno o tome koliko su dugo zaposleni u školi: oni s 20 i manje godina iskustva (muškarci: 49,7%, žene: 55,8%) i oni s više od 20 godina iskustva (muškarci: 50,3%, žene: 44,2%). Raspodjela muškaraca i žena unutar skupina utemeljenih na nastavnom radnom iskustvu nije se pokazala statistički značajnom.

Koristeći se metodom jednostavnog slučajnog odabira, za sudjelovanje u istraživanju odabrani su sljedeći sudionici: 160 profesora tjelesnog odgoja iz urbanih, 93 iz prigradskih i 71 iz ruralnih škola. Prema *Zakonu Republike Litve o teritorijalnim administrativnim jedinicama i njihovim granicama* (2010), naseljena područja Republike Litve dijele se na gradove (3 000 i više stanovnika), prigradska naselja (500 – 3000 stanovnika) i sela (bez karakterističnih obilježja gradova, odnosno prigradskih naselja).

Instrument/mjerenje

Upitnik se sastojao od dva dijela. Prvi je dio obuhvaćao faktore dobrobiti koje su profesori tjelesnog odgoja opisivali s obzirom na doživljen pritisak i njegove brojne uzročnike, koji su ocjenjivani na ljestvici od 12 stupnjeva (Stock i Kramer, 2000). Likertova skala nudila je četiri ocjene, od izostanka napetosti (4 boda) do trajne napetosti (1 bod; 1=trajna, 2=učestala, 3=rijetka, 4=napetost u potpunosti izostaje). Na temelju prikupljenih podataka bilo je moguće izračunati iznose doživljene napetosti. Srednja vrijednost iznosa ponuđenih odgovora omogućila nam je da izdvojimo sljedeće skupine ispitanika: periodična napetost (zbroy iznosa veći je od medijana) i epizodična napetost (ukupan zbroj jednak je ili je manji od medijana). Drugi je dio uključivao sociodemografska obilježja sudionika istraživanja: rod, dob, godine iskustva u nastavi i kvalifikacijska kategorija. Upitnik je preveden na litavski, a prijevod je ovjeren. Unutarnja konzistentnost upitnika ocijenjena je s pomoću Cronbachova alfa koeficijenta (0,89).

Postupak

Istraživanje je provedeno u razdoblju od veljače do studenog 2014. godine stekavši odobranje administrativnih tijela brojnih litavski centara za izobrazbu nastavnika koji imaju funkciju obrazovnih konzultanata i voditelja radionica za nastavnike na državnoj razini, u sklopu dvaju projekata Ministarstva obrazovanja i Centra za razvoj obrazovanja: „Priprema za provođenje najnovijih općih obrazovnih programa” i „Unaprjeđenje ocjenjivanja učeničkih postignuća i napredak u procesu moralnog, umjetničkog i tjelesnog obrazovanja”. Uпитnici za profesore tjelesnog obrazovanja predstavljeni su u odgovarajućem trenutku za vrijeme trajanja radionice, te su pokupljeni neposredno nakon što su ih ispitanici popunili. Takvo provođenje ispitivanja jamčilo je visok postotak popunjenih upitnika (88,8%). Uпитnici su ispitanicima (profesorima u školama) podijeljeni za vrijeme radionice; na sva pitanja ispitanika odgovarale su istraživačice. U uvodnom djelu radionice profesorima je objašnjeno kako ispuniti uputnik, koji su ciljevi istraživanja, te kako će biti zajamčena njihova anonimnost.

Statistička analiza

Podatci prikupljeni kvantitativnim istraživanjem obrađeni su s pomoću računalnog programa SPSS za Windows 14. Vrijednosti raznih indeksa (postotak raspodjele podataka, srednje vrijednosti, medijani, standardne pogreške i devijacije, faktorska analiza) i kriteriji statističke značajnosti izračunati su s pomoću metoda deskriptivne i inferencijalne statistike. Značaj razlike u odgovorima među dvama skupinama izračunat je s pomoću kriterija *hi-kvadrat* i *učeničkog t*-testa. Unutarnja konzistentnost mjera potvrđena je računanjem *Cronbachova alfa koeficijenta*. Rezultati s vrijednostima $p \leq 0.05$, s 95% vjerojatnosti, zabilježeni su kao značajni.

Rezultati

Prikupljeni podatci o faktorima koji uzrokuju napetost profesora tjelesnog odgoja u skupinama utemeljenima na rodu (A), iskustvu u nastavi (B) i iskustvu u nastavi s obzirom na rod (C) predstavljeni su u Tablici 2. Odgovori *trajno* i *često* su pridruženi.

Tablica 2

Podatci u Tablici 2 pokazuju da muškarci i žene kao uzročnike napetosti navode različite faktore.

Razlike među skupinama utemeljenim na rodu (A). Žene češće od muškaraca pate od napetosti uzrokovane obiteljski problemima ($\chi^2=12,325$; $df=1$; $p<0,001$), konkurencijom ($\chi^2=3,506$; $df=1$; $p=0,061$) i novčanim poteškoćama ($\chi^2=2,284$; $df=1$; $p=0,131$). Valja napomenuti da je napetost koju osjećaju profesorice tjelesnog odgoja uzrokovana većim brojem faktora nego što je to slučaj kod njihovih kolega. Osim toga, svaki treći ispitanik doživljava vlastite radne aktivnosti kao izvor napetosti.

Razlike među skupinama utemeljenim na iskustvu u nastavi (B). Profesori s 20 ili više godina iskustva u nastavi pate od napetosti uzrokovane sljedećim faktorima:

osjećaju se nedovoljno cijenjenima na radnome mjestu ($x^2=0,802$; $df=1$; $p<0,01$), pate od raznih tegoba ($x^2=4,790$; $df=1$; $p<0,05$) i zbog manjka komunikacije s kolegama ($x^2=2,071$; $df=1$; $p=0,150$). Ispitanici s manje iskustva u nastavi pate od napetosti uzrokovane jazom između teorijskog znanja i praktičnog iskustva s obzirom na njihovu specijalnost ($x^2=3,421$; $df=1$; $p=0,064$). Valja napomenuti da su glavni uzroci napetosti među ispitanicima posao općenito ($x^2=0,398$; $df=1$; $p=0,528$) i novčane poteškoće ($x^2=0,017$; $df=1$; $p=0,895$).

Razlike među skupinama utemeljene na rodu i iskustvu u nastavi (C). Podatci za muškarce u različitim skupinama, s obzirom na njihovo iskustvo u nastavi, pokazuju (statistički neznačajnu) tendenciju da se muškarci s više iskustva u nastavi osjećaju nedovoljno cijenjenima na radnome mjestu ($x^2=0,986$; $df=1$; $p=0,320$) i da pate od više različitih tegoba ($x^2=0,950$; $df=1$; $p=0,330$) u odnosu na njihove mlađe kolege, ali se i rjeđe suočavaju s novčanim poteškoćama ($x^2=1,529$; $df=1$; $p=0,216$). Žene s više iskustva u nastavi istaknule su da pate od različitih tegoba ($x^2=4,922$; $df=1$; $p<0,05$), da se osjećaju nedovoljno cijenjenima na poslu ($x^2=3,375$; $df=1$; $p=0,066$), ali i da manje pate zbog jaza između teorijskog znanja i praktičnog iskustva s obzirom na njihovu specijalnost ($x^2=8,729$; $df=1$; $p<0,01$).

Usporedba podataka za muškarce i žene u skupini sudionika s 20 i manje godina iskustva u nastavi pokazuje da žene češće pate od obiteljskih problema ($x^2=9,369$; $df=1$; $p<0,01$), a da su u skupini ispitanika s više od 20 godina iskustva u nastavi žene češće suočene s novčanim problemima ($x^2=5,958$; $df=1$; $p=p<0,05$).

Faktorska analiza koristila se za identifikaciju faktora koji uzrokuju napetost (KMO koeficijent u ovoj analizi iznosi 0,84). Identificirana su tri faktora, koji zajedno čine 54,7% disperzije varijabli istraživanja (Tablica 3).

Tablica 3

Tablica 3 pokazuje da je glavni uzrok napetosti među profesorima tjelesnog odgoja njihov privatni život, tj. specifičnosti njihovih seksualnih života, novčani problemi u obiteljima i životni uvjeti. Sa svrhom detaljnije analize podataka, izračunati su ukupni iznosi unutar skupina za muškarce i žene (Tablica 4).

Tablica 4

Brojke navedene u Tablici 4 pokazuju da profesori tjelesnog odgoja pate od napetosti koja je u većoj mjeri rezultat organizacijske kulture nego privatnog života. Osim toga, nisu uočene statistički značajne razlike u stresorima između muškaraca i žena. Žene u pravilu doživljavaju kontinuirani i učestaliji stres.

Kada su ispitanici grupirani s obzirom na ukupan iznos faktora koji uzrokuju stres, 51,7% muškaraca i 51,9% žena našlo se u skupini periodične napetosti. U slučaju normalne distribucije na ljestvici napetosti, parametarski t-test pokazao je sljedeće iznose za faktore koji uzrokuju stres: $22,3 \pm 0,34$ za muškarce i $23,09 \pm 0,41$ za žene. Nisu utvrđene značajne razlike vezane uz iskustvo u nastavi.

Rasprava

Rezultati ovdje objavljenog istraživanja pokazuju da žene češće pate od napetosti uzrokovane obiteljskim problemima od muškaraca. Radni dan profesora tjelesnog odgoja ne završava završetkom nastave tjelesnog odgoja. Naime, mnogi profesori sudjeluju u nekom obliku neformalnog obrazovanja: primjerice, treniraju učenike i pripremaju ih za sportska natjecanja. Iako se ta vrsta rada često uzima zdravo za gotovo i smatra dodatnom profesionalnom obavezom, za razliku od drugih izvannastavnih aktivnosti, ona zahtijeva vrlo intenzivan rad i dnevno planiranje tijekom čitave godine, kako bi se postigli rezultati i osvojila natjecanja. Osim toga, administracije škola, profesori, učenici i njihovi roditelji nadaju se uspješnim sportskim nastupima, a upravo se profesore – trenere smatra odgovornima za uspjeh momčadi. Te raznolike odgovornosti stvaraju naporene radne uvjete za profesore – trenere (Kwon, Pyun, i Kim, 2010). U istraživanju konfliktnih uloga profesora tjelesnog odgoja u SAD-u, Konukman, Agbuga, Erdogan, Zorba, Demirhan, i Yilmaz (2010) navode da su profesor tjelesnog odgoja i trener dvije različite profesije s različitim zadaćama. Beskrajn rad i radno opterećenje profesora neizbježno se prenose u njihov privatni okoliš. Ustanovljeno je da u usporedbi s drugim zanimanjima, profesori imaju više poteškoća pri kombiniranju radnih i obiteljskih obaveza (Newth, 2011), koje bi lako mogle uzrokovati sukob na relaciji posao – obitelj (Sanz-Vergel, Rodriguez-Munoz, i Nielsen, 2015). Sukob između radnih i obiteljskih obaveza uzrokuje stres i depresiju, osobu čini podložnijom bolestima (Zhang, Griffeth, i Fried, 2012) i smanjuje zadovoljstvo poslom (Carr, Boyar, i Gregory, 2008) i obiteljskim životom (Warner, i Hausdorf, 2009).

Naše istraživanje, provedeno u različitim skupinama utemeljenim na iskustvu u nastavi, pokazalo je da stariji profesori tjelesnog odgoja (muškarci i žene) češće pate od raznih tegoba i češće se osjećaju nedovoljno cijenjenima u usporedbi smlađim kolegama. Analogni rezultati navedeni su u istraživanju koje su proveli Malinauskas, Malinauskienė i Dumčienė (2010), koji navode da sveučilišni treneri s više od 10 godina rada u nastavi pate od viših stupnjeva zamora od kolega s manje radnog iskustva. Osjećaj smanjenih profesionalnih težnji manifestira se u vidu manjka samopouzdanja, kompetencije i sposobnosti uspješnog rada, kao i nedovoljnog vrednovanja važnosti osobnih postignuća i rada. Pojedinci se na radnome mjestu osjećaju beskorisno i neučinkovito, vjeruju da njihov osobni doprinos aktivnostima organizacije više nije relevantan (Nagar, 2012). Te tvrdnje ukazuju na nedovoljan ugled profesora tjelesnog odgoja u društvu, njihov inferioran status u odnosu na druge nastavnike, kao i na negativan stav prema tjelesnom odgoju školske administracije i roditelja učenika. To potvrđuje i Green (2002), čije istraživanje pokazuje da su glavni problemi s kojima su suočeni profesori tjelesnog odgoja komunikacija sa školskom administracijom i suradnja s drugim nastavnicima, učenicima i njihovim roditeljima.

Analiza statusne hijerarhije među nastavnicima raznih predmeta pokazuje da profesori koji predaju predmete za koje se ne polažu ispiti (Kwon i sur., 2010), odnosno neakademske predmete kao što su etika, (glazbena/likovna) umjetnost i tjelesni

odgoj, nisko rangiraju unutar obrazovne hijerarhije jer zauzimaju periferne pozicije u odnosu na središnji školski instrument. Primjerice, izvještaj „Eurydice” (Europska komisija/ EACEA/ Eurydice, 2013) tvrdi da je tjelesni odgoj obavezan predmet u svim europskim zemljama. Međutim, Hardmanovo (2011) istraživanje sugerira da se tjelesni odgoj – usprkos činjenici da je u velikom broju zemalja formalno dio obrazovnog programa (83%) – češće isključuje iz općeg obrazovanja od bilo kojeg drugog predmeta, u korist predmeta za koje se polažu ispiti. Nizak status nastave tjelesnog odgoja (Christodoulou, 2010) stoga je, općenito uzevši, tipična pojava. Slična zapažanja iznose i drugi istraživači (Yao i Jin, 2005), naglašavajući pritom stavove roditelja prema tjelesnom odgoju u školi. Njihovo istraživanje sugerira da roditelji učenika često žele da njihova djeca postanu kvalificirani i bogati stručnjaci. Očekivanja vezana uz budućnost njihove djece stoga ih potiču na to da podržavaju akademske predmete te ignoriraju tjelesni odgoj. Istraživanje pokazuje da su profesori tjelesnog odgoja često suočeni s negativnim stavovima svojih kolega (Brudnik, 2009; Krawanski, 2009), a učenici ih cijene manje od nastavnika drugih predmeta.

U sklopu rasprave o stresorima profesora tjelesnog odgoja unutar skupina utemeljenih na različitim godinama iskustva u nastavi, valja spomenuti jedno istraživanje provedeno u Kataru (Al-Mohannadi i Capel, 2007), čiji je cilj također bio objasniti neke od razlika uvjetovanih rodom i iskustvom u nastavi. Uočeno je da profesorice tjelesnog odgoja češće pate od stresa od svojih muških kolega, te da su stariji profesori tjelesnog odgoja pod većim stresom od mlađih kolega. Slične rezultate pokazalo je i ovo istraživanje.

Valja spomenuti da mlađe žene češće pate od napetosti uzrokovane jazom između teorijskog znanja i praktičnog rada utemeljenog na njihovoj specijalnosti, a da se starije žene češće suočavaju s novčanim poteškoćama od muškaraca s jednakim iskustvom rada u nastavi.

Kad je riječ o napetosti među mlađim profesorima tjelesnog odgoja uzrokovanoj jazom između teorijskog znanja i praktičnog rada u nastavi, ne smijemo zaboraviti na treninge i mogućnosti njihove implementacije. Smatra se da razvoj novih programa treninga i njihova praktična primjena mogu predstavljati probleme za profesore tjelesnog odgoja (Jin, 2013). Autorica istraživanja navodi da je stari program tjelesnog odgoja u Kini bio usmjeren na postizanje sportskih rezultata, a da novi program naglašava zdravstveno obrazovanje. Iako su svi nastavnici – sudionici istraživanja izrazili pozitivne stavove o posebno istaknuli vlastite profesionalne vještine i metode poučavanja, podatci prikupljeni istraživanjem upućuju na niz strukturnih, osobnih i kulturnih faktora koji bi mogli spriječiti primjenu novoga programa. McCaughtry, Cothran i Martin (2006) stoga ističu da nove programe najprije treba raspraviti, a tek onda usvojiti.

Nadovezujući se na raspravu o napetosti profesora tjelesnog odgoja, valja spomenuti Greenovu studiju (2002), koja otkriva da profesorima tjelesnog odgoja koji su mlađi od ostalih zaposlenika u školama i imaju malo iskustva u nastavi, često manjka samopouzdanja u vlastite profesionalne sposobnosti, o čemu svjedoče fraze koje se

učestalo koriste, poput: „Ne usuđujem se sugerirati...” ili „Još uvijek učim...”. Neka istraživanja pokazuju da se mlađi profesori tjelesnog odgoja osjećaju ovisnima o svojem starijim kolegama, da su razočarani vlastitim neuspjehom u uspostavljanju vrijednosti, kao i da smatraju da ne posjeduju dovoljno praktičnog pedagoškog znanja (Shoval, Erlich, i Fejgin, 2010). Drugi istraživači (Tonder i Williams, 2009) također sugeriraju da su mlađi profesori tjelesnog odgoja izloženi većem pritisku na radnome mjestu od svojih starijih kolega. Tome su oprečne spoznaje do kojih dolaze Brouwers, Tomic i Boluijt (2011). Ispitujući poveznice između iscrpljenosti nizozemskih profesora tjelesnog odgoja s jedne, te radnih zahtjeva, kontrole, društvene podrške i samodostatnosti s druge strane, spomenuti su istraživači utvrdili da su stresu više izloženi stariji profesori, tj. oni s više godina iskustva u nastavi.

Vezano uz činjenicu da su starije profesorice češće suočene s novčanim poteškoćama od muških kolega s jednakim brojem godina iskustva u nastavi, zanimljivo je da većina postojećih istraživanja osporava tu pretpostavku, tvrdeći da upravo profesori tjelesnog odgoja češće doživljavaju stres uzrokovan novčanim poteškoćama od njihovih kolegica.

Valja spomenuti i istraživanje o profesorima tjelesnog odgoja koje su u singapurskim školama proveli Smith i Leng (2003). Rezultati istraživanja upućuju na to da je emocionalna iscrpljenost tipična za mlade stručnjake i profesore (njihova je iscrpljenost povezana s obiteljskim problemima). Studija koju potpisuju Al-Mohannadi i Capel (2007) opisuje faktore koji utječu na dobrobit profesora tjelesnog odgoja. Autori napominju da dobrobit profesora utječe na kulturu i tradicije jedne države; literatura, stoga, navodi brojne faktore dobrobiti za profesore. Primjerice, autori citiraju M. Mohammeda (Al-Mohannadi i Capel, 2007) i druga istraživanja koja pokazuju da na egipatske profesore tjelesnog odgoja negativno utječu sljedeći faktori: ponašanje učenika, provođenje obrazovnog programa, nedovoljne mogućnosti stvaranja obrazovnog okruženja, planiranje rada, kompatibilnost uloga, monotonija posla, manjak komunikacije s upravom i suradnicima, javni stavovi prema tjelesnom odgoju, status tjelesnog odgoja, osjećaj nedovoljne cijenjenosti unutar školske zajednice, stres na poslu uzrokovan samom profesijom i niskim plaćama (nedovoljan prihod). Autori primjećuju da su istraživanja najčešće usmjerena na dobrobit profesora kao profesionalne skupine općenito, koja uključuje i profesore tjelesnog odgoja. Spoznaje o mogućim faktorima koji utječu na dobrobit profesora ne diferenciraju se s obzirom na predmet. Tsigilis, Zournatzi i Koustelios (2011) navode da nastavnici u Grčkoj osjećaju golemu frustraciju uzrokovanu plaćama i obrazovnim sustavom općenito. U Izraelu je, pak, zabilježena pozitivna korelacija između povećanja plaća i profesionalnog zadovoljstva profesora tjelesnog odgoja, iako društveni (društvena interakcija) i strukturni (školska zgrada i oprema) faktori bolje odražavaju kvalitetu rada profesora tjelesnog odgoja nego psihološki ili birokratski faktori (Fejgin, Talmor, i Erlich, 2005).

Druga istraživanja sugeriraju da je nagrada za odrađeni posao povezana s kvalitetom poučavanja. Prema Međunarodnoj anketi o treniranju i učenju (International

Training and Learning TALIS Survey Report, 2009), većina nastavnika – ispitanika iz različitih zemalja tvrdi da ne bi dobivali više novaca ako bi u svome radu pokušali biti kreativniji ili inovativniji. Tri četvrtine ispitanika izjavilo je da najbolji nastavnici, koji rade najučinkovitije ili primjenjuju najinovativnije metode, ne primaju visoke plaće. Posljedično, ne postoje jamstva učinkovitog poučavanja. Uz to su vezane i dodatne obaveze profesora tjelesnog odgoja – primjerice, sudjelovanje u sportskim događanjima (ili njihova organizacija) za vrijeme vikenda ili praznika, sudački rad u natjecanjima – za koje u Litvi nisu plaćeni.

Zaključno, smatramo da razvoj učinkovitih strategija i mjera za nošenje sa stresom zahtijeva sljedeće korake: a) zakonodavci i drugi stručnjaci odgovorni za povećanje plaća profesora tjelesnog odgoja trebaju ponuditi odgovarajuću naknadu za dodatni posao koji nije zakonski reguliran (sudjelovanje na natjecanjima za vrijeme vikenda i praznika, sudački rad na natjecanjima); valja standardizirati radno opterećenje i unaprijediti radne uvjete na način da se profesorima omogući da zaposle asistente i/ili tehničko osoblje odgovorno za raspored sportske opreme u skladištima, kvalitetu nastavne opreme, njezinu brojnost i higijenu, sigurnost učenika i red u svlačionicama za vrijeme odmora; profesorima valja osigurati ranu mirovinu i uzimanje slobodne godine; b) nastavnicima valja omogućiti da međusobno dijele dobra iskustva u sklopu gradskih metodoloških organizacija; sami profesori trebaju biti otvoreni i iskreni prema kolegama na sastancima na koje treba pozvati i psihologe; c) obrazovni centri za nastavnike trebaju organizirati usavršavanje na radu za profesore tjelesnog odgoja; d) nastavnike valja poticati na to da budu tjelesno aktivni, da se odmaraju, dovoljno spavaju i koriste se uslugama psihologa (psihoterapija, psihološko savjetovanje, autogeni trening).

Na kraju, ugnjetavan, iscrpljen i umoran radnik više nije učinkovit. Poznati organizacijski psiholog L. von Rosenstiel tu je situaciju opisao sljedećom elokventnom metaforom: „sretna krava daje više mlijeka” (2010).

To zahtijeva pažljiv i odgovoran odnos profesora tjelesnog odgoja prema vlastitoj dobrobiti kao preduvjetu njihova profesionalnog uspjeha, u smislu razvijanja učeničkih vještina i stavova prema tjelesnoj aktivnosti koja poboljšava zdravlje, kao i sustavne navike tjelesne aktivnosti, ne samo za vrijeme nastave tjelesnog odgoja i slobodnog vremena učenik već i nakon završetka škole, do kraja njihovih života.

Zaključak

Žene češće od muškaraca osjećaju napetost uzrokovanu obiteljskim problemima ($p < 0,001$). Starije profesorice i profesori tjelesnog odgoja na poslu se osjećaju manje cijenjenima ($p < 0,01$) i češće pate od raznih tegoba ($p < 0,05$) od mlađih kolega. Starije žene češće pate od raznih tegoba od mlađih kolega ($p < 0,05$), ali rjeđe osjećaju napetost uzrokovanu jazom između teorijskog znanja i radne prakse ($p < 0,01$). Usporedba podataka za muškarce i žene u skupini ispitanika s 20 i manje godina iskustva u nastavi otkrila je da žene češće pate zbog obiteljskih problema ($p < 0,01$), a u skupini ispitanika

s 20 i više godina iskustva u nastavi žene češće pate zbog novčanih problema ($p < 0,05$). Uzroci napetosti kod profesorica tjelesnog odgoja raznolikiji su nego kod profesora. Osim toga, svaki treći ispitanik pati od napetosti na poslu.

Istraživanje je pokazalo da profesori tjelesnog odgoja pate od raznih tegoba, no nije otkrilo o kojim se problemima (psihosomatskim ili somatskim) radi. Buduća istraživanja ne bi trebala isključiti mogućnost kliničkih testova. Bilo bi zanimljivo istražiti kome se profesori obraćaju u potrazi za emocionalnom podrškom (administraciji škole, drugim profesorima tjelesnog odgoja, nastavnicima drugih predmeta), kada su suočeni s osobnim i/ili profesionalnim problemima. Mogućnost da izraze vlastite stavove i da ih se sasluša u problematičnim situacijama mogla bi smanjiti njihov stres i osjetljivost.

Napomena

Autorice iskreno zahvaljuju Irmi Neseckiene, stručnjakinji pri Centru za razvoj obrazovanja litavskog Ministarstva obrazovanja i znanosti, na pozivu na sudjelovanje u oba obrazovna projekta u ulozi savjetnika. Zahvaljujući njoj autorice su bile u prilici voditi radionice za profesore tjelesnog odgoja iz cijele zemlje. Posebno zahvaljuju administracijama svih litavskih centara za obrazovanje nastavnika koji su im dopustili da promatraju nastavnike za vrijeme seminara. Na kraju, autorice zahvaljuju profesorima tjelesnog odgoja, svojim kolegama, koji su sudjelovali u istraživanju i ispunjavali upitnike.