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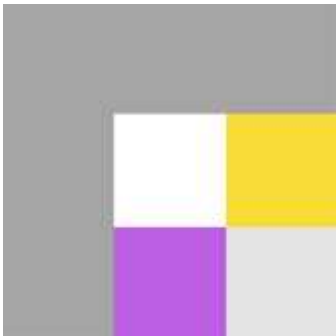
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The Social, Emotional and Educational Competences of Teachers as Predictors of Various Aspects of the School Culture

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Abstract

Culture is a very subtle concept which has a great influence on the life of the school. Identifying the school culture and providing guidelines for its improvement reveals factors that promote or hinder students' progress, their development and achievements and the fulfillment of their objectives. Teachers' competence is closely linked to satisfaction and self-determination of teachers as human beings, and is a necessary factor in the development of students' competences, i.e. students' satisfying their biological, social and self-realization needs. The objective of this research was to identify, on the basis of theoretical assumptions and empirical research, which factors predict the positive culture and success of schools. Potential predictors, demographics, social, emotional and pedagogical competences of teachers were established on the bases of teachers' self-evaluation, which proved to be associated with the perception of some aspects of a positive school culture. The results of the study conducted among 696 teachers in 30 primary schools in Slavonian counties showed that demographic features were not significant for predicting school culture, but that the characteristics of teachers were significant, in a way that teachers who, by means of self-assessment, reported higher levels of educational and emotional competences, assessed school culture to be positive as well. Pedagogical and emotional competences proved to be the best predictors of all aspects of school culture. Pedagogical, social and emotional competences of teachers and school cultures were connected and one category did not exclude the other, therefore it is necessary, during formal training, to increase the emphasis on teachers' educational, social and emotional competences that can strongly affect various school segments and school culture in particular.

Key words: *pedagogical; school performance; social and emotional competences.*

Introduction

European documents aimed at teachers working at all levels of education, from preschool to high school systems, state that the necessary elements of teachers' qualifications are a university degree, the ability to continue studies at a postgraduate study level and a multidisciplinary approach that involves the knowledge of specific subjects, the knowledge of pedagogy as well as skills and competences required for guiding students and providing support to students. All this needs to be accompanied by an understanding of the social and cultural dimensions of education. Thus, teachers' key competences are: working with information, technology and knowledge, working with people - students, colleagues and other partners in education, and working in and with the society, at local, regional, national, European and global levels. "Learning" is implied in the building of competences; learning centered on the acquisition of competences, a learning process which involves the acquisition of knowledge (knowledge of orientation, available knowledge, reflective knowledge) to strengthen the personality, to expand social competence and to transform it into concrete actions. Teachers' competences involve expertise recognized by pupils and parents, and are based on knowledge, skills and values (Jurčić, 2012). The theoretical aspects of teachers' competences can be divided into four basic areas: the professional-subject, pedagogical, organizational and communication-reflexive. All areas of competences are important and require equal attention throughout the whole intentional education, and this paper pays special attention to the educational, social and emotional teachers' competences.

The pedagogical competence, as one of the key teachers' competences, alongside knowledge and skills, also includes personality traits necessary for critical thinking about oneself and one's educational practice, enabling change and improvement of teachers' behavior and design of an incentive school culture. Only a pedagogically competent teacher can be a successful organizer, leader, router, mediator, social integrator and a reflective practitioner who can respond to the challenges set in a modern school and the lifelong professional advancement, and who can further develop his or her competence. Social, emotional and educational teachers' competences are extremely important in modern school curriculum culture because only a competent teacher, with a particular emphasis on teachers' competences, can work with students, colleagues and other partners in educational, information, technology and knowledge settings, in and with the society at the local, regional, national, European and global levels. Pedagogical competences, among others, include professional and social communication (Brust Nemet, 2015).

Social competence is usually defined as an ability to create and harmonize a flexible, customized response to demands and to create and exploit opportunities from the environment. According to this definition, a socially competent individual is the one who can take advantage of the incentives from their environment and their personal potential to achieve good development results (Katz & McClellan, 1999). Social competence includes different emotional, social and cognitive skills and behaviors that

are essential for a successful social interaction (Anderson & Messick, 1974). Goleman (1997) provided a new approach to education, a new emotional pedagogy, because emotional intelligence was no longer considered to be just a set of mental abilities, it also included a set of social skills that emphasized recognizing and managing one's emotions, self-motivating, recognizing emotions in others and managing relationships. Goleman (1997) also identified social competence with emotional competence. Emotional competence (Salovey & Sluyter, 1999) was defined, in the narrowest sense, as a manifestation of self-efficacy in social transactions which caused emotions, expressed awareness of the fact that this was a complex, clearly unambiguously defined concept. Chabot and Chabot (2009) found emotional intelligence to be a set of competences that allowed the recognition of one's own and others' emotions, clear expression of true emotions and helping others to express their own emotions, understand their own and others' emotions, manage their own emotions and adapt to others, using one's own emotions and emotional intelligence skills in different areas of life in order to enhance communication, make good decisions, determine priorities, motivate oneself and others, and maintain good relationships. Social and emotional competences were thus found to be important for understanding, managing and expressing the socio-emotional aspect in life due to successive management towards achieving life goals such as learning, establishing relationships, solving everyday problems and adjusting to the complex requirements of progress and development (Jurić, 2010).

The indicators of school quality and efficiency, which require pedagogical and social competences of teachers and affect the quality of the educational process, can be divided into several basic areas of development: curriculum, attainment, learning and teaching, student support, school culture and classroom culture, and the cooperation of teachers with the principal, professional service and the local community (Jurić, 2007).

Numerous definitions of various authors who studied school culture (Bruner, 2000; Datnow, Hubbard, & Mehan, 2002; Fullan, 1999; Henting, 1997; Hopkins, 2001; Jurasaitė-Harbison & Rex, 2010; Kinsler & Gamble, 2001; Peterson & Deal, 1998; Prosser, 1999; Stoll & Fink, 2000) state that understanding a culture implies knowing one's organization, and they define the school culture as a set of values, norms, beliefs, rituals and the tradition of the educational institution, which is a part of the general culture and value system as a whole. The components of school culture have largely been a hidden part of the curriculum and they have strongly influenced the behavior and satisfaction of all stakeholders in the educational process. School culture has been a key factor in achieving positive change in each school. In order to understand school culture, we needed to understand the general culture of communities. School culture as a phenomenon and concept has its origins in the organizational culture that exists in all organizations, and there are as many definitions of the organizational culture as there are authors who deal with it. The division between the positive and

negative school culture provides the most common and most precise description of the concept as it seeks to explain all the components and characteristics of schools that are characterized by the predominantly positive or negative elements. Effective schools are characterized by a positive school culture, and by the participation of employees in decision making, sharing responsibility for the achieved results, and collegial and generally professional relationships in all aspects of life and work of the school. Peterson and Deal (1998) consider schools with a positive school culture a place of a shared sense of what is important, common ethical concerns for colleagues and common commitment to help students learn. Schools with a positive culture “have teachers and other employees who are open and willing to actively change the established practices and implement reforms. Teachers have a conscious common goal and they show excellence in teaching and dominate the norms of behavior such as collegiality, professional development and hard work, they ritually celebrate students’ success and teachers’ innovations, as well as parents’ contribution, and there is an abundance of success, joy and humor” (Staničić, 2006, p. 320). Levine and Lezotte (1990) emphasized the productive school climate and culture as a trait of highly effective schools characterized by: an environment in which there is order, staff’s commitment to the clearly articulated objectives focused on achievement, orientation to problem solving, cohesion, cooperation, consensus, communication and collegiality among staff, staff’s participation in decision-making, and emphasis on work recognition. Kardos, Moore Johnson, Peske, Kauffman, and Liu (2011) provided us with the division of school culture, with a particular emphasis on the relationships between teachers and years of service. School cultures are divided into: veteran-oriented schools in which new teachers adapt to the already established standards set by their senior colleagues, i.e. older teachers who generally do not help the younger ones due to fatigue and lack of interest, and are entrenched in their work and do not easily accept novelties, do not aspire to continuous training, believe that they have sufficient competence for work due to seniority; novelty-oriented schools in which new teachers set new standards and generally improve the teaching methods, and their vitality, freshness and power are reflected in the school’s culture and climate; integrative-business schools where new teachers receive continued support from the older and more experienced teachers, and together experience frequent changes and bring novelties to school. Hargreaves (1995) divided the school culture based on the teachers’ subculture into: individualism, collaboration, artificial collegiality, Balkanization and moving mosaic. Individualism implies autonomy, isolation and separation, it avoids blaming each other, but it also avoids support. Cooperation implies a spontaneous and voluntary working together not caused by external control mechanisms. Artificial collegiality is forcibly imposed by the school administration alongside cooperation, and the outcomes of such organized collaboration are usually predictable and negative. Balkanization implies separation of teachers in groups, teachers are not isolated, but they do not cooperate at the level of the whole school.

Moving mosaic is a subculture characterized by cooperation, opportunism, flexible partnerships and alliances that should meet the needs of the restructured schools and the post-modern world, because only teamwork and quality communication can enable a positive atmosphere that can contribute to the challenges of the contemporary society.

The schools with a positive school culture are characterized as facilitating changes with respect to students, democratic leadership, and involvement of the employees in decision making, shared responsibility and openness to innovation. Positive school culture is conditioned by a successful climate characterized by good relationships and trust among the teaching staff. This is considered to be one of the factors that influence the development of the pedagogical qualities of teachers and their educational work, professional relationships, and working conditions at school. Continuous professional and pedagogical development depends on teachers' motivation and a positive school climate that encourages the development and improvement of all educational stakeholders. Competent teachers of the 21st century give great significance to quality interactions among all educational stakeholders, to inclusion, diversity and democratic values, quality and variety of modern teaching strategies, professional development and safe, stimulating, interesting, healthy and inclusive atmosphere because that is the only way of creating an environment that encourages a sense of community and participation in creating classroom and school culture (Brajković, 2013). School culture, on the other hand, significantly affects the teachers, the way they communicate with each other, as well as with their students, parents and other school employees. Van der Westhuizen, Mossogé, Swanepoel, and Coetsee (2005) proved that there was a link between a positive organizational culture and teachers' competences and motivation for learning and achievement, he also proved that a positive organizational culture supported teachers' development and achievements, and that teachers' life experiences at work were directly related to the organizational culture and organizational school climate and the effective maintenance of discipline. Daniel, Hofmann-Towfigh, and Knafo (2013) stressed, in the results of a study conducted among 862 students and 163 teachers between European and Israeli schools, the importance of school values that affected the school culture. The core values were: achievement, autonomy, egalitarianism, harmony, respect and dominance. Research results of a comparative study (Zhu, Devos, & Tondeur, 2013) of school cultures in China and Belgium, which included 44 Belgian and 40 Chinese schools, showed that Belgian schools in four dimensions indicated a higher degree of school culture in relation to the Chinese schools. The dimensions in which the schools differed were as follows: leadership, innovation, participatory decision-making and formal relationships. Research results indicated that Belgian schools were relatively homogeneous with respect to school culture, and based on research results it was concluded that factors at the macro level had an impact on school culture. The study by Schweiker-Marra (1995), which examined the relationship between school culture and change of teachers, found that

certain elements strongly influenced the school culture and had to be improved to make the school culture as positive as possible. The elements, which the author called standards, and which included the knowledge and quality of teachers were as follows: collegiality, ability to experiment, set high expectations, establish trust and confidence, material support and knowledge. Elements that involved cooperation between teachers and professional staff, which assisted in the professional development and support were: respect and recognition, care and a sense of humor, participation in decision-making, protection, tradition, and honest and open communication (Schweiker-Marra, 1995).

This paper will further display empirical efforts and results of research on the teachers' self-evaluation of their educational, social and emotional competences and their perception of some aspects of the modern school culture. As far as the authors know, this is one of the first studies in the Republic of Croatia and the world that deals with the topic of social, emotional and pedagogical competences of teachers and school culture, and that empirically verifies the conclusions of a theoretical analysis. In fact, there have been similar studies (Buljubašić-Kuzmanović, 2012; Livazović, 2012; Villalta Paucar, & Saavedra Guajardo, 2012), but most of them were based on researching the social and emotional competences of students. Theoretical analysis indicates an inevitable conclusion according to which the educational, social and emotional competences of teachers and school culture have a significant role in the success of the educational activities in general, and especially on the students' success and development, as well as the general satisfaction of the teachers with their vocation. Studying these issues by means of the self-evaluation of teachers at the level of the specific problem in the context of the self-perception of social, emotional and educational competence and the perception of some aspects of the school culture is very topical and necessary, therefore the results of this research will contribute to the development of science and practice.

The objective of this research was to identify which factors predict a positive school culture and school success, based on the theoretical assumptions and empirical research. While doing so, the focus was set on two groups of factors. The first group of factors included demographic data - years of service and teaching either a class or a subject, whereas the second group of factors related to the teaching competences, i.e. the educational, social and emotional competences of teachers. In accordance with the research objective, the following hypotheses were set:

H1: all teaching competences are significant predictors of culture and school success;

H2: demographic data are weaker predictors of culture and school success than the teaching competence (i.e. they explain a lower percentage of variance criteria).

Methods

Participants

A total of 110 teachers participated in a pilot study, in 5 elementary schools in the Osijek-Baranja County. All of the teachers gave complete information (100 females and

10 males). Their average years of employment were $M=17.00$, $SD=11.70$. The study included 45 class teachers, 55 subject teachers, 10 teachers who were both generalist and subject teachers. From the total number of participants, 90 teachers did not have a professional title of a teacher-mentor, 14 teachers did have the professional title of the teacher-mentor, and 7 had the professional title of a teacher-adviser. In addition, 107 teachers had bachelor's degrees, while 3 teachers had master's degrees.

The study was conducted on a stratified sample, selected in such a way that within each of the five Slavonian counties of the Republic of Croatia, three schools in urban and three schools in rural areas were selected randomly. The study included 696 generalist and subject teachers who worked in 30 elementary schools in three urban and three rural areas in each of the five Slavonian counties (Osijek-Baranja, Brod-Posavina, Vukovar-Srijem, Virovitica-Podravina and Požega-Slavonia). There were 18.4% male ($N=128$), and 81.2% female ($N=565$) teachers; 279 generalist (40.1%) and 381 (55.1%) subject teachers, while 31 teachers (4.5%) were both generalist and subject teachers. Their average years of employment were $M=15.64$, $SD=12.03$.

Instruments

Questionnaire on Emotional Competences (QEC-15; Takšić, 2002)

The Questionnaire on emotional competences is a one-dimensional measure construct, i.e. it gives an overall assessment of individual differences in the emotional intelligence i.e. competence. The participants' task is to evaluate, on a five-degree Likert scale, the development of their own capabilities in the domain of the emotional competence (1-completely disagree, 2-disagree, 3-neither agree nor disagree, 4-agree, 5-completely agree). A shortened version of the questionnaire was applied, with 9 items (QEC-15) obtained in the pilot study with the internal reliability of 0.73 (Cronbach α). The main reason for the construction of shorter scales in this study was convenience and the ability of use in research and practice in the limited time conditions. Given that three scales with similar items were used for the purpose of this research, and that they explored teachers' social competences, the Questionnaire was shortened, and after the pilot study, it was proven that the Questionnaire on emotional skills and competence (QEC-15) that consisted of 9 claims was reliable and it was therefore used in the main study. It had the one-factor structure.

Scale of Social Strategies (SSS; Nekić, 2008)

The Scale of social strategies (Nekić, 2008) is a measuring instrument of 36 items divided into 6 subscales, which examines different types of cognitive and behavioral strategies in the domain of social interactions. The total result is marked as the sum of assessments on each subscale individually, where a higher score indicates a more frequent use of certain strategies. During the pilot survey, the scale was adjusted and reduced to the extent of 22 items and as such was used in the main study, while the retained items represent social competences of teachers. Answers are given by circling the level of agreement on the

Likert type scale (1-completely disagree, 2-disagree, 3-agree, 4-totally agree). In the pilot study the scale with 0.81 (Cronbach α = 0.81) proved to be extremely reliable, therefore it was decided to keep this scale, which, when used on the second sample in the main study, proved to be slightly less reliable (Cronbach α = 0.56).

Questionnaire on Pedagogical Competences (QPC; Brust Nemet, 2015)

The Questionnaire on pedagogical competences consists of 9 items designed in the form of Likert scale (1-completely disagree, 2-disagree, 3-neither agree nor disagree, 4-agree, 5-completely agree). QPC measures teachers' competences in the area of curriculum development, organization and management of educational process, determining student achievement at school, designing classroom and school climate and establishing partnerships with parents. The structure that explained 48.88% of the variance was one-factored. Saturations were high, which meant that every item was above 0.6. The internal reliability in the main study was 0.88 (Cronbach α =0.88).

Questionnaire on School Culture (The Center for Improving School Culture -CISC, 2002)

The Questionnaire on school culture consists of 17 items and measures the level of school culture through the field of professional cooperation, collegiality and effectiveness of teachers. Participants' replies are obtained by circling the level of agreement on the Likert scale (1-doesn't refer to my school, 2-generally doesn't apply to my school, 3-neither related nor unrelated to my school, 4-mainly related to my school, 5-fully applies to my school), and the entire questionnaire is divided into 3 subscales. The subscales are: professional cooperation/professionalism (k=5), collegiality (k=6) and performance/self-determination (k=6). The total number of points by which the teacher evaluates the school culture ranges from 17 to 85 points; the 17 to 40 points range indicates that the situation in the school is critical and it is necessary to analyze the overall situation and deal with school culture, the 41 to 60 points range means that improvements are needed and it would be helpful to identify areas which should be improved, the 61 to 85 points range means that there is a positive school culture which should be maintained and even improved in some areas. The internal reliability in the main survey proved to be extremely high because the Cronbach α was 0.93. The reliability for all subscales was high (Cronbach α subscale professionalism=0.76, subscale collegiality Cronbach α =0.87, subscale self-determination Cronbach α =0.89).

Procedure

The survey was conducted in elementary schools during March and April 2014 (2013/2014 school year). First, collaboration was agreed on with the principals and teachers of each school. At a short meeting the research was explained and teachers were asked to complete a questionnaire for teachers that require thirty minutes to

complete. Teachers who could not attend the meeting received the questionnaires from the educators, who explained the procedure to them, and then filled out a questionnaire which was returned to the educators and then to the researcher. The survey was anonymous and voluntary. It was pointed out that the data would be used for research purposes only and it was explained in detail what the research involved. All schools agreed to co-operate and ensured a timely completion of the questionnaires.

Results

The preconditions for conducting parametric statistics and regression analysis were met so the data was analyzed by means of the hierarchical regression analysis. In processing the results, descriptive statistics for the variables included in the study (Table 1) were calculated first. Tests of normality distribution showed that the distributions of the major research variables did not deviate significantly from the normal distribution. Indexes of asymmetry did not exceed values greater than 2.00, and since the distribution was asymmetric on the same side, we opted for parametric statistics.

Table 1

Basic descriptive data for measured variables

Variables	N	Min	Max	M	SD	Coefficient of skewness	Coefficient of kurtosis
School culture – professionalism	694	7.00	25.00	19.22	3.309	-.462	.434
School culture – collegiality	694	7.00	30.00	22.38	4.267	-.604	.731
School culture – self-determination	694	7.00	30.00	22.23	4.308	-.566	.791
Assessment of school success	682	1	5	3.97	.587	-.309	1.249
Years of service	683	.00	43.00	15.64	12.031	-.253	-1.094
Class or subject teaching	691	1	3	1.64	.566	.172	.743
Pedagogical competences	695	1.00	5.00	4.06	.515	-.797	2.000
Social competences	696	1.53	3.47	2.38	.274	.409	.580
Emotional competences	696	2.22	5.00	4.03	.434	-.177	-.139

Three subscales (professionalism, collegiality and self-determination) of school culture showed slightly positive asymmetric distributions shifted towards higher values, that is towards positive school culture and a virtually full range of responses. The pedagogical competences variable showed a full range of responses, and the emotional competences variable portrayed almost a full range of responses, and there were no major deviations from the normal distribution although a slight positive asymmetry and assessment of a higher degree of both competences were observed. The social competences variable had a small range of answers and normal distribution.

The correlation analysis showed statistically significant low correlations between the predictor variables ($r=-0.101 - 0.402$), as well as between the criterion and predictor variables ($r=-0.090 - 0.319$), as shown in Table 2, and it permitted the implementation of the regression analysis.

Table 2
The correlation matrix for the measured variables

Variables	1	1	2	3	4	5	6	7	8	9
1. School culture	1	.816**	.902**	.913**	.542**	-.038	-.019	.236**	-.090*	.319**
1. School culture -professionalism		1	.683**	.683**	.358**	.014	-.007	.274**	-.012	.279**
2. School culture -collegiality			1	.789**	.490**	-.091*	-.018	.175**	-.107**	.280**
3. School culture –self- determination				1	.549**	-.033	-.014	.208**	-.101**	.291**
4. Assessment of school performance					1	-.098*	-.035	.140	-.072	.192**
5. Years of service						1	-.045	.041	.296**	.047
6. Subject or class teaching							1	.003	-.016	.032
7. Educational competences								1	-.101**	.402**
8. Social competences									1	-.136**
9. Emotional competences										1

In line with the aim of the research, the extent to which it was possible to predict various aspects of school culture and the success of schools was examined. This examination was based on the teachers’ self-evaluation of the competences they believed to possess. For this purpose, four different criteria were used, i.e. four separate hierarchical regression analyses. The first regression analysis used the variable of the teacher’s evaluation of the school’s success as a criterion, the second regression analysis used professionalism as a criterion, the third regression analysis used collegiality as a determinant of the school culture as a criterion, and the fourth regression analysis used self-determination as a determinant of the school culture as a criterion. The same predictors were used for all four analyses. In the first step, years of service and work as a generalist or subject teacher were used as demographic predictors, and in the second step three potential predictors were examined: the pedagogical competences, and social and emotional competences of the teachers.

The pedagogical and emotional competences proved to be the best predictors of all aspects of school culture. They predicted professionalism (11.2% explained variance) as the best predictor, self-determination (10.2%) as the second best predictor, and collegiality (9.9%) as somewhat less good predictor of school culture. One additional significant predictor was found for collegiality, that is fewer years of service in school. For the prediction of school success two predictors were found to be significant, fewer years of service and a more developed emotional intelligence, which explained only 5.1% of the total variance for school success.

Table 3

Regression analysis for the evaluation of the success of school with respect to the measured variables

Criterion/	School culture	Assessment of school performance
Predictors	β	β
Years of service	-0.040	-0.102**
Subject/class teaching	-0.022	-0.041
Regression model	R=0.045; R ² =0.002; R ² _{kor} =0.001; F _(2,677) =0.678; p>0.01	R=0.108; R ² =0.012; R ² _{kor} =0.009; F _(2,665) =3.933; p<0.05
Years of service	-0.049	-0.107**
Subject/class teaching	-0.032	-0.047
Educational competences	0.141**	0.069
Social competences	-0.033	-0.020
Emotional competences	0.272**	0.175**
Regression model (final solution)	R=0.362; R ² =0.131; R ² _{kor} =0.125; F _(5,674) =20.372; p<0.01	R=0.242; R ² =0.058; R ² _{kor} =0.051; F _(5,662) =8.201; p<0.01

** p< 0.01; * p<0.05

Table 4

Regression analysis of the three criteria (three aspects of school culture, professionalism, collegiality, self-determination) with respect to the measured variables

Criteria/	Professionalism	Collegiality	Self-determination
Predictors	β	β	β
Years of service	0.013	-0.094*	-0.035
Subject/class teaching	-0.008	-0.023	-0.017
Regression model	R=0.016; R ² =0.000; R ² _{kor} =-0.003; F _(2,677) =0.083; p>0.05	R=0.095; R ² =0.009; R ² _{kor} =0.006; F _(2,677) =3.114; p<0.05	R=0.038; R ² =0.001; R ² _{kor} =-0.002; F _(2,677) =0.481; p>0.05
Years of service	-0.016	-0.097*	-0.035
Subject/class teaching	-0.016	-0.032	-0.026
Educational competences	0.201**	0.088*	0.121**
Social competences	0.038	-0.043	-0.054
Emotional competences	0.213**	0.254**	0.245**
Regression model (final solution)	R=0.344; R ² =0.118; R ² _{kor} =0.112; F _(5,674) =18.091; p<0.01	R=0.325; R ² =0.106; R ² _{kor} =0.099; F _(5,674) =15.903; p<0.01	R=0.329; R ² =0.108; R ² _{kor} =0.102; F _(5,674) =16.341; p<0.05

** p< 0.01; * p<0.05

Discussion

The first hypothesis was only partially confirmed. The research results showed that the emotional and pedagogical competences were key factors in predicting school culture and all its aspects, while only emotional competence was the key factor in predicting school success. The social competences of teachers did not prove to be significant predictors of the school culture.

The results (Tables 3 and 4) showed that, based on the teachers' self-evaluation, the emotional and pedagogical teachers' competences were crucial for predicting all aspects of school culture (professionalism, collegiality, self-determination). Emotional competences included skills and behaviors necessary for successful social interaction, such as optimism, expressing one's own emotions and noticing the emotions of others, and teachers who possessed these competences predicted a positive school culture. Teachers' professionalism, as a school culture's subscale, was reflected in the development of strategies, programs, schedules of work in teaching and other activities of the code of conduct in the partnership with their professional colleagues. The research results showed that the years of service contributed strongly to the explanation of professionalism, and the more years of service the teachers had, the more they tended to evaluate themselves as professionals. The subscale of collegiality showed the teachers' capacity to encourage communication, socializing, sharing ideas and nurturing rituals, traditions, celebrations, awarding prizes and valuing achievements. The research results showed that teachers with fewer years of service evaluated themselves as more collegial. The subscale of self-determination included the satisfaction of teachers working at school, the interconnection of the educational staff, joint problem solving and competences in decision-making. The emotional and social competences were self-evaluated as parts of the teachers' personalities, which contributed to self-determination even more. The components of all three subscales included the communication skills of the teachers, their motivation, adaptability and ability to behave, which are crucial for their social and emotional competences and belong to the essential skills every teacher should possess. Researching the school culture in California Mitchell & Willower (1992) identified key elements of schools with a high level of culture, such as: sharing the vision, traditions, cooperation, joint decision-making, innovation and communication, which were an integral part of the emotional competences, with a great emphasis placed on cooperation and communication, which were key elements in our research as well.

The results also showed that, based on the self-evaluation of teachers, their emotional competences were crucial for the school's success and a positive school culture (Table 3). Higher emotional competences predicted positive school culture and higher school performance, and considering that previous research has shown that the emotional competences could be acquired throughout life, it was necessary to put more emphasis on them during the intentional education so they would affect

the very success of schools as much as possible. Vasta, Haith, and Miller (1997) stated that the majority of human behavior, especially social behavior, was acquired, not innate. The fact that social behavior and social skills were not innate, but learned, allowed educational institutions to act on them. It was, therefore, necessary for formal education, and especially higher education for future teachers, to teach about the integration of our own cognitive abilities, emotions and behaviors that enable the development and implementation of the socio-emotional skills, because that enabled the acquisition of the social and emotional competences. Research results (Goleman, 1997) on the social and emotional learning (SEL) showed that socially and emotionally competent individuals would usually have high academic and professional achievements, would actively contribute to the development of their immediate and wider community and would act as role models in their private and social lives. They knew how to recognize their strengths, set realistic goals and plan optimistically how to achieve them. They were able to successfully solve problems, respect the opinions of other people and establish good relationships with others. In addition to the development of emotional literacy, it was necessary to encourage the provision of empathy, develop communication skills and encourage success in school. The possession and development of social skills was one of the conditions that created the appropriate emotional climate, because a pleasant emotional atmosphere created a stimulating environment for learning and at the same time students and teachers were becoming more successful in their academic education and exhibited “progress” in social contacts (Bognar & Kragulj, 2010).

Results showed that, in addition to the emotional competences, better developed pedagogical competences also predicted a positive school culture and all of its individual aspects (Table 4). Pedagogical competences were taught, they were specifically related to teachers, and their acquisition during college education was undeniably important. The starting point of this study was the field of pedagogical competences of teachers in the methodology of the construction of school curriculum, teaching and school subsystems; organization and management of the educational process; designing classroom and school climate; determining students’ achievement in school; creating a model of the educational partnership with parents (Brust Nemet, 2015; Jurčić, 2012). The above areas of pedagogical competences were connected with the school culture because the teachers’ professionalism and self-determination were necessary for creating the curriculum, organization, leadership and determination of student achievement, while collegiality in particular stood out as a precondition for creating a positive classroom and school climate and encouraging partnerships with parents.

Therefore, we proposed the introduction of an enriched curriculum of pedagogical competences during teachers’ training program, which would offer useful high quality knowledge, teachers would learn how to transform the academic knowledge when teaching, they would be able to navigate in a variety of situations that occur in the

classroom, the progress of every teacher would be made possible, they would become sensitized for their chosen profession, would create the habit of lifelong learning, with their flexible organization teachers would learn to respond to the demands of the post-modern society, they would get the possibility of choice, they would continuously monitor and implement new pedagogical knowledge, leave ample room for the introduction of pedagogical innovation and would continuously review their own goals and objectives and thus co-create a positive school culture (Đuranović, 2005). For further improvement of university teaching, it would be necessary to design and implement continuous pedagogical and psychological training of teaching assistants and university professors in order to better realize the curriculum on the pedagogical competences and thus promote the development of the pedagogical competences of the students, future teachers.

In accordance with the second hypothesis, it was found that the teaching competences (emotional and pedagogical) were better predictors of school culture (all its aspects as well as the school success) than the demographic predictors. The demographic predictors explain only 0.2% – 1.2% of the variance, while the teaching competence explains the higher percentage of the total variance of criteria, namely 4% – 12%.

Apart from the emotional competences of teachers, school success was determined by years of service, i.e. teachers with fewer years of service estimated higher school performance (Table 3). Teachers with fewer years of service also saw school culture to be more positive in the area of collegiality (Table 4). The reason for that may be a different kind of education and training they might have had in comparison with their older colleagues. It is possible that they were not yet dissatisfied with the classes, occupation, and that there was no “burnout”. Modern teaching and lifelong learning programs emphasize the importance of modern teachers as a key factor of differences of each school and the creation of its identity and culture. The scientific and professional profile of a modern teacher, his/her position, role and character of engaging in the pedagogical process of the school of an innovative society, the modern knowledge society, has changed as a consequence of the global development, in the scientific-technological and socio-civilizational terms, and it created new opportunities, obligations and responsibilities in achieving the aims of education in the pedagogical process. The assumption was that teachers with fewer years of service were optimistic and not too saturated, and wanted to transfer the newly acquired knowledge in school. They tried to meet the needs of the modern students aided by lifelong training and to find solutions for new situations, while they aspired to collegiality and towards assembling teams to find the best solutions for situations affecting the school culture. The assumption was that even in the group of younger teachers there were those who were not at a high risk of professional burnout. Research results (Kuzijev & Topolovčan, 2013) indicated that sociodemographic characteristics, reasons for choosing the teaching profession and self-esteem significantly predicted

the teachers' burnout. It has been shown that male teachers, teachers from main schools, teachers who resided in the city, who were not satisfied with choosing the teaching profession, who expected that the teaching profession would provide them with plenty of time for family and job security, who chose the teaching course as the second choice of studying, who had low intrinsic motivation and low learning ability, who felt that their profession did not contribute greatly to the society, and teachers with low self-esteem were at a greater risk of professional burnout. Those teachers' characteristics would certainly be interesting to investigate in relation to their assessment of school culture.

It was interesting that teachers with fewer years of service predicted a more collegial school culture. The reason for this might have been that the teachers with fewer years of service expected some help from the experienced teachers, after which disappointment might have followed or the reason might have been that the teachers with fewer years of service were more inclined to ask for help from colleagues and would then feel greater collegiality at work. The assumption was that teachers with fewer years of service had a tendency, in this research, to define school culture as novelty-oriented with a slight tendency towards integrative-business, because they perceived the school as more successful, and they perceived the school culture as more positive in the field of collegiality. A novelty-oriented school implied a culture in which new teachers set new standards and generally innovated their teaching methods, and their vitality, freshness and strength were reflected in the school culture and climate, while the integrative-business school culture implied a culture in which new teachers received continuous support of the older and more experienced teachers, and they together experienced frequent changes and brought novelties to school (Kardos et al., 2011). According to Hargreaves (1995) teachers' subculture, which the author called a moving mosaic, was oriented towards continuous learning and improvement of quality. Our research showed that teachers with fewer years of service perceived school culture as a moving mosaic, which promoted the concept of teachers who were flexible and creatively involved in various problem-solving tasks. For them the school was a pedagogical community that required intensive cooperation among teachers, involving a joint search for the conditions that would make human life more harmonious, and understand a culture of educational institutions as the epistemology of curiosity, incentives and activities towards improvement (Vujičić, 2007).

Social strategies were not shown in this study as significant predictors of school culture. One possible reason for that was the fact that most teachers assessed themselves as having average social strategies and a full range of responses for this variable did not exist, which subsequently reduced its variability. The homogeneity of the participants' responses in this variable could be explained by the fact that they had similar education (the areas of social studies or humanities) in terms of their teaching profession, where most teachers thought they possessed adequate social skills that were necessary for working with students and colleagues. In addition, a shortened version

of the Questionnaire on social strategy was used, which measured only the general aspect, and did not provide a detailed insight into different cognitive and behavioral strategies that teachers used, which could have been significant for predicting the school culture and school success.

The survey clearly showed that the emotional and pedagogical competences were significant for predicting all aspects of school culture, but it should be taken into account that those competences explained only about 10% of the total variance. The question was what were the other potential predictors of school culture, e.g. competences of principals and professional associates, senior experts and/or scientific professions, teachers, urban or rural areas in which the schools were located, student success, mutual relations among students, cooperation with the local community, all of which should be tested in future studies. Furthermore, research disadvantages were noted in an unequal number of male and female participants in the sample, which is a very common situation in schools, since women are dominant in such studies. We should also take into consideration that in previous studies, the assessment of socio-emotional competences was also dependent on the gender of evaluators. In addition, the results would have been more relevant if self-assessment had not been the only method used, and also if shortened versions of the questionnaires, and only one item related to school success had been used. However, the benefits of this research are scientific justification, meaningful and established operationalization of the main variables, as well as the design and implementation of the appropriate instruments on a representatively stratified sample. It is recommended that future research use additional methods of assessment (i.e. by fellow teachers, principals, professionals, and students), the verification of specific social skills that could be potential predictors of the school culture as well as the testing of the social, emotional and pedagogical competences among high school teachers.

Previous research showed that the social, emotional and educational competences could be developed, and this study showed that the emotional and pedagogical competences were essential for successful and positive school culture, therefore it would be essential to implement new contents and enrich the teaching degree programs and lifelong learning programs in terms of the pedagogical, social and emotional competences.

Conclusions

The emotional and pedagogical competences proved to be important predictors of school culture. This was supported by a statistically significant relationship between the variables of the social, educational and emotional competences and school culture. The significance was reflected in emphasizing the importance of gaining social, emotional and pedagogical competences of teachers in the scientific and professional sense. The results of this research should contribute to the educational science in the form of a better understanding of the relationship between different aspects of

school culture and in identifying the role of the social, emotional and pedagogical competences in the modern school culture. They should also contribute to changing the study programs and lifelong training, and discovering hidden elements of each school in order to improve regained consciousness and school culture. Changes are only possible if there is strong will, commitment and support of all educational stakeholders who can contribute to the quality of the educational system in the Republic of Croatia. Researchers dealing with the scientific themes of the professional skills of teachers and school culture emphasize and reveal important determinants of the quality of teachers in a modern school, who, with their competence and lifelong learning, can meet the requirements of the modern students that are changed daily under the influence of global factors.

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Socijalne, emocionalne i pedagoške kompetencije nastavnika kao prediktori različitih aspekata kulture škole

Sažetak

Kultura je vrlo suptilna, ali i utjecajna na život škole. Identificiranjem kulture škole i smjernica za njezino poboljšanje uočavaju se čimbenici koji potiču ili ometaju napredak učenika, njihov razvoj i dostignuća, kao i ostvarenje ciljeva. Kompetentnost je nastavnika u snažnoj vezi sa zadovoljstvom i samoodređenjem nastavnika kao čovjeka, a neophodan čimbenik razvijanja kompetencija učenika, odnosno učenikova zadovoljenja bioloških, socijalnih i samoaktualizacijskih potreba. Cilj je istraživanja na temelju teorijskih postavki i empirijskog istraživanja utvrditi koji čimbenici predviđaju pozitivnu kulturu i uspješnost škole. Na temelju samoprocjena nastavnika utvrđuju se potencijali prediktori, demografske značajke, socijalne, emocionalne i pedagoške kompetencije nastavnika koji su se pokazali povezanim s percepcijom nekih aspekata pozitivne kulture škole. Rezultati istraživanja provedenog među 696 nastavnika u 30 osnovnih škola u slavonskim županijama pokazuju kako demografske značajke nisu značajne za predviđanje kulture škole, ali su zato značajne karakteristike nastavnika u tome da nastavnici koji samoprocjenjuju viši stupanj pedagoške i emocionalne kompetencije procjenjuju i pozitivniju kulturu škole. Pedagoške i emocionalne kompetencije pokazale su se kao najbolji prediktori svih aspekata kulture škole. Pedagoške, socijalne i emocionalne su kompetencije nastavnika i kultura škole povezani i jedna kategorija ne isključuje drugu, stoga je tijekom formalne izobrazbe potrebno povećati naglasak na pedagoške, socijalne i emocionalne kompetencije nastavnika koje mogu snažno utjecati na različite segmente škole, a ponajprije na kulturu škole.

Ključne riječi: *pedagoške; socijalne i emocionalne kompetencije; uspješnost škole.*

Uvod

U europskim se dokumentima za nastavnike na svim razinama, od predškolskog do visokoškolskog sustava, izdvajaju potrebne sastavnice kvalifikacija nastavnika: visoka stručna sprema, mogućnost nastavka studija na poslijediplomskom studiju te

multidisciplinarnost koja podrazumijeva znanja iz specifičnog predmeta, znanja iz pedagogije, vještine i kompetencije potrebne za vođenje učenika i pružanje podrške učenicima te razumijevanje društvenog i kulturološkog značenja odgoja i obrazovanja. Prema tome su ključne kompetencije nastavnika: rad s informacijama, tehnologijom i znanjem, rad s ljudima – s učenicima, suradnicima i ostalim partnerima u odgoju i obrazovanju, kao i rad u društvu, s društvom, na lokalnoj, regionalnoj, nacionalnoj, europskoj i široj globalnoj razini. Kada se govori o izgradnji kompetencija, misli se na „učenje“. Riječ je o učenju usmjerenom na stjecanje kompetencija, riječ je o procesima učenja: o stjecanju znanja (orijentacijskog znanja, raspoloživog znanja, reflektivnog znanja) za jačanje osobnosti, za proširenje socijalnih kompetencija i za preobrazbu u konkretno djelovanje. Kompetencija nastavnika podrazumijeva stručnost koju priznaju učenici i roditelji, a utemeljena je na znanju, sposobnostima i vrijednostima (Jurčić, 2012). Teorijska određenja kompetencija nastavnika mogu se podijeliti u četiri temeljna područja, a to su: stručno-predmetno, pedagoško, organizacijsko i komunikacijsko-refleksivno područje. Sva su područja kompetentnosti jednako važna te zahtijevaju jednaku pozornost tijekom cjelokupnog intencionalnog odgoja i obrazovanja, a u ovom će se radu posebna pozornost posvetiti pedagoškim, socijalnim i emocionalnim kompetencijama nastavnika.

Pedagoške kompetencije, kao jedne od ključnih kompetencija nastavnika, uz znanja i vještine, sadrže i osobine ličnosti neophodne za kritičko promišljanje o sebi i svojoj odgojnoj i obrazovnoj praksi, omogućavaju promjene i unaprjeđenja nastavnikovih ponašanja i oblikovanje poticajne kulture škole. Jedino pedagoški kompetentan nastavnik s pedagoškim taktom može biti uspješan organizator, voditelj, usmjerivač, medijator, socijalni integrator i refleksivni praktičar koji može odgovoriti izazovima koji su postavljeni u suvremenoj školi, ali i cjeloživotno se usavršavati i nadograđivati svoju kompetentnost. Socijalne, emocionalne i pedagoške su kompetencije nastavnika iznimno važne u kurikulumu kulture suvremene škole jer samo kompetentan nastavnik, s posebnim naglaskom na nastavnikove kompetencije, može raditi s učenicima, suradnicima i ostalim partnerima u odgoju i obrazovanju, informacijama, tehnologijom i znanjem te u društvu i s društvom na lokalnoj, regionalnoj, nacionalnoj, europskoj i široj globalnoj razini. Pod pedagoškom kompetencijom, među ostalima, podrazumijevaju se profesionalna i socijalna komunikacija (Brust Nemet, 2015).

Socijalna se kompetencija najčešće definira kao sposobnost stvaranja i usklađivanja fleksibilnih, prilagođenih reakcija na zahtjeve te stvaranje i iskorištavanje prilika u okruženju. Prema toj je definiciji socijalno kompetentan onaj pojedinac koji može iskoristiti poticaje iz okruženja i svoje osobne potencijale te postići dobre razvojne rezultate (Katz i McClellan, 1999). Pod socijalnom se kompetencijom podrazumijevaju različite emocionalne, socijalne i kognitivne sposobnosti i ponašanja koji su neophodni za uspješnu socijalnu interakciju (Anderson i Messick, 1974). Goleman (1997) daje novi pristup odgoju, novu emocionalnu pedagogiju, jer emocionalna inteligencija nije više samo skup mentalnih sposobnosti, već uključuje i niz socijalnih umijeća u kojima

se posebno naglašava poznavanje i upravljanje vlastitim emocijama, samomotiviranje, prepoznavanje emocija u drugima i snalaženje u vezama. Goleman (1997) tako poistovjećuje socijalnu kompetenciju s emocionalnom kompetencijom. Emocionalna kompetencija (Salovey i Sluyter, 1999) u najužem smislu definira se kao očitovanje samodjelotvornosti u društvenim transakcijama koje izazivaju emocije, upozoravajući pritom na činjenicu da se radi o složenom, teško jednoznačno definiranom pojmu. Chabot i Chabot (2009) emocionalnu inteligenciju smatraju skupom kompetencija koje omogućavaju prepoznavanje vlastitih i tuđih emocija, točno izražavanje vlastitih emocija i pomaganje drugima da izraze svoje emocije, razumijevanje vlastitih i tuđih emocija, upravljanje vlastitim emocijama i prilagođavanje tuđima, upotrebljavanje vlastitih emocija i vještina svojstvenih emocionalnoj inteligenciji u različitim životnim područjima kako bismo bolje komunicirali, donosili dobre odluke, određivali svoje prioritete, motivirali sebe i druge, održavali dobre međuljudske odnose. Socijalne i emocionalne su kompetencije važne za razumijevanje, upravljanje i izražavanje socio-emocionalnog aspekta u životu zbog sukcesivnog upravljanja prema životnim ciljevima kao što su učenje, uspostavljanje odnosa, rješavanje svakodnevnih problema i prilagodba složenim zahtjevima napretka i razvoja (Jurić, 2010).

Indikatori kvalitete i uspješnosti škole, koji zahtijevaju pedagoške i socijalne kompetencije nastavnika i utječu na kvalitetu odgojno-obrazovnog procesa, mogu se podijeliti u nekoliko temeljnih razvojnih područja: kurikulum, postignuća, učenje i poučavanje, podrška učenicima, kultura škole i razredna kultura, suradnja nastavnika s ravnateljem, stručno-razvojnom službom i lokalnom zajednicom (Jurić, 2007).

Mnogobrojne definicije različitih autora koji proučavaju kulturu škole (Bruner, 2000; Datnow, Hubbard i Mehan 2002; Fullan, 1999; Henting, 1997; Hopkins, 2001; Jurasaitė-Harison i Rex, 2010, Kinsler i Gamble, 2001; Peterson i Deal, 1998; Prosser, 1999; Stoll i Fink, 2000) smatraju kako razumjeti kulturu znači poznavati svoju organizaciju, a kulturu škole definiraju kao skup vrijednosti, normi, uvjerenja, rituala i tradicija odgojno-obrazovne ustanove, koja je dio opće kulture i vrijednosnog sustava u cjelini. Sastavnice su školske kulture najvećim dijelom dio skrivenog kurikula te snažno utječu na ponašanja i zadovoljstvo svih dionika odgojno-obrazovnog procesa. Kultura je škole ključan čimbenik u realizaciji pozitivnih promjena svake pojedine škole. Kako bismo razumjeli kulturu škole, potrebno je prethodno razumjeti opću kulturu zajednice. Školska kultura kao fenomen i koncepcija svoje porijeklo ima u organizacijskoj kulturi koja je postojeća i u svim drugim organizacijama te postoji onoliko definicija organizacijske kulture koliko je i autora. Podjela na pozitivne i negativne kulture škola najučestalija je i najpreciznija jer nastoji objasniti sve sastavnice i karakteristike škola koje se odlikuju prema pretežno pozitivnim ili negativnim elementima. Učinkovite škole karakterizira pozitivna školska kultura, a koju odlikuje sudjelovanje zaposlenih u odlučivanju, dijeljenje odgovornosti za rezultate, kolegijalni i općenito profesionalni odnosi u svim oblicima života i rada škole. Peterson i Deal (1998) škole s pozitivnom školskom kulturom smatraju mjestom zajedničkog osjećaja za ono što je važno,

zajedničke etičke brige za kolege i zajedničke obaveze pomaganja učeniku pri učenju. Škole s pozitivnom školskom kulturom „imaju nastavnike i ostale djelatnike koji su otvoreni i spremni aktivno mijenjati ustaljenu praksu i provoditi reforme. Nastavnici imaju osviješten zajednički cilj i vrsno poučavaju, dominiraju norme ponašanja kao što su kolegijalnost, profesionalni razvoj i predan rad, obredno se slave uspjesi učenika, inovacije nastavnika i roditeljski doprinosi te postoji obilje uspjeha, radosti i humora” (Staničić, 2006, str. 320). Levine i Lezotte (1990) naglašavaju produktivnu školsku klimu i kulturu kao karakteristiku iznimno učinkovitih škola koje odlikuje: okolina u kojoj vlada red; predanost osoblja jasno artikuliranom cilju usredotočenom na postignuće; orijentacija na rješavanje problema; kohezija, suradnja, konsenzus, komunikacija i kolegijalnost među osobljem; sudjelovanje osoblja u donošenju odluka; naglasak na priznavanju rada. Kardos, Moore Johnson, Peske, Kauffman i Liu (2011) daju podjelu kultura škola s posebnim naglaskom na odnose nastavnika i na dužinu radnoga staža. Kulture škola dijele na: veteransko-orijentiranu u kojoj se novi nastavnici prilagođuju već ustaljenim normama koje su donijeli veterani, tj. stariji nastavnici koji uglavnom ne pomažu mlađima zbog umora i nezainteresiranosti te su ustaljeni u svojem radu i ne prihvaćaju lako novine, ne teže cjeloživotnom usavršavanju, smatraju kako posjeduju dovoljno kompetencija za rad tijekom posljednjih godina svog radnog staža; novačko-orijentiranu školu u kojoj novi nastavnici određuju nove norme i općenito uvode novine u načine poučavanja, a njihova poletnost, svježina i snaga odražava se na kulturu i na ozračje škole; integrativno-poslovnu u kojoj novi učitelji dobivaju kontinuiranu potporu od starijih i iskusnijih učitelja te zajedno doživljavaju česte promjene i donose novine u školu. Hargreaves (1995) dijeli kulturu škole s obzirom na nastavničke supkulture na: individualizam, suradnju, umjetnu kolegijalnost, balkanizaciju i pokretni mozaik. Individualizam podrazumijeva autonomiju, izolaciju i odvojenost, izbjegava se međusobno okrivljavanje, ali i podrška. Suradnja podrazumijeva spontan i dobrovoljan zajednički rad koji nije uzrokovan vanjskim kontroliranim mehanizmima. Umjetna je kolegijalnost prisilno nametnuta od uprave škole uz suradnju, a ishodi takvih organiziranih suradnji najčešće su predvidljivi i negativni. Balkanizacija podrazumijeva odvajanje učitelja u grupe, učitelji nisu izolirani, ali ne surađuju na razini cijele škole. Pokretni je mozaik supkultura koju obilježavaju suradnja, oportunitizam, prilagodljiva partnerstva i savezništva koja bi trebala zadovoljiti potrebe preustrojenih škola i postmodernog svijeta jer jedino uz timski rad i kvalitetnu komunikaciju omogućava se pozitivno ozračje koje može doprinijeti izazovima suvremenog društva.

Upravo škole s pozitivnom školskom kulturom karakterizira omogućavanje promjena uz uvažavanje učenika, demokratsko vođenje, sudjelovanje zaposlenih u odlučivanju, podjelu odgovornosti i otvorenost za inovacije. Pozitivna je školska kultura uvjetovana uspješnom klimom koju karakteriziraju humani odnosi i povjerenje u nastavničkom kolektivu. Ona se smatra jednim od čimbenika koji utječu na razvoj pedagoških osobina nastavnika i kvalitetu njegova odgojnog

i obrazovnog rada, odnose među ljudima u radu, radne uvjete u školi. Pri tome neprekidno stručno i pedagoško usavršavanje ovisi o motivaciji nastavnika i o pozitivnom školskom ozračju koje potiče razvoj i napredak svih odgojno-obrazovnih dionika. Kompetentni nastavnici 21. stoljeća tako pridaju veliku važnost kvalitetnim interakcijama među svim odgojno-obrazovnim dionicima, inkluziji, različitosti i demokratskim vrijednostima, kvalitetnim i raznovrsnim suvremenim strategijama poučavanja, profesionalnom razvoju i sigurnom, poticajnom, zanimljivom, zdravom i inkluzivnom ozračju jer se jedino na taj način stvara okruženje kojim se potiče osjećaj zajedništva te sudjelovanje u stvaranju razredne i školske kulture (Brajković, 2013). Kultura škole, s druge strane, značajno utječe na nastavnike, način na koji međusobno komuniciraju, kao i s učenicima, roditeljima te ostalim djelatnicima škole. Van der Westhuizen, Mosoge, Swanepoel i Coetsee (2005) su dokazali kako postoji povezanost između pozitivne organizacijske kulture škole i kompetencija nastavnika te motivacije za učenjem i postignućima, zatim da pozitivna organizacijska kultura podržava usavršavanje i postignuća nastavnika, a životna su iskustva nastavnika tijekom rada u direktnoj vezi s organizacijskom kulturom i organizacijskom klimom škole i efektivnim održavanjem discipline u školi. Daniel, Hofmann-Towfigh i Knafo (2013) su u rezultatima istraživanja provedenog među 862 učenika i 163 nastavnika među europskim i izraelskim školama naglasili važnost školskih vrijednosti koje utječu na kulturu škole. Temeljne vrijednosti su: postignuća, autonomije, egalitarizam, sklad, poštivanje i dominacija. U komparativnom istraživanju (Zhu, Devos i Tondeur, 2013) između kultura škola u Kini i Belgiji, koje je uključivalo 44 belgijske i 40 kineskih škola, rezultati su istraživanja pokazali kako belgijske škole u četirima dimenzijama pokazuju viši stupanj kulture škole u odnosu na kineske škole. Dimenzije u kojima se škole razlikuju sljedeće su: vodstvo, inovacije, participativno odlučivanje i formalne veze. Rezultati istraživanja upućuju na to da su belgijske škole relativno homogene s obzirom na kulturu škole i zaključili su kako čimbenici na makro razini imaju utjecaj na kulturu škole. U istraživanju Schweiker-Marra (1995) koje ispituje odnos između školske kulture i promjena nastavnika utvrđeno je kako pojedini elementi snažno utječu na kulturu škole i potrebno ih je poboljšavati kako bi kultura škole postala što pozitivnija. Elementi koje autorica naziva normama, a koji uključuju znanja i kvalitete nastavnika, su kolegijalnost, sposobnost eksperimentiranja, postavljena visoka očekivanja, uspostava povjerenja i samopouzdanja, materijalna potpora i znanje. Elementi koji uključuju suradnju između nastavnika i stručno-pedagoške službe, a koja pomaže u profesionalnom razvoju i pruža podršku su: uvažavanje i prepoznavanje, brižnost i smisao za humor, sudjelovanje u donošenju odluka, zaštita, tradicija, iskrena i otvorena komunikacija (Schweiker-Marra, 1995).

U nastavku rada prikazat će se empirijska nastojanja i rezultati istraživanja o samoprocjenama nastavnika o vlastitim pedagoškim, socijalnim i emocionalnim kompetencijama i percepciji nekih aspekata kulture suvremene škole. Koliko je autorima poznato ovo je jedno od prvih istraživanja u Republici Hrvatskoj i svijetu

koje se bavi tematikom socijalnih, emocionalnih i pedagoških kompetencija nastavnika i kulture škole, a empirijski provjerava zaključke teorijske analize. Naime, postoje slična istraživanja (Livazović, 2012; Buljubašić-Kuzmanović, 2012; Villalta Paucar, Saavedra Guajardo i Saavedra Guajardo, 2012), no većina se temelji na istraživanju socijalnih i emocionalnih kompetencija učenika. Teorijskom se analizom uočava nezaobilazan zaključak prema kojem pedagoške, socijalne i emocionalne kompetencije nastavnika i kultura škole imaju važan utjecaj za uspješnost odgojne i obrazovne djelatnosti u cjelini, a posebno na učenički uspjeh i razvoj, kao i opće zadovoljstvo nastavnika svojim pozivom. Istraživanje te problematike putem samoprocjene nastavnika na razini konkretnog problema u kontekstu samopercepcije socijalnih, emocionalnih i pedagoških kompetencija i percepcije nekih aspekata kulture škole vrlo je aktualno i potrebno, stoga će i rezultati ovog istraživanja doprinijeti razvoju znanosti i prakse.

Cilj je istraživanja na temelju teorijskih postavki i empirijskog istraživanja utvrditi koji čimbenici predviđaju pozitivnu kulturu škole i uspješnost škole. Pri tome je težište na dvije skupine čimbenika. Prva skupina čimbenika podrazumijeva demografske podatke – godine radnog staža i rad u razrednoj ili predmetnoj nastavi, a druga se skupina čimbenika odnosi na nastavničke kompetencije, tj. pedagoške, socijalne i emocionalne kompetencije nastavnika. U skladu s navedenim ciljem istraživanja postavljene su sljedeće hipoteze:

H1: sve su nastavničke kompetencije značajni prediktori kulture i uspješnosti škole;

H2: demografski su podaci slabiji prediktori kulture i uspješnosti škole nego nastavničke kompetencije (tj. objasniti će manji postotak varijance kriterija).

Metode

Sudionici

U pilot je istraživanju ukupno sudjelovalo 110 nastavnika u 5 osnovnih škola Osječko-baranjske županije. Svi su nastavnici dali potpune podatke (100 ženskog spola i 10 muškog spola). Prosjek godina radnoga staža iznosi $M=17,00$, $sd=11,70$. Sudjelovalo je 45 učitelja razredne nastave, 55 učitelja predmetne nastave, 10 učitelja koji predaju i u razrednoj i u predmetnoj nastavi. Od ukupnog broja sudionika 90 učitelja ne posjeduje viša stručna zvanja, 14 učitelja posjeduje više stručno zvanje učitelja-mentora, a njih 7 posjeduje više stručno zvanje učitelja-savjetnika. 107 učitelja ne posjeduje viša znanstvena zvanja, a 3 su učitelja magistri znanosti.

Istraživanje je provedeno na stratificiranom uzorku koji je odabran na način da su unutar svake od pet slavonskih županija Republike Hrvatske izabrane tri škole u urbanim i tri škole u ruralnim sredinama metodom slučajnog odabira. U istraživanju je ukupno sudjelovalo 696 nastavnika razredne i predmetne nastave, koji rade u 30 osnovnih škola u trima urbanim i trima ruralnim sredinama u svakoj od 5 slavonskih županija (Osječko-baranjska, Brodsko-posavska, Vukovarsko-srijemska, Virovitičko-podravska i Požeško-slavonska). Prema spolu udio nastavnika je $f=128$ (18,4%), a nastavnica $f=565$ (81,2%). Od navedenog broja sudionika 279 nastavnika (40,1%)

su nastavnici razredne nastave, 381 (55,1%) je nastavnik predmetne nastave, a 31 nastavnik (4,5%) predaje i u razrednoj i u predmetnoj nastavi. Prosječan radni staž iznosi $M=15,64$ $sd=12,03$.

Instrumenti

Upitnik emocionalnih vještina i kompetentnosti (UEK-15; Takšić, 2002)

Upitnik emocionalnih vještina i kompetentnosti služi kao jednodimenzionalna mjera konstrukata, tj. daje opću procjenu individualnih razlika u emocionalnoj inteligenciji, odnosno kompetenciji. Zadatak sudionika je na skali Likertova tipa od 5 stupnjeva procijeniti razvijenost vlastitih sposobnosti iz domene emocionalne kompetentnosti (1 – u potpunosti se ne slažem, 2 – uglavnom se ne slažem, 3 – niti se slažem, niti se ne slažem, 4 – uglavnom se slažem, 5 – u potpunosti se slažem). Primijenjena je skraćena verzija upitnika koja je imala 9 čestica (UEK-15) dobivena u pilot-istraživanju, a pouzdanost iznosi 0,73 (Cronbach α). Osnovni je razlog za konstrukciju kraćih skala ovoga istraživanja praktičnost te mogućnost uporabe u istraživanjima i praksi u vremenski ograničenim uvjetima. S obzirom na to da su za potrebe istraživanja korištene tri skale sa sličnim česticama, a koje istražuju socijalne kompetencije nastavnika, Upitnik je skraćen i nakon provedbe pilot-istraživanja pokazalo se da je Upitnik emocionalnih vještina i kompetentnosti (UEK-15) od 9 tvrdnji pouzdan te se koristio i u glavnom istraživanju. Struktura je jednofaktorska.

Skala socijalnih strategija (SSS; Nekić, 2008)

Skala socijalnih strategija (Nekić, 2008) je mjerni instrument od 36 tvrdnji raspoređenih kroz 6 subskala, a koje ispituju različite vrste kognitivnih i bihevioralnih strategija u domeni socijalnih interakcija. Ukupan se rezultat označava kao zbroj procjena na svakoj subskali pojedinačno, pri čemu viši rezultat označava i više korištenje određene strategije. Tijekom pilot-istraživanja Skala je prilagođena i smanjena na opseg od 22 čestice i kao takva se koristila i u glavnom istraživanju, a zadržane čestice predstavljaju socijalne kompetencije nastavnika. Odgovori se daju zaokruživanjem odgovarajućeg broja na skali Likertova tipa (1 – u potpunosti se ne slažem, 2 – ne slažem se, 3 – slažem se, 4 – u potpunosti se slažem). U pilot se istraživanju pokazala izrazito visoka pouzdanost skale s 0,81 (Cronbach $\alpha=0,81$), stoga je odlučeno da će se ta skala zadržati, a na drugom uzorku u glavnom istraživanju pokazala se nešto nižom (Cronbach $\alpha=0,56$).

Upitnik pedagoških kompetencija (UPK; Brust Nemet, 2015)

Upitnik pedagoških kompetencija sadrži 9 tvrdnji konstruiranih u obliku skale Likertova tipa (1 – u potpunosti se ne slažem, 2 – uglavnom se ne slažem, 3 – niti se slažem, niti se ne slažem, 4 – uglavnom se slažem, 5 – u potpunosti se slažem). UPK mjeri kompetencije nastavnika u području izrade kurikula, organizacije i vođenja odgojno-obrazovnog procesa, utvrđivanja učenikova postignuća u školi, oblikovanja

razrednog i školskog ozračja te sklapanja partnerstva s roditeljima. Jednofaktorska je struktura koja objašnjava 48,88 % varijanci. Visoka su zasićenja, što znači iznad 0,6 svaka čestica. Pouzdanost u glavnom istraživanju iznosi 0,88 (Cronbach α = 0,88).

Upitnik kulture škole (The Center for Improving School Culture- CISC, 2002)

Upitnik kulture škole sadrži 17 tvrdnji i mjeri razinu kulture škole kroz područja stručne suradnje, kolegijalnosti i uspješnosti nastavnika. Odgovori sudionika dobivaju se uz pomoć Likertove skale (1 – uopće se ne odnosi na moju školu, 2 – uglavnom se ne odnosi na moju školu, 3 – niti se odnosi niti se ne odnosi na moju školu, 4 – uglavnom se odnosi na moju školu, 5 – u potpunosti se odnosi na moju školu), a cijeli je Upitnik podijeljen u 3 subskele. Subskele: stručna suradnja/profesionalnost ($k=5$), kolegijalnost ($k=6$) i uspješnost/samoodređenje ($k=6$). Ukupan zbroj bodova kojim nastavnik procjenjuje kulturu svoje škole od 17 do 40 bodova označava da je stanje u školi kritično i potrebno je pristupiti analizi cjelokupne situacije i saniranju školske kulture, od 41 do 60 bodova znači kako su potrebna poboljšanja pa bi bilo korisno utvrditi područja na kojima je ta poboljšanja potrebno učiniti, od 61 do 85 bodova znači kako vlada pozitivna školska kultura koju je potrebno održavati i možda unaprjeđivati u nekim područjima. Pouzdanost i u glavnom istraživanju pokazala se izrazito visokom jer je Cronbach α = 0,93. Pouzdanost se za sve subskele pokazala visoka (Subskala profesionalnost Cronbach α = 0,76, Subskala kolegijalnost Cronbach α = 0,87, Subskala samoodređenje Cronbach α = 0,89).

Postupak

Istraživanje se provodilo u osnovnim školama tijekom ožujka i travnja 2014. godine (2013./2014. školska godina). Najprije je dogovorena suradnja s ravnateljima i pedagozima svake pojedine škole. Na kratkom je sastanku pojašnjeno istraživanje te su zamoljeni nastavnici da ispune Upitnik za nastavnike koji zahtijeva trideset minuta za popunjavanje. Nastavnicima koji nisu mogli nazočiti sastanku pedagozi su predali Upitnike, objasnili Upute i zamolili da naknadno ispune Upitnik, koji je vraćen pedagozima, a potom i istraživaču. Istraživanje je bilo anonimno i dobrovoljno. Naglašeno je da se podaci koriste isključivo u znanstvene svrhe i vrlo je detaljno objašnjeno što istraživanje uključuje. Sve su prvotno zamoljene škole pristale na suradnju te su pravodobno ispunile Upitnike.

Rezultati

Preduvjeti su za provođenje parametrijske statistike i regresijske analize bili zadovoljeni stoga su se podatci analizirali putem hijerarhijske regresijske analize (prediktorske i kriterijske varijable su kvantitativne i na intervalnom nivou, varijance prediktora nisu nulte, ne postoji savršena multikolinearnost, tj. prediktori nisu međusobno u previsokim korelacijama, prediktori nisu povezani s „vanjskim varijablama” tj. nema treće varijable, u smislu moderatora, koja bi mogla utjecati na

povezanost s prediktorima, zadovoljena je i homogenost varijance, Watson Durbinov test je pokazao nezavisnost pogreške, tj. reziduali su u nultim korelacijama, distribucija pogreške se ne razlikuje statistički značajno od normalne distribucije, povezanost varijabli je linearna te su one nezavisno mjerene). Pri obradi rezultata najprije je izračunata deskriptivna statistika za varijable uključene u istraživanje (Tablica 1.). Testiranja normalnosti distribucija pokazala su da raspodjele glavnih istraživačkih varijabli ne odstupaju značajno od normalne distribucije. Indeksi asimetrija nisu prelazili vrijednosti veće od 2,00, a budući da su distribucije asimetrične na istu stranu, odlučili smo se za parametrijsku statistiku.

Tablica 1

Tri subskale (profesionalnost, kolegijalnost i samoodređenje) kulture škole pokazuju blago pozitivnu asimetričnu raspodjelu pomaknutu prema višim vrijednostima, odnosno prema pozitivnoj kulturi škole te gotovo puni raspon odgovora. Varijabla pedagoške kompetencije pokazuje puni raspon odgovora, a varijabla emocionalne kompetencije gotovo puni raspon odgovora te nema većih odstupanja od normalnosti distribucije, iako je uočena blaga pozitivna asimetrija, odnosno procjena većeg stupnja obje kompetentnosti. Varijabla socijalne kompetencije ima malen raspon odgovora i normalnu raspodjelu.

Tablica 2

Korelacijska je analiza pokazala statistički značajne niske korelacije među prediktorskim varijablama ($r = -0,101 - 0,402$), kao i između kriterijskih i prediktorskih varijabli ($r = -0,090 - 0,319$), što je vidljivo u Tablici 2. te dopušta provođenje regresijske analize.

U skladu s ciljem istraživanja provjereno je u kojoj je mjeri moguće predvidjeti različite aspekte kulture i uspješnost škole na temelju samoprocjene kompetencija nastavnika. U tu su svrhu korištena četiri različita kriterija, odnosno četiri odvojene hijerarhijske regresijske analize. U prvoj se regresijskoj analizi za kriterij koristila varijabla nastavnikova procjena uspješnosti škole, u drugoj je regresijskoj analizi kriterij bila profesionalnost kao odrednica kulture škole, u trećoj je regresijskoj analizi kriterij bila kolegijalnost kao odrednica kulture škole i u četvrtoj je regresijskoj analizi kriterij bilo samoodređenje kao odrednica kulture škole. Za sve su četiri analize korišteni isti prediktori. U prvom su se koraku godine staža i rad u razrednoj ili predmetnoj nastavi koristili kao demografski prediktori, a u drugom su koraku provjeravana tri potencijalna prediktora: pedagoške kompetencije, socijalne i emocionalne kompetencije nastavnika.

Tablica 3

U predviđanju su se uspješnosti škole pokazali značajnim dva prediktora, manje godine staža i razvijenija emocionalna inteligencija, koji objašnjavaju samo 5,1 % ukupne varijance uspješnosti škole.

Tablica 4

Pedagoške i emocionalne kompetencije pokazale su se kao najbolji prediktori svih aspekata kulture škole. Najbolje su predvidjele profesionalnost (11,2 % objašnjene varijance), zatim samoodređenje (10,2 %), a nešto slabije kolegijalnost (9,9 %) za koju je bio i još jedan dodatni prediktor značajan, a to je manje godina radnog staža u školi.

Rasprava

Prva je hipoteza samo djelomično potvrđena. Rezultati istraživanja pokazuju kako su za predviđanje kulture škole i svih njezinih aspekata ključne emocionalne i pedagoške kompetencije, a da su za predviđanje uspješnosti škole ključne samo emocionalne kompetencije. Socijalne kompetencije nastavnika nisu se pokazale značajnim prediktorima.

Rezultati istraživanja (Tablice 3. i 4.) pokazuju kako su prema samoprocjeni nastavnika emocionalne i pedagoške kompetencije nastavnika ključne za predviđanje svih aspekata kulture škole (profesionalnost, kolegijalnost, samoodređenje). Emocionalne kompetencije podrazumijevaju sposobnosti i ponašanja neophodna za uspješnu socijalnu interakciju, kao što su optimizam, uočavanje tuđih i izražavanje vlastitih emocija, a nastavnici koji posjeduju te kompetencije predviđaju pozitivnu kulturu škole. Profesionalnost, kao subskala kulture škole, kod nastavnika se ogleda kroz izradu strategija, programa, rasporeda rada u nastavi i drugim aktivnostima te pravila ponašanja uz partnerstvo sa stručnim suradnicima. Rezultati istraživanja pokazuju kako godine staža jače doprinose objašnjenju profesionalnosti, odnosno, što nastavnici imaju više godina radnoga staža samoprocjenjuju se i profesionalnijima. Subskala kolegijalnosti podrazumijeva sposobnost pojedinca da potiče komunikaciju, druženje, razmjenu stručnih ideja i njegovanje tradicije rituala, održavaju se proslave, dodjeljuju priznanja i cijene postignuća. Rezultati istraživanja pokazuju kako se nastavnici s manje godina radnoga staža samoprocjenjuju više kolegijalnim. Subskala samoodređenja uključuje zadovoljstvo nastavnika radom u školi, međusobnu povezanost odgojno-obrazovnih djelatnika, zajedničko rješavanje problema i kompetentnost u donošenju odluka. Emocionalne i socijalne kompetencije samoprocjenjuju kao dio ličnosti, što više doprinosi samoodređenju. Navedene sastavnice svih triju subskala podrazumijevaju razvijene komunikacijske vještine nastavnika, motivaciju, prilagodljivost i sposobnost upravljanja sobom, koje su ključne za socijalno-emocionalnu kompetentnost i jedne su od neophodnih vještina svakog nastavnika. Istraživanjem kulture škole u Kaliforniji (Mitchell i Willower, 1992) identificirani su ključni elementi škola s visokom razinom kulture, a to su: dijeljenje vizije, tradicija, suradnja, zajedničko donošenje odluka, inovacije i komunikacija, koje čine sastavni dio emocionalne kompetencije, a od kojih se suradnja i komunikacija istaknula kao ključan element i našega istraživanja.

Rezultati istraživanja pokazuju kako su prema samoprocjeni nastavnika emocionalne kompetencije nastavnika ključne za uspješnost škole i pozitivnu kulturu škole

(Tablica 3.). Više emocionalne kompetencije predviđaju pozitivniju kulturu škole i veću uspješnost škole, a s obzirom na to da prijašnja istraživanja pokazuju kako se emocionalne kompetencije mogu stjecati tijekom cijeloga života, nužno je na njih staviti veći naglasak tijekom intencionalnog odgoja kako bi se što više djelovalo na uspješnost škole. Vasta, Haith i Miller (1997) navode kako se velik dio ljudskog ponašanja, posebice socijalno ponašanje, stječe, a ne dobiva rođenjem. Činjenica da se socijalno ponašanje pa tako i socijalne kompetencije ne dobivaju rođenjem nego se stječu, omogućuje odgojno-obrazovnim ustanovama da na njih djeluju. Stoga je neophodno tijekom formalnog obrazovanja, a posebice visokoškolskog obrazovanja za buduće nastavnike, poučavati o integraciji vlastitih kognitivnih sposobnosti, emocija i ponašanja te omogućiti razvijanje i primjenu socio-emocionalne vještine jer se na taj način stječe socio-emocionalna kompetentnost. Rezultati su istraživanja (Goleman, 1997) o socijalno-emocionalnom učenju (SEL) pokazali da socijalno i emocionalno kompetentni pojedinci najčešće imaju i visoka akademska i profesionalna postignuća, aktivno pridonose razvoju svoje uže i šire zajednice i predstavljaju uzor u privatnom i socijalnom životu. Oni znaju prepoznati svoje jake strane, postaviti realne ciljeve i s optimizmom planirati njihovo postizanje. Sposobni su uspješno rješavati probleme, poštovati mišljenja drugih ljudi i uspostavljati kvalitetne odnose s drugima. Osim razvoja emocionalne pismenosti potrebno je poticati pružanje empatije, razvijati komunikacijske vještine i poticati uspješnost u školi. Posjedovanje i razvijanje socijalnih vještina jedan je od uvjeta koji stvaraju ugodnu emocionalnu klimu, a ugodna emocionalna klima stvara poticajno ozračje za učenje te pri tom učenici, studenti i nastavnici postaju uspješniji i u svom akademskom obrazovanju s „napretkom” u socijalnim kontaktima (Bognar i Kragulj, 2010).

Rezultati istraživanja pokazali su kako, osim emocionalnih kompetencija, i bolje razvijene pedagoške kompetencije predviđaju pozitivniju kulturu škole i sve njezine pojedine aspekte (Tablica 4.). Pedagoške se kompetencije uče, specifično su vezane uz nastavnike te je neosporna važnost njihova stjecanja tijekom studija. U ovom su istraživanju polazište bila područja pedagoške kompetencije nastavnika u području metodologije izgradnje kurikula škole, nastave i školskih podsustava; organizacije i vođenja odgojno-obrazovnog procesa; oblikovanja razrednog i školskog ozračja; utvrđivanja učenikova postignuća u školi; oblikovanja modela odgojnog partnerstva s roditeljima (Jurčić, 2012; Brust Nemet, 2015). Navedena su područja pedagoške kompetencije povezana s kulturom škole jer je za izgradnju kurikula, organizaciju, vođenje i utvrđivanje učeničkog postignuća nužna profesionalnost i samoodređenje nastavnika, a kolegijalnost se posebice ističe kao preduvjet stvaranja razrednog i školskog ozračja i poticanja partnerstva s roditeljima.

Stoga se predlaže uvođenje obogaćenog kurikula pedagoških kompetencija tijekom nastavničkih studija, kroz koji će se nuditi kvalitetna i upotrebljiva znanja, bit će osposobljeni za transformaciju akademskog znanja u situacije učenja i poučavanja, bit će osposobljeni za snalaženje u različitim situacijama koje se javljaju u razredu,

omogućit će se napredak svakog nastavnika, bit će senzibilizirani za odabranu profesiju, stvarat će naviku cjeloživotnog učenja, svojom fleksibilnom organizacijom odgovorit će zahtjevima postmodernog društva, dobit će mogućnost izbora, kontinuirano će pratiti i implementirati nove pedagoške spoznaje, ostavljat će dovoljno prostora za uvođenje pedagoških inovacija te će cjeloživotno preispitivati svoje ciljeve i zadatke i time sukreirati pozitivnu kulturu škole (Đuranović, 2005). Za daljnje unaprjeđivanje sveučilišne nastave nužno je osmisliti i provoditi kontinuiranu pedagoško-psihološku izobrazbu asistenata i sveučilišnih profesora kako bi se još bolje realizirao kurikulum pedagoških kompetencija i na taj način poticao razvoj pedagoških kompetencija studenata, budućih nastavnika.

U skladu je s drugom hipotezom utvrđeno da su nastavničke kompetencije (emocionalne i pedagoške) bolji prediktori kulture škole, svih njezinih aspekata, kao i uspješnosti škole od demografskih prediktora. Demografski prediktori objašnjavaju svega 0,2% – 1,2% varijance, a nastavničke kompetencije objašnjavaju veći postotak ukupne varijance kriterija, 4 % – 12%.

Osim emocionalne kompetencije nastavnika uspješnost je škole određena godinama radnog staža, odnosno nastavnici s manje godina radnog staža procjenjuju i veću uspješnost škole (Tablica 3.). Nastavnici s manje godina radnog staža također i kulturu škole vide pozitivnijom u području kolegijalnosti (Tablica 4.). Razlog tome može biti druga vrsta školovanja i naobrazbe za razliku od starijih kolega. Moguće je i da nisu još prezasićeni nastavom, poslom te da nije došlo do „izgaranja na poslu (burnouta)”. Suvremeni nastavnički studijski programi i programi cjeloživotnog učenja ističu važnost suvremenog učitelja kao ključnog čimbenika različitosti svake škole i stvaranja njezina identiteta, sukreiranja kulture suvremene škole. Znanstveno-stručni profil suvremenog nastavnika, njegov položaj, uloga i karakter angažiranja u pedagoškom procesu škole inovativnog društva, suvremenog društva znanja, promijenjen je zbog posljedica globalnog razvoja, znanstveno-tehnološkog i društveno-civilizacijskog, i otkriva nove mogućnosti, obveze i odgovornosti u ostvarivanju zadaća odgoja i obrazovanja u pedagoškom procesu. Pretpostavka je da su nastavnici s manje godina radnog staža optimistični i nisu prezasićeni te žele prenositi netom stečena znanja u škole. Nastoje zadovoljiti potrebe suvremenog učenika cjeloživotnim usavršavanjem te traženjem rješenja za sve novonastale situacije, a pri tome teže kolegijalnosti i stvaranju timova za pronalaženje najboljih rješenja situacija koje utječu na kulturu škole. Pretpostavka je i da su se u grupaciji mlađih nastavnika pronašle osobe koje nisu pod velikim rizikom profesionalnog sagorijevanja na poslu. Rezultati istraživanja (Kuzijev i Topolovčan, 2013) ukazuju na to da socio-demografska obilježja, razlozi izbora nastavničke profesije i razina samopoštovanja značajno predviđaju nastavničko sagorijevanje. Pokazalo se da su muški nastavnici, nastavnici iz matičnih škola, nastavnici koji imaju prebivalište u gradu, koji nisu zadovoljni izborom nastavničke profesije, koji očekuju da nastavnička profesija pruža mnogo vremena za obitelj i sigurnost posla, kojima je nastavnički studij bio drugi izbor studija, koji imaju

nisku intrinzičnu motivaciju i nisku sposobnost poučavanja, koji smatraju da svojom profesijom imaju slab doprinos društvu te nastavnici s niskim samopoštovanjem pod većim rizikom profesionalnog sagorijevanja na poslu. Te karakteristike nastavnika svakako bi bilo zanimljivo provjeriti u odnosu na njihove procjene kulture škole. Zanimljivo je da nastavnici s manje godina staža predviđaju kolegijalniju kulturu škole. Razlog tome mogu biti očekivanja nastavnika s manje godina staža u vidu pomoći od iskusnijih nastavnika, nakon kojih može slijediti razočarenje ili su s manje godine staža skloniji pitati i tražiti pomoć kolega pa onda i imaju doživljaj veće kolegijalnosti na poslu. Pretpostavka je da su nastavnici s manje godina radnog staža u ovom istraživanju orijentirani prema definiranju kulture škole kao novačko-orijentiranu, s blagom tendencijom prema integrativno-poslovnoj jer školu vide uspješnijom, a kulturu škole pozitivnijom u području kolegijalnosti. Novačko-orijentirana škola podrazumijeva kulturu u kojoj novi nastavnici određuju nove norme i općenito uvode novine u načine poučavanja, a njihova se poletnost, svježina i snaga odražava na kulturu i na ozračje škole, dok integrativno-poslovna kultura škole podrazumijeva kulturu u kojoj novi učitelji dobivaju kontinuiranu potporu od starijih i iskusnijih učitelja te zajedno doživljavaju česte promjene i donose novine u školu (Kardos i sur., 2011). Prema Hargreaves (1995) nastavnička supkultura, koju autor naziva pokretni mozaik, orijentirana je prema kontinuiranom učenju i unaprjeđenju kvalitete. U našem se istraživanju pokazalo kako nastavnici s manje godina radnog staža doživljavaju kulturu škole kao pokretni mozaik, koji promiče koncepciju nastavnika koji su fleksibilno i kreativno uključeni u razne zadaće rješavanja problema. Škola je pedagoška zajednica koja zahtijeva intenzivnu suradnju među nastavnicima, a koja podrazumijeva zajedničko traganje za uvjetima koji će ljudski život činiti skladnijim te shvaćati kulturu odgojno-brazovne ustanove kao epistemologiju radoznalosti, poticaja i aktivnosti prema boljem (Vujičić, 2007).

Socijalne se strategije nisu pokazale u ovom istraživanju značajnim prediktorom kulture škole. Jedan je od mogućih razloga taj što je većina nastavnika procijenila da posjeduje prosječne socijalne strategije te nema punog raspona odgovora za tvu varijablu, zbog čega je posljedično smanjen i njezin varijabilitet. Homogenost odgovora sudionika u ovaj varijabli može se objasniti odabirom slične naobrazbe (slično društveno ili humanističko područje), odnosno nastavničkog poziva, pri čemu većina nastavnika smatra kako posjeduje zadovoljavajuće socijalne vještine koje su im nužne u radu s učenicima i kolegama. Osim toga, koristila se skraćena verzija Upitnika socijalnih strategija, koja mjeri samo opći aspekt te ne daje detaljan uvid u različite kognitivne i biheioralne strategije kojima se nastavnici koriste, a koje bi se mogle pokazati kao značajne za predviđanje kulture škole i uspješnost škole.

Iako je provedeno istraživanje jasno pokazalo kako su emocionalne i pedagoške kompetencije značajne za predviđanje svih aspekata kulture škole, treba uzeti u obzir da te kompetencije objašnjavaju svega oko 10 % ukupne varijance. Postavlja se pitanje koji su to drugi potencijalni prediktori kulture škole, npr. kompetencije

ravnatelj i stručnih suradnika, viša stručna i/ili znanstvena zvanja nastavnika, urbana ili ruralna sredina u kojoj se nalazi škola, uspjeh učenika, međusobni odnosi među učenicima, suradnja s lokalnom zajednicom, a koje bi bilo dobro provjeriti u budućim studijama. Nadalje, nedostaci istraživanja uočavaju se i u nejednakom broju muških i ženskih sudionika, što je najčešći slučaj ispitivanja u školama, s obzirom na dominaciju žena, pri čemu treba uzeti u obzir da su u prijašnjim istraživanjima procjene socio-emocionalnih kompetencija ovisile i o spolu procjenitelja. Rezultati bi istraživanja bili relevantniji da se nisu koristile samo metode samoprocjene, skraćene verzije upitnika i samo jedna čestica koja je vezana uz uspješnost škole. Ipak, prednosti su provedenog istraživanja znanstvena opravdanost, smisljena i utemeljena operacionalizacija glavnih varijabli, kao i konstrukcija te primjena primjerenog instrumentarija na reprezentativnom stratificiranom uzorku. U budućim istraživanjima preporuča se korištenje dodatnih metoda procjena (npr. od kolega nastavnika, ravnatelja, stručnih suradnika, ali i učenika), kao i provjera specifičnih socijalnih kompetencija koje bi mogle biti potencijalni prediktori kulture škole te ispitivanje socijalnih, emocionalnih i pedagoških kompetencija i među nastavnicima srednjih škola.

Prijašnja su istraživanja pokazala da se socijalne, emocionalne i pedagoške kompetencije mogu razvijati, a ovo je istraživanje pokazalo da su emocionalne i pedagoške kompetencije ključne za uspješnu i pozitivnu kulturu škole, stoga je neophodno implementirati nove sadržaje i obogaćivati nastavničke studentske programe i programe cjeloživotnog učenja u smjeru pedagoških, socijalnih i emocionalnih kompetencija.

Zaključci

Emocionalne i pedagoške su se kompetencije pokazale važnim prediktorima kulture škole. Tome u prilog govori i statistički značajna povezanost među varijablama socijalne, pedagoške i emocionalne kompetencije i kulture škole. Značajnost se ogleda u pridavanju važnosti stjecanja socijalnih, emocionalnih i pedagoških kompetencija nastavnika u znanstvenom i stručnom smislu. Rezultati bi ovog istraživanja trebali doprinijeti pedagoškoj znanosti u vidu boljeg razumijevanja odnosa među različitim aspektima kulture škole te utvrđivanju uloge socijalnih, emocionalnih i pedagoških kompetencija u kulturi suvremene škole. Zatim mijenjanju studentskih programa i programa cjeloživotnog usavršavanja te otkrivanju skrivenih elemenata svake škole kako bi se osvijestila i unaprijedila kultura škole. Promjene su moguće jedino uz snažnu volju, predanost i podršku svih odgojno-obrazovnih dionika koji mogu doprinijeti kvalitetnijem odgojno-obrazovnom sustavu u Republici Hrvatskoj. Istraživači znanstvenim bavljenjem tematike profesionalnih kompetencija nastavnika i kulture škole naglašavaju i otkrivaju važne odrednice kvalitetnog nastavnika u suvremenoj školi, koji svojom kompetentnošću i cjeloživotnim obrazovanjem može zadovoljiti zahtjeve suvremenog učenika koji se svakodnevno mijenjanju pod utjecajem globalnih činitelja.