

Teacher's Effective Guidance of Students

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Abstract:

Background and Originality: The purpose of the study was to systematically review the domestic and foreign literature in the field of educational guidance and to contribute to a more transparent understanding and study of educational leadership or teacher guidance. How well do teachers master a single area of work in effectively guiding students? The purpose of an effective student is to create a stimulating learning environment in which students are productive, implicit, and active. The value of our research demonstrates the challenges of implementation and application at the secondary level seeking improvements in balance and relevance to the process of organisational renewal of the pedagogical process.

Method: We used the survey method to investigate the purpose of the research. The target population of our study was secondary school teachers from all statistical regions of Slovenia. Descriptive, bivariate, and multivariate statistics were used for statistical data processing. The collected data were analysed using the statistical program SPSS.

Results: The majority of respondents were women, who made up 71% of the sample, which was to be expected because the female population in Slovenia largely represents the pedagogical part of education. The results of the research showed that teachers believe that all 19 areas of work are equally important for the effective guidance or instruction of students by the teacher, so our hypothesis was confirmed. The measured concept had high reliability (Cronbach's alpha > 0.9), and factor analysis tested construct validity.

Society: From the point of view of the vision of a moral society, one's awareness of oneself and one's responsibility towards society is a prerequisite for the functioning of societal transformation. The positive impact on educational institutions in this era of constant change certainly depends most on the teaching staff of such an institution. First and foremost, the staff must take responsibility for their lives because only a satisfied teacher is a good teacher. The ideological values of an organisation's mission are its staff or, in our case, the teachers who can be charismatic leaders and thus transform the organisation with their positive emotional energy, which we have confirmed through our research, as teachers consider all areas of work equally important, which requires their vast range of knowledge.

Limitations/Future Research: Because of the epidemic, the timing of the research was not in our favor. Our own research suggests the need to survey students in all Slovenian regions, as this would measure the impact of all the building blocks studied from the perspective of all students in secondary school programs.

Keywords: guidance, leadership, directing students, teacher, effectiveness.

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1 Introduction

Effective student guidance aims to create a stimulating learning environment in which students are productive, implicit, and active. Classroom or student guidance is how teachers handle their personal characteristics, manner and approach to teaching and strategies in performing this critical task. Researchers have studied that the most important classroom management factors include consistency, motivation, knowledge in dealing with students' social and emotional problems, and relationships with external institutions and parents (Tamše, 2016, p. 67). Today, if we wanted to describe a quality teacher in general, we would probably describe them with the following quality indicators: Intelligence, charisma, determination, enthusiasm, strength, courage, ability to combine, self-confidence. Other researchers have dealt with a person's personality in more original ways than we can imagine, or we did not have the right tools to measure differences in personality traits (Ovsenik & Kaučič, 2017, p. 213). The starting point of traditional leadership theories is the personality of the leader. According to the authors, the ideal leader is primarily a rational personality who is alienated and analytical and must be able to act rationally in the leadership process and separate ones emotions from the cogent business (Ovsenik & Kozjak, 2017, p. 40).

The purpose of this study is to provide a descriptive overview of the domestic and foreign literature on guidance or leadership in education and to contribute to a more transparent understanding and study of educational leadership or guidance of teachers. The study's central question was how well teachers mastered a particular area of work in guiding or instructing students. We believe that the inquiry will be helpful for those interested in this area and for teachers thinking about how they do their job - being an educational leader as an advisor to students.

2 Theoretical framework

The profession of a teacher is certainly the most beautiful and important because the main task is the development of human abilities and talents. Ovsenik et al. (2021) have studied the teacher as an expert who simultaneously teaches and learns, influencing the young person and changing oneself in the process. The role of the teacher, which required the ability of familiarisation, daily fulfilment of expectations of parents, students and school management, has shown that the role of the teacher in today's school has become more comprehensive so that the teacher as a successful organiser of the pedagogical process requires knowledge and experience in leadership and guidance (Tamše, 2016, p. 10). Pedagogical literature states that the basics of teachers' knowledge of successful leadership certainly include knowledge of the broader principles and planning of leadership and organisation of teaching (Oberle, 2020). There are different understandings of what classroom management is. In summary, the primary contents are: Creating a positive atmosphere, ways and techniques of working with students, establishing rules, maintaining discipline, communicating with students, conflict management, mutual cooperation, co-creating class rules.

The role of the teacher is expanding and becoming more demanding. They are expected to use multiple methods, approaches and tools and adapt them to the needs of the students (Schwab, 2020). To ensure timely student support, they must have the necessary competencies and skills to create a positive classroom climate and interact, collaborate, and participate with other stakeholders inside and outside the school. The paradigm of knowledge changed our daily lives and education, which led people to expect a well-trained teacher (Bou, 2021). Education became more and more one of the most important components of social development. From this perspective, teacher education represented an important element for the achievement of social goals. Despite all the available technologies and accepted regulations, it was important to recognise that teachers were the main actors of the educational process. The teacher's work as an organiser is still crucial in this era of dynamic technological development (Kim, 2020). Their knowledge of successful leadership, classroom management, guidance, and organisation of teaching can be summarised with basic contents: creating a positive atmosphere, ways and techniques of working with students, establishing rules, maintaining discipline, communicating with students, controlling absenteeism, mutual cooperation, and helping to create class order and rules.

Educational guidance of students is a more complex activity than simply taking action when students behave unacceptably. Guidance refers to the teacher's strategies to create a positive, productive, inclusive, supportive, caring, and harmonious environment (Korotaj, 2020). Teachers who work with adolescents need to have more complex knowledge, including leadership skills, so that students can be guided appropriately in their work (Mowat, 2019). Between these types of knowledge, the teacher should develop a positive atmosphere and social skills, create a safe and encouraging learning environment where students feel liberated, where diversity is valued, independence and responsibility are encouraged, and display a positive attitude towards students by understanding and respecting their social, cultural, linguistic, and religious backgrounds.

We have to teach children the importance of knowledge so that they can better navigate the world. With our attitude towards our fellow human beings, we could show children how to create a much-needed heartwarming connection by giving up control over others (European Commission, 2018). Instead of rewarding, teachers should support each child to achieve their set goal. Fomichov (2019) believes that creating an atmosphere that enables this is the fundamental task of schools and teachers in this century. To achieve this, it is necessary to rely on the creativity of teachers.

When change is the only constant in our lives, the school has evolved from strict authoritarianism to permissiveness and today's pursuit of the greatest possible democracy for the individual. While the traditional school, on the one hand, carried out the subordination of the student with disciplinary approaches and, on the other hand, emphasised the importance of the superior position of the teacher and respect for the teacher's authority, in the period of permissive education the unconditional authority of the teacher was devalued and transferred

to the student. However, it has not been maintained to this day because permissiveness, which allows the student to act out one's needs, wants and desires freely, is more of a hindrance than an advantage to the student. The social changes in the middle of the last century, when the authoritarian style of leadership prevailed, also brought an important change in the field of education, as the conviction from disciplining to leading prevailed, shifting the attention from control to the needs of the student (Tamše, 2016, p. 12).

To teach successfully, the teacher had to ensure order and discipline in the classroom (Podgoršek, 2021). Education no longer focused solely on developing intellectual skills but was intended to promote the harmonious physical, mental, cognitive, emotional, and social development of individuals and stimulate critical thinking and judgment (Kalin, 2019, p. 32). Leadership was not just about controlling and punishing students. A good leader in the classroom is shaped and created through time and experience. An effective and good leader was the one who understood and used specific strategies and techniques. A successful teacher should also have been a good classroom leader. Kalin (2019, p. 30) listed the following qualities of an effective teacher: an effective class leader; mastered subject areas and content; had high expectations for all students in the class - the approaches and methods used were derived from the children and promoted student learning. Each teacher led the class in their way and influenced many aspects of student development. It impacted whether they took responsibility for controlling their own behaviour and accepted the consequences of their own actions. Kalin (2019, p. 32) stated that classroom management depends on many interrelated factors: organisational climate, school goals, teacher personality, teacher socio-emotional competencies and beliefs about the reasons for a student's inappropriate behaviour, academic and social development, student dispositions, and group dynamics. Glasser (2021, p. 321) said that listening to students' needs, responding appropriately to students' individual needs and problems, a positive emotional tone with emphasis on encouragement, rewards, and pep talks, and good parent-school collaboration also contribute to a supportive atmosphere in the school. The more opportunities there were in the school to take responsibility and actively participate and involve students in school life, the more they should have identified with the institution of school and the activities within it. The performance and well-being of students in the classroom depended largely on their leader, the teacher. Social psychology first attempted to compile a list of traits that would characterise the personality of an ideal leader. This was then replaced by the study of different leadership styles, characteristic communication patterns, and the interaction between the leader and group members (Glasser, 2021, p. 123). In light of the above, we can say that the quality of teaching depends on the teacher, who must be guided by the clear realisation that a teacher cannot force students to motivate themselves to learn or change the latter, but can encourage them mainly by sharing pedagogical educational power and decision-making. According to Zalokar Divjak (2019, p. 17), the teacher has many opportunities to do this, for example: in the composition of learning content and teaching materials, pathways to achieve learning success, in reading at home, in (co-)decision-making in assessment, in criticism and recognition, and should be aware that most of the causes of learning failure lie in

the system of learning and not in the students themselves, and that the quality of teaching depends crucially on the participation and engagement of students.

Glasser (2021, p. 133) explains that the teacher's leadership role does not conflict with the demand for student independence, provided the leadership is democratic and socially inclusive. In relation to the teacher's leadership style, he reminded of the need to carefully and limitedly understand the research findings that show that there are no significant differences in learning outcomes when achieved in a democratic or authoritarian learning climate and to realise that the teacher's role is not only to impart knowledge but also to develop cognitive, working, and creative skills and to demonstrate the value components of learning content that also educate and shape students (Glasser, 2021, p. 135). Lojk (2011, p. 99) believed that education was too important to be left to politicians, lawyers, and only theorists.

In both forms of education, the focus was on controlling the behaviour of the outside of oneself, and in neither case was the young person recognised as a person. Therefore, neither trick worked in the long run. With repressive parenting, we tried to distract the young person with discomfort from the behaviour we did not want, and with permissive parenting, we tried to win the child over with the pleasure felt when rewarded for the behaviour we wanted. There was nothing wrong with wanting one behaviour in a child and not another. We too wanted to control the most precious part of our world, our children. The question, however, was whether we succeeded. If we had, not so much would be written about it. For too long, we believed that if we replaced traditional, often harsh punishment with rewards, praise, and good relationships, things would get better. We have failed. The vast majority of people and many experts have been unable to realise that educational work with young people has been demonstrated. With such attempts at motivation, rewards that fell under the external control of behaviour, we partially reduced traditional punishment.

By beginning to reject the overt imposition of values and knowledge through permissive education, we have taken a step forward, even if the transition from authoritarian to permissive education has not led to better results. Attempts to return to a time when a teacher had more authority because of one's position are doomed to failure. In both approaches, the authoritarian more and the permissive less obvious, we wanted the child to accept our values and knowledge of the world. Such a goal was unattainable because we could not control the world around us, and in no way would we allow others to control us, either by force or manipulation (Zalokar Divjak, 2019, p. 49).

An effective way out of the teacher's dilemma was to accept the fact that in the accelerated development of information technology, which offers the child many other sources of knowledge, teachers would become less and less important as mediators of learning. But the fundamental human values of coexistence and cooperation would still be experienced and developed by most children primarily on the basis of the model of cooperation developed by the teacher. Therefore, we believed that the school would increasingly become a place of living together and not just a transmitter of knowledge. Our task was to bring the knowledge acquired

by teachers and children from different sources to a richer togetherness rather than rivalry and consumption through collaboration. The teacher's goal in such a school was no longer to have young people accept his knowledge and values, but to enable them, through his model of collaboration, to develop their values for living together and offer them a more comprehensive range of important knowledge for their lives. Teachers had to abandon ineffective and harmful motivational tools such as reward, evaluation, competition, classification, and punishment, which were part of the toolbox of external behavioural control, and we had to take advantage of man's fundamental and highly personal need to "control the world for his own good" (Zalokar Divjak, 2019, p. 56).

We formulated a fundamental research question and established a working hypothesis based on the theoretical overview. The fundamental research question was (FRQ): "How well do teachers master a single domain of work in the effective guidance of students?" The research focused on effective guidance of students from the teacher's perspective, i.e., the teacher's self-assessment. The study aimed to confirm the following hypothesis.

Hypothesis 1: There is a statistically significant difference in the various areas of a teacher's job when effectively guiding students.

If teachers want to be successful and effective in their pedagogical work with students and create such conditions in the learning process that promote students' success and thirst for knowledge, they should have personal and social skills, knowledge and abilities acquired during their studies and lifelong learning. Goleman (2017, pp. 60-121) uses the following explanations: Emotional self-awareness (the teacher knows her emotions well and how they affect her skills when working with students), self-assessment (the teacher knows her strengths and limitations well), self-confidence (the teacher was aware of her strengths and knows how to use them well in the classroom), and self-control (a teacher knows how to control her emotions and has highly developed self-control, which enabled her to remain calm and collected in all (un)pleasant situations in the classroom).

We investigated teachers' views on how to guide students in their 19 areas of work effectively. The research findings aimed to confirm the need for effective student guidance across teachers' work areas, confirm the hypothesis, and answer the research question. Our research objectives were to define the target population, develop a method for distributing the questionnaire, conduct empirical research, and determine procedures for processing the data. The innovation brought by the study is helpful for educators in secondary schools as well as others who would like to see improvements and more current and balanced work in the field.

3 Method

We developed the measurement tool in the form of a questionnaire based on the literature (Lipič, 2016). The questionnaire was created in a web form using 1KA, an open-source application for online surveys. The target population of our survey was secondary school

teachers, of whom 6,200 were registered in the public database of the Statistical Office of the Republic of Slovenia at the time of our survey. Our survey sample included 1,025 secondary school teachers and vocational secondary school teachers from all over Slovenia.

The pilot study to test the measurement tool was conducted in April 2020. The questionnaire was tested on a sample of 60 vocational secondary school teachers from a local school centre in south-eastern Slovenia. The questionnaire conducted proved to be comprehensible and internally consistent with the topic of the survey. The data were collected in June 2020. With an introductory speech and a request to participate in the survey, we asked school centre directors who manage all secondary school principals and vocational secondary school principals as part of the school centre and secondary school principals who are not part of the school centres and manage independent secondary schools, to participate in the survey by e-mail. The difference between secondary school (hereafter: high school) and vocational secondary school (hereafter: vocational school) is that high school lasts four years and vocational school lasts three years. Moreover, a student graduating from a vocational school acquires a profession or trade, whereas a high school student does not.

A request for participation was sent to all 23 principals of school centres and 119 principals of high schools. All responded and provided the web link to the teachers. Because we surveyed when the school system was in a state of emergency and schools were opening and then closing because of the COVID -19 epidemic, there was tension and reluctance. Therefore, we called the principals and directors, asked them to participate, and asked if they could forward the link with the cover letter to the teachers. The request for participation was sent twice to all teachers individually (high school and vocational teachers). The questionnaire was anonymous. The teachers filled it out voluntarily, and they could drop out at any time without giving a reason.

The questionnaire consisted of closed-ended questions and a sociodemographic section (sex, areas of teaching, type of school, region, job title, education, and work experience), as well as 19 areas of teacher practice in which teachers were asked to self-assess how effectively they teach students in those areas. For 19 questions, each representing a different area of teacher practises, respondents self-rated their views on the questions about teachers' guidance of students using numbers from one to five, where one represented inadequate, two represented sufficient, three represented good, four represented very good, and five represented excellent.

Descriptive, bivariate and multivariate statistics were used for statistical data processing. We used the descriptive statistics method to present the demographic data: Standard deviation, minimum and maximum values, frequencies and percentages. Comparisons between groups and pairs of variables were made by bivariate analyses (*t*-test, one-way analysis of variance, calculation of correlations). Factor analysis calculations were used for construct validation of the measured phenomena. Reliability was checked by calculating Cronbach's alpha coefficient, which had to be at least 0.7 for the measurement scale to be called reliable (Omerzu, 2019, p. 34). Multiple regression analysis was conducted to determine the influence of the independent variables on the dependent variable. Multiple regression was carried out using the Enter

method, where all independent variables are retained in the regression model and $p < 0.05$ determined statistical significance.

The results were presented in tabular form and described by a descriptive method. We have also used the method of comparison, analysis, and synthesis of the research results. The collected data were analysed using SPSS statistical program (version 23.00). We used Excel for graphical representations. The validity of the questionnaire was ensured by developing appropriate indicators to measure individual concepts, which were explained in detail in the theoretical part of the article. The reliability of the questionnaire was checked using Cronbach's alpha (α) coefficient, which was developed to measure the internal consistency of the measurement instrument. Cronbach's α -coefficient assumes a value between zero and one, and values above 0.8 indicate high reliability (Omerzu, 2019, p. 34). The calculated reliability of the questionnaire (Table 1) and the results showed a high level of reliability (above 0.9).

Table 1. The reliability of the measuring instrument

| | Number of statements | Cronbach alfa |
|--|----------------------|---------------|
| The efficiency of student guidance (n = 960) | 19 | 0.957 |

The model of the survey in Figure 1 represents the conceptual construct of the survey and schematically depicts the topic areas of the article. The model consists of the individual work areas of teachers in student guidance. Based on the theoretical framework studied and the research question posed, a hypothesis was formed, which was then tested using quantitative analysis.

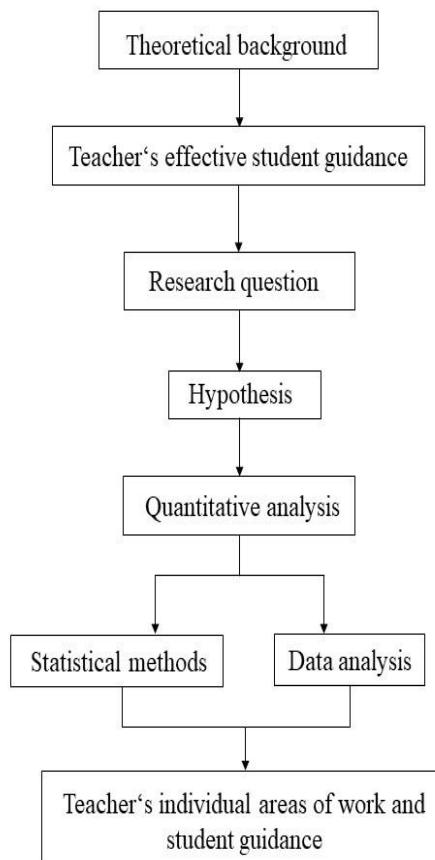


Figure 1. Conceptual design of the research

The research model in Figure 2 represents one dependent variable and 19 independent variables that we identified as part of the research question and the hypothesis.

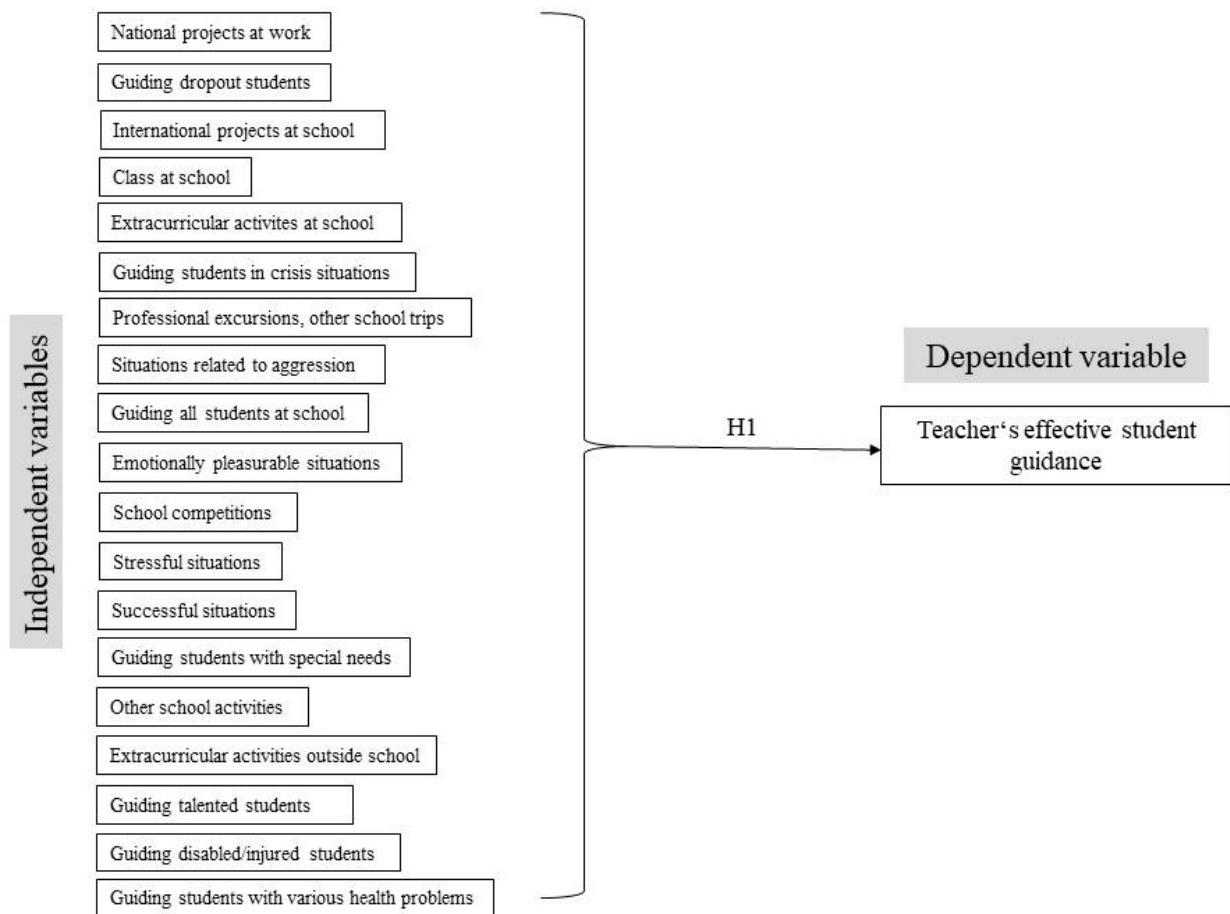


Figure 2. Research model

4 Results

4.1 Descriptive statistics of sociodemographic data

Table 2 shows the distribution of the sample according to the sex of respondents. Females constituted the majority of respondents in the sample at 71.4%. Males accounted for 28.6 % of the sample.

Table 2. The sex of respondents

| The sex of respondents | f | % |
|------------------------|------|-------|
| Male | 293 | 28.6 |
| Female | 732 | 71.4 |
| Total | 1025 | 100.0 |

Table 3 shows the age groups of the respondents. We have divided them into four groups. The largest percentage of the respondents was between 21 and 40 years old, more precisely, a little more than half or 51.1 %. This was followed by respondents between the ages of 41 and 60. They accounted for 42.9 % of the sample. A smaller proportion, 3.9 % of the respondents, were under 20 years of age, and an even smaller proportion, only 2 % of the respondents, were over 61 years of age.

Table 3. Age groups of respondents

| Age groups of respondents | f | % |
|---------------------------|------|-------|
| up to 20 years old | 40 | 3.9 |
| 21–40 years old | 524 | 51.1 |
| 41–60 years old | 440 | 42.9 |
| 61 years old or older | 21 | 2.0 |
| Total | 1025 | 100.0 |

Respondents were also asked about the type of school they teach in. The data are presented in Table 4. A larger proportion, 70.9 %, were from vocational schools. The remaining proportion, 29.1 %, was represented by high school teachers. A few respondents, exactly 26, did not answer the question.

Table 4. The type of school in which the respondents teach

| The type of school in which the respondents teach | f | % |
|---|-----|-------|
| Vocational school | 708 | 70.9 |
| High school | 291 | 29.1 |
| Total | 999 | 100.0 |

Table 5 shows the frequency distribution of respondents by the region in which they teach, with all Slovenian regions included (the names of the regions are in Slovenian, respectively). The largest proportion of respondents teach in the region Gorenjska, 17.5 %. In the region Osrednjeslovenska we recorded 14.8 % of respondents and in the region Obalno-Kraška, another 11.6 % of respondents. Other regions were less represented. The percentages in the regions Podravska (8.4 %), Primorsko-Notranjska (8.2 %), Jugovzhodna and Pomurska (8.1 %) were very similar. This was followed by respondents who teach in the Goriška region; of these, we included 8 % in the sample. A smaller proportion of respondents teach in the Savinjska (6 %), Posavska (5.3 %) and Zasavska (4.3 %) regions.

Table 5. Secondary school teaching regions

| Secondary school teaching regions | f | % |
|-----------------------------------|------|-------|
| Posavska | 54 | 5.3 |
| Gorenjska | 179 | 17.5 |
| Goriška | 80 | 7.8 |
| Obalno-Kraška | 119 | 11.6 |
| Primorsko-Notranjska | 84 | 8.2 |
| Jugovzhodna | 83 | 8.1 |
| Zasavska | 44 | 4.3 |
| Osrednjeslovenska | 152 | 14.8 |
| Savinjska | 61 | 6.0 |
| Podravska | 86 | 8.4 |
| Pomurska | 83 | 8.1 |
| Total | 1025 | 100.0 |

Table 6 shows the respondents by professional titles that can be acquired with additional education and training. The first title of a mentor can be acquired after five years of working in the education system. The title of consultant and councillor can be acquired later, depending on a teacher's individual professional development. Just under half of the respondents, 46 %, held the title of a mentor. Slightly fewer, 43.9 % of respondents, reported having the professional title of consultant. 6.5 % of respondents were named councillors. The smallest percentage of respondents, 3.6 %, did not have a title.

Table 6. Professional title of respondents

| Professional title of respondents | f | f % |
|-----------------------------------|------|-------|
| Untitled | 37 | 3.6 |
| Mentor | 471 | 46.0 |
| Consultant | 450 | 43.9 |
| Councillor | 67 | 6.5 |
| Total | 1025 | 100.0 |

The teachers who participated in the survey had varying levels of education. Some had only a high school education or post-secondary education; these were the practise teachers. All other teachers had a higher education degree: professional higher education degree, university higher education degree, master of science/profession, or doctorate. 90.1 % of all respondents had a university degree (Table 7). Another 3.5 % had a higher education, and 2.7 % of the respondents had a Master's degree in science or profession. Exactly 2 % of all respondents had a high school diploma. Post-secondary education was reported by 0.9 % of respondents. Another 0.7 % of the respondents in the sample had the title of doctor of science.

Table 7. Level of education

| Level of education | f | % |
|--------------------------------------|------|-------|
| High school education | 21 | 2.0 |
| Post-secondary education | 9 | 0.9 |
| Higher education professional degree | 36 | 3.5 |
| Higher education university degree | 924 | 90.1 |
| Master degree of science/profession | 28 | 2.7 |
| Doctor of science | 7 | 0.7 |
| Total | 1025 | 100.0 |

Table 8 shows the frequency distribution of respondents by years of work experience in the education system. The largest proportion of respondents taught between 11 and 15 years, 34.6 %. They were followed by those who taught between 16 and 20 years, of which 20.1 %, and respondents with six to ten years of work experience (18.8 %) and between 21 and 40 years of work experience (18.3 %). A smaller proportion of respondents taught for up to five years (8.2 %).

Table 8. Years of work experience

| Years of work experience | f | f% |
|--------------------------|------|-------|
| Up to 5 years | 84 | 8.2 |
| 6–10 years | 194 | 18.8 |
| 11–15 years | 354 | 34.6 |
| 16–20 years | 206 | 20.1 |
| 21–40 years | 187 | 18.3 |
| Total | 1025 | 100.0 |

In addition to teaching, most respondents were involved in providing additional professional assistance, 47.9 % (Table 9). This was followed by those involved in humanitarian and voluntary activities, namely 42.7 %, and those involved in national and international projects (35.1 %).

Table 9. Additional activities in the school while teaching (several possible answers)

| Additional activities in the school while teaching (several possible answers) | f | % |
|--|----------|------|
| Involvement in national and international projects | 360 | 35.1 |
| Humanitarianism, volunteering | 438 | 42.7 |
| Implementation of additional professional assistance (helping students with special needs) | 491 | 47.9 |
| Organisation and implementation of lectures and workshops for employees | 302 | 29.5 |
| Other | 23 | 2.2 |
| Education outside the organisation for personal development | 237 | 23.1 |
| Total | n = 1025 | |

4.2 Teachers' self-assessment of effectiveness in leading or guiding students in various areas of work

As part of the investigation of our key variable, the effectiveness of student guidance in different work areas, we were concerned with teachers' self-assessment. They rated how well they mastered each work area. 19 statements were used, and their means, standard deviations, minimum and maximum values are shown in Table 10. The respondents rated the statements using a five-point scale, where one represented inadequate and five represented excellent. Respondents were given the option to continue even if they did not answer every question. We chose this method because the questionnaire was very comprehensive, but at the same time, the results of the responses did not influence each other.

All claims were rated quite high and just below a score of four, which represented very good. Respondents rated efficiency in guiding talented students in school ($M = 3.82$), guiding students in competitions at school ($M = 3.81$), efficiency in guiding students in successful situations ($M = 3.81$), and efficiency in guiding students on professional field trips and other travel ($M = 3.80$). The lowest scores, although not poor, were obtained for the effectiveness of directing students in situations involving aggression ($M = 3.72$), effectiveness in guiding students in extracurricular activities ($M = 3.72$), and effectiveness in guiding students in crisis situations ($M = 3.73$).

Table 10. Effectiveness of teacher guidance

| Effectiveness of student guidance | n | min | max | average | Stan. deviation |
|--|-----|-----|-----|---------|-----------------|
| 1. How do you assess your leadership or effectiveness in guiding students in national projects at school? | 958 | 1 | 5 | 3.70 | 0.938 |
| 2. How do you assess your leadership or effectiveness in guiding students in international projects at school? | 959 | 1 | 5 | 3.71 | 0.979 |
| 3. How do you assess your leadership or effectiveness in guiding students in school competitions? | 960 | 1 | 5 | 3.81 | 0.925 |
| 4. How do you assess your leadership or effectiveness in guiding students in class at school? | 958 | 1 | 5 | 3.78 | 0.938 |
| 5. How do you assess your leadership or effectiveness in guiding students in extracurricular activities at school? | 960 | 1 | 5 | 3.75 | 0.937 |
| 6. How do you assess your leadership or effectiveness in guiding students on professional excursions and other school trips? | 960 | 1 | 5 | 3.80 | 0.939 |
| 7. How do you assess your leadership or effectiveness in guiding students in other school activities (e.g., sports, science, technical, cultural days, etc.)? | 959 | 1 | 5 | 3.75 | 0.940 |
| 8. How do you assess your leadership or effectiveness in guiding students in extracurricular activities (e.g., firefighters, local choir, volunteer work, etc.)? | 958 | 1 | 5 | 3.72 | 0.991 |
| 9. How do you assess your leadership or effectiveness in guiding all students at the school? | 960 | 1 | 5 | 3.77 | 0.927 |
| 10. How do you assess your leadership or effectiveness in guiding talented students at school? | 961 | 1 | 5 | 3.82 | 0.929 |
| 11. How do you assess your leadership or effectiveness in guiding students with special needs at school? | 961 | 1 | 5 | 3.77 | 0.924 |
| 12. How do you assess your leadership or effectiveness in guiding disabled or injured students at school? | 959 | 1 | 5 | 3.77 | 0.969 |
| 13. How do you assess your leadership or effectiveness in guiding students with various health problems? | 959 | 1 | 5 | 3.78 | 0.967 |
| 14. How do you assess your leadership or effectiveness in guiding dropout students? | 960 | 1 | 5 | 3.75 | 0.977 |
| 15. How do you assess your leadership or effectiveness in guiding students in crises (e.g., death/suicide of a student, etc.)? | 958 | 1 | 5 | 3.73 | 0.939 |
| 16. How do you assess your leadership or effectiveness in guiding students in situations related to aggression (e.g., beating students, shouting and breaking students, etc.)? | 960 | 1 | 5 | 3.72 | 0.962 |
| 17. How do you assess your leadership or effectiveness in guiding students in emotionally pleasurable situations (e.g., birth, marriage, etc.)? | 960 | 1 | 5 | 3.74 | 0.958 |
| 18. How do you assess your leadership or effectiveness in guiding students in stressful situations (e.g., addiction, domestic violence, etc.)? | 960 | 1 | 5 | 3.75 | 0.933 |
| 19. How do you assess your leadership or effectiveness in guiding students in successful situations (e.g., successes and victories of students, etc.)? | 959 | 1 | 5 | 3.81 | 0.901 |

In the following, we used factor analysis to determine whether it was appropriate to combine the statements used into a new, common variable to be used later in the regression model as the dependent variable. We included all 19 statements in the factor analysis to measure teacher effectiveness in guiding students.

The commonalities indicated the proportion of variance in the observed statements that could be attributed to the total factor or explained variance (Table 11). If the utility value of a statement was low (0.3 or less), consideration was given to excluding the statement from the factor analysis and repeating it. We see that all utility values were reasonably high after extraction, the highest commonality after extraction had "Efficiency in guiding students on professional field trips and other school excursions" (0.571), and the lowest had "Efficiency in guiding students in stressful situations" (0.485).

Table 11. The effectiveness of student guidance – utilities

| n = 934 | Start | Extraction |
|--|-------|------------|
| 1. How do you assess your leadership or effectiveness in guiding students in national projects at school? | 0.544 | 0.500 |
| 2. How do you assess your leadership or effectiveness in guiding students in international projects at school? | 0.599 | 0.544 |
| 3. How do you assess your leadership or effectiveness in guiding students in school competitions? | 0.586 | 0.544 |
| 4. How do you assess your leadership or effectiveness in guiding students in class at school? | 0.576 | 0.557 |
| 5. How do you assess your leadership or effectiveness in guiding students in extracurricular activities at school? | 0.542 | 0.521 |
| 6. How do you assess your leadership or effectiveness in guiding students on professional field trips and other school excursions? | 0.598 | 0.571 |
| 7. How do you assess your leadership or effectiveness in guiding students in other school activities (e.g., sports, science, technical, cultural days, etc.)? | 0.604 | 0.560 |
| 8. How do you assess your leadership or effectiveness in guiding students in extracurricular activities (e.g., firefighters, local choir, volunteer work, etc.)? | 0.565 | 0.542 |
| 9. How do you assess your leadership or effectiveness in guiding all students at the school? | 0.582 | 0.548 |
| 10. How do you assess your leadership or effectiveness in guiding talented students at school? | 0.578 | 0.548 |
| 11. How do you assess your leadership or effectiveness in guiding students with special needs at school? | 0.598 | 0.560 |
| 12. How do you assess your leadership or effectiveness in guiding disabled or injured students at school? | 0.592 | 0.541 |
| 13. How do you assess your leadership or effectiveness in guiding students with various health problems? | 0.606 | 0.565 |
| 14. How do you assess your leadership or effectiveness in guiding dropout students? | 0.582 | 0.548 |
| 15. How do you assess your leadership or effectiveness in guiding students in crisis situations (e.g., death / suicide of a student, etc.)? | 0.597 | 0.547 |
| 16. How do you assess your leadership or effectiveness in guiding students in situations related to aggression (e.g., beating students, shouting and breaking students, etc.)? | 0.600 | 0.545 |
| 17. How do you assess your leadership or effectiveness in guiding students in emotionally pleasurable situations (e.g., birth, marriage, etc.)? | 0.571 | 0.543 |
| 18. How do you assess your leadership or effectiveness in guiding students in stressful situations (e.g., addiction, domestic violence, etc.)? | 0.523 | 0.485 |
| 19. How do you assess your leadership or effectiveness in guiding students in successful situations (e.g., successes and victories of students, etc.)? | 0.538 | 0.514 |

In the next step, we checked the values of KMO and Bartlett's test. The recommended value for KMO was above 0.5; otherwise, we assumed that we were aiming for the highest possible value of the KMO test, whereas, for Bartlett's test, we wanted it to be statistically significant. For the group of teacher competencies, the results in Table 12 show that the KMO value is 0.968 and Bartlett's test is statistically significant as $p < 0.05$. Therefore, we conclude that the statements within this set are sufficiently related and that factor analysis is reasonable.

Table 12. The effectiveness of student guidance – KMO and Bartlett test

| | | |
|--------------------------|-----------------------------|-----------|
| Bartlett sphericity test | Kaiser-Meyer-Olkin criteria | 0.968 |
| | chi-square | 11981.706 |
| | Degree of freedom | 171 |
| | p | 0.000 |

Table 13 shows the proportion of total variance explained. The eigenvalue above one in the table indicates the decision to exclude one factor because it fell below the value of one for the second factor. This (one) factor (which was included in the further analysis) explained 54.1% of the variance. The higher the value of explained variance, the more information we retained for our further research, and in the case of the effectiveness of student guidance, this value was appropriate.

Table 13. The effectiveness of student guidance – level of explained variance

| Factor | Starting eigenvalues | | | Variance after extraction | | |
|--------|----------------------|---------------|--------------|---------------------------|---------------|--------------|
| | Total | % of variance | cumulative % | Total | % of variance | cumulative % |
| 1 | 10.742 | 56.537 | 56.537 | 10.284 | 54.127 | 54.127 |
| 2 | 0.871 | 4.585 | 61.121 | | | |
| 3 | 0.742 | 3.907 | 65.028 | | | |
| 4 | 0.703 | 3.701 | 68.729 | | | |
| 5 | 0.642 | 3.377 | 72.106 | | | |
| 6 | 0.615 | 3.238 | 75.345 | | | |
| 7 | 0.501 | 2.639 | 77.983 | | | |
| 8 | 0.475 | 2.501 | 80.485 | | | |
| 9 | 0.430 | 2.261 | 82.746 | | | |
| 10 | 0.419 | 2.207 | 84.953 | | | |
| 11 | 0.406 | 2.139 | 87.091 | | | |
| 12 | 0.381 | 2.007 | 89.099 | | | |
| 13 | 0.349 | 1.835 | 90.933 | | | |
| 14 | 0.338 | 1.779 | 92.713 | | | |
| 15 | 0.320 | 1.687 | 94.399 | | | |
| 16 | 0.288 | 1.518 | 95.918 | | | |
| 17 | 0.279 | 1.469 | 97.387 | | | |
| 18 | 0.262 | 1.380 | 98.767 | | | |
| 19 | 0.234 | 1.233 | 100.000 | | | |

We eliminated one factor, and all factor weights were correspondingly high, the highest for the statement "Efficiency in guiding students on professional excursions and other school trips"

and the lowest for the statement "Efficiency in guiding students in stressful situations" (Table 14).

Table 14. Effectiveness of student guidance - factor weights

| | n = 934 | Factor 1 |
|-----|--|----------|
| 1. | How do you assess your leadership or effectiveness in guiding students on professional excursions and other school trips? | 0.756 |
| 2. | How do you assess your leadership or effectiveness in guiding students with various health problems? | 0.752 |
| 3. | How do you assess your leadership or effectiveness in guiding students with special needs at school? | 0.749 |
| 4. | How do you assess your leadership or effectiveness in guiding students in other school activities (e.g., sports, science, technical, cultural days, etc.)? | 0.748 |
| 5. | How do you assess your leadership or effectiveness in guiding students in class at school? | 0.746 |
| 6. | How do you assess your leadership or effectiveness in guiding talented students at school? | 0.741 |
| 7. | How do you assess your leadership or effectiveness in guiding all students at the school? | 0.740 |
| 8. | How do you assess your leadership or effectiveness in guiding dropout students? | 0.740 |
| 9. | How do you assess your leadership or effectiveness in guiding students in crises (e.g., death/suicide of a student, etc.)? | 0.740 |
| 10. | How do you assess your leadership or effectiveness in guiding students in situations related to aggression (e.g., beating students, shouting and breaking students, etc.)? | 0.738 |
| 11. | How do you assess your leadership or effectiveness in guiding students in school competitions? | 0.738 |
| 12. | How do you assess your leadership or effectiveness in guiding students in international projects at school? | 0.737 |
| 13. | How do you assess your leadership or effectiveness in guiding students in emotionally pleasurable situations (e.g., birth, marriage, etc.)? | 0.737 |
| 14. | How do you assess your leadership or effectiveness in guiding students in extracurricular activities (e.g., firefighters, local choir, volunteer work, etc.)? | 0.736 |
| 15. | How do you assess your leadership or effectiveness in guiding disabled or injured students at school? | 0.736 |
| 16. | How do you assess your leadership or effectiveness in guiding students in extracurricular activities at school? | 0.722 |
| 17. | How do you assess your leadership or effectiveness in guiding students in successful situations (e.g., successes and victories of students, etc.)? | 0.717 |
| 18. | How do you assess your leadership or effectiveness in guiding students in national projects at school? | 0.707 |
| 19. | How do you assess your leadership or effectiveness in guiding students in stressful situations (e.g., addiction, domestic violence, etc.)? | 0.697 |

The variable was stored in the database using the regression coefficient method. In this way, we obtained a new construct, a variable for further use in the model. Summarising the factor analysis results, all the analysed results confirm the unidimensional structure of the concept of efficiency of student orientation, which means that all the data can be combined into one factor, into a new which is our key dependent variable. The variable was stored in the database using the method of regression coefficients, thus obtaining a new construct, a variable for further use in the model. The calculation of Cronbach's alpha coefficient on the set of statements showed a high degree of reliability, as it is 0.957.

As we can see, all the ratings were slightly below four on a point scale; the ratings were also completely comparable, which means that the respondents thought that all the building blocks were equally important for the teacher's leadership effectiveness or student guidance

5 Discussion

1025 respondents were included in the survey sample. The survey was administered to a sample of high school teachers whom their principal had invited via e-mail to participate in the 2020 survey. We contacted principals personally and asked them to allow them to participate. Participation in the survey was voluntary and anonymous. The majority of the sample was female (71.4%), respondents were between 21 and 60 years old (94%), taught in vocational secondary schools (70.9%), and had a university degree (90.1%). The sample included teachers who taught in schools in all statistical regions of Slovenia. The results of the research show that teachers believe that all 19 areas of teacher activity (i.e., the effectiveness of guiding or guiding students in national projects, international projects, competitions, classes, interesting activities, professional excursions, other sports activities, extracurricular activities, guiding talented students, guiding students with special needs, guiding students with disabilities and various health problems, dropouts, students in crisis, emotional and stressful situations) are equally important for the effective leadership or guidance of students by the teacher. It can be concluded that teachers need very diverse knowledge and skills in performing their tasks. Thus, we have confirmed our hypothesis. The key concept or paradigm we tested with the questionnaire was teacher effectiveness in guiding students. The concept measured had high reliability (Cronbach's alpha > 0.9), and construct validity was tested by factor analysis. For the comparative analysis, all variables were derived by calculating them based on the average estimates of each statement falling on an individual factor.

We believe that the effective guidance of students, which we examine at the level of the pedagogical environment, is their upbringing and preparation for independent and responsible living. School is a place of socialisation where the paths of cognitive, social and emotional learning intersect. Thus, it involves social interactions with teachers and other students in which the skills of perception, use, expression, and regulation of emotions are formed. Change is a constant in our lives. We find it increasingly difficult to cope with them. The teaching profession requires training and educational competencies that a professional must bring to the daily routine of teaching and leading or managing the classroom. Based on our research findings, we can conclude that all 19 areas of teaching are equally important for effective leadership or guidance of students, from which we conclude that teachers need very different knowledge and skills in performing their job or task. We believe that the way teachers are trained to do their job is all the more important and propose a system change, namely: senior teachers should be partially relieved of their teaching duties to act as tutors for teachers who have no professional experience and are at the beginning of their careers.

A successful teacher must first learn to lead the class and students well (Moe, 2020). This is not an easy task in life, and neither is being a teacher. We conclude that this is a very special

challenge for any educational worker. As a facilitator, the teacher needs to adapt to working with each student to fit their personality (Kahan, 2020). The teacher needs a lot of psychological and social skills and knowledge; a teacher must also be able to perceive the inner processes in the student (Braun, 2020). Leading or guiding students requires a great deal of knowledge in the theories that we presented in our article, with theoretical starting points and research findings (Valente, 2020). Therefore, it is even more critical that educational professionals recognise the need for this type of knowledge.

6 Conclusion

The majority of respondents were female, representing 71 % of the sample, which was to be expected because in Slovenia, teaching is primarily represented by the female population. It was also expected that more than half of the sample was between 21 and 40 years old. The respondents, 70.9 %, were mostly from vocational secondary schools. Most of the respondents held the title of a consultant (43.9 %) and mentor (46 %), and only 6.5 % were councillors, which was expected given the age of respondents. No less than 90 % of the respondents had a university education which is compulsory in most schools. More than 90 % of the respondents were engaged in additional activities at school, namely humanitarian activities (42.7 %) and carrying out additional professional assistance (47.9 %), which is probably due to the organisation of work in secondary schools, where in most cases teachers carry out this type of work.

The contribution of science highlights the challenges of implementation and application in secondary education, which aims to improve the process of organisational renewal of the pedagogical process in a balanced and timely manner. The presented paradigm of effective student guidance contributes to improving not only the way of teaching, but also the organisational climate of the school, student work motivation and individual student satisfaction at the micro level and the performance of the school as a whole at the macro level. The positive impact on educational organisations in this era of constant change depends most heavily on the teachers in such an organisation.

The constant changes in education are multi-faceted and require new insights in the field of communication and innovations. The limitations of the research are reflected in the data collection itself, as we encountered some problems. We collected the data during the epidemic, which presented a unique situation for both the researcher and the respondents. We also faced a low response rate because all invitations to participate were sent remotely via e-mail, which required a great deal of personal contact with school administrators, further encouraging respondents to complete the questionnaire. We can assume that certain limitations also arise from the possibility of teachers providing socially desirable responses, as we measured the areas under study with a self-assessment questionnaire.

Our own research and the results obtained suggest that it is necessary to survey students in all Slovenian regions, as this would measure the influence of the 19 building blocks from the perspective of students in all secondary school programs.

Pedagogical eros derives from the professional and motivated work of the teacher and the teacher's responsibility for the holistic development of the young person (Sergio Mérida, Martín Sánchez, & Natalio, 2020). We are aware that the driving force of any school is the teacher. Therefore, it is necessary to promote teachers' professionalism and personal development and seek new pedagogical approaches to work with educational participants. Teachers are a bridge for young people between the past and the future of humanity; together, they help shape the school. Therefore, it is important to be aware of our important and demanding task and to face this noble event, because the profession of teacher is a profession with an extraordinary task, it deserves a special honour, and is indispensable for the development of a responsible society.

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Povzetek:

Učiteljevo učinkovito vodenje oziroma usmerjanje dijakov

Ozadje in izvirnost: Kako dobro učitelji obvladajo posamezno področje dela pri učinkovitem usmerjanju oziroma vodenju dijakov? Namen učinkovitega usmerjanja dijakov je vzpostaviti spodbudno učno okolje, v katerem so dijaki storilni, implicitni in aktivni. Namen raziskave je bil sistematičen pregled domače in tuje strokovne literature s področja usmerjanja oziroma vodenja na področju vzgoje in izobraževanja ter prispevati k preglednejšemu razumevanju in preučevanju pedagoškega vodenja oziroma usmerjanja učitelja. Vrednost naše raziskave kaže izzive k implementaciji in uporabi na ravni srednješolskega izobraževanja, ki želi v proces organizacijske prenove pedagoškega procesa vnašati izboljšave uravnoteženosti in aktualnost.

Metoda: Za namen raziskave smo uporabili metodo anketiranja. Ciljna populacija v naši raziskavi so bili srednješolski učitelji iz vseh slovenskih statističnih regij. Za statistično obdelavo podatkov smo uporabili opisno, bivariantno in multivariantno statistiko. Zbrane podatke smo analizirali s pomočjo statističnega programa SPSS (verzija 23.00).

Rezultati: Pretežni delež respondentov predstavljajo ženske, ki jih je v vzorcu 71 %, kar je bilo pričakovano, saj v slovenskem prostoru pedagoški del v izobraževanju v veliki meri zastopa ženska populacija. Rezultati raziskave so pokazali, da so učitelji mnenja, da je vseh devetnajst področijh dela enako pomembnih pri učiteljevem učinkovitem vodenju oziroma usmerjanju dijakov, posledično lahko našo hipotezo potrdimo. Merjeni pojem je izkazal visoko stopnjo zanesljivosti (Cronbach alfa > 0,9), konstruktno veljavnost smo preverjali s faktorsko analizo.

Družba: Človekovo zavedanje do samega sebe in njegova odgovornost do družbe je z vidika vizije moralne družbe pogoj za delovanje preobrazbe družbe. Pozitiven vpliv na izobraževalne organizacije je v današnjem času konstantnih sprememb zagotovo najbolj odvisen od pedagoškega kadra, ki ga premore tovrstna organizacija. V prvi vrsti so zaposleni tisti, ki morajo prevzemati odgovornost za svoje življenje, kajti le zadovoljen učitelj je dober učitelj. Ideološke vrednote poslanstva neke organizacije so njeni zaposleni oziroma v našem primeru učitelji, ki so lahko karizmatični vodje in tako preobrazijo organizacijo s svojo pozitivno čustveno energijo, kar smo z raziskavo potrdili, saj so učitelji mnenja, da so vsa področja dela enako pomembna, torej potrebujejo zelo širok spekter znanj.

Omejitve/nadaljnje raziskovanje: Čas izvajanja raziskave nam zaradi epidemije ni bil naklonjen. Lastna raziskava pa nakazuje potrebo po anketiranju dijakov v vseh slovenskih regijah, saj bi s tem merili vplivnost vseh proučevanih gradnikov s perspektive dijakov vseh srednješolskih programov.

Ključne besede: usmerjanje, vodenje, dijaki, učitelj, učinkovitost.

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