

UDK 371.8-055.1/.2
Pregledni rad
Primljeno: 3. rujna 2012.

ARE TEACHERS WHO PROMOTE STUDENT-CENTRED APPROACH MORE SATISFIED WITH THEIR LIVES?

Snježana Šarančić, teacher
Primary school Brezovica, Zagreb

Abstract: The article gives an overview of the characteristics of a good teacher, because the quality of teaching depends on the quality of a teacher. A good teacher's teaching is directed towards the pupil. In pupil-oriented teaching, the pupil is an active participant. The teacher is no longer a lecturer but an organiser, associate, leader, mentor - this teacher is effective and pupils' achievements are the result of the teacher's effectiveness. Research studies acknowledge that the more satisfied someone is with their life, the more effective they are. The purpose of this article is to ascertain whether teachers' life satisfaction affects their teaching conception. Presumption is that the more satisfied teachers are more likely to be directed towards the pupils and teaching. The survey comprises around 150 male and female primary school class teachers and specialists/subject teachers with different years of service in five Croatian primary schools. The research employed the Survey of teaching concepts (Pavin Ivanec, 2008) and the Survey of life satisfaction (Diener as cited in Rijavec et al, 2008). The results suggest that there is no significant difference in estimated life satisfaction between subject teachers and class teachers. Also, teachers' life satisfaction is not related to work experience. Female teachers show higher life satisfaction than male teachers. There is a significant positive relation between life satisfaction and teaching approach.

Keywords: student-centred teaching, teaching approach, effective teacher, teachers' life satisfaction.

Introduction

Certainly any employee can say for themselves that they work more effectively when they feel good, when they are in good mood and satisfied. We think better in good spirit, we are more effective and more determined to achieve the goals we set. Positive emotions broaden current repertoire of thinking and reactions, encourage flexibility and more effective decision making, as well as altruistic behaviour. (Rijavec & Miljković, 2006). Satisfied individuals are more extroverted and open to experiences. (Veenhoven et al, 1996).

Positive emotions influence the improvement of cooperation and team work. Happy people are less directed towards themselves and are more fond of other people (Rijavec & Miljković, 2009). The research in general acknowledges that the individuals who feel good and are satisfied with their lives realize better social relations (Car, 2004). Deiner and Seligman's research (2004) showed that each examinee who feels happy has extraordinary social relations. We will agree that human relations are the basis of teaching profession. Since the quality of interaction and its consequences in relation between children and grown-ups are exclusively the responsibility of a grown-up person (Juul, 2010) life satisfaction should be an important pre-condition for the quality of the student-teacher relation. In relations with students and teaching strategies and in management, the extroverted teachers are more successful when compared to the introverted ones. In general, the openness of teachers positively influences the complete effectiveness of teaching. (Roberts et al, 2007).

More satisfied people are characterized by more intense activity, energy and by more frequent experience of the state we call *flow*. *Flow is the state of total occupation with a pleasant activity and neglect of everything else independently of possible dangers or benefits we have.* (Rijavec & Miljković, 2006, p. 625). In this state people frequently experience competence, autonomy and correlation (Sabol, 2005). Strong predictors of satisfaction with life are self-respect, optimism and the difference between the importance and realization of different life goals. Greater difference causes the weakening of satisfaction (Penezić, 1999; Tadić, 2011). Although we can connect the feelings of love, hope, joy and gratitude with life satisfaction, it is more under the influence of life circumstances than changes of moods and emotions.

One of life circumstances that can significantly influence life satisfaction is the quality of employment. Employees are more satisfied and can increase the success of their institution if their income can provide the settlement of basic life needs, but also if they have the possibility of individual growth and realization of personal aspirations. If the employees are provided with the possibility of income increase by greater engagement, the chances for more frequent positive emotions at work increase as well (Harter et al. 2003). Unfortunately, in the Republic of Croatia, the greater engagement of teachers is not related to adequate wages, and it is questionable if teachers' income can pay for basic life needs. Teachers who are promoted in their professions are rare, and even rarer are those who can further formally advance and in that way fulfil their own ambitions. Many teachers abroad also feel underpaid, with undermined dignity. It is normal that their basic psychological needs for self-realization and self-respect are not fulfilled in such a situation, which can lead to frustrations and superficial relation to work (Ololube, 2006). It is logical that greater satisfaction with work is the reason for greater satisfaction in life.

(Gürşen Otacioğlu, 2008). Although Croatian citizens estimated their life satisfaction as slightly above average (Kaliterna Lipovčan & Prizmić-Larsen, 2005), the fact that 90% of teachers in the Republic of Croatia are not satisfied with their life standard, and 70% of them are not satisfied with their own work conditions (Radeka & Sorić, 2006) certainly does not contribute to the satisfaction with job, nor life satisfaction of teachers.

If satisfied people are more effective at work, we could say that life satisfaction of teachers is of significant importance, since teachers in a certain way shape the nation. If they are satisfied, teachers are useful to themselves, their family, students, colleagues, school, students' parents and the complete community. As a measure for the effectiveness of a teacher's work, we have taken teachers' student-centeredness. In student-centred teaching, also promoted by *National Curriculum Framework* (2010), by implementing appropriate teaching forms, methods and means, as well as by quality lesson planning, organization and teaching pace, a student is more active than the teacher (Matijević, 2008; Matijević & Radovanović, 2011). In this way, a teacher becomes a mentor, an associate and an organiser. Important characteristics of such a teaching are motivating creative abilities of students, divergent thinking, curiosity, freedom of ideas exchange, team work (James, 1985). Student-centred teaching significantly influences the quality of personality as well, which refers to the learning of attitudes, norms, beliefs and values (Matijević, 2010). Desirable positive characteristics of teachers certainly contribute to student-centeredness: empathy, joy in communication, good mood, warmth, sensibility, enthusiasm, creativity, honesty, the development of the feelings of belonging, acknowledging own mistakes, sense of humour, respect for students, forgiveness, kindness, tolerance, helping, patience, calmness and nourishing of personal contact with students (Bratanić et al, 1998; Palekčić, 2005; Walker, 2010; Aksoy, 1998; Strugar, 1993). More satisfied teachers enjoy teaching more, and they can transfer the enthusiasm to students (Duckworth et al, 2009). Life satisfaction of teachers is, next to the optimistic explanatory style and activity, one of the predictors of quality teaching. Teachers more satisfied with life can be more successful in student engagement (Duckworth et al, 2009). In general, positive feelings have good influence on students, they learn better and faster and they behave better and think more creatively. (Rijavec & Miljković, 2010).

The research where statistically significant gender differences were found, regarding life satisfaction, shows inconsistent results. According to several research papers (Fugl-Mayer et al, 2002; Barret, 1980; Gençay i Gençay, 2010; Ahamed, 2011; Campbell et al, 1976) life satisfaction is not dependent on gender. Some research shows that women are more satisfied with the quality of life (Wahl et al, 2004; Martinis, 2005). One research indicates

(Barret, 1980) that gender is not related to life satisfaction, but is related to work satisfaction.

The research show that there are no differences in life satisfaction of individuals regarding age (Fugl-Mayer et al, 2002; Sousa & Lyubomirsky, 2001; Ahamed, 2011; Penezić, 2006). Life satisfaction can change in different stages of life. Individuals periodically evaluate their life, the happy become unhappy and vice versa. (Veenhoven et al, 1996). Some research (Sousa & Lyubomirsky, 2001) shows that life satisfaction mildly increases between twenty and eighty years of age. In opposition, according to Martinis (2005), in Zagreb area, those who are most satisfied with their lives are secondary school students, university students and people under 39, and with age, life satisfaction in general decreases, and for persons older than sixty satisfaction with life is at the lowest level. Teacher population research also established that the age of teachers is not related to life satisfaction (Barret, 1980). The same was concluded in the research conducted in Croatia on highly educated individuals (Penezić, 1999).

It is not clear whether individuals do their jobs effectively because they are satisfied with life, or life satisfaction comes from good job performances. Namely, the feeling of happiness and satisfaction of individuals who do their jobs well is greater than of those who do their jobs averagely or badly (Rijavec & Miljković, 2009). People who enjoy work, experience it as a vocation and are more satisfied with it. The mentioned statement is largely applicable to teachers. In spite of under-average income and the current material work conditions in school, the majority of teachers experience their jobs as vocations.

It is evident in the papers mentioned in the introduction, that dealing with the term life satisfaction and the way it influences the concept of teaching, does not produce consistent results. Thereby we refer to the influence of life satisfaction on the way and style of teaching, and on the factors (age, gender, work experience) that can influence self-evaluation of life satisfaction and the evaluation of the way a teacher approaches and works with students.

The focus of this paper is not determining, explaining external influences on the quality of the educational process (e.g. the actual negotiations for additional cuts on teachers' material rights), as big and important they potentially are. The paper, above all, focuses on more precise and comprehensive defining and measuring of essential elements of the state and relations of the connection student – class or subject teacher.

In order to accomplish (measure) that, it is important for teachers to have self-evaluation of their own characteristics and competences and of the way of their working with students that is as detailed and as realistic as possible. Therefore, exactly this is the way for teachers to create positive environment and develop successful concept of work in the atmosphere of

cooperation and trust. Therefore it was important for the aim and the purpose of this research to apply the appropriate questionnaires that will at the same time qualitatively and comprehensively measure the subject of the research, and with their characteristics (length, number and type of questions etc.) not interfere with motivation for completing them.

Therefore we decided to take a questionnaire for this research, for which we think can at least partly satisfy the planned aims and defined problems of the research, since there is no unique and widely accepted definition of the construct of life satisfaction, i.e. there is no research that would unambiguously indicate the type, number and individual strength of the influence of its constituents.

Method

Research goal: To examine whether teachers more satisfied with life are more student- and teaching-centred compared to teachers less satisfied with life. To determine the possible relation of the perception of life satisfaction of teachers defined as a result on the *Satisfaction with Life Scale* to the concept of teaching directed at the student presented as a result on *Teaching concepts scale*.

Problems:

1) To determine the existence, i.e. to define the strength and the direction of the relation between self-evaluation of life satisfaction of teachers and the concept of teaching-centeredness.

2) To determine the stability of the individual experience of life satisfaction in the function of gender, work experience, i.e. of belonging to a category of class or subject teacher.

Hypothesis: Teachers more satisfied with life are, in the teaching process, regardless of gender, work experience and working conditions, more student-centred compared to teachers less satisfied with life.

Participants: for the purpose of the research 182 teachers were questioned, out of which 85 class teachers and 97 subject teachers from 10 Croatian schools (Primary school Ivana Perkovca in Šenkovac, Primary school Lučko, Primary school Ivan Goran Kovačić in Zagreb, Primary school Braće Radić in Zagreb, Primary school Vladimir Nazor in Pazin, Primary school Poreč, Primary school Ivan Lacković Croata in Kalinovac, Primary school Kloštar Podravski, Primary school Sv. Petar in Orehovac, Primary school Mirka Pereša in Kapela).

Instrument: for the purpose of this research two questionnaires were merged: *Satisfaction with Life Scale* (Diener 1985, according to Rijavec et al. 2008) and *Teaching Concept Scale* (Pavin Ivanec, 2008). *Satisfaction with Life Scale* consists of five items. The participants evaluated to what extent they

agree with each of the statements on the 5-degree scale, where 5 stands for *totally agree*, and 1 for *strongly disagree*. The result is calculated as average of those five items, and the higher the results the greater satisfaction with life.

Results and discussion – Descriptive analysis

The ratio of male and female examinees in our research is as follows: out of the total of 182 examinees, there are 160 female teachers and 22 male teachers (4 male class teachers and 18 male subject teachers), which makes the ratio of 88% female and 12% male teachers.

Teachers are equally divided according to work experience, i.e. there are almost equal numbers in all work experience categories, while the number of female teachers is relatively highest in the category 11-25 years of work experience. In further analysis we tried to determine:

1) the distribution of grades for all the statements from both questionnaires

2) the distribution of differences and relations concerning the criterion of gender, work experience and class and subject teaching criterion.

It is visible in Table 1. that for the great majority, i.e. 6 out of 25 questions from both questionnaires applied, the examinees used the complete range (from 1 – *totally disagree* to 5 – *totally agree*) of the given answers scale. A more prominent exception is the only question from the *Teaching Concept Scale* questionnaire which is: *Primary teacher's role is to develop students' deduction ability*, where the lowest grade was neutral (3 – *nor agree, or disagree*), which means that none of 182 questioned teachers did not express disagreement with the importance of the development of students' deduction ability. Also, the lowest grade 2, i.e. mild disagreement, appeared in *Development of problem solving, preparing for life, responsibility and critical thinking skills*. Furthermore, on *Satisfaction with Life Scale* we observe one case of the lowest grade 2 for the question *I am satisfied with my life*, which indicates the fact that none of the questioned is extremely dissatisfied with his/her life. The highest average grade, measured by arithmetic means, belongs to the statement *A teacher should devote time to the development of students' self-respect*, and it was 4.505. The lowest grade belongs to *Education-centeredness, not upbringing-centeredness* with arithmetic means 21.615. On *Satisfaction with Life Scale* the range of GPA for satisfaction with life is considerably smaller and goes from 3.527 for the statement *My life conditions are excellent* to 4.120 for the statement *I am satisfied with my life*. Female teachers cover the complete range of grades, probably due to the greater number of them. The difference is obvious also in the fact that the grade 2.8, i.e. the grade that indicates dissatisfaction, is given by 13.5% of male teachers as opposed to 7.5% of female teachers. Grades 4 and higher (that indicate

satisfaction with life) are given by around 30% of female teachers and 9% of male teachers.

| | | in. | ax. | Arithmetic mean | St.dev. |
|--|-----|-----|-----|-----------------|---------|
| Have one way of solving problems | 182 | | | 2.901 | 1,253 |
| Encourage discussion among students | 182 | | | 3.912 | .954 |
| Devote to the development of students' critical thinking | 182 | | | 4.297 | .779 |
| Teacher's primary role is knowledge transition | 182 | | | 3.505 | 1.086 |
| Primary role is the development of problem solving skills | 182 | | | 4.242 | .741 |
| Primary role is to prepare students for life | 182 | | | 4.247 | .860 |
| Primary role is to develop deduction abilities | 182 | | | 4.352 | .679 |
| Development of students' self-respect and responsibility | 182 | | | 4.505 | .671 |
| Use tasks with clear solutions | 182 | | | 3.467 | 1.169 |
| Students should participate in decision-making about learning | 182 | | | 2.918 | 1.071 |
| One text-book per subject | 182 | | | 3.604 | 1.316 |
| Education- not upbringing-centeredness | 182 | | | 2.615 | 1.130 |
| Students regularly evaluate the quality of teaching | 182 | | | 3.093 | 1.225 |
| Give students more freedom in expressing opinions | 182 | | | 3.495 | 1.023 |
| School is a place that is fun and pleasant for students | 182 | | | 4.341 | .844 |
| Students acquire knowledge better through cooperation than listening | 182 | | | 3.841 | .982 |
| Students participate in evaluation of their own progress | 182 | | | 3.868 | 1.011 |
| My life conditions are excellent | 182 | | | 3.527 | .932 |
| I have achieved important things | 182 | | | 3.912 | .856 |
| I am satisfied with my life | 182 | | | 4.121 | .741 |
| Average grade of life satisfaction | 182 | | | 3.604 | .985 |
| Life close to the concept of ideal | 182 | | | 3.604 | .859 |
| Teachers by gender | 182 | | | 1.879 | .327 |
| Work experience by categories | 182 | | | 2.549 | 1.022 |
| Class and subject teachers | 182 | | | 1.533 | .500 |
| i would not change anything | 182 | | | 3.769 | .631 |

Results of T-test analysis

Table 1. Descriptive overview of answers distributions.

| | Levene test | | t- test | | | | | | |
|--------------------------|-------------|------|---------|--------|-----------------------------|------------------|----------------|--------------------------|-------|
| | F | Sig. | t. | df | Signification (bilaterally) | Means difference | Standard error | 95% reliability interval | |
| | | | | | | | | Upper | Lower |
| GPA of life satisfaction | 3.572 | .060 | -2.992 | 180 | .003 | -.420 | .140 | -.697 | -.143 |
| | | | -3.692 | 32.060 | .001 | -.420 | .114 | -.652 | -.188 |

Table 2. Signification of the difference between GPA of satisfaction with life and gender.

| | Levene test | | t- test | | | | | | |
|--------------------------|-------------|------|---------|---------|-----------------------------|------------------|----------------|--------------------------|-------|
| | F | Sig. | t. | df | Signification (bilaterally) | Means difference | Standard error | 95% reliability interval | |
| | | | | | | | | Upper | Lower |
| GPA of life satisfaction | .113 | .738 | .145 | 180 | .885 | 1.358E-02 | 9.397E-02 | -.172 | .199 |
| | | | .145 | 177.137 | .885 | 1.358E-02 | 9.393E-02 | -.172 | .199 |

Table 3. Significance of the difference between GPA of satisfaction with life and class and subject teacher category

| | Levene test | | t- test | | | | | | |
|--------------------------|-------------|------|---------|---------|-----------------------------|------------------|----------------|--------------------------|-------|
| | F | Sig. | t. | df | Signification (bilaterally) | Means difference | Standard error | 95% reliability interval | |
| | | | | | | | | Upper | Lower |
| GPA of life satisfaction | .245 | .622 | -.619 | 180 | .537 | -5.822E-02 | 9.413E-02 | -.244 | .128 |
| | | | -.620 | 174.850 | .536 | -5.822E-02 | 9.386E-02 | -.243 | .127 |

Table 4. Significance of the difference between GPA of satisfaction of life and work experience

By using T-test analysis we tried to determine if there was a difference between arithmetic means of variables *GPA of satisfaction with life* and variables: *Work experience, Gender and Teacher categories* (class or subject teacher). It was determined that: there is no statistically significant difference between *GPA of Satisfaction with life* and *Teacher category* and *Work experience*. However, there is a statistically significant difference between *Gender* and *GPA of satisfaction with life*. By trying to more precisely determine and present the reasons of the observed difference, we conducted simultaneously cross-tabulation of the mentioned variables.

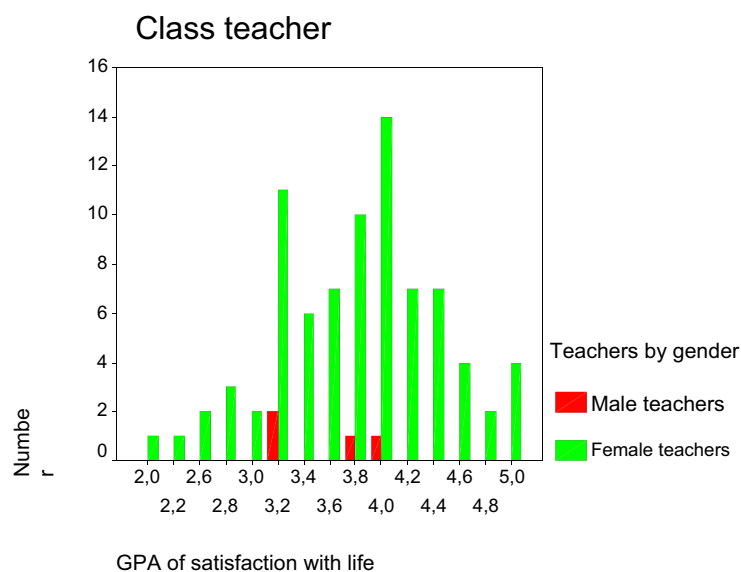


Image 1. Graphic presentation of the distribution of GPA of satisfaction with life according to gender for class teacher category.

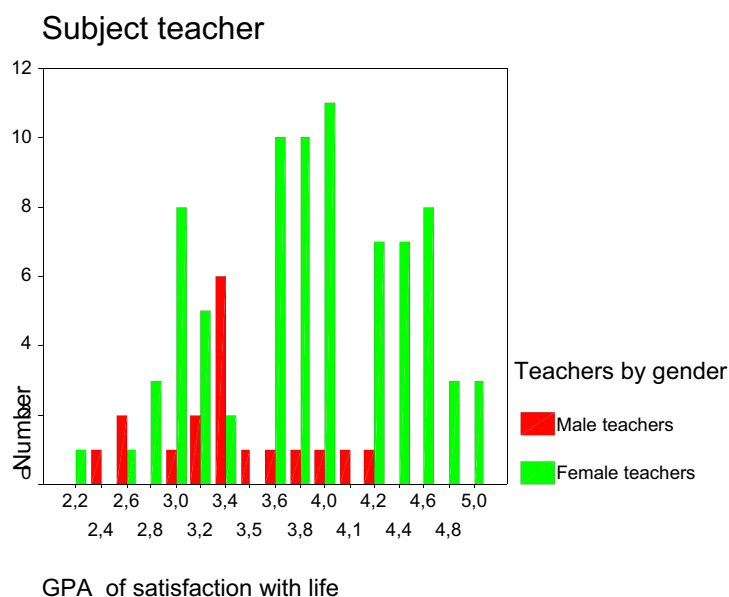


Image 2. Graphic presentation of the distribution of GPA of satisfaction with life according to gender for subject teacher category

From the graphs it is obvious that out of the total of 22 teachers, regardless of the category they belong to, none of them had GPA of satisfaction with life of 4.4 and more, as opposed to female teachers where 45 of them (25%) out of the total of 182 had grade 4.4 and higher. It is clear that a big difference in the number of examinees regarding gender, and a particularly

small number of male teachers (22) significantly influences the interpretability of the collected results. Still, taking objective restrictions into consideration, we can state that there is a feasible tendency to higher self-evaluation of satisfaction with life of female teachers compared to male teachers, regardless of job type (class or subject teacher). The difference is relatively most prominent in the grade category that indicates extremely high satisfaction with life.

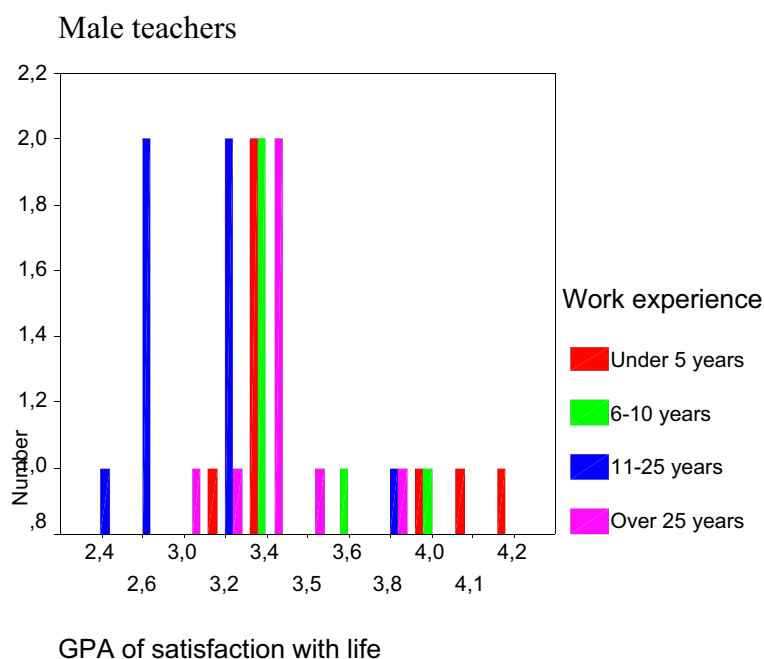


Image 3. Graphic presentation of the distribution of GPA of satisfaction with life of male teachers considering work experience category.

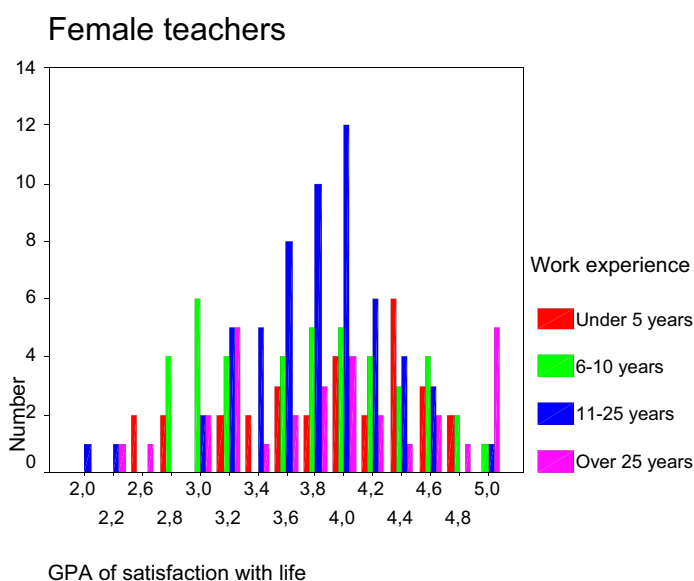


Image 4. Graphic presentation of the distribution of GPA of satisfaction with life of female teachers by work experience categories.

From the attached graphic presentation it is visible that female teachers, regardless of being class or subject teachers, have higher GPA of satisfaction with life. The difference is here also the most prominent in the category of extreme satisfaction where the satisfaction grade equal or higher than 4 is given by only 3 (14%) of male teachers compared to 77 (42%) of female teachers. Also, it is indicative that the highest satisfaction grade for male teachers is 4.2, and for female teachers 5, i.e. teachers express maximum possible satisfaction with life in 7 cases.

Results of correlation analysis

| | | Teachers by gender | Work experience by categories | Class and subject teachers | My life conditions are excellent | I have achieved important things so far | I am satisfied with my life | I would not change anything | Life close to the ideal |
|-------------------------------|------------------|--------------------|-------------------------------|----------------------------|----------------------------------|---|-----------------------------|-----------------------------|-------------------------|
| Teachers by gender | Pearson coeff. | 100 | .001 | -.212* | .083 | .159* | .198* | .263* | .321* |
| | Sig. (bilateral) | . | .984 | .004 | .263 | .032 | .008 | .000 | .000 |
| | N | 182 | 182 | 182 | 182 | 182 | 182 | 182 | 182 |
| Work experience by categories | Pearson coeff. | .001 | 1.000 | -.068 | .028 | .100 | -.030 | .025 | .091 |
| | Sig. (bilateral) | .984 | . | .361 | .712 | .180 | .689 | .737 | .222 |
| | N | 182 | 182 | 182 | 182 | 182 | 182 | 182 | 182 |

| | | | | | | | | | |
|---|--|-----------------------|-----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Class and subject teachers | Pearson coeff. Sig. (bilateral) N | -.212* .004 182 | -0.168 .361 182 | 1.000 .182 182 | .026 .731 182 | .033 .662 182 | .034 .650 182 | -.029 .693 182 | -.124 .096 182 |
| My life conditions are excellent | Pearson coeff. Sig. (bilateral) N | .083 .263 182 | -.028 .712 182 | .026 .731 182 | 1.000 .182 182 | .418* .000 182 | .411* .000 182 | .337* .000 182 | .434* .000 182 |
| I have achieved important things so far | Pearson coeff. Sig. (bilateral) N | .159* .032 182 | .100 .180 182 | .033 .662 182 | .418* .000 182 | 1.000 .182 182 | .444* .000 182 | .358* .000 182 | .343* .000 182 |
| I am satisfied with my life | Pearson coeff. Sig. (bilateral) N | .198* .008 182 | .030 .689 182 | .034 .650 182 | .411* .000 182 | .444* .000 182 | 1.000 .182 182 | .558* .000 182 | .683* .000 182 |
| I would not change anything | Pearson coeff. Sig. (bilateral) N | .263* .000 182 | .025 .737 182 | .029 .693 182 | .337* .000 182 | .358* .000 182 | .558* .000 182 | 1.000 .182 182 | .559* .000 182 |
| Life close to the ideal | Pearson coeff. Sig. (bilateral) N | .321* .000 182 | -.091 .222 182 | .124 .096182 | .434* .000 182 | .343* .000 182 | .683* .000 182 | .559* .000 182 | 1.000 .182 182 |

Table 5. Inter-correlation and correlations of statements from Satisfaction with Life Scale with gender, work experience and teacher categories.

It is transparent in Table 5. that there are statistically significant correlations (on lever higher than 0.01) between all statements from *Satisfaction with Life Scale*. A statistically significant correlation is also observable between gender and four out of five statements from *Satisfaction with Life Scale*, i.e. a correlation has not been found only for the statement *My life conditions are excellent*. Furthermore, there has not been found any statistically significant relation between work experience and teacher category, which indicates that the duration of teaching experience, or work in different conditions (class and subject teachers) should not be related to life satisfaction.

According to Table 6., on level 0.01, the following correlations between *GPA of satisfaction with life* and variables: *Primary role is to prepare students for life; Students should participate in decision-making about learning; Students regularly evaluate teaching quality; Students acquire knowledge better through cooperation than listening* are significant. On level 0.05 the following correlation between *GPA of satisfaction with life* and variables:

Encourage discussion among students (0.013) Devote oneself to the development of students' critical thinking (0.16).

From the correlation matrix of average grade of life satisfaction, statistically significant and positively correlating are the statements relating to positive attitudes of teachers towards the development of cooperation relations and students' critical thinking. The fact that more satisfied teachers are more likely to be student-centred is additionally acknowledged by also statistically insignificant, but negative correlations: *One textbook per subject (-0.088), Education-centeredness (-0.111), Use tasks with one clear solution (-0.01).*

The mentioned findings are logically interrelated, e.g. it is logical that a teacher, by being inclined to use tasks with one clear solution, does not have a wish to develop discussion and student participation.

| N=182 | | Use tasks that have one solution | should participate in learning | One textbook per subject | Education-not upbringing-centeredness | Students evaluate teaching quality | Give students more freedom in expressing their opinions | School is for a student a fun and pleasant place | acquire knowledge better through cooperation | participate in evaluation of their own | Average grade of life satisfaction |
|---|--------------------------------|----------------------------------|--------------------------------|--------------------------|---------------------------------------|------------------------------------|---|--|--|--|------------------------------------|
| Use tasks... ... | Pears correl Sig. bilateral | 1.000 . | 0.22 .767 | .462* .000 | .325* .000 | -.050 .503 | -.083 .264 | .084 .258 | -.079 .288 | -.036 .625 | -.001 .993 |
| Students should participate and... | Pears correl Sig. bilateral | .022 .767 | 1.000 . | .016 .831 | .065 .384 | .414* .000 | .456* .000 | .263* .000 | .287* .000 | .271* .000 | .194* .000 |
| One textbook per subject | Pears correl Sig. bilateral | .462* .000 | .016 .831 | 1.000 . | .395* .000 | -.063 .401 | -.125 .093 | .112 .132 | -.062 .406 | -.039 .597 | -.088 .238 |
| Education-not upbringing-centeredness | Pears correl Sig. bilateral | .325* .000 | .065 .384 | .395* .000 | 1.000 . | .054 .469 | .008 .918 | .080 .282 | -.016 .833 | -.074 .323 | -.111 .138 |
| Students evaluate teaching quality | Pears correl Sig. bilateral | -.050 .503 | .414* .000 | -.063 .401 | .054 .469 | 1.000 . | .593* .000 | .247* .001 | .380* .000 | .465* .000 | .288 .000 |
| Give students more freedom in expressing | Pears correl Sig. bilateral | -.083 .264 | .456* .000 | -.125 .093 | .008 .918 | .593* .000 | 1.000 . | .380* .000 | .343* .000 | .405* .000 | .199* .007 |
| School is a fun and pleasant place... | Pears correl Sig. bilateral | .084 .258 | .263* .000 | .112 .132 | .080 .282 | .247* .001 | .380* .000 | 1.000 . | .186* .012 | .157* .035 | .127 .008 |
| Students acquire better through cooperation ... | Pears correl Sig. bilateral | -.078 .288 | .287* .000 | -.062 .406 | -.016 .833 | .380* .000 | .343* .000 | .186* .012 | 1.000 . | .469* .000 | .199* .007 |

| | | | | | | | | | | | |
|--------------------------------------|-----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|--------------|
| Students evaluate their own progress | Pears correl Sig. bilateral | -.036 .625 | .271* .000 | -.039 .597 | -.074 .323 | .465* .000 | .405* .000 | .157* .035 | .469* .000 | 1.000 . | .072 .331 |
| Average grade of life satisfaction | Pears correl Sig. bilateral | -.001 .993 | .149* .009 | -.088 .238 | -.111 .138 | .288* .000 | .199* .007 | .127 .088 | .199* .007 | .072 .331 | 1.000 . |

Table 6. Presentation of correlations between GPA of satisfaction with life and questions from Teaching concepts scale

Interpretation of factor analysis results.

As a variable that can explain a relatively biggest part of the variance, two statements that relate to satisfaction with stand out (*Life close to the ideal* (0.756), *I am satisfied with my life* (0.736) and a statement from *Teaching concept questionnaire*, that relates to *give students more freedom in expressing their opinions* (0.710). The determined indicates at the fact that satisfied teachers are likely to give more freedom to students.

Based on the factory analysis, in *Teaching Concepts Scale* three factors we can describe as: teaching-centeredness, the development of self-respect and students' abilities and orientation towards the development and freedom of expressing critical thinking are prominent.

The interpretability of the first factor increases the fact that all the questions from *Satisfaction with Life Scale* were included and that all of them have positive correlation with the factors. Also, statements relating to the development of self-respect and students' abilities have positive correlation. This consistently indicates the fact that life satisfaction significantly influences teachers' cooperation-centeredness, the development of self-respect and students' abilities in a positive way.

The interpretability of the second factor is complicated to some extent by the fact that there is no correlation between quite clearly detached statements relating to the knowledge transfer orientation and non-existence of the correlation between the second factor and the statements from the life satisfaction questionnaire. This could point to the fact that some other factors besides satisfaction with life, not included in this research, influence the orientation towards knowledge transfer. It is possible that these are individual difference in characteristics, needs, expectations, i.e. it is possible that socio-cultural influences are in question. i.e. possible conforming with the existing trend in educational institution where the examinee works.

Uniformly negative relation of all the statements from *Satisfaction with Life Scale* with variable relating to the development of critical thinking, the possibility of students' participation in evaluation and students' responsibility is transparent. Dissatisfied teachers are not likely to foster autonomy and

freedom in students' opinion expressing, but rather do not want students to evaluate their own development, i.e. they think that is exclusively teachers' right.

Based on all three factors we can logically assume that teachers need motivation, that in its significant part originates in satisfaction with life and general positive attitude towards oneself and students, in order to be able to help students to develop their abilities, including critical observation of themselves and teachers, in cooperative atmosphere.

But, in spite of that, logical and operational overlapping, as well as partial overlapping of the results of different applied (factor, correlational and differential) analyses open up a possibility to justifiably assume that the relation between satisfaction with life and teaching concept and style really exists, and that we succeeded in differentiating and explaining it. Therefore, it can be observed that statements relating to positive attitudes of teachers towards the development of cooperation relation and critical thinking of students, statistically and positively correlate. Statistically insignificant, but negative correlations: *One textbook per subject* and *Use tasks with one clear solution* additionally confirm the fact that teachers more satisfied with life are more student-centred.

Based on the factor analysis we can logically assume that teacher's satisfaction with life and general positive attitude towards oneself and students contributes to cooperative atmosphere where students develop their abilities and critical thinking in a better way.

The possibility of the real existence of the objective relation of satisfaction has been confirmed, among other things, by the results of correlational and factor analyses of the results in our research of the applied *satisfaction with Life Scale*. The results show high inter-correlation of questions from the questionnaire (in our research all the correlations are significantly higher than 1). Single-factor structure of life satisfaction questionnaire has been confirmed as well, by a factor, which we have named in our research in exactly the same way – satisfaction with life factor.

Conclusion

1) By the conducted analyses the existence of significant and consistent positive relation between self-evaluation of satisfaction with life and teaching orientation concept has been confirmed, which reinforces our starting hypothesis.

2) The research results indicate the fact that there is no significant difference neither in the examined sample when it comes to grading average life satisfaction considering work experience, nor between class and subject

teachers. Nevertheless, contrary to the expected and regardless of the duration of work experience, the results indicate a significantly higher grade of satisfaction with life of female teachers compared to male class and subject teachers.

References:

1. Ahammed, S. (2011). Does Teaching Contribute to One's Wellbeing: An Examination of the Relationship between Teaching Satisfaction and Life Satisfaction among University Teachers. *Transformative Dialogues: Teaching & Learning Journal*, 4(3).
2. Aksoy, N. (1998). Opinions of upper elementary students about a „good teacher“. Retrieved on 5th October 2011 from: <http://www.eric.ed.gov/PDFS/ED428042.pdf>
3. Barrett, I. C. (1980). *A Comparison of Life Satisfaction, Job Satisfaction, and Happiness using Demographic Variables*. (Magistarski rad, College of Education). Ontario: Brock University St. Catharines.
4. Bratanić, M., Cigetić, R. & Puškar, S. (1998). Rašomon u međusobnim odnosima učitelja i učenika, *Napredak*, 139(2), 139-152.
5. Campbell, A., Converse, P. E. & Rodgers, W. L. (1976). The quality of American life: perceptions, evaluations and satisfactions. *Russell Sage Foundation*. New York: Retrieved on 6th October 2011 from: [http://books.google.hr/books?id=L-fWJf4vhWUC&pg=PR11&lpg=PR11&dq=CAMPBELL,+Angus,+CONVERSE,+Philip+E.+i+RODGERS,+Willard+L.+\(1976\).+The+Quality+of&source=bl&ots=FhHYgp_eg4&sig=g5bh6KaEuUMN72BLPcaZsbHJrHA&hl=hr&sa=X&ei=W5tT7m1AsXjtQaUsPDRAg&ved=0CCAQ6AEwAA#v=onepage&q&f=false](http://books.google.hr/books?id=L-fWJf4vhWUC&pg=PR11&lpg=PR11&dq=CAMPBELL,+Angus,+CONVERSE,+Philip+E.+i+RODGERS,+Willard+L.+(1976).+The+Quality+of&source=bl&ots=FhHYgp_eg4&sig=g5bh6KaEuUMN72BLPcaZsbHJrHA&hl=hr&sa=X&ei=W5tT7m1AsXjtQaUsPDRAg&ved=0CCAQ6AEwAA#v=onepage&q&f=false)
6. Car, A. (2004). *Positive psychology. The Science of happiness and human strengths*. New York: Brunner Routledge. Retrieved on 6th October 2011 from: <http://www.scribd.com/doc/27154305/Positive-Psychology>
7. Diener, E. & Seligman, M. E. P. (2004). Beyond Money: Toward an economy of well-being. *Psychological Science in the Public Interest*, 5(1), 1-31.
8. Diener, E., Emmons, R. A., Larsen, R. J. & Griffin, S. (1985). The Satisfaction With Life Scale, *Journal of Personality Assessment*, 49(1), 71-75.
9. Duckworth, A. L., Quinn, P. D. & Seligman M. E. P. (2009). Positive predictors of teacher effectiveness, *The Journal of Positive Psychology*, 4(6), 540–547.
10. Fugl-Meyer, A. R, Melin, R. & Fugl-Meyer, K. S. (2002). Life satisfaction in 18 – to 64 – year – old Swedes: in relation to gender, age, partner and immigrant status. *Journal of Rehabilitation Medicine*, 34(1), 239–246.
11. Gençay, S. & Gençay, Ö. A. (2011). A comparison of the life satisfaction and hopelessness levels of teacher candidates in Turkey. *Educational Research and Reviews*, 6(2), 182-186.
12. Gürşen Otacioğlu, S. (2008). Analysis Of Job And Life Satisfaction Of Music Teachers. *Turkish Journal Of Music Education*, 1(1), 37-45.

13. Harter, J. K., Schmidt, F. L. & Keyes, C. L. M. (2003). Well-Being in the workplace and its Relationship to Business Outcomes. In C. L. M. Keyes & J. Haidt (Eds), *Flourishing: The positive psychology and the good life* (pp. 205-224). USA: American Psychological Association. Retrieved on 15th February 2012 from: <http://media.gallup.com/documents/whitePaper—WellBeingInTheWorkplace.pdf>
14. James, K. (1985). *Student-Centered Teaching for Increased Participation*. Washington: National Education Association. Retrieved on 23rd February 2012 from: <http://www.eric.ed.gov/PDFS/ED260033.pdf>
15. Juul, J. (2010). *Od poslušnosti do odgovornosti*. Zagreb: Naklada Pelago.
16. Kaliterna Lipovčan, Lj. & Prizmić-Larsen, Z. (2006). Kvaliteta življenja, životno zadovoljstvo i osjećaj sreće u Hrvatskoj i europskim zemljama. In K. Ott (Ed), *Pridruživanje Hrvatske Europskoj uniji. Izazovi sudjelovanja* (pp. 181-198.). Zagreb: Institut za javne financije, Zaklada Friedrich Ebert.
17. Martinis, T. (2005). *Percepcija kvalitete života u funkciji dobi* (thesis). Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Odsjek za psihologiju.
18. Matijević, M. (2008). Didaktičke strategije u nastavi usmjerenoj na dijete. Zagreb. *Zrno*, 19(6-9), 78-79.
19. Matijević, M. (2010). Između didaktike usmjerene na učenika i kurikulumske teorije. In P. Mladnić & R. Svedec (Eds), *Zbornik radova Četvrtog kongresa matematike* (pp. 391-408.). Zagreb: Hrvatsko matematičko društvo i Školska knjiga.
20. Matijević, M. & Radovanović, D. (2011). *Nastava usmjerena na učenika*. Zagreb: Školske novine.
21. Fuchs, R., Vican, D. & Milanović Lire, I., Eds. (2010). *Nacionalni Okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje* Zagreb: Ministarstvo znanosti, obrazovanja i športa.
22. Oloolube, Nwachukwu P. (2006). *Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment*. Finland: The University of Helsinki Finland. Retrieved on 14th January 2012 from: <http://www.usca.edu/essays/vol182006/F.pdf>
23. Palekčić, M. (2005). Utjecaj kvalitete nastave na postignuća učenika. *Pedagogijska istraživanja*, 2(2), 209-233.
24. Pavin Ivanec, T. (2008). *Odrednice pristupa učenju i poučavanju u srednjoškolskom kontekstu*. (Doktorska disertacija, Sveučilište u Zagrebu). Zagreb: Filozofski fakultet.
25. Penezić, Z. (2006). Zadovoljstvo životom u adolescentnoj i odrasloj dobi. *Društvena istraživanja*, 15(4-5), 643-669.
26. Penezić, Z. (1999). *Zadovoljstvo životom: Relacije sa životnom dobi i nekim osobnim značajkama*. (Magistarski rad, Sveučilište u Zagrebu). Zagreb: Filozofski fakultet.
27. Radeka, I. & Sorić, I. (2006). Zadovoljstvo poslom i profesionalni status nastavnika. *Napredak*, 147(2), 161-177.
28. Rijavec, M. & Miljković, D. (2009). *Pozitivna psihologija na poslu*. Zagreb: IEP-D2.
29. Rijavec, M. & Miljković, D. (2010). *Pozitivna disciplina u razredu*. Zagreb: IEP.

30. Rijavec, M., Miljković, D. & Brdar, I. (2008). *Pozitivna psihologija*. Zagreb: IEP-D2.
31. Rijavec, M. & Miljković, D. (2006). Pozitivna psihologija: psihologija čije je vrijeme (ponovno) došlo. *Društvena istraživanja*, 15(4-5), 84-85.
32. Roberts, T. G., Harlin, J. F. & Briers, G. E. (2007). The relationship between teaching efficacy and personality type of cooperating teachers. Retrieved on 4th October 2011 from: <http://www.eric.ed.gov/PDFS/EJ840151.pdf>
33. Sabol, J. (2005). *Osobine ličnosti i osnovne psihološke potrebe kao prediktori zadovoljstva životom*. (Diplomski rad, Sveučilište u Zagrebu). Zagreb: Filozofski fakultet.
34. Sousa, L. & Lyubomirsky, S. (2001). Life satisfaction. In J. Worell (Ed.), *Encyclopedia of women and gender: Sex similarities and differences and the impact of society on gender*, (pp. 667-676). San Diego, CA: Academic Press.
35. Strugar, V. (1993). *Biti učitelj*. Zagreb: HPKZ.
36. Tadić, M. (2011). Što mjerimo kada mjerimo sreću? Metodološki izazovi istraživanja sreće. *Društvena istraživanja*, 20(2), 317-336.
37. Veenhoven, R., Saris, W. E., Scherpenzeel, A. C. & Bunting B. (1996). A comparative study of satisfaction with life in Europe. Eötvös University Press. Retrieved on 16th March 2012 from: <http://www2.eur.nl/fsw/research/veenhoven/Pub1990s/96d-ab.htm>
38. Wahl, A. K., Rustoen, T., Hanestad, B. R., Lerdal, A. & Moum, T. (2004). »Quality of life in the general Norwegian population, measured by the Quality of Life Scale (QOLS-N)«, *Quality of life research*, 13(5), 1001–1009.
39. Walker, R. J. (2010). 12 characteristics of an effective teacher. *Educational Horizon*, 87(1). Retrieved on 4th October 2011 from: <http://www.eric.ed.gov/PDFS/ED509938.pdf>

JESU LI ŽIVOTNO ZADOVOLJNIJI NASTAVNICI U NASTAVI VIŠE USMJERENI NA UČENIKA?

Sažetak: U radu je analizom literature donesen pregled osobina kvalitetnoga nastavnika jer kvaliteta nastave ovisi o kvaliteti nastavnika. Dobar nastavnik nastavu vodi tako da je ona usmjerena na učenika. U koncepciji poučavanja u kojoj je nastava usmjerena na učenika, učenik je aktivni sudionik. Nastavnik više nije predavač nego organizator, suradnik, voditelj, mentor. Takav je nastavnik učinkovit, a njegova se učinkovitost ogleda u učeničkim postignućima. Istraživanja potvrđuju da su pojedinci koji su zadovoljniji svojim životom učinkovitiji na poslu. Cilj rada jest utvrditi utječe li životno zadovoljstvo nastavnika na njihovu koncepciju u poučavanju. Pretpostavka je da su nastavnici koji su zadovoljniji vlastitim životom u nastavi više usmjereni na učenika i poučavanje. U istraživanju je anketirano približno 150 nastavnika i nastavnica predmetne i razredne nastave različitog staža u pet hrvatskih osnovnih škola. Korištena je skala koncepcije o poučavanju (Pavin Ivanec, 2008) i skala zadovoljstva životom (Diener prema Rijavec et al, 2008). Rezultati istraživanja su pokazali da ne postoji značajna razlika u prosječnoj procjeni životnog zadovoljstva između predmetnih nastavnika i učitelja razredne nastave. Prema dobivenim

podatcima, zadovoljstvo životom ne može se povezati s radnim iskustvom. Žene višim procjenjuju svoje životno zadovoljstvo od muških kolega. Također se utvrdila značajna pozitivna povezanost između zadovoljstva životom i koncepta poučavanja.

Ključne riječi: nastava usmjerena na učenika, koncepcija poučavanja, učinkovit nastavnik, životno zadovoljstvo nastavnika.

SIND DIE LEHRER, DIE ZUFRIEDENER IM LEBEN SIND, IM UNTERRICHT MEHR SCHÜLERORIENTIERT?

Zusammenfassung: In diesem Beitrag wurde mit Hilfe der Literaturanalyse eine Übersicht über die Eigenschaften von guten Lehrern gegeben, weil die Unterrichtsqualität von der Qualität des Lehrers abhängt. Ein guter Lehrer gestaltet seinen Unterricht schülerorientiert. Im schülerorientierten Unterrichtskonzept ist der Schüler der aktive Teilnehmer. Der Lehrer ist nicht mehr der Vortragende, sondern ein Organisator, Mitarbeiter, Leiter, Mentor. Solch ein Lehrer ist wirksam, und seine Wirksamkeit spiegelt sich in Schülerleistungen wider.

Die Untersuchungen bestätigen, dass Personen, die zufriedener im Leben sind, auch effizienter bei der Arbeit sind.

Es ist das Ziel dieser Arbeit festzustellen, ob die Lebenszufriedenheit von Lehrern ihre Unterrichtskonzeption beeinflusst. Die Annahme lautet, dass Lehrer, die zufriedener mit ihrem Leben sind, im Unterricht mehr schüler- und unterrichtsorientiert sind. Die Umfrage umfasste etwa 150 GrundschullehrerInnen und FachlehrerInnen bei unterschiedlichen Dienstjahren an fünf verschiedenen kroatischen Grundschulen. Es wurde die Skala der Unterrichtskonzeption (Pavin, Ivanec) und die Skala der Lebenszufriedenheit (Diener) verwendet.

Die Datenverarbeitung ist im Gange und die Zusammenfassung wird später mit Ergebnissen und Implikationen ergänzt werden.

Schlüsselbegriffe: schülerorientierter Unterricht, Unterrichtskonzeption, effizienter Lehrer, Lebenszufriedenheit der Lehrer.