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Evaluating Physical Education Teaching in Higher Grades of Primary School

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Abstract

The main objective of this study was the evaluation of physical education teaching in higher grades of primary school through the attitudes of subject teachers. The sample consisted of 89 primary school teachers from the Osijek-Baranja County in the Republic of Croatia. A questionnaire was designed so as to assess the attitudes of preparation, teaching diversity and outcomes of teaching by using three subsets of variables (total of 42 items). A satisfactory reliability (Cronbach (α) 0.79 to 0.82, and the ICC – intra-class correlation coefficient from 0.68 to 0.73 were obtained. Differences in the teachers' estimates were made with two sets of classification variables (demographic characteristics and evaluation of working conditions). Descriptive statistics, response percentages and the ANOVA univariate test of difference were applied. The results indicate that the majority of teachers regularly prepare and successfully adapt their teaching to pupils' abilities. They commonly use kinesiology methods and organization of work in their teaching. They rarely use modern teaching methods. They evaluate the prescribed programming system as complex and they apply it differently. High marks which students receive in physical education are not in accordance with the level of achievement, and they evaluate their efforts highly. Differences in the teachers' attitudes relate to the preparation segments and the methodological diversity, while these differences are less pronounced in the area of assessing teaching outcomes.

Key words: *attitudes; evaluation; methodological diversity; preparation; subject teachers.*

Introduction

The Republic of Croatia has, in the last decade, been modernizing its educational system and adapting it to the countries of the European Union. In this sense, a number

of steps have been taken. The Croatian National Educational Standard (2005) has been created and The Curriculum for Primary Schools has been implemented on its foundations (2006). A number of legal frameworks have been established and the National Curriculum Framework (2010) has been adopted. The NCF with its general objectives and functions forms a radical shift in the existing educational system, directing it toward curricular programming in which the goals of education are directed from passing knowledge towards developing the pupils' competencies. The curriculum provides teachers with great freedom in creating the work, and on the other hand, requires from them enviable skills in programming, implementing and controlling classes. The new approach requires changes in the educational system especially in the field of teacher education in order to modernize the teaching and the organization of the school.

Among other educational areas, the National Curriculum Framework also defines the physical education area. Its *purpose* is to acquire knowledge, skills and habits as well as to develop a positive attitude towards physical activity and a healthy lifestyle. Acquired knowledge, skills and achievements in this area directly improve the pupils' health and affect the quality of life of the school, family and society. Physical education is defined by *eleven educational objectives* curricularly focused on the student's expected achievements - competencies which are specifically designated for each of the pupils' developmental periods.

These guidelines of the National Framework are the starting point for the creation of subject curricula for each educational area, which represents another important step of the departmental Ministry. In this way and for this purpose it is necessary to analyze, especially at the empirical level, the existing curricula and their implementation. This provides information about the strengths and weaknesses which can be helpful in developing the future curriculum (Wiles & Bondi, 1988; Baranović et al., 2006). The main aim of this paper is the analysis of teaching as the basic process of implementation of the current general Curriculum of Physical Education on the principles of the Croatian National Educational Standard (CNES). In its principles the CNES particularly highlights the need for changes in the teaching process. It advocates the application of the cooperative learning method and the active role of pupils in class.

The goal of physical education (according to the current programme) enables pupils to *apply theoretical and motor skills* which enable independent physical exercise for a better quality of life. At the same time it effectively *changes the properties and develops competencies*, whereby directly promoting student health (Ministry of Science, Education and Sports, 2006). *General tasks* of teaching physical education in primary schools are based on the anthropological, educational and correctional component of the general curriculum. Specific tasks are tailored to the specific pupils' needs in certain periods of their development.

The goal and the general and specific tasks of the curriculum are achieved through the educational process. Findak (2001) defines it as a process that affects the education

of students, their physical, emotional, social and moral formation, the development of abilities and characteristics under the conditions of interaction of objective, subjective, and restriction factors. The teaching process is part of the foundation of the educational process. Achieving the goals and tasks of the educational process depends on its organization and implementation. The author divides the factors affecting it into external and internal ones. The *external factors* would be: general curriculum, condition of the expert staff, pupils' belonging to a particular school or classroom, material conditions (space for training, equipment, funding). *Internal factors* are related to: the number of students in class, their current knowledge, achievements, abilities, etc. The ultimate effects of the educational process depend on the organization and implementation which is mostly determined by the teachers' personality and their professional and methodical competencies. The author concludes that the success of this process will depend more on the teachers' competencies than on material conditions. Pastuović (1999) divides the learning conditions into two categories. *Internal conditions* (such as the pupil's characteristics, abilities and motivation for learning). *External conditions* are events, stimuli from the pupils' environment which affect the process and organization (teaching methods). Realization and quality outcomes of the programme depend largely on the internal and external conditions of learning.

Stoll and Fink (2000) find that the quality of teaching depends on the curriculum and the methods of teaching and learning, whereby the role of caring teachers who expect good success from their students is the most important, and their role is to do everything to help them achieve this. They believe that the pupils' success is most affected by what happens in the classroom and that any serious attempt to change teaching must start from the situation in which teachers are and from how they organize their teaching, how they perceive their pupils and what they hope to achieve.

Kyriacou (2001) described teaching skills as distinct and meaningful activities that encourage learning. There are three important groups of teaching skills. The first group includes *knowledge* about the subject, curriculum, students, teaching methods, and the influence of other factors on teaching and learning as well as knowledge about personal teaching skills. The second group of skills is *deciding* how to achieve the set goals before, during and after class in the easiest way possible. The third group is *actions* related to the conduct of teachers whose aim is to encourage the pupils' learning.

Bezinović (2010) believes that the quality of the teaching process depends on the interaction teacher - pupil, teaching strategies and the learning environment in which the teacher encourages independent and group exploration, play, various sources of information and interaction with other children.

Quality of work in kinesiology education was the theme of the 15th Summer School of Croatian Kinesiologists. Findak and Neljak (2006), while evaluating *the quality of work in the areas of education, sports and recreation*, emphasized that the quality indicators

in kinesiology education from the perspective of the teaching process are: visibility and frequency of the implementation of organizational forms of work, purposefulness of study methods, and degree of individualization and differentiation of methodical procedures. From the aspect of working conditions, these are: quality of the spatial and temporal conditions, time available for training, distribution of the number of hours, number of participants in the group and so on.

Baranović (in Baranović et al., 2006) concluded, as she was analyzing the methods primary teachers often use in teaching, that modern learning and teaching methods, such as experiments, field work, etc., are the least present in their work. Hardman (2003) analyzed school physical education and sport in Europe. Among many conclusions, deficiencies relating to the number of hours of instruction, a meagre status of the subject in and out of school, poor materials, personnel and financial conditions, quality of programmes and teaching, i.e. class implementation, were particularly observed. Neljak (2002) found too general tasks in the evaluation of the general curriculum of physical education and Neljak et al. (2011) concluded that the National Curriculum Framework places more demands on physical education than the current general programme, which cannot be achieved without changes in the programme and an increase in the number of teaching hours. Bozinović et al. (2006) analyzed the application of the prescribed system of evaluation. They concluded that the elements and assessment criteria are not sufficiently clear and transparent, and they do not create among pupils the conditions for their self-monitoring, self-control and self-evaluation as an imperative of the educational work. They propose the creation of quality elements and evaluation criteria that would significantly enhance teaching and facilitate the work of teachers. Analyzing the possibilities of application of integrated teaching in physical education, Badrić et al. (2009) concluded that its potential as a moderator of integrated classes in primary school is high and they propose the introduction of intersubject topic "sports day" into the National Curriculum of the Republic of Croatia. Paradžik and Paradžik (2009) researched the application of theoretical knowledge in teaching physical education. They concluded that the theoretical knowledge must be well treated if the appropriateness of the subject is to be achieved at school. Teaching lifestyle leadership skills requires pupils not only to participate in the activities during physical education classes, but also their systematic updates. In a study of leadership in teaching physical education Cetinić and Kajtna (2009) found that for high school pupils it is most important to develop good communication, trust and praise for the work with the teacher. The teacher's objectivity and the use of individualization in the educational process are also important for them.

The basic features of each teaching process are planning and programming, implementation and the analysis of outcomes or the evaluation of the effects of work. Therefore, in the analysis of the curriculum implementation, which is described in this paper, we have decided to use only these three segments that best seem to describe

the teaching. The prescribed programming system in physical education (Findak, 1997) advocates defining goals and tasks of teaching (programme implementation) in accordance with the current status and capabilities of the pupils. In selecting methods and methodical organizational forms for the implementation of the teaching, the procedures recommended are those that result in higher activity of pupils in class. This is especially true for a variety of method applications of active learning and group and individualized methodical organizational forms of work. Apart from the classical repertoire of kinesiology methods and organization, in teaching it is desirable to use modern teaching strategies, and, in our schools particularly, to encourage design and integrated education (CNES, 2005).

Findak (2001) defines educational outcomes as the ultimate outcomes of the educational process, which mainly depend on the organization and implementation of teaching. In the specified system programming, monitoring and evaluation of the physical education have been established in accordance with the specific tasks of the National curriculum (2006), and are defined for each particular developmental period of the students.

In the context of pupils' health, the achievement of *anthropological* (morphological, motor and functional), *educational* (basic theoretical and motor skills and achievements) and *educational tasks* (activities of students in the classroom and other forms of work organization, development of health – hygiene related behaviour and morals characteristics of pupils) is being monitored, checked and evaluated. The research model applied in this study included 1. teacher *preparation* (detailed programmes compliance to the working conditions and pupils' abilities, attitudes toward the prescribed manner of the teachers' work programming). 2. variety of methods applied and teaching strategies in the implementation of teaching. 3. *evaluation* (general assessment of students' achievement, objectivity of evaluation, attitude toward the evaluation method). Teachers' assessments provide an insight into the quality of teaching and its compliance with the intentions of the current Curriculum and the guidelines of the Croatian National Educational Standard.

The main *aim* of this study was to evaluate the teaching of physical education in the higher grades of primary schools in the Osijek-Baranja County in the Republic of Croatia with the help of the attitudes of subject teachers. The study was initiated on the assumption that the differences in teachers' attitudes would be associated with their socio-demographic characteristics and work conditions.

In order to achieve the main goal of the study, it was necessary to formulate *additional objectives*: 1. determine the attitudes of teachers about their teaching (preparation, methodological diversity, evaluation); 2. identify the attitudes of teachers about the *conditions* under which they teach (space and equipment, availability of professional information, *collaboration with other teachers, knowledge and abilities of students*); 3. identify *differences* in the attitudes of teachers with regard to their social and demographic characteristics (gender, age, qualifications, work experience); 4.

identify *differences* in the attitudes of teachers with regard to the conditions under which they teach; 5. using logical analysis *compare the attitudes* of teachers and identify the main features of teaching physical education.

Methods

Sample of Participants

The sample consisted of 89 teachers who teach the subject physical education in the upper grades of primary school in the Osijek - Baranja County in the Croatia. In further analyses the sample is split into several subsamples according to gender, age, work experience and working conditions.

The Measuring Instrument

A questionnaire of teachers' attitudes was designed to assess the implementation of teaching with 42 items - variables. The multi-dimensional research problem determined the distribution of questionnaires into three subsets of variables. The first one consisting of 13 items evaluated the way in which teachers prepare and their attitudes toward the effectiveness of the prescribed programming system. Various methods and organizations of work refer to the quality of teaching. Methodological diversity is operationalized with the assessment of a variety of student activities in the classroom, expressed in the items of the questionnaire. Teachers assessed their frequency in the classroom on a five point one direction scale (1 - never, 2 - rarely, 3 - often, 4 - very often, 5 – during every class). The third subset of 16 variables evaluated outcomes of teaching. Teachers evaluated the overall achievement of their pupils, grading system and attitude towards the system of evaluation. For the first and third subset of items a five-point Likert scale was used (1 - completely disagree, 2 – mostly disagree, 3 - not sure, 4 - mostly agree, 5 - strongly agree). A special section of the questionnaire concerned the two sets of criterion variables. The first assessed the characteristics of the respondents (gender, age, qualifications, work experience), and the second one the conditions in which teachers give lectures (*space and equipment, availability of literature and other sources of information at school, collaboration with other teachers who teach this course in school, knowledge and abilities of students to follow lectures*). The assessment of the conditions was performed on a scale of three levels (very good, good, poor). A satisfactory reliability of each subset of the Questionnaire with two indicators was obtained and it ranges: Cronbach (α) from 0.79 to 0.82, and the ICC - intraclass correlation coefficient from 0.68 to 0.73.

Methods of Data Processing

The basic descriptive result indicators of the Questionnaire subsets were calculated as well as the percentages of answers. The verification of the reliability of the questionnaire subsets was conducted using the Cronbach coefficient α and interclass correlation coefficients. The univariate analysis of variance (ANOVA) was used, with

Cohen's index of size influence (ES), and the level of significance p=0.05 so as to determine the differences in attitudes between the two groups of teachers.

Results

Teachers determine the goals and the tasks they wish to complete and carry out in the classroom through preparation. They select the methods and the organization of work and ways of monitoring and evaluation. For this purpose, in the educational field of physical education, they use the prescribed system of work programming (Findak, 1997). For the purpose of modernizing the teaching process, the Croatian National Educational Standard, on which the current curriculum is based, especially recommends that teachers more frequently use modern strategies and methods of teaching and learning which help in achieving greater activity and student motivation in the classroom. From the aspect of kinesiology methodology, that mostly refers to the more frequent use of group and individualized forms of methodical work. Though modern teaching strategies (e.g. project, integrated) are more suitable for use in teaching inside the classroom, they can be planned and used in teaching physical education (Badrić et al., 2009). How well the teachers are prepared, to which extent the specified modes are present in their classes and how they assess the achievements of their students and the programming system which they should use in their work, will be demonstrated in the following research.

A set of thirteen items for the assessment of class preparation (Table 1), despite the low average item correlation of 0.21, provided satisfactory reliability coefficients Cronbach (α) = 0.79, and interclass correlation coefficient of ICC=0.680 (ranging in the interval 95% 0.564 -0.772).

Table 1

Descriptive parameters and estimate percentages of teachers according to teaching preparation: arithmetic mean (AM), standard deviation (SD) and percentages of responses by category (%)

				%	%	%	%	%
		AM	SD	completely disagree 1	mostly disagree 2	not sure 3	mostly agree 4	strongly agree 5
1	I regularly prepare for classes.	4.2	0.8	1.1	3.4	4.5	52.8	38.2
2	I use IT technology in the programming of work.	3.7	1.2	5.6	15.7	9.0	39.3	30.4
3	The prescribed mode of programming of teaching is effective and I use it with ease.	3.7	1.1	4.5	9.0	20.2	44.9	21.3
4	The prescribed way of monitoring and evaluating the pupils is effective and I use it with ease in my work.	3.5	1.1	4.5	19.1	15.7	46.1	14.6

		AM	SD	% completely disagree 1	% mostly disagree 2	% not sure 3	% mostly agree 4	% strongly agree 5
6	I successfully adjust the teaching to the pre-knowledge and abilities of the pupils.	4.3	0.6	0.0	0.0	6.7	57.3	36.0
7	Whenever possible, I acknowledge the interests of the pupils in the choice of teaching content.	4.3	0.8	0.0	5.6	3.4	51.7	39.3
8	I successfully integrate special needs pupils into the teaching.	4.0	0.9	0.0	6.7	20.2	36.0	34.8
9	I cover the fundamental theoretical knowledge only during practical teaching.	4.0	0.9	2.2	5.6	5.6	60.0	27.0
10	I successfully cover the prescribed number of topics for one teaching class.	3.8	1.0	4.5	10.1	9.0	55.1	21.3
11	I separately grade fundamental theoretical knowledge.	2.7	1.3	23.6	21.3	19.1	32.6	3.4
12	In every class, I assess the effect of the teaching in different ways.	3.7	1.0	2.2	11.2	14.2	54.0	18.0
13	In class, I successfully accomplish all goals and tasks of the curriculum framework.	3.8	0.8	1.1	6.7	20.2	56.2	15.7

Teachers give the most positive assessment (Table 1) to their regular preparation for teaching, successful adaptation of teaching abilities and students' interests. Somewhat weaker results are reported on the methods for evaluating basic theoretical knowledge, the effectiveness of the prescribed mode of programming and realization of the goals and tasks. Large percentage of responses in the neutral assessment category suggests that teachers prepare their lessons differently and use the prescribed mode of programming.

The reliability analysis of the second subset intended for the assessment of methodological diversity classes (Table 2) indicates an average correlation between the items from 0.25, a satisfactory reliability Cronbach (α)=0.85 and an intraclass correlation coefficient ICC = 0.730 ranging 95% 0.625 -0.811.

Table 2

Descriptive parameters and the teachers' estimate percentages towards methodical diversity of teaching: arithmetic mean (AM), standard deviation (SD) and percentages of responses by categories (%)

				%	%	%	%	%
		AM	SD	never 1	rarely 2	often 3	very often 4	during every class 5
1	They work in homogenous groups.	3.0	0.9	1.1	28.8	44.9	23.6	4.5
2	They present previously prepared lessons.	3.0	0.9	3.4	27.0	33.7	33.7	2.2
3	They work in smaller groups.	3.6	0.8	0.0	56	36.0	44.9	13.5
4	They take part in integrated teaching with topics on sports and health.	2.8	0.9	5.6	33.7	40.4	16.9	3.4
5	They cover topics from the field of PE in school projects.	2.7	1.0	6.7	42.7	29.2	18.0	3.4
6	Everyone works together on the same task.	2.7	0.9	2.2	44.9	36.0	13.5	3.4
7	They express their own ideas and discuss them.	2.9	0.9	1.1	36.0	40.4	18.0	4.5
8	They demonstrate and help weaker students.	3.6	0.8	0.0	4.5	45.0	34.8	15.7
9	They ask questions regarding the lessons.	3.2	0.9	0.0	22.5	41.6	28.1	7.9
10	After class they want to find out more about the lesson covered.	3.1	0.9	0.0	30.3	32.6	25.8	6.7
11	In collaboration with other teachers I organize project lessons.	3.6	1.0	2.2	14.6	21.3	42.7	19.1
12	Together with other teachers I organize and carry out integrated lessons.	3.9	0.9	1.1	11.2	12.4	52.8	22.5
13	I mostly use group work in teaching.	4.3	0.6	0.0	0.0	7.9	55.0	37.1

The analyses of arithmetic means indicate that the teaching of physical education is carried out in different ways and with outcomes of different quality. Teachers most often use group work and the demonstration method in teaching, while 44% rarely use the frontal form of teaching. Most participate with other teachers in the organization and implementation of an integrated and project work but not with topics from this area. Approximately one third of the teachers rarely use modern teaching methods (items 2, 7 and 11) and they evaluate them as rare since their students rarely wish to know more about the covered material after class.

Learning outcomes, as previously stated, are evaluated with the teachers' assessment of student achievement and the mode of evaluation and attitude towards the specified system of evaluation. The level of student achievement indirectly assesses the

achievement of goals and tasks of teaching physical education. The reliability analysis of the third subset of items indicates the average correlation between the items from 0.37 and a satisfactory reliability coefficient Cronbach (α) = 0.79. The interclass correlation coefficient was ICC = 0. 681 and it ranged 95% 0.575 -0.770.

Descriptive indicators and percentages of the responses for the first five variables (Table 3) relate to the general assessment of the pupils' achievement in physical education. Teachers mostly agree that the achievements of their students are good. When the percentages of responses are ranked into categories *generally agree* and *strongly agree*, we can conclude that pupils adopt the basic motor skills well, increase motor and functional abilities to a somewhat lesser extent during class. Teachers reach the level of achievement in basic theoretical knowledge and habits for engaging in physical activities. The cluster of variables 6,7,8,9,10 (Table 3) evaluates the mode of assessment and the objectivity of evaluation in this subject. Teachers estimate the lowest the objectivity marks that most reflects the commitment of pupils in class (variable 8). Teachers mostly differ in the attitude toward the type of evaluation. The majority disagrees that a descriptive evaluation would be useful in this subject. The majority of teachers evaluate the prescribed evaluation system as complex. They do not evaluate achievements in the same manner and resort to individual solutions. A relatively large percentage of responses in the neutral category assessment further indicate different attitudes of teachers towards the issue of teaching outcomes in this subject.

The analysis of the results of the *socio-demographic characteristics* of respondents indicated that men dominate (65%) in the sample of physical education teachers in the Osijek - Baranja County. According to the variable age, the respondents were divided into three categories. The first category accounted for 29% of the participants up to 34 years of age; 28% of them 34 - 47 years old and in the third category 43% of teachers are older than 47 years of age. According to the variables of work experience, the respondents were divided into three categories. The first category (up to 10 years) accounted for 40% of teachers, the second (11-24 years) for 29% and the third (more than 25 years) for 30% of teachers. Out of the total number of teachers 82% have a university degree and 18% vocational-school degree.

The conditions in which teaching takes place are external stimuli that, according to Pastuović (1999), to a greater or lesser extent facilitate the learning process. The *conditions* in which teachers implement the curriculum were assessed with four variables. In the sample, 29% of the teachers rated *space and equipment* for teaching in their schools as poor, 35% as good and 36% as very good. *Availability of literature* and other information sources in the field of Kinesiology was rated as bad in their schools by 23% of teachers, by 58% as good and by 19% as very good. 41% of teachers *cooperate* very well with other PE teachers at the school, 51% well and 8% poorly. 40% of teachers assessed the *general knowledge* and abilities of their students to follow lectures as poor, 52% as good and only 8% as very good.

Table 3
Descriptive parameters and teachers' estimate percentages according to the outcomes of teaching: *arithmetic mean (AM), standard deviation (SD) and percentages of responses by category (%)*

				%	%	%	%	%
		AM	SD	Completely disagree **1**	Mostly disagree **2**	Not sure **3**	Mostly agree **4**	Strongly agree **5**
1	Most of the pupils acquire the fundamental motor knowledge well.	4.1	0.5	0.0	1.1	6.7	73.0	19.1
2	Most of the pupils acquire the fundamental theoretical knowledge well.	3.8	0.7	0.0	6.7	19.1	62.9	11.2
3	Most of the pupils increase the level of motor competencies during class.	4.1	0.7	0.0	3.4	11.2	56.2	29.2
4	Most of the pupils increase the level of functional competencies during class.	4.0	0.9	2.2	4.5	14.6	49.4	29.2
5	Habits of engaging in physical activities are well pronounced among pupils.	3.9	0.8	1.1	4.5	22.5	51.7	20.2
6	I monitor, verify and evaluate all the content prescribed.	4.2	0.7	0.0	3.4	5.6	60.7	30.3
7	Evaluation of the content equally contributes to the creation of the final grade.	4.2	0.8	0.0	5.6	5.6	53.9	34.8
8	Student efforts affect the final grade the most.	4.3	0.9	0.0	6.7	6.7	39.3	47.2
9	The grade is not in accordance with the pupils' abilities.	3.4	1.1	2.2	27.0	15.7	39.3	15.7
10	The grade is not in accordance with the pupils' knowledge and achievements.	3.2	1.1	4.5	31.7	14.6	40.4	9.0
11	PE requires descriptive grading.	2.8	1.5	27.0	20.2	16.9	18.0	18.0
12	Descriptive grading would have a more motivating effect on pupils.	2.6	1.4	34.8	12.4	28.1	11.2	13.5
13	The grade should reflect only the level of educational achievements.	2.9	1.4	21.3	18.0	30.3	13.5	16.9
14	The prescribed system of grading is very complex and extensive.	3.6	1.0	2.2	14.6	21.3	42.7	19.1
15	The prescribed system of evaluation is not used in the same way in practice.	3.7	1.0	3.4	9.0	25.8	40.4	21.3
16	Due to the complexity of the evaluating system, teachers tend to resort to individual solutions.	3.6	1.0	1.1	10.1	34.8	32.6	21.3

Determining differences in the teachers' attitudes towards teaching is defined by the third and fourth partial aim of the research. *Results of the analysis of differences* between the groups of respondents divided into categories of classification variables are shown in the tables below. These are the results of only those variables where a statistically significant difference was achieved (variables are numbered separately in each subset). The results reveal statistically significant differences that mostly appear in subsets *preparing classes*, *methodical diversity*, while the least pronounced differences are found in *outcomes of teaching*. However, taking into account the size of the impact (ES) according to Cohen (1988), it is evident that the impact is generally at a moderate level (0.6 - 0.14), while a *small* (0.1 to 0.6) or a major impact (greater than 0.14) rarely appears.

Table 4

Differences in subsets on the teachers' attitudes, divided into categories of the variable gender

		F N= 31		M N = 58				
		Mean	SD	Mean	SD	F	Sig.	ES
Preparation	VAR-3	3.26	.930	3.93	1.041	9.081	.003	0.09
	VAR -10	3.42	1.057	3.98	.982	6.302	.014	0.06
Methodological diversity	VAR -5	2.35	1.018	2.86	.888	5.951	.017	0.06
	VAR -10	3.38	.979	2.95	.883	4.265	.042	0.04
	VAR -12	4.13	.846	3.69	.959	4.592	.035	0.05

Mean – arithmetic mean; SD - standard deviation; F- F value; Sig. - level of significance; ES - effect size

Attitudes of the respondents of different gender significantly but moderately differ (Table 4, column Sig., and ES). Female respondents assess the effectiveness of the prescribed system programming lower (var. 3, Table 4) as well as the realization of the prescribed number of teaching topics in one lesson. For methodological diversity male respondents are more likely to use projects with themes from this area (5), while female respondents are more successful in motivating pupils (10) and in the development of projects in collaboration with other teachers (12).

Table 5

Differences in subsets of the teachers' attitudes divided into categories of the variable age

		Up to 34 years N= 26		34 – 47 years N= 25		Older than 47 years N= 38				
		Mean	SD	Mean	SD	Mean	SD	F	Sig.	ES
Preparation	VAR-3	3.42	1.065	3.48	1.122	4.03	.915	3.481	.035	0.07
	VAR-10	4.15	.543	3.44	1.261	3.76	1.076	3.176	.047	0.06
Methodological diversity	VAR-1	2.54	.582	3.16	.800	3.32	.904	7.790	.001	0.15
	VAR-5	2.38	.983	2.52	.823	3.00	.959	3.929	.023	0.08
	VAR-7	2.54	.706	2.96	.676	3.08	1.024	3.244	.044	0.07
	VAR-11	3.23	.992	3.96	.935	3.66	1.047	3.436	.037	0.07
	VAR-12	3.46	.948	3.88	.971	4.08	.850	3.550	.033	0.07

Mean – arithmetic mean; SD - standard deviation; F- F value; Sig. - level of significance; ES - effect size

Younger teachers, in the subset of *preparation*, are more critical of the programming system, and the older ones implement numerous teaching topics in class with more ease. Categories of the variable *age* (Table 5) more than any other classification variables show the difference in the teachers' attitudes towards *teaching methodology diversity*. Modern methods of teaching are more often present in the teaching of older teachers.

Table 6

Differences in the subsets of the teachers' attitudes divided into categories of the variable work experience

		Up to 10 years N= 36		11 – 24 years N= 26		More than 25 years N= 27				
		Mean	SD	Mean	SD	Mean	SD	F	Sig.	ES
Preparation	VAR-2	4.14	.867	3.54	1.363	3.37	1.334	3.779	.027	0.08
	VAR-3	3.42	1.025	3.65	1.093	4.11	.934	3.615	.031	0.07
	VAR-4	3.17	1.254	3.42	.945	3.93	.874	3.973	.022	0.08
Methodological diversity	VAR-1	2.69	.710	3.19	.749	3.37	.967	6.028	.004	0.12
	VAR-2	2.83	.878	2.96	.916	3.41	.888	3.353	.040	0.07
	VAR-12	3.56	.969	3.92	.935	4.15	.818	3.371	.039	0.07
Outcomes	VAR-13	3.42	1.317	2.42	1.102	2.56	1.423	5.569	.005	0.11

Mean – arithmetic mean; SD - standard deviation; F- F value; Sig. - level of significance; ES - effect size

Categories of the variable work experience demonstrate significantly different teachers' attitudes according to three variables of the subset preparation (Table 6). Teachers with the least years of work experience most frequently prepare for classes; they use IT in their programming and are the most critical of the effectiveness of programming. Teachers with more work experience often apply modern teaching methods in their teaching.

Table 7

Differences in the subsets of the teachers' evaluation divided into categories of variables: space and equipment for teaching

		Bad N= 26		Good N= 31		Very good N= 32				
		Mean	SD	Mean	SD	Mean	SD	F	Sig.	ES
Preparation	VAR-3	3.31	1.123	3.71	.864	4.00	1.078	3.291	.042	0.07
	VAR-6	4.04	.528	4.42	.620	4.38	.554	3.676	.029	0.07
Outcomes	VAR-13	3.42	1.362	2.58	1.259	2.69	1.355	3.312	.041	0.07

Mean – arithmetic mean; SD - standard deviation; F- F value; Sig. - level of significance; ES - effect size

Although the space and equipment are important factors of quality of teaching physical education, according to research results there is a difference in the teachers' attitudes in only three variables (Table 7). In planning their work, teachers who work in better conditions are less critical of the programming system (3), they more successfully adapt to the students' teaching abilities (6), and they do not believe that the assessment of students should be based only on estimates of educational tasks.

Table 8

Differences in the subsets of the teachers' attitudes divided into categories of variables: availability of professional information at school

		Bad N= 20		Good N= 52		Very good N= 17				
		Mean	SD	Mean	SD	Mean	SD	F	Sig.	ES
Preparation	VAR-1	3.90	.852	4.27	.795	4.53	.514	3.233	.044	0.06
	VAR-3	3.65	.587	3.46	1.179	4.47	.624	6.730	.002	0.13
	VAR-4	3.30	.923	3.35	1.118	4.06	1.088	3.160	.047	0.06
	VAR-6	3.95	.605	4.35	.556	4.53	.514	5.504	.006	0.11
	VAR-9	3.90	.852	3.92	.926	4.53	.514	3.602	.031	0.07
	VAR-10	3.40	1.095	3.79	.977	4.24	1.033	3.114	.049	0.06
Methodological diversity	VAR-4	2.55	.999	2.67	.834	3.41	.795	5.622	.005	0.11
	VAR-5	2.35	1.040	2.65	.926	3.18	.809	3.680	.029	0.07
	VAR-13	4.10	.553	4.27	.598	4.59	.618	3.218	.045	0.06

Mean – arithmetic mean; SD - standard deviation; F- F value; Sig. - level of significance; ES - effect size

Categories of this classification variable (Table 8) emphasize the difference in teachers' attitudes towards the subset *preparation* the most. Teachers who deal with a bad availability of professional information at school evaluate variables of preparation the lowest. Modern teaching methods are the least present in their teaching.

Table 9

Differences in the subsets of the teachers' attitudes divided into categories of variables: cooperation with other teachers

		Bad N= 7		Good N= 45		Very good N= 37				
		Mean	SD	Mean	SD	Mean	SD	F	Sig.	ES
Preparation	VAR-13	4.14	.690	3.58	.892	3.97	.726	3.131	.049	0.07
Methodological Diversity	VAR-6	3.57	1.134	2.60	.751	2.68	.852	4.241	.018	0.08
Outcomes	VAR-11	4.14	.900	2.78	1.550	2.57	1.345	3.583	.032	0.07
	VAR-12	4.00	1.000	2.51	1.471	2.35	1.274	4.372	.016	0.09
	VAR-13	4.14	.690	2.84	1.445	2.65	1.230	3.799	.026	0.08
	VAR-14	4.14	.900	3.82	1.029	3.27	.962	4.201	.018	0.08

Mean – arithmetic mean; SD - standard deviation; F- F value; Sig. - level of significance; ES - effect size

Differences in the teachers' attitudes based on their assessment of their cooperation with other teachers (Table 9) are reported the highest based on the outcomes of teaching. Teachers who collaborate badly are mostly in favour of the descriptive assessment in physical education (11, 12). They are also the most critical of the evaluation system (13, 14). The same group of teachers commonly uses the frontal form in their teaching and carries out their goals and tasks of the curriculum the weakest.

Teachers who evaluate the abilities of their students as good and very good (Table 10) are satisfied the most with the prescribed system of programming and more often than others use group work in teaching.

Table 10

Differences in the subsets teachers' attitudes divided into categories of variables: overall assessment of pupils' knowledge and skills

		Bad N= 36		Good N= 46		Very good N= 7				
		Mean	SD	Mean	SD	Mean	SD	F	Sig.	ES
Preparation	VAR-3	3.33	1.095	3.87	.980	4.43	.535	4.886	.010	0.1
	VAR-4	3.08	1.180	3.67	.944	4.14	1.069	4.701	.012	0.09
	VAR-10	2.31	1.283	2.91	1.170	3.43	.976	3.921	.023	0.08
Methodological diversity	VAR-1	2.83	.811	3.11	.795	3.71	1.113	3.604	.031	0.07
	VAR-13	4.14	.593	4.35	.604	4.71	.488	3.186	.046	0.06
Outcomes	VAR-5	3.53	.910	4.00	.699	4.57	.535	6.868	.002	0.13

Mean – arithmetic mean; SD - standard deviation; F- F value; Sig. - level of significance; ES - effect size

Discussion

The main aim of this study was to evaluate physical education teaching in the Osijek-Baranja County by analysing teachers' attitudes. The decision on the selection of the sample of respondents from only one county was made with the intention of verifying the very model of the research. Significant, but low inter-correlation of the items of the Questionnaire indicate the complexity and multi-dimensionality of the research problem. All of the above is the reason for selecting partial goals of this research. The obtained satisfactory reliability of each subset of the Questionnaire's items point out the differences in the teachers' attitudes according to categories of socio-demographic characteristics and estimated work conditions.

Physical education teachers best estimate the regularity of their *preparation* and the adaptation of the teaching abilities and the pupils' interests. Approximately the same number of teachers, 30% of them, does not use IT in their preparation, they are not satisfied with the prescribed system of programming and evaluation of teaching and they do not successfully achieve the goals and tasks of the Curriculum. The assessment category of the availability of professional information demonstrates the biggest difference in the teachers' attitudes toward the preparation characteristics. Less informed teachers are more critical toward the effectiveness of the prescribed programming system, and they achieve, with more difficulty, the prescribed number of teaching topics in a single physical education lesson. With regard to the categories of classification variables, in most of the variables teachers differ precisely within the field of teaching. It is possible to conclude that the quality of planning physical education lessons depends on the teachers' IT competencies and abilities of accessing professional information.

Based on the results of the teachers' attitudes towards methodical diversity, it can be concluded that kinesiology methods and organization of work (demonstrations, group work forms) are most frequent in their teaching. Although most teachers cooperate with other teachers in the organization and implementation of the project and the integrated teaching, kinesiology topics are not processed among 40% of them. The results of the analysis of differences showed that teachers' attitudes in the application of teaching methods mostly differ in the categories teachers' age and work experience.

Older teachers, as well as those with more work experience, often use modern methods of teaching and group work in the classroom. On the other hand, the obtained results are justified. Greater experience allows teachers the freedom and ease of methodological variations. On the other hand, it is to be expected that younger, highly qualified kinesiologists will include novelties, particularly in cooperative learning (Badrić et al. 2009) in teaching physical education. These results do not confirm that.

According to the estimates of the greatest number of teachers, the overall achievements of their pupils in classes of physical education are good. 86% of them believe that the commitment in class has the greatest impact on the pupils' final grade. Based on the results of the attitude assessment towards the means of evaluating physical education, it can be concluded that teachers use the prescribed evaluation method differently. These results explain the high grade average for this subject, which is generally known. According to a survey conducted by Šumanović (2012) almost 80% of eighth-grade pupils of primary schools in the city of Osijek have an excellent grade. The smallest difference in the teachers' attitudes towards the category of classification variables were obtained in the segment on assessing outcomes of teaching, with the most noticeable differences in the classification variable *collaboration with other PE teachers in the same school*. Teachers who do work well together have a more pronounced positive attitude towards the prescribed system of evaluation.

Teachers mostly differ in their attitude toward the type of evaluation. The majority disagrees that descriptive assessment is a more useful method in this subject. Most teachers evaluate the prescribed evaluation system as complex. They do not apply it in the same way and therefore they resort to individual solutions. A relatively large percentage of responses in the neutral category assessment further indicate differences in teachers' attitudes towards evaluating the outcomes of teaching in this subject. The results of the outcome analysis indicate the complexity of this segment of teaching. The results of a comprehensive evaluation of the curriculum on the same sample of respondents (Šumanović, 2012) suggest that the main feature of the curriculum is in its breadth of goals, tasks and activities. A small number of lessons and a modest level of motor and functional abilities (Hardman, 2003) caused by a lack of physical activity among pupils, are additional reasons to justify the method of outcome assessing among students. Clearly, it is necessary to align goals and tasks of the curriculum to the possibilities of its realization.

The contribution of this research is the design of the measuring instrument of a satisfactory reliability, which was originally designed and implemented for the first time, and which can be developed and used for similar research in this area. The limitation of research is the sample size, but it is still representative for the evaluation of the teaching of physical education in the higher grades of primary school.

Conclusion

Teachers regularly prepare themselves for class and successfully adapt their teaching to the abilities and interests of their pupils. In teaching, kinesiology methodology

and organization of work are most commonly used. They evaluate the prescribed programming system of teaching as complex considering that they apply it differently. They insufficiently use modern teaching methods (project and integrated teaching) that are propagated in the implementation of the current Curriculum for primary schools. They believe that the pupils' high grades in this subject are not in accordance with the level of the pupils' achievement and they mostly reflect their commitment in class.

Differences in the teachers' attitudes, with regard to their socio-demographic characteristics and working conditions, are mostly related to the segments of preparing and methodological diversity, while they are less pronounced in the area of assessing teaching outcomes.

In order to implement the future curriculum of physical education, which is likely to be directed towards the acquisition of student competencies, it is necessary to modernize the methodological diversity of teaching, particularly with methods of active learning and collaborative teaching. Preferably, the programming and evaluation system should be simplified so that the teachers could apply it in the same way in practice.

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Vrednovanje nastave tjelesne i zdravstvene kulture u višim razredima osnove škole

Sažetak

Osnovni cilj ovoga rada bio je vrednovanje nastave tjelesne i zdravstvene kulture u višim razredima osnovne škole na temelju stavova predmetnih učitelja. Uzorak ispitanika obuhvatio je 89 učitelja osnovnih škola Osječko-baranjske županije u Republici Hrvatskoj. Konstruiran je upitnik kojim su s tri podskupa varijabli (ukupno 42 čestice) procijenjeni stavovi o pripremanju, metodičkoj raznolikosti i ishodima nastave. Dobivena je zadovoljavajuća pouzdanost (Cronbach (α) od 0,79 do 0,82 te ICC – intraklasni koeficijent korelacije od 0,68 do 0,73. Razlike u procjenama učitelja učinjene su s dva seta klasifikacijskih varijabli (demografska obilježja, procjena uvjeta rada). Primijenjeni su deskriptivna statistika, postoci odgovora i univarijatni testovi razlika ANOVA. Rezultati ukazuju na to da se većina učitelja redovito priprema i uspješno prilagođuje nastavu mogućnostima učenika. U nastavi se najčešće koriste kineziološke metode i organizaciju rada. Rjeđe se primjenjuju suvremene metode poučavanja. Propisani sustav programiranja ocjenjuju složenim i različito ga primjenjuju. Visoke ocjene učenika iz tjelesne i zdravstvene kulture nisu u skladu s razinom postignuća i najviše se ocjenjuje učeničko zalaganje. Razlike u stavovima učitelja najviše se odnose na segmente pripremanja i metodičke raznolikosti, a manje su izražene u području procjene ishoda nastave.

Ključne riječi: *metodička raznolikost; predmetni učitelji; pripremanje; stavovi; vrednovanje.*

Uvod

Republika Hrvatska u posljednjem desetljeću osuvremenjuje svoj odgojno-obrazovni sustav i prilagođuje ga zemljama Europske unije. U tom smislu učinjeni su brojni koraci. Izrađen je Hrvatski nacionalni obrazovni standard (2005) i na njegovim temeljima implementiran Nastavni plan i programa za osnovne škole (2006). Doneseni su brojni pravni okviri i usvojen Nacionalni okvirni kurikulum (2010). NOK sa svojim općim ciljevima i zadaćama čini radikalni zaokret u postojećem odgojno-obrazovnom sustavu usmjeravajući ga prema kurikulskom programiranju u kojem se ciljevi odgoja i

obrazovanja s prenošenja znanja usmjeravaju na razvoj kompetencija učenika. Kurikul daje nastavnicima veliku slobodu u oblikovanju rada, a s druge strane od njih traži zavidna umijeća u programiranju, provođenju i kontroli nastave. Novi pristup zahtijeva promjene u odgojno-obrazovnom sustavu, posebno u dijelu obrazovanja učitelja, radi osuvremenjivanja nastave i organizacije rada škole.

Među ostalim obrazovnim područjima Nacionalni okvirni kurikul definira i tjelesno i zdravstveno područje. *Svrha* mu je usvajanje znanja, stjecanje vještina i navika, kao i razvoj pozitivnoga stava prema tjelesnoj aktivnosti i zdravom načinu življenja. Stečena znanja, sposobnosti i postignuća u navedenom području izravno unapređuju zdravlje učenika i djeluju na kvalitetu života u školi, obitelji i društvu. Tjelesno i zdravstveno područje definira *jedanaest odgojno-obrazovnih ciljeva* kurikulski usmjerenih na učenička očekivana postignuća – kompetencije, koji su posebno određeni za svako razvojno razdoblje učenika.

Navedene odrednice Nacionalnog okvira, polazišta su za izradu predmetnih kurikula za svako obrazovno područje, što predstavlja sljedeći važan korak resornog Ministarstva. Na tom putu i s tom svrhom nužno je analizirati, osobito na empirijskoj razini, postojeće nastavne planove i programe i njihovu provedbu. Time se dobivaju informacije o dobrim i slabim stranama, koje mogu pomoći u razvoju budućeg kurikula (Wiles, & Bondi, 1988; Baranović i sur., 2006). Osnovna je namjera ovoga rada analiza nastave kao osnovnog procesa provedbe aktualnog općeg Nastavnog plana i programa tjelesne i zdravstvene kulture na načelima Hrvatskog obrazovnog standarda. U svojim načelima HNOS osobito ističe nužnost promjena u procesu poučavanja. Zagovara primjenu metoda suradničkog učenja i aktivne uloge učenika u nastavi.

Cilj tjelesne i zdravstvene kulture(prema aktualnom programu) osposobljava učenike za *primjenu teorijskih i motoričkih znanja* koja omogućuju samostalno tjelesno vježbanje radi veće kvalitete življenja. Istodobno, učinkovito *mijenja osobine i razvija sposobnosti*, čime izravno osigurava promicanje zdravlja učenika (MZOŠ, 2006). *Opće se zadaće* nastave tjelesne i zdravstvene kulture u osnovnoj školi temelje na antropološkoj, obrazovnoj i odgojnoj sastavnici općega Nastavnog plana i programa. Posebne su zadaće prilagođene specifičnim potrebama učenika u pojedinim razdobljima njihova razvoja.

Cilj te opće i posebne zadaće nastavnog plana i programa ostvaruje se putem odgojno-obrazovnoga procesa. Findak (2001) ga definira kao proces kojim se utječe na odgoj i obrazovanje učenika, na njihovo tjelesno, duševno, socijalno i moralno formiranje, na razvoj sposobnosti i osobina u uvjetima interakcije objektivnih i subjektivnih činitelja, kao i čimbenika ograničenja. Nastavni je proces dio i temelj odgojno-obrazovnoga procesa. Ostvarivanje ciljeva i zadaća odgojno-obrazovnoga procesa ovisi o njegovoj organizaciji i provođenju. Čimbenike koji na to utječu autor dijeli na vanjske i unutarnje. Pod vanjskima podrazumijeva: opći plan i program, stanje stručnoga kadra, pripadnost učenika određenoj školi ili razredu, materijalne uvjete (prostor za vježbanje, oprema, sredstva). *Unutarnji se čimbenici* odnose na:

broj učenika u razredu, aktualno stanje njihovih znanja, postignuća, sposobnosti i dr. Krajnji učinci nastavnoga procesa ovise o organizaciji i provedbi koju najviše određuje osobnost učitelja, ali i njegove stručne i metodičkoj kompetencije. Autor zaključuje kako će uspješnost ovoga procesa više ovisiti o kompetencijama učitelja nego o materijalnim uvjetima rada. Pastuović (1999) uvjete učenja dijeli u dvije kategorije. *Unutarnji uvjeti* (stanje učenikovih osobina, sposobnosti i motiviranost za učenje). *Vanjski uvjeti* događaji su, podražaji iz okoline učenika koji djeluju na proces i organizaciju (postupke poučavanja). Realizacija i kvaliteta ishoda programa uvelike ovise o unutarnjim i vanjskim uvjetima učenja.

Stoll i Fink (2000) smatraju kako je kvaliteta nastave uvjetovana nastavnim programom, načinom poučavanja i učenja, pri čemu je najvažnija uloga brižnih učitelja koji očekuju od svih učenika dobar uspjeh, a njihova je uloga da učine sve kako bi im u tome pomogli. Smatraju kako na uspjeh učenika najviše utječe ono što se zbiva u razredu i da svaki ozbiljan pokušaj promjena u nastavi mora krenuti od situacije u kojoj se nastavnici nalaze i toga kako osmišljavaju svoje poučavanje, kako doživljavaju svoje učenike i što se nadaju da će postići.

Kyriacou (2001) nastavna umijeća opisuje kao odvojene i smislene aktivnosti koje potiču na učenje. Tri su važne skupine nastavnih umijeća. Prva skupina obuhvaća *znanje* o predmetu, kurikulu, učenicima, nastavnim metodama, utjecaju drugih čimbenika na poučavanje i učenje, kao i znanje o osobnim nastavnim umijećima. Druga je skupina umijeća *odlučivanje* o tome kako najlakše ostvariti postavljene ciljeve prije nastave, za vrijeme i poslije nastave. Treća skupina su *radnje* koje se odnose na ponašanje učitelja kojima je cilj poticanje učeničkog učenja.

Bezinović (2010) smatra da kvaliteta nastavnoga procesa ovisi o interakciji učitelj – učenik, strategijama poučavanja i o okruženju za učenje u kojemu učitelj potiče na samostalno ili grupno istraživanje, igru, raznovrsne izvore informacija i interakciju s drugom djecom.

Kvaliteta rada u kineziološkoj edukaciji bila je tema 15. ljetne škole kineziologa Republike Hrvatske. Findak i Neljak (2006) su, ocjenjujući *kvalitetu rada u područjima edukacije, sporta i sportske rekreacije,* istakli kako su pokazatelji kvalitete u kineziološkoj edukaciji s aspekta nastavnoga procesa: preglednost i učestalost primjene organizacijskih i interakcijskih oblika rada, svrhovitost primijenjenih metoda rada, stupanj individualizacije i diferencijacije metodičkih postupaka. S aspekta uvjeta rada: kvaliteta prostornih i vremenskih uvjeta, raspoloživo vrijeme vježbanja, raspoređenost broja sati, broj sudionika u skupini i sl.

Baranović je (u: Baranović i sur., 2006), analizirajući metode rada kojima se učitelji osnovnih škola često služe u nastavi, zaključila kako su suvremene metode učenja i poučavanja, kao što su eksperimenti, terenski rad i sl., najmanje prisutne u njihovu radu. Hardman (2003) je analizirao školski tjelesni odgoj i sport u Europi. Među brojnim zaključcima osobito su uočeni nedostaci koji se odnose na broj sati nastave, skromni status predmeta u školi i izvan nje, loše materijalne, kadrovske i financijske

uvjete rada, kvalitetu programa i poučavanja, odnosno provedbu nastave. Neljak (2002) je u vrednovanju općeg nastavnog plana i programa tjelesne i zdravstvene kulture utvrdio preopćenite zadatke, a Neljak i sur. (2011) zaključuju kako Nacionalni okvirni kurikulum pred tjelesno i zdravstveno odgojno-obrazovnog područje postavlja veće zahtjeve od aktualnog općeg programa, koji se neće moći realizirati bez promjena u programu i povećanja broja sati nastave. Božinović i suradnici (2006) su analizirali primjenu propisanoga sustava vrednovanja. Zaključuju kako elementi i kriteriji ocjenjivanja nisu dovoljno jasni i transparentni i ne stvaraju kod učenika preduvjete za samopraćenje, samokontrolu i samovrednovanje kao imperativ odgojno-obrazovnoga rada. Predlažu izradu kvalitetnih elemenata i kriterija ocjenjivanja koji bi znatno unaprijedili nastavu i olakšali rad nastavnicima. Analizirajući mogućnosti primjene integrirane nastave u tjelesnoj i zdravstvenoj kulturi, Badrić i sur. (2009) su zaključili kako su njezine mogućnosti kao moderatora integrirane nastave u osnovnoj školi velike i predlažu uvođenje međupredmetne teme sportski dan u Nacionalni kurikulum Republike Hrvatske. Paradžik i Paradžik (2009) su istraživali primjenu teorijskih znanja u nastavi tjelesne i zdravstvene kulture. Zaključuju kako teorijska znanja moraju biti kvalitetno obrađena ako se želi postići svrsishodnost samoga predmeta u školi. Poučavanje vještina vođenja životnog stila od učenika zahtijeva ne samo njihovo sudjelovanje u aktivnostima na nastavi tjelesne i zdravstvene kulture nego i sustavno informiranje. U istraživanju rukovođenja u nastavi tjelesne i zdravstvene kulture Cetinić i Kajtna su (2009) utvrdili kako je učenicima srednjih škola najvažnije s učiteljem ostvariti dobru komunikaciju, povjerenje i pohvalu za rad. Važna im je i objektivnost učitelja, kao i primjena individualizacije u odgojno-obrazovnom procesu.

Osnovne su značajke svakoga nastavnog procesa planiranje i programiranje, provedba i analiza ishoda ili evaluacija efekata rada. Stoga smo se u analizi provedbe nastave, koju prikazujemo u radu, odlučili upravo na ta tri segmenta za koje smatramo da je najbolje opisuju. Propisani sustav programiranja u tjelesnoj i zdravstvenoj kulturi (Findak,1997) zagovara definiranje cilja i zadaća nastave (izvedbeni program) u skladu s aktualnim stanjem i mogućnostima učenika. U odabiru metoda rada i metodičkih organizacijskih oblika za provedbu nastave preporučuju se oni postupci kojima se postiže veća aktivnost učenika u nastavi. To se osobito odnosi na raznoliku primjenu metoda aktivnog učenja, kao i grupne i individualizirane metodičke organizacijske oblike rada. Osim klasičnog repertoara kinezioloških metoda i organizacije u nastavi se poželjno koristiti i suvremenim strategijama poučavanja, a u našim su školama osobito poticane projektna i integrirana nastava (HNOS, 2005). Nastavne ishode Findak (2001) definira kao krajnje učinke nastavnoga procesa koji ponajprije ovise o organizaciji i provođenju nastave. U propisanom sustavu programiranja praćenje i vrednovanja u tjelesnoj i zdravstvenoj kulturi ustrojeno je u skladu s posebnim zadaćama Nastavnog plana i programa (2006) koje su definirane za pojedino razvojno razdoblje učenika. U kontekstu zdravlja učenika prati se, provjerava i ocjenjuje ostvarenost *antropoloških* (morfoloških, motoričkih i funkcionalnih), *obrazovnih* (temeljna teorijska i motorička

znanja i postignuća) i *odgojnih zadaća* (aktivnost učenika u nastavnim i ostalim organizacijskim oblicima rada, razvijenost zdravstveno-higijenskih navika i moralnih svojstava učenika). Model istraživanja koji je primijenjen u ovom radu obuhvatio je 1. *pripremanje* učitelja (usklađenost izvedbenog programa uvjetima rada i mogućnostima učenika, stav učitelja prema propisanom načinu programiranja rada), 2. raznolikost primjene metoda i strategija poučavanja u provedbi nastave, 3. *vrednovanje* (opća procjena postignuća učenika, objektivnost ocjene, stav prema načinu vrednovanja). Procjene učitelja daju uvid u kvalitetu nastave i njezinu usklađenost s intencijama aktualnog Nastavnog plana i programa i smjernicama Hrvatskog nacionalnog obrazovnog standarda.

Osnovni je *cilj* rada bio vrednovati nastavu tjelesne i zdravstvene kulture u višim razredima osnovne škole Osječko-baranjske županije u Republici Hrvatskoj s pomoću stavova predmetnih učitelja. U istraživanju se krenulo od pretpostavke da će razlike u stavovima učitelja biti povezane s njihovim socio-demografskim obilježjima i uvjetima rada.

Kako bi se ostvario osnovni cilj rada, bilo je potrebno postaviti i *parcijalne ciljeve*: 1. Utvrditi stavove učitelja o vlastitoj nastavi (pripremanje, metodička raznolikost, vrednovanje), 2. Utvrditi stavove učitelja o *uvjetima* u kojima izvode nastavu (prostor i oprema, dostupnost stručnih informacija, suradnja s ostalim nastavnicima, predznanja i sposobnosti učenika), 3. Utvrditi *razlike* u stavovima učitelja s obzirom na njihova socio-demografska obilježja (spol, dob, stručna sprema, radno iskustvo), 4. Utvrditi *razlike* u stavovima učitelja s obzirom na uvjete u kojima izvode nastavu, 5. Logičkom analizom *usporediti stavove* učitelja i utvrditi glavne značajke provedbe nastave tjelesne i zdravstvene kulture.

Metode

Uzorak ispitanika

Uzorak ispitanika činilo je 89 učitelja koji predaju predmet tjelesna i zdravstvena kultura u višim razredima osnovne škole u Osječko-baranjskoj županiji u Republici Hrvatskoj. Uzorak je u daljnjim analizama podijeljen u nekoliko subuzorka prema spolu, dobi, radnom stažu i uvjetima rada.

Mjerni instrument

Konstruiran je Upitnik stavova učitelja koji je s 42 čestice – varijable procijenio provedbu nastave. Multidimenzionalnost problema istraživanja uvjetovala je podjelu upitnika u tri podskupa varijabli. Prvi je s 13 čestica procijenio način pripremanja učitelja i njihov stav prema učinkovitosti propisanog sustava programiranja. Raznolikost metoda i organizacije rada upućuje na kvalitetu provedbe nastave. Metodička je raznolikost operacionalizirana procjenom raznolikih učeničkih aktivnosti na nastavi, izraženih u česticama upitnika. Njihovu učestalost u nastavi učitelji su procjenjivali na petostupanjskoj jednosmjernoj skali (1 – nikada, 2 – rijetko,

3 – često, 4 – vrlo često, 5 – na svakom satu). Treći je podskup sa 16 varijabli vrednovao ishode nastave. Učitelji su procijenili opća postignuća svojih učenika, način ocjenjivanja i stav prema sustavu vrednovanja. Za prvi i treći podskup čestica koristila se Likertova skala od 5 stupnjeva (1 – potpuno se ne slažem, 2 – uglavnom se ne slažem, 3 – nisam siguran, 4 – uglavnom se slažem, 5 – potpuno se slažem). Poseban se dio upitnika odnosio na dva skupa kriterijskih varijabli. Prvi je procijenio obilježja ispitanika (spol, dob, stručna sprema, radno iskustvo), a drugi uvjete u kojima učitelji realiziraju nastavu (*prostor i oprema, dostupnost literature i ostalih izvora informacija u školi, suradnja s ostalim nastavnicima koji izvode nastavu toga predmeta u školi, predznanja i sposobnosti učenika za praćenje nastave)*. Procjena uvjeta učinjena je na skali od tri stupnja (vrlo dobri, dobri, loši). Dobivena je zadovoljavajuća pouzdanost svakoga podskupa Upitnika po dva pokazatelja i kreće se u rasponu: Cronbach (α) od 0,79 do 0,82 i ICC – intraklasni koeficijent korelacije od 0,68 do 0,73.

Metode obrade podataka

Izračunati su osnovni deskriptivni pokazatelji rezultata podskupova Upitnika i postoci odgovora. Provjera pouzdanosti podskupova upitnika izvršena je s pomoću koeficijenata Cronbach α i interklasnih koeficijenata korelacije. Za utvrđivanje razlika u stavovima između skupina učitelja upotrijebljena je univarijatna analiza varijance (ANOVA), uz Cohenov indeks veličine utjecaja (ES) i razinu značajnosti p=0,05.

Rezultati

Učitelj pripremanjem određuje ciljeve i zadaće koje u nastavi želi i treba realizirati. Odabire metode i organizaciju rada i načine praćenja i vrednovanja. S tom svrhom u tjelesnom i zdravstvenom odgojno-obrazovnom području koristi se propisani sustav programiranja rada (Findak, 1997). Hrvatski nacionalni obrazovni standard, na kojem se temelji aktualni Nastavni plan i program, za osuvremenjivanje procesa poučavanja učiteljima osobito preporučuje češću primjenu suvremenih strategija i metoda učenja i poučavanja kojima se postiže veća aktivnost i motiviranost učenika u nastavi. S aspekta kineziološke metodike to se najviše odnosi na češću primjenu grupnih i individualiziranih metodičkih oblika rada. Iako su suvremene nastavne strategije (npr. projektna, integrirana) više namijenjene primjeni u nastavi koja se održava u razredu, moguće ih je planirati i njima se koristiti i u nastavi tjelesne i zdravstvene kulture (Badrić i sur. 2009). Kako se učitelji pripremaju, koliko su navedeni načini rada prisutni u njihovoj nastavi i kako procjenjuju postignuća svojih učenika i sustav programiranja kojim bi se u radu trebali koristiti, bit će prikazano u sljedećim rezultatima istraživanja.

Skup od trinaest čestica za procjenu pripremanja nastave (tablica 1), unatoč niskoj prosječnoj korelaciji čestica od 0,21, dao je zadovoljavajuće koeficijente pouzdanosti Cronbach (α) = 0,79 i interklasnog koeficijenta korelacije od ICC = 0,680 (kreće se u intervalu 95% 0,564 – 0,772).

Tablica 1.

Najviše pozitivne procjene (tablica 1) nastavnici daju svom redovitom pripremanju za nastavu, uspješnom prilagođavanju nastave mogućnostima i interesima učenika. Nešto slabije su izražene prema načinu ocjenjivanja temeljnih teorijskih znanja, učinkovitosti propisanog načina programiranja i ostvarivanju zadanih ciljeva i zadaća. Veliki postoci odgovora u neutralnoj kategoriji procjene ukazuju na to kako nastavnici različito pripremaju svoju nastavu i koriste se propisanim načinom programiranja.

Analiza pouzdanosti 2. podskupa namijenjenog procjeni metodičke raznolikosti nastave (tablica 2) ukazuje na prosječnu korelaciju među česticama od 0,25 i zadovoljavajuću pouzdanost Cronbach (α)= 0,85, intraklasni koeficijent korelacije iznosi ICC = 0, 730 i kreće se u intervalu 95% 0,625 -0,811.

Tablica 2.

Analize aritmetičkih sredina ukazuju na to kako se nastava tjelesne i zdravstvene kulture provodi na različite načine i s različitom kvalitetom. Učitelji se najčešće u nastavi koriste grupnim radom i metodom demonstracije, a njih 44% rijetko se koristi frontalnim oblikom rada. Većina sudjeluje s ostalim učiteljima u organizaciji i provedbi integrirane i projektne nastave, ali ne s temama iz svoga područja. Približno trećina učitelja rijetko se koristi suvremenim metodama poučavanja (čestice 2, 7 i 11), a isto ih toliko ocjenjuje kako njihovi učenici rijetko požele nakon nastave doznati više o obrađenom gradivu.

Ishodi su učenja, kako je prethodno navedeno, vrednovani učiteljskom procjenom postignuća učenika, načinom ocjenjivanja i stavom prema propisanom sustavu vrednovanja. Razina postignuća učenika indirektno procjenjuje ostvarenost ciljeva i zadaća nastave tjelesne i zdravstvene kulture. Analiza pouzdanosti trećega podskupa čestica ukazuje na prosječnu korelaciju među česticama od 0,37 i zadovoljavajući koeficijent pouzdanosti Cronbach (α)= 0,79. Interklasni koeficijent korelacije iznosi ICC = 0, 681 i kreće se u intervalu 95% 0,575 – 0,770.

Tablica 3.

Deskriptivni pokazatelji i postoci odgovora na prvih 5 varijabli (tablica 3) odnose se na opću procjenu postignuća učenika u tjelesnoj i zdravstvenoj kulturi. Učitelji se većinom slažu u tome da su postignuća njihovih učenika dobra. Kada se rangiraju postoci odgovora u kategorijama *uglavnom se slažem* i *potpuno se slažem*, može se zaključiti da učenici tijekom nastave dobro usvoje temeljna motorička znanja, povećaju motoričke i funkcionalne sposobnosti. Nešto slabije učitelji ostvaruju razinu postignuća u temeljnim teorijskim znanjima i navikama za bavljenje tjelesnim aktivnostima. Skup varijabli 6, 7, 8, 9, 10 (tablica 3) procjenjuje način ocjenjivanja i objektivnost ocjene u ovom predmetu. Učitelji najslabije procjenjuju objektivnost ocjene koja najviše odražava zalaganje učenika u nastavi (varijabla 8). Učitelji se najviše razlikuju u stavu prema vrsti ocjenjivanja. Većina se ne slaže da bi opisno ocjenjivanje bilo korisnije u

ovom predmetu. Propisani sustav vrednovanja većina učitelja ocjenjuju složenim. Ne vrednuju postignuća na isti način i pribjegavaju individualnim rješenjima. Relativno velik postotak odgovora u neutralnoj kategoriji procjene, dodatno ukazuje na različite stavove učitelja prema problematici ishoda nastave u ovome predmetu.

Analiza rezultata *socio-demografskih obilježja* ispitanika ukazuje na to da u uzorku učitelja tjelesne i zdravstvene kulture Osječko-baranjske županije dominiraju muškarci (65%). Prema varijabli *dob* ispitanici su podijeljeni u tri kategorije. 29% ih je do 34 godine, 28% od 34 do 47 godina, a u trećoj je kategoriji 43% učitelja koji su stariji od 47 godina. Prema varijabli radnog iskustva/staža ispitanici su podijeljeni u tri kategorije. U prvoj (do 10 godina staža) je 40% učitelja, u drugoj (od 11 do 24) je 29%, a u trećoj (više od 25) je 30% učitelja. Visoku stručnu spremi ima 82% učitelja, a višu 18%.

Uvjeti u kojima se odvija poučavanje vanjski su podražaji koji u većoj ili manjoj mjeri olakšavaju nastavni proces, smatra Pastuović (1999). *Uvjeti* u kojima učitelji realiziraju plan i program procijenjeni su s četiri varijable. *Prostor i opremu* za nastavu 29% učitelja je u svojim školama ocijenilo loše, 35% dobro i 36% vrlo dobro. *Dostupnost literature* i ostalih izvora informacija iz kineziološkog područja 23% učitelja u svojim školama ocjenjuje loše, 58% dobro, a 19% vrlo dobro. *41% učitelja vrlo dobro s*uređuje s ostalima koji u školi provode nastavu tjelesne i zdravstvene kulture, 51% dobro, a 8% loše. *Opća predznanja* i sposobnosti svojih učenika za praćenje nastave 40% učitelja procjenjuje kao loša, 52% dobra, a samo 8% vrlo dobra.

Utvrđivanje razlika u stavovima učitelja prema nastavi definirano je trećim i četvrtim parcijalnim ciljem istraživanja. *Rezultati analize razlika* između skupina ispitanika podijeljenih u kategorije klasifikacijskih varijabli prikazani su u narednim tablicama. Dati su rezultati samo onih varijabli u kojima je dobivena statistički značajna razlika (varijable su posebno numerirane u svakom podskupu). Rezultati ukazuju na statistički značajne razlike koje se najčešće pojavljuju u podskupovima *pripremanja nastave*, a zatim u *metodičkoj raznolikosti*, a najmanje su izražene u *ishodima nastave*. Ipak, uzimajući u obzir veličinu utjecaja (ES) prema Cohenu (1988), vidljivo je kako je utjecaj uglavnom umjerene razine (od 0,6 do 0,14), pri čemu se rijetko pojavljuje *mali* (od 0,1 do 0,6) ili veliki utjecaj (viši od 0,14).

Tablica 4.

Stavovi ispitanika različitog spola značajno se, ali umjereno razlikuju (tablica 4, kolona sig. i ES). Žene slabije procjenjuju učinkovitost propisanog sustava programiranja (var. 3, tablica 4), kao i realizaciju propisanog broja nastavnih tema u jednom satu. U metodičkoj raznolikosti muškarci se češće koriste projekte s temama iz svoga područja (5), a žene su uspješnije u motiviranju učenika (10) i izradi projekata u suradnji s drugim učiteljima (12).

Tablica 5.

Mlađi su učitelji, u podskupu *pripremanja*, kritičniji prema sustavu programiranja, a stariji lakše realiziraju veći broj nastavnih tema u satu. Kategorije varijable *dob*

(tablica 5) najviše od svih klasifikacijskih varijabli razlikuju stavove učitelja prema *metodičkoj raznolikosti* nastave. Suvremene metode poučavanja češće su prisutne u nastavi starijih učitelja.

Tablica 6.

Kategorije varijable *radno iskustvo* značajno razlikuju stavove učitelja prema trima varijablama podskupa *pripremanja* (tablica 6). Učitelji s najmanje staža najredovitije se pripremaju, u programiranju se najviše koriste informatičkom tehnologijom i najviše su kritični prema učinkovitosti sustava programiranja. Učitelji s više radnoga iskustva češće u nastavi primjenjuju suvremene metode poučavanja.

Tablica 7.

Iako su prostor i oprema važni čimbenici kvalitete nastave tjelesne i zdravstvene kulture, prema rezultatima istraživanja oni razlikuju stavove učitelja samo u tri varijable (tablica 7). U planiranju rada, učitelji koji rade u boljim uvjetima, manje su kritični prema sustavu programiranja (3), uspješnije prilagođuju nastavu mogućnostima učenika (6) i ne smatraju da se ocjenjivanje učenika treba temeljiti samo na procjenama obrazovnih i odgojnih zadaća.

Tablica 8.

Kategorije ove klasifikacijske varijable (tablica 8) najviše razlikuju stavove učitelja prema podskupu *pripremanja*. Učitelji kojima je dostupnost stručnim informacijama u školi loša, najslabije procjenjuju varijable pripremanja. U njihovoj su nastavi najmanje prisutne i suvremene metode poučavanja.

Tablica 9.

Razlike u stavovima učitelja na temelju njihove procjene suradnje s ostalim učiteljima (tablica 9) najviše su izražene prema ishodima nastave. Učitelji koji loše surađuju najviše se zalažu za opisno ocjenjivanje u tjelesnoj i zdravstvenoj kulturi (11,12). Oni su i najkritičniji prema sustavu vrednovanja (13,14). Ista skupina učitelja u svojoj nastavi najčešće se koristi frontalnim oblikom rada i slabije od ostalih uspijeva realizirati ciljeve i zadaće Nastavnog plana i programa.

Tablica 10.

Učitelji koji mogućnosti svojih učenika procjenjuju dobro i vrlo dobro (tablica 10), najviše su zadovoljni propisanim sustavom programiranja i češće se od ostalih u nastavi koriste grupnim oblicima rada.

Rasprava

Osnovni je cilj ovoga rada bio stavovima učitelja vrednovati nastavu tjelesne i zdravstvene kulture u Osječko-baranjskoj županiji. Odluka o odabiru uzorka ispitanika iz samo jedne županije donesena je i s namjerom provjere samoga modela

istraživanja. Značajne, ali niske interkorelacije čestica Upitnika, ukazuju na složenost i multidimenzionalnost samoga problema istraživanja. Sve navedeno razlog je odabira parcijalnih ciljeva istraživanja. Dobivena je zadovoljavajuća pouzdanost svakoga podskupa čestica Upitnika, ispitane su razlike u stavovima učitelja podijeljenih u kategorije socio-demografskih obilježja i procijenjenih uvjeta rada.

Učitelji tjelesne i zdravstvene kulture najbolje procjenjuju redovitost svoga *pripremanja* i prilagođavanje nastave mogućnostima i interesima učenika. Otprilike jednak broj učitelja, njih 30%, u pripremanju se ne koristi informatičkom tehnologijom, nisu zadovoljni propisanim sustavom programiranja i vrednovanja nastave, i ne ostvaruju uspješno ciljeve i zadaće Nastavnog plana i programa. Kategorija *procjene dostupnosti stručnima informacijama* najviše razlikuju stavove učitelja prema obilježjima pripremanja. Manje informirani učitelji kritičniji su prema učinkovitosti propisanog sustava programiranja, i teže ostvaruju propisan broj nastavnih tema u pojedinom satu tjelesne i zdravstvene kulture. S obzirom na kategorije klasifikacijskih varijabli učitelji se u najvećem broju varijabli razlikuju upravo u području pripremanja nastave. Moguće je zaključiti kako je kvaliteta planiranja nastave tjelesne i zdravstvene kulture uvjetovana učiteljskim informatičkim kompetencijama i mogućnostima stručnog informiranja.

Rezultati stavova učitelja prema metodičkoj raznolikosti daju zaključiti kako su u njihovoj nastavi najčešće prisutne kineziološke metode i organizacija rada (demonstracija, grupni oblici rada). Iako većina učitelja sudjeluje s ostalim nastavnicima u organizaciji i provedbi projektne i integrirane nastave, kod 40% njih u navedenim oblicima nisu obrađivane kineziološke teme. Rezultati analiza razlika pokazali su kako se stavovi učitelja u primjeni metoda i organizacije nastave najviše razlikuju prema kategorijama dobi i radnog iskustva učitelja. Stariji učitelji, kao i oni s više radnog iskustva, češće se koriste suvremenim metodama poučavanja i grupnim oblicima rada u nastavi. Dobiveni rezultati s jedne strane su opravdani. Veće iskustvo učitelja omogućuje slobodu i lakoću metodičkih varijacija. S druge strane, opravdano je očekivati da će mlađi visokoeducirani kineziolozi unijeti novine, osobito suradničkog učenja (Badrić i sur., 2009) u nastavu tjelesne i zdravstvene kulture. Navedeni rezultati to ne potvrđuju.

Prema procjeni najvećeg broja učitelja opća postignuća njihovih učenika u nastavi tjelesne i zdravstvene kulture su dobra. 86% njih smatra kako zalaganje na nastavi najviše utječe na konačnu ocjenu učenika. Rezultati procjene stava prema načinu vrednovanja u tjelesnoj i zdravstvenoj kulturi daju zaključiti kako se propisanim načinom vrednovanja u praksi učitelji različito koriste. Navedeni rezultati objašnjavaju visok prosjek ocjene iz tog predmeta, što je i općenito poznato. Prema istraživanju Šumanović (2012) gotovo 80% učenika osmih razreda osnovnih škola grada Osijeka ima izvrsnu ocjenu. Najmanje razlike u stavovima učitelja prema kategoriji klasifikacijskih varijabli dobivene su u segmentu procjene ishoda nastave, pri čemu su najuočljivije razlike u klasifikacijskoj varijabli *suradnja s ostalim učiteljima koji izvode*

nastavu tjelesne i zdravstvene kulture u istoj školi. Učitelji koji dobro surađuju imaju izraženiji pozitivan stav prema propisanom sustavu vrednovanja.

Učitelji se najviše razlikuju u stavu prema vrsti ocjenjivanja. Većina se ne slaže s tim da je opisno ocjenjivanje korisniji način u Tjelesnoj i zdravstvenoj kulturi. Propisan sustav vrednovanja većina učitelja ocjenjuje složenim. Ne primjenjuje ga na isti način i pribjegava individualnim rješenjima. Relativno visok postotak odgovora u neutralnoj kategoriji procjene dodatno ukazuje na različite stavove učitelja prema vrednovanju ishoda nastave u ovome predmetu. Rezultati analize ishoda ukazuju na složenost toga segmenta nastave. Rezultati cjelovite evaluacije provedbe nastavnog plana i programa na istom uzorku ispitanika (Šumanović, 2012) ukazuju na to kako je glavno obilježje nastavnog programa njegova opsežnost u ciljevima, zadaćama i sadržajima. Mali fond sati nastave i skromna razina motoričkih i funkcionalnih sposobnosti (Hardman, 2003) uvjetovana pomanjkanjem tjelesne aktivnosti učenika, dodatni su razlozi koji opravdavaju način vrednovanja ishoda učenika. Očito je kako je neophodno uskladiti ciljeve i zadaće nastavnog plana i programa mogućnostima njegove realizacije.

Doprinos ovoga istraživanja ogleda se u konstrukciji mjernoga instrumenta zadovoljavajuće pouzdanosti koji je originalno konstruiran, prvi put primijenjen i može se razvijati i koristiti za slična istraživanja u ovom području. Ograničenje istraživanja ogleda se u veličini uzorka, koji je ipak reprezentativan za vrednovanje provedbe nastave tjelesne i zdravstvene kulture u višim razredima osnovne škole.

Zaključak

Učitelji se redovito pripremaju i uspješno prilagođuju nastavu mogućnostima i interesima učenika. U nastavi se najčešće koriste kineziološkim načinima i organizacijom rada. Propisani sustav programiranja i vrednovanja nastave procjenjuju složenim i različito ga primjenjuju. Nedovoljno se koriste suvremenim metodama poučavanja (projektnom i integriranom nastava) koje se propagiraju u provedbi aktualnoga Nastavnog plana i programa za osnovnu školu. Smatraju kako visoke ocjene kod većine učenika u ovome predmetu nisu u skladu s razinom učeničkih postignuća i najviše odražavaju njihovo zalaganje na nastavi.

Razlike u stavovima učitelja, a s obzirom na njihova socio-demografska obilježja i uvjete rada, najviše se odnose na segmente pripremanja i metodičke raznolikosti, a manje su izražene u području procjene ishoda nastave.

Za provedbu budućeg kurikula tjelesne i zdravstvene kulture, koji će vjerojatno biti usmjeren prema stjecanju učeničkih kompetencija, nužno je osuvremeniti metodičku raznolikost nastave, osobito metodama aktivnog učenja i suradničkog poučavanja. Poželjno je sustav programiranja i vrednovanja pojednostavniti, kako bi ga učitelji u praksi primjenjivali na isti način.