

# THE DIDACTIC DIMENSION OF SELF-EFFICACY AMONG CZECH AND CROATIAN TEACHER TRAINING STUDENTS CONCERNING EDUCATION ABOUT PUBERTY

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## ABSTRACT

The paper presents the selected results of a research study of self-efficacy among students of teacher training for primary schools concerning education on puberty by comparing the Czech Republic and Croatia. The research was carried out as part of a student grant competition at Palacký University Olomouc<sup>1</sup>. Puberty is a significant element of sexuality education (Standards for Sexuality Education in Europe, 2010) which represents an important aspect in comprehensive education of children. It is important to prepare for this period in a timely and adequate manner, and this requires acquiring relevant knowledge. Primary school teachers must be prepared for puberty education in professional terms and in terms of their personality. The authors analysed the opinions about personal readiness of future primary school teachers in the didactic dimension of education which included the knowledge of the comprehensive definition of puberty; knowledge of basic topics of puberty education; knowledge of the goals of puberty education; respect for the humanizing aspects of puberty education; application of ethical prin-

## KEYWORDS:

*puberty, self-efficacy, primary school  
teacher, research*

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principles in puberty education; selection of specific methods in puberty education; application of didactic approaches in puberty education and application of specific forms in puberty education. The results of the research study revealed how students (future teachers) felt with regard to being prepared for education on puberty in terms of some didactic dimensions, and whether they were sufficiently prepared for education in this specific area.

## THE CONCEPT OF PUBERTY IN A CURRICULAR CONTEXT

Puberty is a stage that follows pre-puberty, in which the reproductive capacity culminates. Puberty represents an essential hormone process accompanied by physical changes and rapidly transforming psyche during which individuals become aware of their own personalities (Langmeier & Krejčířová, 2006; Thorová, 2015; Vágnerová, 2000; etc.). It is important to prepare for this process in an adequate and timely manner. To be prepared for puberty in time means that children should obtain all of the necessary knowledge about puberty before its onset. This should happen during the period of pre-puberty in primary school. Puberty shows different symptoms at different times. Therefore, it is very difficult to formulate any general conclusions.

Nevertheless, this topic is included in the primary school curriculum as part of sexuality education. On a general level, sexuality education is frequently questioned by some parents and the general public as being useless and ineffective in school. Sexuality education including the issue of puberty must be delivered in schools in a qualified way, taking into account various educational and psychological particularities of children (Fontana, 2014; Langmeier & Krejčířová, 2006; Pacher, 2017; Thorová, 2015; Vágnerová, 2000; etc.) and respecting the relevant humanizing approaches and ethical principles.

The basics of the knowledge about puberty and the related educational aspects must be guaranteed by the family. The problem is that only a well-functioning family provides the child with the necessary emotional background and important life models. The issue of puberty cannot be ordered or controlled in the family. Although the role of the family is indisputable, teachers often question whether every family really constitutes a competent place for high-quality implementation of sexuality education (Rašková & Provázková Stolinská, 2017). Therefore, primary school teachers should be competent professionals (Mlčák, 1996; Lukášová-Kantorková, 2003; Spilková, 2004; Štěrbová & Rašková, 2019; etc.) who deliver sexuality education on the basis of expertise, skills and personal qualities.

In Croatia, institutional sex education faces various problems, as it does in some other countries in Europe. In 1995, the program was developed by dr. Hannah Klaus and it has been criticized for being too “chastity” oriented. In 2012, a new curriculum was introduced into schools, which also included adolescent boys in the education. The church has also significantly intervened in the teaching concept (cf. Rašková & Bartošová, 2022).

## **DIDACTIC ASPECTS IN UNDERGRADUATE TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS**

An important prerequisite for adequate puberty education is the knowledge of the goals of education in a specific context and the complexity of the topic. The goal of puberty education is to equip children with the ability to understand a large amount of knowledge and learn how to use it correctly. This is based on the principles of educational constructivism which focuses on the way in which cognition and understanding of reality take place, as well as the construction of knowledge and adequate solutions to various situations. The role of the teacher is to guide the child to explore their preconceptions and to transform them into new knowledge by placing them in existing mental structures.

In the primary school setting, pedagogical constructivism takes place in the form of opportunities for confronting opinions, ideas and original understanding of the problem. In addition to the development of preconceptions and understanding, space is also provided for the presentation and argumentation of one's opinions. According to Fisher (1997), effective methods in this way of teaching include focus on a specific idea, mutual learning, continuous summation of knowledge, explanation of what has not been understood and positive feedback.

This should be achieved through effective verbal, non-verbal and activity expressions of the teacher, while taking into consideration specific rules to fulfil the educational functions (Provázková Stolinská, 2021):

- Presentation of the content of education;
- Achievement of the objectives of education;
- Classroom management;
- Establishment of relationships between teachers and students, as well as between students themselves;
- Sharing of information not directly related to the teaching process.

An important precondition for the effectiveness of the process is a balanced two-way communication. This type of educational communication is a substantial interaction in which the teacher and the child show mutual attention and together try to achieve the set objective.

However, success in education about a specific issue such as puberty does depend solely on the structure and effective strategies of educational communication. The fundamental element is the need for sharing. The basic need for sharing is the transmission of a message which can be characterized by the following four dimensions:

- Material content, that is, the information communicated;
- Self-expression which affects the way of its presentation;
- The relationship which represents the tuning of the communication partners;
- The call for continuation of the communication act.

However, the transmission of a message is not the sole purpose of communication. Another crucial aspect involves the exchange of communication content. In this case, we are referring to an interactive process.

In this context, undergraduate preparation of future primary school teachers should focus on achieving a high level of students' self-efficacy in the didactic area related to puberty education. Students should adopt the professional procedures shown in the following diagram.

The definition of the problem in a broader context is presented in a publication by Rašková et al., 2022 (in press).

DIAGRAM 1 Didactic projection of the learning content related to puberty

1. Designing the organization and content of teaching					2. Designing didactic strategies				
Determining teaching goals	Structuring the stages of teaching	Choosing teaching strategies	Designing teaching with regard to the individual needs of pupils	Motivating pupils	Involvement of each pupil and individual approach	Support of emotional development	Support of learning of pupils with special educational needs	Solving conflicts and disciplinary problems in a distance learning environment	Possibilities of communication and cooperation with parents

3. Designing communication strategies											
Specifics of the verbal side of pedagogical communication	Specifics of the non-verbal side of pedagogical communication	Specifics of pedagogical communication by action	Asking questions	Direction of pedagogical communication and interaction	Adherence to communication rules	Humor	Barriers in pedagogical communication	Pathological manifestations of communication	Continuous monitoring of the pupil's activity	Reaction to the pedagogical situations that have arisen	Support of pupils' cooperation

4. Providing feedback to pupils					5. Reflection of teaching		
Using Descriptive Feedback to the Class	Using Descriptive Feedback to Each Student	Working with Student mistakes	Guide to Peer Assessment	Guide to Self-Assessment	Fulfillment of set goals	Specifics of developmental peculiarities of primary School pupils	Evaluation of teaching

## RESEARCH ON STUDENTS' SELF-EFFICACY IN THE DIDACTIC DIMENSION OF PUBERTY EDUCATION

### *Research design*

#### *Research area*

When it comes to didactic dimension of puberty education, the following areas were examined using questionnaire items 1–8:

1. Knowledge of the comprehensive definition of puberty
2. Knowledge of the basic topics of puberty education
3. Knowledge of the goals of puberty education
4. Respect for the humanizing aspects in puberty education
5. Adherence to ethical principles in puberty education
6. Selection of specific methods in puberty education
7. Application of didactic approaches in puberty education
8. Application of specific forms in puberty education

#### *Research sample*

On the basis of this background, we conducted a research study among teacher training for primary schools students at Palacký University Olomouc, Czech Republic (N=286), and compared them with students at the University of Zadar, Croatia (N=43).

Relatively speaking, this is a heterogeneous sample, but this doesn't affect the level of statistical evaluation of the comparison of respondents' answers, for which the non-parametric Mann-Whitney U-test was used. Nevertheless, we don't want to dogmatize our interpretations, but utilize the results as an inspiration for the development of the study field of primary school teaching.

#### *Research method*

For the purposes of data collection, a non-standardized questionnaire with scale items was developed (Annex 1). Data description was performed by means of the descriptive investigation method. The research data files and their characteristics were described by the descriptive statistics method and additional statistical

method that allowed the assessment of the requirements for personal readiness of future teachers for puberty education. The exact results of statistical calculations are inserted at the end of the paper (Annex 2).

**Research results**

The following graphs present the results of the comparison of the two countries. The values represent the following responses: 3 – completely agree, 2 – agree 1 – neither agree nor disagree, 0 – disagree. There is also a ‘unanswered’ option. The median value is used which determines the midpoint value of the data obtained arranged in ascending order.

*Items 1 and 2: Knowledge of the comprehensive definition of puberty and knowledge of the basic topics of puberty education*

The results presented in Graphs 1 and 2 show that the median as the midpoint value is identical in the responses in both countries. The median of 2 indicates that students believe that they are able to define the concept of puberty and have knowledge of the basic topics. Although there are no significant differences between the two countries, we observed a noticeable fluctuation in the middle quartiles; students from the Czech Republic assess themselves worse compared to students from Croatia.

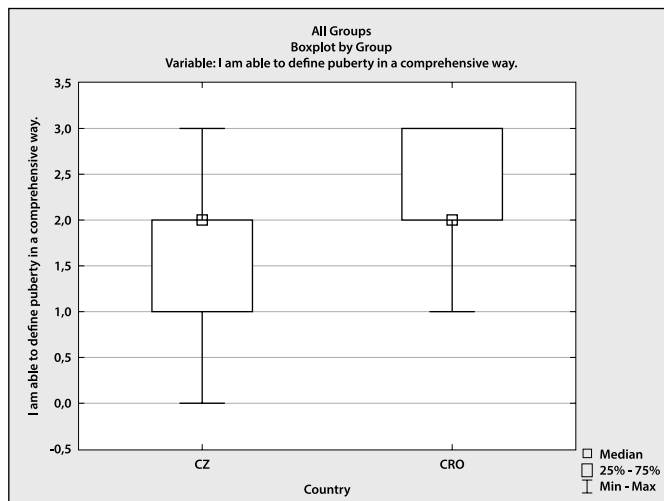


FIGURE 1 I am able to define puberty in a comprehensive way



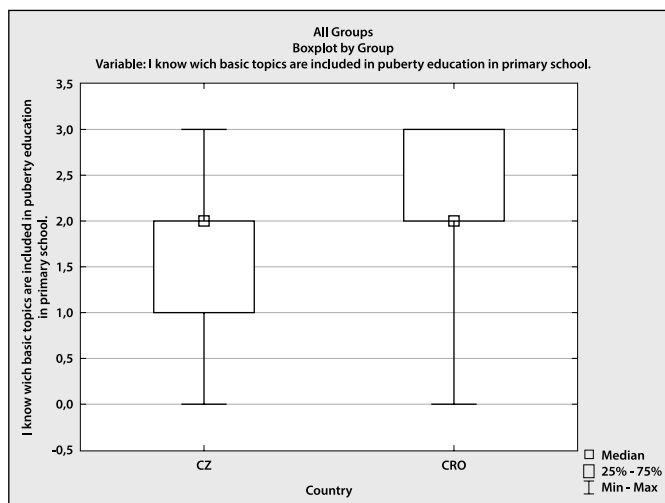


FIGURE 2 I know which basic topics are included in puberty education in primary school

### Item 3: Knowledge of the goals of puberty education

Even in this element of the didactic dimension of students' self-efficacy, no statistically significant differences in the median values between the countries were observed although the values did differ. In terms of the knowledge of the goals of puberty education, students from the Czech Republic assessed themselves much

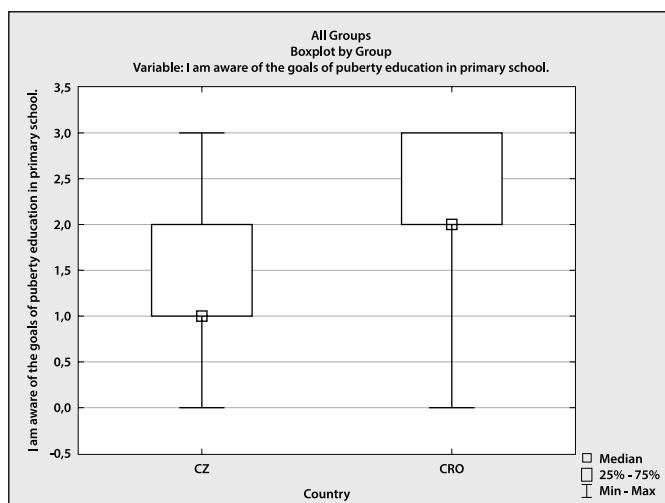


FIGURE 3 I am aware of the goals of puberty education in primary school

worse than students from Croatia. In addition to the median values, this is also confirmed by the location of the values in the respective quartiles.

*Item 4: Respect for the humanizing aspects in puberty education*

The graph shows a fluctuation of the results at quartile level but the same mid-point value. In this dimension, the students assessed themselves positively in relation to their respect for the humanizing aspects of puberty education.

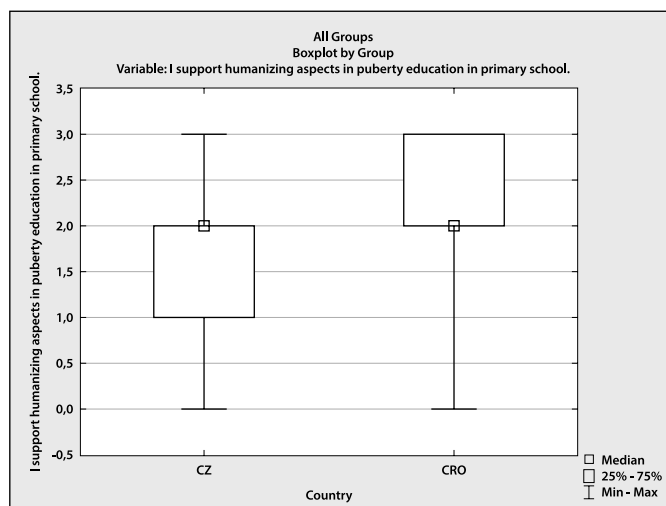


FIGURE 4 I support the humanizing aspects in puberty education in primary school

*Items 5–7: Application of ethical principles, selection of specific methods and application of didactic approaches in puberty education*

The graphs of these three specific didactic dimensions show the same values for both the median values in both countries and the values at quartile level. According to the results, students assess their self-efficacy in a positive way, though some of them expressed concern. There were no differences in the results in the individual categories between the two countries.

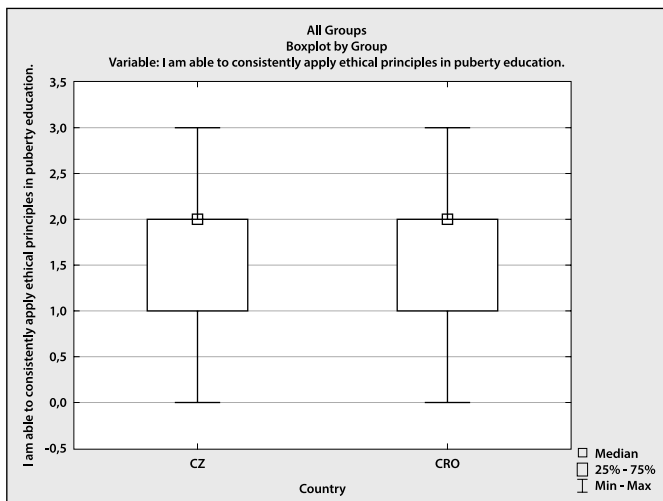


FIGURE 5 I am able to consistently apply ethical principles in puberty education

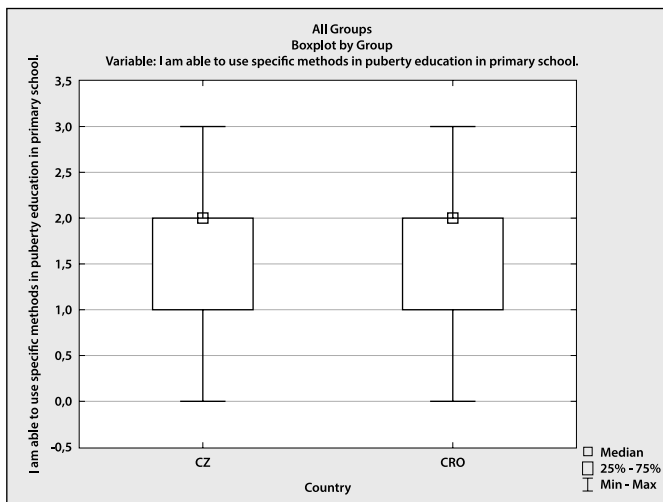


FIGURE 6 I am able to use specific methods in puberty education in primary school

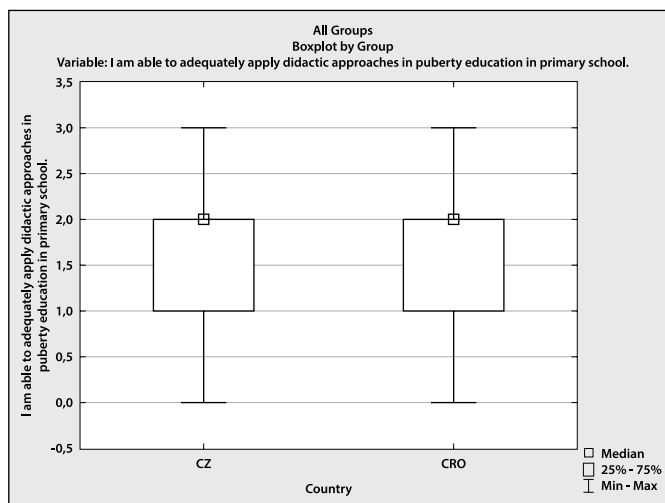


FIGURE 7 I am able to adequately apply didactic approaches in puberty education in primary school

#### *Item 8 Application of specific forms in puberty education*

Similarly to the previous results, the final graph does not suggest absolute satisfaction in the area of students' self-efficacy. While the values indicate a degree of positive agreement, students also expressed concerns about their ability to apply

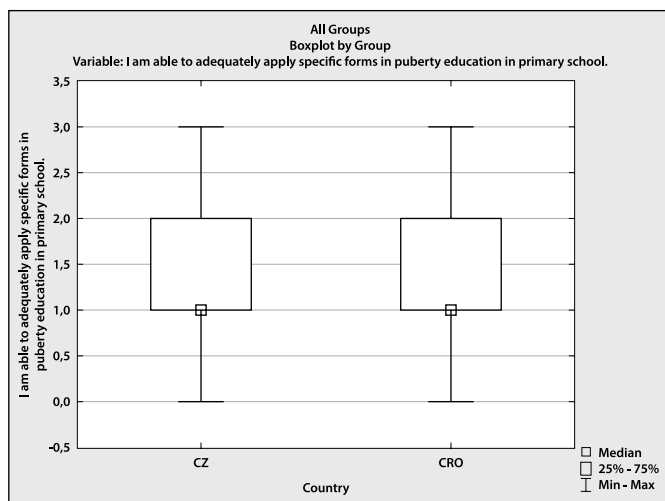


FIGURE 8 I am able to adequately apply specific forms in puberty education in primary school

puberty education in specific educational forms. No significant differences between the countries were observed.

The results suggest that, despite the tendency to express positive agreement (see graphs above), students show concerns about their preparation for adequate delivery of puberty education.

## CONCLUSION

In order for teachers to overcome all of the pitfalls of their profession, they need to be competent to deliver sexuality education, including professional and didactic knowledge and personal qualities. The paper presents the complexity of the primary school curriculum which implies the requirement for high-quality undergraduate preparation in the area. The research focuses on self-efficacy in respondents who have the issue implemented as a mandatory part of undergraduate education.

The results of the research aimed at future teachers showed how students felt prepared for education about puberty in some didactic dimensions and whether they were sufficiently prepared for education in this specific area. All respondents showed a positive assessment of their self-efficacy. In the group of Croatian respondents, we even observed responses at the upper limit of positive assessment. Respondents from the Czech Republic did not show these values at the quartile level. Their quartile values tend to indicate the opposite pole that indicates concerns. Regarding the description of respondents, their concerns may stem, for example, from a lack of personal experience. Respondents from both countries indicated that they were not concerned about the topic and supported its development as part of undergraduate training. Students believe that after completing their study, they will be adequately prepared for this educational area, both in terms of didactic approaches and methodology. They also consider this issue an essential part of undergraduate training for their profession.

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## **Annex 1: Questionnaire on the Readiness of Future Primary School Teachers for Puberty Education**

### **I. Please select one response in each item.**

**Circle the letter next to the selected response.**

1. *Age: A) Younger than 26 years; B) 27–35 years; C) Older than 36 years*
2. *Gender: A) Female – B) Male*
3. *At present, I study Teacher training for primary schools: A) Full-time – B) Part-time*
4. *At present, I also teach in primary school: A) Yes – B) No*

### **II. For each item please select only one response.**

**Circle the letter next to the selected response.**

#### **1. I am able to define puberty in a comprehensive way.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

#### **2. I am aware of the goals of puberty education in primary school.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

#### **3. I know which basic topics are included in puberty education in primary school.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

#### **4. I am able to consistently apply ethical principles in puberty education.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

#### **6. I support humanizing aspects in puberty education in primary school.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

#### **7. I am able to use specific methods in puberty education in primary school.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

#### **8. I am able to adequately apply specific forms in puberty education in primary school.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**9. I am able to adequately apply didactic approaches in puberty education in primary school.**

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**10. I have/will have difficulty teaching skills adequately to pupils' age in puberty education.**

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**11. I often feel/will often feel embarrassed in front of pupils in puberty education.**

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**12. I often have/will often have difficulty communicating with pupils openly and clearly in puberty education.**

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**13. I give/will give direct and true answers to pupils in puberty education.**

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**14. I am/will be able to improvise in puberty education.**

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**15. I am/will always be able to provide adequate arguments to pupils' natural questions about puberty.**

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**16. I am able to create a favourable atmosphere in puberty education.**

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**17. In puberty education, I would like my pupils to confide to me in order to win their trust.**

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**18. I am/will be happy to have discussions with pupils in puberty education.**

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know



**19. I have a positive attitude to puberty education.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**20. I am/will be limited by my prejudice in puberty education.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**21. Puberty education often makes me/will make me feel traumatized.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**22. I prefer/will prefer to avoid puberty education in primary school.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**23. I use/will use my experience as a parent in puberty education.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**24. I refuse/will refuse to carry out puberty education because of my faith.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**25. I have only negative experience with puberty education in my own life.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**26. I do not/will not distort, make taboo or conceal objective knowledge concerning puberty.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**27. I exchange/will exchange opinions about puberty education with other colleagues.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**28. I appreciate opportunities for further training in puberty education in primary school.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**29. The issue of puberty was a taboo in our family during my childhood.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**30. I remember puberty education as a primary school pupil.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**31. My undergraduate study enriched my experience with puberty education in primary school.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**32. I am well prepared for puberty education in terms of knowledge.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**33. I am well prepared for puberty education in terms of didactic approaches.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**34. I am insufficiently prepared for puberty education in terms of personal readiness.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

**35. I support puberty education as part of undergraduate teacher training.**

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

Thank you for the completion of the questionnaire!

The team of investigators of the project IGA\_PdF\_2022\_013  
Palacký University Olomouc, Faculty of Education,  
Department of Primary and Pre-Primary Education, CR

Note: The non-standardized questionnaire was developed as part of the project IGA\_PdF\_2022\_013 – Personal readiness of future primary school teachers for education about puberty in the Czech Republic and Croatia; principal investigator Doc. PaedDr. Miluše Rašková, Ph.D. The questionnaire is subject to copyright – the author of the questionnaire is Doc. Miluše Rašková.

## Annex 2: Tables with statistical results

TABLE 1 I am able to define puberty in a comprehensive way

Category	All Groups Frequency table: I am able to define puberty in comprehensive way. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Don't know	25	25	7,59878	7,5988
Agree	203	228	61,70213	69,3009
Neither agree nor disagree	64	292	19,45289	88,7538
Completely agree	26	318	7,90274	96,6565
Disagree	11	329	3,34347	100,0000
Missing	0	329	0,0000	100,0000

TABLE 2 I know which basic topics are included in puberty education in primary school

Category	All Groups Frequency table: I know wich basic topics are included in puberty education in primary school. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Agree	143	143	43,46505	43,4650
Disagree	44	187	13,37386	56,8389
Don't know	56	243	17,02128	73,8602
Neither agree nor disagree	65	308	19,75684	93,6170
Completely agree	20	328	6,07903	99,6960
Missing	1	329	0,30395	100,0000

TABLE 3 I am aware of the goals of puberty education in primary school

Category	All Groups Frequency table: I am aware of the goals of puberty education in primary school. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Agree	122	122	37,08207	37,0821
Disagree	36	158	10,94225	48,0243
Neither agree nor disagree	111	269	33,73860	81,7629
Don't know	39	308	11,85410	93,6170
Completely agree	21	329	6,38298	100,0000
Missing	0	329	0,0000	100,0000

TABLE 4 I support the humanizing aspects in puberty education in primary school

Category	All Groups Frequency table: I support humanizig aspects in puberty education in primary school. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Agree	138	138	41,94529	41,9453
Completely agree	45	183	13,67781	55,6231
Neither agree nor disagree	102	285	31,00304	86,6261
Don't know	37	322	11,24620	97,8723
Disagree	7	329	2,12766	100,0000
Missing	0	329	0,0000	100,0000

TABLE 5 I am able to consistently apply ethical principles in puberty education

Category	All Groups Frequency table: I am able to consistently apply ethical principles in puberty education. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Don't know	37	37	11,24620	11,2462
Agree	179	216	54,40729	65,6535
Neither agree nor disagree	67	283	20,36474	86,0182
Completely agree	32	315	9,72644	95,7447
Disagree	14	329	4,25532	100,0000
Missing	0	329	0,0000	100,0000

TABLE 6 I am able to use specific methods in puberty education in primary school

Category	All Groups Frequency table: I am able to use specific methods in puberty education in primary school. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Agree	129	129	39,20973	39,2097
Don't know	66	195	20,06079	59,2705
Disagree	26	221	7,90274	67,1733
Neither agree nor disagree	100	321	30,39514	97,5684
Completely agree	7	328	2,12766	99,6960
Missing	1	329	0,30395	100,0000

TABLE 7 I am able to adequately apply didactic approaches in puberty education in primary school

Category	All Groups Frequency table: I am able to adequately apply didactic approaches in puberty education in primary school. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Completely agree	14	14	4,25532	4,2553
Neither agree nor disagree	70	84	21,27660	25,5319
Agree	150	234	45,59271	71,1246
Don't know	64	298	19,45289	90,5775
Disagree	31	329	9,42249	100,0000
Missing	0	329	0,00000	100,0000

TABLE 8 I am able to adequately apply specific forms in puberty education in primary school

Category	All Groups Frequency table: I am able to adequately apply specific forms in puberty education in primary school. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Agree	104	104	31,61094	31,6109
Neither agree nor disagree	104	208	31,61094	63,2219
Don't know	78	286	23,70821	86,9301
Disagree	33	319	10,03040	96,9605
Completely agree	10	329	3,03951	100,0000
Missing	0	329	0,00000	100,0000

## Didaktička dimenzija samoučinkovitosti među češkim i hrvatskim studentima učiteljskog studija u kontekstu obrazovanja o pubertetu

### SAŽETAK

Ovaj rad donosi odabrane rezultate studije provedene među studentima učiteljskog studija za nastavu u osnovnim školama s ciljem utvrđivanja samoučinkovitosti u obrazovanju o pubertetu, na temelju usporedbe Češke Republike i Hrvatske. Istraživanje je provedeno u sklopu natječaja za studentsku stipendiju na Sveučilištu Palacký u Olomoucu (IGA\_PdF\_2022\_013; Osobna spremnost budućih osnovnoškolskih učitelja za obrazovanje o pubertetu u Češkoj Republici i Hrvatskoj; voditelj istraživanja dr. sc. Miluše Rašková).

Pubertet je ključan element spolnog odgoja (Standardi obrazovanja o seksualnosti u Europi, 2010.) koji predstavlja važan aspekt općeg obrazovanja djece. Pripreme za to razdoblje moraju biti pravovremene i primjerene, za što je potrebno usvojiti relevantno znanje. Nastavnici u osnovnim školama moraju biti spremni za obrazovanje o pubertetu u profesionalnom, ali i osobnom smislu. Autori analiziraju mišljenja o osobnoj spremnosti budućih osnovnoškolskih nastavnika u didaktičkoj dimenziji obrazovanja koja obuhvaća poznavanje sveobuhvatne definicije puberteta; poznavanje osnovnih tema obrazovanja o pubertetu; poznavanje ciljeva obrazovanja o pubertetu; svijest o humanim aspektima obrazovanja o pubertetu; primjenu etičkih načela u obrazovanju o pubertetu; izbor konkretnih metoda u obrazovanju o pubertetu; primjenu didaktičkih pristupa u obrazovanju o pubertetu i primjenu konkretnih formi u obrazovanju o pubertetu. Rezultati studije čija su ciljina skupina budućí nastavnici pokazala je koliko se studenti u nekim didaktičkim dimenzijama smatraju spremnima za obrazovanje o pubertetu i jesu li dovoljno pripremljeni za obrazovanje u tom konkretnom području.

### KLJUČNE RIJEČI:

*pubertet, samoučinkovitost, osnovnoškolski nastavnik, istraživanje*