

The Mediating Role of Psychological Well-Being in the Relationship Between Leisure Activity Satisfaction and Attitudes Towards the Teaching Profession

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Abstract

This study examines the relationship between classroom teachers' attitudes toward their profession and their level of satisfaction with leisure activities, and implicitly highlights the significance of using metacognitive strategies based on findings regarding the psychological well-being variable. The data were gathered using valid and reliable scales, and the study group consisted of 298 primary school teachers. According to the results of the regression analysis, the relationship between attitudes toward teaching as a profession and leisure satisfaction is partially mediated by psychological well-being. In order to improve the professional attitudes of primary school teachers, this knowledge is thought to be instructive in pre-service and in-service training programs.

Key words: *leisure satisfaction; metacognitive strategies; psychological well-being; primary school teacher; regression analysis; teaching profession*

Introduction

The professional attitude of teachers is one of the fundamental factors determining teacher behaviour. It is known that individuals who practice the teaching profession need to have a positive attitude towards it to perform this profession efficiently (Üstüner,

2006). It is stated that positive attitudes in the teaching profession increase success and facilitate learning and teaching (Doğan & Baloğlu Uğurlu, 2017). Köse and Çevik (2018) found a relation between attitude towards the teaching profession and happiness. These arguments made us think that psychological well-being may also have an impact on the relationship that should be examined between leisure activities and attitudes towards the teaching profession. However, a recent study shows a significant relationship between interest in the teaching profession and teachers' psychological well-being (Jaiswal & Sharma, 2024). In addition, a review study by Hossain and Mudgal (2024) emphasises the importance of work-life balance for teacher educators, which points to the relationship between leisure activity satisfaction and the teaching profession.

Leisure activities are defined as activities in which individuals obtain satisfaction within a contextual framework, which are not enforced, and are activities individuals want to do and do using their skills and resources (Stebbins, 2016). The primary goal of activities is to increase individuals' levels of physical, mental, and emotional satisfaction (Sevil, 2012). It is reported that a positive evaluation of leisure time results in a desire for more satisfaction and engagement in activities by individuals (Cengiz & Yaşartürk, 2020). Different leisure time activities cause individuals to be influenced psychologically and behaviorally to varying degrees. There is a wealth of literature on exercise-based leisure activities. These studies have mainly focused on the sense of self-fulfilment. Self-actualising individuals tend to exhibit a non-judgmental, non-intervening, and non-condemning attitude, abstracting qualities that fulfil their needs (Maslow, 2001). One study reported that when exercise was implemented as a leisure activity, it increased the sense of self-fulfilment in individuals (Li & Gao, 2008). Psychological satisfaction reaches a high level with leisure activities. This satisfaction is important for continuity (Li & Gao, 2008). Wu (2003) found a significant positive relationship between the leisure satisfaction of Chinese immigrants and their social participation in voluntary associations. In their studies, Lu and Hu (2005) found a positive relationship between leisure satisfaction and sociability and extraversion, while they found a negative relationship between neuroticism and leisure satisfaction. Measuring the benefits individuals derive from participating in leisure activities, meeting their expectations, and their happiness is important for improving and expanding leisure activities (Karli et al., 2008). Accordingly, it is strongly thought that leisure activity satisfaction could provide high psychological well-being.

Psychological well-being is defined as the combination of positive emotional states, such as happiness, with average effectiveness in personal and social life (Deci and Ryan, 2008). According to Ryff (1989), psychological well-being is closely related to individual development and self-actualisation (Ryff & Singer, 2008). It is emphasised that psychological well-being should be considered along with mental, spiritual, personal, behavioural, and social interactions (Roothman et al., 2003). In particular, it is stated that leisure activities are important for coping with stress and maintaining general health, which are subcategories of psychological well-being (Iwasaki and

Mannell, 2000). The development of psychological well-being contributes to an increase in the overall level of health and quality of life, a decrease in the risk of illness, and a reduction in related healthcare expenditures (Winefield et al., 2012). Considering the concept of psychological well-being, especially for teachers to demonstrate their professional productivity, their levels of psychological well-being must be high (Telef, 2013; Yakut & Yakut, 2018). The underlying rationale for this is that individuals with high psychological well-being reported lower levels of anxiety and stress related to the teaching profession, performed their profession with high efficiency, and also reported increased belief in success in their profession (İkiz et al., 2018).

In the literature, relationships between leisure satisfaction and psychological well-being (Karaca & Lapa, 2016; Kim et al., 2015), leisure satisfaction and professional attitude (Erdemli, 2019), and psychological well-being and professional attitude (İkiz et al., 2018) have been examined. In a recent systematic review, Hascher and Waber (2021) proposed that teacher well-being be considered multifaceted. To support the argument, the four main components of teacher well-being—cognitive, physical and mental, subjective, and social well-being—were suggested by Viac and Fraser (2020) based on a theoretical framework of the conceptual integration of the body of previous research. Accordingly, the talents and abilities required for high-quality work by teachers are referred to as cognitive well-being. Psychosomatic symptoms associated with the stress teachers experience on a daily basis are referred to as physical and mental well-being. Subjective well-being includes both general life happiness and the more focused elements of teacher dedication, interest in teaching, and job satisfaction. Finally, recognising the multifaceted notion of psychological well-being and the collaborative and relational nature of the teaching profession, this framework introduced the effect of leisure activities on the teaching profession and the potential mediating role of psychological well-being in this relationship. However, no research specifically focuses on the holistic mediation of psychological well-being in the relationship between leisure satisfaction and professional attitude, especially in the context of the classroom teachers' profession. It is crucial for the person pursuing self-actualisation to understand themselves: how they learn, how they improve their physical, mental, and emotional well-being, how they manage their time, etc., are all important to consider when analysing the mediating role of psychological well-being in relationship between the attitude toward teaching and the leisure activity variable. The investigation of the mediating effect of the psychological well-being variable is based on the concept of metacognition, which is “the awareness of one’s executive control system, or, to put it another way, awareness of one’s cognitive processes utilised in learning” (Senemoğlu, 2007, p. 335), and “although cognition is the awareness or comprehension of something, metacognition is the awareness and knowledge of how something is learned in addition to learning.” (Senemoğlu, 2007, p 336). It is outlined that sustained and continuous psychological well-being could be achieved by handling the mentioned cognitive skills. In a similar vein, it can be argued that

the method of presenting the insights to be developed in accordance with the study's findings with a visionary perspective and by minimising resistance is highly modern and functional when it comes to the inclusion of the individual's psychological well-being in the discovery of the relationship between his or her satisfaction and attitude. This professional group, which is involved in the first step of education, plays a critical role in the country's education quality. Hence, this study seeks to answer the following research question:

1. To what extent is the relationship between the leisure satisfaction of classroom teachers and their attitudes towards teaching and psychological well-being?
2. What is the mediating role of psychological well-being in the relationship between leisure satisfaction and attitudes towards teaching among classroom teachers?

Methodology

What is the mediating role of psychological well-being in the relationship between the attitude towards the teaching profession and leisure satisfaction? For this purpose, the study is carried out in accordance with the survey model from quantitative research methods. Accordingly, the snapshot of the current situation is depicted (Büyükoztürk et al., 2017). Fraenkel and Wellen (2006) remarked that in survey studies, the existing situation is not changed or manipulated, and the important point is how the study groups are distributed rather than the reasons for the opinions and characteristics obtained in the study. This study is carried out according to the correlational survey model, and the relationship between the variables is tested with regression analysis (Preacher & Hayes, 2008; Baron & Kenny, 1986). The tested model is seen in Figure 1.

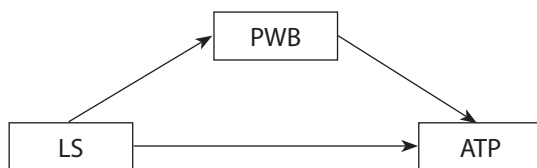


Figure 1. The tested model

Notes: Attitude Towards the Teaching Profession (ATP), Psychological Well-Being (PWB), and Leisure Satisfaction (LS)

Study Group

The study group consisted of 298 classroom teachers serving in the Yunus Emre district of Manisa province. G power was used to determine the number of the study group, and it was found that the minimum number was 107 with a 0.15 effect size and a 95% confidence interval. Accordingly, it was concluded that 298 people were a sufficient number for the study group. 63.4% of the teachers (n=189) were female, 36.6% (n=109) were male, and it was observed that the majority were in the 46-55 age group, comprising 40.6% (n=121), while the majority, 30.9% (n=92), have been teaching for 26 years or more. Regarding income status, the majority, 62.8% (n=187), were in the middle-income group. Leisure time participation frequencies indicate that

9.4% (n=28) participated every day, 37.6% (n=112) participated several days a week, 37.9% (n=113) participated several days a month, and 15.1% (n=45) participated once a month.

Data collection tools

The data collection tools used in the study were the General Information Form, the Attitude Scale towards the Teaching Profession (ASTP), the Psychological Well-Being Scale (PWBS), and the Leisure Satisfaction Scale (LSS). A general information form was prepared by the researcher to specify the participants' demographic information.

The attitude scale towards the teaching profession was developed by Demirel and Ünişen (2018). The scale is in the form of a 5-point Likert scale and provides a total score. As a result of exploratory factor analysis, a 28-item, 4-factor structure was obtained. The determined factors explain 55.42% of the total variance. These four sub-dimensions are appreciating, occupational burnout, indifference, and openness to professional development. The findings obtained from the application of CFA show that the structure of the teachers' attitude scale towards the teaching profession (ÖMİTÖ) has sufficient fit indices. A test-retest was performed to determine the scale's reliability, which was found to be .87. Cronbach's alpha and test-retest were used to determine the scale's reliability. Cronbach's Alpha coefficients of the scale's factors were .925, .798, .811 and .659, respectively. The Cronbach's Alpha coefficient of the entire scale was .940, and the test-retest reliability coefficient was .89.

The Psychological Well-Being Scale was developed by Diener and colleagues in 2009 to measure psychological well-being. The adaptation of the scale into Turkish was conducted by Telef (2013). The scale items were rated on a scale from 1 (strongly disagree) to 7 (strongly agree) and consisted of a total of 8 items. In the linguistic equivalence application of the scale, the correlation coefficient was found to be .97. As a result of exploratory factor analysis, it was determined that the total explained variance was 42%, and the items were gathered under only one factor. Psychological Well-Being Scales and the Need Satisfaction Scale were used to assess criterion validity. The correlations between the Psychological Well-being Scale and Psychological Well-being Scales and the Need Satisfaction Scale were found to be .56 and .73. Cronbach's Alpha coefficient was calculated as .80. Test-retest result was found as .86.

The Leisure Satisfaction Scale was developed by Beard and Ragheb in 1980. The short form of the scale used in the research was developed by Idyll Arbor (2002). The scale was adapted into Turkish by Gökçe and Orhan (2011), and its validity and reliability were confirmed. The scale, consisting of a total of 24 items, was in the form of a 5-point Likert scale. In the linguistic equivalence application of the scale, the correlation coefficient was found to be .92. As a result of the exploratory factor analysis, it was seen that the scale had a 6-factor structure, and the factor loadings were between .45 and .85. The Cronbach Alpha coefficients of the factors of the scale ranged between .76 and .90. The Cronbach alpha value of the entire scale was found to

be .90. It provided a total score and includes six sub-dimensions named Psychological, Educational, Social, Relaxation, Physical, and Aesthetic. The values obtained indicate that the scales were valid and reliable.

Data analysis

The data collected through the General Information Form, the Psychological Well-Being Scale (PWBS), the Leisure Satisfaction Scale (LSS), and the Attitude Scale towards the Teaching Profession (ASTP) were prepared for analysis using the SPSS 20.00 program. To determine the methods for analysing the data, the normal distribution of the data was examined. Skewness and kurtosis values, as well as variance homogeneity (Levene test), were scrutinised to assess the normal distribution of the data, with skewness and kurtosis measures within ± 1.5 limits being considered (Tabachnick & Fidell, 2013). The relationships between variables were explored using the Pearson correlation coefficient (Taşpınar, 2017). A coefficient of 0.00 indicated no relationship, less than 0.30 suggested a low level of relationship, between 0.30 and 0.70 indicated a moderate level, and greater than 0.70 indicated a high level of relationship. This interpretation applies to both the positive and negative aspects of the relationship (Roscoe, 1969). Regression analysis was employed to demonstrate the effect. A mediation test was conducted for regression analysis (Baron & Kenny, 1986). Additionally, to assess the effectiveness of the mediation, the significance of the indirect effect was examined using “process-bootstrap” (Preacher & Hayes, 2008). Furthermore, to ascertain if there was multi-collinearity among the variables in the study, VIF (Allison, 1999), correlation value (Roscoe, 1969), and Durbin-Watson for autocorrelation and tolerance (Seçer, 2015) values were examined, and it was found that the values were appropriate. Cronbach’s alpha results were as follows: LSS .94, PWBS 0.87, ASTP 0.95, indicating that all results were above 0.80, which suggests that the scale is highly reliable (Field, 2009).

Results

The obtained results are summarised in the descriptive, correlations, and regression analysis as follows:

Table 1
Descriptive statistics and correlation matrix

	N	Min	Max	M	Sd	Skewness	Kurtosis	Cronbach Alpha	LS	ATP	PWB
LS	298	54	120	89.51	13.30	-0.300	-0.187	0.94	-	-	-
ATP	298	42	140	112.43	20.00	-0.918	0.442	0.95	0.385**	-	-
PWB	298	22	56	44.76	6.80	-0.987	0.782	0.87	0.596**	0.504**	-

Notes: Attitude towards the Teaching Profession (ATP), Psychological Well-Being (PWB), and the Leisure Satisfaction (LS).

When Table 1 is examined, the average score of the Leisure Satisfaction Scale was found to be 89.51 (± 13.30), the average score of the Psychological Well-Being Scale was 44.76 (± 6.80), and the average score of the Attitude Scale towards the Teaching

Profession was 112.43 (± 20.00). In addition, there was a statistically significant positive relationship found between leisure satisfaction and attitude towards teaching ($r=0.385$; $p<0.01$), between leisure satisfaction and psychological well-being ($r=0.596$; $p<0.01$), and between attitude towards teaching and psychological well-being ($r=0.504$; $p<0.01$).

Table 2
Regression Analysis Results

	B	SD	R ²	Beta	t	p
Constant	60.587	7.305			8.294	
LSS>ASTP	0.579	0.081	0.15	0.385	7.175	<0.01
Constant	17.484	2.161			8.089	
LSS>PWBS	0.305	0.024	0.36	0.596	12.760	<0.01
Constant	46.018	6.683			6.886	
PWBS>ASTP	1.484	0.148	0.25	0.504	10.052	<0.01
Constant	38.656	7.508			5.149	
LSSPWBS	0.197	0.093	0.27	0.131	2.10	0.036
	1.254	0.183		0.427	6.866	<0.01
Indirect effect		BootLLCI			BootULCI	
LSS (X)						
ASTP (Y)		0.2540			0.5212	
PWBS (M)						

Notes: Attitude Scale Towards the Teaching Profession (ASTP), Psychological Well-Being Scale (PWBS), and the Leisure Satisfaction Scale (LSS).

According to the results of the regression analysis, it has been observed that psychological well-being (PWB) has a partial mediating role in the effect of leisure satisfaction (LS) on attitude towards teaching (ATT), and it has been concluded that the indirect effect is significant ($p<0.05$).

Effect size

The f^2 value derived from the analysis aimed at assessing the practical significance of the psychological well-being variable, which was identified in the study as mediating the relationship between leisure satisfaction and attitude towards the teaching profession (Cohen, 1998), suggests small ($f^2=0.02$) and medium ($f^2=0.15$) effects on attitude towards the teaching profession and psychological well-being, respectively, in relation to leisure satisfaction. It is noted that psychological well-being has a small effect ($f^2=0.07$), both independently and in conjunction with the leisure satisfaction variable, on attitudes towards the teaching profession.

Discussion

This study examined the relationships between the leisure satisfaction of classroom teachers, their attitudes towards teaching, and psychological well-being, with the mediating effect of psychological well-being on the interaction between leisure

satisfaction and attitude towards teaching. It was found that psychological well-being has a moderate impact on the relationship between leisure satisfaction and attitudes towards teaching among classroom teachers. The main finding of the study is that the leisure satisfaction of classroom teachers impacts their attitudes towards the profession, with psychological well-being playing a partial mediating role in this effect.

According to the leisure satisfaction scores of classroom teachers, it can be inferred that the leisure satisfaction of classroom teachers is high. It can be suggested that the availability of artistic, social, cultural, educational, and sports activities in Yunus Emre, the central district of Manisa where the study was conducted, may have contributed to this score. When reviewing the literature, studies supporting the research findings were encountered. Erdemli and Yaşartürk (2020) and Güvendi (2023) conducted studies with physical education teachers and teachers from different branches, respectively, and obtained similar scores regarding the leisure satisfaction of teachers.

Considering the maximum score, the attitude scores towards the profession were also determined to be high towards the classroom teachers' profession. Taking into account the age distribution of the study group, it is observed that this group is in the stage of "Generativity versus Stagnation," which is the middle adulthood stage according to Erikson's psychosocial development theory (Yüksel, 2011). Evaluated within the framework of Erikson's psychosocial development theory, it is considered that teachers in middle adulthood, who are in the generativity stage, may have professional goals such as raising children, guiding them, producing works, and using creativity in lessons (Yüksel, 2011), which may have played a role in increasing their professional attitudes. When reviewing the literature, studies with characteristics similar to those of the research findings were found. For example, in a study conducted by Köksal and Çiftci (2023) with music teachers working in state and private schools, it was observed that teachers had high attitudes towards their profession. Teachers' attitudes towards the profession are also considered important in terms of their love for children. In a study conducted by Akçınar and Tokcan (2023), it was found that there is a significant positive relationship between physical education teachers' attitudes towards the profession and their love for children.

The psychological well-being scores of classroom teachers were also determined to be at a high level. Deci and Ryan (2008) define psychological well-being as the average effectiveness determined in personal and social life. Considering this information, it is believed that the high levels of psychological well-being among classroom teachers may stem from their effectiveness in the personal and social aspects of the activities in which they engage. Studies supporting the research findings were found in the literature. In a study conducted by Ertürk et al. (2016), it was found that teachers have high levels of psychological well-being; similarly, Demirhan and İnce (2022) also found high levels of psychological well-being among teachers in their study group, which consisted of primary, middle, and high school teachers.

In the study, a significant positive relationship was found between the leisure satisfaction and psychological well-being of classroom teachers, indicating that the leisure satisfaction of classroom teachers has a significant effect on their psychological well-being. Research has shown that individuals' engagement in social, cultural, artistic, sports, voluntary, and other leisure activities positively affects their self-acceptance, autonomy, personal development, and positive relationships with the environment (Edwards et al., 2005). Moreover, engagement in leisure activities is positively associated with sociability and extraversion while negatively associated with neuroticism (Lu & Hu, 2005). Richardson et al. (2005) consider physical activities as a biopsychosocial approach in mental health services aimed at recovery. In this context, the necessity of considering Recreation Therapy (Tütüncü, 2012) and Occupational Therapy (Demirci, 2017) methods is thought to be essential. In both therapy types, leisure activities such as sports, arts, culture, and social activities are used as significant therapeutic methods related to individuals' lives.

When reviewing the relevant literature, numerous studies supporting the research findings were found. For example, in a study by Brown et al. (1991) with adults living in Canada, the impact of leisure satisfaction on psychological well-being was demonstrated. In another study, Moon and Heo (2011) found a significant effect of leisure satisfaction on psychological well-being and concluded that this satisfaction had a mental and physical impact on adults. Furthermore, Özbudak (2019) found in her thesis study with adults from different age groups that instrumented pilates exercises with and without music positively affected individuals' psychological well-being. Similarly, Keser and Demircioğlu (2023) concluded in their research with caregivers working in childcare homes under the Ministry of Family and Social Policies that caregivers who participated more frequently in sports activities had higher levels of psychological well-being. Çapkan (2023) found in her study with personnel from different age groups working in local governments that individuals who actively engaged in various activities during leisure time had higher levels of leisure interest, which supported their psychological well-being.

In the study, a significant positive relationship was found between leisure satisfaction and attitudes towards the teaching profession among classroom teachers, indicating that the leisure satisfaction of classroom teachers significantly influences their professional attitudes. It is believed that classroom teachers who spend their leisure time fulfilling artistic, cultural, sports, and other activities can impart the knowledge and experiences they gain during these times to their students. According to Gardner's theory of multiple intelligences (Gardner, 2011), classroom teachers are tasked with teaching various intelligence types encompassed in physical education, visual arts, music, mathematics, Turkish language, life skills, natural sciences, social studies, English, religious culture, and morality, as well as in free activity lessons. It is thought that they can enhance their professional knowledge and experiences by acquiring achievements suitable for different intelligence areas through leisure activities, and that classroom

teachers with such knowledge and experience can demonstrate a positive attitude towards their profession.

When reviewing the literature, studies supporting the research findings were found. A study by Kocaer and Yaşartürk (2022) with physical education teachers found a significant but low-level positive relationship between participants' leisure interest and their attitudes towards the teaching profession. In his study, Cho (2021) demonstrated that teachers' leisure satisfaction positively influenced their job commitment. However, a study that was inconsistent with the research findings was encountered in the literature. Erdemli (2019) showed in his research that there was no significant relationship between the leisure satisfaction of physical education teachers and their attitudes towards the profession. It is believed that the diversity of leisure activities in the study group and the region where they live might explain this difference in research results.

In the study, a significant positive relationship was found between the psychological well-being of classroom teachers and their attitudes towards the profession, indicating that the psychological well-being of classroom teachers has a significant effect on their attitudes towards the profession. The levels of psychological well-being of classroom teachers are also important in terms of being exposed to less workplace ostracism (Yakut & Yakut, 2018), having higher self-efficacy (Cansoy et al., 2020), and being more closely involved in students' mental health (Sisak et al., 2014). It is also believed that a teacher being liked and having high self-efficacy in the workplace can be associated with psychological well-being and can exhibit positive attitudes towards the profession. When reviewing the literature, studies supporting the research findings were found. In a study conducted by Robertson et al. (2012) with 9930 individuals working in 12 different organisations, the importance of psychological well-being on professional attitudes was demonstrated. Considering that attitude leads to behaviour (Kağıtçıbaşı, 2010), Sevin et al. (2020) showed in their research with teachers that psychological satisfaction, a sub-dimension of leisure satisfaction, positively affected performance. Uslu and Şimşek (2020) demonstrated in their study with 324 blue and white-collar employees working in the iron and steel industry that there is a moderately significant positive relationship between psychological well-being and employee performance, and that psychological well-being also has a significant positive effect on employee performance.

In the study, the relationship between the leisure satisfaction of classroom teachers and their attitudes towards the profession, the relationship between their psychological well-being and attitudes towards the profession, and the relationship between leisure satisfaction and psychological well-being were discussed within the relevant literature framework. It was found that the leisure satisfaction of classroom teachers affects their attitudes towards the profession and that psychological well-being plays a partial mediating role in this effect. The profession of classroom teaching consists of lesson contents designed in line with Gardner's theory of multiple intelligences according to different areas of intelligence (Turkish, mathematics, natural sciences, social studies,

music, visual arts, physical education and play, free activities, English, religious culture, and morality) (Gardner, 2011). In this context, considering that attitude leads to behaviour (Kağıtçıbaşı, 2010), it has been suggested, supported by relevant research, that for classroom teachers to exhibit positive attitudes and behaviours towards their profession, it is necessary for them to participate in various leisure activities and increase their levels of psychological well-being along with the satisfaction gained from this participation.

The partially mediating role of classroom teachers' psychological well-being in the relationship between leisure satisfaction and attitudes towards the profession is worth discussing within the framework of meta-cognitive skills. Considering the stage of the study group, which is categorised as the middle adulthood stage, "Generativity versus Stagnation," according to Erikson's psychosocial development theory (Yüksel, 2011), the environmental availability of the leisure activities in the central district where they live, and the soft-skill based course content that they experienced as candidate teachers before their graduation can clarify the assumed concept. To interpret the findings obtained, it is possible to assert that when the classroom teachers were satisfied with the leisure activities, they showed a more positive attitude towards their teaching profession, which needs to be taken into account increasingly. However, it should not be forgotten that psychological well-being is vital in this relationship between satisfaction and attitude. In other words, for a sustained and continuous attitude toward the teaching profession of classroom teachers, it may not be enough for these teachers, who are still in the middle adulthood stage of their profession, to be satisfied with the leisure activities they are involved in to have a positive attitude towards their profession. The psychological well-being of teachers also has an important place in their satisfaction and attitudes towards their profession. At this point, meta-cognitive skills come into play. In fact, when we look at the four main components of teacher well-being – cognitive, physical and mental, subjective, and social well-being (Viac and Fraser, 2020); the concept of psychological well-being for teachers could be a reminder for classroom teachers to know themselves in order to exhibit a continuous and sustainable attitude towards the teaching profession. Meta-cognitive skills are also essential in making individuals aware of themselves. It is thought that meta-cognitive skills will play a significant role in overcoming the possible burnout syndrome that senior teachers, especially those in more advanced years of their profession, may experience, and these skills can be structured together with psychological well-being.

In fact, two social and emotional competencies were found to be highly predictive of burnout signals when the results of the study by Jugović, Marušić, and Bojić (2025) were analysed in conjunction with teacher self-efficacy, self-management, and social awareness. As a result, the results can be assessed using the metacognitive skills framework. The majority of the so-called 21st-century skills, including creativity (Preiss et al., 2016), critical thinking (Valeyeva et al., 2020), communication skills (Santoso and Istiqomah, 2021), and problem-solving (Liu, 2020), seem to be correlated with

metacognition, which is defined as the set of cognitive skills for awareness and control. Additionally, metacognition plays a significant role in the learning process (Hamzah et al., 2022). Furthermore, in Kiaei's thesis study (2014), it is reported that higher levels of self-actualisation were associated with high well-being among students. Moreover, it is stated that the results suggest that broad metacognitive competence, which can be taught as a collection of abilities, potentially supports students' well-being and self-actualisation. One more thing that implies the concept of metacognition could be supported by Kuloglu and Orhan's (2024) study, which emphasises that students are more willing and motivated to participate in their studies when they are in charge of their learning processes.

Conclusion

A significant positive relationship has been found between leisure satisfaction, attitudes towards the profession, and the psychological well-being of classroom teachers. It has been revealed that the level of psychological well-being plays a partial mediating role between the leisure satisfaction of classroom teachers and their attitudes towards the profession. In light of these findings, it is believed that raising awareness about activities that increase the leisure satisfaction of classroom teachers and conducting training sessions on this topic through in-service training programs by educational management organisations will positively impact their professional development. Additionally, measuring the level of leisure satisfaction and psychological well-being of classroom teachers and monitoring them at regular intervals can serve as an indicator of their professional attitudes. One more thing that needs attention is the concept of meta-cognitive skills. Although meta-cognitive skills are not a variable directly addressed in this study, they are an implicit result based on the findings obtained from the variables whose relationships are examined. In other words, the observed partial mediation effect of the psychological well-being variable is an implicit variable inferred in the mechanisms that will activate the meta-cognitive skills of the individual by knowing themselves in terms of how a continuous and sustainable attitude towards the teaching profession can be achieved and in keeping the state of well-being constant.

Practical implications, limitations, and suggestions

Based on the results of the psychological well-being variable, which was used to test the partial mediation effect of the variable in the relationship between classroom teachers' attitudes toward their profession and their level of satisfaction from leisure activities, this study subtly highlights the significance of using metacognitive strategies implicitly. It becomes clear how important it is for a person to feel the psychological well-being that comes from engaging in leisure activities when they test the leisure time satisfaction variable, which was found to have an impact on attitudes toward the teaching profession. Metacognitive learning strategies are employed by people who possess a high degree of awareness about who they are, what they like to do, and what

kinds of activities make them feel good physically, mentally, and emotionally, and which is required for a sustain and continuous attitude for the teaching profession when a partially mediated variable is tested as psychological well-being in the relationship with leisure activity satisfaction. This finding is highly significant for a sustained and continuous attitude towards the teaching profession for decision-makers, policymakers, and practitioners who study attitudes toward the teaching profession and are curious about the hiring and selection procedures for teachers. It can be concluded that the research findings on the attitude variable, which is an implicit variable in the processes that teacher training institutions structure, are highly insightful and promising. This study will be the foundation for action development and will be a crucial point of reference for the actions to be taken to produce positive effects on attitudes toward the teaching profession. However, there could be many other predictors, particularly closing the gaps that currently exist in the teacher training policies of developed and developing nations.

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Posredujuća uloga psihološke dobrobiti između zadovoljstva aktivnostima u slobodno vrijeme i stavova prema učiteljskoj profesiji

Sažetak

Ovim istraživanjem ispituje se odnos između stavova učitelja razredne nastave prema njihovoj profesiji i razine zadovoljstva slobodnim aktivnostima te se implicitno ističe važnost korištenja metakognitivnih strategija temeljenih na nalazima vezanim uz varijablu psihološkoga blagostanja. Podatci su prikupljeni korištenjem valjanih i pouzdanih ljestvica, a studijsku skupinu čini 298 učitelja razredne nastave. Prema rezultatima regresijske analize, odnos između stavova prema učiteljskoj profesiji i zadovoljstva slobodnim vremenom djelomično je posredovan psihološkim blagostanjem. Kako bi se poboljšali profesionalni stavovi učitelja osnovnih škola, ovo se znanje smatra poučnim u programima inicijalnoga i stručnoga usavršavanja.

Ključne riječi: metakognitivne strategij; psihološko blagostanje; regresijska analiza; učitelj razredne nastave, učiteljska profesija; zadovoljstvo provođenjem slobodnoga vremena

Uvod

Profesionalni odnos nastavnika jedan je od temeljnih čimbenika koji određuju ponašanje nastavnika. Poznato je da pojedinci koji će se baviti nastavničkom profesijom moraju imati pozitivan stav prema profesiji kako bi mogli učinkovito obavljati taj posao (Üstüner, 2006). Navodi se da pozitivni stavovi u učiteljskoj profesiji povećavaju uspjeh i olakšavaju učenje i poučavanje (Doğan i Baloğlu Uğurlu, 2017). Köse i Çevik (2018) pronašli su vezu između stava prema učiteljskom pozivu i sreće. Ovi argumenti potaknuli su nas da pomislimo da psihološko blagostanje također može imati utjecaj na odnos koji bi trebalo ispitati između slobodnih aktivnosti i stavova prema učiteljskoj profesiji. Međutim, nedavna studija pokazuje značajan odnos između interesa za učiteljsku profesiju i psihološke dobrobiti učitelja (Jaiswal i Sharma, 2024.). Osim toga, važnost ravnoteže između poslovnoga i privatnoga života za edukatore učitelja također je naglašena u preglednoj studiji Hossaina i Mudgala (2024.) koja ukazuje na odnos između zadovoljstva aktivnostima u slobodno vrijeme i učiteljske profesije.

Aktivnosti u slobodno vrijeme definirane su kao aktivnosti u kojima pojedinci dobivaju zadovoljstvo unutar kontekstualnoga okvira, koji se ne prisiljava, te su aktivnosti koje pojedinci žele raditi i rade koristeći vlastite vještine i resurse (Stebbins, 2016.). Primarni cilj aktivnosti jest povećati razinu fizičkoga, mentalnoga i emocionalnoga zadovoljstva pojedinca (Sevil, 2012). Zabilježeno je da pozitivna procjena slobodnoga vremena rezultira željom pojedinaca za većim zadovoljstvom i angažmanom u aktivnostima (Cengiz i Yaşartürk, 2020.). Različite aktivnosti u slobodno vrijeme uzrokuju psihološki i bihevioralni utjecaj na pojedince u različitim stupnjevima. Postoji brojna literatura o aktivnostima u slobodno vrijeme koje se temelje na vježbanju. Ove studije su se posebno usredotočile na osjećaj samoispunjenja. Pojedinci koji se samoostvaruju imaju tendenciju pokazivati stav bez osuđivanja, neinterveniranja i neosuđivanja, apstrahirajući kvalitete koje ispunjavaju njihove potrebe (Maslow, 2001). U jednoj je studiji objavljeno da kada se vježba provodila kao aktivnost u slobodno vrijeme, povećala je osjećaj samoispunjenja kod pojedinaca (Li i Gao, 2008). Psihološko zadovoljstvo doseže visoku razinu slobodnim aktivnostima. Ovo je zadovoljstvo važno za kontinuitet (Li i Gao, 2008). Wu (2003) je pronašao značajnu pozitivnu vezu između zadovoljstva kineskih imigranata provođenjem slobodnoga vremena i njihovoga društvenog sudjelovanja u dobrovoljnim udrugama. Lu i Hu (2005) u svojim su studijama utvrdili pozitivnu povezanost između zadovoljstva u slobodnom vremenu i društvenosti, ekstraverzije, dok su pronašli negativnu povezanost između neuroticizma i zadovoljstva u slobodnom vremenu. Mjerenje koristi koje pojedinci imaju od sudjelovanja u slobodnim aktivnostima, ispunjavanja njihovih očekivanja i njihove sreće važno je za poboljšanje i širenje slobodnih aktivnosti (Karli i sur., 2008). U skladu s tim, čvrsto se vjeruje da bi zadovoljstvo slobodnim aktivnostima moglo pružiti visoko psihološko blagostanje.

Psihološko blagostanje definira se kao kombinacija pozitivnih emocionalnih stanja kao što je sreća s prosječnom učinkovitošću u osobnom i društvenom životu (Deci i Ryan, 2008). Prema Ryffu (1989), psihološko blagostanje usko je povezano s individualnim razvojem i samoaktualizacijom (Ryff i Singer, 2008). Naglašava se da psihološko blagostanje treba razmatrati zajedno s mentalnim, duhovnim, osobnim, bihevioralnim i društvenim interakcijama (Roothman i sur., 2003). Posebno se navodi da su slobodne aktivnosti važne za suočavanje sa stresom i održavanje općega zdravlja, što su potkategorije psihičkoga blagostanja (Iwasaki i Mannell, 2000.). Razvoj psihološke dobrobiti pridonosi povećanju ukupne razine zdravlja i kvalitete života, smanjenju rizika od bolesti i smanjenju povezanih troškova zdravstvene zaštite (Winefield i sur., 2012). Uzimajući u obzir koncept psihološkoga blagostanja, posebno za nastavnike kako bi pokazali svoju profesionalnu produktivnost, potrebno je da njihove razine psihološkoga blagostanja budu visoke (Telef, 2013; Yakut i Yakut, 2018). Temeljni je razlog za to da su pojedinci s visokim psihološkim blagostanjem izvijestili o nižim razinama anksioznosti i stresa povezanim s učiteljskom profesijom, obavljali su svoju profesiju s visokom učinkovitošću, a također su izvijestili o povećanom uvjerenju u uspjeh u svojoj profesiji (İkiz i sur., 2018).

U literaturi se ispituju odnosi između zadovoljstva u slobodnom vremenu i psihološkoga blagostanja (Karaca i Lapa, 2016; Kim i sur., 2015), zadovoljstva u slobodnom vremenu i profesionalnoga stava (Erdemli, 2019) te psihološkoga blagostanja i profesionalnoga stava (İkiz i sur., 2018). U nedavnom sustavnom pregledu, Hascher i Waber (2021) predložili su da se dobrobit nastavnika promatra kao višestruki pojam. Kako bi poduprli argument, Viac i Fraser (2020) predložili su četiri glavne komponente dobrobiti nastavnika — kognitivno, fizičko i mentalno, subjektivno i socijalno blagostanje — na temelju teorijskoga okvira konceptualne integracije tijela prethodnih istraživanja. U skladu s tim, talenti i sposobnosti potrebni za kvalitetan rad nastavnika nazivaju se kognitivnim blagostanjem. Psihosomatski simptomi povezani sa stresom koji učitelji svakodnevno doživljavaju nazivaju se fizičkim i mentalnim blagostanjem. Subjektivno blagostanje uključuje i opću životnu sreću i fokusiranije elemente predanosti učitelju, interesa za poučavanje i zadovoljstva poslom. Naposljetku, prepoznajući višestrani pojam psihološke dobrobiti te suradničke i relacijske prirode učiteljske profesije, ovim je okvirom uveden učinak slobodnih aktivnosti na učiteljsku profesiju i potencijalnu posredničku ulogu psihološke dobrobiti u tom odnosu. Međutim, nema istraživanja koja bi se posebno usredotočila na medijaciju psihološke dobrobiti u odnosu između zadovoljstva slobodnim vremenom i profesionalnoga stava holistički, posebno u kontekstu učiteljske profesije za učitelje razredne nastave. Ključno je da osoba koja teži samoaktualizaciji razumije samu sebe: kako uče, kako poboljšavaju svoju fizičku, mentalnu i emocionalnu dobrobit, kako upravljaju svojim vremenom itd. Sve je to važno uzeti u obzir pri analizi posredničke uloge psihološke dobrobiti u odnosu između stava prema poučavanju i varijable slobodne aktivnosti. Osnova posredničkoga učinka psihološkoga blagostanja ukazuje na koncept metakognicije koja je „svijest o vlastitom izvršnom sustavu kontrole, ili, drugim riječima, svijest o vlastitim kognitivnim procesima koji se koriste u učenju” (Senemoglu, 2007, str. 335). Također, „iako je kognicija svjesnost ili razumijevanje nečega, metakognicija je svijest i znanje o tome kako se nešto uči uz učenje.” (Senemoglu, 2007, str. 336). Iz ovoga proizlazi da se održivo i kontinuirano psihološko blagostanje može osigurati upravljanjem skupom navedenih kognitivnih vještina. Na sličan način, može se tvrditi da je metoda prezentiranja spoznaja koje treba razviti u skladu s nalazima studije s vizionarskom perspektivom i minimiziranjem otpora vrlo moderna i funkcionalna kada je u pitanju uključivanje psihološke dobrobiti pojedinca u otkrivanje odnosa između njegova ili njezina zadovoljstva i stava. Ova profesionalna skupina, koja je uključena u prvi korak obrazovanja, ima ključnu ulogu u kvaliteti obrazovanja u zemlji. Stoga se ovom studijom nastoji odgovoriti na sljedeće istraživačko pitanje:

1. U kojoj je mjeri odnos između zadovoljstva učitelja razrednim programom i njihovih stavova prema nastavi i psihološkom blagostanju?

2. Koja je posrednička uloga psihološke dobrobiti u odnosu između zadovoljstva slobodnim vremenom i stavova prema nastavi među učiteljima razredne nastave?

Metodologija

Koja je posrednička uloga psihološkoga blagostanja u odnosu između stava prema učiteljskoj profesiji i zadovoljstva u slobodnom vremenu? U tu svrhu istraživanje se provodi prema modelu ankete iz kvantitativnih metoda istraživanja. U skladu s tim, prikazana je snimka trenutačne situacije (Büyüköztürk i sur., 2017). Fraenkel i Wellen (2006) primijetili su da se u anketnim studijama postojeća situacija ne mijenja i da je važna stvar kako su studijske grupe raspoređene, a ne razlozi mišljenja i karakteristika dobivenih u studiji. Ovo je istraživanje provedeno u skladu s modelom korelacijske ankete, a odnos između varijabli testiran je regresijskom analizom (Preacher i Hayes, 2008; Baron i Kenny, 1986). Testirani model prikazan je na Slici 1.

Slika 1

Podatci o ispitanicima

Ispitanici ovoga istraživanja su 298 učitelja razredne nastave koji rade u okrugu Yunus Emre u provinciji Manisa. Za određivanje broja ispitivane skupine korištena je G snaga i utvrđeno je da je minimalni broj bio 107 s veličinom učinka 0,15 i intervalom pouzdanosti od 95 %. Sukladno tome, zaključeno je da je 298 osoba dovoljan broj za studijsku grupu. 63,4 % nastavnika (n = 189) su žene, 36,6 % (n = 109) su muškarci, a uočava se da ih je najviše u dobnoj skupini od 46 do 55 godina, njih 40,6 % (n = 121), dok većina, 30,9 % (n = 92), predaje 26 ili više godina. Što se tiče dohodovnog statusa, većina, 62,8 % (n = 187), spada u skupinu srednjega dohotka. Učestalost sudjelovanja u slobodnom vremenu pokazuje da 9,4 % (n = 28) sudjeluje svaki dan, 37,6 % (n = 112) sudjeluje nekoliko dana u tjednu, 37,9 % (n = 113) sudjeluje nekoliko dana u mjesecu i 15,1 % (n = 45) sudjeluje jednom mjesečno.

Prikupljanje podataka

Insturmenti prikupljanja podataka korišteni u studiji su Obrazac za opće informacije, Skala stava prema učiteljskoj profesiji (ASTP), Skala psihološke dobrobiti (PWBS) i Skala zadovoljstva slobodnim vremenom (LSS). Istraživač je pripremio obrazac s općim informacijama kako bi odredio demografske podatke o sudionicima.

Skalu stavova prema učiteljskoj profesiji razvili su Demirel i Ünişen (2018). Ljestvica je u obliku Likertove ljestvice od 5 stupnjeva i daje ukupni rezultat. Kao rezultat eksplorativne faktorske analize dobivena je struktura od 28 čestica i 4 faktora. Utvrđeni faktori objašnjavaju 55,42 % ukupne varijance. Ove četiri poddimenzije su uvažavanje, profesionalno izgaranje, ravnodušnost i otvorenost za profesionalni razvoj. Nalazi dobiveni kao rezultat primjene CFA pokazuju da struktura ljestvice stavova nastavnika prema učiteljskoj profesiji (ÖMİTÖ) ima dovoljno fit-indeksa . Provedeno je ponovno testiranje kako bi se utvrdila pouzdanost ljestvice i utvrđeno je da je 0,87. Za utvrđivanje pouzdanosti ljestvice korišteni su Cronbachov alfa i test-retest. Cronbachovi alfa koeficijenti faktora ljestvice su .925, .798, .811 odnosno .659.

Cronbachov alfa koeficijent cijele ljestvice bio je .940, a koeficijent pouzdanosti test-retest bio je .89.

Skalu psihološke dobrobiti razvili su Diener i kolege 2009. godine za mjerenje psihološke dobrobiti. Adaptaciju ljestvice na turski jezik proveo je Telef (2013). Stavke na ljestvici ocjenjuju se na ljestvici od 1 (uopće se ne slažem) do 7 (uopće se slažem) i sastoje se od ukupno 8 čestica. U primjeni jezične ekvivalencije ljestvice utvrđeno je da koeficijent korelacije iznosi 0,97. Kao rezultat eksplorativne faktorske analize utvrđeno je da je ukupna objašnjena varijanca iznosila 42 %, a ajtemi su okupljeni pod samo jedan faktor. Za procjenu valjanosti kriterija korištene su Skale psihološke dobrobiti i Skale zadovoljstva potreba. Korelacije između ljestvice psihološke dobrobiti i ljestvice psihološke dobrobiti i ljestvice zadovoljstva potreba su 0,56 i 0,73. Cronbachov alfa koeficijent izračunat je kao .80. Rezultat testa-ponovnog testa je 0,86

Skalu zadovoljstva slobodnim vremenom razvili su Beard i Ragheb 1980. Skraćeni oblik ljestvice korišten u istraživanju razvio je Idyll Arbor (2002). Ljestvicu su na turski jezik prilagodili Gökçe i Orhan (2011.) te je potvrđena njezina valjanost i pouzdanost. Ljestvica od ukupno 24 stavke u obliku je Likertove skale od 5 stupnjeva. U primjeni jezične ekvivalencije ljestvice utvrđeno je da koeficijent korelacije iznosi 0,92. Kao rezultat eksplorativne faktorske analize, pokazalo se da ljestvica ima 6-faktorsku strukturu, a faktorska opterećenja su između .45 i .85. Cronbachovi alfa koeficijenti faktora ljestvice kretali su se između .76 i .90. Utvrđeno je da Cronbachov alfa vrijednost cijele ljestvice iznosi 0,90 te daje ukupni rezultat uključujući šest poddimenzija: Psihološka, Obrazovna, Socijalna, Opuštajuća, Fizička i Estetska. Dobivene vrijednosti pokazuju da su ljestvice valjane i pouzdane.

Analiza podataka

Podatci prikupljeni Obrascem općih informacija, Skalom psihološkoga blagostanja (PWBS), Skalom zadovoljstva slobodnim vremenom (LSS) i Skalom stava prema učiteljskoj profesiji (ASTP) pripremljeni su za analizu pomoću programa SPSS 20.00. Kako bi se odredile metode za analizu podataka, ispitana je normalna distribucija podataka. Vrijednosti asimetrije i kurtoze, kao i homogenost varijance (Leveneov test), pomno su ispitane kako bi se procijenila normalna distribucija podataka, pri čemu su mjere asimetrije i kurtoze uzete u obzir unutar granica $\pm 1,5$ (Tabachnick i Fidell, 2013). Odnosi između varijabli istraženi su pomoću Pearsonova koeficijenta korelacije (Taşpınar, 2017). Koeficijent 0,00 označava nepostojanje povezanosti, manji od 0,30 ukazuje na nisku razinu povezanosti, između 0,30 - 0,70 označava umjerenu razinu povezanosti, a veći od 0,70 označava visoku razinu povezanosti. Ovo se tumačenje odnosi i na pozitivne i na negativne aspekte veze (Roscoe, 1969). Za demonstraciju učinka korištena je regresijska analiza. U regresijskoj analizi proveden je medijacijski test (Baron i Kenny, 1986). Dodatno, za procjenu učinkovitosti medijacije, ispitan je značaj neizravnoga učinka korištenjem *process-bootstrapa* (Preacher i Hayes, 2008). Nadalje, kako bi se utvrdilo postoji li multikolinearnost među varijablama u studiji, ispitane su vrijednosti VIF (Allison, 1999.), vrijednosti korelacije (Roscoe, 1969.) i

Durbin Watson za autokorelaciju i toleranciju (Seçer, 2015.), te je utvrđeno da su vrijednosti odgovarajuće. Cronbachovi alfa rezultati bili su sljedeći: LSS .94, PWBS 0.87, ASTP 0.95, što ukazuje da su svi rezultati bili iznad 0.80, što sugerira da je ljestvica vrlo pouzdana (Field, 2009).

Rezultati

Dobiveni rezultati sažeti su u okviru deskriptivne, korelacijske i regresijske analize (Tablica 1).

Tablica 1

Proučavanjem Tablice 1. prosječna ocjena Skale zadovoljstva slobodnim vremenom iznosi 89,51 (\pm 13,30), prosječna ocjena Skale psihološkoga blagostanja 44,76 (\pm 6,80), a prosječna ocjena Skale stava prema učiteljskom pozivu 112,43 (\pm 20,00). Uz to, postoji statistički značajna pozitivna veza između zadovoljstva slobodnim vremenom i stava prema nastavi ($r = 0,385$; $p < 0,01$), između zadovoljstva slobodnim vremenom i psihološkoga blagostanja ($r = 0,596$; $p < 0,01$) te između stava prema nastavi i psihološkoga blagostanja ($r = 0,504$; $p < 0,01$).

Tablica 2

Prema rezultatima regresijske analize uočeno je da psihičko blagostanje (PWB) ima djelomičnu posredničku ulogu u učinku zadovoljstva slobodnim vremenom (LS) na stav prema nastavi (ATT) te je zaključeno da je neizravni učinak značajan ($p < 0,05$).

Veličina efekta

f^2 izvedena iz analize usmjerene na procjenu praktične važnosti varijable psihološkoga blagostanja, koja je u studiji identificirana kao posrednica u odnosu između zadovoljstva slobodnim vremenom i stava prema učiteljskoj profesiji (Cohen, 1998), ukazuje na male ($f^2 = 0,02$) i srednje ($f^2 = 0,15$) učinke na stav prema učiteljskoj profesiji i psihološko blagostanje, odnosno u odnosu na zadovoljstvo u slobodnom vremenu. Uočeno je da psihološko blagostanje ima mali učinak ($f^2 = 0,07$), kako neovisno tako i zajedno s varijablom zadovoljstva slobodnim vremenom, na stavove prema učiteljskoj profesiji.

Rasprava

U ovoj studiji ispitivao se odnose između zadovoljstva učitelja razrednom aktivnošću u slobodno vrijeme, njihovih stavova prema nastavi i psihološkoga blagostanja, s posredničkim učinkom psihološkoga blagostanja na interakciju između zadovoljstva slobodnim vremenom i stava prema nastavi. Utvrđeno je da psihološko blagostanje ima umjerenu razinu u odnosu između zadovoljstva slobodnim vremenom i stavova prema nastavi među učiteljima razredne nastave. Glavni nalaz studije jest da zadovoljstvo učitelja razredne nastave u slobodno vrijeme utječe na njihove stavove prema profesiji, pri čemu psihološko blagostanje ima djelomičnu posredničku ulogu u tom učinku.

Prema rezultatima istraživanja o zadovoljstvu učitelja razredne nastave u slobodno vrijeme može se zaključiti da je zadovoljstvo učitelja razredne nastave visoko. Može se pretpostaviti i da je dostupnost umjetničkih, društvenih, kulturnih, obrazovnih i sportskih aktivnosti u Yunus Emreu, središnjem okrugu Manise gdje je studija provedena, možda pridonijela ovom rezultatu. Pri pregledu literature naišlo se na studije koje podupiru nalaze istraživanja. Erdemli i Yaşartürk (2020) i Güvendi (2023) proveli su istraživanje s nastavnicima tjelesnog odgoja i učiteljima iz različitih grana te su dobili slične rezultate vezane za zadovoljstvo nastavnika slobodnim vremenom.

S obzirom na maksimalnu ocjenu, ocjene stava prema profesiji učitelja razredne nastave također su visoke. Uzimajući u obzir dobnu distribuciju ispitivane skupine, uočeno je da se ova skupina nalazi u fazi „generativnosti nasuprot stagnaciji”, što je faza srednje odrasle dobi prema Eriksonovoj teoriji psihosocijalnoga razvoja (Yüksel, 2011.). Procijenjeno u okviru Eriksonove teorije psihosocijalnoga razvoja, smatra se da učitelji u srednjoj odrasloj dobi, koji su u fazi generativnosti, mogu imati profesionalne ciljeve kao što su odgoj djece, njihovo usmjeravanje, izrada radova i korištenje kreativnosti u nastavi (Yüksel, 2011), što je moglo imati utjecati na povećanje njihovih profesionalnih stavova. Pregledom literature pronađene su studije sličnih nalaza istraživanja. Na primjer, u studiji koju su proveli Köksal i Çiftci (2023) s učiteljima glazbe koji rade u državnim i privatnim školama, primijećeno je da učitelji imaju visoke stavove prema svojoj profesiji. Stavovi učitelja prema profesiji također se smatraju važnim u smislu ljubavi prema djeci. U studiji koju su proveli Akçınar i Tokcan (2023) utvrđeno je da postoji značajan pozitivan odnos između stavova nastavnika tjelesnoga odgoja prema profesiji i njihove ljubavi prema djeci.

Rezultati psihološkoga blagostanja učitelja razredne nastave također su bili na visokoj razini. Deci i Ryan (2008) definiraju psihološko blagostanje kao prosječnu učinkovitost utvrđenu u osobnom i društvenom životu. S obzirom na ove informacije, vjeruje se da visoke razine psihološke dobrobiti među učiteljima razredne nastave mogu proizaći iz njihove učinkovitosti u osobnim i društvenim aspektima u aktivnostima kojima se bave. Studije koje podupiru nalaze istraživanja pronađene su u literaturi. U studiji koju su proveli Ertürk i sur. (2016), utvrđeno je da učitelji imaju visoku razinu psihološkoga blagostanja. Demirhan i İnce (2022) slično su pronašli visoke razine psihološkoga blagostanja među učiteljima u njihovoj studijskoj grupi, koja se sastojala od učitelja osnovnih, srednjih i srednjih škola.

U studiji je utvrđena značajna pozitivna povezanost između zadovoljstva u slobodno vrijeme i psihološke dobrobiti učitelja razredne nastave, što ukazuje da zadovoljstvo u slobodno vrijeme učitelja ima značajan učinak na njihovu psihološku dobrobit. Istraživanja su pokazala da angažman pojedinaca u društvenim, kulturnim, umjetničkim, sportskim, dobrovoljnim i drugim aktivnostima u slobodno vrijeme pozitivno utječe na njihovo samoprihvatanje, autonomiju, osobni razvoj i pozitivne odnose s okolinom (Edwards i sur., 2005). Štoviše, bavljenje slobodnim aktivnostima pozitivno je povezano s društvenosti i ekstraverzijom, dok je negativno povezano s neuroticizmom (Lu i

Hu, 2005.). Richardson i sur. (2005) smatraju tjelesne aktivnosti biopsihosocijalnim pristupom uslugama mentalnoga zdravlja usmjerenim na oporavak. U tom kontekstu, smatra se da je nužnost razmatranja metoda rekreacijske terapije (Tütüncü, 2012) i radne terapije (Demirci, 2017) ključna. U oba ova tipa terapije, slobodne aktivnosti kao što su sport, umjetnost, kultura i društvene aktivnosti koriste se kao značajne terapijske metode vezane uz život pojedinca.

Pregledom relevantne literature pronađene su brojne studije koje podupiru nalaze istraživanja. Na primjer, u studiji Browna i sur. (1991) s odraslim osobama koje žive u Kanadi, pokazan je utjecaj zadovoljstva u slobodnom vremenu na psihičko blagostanje. U drugoj studiji, Moon i Heo (2011) otkrili su značajan učinak zadovoljstva u slobodnom vremenu na psihološko blagostanje i zaključili da to zadovoljstvo ima mentalni i fizički utjecaj na odrasle osobe. Nadalje, Özbudak (2019) je u svojoj studiji diplomskoga rada s odraslima iz različitih dobnih skupina otkrila da instrumentalne pilates vježbe sa i bez glazbe pozitivno utječu na psihološko blagostanje pojedinaca. Slično tome, Keser i Demircioğlu (2023) zaključili su u svojem istraživanju s njegovateljima koji rade u domovima za skrb o djeci u mjerodavnosti Ministarstva obitelji i socijalne politike da su njegovatelji koji su češće sudjelovali u sportskim aktivnostima imali višu razinu psihološke dobrobiti. Çapkan (2023) je u svojoj studiji s osobljem iz različitih dobnih skupina koje rade u lokalnim upravama otkrila da su pojedinci koji su se aktivno bavili različitim aktivnostima tijekom slobodnoga vremena imali više razine interesa za slobodno vrijeme, što je poduprlo njihovu psihološku dobrobit.

U istraživanju je utvrđena značajna pozitivna veza između zadovoljstva slobodnim vremenom i stavova prema učiteljskoj profesiji među učiteljima razredne nastave, što ukazuje da zadovoljstvo učitelja da zadovoljstvo učitelja radom u razredu i slobodnim vremenom značajno utječe na njihove profesionalne stavove. Vjeruje se da učitelji razredne nastave, koji svoje slobodno vrijeme provode baveći se umjetničkim, kulturnim, sportskim i drugim aktivnostima, mogu svojim učenicima prenijeti znanja i iskustva koja su stekli baveći se tim aktivnostima. Prema Gardnerovoj teoriji višestruke inteligencije (Gardner, 2011), učitelji razredne nastave imaju zadatak poučavati sadržaje iz različitih područja kao što su tjelesni odgoj, likovna umjetnost, glazba, matematika, materinski (u ovom slučaju turski) jezik, životne vještine, prirodne znanosti, društvene znanosti, engleski jezik, religijska kutura i moral, a istodobno izvode i sate slobodnih aktivnosti. Smatra se da svoja stručna znanja i iskustva mogu unaprijediti stjecanjem postignuća, znanja i vještina iz različitih nastavnih područja kroz slobodne aktivnosti, te da učitelji razredne nastave s takvim znanjem i iskustvom mogu pokazati pozitivan stav prema svojoj profesiji.

Pregledom literature pronađene su studije koje podupiru nalaze istraživanja. U studiji koju su proveli Kocaer i Yaşartürk (2022) s nastavnicima tjelesnoga odgoja, pronađena je značajna, ali niska razina pozitivnoga odnosa između interesa sudionika za slobodno vrijeme i njihovih stavova prema učiteljskoj profesiji. Cho (2021) je u svojoj studiji pokazao da zadovoljstvo nastavnika slobodnim vremenom pozitivno

utječe na njihovu posvećenost poslu. Međutim, u literaturi se susreće istraživanje koje nije u skladu s nalazima istraživanja. Erdemli (2019) je u svojem istraživanju pokazao da ne postoji značajna povezanost između zadovoljstva provođenjem slobodnoga vremena nastavnika tjelesnoga odgoja i njihovih stavova prema profesiji. Vjeruje se da bi različitost slobodnih aktivnosti u ispitivanoj skupini i regiji u kojoj žive mogla objasniti ovu razliku u rezultatima istraživanja.

U istraživanju je utvrđena značajna pozitivna povezanost između psihološke dobrobiti učitelja razredne nastave i njihovih stavova prema profesiji, što ukazuje da psihološka dobrobit učitelja razredne nastave značajno utječe na njihove stavove prema profesiji. Razine psihološkoga blagostanja učitelja razredne nastave također su važne u smislu manje izloženosti ostracizmu na radnom mjestu (Yakut i Yakut, 2018), veće samoučinkovitosti (Cansoy i sur., 2020) te veće uključenosti u mentalno zdravlje učenika (Sisak i sur., 2014). Također se vjeruje da se omiljenost učitelja i njegova visoka samoučinkovitost na radnom mjestu može povezati s psihološkim blagostanjem i može pokazivati pozitivne stavove prema profesiji. Pregledom literature pronađene su studije koje podupiru nalaze istraživanja. U studiji koju su proveli Robertson i sur. (2012) s 9930 pojedinaca koji rade u 12 različitim organizacija pokazana je važnost psihološke dobrobiti na profesionalne stavove. Smatrajući da stav vodi do ponašanja (Kağıtçibaşı, 2010), Sevin i sur. (2020) u svojem su istraživanju s učiteljima pokazali da psihološko zadovoljstvo, poddimenzija zadovoljstva u slobodnom vremenu, pozitivno utječe na izvedbu. Uslu i Şimşek (2020.) su u svojoj studiji s 324 službenika koji rade u industriji željeza i čelika pokazali da postoji umjereno značajan pozitivan odnos između psihološkoga blagostanja i učinka zaposlenika te da psihološko blagostanje također ima značajan pozitivan učinak na učinkovitost zaposlenika.

U studiji se u okvirima relevantne literature raspravljalo o odnosu između zadovoljstva učitelja razredne nastave i njihovih stavova prema profesiji, o odnosu između njihovoga psihološkog blagostanja i stavova o profesiji te o odnosu između zadovoljstva provođenjem slobodnoga vremena i psihološkoga blagostanja. Utvrđeno je da zadovoljstvo učitelja razredne nastave u slobodno vrijeme utječe na njihov stav prema profesiji, a da psihološko blagostanje ima djelomičnu posredničku ulogu u tom učinku. Profesija učitelja razredne nastave sastoji se od nastavnih sadržaja osmišljenih u skladu s Gardnerovom teorijom višestrukih inteligencija prema različitim područjima inteligencije (turski jezik, matematika, prirodne znanosti, društvene znanosti, glazba, likovna umjetnost, tjelesni odgoj i igra, slobodne aktivnosti, engleski, religijska kultura i moral) (Gardner, 2011). U tom kontekstu, s obzirom na to da stav vodi do ponašanja (Kağıtçibaşı, 2010), predloženo je, a što je potkrijepljeno relevantnim istraživanjem, da učitelji razredne nastave, kako bi iskazivali pozitivne stavove i ponašanja prema svojoj profesiji, trebaju sudjelovati u raznim aktivnostima u slobodno vrijeme i tako povećati razinu svoje psihološke dobrobiti zajedno sa zadovoljstvom koje stječu tim sudjelovanjem.

Dobivena djelomična posrednička uloga psihološke dobrobiti učitelja razredne nastave u odnosu između zadovoljstva slobodnim vremenom i stavova prema profesiji vrijedna

je rasprave u okviru metakognitivnih vještina. Uzimajući u obzir fazu studijske grupe koja je kategorizirana kao faza srednje odrasle dobi „generativnost nasuprot stagnaciji”, prema Eriksonovoj teoriji psihosocijalnoga razvoja (Yüksel, 2011), dostupnost slobodnih aktivnosti u okolišu u kojem žive, kao i sadržaji predmeta temeljeni na mekim vještinama u koje su uključeni kao pripravnici, mogu pobliže pojasniti pretpostavljeni koncept. Za tumačenje dobivenih nalaza moguće je ustvrditi da su učitelji razredne nastave, kada su bili zadovoljni slobodnim aktivnostima, pokazivali pozitivniji stav prema svojoj učiteljskoj profesiji, što treba sve više uzimati u obzir. Međutim, ne treba zaboraviti da je psihološko blagostanje vrlo važno u tom odnosu zadovoljstva i stava. Drugim riječima, za održiv i kontinuiran stav prema učiteljskoj profesiji učitelja razredne nastave možda neće biti dovoljno da ti učitelji, koji su još uvijek u fazi srednje zrelosti svoje profesije, budu zadovoljni slobodnim aktivnostima u koje su uključeni da imaju pozitivan stav prema svojoj profesiji. Psihološko blagostanje nastavnika također ima važno mjesto između njihova zadovoljstva i odnosa prema profesiji. U ovom dijelu rasprave potrebno je uključiti metakognitivne vještine. Zapravo, kada pogledamo četiri glavne komponente dobrobiti nastavnika – kognitivno, fizičko i mentalno, subjektivno i socijalno blagostanje (Viac i Fraser, 2020), koncept psihološke dobrobiti za učitelje mogao bi biti podsjetnik učiteljima razredne nastave da upoznaju sebe kako bi iskazivali kontinuiran i održiv stav prema učiteljskoj profesiji. Metakognitivne vještine također su vrlo važne u osvještavanju samih sebe. Smatra se da će metakognitivne vještine imati vrlo važnu ulogu u prevladavanju mogućega sindroma sagorijevanja koji mogu doživjeti stariji učitelji, posebno oni u naprednijim godinama svoje profesije, a te se vještine mogu strukturirati zajedno sa psihološkim blagostanjem. Doista, kada se u studiji Jugovića, Marušića i Bojića (2025) istraživali dobiveni nalazi zajedno sa samoefikasnošću nastavnika, samoupravljanje i društvena svijest identificirane su kao dvije socijalne i emocionalne kompetencije koje su visoko prediktivne za izgaranje te signaliziraju da se nalazi dobiveni ovim istraživanjem mogu razmatrati u okviru metakognitivnih vještina. Većina takozvanih vještina 21. stoljeća, uključujući kreativnost (Preiss i sur., 2016), kritičko mišljenje (Valeyeva i sur., 2020), komunikacijske vještine (Santoso i Istiqomah, 2021) i rješavanje problema (Liu, 2020), čini se da su u korelaciji s metakognitivnom, koja se definira kao skup kognitivnih vještina za svjesnost i kontrolu. Osim toga, metakognicija ima značajnu ulogu u procesu učenja (Hamzah i sur., 2022). Nadalje, u studiji teza Kiaeija (2014) navodi se da su više razine samoaktualizacije povezane s visokim blagostanjem među studentima. Štoviše, navedeno je da rezultati sugeriraju da široka metakognitivna kompetencija, koja se može poučavati kao skup sposobnosti, potencijalno podupire dobrobit i samoaktualizaciju učenika. Osim navedenga, koncept metakognicije podupire i studija Kuloglua i Orhana (2024) koja naglašava da su studenti spremniji i motiviraniji sudjelovati u svojim studijama kada su sami zaduženi za svoje procese učenja.

Zaključak

Pronađen je značajan pozitivan odnos između zadovoljstva slobodnim vremenom, stavova prema profesiji i psihološke dobrobiti učitelja razredne nastave. Otkriveno je da razina psihološkoga blagostanja ima djelomično posredničku ulogu između zadovoljstva učitelja razrednom aktivnošću i njihovih stavova prema profesiji. U svjetlu ovih nalaza, vjeruje se da će podizanje svijesti o aktivnostima koje povećavaju zadovoljstvo učitelja u slobodnom vremenu i provođenje seminara, tečajeva i radionica o ovoj temi kroz programe stručnoga usavršavanja koje provode organizacije za upravljanje obrazovanjem, pozitivno utjecati na njihov profesionalni razvoj. Dodatno, mjerenje razine zadovoljstva slobodnim vremenom i psihološke dobrobiti učitelja razredne nastave te njihovo praćenje u redovitim intervalima može poslužiti kao pokazatelj njihovih profesionalnih stavova. Osim toga, treba skrenuti pozornost na koncept metakognitivnih vještina. Iako metakognitivne vještine nisu varijabla kojom se izravno bavi ova studija, zapravo, to je implicitni rezultat temeljen na nalazima dobivenim iz varijabli čiji se odnosi ispituju. Drugim riječima, promatrani djelomični medijacijski učinak varijable psihološkoga blagostanja je implicitna varijabla inferirana u mehanizmima koji će aktivirati metakognitivne vještine pojedinca spoznavanjem sebe u smislu kako se može postići kontinuiran i održiv stav prema učiteljskoj profesiji i održavati stanje blagostanja konstantnim.

Praktične implikacije, ograničenja i prijedlozi

Na temelju rezultata varijable psihološkoga blagostanja, koji su korišteni za testiranje djelomičnoga posredničkog učinka varijable u odnosu između stavova učitelja razredne nastave prema profesiji i njihove razine zadovoljstva slobodnim aktivnostima, ovim istraživanjem suptilno se ističe važnost implicitne uporabe metakognitivnih strategija. Koliko je važno da osoba osjeća psihološko blagostanje koje proizlazi iz bavljenja slobodnim aktivnostima postaje jasno kada se testira varijabla zadovoljstva slobodnim vremenom, za koju je utvrđeno da ima utjecaja na stavove prema učiteljskoj profesiji. Metakognitivne strategije učenja koriste ljudi koji posjeduju visok stupanj svijesti o tome tko su, što vole raditi i koje vrste aktivnosti čine da se osjećaju dobro fizički, mentalno i emocionalno, a što je potrebno za održiv i kontinuiran stav za učiteljsku profesiju, kada se djelomično posredovana varijabla testira kao psihološko blagostanje u odnosu sa zadovoljstvom aktivnostima u slobodno vrijeme. Za donositelje odluka, kreatore politika i praktičare koji proučavaju stavove prema učiteljskoj profesiji i znatiželjni su o postupcima zapošljavanja i odabira učitelja, ovo je otkriće vrlo značajno za održiv i kontinuiran stav prema učiteljskoj profesiji. Može se zaključiti da su nalazi istraživanja varijable stavova, koja je implicitna varijabla u procesima koje strukturiraju institucije za izobrazbu nastavnika, vrlo pronicljivi i obećavajući. Ova će studija biti temelj za razvoj aktivnosti i bit će ključna referentna točka za ono što treba poduzeti kako bi se proizveli pozitivni učinci na stavove prema učiteljskoj profesiji, iako bi moglo postojati mnogo drugih prediktora. Osobito u pogledu uklanjanja praznina koje trenutačno postoje u politikama osposobljavanja nastavnika u razvijenim zemljama i zemljama u razvoju.