

ПРИЗВАНИЕ К ПРОФЕССИИ УЧИТЕЛЯ В ОТЗЫВАХ УЧИТЕЛЕЙ ФИЗКУЛЬТУРЫ

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Резюме

Призвание определяется как обладание дарованием к выполнению данного действия в течение большей части своей жизни. Эти действия выполняются прежде всего из-за альтруистических, а не финансовых причин, но и те могут иметь значение. Можно также иметь призвание к работе. Призвание это стремление к определённой деятельности (особенно профессиональной), приносящей внутреннее удовольствие. Оно появляется в человеке довольно рано. В учительском призвании особое место занимает желание контакта и работы с детьми и среди детей. Н. Кузьмина подчёркивает в призвании нужду педагогической деятельности, склонность к такой деятельности и способность к педагогической работе. Педагогическая работа, которую можно считать одной из труднейших, требует не только владения специфическими квалификациями, но и прежде всего психическими чертами. Целью наших исследований является получить мнение учителей на тему их мотивации при выборе профессии. На основе полученных данных можно констатировать, что учителей характеризует положительное отношение к своей работе (считая её своим призванием). Исполняемая работа даёт учителям большое удовольствие и чувство удовлетворения (большой уровень позитивных эмоций наблюдается среди женщин). Радость детей, будучая эффектом хорошо проведённых занятий, является основным элементом убеждающим педагогов в правильности выбора их профессии. Низкий финансовый статус является главной причиной отрицательных испытаний учителей.

Vocation is defined as having a definite gift for performing a given activity for a bigger part of one's life. This activity is performed more for altruistic than financial motives, although the latter may also be important. There can be also a vocation for one's job. According to F. Gonobolin (1953), a vocation is eagerness for a definite activity (mainly a professional activity) bringing inner satisfaction and it reveals

in a person relatively early in his life. According to this author, the teaching vocation can be identified by predilection for working and being with and among children. N. Kuźmina (1967), however, stresses in this vocation the need of educational activity, inclination to such activity and (constructive, organizational, interpersonal, etc.) aptitudes. Efficient practice of the teacher's job, which is one of the most difficult jobs, requires a highly specific qualification or rather a mental characteristic. Most probably many people have this qualification or may have it. Some scientists claim that teaching is not a profession but a vocation; and if a profession than an honourable one, the work beautiful and the effort measured in the category of the highest grades placing the teacher's job high in the hierarchy of services for society. The aim of this research is getting to know teachers' opinions on the motives for choosing this career. In order to depict this issue better the following queries have been put forward:

1. What are the teachers' attitudes to their job?
2. Does this job give them contentedness and satisfaction?
3. Did they choose this job consciously and treat it as their life vocation?
4. What disadvantages do they observe in their profession?

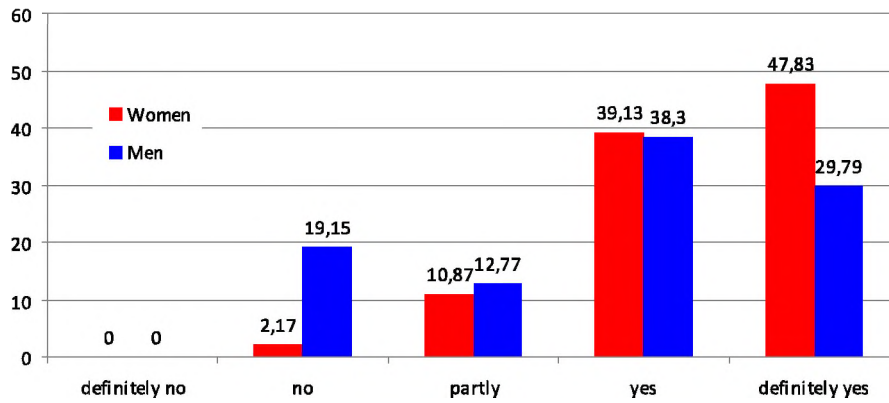
Material and methods

The research work covered a group of 93 physical education teachers (46 women and 47 men). The method of a diagnostic sounding and a questionnaire technique were applied. The questionnaire consisted of two parts. The first part included personal data of the respondent, and the other part contained 21 questions on the respondent's attitude to his/her job and particular values and emotions connected with it. Value 1 meant a definitely negative answer (definitely no), value 2 – negative (no), value 3 – “partly” (between yes and no), value 4 – yes and value 5 – definitely yes. The questionnaire was subjected to sample tests to check the relevancy of the dependent variables considered and intelligibility. The research results are shown in percentage distribution. The difference significance between the dependent and independent variables was calculated using χ^2 test, and statistical significance was determined at $p < 0.05$ level.

Analysis of the research results

Work is one of the essential elements of living in organized society; it provides conditions for survival and self-realization. In order to perform it is necessary to acquire a given profession – that is a set of activities separated within a social division of labour, requiring preparation (qualifications). An acquired profession is a set of activities for performance of which a person was prepared both theoretically and practically; the choice of a profession determines one's place in society, distribution of labour, and in the scale of prestige it defines the assumed systems of values, models of behaviour, influence on aspirations and life ambitions. A teacher who shows a positive attitude to the profession of his/her choice will be professionally involved, his classes will be interesting to students and even encourage to independent inquiries (Jagusz 2009).

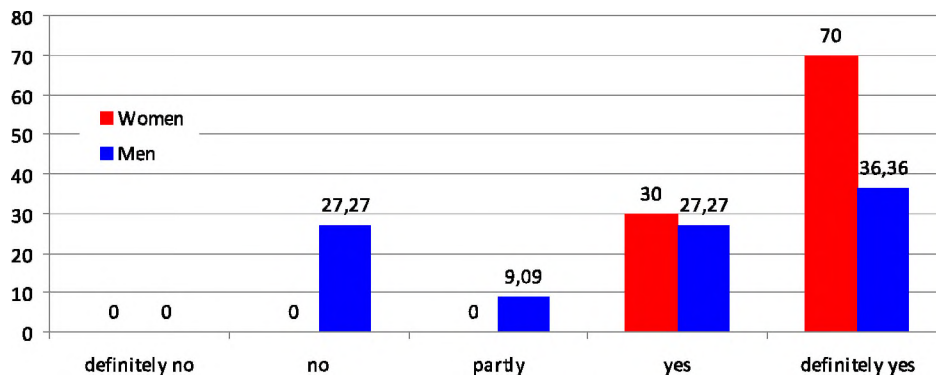
Hence the question how the teachers under study see their profession. The answers provided show that the choice of the profession was fully conscious and most respondents treat it as their life vocation (Fig. 1). In the group of women definitely positive answers (47.8%) prevail, 19% of men stated that work in school is not their vocation but, to a large extent, results from their interest in physical activity and doing this kind of job. Interesting information is provided by the analysis taking into account the employment period. In the group of respondents up to 5 years of employment, an increase of positive answers is observed, especially the percentage of women declaring vocation for this job increases to 70% (Fig. 1a). In the group of men there can be also observed an increase of positive answers (36.3%) testifying that the choice of this profession is perceived as their life mission. The analysis of the results from the next range (5-10 years) proves that with the time of employment this profession begins to be perceived slightly different; the percentage of men showing negative attitude to the issue of their vocation for work in school increases (46.11%); the number of teachers definitely claiming (fifth grade on the scale) that the choice of this career is their vocation and life mission also decreases (Fig. 1b).



$X^2 = 8,26$ $df = 4$ $p > 0,05$

Figure 1 – Profession of a teacher as a life vocation (%).

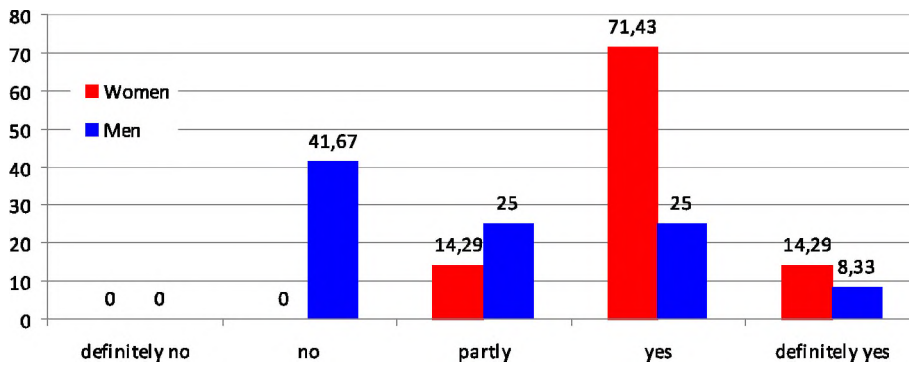
Employment period up to 5 years



$X^2 = 4.80$ $df = 4$ $p > 0,$

Figure 1a – Profession of a teacher as a life vocation (%).

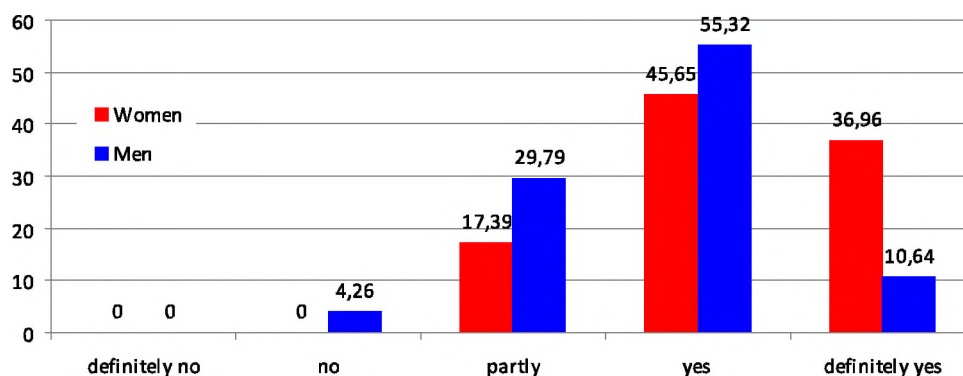
Employment period 5 – 10 years



$X^2 = 5.55$ $df = 4$ $p > 0.05$

Figure 1b – Profession of a teacher as a life vocation (%).

Satisfaction from work is understood as a pleasant emotional condition resulting from perceiving one's work as realizing or providing an opportunity for realizing important values that a given work offers, on condition that these values are concurrent with one's needs. Other definitions define satisfaction from work as an attitude, i.e. a set of beliefs and opinions on the work performer; moreover, they take into account the emotional component accompanying this work and an employee's behavior caused by reaction to circumstances connected with it. The results of the answers provided on the vocation for a teacher's career confirm a high level of emotional involvement. This is confirmed by the analysis of the level of satisfaction. Teachers are happy to educate physically their student, and women reveal a higher level of satisfaction (Fig.2). On a five-point scale, almost 40% of women gave definitely positive answers. 55% of men also reveal a positive attitude to their work, but their level of satisfaction is lower, and the difference is statistically significant.



$$X^2 = 10.71 \quad df = 4 \quad p < 0.05$$

Figure 2 – Satisfaction level from work (%).

Discussion

The profession of a teacher is of a specific character with a big dose of responsibility, much bigger than it is commonly believed, involvement and incommensurable benefits in comparison with the input of work. In recent years thinking about a teacher has changed in a negative way, the Polish school has been through many transformations and difficulties. Nevertheless, many people in this profession chose this career still in their childhood, without irresolution, regardless of the social opinion and financial aspect. Doing research on the choice of the teaching career it is necessary to stress the specificity of this subject, which, apart from educational passion, requires specific qualities, a high level of physical fitness and skills. The results show that the choice of this profession was fully conscious and is perceived by the respondents as their life vocation. The highest level of enthusiasm for work in school is observed in young teachers, who have been in this employment less than 5 years. Definitely positive answers (on a five-point scale) were given by 70% of women and 36.3% of men. However, such approach to this profession changes with time, and in the range of employment period from 5 to 10 years the number of people who are decided to continue this job is significantly lower – 14.3% of women and 8.3% of men. In the research work done by Kwiatkowska work as a social mission is perceived by 11.1% of the teachers under study. Similar results were obtained by Bednarska. Analyzing the reasons for choosing this profession by retired teachers and students she observed a drop in ‘vocation’ from 11.8% to 10.3% at present time and an increase of incidental decisions on choosing this profession from 5.9% in the past to 13.2% nowadays. Retired teachers (25.5%) stressed their will to work with children as one of the incentives while choosing this career, but in the group of students this value was down to 16.2%. Thus it can be assumed that more and more people decide to teach because of other reasons, i.e. to teach a course in line with their interests. The research by Lachewicz and Stryjecka (2003) proves that the decision on choosing the teaching career is often taken still at elementary or secondary school. Authors describe various motives for choosing this career, 80% are based on interests and passion, and 24% on the labour market demand. Analyzing teachers’ emotions resulting from their profession, the highest level of satisfaction (definitely yes) was declared by 36.9% of women under study and 10.6% of men. The lower level of satisfaction (satisfied) accompanies a definitely bigger group of the responding persons (46.5% of women and 55.3% of men). There were no answers suggesting a total lack of satisfaction. The research done by Renata Brzezińska (2008) shows that a very high level of satisfaction with their profession is experienced by 20% of teachers in catholic schools and 10.9% in secular schools. More similar results were obtained by author in the range of the second level (satisfaction) – the figures were 47.3% in catholic schools and 53.6% in secular schools. A total lack of satisfaction revealed very few people – 0.9% in catholic schools and 1.8% in secular schools. The problems observed in the teacher’s job refer to stress experienced at work. The research by Kuśnierz (2009) proves that a general level of stress among physical education teachers is high. The key stressors are: low salaries and prestige of this profession, lack of sports facilities, improper attitude of school directors to teachers, bad organization of work at school, treating physical education as a less important subject than the other subjects, necessity of taking on additional paid jobs. In the professional group under study, financial aspects elicit the biggest controversy and at the same time negative emotions. Almost 70% of women and 47% of men believed that their salaries do not reflect the work they do (Kuśnierz 2009).

Conclusion

1. The teachers under study show a positive attitude to their work and treat it as their vocation.

2. This work gives teachers a high level of pleasure and satisfaction, a higher level of positive emotions was observed in the group of women

3. Children's joy from the classes that are well-conducted is the main element that strengthens the conviction that the choice of the career was the right one.

4. A low economic status is the main factor eliciting negative emotions in teachers.

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