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“EDUCATIONAL RESEARCH AND SCHOOL PRACTICE”

Motivacija u obrazovanju

IZMEĐU TEORIJE I PRAKSE

KNJIGA REZIMEA

Motivation in Education

BETWEEN THEORY AND PRACTICE

BOOK OF ABSTRACTS

Nataša LALIĆ-VUČETIĆ • Dragana GUNDOGAN • Ana RADANOVIĆ
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www.ipisr.org.rs

Filološki fakultet Ruskog Univerziteta prijateljstva naroda u Moskvi, Rusija

Miklukho-Maklaya 61, 17198, Moskva, Rusija

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Fabrisova 10, 11040 Beograd, Srbija

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Faculty of Philology of the Peoples' Friendship University in Moscow

Miklukho-Maklaya 6, 117198, Moscow, Russia

www.rudn.ru

Institute for Education Quality and Evaluation, Belgrade, Serbia

Fabrisova 10, 11040 Belgrade, Serbia

www.ceo.edu.rs

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PROFESIONALNO SAGOREVANJE I KARANTIN

Nataša Marković*

Centar za socijalni rad, Požega, Srbija

Zorana Matićević

Gimnazija „Patrijarh Pavle“ Beograd, Srbija

Vesna Kostić

OŠ „Jovan Dučić“ Beograd, Srbija

Cilj rada je da se skrene pažnja kreatorima obrazovne politike i društvu u celini na pojavu i razvoj fenomena profesionalnog sagorevanja nastavnika u društvenom kontekstu savremene Srbije – u periodu karantina. Teorijski okvir čini tzv. JDR model, prema kom su izgaranje i posvećenost(motivisanost) suprotni polovi. Sagorevanje uzrokuje smanjivanje i gubitak motivacije. Posao nastavnika je stresan, a procenat sagorevanja je veći u odnosu na druge profesije. Nastavnici u Srbiji žive i rade u posebnoj društvenoj atmosferi u kojoj zajedno sa drugim radnim stanovništvom dele težak opšti položaj. U takvom stanju nastavnici u Srbiji su se susreli sa još jednom poteškoćom – ubrzanom realizacijom nastave na daljinu, tokom vanrednog stanja, za vreme karantina. Ovim istraživanjem pokušali smo da odgovorimo na sledeća pitanja: 1) Da li je u vreme karantina došlo do disbalansa između resursa i zahteva? 2) Da li se mogu uočiti veze između tog disbalansa i sagorevanja? 3) Kako nastavnici rangiraju značaj uzroka i posledica sagorevanja za vreme karantina? Ovo kvalitativno istraživanje je sprovedeno sa dve fokus grupe; po 10 nastavnika gimnazije, odnosno osnovne škole. Izbor je obavljen na dobrovoljnoj bazi uz preduslov da su nastavnici najpre učestvovali u evaluativnom anketiranju „Trenutno stanje u onlajn nastavi u Srbiji i regionu“ Obrazovno kreativnog centra Bor, marta/aprila 2020. godine. Analiza sadržaja je ukazala na porast zahteva u odnosu na resurse, na postojanje veze između te neravnoteže i sagorevanja, kao i na postojanje jedinstvene hijerarhije uzroka i posledica, među kojima su gubitak motivisanosti i pad nivoa radnog angažmana. Zato je jako važno da nakon takvog iskustva, a uoči definisanja obrazovne strategije 2030, kretori i nosioci obrazovne politike imaju na umu ove rezultate, kako bi preduzimali mere obrazovne politike na način kojim se umanjuje mogućnost profesionalnog sagorevanja, jer ono utiče na motivaciju nastavnika a posredno i na motivaciju učenika.

Ključne reči: profesionalno sagorevanje, obrazovna strategija, motivacija, karantin.

* E-mail: natasha.markovic24@gmail.com

PROFESSIONAL BURNOUT AND QUARANTINE

Nataša Marković**

Centre of Social Services, Požega, Serbia

Zorana Matićević

High school „Patrijarh Pavle“ Belgrade, Serbia

Vesna Kostić

Primary school „Jovan Dučić“ Belgrade, Serbia

The aim of this paper is to draw the attention of the creators of educational policy, and society in general, to emergence and development of the phenomenon of professional burnout of teachers in the social context of modern Serbia, during the quarantine period. The theoretical framework is the so-called JD-R (Job Demands-Resources) model, according to which burnout and work engagement (motivation) are at the opposite poles. Burnout causes a decrease and loss of motivation. Teaching is stressful, and the percentage of burnout is higher compared to other professions. Teachers in Serbia live and work in a special social atmosphere in which they share a difficult general position with the rest of the working population. In such a situation, teachers in Serbia encountered another difficulty - the accelerated implementation of distance learning in a state of emergency during quarantine. With this research, we tried to answer the following questions: 1) Was there an imbalance between job demands and resources during quarantine? 2) Is the relation between such imbalance and burnout noticeable? 3) How do teachers rank the significance of causes and consequences of burnout during quarantine? This qualitative research was conducted with two focus groups consisting of 10 high-school teachers in one and 10 primary-school teachers in the other group. The selection was made on a voluntary basis. However, it was recommended that the teachers had first participated in the evaluation survey "Current situation in online teaching in Serbia and the region", conducted by Educational and Creative Centre Bor, in March / April 2020. Content analysis indicated an increase of imbalance between job demands and resources, a link between such imbalance and burnout, and a unique hierarchy of causes and effects, including loss of motivation and declining levels of work engagement. For this reason, it is very important that after such experience, and before defining the 2030 educational strategy, creators of educational policy keep in mind these results so as to take educational policy measures in a manner which shall reduce the possibility of burnout because it affects teacher motivation and, indirectly, student motivation, as well.

Keywords: professional burnout, educational strategy, quarantine, motivation.

* E-mail: natasha.markovic24@gmail.com

KNJIGA REZIMEA

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