

Teachers' Views on the Development of Personal Competences and Pupil Competences: Croatian Experiences¹

Petra Pejić Papak, PhD

Lidija Vujičić, PhD

Assistant professor

Faculty of Teacher Education, University of Rijeka
Sveučilišna avenija 6, 51 000 Rijeka
Croatia

Jasna Arrigoni

Assistant

Faculty of Teacher Education, University of Rijeka
Sveučilišna avenija 6, 51 000 Rijeka
Croatia

Abstract

The importance of class activities within the education process is grounded in the professional and competence-based work of the teacher. A competence encompasses skills, knowledge, abilities and professional qualifications. The research conducted examined the views of 258 primary education teachers on the importance of possessing personal competences as an important determinant for the organisation and execution of class activities, and on the influence of class activities on the development of pupil competences. In accordance with the expected learning outcomes defined by the National Curriculum Framework for General Compulsory Education in Primary School of the Republic of Croatia, twelve competencies were selected. The teachers evaluated the degree of importance of these competences for the development of pupils through class activities. The results of the research concluded that more attention within curricula ought to be given to cultural values and the development of computer literacy in pupils.

Keywords: class activities, professional teacher competences, pupil competences

1. Introductory Thoughts on the Responsibility of the Teacher in Working with Pupils

The reasons for the selection of a research problem from the area of the development of teachers' personal competences and the development of pupil competences lie in the currency of the problem of the quality of education and teaching in the modern age. As teaching shifts towards a polyfactorial approach to creating lessons, thus also bringing changes to teaching strategies and action, the teacher and his pupils are increasingly acknowledged as the source of the quality of educational work. In order to develop an integral approach to the pupils' development that stimulates deriving pleasure from learning, it is necessary to raise the consciousness of teachers to a higher level and abolish old patterns of thought, behaviours and action, thus also abolishing the vicious circle of a content-focused approach to teaching.

Aside from social influences, the key person within the education process is the teacher himself. The teacher is a person whose sum of personal and professional qualities is directly projected upon the pupils – all the more so because pupils between the first and fourth grade of primary school find themselves in the phase of forming their own views. "Pupils spend the most sensitive years of their lives in school – those years when many personal traits, elements of personal identity and elements of relationships with others are formed" (Miljević-Ridečki, et al., 2000, pp. 54). Between the ages of 6 and 11, pupils follow the model set by their teacher when it comes to behaviour and thought, and do so with full confidence. As the teacher is the direct regulator of all relationships within the classroom, the teacher's personal traits are of essential importance.

¹ "This work has been supported in part by the University of Rijeka under the project number [13.10.2.2.01]."

After preschool education, the role of the junior grades of primary school is to build upon the bedrock of the total richness of the pupils' being –from imparting the value of education, lifelong learning and learning in every situation to cultivating the quality of everyday life in general. The teacher's competences are projected upon the sum of his pupils' competences. In light of everything mentioned, it must be stressed that it is of key importance for the teacher to possess a positive outlook, as only by creating a positive energy in the classroom can he stimulate positive personal and other traits in his pupils. If this is not the case, these traits are stimulated only formally or are completely absent, which finally results with undesirable or less desirable educational outcomes which then individuals further spread throughout society.

2. Teacher Competences

Teacher competences are the foundation of the education of pupils, which vividly illustrates the complexity of the vocation of teaching. The authors quoted previously also posit the relationships between people at work as an important point, as the pupil's creative productivity is largely dependent on the teacher's actions, working methods and his relationship with his pupils. The pupil-teacher relationship is regulated through the teacher's knowledge, abilities, experiences, views and his consciousness of his responsibility for the educational outcomes of his pupils, as are also up-to-date approaches to planning, preparing, organising, performing and evaluating educational activities with pupils. "Teacher competences do not presuppose a teacher's initial abilities, but the consequences of his professional work, i.e. the changes that occur in the pupil. Only then can it be ascertained how competent a teacher truly is for the job that he is performing" (Cindrić, 2005, pp. 103). A significant part of activities are directly linked with the teacher's professional competences and the results of his professional work. According to Terhart (2001), professional development means much more than simply conducting "quality classes". The teacher should be oriented towards acquiring not only skills, but also views, convictions and understandings (Kalina, Valenčič Zuljan, 2007).

Teacher competences are directly influenced by the manner in which the values and criteria for qualifying future teachers at teacher training colleges are interpreted. Marinković (2005) lists the following values and criteria as being of key importance for improving the education of future teachers at teacher training programmes: the communication process, the value and criteria of individualisation, a system of adequate values (intellectual, moral, verbal, professional etc.), the power of personal identity, authority, attaining competences (personal, pedagogical, critical) and responsibility towards oneself and others. Regarding the key competences of teachers, it is stressed that they "should be qualified for working with people – pupils, co-workers and other partners from the field of education – and for working with society on a local, regional, national, European and wider global level" (Vizek Vizović, ed., 2005, pp. 257).

The professional development of the teacher is a continuous sequence of learning focused on the attainment of concrete (targeted) knowledge, and on forming views, opinions and other understandings necessary for performing work. However, the element that elevates the teacher to the level of being "tailor-made" to his pupils is awareness of his own work. For, what good is it to know and determine educational achievements and possess views if an awareness of one's own work, pupils, responsibilities and consequences is missing? Awareness is part of the personal development of the teacher, and the level of his professional work mirrors his personal development. Thus it can be said that the personal development of the teacher is a feature that distinguishes the competence of his professional work.

In practice, teacher competences are manifested in many ways. Only those that stimulate the pupils' love and desire for learning, motivate them go to school eagerly and gladly and make them see the purpose of their education and of applying it to everyday life should be acceptable.

3. Class Activities within the Education Process

The importance of class activities within the education process is grounded in the professional, competitive and strategical work of the teacher. In the modern school, the teacher is given an increasing amount of autonomy, but also the responsibility of creating class activities that will satisfy the needs and interests of the pupils and stimulate positive, acceptable values (virtues). Bašić (2006) recommends open classes focused on the pupils' abilities, needs and interests, on the connection between school and life and on the self-realisation of the individual and forms of teaching involving active participation.

In order to successfully implement class activities as part of the education process, it is necessary to possess a knowledge of didactical principles and act in accordance with them, plan work in accordance with the purpose and aims of the curriculum and, finally, to perform a final evaluation of the degree to which the goals planned have been realised.

Modern educational strategies are grounded in the teacher's work in the classroom, and this is mirrored in the interactive relationship between all the elements of the didactical and methodical field. The elements of the didactical and methodical field are mutually conditioning. The more their relationship is in harmony, the better the quality of the learning process. When the teacher and pupils activate and concretise the other elements of the didactical and methodical field, thus stimulating their interactive relationship, we can speak of strategical educational work. On a horizontal level, there are many diverse and unique teaching strategies, which means that every teacher develops authentic educational situations with his pupils. Thus the many possibilities of combining the elements of the didactical and methodical field illustrate the complexity of the teacher's and pupils' activities in practice, in accordance with the situation first encountered, i.e. the final situation reached after the completion of teaching strategies, i.e. classes (Rončević, 2011).

The efficacy of the implementation of class activities in all phases of the teaching process (preparation, implementation and evaluation) presupposes (Pejić Papak, Vidulin-Orbanić, 2011) a modern (quality) programme and the methods and forms of work realised, but also the application of teaching strategies and techniques based on workshops, projects, group research and individual research. Such activities are complex and usually require significant effort, but they represent a challenge to the pupil.

On the grounds of the research conducted heretofore, many authors point out that creatively structured class activities offer the means for developing set goals and solving problems, while they also stimulate teamwork, persistence and manage emotions and time (Danski, Taylor and Fazio in Larson, Hansen and Moneta, 2006). Participation in class activities during the education process is estimated to have a positive influence on the pupils' psychosocial development (Larson, 2000) and their emotional adjustment (Mahoney, Schweder i Stattin, 2002), which in turn strengthens their self-confidence and self-respect. The beneficial nature of participation is primarily manifested in the fact that, during the implementation of structured class activities, pupils find themselves in a better position to acquaint themselves better with their peers by establishing personal relationships and building mutual trust (Feldman and Matjasko, 2005).

The guidelines for creating future class activities are determined through the final phase, evaluation. The evaluation of educational work is of exceptional importance as it regulates future strategies. Through evaluation, class activities are directed towards new, more efficient solutions, keeping everything that was good in the implementation and replacing the less desirable elements of the execution of classes with better solutions (Rončević, 2011). Evaluation of the process and results of class activities tests the efficacy of teaching work when it comes to the dimension of the pupils' development and transformation.

4. Developing Pupil Competences with the Implementation of Class Activities

The implementation of class activities is in accordance with a competence-based approach to educational work. A competence or a set of competences means that "the individual uses a certain ability or skill to perform a task in a manner that allows an evaluation of his or her level of achievement. Competences can be built upon and developed. This means that a person does not possess competences in an absolute sense but to a certain degree that can be positioned within a continuum of development and developed through practice and education" (Tuning, 2006, pp. 1, in Vizek Vidović, 2009, pp.34). The "certain degree" mentioned becomes recognizable once the teacher becomes aware of the self-censorship in his teaching work and begins to work on eliminating it.

When it comes to the research of teacher competences, the teaching profession possesses an additional importance which it, analogously, shares with other professions when it comes to the professional training of novices and interpersonal relationships. A teacher must be able to competently stimulate the development of his pupils (Lončarić, Pejić Papak, 2009). In fact, every teacher competently stimulates the development of competences in pupils. However, a certain problem becomes evident when it comes to the level of consciousness from which teachers perceive their competitive actions to be just, and thus also justified. As stated by Jurić (2007), the quality of the training of teachers is one of the main factors influencing the level of the pupils' educational achievements.

Thus it is first necessary to define the key competences² that a pupil must attain in order to successfully act in modern society, followed by a need for developing adaptability, skills of a greater complexity and a capacity for lifelong learning. The National Curriculum Framework (2008, pp. 14) stresses that "all teachers must consciously and responsibly develop the key competences³ of their pupils through all school activities". The European and national standards, guidelines and predictions recorded in documents⁴ give a list of the competences that are necessary to the pupil and European citizen of the 21st century (Lončarić, Pejić Papak, 2009). In Croatia, the National Curriculum Framework for General Compulsory Education in Primary School (2008, pp. 14) defines the specific educational goals or the expected educational achievements of the pupils⁵. These pertain to the acquisition of basic competences regarding the following areas of education: language and communication, social sciences and humanities, science and mathematics, technology, physical education, art and practical work and design. In the context of the desirable outcomes of class activities, it is important to mention the predictions and recommendations given by the Commission of the European Communities in a document⁶ encompassing all of the eight competences vital for lifelong learning, and these are: critical thinking, initiative, problem solving, risk assessment, decision making and constructive emotion management.

The teacher is guided by the educational achievements of his pupils and acts creatively in class activities in order to achieve an integral approach to the pupils – among other things, by involving all pupils and stimulating their activity, initiative, social integration...

Based on the aforementioned, this work focuses on teachers' views on the importance of possessing personal competences as an important determinant for the organisation and execution of class activities, and on their opinions about influencing the development of pupil competences through the implementation of class activities. Competences selected for this purpose are:⁷ communication competences, computer competences, an understanding of natural phenomena, scientific thinking, critical thinking (reasoning), problem solving skills, creative skills (creativity), social competences, capabilities for self-organised learning, basic knowledge and a positive view of artistic expression, self-confidence, self-respect and awareness of one's own abilities.

5. Methodology of the Empirical Research

5.1 Goal

Examining the views and opinions of class teachers on the importance they give to personal organisational competences and competences for the execution of class activities in developing pupil competencies.

5.2 Tasks

1. Determining the teachers' views on giving importance to the possession of personal competences as an important determinant for the organisation and execution of class activities.
2. Examining the teachers' views on the influence of the execution of class activities during the education process on the development of pupil competences.

² The key competencies for lifelong learning recommended by the European Parliament and Council (2006) are those necessary to all individuals for their self-determination and development, an active civil life, social integration and employment.

³ In this, competences are defined as an individual's skills, abilities and views.

⁴ Key Competences for Lifelong Learning-A European Reference Framework" and "Improving competences for the 21st Century: An Agenda for European Cooperation on Schools".

⁵ Developing: communication competences, mathematical competences, computer competences, an understanding of natural phenomena, scientific thinking, critical thinking (reasoning), problem solving skills, creative skills (creativity), social competences, capabilities for self-organised learning, basic knowledge and a positive view of artistic expression, basic knowledge and a positive view of Croatian culture and the cultures of other peoples, self-confidence, self-respect and awareness of one's own abilities, awareness of the need for protecting nature and the environment, practical working skills for everyday life, entrepreneurial competences, the ability to make decisions regarding one's own professional development and awareness of one's own health and the health of others.

⁶ "Improving Competences for the 21st Century: An Agenda for European Cooperation on Schools"

⁷ The competences selected are in accordance with the specific educational goals defined or the pupils' expected learning outcomes as defined by the National Curriculum Framework(2008, pp.13-14).

5.3 Examinees

The research, which was conducted in primary schools in the Primorje - Gorski Kotar county of the Republic of Croatia during 2011, encompassed a sample of 258 class teachers (from 1st to 4th grade). As the questionnaire was anonymous the name of the school was not noted, and the length of the work experience of the teachers thus took the role of the independent variable.

The teachers' work experience ranged from one year (the youngest examinee) to 40 years (the oldest examinee). The average length of work experience was 19 years ($M=19,24$), with a deviation of $SD=11,01$. In regard of the length of work experience expressed in school years, the teachers were divided into four groups ($0 < x \leq 10$ - 25,24% teachers, $10 < x \leq 20$ - 29,53% teachers; $20 < x \leq 30$ - 27,88% teachers $30 < x \leq 40$ - 17,32% teachers).

5.4 Research Instruments

For the purpose of this paper the importance was given to 12 items of questionnaire (self respect, self organised learning, social competences, practical working skills, creativity, problem solving things, scientific thinking, critical thinking, view of culture, natural phenomena, computer competences, communication competences) related to developing pupil competences through class activities. The competences selected are in accordance with the specific educational goals or expected educational achievements of the pupils as given by the National Curriculum Framework (2008, pp. 13-14). In this context, the interpretation was focused on two factors obtained through a factor analysis, and were named "Pupil competences – personal values" and "Artistic expression", each containing six items. A descriptive analysis was used to illustrate the importance given to the development of pupil competences through class activities. The values within the items were evaluated according to a Likert scale ranging from 1 to 5 (from a teacher's view that class activities never influence the development of the competences given, to the view that the execution of activities greatly influences the development of the given competences).

Variance analysis was used on 5 items to indicate the evaluation of the importance of teachers' personal competences for the execution of class activities that stimulate pupil competences: self-confidence, self-respect and awareness of one's own abilities, creative skills, communication skills, decision making and social skills. Teachers were additionally divided into four groups in order to ascertain possible differences regarding the length of the work experience (expressed in school years) in relation to their evaluation of five highly rated personal teacher competences.

5.5 Factor Analysis of the Development of Pupil Competences through Activities

As the quality of the education process is also directly connected to the development of pupil competences with the implementation of class activities, a factorial structure of the indicators of pupil competences in connection with the execution of class activities was determined.

The importance given to the development of pupil competences encompassed those particles of the scale named "pupil competences". Descriptive statistical methods were used to determine the key features of the distribution of results on the scale of "pupil competences", and the normality of the distribution was examined with a Kolmogorov-Smirnov test. The reliability of the scale was tested with an examination of the inner consistency, and the Cronbach's alpha coefficient was calculated. The latent structure of the scale was determined with a factor analysis, using the common factor method. After the extraction of the factors, a direct oblimin rotation was performed.

Through a factor analysis of the scale "Pupil competences" using the common factor method and an oblimin rotation, two factors (according to the screen plot diagram) that account for 56 % of the common variance were extracted. In accordance with the Guttman-Kaiser criterion, out of four factors obtained those with a root mean square larger than one were selected.

Six variables accounting for 30% of the total variance are involved in the structuring of the first factor⁸ (Table 1). The first factor has a high level of saturation in the variable of Developing problem solving competencies in pupils, a medium one in the variables of Developing decision making competences in pupils and Training pupils for self-organised learning.

⁸ The negative correlation is a consequence of the negatively focused standardised factorial coefficients saturating Factor (2).

A somewhat lower level of saturation is present in the variables of Developing self-confidence, self-respect and awareness of one's own abilities, and the same applies for the development of practical working skills. The lowest level of saturation is present in the variable of Developing communication competences. In light of the variables indicating the interpersonal and intrapersonal skills developing in pupils, the factor mentioned can be also described as a factor of personal values.

Five variables accounting for 15% of the total variance are involved in the structuring of the second factor (Table 1). The second factor recorded a high level of saturation in the variable of Developing pupil competences pertaining to a basic knowledge and a positive view of artistic expression and the variable of Developing a basic knowledge and a positive view of Croatian culture and the cultures of other peoples. A medium level of saturation was present in the variables of Developing the pupils' creative skills and Developing critical thinking. A low level of saturation was recorded in the Development of social skills. The second factor can be described as an artistic and creative factor, and it was given particular importance as it is would be desirable to give special attention to the pupils' artistic abilities and their creative freedom. The creative process can be viewed to acquire new skills (organisational, planning, time management, etc.), to develop or strengthen particular attitudes (discipline, motivation) that influence personality characteristics. The aforementioned also pertains to works of art that can only be achieved through the artistic process.

6. Results and Discussion

6.1 Teachers' Views on the Importance of Their Own Personal Competences for the Successful Execution of Class Activities

The dimension of the evaluation of one's own personal competences aimed to shed light on the processes through which teachers perceive, understand, evaluate, interpret and present themselves. Competence, which may encompass skills, knowledge, abilities, professional qualifications etc. is of key importance in the teachers' adaptation to the objective needs of modern education.

In addition to the influence of class activities on the development of pupil competences, the teachers' own self-confidence, self-respect and awareness of their abilities proved to be of importance for the creation and execution of class activities. Teachers give particular importance to the following personal competences: self-confidence, self-respect and awareness of one's own abilities, creative skills, communication skills, decision making and social skills.

In order to ascertain whether teachers differ between themselves according to the length of their work experience as expressed in school years (4 groups of examinees) in relation to their evaluation of five highly rated personal teacher competences important for the successful execution of activities (self-confidence, self-respect and awareness of one's own abilities, creative skills, communication skills, decision making and social skills), a variance analysis was performed.

It has been ascertained (Table 3) that the leaders of activities grouped according to their length of work experience expressed in school years significantly statistically differ regarding the importance they give to the execution of class activities ($F(18,1609,9)=1,64; p<0.05$) and that the correlation ratio is eta-squared. A Bonferroni Post Hoc Test was performed.

It can be inferred that, regardless of how long they have been leading activities, all teachers give the utmost importance to self-confidence, self-respect and awareness of one's own abilities for the successful execution of class activities. Awareness of one's own abilities ought to be viewed as part of the wide array of available options for approaching the creation of class activities, meaning that a teacher's versatility is an important quality that stimulates the interactivity of pupils. At the same time all teachers, apart from those with a work experience ranging between 30 and 40 years ($M=3,84, SD=1,06$), give the least importance to decision making. It is precisely those teachers whose work experience spans many years that deem that this competence yields timely decisions important for the creation and execution of class activities. The teachers' opinion on the importance of communication and social skills is almost identical - with the addition that, in giving importance to all personal competences, it was noted that a longer execution of class activities also results in a greater importance given to the personal competences necessary for their execution.

It is interesting to note that teachers with the least experience in the execution of activities, i.e. those with a working experience up to 10 years ($M=4,39,SD=0,61$) give the most importance to creative skills as a significant personal competence. As creativity in the context of artistic abilities is in close connection with problem solving and critical thinking, teachers with a working experience shorter than ten years were certainly more likely to encounter modern working strategies and cooperative forms of learning and teaching during their education and training, which results with importance given to creativity in order for class activities to additionally stimulate the pupils' interest.

6.2 Development of Pupil Competences

Within this work, teachers estimated the intensity of giving importance to the development of pupil competences during the implementation of class activities within the education process based on twelve selected competences. The results of the evaluation of the importance of certain elements of the competences shown (Image 1) give insight into the creation of the image of the development of pupil competences through class activities.

The estimates on the degree of importance of certain competences point towards the conclusion that, if one is to focus those elements of competences with the highest arithmetic mean, then the importance of the development of the following pupil competences has been very highly rated: developing self-confidence, self-respect and awareness of one's own abilities ($M=4,51$), creative skills ($M=4,31$), decision making skills ($M=4,13$), developing communication abilities ($M=4,12$) and social ($M=4,09$) and practical working skills ($M=4,06$). Data on the somewhat less highly rated elements of stimulating critical thinking ($M= 3,85$) and self-organised learning ($M=3,78$) clearly indicate that teachers should give attention to placing pupils in the centre of problem situations in which they will be compelled to think critically, and thus also be guided towards the path of self-organised learning. Artistic expression ($M=3,71$) and developing a basic knowledge and a positive view of Croatian culture and the cultures of other peoples ($M=3,41$) were rated lower still. This clearly indicates that curricula give less attention to fostering culture, which is illustrated with the fact that a small number of lesson periods (one period per week during the school year in all grades of primary school) is planned for content pertaining to art and music. In addition, the scope of the content pertaining to different cultures is not able to build a sufficient awareness of national identity. Least importance is given to the development of computer literacy ($M=2,50$), which is certainly a consequence of the as there are no computers in classrooms.

Taking into consideration those items that were given the greatest importance by a large majority of the examinees (the percentage of the examinees that rated an item with 5-always, which means that a high level of importance is given to the development of pupil competences), the following competences were those that were, in descending order, rated the highest: developing self-confidence, self-respect and awareness of one's own abilities (57% of examinees), developing critical thinking (51% of examinees), developing artistic abilities/creativity (50% of examinees) and the development of practical working skills (41% of examinees).

Based on the response of the teachers, it can be concluded that they deem that no teacher should fail to give great attention to developing his pupils' self-confidence, self-respect and awareness of their own abilities through the execution of class activities, as this is the only item that not a single examinee rated with a level of importance lower than 3 (the teacher never or rarely gives importance to developing a certain pupil competence) and is of exceptional importance for the success of the pupils. It is precisely participation in class activities that stimulates positive relationships, while it is also closely related to building and strengthening a positive self-image. Particular importance should be given to forms of cooperation between pupils through which content is mastered with the help of creative activities that develop practical working skills and stimulate critical thinking.

Research also notes that positive relationships between participation in class activities and levels of general self-confidence and awareness of one's own self-worth have been discovered. Larson (2006) identified an array of positive personal and interpersonal developmental experiences that occur during participation in activities, including opportunities for initiative, improving social capital and exploring one's own identity.

7. Conclusion

The conduction of class activities is in accordance with a competence-based approach to the pupil and teacher in educational work. The teacher acts creatively through class activities and competently stimulates the development of pupil competences, guiding himself by the educational achievements of his pupils.

Teachers' views on the development of pupil competences indicate that importance is given to developing the pupils' self-confidence, self-respect and awareness of their own abilities as a competence of exceptional importance for the pupils' success. In addition to practical working skills, participation in class activities also stimulates creative skills and develops communication and decision making skills.

In addition to the influence of class activities on the development of pupil competences, the teachers' own self-confidence, self-respect and awareness of their own abilities also proved to be of significance for the creation and execution of class activities. A pedagogically competent teacher is expected to put his professional knowledge, skills and abilities in the function of his pedagogical work.

A pedagogically competent teacher is one who is able to use the stimula from his environment and his capabilities and achieve good developmental results. A competent teacher is expected to put his professional knowledge, skills and abilities (Coldron and Smith, 1999) into action as part of his pedagogical work, but also to utilise personal traits such as emotional sensitivity, creativity, a cooperative and ethical nature etc. (Ljubetić et al., 2007, pp. 72) to "be a positive role model for his pupils and thus play the role of an authority figure that pupils will gladly follow".

All the key competences are considered equally important as each of them can contribute to a successful life in our society of knowledge. Many of them intersect and intertwine. It is desirable for elements important in one area to be in an interactive relationship with and boost competences in another. In deliberating the significance of the development of pupil competences through the execution of class activities, it is important for all participants in the education process to be aware of the fact that pupils will, by participating in structured activities within the same process, "...develop their talents and realise their creative potential, which also includes a responsibility for their own lives..." (Delors, 1998, pp. 18).

Factor saturation			
Competences	Factor		h ²
	1	2	
Problem solving skills	,800		,495
Self-confidence	,693		,423
Capabilities for self-organised learning	,623		,325
Self-respect and awareness of one's own abilities	,543		,371
Practical working skills	,434		,216
Communication competences	,304		,218
Basic knowledge and a positive view of artistic expression		-,893	,625
Basic knowledge and a positive view of Croatian culture and the cultures of other peoples		-,779	,611
Creative skills (creativity)		-,578	,373
Critical thinking (reasoning)		-,533	,439
Social competences		-,402	,381

Table 1: Factor Saturation of the Scale "Pupil Competences"

	M	SD	α	Correlations between the subscales	
				1	2
1. Personal values factor	24,61	3,37	0,74	1	-,328
2. Creative factor	19,37	3,95	0,79	-,328	1

Table 2: Descriptive Characteristics and Correlations between the Subscales

effect	Multivariant test of significance					
	values	df	eror df	F	p	η^2
	0,035	6	569,000	2562,238	0,000	0,894
Personal teacher competences	0,839	42	2672,299	2,417	0,000	0,023
Leaders of activities (4)	0,950	18	1609,860	1,642	0,043	0,017
Comp.*Lead.4	0,743	126	3307,155	1,376	0,004	0,054

Table 3: Multivariant test of Significance

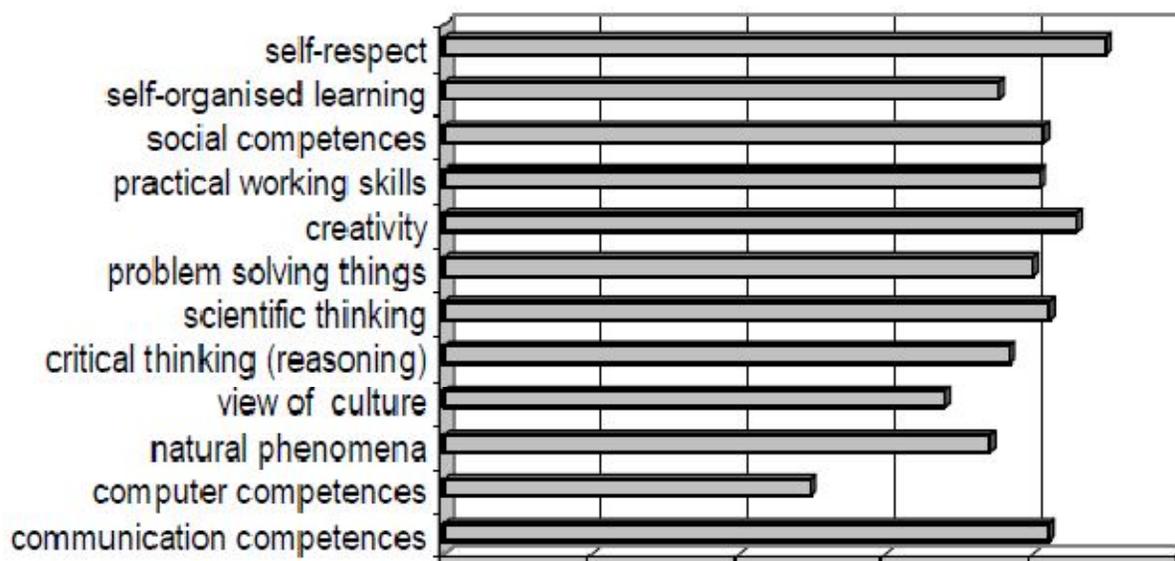


Image 1: Evaluation of the Importance of the Development of Selected pupil Competences

References

- Bašić, S. (2006). Otvorena nastava kao teorijski konstrukt. *Pedagoški istraživanja*, 3(1), 21-32.
- Cindrić, M. (2005). Visokoškolska programsko-organizacijska dihotomija stjecanja učiteljske pedagoške kompetitivnosti. U: Stanje i perspektive obrazovanja nastavnika. Rijeka: Sveučilište u Rijeci, Filozofski fakultet u Rijeci, Odsjek za pedagogiju, 101-110.
- Coldron, J., Smith, R. (1999). Active location in teachers construction of their professional identities. *Journal of Curriculum Studies*, 31(6), 711-726.
- Delors, J. (1998). *Učenje: blago u nama*. Zagreb: Educa.
- Feldman, A. F., Matjasko, F. L. (2005). The Role of School-Based Extracurricular Activities in Adolescent Development: A Comprehensive Review and Future Directions *Review of Educational Research*, Vol. 75, No. 2, 159–210.
- Holland, A., Andre, T. (1987). Participation in extracurricular activities in secondary school: What is known, what needs to be known? *Review of Educational Research*, 57, 447-466.
- Jurić, V. (2007). Kurikulum suvremene škole. In B.S. Previšić, V. (Eds.), *Kurikulum: Teorije, metodologija, sadržaj, struktura* (pp.253-303). Zagreb: Zavod za pedagogiju: Školska knjiga.
- Kalin, J., Valenčič Zuljan, M. (2007). Učitelj - temeljni dejavnik v procesu inoviranja pedagoške prakse. *Sodobna pedagogika*, 58 (2), 162-179.
- Larson, R. (2000). Towards a psychology of positive youth development. *Am. Psychol.* 55: 170–183.
- Larson, R. (2006). *Organized activities as contexts for development*. Mahwah, NY: Lawrence Erlbaum.
- Lončarić, D., Pejić Papak, P. (2009). Profiliranje učiteljskih kompetencija. *Odgojne znanosti* 11(2), 479-495.
- Ljubetić, M., Arbunić, A., Kovačević, S. (2007). Osobine učitelja-studentsko iskustvo. In B.S. Kardum, V. (Eds.), *Zbornik radova Osmi dani Mate Demarina*, Pula: Sveučilište Jurja Dobrile u Puli.
- Mahoney, J. L., Schweder, A. E., & Stattin, H. (2002). Structured afterschool activities as a moderator of depressed mood for adolescents with detached relations to their parents. *Journal of Community Psychology*, 30, 69–86.
- Marinković, R. (2005). Vrijednosti i kriteriji unapređenja obrazovanja nastavnika. Stanje i perspektive obrazovanja nastavnika. Rijeka: Sveučilište u Rijeci, Filozofski fakultet u Rijeci, Odsjek za pedagogiju, 133- 139.
- Miljević-Ridički, R. i dr. (2000). *Učitelji za učitelje: primjeri provedbe načela Aktivne/efikasne škole*. Zagreb: IEP.
- Ministarstvo znanosti, obrazovanja i športa (2008). Nacionalni okvirni kurikulum za predškolski odgoj i opće obvezno obrazovanje u osnovnoj i srednjoj školi [Online] Available: <http://public.mzos.hr/fgs.axd?id=14170N>
- Pejić Papak, P. i Vidulin-Orbanić S. (2011). Stimulating active learning in extracurricular activities through contemporary work strategies. In B.S. Kadum, Vladimir (Eds.) *Suvremene strategije učenja i poučavanja* (pp 227-244). Pula : Sveučilište Jurja Dobrile u Puli.
- Rončević, A. (2011). *Multimediji u nastavi*. Split: Redak
- Terhart, E. (2001). *Metode poučavanja i učenja*. Zagreb: Educa.
- Vizek Vidović, V. (2005). Zajednička evropska načela za sposobnosti i kvalifikacije učitelja (EU komisija). In: Vizek Vidović (Eds.) *Cjeloživotno obrazovanje učitelja i nastavnika: višestruke perspektive* (pp. 254-260). Zagreb: Institut za društvena istraživanja u Zagrebu.
- Vizek Vidović, V. (2009). *Planiranje kurikuluma usmjerenog na kompetencije u obrazovanju učitelja i nastavnika*. Zagreb: Filozofski i Učiteljski fakultet Sveučilišta u Zagrebu.