

# Changes in Job Characteristics and Job Satisfaction of School Psychologists and Pedagogues During the Pandemic

Ivana Miočić<sup>1</sup>, Zrinka Ristić Dedić<sup>2</sup> and Vesna Kovač<sup>1</sup>

<sup>1</sup>University of Rijeka, Faculty of Humanities and Social Sciences

<sup>2</sup>Institute for Social Research in Zagreb

## Abstract

*This paper presents the results of a survey of changes in the job characteristics of professional associates in schools related to supporting pupils, teachers, and parents that followed the organisational adjustment of school processes during the COVID-19 pandemic. The study included 245 pedagogues and psychologists working in Croatian elementary and upper-secondary schools. Differences in perceived changes in the structure and demands of jobs were examined regarding different profiles of professional staff and types of schools in which the professional associates are employed. A four-level hierarchical regression analysis was conducted to explore the contributions of various individual and school factors to professional staff job satisfaction, finding that the quality of collegial support was the only statistically significant predictor. This study provides an empirical basis for understanding changes in the work processes of professionals in schools and contributes to the identification of professionals' specific needs for additional training and support.*

**Key words:** COVID-19 pandemic; education during a pandemic; job satisfaction; professional associates in schools.

## Introduction

International organizations have published reports on the effects of the COVID-19 pandemic on various parts of the education system worldwide (UN, 2020; European Commission/EACEA/Eurydice, 2021; OECD, 2021, etc.). Deficiencies in the applied models of distance learning and teaching have contributed primarily to the creation of educational deficits among pupils (European Commission et al., 2022). Besides

direct access to learning and teaching, a range of other processes and services was not available to pupils in school, such as food and healthcare, psychological and social care, which is particularly important for vulnerable and underrepresented groups of pupils, such as migrants, asylum seekers, pupils from lower socioeconomic status families, and pupils with special needs (Reimers & Schleicher, 2020). Job losses and existential problems that followed the beginning of the pandemic have put many families at risk of poverty and contributed to difficulties in the appropriate participation of families in their children's education, increasing the risk of early school leaving. An increase in domestic violence has been observed, and children have experienced mental health problems (Eurochild, 2020). All of the above has contributed to significant changes in the work and working conditions of educational workers, especially teachers, who were expected to quickly reorganize the process of learning and teaching, as well as face a range of problems that emerged among pupils as a result of their adaptation to the new situation.

It is important to note other stakeholders in schools, primarily professional associates, as pandemic conditions have also affected all other school processes that take place outside of class time (e.g., counselling with pupils and parents, planning and programming educational processes, etc.). For this reason, this paper focuses specifically on professional associates - pedagogues and psychologists - employed in Croatian elementary and upper-secondary schools. The aim of this paper is to present the results of research on changes in the characteristics of the job of professional associates and their job satisfaction during the Covid-19 pandemic.

### ***Changes in the job characteristics and well-being of educational workers***

The crisis caused by the Covid-19 pandemic has resulted in significant changes in the jobs and working conditions of all profiles of educational workers, as reported by foreign authors (e.g., Reimers & Schleicher, 2020; Cachia et al., 2021; Chogyel et al., 2021), as well as domestic authors (e.g., Jokić & Ristić Dedić, 2022; Sorić et al., 2021; Živčić-Bećirević et al., 2021). The OECD report (2021) highlights that in addition to the increase in the number of working hours teachers have spent in direct teaching, the number of hours spent in interaction with pupils and their parents/guardians outside regular teaching hours has also increased. There has also been an increase in the number of hours spent on professional development activities, especially those related to mastering specific (mostly digital) skills necessary for adapting the teaching methods to the new requirements of the learning and teaching process. In addition to changes in the (quantitative) structure of workloads, changes have also been recorded in the way certain professional activities are carried out.

Although there are records indicating a relatively favourable resilience of education workers during the pandemic, it is important to refer to the data related to the observed problems and difficulties. Teachers experienced most difficulties due to concerns

about COVID-19 infection in their workplaces, work fatigue, and feelings of social isolation when working from home (Van der Graaf et al., 2021). At the beginning of the pandemic, specific recommendations were made in most policy documents addressed to educational authorities at various levels to provide necessary support to education workers. The importance of their job satisfaction, well-being, beliefs, and professionalism were particularly emphasized as the key factors that could affect pupil achievement, along with retention in the profession. In addition, evaluations of the effectiveness of strategies applied in different countries aimed at maintaining the functioning of educational systems during pandemics have been conducted, whereas a large percentage of education workers estimated that measures aimed at their well-being were successful (Reimers & Schleicher, 2020). The scope and types of support offered by schools to their staff varied among countries and schools, and the research showed that schools mostly relied on a system of collegial support among staff and support from educational counsellors or school support services.

### ***Job characteristics and job satisfaction of professional associates in Croatia***

Most (pre-pandemic) discussions related to the profession and jobs of professional associates in educational institutions, which may be relevant for monitoring and better understanding of changes that occurred during the pandemic, are focused on topics related to job descriptions and systematization of jobs of certain profiles of professional associates, frequency of performing certain jobs, self-assessment of competence for performing certain jobs, and some aspects of their job satisfaction. Previous research aimed at classifying and determining the structure of the job of professional associates in schools indicates a tendency for these profiles of experts to often not have clearly defined job descriptions in their positions. Recently, activities and projects aimed at developing new occupational standards and qualification standards for teachers and professional associates of pedagogues and psychologists have been intensified (Luketić, 2022; Vican et al., 2022; Kamenov & Sorić, 2023). The most common jobs of pedagogues are generally related to providing advisory work to all participants in the educational process, within and outside the institution (which includes children's parents and external associates), then to direct educational work with children/pupils/wards, as well as collaboration with colleagues (educators, teachers, instructors, caretakers, professional associates, external associates), and parents (Ledić et al. 2013; Pažin-Ilakovac, 2015). The jobs of psychologists in elementary and upper-secondary schools also largely involve working with pupils, primarily conducting psychological assessments, advisory work, and working on prevention and intervention programs, but also working with parents, teachers, and other school staff, as well as research and program development (Croatian Psychological Chamber, 2007).

Previous findings on job satisfaction of various profiles of educational workers, which relate to the period before the pandemic, show relatively high assessment results.

Job satisfaction is most often defined as an individual's positive or negative attitude towards their job and/or work conditions and profession (Hongying, 2007; Weiss, 2002), as a pleasant or unpleasant emotional state of an individual that arises from the evaluation of experiences and needs related to the job (Evans, 1997) as well as a sense of fulfilment and satisfaction that teachers have in their work, operationalized in two dimensions: as job satisfaction and as satisfaction with the work environment (OECD, 2014; Markočić-Dekanić et al. 2020). Job satisfaction and profession are observed as a lifelong process that changes in accordance with personal characteristics and changing job and professional circumstances. Numerous studies indicate that teacher job satisfaction is related to various school characteristics, work conditions, school processes, and pupil characteristics (e.g., Radeka & Sorić, 2006; Gil-Flores, 2017; Hongying, 2007; OECD, 2014).

As one of the main sources of satisfaction, Croatian teachers name communication and working with pupils, as well as the success and progress of pupils in all areas of their development, while the main sources of dissatisfaction are the material conditions and school equipment and the position of the teaching profession in society (Pavin et al., 2005). It has also been shown that teachers who are more satisfied with their colleagues and those who express a higher level of self-efficacy are more satisfied with their jobs. The construct of job satisfaction has been studied in related professions (such as psychologists, pedagogues, and others) and has shown a connection with social support and the experience of meaningfulness of the job (Huebner, 1994; Berg et al., 2013; Matijević, 2020). Kolega and Vlahović Štetić (2018) point out that in countries like Croatia, where the job description of a school psychologist is not clearly defined, they are often left to their own initiative in creating their job role. This situation increases the risk of different expectations regarding the role and responsibilities, primarily from principals. These studies show that school psychologists most enjoy direct work with pupils, i.e., people in general, and another important aspect of their job is the possibility of initiating positive changes. It is interesting to see how the main sources of dissatisfaction stem from poor interpersonal relationships, mostly with colleagues (39 %) and school leadership (26 %).

## **Aim and research questions**

It can be assumed that the Covid-19 pandemic has significantly changed the dynamics of educational work compared to pre-pandemic times and has contributed to increased demands on the work of school support staff. It is expected that the perception of changes in job demands and job satisfaction may differ among professional associates employed in elementary and upper-secondary schools. Firstly, elementary and upper-secondary schools differed in terms of the dominant forms of teaching during the pandemic. Elementary school pupils, particularly in lower grades, participated in on-site classes whenever possible while adhering to epidemiological measures. Various teaching models were applied more flexibly in upper-secondary schools, and due to the higher level of pupils' digital competencies, teaching could more frequently be

conducted via information and communication technologies. Secondly, the results of recent studies in the national context indicate some observed differences in the experiences of educational workers in elementary and upper-secondary schools during the pandemic and compared to the pre-pandemic period (Jokić & Ristić Dedić, 2022; Rončević Zubković et al., 2022).

In this research, the focus is on the most common profiles of professional associates in Croatian elementary and upper-secondary schools: pedagogues and psychologists. Changes in their work structure, as well as differences between these two profiles, are expected in the context of research results that point to the challenges pupils face in adapting to the new pandemic circumstances, learning difficulties, emotional problems, problems related to social isolation, etc. (Ristić Dedić & Jokić, 2021; Jokić & Ristić Dedić, 2022).

Following the above, a study was conducted with the aim of gaining insight into the changes in the job characteristics of professional associates and their job satisfaction during the Covid-19 pandemic. The following research questions were posed:

- 1 Do psychologists and pedagogues in elementary and upper-secondary schools differ in their assessments of job demands during the pandemic?
- 2 Do psychologists and pedagogues in elementary and upper-secondary schools differ in their assessments of changes in the frequency of activities with pupils, teachers, and parents during the pandemic compared to the pre-pandemic period?
- 3 What predicts their job satisfaction during the pandemic?

## **Methodology**

### ***Participants***

The research presented in this paper is part of a large national study monitoring the effects of the Covid-19 pandemic and earthquakes on the education system of the Republic of Croatia. The study was conducted in 160 schools, using a stratified random sample of 80 elementary and 80 upper-secondary schools. Strata were determined based on the location of the school and the type of school (grammar, vocational and mixed).

A total of 417 professional associates from 77 elementary and 80 upper-secondary schools responded to the online questionnaire. For the purposes of this study, only the responses of pedagogues and psychologists as the two most frequent groups of professional associates were analysed. This sample included 245 participants, of which 146 were pedagogues (59.6 %) and 99 psychologists (40.4 %). Of the participants, 45.3 % were employed in elementary schools and 54.7 % in upper-secondary schools. Their average number of years of work experience in the education system was 15.3 years. The study included a total of 92.6 % women and 7.4 % men.<sup>1</sup>

---

<sup>1</sup> According to data from the Croatian Bureau of Statistics at the level of primary and secondary schools in the Republic of Croatia (sources: statistical report – Upper Secondary Schools, end of 2020/2021 and beginning of 2021/2022 school year; Basic Schools, end of 2020/2021 school year and beginning of 2021/2022 school year) the majority of professional associates of all profiles (psychologists, pedagogues, social workers and librarians) are women, which is also reflected in the gender structure of the participants of this research.

## Procedure

The research was conducted in May and June 2021 via a questionnaire created on the online platform Alchemer. A link was sent to school email addresses, which was shared with professional associates along with a request to participate in the research.

The average time to complete the questionnaire was 20 minutes. On the first page of the online questionnaire, participants were provided with instructions and given notes on key ethical aspects of conducting the research. The research was conducted with permission from the Ministry of Science and Education and with the positive opinion of the Ethics Committee of the Institute for Social Research in Zagreb, no. 03/2021).

## Measures

For the purposes of the study, a unique questionnaire was developed for all profiles of professional associates in elementary and upper-secondary schools, which differed only in a small number of questions specific to a particular level of education.

The following measures were used in this study:

*The increase in job demands of professional associates during the pandemic* was directly measured by the following question: *To what extent have the demands of the job you perform increased in this school year (2020/21) compared to the period before the Covid-19 pandemic?* Participants were asked to respond on a four-point scale from 1 (not increased) to 4 (increased significantly). *Job demands of professional associates in different modes of teaching during the pandemic* were assessed for three separate periods: a) *when teaching was conducted for all pupils in schools under epidemiological measures*, b) *when teaching was conducted partly in schools and partly remotely*, and c) *when teaching was conducted remotely for all pupils*. Participants were asked to rate their job demands in the current school year during the three periods on a five-point scale from 1 (very low) to 5 (very high).

*Change in the work structure during the pandemic* was measured by assessing changes in the frequency of certain activities with a) pupils (8 items), b) teachers (5 items), and c) parents (3 items). Participants were asked to rate on a five-point scale from 1 (significantly less) to 5 (significantly more) how often during the current school year, compared to the period before the Covid-19 pandemic, they performed certain activities. A principal axis exploratory factor analyses were conducted after the calculation of Bartlett's tests of sphericity (pupils:  $\chi^2 = 637.29$ ;  $p < .01$ ; teachers:  $\chi^2 = 347.24$ ;  $p < .01$ ; parents:  $\chi^2 = 229.79$ ;  $p < .01$ ) and Kaiser-Meyer-Olkin measures (pupils: KMO = .87; teachers: KMO = .82; parents: KMO = .60). Varimax rotations yielded single factor solutions explaining 53.41 % of the variance for activities with pupils, 60.86 % of the variance for activities with teachers and 68.79 % variance for activities with parents. Total scores were calculated as the average scores of all items pertaining to each group (pupils, teachers, parents). Higher scores indicated more frequent activities with pupils/ teachers/ parents in the current school year, compared to the period before the pandemic. The Cronbach  $\alpha$  values (.87, .83 and .76, respectively) indicate a satisfactory level of reliability.

*The quality of collegial support during the pandemic* as a single-item measure was used, where participants answered the question: *How satisfied are you with the quality of support you received from colleagues during this school year as a professional associate?* A 5-point scale was used for answering, from 1 (I am extremely dissatisfied) to 5 (I am extremely satisfied).

For measuring *job satisfaction*, an adapted version of the job satisfaction measure for teachers from the TALIS 2018 survey for teachers (OECD, 2019) was used, which contains 10 statements (examples: I enjoy working at this school. I wonder whether it would have been better to choose another profession). Participants were asked the following question: *How do you generally feel about your job as a professional associate? How much do you agree with the following statements?* A 4-point scale was used to answer from 1 (strongly disagree) to 4 (strongly agree). A factor analysis (using the principal component method with varimax rotation) was conducted to determine the structure of the measures used. Bartlett's test of sphericity ( $\chi^2 = 965.90$ ;  $p < .01$ ) and Kaiser-Meyer-Olkin measure (KMO = .90) showed appropriate values for conducting factor analysis. One statement was removed due to low communality value. The remaining nine statements yielded a one-factor solution that explains 53.67 % of the variance. Cronbach's alpha of .89 indicates good reliability. The total score was calculated as the average of all individual scores. Higher results indicated a higher level of job satisfaction.

The following variables measured at the individual or school level were also used in the analyses:

- 1 The profile of the professional associate (pedagogue, psychologist)
- 2 The educational level of employment (elementary or upper-secondary school)
- 3 The size of the school expressed by the number of enrolled pupils in the school year 2020/21
- 4 The average number of days spent in remote learning mode in the school year 2020/21: an aggregated value at the school level was used, calculated based on the number of days spent in remote learning mode in each 6th-grade class (in elementary) and 2nd-grade class (in upper-secondary school).

## Results

### ***Increase in the job demands of professional associates during the pandemic***

Responses<sup>2</sup> of pedagogues and psychologists regarding the increase in job demands during the Covid-19 pandemic compared to the pre-pandemic period show that the majority consider their job demands to have increased to a considerable extent (50.5 %) or significantly (15.7 %). Only 5.6 % of professional associates state that job demands have not increased.

---

<sup>2</sup> Only professional associates employed in the educational system for longer than one year gave responses to these survey items (N=216).

The professional associates assess that the demands of their jobs during the school year 2020/21 were higher in periods when teaching was partially held in schools and partially remotely ( $M = 3.97, SD = 0.734$ ; 74.8 % of responses were (very) high demands) and in periods when teaching was held in school for all pupils under epidemiological measures ( $M = 3.94, SD = 0.733$ ; 74.5 % of responses were (very) high demands) compared to periods when teaching was held remotely for all pupils ( $M = 3.82, SD = 0.893$ ; 64.5 % of responses were (very) high demands). Testing the statistical significance of differences in estimates of job demands using repeated measures ANOVA confirms the existence of a statistically significant difference in assessments for these three periods [ $F(1.68, 2.012) = 3.94, p = 0.027$ ; partial  $\eta^2 = 0.016$ ].

Table 1 shows descriptive statistics (M and SD) for the measure of increase in the job demands during the pandemic for pedagogues and psychologists working in elementary and upper-secondary schools.

Table 1  
Means and standard deviations of the measure of increase in job demands of professional associates during the pandemic

	Educational level of employment				Profile			
	Elementary		Upper-secondary		Pedagogues		Psychologists	
	M	SD	M	SD	M	SD	M	SD
Estimate of the increase in job demands	2.74	.800	2.79	.764	2.72	.791	2.84	.761

In order to determine whether there were differences in the perceptions of increased job demands between school psychologists and pedagogues in elementary and upper-secondary schools, a 2 x 2 factorial ANOVA was conducted (educational level x the profile of a professional associate). The estimate of increased job demands during the pandemic served as the dependent variable.

The results show that the effect of educational level is not statistically significant [ $F(1, 212) = .23, p = .634$ ; partial  $\eta^2 = .001$ ], nor is the effect of the profile of professional associate [ $F(1, 212) = 1.07, p = .303$ ; partial  $\eta^2 = .005$ ]. In addition, the interaction effect of these two variables is also not statistically significant [ $F(1, 212) = .50, p = .480$ ; partial  $\eta^2 = .002$ ], indicating that the effect of educational levels is the same (actually zero) for both groups of professional associates.

### **Changes in the frequency of performing various activities**

Descriptive statistics of estimates on changes in the frequency of various activities with pupils, teachers, and parents at the level of the whole sample are presented in Table 2.

The results in Table 2 indicate that professional associates perceived the change in the frequency of activities with pupils, teachers and parents in many domains. Providing socio-emotional support for pupils, supporting them in structuring home learning, and communicating with them are more frequent activities during the pandemic than in the pre-pandemic period. Most activities with teachers and parents were also conducted more frequently during the pandemic. Supporting gifted pupils and



conducting meetings or workshops were the only activities decreasing or remaining on the same level during the pandemic.

Table 2

*Responses on the change in frequency of activities with pupils, teachers and parents during the pandemic compared to the pre-pandemic period*

	Sig. less	Less	The same	More	Sig. more
	%	%	%	%	%
<b>Activities with pupils</b>					
Providing socio-emotional support	1.4	8.9	24.9	38	26.8
Communicating with pupils	1.4	23.5	35.7	24.9	14.6
Providing support in structuring their learning at home	2.4	16.7	33.3	34.3	13.3
Providing additional individual support to pupils with developmental difficulties	2	13.3	47.3	25.1	12.3
Providing support in mastering learning content	3.3	21.1	46.9	20.6	8.1
Providing additional individual support to pupils from families of lower SES	1.9	9.5	49	28.6	11
Conducting various meetings or workshops	16	46.5	22.1	9.9	5.6
Providing additional individual support to gifted pupils	12.8	27.8	53.9	3.9	1.7
<b>Activities with teachers</b>					
Communicating with teachers regarding socio-emotional support for pupils	0.0	4.7	23.1	42.5	29.7
Communicating with teachers regarding support for pupils with developmental difficulties	0.0	2.9	31.1	42.2	23.8
Advising on pupil evaluation and grading	0.5	7.2	28	45.4	18.8
Advising on teaching and learning	0.5	9	32.2	44.1	14.2
Communicating with teachers regarding support for gifted pupils	6.8	21.6	55.1	14.2	2.3
<b>Activities with parents</b>					
Initiating communication regarding pupils	1	8.3	37.6	35.1	18
Providing information on helping their child with school obligations	1	11.8	37.7	36.3	13.2
Holding meetings and workshops	23.2	43.3	24.1	5.9	3.4

Means and standard deviations of the factor measures of change in the frequency of activities with pupils, teachers and parents according to the profile of professional associates and the educational level of employment are shown in Table 3.

Table 3

Means and standard deviations of measures of change in the frequency of activities with pupils, teachers and parents

	Educational level of employment				Profile			
	Elementary		Upper-secondary		Pedagogues		Psychologists	
	M	SD	M	SD	M	SD	M	SD
Activities with pupils	3.22	.636	3.11	.748	3.11	.747	3.26	.602
Activities with teachers	3.65	.621	3.60	.693	3.73	.669	3.46	.610
Activities with parents	3.17	.688	3.05	.838	3.11	.770	3.10	.776

In order to determine whether there are differences between psychologists and pedagogues in elementary and upper-secondary schools in their ratings of changes in the frequency of activities with pupils, teachers and parents during the pandemic compared to the pre-pandemic period, a MANOVA was conducted. The dependent variables were three factors representing activities with pupils, teachers and parents, and the independent variables were the educational level and the profile of the professional associates.

The results of the MANOVA indicate a statistically significant effect of the profile of professional associates [ $F(3, 194.00) = 7.83, p < .001$ ; Wilks'  $\Lambda = .89$ , partial  $\eta^2 = .108$ ] on the combined measure of changes in the work structure, while the effect of educational level is not statistically significant [ $F(3, 194.00) = .59, p = .621$ ; Wilks'  $\Lambda = .99$ , partial  $\eta^2 = .009$ ]. The interaction effect of educational level and the profile of professional associates is also not statistically significant [ $F(3, 194.00) = .16, p = .925$ ; Wilks'  $\Lambda = 1.00$ , partial  $\eta^2 = .002$ ]. Individual univariate ANOVAs (with adjusted p-value to  $< .017$ , due to the increased risk of a type I error when making multiple statistical tests), with respect to the profile of professional associates indicate statistically significant differences between pedagogues and psychologists only in the rating of changes in the frequency of activities with teachers [ $F(1) = 3.34, p = .005$ ; partial  $\eta^2 = .039$ ], with higher rating of changes in the frequency of those activities during the pandemic among pedagogues compared to psychologists. There was no statistically significant difference in rating of changes in the frequency of activities with pupils [ $F(1) = 2.39, p = .124$ ; partial  $\eta^2 = .012$ ] and activities with parents [ $F(1) = .00, p = .978$ ; partial  $\eta^2 = .000$ ].

### **Individual and school predictors of job satisfaction during the covid-19 pandemic**

A hierarchical regression analysis was used to examine the individual and school factors that contribute to job satisfaction among professional associates during the pandemic. An analysis was conducted in four steps, with job satisfaction as the criterion. In the first step, the following school variables were entered into the analysis: educational level (with elementary school as the reference value), school size, and the average number of days spent in remote teaching. In the second step, certain general

individual variables were introduced into the analysis: the profile of professional associates (with the reference value being a pedagogue) and the continuous variable of their work experience. In the third step, individual variables related to ratings of changes in aspects of their own work related to the pandemic were added: ratings of changes in the frequency of activities with pupils, teachers and parents. Finally, in the fourth step, the variable of the quality of collegial support in the school year 2020/21 was added to the analysis. Table 4 shows the results of the regression analysis.

Table 4

*Hierarchical regression analysis of job satisfaction during Covid-19 pandemic*

Variable	B	95 % CI for B		SE B	$\beta$	$R^2$	$\Delta R^2$
		LL	UL				
<b>Step 1</b>						.028	
Constant	3.48	3.20	3.75	.14			
Educational level	-.10	-.28	.07	.09	-.10		
School size	-.00	.00	.00	.00	-.03		
Number of days in remote teaching	.00	.00	.01	.00	.20*		
<b>Step 2</b>						.044	.016
Constant	3.41	3.12	3.69	.15			
Educational level	-.11	-.29	.06	.09	-.11		
School size	.00	.00	.00	.00	-.05		
Number of days in remote teaching	.00	.00	.01	.00	.18*		
Profile	.10	-.06	.25	.08	.09		
Years of employment	.01	-.00	.01	.00	.10		
<b>Step 3</b>						.074	.029
Constant	3.21	2.67	3.74	.27			
Educational level	-.12	-.30	.05	.09	-.19		
School size	-.00	.00	.00	.00	-.04		
Number of days in remote teaching	.01	.00	.01	.00	.28*		
Profile	.10	-.06	.26	.08	.10		
Years of employment	.01	-.00	.01	.00	.12		
Activities with pupils	-.07	-.22	.09	.08	-.09		
Activities with teachers	-.04	-.18	.11	.07	-.05		
Activities with parents	.16	.02	.29	.07	.24*		
<b>Step 4</b>						.304	.231
Constant	2.03	1.48	2.58	.28			
Educational level	-.08	-.23	.08	.08	-.07		
School size	-.00	.00	.00	.00	-.03		
Number of days in remote teaching	.00	.00	.01	.00	.13		
Profile	.13	-.01	.27	.07	.12		
Years of employment	.00	-.00	.01	.00	.08		
Activities with pupils	-.05	-.18	.09	.07	-.06		
Activities with teachers	-.06	-.18	.07	.06	-.08		
Activities with parents	.11	-.01	.23	.06	.17		
Quality of collegial support	.35	.26	.44	.05	.49**		

$N = 192$ ; CI = confidence interval; LL = lower limit; UL = upper limit

\*\*  $p < .01$ , \*  $p < .05$

The analysis shows that the variables entered in the first step do not contribute significantly to the regression model [ $F(3, 188) = 1.79, p = .151$ ] and explain only 2.8 % of the variance in job satisfaction. The only statistically significant regression coefficient was obtained for the average number of days spent in remote teaching [ $\beta = .20, p < .05$ ], while school size and educational level were not significant predictors. Since the sign of the regression coefficient for the number of days in remote teaching is positive, it indicates a higher level of job satisfaction with an increase in the average number of days in remote teaching.

Adding the profile of professional associates and their years of employment resulted in a non-significant model again [ $F(5, 186) = 1.72, p = .132$ ], explaining an additional 1.6 % of the variance in job satisfaction. The regression coefficients for years of employment and the profile of professional associates show that these predictors are not statistically significant. In the situation where these variables are added, the average number of days spent in remote teaching remains significant [ $\beta = .18, p < .05$ ].

By introducing variables related to estimates of changes in the frequency of certain activities in pandemic conditions, the regression model is, once again, not statistically significant [ $F(8, 183) = 1.82, p = .076$ ]. The additional contribution of this set of variables above that of the second step is small and explains an additional 2.9 % of the variance in job satisfaction. The regression coefficient for the estimate of changes in the frequency of activities with parents reaches the level of statistical significance [ $\beta = .24, p < .05$ ], but is practically irrelevant due to the non-significance of the regression model. The estimates of changes in the frequency of activities with pupils and teachers are not significant predictors of job satisfaction. The average number of days spent in remote teaching remains a statistically significant predictor [ $\beta = .28, p < .05$ ].

Finally, by adding the variable of the quality of collegial support, an additional 23.1 % of the variance in job satisfaction is explained ( $\Delta R^2 = .23; F(1, 182) = 60.30, p < .001$ ). The overall regression model is statistically significant [ $F(9, 182) = 8.84, p < .001$ ], and all predictors together explain 30.4 % of the variance in job satisfaction. In the overall model, the quality of collegial support is the only statistically significant predictor [ $\beta = .49, p < .05$ ]. Professional associates who assess higher quality of collegial support have a higher level of job satisfaction. Predictors that were significant in the previous step lose their status as statistically significant predictors.

## Discussion and conclusions

The majority of professional associates of the pedagogical and psychological profile (66.3 %) reported that their job demands increased significantly or to a greater extent, especially while classes were held in a hybrid form, i.e., partially in school and partially online. It is worth noting that pedagogues and psychologists perceived the least job demand when classes were held entirely online for all pupils, which is related to the findings of hierarchical regression analysis, which in the first steps shows that the average number of days spent in online classes is a statistically significant predictor

of job satisfaction. The results suggest that the job of professional associates during the pandemic was least demanding when all pupils were at home.

Examining the effects of certain school and individual variables on the job satisfaction of professional associates during the pandemic, it was observed that the quality of collegial support is the only significant factor. Professional associates who rate the quality of collegial support higher, also show a higher level of job satisfaction.

These results are consistent with research conducted prior to the pandemic, which also indicates the connection between job satisfaction and satisfaction with colleagues, as well as the quality of social support (e.g., Pavin et al., 2005; Trepte et al., 2015). Earlier studies have also shown that professional associates who spend more time in direct contact with pupils and other users, and those who see more meaning in their job are more satisfied with their work (Kolega & Vlahović Štetić, 2018; Matijević, 2020). It should be noted that this study did not track changes in all groups of professional associates, but only those related to providing support to three user groups (pupils, teachers, and parents). It can be assumed that these are precisely the jobs that already provide professional satisfaction to professional associates, and during the pandemic, their share in the overall structure of jobs increased. Taking into account the systematization of professional associates' jobs, it is worth remembering that a large scope of the pedagogue's work is related to planning and organizing educational work in schools, current administrative tasks, the development and monitoring of educational documentation, and other tasks (Vican et al., 2022; Staničić and Resman, 2020). It is possible that during the pandemic, the scope and demand for other professional associates' jobs, particularly those related to organizing teaching in schools during distance learning, have changed/reduced.

When it comes to activities with pupils, the results indicate that the pandemic period has significantly contributed to an increase in the activities of professional associates related to providing various forms of support, especially socio-emotional support to pupils, with 64.8 % of professional associates estimating that they engaged in this activity more frequently or significantly more frequently than before the pandemic. As expected, 47.7 % of professional associates estimate that they have provided more frequent or significantly more frequent support to pupils in structuring home learning. Given that the study involved different profiles of professional associates, future research should pay more attention to the specific tasks of each profile of professional associates that were not operationally defined in this study. For example, jobs related to providing additional individual support to pupils from families with lower socioeconomic status or pupils with developmental difficulties can be operationalized through various activities that may vary depending on the severity or causes of problems in specific cases, the intensity of the involvement of the professional associates, the techniques that a certain professional associate must apply in their work, the number of pupils in the school who need such forms of support, as well as the proportion of such engagement in relation to other jobs of professional associates. For example, the jobs

of professional associates related to counselling activities are multidimensional and can cover various activities that were not separately evaluated in this study.

It is worth mentioning the finding related to the assessment of the work of professional associates with gifted pupils, as this is the only group of pupils for whom a lower level of support was noticed compared to the pre-pandemic period. Even 40 % of surveyed professional associates highlight that they have provided less or significantly less additional individual support to gifted pupils during the pandemic. This finding points to the assumption that gifted students should be given more attention in the post-pandemic period so that their exceptional potential is not lost or extinguished because they are not among the pupils at immediate risk of failure, i.e. so that other undesirable consequences do not occur due to the reduced level of support during the pandemic. In this context, it is important to report further on the proportion of different groups of pupils in schools that require special attention from professional associates and how that proportion has changed compared to the period before the pandemic. Given the available indicators at the international level, an increase in the number of pupils who will need additional support due to compromised mental health, the need for socio-emotional support, as well as those who need support in resolving educational deficits, can be expected.

It can be concluded that the higher frequency of providing support to pupils, teachers, and parents by most professional associates (regardless of their profile) did not negatively affect their sense of well-being, as expressed through job satisfaction. It is possible to assume that the professional associates are more resilient to change, although it remains to be verified whether they are generally better equipped to deal with change (providing socio-emotional support and support in learning and teaching) or whether they are already accustomed to a wide range of different tasks. It can also be assumed that the jobs of professional associates during the observed period were not as affected by changes as was the case with direct teaching, which we have learned from previous research.

The research did not examine whether the professional associates felt sufficiently qualified to recognise needs and provide remote support for teachers, pupils and parents. Accordingly, it can be assumed that the results of this research are also an indicator of the need for additional professional training in the application of appropriate techniques and methods of support in various (crisis) situations. It should be mentioned that most of the official recommendations during the pandemic were aimed at principals, teachers, pupils and parents, while the scope of recommendations and preparations for the work of professional associates was significantly smaller. This points to the need for more intensive preparation of all profiles of professionals in the field of education for possible new crises, which both universities and agencies responsible for their continuous professional development must be particularly concerned about.

Finally, several limitations of this research should be emphasised. Although the pedagogues and psychologists do not perform the same tasks in supporting teachers,

pupils, and parents, the data from both groups of professional associates were collected with the same instrument, which limits insight into some of the variables of the specific form of support they provided during the pandemic. It should also be noted that the research was conducted at the end of the school year 2020/21, which means that the participants assessed the changes in job demands and job satisfaction regardless of the regime in which teaching took place in the different schools during the said pandemic year. Despite the limitations, this research can serve as an empirical basis for reflecting on and improving educational practices in the post-pandemic period.

## References

- Berg, M. J., Dutton, E. E. J., & Wrzesniewski, A. (2013). Job crafting and meaningful work. In B. J. Dik, Z. S. Byrne, & M. F. Steger (Eds.), *Purpose and meaning in the workplace* (pp. 81-104). American Psychological Association. <https://doi.org/10.1037/14183-005>
- Cachia, R., Velicu, A., Chaudron, S., Di Gioia, R., & Vuorikari, R. (2021). *Emergency remote schooling during COVID-19*. Publications Office of the European Union. <https://doi.org/10.2760/613798>
- Chogyel, N., Wangdi, N., & Dema, Y. (2021). Evaluating the challenges in online learning during the COVID-19 pandemic in a middle secondary school. *International Journal of Didactical Studies*, 2(2), 101-459. <https://doi.org/10.33902/IJODS.2021269731>
- Croatian Psychological Chamber (2007). *Standardi rada psihologa u osnovnim i srednjim školama* [Standards of work of psychologists in elementary and upper-secondary]. <https://psiholoska-komora.hr/zakon-i-propisi-979/>
- Croatian Bureau of Statistics (2022). *Upper Secondary Schools, End of 2020/2021 and Beginning of 2020/2021 School Year*. Croatian Bureau of Statistics. <https://podaci.dzs.hr/2022/en/29007>
- Croatian Bureau of Statistics (2022). *Basic Schools, End of 2020/2021 School Year and Beginning of 2021/2022 School Year*. Croatian Bureau of Statistics. <https://podaci.dzs.hr/2022/en/29005>
- Eurochild. (2020). *Growing up in lockdown: Europe's children in the age of COVID-19*. 2020 Eurochild Report. <https://eurochild.org/uploads/2020/12/2020-Eurochild-Semester-Report.pdf>
- European Commission/EACEA/Eurydice. (2021). *Teachers in Europe Careers, Development and Well-being: Eurydice Report*. Publications Office of the European Union. <https://doi.org/10.2797/997402>
- European Commission; Directorate-General for Education, Youth, Sport and Culture; Beblavý, M., & Kazlauskaitė, D. (2022). *Policy measures to monitor and mitigate the negative impact of COVID-19 and COVID-19 related policy measures on education*. Publications Office of the European Union. <https://doi.org/10.2766/49698>
- Evans, L. (1997). Understanding teacher morale and job satisfaction. *Teaching and Teacher Education*, 13(8), 831-845. [https://doi.org/10.1016/S0742-051X\(97\)00027-9](https://doi.org/10.1016/S0742-051X(97)00027-9)
- Gil-Flores, J. (2017). The Role of Personal Characteristics and School Characteristics in Explaining Teacher Job Satisfaction. *Revista de Psicodidáctica (English ed.)*, 22(1), 16-22. <https://doi.org/10.1387/RevPsicodidact.15501>

- Hongying, S. (2007). Literature review of teacher job satisfaction. *Chinese Education & Society*, 40(5), 11-16. <https://doi.org/10.2753/CED1061-1932400502>
- Huebner, E. S. (1994). Relationships among demographics, social support, job satisfaction and burnout among school psychologists. *School Psychology International*, 15(2), 181-186. <https://doi.org/10.1177/0143034394152007>
- Jokić, B., & Ristić Dedić, Z. (2022). *Nacionalno praćenje učinaka pandemije bolesti Covid-19 na sustav odgoja i obrazovanja u Republici Hrvatskoj: prvi rezultati* [National monitoring of COVID-19 pandemic effects on Croatian education system: first results]. Institute for Social Research in Zagreb. <https://tinyurl.com/4ahx54p6>
- Kamenov, Ž., & Sorić, I. (2023). Kako smo unutar Hrvatskog kvalifikacijskog okvira izradili prijedlog standarda zanimanja školskih psihologa? [How did we create a proposal for professional standards for school psychologists within the Croatian Qualification Framework?]. In *Knjiga sažetaka 1. Konferencije školskih psihologa - Horizonti snage*. [https://www.hpk-ksp.org/KNJIGA\\_SAZETAKA.pdf](https://www.hpk-ksp.org/KNJIGA_SAZETAKA.pdf)
- Kolega, M., & Vlahović-Štetić, V. (2018). Zadovoljstvo poslom školskih psiholog(inj)a u Hrvatskoj [Job satisfaction of school psychologists in Croatia]. *Napredak: Časopis za interdisciplinarna istraživanja u odgoju i obrazovanju*, 159(1-2), 179-194.
- Ledić, J., Staničić, S., & Turk, M. (2013). *Kompetencije školskog pedagoga* [Competencies of the school pedagogues]. Filozofski fakultet u Rijeci.
- Luketić, D. (Ed.). (2022). *Ogledi o nastavničkoj profesiji* [Review of the teaching profession]. Sveučilište u Zadru.
- Markočić-Dekanić, A., Gregurović, M., & Batur, M. (2020). *TALIS 2018: Učitelji, nastavnici i ravnatelji – cijenjeni stručnjaci. Međunarodno istraživanje učenja i poučavanja* [Teachers and principals - respected experts. International Research on Learning and Teaching]. National Centre for External Evaluation of Education. [https://www.ncvvo.hr/wp-content/uploads/2020/03/TALIS-2018\\_vol2\\_19\\_finn\\_zaWeb.pdf](https://www.ncvvo.hr/wp-content/uploads/2020/03/TALIS-2018_vol2_19_finn_zaWeb.pdf)
- Matijević, K. (2020). Zadovoljstvo poslom, doživljaj smislenosti posla i socijalna podrška kod logopeda u Hrvatskoj [Job satisfaction, job meaningfulness, and social support of speech and language pathologists in Croatia]. *Logopedija*, 10(1), 7-14. <https://doi.org/10.31299/log.10.1.2>
- Ministry of Science and Education (2021). *Modeli i preporuke za rad u uvjetima povezanima s bolesti COVID-19, Pedagoška/školska godina 2021./2022.* [Models and Recommendations for Work in Conditions related to COVID-19 Disease in Pedagogical/School Year 2020/2021]. [https://mzo.gov.hr/UserDocsImages/dokumenti/Modeli%20i%20preporuke%20za%20provedbu%20nastave%20u%202021-2022%20\(1\)\\_31%208.pdf](https://mzo.gov.hr/UserDocsImages/dokumenti/Modeli%20i%20preporuke%20za%20provedbu%20nastave%20u%202021-2022%20(1)_31%208.pdf)
- OECD (2014). *TALIS 2013 Results: An International Perspective on Teaching and Learning*. OECD Publishing. <https://doi.org/10.1787/9789264196261-en>
- OECD (2019). *TALIS 2018 Technical Report*. OECD Publishing. [https://www.oecd.org/education/talis/TALIS\\_2018\\_Technical\\_Report.pdf](https://www.oecd.org/education/talis/TALIS_2018_Technical_Report.pdf)
- OECD (2021). *The State of Global Education: 18 Months into the Pandemic*. OECD Publishing. <https://doi.org/10.1787/1a23bb23-en>
- Pavin, T., Rijavec, M., & Miljević-Riđički, R. (2005). Percepcija kvalitete obrazovanja učitelja i nastavnika i nekih aspekata učiteljske i nastavničke profesije iz perspektive osnovnoškolskih



- učitelja i nastavnika [Perception of the quality of education of teachers and some aspects of the teaching profession from the perspective of primary school teachers and educators]. In V. Vizek Vidović, V. Vlahović-Štetić, T. Pavin, M. Rijavec, R. Miljević-Ridički, & A. Žižak (Eds.), *Cjeloživotno obrazovanje učitelja i nastavnika: višestruke perspektive* (pp. 95-123). Institute for Social Research in Zagreb.
- Pažin-Ilakovac, R. (2015). Od savjetodavnoga rada do pedagoškog savjetovanja u školi [From advisory work to educational counseling in schools]. *Magistra ladertina*, 10(1), 49-63. <https://doi.org/10.15291/magistra.696>
- Radeka, I., & Sorić, I. (2006). Zadovoljstvo poslom i profesionalni status nastavnika [Job satisfaction and professional status of teachers]. *Napredak*, 2, 161-177.
- Reimers, F. M., & Schleicher, A. (Eds.). (2020). *Schooling disrupted, schooling rethought: How the COVID-19 pandemic is changing education* (OECD Education Working Papers, No. 225). OECD Publishing. <https://doi.org/10.1787/218939b8-en>
- Ristić Dedić, Z., & Jokić, B. (2021). Croatian pupils' perspectives on remote teaching and learning during the COVID-19 pandemic. *Društvena istraživanja*, 30(2), 227-247. <https://doi.org/10.5559/di.30.2.03>
- Rončević Zubković, B., Bažon, M., Pahljina Reinić, R., & Kolić Vehovec, S. (2022). Što možemo naučiti iz iskustava nastavnika osnovnih i srednjih škola tijekom provođenja nastave na daljinu? [What Can We Learn from The Experiences of Primary and Secondary School Teachers During Remote Teaching?]. *Knjiga sažetaka 5. Dani obrazovnih znanosti: Kako poticati dobrobit u odgojno-obrazovnom okruženju u izazovnim vremenima?* Institute for Social Research in Zagreb, p. 112.
- Sorić, I., Burić, I., & Penezić, Z. (2021). Osobni i kontekstualni čimbenici emocionalne iscrpljenosti školskih ravnatelja tijekom pandemije COVID-19 [Personal and Contextual Factors of the Emotional Exhaustion of School Principals during the COVID-19 Pandemic]. *Društvena istraživanja*, 30(2), 203-225. <https://doi.org/10.5559/di.30.2.02>
- Staničić, S., & Resman, M. (2020). *Pedagog u vrtiću, školi i domu* [Pedagogue in kindergarten, school and home]. Znanje.
- UN (2020). *Policy brief: Education during COVID-19 and beyond*. [https://www.un.org/sites/un2.un.org/files/sg\\_policy\\_brief\\_covid-19\\_and\\_education\\_august\\_2020.pdf](https://www.un.org/sites/un2.un.org/files/sg_policy_brief_covid-19_and_education_august_2020.pdf)
- Van der Graaf, L., Dunajeva, J., Siarova, H., & Bankauskaite, R. (2021). *Research for CULT Committee – Education and Youth in Post-COVID-19 Europe – Crisis Effects and Policy Recommendations*. Brussels: European Parliament, Policy Department for Structural and Cohesion Policies. <https://doi.org/10.2861/794039>
- Vican, D., Ledić, J., & Radeka, I. (2022). *Odgojno-obrazovni diskurs pedagogije* [Educational discourse of pedagogy]. Sveučilište u Zadru.
- Weiss, M. H. (2002). Deconstructing job satisfaction: Separating evaluations, beliefs and affective experiences. *Human Resource Management Review*, 12(2), 173-194. [https://doi.org/10.1016/S1053-4822\(02\)00045-1](https://doi.org/10.1016/S1053-4822(02)00045-1)
- Živčić-Bećirević, I., Smojver-Ažić, S., Martinac Dorčić, T., & Birovljević, G. (2021). Izvori stresa, depresivnost i akademsko funkcioniranje studenata za vrijeme pandemije COVID-19 [Sources of stress and post-traumatic growth of university teachers during the pandemic]. *Društvena istraživanja*, 30(2), 291-312. <https://doi.org/10.5559/di.30.2.06>

---

**Ivana Miočić**

University of Rijeka  
Faculty of Humanities and Social Sciences  
Sveučilišna avenija 4, 51000 Rijeka, Croatia  
[ivana.miocic@uniri.hr](mailto:ivana.miocic@uniri.hr)

**Zrinka Ristić Dedić**

Institute for Social Research in Zagreb  
Amruševa 11/II, 10000 Zagreb, Croatia  
[zrinka@idi.hr](mailto:zrinka@idi.hr)

**Vesna Kovač**

University of Rijeka  
Faculty of Humanities and Social Sciences  
Sveučilišna avenija 4, 51000 Rijeka, Croatia  
[vesna.kovac@ffri.uniri.hr](mailto:vesna.kovac@ffri.uniri.hr)

# Promjene u obilježjima posla i zadovoljstvo poslom školskih psihologinja i pedagoginja tijekom pandemije bolesti Covid-19

## Sažetak

*U ovom radu prikazuju se rezultati istraživanja o promjenama u obilježjima posla stručnih suradnika u školama koje se odnose na pružanje podrške učenicima, učiteljima i roditeljima, nastalih zbog organizacijske prilagodbe rada škola tijekom pandemije bolesti Covid-19. Istraživanjem je obuhvaćeno 245 pedagoga/inja i psihologa/inja zaposlenih u hrvatskim osnovnim i srednjim školama. Provjerene su razlike u percipiranim promjenama u strukturi i zahtjevnosti poslova s obzirom na različite profile stručnih suradnika i vrstu škola u kojima su stručni suradnici zaposleni. Provedena je hijerarhijska regresijska analiza u četiri koraka kako bi se provjerili doprinosi nekoliko individualnih i školskih čimbenika na zadovoljstvo stručnih suradnika poslom, pri čemu je utvrđeno da se kvaliteta kolegijalne podrške pokazuje kao jedini statistički značajni prediktor. Ovo istraživanje predstavlja empirijsku osnovu za razumijevanje promjena u odvijanju radnih procesa stručnih suradnika u školama te doprinosi prepoznavanju specifičnih potreba stručnih suradnika za dodatnim usavršavanjem i podrškom.*

**Ključne riječi:** obrazovanje tijekom pandemije; pandemija Covid-19; poslovi stručnih suradnika; stručni suradnici u školama; zadovoljstvo poslom.

## Uvod

Međunarodne organizacije objavile su izvješća o učincima pandemije Covid-19 na različite dijelove obrazovnoga sustava diljem svijeta (UN, 2020; European Commission / EACEA / Eurydice, 2021; OECD, 2021; itd.). Nedostaci u primijenjenim modelima učenja i poučavanja na daljinu prvenstveno su pridonijeli stvaranju obrazovnih deficita među učenicima (European Commission i sur., 2022.). Pored direktnoga pristupa učenju i poučavanju, učenicima je bio oduzet pristup nizu drugih inače dostupnih procesa i usluga školi kao što su prehrana te zdravstvena, psihološka i socijalna skrb, što je posebno važno za ranjive i podzastupljene skupine učenika, primjerice migrante,

azilante, učenike iz obitelji slabijeg socioekonomskog statusa i učenike s posebnim potrebama (Reimers i Schleicher, 2020). Gubitak poslova i egzistencijalni problemi koji su uslijedili nakon početka pandemije, doveli su mnoge obitelji u opasnost od siromaštva te doprinijeli stvaranju teškoća u primjerenom participaciji obitelji u obrazovanju svoje djece i povećanju rizika od ranoga napuštanja obrazovanja. Uočen je i rast obiteljskoga nasilja, a kod djece su došli do izražaja i problemi s mentalnim zdravljem (Eurochild, 2020). Sve navedeno doprinijelo je značajnim promjenama u radu i radnim uvjetima odgojno-obrazovnih radnika, osobito učitelja i nastavnika od kojih se očekivala brza reorganizacija procesa učenja i poučavanja, ali i suočavanje s nizom problema koji su se pojavili kod učenika kao posljedica njihove prilagodbe novonastaloj situaciji.

Važno je istaknuti i druge dionike škole, prvenstveno stručne suradnike, budući da su se pandemijske okolnosti odrazile i na sve ostale školske procese koji se odvijaju izvan nastavnoga sata (savjetodavni rad s učenicima i roditeljima, planiranje i programiranje odgojno-obrazovnih procese i dr.). Upravo iz tog razloga, u ovom je radu poseban fokus stavljen na stručne suradnike – *pedagoge i psihologe* – zaposlene u hrvatskim osnovnim i srednjim školama. Cilj je ovog rada prezentirati rezultate istraživanja o promjenama u obilježjima posla stručnih suradnika i njihova zadovoljstva poslom tijekom pandemije bolesti Covid-19.

### ***Promjene u obilježjima posla i osjećaj dobrobiti odgojno-obrazovnih radnika***

Kriza uzrokovana pandemijom bolesti Covid-19 rezultirala je značajnim promjenama poslova i radnih uvjeta svih profila odgojno-obrazovnih radnika o čemu pišu inozemni (Reimers i Schleicher, 2020; Cachia et al., 2021; Chogyel i drugi., 2021), ali i domaći autori (npr. Jokić i Ristić Dedić, 2022; Sorić i sur., 2021; Živčić-Bećirević i sur., 2021). U izvješću OECD-a (2021) ističe se da se osim povećanja broja radnih sati koje su nastavnici proveli u direktnoj nastavi povećao i broj sati provedenih u interakciji s učenicima i njihovim roditeljima/starateljima izvan redovnoga vremena nastave. Povećan je i broj sati provedenih u aktivnostima stručnoga usavršavanja, pogotovo dijela vezanoga uz ovladavanje specifičnim (uglavnom digitalnim) vještinama nužnima za prilagodbu oblika nastave novim zahtjevima procesa učenja i poučavanja. Osim promjena u (kvantitativnoj) strukturi radnoga opterećenja, promjene se bilježe i u načinu realizacije pojedinih profesionalnih djelatnosti.

Iako se bilježe podatci koji upućuju na pretpostavku o razmjerno povoljnoj otpornosti (profesije) odgojno-obrazovnih radnika tijekom pandemije, valja se referirati i na podatke vezane uz uočene probleme i poteškoće. Najviše problema nastavnici osjećaju zbog zabrinutosti vezane uz zarazu Covidom-19 na poslu, umora na poslu i osjećaja društvene izoliranosti prilikom rada kod kuće (Van der Graaf i sur., 2021). U većini *policy* dokumenata objavljenih početkom pandemije donesene su konkretne preporuke upućene prosvjetnim vlastima na različitim razinama s ciljem osiguravanja nužne podrške odgojno-obrazovnim radnicima. Posebno se ističe važnost njihova zadovoljstva

poslom, dobrobiti, uvjerenja i profesionalizma kao ključnih čimbenika koji mogu imati efekte na učenička postignuća, ali i na zadržavanje u profesiji. Pored toga, učinjene su i evaluacije učinkovitosti strategija primijenjenih u različitim državama, usmjerenih na održavanje funkcioniranja obrazovnih sustava tijekom pandemija, pri čemu se spominje podatak da veliki postotak odgojno-obrazovnih radnika procjenjuje da su mjere usmjerene na njihovu dobrobit bile uspješne (Reimers i Schleicher, 2020). Opseg i vrste potpore koje su škole nudile svojim djelatnicima razlikovali su se među zemljama i školama, a istraživanje je pokazalo da su se škole uglavnom oslanjale na sustav kolegijalne podrške među djelatnicima i podršku obrazovnih savjetnika ili školskih službi za podršku.

### ***Obilježja poslova i zadovoljstvo poslom stručnih suradnika u Hrvatskoj***

Većina (pretpandemijskih) rasprava vezanih uz profesiju i poslove stručnih suradnika u odgojno-obrazovnih ustanovama, a koje mogu biti relevantne za praćenje i bolje razumijevanje promjena nastalih tijekom pandemije, usmjerene su na teme vezane uz popise i sistematizaciju poslova određenih profila stručnih suradnika, učestalost obavljanja određenih poslova, samoprocjene osposobljenosti za obavljanje određenih poslova i neke aspekte njihova zadovoljstva poslom. Dosadašnja istraživanja usmjerena na klasifikaciju i određivanje strukture posla stručnih suradnika u školama ukazuju na tendenciju da ovi profili stručnjaka vrlo često nemaju jasno definirani opis poslova na svojim radnim mjestima. U novije vrijeme intenzivirane su aktivnosti i projekti usmjereni na izradu novih standarda zanimanja i standarda kvalifikacije nastavnika i stručnih suradnika pedagoga i psihologa (Luketić, 2022; Vican i sur., 2022; Kamenov i Sorić, 2023). Najučestaliji poslovi pedagoga uglavnom su vezani uz provođenje savjetodavnoga rada sa svim sudionicima odgojno-obrazovnoga procesa, unutar i izvan ustanove (što uključuje i roditelje djece te vanjske suradnike), zatim uz neposredan odgojno-obrazovni rad s djecom/učenicima/štićenicima, kao i suradnju s kolegama (odgojiteljima, učiteljima, nastavnicima, odgajateljima, stručnim suradnicima, vanjskim suradnicima) te roditeljima (Ledić i sur. 2013; Pažin-Ilakovac, 2015). Poslovi psihologa u osnovnim i srednjim školama također u najvećoj mjeri uključuju rad s učenicima, prvenstveno obavljanje psihološke procjene, savjetodavni rad te rad na programima prevencije i intervencije, ali i rad s roditeljima, nastavnicima i drugim školskim osobljem te rad na istraživanjima i razvoju programa (Hrvatska psihološka komora, 2007).

Dosadašnje spoznaje o zadovoljstvu poslom različitih profila odgojno-obrazovnih radnika, koje se odnose na razdoblje prije pandemije, pokazuju razmjerno visoke rezultate procjena. Zadovoljstvo poslom najčešće se definira kao pozitivan ili negativan stav pojedinca o svojem poslu i/ili uvjetima posla i profesije (Hongying, 2007; Weiss, 2002), kao ugodno ili neugodno emocionalno stanje pojedinca koje proizlazi iz procjene iskustava i potreba vezanih uz posao (Evans, 1997) ili kao osjećaj ispunjenja i zadovoljstva koji učitelji imaju u svojem radu, a pritom ga je moguće operacionalizirati

u dvije dimenzije - kao zadovoljstvo profesijom i kao zadovoljstvo radnim okruženjem (OECD, 2014; Markočić-Dekanić i sur. 2020). Pri tom se zadovoljstvo poslom i profesijom promatra kao cjeloživotni proces koji se mijenja u skladu s osobnim karakteristikama i promjenjivim okolnostima posla i profesije. Rezultati brojnih istraživanja ukazuju da je zadovoljstvo poslom učitelja povezano s različitim obilježjima škole, uvjetima rada, školskim procesima i karakteristikama učenika (npr. Radeka i Sorić, 2006; Gil-Flores, 2017; Hongying, 2007; OECD, 2014).

Kao jedan od glavnih izvora zadovoljstva hrvatski učitelji navode komunikaciju i rad s učenicima te uspjeh i napredak učenika u svim područjima njihova razvoja, dok se kao glavni izvori nezadovoljstva navode materijalno stanje i opremljenost škola te položaj učiteljske profesije u društvu (Pavin i sur., 2005). Također se pokazalo da su zadovoljniji poslom oni učitelji koji su zadovoljniji svojim suradnicima te oni koji iskazuju veći stupanj samoeфикаsnosti. Konstrukt zadovoljstva poslom proučavan kod srodnih zanimanja (psiholozi, pedagozi i sl.), pokazuje povezanost sa socijalnom podrškom te doživljajem smislenosti posla (Huebner, 1994; Berg i sur., 2013; Matijević, 2020). Kolega i Vlahović Štetić (2018) ističu da u zemljama poput Hrvatske, koje nemaju jasno definiran opis posla školskoga psihologa, oni su često prepušteni vlastitoj inicijativi u kreiranju svojega radnoga mjesta. To povećava rizik različitih očekivanja od uloge i odgovornosti, prvenstveno od strane ravnatelja. Rezultati tih istraživanja pokazuju da školski psiholozi najviše vole direktan rad s učenicima, tj. ljudima općenito, a drugi važan aspekt posla im je mogućnost pokretanja pozitivnih promjena. Zanimljivo je vidjeti kako glavni izvori nezadovoljstva proizlaze iz loših međuljudskih odnosa, ponajviše s kolegama (39 %) i vodstvom škole (26 %).

## **Cilj i istraživačka pitanja**

Može se pretpostaviti da je pandemija bolesti Covid-19 značajno promijenila dinamiku odgojno-obrazovnoga rada u odnosu na vrijeme prije pandemije te doprinijela povećanju zahtjevnosti poslova stručnih suradnika u školama. Očekivano je da se percepcija promjena u zahtjevnosti poslova te promjena u zadovoljstvu poslom mogu razlikovati kod stručnih suradnika u zaposlenih u osnovnim i u srednjim školama. Prvo, osnovne i srednje škole razlikovale su se s obzirom na dominantne oblike izvođenja nastave za vrijeme pandemije. Učenici osnovnih škola, a ponajviše učenici nižih razreda osnovnih škola, kada god je bilo moguće sudjelovali su na nastavi u školi, uz pridržavanje epidemioloških mjera. U srednjim školama fleksibilnije su se primjenjivali različiti modeli izvođenja nastave, a zbog više razine digitalnih kompetencija učenika, nastava se češće mogla održavati uporabom informacijsko-komunikacijskih tehnologija. Drugo, rezultati recentnih istraživanja u nacionalnom kontekstu upućuju na neke uočene razlike u iskustvima odgojno-obrazovnih radnika osnovnih i srednjih škola za vrijeme pandemije te u usporedbi s predpandemijskim razdobljem (Jokić i Ristić Dedić, 2022; Rončević Zubković i sur., 2022).

Za potrebe ovoga istraživanja fokus je usmjeren na pedagoginje i psihologinje odnosno najzastupljenije profile stručnih suradnica u hrvatskom osnovnim i srednjim

školama. Promjene u obilježjima njihova rada, kao i razlike između ove dva profila, očekivane su u kontekstu rezultata istraživanja koji upućuju na izazove učenika u prilagodbi na novonastale pandemijske okolnosti, probleme u učenju, emocionalne probleme, probleme vezane uz socijalnu izolaciju itd. (Ristić Dedić i Jokić, 2021; Jokić i Ristić Dedić, 2022).

Slijedom navedenoga, provedeno je istraživanje s ciljem stjecanja uvida u promjene u obilježjima posla stručnih suradnica i njihova zadovoljstva poslom tijekom pandemije bolesti Covid-19. Postavljena su sljedeća istraživačka pitanja:

1. Razlikuju li se psihologinje i pedagoginje u osnovnim i srednjim školama u procjenama zahtjevnosti poslova u pandemiji?
2. Razlikuju li se psihologinje i pedagoginje u osnovnim i srednjim školama u procjenama promjena u učestalosti aktivnosti s učenicima, nastavnicima i roditeljima u pandemiji u odnosu na predpandemijsko razdoblje?
3. Što predviđa njihovo zadovoljstvo poslom i školom u vrijeme pandemije?

## Metodologija

### *Sudionici/ice*

Istraživanje prikazano u ovome radu dio je velikoga nacionalnog istraživanja praćenja učinaka pandemije bolesti Covid-19 i potresa na odgojno-obrazovni sustav Republike Hrvatske. Istraživanje je provedeno u 160 škola, na stratificiranom slučajnom uzorku 80 osnovnih i 80 srednjih škola. Stratumi su određeni na temelju lokacije škole i vrste programa (gimnazije, strukovne i mješovite škole).

Na upitnik administriran u mrežnom okružju odazvalo se 417 stručnih suradnika/ica iz 77 osnovnih i 80 srednjih škola. Za potrebe ovoga rada izdvojeni su odgovori stručnih suradnika/ica pedagoginja i psihologinja kao dvije najzastupljenije skupine stručnih suradnika/ica. Taj je uzorak uključivao 245 stručnih suradnika/ica, od čega je 146 pedagoginja (59,6 %), a 99 psihologinja (40,4 %). Od obuhvaćenih sudionika, 45,3 % zaposleno je u osnovnim školama, a 54,7 % u srednjim školama. Prosječan broj godina radnog staža u sustavu odgoja i obrazovanja iznosi 15,3 godine. U istraživanju je sudjelovalo ukupno 92,6 % žena i 7,4 % muškaraca.<sup>1</sup>

### *Postupak*

Istraživanje je provedeno u svibnju i lipnju 2021. godine putem upitnika za stručne suradnike/ice izrađenog u mrežnoj aplikaciji Alchemer. Na adresu elektroničke pošte poslana je poveznica koja je podijeljena stručnim suradnicima/icama uz zamolbu za sudjelovanje u istraživanju. Prosječno vrijeme ispunjavanja upitnika bilo je 20 minuta.

<sup>1</sup> Prema podacima Državnog zavoda za statistiku na razini osnovnih i srednjih škola u RH (izvori: statističko izvješće: *Srednje škole, kraj šk. g. 2020./2021. i početak šk. g. 2021./2022.* Osnovne škole, kraj šk. g. 2020./2021. i početak šk. g. 2021./2022.) većina stručnih suradnika svih profila (psihologa, pedagoga, socijalnih radnika i knjižničara) čine osobe ženskoga spola, a što se također odražava na spolnu strukturu sudionika/ica ovoga istraživanja. Stoga se u nastavku rada većinom koristi termin „*stručne suradnice*“.

Na prvoj stranici mrežnoga upitnika sudionicima/icama je prikazana uputa i dane napomene o ključnim etičkim aspektima provedbe istraživanja. Istraživanje je provedeno uz dozvolu Ministarstva znanosti i obrazovanja te uz pozitivno mišljenje Etičkog povjerenstva Instituta za društvena istraživanja u Zagrebu (br. 03/2021).

## Mjere

Za potrebe istraživanja izrađen je jedinstveni anketni upitnik za sve profile stručnih suradnika/ica u osnovnim i srednjim školama koji su se međusobno razlikovali tek u malom broju pitanja specifičnima za određenu razinu obrazovanja.

U ovome radu korištene su sljedeće mjere:

*Povećanje zahtjevnosti poslova stručnih suradnika/ica u pandemiji* je mjereno izravno pomoću sljedećeg pitanja: *U kojoj se mjeri u ovoj školskoj godini (2020./21.) povećala zahtjevnost poslova koje obavljate u odnosu na razdoblje prije pandemije bolesti Covid-19?* Sudionici/ice su zamoljeni dati svoj odgovor na ljestvici od četiri stupnja: 1 (nije se povećala) do 4 (izrazito se povećala).

*Zahtjevnost poslova stručnih suradnika/ica u pojedinim oblicima nastave tijekom pandemije* procijenjena je u tri razdoblja: a) *kad se nastava za sve učenike održavala pod epidemiološkim mjerama*, b) *kad se nastava dijelom održavala u školi, a dijelom na daljinu* i c) *kad se nastava za sve učenike održavala na daljinu*. Zadatak sudionika/ica bio je procijeniti zahtjevnost posla koji obavljaju u tekućoj školskoj godini u tri navedena razdoblja koristeći ljestvicu od pet stupnjeva od 1 (vrlo niska) do 5 (vrlo visoka).

*Promjena strukture rada u pandemiji* mjerena je pomoću procjena o promjeni u učestalosti određenih aktivnosti s a) učenicima (8 pitanja), b) učiteljima i/ili nastavnicima (5 pitanja) i c) roditeljima (3 pitanja). Sudionici/ice su zamoljeni da procijene na ljestvici od pet stupnjeva od 1 (znatno rjeđe) do 5 (znatno češće) koliko često su tijekom tekuće školske godine, u odnosu na razdoblje prije pandemije bolesti Covid-19 radili određene aktivnosti. Faktorske analize (metodom glavnih komponenata) provedene su nakon izračuna Bartlettov testova sfericiteta (učenici:  $\chi^2 = 637,29$ ;  $p < ,01$ ; učitelji i/ili nastavnici:  $\chi^2 = 347,24$ ;  $p < ,01$ ; roditelji:  $\chi^2 = 229,79$ ;  $p < ,01$ ) i Kaiser-Meyer-Olkin mjera (učenici: KMO = ,87; učitelji i/ili nastavnici: KMO = ,82; roditelji: KMO = ,60). Varimax rotacijama dobiveno je jednofaktorsko rješenje koje objašnjava 53,41 % varijance za aktivnosti s učenicima, 60,86 % varijance za aktivnosti s učiteljima i nastavnicima te 68,79 % varijance za aktivnosti s roditeljima. Ukupni rezultati izračunati su kao prosječne vrijednosti na svim česticama koje se odnose na pojedinu skupinu (učenike, učitelje i/ili nastavnike i roditelje). Viši rezultat označavao je češće aktivnosti s učenicima/ učiteljima/ roditeljima u tekućoj školskoj godini, u odnosu na razdoblje prije pandemije. Vrijednosti Cronbach  $\alpha$  (,87; ,83 odnosno ,76) ukazuju na zadovoljavajuću razinu pouzdanosti.

*Kvaliteta kolegijalne podrške tijekom pandemije* korištena je kao mjera s jednom česticom, na način da su sudionici/ice odgovarali/e na pitanje: *Koliko ste zadovoljni*



kvalitetom podrške Vašem radu kao stručnog suradnika/ice od strane kolega tijekom ove školske godine? Za odgovaranje na ovo pitanje korištena je ljestvica od 5 stupnjeva od 1 (izrazito sam nezadovoljna) do 5 (izrazito sam zadovoljna).

Za mjerenje zadovoljstva poslom korištena je prilagođena inačica mjere zadovoljstva poslom učitelja iz TALIS 2018 ispitivanja za učitelje (OECD, 2019), koja sadrži 10 tvrdnji (primjeri: *Uživam raditi u ovoj školi. Pitam se bi li bilo bolje da sam izabrao/la neko drugo zanimanje.*). Sudionici/ice su trebali odgovoriti na sljedeće pitanje: *Kako se općenito osjećate u vezi svog posla stručnog suradnika/ice? Koliko se slažete sa sljedećim tvrdnjama?*, pri čemu je za odgovaranje korištena ljestvica od 4 stupnjeva od 1 (uopće se ne slažem) do 4 (u potpunosti se slažem). Provedena je faktorska analiza (metodom glavnih komponenata) s varimax rotacijom kako bi se utvrdila struktura korištenih mjera. Bartlettov test sfericiteta ( $\chi^2 = 965,90$ ;  $p < ,01$ ) i Kaiser-Meyer-Olkin mjera (KMO = ,90) pokazali su prikladne vrijednosti za provedbu faktorske analize. Jedna je tvrdnja izbačena zbog niskoga komunaliteta. S preostalih 9 tvrdnji dobiveno je jednofaktorsko rješenje koje objašnjava 53,67 % varijance. Cronbachova  $\alpha = ,89$  ukazuje na dobru razinu pouzdanosti. Ukupni je rezultat izračunat kao prosječna vrijednosti svih individualnih rezultata. Viši rezultat označavao je višu razinu zadovoljstva poslom.

U analizama koje slijede korištene su i pojedine opće varijable izmjerene na individualnoj ili školskoj razini:

1. profil stručne suradnice (pedagoginja, psihologinja)
2. obrazovna razina zaposlenja (osnovna ili srednja škola)
3. veličina škole izražena brojem upisanih učenika u šk. g. 2020./21.
4. prosječan broj dana proveden u nastavi na daljinu u šk. g. 2020./21.: korištena je agregirana vrijednost na razini škole izračunata na temelju broja dana provedenih u nastavi na daljinu u pojedinim razrednim odjelima 6. razreda (OŠ) i 2. razreda (SŠ).

## Rezultati

### ***Povećanje zahtjevnosti posla stručnih suradnica u pandemiji***

Odgovori<sup>2</sup> stručnih suradnica pedagoginja i psihologinja o povećanju zahtjevnosti njihova posla u pandemiji bolesti Covid-19 u odnosu na razdoblje prije pandemije pokazuju da većina smatra da se zahtjevnost njihova posla povećala u priličnoj mjeri (50,5 %) ili izrazito povećala (15,7 %). Tek 5,6 % stručnih suradnica navodi da se zahtjevnost poslova u pandemiji nije povećala.

Stručne suradnice procjenjuju da je zahtjevnost njihovih poslova u šk. g. 2020./21. bila veća u razdobljima kad se nastava dijelom održavala u školi, a dijelom na daljinu ( $M = 3,97$ ,  $SD = ,734$ ; 74,8 % odgovora (*vrlo*)visoka zahtjevnost) i razdobljima kad se održavala za sve učenike u školi pod epidemiološkim mjerama ( $M = 3,94$ ,  $SD = ,733$ ;

<sup>2</sup> Na pitanje su odgovarale stručne suradnice koje su u odgojno-obrazovnom sustavu zaposlene najmanje godinu dana ( $N = 216$ ).

74,5 % odgovora (*vrlo*)visoka zahtjevnost), nego u razdobljima kad se nastava za sve učenike održavala na daljinu ( $M = 3,82$ ,  $SD = ,893$ ; 64,5 % odgovora (*vrlo*)visoka zahtjevnost). Testiranje statističke značajnosti razlika u procjenama zahtjevnosti pomoću ANOVA-e s ponovljenim mjerenjima potvrđuje postojanje statistički značajne razlike u procjenama za ta tri razdoblja [ $F(1,68, 2,012) = 3,94$ ,  $p = ,027$ ; parcijalni  $\eta^2 = ,016$ ].

Tablica 1 pokazuje deskriptivnu statistiku ( $M$  i  $SD$ ) za mjeru povećanja zahtjevnosti posla tijekom pandemije za pedagoge i psihologe koji rade u osnovnim i srednjim školama.

Tablica 1

U cilju utvrđivanja toga razlikuju li se psihologinje i pedagoginje u osnovnim i srednjim školama u procjenama povećanja zahtjevnosti poslova, provedena je složena analiza varijance  $2 \times 2$  (razina obrazovanja \* profil stručnih suradnika/ica). Procjena povećanja zahtjevnosti poslova u pandemiji služila je kao zavisna varijabla.

Rezultati pokazuju da učinak razine obrazovanja nije statistički značajan [ $F(1, 212) = ,23$ ,  $p = ,634$ ; parcijalni  $\eta^2 = ,001$ ], kao ni učinak profila stručnih suradnika/ica [ $F(1, 212) = 1,07$ ,  $p = ,303$ ; parcijalni  $\eta^2 = ,005$ ]. Uz to, interakcijski učinak ove dvije varijable također nije statistički značajan [ $F(1, 212) = ,50$ ,  $p = ,480$ ; parcijalni  $\eta^2 = ,002$ ].

### **Promjene u učestalosti obavljanja različitih poslova**

Deskriptivni statistički pokazatelji procjena o promjenama u učestalosti različitih aktivnosti s učenicima, učiteljima i/ili nastavnicima i roditeljima na razini cijeloga uzorka prikazani su u tablici 2.

Tablica 2

Rezultati u Tablici 2. ukazuju na to da stručni suradnici/ice doživljavaju promjenu u frekvenciji aktivnosti s učenicima, učiteljima i/ili nastavnicima i roditeljima u mnogim područjima. Osiguravanje socioemocionalne podrške, pomaganje u strukturiranju učenja kod kuće i komuniciranje s učenicima su češće aktivnosti tijekom pandemije nego u pred-pandemijskom razdoblju. Većina aktivnosti s učiteljima i/ili nastavnicima te roditeljima također je provođena češće tijekom pandemije. Pružanje podrške darovitim učenicima i održavanje sastanaka ili radionica jedine su aktivnosti čija se učestalost smanjila ili ostala na istoj razini tijekom pandemije.

Aritmetičke sredine i standardne devijacije faktorskih mjera promjena u učestalosti aktivnosti s učenicima, nastavnicima i roditeljima ovisno o profilu stručnoga suradnika i razini obrazovanja prikazane su u Tablici 3.

Tablica 3

U cilju utvrđivanja toga razlikuju li se psihologinje i pedagoginje u osnovnim i srednjim školama u procjenama promjena u učestalosti aktivnosti s učenicima, nastavnicima i roditeljima u pandemiji u odnosu na razdoblje prije pandemije provedena je MANOVA. Zavisne varijable činila su 3 faktora koji predstavljaju aktivnosti s učenicima, učiteljima

i/ili nastavnicima i roditeljima, a nezavisne varijable bile su razina obrazovanja i profil stručnoga suradnika/ice.

Rezultati MANOVA-e ukazuju na postojanje statistički značajnoga učinka profila stručnih suradnika/ica [ $F(3, 194,00) = 7,83, p < ,001$ ; Wilksov  $\Lambda = ,89$ , parcijalni  $\eta^2 = ,108$ ] na kombiniranu mjeru promjene strukture rada, dok učinak razine obrazovanja nije statistički značajan [ $F(3, 194,00) = ,59, p = ,621$ ; Wilksov  $\Lambda = ,99$ , parcijalni  $\eta^2 = ,009$ ]. Interakcijski učinak razine obrazovanja i profila stručnih suradnika/ica također nije statistički značajan [ $F(3, 194,00) = ,16, p = ,925$ ; Wilksov  $\Lambda = 1,00$ , parcijalni  $\eta^2 = ,002$ ]. Pojedinačne univarijatne ANOVA-e (s prilagođenom  $p$  vrijednosti na  $< ,017$  zbog povećanoga rizika od pogreške tipa 1 zbog višestrukih usporedbi) s obzirom na profil stručnih suradnika/ica ukazuju na statistički značajne razlike između pedagoginja i psihologinja jedino u procjenama promjene u učestalosti aktivnosti s učiteljima [ $F(1) = 3,34, p = ,005$ ; parcijalni  $\eta^2 = ,039$ ], u smjeru viših procjena promjene učestalosti tih aktivnosti u pandemiji kod pedagoginja, u odnosu na psihologinje. Nije opažena statistički značajna razlika u procjenama promjena učestalosti aktivnosti s učenicima [ $F(1) = 2,39, p = ,124$ ; parcijalni  $\eta^2 = ,012$ ] i aktivnosti s roditeljima [ $F(1) = ,00, p = ,978$ ; parcijalni  $\eta^2 = ,000$ ].

### ***Individualni i školski prediktori zadovoljstva poslom u vrijeme pandemije bolesti Covid-19***

Za ispitivanje individualnih i školskih čimbenika zadovoljstva stručnih suradnica poslom u vrijeme pandemije korištena je hijerarhijska regresijska analiza. Analiza je provedena u četiri koraka, sa zadovoljstvom poslom kao kriterijskom varijablom. U prvom koraku u analizu su unesene sljedeće školske varijable: obrazovna razina (referentna vrijednost jest osnovna škola), veličina škole te prosječan broj dana provedenih u nastavi na daljinu. U drugom koraku u analizu su uvedene određene opće individualne varijable: profil stručnih suradnika/ica (referentna vrijednost je pedagoginja) te kontinuirana varijabla staža stručnih suradnika/ica. U trećem koraku dodane su individualne varijable koje se odnose na procjene promjene aspekata vlastitoga rada vezane uz pandemiju: procjene promjena učestalosti aktivnosti s učenicima, učiteljima i/ili nastavnicima i roditeljima. Na kraju, u četvrtom koraku u analizu je dodana i varijabla kvalitete kolegijalne podrške u šk. g. 2020./21. U Tablici 4. prikazani su rezultati regresijske analize.

#### Tablica 4

Analiza pokazuje da varijable unesene u prvom koraku, ne doprinose statistički značajno regresijskom modelu [ $F(3, 188) = 1,79, p = ,151$ ] i objašnjavaju tek 2,8 % varijance zadovoljstva poslom. Jedini statistički značajan regresijski koeficijent dobiven je za prosječan broj dana proveden u nastavi na daljinu [ $\beta = ,20, p < ,05$ ], dok veličina škole i obrazovna razina nisu statistički značajni prediktori. Budući da je predznak regresijskoga koeficijenta za broj dana u nastavi na daljinu pozitivan, to indicira višu razinu zadovoljstva poslom s porastom prosječnoga broja dana u nastavi na daljinu.

Dodavanje profila i staža stručnoga suradnika/ice rezultiralo je ponovno modelom koji nije statistički značajan [ $F(5, 186) = 1,72, p = ,132$ ], a objašnjava se daljnjih 1,6 % varijance zadovoljstva poslom. Vrijednosti regresijskih koeficijenata za varijable staž i profil stručnoga suradnika/ice pokazuju da ti prediktori nisu statistički značajni. U situaciji kad su dodane navedene varijable, prosječan broj dana provedenih u nastavi na daljinu zadržava značajnost [ $\beta = ,18, p < ,05$ ].

Uvođenjem varijabli koje se odnose na procjene promjena učestalosti određenih aktivnosti u pandemijskim uvjetima, regresijski model opet nije statistički značajan [ $F(8, 183) = 1,82, p = ,076$ ]. Dodatni doprinos ovome skupu varijabli iznad onoga iz drugog koraka je malen te se objašnjava dodatnih 2,9 % varijance zadovoljstva poslom. Regresijski koeficijent za procjenu promjene učestalosti aktivnosti s roditeljima doseže razinu statističke značajnosti [ $\beta = ,24, p < ,05$ ], ali je praktično nezanimljiv zbog neznačajnosti regresijskoga modela. Procjene promjena u učestalosti aktivnosti s učenicima i s učiteljima ili nastavnicima nisu statistički značajni prediktori zadovoljstva poslom. Prosječan broj dana provedenih u nastavi na daljinu zadržava se kao statistički značajan prediktor [ $\beta = ,28, p < ,05$ ].

Konačno, dodavanjem varijable kvalitete kolegijalne podrške objašnjava se dodatnih 23,1 % varijance zadovoljstva poslom ( $\Delta R^2 = ,23; F(1, 182) = 60,30, p < ,001$ ). Ukupni regresijski model statistički je značajan [ $F(9, 182) = 8,84, p < ,001$ ], a svi prediktori zajedno objašnjavaju 30,4 % varijance zadovoljstva poslom. U ukupnom modelu, kvaliteta kolegijalne podrške pokazuje se kao jedini statistički značajni prediktor [ $\beta = ,49, p < ,05$ ]. Stručne suradnice koje procjenjuju kolegijalnu podršku višom, imaju višu razinu zadovoljstva poslom. Prediktori koji su bili značajni u prethodnom koraku gube status statistički značajnih prediktora.

## Rasprava i zaključak

Većina stručnih suradnica pedagoginja i psihologinja (66,3 %) izvještava da se zahtjevnost njihovih poslova izrazito ili u većoj mjeri uvećala, osobito u razdobljima kad se nastava održavala hibridno, tj. dijelom u školi, a dijelom na daljinu. Ističe se i to da su pedagoginje i psihologinje najmanju zahtjevnost posla percipirale u trenutcima kada se nastava održavala na daljinu za sve učenike što se povezuje i s nalazima hijerarhijske regresijske analize koja u prvim koracima pokazuje da je prosječan broj dana provedenih u nastavi na daljinu statistički značajan prediktor zadovoljstva poslom. Rezultati upućuju na zaključak da je posao stručnih suradnica tijekom pandemije bio najmanje zahtjevan kada su svi učenici bili kod kuće.

Promatrajući učinke nekih školskih i individualnih varijabli na zadovoljstvo poslom stručnih suradnica tijekom pandemije, uočava se da je kvaliteta kolegijalne podrške jedini značajni čimbenik. Stručne suradnice koje procjenjuju zadovoljstvo kvalitetom kolegijalne podrške višom, pokazuju i višu razinu zadovoljstva poslom.

Ovi rezultati u skladu su s rezultatima istraživanja koja su provedena prije pandemijskoga razdoblja koja također ukazuju na povezanost varijabli zadovoljstva poslom i zadovoljstva svojim kolegama te kvalitetom socijalne podrške (Pavin i sur., 2005;

Trepte i sur., 2015). Ranije provedena istraživanja također su pokazala da su zadovoljniji poslom oni stručni suradnici/ice koji više vremena provode u neposrednom kontaktu s učenicima i drugim korisnicima te oni koji imaju bolji doživljaj smislenosti posla (Kolega i Vlahović Štetić, 2018; Matijević, 2020). Valja podsjetiti da se u ovom istraživanju nisu pratile promjene u svim skupinama poslova stručnih suradnika/ica, nego samo onima koje se odnose na pružanje podrške trima skupinama korisnika (učenicima, učiteljima i roditeljima). Može se pretpostaviti da se radi upravo o onim poslovima koji stručnim suradnicama i inače pružaju najviše profesionalnoga zadovoljstva, a tijekom pandemije se povećao njihov udio u ukupnoj strukturi poslova. Vodeći računa o sistematizaciji poslova stručnih suradnika/ica, valja podsjetiti da se veliki opseg poslova pedagoga odnosi na planiranje i organizaciju odgojno-obrazovnoga rada u školama, tekuće administrativne poslove, izradu i praćenje pedagoške dokumentacije te druge poslove (Vican i sur., 2022; Staničić i Resman, 2020). Moguće je da se tijekom pandemije promijenio/smanjio opseg odnosno zahtjevnost drugih poslova stručnih suradnika/ica, posebice vezanih uz organizaciju nastavnoga rada u školama tijekom nastave na daljinu.

Kada je riječ o aktivnostima s učenicima, rezultati upućuju na to da je pandemijsko razdoblje značajno doprinijelo povećanju aktivnosti stručnih suradnica koje se odnose na pružanje različitih oblika podrške, a posebice pružanje socioemocionalne podrške učenicima pri čemu 64,8 % stručnih suradnica procjenjuje da je to aktivnost koju su češće ili znatno češće činile nego u odnosu na razdoblje prije pandemije. Očekivano, 47,7 % stručnih suradnica procjenjuje da su češće ili znatno češće pružale podršku učenicima u strukturiranju učenja kod kuće. S obzirom na to da su u istraživanju sudjelovali različiti profili stručnih suradnika/ca, u budućim istraživanjima valja posvetiti više pozornosti specifičnim poslovima pojedinih profila stručnih suradnika/ica koji u ovom istraživanju nisu bili detaljnije operacionalizirani. Primjerice, poslovi vezani uz pružanje dodatne individualne podrške učenicima iz obitelji slabijega socioekonomskog statusa ili učenicima s teškoćama u razvoju mogu se operacionalizirati kroz različite aktivnosti koje mogu varirati s obzirom na težinu ili uzroke problema kod pojedinih specifičnih slučajeva, intenzitet angažmana stručnoga suradnika/ice, tehnike koje u svojem radu mora primijeniti određeni stručni suradnik/ica, broj učenika u školi kojima trebaju takvi oblici podrške, kao i udio takvoga angažmana s obzirom na druge poslove stručnih suradnika/ica. Primjerice, poslovi stručnih suradnika/ica vezani uz aktivnosti savjetovanja u praksi su višedimenzionalni i mogu pokrivati različite aktivnosti koje u ovom istraživanju nisu bile zasebno procjenjivane.

Valja spomenuti i nalaz vezan uz procjene rada stručnih suradnica s darovitim učenicima, budući da se radi o jedinjoj skupini učenika za koju je zamjećen smanjen opseg pružanja podrške u odnosu na razdoblje prije pandemije. Čak 40 % ispitanih stručnih suradnica ističe da su tijekom pandemije rjeđe ili znatno rjeđe pružale dodatnu individualnu podršku darovitim učenicima. Ovaj nalaz upućuje na pretpostavku da darovitim učenicima valja posvetiti veću pozornost u postpandemijskom periodu, kako se zbog činjenice da se ne radi o učenicima u direktnom riziku od neuspjeha, ne

bi izgubio ili ugasio njihov iznimni potencijal, odnosno kako ne bi došlo do drugih neželjenih posljedica zbog smanjenoga opsega primljene podrške tijekom pandemije. U tom kontekstu važno je dodatno izvijestiti o udjelu različitih skupina učenika po školama, a koji zahtijevaju posebnu pozornost u radu stručnih suradnika/ica, te koliko se taj udio promijenio u odnosu na razdoblje prije pandemije. S obzirom na dostupne pokazatelje na međunarodnoj razini, može se očekivati porast broja učenika kojima će trebati dodatna podrška zbog narušenoga mentalnog zdravlja, potreba za socioemocionalnom podrškom, kao i onih kojima treba podrška u rješavanju odgojno-obrazovnih deficita.

Može se zaključiti da veća učestalost odvijanja poslova pružanja podrške učenicima, učiteljima i roditeljima kod većine stručnih suradnica (neovisno o profilu) nije negativno djelovala na osjećaj dobrobiti izražen kroz zadovoljstvo poslom. Moguće je pretpostaviti da stručne suradnice pokazuju veću otpornost na promjene, iako tek valja provjeriti radi li se o tome da su stručne suradnice općenito bolje osposobljene za suočavanje s promjenama (pružanje socioemocionalne podrške i podrške u učenju i poučavanju) ili su otprije navikle na veliki dijapazon različitih poslova. Također se može pretpostaviti da poslovi stručnih suradnica u promatranom periodu nisu bili toliko zahvaćeni promjenama kao što je bio neposredni rad u nastavi, a o čemu više doznajemo iz dosadašnjih istraživanja.

Istraživanjem nije provjereno jesu li se stručne suradnice osjećale dovoljno osposobljene za identificiranje potreba i pružanje podrške na daljinu. Sukladno tome, može se pretpostaviti da su rezultati dobiveni u ovom istraživanju ujedno i indikator potrebe za dodatnim usavršavanjem stručnih suradnica za primjenu adekvatnih tehnika i metoda podrške u različitim (kriznim) okolnostima. Valja spomenuti da je većina službenih preporuka za vrijeme pandemije bila usmjerena ravnateljima, učiteljima, učenicima i roditeljima, dok je opseg preporuka i priprema za rad stručnih suradnica bio znatno manji. Navedeno upućuje na potrebu intenzivnije pripreme ovih profila odgojno-obrazovnih radnica za eventualne nove krizne situacije, o čemu posebno trebaju povesti računa visokoškolske ustanove za inicijalno osposobljavanje, ali i agencije zadužene za njihov trajni profesionalni razvoj.

Na kraju valja naglasiti određena ograničenja ovoga istraživanja. Iako stručne suradnice pedagoginje i psihologinje ne obavljaju iste poslove pružanja podrške učiteljima, učenicima i roditeljima, podatci od obje skupine stručnih suradnica prikupljeni su istim instrumentom, što ograničava uvid u neke varijabilite specifičnih oblika podrške koju su pružale tijekom pandemije. Također valja napomenuti da je istraživanje provedeno na kraju školske 2020./21. godine, što znači da su sudionici procjenjivali promjene u zahtjevnosti posla i zadovoljstva poslom neovisno o tome u kakvom se režimu odvijala nastava u različitim školama tijekom navedene pandemijske godine. Unatoč ograničenjima, provedeno istraživanje može poslužiti kao empirijska osnova za promišljanje i unaprjeđenje odgojno-obrazovnih praksi u postpandemijskom vremenu.