

LITHUANIAN SPORTS UNIVERSITY

Vinga Rakauskienė

**PROMOTION OF PHYSICAL ACTIVITY AMONG
SENIOR HIGH SCHOOL STUDENTS BY APPLYING
EDUCATIONAL COUNSELING AT SCHOOL**

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Doctoral dissertation was prepared in 2008–2012 at Lithuanian Sports University (Lithuanian Academy of Physical Education).
The study was supported in 2008–2012 by the Lithuanian Science and Studies Foundation (Lithuanian Research Council).

Scientific supervisors:

Prof. Dr. Laimutė KARDELIENĖ

Lithuanian Sports University (Social Sciences, Educational Science – 07S)
(2008–2012)

Prof. Dr. Audronė DUMČIENĖ

Lithuanian Sports University (Social Sciences, Educational Science – 07S)
(from 2012)

Scientific consultant

Prof. Dr. Habil. Kęstutis KARDELIS

Lithuanian Sports University (Social Sciences, Educational Science – 07S)

Doctoral Dissertation will be defended at the Council of Education of the Lithuanian Sports University

Chairman

Prof. Dr. Romualdas MALINAUSKAS

Lithuanian Sports University (Social Sciences, Educational Science – 07S)

Members:

Prof. Dr. Habil. Vytautas GUDONIS

Šiauliai University (Social Sciences, Education – 07S)

Assoc. Prof. Dr. Laimutė BOBROVA

Šiauliai University (Social Sciences, Education – 07S)

Assoc. Prof. Dr. Arūnas EMELJANOVAS

Lithuanian Sports University (Biomedical Sciences, Biology – 01B)

Assoc. Prof. Dr. Šarūnas ŠNIRAS

Lithuanian Sports University (Social Sciences, Education – 07S)

Opponents:

Prof. Dr. Rasa JANKAUSKIENĖ

Lithuanian Sports University (Social Sciences, Educational Science – 07S)

Prof. Dr. Audronius VILKAS

Lithuanian University of Educational Science (Social Sciences, Education – 07S)

The doctoral dissertation will be defended in the open session of the Council of Education Sciences of the Lithuanian Sports University.

The defence will take place on March 29th of 2013 at 11 a.m. in auditorium named after Prof. V. Stakioniene. Address: Sporto 6, LT-44221 Kaunas, Lithuania.

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LIETUVOS SPORTO UNIVERSITETAS

Vinga Rakauskienė

**VYRESNIŲJŲ KLASIŲ MOKINIŲ FIZINIO
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Moksliniai vadovai:

Prof. dr. Laimutė KARDELIENĖ

Lietuvos sporto universitetas (socialiniai mokslai, edukologija – 07S)
(2008–2012)

Prof. dr. Audronė DUMČIENĖ

Lietuvos sporto universitetas (socialiniai mokslai, edukologija – 07S)
(nuo 2012 m.)

Konsultantas

Prof. habil. dr. Kęstutis KARDELIS

Lietuvos sporto universitetas (socialiniai mokslai, edukologija – 07S)

Disertacija ginama Lietuvos sporto universiteto
Edukologijos mokslo krypties taryboje.

Pirmininkas

Prof. dr. Romualdas MALINAUSKAS

Lietuvos sporto universitetas (socialiniai mokslai, edukologija – 07S)

Nariai:

Prof. habil. dr. Vytautas GUDONIS

Šiaulių universitetas (socialiniai mokslai, edukologija – 07S)

Doc. dr. Laimutė BOBROVA

Šiaulių universitetas (socialiniai mokslai, edukologija – 07S)

Doc. dr. Arūnas EMELJANOVAS

Lietuvos sporto universitetas (biomedicinos mokslai, biologija – 01B)

Doc. dr. Šarūnas ŠNIRAS

Lietuvos sporto universitetas (socialiniai mokslai, edukologija – 07S)

Oponentai:

Prof. dr. Rasa JANKAUSKIENĖ

Lietuvos sporto universitetas (socialiniai mokslai, edukologija – 07S)

Prof. dr. Audronius VILKAS

Lietuvos edukologijos universitetas (socialiniai mokslai, edukologija – 07S)

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INTRODUCTION

Physical activity is one of the key factors in strengthening health. Yet, in Lithuania as well as in the whole world, the physical activity among youngsters is insufficient. The sudden decrease of physical activity during this period is becoming a huge issue of the society with indisputably harmful consequences (Cairney et al., 2012; Kahn et al., 2008; Bobrova, Grajauskas, 2005); hence the promotion of physical activity of youngsters during this period of their life is becoming one of the most important and urgent issues of the healthcare of the society (Sirard, Barr-Anderson, 2008). Evidently, the period of youngsters is critical; at this time, it is crucial to take extra measures of promotion of physical activity (Schneider, Cooper, 2011).

In the activity of physical education, when promoting physical activity of students of senior grades, a new method of *educational counseling* was brought into practice which is based on *Solution focused brief therapy* as developed by de Schazer (1985).

The pioneer of Lithuanian pedagogical science A.Maceina developed a concept of the agility of a trainee in practice; in the present research, this objective is sought by applying educational counseling. The student is attributed the functions of a trainee, a unique creative and developing personality (Tijūnėlienė, Kavaliauskienė, 2008). Educational counseling also provides presuppositions for the universality of education as an important element of the educational process by developing the idea of professor B.Bitinas that the ideal becomes the objective of education and thus requires the self-expression and self-development of a personality (Bitinas, 2005). During the process of educational counseling, an ideal reality which is acceptable for the trainee is created; it is an objective to be recreated and tested in reality. The essence of education is internalization of values (Bitinas, 2004) and the development of the values created in the process of education (here, the respect to one's body and health) into a part of the personality of the trainee. During educational counseling, the development of the physical "I" of the trainee is sought by developing his/her athletic identity.

C.Anderson (2004) developed a model of athletic identity highlighting the understanding of one's sportiveness (i.e. whether an individual is and looks like being sportive), the extent of importance of doing sports/ exercise, maintaining physical activity, possessing sportive competence and ability as well as previous experience of performing

various sportive activity. In the model by C.Anderson (2004), the importance of the social environment is also highlighted, notably, the support which may be provided by surrounding individuals (e.g. friends, parents, teachers, etc.) when going in for sports.

It is also important that the theoretical background of educational counseling focuses not on the issue and its sources (insufficient or low physical activity of an youngster) but rather on the development of solutions and the theoretical explanation of personality development. The model of EC is closely related with the ideas of constructivism and the general system theory.

This philosophy of counseling may contribute to the changes in training youngsters physical education at school by altering the structure of the educational process of physical education (provided some specific method(s) or the time and place of their application is/are not acceptable to youngster(s); these methods may be replaced by more efficient ones while the acceptable ones may be preserved); the positive attitude of an youngster towards physical activity may be impacted in hope that even minor changes are likely to affect the whole system in the future; at the same time, the application of the pioneers of pedagogy may affect changes in all the internal values of an youngster related with health. It is expected that during EC, system changes take place in the fields of youngster' athletic identity, behaviour and social environment. This thesis strives to reveal theoretically and empirically the possibilities of promoting physical activity among students of senior grades by applying EC as an education method.

The following *problem issues* are raised in this work:

- Does a conversation on the strengths and positive features of a trainee avoiding the analysis of the problem allow the youngster to find a useful solution of physical activity or other urgent issues?

- Can a structured unproblematic conversation of the educator and the youngster efficiently stimulate the education process of classes of physical education?

- When the educator helps the trainee deal with urgent physical activity issues, is s/he capable of contributing to the promotion of physical activity and athletic identity in youngsters?

- Is the efficiency of a structured conversation with the trainee related with the gender, age, and the urgent issue of the trainee?

Theoretical and practical significance of the thesis

Theoretical significance of this thesis may be defined by several aspects. Firstly, the thesis reveals that the process of physical education at school may be upgraded not only during classes of physical education but also by individual conversation between the student and the teacher of physical education or other specialists (psychologist, social pedagogue, healthcare specialist) which develops on the grounds of the method of educational counseling.

Secondly, the thesis established efficiency of the method of educational counseling in dealing with youngster education issues at school by observing the decrease of the issue which is urgent to the youngster (alteration of physical activity, athletic identity, self-efficacy, behaviour and emotional changes).

Thirdly, the research results confirmed that the empathic attitude towards the world outlook of the youngster, the development of strengths and potential powers of the youngster, the positive relationship between the youngster and the consultant and the setting of clear and concrete objectives during counseling are efficient methods in dealing with the urgent issues of physical activity, athletic identity and other educational issues.

Finally, the thesis found out that the efficiency of educational counseling may be related with the gender, class and the type of the issue which is urgent to an youngster.

The practical significance of the thesis is reflected by the developed efficient methodology of educational counseling and measures recommendable to teachers of physical education and other participants of the education process.

The ***object of the research*** is the promotion of physical activity among students of senior grades at school by employing educational counseling.

The ***aim of the research*** is to establish the impact of educational counseling at school on the physical activity and behaviour of students of senior grades.

The ***hypothesis of the research*** is that educational counseling efficiently promotes physical activity of students of senior grades and positively affects their behaviour.

Objectives of the research

1. To provide theoretical grounding for educational counseling as an impact method at school promoting the physical activity and developing the athletic identity of students of senior grades.

2. To analyze the efficiency of the impact of educational counseling when dealing with the urgent issues of students of senior grades in the fields of communication, behaviour and emotion control.

3. To evaluate changes in physical activity and athletic identity during educational counseling.

4. To establish whether the decrease of the urgency of issues dealt with by students of senior grades in the field of physical activity during EC is supported by other positive changes in terms of physical activity and athletic identity and to what extent it is connected with the type of the issue that is dealt with as well as with the gender and age of the student.

1. PROMOTION OF PHYSICAL ACTIVITY AMONG YOUNGSTERS

1.1. Physical Activity among Youngsters and Its Promotion

An extremely sudden decrease of physical activity in adolescence, especially among senior grade students, has developed into a major issue of the society with indisputably harmful consequences (Cairney et al., 2012; Kahn et al., 2008); hence, promotion of physical activity among youngsters during this period is turning into one of key parts of the society healthcare (Sirard, Barr-Anderson, 2008). It is evident that the period of senior grade students is critical; it requires taking additional means seeking promotion of physical activity (Schneider, Cooper, 2011).

Unfortunately, a major part of programs aimed at the increase of physical activity among youngsters are targeted at the development of physical skills rather than at the promotion of physical activity among young people (Brustad, Vilhjalmsson, Fonseca, 2008). The same happens during classes of physical education; yet, according to recommendations issued by WHO, the duration of a class is usually too short for an youngster to be sufficiently physically active during a week (Stratton, Fairclough, Ridgers, 2008). As a result, the class of physical education should be treated in a wider sense: it should rather give directions and educate the personality who should be sufficiently mature and responsible for taking care of one's health. Only a combination of various circumstances in an youngster's life can ensure that's/he will be physically active in the future (Schneider, Cooper, 2011; Sirard, Barr-Anderson, 2008). Some circumstances that are unfavourable to the physical activity of senior grade students (e.g. physically inactive parents) cannot be affected by educators; yet, the development of a certain social environment. The formal environment, such as the school, would be favourable to development of physical activity of an youngster and would shape a systematic attitude to physical activity as a value (Brustad, Vilhjalmsson, Fonseca, 2008).

A number of academic researches specifically deal with the promotion of physical activity among students at school, during classes of physical education (e.g. Schneider, Cooper, 2011) or as an extracurricular activity after classes of physical education (e.g. Story et al., 2003). The benefits of programs of promotion of physical activity are evident, first of all because of the increased possibility that youngsters will go on to be physically active in the future (Shephard, Trudeau, 2000).

1.2. Classes of Physical Education in the General System of the Promotion of Physical Activity

Physical education (PE) is a compulsory study subjects in most systems of secondary education of western European countries (Hardman, 2008). In Lithuania, the subject of physical education at school is also compulsory. Its core objective is to materialize the understanding of physical education as a part of culture in general, to educate moral, healthiness and socialization attitudes among students as well as the conscious attitude to physical education and its successful implementation in real life. When training physical education in Lithuanian schools, the lesson is currently one of the key forms of training physical education (General Curricula and Educational Standards, 2003).

It is stated that the curricula of physical education at school should provide an efficient method positively affecting the physical, psychological and social health of the trainees, their physical activity and the attitude to physical activity as a lifestyle (General Curricula and Educational Standards, 2003; Shephard, Trudeau, 2000).

For many students, classes of physical education are the main place of exhibiting physical activity (Telama, Yang, Laakso, Viikari, 1997). For the training of physical education at school, it is essential to provide opportunities for regular physical activity in a safe and supportive environment (Prochaska, Sallis, Slymen, McKenzie, 2003). As classes of physical education are observed to be inefficient, scholars strive to apply programs of efficiency boost which may be divided into two trends:

1. Directed towards the improvement of the class of physical education (Jago et al., 2009; Sallis et al., 1997; McKenzie et al., 1996).

2. Directed towards the education and training of teachers of physical education; provision of qualified supervision (Jago et al., 2009; McKenzie et al., 2003; McKenzie et al., 2004; Sallis et al., 1997; McKenzie et al., 1996).

It is observed that the highest relevance is exhibited in those researches which relate the learning motivation of physical education with the objectives an youngster sets upon him/herself during classes of physical education (Blauzdys, 2007). Besides, the physical education of an youngster should be related with his/ her feelings and experience. The importance of pedagogical communication is thus highlighted which is primarily manifested by oral communication (Kardelienė, Gudzinevičiūtė, Mykolaitienė, 2004).

1.3. The Efficiency of Educational Counseling in Work with Youngsters when Promoting Their Physical Activity

Lack of efficiency of the educational counseling (EC) model among youngsters is still observed (Pourebrahim, Khoshkonesh, Salehi, 2011; Pakrosnis, 2008).

Scholars dealing with the efficiency of SFBC in work with youngsters at school established that this method is efficient in dealing with the emotional issues of the trainees, e.g. anxiety, depressiveness, self-esteem, shyness and low self-efficacy (Pourebrahim, Khoshkonesh, Salehi, 2011; Rakauskienė, Kardelienė, 2011; Daki, Savage, 2010; Kvarme et al., 2010); the SFBC method is extremely efficient in dealing with behavioral issues among youngsters, such as aggressiveness, rule breaking, ignorance of social norms, etc. (Čepukienė, Pakrosnis, 2010; Rakauskienė, Kardelienė, 2010; Coyle, Doherty, Sharry, 2009; Enea, Dafinoiu, 2009; Kim, Franklin, 2009). So far, no researches have been conducted in Lithuania dealing with the efficiency of this counseling method when working with youngsters at high school (Goštautas, Rakauskienė, 2007) even though investigations of foreign scholars confirm the efficiency of this method at school (Kim, Franklin, 2009; Franklin et al., 2001; Murphy, 1994; Littrell, Malia, Vanderwood, 1995).

Researches show that the SFBC model positively affects troublesome behaviours of trainees in various psychosocial environments even though a student might seek counseling because of a single issue (Rakauskienė, Kardelienė, 2011; Rakauskienė, Kardelienė, 2010; Goštautas, Rakauskienė, 2007; Goštautas, Čepukienė, Pakrosnis, Fleming, 2005b; Molnar, Lindquist, 1989).

The SFBC model is based on the philosophical assumption that human life is essentially endless changes. As a result, the previously acquired harmful real life skills may be altered (Peterson, 2005). Besides, during SFBC, the consultant boosts the student's self-confidence and provides social support (Franklin, Moore, Hopson, 2008). The key item in this process is the discovery of solutions, for example, how to become physically active rather than the discovery of the sources of the issue such as insufficient physical activity. Hence SFBC creates a salutogenic attitude to health and health-favourable behaviour (Peterson, 2005). Besides, the SFBC model is directed towards behavioral changes and should be suitable for dealing with the issue of insufficient physical activity as, during counseling, a lifelike

plan of physically active leisure or health-favourable leisure may be drawn up (Anshel, Seipel, 2009; Peterson, 2005). Educational counseling as an educational method promoting student's health-favourable behaviour or physical activity has only been applied in the most recent years (Lin, O'Connor, Whitlock, Beil, 2010; Peterson, 2005; Petrella, Lattanzio, 2002). In addition, it is remarked that brief counseling may be efficient in dealing with issues of this type (Lin, O'Connor, Whitlock, Beil, 2010; Williams, Streat, 2005; Petrella, Lattanzio, 2002).

Even though the counseling sessions strive to provide help to the student in achieving the highest possible results, the educator must remain realistic and consider the fact that it is extremely hard to provide help to some trainees. The need to help everyone is not only unrealistic but also harmful to the psychological welfare of the student (Williamson, 2008); this is essential to consider when working with youngsters (Murphy, 1997) as the success of counseling is determined to the extent of 40 per cent by the counseled individual, i.e. his/ her internal resources, values, obtained social support, etc. (Williamson, 2008).

2. RESEARCH METHODOLOGY

2.1. Research Methods

The method of experimental impact: educational counseling.

In order to promote physical activity among youngsters and to deal with other educational issues of senior students at school, educational counseling based on *solution focused brief counseling* (SFBC) was employed.

Evaluation Methods and Measures

Evaluation of physical activity. The *International Physical Activity Questionnaire short form* consisting of 7 questions was employed; it is designed for the establishment of physical activity of individuals aged 15–69 (Lekečinskaitė, 2009). The internal compatibility of the questionnaire was appropriate for performing calculations (Cronbach alpha 0.874).

Evaluation of athletic identity. The *Athletic Identity Questionnaire for Adolescents* as developed by C. B. Anderson (2007) was employed; it is based on the athletic identity model as developed by C. B. Anderson (2004). The questionnaire was obtained via communication with Prof. C. B. Anderson. Double evaluation of the questionnaire was performed. It was translated into Lithuanian by the author of the thesis in communication with Prof. Laimutė Kardelienė and specialists of the Lithuanian Language etiquette. The total internal compatibility of the statements of *The Athletic Identity Questionnaire for Adolescents* (40 statements) (Cronbach alpha 0.934) was perfectly appropriate while the separate subscales were valid to use.

Evaluation of education issues. The ASEBA (*Achenbach System of Empirically Based Assessment*) methodology was employed: a questionnaire for the youth aged 11 to 18 (YSR) and a teacher questionnaire (TRF) which were also standardized in Lithuania (Žukauskienė, Kajokienė, 2006). The questionnaire consists of 137 statements. The research employed YSR and TRF questionnaires targeted at emotional and behavioral learning difficulties consisting of 112 statements on the behaviour and mood of an student as well on how s/he feels. Both the youth questionnaire (YSR) and the teacher questionnaire (TRF) consist of 8 subscales with good or excellent internal compatibility (Cronbach alpha alteration from 0.711 to 0.926).

Evaluation of self-efficacy. *The General Self-Efficacy Scale*,

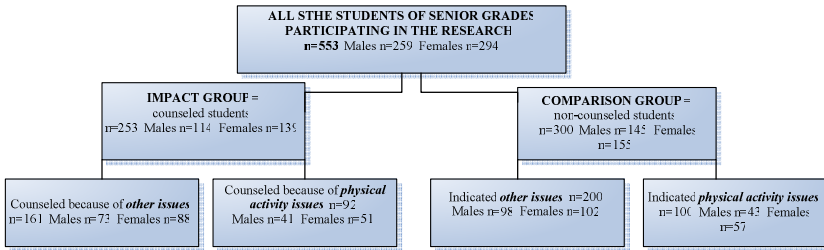
GSE as developed by M. Jerusalem and R. Schwarzer (1979) was employed. The scale was adapted in Lithuanian (Samanavičiūtė-Grigoravičienė, 2010). It consists of 10 statements on the self-efficacy of an individual, i.e. on the subjective feeling of an individual that s/he is capable of dealing with arising issues and overcoming problems. The internal compatibility of the scale is sufficient (Cronbach alpha: 0.893).

Subjective evaluation of a problem or other situation in a scale from 0 to 10. *Subjective evaluation of one's own issue by a student.* When performing the research, the questions of the scale were employed for the evaluation of the efficiency of student counseling. The progress in evaluation of a specific student's issue was established to be in one out of four levels (Goštautas, Čepukienė, Pakrošnis, Fleming, 2005a): *No positive change* (problem dynamics 0 or a positive value); *Minimal positive change* (problem dynamics -1 or -2); *Medium positive change* (problem dynamics -3 or -4); *High positive change* (problem dynamics from -5 to -9).

Subjective evaluation of a student's issue by the teacher of physical education. Subjective evaluation was provided not only by students but also by their educators, i.e. teachers of physical education. When a student sought counseling because of issues in communication with teachers of physical education or insufficient involvement in classes of physical education, the troublesome behaviour was also evaluated by teachers in the scale of 0 to 10. The subjective evaluation of the troublesome behaviour of a trainee was performed before and after EC sessions.

2.2. Research participants

553 students aged 15 to 19 took part in the research (age average 16.75 (1.11)). All the participants were studying in senior grades: 120 (21.7%) students of the 9th grade; 151 (27.3%) students of the 10th grade; 168 (30.4%) students of the 11th grade and 114 (20.6%) students of the 12th grade. These students constituted the impact and comparison groups (see Fig. 1):



Picture 2.1. Groups of senior grade students participating in the research

Among the teachers participating in the research, there were 7 females (58.3%) and 5 males (41.3%) aged 32 to 54 (age average 39.12 (5.2) years) who evaluated the changes in behaviour of the students counseled because of communication issues or insufficient involvement in PE classes; two evaluations were provided: before and after the counseling. In communication with these teachers, the course of PE classes was also stimulated.

2.3. Research design

The research took place in the years 2007 to 2012. During the research, the impact of educational counseling at school was being explored when working with students of senior grades.

Figure 2 provides a generalized procedure of the research.

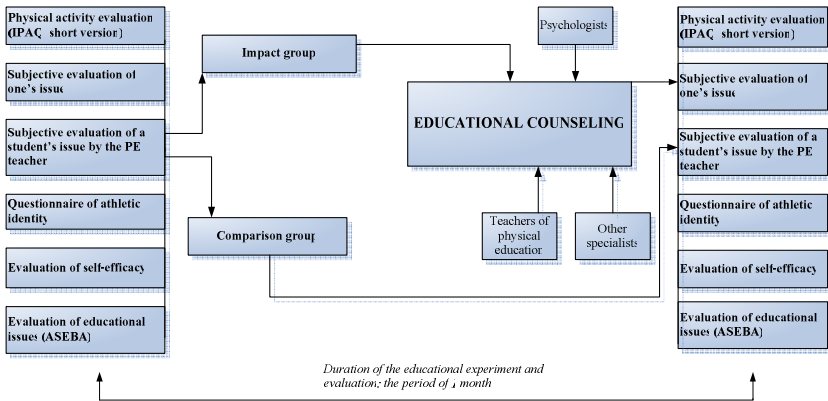


Fig. 2. Design of the research

As shown in Figure 2, the course of the research procedure consisted of the evaluation of the impact and comparison group students before counseling of the impact group, the counseling process and the evaluations of the impact group after counseling in addition to two evaluations of the comparison group.

3. RESEARCH RESULTS

3.1. Efficiency of EC in Dealing with Physical Activity Issues of Students of Senior Grades

During the research, 92 students of senior grades were counseled because of physical activity issues. The distribution of the issues is presented in Table 28. As in the case of all counseled students, when exploring opportunities provided by the EC model in promoting physical activity among students, measurements were taken after 3 counseling sessions even though some students were counseled longer. When counseling students because of physical activity, 1 to 6 sessions were provided (on average, 2.70 ± 0.99).

Physical activity issues among students were divided into three groups: issues in communication with PE teachers, insufficient involvement in PE classes and the need of a student to be more active physically.

It is important to observe that differently from other issues, the counseled individuals were drafted into the impact group by their involvement into the physical activity process by communicating with PE teachers. During one or two classes, teachers of physical education talked to their students about the usefulness of physical activity for their physical and psychical health. Afterwards, the students were suggested to talk to their PE teachers or another specialist in order to deal with their physical activity issues. Those students who sought counseling because of their insufficient physical activity came to EC sessions voluntarily. The other two groups (those who had issues in communication with PE teachers or were insufficiently involved in PE classes) were directed to EC by their PE teachers. All the youngsters who were counseled because of insufficient involvement in PE classes were directed to counseling by suggestion of PE teachers while 16 (59.2%) of 27 students who sought counseling because of issues in communication with PE teachers sought counseling individually; 11 (40.8%) were directed to sessions by suggestions of their PE teachers.

It was established that physical activity issues established during EC decreased by subjective evaluation of the students (see Table 1):

Table 1. Alterations in subjective evaluations of physical activity issues during EC (n=92)

Subjective EC evaluations	Average (st.)	t	p ^{1*2}	t	p ^{1*3}	t	p ^{2*3}
Subjective evaluation of the urgency of the physical activity issue from the point of view of the student							
<i>Session 1</i>	7.93 (1.49)	14.14	0.0001	18.10	0.0001	12.40	0.0001
<i>Session 2</i>	5.42 (1.82)						
<i>Session 3</i>	2.91 (2.25)						
Subjective inclination of a student to deal with his/ her physical activity issue							
<i>Session 1</i>	6.53 (1.76)	-13.43	0.0001	-16.05	0.0001	-9.53	0.0001
<i>Session 2</i>	7.90 (1.52)						
<i>Session 3</i>	8.46 (1.35)						

Subjective evaluation of the urgency of a physical activity issue gradually decreased from session 1 to session 3 of EC while the motivation to do something gradually increased (see Table 1). It is evident that subjective evaluation of the gravity of physical activity issue during the first session was statistically significantly higher in comparison with sessions 2 and 3 while the subjective urgency of the issue of physical activity during session 2 was statistically significantly higher in comparison with session 3. The subjective inclination of a student to deal with one's issue developed accordingly: during session 1, it was statistically significantly lower than during sessions 2 and 3 while during session 2 it was statistically significantly lower in comparison with session 3.

Students who did or did not participate in EC evaluated the gravity of their physical activity issues equally (t=1.04; p=0.299). As in case of all issues, the comparison group was drawn so that subjective evaluations of physical activity should not differ from those of students participating in EC. EC participating students during session 3 statistically significantly evaluated their issue in physical activity as lower in comparison with students not participating in EC when they evaluated their physical activity issue for the second time (t=-15.14; p=0.0001).

The research results revealed that students getting counseling because of physical activity issues achieved prominent subjective

positive changes in 44.6% cases and medium levels in 21.7% cases. Meanwhile, the absolute majority of EC not participating students showed no changes. These differences between counseled and non-counseled students are statistically significant ($\chi^2=83.17$; $p=0.0001$).

The research results revealed that during EC, students of senior classes statistically significantly achieved the highest subjective positive change in dealing with the issue of increasing their physical activity ($\chi^2=27.88$; $p=0.0001$) as significant progress was achieved by 77.8% students while the results were the poorest in issues related with communication with PE teachers (prominent progress was achieved by only 11.5% participants).

The research results revealed that males and females when dealing with their physical activity issues achieved equal subjective progress ($\chi^2=2.54$; $p=0.280$). However, it was established that students of 11th and 12th grades showed statistically significantly higher progress when dealing with physical activity issues than 9th and 10th grade students ($\chi^2=7.57$; $p=0.023$). Significant changes in the issue were achieved by almost a half (49.1%) of 11th and 12th grade and 38.5% 9th and 10th grade students.

3.2. Changes in Counseled Students because of Physical Activity Issues in Terms of Changes in Physical Activity and Athletic Identity

Prior to EC, physical activity of students participating or not participating in EC did not differ; yet, after EC, the physical activity of EC-counseled students statistically significantly increased: low physical activity numbers decreased from 37.0% to 25.0% while the rate of high physical activity increased from 31.5% to 46.7%. Meanwhile, the physical activity in the comparison group did not change statistically significantly (see Table 2):

Table 2. Changes in students dealing with physical activity issues by participating in EC in comparison with students with physical activity issues who did not participate in EC

Physical activity	Prior to EC/ Valuation 1, <i>n</i> (per cent)		χ^2 ; P	After EC/ Valuation 2, <i>n</i> (per cent)		χ^2 , P
	Students participating in EC*	Students not participating in EC**		Students participating in EC*	Students not participating in EC**	
Low	34 (37.0)	33 (33.0)	$\chi^2=1.90$; p=0.386	23 (25.0)	28 (28.0)	$\chi^2=12.10$; p=0.002
Average	29 (31.5)	41 (41.0)		26 (28.3)	48 (48.0)	
High	29 (31.5)	26 (26.0)		43 (46.7)	24 (24.0)	

* Changes in counseled students: before and after EC: $\chi^2=63.94$; p=0.0001;

** Changes in non-counseled students: evaluations 1 and 2: $\chi^2=20.32$, p=0.178.

Besides, it was established that prior to EC, those students who were counseled because of insufficient involvement in PE classes showed statistically significantly lower physical activity (62.1% had the 'low' level) in comparison with students who were counseled because of other physical activity-related issues (33.3% of low physical activity cases was observed in students seeking counseling because of issues in communication with PE teachers while 19.4% of cases of low physical activity is represented by students seeking counseling because of insufficient physical activity. It is of interest that the highest physical activity was observed among those students who were counseled because of their need to increase their physical activity; their activity further increased after EC sessions (after EC, 2.8% of this group showed low physical activity). Physical activity did not significantly changed in those students who sought counseling because of issues in communication with PE teachers (after EC sessions, 29.6% students showed low physical activity).

After EC, the athletic identity among the counseled students was expressed statistically significantly more prominently in comparison with the values shown before EC (see Table 3).

Table 3. Changes in evaluation of athletic identity and its components prior and after EC among students who dealt or did not deal with physical activity issues with the help of EC

Athletic identity	Students participating in EC, n=92		t (p)	Students not participating in EC, n=300		t (p)
	PrK	PoK		V1	V2	
	Average (st. deviation)			Average (st. deviation)		
Athletic identity	3.45 (0.62)	3.53 (0.59)	-4.22 (0.0001)	3.48 (0.73)	3.48 (0.71)	0.59 (0.550)
<i>Components of athletic identity:</i>						
Competence	3.88 (0.76)	3.91 (0.77)	-0.71 (0.479)	3.86 (0.86)	3.85 (0.87)	1.05 (0.294)
Looks	3.65 (0.84)	3.67 (0.85)	-1.42 (0.158)	3.79 (0.96)	3.77 (0.96)	1.15 (0.251)
Importance	3.50 (0.88)	3.75 (0.87)	-4.65 (0.0001)	3.53 (0.93)	3.52 (0.94)	1.38 (0.168)
Motivation (Parents)	3.14 (0.93)	3.12 (0.89)	0.37 (0.721)	3.00 (0.96)	2.99 (0.96)	1.48 (0.139)
Motivation (Friends)	2.72 (0.92)	2.71 (0.92)	0.40 (0.685)	2.83 (0.97)	2.81 (0.97)	0.67 (0.498)
Motivation (Other adults)	2.51 (1.09)	2.62 (1.06)	-3.27 (0.001)	2.37 (1.09)	2.38 (1.08)	-1.07 (0.285)
Motivation (General)	2.79 (0.80)	2.82 (0.78)	-2.90 (0.005)	2.74 (0.81)	2.74 (0.80)	-0.21 (0.830)

Note: PrK: prior EC; PoK: after EC; V1: evaluation 1; V2: evaluation 2.

When observing separate components of athletic identity, it may be observed that after EC, among the counseled individuals, the importance of physical activity increased statistically significantly in comparison with the importance of physical activity prior to counseling (see Table 3).

Besides, the counseled students after EC experienced a more prominent support of 'other adults' to be physically active as well as the general social support in comparison with the support from 'other adults' and general support indicated prior to EC. Before and after EC, the evaluation of sportive competences and looks among the counseled students did not change; there were no subjectively perceived changes in

terms of parental and friends' support to be physically active. Meanwhile, in the comparison group, the students who were not counseled showed no significant differences in evaluations 1 and 2 in terms of expression of athletic identity, sportive competence, looks, importance of physical activity or the evaluation of the importance of being socially supported to be physically active.

During the research, the factors possessing the highest potential value of boosting physical activity by employing EC were sought to be revealed. When forecasting the subjective progress of the physical activity issue of a student, the type of issue inciting the strife to be counseled, subjective evaluation of the issue, the consultant, the age of a student and the experienced support of friends to be physically active have a forecast value.

It is thus likely that the highest efficiency in dealing with physical activity issues among youngsters may be achieved in grades 11 and 12 when students seek counseling because of their insufficient physical activity if they evaluate their issue as sufficiently urgent for themselves, if sessions are led by a psychologist or a PE teacher and if they experience more support from their friends to be physically active when coming to EC sessions.

Such factors as the gender of an youngster, physical activity levels, body mass index, number of counseling sessions, determination to deal with one's physical activity issue (motivation), athletic identity and its components (sportive competence, looks, importance of physical activity, general social support to be physically active, support by parents and other adults to be physically active and self-efficacy) have no forecasting value in determining possibilities provided by EC.

3.3. Discussion of Research Results

Even though there are many educational paradigms highlighting different educational aspects, the national school of Lithuania is still looking for novel methods of educating the younger generation (Bitinas, 2005). In order to ensure the holistic approach, i.e. the harmony between theory and practice (Targamadzè, 2011), in the course of training PE, the method of educational counseling was applied as a means ensuring pedagogical communication between the educator and the student.

Even though counseling as a method promoting health-favourable

behaviour or physical activity was started to be applied only recently (Lin, O'Connor, Whitlock, Beil, 2010; Peterson, 2005; Petrella, Lattanzio, 2002), the results of the research reveal that educational counseling is efficient in positively stimulating the course of classes of physical education at school by promoting physical activity among senior students and improving youngster adaptation. This is confirmed by the scholarly opinion that counseling, i.e. a direct conversation between the educator and a student may be efficient in dealing with physical activity issues (Lin, O'Connor, Whitlock, Beil, 2010; Williams, Streat, 2005; Petrella, Lattanzio, 2002).

First of all, the EC method was more or less efficient in dealing with all physical activity issues. The efficiency of the method is related with a number of factors, e.g. with the motivation of the youngster, the type of the issue, etc. (Pakrosnis, 2008); hence the consultant must be ready for a not-so-successful course of counseling sessions. Yet, the most important thing is to achieve even minor positive changes in the student's behaviour or emotions which are likely to determine major changes in the future (Frels, Leggett, Larocca, 2009).

Besides, after EC, among counseled individuals, the manifestation of their athletic identity changed positively; their physical activity increased. During this educational experiment, one sought to contribute to the development of a positive "I" among senior students. As the feeling of sportive identity is under permanent development (Tasiemski, Kennedy, Gardner, Blaikley, 2004), its promotion is possible at any time. Even though the need experienced by the youth is largely determined by the environment (Bélanger et al., 2011), the results of the research allow to claim that students experience insufficient social support. After EC, the counseled individuals experienced the support of 'other adults' to be physically active together with the general social support in comparison with that before EC. It should be highlighted that females and male 11th and 12th graders are provided opportunities by EC while males and 9th and 10th graders rather need EC because of boosting internal motivation to be physically active.

Furthermore, the efficiency of the EC method in dealing with physical activity issues of senior students is indicated not only by changes in subjective values of students but also by data obtained from their PE teachers. Besides, from the point of view of senior students, positive changes were preserved after three months and half a year. However, by considering peculiarities of the youngsters' class, the inconsistency of their issues and changes in personality, it is possible to

claim that EC should not be applied as a one-time tool of stimulation of the educational process but rather as a systematic supportive measure.

The conducted data analysis allows the claim that with the help of educational counseling, it is possible to deal efficiently with the issues of physical activity and other relevant issues of senior students as the subjective evaluation of the listed issues systematically decreased from session 1 to 3. The evaluation scale of the client after 3 sessions showed medium or prominent change (subjective solution of the issue) in 65.6% of the counseled senior students. Similar results are provided by other scholars (Kvarme et al., 2010; Niemi, Tiuraniemi, 2010; Shefler, 2000; Murphy, 1994 et al.).

The concept of efficacy as developed by A. Maceina (Tijūnėlienė, Kavaliauskienė, 2008) is relevant as in this case the efficacy of a student gets first of all manifested by the realization of the child's "me" and it singles out education as a process not only from the perspective of the teacher but also from the student. During sessions, the student motivation, i.e. their willingness to do something in order to decrease the urgency of the issue gradually increased from session 1 to session 3 which indicates the willingness of youngsters to deal with the arising issues including physical activity issues as well as other relevant issues.

Most senior students (55.9%) sought counseling because of communication issues; these students who sought counseling because of physical activity issues were not involved into the sample as they constituted a specific sample. This corroborates data of other authors (Littrell, Malia, Vanderwood, 1995; Murphy, 1994). As observed by Navaitis (2007), frequently, conflicts of youngsters are related with the closest social environment. It is confirmed by the data of this research as students mostly sought advice because of their conflicts with mother; problems are also frequent with teachers, boy/girlfriend or classmates. It is essential to deal with the arising issues at school as the teacher experiencing permanent stress at work works unproductively while a conflict-like student disagreeing with teacher(s) studies unproductively (Bitinas, 2005).

During EC, senior students achieved the most prominent subjective decrease of the urgency of an issue by striving to increase their physical activity while the results were the poorest in terms of communication issues with PE teachers. These results show the importance of the inclination of an youngster to deal with his/ her issue. All the students who sought counseling concerning the increase of their physical activity willingly came to counseling sessions and were

denoted by higher athletic identity than students dealing with other physical activity-related issues. On the other hand, students dealing with other physical activity issues also achieved the urgency decrease; after counseling, their physical activity and athletic identity increased. Hence the EC model is useful for senior students of higher as well as lower motivation in promoting their physical activity as more motivated students will further boost their results while less motivated students will be incited to take first significant steps towards doing PE at school and increasing physical activity.

The issue whether the efficiency of EC is impacted by the age and gender of the counseled youngsters is scarcely explored, and the previously obtained results are controversial merely because of the nature of the research. A rather large number of subjects is necessary which is hard to achieve. In this research, the sample is 253 students as the data was being gathered for more than 5 years. It is thus likely that this sample is sufficient for revealing the impact of gender and age on the efficiency of EC. The results corroborate data of other authors that the efficiency of EC does not depend on the gender of the counseled individual (Berg, DeJong, 1996 according to Stobie, Boyle, Woolfson, 2005; Goštautas, Pakrošnis, Čepukienė, Fleming, 2005b) and age (Hopwood, DeJong, 1996). Yet, the results of the research revealed that senior students (11th and 12th grades) achieved higher subjective positive changes in dealing with their physical activity issues in comparison with junior students of 9th and 10th grades. Hence the research of the efficiency regarding the gender and age is first of all related with the nature of the issue which is the cause of counseling. Scholars also highlight other data: problem urgency decreased in boys and junior youngsters more in comparison with girls and senior youngsters (Pakrošnis, 2008) or that EC is more efficient when working with females rather than males (Kvarme et al., 2010). In this research, analysis of only grades 9 to 12 took place; differences from other results may be determined by the peculiarity of the batch. Before the research, a hypothesis was set that EC is more efficient for senior students as they supposedly may understand and apply procedures of educational counseling, realize and analyze heuristic issues better. The impact of the cognitive skills of an individual was noted by other authors (Williamson, 2008). It is observed that the success of counseling is determined by the counseled individual at 40%, i.e. it is achieved by his/her internal resources, values, obtained social support, etc. (Murphy, 1994). Yet, this hypothesis was hard to check in this research as the

cognitive skills of students likely had little impact on the course of the research since the efficiency in 9th and 10th grades was compared with the 11th and 12th grades. A different trend could have developed if, for example, 5th and 7th grades had been compared to 10th and 12th grades.

In educational practice, emphasis is laid on the academic and social development of youngsters. PE teachers and other school specialists employing educational counseling are also oriented towards personality competences. Educational counseling provides an alternative as it focuses on solutions in the established troublesome situation rather than on accusing the youngster because of improper behaviour or previous failures thus creating cooperation environment. The EC model is based on such core conditions valued by youngster as the empathic attitude of the consultant towards his/ her outlook, the employment of his/ her internal powers and strengths, the establishment of positive relationship and the creation of concrete and clear tasks in the course of counseling (Frels, Leggett, Larocca, 2009). This means that the counseled trainee rather than the counselor creates the efficiency of the method (Williamson, 2008) thus contributing to the efficiency of the trainee as a factor in building his/ her personality. The clear procedures of this method likely incite positive students' emotions causing the positive changes in the education process. Besides, the increasing responsibility of an youngster for the solution of one's issue also boosts his/her self-confidence. Thus EC creates favourable conditions for positive changes in the behaviour, emotions and self-efficacy of an youngster.

During the research, it was established that the self-efficacy of senior students, i.e. their ability to deal with arising difficulties, increases after EC. EC promotes the youngster's feeling of self-efficacy (Pourebrahim, Khoshkonesh, Salehi, 2011; Kim, Franklin, 2009). Researches reveal that youngsters obtaining SFBC counseling improved their health, communication and cognitive skills in comparison with previous years; such differences were not established in non-counseled youngster (Goštautas, Rakauskienė, 2007). The conducted research conforms to results of previous analyses applying *ASEBA* methodology. This research dealt with not only with the changes in emotions or behaviour subjectively perceived by students but also their changes perceived by class educators. Students themselves observe more positive changes after EC than their teachers, but positive changes after EC were also indicated by class educators. This not only confirms the efficiency of educational counseling at school but also proves the

benefits of the application of this method at school and its multilaterality once more.

The data of the research also confirm the opinion of the author that the EC model is efficient in dealing with emotional issues of youngsters (anxiety, depressiveness, self-esteem, shyness, self-efficacy) (Pourebrahim, Khoshkonesh, Salehi, 2011; Daki, Savage, 2010; Kvarme et al., 2010). The efficiency of the method is indicated when dealing with such issues in youngsters as aggression, breaking rules or disregard of social norms (Čepukienė, Pakrošnis, 2010; Coyle, Doherty, Sharry, 2009; Enea, Dafinoiu, 2009; Kim, Franklin, 2009). Thus minor changes in student behaviour (e.g. in performing a task) induces changes in other social fields, i.e. in the social system. These changes are observed by parents, teachers, peers, etc. This research established that senior students dealing with physical activity in EC sessions related with issues with PE teachers or with insufficient involvement in PE classes were observed by PE teachers to exhibit positive changes. This boosts the youngsters' self-confidence (Pakrošnis, 2008) together with the improved adaptation, mood, behaviour and relationship with educators.

The conducted research validates the idea that the model of educational counseling positively affects the troublesome behaviour of youngsters in various psychosocial areas even though an youngster seeks counseling because of a single issue (Molnar, Lindquist, 1989; Goštautas Čepukienė, Pakrošnis, Fleming, 2005). Besides, results after counseling sessions applying the method of educational counseling corroborate the opinion of (Bruce, Hopper, 1997) that this method induces rapid change.

Educational counseling is denoted by both traditional and modern outlook to the improvement of the education process and reflects the universal concept of the educator and the trainee. The research confirmed that educational counseling is appropriate (as highlighted in other researches) for dealing with physical activity issues of senior students and disturbances in pedagogical communication during PE classes for the PE teacher (Murphy, 1994) and other specialists: psychologists (Williams, Streat, 2005), social pedagogues, society healthcare educators (Franklin, Moore, Hopson, 2008). According to A.Maceina, the revelation of the nature of the trainee is the first condition of the fruitfulness of education (Tijūnėlienė, Kavaliauskienė, 2008) which is served by EC being so convenient to apply at school.

CONCLUSIONS

1. Educational counseling is an efficient method of dealing with the urgent issues of physical activity among senior students at school; it is also applicable in other educational institutions. 66.3% of the students who underwent educational counseling indicated medium or high levels of the subjective solution of the issue of physical activity. Positive developments in the student behaviour during classes of physical education were observed by teachers of physical education as well. After educational counseling, the physical activity of students increased; meanwhile, their athletic identity was expressed more prominently.
2. The efficiency of the method of educational counseling was also manifested in dealing with the urgent psychosocial issues of senior grade students. After educational counseling, the self-efficacy increased among both males and females, and education issues (anxiety, moodiness, withdrawal, social difficulties, disrespect of rules or aggressive behaviour) decreased. During educational counseling, the best results were achieved in dealing with emotional issues and problems of physical activity in comparison with communication/ interpersonal relationship and learning/ cognitive skills issues. Yet, while females achieved the same subjective progress in dealing with issues of various types, males were the most successful in dealing with physical activity and learning/ cognitive skills issues in comparison with communication/ interpersonal relationship and emotional issues.
3. After educational counseling, the physical activity among students increased, and their athletic identity was manifested more prominently. However, it was established that students counseled regarding issues in communication with teachers of physical education showed only minor changes in athletic identity.
4. The efficiency of educational counseling is related with the type of the issue of physical activity which is being dealt with as well as with the age of a student; yet, it is unrelated with the gender of the student. In the course of educational counseling, the most prominent change in terms of the gravity of the issue was achieved by the students dealing with the issues related with the strife of increasing one's physical activity while the poorest results were achieved in dealing with issues of communication with teachers of physical education. After educational counseling, physical activity and

athletic identity increased among those students who sought counseling because of their need to increase physical activity or they felt they were insufficiently involved in classes of physical education. Males and females when dealing with their physical activity issues achieved the same level of subjective positive change. The physical activity and athletic identity of both males and females increased after educational counseling. Students of 11th and 12th grades achieved higher subjective positive changes in terms of the gravity of the issue of their physical activity in comparison with the students of 9th and 10th grades. After educational counseling, students of 9th and 10th grades as well as those of 11th and 12th grades showed an increase in physical activity and in higher prominence of athletic identity.

SANTRAUKA

Fizinis aktyvumas yra vienas iš svarbiausių sveikatą stiprinančių veiksnių. Tačiau visame pasaulyje, taip pat ir Lietuvoje, jaunuolių fizinis aktyvumas yra nepakankamas. Labai staigus fizinio aktyvumo mažėjimas tarp vyresniųjų klasių mokinių tampa didžiule visuomenės problema, kurios pasekmės yra žalingos (Cairney et al., 2012; Kahn et al., 2008; Bobrova, Grajauskas, 2005). Todėl vienas svarbiausių ir aktualiausių visuomenės sveikatos priežiūros uždavinių – skatinti jaunuolių fizinį aktyvumą (Sirard, Barr-Anderson, 2008). Akivaizdu, kad vyresniųjų klasių mokinių amžius yra kritinis, taigi šiuo laikotarpiu būtina taikyti papildomas priemones paauglių fiziniam aktyvumui skatinti (Schneider, Cooper, 2011).

Išsakytieji teiginiai rodo, kad derėtų ieškoti naujų kūno kultūros pamokų formų. Vykstant ugdymo paradigmu kaitai (Bitinas, 2005), turinčiai įtakos mokyklinei kūno kultūrai, siekiant asmenybės sveikatos ir geros fizinės būklės per visą gyvenimą, ir toliau ieškoma naujų formų bei metodų paauglių fiziniam aktyvumui skatinti. Ugdant vyresniųjų klasių mokinių fizinį aktyvumą, kūno kultūros veikloje pritaikytas naujas tokioje ugdymo praktikoje *edukacinio konsultavimo* metodas, pagrįstas trumpalaikiu į sprendimus sutelktu konsultavimu (angl. *Solution focused brief therapy*; de Schazer, 1985).

Darbe keliami šie **probleminiai klausimai**:

- Ar ugdytojas, kalbėdamas apie ugdytinio stiprybes ir gerąsias savybes, bet vengdamas analizuoti jo problemą, padeda paaugliui rasti tinkamą fizinio aktyvumo ar kitos jam aktualios problemos sprendimą?
- Ar struktūruotas, neproblemiškas ugdytojo pokalbis su paaugliu gali veiksmingai stimuliuoti kūno kultūros pamokų ugdymo procesą?
- Ar ugdytojas, padėdamas spręsti ugdytiniui aktualias fizinio aktyvumo problemas, gali prisidėti prie paauglio fizinio aktyvumo skatinimo ir atletinio tapatumo ugdymo?
- Ar struktūruoto pokalbio su ugdytiniu veiksmingumas yra susijęs su jo lytimi, amžiumi ir paaugliui aktualia fizinio aktyvumo problema?

Teorinė ir praktinė darbo reikšmė

Šio darbo teorinę reikšmę galima apibūdinti keliais aspektais.

Pirma – atskleista, kad mokykloje kūno kultūros ugdymo(si) procesas gali būti tobulinamas ne tik per kūno kultūros pamokas, bet ir individualaus pokalbio tarp mokinio ir kūno kultūros mokytojo ar kito

specialisto (psichologo, socialinio pedagogo, sveikatos priežiūros specialisto) metu, kuris vykdomas taikant edukacinio konsultavimo metodą.

Antra – nustatytas edukacinio konsultavimo metodo veiksmingumas sprendžiant paauglių ugdymo(si) problemas mokykloje ir stebint mokiniui aktualios problemos (fizinio aktyvumo, atletinio tapatumo ugdymo, savaveiksmiškumo, elgesio ir emocijų kaitos) mažėjimą.

Trečia – tyrimo rezultatais patvirtinta, kad empatiškas požiūris į mokinio pasaulėžiūrą, paauglio stiprybių ir potencinių galių sklaidą, teigiama paauglio ir konsultanto sąveika bei aiškių ir konkrečių tikslų kėlimas konsultavimo metu yra veiksmingi būdai sprendžiant jam aktualias fizinio aktyvumo, atletinio tapatumo bei kitas ugdymo(si) problemas.

Ketvirta – nustatyta, kad edukacinio konsultavimo veiksmingumas sietinas su ugdytinio lytimi, amžiumi, jam aktualios problemos pobūdžiu.

Praktinę reikšmę rodo parengta veiksminga edukacinio konsultavimo metodika ir priemonės, rekomenduotinos kūno kultūros mokytojams bei kitiems ugdymo proceso dalyviams.

Tyrimo tikslas – nustatyti edukacinio konsultavimo mokykloje poveikį vyresniųjų klasių mokinių fiziniam aktyvumui ir elgesiui.

Tyrimo hipotezė – edukacinis konsultavimas veiksmingai skatina vyresniųjų klasių mokinių fizinį aktyvumą ir teigiamai veikia jų elgesį.

Tyrimo uždaviniai

1. Teoriškai pagrįsti edukacinį konsultavimą mokykloje kaip poveikio metodą vyresniųjų klasių mokinių fiziniam aktyvumui skatinti ir jų atletiniam tapatumui stiprinti.

2. Ištirti edukacinio konsultavimo poveikio veiksmingumą sprendžiant vyresniųjų klasių mokiniams aktualias problemas (bendravimo, elgesio, emocijų valdymo).

3. Įvertinti fizinio aktyvumo ir atletinio tapatumo kaitą edukacinio konsultavimo metu.

4. Nustatyti, ar fizinio aktyvumo problemų, kurias edukacinio konsultavimo metu sprendžia vyresniųjų klasių mokiniai, sunkumo mažėjimas ir kiti teigiami fizinio aktyvumo bei atletinio tapatumo pokyčiai yra susiję su mokiniams aktualia fizinio aktyvumo problema, jų lytimi ir amžiumi.

Darbo naujumas

Lietuvoje nebuvo atlikta tyrimų, nagrinėjančių šio konsultavimo metodo veiksmingumą dirbant su mokiniais vidurinėje mokykloje. Užsienio mokslininkų tyrimai patvirtina šio trumpalaikio konsultavimo mokykloje veiksmingumą sprendžiant problemas (Pourebahim et al., 2011; Daki, Savage, 2010; Kvarme et al., 2010). Lietuvoje taip pat nėra atlikta tyrimų, nagrinėjančių šio metodo veiksmingumą skatinant jaunuolių fizinį aktyvumą.

Edukacinis konsultavimas, kaip ugdomasis metodas sveikatai palankiai elgsenai ar fiziniam aktyvumui skatinti, pradėtas taikyti neseniai (Lin et al., 2010; Petrella, Lattanzio, 2002). Be to, nurodoma, kad konsultavimas gali būti efektyvus ir sprendžiant tokio pobūdžio problemas (Lin et al., 2010; Williams, Streat, 2005; Petrella, Lattanzio, 2002). Bendrosios praktikos gydytojams, pasiūlyta taikyti trumpalaikį ir sprendimus sutelktą konsultavimą siekiant skatinti fizinį aktyvumą tarp sėdimąjį gyvenimo būdą praktikuojančių pacientų (Williams, Streat, 2005). Tačiau tokių tyrimų atlikta nepakankamai (Lin et al., 2010; Breckon et al., 2008; Williams, Streat, 2005). Modifikavus šį konsultavimą ir pasitelkus struktūruotą pokalbį TSSK metodas taikomas edukacinėje veikloje. Konsultavimas skatinant fizinį aktyvumą vis dažniau tampa privaloma sveikatos priežiūros dalimi, nes siekiama išvengti sveikatos sutrikimų, o ne gydytis jau susirgus (Breckon et al., 2008; Petrella, Lattanzio, 2002). Tačiau mokinių sveikos gyvensenos ugdymas taikant naujas ugdomąsias priemones mokyklos aplinkoje yra ypač aktuali teorinė ir praktinė problema (Pourebahim et al., 2011). Pastebima, kad naujausi EK veiksmingumo tyrimai turėtų būti konstruojami sudarius pakankamą tiriamųjų imtį ir orientuojantis į konkrečios, aiškiai apibrėžtos problemos sprendimą (Biggs, Flett, 2005). Šiame darbe koncentruojamasi į konkrečios problemos sprendimą – vyresniųjų klasių mokinių fizinio aktyvumo skatinimą.

IŠVADOS

1. Edukacinis konsultavimas yra veiksmingas metodas vyresniųjų klasių mokinių aktualioms fizinio aktyvumo problemoms spręsti mokykloje ir kitose ugdymo įstaigose. Vidutinišką ir žymų subjektyvaus fizinio aktyvumo problemos sprendimo pokytį po edukacinio konsultavimo nurodė 66,3 proc. jame dalyvavusių mokinių. Teigiamus ugdytinio elgesio per kūno kultūros pamokas pokyčius nurodė ir kūno kultūros mokytojai. Po edukacinio konsultavimo mokinių fizinis aktyvumas padidėjo, o atletinis tapatumas buvo ryškesnis.

2. Edukacinio konsultavimo metodo veiksmingumas nustatytas ir sprendžiant psichosocialines vyresniųjų klasių mokiniams aktualias problemas. Po edukacinio konsultavimo padidėjo vaikinių ir merginų savaveiksmiškumas, sumažėjo ugdymo(si) problemos: nerimastingumas, prasta nuotaika, užsisklendimas, socialiniai sunkumai, taisyklių nepaisymas, agresyvus elgesys. Edukacinio konsultavimo metu geriausių rezultatų pasiekama sprendžiant mokinių emocines ir fizinio aktyvumo problemas, nei bendravimo (tarpasmeninių santykių) ir mokymosi (kognityviųjų gebėjimų) problemas. Nustatyta, kad sprendžiant įvairias problemas merginų subjektyvaus problemos išsprendimo progresas buvo beveik toks pats, o vaikiniams geriausiai sekėsi spręsti fizinio aktyvumo ir mokymosi (kognityviųjų gebėjimų) problemas nei bendravimo (tarpasmeninių santykių) bei emocines problemas.
3. Po edukacinio konsultavimo padidėjo mokinių fizinis aktyvumas ir atletinio tapatumo raiška, tačiau ši kaita sietina su individualiomis mokinio savybėmis. Mokinių, kurie buvo konsultuojami dėl bendravimo su kūno kultūros mokytoju problemų, atletinio tapatumo kaita buvo nežymi. Be to, merginų ir 11–12 klasių mokinių atletinis tapatumas po edukacinio konsultavimo buvo ryškesnis nei vaikinių ir 9–10 klasių mokinių.
4. Edukacinio konsultavimo veiksmingumas yra susijęs su sprendžiama fizinio aktyvumo problema ir mokinių amžiumi, tačiau menkai susijęs su mokinių lytimi. Edukacinio konsultavimo metu didžiausias subjektyvus (subjektyvaus?) problemos sunkumo pokytis nustatytas tarp mokinių, kurie sprendė problemas, siekdami padidinti savo fizinį aktyvumą, o prasčiausiai jiems sekėsi spręsti bendravimo su kūno kultūros mokytojais problemas. Po edukacinio konsultavimo fizinis aktyvumas ir atletinis tapatumas labiausiai padidėjo tų mokinių, kurie konsultavosi siekdami padidinti savo fizinį aktyvumą ir dėl nepakankamo išitraukimo į kūno kultūros pamokas. Sprendžiant fizinio aktyvumo problemą ir vaikinių, ir merginų subjektyvaus problemos sunkumo teigiamas pokytis buvo vienodas. Tiek vaikinių, tiek merginų fizinis aktyvumas ir atletinis tapatumas po edukacinio konsultavimo padidėjo. Sprendžiant fizinio aktyvumo problemą, 11–12 klasių mokinių subjektyvaus problemos sunkumo teigiamas pokytis buvo didesnis nei 9–10 klasių mokinių. Po edukacinio konsultavimo padidėjo tiek 9–10, tiek 11–12 klasių mokinių fizinis aktyvumas ir atletinis tapatumas.

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ABOUT THE AUTHOR

E-mail: v.rakauskiene@lsu.lt

Work address:

Kaunas “Azuolas” catholic secondary school,
Baltų str. 103, Kaunas, Lithuania

Lithuanian Sports University,
Health, physical and social education department
Sporto str. 6, Kaunas, Lithuania

Education:

2005–2007 Vytautas Magnus University,
Master of health psychology

2001–2005 Vytautas Magnus University,
Bachelor degree in Psychology

2008–2012 Lithuanian Academy of Physical Education,
Doctoral studies in Social Science, Education

Working experience:

From 2005 – now Kaunas “Azuolas” catholic secondary school,
Psychologist

From 2010 – now Lithuanian Sports University,
Lecturer

Research interest:

Health psychology, promotion of physical activity,
athletic identity, brief counselling, solution focused
brief counselling.