

ŠIAULIAI UNIVERSITY

Tadas Gulbinas

**GIRLS' RECREATIONAL PHYSICAL
ACTIVITY IN A VOCATIONAL SCHOOL:
THE GROUNDED THEORY**

Summary of Doctoral Dissertation
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ŠIAULIŲ UNIVERSITETAS

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INTRODUCTION

Relevance of the research. Since contemporary society is undergoing modernisation, globalisation is becoming more rapid, new technologies are being implemented, the needs of the society are changing; the employees-to-be, the so-called generation Z (Pečiuliauskienė, 2018), are required to perfect themselves, in physical terms as well, because good health is the fundamental of everything. As L. Duoblienė (2009) has it, in the epoch of postmodernism, an individual faces increasing higher requirements. According to P. Tamošauskas (2008), the progress of science and technologies exceed human capacities to evolve and adapt. Human intelligence helps improve scientific and technological progress and gradually takes over work of a person who is little qualified.

Unfavourable conditions capable of a negative impact on individual's health formed. Some systems of one's organism (e.g. nervous) and organs are overloaded, whereas other systems (cardiovascular, respiratory) suffer from the lack of physical activity (hypodynamics) (Carlson et al., 2015). Therefore, contradictions between psychic and physical natures of students occur, the balance of them becomes violated. In order to restore this balance, first, it is necessary to take care of students' health, perceiving it as "total physical, mental and social wellbeing, and not only absence of illness or disability" (World Health Organization). Importance of the holistic education is worth mentioning. As A. Dumčienė and Z. Bajorūnas (2006) emphasise, holistic education, prosperity of an integer personality improve human relationships and promote importance of life experiences and not a narrow implementation of skills. Only a healthy, healthily living, physically and mentally employable person who is able to properly spend his/ her leisure time can successfully adjust to a constantly changing environment, be active and capable of coping with domestic and professional difficulties. There are many cases of evidence proving that physical activity makes impact on psychic well-being and self-value of adolescents and young adults (Griciūtė et al., 2011; Šarkauskienė, 2015; Adaškevičienė, Strazdienė, 2017; Birgisdóttir, 2017). Unfortunately, the viewpoint and attitude of senior school age students towards physical activity are negative (Sjögren, 2012; Atan, Imamoglu, 2016), even though students assess their health as good (Raškevičienė et al., 2016). It is important to note that insufficient physical activity in the adolescence and young adulthood periods determines insufficient physical activity in adulthood (Trinkūnienė et al., 2009; Chin, Ludwig, 2014).

An attitude towards individual's lifelong learning conditions the shift of the educational paradigm (Jucevičienė, 2010). A changing educational paradigm (from teaching to learning (Dumčienė et al., 2007) as well as a paradigm of interaction (Tamošauskas, 2008)) determine key changes in formal, non-formal

and informal education fields. Traditional formal teaching does not meet the need of contemporary and innovative learning required by the postmodern society (Rogers, 2005; Čiužas; 2007; Clarijs, 2008). School students are influenced by many educational environments: formal (environment of a school and each subject taught by a pedagogue), non-formal and informal (self-) educational environment (Jucevičienė, 2007, p. 117).

European organisations (CEDEFOP, 2009; OECD, 2010) underline that European non-formal education in Europe is becoming a recognised form of education. The validation of non-formal education is being discussed more often. This form of education provides economic, educational, social and personal benefit to an individual.

Non-formal education of a personality is usually analysed in various layers of socialisation. The educational reality of non-formal education of youth currently undergoing formation regularly receives attention of investigators and scientists. Significance and impact of non-formal education have been dealt with by D. Festeu, B. Humberstone (2006), H. Steiner, N. S. Karnik (2007), J. Skirmantienė (2013) etc. Occupation is important to personality development; this was emphasised by many scientists mentioned above, who stated that non-formal education provided conditions for expanding and deepening the knowledge obtained during lessons. As J. Ruškus et al. (2009), V. Indrašienė, O. Merfeldaitė (2014), E. Musneckienė (2014), B. Žygaitienė, J. Sinkevičienė (2014) etc. note, first, necessity to enhance development, progress and dissemination of the ideas on non-formal education of youth; second, both representatives of politics and scientists in the education field should actively engage in improvement of the quality within the area. The influence of non-formal educational environments has been investigated by a number of foreign researchers (Rogers, 2005; Festeu, Humberstone, 2006; Siurala, 2008); however, it has not been analysed in the aspect of recreational physical activity yet. Moreover, it should be underlined that both formal and non-formal physical education seeks common goals; nevertheless, opposite objectives dominate during lessons of physical education and non-formal physical education activities (celebrating sports achievements).

Physical activity is one of the major factors of promotion of a healthy lifestyle (Norkus, 2012; Peterson, 2013; Physical Activity Guidelines for Americans, 2018). Physical activity is treated as a significant component of school students' lives, a multifunctional educational and health enhancing factor that makes a positive impact on their growth, maturation, health, both functional and physical capacity as well as dissemination of personality (Centers for Disease Control and Prevention, 2011; Maher, 2013; Rodney, 2014; Adaškevičienė, Strazdienė, 2017). The Department of Physical Education and Sport annually (2015, 2016) issues recommendations for the state to fund "promotion of a healthy lifestyle through physical activity". However, a healthy lifestyle is conditioned by the

social (community, family, sub-culture, peers, friends) and educational (teachers, classmates, educational content, sport equipment etc.) environment (ILE, 2013). Nevertheless, one of quite important objectives of a healthy lifestyle is to provide possibilities for an individual himself/ herself to control and strengthen his/ her health. Hardly an individual is capable of performing this without having specific competences to be gained through non-formal education, too.

As scientists (Silva et al., 2009; Rakauskienė, 2013; Šarkauskienė, 2015; Adaškevičienė, Strazdienė, 2017) have it, physical activity of school students is perceived as a complex phenomenon which forms depending on personal factors (age, gender, family status etc.), quality of physical education at school (educational content, educational environment, safety, communication and collaboration etc.) and in family as well as bearing in mind the social context of physical education as a subject. Nevertheless, non-formal education as an environment which is favourable to physical education is seldom dealt with.

Organisation of recreational physical activity (one of the areas of actively spent leisure time) and motivated participation in it are a relevant problem not only for Lithuanian (Šarkauskienė, 2015; Adaškevičienė, Strazdienė, 2017) but also to foreign pedagogues (Sweeney, Barcelona, 2012; Lloyd et al., 2014; Brady et al., 2015). Each student highly individually perceives recreational physical activity; however, many researchers (Davis et al., 2005; Allen, Barcelona, 2011; Introduction to Recreation and Leisure, 2013; McLean, Hurd, 2015; Vega, Toscano, 2018) agree with the opinion that it should be permitted with regard to the general principles of recreational physical activity. In adolescence years and in senior school years later on physical activity decreases, and this becomes a big problem of the society because the consequences of reduced agility are harmful (Cairney, 2012; Min Lee et al., 2012; Hallal et al., 2012). Many foreign (Zoeller, 2009; Allen, Barcelona, 2011; etc.) and Lithuanian (e.g. Šarkauskienė, 2015; Adaškevičienė, Strazdienė, 2017) researchers suggest improving decreasing physical activity by engaging young adults in active physical performance during their leisure time.

Relevance of the theme is substantiated by research conducted by foreign (Kunstler, Daly 2010; Richard et al., 2013; Brady et al., 2015; Barcelona et al., 2016) and Lithuanian (Ruškus, 2009; Laisvalaikio pagrindai, 2017) investigators, proving that improper physical activity during leisure time, the lack of it is the most frequent cause of health problems (Norkus, 2012; Plotnikoff et al., 2015; Steptoe, Wardle, 2017; Claxton et al., 2009; Tomaka et al., 2011; Grim et al., 2011). In terms of Lithuanian social system, recreation comprising the content of resourceful leisure time is insufficient (Laisvalaikio pagrindai, 2017). According to the authors, such situation is highly unfavourable to a social group which has the least social guarantees, i.e. the youth.

The environment of non-formal education is more often characterised as favourable to learning (Rogers, 2005; Festeu, Humberstone, 2006); it is considered to be a major part of organised leisure time (Žygaitienė, Sinkevičienė, 2014). Increasing numbers of researchers (Jucevičienė, 2007, 2010; Brazdeikis, 2009; Falk, 2009; Jonassen, 2012) analyse significance of educational environments for successful and efficient learning. Thus, namely creation of proper non-formal educational environments should meet girls' needs to create relevant (own) educational environments for the female school students themselves to enable self-directed learning. Majority of scientists attribute this age phase to the middle youth age range (Jovaiša, 2007; Rakauskienė, 2013; Waltersson, Rodby-Bousquet, 2017). Exactly this age girls experience the processes of physical and psychic maturation. Therefore, it is topical to investigate this youth phase (18–20 years) girls' experiences of recreational physical activity. Developmental processes in the said age girls condition “the formation of self-confidence, new worldviews and value attitudes, orientations, relationships with peers, responsibility for independent activities, preparation for individual's work and family living” (Jovaiša, 2007, p. 109).

Comparing various opportunities for non-formal activities in the aspect of gender, it is observed that a larger part of students state that boys are offered a larger diversity of non-formal activities than girls (Klanienė, 2013; Uysalli, 2017). Since girls' leisure time is characteristic of low physical activity, too (Vainienė, Kardelis, 2008), it is important to enable them for active physical performance (College, Mannarkkad, 2015; Punzoo, 2017). It should be noted that girls assess their health poorer than boys (Lamanauskas, Armonienė, 2012).

The research enabled us to assess anew the possibilities to apply the grounded theory for investigation in the area of recreational physical activity taking into consideration that the Lithuanian tradition of investigations on physical activity possesses prevailing quantitative research. Qualitative research studies are carried out as well while employing the qualitative research approach (Buman et al., 2008; Gucciardi et al., 2008; Harley et al., 2009; Holt, Tamminen, 2010; Hutchison, 2011, 2012; Jociūtė, Petronytė, 2015; Adaškevičienė, Strazdienė, 2017); nevertheless, no qualitative research on recreational physical activity of girls attending a vocational school were found. The doctoral research has been performed building on the constructivist grounded theory (Charmaz, 2014). This method was chosen as a theory generating method which allows taking specificity of the research object (girls' subjective experiences in recreational physical activity) into consideration. The data processing (interpretation and analysis) leads to revealing the factors of non-formal educational environment and their significance given to recreational physical activity. The current research deals with fundamental topics on an educator (of non-formal education), his/ her interaction with a student, intercommunication of students, exceptionality of the non-formal environment and other.

Research problem. After conducted analysis of the research works of Lithuanian and foreign investigators in the context of the topic under current analysis, the problem aspects have been revealed.

It is worth emphasising that participation of the students in activities of non-formal education of the youth is insufficient, relatively a small number of girls are engaged in non-formal education (Neformaliojo vaikų švietimo koncepcija, 2012; Organising Non-formal Education of Children, 2015).

It was found out that girls' physical activity was much lower than that of boys of the same age (Volbekienė et al., 2007; Zaborskis, 2008; Laskienė et al., 2009; Gordon-Larsen, McMurray, Kahn et al., 2008; Pajaujienė, 2010; Zaborskis, Raskilas, 2011; Masiliauskas, 2011, Baltkojytė et al., 2012; Zumeras, Gurskas, 2012; Rakauskienė, 2013). It should be noted that girls assess their appearance poorer (Pajaujienė, 2012), every other girl insufficiently goes in for sports and exercises (Adaškevičienė, Strazdienė, 2017), only every fifth girl can be characterised as sufficiently physically active (Zaborskis, Raskilas, 2011).

Scientific research cases have proven that the number of physically active girls in schools decreases (Zumeras, Gurskas, 2012), and the programmes implemented in formal education contribute with little efficiency (or are efficient only for some specific period of time until the process of education lasts). Obviously, there is a necessity to search for attractive educational environments for girls, which would enable them to actively perform recreational physical activities. Thus, aiming to develop individual's physical culture, it is important to allow that individual experiences positive emotions; in other words, this activity must be pleasing. Therefore, we suppose non-formal educational environment based on humanistic principles of education is highly important while searching for the possibilities to promote recreational physical activity.

It is likely that a girl will more easily engage herself in activities which would render her pleasure and joy (Dishman et al., 2013). Each girl holds different experiences of and knowledge on recreational physical activity; therefore, her educational environment meant for learning, stimulating her engagement in physical activities can also be individualised. Experienced emotions, pleasant associations, possibilities to freely select forms of activities and other would be among major factors (Collie, 2012).

The interest in research in the field of non-formal education has been noticed for several decades now (Rogers, 2005). Usually, this is associated with the lifelong learning paradigm (Falconer, 2013; Lockhart, 2016) which is willingly followed by educational strategists in many countries worldwide (USA, Germany, Sweden, Belgium etc.). Even though a large number of investigations in the field of non-formal education has been carried out (Festeu, Humberstone, 2006, Steiner, Karnik, 2007; Ruškus et al., 2009; Miliūnienė et al., 2009; Šarkauskienė, 2015; Kriščiūnaitė, 2018; Dumitru, 2018), still no research works

analysing the influence of the factors of the non-formal educational environment on promotion of recreational physical activity of students (especially girls attending a vocational school) are available.

When investigating non-formal education of school students, characteristics of sports training of students attending non-formal education institutions (sport schools) are usually dealt with (Matulaitis, 2013; Paulauskas et al., 2013; Girdauskas, Kazakevičius, 2013); however, recreational physical activity has not been investigated in particular. No theory of promotion of recreational physical activity for girls attending a vocational training school, which would be referred to by specialists of recreational physical activity in their practical work, has been designed.

Relevance of the investigated problem is defined by physical activity of girls attending vocational schools in their leisure time, which is lower than that of boys of the same age; moreover, there are no research instances which would be based on the approach of the constructivist grounded theory in analysis of significance of non-formal educational environment to girls' recreational physical activity. It should be noted that diagnostic quantitative research cases dominate in the investigation of physical and recreational physical activity (Tucker et al., 2009; Ding et al., 2011; Norkus, 2012; Rakauskienė, 2013; Adaškevičienė, Strazdienė, 2013; White et al., 2016). A discussion maintained by foreign scientists on the use of qualitative and quantitative research in the fields of sport and physical activity continues for many years (Li et al., 2008; Brustad, 2008; Smith, Gilboure, 2009; Jones et al., 2013). Therefore, the research works conducted when applying the constructivist grounded theoretical approach are significant in investigation of recreational physical activity because exactly non-formal education obtains an increasingly more important role in contemporary system of education.

Moreover, the research problem was presupposed by the doctoral dissertation author's experience of pedagogical work in a vocational school related to healthy lifestyle education for young adults learning there. In the constructivist grounded theory (Charmaz, 2014), the experience gained by an investigator is presented as an inseparable part of the qualitative research, which determines the research results. Namely researcher's pedagogical experience gained was a key factor when choosing the methodology of the grounded theory. Thus, analysis of scientific literary sources allows us stating that non-formal educational environment in vocational schools has been little investigated in the aspect of recreational physical activity.

The mentioned facts demonstrate that in the case of contemporary youth recreational physical activity and implementation of it in non-formal educational environments become highly relevant. Therefore, the present scientific research aims at designing the theory which would substantiate educational significance

of the non-formal educational environment for vocational school girls' recreational physical activity.

The research problem can be expressed through the following questions:

1. What reasons stimulate girls attending a vocational school to engage in recreational physical activities and continue them in non-formal educational environment of a vocational school?
2. What kind of characteristics of the non-formal educational environment promotes girls' participation in recreational physical activity?
3. What are the intervening conditions that help and (or) prevent girls' engagement in recreational physical activity?

The research object is non-formal educational environment promoting recreational physical activity of girls attending a vocational school.

The research aim is to construct the grounded theory which would explain how non-formal educational environment promotes girls' recreational physical activity.

Research objectives:

1. To substantiate characteristics of the non-formal educational environment.
2. To reveal the concept of recreational physical activity and the factors characterising it.
3. To design the grounded theory of the non-formal educational environment, which would be significant to recreational physical activity.

Scientific novelty of the research results. Lithuanian strategic documents ("Lithuania 2030", Programme of the National Progress for 2014–2020, Annual Programme of the Government for 2012–2016 and the Measures of Implementation of It, etc.) emphasise that healthy and employable citizens are necessary for the state economy and development. Increasingly more attention is paid to protection and strengthening of children's and young adults' health. Therefore, it is necessary to focus pedagogues' attention on physical activity in leisure time as an educational means and educational outcome (Norkus, 2012; Zimmerman, Woolf, 2014; Dudley et al., 2014). Only full-fledged leisure time ensures recovery of individual's physical capacities.

Until now, most of the attention was paid to formal education aiming at promotion of major changes in the society, while providing conditions for the measures to form students' creativity, responsibility, focusing attention on students' values which form skills which would contribute to their lifelong learning. Unfortunately, formal education alone is no longer capable of implementation of it (Rogers, 2005, 2014; Shirur, 2009; Kriščiūnaitė, 2018; "Lietuva 2030").

For the first time in Lithuania, the doctoral dissertation theoretically approaches significance of the non-formal educational environment to recreational physical activity of girls. Presently, discussions of scientists and society members focus on the synthesis of both formal and non-formal educational environments. Outcomes of this investigation allow us to more comprehensively explore the factors of the non-formal educational environment, its stimuli and obstacles.

It is important to underline that the use of the constructivist grounded theory in Education Science is quite new. According to R. Pranskūnienė (2013), A. Petruškevičiūtė (2015), the grounded theory is usually applied in Social Sciences: sociology (Ruolytė-Verschoore, 2013; Jasiukevičiūtė, 2014; Šumskaitė, 2014; Žalkauskaitė, 2016); gerontology (Orlova, 2014); psychology (Jurgaitytė-Avižinienė, 2013). Dissertations in the Education Science field (Sabaliauskas, 2011; Pranskūnienė, 2013; Butėnas, 2015; Petruškevičiūtė, 2015; Kasperiušienė, 2017), whose empirical investigations were carried out when basing on the grounded theory, demonstrate relevance of this research method.

This doctoral dissertation supplements the research in the Education Science field constructing the grounded theory by applying the version of K. Charmaz (2014). A detailed description of this version of the grounded methodology opens new opportunities for deeper qualitative investigations of educational phenomena.

Conceptual Provisions

The research is grounded on the provisions of the following theories:

- **Humanistic theories of (self-) education.** The doctoral research has been carried out while following the humanistic theory of personality proposed by A. Maslow (1969, 2006) and K. Rogers (1969, 2005), which maintains that each individual is a unique, undivided, organised, constantly changing whole. This theory is employed because it emphasises a viewpoint to education of a comprehensive and full-fledged personality (Maslow, 2006; Jovaiša, 2009), and the ideas of the humanistic paradigm in education (Rogers, 2001, 2005; Maslow, 2006, 2011) develop individuality. The humanistic education of students must be conditioned by their nature, characteristics of age, interests, individual needs, and not social, economic conditions and societal requirements; therefore, exactly non-formal education emphasises individual interests of students, their activity, independence and sense of self-actualisation are promoted;
- **Theories of social constructivism.** The idea is supported by a philosophical point of view (Vygotsky, 1986) stating that social reality is created with respect to its interaction with environment. Individuals usually interpret phenomena of social life, notice various situations and, this way, are constantly creating knowledge. This process is also supplemented with the

experiences held by individuals (Saraga, 1998; Berger, Luckmann, 1999), while highlighting importance of the context (Clarke and Charmaz, 2014). In the case of the present research, a provision of the social constructivism theory (Berger, Luckmann, 1999) is important, as it states that the knowing of social reality is constructed through social interaction with people who are significant to a particular individual. It is more important not to render knowledge but rather to raise interest in an individual, to make him/ her understand significance of this knowledge. Knowledge is expanded thanks to people's daily interaction through talking and reflection; however, knowledge is being actively constructed by an individual who can recognise it (Berger, Luckmann, 1999). Individuals not only passively reflect social reality but also are active creators of it (Vygotsky, 1986).

Research methodology. The present doctoral research has been carried out while grounding on the *qualitative research methodology*. The methodology of qualitative research helps to reveal the processes and manifestation of various phenomena (Silverman, 2011). The practical phenomenon under investigation helps design the theory which is called the inductive research method (Atkins, Wallace, 2012). A chosen methodology provides an opportunity to analyse whether the non-formal educational environment promotes recreational physical activity.

The empirical research was conducted by employing the constructivist grounded theory (Charmaz, 2014). A decision to apply this methodology of qualitative research was determined because of the purpose to apply it in designing a theoretical model in this little investigated area.

It is important to underline that the description of the little investigated social phenomenon and the conclusions are based on obtained research data and any premature hypotheses are rejected.

Another reason is related to the grounding on subjective experiences of the girls and the language they use, the concepts were generated with respect to the methodological procedures. The methodology of this theory does not aim to test any hypotheses but rather finds and designs new ones, grounding on subjective experiences of the girls.

Educational significance of the non-formal educational environment is investigated without stating any hypotheses in advance, trying to view everything in the eyes of a research participant. Major methods used in the research are the following:

- 1) analysis of scientific literature and documents;
- 2) semi-structured interview carried out with girls attending a vocational school;
- 3) analysis of the records of the interviews referring to the provisions of the constructivist grounded theory.

Structure of the Doctoral Dissertation

The Doctoral Dissertation consists of an introduction, review of scientific literature, a methodological part, an empirical part, a discussion, conclusions, recommendations, a list of references.

CONTENT OF THE DISSERTATION

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1. RECREATIONAL PHYSICAL ACTIVITY IN NON-FORMAL EDUCATIONAL ENVIRONMENT IN THE THEORETICAL APPROACH

For many decades, non-formal education in the world (Colardyn, Bjornavold, 2004; Rogers 2005, 2014; Eshach, 2007; Siurala, 2008; Clarijs, 2008; Shirur, 2009; Bjornavold, 2009; Lockhart, 2016) has been an acknowledged area of education, which promotes personality development, facilitates integration into the labour market, trains entrepreneurship, motivates for learning and provides opportunities for self-education. Moreover, it is important to ensure as diverse development of physical, psychic and spiritual fields as possible, to provide conditions for individuality and self-actualisation of students reveal itself.

Various world organisations, such as the European Youth Forum, the UNESCO, the European Commission, often more increasingly emphasise knowledge and skills obtained at institutions of non-formal education. According to A. Kriščiūnaitė (2018, p. 20), “the European Council (Council of Europe, 2003) recommends promoting non-formal education underlining its value and recognising it as a necessary element of education, providing equal opportunities to all young individuals to educate and develop themselves, while promoting and supporting development of non-formal education, enhancing collaboration between the formal and non-formal sectors of education.”

Non-formal education is understood as a part of the education system which is in parallel to formal education (Rogers, 2005; Clarijs, 2008; Shirur, 2009; Singh, 2015). This form of education is perceived as purposeful and continuous, having its own classification, specific principles, functions etc., which are intended for revealing youth’s natural capacities, abilities and inclinations, facilitating self-actualisation, meeting positive interests, enshrining values, strengthening health, properly spending leisure time and assuring processes of socialisation (Allen, Barcelona, 2011; McLean, Hurd, 2015; Barcelona et al., 2016; Vega, Toscano, 2018). All these demonstrate that non-formal education is not of lesser importance than the formal one. Majority of scientists agree that it is impossible to separate these two types of teaching because they complement each other (Clarijs, 2008; Singh, 2015). It is important to merge and not to separate these two categories of education (Norqvist, Leffler, 2017). This approach is also supported by contemporary educationalists (Siurala, 2006; Clarijs, 2008; Šarkauskienė, 2015; Adaškevičienė, Strazdienė, 2017) who share an opinion that development of innate physical abilities is ensured by a reciprocal impact of both formal and non-formal education.

Lithuanian researchers (Šukytė, 2007; Miliūnienė et al., 2009; Ruškus, 2009; Petronienė and Taljūnaitė, 2011; Kriščiūnaitė, 2018) have analysed non-

formal education of young individuals in various aspects (socialisation, forms and methods of non-formal education etc.). However, majority of investigations were conducted in the fields of music, fine art and sport. Non-formal education is being constantly investigated by Lithuanian scientists (Ruškus et al., 2009; Indrašienė, Merfeldaitė, 2014; Musneckienė, 2014; Žygaitienė, Sinkevičienė, 2014; etc.) who state that it is necessary to develop non-formal education and ensure the progress of it.

People are characteristic of having different kinds of motivation and different preparation to change their behaviour. Studies on motivation differ as well. Therefore, common comprehensive education programmes designed for all are inefficient. Aiming to meet personal needs of girls' self-actualisation through recreational physical activity, it is necessary to create a favourable non-formal educational environment (Allen, Barcelona, 2011; Richard et al., 2013; Barcelona et al., 2016; Introduction to Recreation and Leisure, 2013).

H. Eshach (2007) emphasises that learning environments can be divided into the learning that takes place within the school environment and outside school; moreover, he points out the differences between non-formal and informal learning. According to the author, informal learning proceeds in real life situations; whereas non-formal education takes place outside school limits, is planned and supervised by an educator.

Non-formal (self-) education makes impact on the personality development process, personality and formation of one's needs and value orientations (Lockhart, 2016; Kriščiūnaitė, 2018). Engagement of girls in activities that are significant, important and interesting to them provides opportunities to contribute to personality development while spending their leisure time, since activities performed by an individual with responsibility and aiming to improve it significantly impact the becoming of a personality. Non-formal physical education contributes to meeting various needs of girls attending the vocational school. While taking part in activities of non-formal physical education, they accumulate various social and personal experiences. The girls raise questions: What kind of spending leisure time would be meaningful? How to enrich the spiritual world, while becoming more independent and active? We suppose that meaningful engagement in these activities shapes a personality and makes an impact on further process of socialisation.

Scientists (Čiužas et al., 2007; Jucevičienė, 2010) maintain that students not only receive information in a passive way but also actively construct knowledge and skills through interaction with the environment. In such a manner, students create common sense and understanding with organisers (educators) of the educational process and learners (students).

Lithuanian educationalists (Jucevičienė, Tautkevičienė, 2004; Jucevičienė, 2007; Čiužas, 2008; Brazdeikis, 2009; Jucevičienė, 2010) treat the educational environment as an area where the process of education takes place. This area

is impacted by an educator as well as by the aim, content, method, means of education and school culture. Therefore, an educator is the major creator of the educational environment. As P. Jucevičienė (2010, p. 76) holds it, a probability of success in learning can strongly increase if a suggestive pedagogue rendering information is present in the educational environment.

Creation of successful educational environments depends on the values enshrined by an educator. The following major values which should be the basis for creators of educational environments are listed (Jonassen, Land, 2000, cited from Jucevičienė, 2010): attention focused on a student, importance of authentic contexts which exists under certain circumstances, importance of student's experience and personal beliefs.

“Thus, educational environment perceived as a system of relationships between educator and learner will be the area favourable for the learning when it promotes and enables self-directed learning, provides a possibility to identify the educational environment, uses all opportunities it provides and develops individual learning environment of one's own while meeting the learning aims of a learner. A learner must recognise the learning environment as his/ her own and use it. Educational environments which are favourable to learning, having diverse potential to transform to learning environments relevant to particular individuals are formed by educators” (Jucevičienė, Tautkevičienė, 2002). Thus, the learning environment is designed from the surrounding educational environment by each person individually (Tautkevičienė, 2004; Stanikūnienė, 2007; Jucevičienė, 2007, 2010). Grounding on the constructivist approach, a student is learning while interacting with own learning environment (Jucevičienė, 2010).

Analysing educational environments, P. Jucevičienė (2008, p. 75) singled out the following parameters:

- 1) educational goal;
- 2) learners' capacities for learning;
- 3) educational content meeting the educational goal;
- 4) methods and means of communication of the educational content figuring as provided information;
- 5) methods and means used in the process of learners' activities of creation of the educational content;
- 6) physical area and objects in it meeting the educational goal and conditions for its implementation;
- 7) people required for implementation of the educational goal.

Researchers who have conducted analysis in twenty countries (OECD, 2013) point out the following key elements of the educational environment: students, educators, content and resources. H. Dumont et al. (2010) treat educational environment as a dynamic interaction of the four factors: who participates? (student); with whom does he/ she interacts? (with an educator); what do they

want to learn? (educational content); and where does this take place, what is used? (premises and technologies). This interaction comprises components of various educational theories; it is employed by educationalists. It can be suggested that these are fundamental elements of the educational environment.

MULTIDISCIPLINARITY OF RECREATIONAL PHYSICAL ACTIVITY

It is difficult to define physical activity in the educational aspect because of the polysemy of this concept; for this purpose we will divide it into two parts: physical activity and recreation.

Physical activity is considered to be any movement performed by human's muscles, and the result of it is increased consumption of energy usually measured in kilocalories (kcal) over a certain period of time (Caspersen et al., 1985). Until now, many scientists (Sporto terminų žodynas, 2002; Rakauskienė, 2013; Adaškevičienė, Strazdienė, 2017; etc.) refer to this definition of physical activity.

Usually, physical activity manifests (Caspersen et al., 1985) in the following fields: physically active leisure time, professional activities (attendance of school), domestic activities, mobility (movement from one place to another) and sport. Additionally, V. Volbekienė (2004) points out exercising and physical education. Thus, seven major forms of physical activity are mentioned most often. R. Zumeras, V. Gurskas (2012, p. 12) put it that in terms of the education system these forms can be divided “into two groups: taking place at school and outside school (formal and non-formal education)“. The forms of physical activity at school are usually these: exercising; play; various extra-curricular clubs requiring physical activity; hiking, festivals, competitions, picnics; lessons of physical education; physical activities during breaks and other.

Recreation

The notion *recreation* originates from a Latin word *recreatio* meaning restoration, refreshment (Sporto terminų žodynas, 2002). Dictionaries of the English language explain the word *recreation* in two ways: as both refreshment of strength, rest and amusement (Eng. *re-create* means to restore and refresh strength, have some rest from regular and daily activities, to pursuit amusement and enjoyment) (Norkaitienė et al., 2000).

Usually, this concept is used in analysis of activities of individuals with disabilities or those who have experienced various traumas (Kunstler, Daly, 2010; Ahram, 2017), or when talking about outdoor activities (Ewert, 2017).

Moreover, P. Donnelly, J. Coakley (2002) characterise recreation as a means of self-actualisation. T. S. Yukic (1970), one of the investigators of recreation, defined it as active leisure, rest in one's free time. According to B. C. Daniels (1996), the need to be engaged in doing something in pursuit of refreshment of strength is an essential biological and mental need of a human. According to L. Schultz et al. (1995), recreation is a process which is inseparable from voluntary participation in constructive leisure activities, which contributes to common wellbeing of an individual. A. Armaitienè et al. (2009, p. 78) have it that the term *recreation* is understood as restoration, refreshment of man's physical, mental, spiritual strengths and health.

Recreational activity contributes mentally, socially and emotionally to all participants of this activity (Introduction to Recreation and Leisure, 2013, p. 304). Moreover, the aspect of spiritual wellbeing is emphasised as well (Davis et al., 2005). As the interest in activities in this area increases, the need for it increases too. Recreational physical activity is inseparable from leisure, personal space, orientation to pleasure and pleasant wellbeing (Davis et al., 2005). Usually recreational physical activity encompasses sports activities (aerobics, football, tennis etc.) and activities that are characteristic of low competitiveness (hiking in mountains, swimming, driving a bicycle, rowing a boat, running etc.).

Thus, it is obvious that physical activity is an inseparable part of life; and students' health depends on it. Forms and intensity are usually mentioned when characterising physical activity.

To sum up the definitions of the notions "recreation" and "physical activity", we can state that recreational physical activity is perceived not only as refreshment of strength after work (in leisure time) or relaxation and (or) amusement (in pursuit of refreshment of strength after work), but also as meaningful development of rest skills by physical exercising resulting in increased energy consumption. Properly organised recreational physical activity can positively impact beliefs and expectations thanks to its exceptionality (relaxation, refreshment of strength, amusement). Thus, recreational physical activity is understood as voluntary participation in constructive leisure activities and refreshment of physical, mental, spiritual strength and health.

In order to contribute to personal wellbeing, people should improve their skills of behaviour in terms of recreational physical activity.

Recreational physical activity is characteristic of the following properties: active performance, gained experience, freedom (in terms of time, opportunity of participation to all), chosen area (environment does not influence the choice), relaxation (recovery from stress, refreshment of strength), challenging activities

(stimulating physical activity, not necessarily competitive), purposeful approach which results in positive outcomes. These results can be: psychological pleasure, social civilisation (expressed cultural harmony), physical pleasure (gaining of strength, remedial effect), self-expression, spiritual well-being.

2. NON-FORMAL EDUCATIONAL ENVIRONMENT PROMOTING RECREATIONAL PHYSICAL ACTIVITY OF GIRLS ATTENDING A VOCATIONAL SCHOOL: RESEARCH METHODOLOGY

The doctoral research is based on the constructivist grounded theory (Charmaz, 2000, 2006, 2008, 2011, 2012, 2014). The constructivist methodology of the grounded theory of the qualitative research, which allowed designing a theory on the basis of obtained data, without grounding on analytical constructs, categories or variables and constants of already existing theories, has been chosen for data collection and analysis.

In this part of the doctoral dissertation, the constructivist grounded theory (hereinafter referred to as the CGT) is presented, arguments for choosing this strategy are provided, application of the CGT in this research is characterised and substantiated in greater detail. Moreover, procedures of collection of the empirical research data are presented, research participants are characterised, their socio-demographic characteristics are revealed, application of the CGT is explained in detail, the key aspects of assurance of the research ethics are revealed.

B. Glaser and A. Strauss (1965), authors of the study “The Discovery of Grounded Theory” (Glaser, Strauss, 1967), are the forerunners of the grounded theory (hereinafter referred to as the GT). The GT methodology is a combination of the research strategy and methods (Mey and Mruck, 2011). Scientists of various countries (Kruse, 2014; Mey and Mruck, 2011; Przyborski and Wohlrab-Sahr, 2014) acknowledge that quantitative research cases which only prove or reject already existing theories and hypotheses are not enough.

In the GT, special attention is focused on empirical data obtained from the research participants’ experience, rejecting any preconceived theoretical insights, hypotheses or expectations (Strauss and Corbin, 1998). Therefore, the GT allows analysing new and still unexplored phenomena of education, investigate from

the inside and perform an in-depth analysis of educational experience whose outcome is original substantive theory exceptionally based on empirical data. As B. Bitinas (2006) has it, the GT provides new opportunities to conceptualise and generalise phenomena of social reality. Foreign investigators have been applying this research method quite for a long time, have published many doctoral theses completed following the GT methodology (Edwards, 2007; Philbin, 2009; Gordon, 2009; Wood, 2009; Breckenridge, 2010; Kerr, 2010; Loy, 2010 etc.). Over the latter decade, quite many scientific publications on the GT method have been issued in Lithuania; empirical research, discussions on research strategies and methodologies are carried out grounding on it (Kardelis, 2005; Bitinas, 2006; Žydžiūnaitė et al., 2006; Luobikienė, 2006; Bruzgelevičienė, Žadeikaitė 2007; Bitinas, Rupšienė, Žydžiūnaitė, 2008; Petružytė, 2008; et al.). Relevance of this theory is proven by the doctoral research (Butvilas, 2010; Rapolienė, 2012; Pranskūnienė, 2013; Tauginienė, 2013; Ruolytė-Verschoore, 2013; Jurgaitytė-Avižinienė, 2013; Orlova, 2014; Petruškevičiūtė, 2015; Bartkevičienė, 2015; Žalkauskaitė, 2016; Skališienė, 2017; Kasperiušienė, 2017; Paurienė, 2017).

Scientists (Petružytė, 2008; Rupšienė, Pranskūnienė, 2010) agree that the grounded theory cannot be treated as “homogeneous”. As a result of ideological and procedural mismatches, the GT is divided into separate versions (Bryant, 2009; Babchuk, 2009a, 2009b). A. Jurgaitytė-Avižinienė (2012) has it that the division of the GT started after the splitting between theoretical views of B. G. Glaser and A. L. Strauss and reached even higher collision after K. Charmaz introduced the CGT.

The latest stage of the GT methodology in the area of Social Sciences is the GT version developed by a professor Kathy Charmaz from Sonoma State University (USA) (2006, 2014). She is considered to be the author of the latest version of the grounded theory. According to K. Charmaz (2014), mutual engagement of both research participants and researcher in creation of social interaction is one of the principles of constructivist theory which supplements the model of the classical GT (Williams, Keady, 2012). Analysing the constructivist version of the GT, U. L. Orlova (2014) points out that, according to K. Charmaz, majority of qualitative research answer the questions “what?” and “how?”. Since the qualitative methodology is descriptive, it is important to find the ways how to theorise it. K. Charmaz has it that the GT is one of the ways. Of course, the GT does not claim to be representative in a sense of quantitative methods; nevertheless, it helps to design a theoretical fundamental, interpret a chosen social phenomenon, while answering a question “why?”.

This methodology is applied in assessment of personal experiences of the research participants. Theorists of the classical GT search for a key category, and this version states that “there are many social realities, and all attempts to generalise are partial, i.e. limited by time and place where they proceed”

(Charmaz, 2010, cited from Jasiukevičiūtė, 2014, p. 64). The guidelines which are followed by the researcher applying this method are the data accumulation jointly with a research participant and recognition of subjectivity. “The researcher starts from an individual case, event or experience and progressively designs more abstract conceptual categories which explain the formed interrelations and what is shown by the obtained data (Charmaz, 2003). Having started from a theme or question that interests him/ her, a researcher ends with a theory which reveals what is happening in relation to this theme” (Charmaz, 2003, cited from Jurgaitytė-Avižinienė, 2012, p. 104).

The constructivist grounded theory focuses on interpretational concepts of meanings. This version of the GT is to be applied to various multi-social realities (Charmaz, 2011). Interpretational theorisation suits network analysis. The instruments obtaining the meaning while forming a theory are applied (Charmaz, 2011). The GT depends on the investigator’s attitude. The interaction is the key component of the constructivist GT.

V. Žydžiūnaitė (2006) has it that the grounded theory helps to identify essential social and extraordinary processes of the educational activities. Specialised knowledge on education having not only scientific but also practical value is the result of the GT.

Aiming to design an efficient system of non-formal educational environment, it is needed to investigate what influences its efficiency. As mentioned, the environment correlates with recreational physical activity. Specificity of the research object (subjective experiences of girls attending a vocational school) supposed the choice of the constructivist grounded theory as an analytical instrument and method of generation of this particular theory. The doctoral dissertation aimed at not only investigating girls’ experiences of the non-formal educational environment and subjective interpretation of them, but also to reveal interpretation of these experiences in girls’ narratives through the meanings of recreational physical activity. K. Charmaz’s (2014) methodology provides a possibility to analyse what happens when the girls participate in the environment of non-formal (self-) education, and it also reveals what influence is made by this particular environment on physically active recreational activity.

Thus, to sum up, the grounded theory on significance of the non-formal environment of a vocational school for girls’ recreational physical activity has been designed in this doctoral dissertation, as it provides an opportunity to identify and investigate the aspects of the discussed contexts grounding on girls’ experiences and to deepen scientific knowledge in this area.

The present doctoral research has employed the constructivist grounded theory’s methodology (hereinafter referred to as the CGTM) (Charmaz, 2014). Other arguments for choosing it: 1) it is advised to ground on the CGTM when seeking to design a theory in a little investigated area. V. Žydžiūnaitė (2006) has it that the GT is chosen when there is no possibility to apply a particular

theoretical model or theoretical framework. Vocational school girls' experiences of recreational physical activity in the non-formal educational environment are a problem that has not been investigated yet. The CGTM may help to better understand the behaviour of senior form girls choosing recreational physical activity and the very process in the non-formal educational environment. It should be noted that the phenomena under investigation proceed in a specific educational environment (non-formal educational environment), and the GT is one of the qualitative research methods which is acknowledged as suitable to investigate problems of physical activity (Weed, 2009); 2) the CGTM is applied in the cases when specific details are analysed by employing a rigorous and exhaustive analysis of the research data, whereas the CGT is being designed when employing obtained categories which reflect subjective experiences of the girls. In the present doctoral research, the CGT is designed by grounding on analysis of experiences of vocational school senior form girls in the non-formal educational environment; 3) the CGT does not require testing hypotheses, but rather helps in finding and designing new hypotheses. The GT being constructed on the basis of subjective experiences of senior form girls attending a vocational school allows a deeper insight into the phenomenon of the the non-formal educational environment.

Assurance of quality of the empirical research process and research results. The criteria for assessment of the quality of scientific qualitative research are important in order to assess the quality of research; however, in qualitative research it is not that clearly defined, in comparison to quantitative research. Foreign scientists (Elliott, Lazenbatt, 2005; Breckenridge, 2010) list the following assessment criteria: reliability, rigor, transparency, transferability, dependency, validity.

L. Yardly (2000) points out four principles of assessment of qualitative research:

a) sensitivity to context; b) readiness of the investigator; c) transparency and consistency of investigation; d) contribution and practical significance of the research.

Sensitivity to context. The author of the doctoral thesis understood relevance of the theme of a chosen inquiry as well as own responsibility in interpreting and publicising the obtained facts. On the other hand, senior form girls of a vocational school are psychologically fragile; therefore, special attention should be paid to establishment of ethics procedures ensuring the rights of the participants. Transparency and openness in discussion of the research processes were aimed at throughout the entire research.

At the stage of preparation of the investigator, researcher's competences to carry out qualitative scientific research were being increased. The doctoral studies included participation at various methodological seminars, individual preparation (reading of specialised literature, watching of scientific video

materials), participation in an internship abroad. All mentioned measures contributed to gaining competences required for carrying out scientific research.

Transparency and consistency of the research. All procedures and process of the investigation were described in compliance with the requirements (Charmaz, 2006, 2014) and procedures of the constructivist GT.

The Introduction section presents the contribution of the inquiry to practical significance of the research, its practical usefulness and relevance.

While dealing with the GT, R. Pranskūnienė (2013) refers to insights of foreign authors (Glaser, Strauss, 1967; Glaser, 1978) and emphasises that it “like a general methodology is not directly dependent on either quantitative or qualitative research paradigm and has unique assessment criteria”. Other authors (Glaser, Strauss, 1967) have it that its task is to present an integrated set of trustworthy, theoretical hypotheses. The GT does not seek to test whether the factual data is true or false; modifiability and applicability of data in a particular field are important for it.

According to K. Charmaz (2014), assessment criteria depend on the aims that the researcher has formed and included. The criteria pointed out by B. G. Glaser (1978, p. 4–5), to be specific, the criteria of fit, work, relevance and modifiability, are highly useful in constructing such GT which would correspond to the data. Different disciplines comply with different research processes and standards of assurance of quality of the research results leading to acceptance of investigations and proofs (Baker and Edwards, 2012).

Collection of the research data. The research involved girls attending a vocational school, who had experience in non-formal physical activity. The research sample is a target sample because it aims at obtaining important information based on the key criterion for selection – at least 6 months of experience of recreational physical activity. The criterion has been chosen in compliance with the research results obtained by P. Lally (2010), which revealed that a habit could be developed not faster than over 3–4 months of activities.

The research was being conducted from November 2017 to December 2018. Research participants: students of a vocational school. When planning selection of the primary sample of vocational school students, attention was focused on the following aspects:

1. Experience of recreational physical activity is not shorter than 6 months;
2. Experience of recreational physical activity obtained during non-formal activities (extra-curricular sport activities, sport clubs, activities of young riflemen and other activities) supervised by an educator (coach, leader, teacher of non-formal education);
3. Interviews were conducted only with girls (girls are less physically active than boys of the same age);
4. Age of the research participants: 18–20 years (middle youth, when physical and mental maturity proceeds (Jovaiša, 2007).

Interview guide. An interview guide is a “way” which helps to properly formulate questions and collect data (Charmaz, 2014). It is a flexible, constantly changing tool. D. A. Karp (2009) has it that before each interview one should carefully consider the questions which will be given to a research participant. Not only proper wording of them is important, but also the investigator’s pose is so, too. Moreover, it should be noted that a transcribed text very clearly demonstrates which questions do not facilitate collection of suitable information.

As K. Kardelis (2017, p. 239) puts it, “questions are specific indicators, and what is being investigated can be called the indicated <...>. In behavioural research, it is impossible to exactly find out the equivalents to an indicator and the indicated. Only an assumption can be set about opinions of the surveyed, which is related to their genuine behaviour; therefore, the most suitable indicator should be found to meet the phenomenon under investigation best, and that is not easy: neither feeling nor logic help, only attempts do it.”

Having formulated the problem of the empirical research and research questions, the strategy for data collection, i.e. individual semi-structured interview, has been chosen.

According to Charmaz (2000), while developing analytical questions, hypotheses (assumptions) and applying methodology, a researcher consciously acknowledges and recognises external reality, i.e. the context. The author maintains that the data appears from mutual interaction and thinking, cultural and structural contexts. Therefore, after each interview, questions must be assessed by a researcher himself/ herself. S. Kvale and S. Brinkman (2015) point out the dimensions of the theme (helps revealing the research theme) and dynamics (mutual interaction through an interview is emphasised), which facilitate correction of questions with regard to what is the interest of a researcher. Thus, K. Charmaz (2014) suggests having the interview guide at hand, which would be referred to during a conversation. It is necessary to review the questions at the very beginning and correct them when needed.

Research process. The research involved girls from Šiauliai, Kelmė and Kuršėnai vocational schools. Principals of all these vocational schools were informed about the conducted research, preliminary research questions were provided to them. Having obtained written permissions to carry out the survey, 26 interviews have been conducted. Such sample was chosen to broader reveal significance of the non-formal educational environment to girls’ recreational physical activity. In qualitative research, the size of a sample is not emphasised; it is rather important to have researcher’s ability to choose research participants (Bitinas et al., 2008). The grounded theory requires purposeful selection of the surveyed. First, the primary sample is formed; and later, depending on the results of the data analysis, it is purposefully increased. Thus, attention was on these female participants of the research who had experience of recreational

physical activity. Only those interview answers which were quite informative, having in mind the need of the research and the relation between the surveyed and problem under investigation were transcribed.

The number of research cases is chosen with respect to the research aim and resources (Patton, 2002). I. Gaižauskaitė, N. Valavičienė (2016) have it that a researcher should choose such research participants and such number of them so that the obtained answers to research questions allowed drawing logical and theoretically consistent conclusions.

The final number of interviews conducted over the research may depend on the quantity and quality of the data of every newly conducted interview. Therefore, a researcher makes a decision when to perform sampling and when to stop collecting new cases (Mason, 2002). If each new interview provides new information, thus, the diversity is not saturated and the search for new cases should continue (Hennink et al., 2011). Usually, most of different information is obtained during first interviews. Later, new interviews are conducted until information starts repeating and no new aspects of the problem under investigation are revealed. This is called the data saturation principle.

During the first stage of interview, 14 girls from various vocational schools participated. A questionnaire prepared in advance was used; and almost after each interview some questions were slightly corrected. The formulated questions were mostly of an encouraging character (when the girls were asked to more extensively tell in order to provide more details or to direct a conversation closer to the research field). In the course of the investigation, the researcher performed the role of an active listener; this allowed giving an opportunity to a research participant herself to tell about experiences of recreational physical activity in non-formal educational environments.

While preparing the questions, the research aim and the problem under investigation have been complied with. General recommendations (Charmaz, 2014) and researcher's experience were referred to. After analysis of the first interview, concretisation of key questions started. The researcher aimed at not forming preconceived opinion of the surveyed by his questions. The primary questions were of a broader character; later they were narrowed down and over the research process they were even more directed towards the phenomenon under investigation.

During the second stage of interview it was aimed to provide more details and deepen the data of the first stage of interview, and the categories (prevailing themes) crystallised in the course of it. Nine interviews with girls from various vocational schools were conducted additionally.

As K. Charmaz (2010) has it, a designed in advance structure of an interview can be corrected if needed for the purpose of the research. A research participant sharing his/ her experiences teaches a researcher how to interpret the data.

V. Žydžiūnaitė and S. Sabaliauskas (2017) state that if a researcher carefully

selects research participants and modifies interview questions, collecting data he/ she fills in the gaps, provides details to the aspects that raise some doubts, this way enabling validation of interpretations and designing the theory. Selection of the research participants, analysis of the data and changing of the content and direction of the interview happen at the same time; therefore, the changing of questions taking place during the investigation is necessary.

Other scientists (Cohen et al., 2007; Bitinas et al., 2008; Gaižauskaitė and Valavičienė, 2016) also underline that quite often a situation in the course of interviewing occurs that requires changing the questionnaire of the semi-structured interview, correcting questions with regard to the nuances that were found out in the course of the previous interview. Corrections of a questionnaire were applied while conducting this investigation, too.

The structure of the second stage was different from the first one. The questions arose from already obtained data and were related to the categories defined during the first stage of the interview. Moreover, detailed questions were related to the educational environment, interaction between educator and students as well as feelings undergone during recreational physical activity.

Interview transcripts. “The recommended methodical guidelines for construction of the grounded theory do not provide any specific rules for transcribing conversations. The provided examples of transcribing and coding also do not demonstrate any specific signs which would highlight emotions, change of intonations and the like” (Charmaz, 2010, cited from Orlova, 2014, p. 91).

The audio recordings were transcribed by retaining authentic speech of the research participants. In such a way it was aimed at keeping the most important elements of a conversation, considering that this would contribute to the research results with additional value. Emotionally sensitive themes (e.g. fears, empathy, mockery) and other experiences of the girls can influence the research results.

Memo writing. After the interview is finished, the researcher would write his notices in memos. Some memos would reflect the situation of classroom desks, abundance of items and their location in the classroom. The memos were written in a free style manner. While writing the memos, ideas, considerations and questions related to the research field under analysis would be born. Much attention was paid to those memos which analysed major subcategories, categories and key concepts.

The writing of memos is an interim stage/ step between coding and first drafting. Referring to the grounded theory practices, the writing of memos starts from the very beginning of the investigation. The memo writing makes the analytical moment/ impulse faster, facilitates management of the materials, wording of questions and finding out what happens with the data (Charmaz, 2012). Thus, the memo writing proceeds all the time: before starting the coding,

all throughout the coding and after finishing the coding, until the research report is prepared. The memos discuss a particular interview case in detail. While constantly comparing the codes with the memo writing, conditions are specified, the origination, development and alteration of the process are found out (Charmaz, 2012).

In the course of this doctoral research, the memos were being written, the arising ideas related to the very process of taking an interview, coding were recorded from the very start of the investigation. As K. Charmaz (2012, 2014) has it, the writing of the GT memos must begin from the very start of the investigation because this is one of major procedures of the GT. The memos record what is noticed at a first glance, later they help to supply the details to the forming theories.

Theoretical sampling. According to V. Žydžiūnaitė, S. Sabaliauskas (2017), theoretical sampling means that the data is being collected ceaselessly, while developing personal theory grounded on the empirical data. The main goal of theoretical sampling is to formulate and re-formulate categories which will form the fundamentals of the GT. “The theoretical sampling is data collection managed by the conceptions arising from the theory and grounded on the idea of comparison. Its goal is to search for people, places or events which would help noticing the varieties of conceptions as well as abundance and diversity of dimensions and characteristics of the categories.” (Petružytė, 2008, p. 81) By employing the theoretical sampling, qualitative data helping to reveal characteristics (contents) of the categories is obtained (Guetterman, 2015). It is important to emphasise “that each new case must supply additional and new information required for creating conception categories. Therefore, a researcher forms a primary sample, and later, grounding on the results of the data analysis, expands it and develops the theory in this way.” (Bagdonaitė-Stelmokienė, Žydžiūnaitė, 2016, p. 84) The theoretical sampling directs a researcher towards a specific direction: while constantly analysing the data, it becomes clear what should be asked additionally and what not, what participants are still needed to carry out the investigation and what are no longer relevant.

A person who conducts a research must constantly ask himself/ herself a key question when a need to collect new data arises: “What research participants or groups of them are relevant when collecting the data anew? What is the theoretical purpose of collection of the data?” (Glaser and Holton, 2004, p. 12) The process of comparison is never finite; therefore, research participants must be selected with respect to the theoretical criteria. These criteria are constantly being reconsidered and recreated, while collecting and analysing the data (Žydžiūnaitė, Sabaliauskas, 2017).

Review of scientific sources while carrying out investigation of the grounded theory. The investigation of girls’ experiences of recreational

physical activities in the non-formal educational environment was carried out in compliance with the principles of the constructivist grounded theory acting as the methodology of the empirical research (Charmaz, 2014). The basic methodological exceptionality of the grounded theory lies in the unity of the processes of empirical data collection and analysis: the data is started being analysed after conducting the first interview, and this process continues until complete data saturation and construction of the theory. By employing the grounded theory in collection and analysis of the empirical data, it is not required to test hypotheses set in advance and there is no aim to find the existing empirical proofs before collecting the data (Dunne, 2011).

The collection and analysis of the data employed the literature review because it helped the researcher to contextualise the research, see it in the context of obtained knowledge (Creswell, 2012). “Later on, it is recommended to focus on the empirical research and development of the theory on the phenomenon under investigation, while postponing the detailed analysis of the theoretical literature to the further stage of the research.” (Charmaz, 2006, p. 166, cited from Orlova, 2014, p. 17) When performing the GT investigation, literature review was employed not as a theoretical background but as the data used to conduct the analysis (Žydžiūnaitė, Sabaliauskas, 2017).

The researcher as a participant of the research process. The time of the doctoral research and the vocational schools which were attended by the research participants were chosen by the research author. The research data was collected by the research author himself. All the processes which took place during the research and environmental factors were used as information sources, which allowed deeper insights into the research process. The essential observations are presented in greater detail.

Each conversation would start with getting acquainted and self-introduction, small talk with a research participant on sports, leisure physical activity and recreational physical activity topics. At that instance the conversation would not be recorded. After short introduction and presentation of the goal of the investigation and particular interview, having obtained the written consent to perform the investigation and record the conversation, the audio recorder would be turned on.

At the start of the conversations, the tone of narrating girls would be modest, and at the end of the narration it would change: the researcher would receive deeper and more exhaustive answers. It is important to note that researcher’s gender (opposite to that of girls) was quite an important factor which influenced the manners of girls’ communication and even the process of the investigation. Nevertheless, experience of more than fifteen years working with girls of such age enabled the researcher to properly react to occurring situations and continue interviews.

Research ethics. While substantiating the research ethics, it is important to emphasise not only the researcher’s relation to the research participants but

also to the obtained research data. For the researcher, it is important to obtain reliable and valid data, to critically analyse information and limit the self from the theoretical knowledge as much as possible (Corbin, Strauss, 2008).

While conducting the interviews with the girls, the following ethics principles were followed: written consents were obtained from the girls, it was aimed at meeting the principles of girls' willingness and confidentiality. While transcribing the texts, first and family names, other data of the girls and other individuals mentioned in the narratives were changed.

RESEARCH RESULTS AND DISCUSSION OF THEM

The third part of the doctoral thesis displays the analysis of the research results, referring to the constructivist version of the grounded theory (Charmaz, 2006, 2014). The procedure of the primary coding is presented, sub-categories and categories are listed, the core category "I really enjoyed it" is presented.

The obtained research data is presented in the following order: first, the results of the primary coding are analysed; later, types of categories are explored, i.e. the focused coding is performed. Theoretical coding is the last stage of data analysis.

Primary Coding: Experiences of Recreational Physical Activity

After performing the first interview, the primary (open) coding began. This is the first explanatory and interpretative step in the coding process. The principle line-by-line was chosen in the coding process. The interview data was analysed by very small groups of data, each line received its code. The open codes explained the meanings and actions of the story told during the interview. The codes were closely connected to the data, demonstrated actions, indicated and explained the choices, solved dilemmas of a research participant.

Several hundred primary codes were accumulated from a transcribed text (one interview). The coding was carried out without using any software for qualitative research. In the course of the primary coding, no coding program was used because there was not found any program that met the needs of the researcher.

The analysis was carried out immediately after taking each primary interview. At this stage, the data was coded and compared. While coding the primary codes, the pieces of methodological advice provided by K. Charmaz (2014) were used: to stay open, to not deviate from the data, to formulate the codes as simply as possible, to demonstrate actions through codes, to compare the data with the data, to not stop longer at one code.

Focused Coding: Sub-categories and Categories

The second step of data processing is the focused coding. The focused coding was performed in strict compliance with the procedures of the constructivist grounded theory. By merging the codes obtained during the open coding and comparing the data with each other, concrete, selective, conceptual sub-categories were being constructed. Graphical images of the focused coding are presented after the description of the constructed category.

Later, these sub-categories were merged to categories, while indicating connections between them. In the course of the empirical research, codes were merged while searching for their similarity; later, the obtained sub-categories were merged into categories describing the context of the non-formal educational environment and explaining processes taking place there.

While collecting the research data of the interview, cyclic procedures of primary and focused coding were carried out; during them, memo writing constantly proceeded and data categories were being created. Having completed the mentioned procedures, the third step – theoretical coding – was started.

The process of the focused coding allowed constructing the following categories: “I know that he is the leader (educator)”, “The atmosphere means much” (psychological climate), “Large circle of peers around” (socialisation), “Girls’ needs of esteem” (girls’ achievements, support to their activity), “To ask yourself what you want” (proper self-actualisation).

Theoretical Coding: Factors of the Non-formal Educational Environment

In the course of the theoretical coding, the grounded theory on significance of the non-formal educational environment on girls’ recreational physical activity was being constructed.

The core category – “I really enjoyed it” – was constructed. During the theoretical coding, it was explored how the categories merged, what were their correlations, connections, what information on the process under investigation could be provided by them.

The present doctoral research referred to K. Charmaz (2014) who states the constructivist grounded theory allows a researcher feel free, treats the very process of investigation as a social construction, while carefully checking the research solutions and direction; while constantly improving methodological and analytical strategies over the course of the research; viewing the world under investigation through the experience of the research participant.

The results of comprehensive and rigorous data (codes, sub-categories and categories) analysis allow stating that the most important factors of the non-formal educational environment are the following: 1. Importance of an educator; 2. Psychological climate; 3. Meeting of students’ needs (socialisation with other students, needs of esteem, provision of conditions for self-expression).

Discussion

The section dedicated to the discussion presents conceptual considerations of the author of the doctoral thesis on the ground of research works of other scientists pointed out in the theoretical part and the results of the constructed grounded theory.

The discussion part of the doctoral research was prepared in compliance with the principles of the grounded theory: similarities and differences, meanings, contexts, dimensions, analytical approvals and substantiations of key categories and explanatory sub-categories of the constructed theory are searched for in papers of other authors (Charmaz, 2006). By applying the methodology of the constructivist grounded theory (Charmaz, 2014), the grounded theory “Significance of the non-formal educational environment to girls’ recreational physical activity” has been designed (see Figure).

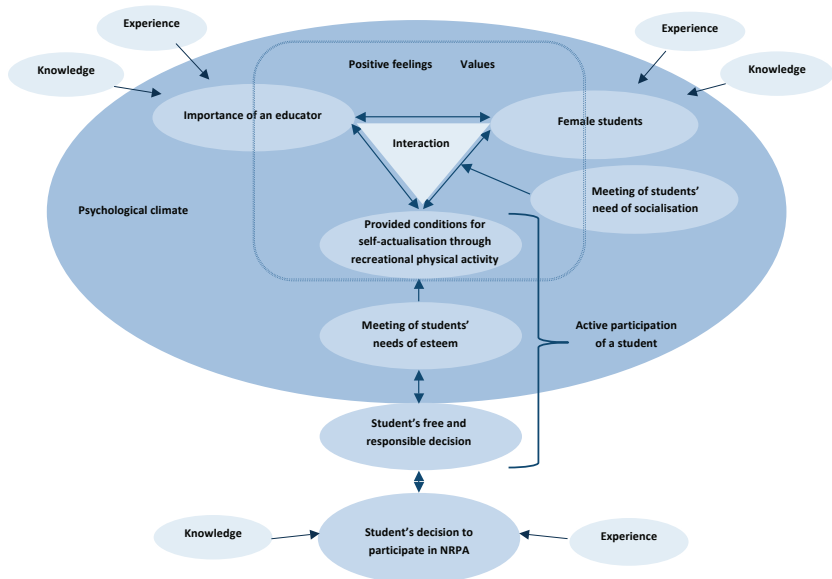


Fig. Grounded theory explaining the promotion of the non-formal educational environment impacting recreational physical activity of girls attending a vocational school (NRPA – non-formal recreational physical activity).

Designed by the author of the doctoral thesis.

This grounded theory explains why girls engage in non-formal educational environment, answers a question what characteristics contribute to them experiencing the state of engagement.

The key phenomenon “I really enjoyed it” is called the state of engagement, when they engage with their thoughts and emotions in non-formal educational activities and the relation with other participants is felt. Three essential characteristics of the non-formal educational environment are required for occurrence of this state in the non-formal educational environment to promote girls’ physical activity in leisure time: 1. Importance of an educator; 2. Psychological climate; 3. Meeting of students’ needs (socialisation with other students, needs of esteem, provision of conditions for self-actualisation).

Importance of an educator. The results of the empirical research reveal that an educator is an important creator of the educational environment. It is proven by insights of scientists as well: an educator is one of major actors in education (Bitinas, 2000; Targamadzè, 2010; Lamanaukas, 2012). However, V. Targamadzè (2010) puts it that in order to understand the essence of education, the starting point in education must always be value-based. Thus, obviously, education’s major actors, educator and student, must become subjects. As V. Targamadzè (2010) has it, values lie in the education centre; they are the starting point and goal of (self-) education. This must become not only things to be declared about but also the uniqueness of a student; however, hardly it will be plausible if an educator himself/ herself does not follow these values while projecting and implementing the process of (self-) education. (For instance, according to R. Zumeras and V. Gurskas (2012), the lack of competences in teachers and public health specialists is an important factor diminishing physical activity. Also, the lack of respect shown by trainers or teachers.)

An educator must at least not disrupt girls’ “innate” curiosity and self-actualisation. Decisions on how to enhance girls’ motivation for recreational physical activity under certain circumstances should be made by an educator himself/ herself, employing an appropriate non-formal educational environment.

Psychological climate. The empirical research revealed that psychological climate while involving into the non-formal educational environment is an important factor in recreational physical activity. The results of this research prove the idea based on principles of humanistic pedagogy (Rogers, 1969; Bitinas, 2000; Maslow, 2009) stating that psychological climate is an important educational element characteristic of optimistic and joyous atmosphere and tolerance in (self-) education, facilitating elimination of constraint and psychological pressure addressed towards students, coping with stressful situations (Bitinas, 2000).

”Humanistic pedagogy is attributed with the conception of the merging education which underlines the unity of intelligent and emotional components in the process of education” (Bitinas, 2000, p. 169). Thus, importance of non-formal (self-) education should be emphasised.

Exactly participation in recreational physical activities arouses a specific emotional condition and individual feelings making this activity unique

(McLean, Hurd, 2008). The pursuit of pleasure and joy is the primary motive which encourages engagement in this activity is (McLean, Hurd, 2008). This is a condition caused by well-being, sense of satisfaction, experiencing of success, sense of personal value and pleasure. Participation of students in this activity contributes to creation of these emotions, too.

Thus, psychological climate formed in the non-formal educational environment is an important factor in girls' engagement in recreational physical activities. Therefore, the non-formal educational environment should be created with regard to psychological climate.

The meeting of student's needs. The A. Maslow's (1969) theory of personality development is based on the pyramid of needs (physiological, security, socialisation, esteem and self-actualisation), which we refer to when seeking to substantiate the results of the empirical research, i.e. key categories (socialisation with other peer students, needs of esteem and students' self-actualisation). D. McLean, A. Hurd (2005, p. 127) state that "recreation can be useful when meeting highest-level needs of the discussed pyramid of needs (social, esteem and self-actualisation)".

Socialisation with Other Peer Students

The research data suggests that girls' socialisation with other peer students is an important factor of the educational environment. The results of the present research prove the idea developed by scientists (McLean, Hurd, 2008; Maslow, 2009) dealing with socialisation as an important factor of personal development. The humanistic theory of education (Maslow, 1969) is based on the hierarchy of individual's needs; the centre of it displays (needs of the level 3) the pursuit of socialisation (family, friends, belonging to various social groups etc.). D. McLean, A. Hurd (2008) have it that social motives (meeting with people, building of relationships etc.) are major motives stimulating people engage in recreational physical activities. They are important for many people. The benefit of leisure time contributes to subjective well-being, while meeting social needs (Deci and Ryan, 2010; Newman et al., 2014). The investigation conducted by Hills et al. (2000) demonstrated the correlation between leisure activities and meeting of social needs. The meeting of social needs was significantly related to the following kinds of activities: active sport, participation in activities of extreme sports branches, dances, touristic trekking during holidays and other. Thus, the obtained empirical results supplement the statements of the discussed scientists.

The conception of freedom is also important to meet the needs of socialisation with peers. An individual is characteristic of seeking both external and intrinsic freedom (Žemaitis, 2000). The need of independence is inseparable from young individual's (self-) development and (self-) socialisation processes which are

determined by external conditions and circumstances. Intrinsic freedom means the living in compliance with own beliefs and attitudes, living with regard to specific principles (Šiaučiulienė, 2012).

An educator can help girls understand their role meant to other female students, help them feel being important members of the group, community or team. It is important that girls would learn to know their emotions, to express their feelings, to collaborate, share, help others, develop other social skills.

Need for Esteem

The humanistic theory of education is grounded on the A. Maslow's hierarchy of needs; its fourth layer is taken by the esteem needs (self-esteem and respect to others). According to L. Jovaiša (2001), the humanistic psychology and pedagogy completely trust human capacities to independently solve personal and social relationship problems, cope with difficulties at work and in learning. However, B. Bitinas (2000) puts it that traditional education is characteristic of attitudes that determine negative outcomes, educator's excessive care for students, not providing conditions for the students to take care of themselves. Therefore, this diminishes girls' opportunities to meet their esteem needs.

The research data demonstrates that girls' esteem needs are an important factor of the educational environment. Usually, scientists treat the esteem needs as the needs of self-esteem, accomplishment in a chosen activity or support to chosen activity (Maslow, 2009). L. S. Unger and J. B. Kernan (1983) consider mastership to be an important factor of leisure activities. Leisure time activities allowing people experience that they gain mastership, excellence make a strong impact (e.g. person can experience a feeling of excellence after winning a complicated game (Sonnentag and Fritz 2007; Newman et al., 2014). It is noted that leisure time activities which develop mastership allow students feel being useful and productive. Thus, it can be stated that mastership contributes to the meeting of the esteem needs.

In order to meet the students' need of esteem, educators should encourage them listen to others speaking, compare different opinions (for instance, those of boys and girls, also opinions of elder people etc.). We suppose that an educator should evaluate the ability to discuss, listen to other individuals, maintain a dialogue.

To sum up, esteem shown to them educates the girls and provides necessary conditions for this to develop, provision of possibilities to assess their own accomplishments themselves, without condemning, making excuses for them, but rather accepting their point of view, feelings, needs, wishes, values which contribute to developing the esteem needs.

Students' Needs of Self-actualisation

The research results allow us stating that recreational physical activities facilitate implementation of girls' self-actualisation needs. The results meet the hierarchy of human's needs proposed by A. Maslow (2009), the humanistic theory of education ground on it. Self-actualisation is given the highest position in the pyramid of human's needs. Self-actualisation is self-expression of an individual through activities, i.e. actualisation of own gifts and abilities, meeting of needs, seeking of goals. It is a natural pursuit of a personality willing to self-actualise his/ her unique capacities. Each young individual has got his/ her own talent and skills which could be used and refined.

Many scientists (Horskaya, 2008; Leontiev, 2013; Klochko, 2014; etc.) analyse self-actualisation as an important problem of education. They consider a student as an active participant of the self-actualisation process, who understands the meaning, perceives his/ her own abilities and actualises them, while constantly refining the self and seeking certain outcomes.

Analysing the aspects of the humanistic pedagogy dealt with by A. Maslow and C. Rogers, L. Ušeckienė (2008) states that each person seeks self-actualisation; however, not all succeed. Education grounded on a humanistic spirit aims at providing conditions for student's self-actualisation. In pursuit of this, it is important to perceive own needs and meet them, penetrate deeper into one's own personality. Fundamental statements substantiating the humanistic pedagogy are pointed out: 1) human's nature is good; 2) individuals are free and autonomous; thus, they can make personal choices; 3) human's capacities of betterment are limitless; 4) individuals are characteristic of striving for self-actualisation etc. (Maslow, 1999).

The non-formal educational environment is a suitable area for meeting students' need of self-actualisation. The purpose of development of self-actualisation is to help a student find his/ her purpose of life, choose a direction, content, style of meaningful living, – everything what holds personal and social significance, what prevents from existential emptiness.

The purpose of the non-formal educational environment is to help girls identify themselves in the field of recreational physical activity, meet the needs of lack (security, socialisation, esteem) and especially growth (self-actualisation), while providing an opportunity to freely and responsibly choose activities of recreational physical activity.

The non-formal educational environment allows providing conditions for girls to not only perceive their wishes, desires, feelings, abilities related to recreational physical activity but also to regard, test them in a particular active recreational performance, i.e. to create a favourable educational environment which could provide possibilities for free but responsible implementation of the self-actualisation needs.

Girls' self-actualisation through recreational physical activities as well as the non-formal educational environment are closely related processes in many aspects. As the most important need of the girls, self-actualisation is inseparable from value orientations and encourages acting. Potential powers (including the power to act) and the striving to productively use them are innate (Maslow, 2009). However, to let girls use these powers, first, they must know themselves. Therefore, students must be acquainted with various opportunities for learning in order they could have something to choose from (Ozmon, Craver, 1996). Thus, recreational physical activity is an important part of self-actualisation of students; it ensures proper health in the future to come. The research results prove that the girls' needs being satisfied in the non-formal educational environments can contribute to promotion of recreational physical activity.

CONCLUSIONS

1. The educational environment is indirectly impacted by the educational environment's factors which are accepted by a student as if they were own. Characteristics of the educational environment are endowed with individuality. Each student perceives and creates his/ her educational environment individually, with respect to obtained own experience. Creation of educational environments is facilitated by the following: special educational environment created to achieve the educational goal, potential learning environments (verbal and virtual information, created by a student himself/ herself by applying introspection, taking part in joint activities with other people, created by other people and created by actual events). Usually, educational environment encompasses physical and social aspects. A proper interaction between educator and student is necessary to ensure that students set the goals in their own educational environment according to their needs, assess potential measures and resources, create the sense, understanding and knowledge of (self-) education.
Non-formal educational environment is impacted by the factors that create it. This environment is created and influenced by an educator and is characteristic of an educational impact on a student. Since a student has no formulated clear goal, his/ her attention may be attracted by the non-formal educational environment which has formulated and presented the learning goal. Such environment must be sensitive to the differences of students (competences, attitudes, needs etc.). Educational environment must meet the educational goal, students' learning capacities, educational content, methods and means meeting the educational goal, methods of communication and physical area.

2. In a theoretical aspect, contemporary recreational physical activity is inseparable from the free choice made by girls attending a vocational school, their relaxation, activities requiring setting a challenge and purposeful point of view aiming at psychological pleasure, socialisation, physical pleasure, self-actualisation and spiritual well-being. Multidisciplinary of the concept allows us providing specific details of the concept of recreational physical activity. In the context of the present doctoral research, recreational physical activity is perceived as multiple, characteristic of individual values and understood as physically active leisure time. Recreational physical activity is usually mentioned in the context of leisure time and closely connected to sport, sport games and concepts of a play. Recreational physical activity is a physically active process which is inseparable from voluntary participation in activities of constructive non-formal physical education, which contribute to general healthy well-being of a student.

The research results demonstrate that girls themselves decide what non-formal recreational physical activities they wish to be actively involved in, to use opportunities for self-actualisation and meeting their needs. Positive feelings experienced during recreational physical activities only enhance engagement in these activities. A favourable psychological climate ensures the enshrining of positive values. The research also shows that the goals of non-formal sports and physical activities are treated as more important than motives for student's engagement and meeting one's needs. In some non-formal sports and physical activities, the seeking of a sports result is set as superior in comparison to student's needs.

The research reveals that the girls who attend senior forms of the vocational school and are engaged in non-formal educational environment enable themselves for self-actualisation, experience educational influence of an educator, a positive psychological climate, engage themselves in the process of socialisation, meet individual needs. After the girls accept the non-formal educational environment as their own, the interaction between educator and student as well as with other students occurs. Having felt positive psychological and social climate, the girls discover the area for their self-actualisation. Staying together during various trips, participation in physical activities (competitions, sport events and other), getting acquainted with new peers help them meet the need to communicate and improve the process of socialisation. Having freely chosen activities of recreational physical performance, the girls implement their individual needs, and this ensures their engagement in educational environment of non-formal education, which becomes their personal non-formal educational environment. As the time goes by, these activities become their lifestyle. The overall impact of all mentioned processes allows the female

students engage in non-formal educational environment which is important to recreational physical activity.

3. Building on the results of the empirical data analysis, the grounded theory “Importance of the non-formal educational environment to recreational recreational activity” was constructed, which helped to explain significance of the non-formal educational environment to girls’ recreational physical activity. The results of the empirical research were analysed by employing the method of constructivist grounded theory. The coding, conceptualisation (discovery of the key phenomenon) of data and theoretical coding, thick description of the non-formal educational environment enabled revealing authentic experiences of girls attending senior forms of a vocational school in relation to the activities of recreational physical performance during non-formal education.

In the discussed grounded theory, the key phenomenon “I really enjoyed it” is understood as a factor which ensures engagement of a student in non-formal educational activities, helps them to successfully participate, build constructive relationships with a student and other students in the said environment, also it reveals significance of the non-formal educational environment. The key category is perceived as a condition of engagement characteristic of specific features of the mental processes which are influenced by the whole of both intrinsic and external impact. In other words, this is a mental state which influences (self-) education. It may be both short-term and long-term, both strong and weak, both normal and pathological.

Scientific publications:

1. Gulbinas, T., Norkus, A. (2014). Profesinėse ir aukštesiose mokyklose studijuojančių merginų fizinės saviugdodos veiksniai [Factors of Physical Self-education of Female Students Studying in Higher Schools and Vocational Education and Training Schools]. *Jaunųjų mokslininkų darbai [Journal of Young Scientists]*, 2 (42), 40–44.
2. Gulbinas, T. (2015). Research into the Experiences of Physical Activity of Female Students, Enrolled in Vocational Education. *Jaunųjų mokslininkų darbai [Journal of Young Scientists]*, 2 (44), 22–28.

Delivered presentations on the theme of the Doctoral Dissertation:

1. II conference of Lithuanian Educational Research Association (LETA), conference of doctoral students in Education Science. Delivered presentation: “Neformaliosios edukacinės ugdymo(si) aplinkos veiksniai rekreacinio fizinio aktyvumo kontekste” [Factors of Non-formal Educational Environment in the Context of Recreational Physical Activity]. No. 46SHMF-K-205. Klaipėda University. 11 October 2018.
2. International scientific conference “Studies in Contemporary Society 2015”. Delivered presentation “Neformaliosios aplinkos veiksnių edukacinis reikšmingumas profesinės mokyklos mokinių rekreaciniam fiziniam aktyvumui” [Educational Significance of the Factors of Non-formal Environment for Recreational Physical Activity of Vocational School Students]. No. P3-2468. North Lithuania College. 26 February 2015.
3. National methodical-practical conference “Teaching and Learning Today”. Delivered presentation: “Neformaliosios aplinkos veiksnių edukacinis reikšmingumas profesinės mokyklos mokinių rekreaciniam fiziniam aktyvumui” [Educational Significance of the Factors of Non-formal Environment for Recreational Physical Activity of Vocational School Students]. No. 91690. Education Centre of Šiauliai City Municipality. 18 February 2015.
4. International scientific conference “Studies in Contemporary Society 2014”. Delivered presentation “Sveikos gyvensenos saviugdai palankios švietimo edukacinės aplinkos modeliavimas” [Modelling of an Educational Environment Which Is Favourable to Self-education a Healthy Lifestyle]. North Lithuania College. Šiauliai, 21 February 2014.
5. International continuous scientific-practical conference “Social Education VII: Challenges of a Postmodern Society for Socialisation of Children and Youth”. Delivered presentation: “Mokinių sveikos gyvensenos saviugdodos galimybės profesinėje mokykloje: neformalaus ugdymo kontekstas” [Opportunities for School Students’ Self-education of a Healthy Lifestyle at a Vocational School: The Context of Non-formal Education]. Šiauliai, 15 November 2013.

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IVADAS

Tyrimo aktualumas. Šiandien modernėjant visuomenei, spartėja globalizacija, diegiamos naujos technologijos, kinta visuomenės poreikiai, iš būsimų darbuotojų, vadinamosios Z kartos (Pečiuliauskienė, 2018), reikalaujama tobulėti, taip pat ir fiziškai, nes visa ko pagrindas – gera sveikata. Kaip teigia L. Duoblienė (2009), postmodernizmo epochoje žmogui keliami vis didesni reikalavimai. Anot P. Tamošausko (2008), mokslo ir technikos pažanga lenkia žmogaus gebėjimus evoliucionuoti ir adaptuotis. Žmogaus intelektas padeda gerinti mokslo ir technikos pažangą bei pamažu perima mažai kvalifikuoto žmogaus darbą.

Žmogui susidarė nepalankios aplinkybės, galinčios neigiamai paveikti jo sveikatos būklę. Vienos organizmo sistemos (pvz., nervų) ir organai yra perkraunami, o kitos (širdies ir kraujagyslių, kvėpavimo) kenčia dėl fizinio aktyvumo stygiaus (hipodinamija) (Carlson et al., 2015). Todėl atsiranda prieštaravimų tarp ugdytinių psichinių ir fizinių pradų, pažeidžiama jų pusiausvyra. Norint šią pusiausvyrą atkurti, pirmiausia būtina pasirūpinti sveikata, ją suprantant kaip „visišką fizinę, protinę ir socialinę gerovę, o ne vien ligos ar negalios nebuvimą“ (Pasaulinė sveikatos organizacija). Svarbu paminėti holistinio ugdymo svarbą. Holistinis ugdymas, pasak A. Dumčienės ir Z. Bajoriūno (2006), visybinės asmenybės klestėjimas, gerinantis žmonių tarpusavio santykius ir propaguojantis gyvenimo patirties svarbą, o ne siaurą įgūdžių diegimą. Tik sveikas, sveikai gyvenantis, fiziškai ir protiškaus darbingas žmogus, kuris sugeba tinkamai leisti laisvalaikį, gali sėkmingai prisitaikyti prie nuolat besikeičiančios aplinkos, būti aktyvus ir pajėgus įveikti buitinius ir profesinius sunkumus. Netruksta įrodymų, kad fizinis aktyvumas daro įtaką paauglių bei jaunuolių psichinei savijautai ir savivertei (Griciūtė ir kt., 2011; Šarkauskienė, 2015; Adaškevičienė, Strazdienė, 2017; Birgisdóttir, 2017). Deja, vyresniojo mokyklinio amžiaus mokinių požiūris į fizinį aktyvumą ir nuostatos yra neigiami (Sjögren, 2012; Atan, Imamoglu, 2016), nors ugdytiniai savo sveikatą vertina gerai (Raškevičienė ir kt., 2016). Svarbu paminėti, jog nepakankamas fizinis aktyvumas paauglystėje ir jaunystėje lemia nepakankamą fizinį aktyvumą suaugus (Trinkūnienė ir kt., 2009; Chin, Ludwig, 2014).

Požiūris į žmogaus mokymąsi visą gyvenimą sąlygoja edukacinės paradigmos virsmą (Jucevičienė, 2010). Kintanti edukacinė paradigma (iš mokymo į mokymosi, Dumčienė ir kt., 2007) bei sąveikos paradigma (Tamošauskas, 2008) lemia esminių formaliojo, neformaliojo ir informального švietimo sričių pokyčius. Tradicinis formalusis mokymas neatliepia šiuolaikinio ir inovatyvaus mokymosi poreikio, kurio reikalauja postmoderni visuomenė (Rogers, 2005; Čiužas; 2007; Clarijs, 2008). Mokiniai veikia daugybė edukacinių aplinkų: formalioji (mokyklos ir kiekvieno pedagogo dėstomo dalyko aplinka), neformalioji ir informali (si) ugdymo (si) edukacinė aplinka (Jucevičienė, 2007).

Europos organizacijos (CEDEFOP, 2009; OECD, 2010) nurodo, kad neformalusis ugdymas Europoje tampa pripažinta ugdymo forma. Vis dažniau užsimenama apie neformaliojo ugdymo validaciją. Ši ugdymo forma asmeniui teikia ekonominę, edukacinę, socialinę ir asmeninę naudą.

Neformalusis asmenybės ugdymas dažnai analizuojamas įvairiais socializacijos pjūviais. Besiformuojanti neformaliojo jaunimo švietimo edukacinė realybė nuolat sulaukia tyrėjų ir mokslininkų dėmesio. Neformaliojo ugdymo(si) reikšmę ir įtaką asmens socializacijai analizavo D. Festeu, B. Humberstone (2006), H. Steiner, N. S. Karnik (2007), J. Skirmantienė (2013) ir kt. Užimtumas yra svarbus asmenybės vystymuisi, tai pabrėžė daugelis minėtų mokslininkų, kurie teigė, kad neformalusis ugdymas sudaro galimybes praplėsti ir pagilinti per pamokas įgytas žinias. J. Ruškus ir kt. (2009), V. Indrašienė, O. Merfeldaitė (2014), E. Musneckienė (2014), B. Žygaitienė, J. Sinkevičienė (2014) ir kt. pažymi, kad, pirma, būtina sustiprinti neformaliojo jaunimo švietimo plėtrą, progresą ir iniciatyvų sklaidą, antra, tiek politikos atstovams, tiek edukologijos mokslininkams aktyviai įsitraukti į šio sektoriaus kokybės gerinimą. Neformaliojo ugdymo(si) aplinkų įtaka nagrinėta daugelio užsienio mokslininkų (Rogers, 2005; Festeu, Humberstone, 2006; Siurala, 2008), tačiau ji neanalizuota rekreacinio fizinio aktyvumo aspektu. Taip pat pažymėtina, kad formaliuoju ir neformaliuoju fiziniu ugdymu siekiama bendrų tikslų, tačiau per kūno kultūros pamokas vyrauja vieni, o neformaliojo fizinio ugdymo užsiėmimuose dažniausiai priešingi (sporto pasiekimus aukštinantys) tikslai.

Vienas pagrindinių sveikos gyvensenos skatinimo veiksnių yra fizinis aktyvumas (Norkus, 2012; Peterson, 2013; Physical Activity Guidelines for Americans, 2018). Fizinis aktyvumas traktuojamas kaip reikšmingas mokinių gyvenimo kokybės komponentas, daugiafunkcis edukacinis ir sveikatos stiprinimo veiksnys, darantis pozityvią įtaką jų augimui, brendimui, sveikatai, funkciniam ir fiziniam pajėgumui bei asmenybės sklaidai (Centers for Disease Control and Prevention, 2011; Maher, 2013; Rodney, 2014; Adaškevičienė, Strazdienė, 2017). Kūno kultūros ir sporto departamentas kasmet (2015, 2016) rekomenduoja valstybės biudžeto lėšomis finansuoti „sveikos gyvensenos skatinimą per fizinį aktyvumą“. Sveiką gyvenseną lemia socialinė (bendruomenės, šeima, subkultūros, bendraamžiai, draugai) ir edukacinė (mokytojai, klasės draugai, ugdymo turinys, sporto inventorių ir t. t.) aplinkos (ILE, 2013). Tačiau vienas iš svarbesnių sveikos gyvensenos uždavinių – suteikti galimybes pačiam žmogui kontroliuoti ir stiprinti savo sveikatą. Vargu ar žmogus pajėgus tai atlikti be atitinkamų kompetencijų, kurias turėtų įgyti ir neformaliajame ugdyme.

Mokslininkų teigimu (Silva et al., 2009; Rakauskienė, 2013; Šarkauskienė, 2015; Adaškevičienė, Strazdienė, 2017), mokinių fizinis aktyvumas suvokiama kaip kompleksinis reiškinys, kuris formuojasi priklausomai nuo asmeninių veiksnių (amžiaus, lyties, šeimos padėties ir kt.), fizinio ugdymo kokybės mo-

kykloje (ugdymo turinio, edukacinės aplinkos, saugumo, bendravimo bei bendradarbiavimo ir kt.) ir šeimoje bei socialinio kūno kultūros dalyko konteksto. Tačiau neformalusis švietimas kaip palanki fiziniam ugdymui aplinka ypač retai analizuojamas.

Rekreacinio fizinio aktyvumo (vienos iš aktyvaus laisvalaikio sričių) organizavimas ir motyvuotas dalyvavimas joje – aktuali problema ne tik Lietuvos (Šarkauskienė, 2015; Adaškevičienė, Strazdienė, 2017), bet ir kitų šalių pedagogams (Sweeney, Barcelona, 2012; Lloyd et al., 2014; Brady et al., 2015). Kiekvienas ugdytinis labai individualiai suvokia rekreacinį fizinį aktyvumą, kaip laisvalaikio praleidimo būdą, tačiau daugelis mokslininkų (Davis et al., 2005; Allen, Barcelona, 2011; Introduction to Recreation and Leisure, 2013; McLean, Hurd, 2015; Vega, Toscano, 2018) sutaria, kad jis turi būti skatinamas atsižvelgiant į bendrus rekreacinio fizinio aktyvumo principus. Paauglystėje, o vėliau ir aukštesnėse klasėse fizinis aktyvumas mažėja, tai tampa didžiule visuomenės problema, nes mažėjančio judrumo pasekmės yra žalingos (Cairney, 2012; Min Lee et al., 2012; Hallal et al., 2012). Daugelis pasaulio (Zoeller, 2009; Allen, Barcelona, 2011; ir kt.) ir Lietuvos mokslininkų (pvz., Šarkauskienė, 2015; Adaškevičienė, Strazdienė, 2017) mažėjančių ugdytinių fizinį aktyvumą siūlo gerinti įtraukiant jaunuolius į aktyvią fizinę veiklą laisvalaikiu.

Temos aktualumas grindžiamas užsienio (Kunstler, Daly 2010; Richard et al., 2013; Brady et al., 2015; Barcelona et al., 2016) ir Lietuvos mokslininkų (Ruškus, 2009; Laisvalaikio pagrindai, 2017) tyrimais, kurie rodo, kad dažniausia sveikatos problemų priežastis – netinkamas laisvalaikio fizinis aktyvumas, jo stoka (Norkus, 2012; Plotnikoff et al., 2015; Steptoe, Wardle, 2017; Claxton et al., 2009; Tomaka et al., 2011; Grim et al., 2011). Lietuvos socialinėje sistemoje rekreacija, sudaranti turiningo laisvalaikio turinį, yra nepakankama (Laisvalaikio pagrindai, 2017). Pasak autorių, tokia situacija itin skaudžiai paliečia mažiausiai socialinių garantijų turinčią visuomenės grupę – jaunimą.

Vis dažniau akcentuojama neformaliojo ugdymo(si) aplinka, kaip palanki mokymuisi aplinka (Rogers, 2005; Festeu, Humberstone, 2006), kuri laikoma pagrindine organizuoto laisvalaikio dalimi (Žygaitienė, Sinkevičienė, 2014). Vis daugiau mokslininkų (Jucevičienė, 2007, 2010; Brazdeikis, 2009; Falk, 2009; Jonassen, 2012) analizuoja edukacinių aplinkų svarbą sėkmingam ir efektyviam mokymuisi. Taigi, būtent tinkamų neformaliojo ugdymo edukacinių aplinkų kūrimas turėtų atliepti merginų poreikį kurtis pačioms mokinėms aktualias (savas) mokymosi aplinkas, įgalintų savivaldį mokymąsi. Dauguma mokslininkų šį amžiaus tarpinį priskiria vidurinės jaunystės laikotarpiui (Jovaiša, 2007; Rakauskienė, 2013; Waltersson, Rodby-Bousquet, 2017). Būtent tokio amžiaus merginoms vyksta fizinio bei psichinio brendimo procesai. Todėl aktu-
alu tirti būtent šio jaunystės laikotarpio (18–20 metų) merginų rekreacinio fizinio aktyvumo patirtis. Šio amžiaus merginų raidos procesai lemia „pasitėkėjimo

savo jėgomis, naujų pasaulėžiūros ir dorovinių vertybių, orientacijų, santykių su bendraamžiais, atsakomybės už savarankišką veiklą susiformavimą, pasirengimą žmogaus darbui ir šeimos gyvenimui“ (Jovaiša, 2007, p. 109).

Lyginant įvairias neformalios veiklos galimybes lyčių aspektu pastebėta, jog didesnė dalis mokinių teigia, esą vaikinams siūloma didesnė neformalios veiklos įvairovė nei merginoms (Klanienė, 2013; Uysalli, 2017). Kadangi žemu fiziniu aktyvumu pasižymi ir merginų laisvalaikis (Vainienė, Kardelis, 2008), svarbu, kad jos būtų įgalintos aktyviai fizinei veiklai (College, Mannarkkad, 2015; Punzoo, 2017). Pažymėtina, kad merginos savo sveikatą vertina prasčiau nei vaikinai (Lamanauskas, Armonienė, 2012).

Tyrimas leido naujai įvertinti grindžiamosios teorijos taikymo galimybes rekreacinio fizinio aktyvumo tyrimų srityje, atsižvelgiant į tai, kad Lietuvos fizinio aktyvumo tyrimų tradicijoje vyrauja kiekybiniai tyrimai. Atliekami ir kokybiniai tyrimai (Buman et al., 2008; Gucciardi et al., 2008; Harley et al., 2009; Holt, Tamminen, 2010; Hutchison, 2011, 2012; Jociūtė, Petronytė, 2015; Adaškevičienė, Strazdienė, 2017), tačiau profesinės mokyklos merginų rekreacinio fizinio aktyvumo kokybinių tyrimų rasti nepavyko. Disertacinis tyrimas atliktas remiantis konstruktyvistine grindžiamąja teorija (Charmaz, 2014). Šis metodas buvo pasirinktas kaip teorijos generavimo metodas, kuris leidžia atsižvelgti į tyrimo objekto specifiškumą (merginų rekreacinio fizinio aktyvumo subjektyvios patirtys). Tvarkant duomenis (interpretuojant ir analizuojant) siekiama atskleisti neformalios ugdymo(si) aplinkos veiksnius ir jų reikšmingumą rekreaciniam fiziniam aktyvumui. Šiame tyrime nagrinėjamos fundamentalios temos apie ugdytoją (neformaliojo ugdymo), jo sąveika su ugdytiniu, ugdytinių tarpusavio bendravimas, neformalios aplinkos išskirtinumas ir kt.

Mokslinė problema. Atlikus Lietuvos ir užsienio tyrėjų mokslo darbų analizę temos kontekste atskleisti probleminiai aspektai.

Pabrėžtina, jog ugdytinių dalyvavimas neformaliojo jaunimo švietimo veiklose yra nepakankamas, palyginti nedaug merginų dalyvauja neformaliajame švietime (Neformaliojo vaikų švietimo koncepcija, 2012; Organising non-formal education of children, 2015).

Nustatyta, kad merginų fizinis aktyvumas yra daug mažesnis nei tokio pat amžiaus vaikinų (Volbekienė ir kt., 2007; Zaborskis, 2008; Laskienė ir kt., 2009; Gordon-Larsen, McMurray, Kahn et al., 2008; Pajaujienė, 2010; Zaborskis, Raskilas, 2011; Masiliauskas, 2011; Baltkojytė ir kt., 2012; Zumeras, Gurskas, 2012; Rakauskienė, 2013). Merginos prasčiau vertina savo išvaizdą (Pajaujienė, 2012), kas antra ugdytinė sportuoja ir mankština nepakankamai (Adaškevičienė, Strazdienė, 2017), tik kas penktą galima laikyti pakankamai fiziškai aktyvia (Zaborskis, Raskilas, 2011).

Moksliniais tyrimais nustatyta, kad mažėja fiziškai aktyvių merginų skaičius mokyklose (Zumeras, Gurskas, 2012), o formaliajame ugdyme naudojamos

programos mažai veiksmingos (arba veiksmingos tik tam tikrą laiką, kol vyksta ugdymo procesas). Akivaizdu, jog būtina ieškoti patrauklių ugdymo(si) edukacinių aplinkų, kurios įgalintų merginas aktyviai rekreacinei fizinei veiklai. Taigi, siekiant ugdyti žmogaus fizinę kultūrą, svarbu, kad žmogus patirtų teigiamas emocijas, kitaip tariant, ši veikla jam turi būti maloni. Tad manome, kad, ieškant rekreacinio fizinio aktyvumo skatinimo galimybių, tampa itin svarbi neformali ugdymo(si) aplinka, pagrįsta humanistiniais ugdymo principais.

Tikėtina, kad mergina lengviau įsitrauks į veiklą, kuri jai suteiks malonumo ir džiaugsmo (Dishman et al., 2013). Kiekviena mergina turi skirtingą patirtį ir žinias apie rekreacinį fizinį aktyvumą, tad ir jos edukacinė mokymosi aplinka, skatinanti įsitraukti į aktyvią fizinę veiklą, taip pat gali būti individuali. Vieni iš pagrindinių veiksnių bus emocijos, patirti malonūs išgyvenimai, galimybės laisvai rinktis veiklos formas ir kt. (Collie, 2012).

Jau keletą dešimtmečių pastebėtas susidomėjimas neformaliojo švietimo tyrimais (Rogers, 2005). Dažniausiai tai asocijuojasi su mokymosi visą gyvenimą paradigma (Falconer, 2013; Lockhart, 2016), kuria linkę vadovautis daugelio pasaulio šalių (JAV, Vokietija, Švedija, Belgija ir kt.) švietimo strategai. Nors yra nemažai atlikta įvairių tyrimų neformaliojo ugdymo srityje (Festeu, Humberstone, 2006, Steiner, Karnik, 2007; Ruškus ir kt., 2009; Miliūnienė ir kt., 2009; Šarkauskienė, 2015; Kriščiūnaitė, 2018; Dumitru, 2018), tačiau nepavyko rasti tyrimų, kuriuose būtų analizuojama neformalios ugdymo(si) aplinkos veiksnių įtaka ugdytinių (ypač profesinės mokyklos merginų) rekreaciniam fiziniam aktyvumui skatinti.

Nagrinėjant mokinių ugdymą neformaliojo būdu, dažniausiai tiriami neformaliojo ugdymo įstaigas (sporto mokyklas) lankančių mokinių sportinio rengimo ypatumai (Matulaitis, 2013; Paulauskas ir kt., 2013; Girdauskas, Kazakevičius, 2013), tačiau rekreacinis fizinis aktyvumas netyrinėtas. Nėra sukurta rekreacinio fizinio aktyvumo skatinimo teorijos profesinio rengimo mokyklos merginoms, kuria rekreacinio fizinio aktyvumo specialistai galėtų remtis savo praktiniame darbe.

Tiriamos problemos aktualumą nusako tai, jog profesinių mokyklų merginų laisvalaikio fizinis aktyvumas yra mažesnis nei tokio pat amžiaus vaikinių, taip pat nėra atlikta tyrimų, kurie remtųsi konstruktyvistine grindžiamąja teorine prieiga, analizuojant neformalios edukacinės aplinkos reikšmingumą merginų rekreaciniam fiziniam aktyvumui. Būtina pažymėti, kad fizinio ir rekreacinio fizinio aktyvumo tyrimuose vyrauja diagnostiniai kiekybiniai tyrimai (Tucker et al., 2009; Ding et al., 2011; Norkus, 2012; Rakauskienė, 2013; Adaškevičienė, Strazdienė, 2013; White et al., 2016). Užsienio mokslininkų diskusija dėl kokybinių ir kiekybinių tyrimų naudos sporto ir fizinio aktyvumo srityse egzistuoja daugelį metų (Li et al., 2008; Brustad, 2008; Smith, Gilboure, 2009; Jones et al., 2013). Konstruktyvistine grindžiamąja teorine prieiga atlikti tyrimai svarbūs

tyrinėjant rekreacinį fizinį aktyvumą, nes būtent neformalusis ugdymas įgauna vis svarbesnį vaidmenį šiuolaikinėje ugdymo sistemoje.

Taip pat tyrimo problemą suponavo ir disertanto įgyta pedagoginio darbo profesinėje mokykloje patirtis, susijusi su ten besimokančių jaunų žmonių sveikos gyvensenos ugdymu. Konstruktivistinėje grindžiamojėje teorijoje (Charmaz, 2014) tyrėjo įgyta patirtis pateikiama kaip neatsiejama kokybinio tyrimo dalis, kuri lemia tyrimo rezultatus. Būtent tyrėjo įgyta pedagoginė patirtis buvo esminis veiksnys renkantis grindžiamosios teorijos metodologiją. Taigi mokslinių literatūros šaltinių analizė leidžia teigti, kad neformaliojo ugdymo(si) aplinka profesinėse mokyklose rekreacinio fizinio aktyvumo aspektu mažai tyrinėta.

Paminėti faktai rodo, kad šiuolaikiniam jaunimui ypač aktualus tampa rekreacinis fizinis aktyvumas ir jo realizavimas neformaliose ugdymo(si) aplinkose. Todėl šiuo moksliniu tyrimu ir siekta sukurti teoriją, kuri pagrįstų neformalios ugdymo(si) aplinkos edukacinį reikšmingumą profesinės mokyklos merginų rekreaciniam fiziniam aktyvumui.

Tyrimo problemą galima išreikšti šiais klausimais:

1. Kokios priežastys skatina profesinės mokyklos merginas įsitraukti į rekreacinio fizinio aktyvumo veiklą ir ją tęsti neformalioje profesinės mokyklos ugdymo(si) aplinkoje?
2. Kokios neformalios ugdymo(si) aplinkos charakteristikos skatina merginų dalyvavimą rekreacinėje fizinėje veikloje?
3. Kokios įsiterpiančios sąlygos padeda ir (ar) trukdo merginų įsitraukimui į rekreacinę fizinę veiklą?

Tyrimo objektas – neformali ugdymo(si) aplinka, skatinanti profesinės mokyklos merginų rekreacinį fizinį aktyvumą.

Tyrimo tikslas – sukonstruoti grindžiamąją teoriją, paaiškinančią, kaip neformali ugdymo(si) aplinka skatina merginų rekreacinį fizinį aktyvumą.

Tyrimo uždaviniai:

1. Pagrįsti neformalios ugdymo(si) aplinkos charakteristikas.
2. Atskleisti rekreacinio fizinio aktyvumo sampratą ir jį charakterizuojančius veiksnius.
3. Sukurti rekreaciniam fiziniam aktyvumui reikšmingą neformalios ugdymo(si) aplinkos grindžiamąją teoriją.

Tyrimo rezultatų mokslinis naujumas. Strateginiai Lietuvos dokumentai („Lietuva 2030“, 2014–2020 metų nacionalinės pažangos programa, Vyriausybės 2012–2016 metų programa ir jos įgyvendinimo priemonės, kt.) akcentuoja, jog valstybės ekonomikai ir plėtrai būtini sveiki ir darbingi piliečiai. Vis daugiau dėmesio skiriama vaikų ir jaunimo sveikatos išsaugojimui ir stiprinimui. Taigi būtina atkreipti pedagogų dėmesį į fizinį aktyvumą laisvalaikiu, kaip ug-

dymo priemonę ir ugdymo rezultata (Norkus, 2012; Zimmerman, Woolf, 2014; Dudley et al., 2014). Tik visavertis laisvalaikis užtikrina žmogaus fizinių galių atgavimą.

Iki šiol daugiausia dėmesio sulaukia formalusis ugdymas(is), siekiantis skatinti pagrindinius visuomenės pokyčius, sudarant sąlygas ugdytinių kūrybingumui, atsakingumui formuotis, fokusuojant dėmesį į ugdytinių vertybes, kurios formuoja įgūdžius, padėsiančius mokytis visą gyvenimą. Deja, bet formalusis ugdymas(is) nebepajėgia vienas pats to įgyvendinti (Rogers, 2005, 2014; Shirur, 2009; Kriščiūnaitė, 2018; „Lietuva 2030“).

Pirmą kartą Lietuvoje disertacijoje teoriškai pažvelgta į neformalios ugdymo(si) aplinkos reikšmingumą merginų rekreaciniam fiziniam aktyvumui. Šiandien mokslininkų bei visuomenės diskusijose telkiamas dėmesys į formalios ir neformalios ugdymo(si) aplinkos sintezę. Šio tyrimo rezultatai leidžia nuodugniau pažvelgti į neformalios ugdymo(si) aplinkos veiksmus, jos teikiamas paskatas ir trikdžius.

Svarbu pabrėžti, kad konstruktyvistinės grindžiamosios teorijos naudojimas edukologijoje yra ganėtinai naujas. Pasak R. Pranskūnienės (2013), A. Petruškevičiūtės (2015), grindžiamoji teorija dažniausiai taikoma socialiniuose moksloose: sociologijos (Ruolytė-Verschoore, 2013; Jasiukevičiūtė, 2014; Šumskaitė, 2014; Žalkauskaitė, 2016); gerontologijos (Orlova, 2014); psichologijos (Jurgaitytė-Avižinienė, 2013). Edukologijos disertacijos (Sabaliauskas, 2011; Pranskūnienė, 2013; Butėnas, 2015; Petruškevičiūtė, 2015; Kasperiūnienė, 2017), kurių empiriniai tyrimai atlikti remiantis grindžiamąja teorija, taip pat parodo šio tyrimo metodo aktualumą.

Ši disertacija papildė edukologijos mokslo tyrimus, kuriuose konstruojama grindžiamoji teorija taikant K. Charmaz (2014) versiją. Išsamus šios grindžiamosios metodologijos versijos aprašymas atveria naujas galimybes gilesniems kokybiniams edukacinių reiškinių tyrinėjimams.

Konceptualios nuostatos

Tyrimas grindžiamas šių teorijų nuostatomis:

- **humanistinės ugdymo(si) teorijos.** Disertacinis tyrimas atliktas vadovaujantis A. Maslow (1969, 2006) ir K. Rogers (1969, 2005) humanistine asmenybės teorija, kuri teigia, jog kiekvienas asmuo yra unikali, nedaloma, organizuota, nuolatos besikeičianti visuma. Ši teorija pasitelkiama todėl, kad ji akcentuoja požiūrį į visapusiškos ir visavertės asmenybės ugdymą (Maslow, 2006; Jovaiša, 2009), o humanistinio ugdymo paradigmos (Rogers, 2001, 2005; Maslow, 2006, 2011) idėjos plėtoja individualumą. Humanistinių ugdytinių ugdymą turi sąlygoti jų prigimtis, amžiaus ypatumai, interesai ir individualūs poreikiai, o ne socialinės, ekonominės sąlygos ir visuomenės reikalavimai, todėl būtent neformaliojo švietimo akcentuojama

mi ugdytinių individualūs interesai, skatinamas jų aktyvumas, savarankiškumas ir saviraiškos įprasminimas;

- **socialinio konstruktyvizmo teorijos.** Filosofijos požiūrio (Vygotsky, 1986) palaikoma idėja, kad socialinė realybė yra kuriama atsižvelgiant į jos sąveiką su aplinka. Asmenys socialinio gyvenimo reiškinius dažniausiai interpretuoja, mato įvairias situacijas, taip nuolat konstruoja žinias. Prie šio proceso prisideda ir asmenų turima patirtis (Saraga, 1998; Berger, Luckmann, 1999) išryškinant konteksto svarbą (Clarke ir Charmaz, 2014). Šiam tyrimui svarbi socialinio konstruktyvizmo teorijos (Berger, Luckmann, 1999) nuostata, kad žinojimas apie socialinę tikrovę konstruojamas socialiai sąveikaujant su individui reikšmingais asmenimis. Svarbiau yra ne perteikti žinias, bet sudominti, kad asmuo suprastų jų reikšmingumą. Žinios plečiamos žmonių kasdienėje sąveikoje kalbėjimu ir reflektuojant, tačiau žinios yra aktyviai konstruojamos asmens, kuris gali jas atpažinti (Berger, Luckmann, 1999). Individai ne tik pasyviai atspindi socialinę realybę, bet drauge yra jos aktyvūs kūrėjai (Vygotsky, 1986).

Tyrimo metodologija. Šis disertacinis tyrimas atliktas remiantis *kokybinio tyrimo metodologija*. Kokybinio tyrimo metodologija padeda atskleisti įvairių reiškinių procesus ir pasireiškimą (Silverman, 2011). Analizuojamas praktinis fenomenas, kuris padeda kurti teoriją, vadinamą indukciniu tyrimo metodu (Atkins, Wallace, 2012). Pasirinkta metodologija suteikia galimybę analizuoti, ar neformali ugdymo(si) aplinka skatina rekreacinį fizinį aktyvumą.

Empirinis tyrimas buvo atliekamas pasitelkiant konstruktyvistinę grindžiamąją teoriją (Charmaz, 2014). Apsisprendimą taikyti šią kokybinio tyrimo metodologiją lėmė tai, jog ją tikslinga taikyti kuriant teorinį modelį mažai ištirtoje srityje.

Svarbu pažymėti, kad mažai tyrinėto socialinio reiškinio aprašymas ir išvados remiasi gautais tyrimo duomenimis ir atsisakoma bet kokių išankstinių hipotezių.

Kita priežastis – remiantis subjektyviomis merginų patirtimis ir jų vartojama kalba, buvo generuojami konceptai atsižvelgiant į metodologines procedūras. Šios teorijos metodologija nesiekia tikrinti hipotezių, o atranda ir kuria naujas, remiantis subjektyviomis merginų patirtimis.

Nagrinėjamas neformalios ugdymo(si) aplinkos edukacinis reikšmingumas, nekeliant išankstinių hipotezių, stengiamasi į viską žiūrėti tyrimo dalyvių akimis. Pagrindiniai tyrimo naudoti metodai yra:

- 1) mokslinės literatūros ir dokumentų analizė;
- 2) pusiau struktūruoti interviu, atlikti su profesinės mokyklos merginomis;
- 3) atliktų interviu išrašų analizavimas, remiantis konstruktyvistinės grindžiamosios teorijos nuostatomis.

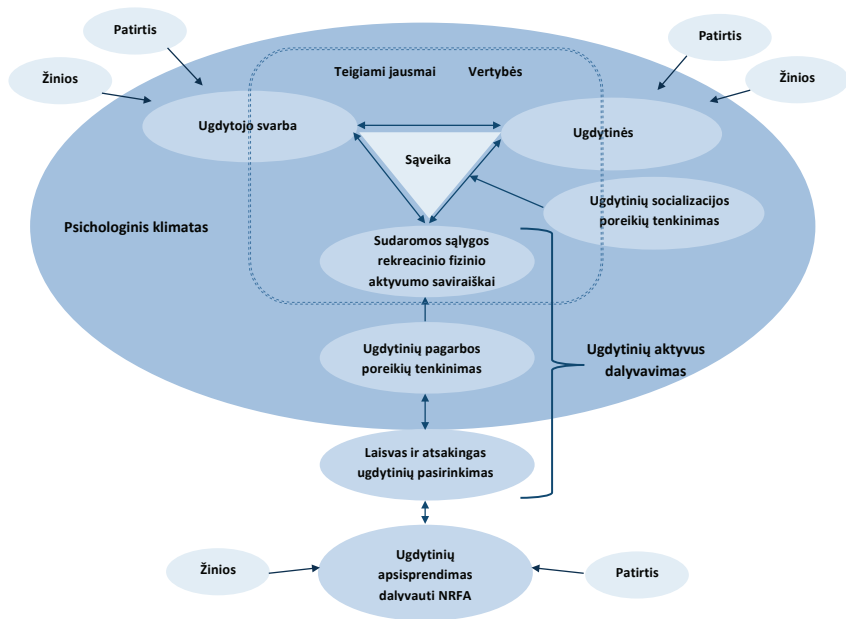
Disertacijos struktūra

Disertaciją sudaro įvadas, mokslinės literatūros apžvalga, metodologinė dalis, empirinė dalis, diskusija, išvados, rekomendacijos, literatūros sąrašas.

Diskusija

Diskusijos dalyje pristatomi disertacijos autoriaus konceptualūs svarstymai, remiantis teorinėje dalyje išskirtais kitų mokslininkų atliktais tyrimais ir sukonstruotos grindžiamosios teorijos rezultatais.

Disertacinio tyrimo diskusijos dalis parengta, laikantis grindžiamosios teorijos principų: kitų autorių darbuose ieškoma sukonstruotos teorijos esminių kategorijų bei jas paaiškinančių subkategorijų panašumų ir skirtumų, reikšmių, kontekstų, dimensijų, analitinių patvirtinimų ir pagrindimų (Charmaz, 2006). Taikant konstruktyvistinės grindžiamosios teorijos metodologiją (Charmaz, 2014) sukurta grindžiamoji teorija „Neformalios ugdymo(si) aplinkos reikšmingumas merginų rekreaciniam fiziniam aktyvumui“ (žr. pav.).



Pav. Grindžiamoji teorija, paaiškinanti, kaip neformali ugdymo(si) aplinka skatina profesinės mokyklos merginų rekreacinį fizinį aktyvumą (NRFA – neformalusis rekreacinis fizinis aktyvumas). Sudaryta darbo autoriaus

Ši grindžiamoji teorija paaiškina, kodėl merginos įsitraukia į neformalią ugdymo(si) aplinką, atsako į klausimą, kokios charakteristikos padeda joms patirti įsijautimo būseną.

Esminis fenomenas „Man patiko iš tikrųjų“ įvardijamas kaip įsijautimo būseną, kurios metu mintimis ir emocijomis įsigilinama į neformaliojo ugdymo(si) veiklą, jaučiamas santykis su kitais dalyviais. Šiai būsenai atsirasti neformaliojo ugdymo(si) aplinkoje, kuri skatintų merginų laisvalaikio fizinį aktyvumą, būtinos trys esminės neformalios ugdymo(si) aplinkos charakteristikos: (1) ugdytojo svarba; (2) psichologinis klimatas; (3) ugdytinių poreikių tenkinimas (socializacija su kitais ugdytiniais, pagarbos poreikiai, sąlygų saviraiškai sudarymas).

Ugdytojo svarba. Empirinio tyrimo rezultatai atskleidžia, kad ugdytojas yra svarbus edukacinės aplinkos kūrėjas. Tai patvirtina ir mokslininkų įžvalgos, jog ugdytojas yra vienas pagrindinių ugdymo veikėjų (Bitinas, 2000; Targamadžė, 2010; Lamanauskas, 2012). Tačiau V. Targamadžė (2010) teigia, kad norint suprasti ugdymo esmę – visada ugdymo atskaitos taškai laikomi vertybiniais. Tad suprantama, kad ugdymas, kurio pagrindiniai veikėjai yra ugdytojas ir ugdytinis, turi tapti subjektais. Pasak V. Targamadžės (2010), vertybės glūdi ugdymo centre, jos yra ugdymo(si) atskaitos taškas ir siekinys. Tai turi tapti ne tik deklaruojamais dalykais, bet ir ugdytinio savastimi, bet vargu ar tai pavyks, jei pats ugdytojas nesivadovaus šiomis vertybėmis projektuodamas ir įgyvendindamas ugdymo(si) procesą. Pavyzdžiui, pasak R. Zumerio ir V. Gursko (2012), mokytojų ir visuomenės sveikatos specialistų kompetencijų trūkumas yra svarbūs fizinį aktyvumą slopinantys veiksniai. Taip pat pagarbos iš trenerių ar mokytojų stoka.

Ugdytojas turi bent jau nežlugdyti „įgimto“ merginų smalsumo ir saviraiškos. Sprindimus, kaip konkrečiomis aplinkybėmis stiprinti merginų motyvaciją rekreaciniam fiziniam aktyvumui, turėtų priimti pats ugdytojas, pasitelkęs tinkamą neformaliojo ugdymosi aplinką.

Psichologinis klimatas. Empirinis tyrimas atskleidė, kad psichologinis klimatas įsitraukiant į neformalią ugdymo(si) aplinką yra svarbus veiksnys rekreacinėje fizinėje veikloje. Šio tyrimo rezultatai patvirtina humanistinės pedagogikos principais grindžiamą idėją (Rogers, 1969; Bitinas, 2000; Maslow, 2009), jog psichologinis klimatas yra svarbus ugdymo(si) elementas, pasižymintis optimistine ir džiugia ugdymo(si) atmosfera ir tolerancija, padedantis eliminuoti prievartą ir psichologinį spaudimą ugdytiniais, įveikti stresines situacijas (Bitinas, 2000).

„Humanistinei pedagogikai priskiriama susiliejančiojo ugdymo koncepcija, pabrėžianti intelektualinio ir emocinio komponentų vienovę ugdymo procese“ (Bitinas, 2000, p. 169). Taigi, būtina pabrėžti neformaliojo ugdymo(si) svarbą.

Būtent dalyvaujant rekreacinio fizinio aktyvumo veiklose sužadinama tam tikra emocinė būseną ir individualūs jausmai, darantys šią veiklą išskirtinę (McLean, Hurd, 2008). Pradinis motyvas, skatinantis įsitraukti į šią veiklą, yra

malonumo ir džiaugsmo siekis (McLean, Hurd, 2008). Tai būseną, kurią sukelia gera savijauta, pasitenkinimo jausmas, sėkmės išgyvenimas, asmeninės vertės ir malonumo pojūtis. Šias emocijas padeda sukurti ir ugdytinių dalyvavimas šioje veikloje.

Taigi neformaliojo ugdymo(si) aplinkoje susiformavęs psichologinis klimatas yra svarbus merginų įsitraukimo į rekreacinio fizinio aktyvumo veiklas veiksnys. Todėl neformaliojo ugdymo(si) aplinka turėtų būti kuriama atsižvelgiant į psichologinį klimatą.

Ugdytinių poreikių tenkinimas. A. Maslow (1969) asmenybės raidos teorija pagrįsta poreikių piramide (fiziologiniai, saugumo, socializacijos, pagarbos ir saviraiškos poreikiai), kuria remiamės siekdami pagrįsti empirinio tyrimo rezultatus, t. y. esmines kategorijas (socializacija su kitais ugdytiniais, pagarbos poreikiai ir ugdytinių saviraiškos poreikiai). D. McLean, A. Hurd (2005, p. 127) teigia, kad „rekreacija gali būti naudinga tenkinant aukščiausius minėtos poreikių piramidės poreikius (socialinius, pagarbos ir saviraiškos)“.

Socializacija su kitais ugdytiniais

Tyrimo duomenys rodo, jog merginų socializacija su kitais ugdytiniais yra svarbus edukacinės aplinkos veiksnys. Šio tyrimo rezultatai patvirtina mokslininkų (McLean, Hurd, 2008; Maslow, 2009) idėją, kad socializacija yra svarbus asmenybės vystymosi faktorius. Humanistinė ugdymo teorija (Maslow, 1969) remiasi žmogaus poreikių hierarchija, kurios centre (3 lygio poreikiai) – socializacijos siekis (šėimos, draugų, priklausymo įvairioms socialinėms grupėms ir kt.). D. McLean, A. Hurd (2008) teigia, kad pagrindiniai motyvai, skatinantys žmones įsitraukti į rekreacines fizines veiklas, yra socialiniai motyvai (susitikimas su draugais, santykių plėtojimas ir t. t.). Jie svarbūs daugeliui žmonių. Laisvalaikio teikiama nauda prisideda prie subjektyvios gerovės, tenkinant socialinius poreikius (Deci ir Ryan, 2010; Newman et al., 2014). Hills ir kt. (2000) tyrimas parodė ryšį tarp laisvalaikio veiklos ir socialinių poreikių tenkinimo. Socialinių poreikių tenkinimas buvo reikšmingai susijęs su šiomis veiklos rūšimis: aktyvus sportas, dalyvavimas pavojingų sporto šakų užsiėmimuose, šokiai, turistiniai žygiai atostogų metu ir kt. Taigi gauti empirinio tyrimo rezultatai papildė minėtų mokslininkų teiginius.

Socializacijos poreikiams tenkinti su kitais ugdytiniais svarbi ir laisvės koncepcija. Žmogui būdinga siekti išorinės ir vidinės laisvės (Žemaitis, 2000). Nepriklausomybės poreikis neatsiejamas nuo jaunuolio ugdymo(si) ir socializavimo(si) procesų, kuriuos lemia išorinės sąlygos ir aplinkybės. Vidinė laisvė – tai gyvenimas pagal asmeninius įsitikinimus ir požiūrius, gyvenimas, laikantis tam tikrų principų (Šiaučiulienė, 2012).

Ugdytojas gali merginoms padėti suprasti jų vietą tarp kitų ugdytinių, padėti pasijusti svarbiomis grupės, bendruomenės ar komandos narėmis. Svarbu, kad

merginos mokytūsi pažinti savo emocijas, reikšti jausmus, bendradarbiauti, dalytis patirtimi, padėti kitiems, lavintų kitus socialinius įgūdžius.

Pagarbos poreikiai

Humanistinė ugdymo teorija remiasi A. Maslow pateikta asmenybės poreikių hierarchija, kurios ketvirtyje vietoje – pagarbos siekis (savigarbos ir kitų pagarbos). Pasak L. Jovaišos (2001), humanistinė psichologija ir pedagogika visiškai pasitiki žmogaus galiomis savarankiškai spręsti asmenines ir socialinių santykių problemas, įveikti darbo ir mokymosi sunkumus. Tačiau B. Bitinas (2000) teigia, kad tradiciniam ugdymui būdingos ir neigiamus rezultatus lemiančios nuostatos, perdėtas ugdytojo rūpinimasis ugdytiniais, nesudarant sąlygų patiems ugdytiniais pasirūpinti savimi. Todėl tai mažina merginų galiomybes tenkinti pagarbos poreikius.

Tyrimo duomenys rodo, jog merginų pagarbos poreikiai yra svarbus edukacinės aplinkos veiksnys. Dažniausiai pagarbos poreikius mokslininkai suvokia kaip savigarbos, pasiekimų pasirinktoje veikloje ar pritarimo pasirinktai veiklai poreikius (Maslow, 2009). L. S. Unger ir J. B. Kernan (1983) svarbiu laisvalaikio veiklos veiksmu laiko meistriškumą. Laisvalaikio veikla, leidžianti žmonėms patirti, kad jie įgyja meistriškumo, daro didelį teigiamą poveikį (pvz., asmuo gali patirti meistriškumo jausmą laimėjęs sudėtingą žaidimą (Sonnentag ir Fritz 2007; Newman et al., 2014). Pažymėtina, kad laisvalaikio užsiėmimai, kurie lavina meistriškumą, leidžia ugdytiniais jaustis naudingiems ir produktyviems. Tad galima teigti, jog meistriškumas prisideda prie pagarbos poreikių tenkinimo.

Norėdami patenkinti ugdytinių pagarbos poreikį, ugdytojai turėtų skatinti juos išklausti kitus, palyginti skirtingas nuomones (pavyzdžiui, vaikinių ir merginų, taip pat vyresnių dalyvių ir t. t.). Manome, kad ugdytojas turėtų vertinti gebėjimą diskutuoti, išklausti kitus, palaikyti dialogą.

Apibendrinant galima teigti, jog merginas ugdo ir tam būtinas sąlygas sudaro pagarba joms, galimybių pačioms įsivertinti savo pasiekimus užtikrinimas, nesmerkiant, neteisiant, bet priimant jų požiūrį, jausmus, poreikius, norus, vertybes, kurios padeda plėtoti pagarbos poreikius.

Ugdytinių saviraiškos poreikiai

Tyrimo rezultatai leidžia teigti, kad rekreacinio fizinio aktyvumo veikla skatina merginų saviraiškos poreikius, ir atliepia A. Maslow (2009) pasiūlytą žmogaus poreikių hierarchiją, kuria remiasi humanistinė ugdymo teorija. Žmogaus poreikių hierarchijoje saviraiškai skiriama aukščiausia vieta. Saviraiška – tai asmens savęs reiškinys per veiklas, t. y. savo gabumų ir gebėjimų realizavimas, poreikių tenkinimas, tikslų siekimas. Tai natūralus asmenybės poreikis realizuoti savo unikalias galimybes. Kiekvienas (-a) jaunuolis (-ė) turi talentų ir gebėjimų, kuriuos galėtų panaudoti ir tobulinti.

Saviraišką kaip svarbią ugdymo problemą analizuoja daugelis mokslininkų (Horskaya, 2008; Leontiev, 2013; Klochko, 2014; ir kt.). Ugdytinį jie laiko aktyviu saviraiškos proceso dalyviu, kuris supranta prasmę, suvokia savo galimybes ir jas realizuoja, nuolat tobulindamas save ir siekdamas tam tikrų rezultatų.

L. Ušėckienė (2008), analizuodama A. Maslow ir C. Rogerso humanistinės pedagogikos aspektus, teigė, kad kiekvienas asmuo siekia save realizuoti, tačiau ne visiems tai pavyksta. Humanistine dvasia grindžiamu ugdymu norima sudaryti sąlygas ugdytinio saviraiškai. Siekiant to, svarbu yra suvokti savo poreikius ir juos tenkinti, įsigilinti į savo asmenybę. Išskiriami pamatiniai humanistinės pedagogikos teiginiai: 1) žmogaus prigimtis yra gera; 2) asmenys yra laisvi ir autonomiški, vadinasi, jie gali asmeniškai pasirinkti; 3) žmogaus galimybės tobulėti yra beribės; 4) asmenims būdingas siekis save realizuoti ir kt. (Maslow, 1999).

Neformali edukacinė aplinka yra tinkama erdvė tenkinti ugdytinių poreikį realizuoti save. Saviraiškos ugdymo paskirtis – padėti ugdytiniui atrasti savo gyvenimo tikslą, pasirinkti prasmingo gyvenimo kryptį, turinį, stilių, – visa tai, kas turi asmeninės ir visuomeninės reikšmės, kas apsaugo nuo egzistencinės tuštumos.

Neformalios edukacinės aplinkos paskirtis – padėti merginoms save identifikuoti rekreacinio fizinio aktyvumo srityje, patenkinti trūkumo (saugumo, socializacijos, pagarbos) ir ypač augimo (saviraiškos) poreikius, suteikiant galimybę laisvai ir atsakingai rinktis rekreacinio fizinio aktyvumo veiklas.

Neformali edukacinė aplinka leidžia sudaryti sąlygas merginoms ne tik suvokti su rekreaciniu fiziniu aktyvumu siejamus norus, troškimus, jausmus, sugebėjimus, bet ir į juos atsižvelgti, išbandyti konkrečioje aktyvioje rekreacinėje veikloje, t. y. kurti joms palankią neformalią ugdymo(si) aplinką, kur būtų galima laisvai, bet atsakingai realizuoti saviraiškos poreikius.

Merginų saviraiška rekreacinio fizinio aktyvumo veiklose ir neformalioji edukacinė aplinka daugeliu aspektų yra glaudžiai susiję procesai. Saviraiška, kaip svarbiausias merginų poreikis, yra neatsiejamas nuo vertybinių orientacijų ir skatina veikti. Potencinės galios (tarp jų galia veikti) ir siekis jas produktyviai panaudoti yra įgimti (Maslow, 2009). Tačiau tam, kad šias galias merginos galėtų panaudoti, pirmiausia reikia pažinti save. Todėl ugdytiniai turi būti supažindinami su įvairiomis mokymosi galimybėmis, kad turėtų iš ko rinktis (Ozmon, Craver, 1996). Taigi rekreacinis fizinis aktyvumas yra svarbi ugdytinių saviraiškos dalis, kuri laiduoja tinkamą sveikatą ateityje. Tyrimo rezultatai patvirtina, jog tenkinami merginų poreikiai neformaliojo ugdymo(si) aplinkose gali prisidėti prie rekreacinio fizinio aktyvumo skatinimo.

IŠVADOS

1. Ugdymo(si) aplinkai tiesioginį poveikį daro edukacinės aplinkos veiksniai, kuriuos ugdytinis priima kaip savus. Ugdymo(si) aplinkos charakteristikos pasižymi individualumu. Kiekvienas ugdytinis savo ugdymo(si) aplinką suvokia ir ją kuria individualiai atsižvelgdamas į turimą savo patirtį. Ugdymo(si) aplinkoms susikurti padeda speciali edukacinė aplinka, sukurta ugdymo tikslui pasiketi, ir potencialios mokymosi aplinkos (verbalinė ir virtuali informacija, paties ugdytinio sukurta taikant savistabą, dalyvaujant bendroje veikloje su kitais asmenimis, kitų žmonių ir gyvenimiškų įvykių sukurta). Dažniausiai ugdymo(si) aplinka apima fizinius ir socialinius aspektus. Būtina tinkama ugdytojo ir ugdytinio sąveika, kuri užtikrina, kad ugdytiniai savo ugdymo(si) aplinkoje nusistatytų tikslus pagal savo turimus poreikius, įvertintų potencialias priemones ir išteklius, susikurtu ugdymo(si) prasmę, supratimą ir žinias.

Neformalią edukacinę aplinką lemia ją kuriantys veiksniai. Ši aplinka yra kuriama ir veikiama ugdytojo bei pasižymi edukaciniu poveikiu ugdytiniui. Ugdytiniui neturint aiškaus tikslo, jo dėmesį gali patraukti mokymosi tikslą suformulavusi ir pateikusi neformali edukacinė aplinka. Tokia aplinka turi būti jautri ugdytinių skirtumams (kompetencijų, požiūrių, poreikių ir kt.). Edukacinė aplinka turi atitikti edukacinį tikslą, ugdytinių mokymosi pajėgumus, edukacinį tikslą atitinkantį edukacinį turinį, metodus ir priemones, komunikavimo metodus ir fizinę erdvę.

2. Teoriniu požiūriu šiuolaikinis rekreacinis fizinis aktyvumas neatsiejamas nuo laisvo pasirinkimo, atsipalaidavimo, išsūkio reikalaujančios veiklos ir tikslingo požiūrio, kuriuo siekiama psichologinio malonumo, socializacijos, fizinio malonumo, saviraiškos ir dvasinės gerovės. Šio disertacinio tyrimo kontekste rekreacinis fizinis aktyvumas yra suprantamas kaip įvairialypis, pasižymintis individualiomis vertybėmis ir suprantamas kaip fiziškai aktyvus laisvalaikis. Rekreacinis fizinis aktyvumas dažniausiai minimas laisvalaikio kontekste ir glaudžiai susijęs su sportu, sportiniais žaidimais ir žaidimu kaip veikla. Rekreacinis fizinis aktyvumas yra fiziškai aktyvus procesas, neatsiejamas nuo savanoriško dalyvavimo konstruktyvioje neformaliojo fizinio ugdymo(si) veikloje, kuri prisideda prie bendros mokinio sveikatos gerovės.

Tyrimo rezultatai rodo, kad pačios merginos sprendžia, kokioje neformaliojo rekreacinio fizinio aktyvumo veikloje jos nori aktyviai dalyvauti, išnaudoti saviraiškos ir savo poreikių tenkinimo galimybes. Teigiami jausmai, patiriami rekreacinio fizinio aktyvumo veiklose, tik sustiprina įsitraukimą į šias veiklas. Tinkamas psichologinis klimatas laiduoja teigiamų vertybių puoselėjimą. Tyrimas taip pat parodė, kad neformaliojo sporto ir fizinio ak-

tyvumo veiklos tikslai yra laikomi svarbesniais nei ugdytinio įsitraukimo ir poreikių tenkinimo motyvai. Kai kuriuose neformaliojo sporto ir fizinio aktyvumo veiklose sportinio rezultato siekimas iškeliamas aukščiau ugdytinio poreikių.

Tyrimas atskleidė, kad įsitraukusios į neformalią edukacinę aplinką profesinės mokyklos aukštesniųjų klasių merginos įgalina save saviraiškai, patiria ugdytojo ugdomąjį poveikį, teigiamą psichologinį klimatą, įsitraukia į socializacijos procesą, tenkina individualius poreikius. Merginoms priėmus neformaliojo ugdymo(si) aplinką kaip savo, atsiranda ugdytojo sąveika su ugdytiniu ir kitais ugdytiniais. Pajutusios teigiamą psichologinį ir socialinį klimatą, merginos atranda erdvę saviraiškai. Buvimas drauge įvairiose išvykose, dalyvavimas fiziškai aktyvioje veikloje (varžybos, sporto renginiai ir kt.), pažintys su naujais bendraamžiais padeda patenkinti bendravimo poreikį ir gerina socializacijos procesą. Merginos, laisvai pasirinkusios rekreacinio fizinio aktyvumo veiklas, realizuoja savo individualius poreikius, o tai laiduoja jų įsitraukimą į neformaliojo ugdymo(si) edukacinę aplinką, kuri tampa jų asmenine neformaliojo ugdymo(si) aplinka. Laikui bėgant, šios veiklos tampa jų gyvenimo būdu. Visų minėtų procesų bendras poveikis leidžia ugdytinėms įsitraukti į neformaliojo ugdymo(si) aplinką, kuri yra svarbi rekreaciniam fiziniam aktyvumui.

3. Remiantis empirinių duomenų analizės rezultatais, sukonstruota grindžiamaoji teorija „Neformalios ugdymo(si) aplinkos reikšmingumas rekreaciniam fiziniam aktyvumui“, padėjusi paaiškinti neformalios ugdymo(si) aplinkos reikšmingumą merginų rekreaciniam fiziniam aktyvumui. Empirinio tyrimo rezultatai analizuoti pasitelkus konstruktyvistinės grindžiamosios teorijos metodą. Duomenų kodavimas, konceptualizavimas (esminio fenomeno aptikimas) ir teorinis kodavimas, detalių turtingas neformalios ugdymo(si) aplinkos aprašymas suteikė galimybę atskleisti profesinės mokyklos aukštesniųjų klasių merginų autentiškas patirtis, susijusias su rekreacinio fizinio aktyvumo veiklomis neformaliojo ugdymo(si) metu.

Šioje grindžiamojoje teorijoje atskleistas esminis fenomenas „Man patiko iš tikrųjų“ suprantamas kaip veiksnys, kuris užtikrina ugdytinio įsitraukimą į neformaliojo fizinio ugdymo(si) veiklas, padeda sėkmingai jose dalyvauti, kurti konstruktyvius santykius su ugdytiniu ir kitais ugdytiniais toje aplinkoje, taip pat atskleidžia neformalios ugdymo(si) aplinkos reikšmingumą. Esminė kategorija suprantama kaip įsijautimo būseną, pasižyminti psichinių procesų, kuriems įtaką daro vidinių ir išorinių poveikių visuma, savitumu. Kitaip tariant, tai yra psichinė būseną, kuri turi įtakos ugdymui(si). Ji gali būti trumpalaikė ir ilgalaikė, stipri ir silpna, normali ir patologinė.

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**GIRLS' RECREATIONAL PHYSICAL
ACTIVITY IN A VOCATIONAL SCHOOL:
THE GROUNDED THEORY**

Summary of Doctoral Dissertation
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