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ROLE OF PARENTS' ADJUSTMENT IN EXPLAINING PERCEPTION OF ADOLESCENTS' NEGATIVE INTERACTIONS WITH MOTHER AND FATHER

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Original scientific paper

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ABSTRACT

The research was conducted with the aim of examining the contribution of facets of the adjustment of mother and father for explaining the adolescents' perception of negative relations with parents. The following adjustment measures were used in this research: anxiety, hypersensitivity, inner coherence, interpersonal orientation and aggression of mother and father individually. The measures of negative interactions between adolescents and parents are conceptualized through the dimension of negative relations with parents, which includes adolescents' assessment regarding the rejection by father and mother and the assessment of negative relations with father and mother. The research was conducted on a sample including 273 subjects in total: 47 female subjects, 44 male subjects and their parents. For testing the hypotheses, the multiple regression analysis was used. The obtained results show that adjustment facets are important predictors for explaining the perception of negative relations with father. The facet of aggression stands as the most significant predictor among adjustment factors for the group of fathers. For the group of mothers, adjustment did not prove a significant predictor for explaining perception of negative relations. Possible explanations for a modest contribution of mother's adjustment can be found in the possibility for the quality of family interactions with mother is more explained by an emotional relation that is established between her and the child in early childhood and does not change its quality at later development stages.

Key words: *perception of negative relations with mother and father, parents' adjustment*

INTRODUCTION

According to Vukasović (1997), family is the basic social community, first and foremost social community, and as such, it is the basic institution for the life of any individual. It is based on a joint life by blood relations of the related persons, most often parents and children. Kuburić (2001) states that family is the place of primary emotional exchange and parents are the coordinators of the process of exchange within family. However, these exchanges do not necessarily have to include love and acceptance, but also hostility, anger and hostility. For all members – participants

in family interactions such exchanges are often causes of numerous difficulties in behavior and internalized and externalized difficulties.

In order to conceptualize more precisely parental actions the most frequent model used for their systematization is the theory of parental acceptance and rejection that is actually the theory of socialization. The theory tries to explain and anticipate the consequences of parental behavior in the dimension of parental warmth and has acceptance on its positive and rejection of child on its negative pole.

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The parents who accept their children are determined as those who show their love and positive feelings to their children. The parents who reject their children are determined as those who do not love, approve of or provide support to their children, they resent them and are bitter towards their children (Kuburić, 2001).

According to Grgin-Lacković (2000), as they grow older, children get more capable of perceiving and understanding the nature of human relations and parental actions towards them. Therefore, such processes can be explored better with adolescents that with the younger children.

Berk (2008) states that one of the most important factors that determine the quality of affection towards observations made by numerous researchers can be conceptualized through family conditions in which child grows up. Loss of job, unsuccessful marriage, financial difficulties and other stressful factors can have a negative effect on the development of affection, decreasing the sensitivity of parental care about child. Early experiences do not predetermine a person to become a sensitive or insensitive parent. Actually, the way in which a person experiences one's own childhood – one's ability to accept negative things, incorporate new information into one's own work model and perceive one's own parents with understanding their behavior and forgiving them – has a much bigger influence on the way a parent brings one's own children than the real events in one's childhood (Main, 2000, according to Berk, 2008).

Previous research into parental relations were mostly concentrated on examining parental relations as predictors of certain forms of adjusted and unadjusted forms of behavior of children and adolescents. According to Vulić-Prtorić, (2002) family relations are in the focus of research into interaction models of psychopathology. The theory of affection by John Bolby (1992, see Vulić-Prtorić, 2002) proved to be most cited in the interpretation of relation between the disorders in early parent- child communication and various internalized and externalized forms of psychopathology. Apart from the theory of affection, development psychopathology today has many so called "mini" theories or interpretations related to one or more components of a specific form of disfunctionality (Vulić-Prtorić, 2001, 2002). A consistent result obtained in past research shows that internalized and externalized disorders have an important relation to the negative aspects of interaction between parents and child, especially with rejection

and control by parents. In the last decade, there has been an emphasis that the research in this field equally use assessments given by parents and those given by children. It was evident that child's perception of interaction with parents is often not significantly related to parents' reports or even objective observers, but it is the best predictor of psychological problems that can occur in disturbed family relations. Mother with high anxiety in laboratory situations are seen as those realizing less harmonious relations with children and they are less sensitive to child's needs when compared to the mothers with low latent anxiety. Memories of acceptance by loved ones during childhood have a positive relation to self-esteem and a negative relation to latent and manifested anxiety. These findings indicate that the memories of relation with parent at childhood are in correlation to the individual self in a grown-up person.

Modern approaches practically follow the same paradigm and regularly confirm the initial hypotheses on the importance of negative relation with parents for the psychological adjustment of children. These relations are especially important for understanding the development of aggressive behavior (Shaffer 1979, see Bezinović 2000). Asocial behavior of a child is closely connected to cold relations and emotional rejection of a child (Haapasalo and Tremblay 1994, Hojat 1994, Kuterovac-Jagodić and Keresteš 1997, in Bezinović 2000). A hostile relation with parents includes the lack in satisfying child's needs and expectations. Probably the best explanation of these findings is given by the theories of social learning, which emphasize the modulation of aggressive behavior with children who have aggressive parents. Children of aggressive parents who do not control their aggression have less chance to learn how to control their negative impulses.

As the theoretical part of the previous research was mainly based on Bowlby's theory of emotional attachment, it mainly focused on children (Bowlby, 1969, in Bezinović, 2000), while more recent research started focusing on adolescent, that is, examination of a relation between parental behavior and adolescents' behavior. Fauber and associates (1990, in Bezinović, 2000) find that mother's rejection (lack of warmth and acceptance) is related to personal emotional problems of adolescents. Capaldi and Patterson (1991, in Bezinović, 2000) find that inadequate supervision by parents, as well as low intensity of parent-child relation is an important factor of negative adjustment of early adolescent boys.

RESEARCH PROBLEM

The basic problem of this research is to examine the way in which elements of adjustment, conceptualized through interpersonal orientation, anxiety, depression, hypersensitivity, inner coherence and aggression of mother and father, contribute to the interpretation of the quality of family interactions by adolescents. Since numerous theoretical concepts ((Bowlby, Rohner, Petterson etc.) emphasized that the presence of emotional distance and open hostility directly influences the quality of interaction with children, this research aimed at determining the extent to which the facets of parents' adjustment contribute to the way in which their children adolescents perceive their relations with parents.

Research goal

The basic goal of this research is to establish to what extent the facets of mother and father adjustment are important predictors for explaining negative relations with mother and father. It is particularly aimed at establishing which adjustment facets (philanthropic and misanthropic interpersonal orientation, inner coherence, anxiety, depression, hypersensitivity, and aggression) explain for the highest percentage of variance of negative relations with mother and father. Also, this research tries to establish whether the adjustment facets are more predictive for explaining negative relations with mother or father.

Hypotheses

1. Taking into consideration the fact that aggression, depression, hypersensitivity, anxiety, inner coherence and interpersonal (philanthropic and misanthropic) orientation, as the facets of adaptive functioning, are important determinants of people's behavior, it is expected that the abovementioned characteristics of parents would be predictive for explaining adolescents' perception of negative aspects of parenthood.
2. Regarding the dominance of the figure and role in all development periods including adolescence, it is justifiable to expect that the facets of mother's adjustment would be more significant for the perception of negative relations with mother.

Research subjects

The research was conducted on a sample of 273 subjects, 47 female subjects and 44 male subjects and their parents. All the subjects come from complete families, their average age is 19 years and 8 months,

and they are all students of the first and second year at the Faculty of Philosophy, Departments of Pedagogy and Psychology, Journalism and Technical Education and Computer Science. As mentioned, all of them come from complete families and they were not separated from their families during their studying. The age of their parents is as follows: six parents are up to 40 years of age, 109 are between 40 and 50 years old, 56 are between 50 and 60 years old, eight of them are between 60 and 70 years old and three parents are over 70.

Measuring instruments

The following questionnaires and scales were used in this research:

Questionnaire of past relations with parents - The Questionnaire of past relations (Smojver-Ažić, 1999) with parents is used for examining the relations with mother and father in the first 15 years of life. On a scale that includes 42 statements of Likert type (from 0 – never, to 4 – always) the frequency of occurrence of certain behavior of father and mother is assessed. The questionnaire includes three subscales: care, control, and rejection (for father and mother individually).

Questionnaire of perception of present relations with parents - By the Questionnaire of present relations with parents the subjects assess their present relation with father and mother. On a Likert-type scale (from 0 – does not describe at all, to 4 – completely describes), it is estimated to what extent the statement describes father and mother, that is, their present feelings towards father and mother. Therefore, the scale consists of 42 items and two subscales – negative relations with parents, and the perception of support received from father and mother. **The subscale of negative relations** contains most statements related to the so called conflict independence and alienation. **The subscale of support** contains items of trust and affection. The total result is determined as the linear combination of assessments on individual scales.

Questionnaire for measuring aggression (AG-87) - The questionnaire is based on the assumption that there are two basic types of aggression regarding the motivation that lies beyond any aggressive behavior – impulsive and instrumental aggression. As a trait, aggression can be demonstrated on two levels as latent tendency towards aggression and with aggressive manifestation. In brief, the questionnaire is aimed at assessing aggressive behavior in provoking situations, that is, at measuring impulsive aggression.

In accordance to the theoretical background which served as the questionnaire bases, five most frequent forms (modalities) of aggressive reaction were offered as possible reactions: verbal manifestation of aggression, physical manifestation of aggression, indirect (transferred) aggression, verbal latent aggression and physical latent aggression. The total result is formed as a simple linear combination of appropriate answers to all 15 items of the questionnaire. The possible range of results is from 75 to 375.

Scale for measuring feelings of inner coherence

- the feeling of inner coherence is defined as a relative stable feeling of an individual that the world he/she lives in is understandable, surmountable and meaningful. In his model, Antovsky treats it as the main exploratory factor. The construct is measured by a scale constructed by Antovsky (1987, in Grgin-Lacković, 2002), with the aim of measuring three dimensions (level of understanding, meaningfulness, manageability). The past research into stress and health showed that SOC has a positive correlation with the measures of self-efficiency, positive mood, satisfaction by life, indicators of better life, self-esteem and primary control as well as with the general and personal belief in a just world (Coe and Smith, 1994, Meyers, 1997, Buntić-Pejaković et al., 2000; Čubela and Ivanov, 2001, in Grgin-Lacković, 2002).

Scale of interpersonal orientation is constructed with the intention to change the attitudes towards the generalized others. In the creation of the scale the Sullivan's interpersonal theory of development was followed. According to the theory, the development of self conception goes in parallel with development of interpersonal orientation. While creating the scale, the author followed these theories. Therefore, the scale of interpersonal orientation includes two basic factors determined by exploratory factor analysis: factor of positive (philanthropic) orientation and factor of negative (misanthropic) orientation. The first factor includes the sub-factors of **need for people** and **friendship**, while the other factor includes the sub-factors **hostility** (orientation "against people") and **social isolation** (orientation "away from people"). The total result is formed as a simple linear combination of circled statements in accordance to the appropriate subscales.

Cornell index was developed out of the need for conducting fact psychiatric and psychosomatic evaluation of a larger number of people in different surroundings. Apart from that, this instrument

enables statistical differentiation of persons with serious personal and psychosomatic disorders from other part of the population. The Cornell index proved efficient for diagnosing anxiety, hypochondria, asocial tendencies, convulsion disorders, migraine, asthma, gastric ulcer, and border clinical syndromes. It is particularly useful for detecting border clinical conditions that would otherwise be overlooked since they are between certain classification categories (the so called psychosomatic disorders). One of the recommendations for using the Cornell index is precisely in research, since this instruments provides a simple method for gathering standardized data on the adjustment of subjects that can be easily statistically processed (Weider, Wolff, Brodman, Mittelman, Wechsler, 1997). For the needs of this research the subscales of anxiety, depression and hypersensitivity were used. The total result on subscales is formed as the linear combination of subjects' responses that can be in the form "yes" and "no" (of binary types), and the border results on certain scales are indicators of presence or lack of certain symptoms.

Procedure

In order to gather the data for this research, the method of group and individual testing was used on an appropriate sample of subjects. The data on subjects – students were collected by an anonymous and voluntary group testing. Students were given the appropriate instructions for work for every instrument applied. Testing, that is, the process of data collection was conducted on one occasion. The data form parents with the previously given consent were collected in such a way that students took the instruments to their parents in an envelope. For the sake of anonymity and voluntariness in the research, the students were instructed to, prior to giving the envelopes to their parents; write down a code which they used to sign the paper on the inner side of the envelope. Following the detailed instructions given along with the instruments, the parents filled in the tests, put them in the envelope, sealed the envelope and returned it to the researcher via students within 24 hours. None of the subjects refused to participate in the research. However, there were cases when parents returned the instruments without filling them in completely. That is the consequence of the fact that there was no possibility for organizing the group data collection from parents with the presence of the researcher. The data collection process lasted for eight months.

RESULTS AND DISCUSSION

The first step in the processing of the obtained data, was the calculation of average values and dispersion index for independent and dependent variables, as well as the determination of the reliability coefficient for every variable in the research. The results are showed in the following tables.

Table 1. Descriptive statistical values of the variables used in the research for the group of subjects

Scale	min	max.	M	SD	Skew	Kurt	K-Sz	p
Rejection father	0	18	3.21	3.802	1.709	2.75	2.081	0.000
Rejection mother	0	14	3.48	3.284	1.145	0.93	1.554	0.016
Negative relations with father	0	100	33.41	22.308	0.745	-0.01	0.929	0.354
Negative relations with mother	0	102	28.45	19.673	1.069	1.328	1.219	0.102

As it can be seen in Table 1, the distributions of the results on the scales "rejection by father" and "rejection by mother" significantly deviate from the normal ones. For the purpose of applying appropriate parametric statistical procedures they were subject to transformation. The results on the subscale of rejection by mother (K-SzOM =2,081; p=0,00) and father(K-SzOO =1,554; p=0,01) were transformed by extracting the square root (KszOOSqrt=1,32; p=0,063). The subscale of rejection by mother, due to larger deviation from the normal distribution was transformed by using logarithms (K-Sz OMlog=0,95; p=0,327). Therefore, further analyses were made on the results transformed in such ways. Significant deviations of the results on the subscale of rejection by parents from normal distribution can be caused by significantly changed factor structure of the subscale. Usually, it is believed that (Colin 1996, in Smojver-

Ažić 1999) some 60% of the persons in the population have normal attachment. Accordingly, deviations can be expected in both, positive and negative dimensions of perceived relations. The results on all the subscales related to the assessment of negative aspects of relationship with parents are positively asymmetric, which is in accordance to the description of instruments and results of similar researches conducted among the normal population. Namely, rejection by parents is a positively asymmetric dimension of parenthood, since there are not many individuals in the non-clinical population who perceive that their parents rejected them. The values of kurtosis for most variables for the research subject indicate leptokurtic distributions, which can be explained by the sample size (N=91 for subjects). Table 2 shows descriptive parameters of adjustment facets for the group of mothers.

Table 2. Descriptive statistical values of variables used in the research for the group of mothers

Scale	min.	max.	M	SD	Skew	Kurt	K-Sz	p
Philanthropic orientation	11	53	33.7	9.599	-0.175	0.381	0.565	0.907
Misanthropic orientation	6	51	25.25	8.934	0.209	0.23	0.78	0.557
Inner coherence	33	143	102.76	23.544	-0.918	0.904	1.098	0.18
Anxiety	0	9	4.65	2.268	0.022	-0.696	1.231	0.097
Hypersensitivity	0	10	3.46	2.396	0.631	0.071	1.51	0.021
Depression	0	7	1.14	1.713	1.593	1.665	2.774	0.000
Aggression	79	217	135.76	33.069	0.67	0.308	1.228	0.073

As it can be seen in Table 2, the distributions of the results for the group of mothers on scales of hypersensitivity ($K-SzHs=1,51$; $p=0,02$) and depression ($K-SzD=2,77$; $p=0,00$) deviate significantly from the normal one. As it was expected, the distributions of the results on these scales are positively asymmetric since the research sample was taken from the non-clinical population, while the self-evaluations on these scales are related to adjustment. Due to significant deviations from the normal distribution, the results on these scales were transformed and as such used in further statistical analyses. The results on the scale of hypersensitivity were transformed by extracting the square root ($K-SzHs=1,27$; $p=0,07$) and due to a large deviation from the normal distribution, the depression variable was dichotomized

($K-SzD=1,27$; $p=0,079$). Also, it is important to mention that the results for the philanthropic orientation are negatively asymmetric, while the distributions of the results for the elements of adjustment are positively asymmetric. The direction of deviation from the normal distribution for the adjustment facets indicate that mother achieve above-average results for adjustment facets, which is somewhat expected for the non-clinical population. The values of kurtosis given separately for philanthropic orientation ($Kurt= 0,381$), inner coherence ($Kurt= 0,901$), anxiety ($Kurt= 0,696$), and depression ($Kurt= 1,665$) indicate leptokurtic distributions of the results of mothers' self-evaluation on these scales. Table 3 shows descriptive parameters of adjustment facets for the group of fathers.

Table 3. Descriptive statistical values of variables used in the research for the group of fathers

Scale	min.	max.	M	SD	Skew	Kurt	K-Sz	p
Philanthropic orientation	7	60	32.91	11.07	0.175	0.195	0.706	0.701
Misanthropic orientation	4	46	23.69	9.25	0.172	0.539	0.645	0.80
Inner coherence	40	143	100.75	25.76	-0.676	0.15	1.181	0.123
Anxiety	0	9	3.5	2.01	0.546	0.107	1.352	0.52
Hypersensitivity	0	11	2.54	2.158	1.4	2.83	1.472	0.021
Depression	0	7	1.17	1.93	1.787	2.204	3.046	0.000
Aggression	67	271	154.27	44.8	0.533	0.255	0.929	0.354

As can be seen in Table 3, the importance of the Kolmogorov-Smirnov test for hypersensitivity ($K-SzHs=1,47$; $p=0,0021$) and depression ($K-SzD=3,04$; $p=0,000$) clearly indicates significant deviations of these results from the normal distribution. Therefore, the results on these scales were subject to transformation. The results on the depression scale were transformed by dichotomization while the results on the hypersensitivity scale were transformed logarithmically ($K-SzHs=1,32$; $p=0,06$).

It is interesting to mention that the skewness values for self-evaluations of fathers on all scales show that the distributions on all scales are more or less positively asymmetric. Unlike the group of mothers, fathers' self-evaluations are positively asymmetric. The

values of kurtosis for most distributions of results (not including philanthropic orientation and anxiety) indicate the leptokurtic distributions of results.

The dimension of adjustment consists of adjustment elements which include: aggression, depression, hypersensitivity, inner coherence, anxiety, and interpersonal (misanthropic and philanthropic) orientation. Prior to testing the hypothesis related to the individual contribution of adjustment elements, the contribution of every single facet was analyzed in explaining parents' adjustment. Thus, Table 4 shows inter-correlations of elements of parents' adjustments as well as their correlations with the total result on the dimension of adjustment, analyzed as differentially pondered linear combinations of facets.

Table 4. Intercorrelations of individual facets of adjustment and correlations of every facet with the total result on the dimension of adjustment

	Aggression	Depression	Hypersensitivity	Anxiety	Inner coherence	Misanthropy	Philanthropy	Total result on ad/adj dimension
Aggression		0.457**	0.346**	0.278*	-0.302**	0.320**	0.18	0.853**
Depression		--	0.452**	0.476**	-0.308**	0.518**	-0.053	0.331**
Hypersensitivity			--	0.456**	-0.228*	0.327**	0.036	0.289**
Anxiety				--	-0.338**	0.481**	0.237*	0.189
inner coherence					--	-0.322**	0.017	0.17
Misanthropy						--	0.031	0.294*
Philanthropy							--	0.381**

* correlation significant at the level of risk 0 ** correlation significant at the level of risk 1%

Depression symptoms are the first important correlate of the adjustment dimension ($r_{du}=0,0,331$; $p=0,00$). Depressive tendencies are also related to the basic personality traits. Depression at childhood and adolescent age is related to low results on the dimension of emotional stability, that is, to noticeable Neuroticism (Barbaranelli et al. 2003, Dunkle et al. 1997, Ehrler et al. 1999, Huey and Weisz 1997, John et al. 1994, in Tujil et al 2005), low results on the dimension of Extroversion, (Huey and Weisz, 1937, John 1994, in Tujil et al. 2005) and low scores on Emotional stability. Antisocial behaviors are related to low scores on the dimension of Extraversion (Huey and Weisz, 1997, John 1994, in Tujili et al. 2005), and low emotional stability.

The most important correlate of adjustment dimension is aggression ($r_{au}=0,853$; $p=0,00$). Although aggression, as an important feature of human behavior, is discussed in numerous theories and it is widely explored, it is believed that it has still not been explained in a satisfying way (Bezinović and Smojver-Ažić, 2000). Aggressive behavior, as early as at the age of 8-10, is related to aggression at adolescent period and adulthood. Gerald Patterson (in Reilly, 1999) created a development model of antisocial behavior in which he discusses the causes of behavior at early and mid-childhood and adolescence. According to this model, the key factor for the development of antisocial behavior is the permanent lack of appropriate social skills of parents, which results in a bad model of identification and learning of skills that are important for a normal development in childhood.

It is interesting that the anxiety variable has a rather modest contribution to the dimension of adjustment ($r_{au}=0,189$, $p>0,05$). According to Mladenović and Knebl (1999), anxiety is defined as condition, feeling, and personality dimension. Some authors define it as the sub-dimension in the area of general personality dimensions. Thus Eysenck (in Mladenović and Knebl, 1999), defines anxiety as the sub-dimension of Neuroticism. A low participation of anxiety in the adjustment dimension can also be the result of selecting insufficiently sensitive measure of anxiety. Persons with high latent anxiety have difficulties, primarily psychological symptoms related to self presentation, and the fear of the way other people perceive them. Such symptoms are the subject of personal experience of an individual, but they are not likely to be noticed by other persons. They can indicate defensive anxiety (Krug et al., 1976, in Birngen, 1990) and have potential influence on sensitivity, physical contact and harmony in a relationship between mother and child. Contrary to that, persons with high manifested anxiety report physical difficulties that can be observed by others, but they do not affect evaluations and experiences of other individuals. Such symptoms are related to manifested or non-defensive anxiety. The relation between manifested anxiety and rejection indicates that the memories of behaviors related to rejection are connected to anxiety at adulthood. Significant contribution in adjustment in our research is ascribed to the variable of interpersonal of orientation, that is, philanthropic and misanthropic orientation ($r_{fu}=0,381$, $p=0,00$, $r_{mu}=0,294$; $p=0,00$).

Since the dimensions of interpersonal orientation are related to interactions with others as well as to social movements towards people and against people³, it is justifiable to assume that interpersonal orientation is an important element of adjustment, which has been confirmed by our research, as well as the successful socialization of an individual. Interpersonal orientation of an individual contributes to manifestation forms of parental behavior towards children, which is a certain model of children's behavior.

In order to examine the connection between parental elements of adjustment and the ways in which adolescents perceive their relations with mother and father, a multiple regression analysis was conducted.

In accordance to the theoretical postulates and past research in the field of the perception of relations with parents (Rohner and Britner, 2001, Jagodić-Keresteš, 2000, Kuburić, 2001, Vulić-Prtorić, 2002, in Efendić-Spahić, 2007), variables related to the perception of past and present relations with mother and father can be summarized into two dimensions. The first dimension includes negative relations with father consisting of the facets of rejection and negative relations with father, while the second set includes the facets of negative relations with mother: rejection and negative relations with mother. Inter-correlations of individual facets and their correlations with the total result for the perception of parental relations are given in Tables 5 and 6.

Table 5. Intercorrelations of facets related to the indicators of negative relations with father and the correlation of every facet with the total result of dimension of negative relations with father

Facets	Rejection - father	Negative relations - father	Total result on the dimension of negative relations with father
Rejection - father	--	0.592**	0.622**
Negative relations - father	--	--	0.99**

* correlation significant at the level of risk ** correlation significant at the level of risk 1%

Table 6. Intercorrelations of facets related to the indicators of negative relations with mother and the correlation of every facet with the total result of dimension of negative relations with father

Facets	Rejection - mother	Negative relations - mother	Total result on the dimension of negative relations with mother
Rejection - mother	--	-0.415**	-0.381*
Negative relations - mother	--	--	0.99**

* *correlation significant at the level of risk 5% ** correlation significant at the level of risk 1%

As it can be seen in Tables 5 and 6, inter-correlations among individual facets of negative relations with parents are in the range of moderate to high, and they are mostly statistically significant at the level of risk of 1%.

³In our research, misanthropy is in a moderate but statistically significant correlation with aggression ($r_{ma}=0,320$; $p=0,00$). Therefore "moving away from people", as misanthropy is defined, can be interpreted within the framework of aggressive behavior.

It is important to mention that the dimensions of negative relations with father and mother were formed primarily according to the quality of relations (positive and negative relations) and not to the time perspective of relations (past and present relations with mother and father). The validity of this thesis lies in the irrefutable fact that relations with parents in the function of time do not change their quality (Vulić-Prtorić 2000, 2002; Smojver-Ažić 1999; 2006; Grgin-Lacković 2006; Kuterovac-Jagodić, Keresteš 1997; Pašalić-Kreso 2004).

Therefore, the set of variables related to the perception of positive relations with parents includes the variables of care and control that cover the perception of the quality of past relations with parents as well as the variable of perception of positive relations with parents that is related to the evaluation of the quality of present relations with parents. In the same way, in the set of variables related to the perception of negative relations with parents, the variable of rejection is related to the evaluation of quality of past relations with father and mother

and the variable of perception of negative relations with parents is related to the evaluation of present relations with parents.

The structures of variables of negative relations with parents and adjustment of mother and father, which were differentially pondered, were the basis for multiple regression analysis, which enabled the analysis of contribution of every individual facet of adjustment of mother and father separately for the explanation of negative relation with parents. The results are given in Table 7.

Predictors	Negative relations with mother			Negative relations with father		
	beta	t	p	beta	t	p
Philanthropic orientation	-0.047	-0.353	0,725	0.114	1.085	0.281
Misanthropic orientation	-0.126	-0.98	0,331	0.057	0.477	0.635
Inner coherence	-0.098	-0.749	0,457	0,047	0.417	0.678
Anxiety	-0.12	-0.785	0.435	-0.032	-0.283	0.778
Hypersensitivity	0.152	1.032	0.306	0.143	1.274	0.206
Depression	0.062	0,413	0.681	0.201	1.59	0.116
Aggression	-0.185	-1,363	0.178	0.216	1.911	0.05
	R=0.282	F=0,775		R=0.417	F=2.401	
	R²=0.079	p=0,610		R²=0,174	p=0.028	

As it is evident from Table 7, the facets of adjustment, as expected, proved as significant predictors for the perception of negative relations with father ($R=0,417$; $p=0,028$). Among the facets of adjustment, the most significant was father's aggression ($R=0,216$; $t=1,911$; $p=0,05$). Since aggression is often a form of unadjusted behavior aimed at others, it is expected that father with expressed aggressions are perceived by their children as rejecting and hostile. The remaining facets as separate predictors did not give any statistical contribution to the explanation of negative relations with father. However, the significance of the coefficient of multiple correlation ($R=0,417$; $p=0,028$) clearly indicated that the dimension of adjustment has a statistically significant contribution to the explanation of adolescents' perception of negative relations with father and that poor adjustment of father can explain for 17.4% of the total variance of adolescents' perception of negative relations.

As Table 8 shows, not a single variable in the research for the group of mothers proved to be a significant predictor for the perception of mother's characteristics. It is reasonable to assume that the perception of relations with mother is primarily determined by the quality of attachment between mother and adolescent and not by her real characteristics. Since mother is child's primary object of attachment and as children develop specific interactions with their mothers since their birth, mother is traditionally and individually related to the attributes that are the result of attachment and not of their real characteristics. The value of the coefficient of multiple correlation is only $R=0,282$ ($p=0,610$). Since this is statistically insignificant coefficient, it does not require further analysis as it shows that mothers' adjustment explain for only 7% of the total variance of perception of negative relations with mother.

CONCLUSIONS

The research into the relation of the contribution of parents' adjustment elements in explaining the perception of negative relations with mother and father by adolescents, conducted on a sample of 273 subjects, 47 female subjects and 44 male subjects and their parents revealed the following conclusions:

The facets of father's adjustment significantly contribute to the explanation of adolescents' perception of negative relations with father whereby the most significant determinant of perception of negative relations with father is fathers' aggression. Although other measures of adjustment, discussed in this research (anxiety, depression, hypersensitivity, interpersonal orientations, and inner coherence) are not individually significant to the explanation of perception of negative relations with father, totally they do explain a statistically significant percentage of the variability of negative relations assessment.

The facets of adjustment for the group of mothers did not prove significant for explaining the perception of negative relations by mothers. Although in accordance to the theoretical postulates and research results discussed in this paper it was expected that mother's adjustment would be a significant factor for creating negative assessments of relations with adolescents, the results however suggest that it is possible that adolescents' assessments of the quality of relations with mother are primarily the result of the quality of attached relations established at earlier development stages.

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THE DEVELOPMENT OF STUDENTS' MOTIVATIONAL DIMENSIONS UNDER THE PHYSICAL EDUCATION EXPERIMENTAL PROGRAMME

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ABSTRACT

This study shows the development of some motivational dimensions of secondary school students when they are treated by the experimental way of teaching. The study was conducted on a sample of 240 pupils of The Secondary School Banovići, out of which 124 males and 116 females. The pupils were divided into two groups. The first group consisted of 120 pupils divided into four sections, out of which 73 males and 47 females. This is the control group. The second group also consisted of 120 pupils divided into four sections, out of which 51 male and 69 females. This group was subjected to the experimental way of teaching and thus represents the experimental group. Results show the changes in pupils' motivational characteristics under the influence of innovative educational content that are reflected through their activities and final attitudes on the physical education value. The discriminate analysis revealed the statistically important differences between pupils that are treated by the experimental program compared to students treated by traditional program in terms of motivation in physical education classes (PE classes). However, the study, in some way, solves the problem of inactivity and pupils' lack of interest for the PE classes, i.e. it suggests the pupils' possible development of motivation for work using the appropriate educational contents.

Key words: pupils' motivation, the experimental program

INTRODUCTION

Considering that there is a noticeable students' motivational decline to PE classes, this study offers the possibilities to develop secondary school pupils' motivation for the classes. It is known that motivation is psychological factor which has the greatest influence on the pupils' activity in PE classes, and thus it is very important to know how to motivate a pupil, and what are the motives that keep them interested in classes and sport.

While analysing pupils' motivation for sport, Suzić (2011) identified three motivational profiles of pupils: with inner motivation, combined motivation

and outer motivation. Accepting the fact that students of middle adolescence (from 14 to 18 years) have the greatest difficulties to motivate themselves for school teaching (Suzić, 2006), helps to understand the problem that is being studied. Previous studies indicate the motivators which do not have a common influence on most of the pupils. It is necessary to permanently study the motivation for classes and to take into consideration all the factors that affect its direction, dynamics and character (Muminović, 2000), because without motivation classes are doomed to fail.

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The experimental program determines what motivates students to be active in PE classes, to work in continuity during the whole school year, the complexity of these motives as well as the reasons for their inactivity. This study will determine the changes of motivational dimensions of pupils who are treated by differently structured curriculums in PE classes, which help pupils to achieve emotional satisfaction. The curriculums are full of games that run various mechanisms in the body and provide the pupils' satisfaction, thus achieving the goals of PE classes. These types of classes made a cosy environment for students in which they could develop their own creativity creating in the end the tasks that they are interested in.

WORK METHODS

This paper used the discriminate analysis in order to determine the discriminate area which explains the changes in motivational dimensions.

The sample

The study was conducted on a sample of 240 students of the Secondary School Banovici: 142 males and 116 females. The students were divided into two groups, the first group consisted of 120 students categorized into four sections of 73 males and 47 females; this is the control group. The second group consisted of also 120 students categorized into four sections of 51 male and 69 females, which is subjected to the experimental teaching and thus represents the experimental group.

Independent variable: the motivation of students' achievements

Dependent variable: the experimental program of physical education classes

The instrument: LIMA (The large inventory of motivational achievements) (Pintrich, 2003)

RESULTS AND DISCUSSION

The discriminate analysis of the attitudes inventory LIMA in the manifest area of measuring in the applied sample

The multi-variant method of the data processing-the discriminate analysis was used to determine the differences between the experimental and the control group of students while studying the motivation for physical education classes. However, even though the discriminate analysis represents a method for deter-

mining differences between sub-samples, it can also be used to determine the common features of the respondents through discriminate factor.

This study used the discriminate analysis in order to comprehend the indicators' hierarchy that contribute to the distinction of groups, but it is also used to comprehend the relations between indicators prevailing in the experimental and the control group.

This study used the canonical discriminate analysis which, through determination of indicators, that offer the greatest contribution to the discrimination of sub-samples of the respondents, also defines the characteristics of the groups in the manifest area. In this research, the discriminate area was determined by the discriminate indicators, which are transformed into discriminate functions, while on the other hand, the statistical significance of the discrimination was determined by the F-test (Fisher, 1936).

The discriminate strength of the applied indicator was determined by the Wilks' Lambda, while its significance was tested by the Bartlett's χ^2 -test. Taking into consideration that the analysis of the reability showed the reability of measurements on intergroup variance samples of the subjects, the discriminate analysis, on the other hand, isolated its own roots (Lambda) and vectors. The maximization ratio of the intergroup variability marked characteristic roots that show the strength of the discriminate function, and the characteristic root represents a variance of that discriminate function. In this scientific analysis, the standardized discriminate function represents a discriminate factor that points out the scientific conclusion of the gained differences between the experimental and the control group of the applied subsamples, in order to find practical solutions for the motivation in PE classes.

The discriminate analysis of the inventory of attitudes in the manifest area of measuring on the initial measuring LIMA

The significance of differences between the samples of the subjects using the discriminate analysis is being tested by the Wilks' Lambda. Considering that this research belongs to the category of longitudinal study using measuring that are used in two stages (initial and final), in order to determine the difference among the applied groups of subjects, not only by their quantitative characteristics, but also by their changes that occurred in certain period during which the experiment, that was defined by program content for sport motivation, was applied.

Therefore, the discriminate analysis was used in two cases: in the initial measuring using the quantitative values of the subjects on the applied indicators, thus determining their differences in the final measuring as well, when besides the quantitative differences in the obtained values of the applied indicators, the qualitative distinctions in the changes of subjects' perceptions and relation towards the PE classes, were also determined. In the initial measuring, no statistical significance of the groups' discrimination was determined and Wilks' Lambda was 0.42 with the value of Bartlett's χ^2 -test of 152.25. χ^2 -test shows that Wilks' Lambda is not statistically important ($p = 0,007$), which indicates that there is no significant differences between the experimental and the control group at the initial measuring of the measured area of sport motivation, i.e. they belong to the equal population characteristics concerning LIMA.

The discriminate analysis of the attitudes inventory in the manifest area in final measuring LIMA

In final measuring of this inventory, Wilks' Lambda was statistically significant on the level of importance and valued $p = 0,000$, whose χ^2 -test was 334.02, which justifies the applied methods in the scientific elaboration LIMA, i.e. it explains the presence of inventory changes, that happened under the applied experimental program. Considering that this paper studies the influence of the experimental way of teaching on the pupils' motivation development in PE classes, the discriminate analysis should explain the quantity and quality of the influence of changes with the help of the discriminate factor. Since there are two groups of subjects, using the logic of the applied method, one discriminate function was singled out, where canonical correlation of the applied indicator system with its isolated discriminate function valued 0.92.

Table 1. The standardized canonical discriminate function of the indicators on LIMA

Indicators	Function
<i>Self-efficacy</i>	0,91
<i>Performed self-efficacy</i>	- 0,36
<i>The perception of competence-recognition</i>	0,35
<i>Self-valuing</i>	- 0,27
<i>Engagement</i>	- 0,16
<i>Control</i>	0,98
<i>Mastery</i>	0,68
<i>Performing goals</i>	0,31
<i>Non-conformism</i>	1,43

Considering that LIMA was conceptualized so that certain indicators belong to different motivation areas as psychological dimensions of the human action, the isolated function classified the discriminate characteristics mixing indicators at its own standardized coefficients of dispersive difference, so that it classified indicators by their own dispersive strength thus creating the dispersive root.

Table 2 presents the isolated function of the discriminate coefficients which represent the discriminate area. Considering that LIMA ($n=128$ indicators) is created in different motivation areas, the discriminate area is defined through hierarchy of variances

that with their greatest variability contribute to the group differentiating and these isolated pedagogical-psychological dimensions are development carriers of self-valuing, efficacy, control, self-competence and a will for success.

The subjects were not different in the initial measuring, while in the final, their results showed the discriminate dispersion in the sense of motivation. There is no doubt that the experimental program in relation to the LIMA areas, significantly affected students' motivation. Because of this, the scientific explanation to this problem can be found in the variance analysis.

Table 2. Indicators corelations on the isolated function LIMA

Indicators	Funkcion
<i>Self-valuing</i>	- 0,01
<i>Self-efficacy</i>	0,03
<i>Control</i>	0,01
<i>Challenge</i>	- 0,00
<i>Mastery</i>	0,03
<i>Performed self-efficacy</i>	0,03
<i>Valuing level of the academic achievements</i>	- 0,03
<i>Non-conformism</i>	0,01
<i>Performing gaols</i>	- 0,01
<i>Self- determination and the academic control</i>	- 0,00
<i>Engagement</i>	- 0,00
<i>Interest</i>	- 0,01
<i>The perception of competention-recognition</i>	0,00

The variance analysis on LIMA

In the Table 3 it can be noticed that, in certain cases, the subsamples of the subjects statistically differ in the measuring area of the applied indicators on LIMA. On the level of the applied hypothetical (theoretical) significance of 95 %, 8 subareas of indicators, in hierarchical order, singled out according to the following discriminate strength: Self-efficacy, Control, Mastery, Self-valuing, Engagement, Performing gaols, Non-conformism and Perception of competence-recognition. The indicators that have achieved the dis-

crimination at the level of significance of 98% belong to the area of Engagement.

The indicator that achieved the discrimination at the level of significance of 97% belongs to the area of Performing gaols and Non-conformism, and in the end one indicator that achieved the significance of 95% belongs to the area of Perception of competence-recognition. Finally, it can be concluded that LIMA was summed up to 8 indicators that, according to the scientific aspect, have appropriate application and value as in praxis so in the theoretical analysis of the students' motivation.

Table 3. The discriminate significance of Wilks' Lambda

Indicators	Wilks' Lambda	F	Funkcion	df	p
<i>Self-efficacy</i>	0,47	6,64	1	238	0,000
<i>The perception of competence-recognition</i>	0,97	8,05	1	238	0,005
<i>Self-valuing</i>	0,94	14,72	1	238	0,001
<i>Engagement</i>	0,96	9,81	1	238	0,002
<i>Control</i>	0,93	18,63	1	238	0,000
<i>Mastery</i>	0,94	13,74	1	238	0,000
<i>Performin gaols</i>	0,96	9,24	1	238	0,003
<i>Non-conformism</i>	0,96	9,03	1	238	0,003

The final discrimination can be mathematically calculated within the applied groups with the help of centroids, which theoretically, stand for arithmetic means of the arithmetic means of the subsamples of the subjects. Table 4 indicates that the experimental group in Gauss coordinate system revealed its

centroid on $-2,402$ of the standard deviation; while on the other hand, the control group has a positive centroid, which values 2.402 . It can be concluded that in the measuring space these two groups are distanced from each other for 4.804 of the standard deviation.

Table 4. Groups' centroids on LIMA

Groups	Funkcion
The experimental group	$-2,402$
The control group	$2,402$

CONCLUSION

In the end, from the findings of this study it can be concluded that the experimental program changed the attitudes of the subjects of the experimental and control group in certain fields that reflect capabilities, understanding, satisfaction because of the achieved results, success, validation and confirmation for the successful work of a student. The results of this study support the assumptions that the specially structured experimental program has a great impact on the students' motivation, which means that the curriculum of the PE classes should be structured in such way to ensure students to fully show their capabilities and to enjoy in classes being aware of their real value. Besides, the results showed that teachers should be more dedicated to classes and that they praise their students for hard work.

These facts suggest that the structure and the curriculum of PE classes should be changed in all secondary schools. This paper explains the problem of students' motivation in PE classes and suggests that their motivation largely depends on the curriculum and other factors that improve the motivational environment in classes. The curriculums should be adjusted to the students' individual capabilities because the level of students' development and capabilities determines the methodical approaches to the classes.

The experimental curriculums positively affected the

motivational development of the secondary school students and helped them to find out their own motives and to discover new, unconscious ones that drive them to action. The experimental way of teaching helps to determine types of motives that motivate students, their necessities, their attitudes towards curriculums and their approach to classes. With the help of the experimental work program and servo method, this research determines the students' common motives that drive them to physical activities, as well as the types of curriculums they find interesting and their unconscious motives that affect their positive emotions. It is also expected that they identify the barriers in achieving educational goals.

The results of the study present the real state of students' motivation in PE classes, which can be helpful in further studies of similar subjects and solve other scientific problems.

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COMMUNICATION AND INTERACTION IN ART CLASSES

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ABSTRACT

Numerous indicators affect communication and interaction in art classes. For every teacher, as pedagogue, his successful educational activity is very important as some indicators influence the two-way exchange of information in art classes. Teaching art is very specific way of teaching process, because it is mostly based on exchange of visual information of artistic type which represents a special form of communication. The specificity of artistic information, way of acting on the viewer and intense emotional charge in the process of communication should be used as visual stimulus. The richness of imagery, stimulation of reality, abstraction and other cognitive processes in art classes experientially and visually improve students' awareness and should be represented and diversified by origin and multiplied by quantity. The research paper aims to demonstrate the importance of connectivity between judgment of taste and ability to evaluate the quality of the work of art in art and non-art schools. Teaching and education in art classes is being realized precisely inside communicative relations and appropriate socio-emotional climate. In this research, visual communication in art classes is defined over the structure of the inventory that will examine the differences between abilities to evaluate the quality of artistic information and the judgment of taste.

Key words: Communication, interaction, visual information, judgment of taste, quality assessment, art classes, decoded content

THE RESEARCH

The intention of this research was to determine and numerically present findings which confirm the importance of connection between the judgment of taste and ability to estimate the quality of the work of art in non-art and art schools. Regression analysis on the sample of 407 respondents in art and non-art schools has shown indications that confirm the importance of interconnectedness of the judgment of taste and ability to estimate the quality of the work of art.

The starting point of the research was: specificity of artistic information, the way of acting on observer and the intense emotional charge in the process of communication that should be used as visual stimulus towards students.

The painting actually sends as much as the educa-

tion, skill and sensibility of the painter is; the observer invests equal investment mirroring his education in the painting, but there is also perception tied with his reception.(Huzjak, 2010, p.2.)

The aim of this research is theoretical and empirical examination of visual communications and interactions in the teaching of art and understanding its function in forming the ability to recognize and evaluate the works of art; i.e. the ability of active participation while transferring visual information, aesthetic and non-aesthetic content.

Evaluation variables are operationalized in two ways: quantitative- through liking and quality rates and quality- through criteria of rates of liking and quality.

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The answer to the question, if all visual information in the teaching of art are completely adjusted to contemporary cultural frameworks and interests of students, is expected. The other group of questions is related to assessment of quality of communicative and interactive relations in the class of art, the assessment of quality of visual information in the classroom.

The questions in the instrument OKLIKO (Evaluation of quality of artistic achievement- EQAA), are related to students' ability to recognize the stylistic characteristic and artistic quality of the work of art. It is important to emphasize that the instruments are directed on examining the students, their opinion, their attitude and emotions, because we think that data obtained in that way will be more credible. On the other hand, in pedagogical way we are making a progress, because we allow students to be included in assessing the quality of the teaching process, as well as to participate in the process of analysis and innovation of the teaching process by giving suggestions and comments. The richness of the imagery, simulation of reality, abstraction and other cognitive processes in the teaching of art, visually enhance the students' awareness and should be represented and diversified in origin and multiplied by quantity. On the basis of structural organization of character code and hermeneutical study of meaning it is evident that visual language is trying to be the equivalent to another language. However, the translation of the painting into the word is not reversible, because it does not allow retranslating without significant loss. Visual signs inside their reciprocal relations build different connotative references, associations and emotional reactions, and influence on the way of decoding of the visual message and its content.

In terms of the principles of taste Kant sets up the following thesis:

- Judgment of taste is not based on concepts, otherwise it could be discussed over (decide on the basis of evidence)
- Judgment of taste is based on concepts, because, regardless to its diversity, it couldn't even be talked over (Asking for the necessary consent of others with this judgment).

Immanuel Kant, leaves inheritance to George Sim-

mel, the unsolvable enigma in „*Kritik der Urtheilskraft*“, saying how judgment or judging power is individual and universal and subjective and objective at the same time. Working power, as a form of putting something special under general, Kant uses as connection between two other powers and maybe it will be the basis for a very particular part of philosophy, in the end that philosophy as a system can only have two parts” (Kant, 2004, p.11).

Painting as a character, specific type of character, is defined by means, by which it is expressed, the way the marked is connected to the signifier. It is also defined by the relationship that exists between their referential, expressive and connotative functions, as well as the way it creates the complete meaning (Weltruski, 1980, pp. 137–150).

The interpretation of the essence of visual message, denotative an connotative aspect of the painting are not simple. Teacher in the course of two-way communication acts as a filter, presenter of decoding content, which means that understanding and acceptance of visual information firstly depends on his attitude, emotions, worldview and even formed taste. From Kant, we accept that our cognitive-perceptual apparatus produces the reality that we are familiar with.

THE RESULTS OF THE RESEARCH

On the sample of 407 respondents in art and non-art schools, using regression analysis, we received indications that confirm the importance of interconnectedness between judgment of taste and ability to evaluate the quality of the work of art. The result of the research confirms the fact that the intensity of experience of visual information of artistic type is related to the ability of its recognition and usage in art classes. All data were analyzed using statistical program SPSS 15 for Windows. It is about survey research where different variables are being intersected. These intersections have brought up useful insights and answered to the questions about the influence of artistic content of the viewer on the formation of the judgment of taste and precondition for evaluation of the quality of the artistic type information.

Table 1. Assessment of liking in relation to quality assessment of the work of art

	Evaluation of the quality of the work of art			Total	χ^2	P
	Below average 1	Average	Above average			
Category	4 80,0%	1 20,0%	0 0%	5 100%		
Judgment of taste	25 20,03%	90 73,2%	8 6,5%	123 100%		
	6 2,2%	209 74,9%	64 22,9%	279 100%		
Total	35 8,6	300 73,7	72 17,7	407 100%	78,75	0,000

Our variable *Evaluation of artistic quality* includes three categories: below average, average and above average (table 1.) According to chi-square test, that amounts 78,75, and statistical significance, we conclude that there are differences between category of evaluation of the artistic quality and category of liking. We can see that students who partially like all offered reproductions, precisely 75%, have an average ability to evaluate the quality of the work of art. Works of art are completely liked by 23% of students, whose ability to evaluate the work of art is above average.

According to information theory by Echo, the artistic information is different from the information in the linguistic, verbal and cyber system, and is the most represented in the art classes. For one theory of information the heaviest information to transmit will be the one inclining to the wider area of recipient's sensibility, using wider channel, ready to let a larger number of elements, without filtration; this channel transmits a vast information but with risk to poor intelligibility. (Eco, 1965, p. 115)

Inside standard information system, information is proportional to the percentage of expected and its path from sender, through redundant channel, to recipient, ends the circle after the feedback from the sender. Redundancy or plethora of information is not functional and is considered a side effect of the ongoing communication. However, in artistic information redundancy can be information, as well. Its whose presence decreases monotony.

CONCLUSION

The value of artistic information is measured by quantity of "new" innovative, different content. The quality of artistic information depends greatly on viewer's experience. By intensity of experience, artistic visual information is being remembered, it is memorized by intensity of experience, not by historical, critical or some other category.

According to tabular overview *Evaluation of the quality of the work of art category* (Table 1.) we can see that 23% of total number of students have keen affinity towards works of art and their ability to evaluate the quality of the work of art is above the average. That tells us that specificity of artistic information, the way of action on the observer and intense emotional charge in the process of communication should be used as visual stimulus. The richness of imagery, imitation of reality, abstraction and other cognitive processes in teaching art promote students' awareness, both visually and experientially, and should be represented and diversified by origin and multiplied by quantity. Affinity towards specific type of art cannot be programmed, but built up gradually and guided slightly.

Examination of quality of communicative and interactive relations in art classes we have confirmed that the quality of teaching process of art students measure by communication and interaction quality, which involves appreciation of personality and individual opinion, empathy, positive emotional climate, higher factor of enjoyment and emotional experience of artistic content, adjustment of visual information to interests and abilities of students, freedom to ask questions, two-way communication, presentation of several examples through visits to cultural institutions, improvement of creative needs through practical work and perception from closer surrounding. This paper gives the greatest practical contribution in the field of art education. Analyzing great numbers of data we get an insight to quality of visual information in the art classes, as well as students' abilities to perceive, understand and practically use that kind of information. Improvement of the level of visual communication enables more appropriate usage of visual media as well as more functional communication and interaction. Presented results will demonstrate the existing deviant relations of students towards the works of art of low value. It will contribute to the training of teachers to shape students' aesthetic attitudes as well as their need to exchange the critical thinking. Implementation of diverse visual content different by origin, type, and way of presentation will enrich the teaching of art and emphasize the importance of its being. Interests, critical attitudes and

students' assessments pointed towards contemporary visual media should be guidelines to reshape teaching curriculum. Improvement of visual communication and interaction in the teaching process will build up the quality of visual information exchange, their form and utilitarianism. Artistic information since the modern art uses tendencies of "new" in its own favor; unpredictability in communication that shocks and surprises the viewer becomes the mean of attracting attention. It is necessary to enrich the art classes by different contents which will find its own way to the viewer, intensify the experience of artificial and attain the connection between intensity of experience of visual information of artistic type and ability of its memorization and usage in the process of teaching art, as well as interaction through artistic practice.

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THE WORLD OF "THE MAN WHO SAVED THE WORLD"

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ABSTRACT

In this study, a semiotic reading of the famous Turkish science fantasy film "The Man Who Saves the World" has been made from different aspects. This film which constitutes the research material for this article was made in 1982 and became a cult classic by the end of the nineties because of its comprehensive deficiencies. The Man Who Saves the World must be considered as a project that can assert social and psychological appearance of Turkish people not entirely but partially in early eighties who lived in a peripheric country such as today. With this respect the idea of reading Turkish society's -especially- geopolitical location, perceiving and defining levels of high technology in comparison with western societies in a bi-polar world of cold war period via this production is remarkably interesting and therewithal ironic. As this study is a semiotic analysis of the connections of "signifier-signified" relations of film language, the determined significations are arranged in a matched order within a table. By this analysis the attributes of the feature and the film language are discussed in a structural unity and concluded.

Keywords: Semiotics, Eighties, Science fantasy

Credits:

Title:	The Man who Saved the World
Director:	Çetin İnanç
Director of Photography:	Çetin Gürtop
Production:	Anıt Film
Producers:	Mehmet Karahafız/ Çetin İnanç
Scenario:	Cüneyt Arkın
Year of Production:	1982
Starring:	Cüneyt Arkın, Aytekin Akkaya, Füsün Uçar, Hüseyin Peyda, Necla Fide, Hikmet Taşdemir

The film can be considered a work of science fiction and was announced by the studio in their list for 1982-1983 as a "costume film", but has been described as a

"space opera" and a "cult film". The probable causes of these comments have been examined under the discussion section of this study.

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SYNOPSIS

After the credits, which consist of the names of those involved with a simple, monotone and repetitive tune in the background, the film opens with an image of the void of space, with clouds, lightening, smoke and fire, which give way repeatedly to reveal an orange and cold sun, accompanied by a prologue that is read for three minutes by a nervous male voice. This introduction, that aims to bring the viewer into a specific time and space, has various inconsistencies and contradictions, proceeding as follows:

"With the moon landing, humankind has entered the space age; in the space age, an age of progress for the world, mankind has lived in this way for thousands of years. The space age has ended and life and time have reached the galactic age. Hundreds of thousands of years have passed and the Earth and planets system have been transformed into a galactic system. Civilizations (?) and histories (?) have been left behind. Mankind has learned to be content living simply, as in ancient times (?) and now is doing all in its power to discover the secret to immortality, forsaking all efforts in order to reach continuous life. At this point the whole world had come together as a single entity, leaving nationalities, languages, races, religions and single states behind, as humankind entered the galactic age with a single way of life (?) and a single people (?)

The world was faced with oblivion as a result of insane nuclear armament... Although none were powerful enough to destroy the world, the planet was smashed to pieces from time to time (?) and the separated pieces had become meteoric rocks... On some planets, life went on... That happy and beautiful Earth was being torn apart in this way, but was suddenly to face a very powerful enemy... All Earth dwellers used a single weapon against this danger: A layer formed of compressed brain molecules (?) was protecting the Earth... They were sheltered behind this protective shield. The only power that could pierce this shield was a weapon to be created with the human brain and willpower. The Earth dwellers started to search for this unknown enemy. The strongest and greatest "two Turkish warriors" and the other Earth dwellers ventured into space to declare war on this enemy..."

{ut1} At this point, the image added to the verbal message of the prologue shows the two "strong and great Turkish warriors" inside a cockpit like area, wearing shiny overalls and helmets similar to motorcycling helmets. After this, we see that the two young men

are dog fighting, while at the same time they are as happy as children playing their favourite game ("happy as schoolboys during the thousand-horse battles). The most interesting feature of this battle scene is that some of the space battle scenes shown outside the cockpit are lifted from the Star Wars film. While our hunter pilots are merrily fighting, the secret enemy suddenly comes into play.

"If I can seize a human brain I can conquer the world. It is time to attack Earth! We must pierce the layer protecting the Earth. Destroy the Earth! It is as if the Earth dwellers are using magic..." The character saying these lines has a red and black cape, wearing a straw cone with a visor slit down the middle and sporting a black beard. The last command issued by this character changes the situation. We hear from the cockpit:

"An unknown force is pulling us in. We are far away from Earth, the instruments are not working. We are in a dangerous situation. We must be careful! Typhoon two, come in..."

After a crash, a whirlpool and much smoke and dust, we see a desert. Our warriors dig themselves out of the earth and stones. Among fairy chimneys, our heroes spend an eighth of the film walking on a naked white plain and finally begin to speak to each other. Among jokes that seem to be designed to achieve moral justification, they arrive at a place full of hieroglyphs, a pyramid and a sphinx. Ali (Aytekin Akkaya), who we understand to be a womanizer, lets loose his wolf whistle. After the echoes of the whistle finally die down, a number of horsemen appear. Our heroes stand on guard and soundly beat and embarrass the spear wielding, helmeted horsemen. As a number of ugly faces watch from behind the rocks, a number of figures wearing white metal armour (cheese boxes) with lazer guns (robots?) surround our heroes. After a tough fight, the robots bind Cüneyt and Aytekin with ropes and bring them to a gathering among the fairy chimneys. The slave-like people wearing rags also include a blonde woman with chubby thighs and a boy in a dress. After a number of bona fide gladiators assemble, the secret enemy (sorcerer) appears (Hikmet Taşdemir). As the gladiators start to kill each other and some bystanders, with Cüneyt's cry of *"fight against injustice!"* our valiant warriors break free from their bonds. After breaking their bonds, our heroes start to beat up the robots, gladiators and skeletally dressed monsters. At this point a man with a curly beard and circlet on his head, dressed in a white sheet like a Roman philosopher appears.

After a lengthy and difficult fight, Cüneyt and Aytekin, taking the slave-like people with them, enter a crack in one of the fairy chimneys. The blonde woman is making eyes at Cüneyt; he heals her wounds while they gaze at each other and smile. No words are spoken. The circlet and white sheet wearing man introduces himself as the "faithful wise man". He says that he has been witness to an ancient and superior civilization: "*We all come from one tribe, the thirteenth tribe*". Cüneyt is suddenly attentive: "*The thirteenth tribe? The tribe of our ancestors!*" he replies. The old wise man tells us how the world was torn apart and how this is one of the pieces that was severed. Cüneyt is enlightened: "*The war between good and evil has begun*". On the other hand, the enemy (sorcerer) says: "*I have waited long to destroy you. Now you are mine, Earth*" he grunts. The man sized niches in the walls of the cave contain mummies covered in mud. The mummies (zombies?) attack people with lumbering movements. Our heroes attack both the mummies and the furry monsters that have just appeared. There are some covered in red plush material. As the sun comes up, the snarling monsters disperse. Cüneyt and Aytekin start training with heavy stones. They punch and slap the rocks, leaving themselves bloodied. The blonde woman treats their wounds with leaves. Our heroes go to the space pub for a drink (where did they find money?) and start a fight with a number of alien creatures (as ugly as they come). In this scene, lifted from Star Wars, our heroes give the aliens a sound beating with kung-fu punches. The sorcerer suddenly appears and begins spouting nonsense. The figure is sometime divided into two, while at other times is one. He invites our heroes to his palace. Our heroes, now decked out in new garb, are met by a sexy (!) woman. This type is a vamp, who should have retired thirty years ago. A woman with a tin crown and a swimsuit (the queen?) offers an alliance to our heroes. The sorcerer turns up and takes part in the bargain; he shows that he has a human brain in a box and says that he is a thousand years old. A squad of monsters arrive and get a beating from Cüneyt, losing arms, legs and heads in the meantime. The sorcerer uses his power to turn the queen into a spider. A monster two and a half meters tall with fingernails as long as whips and as sharp as knives (probably Yadigar Ejder), has a go at Cüneyt. Our brave warrior jumps clean over the monster, turning somersaults and beats the monster up, jumping up and down on it. The old wise man takes Cüneyt to the Hacı Bektaş-i Veli tomb, preaching about Islam and praising the prophet. He explains that all of the pow-

ers and attributes of the thirteenth tribe are imbued in a sword and a brain and pointing to the blonde, who is revealed to be his daughter, he says; "*She will lead you to the sword son*". On the way, they are accosted by far Eastern warriors. Cüneyt raises his guard, and among the war cries he beats them all up; they hit each other with nun-chuks and ninja discs. The girl leads Cüneyt to a church in the fairy chimneys. They see frescos of Christian saints and Jesus. Finally, they arrive at a sword lodged in a stone, guarded by two bodies with covered faces in gold speckled overalls (funeral shrouds). Cüneyt gives them a beating for good measure, and yanks out the sword in one go. The sword is made of wood and is a cross between a huge fish bone and a timber saw. Cüneyt also picks up a green brain from a golden box. The blonde girl speaks for the first time: "You have succeeded". Right then, Ali, who has been possessed by the enemy, suddenly appears. He grabs the sword and attacks Cüneyt. The magic whirlpool knocks Aytekin down. Poor Ali (Aytekin) dies smiling in his comrades arms. The old wise man announces "*Save the world!*" and dies. Cüneyt places the brain in a container, where it burns and dissolves. Our hero places the sword in a burning liquid. The sword melts and then he puts his hands in this liquid. Cüneyt now has golden gloves with scales as sharp as razors. Now evil is unleashed in force. Our hero fights his greatest battle; he beats all comers and then splits the sorcerer in two with a single karate chop. Cüneyt, having completed his task, walks off among applause and cries of "{ut1} good bye Earth dweller! {ut2}".

The final scene:

The man who saved the world is back in the cockpit of his spaceship (how?).

Our hero rides off to new adventures live Don Quixote or Red Kit and we see the Earth that he saved, for some reason in the shape of an egg...

SIGNIFIERS AND SIGNIFIED

Although we will be examining various themes in greater detail in the discussion section, we will be delving into some data regarding the film in this section. We must remember that movies, as in all art forms, have a specific form of communication.

"Above all, art works convey an aesthetic narrative into human consciousness and contribute to the formation of an "aesthetic awareness" in the target and can also be used to convey didactic meanings". Movies and other works of art, like other communicative activities, use signifiers to achieve these aims.

Signifiers carry a number of cultural patterns according to the characteristics of the society and era, but also have characteristics devised by the constructor of the message and the personal coding systems of the genre. The list below presents an analysis of the signifiers appearing in "the Man who Saved the World", linking the signifiers with models of signification based on the semantic clichés of the 20th century. In this process of forming a connection base on the author's own associations, the finality or accuracy of these connections are not claimed. The list in question should be considered as a model of conventions specific to metropolitan culture in the 1980's in Turkey. Therefore, the comments made in the study should be understood as a list of assumptions.

Written or verbal signifiers appear as linguistic forms of

expression, referred to as linguistic messages by Barthes. These may carry the characteristics of descriptive or denotational messages or implicit or connotational messages. One feature of linguistic signifiers is that the message is conveyed not at a perceptual level, but at a conceptual level. Another kind of signifiers that we come across are visual signifiers that Barthes refers to as iconic messages. Apart from the associations that these invoke, they are not verbal but pictographic and perceptual signifiers". It is a known fact that this form of expression has been used and developed since the era of silent films. Apart from the scenario (verbal text) and the iconic exposition used in modern cinema, the background music, songs and sound effects constitute a form of auditive signifiers. The list of main signifiers and signified aspects are summarised in the list below:

Signifiers	Signified
The Hero (Agonist)	Self (Ego)
Supporting hero	Second or other self (Alter-ego)
Sorcerer (Antagonist)	Adversary, negative object
Space	The unknown and infinite
End of the world (apocalypse)	1- Death
	2- Catastrophe (death of the environment, homelessness)
Storm	Danger, metaphysical fear
Empty surroundings, fields	Anxiety in an alien environment
Fairy chimneys	Alienation, unfamiliarity, being away from home
Smoke, clouds, amorphous mass	Unknown dangers, difficulty to understand the unknown
Meteorological phenomena	The supernatural, fate
Fragmentation of the Earth	Disintegration of the old social and physical structure
Attacking figures	Negative perception of a new social environment
Mask	Insidiousness, secret enemy, doubt towards people
Skeletons, ghosts (zombified mummies)	that have been through metamorphosis and lost their friendly characteristics
	1- Fear of losing identity
Metamorphosis (humans turning into mummies, mud and spiders)	2- Fear of death
Snarling furry monsters	Animalistic drives, carnage
Red felt monsters	Severe alienation, blood (colour shock), revolt of anger
Other attacking figures not mentioned above	Negative perception of the social environment, xenophobia, xenopathy
Hitting stones and rock	Outcry against weakness, anger and violence towards the self, punishment of helpless ego
Old wise man	1- The search for a friend in a world that has lost the old values
	2- Good father
Thirteenth tribe	Search for identity and belonging
Blonde girl	Platonic love and tenderness, sexual taboo
Queen	Mother (erotic fears)
Child	Purity and cuteness (comic relief)
Slave like people	Belittlement of a social group
Hacı Bektaş Tomb	Finding shelter through religion
Brain	A platonic hope for the power of knowledge and the human mind
	1- Metaphysical fear
Magic	2- Fantastic hope
Seduction of Ali	Breaking the sexual taboo
Ali's alienation and transformation in the enemy	Alienation of friends to their roots and identity
Ali's death	Longing for and sadness regarding the old values ("only the good die young")
	Superior power
Sword	Superior value
Gold	Outfitting with the superior power, crowing with leadership
Golden gloves appearing on the hands	Freedom, initiative, strength in battle
	A narrow but safe environment
Spacecraft, flying	An object giving identity and protection
Cockpit	
Helmet	

The significations appearing on this list are usually towards subconscious associations, and may be increased or decreased according to the size and variety of the audience. Furthermore, as in heterogeneous groups the idiolects and lexicon (signification jargon) of individuals may not be identical, meaning that some significations may be perceived differently. In any case, this list of 37 significations is important in summarizing the messages of the film.

In the following section, I will try to discuss the characteristics of the film in the light of the general information regarding the topic and reach a conclusion.

DISCUSSION AND CONCLUSION

Although the art of the cinema is but a century old, we can postulate that it has been shaped by the art of drama, which has a history of millennia. Thanks to the cut, the strongest instrument in films, cinema takes the creation of a constructed time and constructed place, inherited from the theatre, to an advanced level; Films are able to cut and paste, squeeze and stretch, knead and shape imaginary worlds to create objects of art. Therefore, we cannot deny that the cinema, with its language formed of significations, is a vehicle of communication. From this point of view, a film is a message presented by an individual to an audience. The service offered to the receiver of the message can be bought and sold. Therefore, the art work has an economic value and for this reason should have a valued function.

"The function of the performing arts has been questioned since ancient times and theories such as the imitation theory and the creation theory have been advanced to explain this. The catharsis theory, first mentioned by Aristotle, is basically still valid today. According to Aristotle, the aim of a tragedy is to invoke the feelings of fear, shock, pity, sadness, anxiety and hopelessness among the members of the audience, in order to trigger an excitement, while this process, known as catharsis, purges all painful and negative experiences from the heart (consciousness)".

It is interesting that Catharsis appears as a term and as a functional concept in psychology with similar meanings, at the end of the 19th century.

"The ability to use strong communication media such as works of art in order to convey human experiences (drives, desires, thoughts, feelings, behavioural power) to the consciousness of another brings us to focus on the "reciprocity" of the phenomenon of communication. Any communication process includes three aspects, the transmitter, the receiver and

the message. Considering the encoders used by the transmitter to transform meaning into signs and the decoder used by the receiver to transform signs into meaning; a dyad consisting of the constructor and the perceiver is revealed as a communication system based on a duality. In continuous communication, the roles of transmitter and receiver are changing places in the transaction. Every message constructed in syntax carries meanings between the parties like a volleyball. In works of art, the signifiers as well as the signified items are created as envisioned by the artist. In ancient times, Philostratus emphasized that art is not imitation, but an act of creation. The image is realized and constructed within the creative process by the artist. The totality of the meaningful signs created here form a virtual world that is different to and independent from the real world". This world is constructed to have its own place, times, objects, laws, principles of causality and logic. "The realm of cinema calls this the "film setting" and "film period", constituting a "film reality". Although the film consists of a variety of different signifiers in the forms of visuals, sound, music, text, spoken word and body language, the aggregate of experiences the film presents to the viewer as a package, as will other performing arts apart from film, can be defined as a visual world and a visionary world ().*

This description emphasizes the imaginative character of the constructed world in works of art and bring us to focus on the imaginary experiences of other people.

"As early as the 16th and 17th centuries, Huarte, Bacon and Pallavicino were focusing on images and their creative processes, defining them as the "opposite of rationality" and examining their relationship with other imaginative activities and even dreams.

Differently from healthy and conscious mental activity, dreams and imaginative activities always had a measure of inconsistencies and deficiencies, especially with signifiers showing deformation from early on. In many cases the relationship between the signifier and signified in the imaginative medium could only be deduced afterwards. In ancient Greece and even Egypt, the interpretation of dreams was an art practiced by priests.

(*) The use of both terms simultaneously indicates that the setting of a drama or film is not only a visual world, but a visionary world at the same time. The word "visionary" indicates not only the presentation of images, but was also used to describe the images experienced by ancient mystics in their trances.

In dreams it seemed that a secret hand was concealing the puzzling signs with the narrative, preventing the significations from being understood. Freud was the first to provide a rational explanation for dreams. His study of dreams, starting in 1895, have led the way to a number of studies regarding the mechanisms, characteristics and processes of unconscious thought". "Freud analysed the dreams reported by his patients according to their themes, using a technique known as free association to find relationships between significations and secret thoughts. Using this technique for years, Freud was able to identify the thought processes regarding subconscious thoughts through signifiers and had revealed the connections between the apparent content of dreams and the significations. The list (or glossary) of significations amassed by Freud and his later adherents provided the key to a secret language. Dreams were reported to be constructed through the deformation of significations using analogies, allegories, metaphors and metonymy. Freud supported his theory of dreams with his theories regarding the subconscious and sexuality. It had been known since ancient times that dreams and the products of imaginative thought were distinct from the thoughts of sober and healthy human beings, having a visual medium that was perceptive instead of conceptual. At the beginning of the 19th century, pictographic information consisting of visual images was considered to be inferior to conceptual thought". "Once more, at the beginning of the 20th century, the concepts advanced by Freud started to affect the world of art and literature, leading to the development of surrealism and Dadaism". In this way, for the last century, strong efforts have been made in order to develop techniques to understand the language of works of art. By the second half of the 20th century, the examination of subconscious thought mechanisms, dream symbolism and signification processes have come to the forefront in art critique.

While questioning the semiotic approach of the film "the Man who Saved the World", I have benefited from these techniques, using the comments that have become clichéd in our culture. Some of these were explained in the list of significations presented in the previous section.

The interested aspect of this approach is that the secret meanings related to the single signifiers have been brought together to form a structure that can be used to explain the entire movie. Using this approach, I have tried to reach an holistic interpretation.

Cüneyt Arkin is known for starring in template films

of the beat-up genre. In these films, the heroes are "stock characters", which follow a specific formula. In ancient Greece, the unchanging nature of these characters was conveyed using masks. Far Eastern theater has utilized a specific form of costume and heavy makeup. The Eastern shadow theater, similar to our own Karagöz and puppet shows, uses a similar form of type-casting. The aim of this is to convey a message without confusing the viewer. Cüneyt Arkin can be considered to be playing himself in the vast majority of his films. In artistic products the hero is the character with which the viewer can form an association. In other words, if the viewer perceives the hero as himself, the message has been received. In 1982 when the film was made, and afterwards, there was a significant trend of internal and external migration, from rural settings to metropolitan cities, or more accurately to the ghettos. This period can be characterized with the pressure perceived by the young population from the new environment that they did not fully understand, devastated by poverty, deprivation and alienation. The skeletons, ghosts, exotic types, monsters and red aliens in the film symbolize the unfamiliar people that the viewer saw in his daily life. The interested point of the film is that the hero continues his fight by the strength of his fists and heart, without any weapons, even in the space age. The image of the population of the ghettos as the viewer is depressing to say the least. The Hacı Bektaş tomb signifies the youths need to turn to religion. The old wise man is the good father figure the youth requires but loses. The identity of the sorcerer is complex and inconsistent. The sorcerer is a scapegoat that the youth can transfer all evil onto. This person is a composited and misunderstood figure, who is inconsistently placed in the film as an adversary to Cüneyt. Another interesting aspect of the film is that it suggests only muscle power and violence to the viewer as the way to solve his problems. *The search for belonging among this group is so pronounced that they believe that the "Ashkenazy Jews who lived centuries before the modern age are their ancestors".* The hesitant approach of the film and indeed the viewer to modernism is interesting. On one side, the film emphasizes the human mind and willpower, while on the other, the character is dependent on magic and charms. Although this approach to modernism and modernity is reminiscent of post-modernism, the only feature that can be described as being remotely post-modern is the fact that the fabric of the film is a "rag tag patchwork of pastiches".

This attitude is not consistent even with jive modernism, that presents modernity as a distorted historical phenomenon. The general attitude of the film is more akin to the crude pre-modernism of a reader of the late medieval account Ali's² battles, hoping for miracles; the attitude of those seeking to possess a brain without expressing curiosity about the utilization of the human brain, such as "an Ottoman pasha using a watch simply as a symbol of status and not as a time piece, or an Ottoman sultan sitting on his throne with his feet gathered under him".

The Man that Saved the World displays a stock-character and has become a cult film as a reflection of the issues experienced by a significant part of the society as well as a costume film. Although the script writer has joked "we saved the world but bankrupted the boss", the film has continued to be an example of a stock-character movie.

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²Translator's note: Ali ibn Abi Talib was the cousin and son-in-law of the Islamic prophet Muhammad, ruling over the Islamic Caliphate from 656 to 661.

DESCRIPTIVE GRADES IN INITIAL MATHEMATICAL TEACHING PARENTS' ATTITUDES

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ABSTRACT²

Evaluation is very sensitive process in up bring-education work and it is important for comprehensive development of student. More often are fears of different kind, certain forms of unacceptable behavior, are connected with students failure in school and with school evaluation. Grade is feedback on achievements whose purpose is to provide timely information of current level and the steps that are ahead. Numerical grade reflects level of achievements, but there is no indication about elements that makes that grade. Descriptive grade contains key information's about the progress and for that kind of grade you need a lot of words. For student to be descriptively graded, teacher needs to be professionally educated and ready for detailed monitoring and evaluation of student's achievements. Teacher, using appropriate terminology, should successfully describe achievements of student's progress. The school is expected to teach students how to learn and to prepare them for lifelong learning. One of the important factors is also parents. During the time spent with teachers and parents a need has be shown to examine parent's attitudes about descriptive grades in nine-year elementary school. One of the courses that a descriptive grade cannot fully characterize the overall progress of students is mathematics. This course has been chosen because of the problems that parents have when their kids are in first two grades of nine-year elementary school, their attitudes about descriptive grades and difficulties they have when they try to understand student's achievements.

Key words: *descriptive grades, teaching mathematics, student, parent, attitude.*

INTRODUCTION

With establishing the school as a social institution, occur a need for work evaluation of main participants in school, ie. teachers and students. The issue of evaluation of students achievements has been studied in the past, so we can say that checking of evaluations of students achievements is old almost as is school. Although modern school tends to "catch up" with the development of science and technology and changes in the development of social relations, evaluation is

still at the traditional level. Traditional evaluation is situation where teacher has main part. Difficulties are scales of evaluation that are also as evaluations criteria subjects of social talk.

For proper evaluation are interested not only teachers and students but also the parents and the society at large. Society is directing educations toward demands of the country, so from results of evaluation depends students progress and achieve of certain social status.

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Evaluation means not just measuring the amount of acquired knowledge. The purpose of evaluation may be to determine whether the student has acquired certain knowledge of the matter they are learning, whether does grades are motivating the students, whether does grades encourage him for further work and whether the class had master the subject matter provided by Curriculum. Progress and results are being follow, strive to get more informations about students, tends to be more elements that are affecting final grade and that it is formed based on different ways and shapes of assessments, oral and writting, applying more objective test procedures, tests of knowledge, systematic observation and monitoring of students in all teaching situations.

However, we often encounter the question "Is it possible with descriptive grade to determine the level of knowledge in all subjects?" Descriptive grades in some cases do not provide the whole picture of students' knowledge, so teachers have additional loads that represents problem for them.

Nowdays it is believed that teachers are the one responsible for students failure, while for their success are responsible parents. Parents blame teachers instead of accepting the fact that for students success is needed cooperative work between teacher and parents, and if student is unsuccessful one of these factors is missing.

During the time spent with teachers and parents a need has be shown to examine parents' attitudes about descriptive grades in nine-year elementary school.

EVALUATION, CHECKING AND ASSESSMENT

According to Pedagogical dictionary (1950, p. 236), tracking process that involves the whole personality can be described by the term "evaluation, in order to emphasize the difference of assessment as a process of giving a grade."

According Havelka (2000) assessment is part academic theory. With the departure of a child to school, child is expected to be assessed and so to see confirmation of their abilities.

The differences between evaluation and the classical methods of checking of knowledge are in the width of the set goals and methods used. Troj (1957) show difference in the following way:

a) with evaluation we check and measure the broader field of upbringing-educational goals of modern school than is achieved by evaluating the individual subjects,

b) to achieve the goal, the evaluation serves many diverse techniques assessments that is related to the success of narrow teaching, that is tested with personality and character tendency tests, which is checked by questionnaires, interviews and special methods of observation and

c) in evaluation process, there is cumulative card of student that helps creating a complete picture of the student.

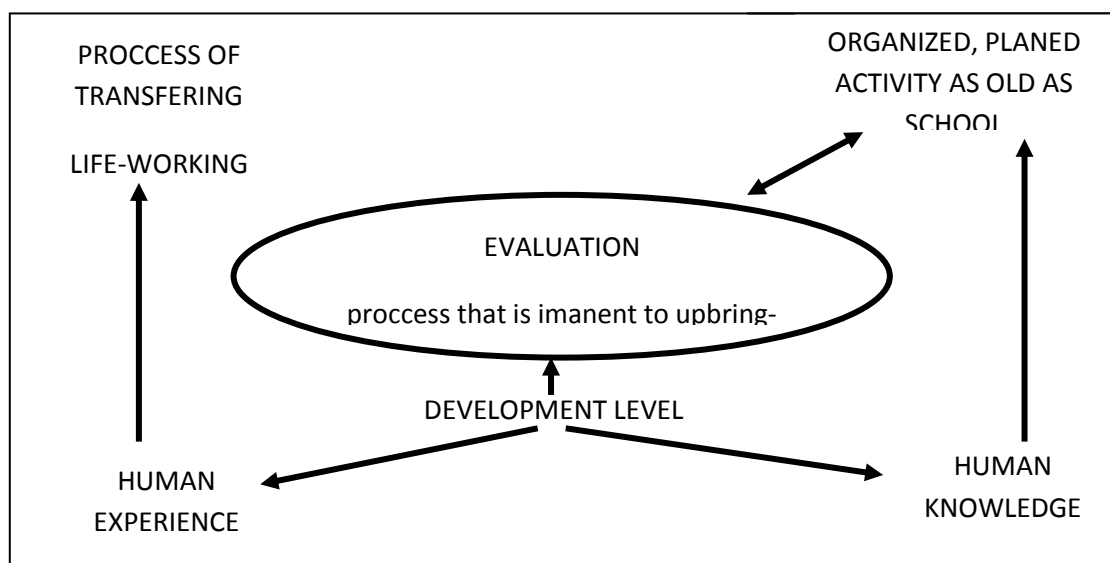


Figure 1. Definition of evaluation with regard to the level of development human knowledge and experience (Kačapor, 2005, p. 25)

Checking and evaluation are phases of class where teacher gets feedback on the outcome of learning activities. Checking has to be permanent, systematic and comprehensive. Checking and evaluation have to be distinguished as concepts, but in practice they should always be implemented together.

According to Kačapor (etc. 2005), checking means systematic collection of data on how much students approach to desired achievements, i.e. to up bring-educational goals. In general, outcomes of checking are not evaluated.

Checking the knowledge of mathematics is a procedure where teacher during teaching process checks the quality and level up to which the students have acquired certain knowledge, skills and abilities in mathematics.

„The term of assessment is considered to be a process by which, according to established regulations, the upbringing-educational students work and students development is followed, and it determines the level student has achieved.“³

When child first starts school, it expects to be assessed in order to see the confirmation of its abilities. In the eyes of student grades are means by which teacher can improve or worsen its position in school or among peers.

The assessment is a part of teaching process and as such as it is, it is implemented throughout the whole of school year. Assessment is a process where teachers assess students' answers because they assume these answers to be reflection of their knowledge.

The most common purpose of assessment is:

- a) to provide teachers the feedback on students' progress,
- b) to provide feedback to students in order so that they could compare their own progress in overcoming teaching contents with the expected standards,
- c) to motivate students,
- d) to provide evidence of progress,
- e) to point to the readiness of students for future learning.

Modern didactics and theory of special reference to

assessment differ several types of assessment, and the most widespread of these are numerical and descriptive assessment. According to T. Prodanović (etc. 1966) there are following types of assessment: numerical assessment, descriptive assessment and combined assessment.

Kyriacou (1991) lists the following types of assessment: formative, summative, normative, diagnostic, internally, externally, informal, formal, permanent and fold.

Numerical assessment represents traditional way of assessment. The lack of numerical assessment is its sidedness, and its advantage is that it at least burden teacher with administration.⁴ Descriptive assessment shows up as an attempt to put the lack of numerical assessment to the minimum. In a process of descriptive assessment student is observed in general, ie all components of its development.

Descriptive grade is aimed for a student, his parents and teachers. During monitoring of its work and results, a teacher can use professional terminology, but he has to interpretate it to the student and its parents in order so that they could understand clearly the meaning of that grade and the feedback. One of the weakness of this type of assessment is in finding formulation in which the level of knowledge, habits, interests, abilities etc. could be clearly differed.

If we see experience in our neighbor countries on descriptive assessment, i.e. Montenegro, at the very beginning of implementation of this reform, parents were not satisfied with descriptive assessment because they've thought it's not simulative enough and that it's a 'trauma for students'. But after some time most of them specified that they're satisfied with teachers' work and with descriptive assessment. Descriptive grade gives students enough time to achieve certain goal. A research of the Association of parents in Montenegro on the educational reform showed that parents mostly say that descriptive assessment gives enough information on child's success (34,9% completely agree, and 30,7% agree). But they still claim that descriptive grade doesn't stimulate and motivate the student enough.

³An encyclopedic dictionary of pedagogy. (1963). Zagreb: Matrica Croatia

⁴Theme "Education work": Descriptive assessments in I cycle of nine-year elementary school

Table 1. Sample of monitoring and assessment (the first semester). The first clas (Mulić, 2005)

Date	Record on work and progress	Students success
	Slowly sees relations: bigger-smaller-equal	Surely solves all tasks
	Normally draws lines and characters with triangle. He's careful while drawing.	prescribed by the programme.
	He's still insecured in subtraction. With the help of specific material he comes up to a solution.	Gladly draws with triangle, and it's necessary to practice subtraction in a set of numbers up to 10. With more efforts it can achieve better results in
	Calculates correctly but slowly.	mathematics.

Pejić (2005) says that descriptive assessment may help to overcome disadvantages of numerical assessment, as such as the following are: assessment of only students' knowledge, and not their abilities, numerical grade says nothing on student itself and its characteristics, we cannot see anything from numerical grade, and how student achieved its success, if he achieved it with its work and contribution or with his abilities, bad grades destimulate, demotivate and discourage student, induce a feeling of inferiority, insecurityty...

Besides listed advantages, descriptive assessment has its certain disadvantages: it's hard for teachers to set formulations for each teaching subject and for each student, it is formed by formulations which don't express important features and characteristics of each student, descriptive assessment cannot present general success of the class or the reasons for

failure, descriptive grade is less stimulating than numerical one, and inadequate formulation may destimulate student.

For educators and psychologists there are no doubts on what's better for a child. Descriptive assessment avoids the fear of bad grade or failure, and this fear leads to the loss of confidence and motivation.

Researchers have shown that descriptive assessment has both positive and negative sided. Positive side is that children are not burden with grade. It is very important because in the first class the most important thing is to develop social skills. Negative side is that parents and children don't always understand descriptive grades, so general success is not clear for them when they look at booklets, so some parents prefer numerical assessment.

Combined assessment is used to avoid one-sidedness and disadvantages of specific forms of assessment.

FACTORS OF ASSESSMENT AND TEACHING MATHEMATICS IN THE 1ST AND 2ND CLASS OF ELEMENTARY SCHOOL

Modern teacher is an organizer and a leader of teaching process, coordinator and mentor, a motivator, an equal collaborator etc. His primary role is to help students in developing their physical and mental potentials and to help them in reaching their individual maximum. Teachers and professors shall constantly professionally improve themselves, all in order to better respond to new requests of society.⁵

The aim of mathematics in the first class of nine-year elementary school is upbringing and education of students based on forming basic mathematical terms, and on acquiring contents as such as comparing subjects according to its characteristics and mutual position (relation), measuring sizes, units of measurement, positive integers up to 10, relations between them and operations of addition and subtraction are.

Programmed contents represented in teaching mathematics are:

- Comparing, estimating and measuring the size of objects,
- Objects shaped as balls (balls), cylinder, cube, cuboids and pyramid,
- Straight and curved surfaces (surfaces), characters and lines (lines),
- Sets, numbers of relations and operations” (Mulić, 2005, p. 85).

Main outcomes of learning should be:

Knowledge and understanding

(Students will know how to use mathematical language, how to solve general appropriate mathematical and logical tasks, how to identify data (both known and unknown), to solve arithmetic problems with numerical operations, verbalize process and correctly express the answer. Student shall become aware that he can use mathematics for better understanding of reality and its application in everyday life.)

Abilities

(It shall develop abilities through the game, investing thought efforts in solving specific mathematical situations and their connecting with experiences from its own life.)

Values and attitudes

(A child should be trained for independent work, work in pairs, smaller or larger groups and to show courage in discovering and exploring of new and unknown during that, to respect rules, values personal and others attitudes, to develop communication skills and skills of teamwork.)

Indicators of success:

- They know how to solve problem tasks related to addition and subtraction within the first tens,
- To know how to recognize and name shapes in their environment,
- To gladly solve the tasks.

We come up to the indicators of success by using: practical works, objective tasks and other shapes of evaluation, and portfolio as an indicator of activities in learning process and acquirement of mathematical contents.”⁶

SUBJECT AND AIM OF RESEARCH

„Attitude means readiness to react to specific subjects and situations with completely specific feelings, perceptions and ways of behaviour.“ (Ćatić, 2003, p.108)

An important characteristic of the attitude is that it’s hardly changed even when conditions under which it appeared are changed. Attitudes have effect on human behaviour.

Subject of this research are parents’ attitudes on descriptive assessment in nine-year elementary school in teaching mathematics.

Since this research will point to a current parents’ attitude on descriptive assessment, this research shall have social, theoretical and practical importance.

Based on research results we’ll get the image on parents’ attitudes towards descriptive assessment in teaching mathematics, and it could be the basis for future researches, ie this research may help in removing difficulties those appear in descriptive assessment and in understanding descriptive grade in the initial teaching of mathematics.

The aim of research is to explore, critically analyze and interpretate parents’ attitudes towards descriptive assessment in teaching mathematics, five years after introducing descriptive assessment in the first and second class of a nine-year elementary school.

⁵<http://hr.wikipedia.org/wiki/U%C4%8Ditelj>

⁶<http://portal.skola.ba/start/LinkClick.aspx?fileticket=Q5M6BWW1HHw%3D&tabid=114>

PROBLEM AND HYPOTHESIS OF RESEARCH

Based on the results of empirical research, the following problem can be presented within the research to determine what kind of attitude do the parents have towards descriptive assessment in teaching of mathematics.

Hypothesis: Parents have positive attitude on descriptive assessment in nine-year elementary school.

METHODOLOGY AND INSTRUMENTS OF RESEARCH

In research there'll be used method of analysis of pedagogical theory and method of study of teachers' pedagogical experience.

We used the Scale of attitudes for parents (SSZR) in a research.

Research is implemented with parents whose children go to one of the following schools: Public Institution Elementary School "Isak Samokovlija" Sarajevo, Elementary School "Kulin ban" Visoko and Elementary School "Mula Mustafa Bašeskija" Gornja Zimča.

A sample of parents who were involved in this research is:

Table 2. Sample of parents

		Gender			
		Frequency	%	Valid %	Cumulative %
Valid	Male	30	30.0	30.0	30.0
	Female	70	70.0	70.0	100.0
	Total	100	100.0	100.0	

All of 100 examinee – parents, 30 were males, 70 were females. Based on this data, we can conclude

that mothers were more willing to cooperate than fathers.

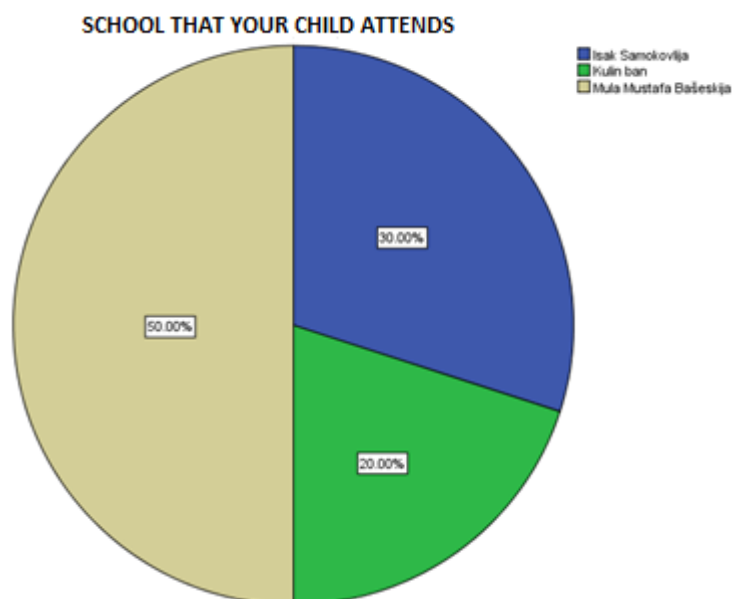


Figure 2.

30 % of examinees were parents of children who go from Elementary School “Kulin ban” and 50% from to Elementary School “Isak Samokovlija”, 20% were Elementary School “Mula Mustafa Bašeskija”.

Table 3. The class children attend

		The class your child attends			
		Frequency	%	Valid %	Cumulative %
Valid	1	20	20.0	20.0	20.0
	2	30	30.0	30.0	50.0
	3	20	20.0	20.0	70.0
	4	30	30.0	30.0	100.0
Total		100	100.0	100.0	

In a research we involved parents whose children attend the first, the second, the third and the fourth class. 20% of total number were parents of the first class, 30% were the parents of the fourth class, 20% were the parents of the third class and 30% were the parents of the second class. For our research it was important to explore if these were the parents who have first met with descriptive assessment or they have already had experience with descriptive grades.

Table 4. Number of children who were descriptive assessed during their schooling

		How many of your children were descriptive assessed during their schooling			
		Frequency	%	Valid %	Cumulative %
Valid	1	44	44.0	44.0	44.0
	2	45	45.0	45.0	89.0
	3-4	11	11.0	11.0	100.0
Total		100	100.0	100.0	

Based on general information filled by the parents before the scale of attitudes, we can notice that more than 50% of parents have declared that it's not their first time to meet with descriptive assessment.

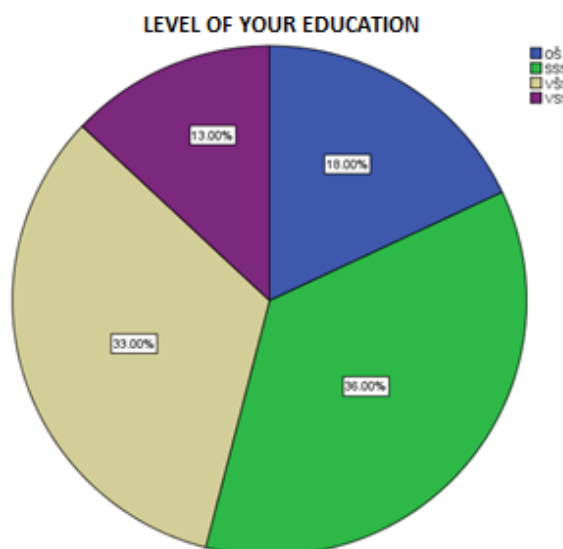


Figure 3.

It was necessary for our research to notice what professional qualifications of parents are, i.e. the level of their education. During the interpretation of the research outcomes we have tried to relate the parents' attitudes to their level of education.

Within the research related to the parents' attitudes on descriptive assessment in nine-year elementary school parents had a task to show up their attitudes using Likert scale of attitudes for parents. We also wanted to find out if the parents' and teachers' atti-

tudes related to descriptive assessment in nine-year elementary school are different.

In data processing we used statistical package SPSS 16.00 for Windows.

We have created two factors (sub-scales) of existing questions and answers:

g – General attitude on descriptive assessment

e – Education for descriptive assessment

Bold claims are claims filled by teachers too, which we compared afterwards.

Table 5.

No	Direction	Sub-scale	CLAIMS	LEVEL OF MATCHING							
				I completely disagree	I disagree	I agree and disagree	I agree	I completely agree			
1	-	g	When a school success in mathematics is shown with descriptive grade, it's not understandable how much of knowledge a child has acquired.	0	1	2	3	4			
2	-	g	Numerical grade clearly shows the level of acquired knowledge.	0	1	2	3	4			
3	-	g	Formulations of descriptive grades are incomprehensible.	0	1	2	3	4			
4	+	g	Descriptive grades are desirable for teaching mathematics because they specifically show what a child knows, and what it doesn't know.	0	1	2	3	4			
5	+	g	Children protect themselves from "demodulation in teaching" by assessment with descriptive grade.	0	1	2	3	4			
6	-	g	Children don't find descriptive grade to be as important as numerical grade is.	0	1	2	3	4			
7	-	g	Descriptive and numerical grades are usually not "equal", i.e. it's not clear how come they suddenly have bad numerical grades after constant praises during descriptive assessment.	0	1	2	3	4			
8	-	e	Teachers should be further trained for application of descriptive grades.	0	1	2	3	4			
9	+	g	Descriptive grades motivate students to activity.	0	1	2	3	4			
10	-	g	There's more partiality at descriptive assessment than at numerical assessment.	0	1	2	3	4			
11	-	g	Indicators of descriptive assessment don't provide teacher the possibility to be objective in assessment.	0	1	2	3	4			

Table below shows basic descriptive parameters for both scales. Results show that parents have bad attitude towards descriptive assessment. Values on both scales are below 2 (general attitude is 1.9440 and attitude towards education is 1.2525).

Table 6.

Descriptive Statistics					
	N	Minimum	Maximum	Art. mean	Stand. deviation
General attitude on descriptive assessment	100	1.20	2.70	1.9440	.33764
Education for descriptive assessment	99	.00	3.00	1.2525	.74701

Table 7.

Descriptives					
		N	Art. mean	Standard deviation	
Teachers should be further trained for application of descriptive grades.	Teachers	100	.70	.732	
	Parents	99	1.25	.747	
	Total	199	.97	.788	
Descriptive grades motivate students to activity.	Teachers	100	2.18	1.274	
	Parents	100	2.36	1.040	
	Total	200	2.27	1.164	
There's more partiality at descriptive assessment than at numerical assessment.	Teachers	100	1.85	1.201	
	Parents	100	1.63	.950	
	Total	200	1.74	1.085	
Indicators of descriptive assessment don't provide teacher possibility to be objective in assessment.	Teachers	100	2.03	1.275	
	Parents	100	2.02	.816	
	Total	200	2.03	1.068	

If we compare the arithmetic means, data show that teacher worse assess claims:

- Teachers should be further train for application of descriptive grades,
- Descriptive grades motivate students to activity, while parents worse assess following claims:
- There's more partiality at descriptive assessment than at numerical assessment,

- Indicators of descriptive assessment don't provide teacher the possibility to be objective in assessment.

The analysis of variance (ANOVA) shows that both parents and teachers are statistically only different in the first claim "teachers should be further train for application of descriptive grades", i.e. teachers much more believe that they should be further trained.

Table 8.

		ANOVA			
		Df	Art. mean Square	F	Sig.
Teachers should be further train for application of descriptive grades.	Between Groups	1	15.188	27.784	.000
	Within Groups	197	.547		
	Total	198			
Descriptive grades motivate students to activity.	Between Groups	1	1.620	1.198	.275
	Within Groups	198	1.353		
	Total	199			
There is more partiality at descriptive assessment than at numerical assessment.	Between Groups	1	2.420	2.065	.152
	Within Groups	198	1.172		
	Total	199			
Indicators of descriptive assessment don't provide teacher the possibility to be objective in assessment.	Between Groups	1	.005	.004	.947
	Within Groups	198	1.146		
	Total	199			

The following table shows results of descriptive analysis of parents' attitudes compared to their professional qualifications.

Table 9.

		Descriptive				
		N	Arithmetic mean	Standard deviation	Minimum	Maximum
General attitude on descriptive assessment	OŠ	18	1.8500	.27062	1.30	2.30
	SSS	36	1.9583	.33922	1.40	2.70
	VŠS	33	1.9121	.36722	1.20	2.70
	VSS	13	2.1154	.30509	1.60	2.50
	Total	100	1.9440	.33764	1.20	2.70
Education for descriptive assessment	OŠ	18	1.2222	.94281	.00	3.00
	SSS	35	1.1714	.74698	.00	2.00
	VŠS	33	1.3333	.73598	.00	3.00
	VSS	13	1.3077	.48038	1.00	2.00
	Total	99	1.2525	.74701	.00	3.00

With additional test of Analysis of variance (ANOVA) we have determined that there's no statistically significant difference between the attitudes of parents depending on their professional qualifications.

CONCLUSION

In order to apply descriptive assessment, teacher has to analyze programmed goals, outcomes and contents which are the subject of monitoring and assessment. The aim of this analysis is to determine crucial characteristics of subject for assessment. The list of characteristics is basis for monitoring students' progress and evaluation of its achievements. When making descriptive grade, teacher determines which of these characteristics are fully or partially represented, and which are mostly missing in observed and analyzed activities. Instead of preparing for teaching an average student, teacher is trying to prepare himself for all students in one class. The way students' work is evaluated, recorded and presented has a big influence on the future motivation of a student and on his strategies that he'll be using in his future learning. Descriptive assessment doesn't classify students, but their achievements. It doesn't evaluate a student, but provides specific information on the effectiveness of its engagement and on the quality of its engagement outcome. Based on this information the recommendation for future work is given.

Based on statistical analysis of the scale of parents' attitudes, we came to the conclusion that parents have negative attitude towards descriptive assessment in nine-year elementary school.

Data show that teachers worse assess claims:

- Teachers should be further train for the application of descriptive grades,
- Descriptive grades motivate students for activity.

While parents worse assess following claims:

- There's more of partiality at descriptive assessment than at numerical assessment.
- Indicators of descriptive assessment don't give teacher possibility to be objective in assessment.

Analysis of variance (ANOVA) shows that parents and teachers are statistically different only in the first

statement which says "Teachers should be further train for the application of descriptive grades", i.e. teachers much more believe they should be further train.

Based on the results of research we didn't confirm our hypothesis that "Parents have positive attitude towards the descriptive assessment in nine-year elementary school".

In open-ended questions teachers responded that the reason for the lack of descriptive assessment is that parents are less interested for students' work and progress, and that descriptive assessment gives wrong image on students' knowledge.

Teachers suggested to organize seminars where additional knowledge on descriptive assessment would be provided both for teachers and parents, and this would contribute to better mutual understanding of descriptive assessment in the initial teaching of mathematics.

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EDUCATIONAL ROLE AND SIGNIFICANCE OF HOMEWORK IN BEGINNER MATHEMATICS TEACHING

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Original scientific paper

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ABSTRACT

In this research, the attitudes of students, teachers and parents regarding the role and significance of homework in Mathematics beginner teaching, were analyzed. Through a sample of 345 examinees (21 teacher, 219 students and 105 parents), attitudes and individual opinions regarding the given issued were examined. The research employed descriptive method, theoretical analysis method and survey method, while the research techniques consisted of questionnaire and statistical data analysis. Results of the research are demonstrated in graphical and tabular manner, including explanation and discussion. In the conclusion, attitudes of students, teachers and parents regarding the role and significance of homework in Mathematics beginner teaching are stated and explained.

Key words: *Mathematics, teaching, teacher, student, parent*

INTRODUCTION

Throughout the history of teaching, attitude towards students' homework has not always been equable, and that is the case nowadays as well. Besides lesson revision, homework encompasses practicing in order to acquire reading, writing, and calculating skills.

Apprehensions vary regarding the necessity of writing homework, manners of examining it and whether it should be taken into account when finalizing grades, etc. Today, the dilemma revolves around questions such as what the child needs, what is the necessary scope of knowledge, and how much of what exactly is to be demanded from a child to do individually at home, in terms of feedback (Tomić & Osmić, 2006).

This vagueness leads to variations in the work of

many teachers, and the questions are posed: 'What is homework', 'How to assign homework', 'What to give for homework', 'How much of it should be assigned' and 'Is homework really necessary'? *Homework* is students' activity, which stems from everyday obligations toward work at school, but is conducted outside schoolwork. It is also possible to provide answer to the question 'How to assign homework?' Firstly, most tasks prepared for students' individual work should be textual with information from their immediate surroundings. Teacher's obligation is to analyze every task with students and provide directions for work, which ensures success in the process of teaching.

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The question ‘*What to give for homework?*’ is not difficult to answer, if the teacher bears in mind that everything that was the subject of discussion in previous classes should be the subject of individual work as well, it is best to assign tasks that encompass more than one teaching unit (Bundur & Potkonjak, 2002). The answer to the question ‘How much homework should be assigned?’ is that it depends on the grade, content, structure and difficulty of the subject matter. Homework is a significant factor in developing students’ individuality (including transcribing) (Prodanović, 1967).

The higher the level of interest for Mathematics teacher is able to entice, the more certain they can be that child will individually arrive to the result. This is mutually a great success! Otherwise, the child becomes overburdened with various demands from the teacher or even develops resistance to school, homework and generally, responsibility towards work.

THEORETICAL ELABORATION OF THE SUBJECT

Mathematics beginner teaching

Mathematics teaching in the first five grades of elementary school in Bosnia and Herzegovina is labeled as beginner, while the scientific discipline, which researches education within this teaching, is called methodology of beginner Mathematics teaching. Each type of methodology, including methodology of beginner Mathematics teaching, has its subject of research, and in this case it is Mathematical education in the first five grades of elementary school (Markovac, 1992).

The aim of Mathematics teaching should be to familiarize students with all aspects of Mathematical activity, with adjustments to students’ mathematical abilities and basic knowledge (Kurnik, 2009).

Brief history and significance of homework

Homework has been, since ancient times, considered as part of schoolwork, but still there were opinions that homework is unnecessary and even detrimental for students. The point of this stream of thought was that the entire process of acquiring and establishing knowledge must take place during class, and every other burden is detrimental for students.

According to Džaferović (1972), the forms of homework are practising, problem solving, learning by heart – all of which has roots in class teaching.

Definition and classification of homework

The aim of homework is revising, affirming, acquiring the subject matter, expanding and deepening knowledge, preparing for acquisition of new subject matter, training and forming skills and habits.

Homework is classified into three groups (Trnovac & Dorđević, 1998):

- **Oral** (learning from textbooks, handbooks, learning lyrics, rules, unfamiliar words, etc.)
- **Written** (various written homework: practising, solving mathematical and other tasks, presentations, reports, essays, translations from a foreign language, etc.)
- **Practical** (observation, tests, experiments, various proof acquisition, charting, making models, graphs, tables, etc.)

The role and significance of homework in beginner Mathematics teaching

Students’ homework represents one part of teaching work plan. It derives from class teaching itself and becomes included in it in different times during the teaching process and in various forms.

Students’ homework has a multifaceted role. First and foremost, it represents individual work, helps students’ independence in the process of acquiring knowledge, which also leads to necessary preparation for life outside school. Homework helps ascertain knowledge and practice habits, as well as application of acquired knowledge. Homework presents preparation for the next schoolwork and has a special upbringing task, which consists of developing the sense of responsibility toward tasks placed in front of the student: hard work, organization, etc.

Homework may have various aims: to practice and solidify acquired knowledge, skills and habits, to systematize and generalize knowledge, skills and habits, to prepare students for work in the next class, all of which has roots in class teaching. Homework may have different content. It can encompass solving numerical tasks, which have the aim to help practice a certain calculus operation, calculus technique; solving tasks in words, where students apply calculus knowledge, mathematical operations, practice deduction, etc. Rešić (2013) suggests that games can also be employed to help personal development, as well as to improve the player’s (student’s) self-confidence.

According to Četković & Pinter (1998), Rešić (2013) claims: “The subject of Mathematics is such a serious subject matter, that it is very useful to seize every opportunity to make it at least a bit more fun”.

Accomplishing upbringing tasks in Mathematics teaching through games is the most suitable way of this part of education in lower grades of elementary school. The need for playing games is expressed in a human being throughout his/her entire life, and especially at this age.

RESEARCH METHODOLOGY

Theoretical significance

Theoretical significance of this research is to contribute to examining the issue of homework in beginner Mathematics teaching, as well as to point out both its positive and negative aspects. Shedding light on this issue theoretically should contribute to solving the problem.

Practical significance

Practical significance of this issue is in the hope that results and content of this research will help teachers, students and parents in solving the problem of homework, and point to the right way of finding adequate solution for overcoming unclear questions regarding homework.

Social significance

This research should emphasize advantages of homework in educating students, as well as focal points of his/her strong and weak knowledge and point out where students' need help.

Aim of research

Starting from the perceived and stated problem, the aim of this research is to explore, critically analyze, ascertain and interpret attitudes of teachers, parents and students regarding educational and upbringing role and significance of homework in beginner Mathematics teaching. The research will ascertain the level of connection between students' burden with homework and motivation for learning subject matter, as well as optimal exertion with homework for students; parents' involvement in completing homework, importance of homework for the teacher, and whether the teacher divides homework according to different levels of students' knowledge.

Research tasks

In this research, the following tasks served as starting points:

T1. Ascertain the level of connection between temporal exertion of students with homework on

a weekly basis and exertion of students with homework determined by pedagogical norm;

T2. Determine the level of participation of parents in helping complete homework;

T3. Find out the level of connection between homework differentiation and students' motivation to complete homework;

T4. Ascertain the level of importance of homework for school subject teacher;

T5. Find out whether there is a difference in homework for students with different knowledge levels (excellent – satisfactory);

T6. Ascertain whether teachers regularly assign homework for their students.

Main hypothesis

Educational role and significance of homework in beginner Mathematics teaching has a positive effect on students' progress, claims an important place in the Mathematics learning and teaching process, and there is reciprocity between students' exertion with homework during the week with their exertion with homework determined by pedagogical norm.

Sub-hypotheses

H1: Students' exertion with homework during the week and their exertion with homework determined by pedagogical norm is reciprocal.

H2. Parents help students a lot with completing homework.

H3. Students are sufficiently motivated to complete homework.

H4. Teachers consider analysis and evaluation of homework important.

H5. Teachers divide homework tasks for students with different levels of knowledge, therefore there are significant differences in the volume of homework.

H6. Teachers regularly assign homework to their students.

Sample

The research was conducted in Elementary school "Miladije" in Tuzla, during October and November. The questionnaire encompassed a sample of 21 teachers and 219 students (65 students in 2nd grade, 82 students in 3rd grade and 72 students in 4th grade), while 105 parents were interviewed by random choice.

The students sample was simply, randomly chosen. Basic characteristic of simple, random choice of sample is equal probability that all students will be satisfied with the homework they get from the teacher.

Research methods

In this research, theoretical analysis the method was applied, as well as descriptive method and survey method, in order to gather information necessary to solve this problem.

Descriptive method and theoretical analysis method were useful for pointing out the most important theoretical observations and empirical contributions to studying educational role and significance of homework.

Theoretical analysis method generally employs deduction as logical-methodological procedure in pedagogical research.

Research techniques

In order to gather concrete data relevant for this research paper, the following research techniques were used: questionnaire and arranging gathered information and statistical data analysis

Instruments

Within the framework of research technique, there are adequate tools, i.e. research instruments, which serve to identify, gather and measure scientifically based facts (Bandur & Potkonjak, 2002).

For this research, the following instruments were constructed and employed: Questionnaire for students, teachers and parents.

Organization and research flow

Research regarding educational role and significance of homework in beginner Mathematics teaching was conducted during academic year 2012/13 in parent-teacher conferences from 12/12/2012 to 23/12/2012 and in the meeting of Association for lower elementary teaching, held 26/12/2012. Parents completed questionnaires during parent-teacher conference on voluntary basis, and all the teachers completed them right away.

ANALYSIS AND INTERPRETATION OF RESEARCH RESULTS

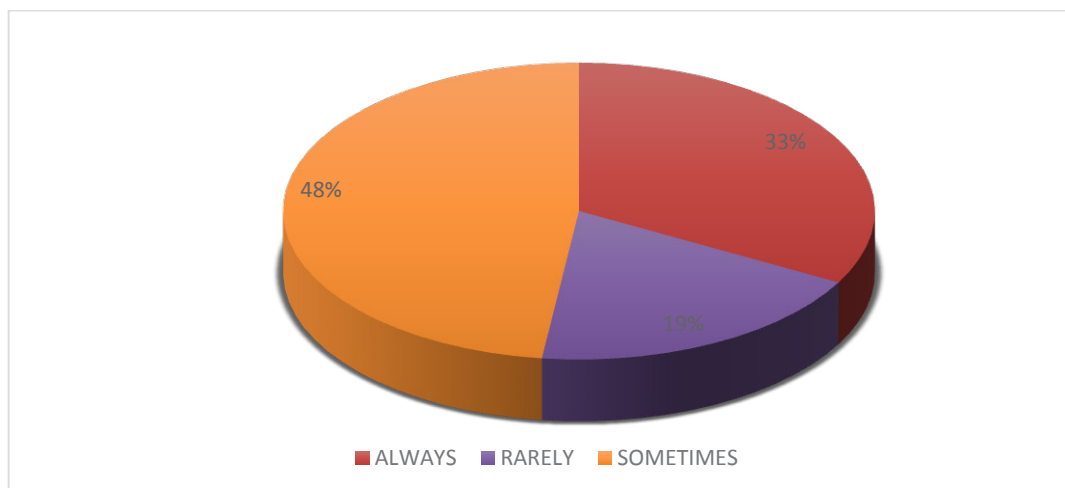
Taking into consideration theoretical points of view and research performed by other authors, this research began with the supposition that student exertion during the week is reciprocal to student exertion during a time defined by pedagogical norms. It is assumed that students are motivated sufficiently to complete their homework and that teacher adequately evaluates and analyzes homework, so that the tasks can be adapted to current knowledge of students.

Answers to the question: "Do you motivate students daily to do complete homework?" can be seen in Table 1 (Figure 1).

Analysis of responses shows that as high as 48% of teachers rarely motivate students to complete their homework, which negates the third sub-hypothesis.

Table 1. Teachers' attitudes toward educational role and significance of homework in beginner Mathematics teaching

Teachers' responses	Survey question	
	Do you motivate students daily to do complete homework?	
	f	%
ALWAYS	10	33
RARELY	5	48
SOMETIMES	6	19
Total:	21	100

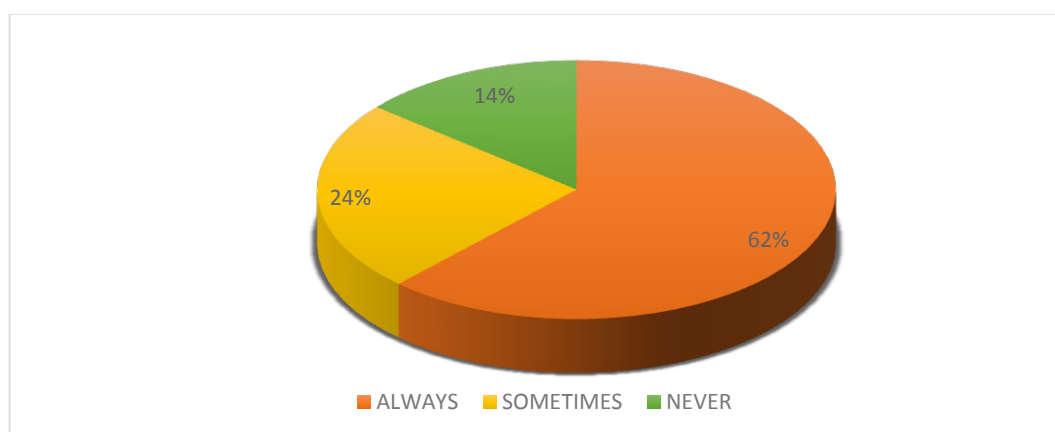


To the question: “When assigning homework to students, do you explain the tasks?”, we Gathered the following answers:

Majority of 62% of teachers claim that they explain homework tasks, which confirms sub-hypothesis 4. (Table 2; Figure 2).

Table 2. Teachers' attitudes toward educational role and significance of homework in beginner Mathematics teaching

Teachers' responses	Survey question	
	When assigning homework to students, do you explain the tasks?	
	f	%
ALWAYS	13	62
SOMETIMES	5	24
NEVER	3	14
Total:	21	100

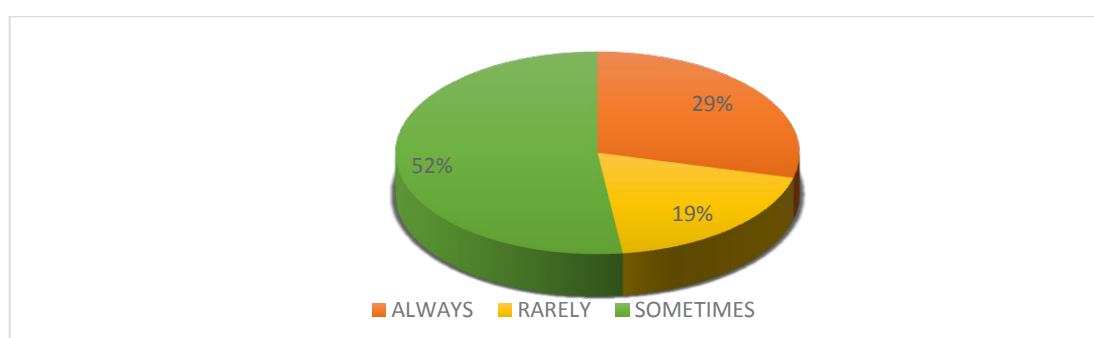


The survey question: “Do you use grades as motivation for students who regularly and correctly complete their homework?”, yielded the following answers:

Only 29% of teachers claim that they use grades as motivation, while 52% do it sometimes and 19% never. (Table 3; Figure 3).

Table 3. Teachers' attitudes toward educational role and significance of homework in beginner Mathematics teaching

Teachers' responses	Survey question	
	Do you use grades as motivation for students who regularly and correctly complete their homework?	
	f	%
ALWAYS	6	29
RARELY	4	19
SOMETIMES	11	52
Total:	21	100

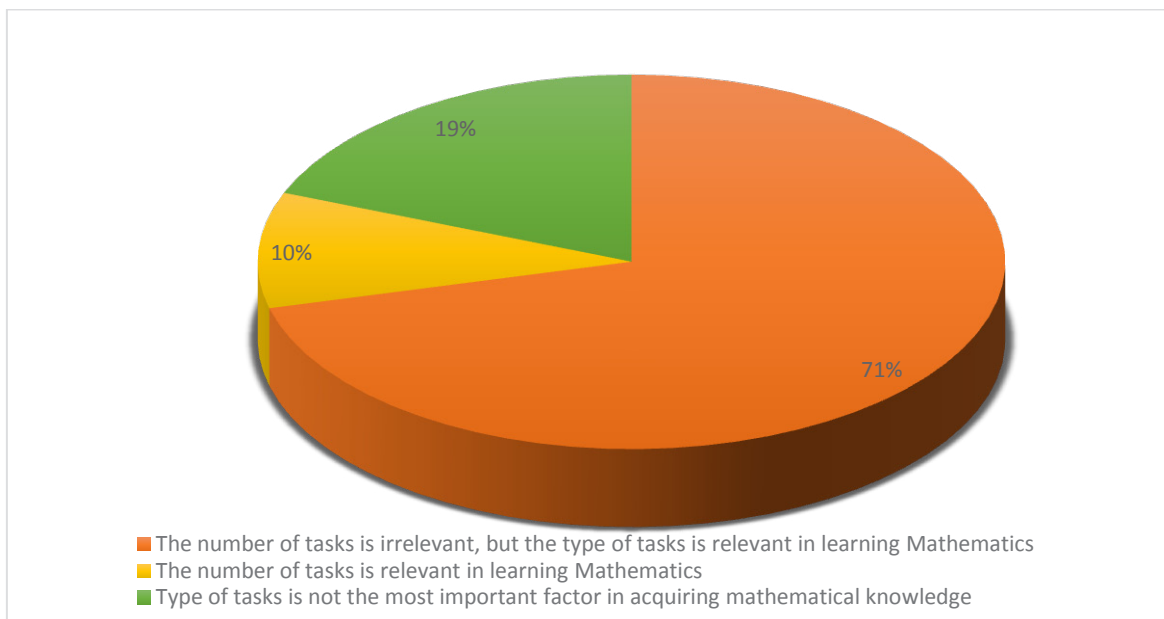


Survey question: "Is the number of tasks for homework relevant or irrelevant, that is, does a greater number of tasks mean more practicing or better mem-

ory?", gave the following replies (Table 4; Figure 4). Hence, the number of tasks is irrelevant, but the type of tasks is relevant in learning Mathematics.

Table 4. Teachers' attitudes toward educational role and significance of homework in beginner Mathematics teaching

Teachers' responses	Survey question	
	Is the number of tasks for homework relevant or irrelevant, that is, does a greater number of tasks mean more practicing or better memory?	
	Number	%
a) the number of tasks is irrelevant, but the type of tasks is relevant in learning Mathematics	15	71
b) the number of tasks is relevant in learning Mathematics	2	10
c) type of tasks is not the most important factor in acquiring mathematical knowledge	4	19
Total:	21	100



STUDENTS' ATTITUDES TOWARD EDUCATIONAL ROLE AND SIGNIFICANCE OF HOMEWORK IN BEGINNER MATHEMATICS TEACHING

Since students are those who feel the real role and significance of homework the most, we examined their attitudes and opinions, while aware of limitations that are present. The sample included 219 students (65 students in 2nd grade, 82 students in 3rd grade and 72 students in 4th grade).

Based on gathered data, we reached the following results: IV grade – 72 students in total

According to data in tables (II, III, IV grade), (in this

paper IV grade is presented tabular), it can be seen that most students get homework every day, even on weekends, which is a great burden for them; that it takes them a long time to complete homework even though parents help them; that they are not particularly motivated to complete homework, which is not even explained to them properly; students also claim that teachers, even though they examine homework, they do not always pay attention to accuracy, and they do not give different tasks to weaker, average and excellent students; students claim to be burdened by the amount of homework related to other subjects. There are no significant differences between II, III and IV grade.

Table 5. Students' attitudes toward educational role and significance of homework in beginner Mathematics teaching

Survey question	YES	%	NO	%	SMT.	%
1. Every day, when you have Mathematics class, do you get homework?	43	60	10	14	19	26
2. Do you get tasks to complete during the weekend?	36	50	19	26	17	24
3. Does it take a long time to finish your homework?	41	57	17	24	14	19
4. Do your parents help you complete homework?	39	54	8	11	25	35
5. Is your homework similar to tasks you do in class?	39	54	15	21	18	25
6. Does your teacher motivate you beforehand to do your homework?	19	26	26	36	27	38
7. Does your teacher explain homework while assigning it?	30	42	29	40	13	18
8. Does your teacher often examine your homework?	33	46	22	30	17	24
9. Does your teacher pay attention to accuracy of your homework?	34	47	30	42	8	11
10. Is there a difference in homework tasks for weaker, average and excellent students?	12	17	45	62	15	21
11. During one day, do you get homework from one or more subjects?	41	57	9	12	22	31

PARENTS' ATTITUDES TOWARD EDUCATIONAL ROLE AND SIGNIFICANCE OF HOMEWORK IN BEGINNER MATHEMATICS TEACHING

Beginning with the assumption that parents help their children a lot in order to complete homework, as well as that parents believe that children are over-burdened with content and volume of homework, we arrived to certain attitudes and opinions.

In the same manner that we examine attitudes of teachers and students, we also examined attitudes of parents.

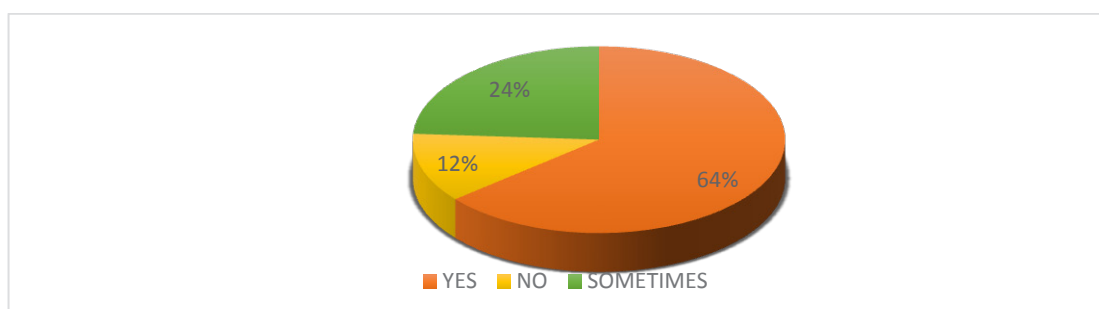
Namely, we wished to explore whether their attitudes are random or significant for this research, and whether valid conclusions can be drawn based on those attitudes.

To the question: "Do you believe that students are exerted by homework in relation to weekly number of classes?", we got the following answers:

Most parents claim that students are over-burdened with the amount of tasks they get for homework, as many as 64% believe this, so the first sub-hypothesis is negated. (Table 6; Figure 5).

Table 6. Parents' attitudes toward educational role and significance of homework in beginner Mathematics teaching

Parents' replies	Survey question	
	Do you believe that students are exerted by homework in relation to weekly number of classes?	
	f	%
YES	67	64
NO	13	12
SOMETIMES	25	25
Total:	105	100



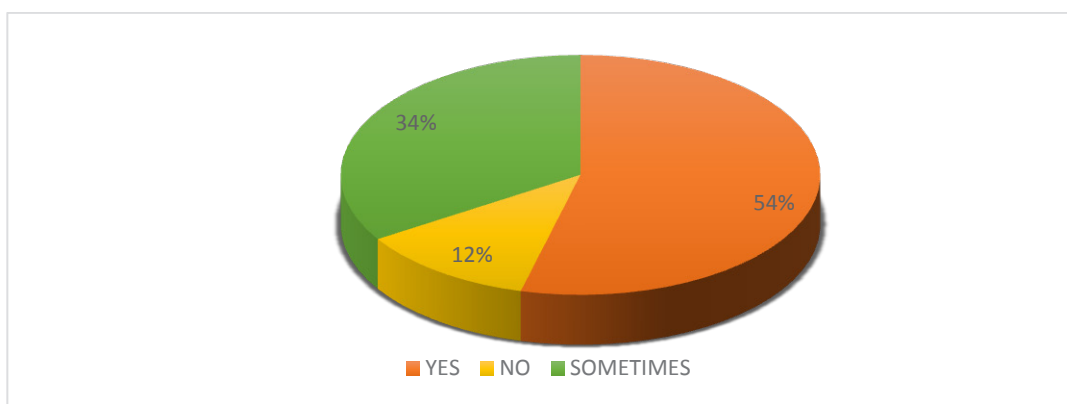
Survey question: “Have you noticed that teachers do not pay attention to accuracy of homework?” yielded the following information:

As many as 54% of parents claim that teachers do not

pay enough attention to homework and its accuracy, which negates our fourth sub-hypothesis – that homework has a significant role and significance for the teacher (Table 7; Figure 6).

Table 7. Parents’ attitudes toward educational role and significance of homework in beginner Mathematics teaching

Parents' replies	Survey question	
	<i>Have you noticed that teachers do not pay attention to accuracy of homework?</i>	
	f	%
YES	57	54
NO	12	12
SOMETIMES	36	34
Total:	105	100

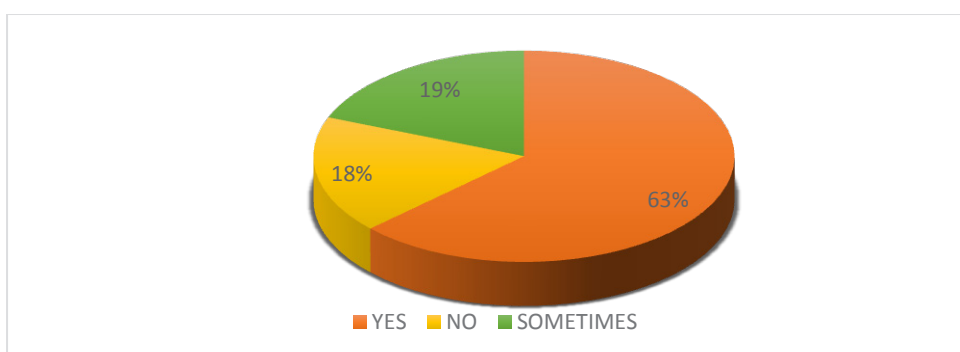


The question: “Do you believe that it would be correct for teachers to assign different homework for

weaker, average and excellent students?”, gave us the following answers (Table 8; Figure 7):

Table 8. Parents’ attitudes toward educational role and significance of homework in beginner Mathematics teaching

Parents' replies	Survey question	
	<i>Do you believe that it would be correct for teachers to assign different homework for weaker, average and excellent students?</i>	
	f	%
YES	66	63
NO	19	18
SOMETIMES	20	19
Total:	105	100



CONCLUSION

In beginner Mathematics teaching, homework significantly contributes to upbringing and educational process, develops the sense of responsibility in students, their independence, familiarizes them with daily activities schedule, contributes to development of mental abilities and helps fortifying students' knowledge. Based on research and upon analysis of gathered data, the following conclusions can be drawn:

- There are certain differences in volume, quality, and structure of homework in beginner Mathematics teaching
- Teachers still look upon homework in a reduced, narrow way, so that some of them believe that homework is necessary, while others do not
- Homework is evaluated in different manners
- Parents, who believe that homework should be assigned and that it is good and valuable for their children, attribute great significance to homework

It is difficult to elaborate on the demand against time-consuming, exhausting homework until the real state of affairs is examined in practice. This problem exists, but many do not wish to admit it.

Much is needed, more is given, and too much is demanded. Homework, in the sense it is defined, with precisely pedagogically designed tasks, reasonable and optimal time consumption – YES. Homework which exhausts, degrades, psychologically burdens the child, limits the child's time – NO. This kind of homework should not exist, and the sooner it is rooted out, the better. Taking into consideration significance, upbringing and educational goals which should be achieved through homework, as well as certain elements brought out in this research, which significantly influenced fairly low quality of students' homework so far, it would be a duty for teachers, as well as students' parents, to put in more effort and take nec-

essary steps in order to increase responsibility of all students for their obligations.

Therefore, even though teachers believe that homework helps develop responsibility and fortify knowledge, when said homework gains proportions of small encyclopedia, children quickly lose motivation and wonder if they are at all interested in what their task is. It would be much more efficient if parents, together with teachers, agree at school on more appropriate and quality homework. We believe that children in lower grades of elementary school should be given homework that takes a maximum of five minutes and is directly connected to subject matter elaborated on at school that day. As for the waste of time, both parents and teachers waste it, which means there is less time for quality revision or elaboration on new subject matter.

It is important to point out the seriousness and interest of all parties in this subject, as well as the wish to take quality steps toward more quality teaching and more comfortable atmosphere at school and about it. We believe that with concrete activities, in accordance with acquired responses, we will make the first important step toward a more satisfied student and his/her parent.

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TOWARD THE REHABILITATION OF THE SOCIAL HISTORY OF THE SERBS DURING THE OTTOMAN RULE: THE SERBIAN SOCIETY IN THE 15TH CENTURY

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Review paper

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ABSTRACT

The aim of this paper is to point out to the immense value of the social history of the Serbian people under the Ottoman rule, since it is the only way to come to some conclusions about less-known issues, such as everyday life and family life.

Key words: *Historiography, Ottoman history, the Serbs, Political history, Social history*

TOWARD THE REHABILITATION OF THE SOCIAL HISTORY OF THE SERBS DURING THE OTTOMAN RULE: THE SERBIAN SOCIETY IN THE 15TH CENTURY

The political implications of the Ottoman conquest of the Southeastern European countries are well known and transparent, as well as described in details in the historiography. However, the changes of the social structure had been much slower, thus in that particular sense the second half of the 15th century in the history of Serbian people under the Ottoman rule could be considered as the period of continuity rather than discontinuity in comparison with the situation from the first half of that century.

That is, also, the reason why the Ottoman documents dated second half of the 15th century could be largely used to enlighten some important issues from the social history of the Serbs during the last decades of existence of the independent Serbian medieval state. For more details see: (Miljković & Krstić, 2008).

However, the political history had been studied in far greater measure than the social one. Although that had been the case, the social history could enlighten the real position of the population, in this case Ser-

bian population under the Ottoman rule which lasted for centuries. Since there was no any national institution kept (except the Serbian Orthodox Church which under special political conditions had been reestablished in 1557 and lasted until 1766), the social history, i.e. historical geography, historical demography, economic history are the only ways to research the life of the Serbian population during the Ottoman times, especially in the field of the everyday life, which has become one of the most prominent branch of the world's historiography.

For such studies the queue issue is relevant choice of documents. One of the most important documents for the social history under the Ottoman rule (not only regarding Serbian history, but in general) is the Ottoman census books. The Ottoman census books called *defter*s (specially *tapu tahrir*) represent possible valuable sources for historical geography, historical demography, as well as the other sub-branches of the social history. However, the special attention has been paid to possible doubts that face every single researcher who studies this kind of sources. Some examples of the flagrant misuse and scientific abuse in publishing this kind of sources have already been highlighted. For more details, see: (Miljković, 2010a)

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I

After the fall of the Serbian Despotate (1459) and the Kingdom of Bosnia (1463) under the Ottoman rule, the new phase in the development of the Serbian society begun. The Ottomans brought along the new administrative system, primarily defined by the military and Islamic character of their growing state. Although the introduction of the Ottoman administration did not radically changed previously existed social relations, the Serbian society in the second half of the 15th century underwent through significant changes, primarily caused by the Ottoman social diversification into two groups: *asker* and *reaya*, applied throughout the Empire. Besides, the confessional diversification, expressed in the contrast between the Muslim and non-Muslim population had been very important, causing directly the intensification of the process of conversion into Islam, in smaller or higher degree (Filipović, 2005; Vasić, 2005; Жељазкова, 1990).

Although simplified and considerably general, the above mention social division could be applied to the Serbian society in the second half of the 15th century. However, the fact that the social order of the different provinces of the Empire, due to their specific geo-strategic position, was not completely similar has as its main consequence more complex social diversification, different from province to province.

Thus, the main classification of the Serbian society in the second half of the 15th century was the division into three groups: the *reaya*, the Wallach population and the „categories with special fiscal status“, i.e. population that was exempted of some tax due to the specific service they hold. Those groups were more numerous in the border regions, while in the inland regions they were rare or non-existent. There were also some Serbs who served in the Ottoman army, obtaining thus the *asker* status. This primarily applies to the Serbs-*sipahis*, which were quite numerous in the second half of the 15th century (Miljković, 2010) see also (Miljković, 2010c).

The most relevant social change occurring during the second half of the 15th century in the regions where the Serbs lived under the Ottoman rule was the disappearance of the highly ranked Serbian noble families and beginning of creation of the new Serbian „elite“, which was not of the noble origin and did not have the land in the full ownership; their new social status was obtained by acceptance of the service in the Ottoman army.

The most influential Serbs in the second half of the 15th century were those rare members of the medieval

noblemen who tried to establish themselves within the Ottoman governing system, such as Mara Branković, then influential Wallach families from Herzegovina such as family Miloradović-Hrabren, which had tried to obtain adequate positions in the new circumstances, and also some of the Wallach chiefs who, for the first time under the Ottomans, stepped out of the historical anonymity, as it was the case with the supreme *knez*² of the Wallach of the Smederevo *sanjak* (province), certain Maluga, or with the Bakić family (Vasić, 1958) (Atanasovski, 1979).

Those examples of the eminent Serbian medieval noblemen becoming a part of the Ottoman ruling class were isolated cases, thus the phenomenon could not possibly be considered as general.

On the other side, throughout the second half of the 15th century, could be observed the process in which prominent Wallach chiefs, *knezs and primikurs*, started to climb up the social scale. This process would reach its peak during the first half of the 16th century.

II

The conversion into islam is one of the most important issues of the social history of the Serbs under the Ottoman rule. For example, in the *sanjak* of Smederevo, the islamization was not dominant process during the second half of 15th century, when the region in question was the border region against Hungary. After conquest of Belgrade in 1521, and especially after battle of Mohacs (1526), began the process of reshaping of Serbian cities and towns into the oriental urban settlements, as it was the case with for example Užice, Valjevo and Belgrade. As for the village settlements, the conversion process had been sporadic. This statement could also be documented with several numeric examples derived from the Turkish census books for the various Serbian regions during the second half of the 15th century. For more details, see: (Miljković, 2010b).

Special question presents survey of historiography works dedicated to the issue of conversion to Islam, written by the authors from the ex Yugoslavia in the second half of the 20th century. Various authors had different approach on this particular issue, but longer description of their opinions, deserves much larger text dedicated to this subject.

²The Slavic term *knez* could be translated with the nobleman title of prince. But, since the Wallach chiefs were not always of the noble origin, we decided that it would be more accurate to preserve the Slavic term.

It should be only noted that the main discussion went the way they had treated the process itself (whether the process was undergone forcibly or not). See for example: (Filipović, 2005) (Жељазкова, 1990) See also: (Miljković, 2011).

CONCLUSION REMARKS

The aim of this short paper was to point out to the importance and sometimes even negligence of the social history within the scope of the Serbian historiography under the Ottoman rule. Lot of papers, studies and articles has been published during the last twenty years, but there is still a need for organized and well planned researched time in the Ottoman Archives in or order to fill in the blanks and to contribute more to this immensely important subject.

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HENRY'S "HAND OF GOD"

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ABSTRACT

In this paper the author discusses the views and statements of the French football player Thierry Henry he gave after his illegal play during the playoff match between France and the Republic of Ireland to claim one of the final spots in the World Cup 2010 in South Africa. First, by controlling the ball with his hand before passing it on for the goal Henry has shown disregard for the constitutive rules of football. Then, by stating that he is "not a referee" he demonstrated that for some players rules are not inherent to football and that they can be relativized, given that for them winning is the goal of the highest ontological status. Furthermore, he has rejected the rules of sportsmanship, thus expressing his opinion that the opponents are just obstacles which have to be removed in order to achieve your goals. Henry's action has disrupted major moral values, such as justice, honesty, responsibility and beneficence. The rules of fair play have totally been ignored both in Henry's action and in the Football Association of France's unwillingness to comment on whether a replay should take place. They have ignored one of the basic principles stated in the "Declaration of the International Fair Play Committee", according to which, fair play is much more than playing to the rules of the game; it's about the attitude of the sportsperson. It's about respecting your opponent and preserving his or her physical and psychological integrity. Finally, the author believes that the rules, moral values and fair play in football are required for this game to become actually possible to play.

Key words: *Thierry Henry, "Hand of God", The Rules of Football, Moral Values, Fair Play, Categorical Imperative*

HENRY'S "HAND OF GOD"

Throughout the first part of this paper the relationship between some aspects of ethics and sport has been considered (Kaluđerović, 2011). In the second part ethics and sport² will be viewed in connection with Albert Camus and Thierry Henry. One may ask: What is the connection between Albert Camus, a famous French writer and philosopher, and Thierry Henry, a well-known former Barcelona football player and a member of French national team; and why is it observed through a prism of ethics and sport? Maybe

the following explanation will help clear things up. While writing about the educational significance of sport, Camus noted that the context in which he really learned ethics was that of sport (Camus, 1960). Camus supported the idea that sport develops values such as loyalty, courage, responsibility, altruism, team work and ability to work with others in achieving a mutual goal and excellence. In other words, this French Nobel Prize winner believed that sport offers a unique opportunity to enhance character development.

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²For more details about ethics and sport see: McNamee, Parry, 2002.

If Camus had been at the rematch between France and Ireland on 18 November 2009, he would have changed his mind. What happened during this particular match? Up to the 13th minute of extra time Ireland led 1:0, and played better than France. Then, in the 103rd minute, Henry controlled the ball illegally, with his hand, thus stopping it going out of play, and then he crossed for William Gallas to head home the goal that sent France to World Cup³. To make matters worse two French players were in an offside position during the same attack. Swedish referee Martin Hansson did not see this and he declared a goal valid. What happened next? The Irish team were understandably aggrieved, feeling that FIFA purposely stopped them from qualifying for the World Cup. Their manager Giovanni Trapattoni was so angry after the match that he did not want to comment on Henry's action, but he did say that great injustice was done his team, and that he only wanted fair play⁴, which did not happen at this match⁵. According to the reports he allegedly said: "I go into schools to talk about fair play and then this happens"⁶. The Football Association of Ireland asked for a new match to be played due to the fact that a technical error by the referee has caused "irreparable damage to the integrity of sport"⁷.

And what was Henry's reaction? Afterwards he admitted having played with his hand. He said: "To be honest, I did use my hand, but the most important thing now is that we have qualified for the World Cup. I have played with my hand but I am not a referee. What happened? Schillaci was in action, I was behind two Irish players. The ball bounced off the ground and hit my hand. Referee did not blow the whistle. I just continued playing. What was I supposed to do? I admit it. The important thing is that we have made it to the next stage. The fact that it was this difficult only adds to the victory"⁸.

³According to Britannica Concise Encyclopedia football is: "Game in which two 11-member teams try to propel a ball into the opposing team's goal, using any part of the body except the hands and arms. Only the goalkeeper, when positioned within the penalty area in front of the goal, may use hands and arms". Retrieved from: <http://www.answers.com/topic/soccer>.

⁴For more details about fair play see: Sajmon, 2006.

⁵Retrieved from: <http://sport.blic.rs/Fudbal/121396/Anri-Igraosam-rukom-video>.

⁷Retrieved from: <http://www.mondo.rs/v2/tekst.php?vest=153127>.

⁸Irish politicians got involved in this dispute, demanding a new match.

French team manager Raymond Domenech said that he was pleased with the outcome and that he did not see that the captain⁹ of his team had played with hand. "Just like many other people at the stadium I did not see the hand. It was only in the locker room that I realized what had happened. Henry is hurt now, he does not feel well, but luckily the team support him. We should really be talking about the referee and not him"¹⁰.

How did the FIFA officials react? FIFA's Disciplinary Committee stated in its report that there is no article in the disciplinary code which could be applied in this particular situation. According to them Henry's offense could have only been sanctioned by a referee awarding an indirect free kick or a yellow card. The Disciplinary Committee reached the conclusion that there was no legal foundation for the committee to consider the case because handling the ball cannot be regarded as a serious infringement as stipulated in article 77a of the FIFA Disciplinary Code¹¹. The second version, which appeared in the press, claimed that Henry's action was not a serious offense, and that according to FIFA rules if a referee fails to sanction such an action, there are no additional punishments that can be administered later on¹². What message has Henry, along with the others, sent by behaving the way he did? First, he has shown disregard for the constitutive rules of football¹³.

⁹Retrieved from: <http://sport.blic.rs/Fudbal/121396/Anri-Igraosam-rukom-video>.

¹⁰Retrieved from: <http://www.sportske.net/vest/medjunarodni-fudbal/domenek-ostavite-anrija-na-miru-raspravljajte-sudiji-10582.html>. It is interesting to note that Christine Lagarde, former French minister of economy, showed greater understanding of sport rules, sport moral values and fair play than Henry and Domenech did. She said FIFA should consider replaying matches where 'cheating' was involved. The French sports teachers' union said that their national team qualified for the World cup in a deplorable manner, through cheating. It also criticized Domenech and some of the players for sending the message that: "The most important thing in sport is to win". Retrieved from: <http://www.smedia.rs/sport/print.php?id=16833&vest=Sindikatanastavnika-fizickog:-Sramotan-plasman-na-SP>.

¹¹Retrieved from: <http://sport.blic.rs/Fudbal/171419/FIFA-nije-kaznila-Anrija-zbog-igranja-rukom>.

¹²Retrieved from: <http://www.nadlanu.com/Dynamic/News,intItemID,159590,intCategoryID,471.html>. FIFA officials announced that a rematch can only be played if both football associations agree to it. The rematch never happened because the French association refused the proposal.

¹³Constitutive rules are the rules which determine the essence of the game itself, determine the structure of a certain sport, standardize the way in which it is played and sanction unallowed sport activities.

Then, by stating that he is "not a referee" he demonstrated that for some players rules are not inherent to football and that they can be relativized, given that for them winning is the goal of the highest ontological status. Furthermore, he has rejected the rules of sportsmanship¹⁴, thus expressing his opinion that the opponents are just obstacles which have to be removed in order to achieve your goals. The idea that an athlete should improve the opponent's performance so he could increase the level of enjoyment, for himself and the opponent probably never even entered Henry's head. Utilitarian concept of football based on capitalistic logic and business related principles has obviously prevailed over the vision in which football brings out the best in people¹⁵.

As for the moral values¹⁶, Henry's action has affected all types of justice¹⁷ mentioned earlier (Kaluderović, 2011). He has 'annulled' distributive justice because he has turned equivalence which is based on athletes' reasonable contributions to the collective into hubristic attempt to negate all equivalence. By negating one of the vital aspects of justice, Henry has called into question the idea of justice itself. Procedural justice has been distorted because if such a drastic offense cannot be sanctioned in accordance with FIFA Code then there are regulative 'voids' within the same. The fact that Henry was not punished has also affected the retributive principle. Furthermore, since there were no attempts to do good deeds for the Irish team, on account of injustice they suffered from, compensatory justice was disrupted. It goes without saying that Henry's action and subsequent behavior are not in conformity with the moral value of honesty. Henry is, of course, familiar with the rules of the football game, but he did not want to follow them at all costs. At the match he refused to admit to the referee that he had cheated¹⁸. Henry might have shown some 'responsibility' for his team mates and the coach, but he did not show any responsibility for the football game. This illustrates that the existing heteronomous bans are insufficient if the athletes are not aware of the general humanistic moral principles and if they do not accept responsibility for their opponents.

¹⁴Sportsmanship represents unwritten moral rules based on virtues of justice and honesty (For more details see: Keating, 1995).

¹⁵For more details see: Walsh, A., Giulianotti, 2007.

¹⁶Moral values are predominant forms of understanding of the purpose of human activity and the way in which human moral character is practically manifested. For more details about the effects of moral insensitivity in athletes see: Kretchmar, 1995.

¹⁷For more details about justice see: Kaluderović, 2013.

¹⁸According to Gert cheating is an intentional breaking of public rules system to achieve personal gain (Gert, 1998).

In this day and age when the social and technological effects of science are becoming more evident (bio) ethics has to codify athlete responsibility. For this responsibility to be internalized, it should be an integral part of education from an early age. In terms of beneficence, not only has Henry disregarded its aspects of removing harm and doing well, but he has also completely ignored the idea of not doing harm and preventing harm.

The rules of fair play¹⁹ have totally been ignored both in Henry's action and in the Football Association of France's unwillingness to comment on whether a replay should take place. They have ignored one of the basic principles stated in the "Declaration of the International Fair Play Committee", according to which, fair play is much more than playing to the rules of the game; it's about the attitude of the sportsperson. It's about respecting your opponent and preserving his or her physical and psychological integrity²⁰.

Henry's action is reminiscent of Vince Lombardi's famous remark that winning is not the most important thing; it is the only thing²¹. Of course every athlete hopes to win when entering the competition, but this should always be achieved within the framework set by sport rules, moral values and fair play²². Henry obviously believed that it is not cheating unless you get caught. The more cunning version of this belief is that it is referee's duty to monitor the game, and if the player is willing to face the consequences of his actions then breaking the rules is not immoral²³.

¹⁹Fair play can be defined as commitment to the spirit and letter of equality of competitors in relation to the rules, and all towards the common search for excellence.

²⁰Retrieved from: http://www.friedenspaedagogik.de/english/topics_of_the_institute_s_work/peace_education_online_teaching_course/basic_course_5/fair_play_definition_principles_rules_and_fair_trade. Finally, if we think about the definitions of sport presented earlier (Kaluderović, 2011), we will see that Henry has violated the aspect of sport related to the mental well-being as well as the one referring to the development of social interactions and relationships.

²¹According to S. Moriss, what Lombardi actually said was that winning is not everything, but the desire to win is (Moriss, 1979).

²²For more details about sport, rules and values see: McFee, 2004.

²³Defending Henry's action, his former team mate Zlatan Ibrahimović used a similar argument. In addition, he said that he would also do whatever it takes to win because: "Great players like nothing better than to win". Retrieved from: <http://www.sportske.net/vest/medjunarodni-fudbal/ibrahimovic-anri-je-bio-u-pravu-kad-je-igrao-rukcom-15616.html>. Therefore, the statement of Dermot Ahern, the Irish minister of justice at the time: "If that result remains, it reinforces the view that if you cheat you will win", is well-founded. Retrieved from: <http://www.theguardian.com/football/2009/nov/19/thierry-henry-handball-ireland-world-cup>.

Clearly, this standpoint cannot be accepted primarily because cheating gives one team or a player an unfair advantage over others. Henry's cheating is completely unacceptable, even if we 'stretch' the football rules. By looking at this particular game from the perspective of mutual quest for excellence, that both teams should have been dedicated to, we cannot but conclude that cheating, breaking the rules and unsportsmanlike conduct violate the ethical principles applied to sport events and that actions should be, or better yet, must be sanctioned²⁴.

Some authors (Morgan, 1994) believe that commercialization has transformed sport into a product that can be bought and sold, and that the very essence of sport has been lost in the process. According to Morgan, Henry's action is a side-effect of the moral degradation in western society. If all this is true, then we need to create a moral framework which would regulate the commercial aspects of sport while upholding the inherent values of the same. The minimalist version implies that an athlete is morally responsible for achieving victory within the sport rules. The existence of the official regulatory organizations within the system is necessary so that the integrity and equality of play would be preserved, even in the ruthless world of professional football.

If we were to accept that breaking the rules is generally allowed when it is done for the greater good, for example, because we feel that France, a football superpower, deserves to be in the World Cup, then we would invalidate the very idea of sport competition. Even if winning were the athlete's only goal, he would still have to achieve it by being a better player and by adhering to the standards of the game. Abiding by the rules is the means of recognition of the equal moral status of all who, believing in the rules, comply with them. The recognition of the same moral status is important because it allows athletes to understand that the interests of others are just as important as the personal ones, which is, after all, presupposed in the very idea of fair competition. Finally, in order for the Camus' theory, that sport makes the harmony between soul and body possible to be, valid, Henry, and the other athletes should keep in mind the third formulation of the Kant's categorical imperative ac-

ording to which man: "Should never treat himself or any other rational being as means to an end, but rather as always at the same time as an end" (Kant, 2004).

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²⁴For more details about society, violence and sport see: Koković, 2010.

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