

EDUCATIONAL ASPECT OF MICRO-SOCIOLOGICAL STRUCTURING IN GRAMMAR SCHOOL POPULATION

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Original scientific paper

Abstract

The aim of the research is to define educational aspect of micro-sociological structuring among Grammar school female population in order to recognize relevant variable dynamic relations which will lead to conclusions and accordingly propose appropriate suggestions. In order to solve the problem we used sample of 647 girls from the first to the fourth grade of Grammar school, described through 16 variables of micro sociological structure and 4 variables from field of education. Data were gathered through survey. After normalization, canonic correlation analysis was conducted in order to determine linear combinations of two sets of variables. Obtained results indicate existence of one canonic factor which contains two groups of different intensity indicators where the group with larger intensity aims toward ethical values and the group with smaller intensity are aimed at competent decision making. We can conclude that population recognizes the essence of education as the system of values but with the necessity of the existence of a competent decision-making as the ultimate goal.

Key words: *female students, education, structure, micro-sociology, analysis, decision making, values*

Introduction

System of values of each society is the essence, the core of its social culture which makes it different from other societies and it is essential to pass it to new generations in order for society to survive and progress. Those values are passed through socialization, education especially during primary education in family and secondary education in school, sport clubs etc. (Fanuko, 1995; Haralambos & Heald, 1989). These days, media, TV, internet etc. educate members of society one way or another. Their role is obvious in Western countries where media is considered as "the fourth class of society" (Lorimer, 1998).

System in any human community is functioning according to certain rules and each individual has its own role and preparing these individuals to accept their sociological responsibilities becomes major issue (Petrović & Hošek, 1986). Many understandings prove it is necessary to include all essential elements of social communities (Greene, 2007; Morris & Burford, 2007). Time is the most creative constructor. Over time the values are developed, shaped and complemented making society more developed, more complex and generally more stable. It is obvious that the method of passing these values has to be appropriate and adjusted to the needs of certain society, has to be extremely sophisticated and there must be an opportunity for its development. This means that this method has to change over time. In order to accept the values through socialization process, one has to learn – discover, has to endure relatively permanent changes. These changes are the result of his psychological activity. All this will enable changes of behavior in situations that require these changes. This can be accidental.

However, the process of transferring value requires organized and deliberate motive learning, in other words education and organized and deliberate learning of cognitive and psychomotor personality (Wilson & Schwier, 2009). The conclusion would be that a man needs education, an organized education, and the most organized education is through the system of schooling (Pastuović, 1999).

Officially, that is the time when a human being is studying, doing it in appropriate institutions which include curriculum, regulations etc., in accordance with Constitution and the Law and according to predetermined and society required regulations but learning does not start with institutions. Various research confirm that a child was not born as "tabula rasa" but starts its learning during prenatal period, practically since birth and then continues to learn for the rest of its life (Smajlović, Bonacin & Bonacin, 2007; Bonacin, Da., 2008). However, all intervals in human's life have its importance rules and preferences. Each of these intervals is crucial for individual in proportion to the level of its current location (Bruce, 1980; Borić et al., 2008; Bognar, 2009). But the interval which finally shapes individual as an adult is "High school". During this interval, individual is seeking for its identity, identifies itself and develops its attitude. At the same time it forms the way of thinking which will characterize him as a person, in most cases for entire life (Stolte et al., 2001; Abbot-Chapman et al., 2007; Alston, 2009). In such complex and variable phase, the unit is integrated into society, inevitably joining a particular clique (Bonacin, Bilić & Bonacin, 2008) formed within microstructure of its environment constantly learning the rules of society it lives in (Buljubašić-Kuzmanović, 2007).

For that reason it is interesting to study the relations of educational aspects, therefore effects of institutionalized and organized high school education with segments of micro-sociological structure i.e. cliques formed by the same population in the same time. This is extremely interesting when it comes to female population.

Subject, problem and goal

Regardless where we start our research, the conclusion will be the same; High school, especially second grade of high school has essential role in forming attitudes, way of thinking and habits of students (Bilić, 2009). Logical conclusion would be that the future individual depends on the quality and stability of development, therefore primarily education in this period. This is particularly true for females. For this reason we chose female students from Grammar school in Herzegovina as the subject for this research. Problem of this work is determining relations between educational aspect and micro-sociological structure which is formed in a shape of cliques during this period. The aim of this work is to recognize dynamic relations of relevant variables in order to offer conclusions and accordingly give suggestions for improvement of educational process.

Methods

For this research we used sample of entities that included 647 girls from the first to the fifth grade of Grammar school (167 + 158 + 166 + 156) in Herzegovina described with micro-sociological area variables (*the rules always depend on the same group of people who are making decisions; they are stable and independent, people who control institutions are politically very active; people who make decisions tend to agreements; I think I would lead some institutions better, we should start to make some decisions; it is easy to organize group that would better manage institutions and people, opposition has a greater impact on people than government, during decision making the best is to stay on the side, when you are not in the centre of event it is easier to perceive the problem; the real man is individual and does not have to put an effort in the group; many, if not everyone, like me and that is the best way to be; I set goals well in my life and try my best to achieve them; each method is good if it leads you to your goal; capable manager finds his interest in everything; we have to manage people, things and events in our surrounding.*).

Four variables of socialization subsystem as well (*education degree today is less important than before; everyone need education regardless age, gender, religion; learning is an important aspect of education in process of transferring society values; better education opens opportunity for better working positions.*). Data were gathered through survey (author Da. Bonacin) and each statement is marked with 5 models from "I do not agree" to "I completely agree".

After category data classification, classic canonical correlation analysis was applied in order to determine linear combinations of two sets of variables. The results pointed to the existence of one canonical factor with average canonical coefficient (0,32), where one group of indicators has **higher intensity**; *When you are not in the centre of event it is easier to perceive the problem, (0,45), each method is good if it leads you to your goal (-0,53), we have to manage people, things and events in our surroundings (-0,41), everyone needs education regardless age, gender and religion ... (0,75), learning is an important aspect of education of transferring social value (0,61).*

The second group of indicators points to **lower intensity**; *the rules always depend on the same group of people who are making decisions (0,38); decisions makers are stable and independent, (-0,26); people who control institutions are politically very active (0,35); we should start to make some decisions (0,23); it is easy to organize group that would better manage institutions and people (-0,24); during decision making the best is to stay on the side (-0,15); the real man is individual and does not have to put an effort in the group; (-0,25); I set goals well in my life and try my best to achieve them (0,24); education degree today is less important than before (-0,35); better education opens opportunity for better working positions (-0,17).* According to previous results we can conclude that measured female population considers that not every method of achieving your goals is good, we should not manage people and the problems are better perceived when observed from the side. According to them education should be available for everyone as a system of values and they think learning is important aspect of transferring society values (Collins, 1988).

Therefore, the essence of their thinking lies in ethical value system as the goal of education. On the other hand, respondents understand that few people make decisions with political activity, but also that those people can be unstable and dependent. The ones who control the situation have to be very active politically. They agree that a part of decision making should be accepted but they think it is not easy to organize the group that could better manage institutions and people. Furthermore, they understand when making decisions it is not good to stay on the side, that they should participate and put effort into the group. They consider that they determine their goals well in their life and they try their best to achieve them and also think the degree of education matters like before but not necessarily opens opportunity for a better working position. They think decision making has to be competent. Therefore, the tested population sees education as a value system with the ultimate goal of competent decision making.

Results

Table 1. Canonical correlation analysis and significance testing

Micro-soc. indicators	Functional clique	The rules always depend on the same group of people who are <i>making decisions</i> .	0,38
		People who impact the rules are stable and independent.	-0,26
		People who control institutions are politically very active.	0,35
		People who make decisions tend to agreements.	0,09
	Opposite Clique	I think I would manage some institutions better.	0,08
		We should start to make some decisions.	0,23
		It is easy to organize group that would better manage institutions and <i>people</i> .	-0,24
		Opposition has a greater impact on people then government.	-0,09
	Regulative Clique	During decision making the best is to stay on the side.	-0,15
		When you are not in the centre of event it is easier to perceive the <i>problem</i> .	0,46
		The real man is individual and does not have to put an effort in the group.	-0,25
		Many, if not everyone, like me and that is the best way to be.	-0,03
	Management tendencies	I set goals well in my life and try my best to achieve them.	0,24
		Each method is good if it leads you to your goal.	-0,53
		Capable manager finds his interest in everything.	0,07
		We have to manage people, things and events in our surrounding.	-0,41
Socialization	Education	Education degree today is less important than before.	-0,35
		Everyone needs education regardless age, gender, religion.	0,75
		Learning is an important aspect of education in process of transferring <i>society value</i> .	0,61
		Better education opens opportunity for better working positions.	-0,17

Root	RO	Hi ²	DF	W	p
1	.32	109.39	64	.84	.001
2	.21	42.52	45	.94	.577
3	.11	14.04	28	.98	.986
4	.10	5.83	13	.99	.952

(Root = extracted canonical root, RO = multiple correlation, Hi² = hi-square test, DF = degrees of freedom, W = Wilks lambda, p = probability)

Discussion and conclusion

We cannot say that society has ever been simple. But society today is more than complex, since it is primarily extremely loaded with numerous recent scientific results, i.e. technological achievements, daily loaded with more or less important information, overpopulated. With greater needs and modern era globally, in connection with other societies and their cultures, this leads to each of the segments mentioned above.

Education today actually becomes more than just a transfer of system of values. It becomes guardian of its own value at the same time when its cultural sphere communicates information about values of other societies. A phenomenon of multicultural education becomes essential where social conflicts are resolved with wars between nations. Then the crisis of the multicultural education may be a component of both the causes and consequences of social conflicts (Hechter & Satoshi, 1997; Holden 2001). So the education in multicultural society is imperative of current and future time, assumption of true personal and social progress, component of humanistic civilization (Goffman, 1983; Fine, 1991; Sewell, 1992; Lareau, 2002; Ivanović, 2009; Phillips & Smith, 2010). For that reason it is necessary to elevate above the traditional boundaries of sociological research and integrate research in various areas, pedagogy through communication to sociological psychology and emotions in order to research micro-world of one's thoughts, feelings and nature (Scheff, 1990) and accordingly improve educational process.

Those sudden and rapid changes that are happening on daily basis in modern society have influenced the need for paradigm in the organization of teaching process. Contemporary concept of education requires a focus on students as the subject of educational process, focus on multiplicity and variety of content choice and teaching students' methods and strategies of independent learning as a necessary assumption of lifelong education. Modern generations have adopted their knowledge from the television and computer, and they structured their way of thinking according to these sources, therefore require a different newer way of teaching that is in accordance with their mental functioning (Johannessen, 1997; Nagel & Kvernbeek, 1997; Maines, 2001; Kay et al., 2009; Maylone, 2009). The task of society and the education system as its representative to created the conditions for such an organization of teaching process – from material and technical, professional methodical, related to education of teachers to work in modern conditions (Arbunić & Kostović-Vranješ, 2007). Since the development of education is aimed toward learning process of gaining basic knowledge, capability of solving problems, preparing for new challenges in the future and developing skills of students, it is obvious that the future society has to become a learning society. This means education will actually be a life-long learning, which is, according to some authors, a direct consequence of globalization and international development of politics (Vidulin-Orbanić, 2007).

Thereby we forget that a man is born to learn and discover, which is basic condition of his existence and development, therefore the globalization is only process that elevated this knowledge to a higher level. It was not caused by international politics it was just finger-pointing in the existing segments of human existence. Considering that the basic meaning of educational and training activity is pedagogical relationship, in other words relationship between educator and the student, besides what is being transferred (system of values) and how is this transferred (education) very important role in the educational system has a personality of educator and its necessary to improve conditions for their qualifying, education and their financial and social status in educational system (Ćatić & Stevanović, 2003; Lučić, 2007). At the same time we must not forget that the competitiveness of enterprises and institutions, and therefore the school, in a modern society depend on the knowledge and professionalism of the teachers which is the reason for their continuous development and they are also aware of that (Gobo, 2008). A place where we recruit potential future educators is the same place where the respondents from this work are from. Exactly during this time they are going through adolescence, a crucial moment of their life which includes all physical and psychological changes from childhood to mature, where sexual maturity and establishing relations to other sex have essential role (Đorđević, 1978). During this period they form attitude and opinion that shapes them as sensible, individual and separate being, different from the others, but in order to form that attitudes they have to have maximum access to information, knowledge about importance of cognition and at last the desire for absorbing knowledge. However, adolescents are still in the midst of a multitude and diversity of information, but with poor information they are afraid of their future and therefore they are uneasy (Collins, 2009). It is doubtful how much current pluralistic society is helping (Ninčević, 2009). Therefore, what is natural and normal is the greatest challenge: creation of identity.

Nevertheless, several previous studies established that the high school population in second year of school is passing through crisis period after which it already has an opinion and attitude about most things and they are not afraid to say it in public. In most cases they defend their opinions, mostly understand the true importance of education, positive and negative sides of teaching process, and at least roughly know what they would change. However, within the structure of the examined population the intensity is on the essence that is the aim of education i.e. ethical values, while the lower intensity is on criticism (Small & Dickie, 1999; Snauwaert, 2009). They are not careless when achieving goals, they are aware of ambition importance and team work and other characteristics and complex conditions that have to be followed by the ones who make decisions and they are cautious regarding this. They are aware that education transfers values and how important that is, but they are not selfish, they also think everyone needs education. They also know that education by itself cannot guarantee certain things in life but is an excellent basis for further work and success.

Each individual when "out in the world", following natural tendencies throughout micro-sociological structuring joins and can be recognized in one of three cliques; **functional** the strongest subgroup with obvious tendency of gaining and keeping control, **opposite**, weaker subgroup with obvious tendency of taking control and **regulative**, subgroup with tendency to evade between previous two depending on the variation of results (Paranosić & Lazarević, 1975; Momirović 1984; Bonacin, Bilić, Bonacin, 2008). Who will join which clique depends mostly on its personality traits and knowledge that they adapt to that moment. Consequently, that is how the future society of this generation will be structured. From all apparent, the exceptional importance is to establish relations of educational aspect and micro-sociological structuring of the population of this age (Cook & Whitmeyer, 1992; da Silva & Meucci, 2010).

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EDUKACIJSKI ASPEKT MIKROSOCIOLOŠKOG STRUKTURIRANJA U POPULACIJI SREDNJOŠKOLKI

Sažetak

Problem rada je definiranje edukacijskog aspekta mikrosociološkog strukturiranja u populaciji srednjoškolki a u cilju prepoznavanja dinamičkih relacija relevantnih varijabli kako bi se donijeli zaključci te shodno tome i ponudili adekvatni prijedlozi. Za potrebe rješavanja problema korišten je uzorak entiteta od 647 djevojaka od prvog do četvrtog razreda gimnazije, opisan sa 16 varijabli strukture mikrosociološkog prostora i 4 varijable iz prostora edukacije. Podaci su prikupljeni anketom. Nakon normalizacije izvršena je klasična kanonička korelacijska analiza kako bi se utvrdile linearne kombinacije između dva skupa varijabli. Dobiveni rezultati pokazuju postojanje jednog kanoničkog faktora koji u sebi sadrži dvije grupe indikatora različitog intenziteta pri čemu je grupa indikatora s višim intenzitetom usmjerena na etičke vrijednosti, a grupa s nižim intenzitetom usmjerena na kompetentno odlučivanje. Za zaključiti je da populacija suštinu obrazovanja vidi kao sustav vrijednosti ali uz nužnost postojanja kompetentnog odlučivanja kao krajnjeg cilja.

Ključne riječi: gimnazijalke, edukacija, struktura, mikrosociologija, analiza, odlučivanje, vrijednosti

Received: October 16, 2009.

Accepted: April 14, 2010.

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