

# PERCEPTION OF SPORTS OBJECTS POSITION INSIDE EDUCATIONAL-PROFESSIONAL STATUS OF GRAMMAR SCHOOL STUDENTS

Dobromir Bonacin<sup>1</sup> & Danijela Bonacin<sup>1</sup>

<sup>1</sup>University of Travnik - Faculty of Education, Travnik, Bosnia & Herzegovina

ORIGINAL SCIENTIFIC PAPER

UDK: 159.9.019.4+725.85:373.54

## SUMMARY

Numerous researches have shown that the high school pupils, whose adolescence is coming to an end, are in a very delicate choice situation. The peculiarity of their personal status enables the environment to exert influence on them and if possible to model their attitudes towards personal interests, thus, in a way, guiding them. That is why, each research into this population which aims to further their development and model a better quality future, is welcome in any form, and that is why that population is the topic of this paper. Taking into consideration that in the contemporary world, there is a general tendency to increase the level of education and emphasize the importance of professionalism in all walks of life, and on the other hand, there is a tendency to amplify the construction of different facilities, the issue tackled in this paper is how to define the relation between the education-professional status and sports buildings in the grammar high school students population in order to recognize the dynamic relations of those variables so as to possibly offer some conclusions and consequently adequate suggestions and upbringing-education guidelines. To resolve the issue, we used a sample of 400 pupils from the first to the fourth grade of the grammar school, described with 8 variables describing the education and professional status and 3 variables describing the sports facilities. The data were collected via a survey (author: Danijela Bonacin). After the normalization, a classic canonical correlational analysis was performed so as to establish linear combinations between the two sets of variables. The results obtained indicate the existence of two out of the possible three canonical factors, that is, two ways of linking the sets whereby one of them is somewhat more prominent. The results show an obvious existence of conservatism, social egoism, perhaps even selfishness among the existing population. Since some other researches showed that girls of the same age and from the same area were inclined to learning and changing, and being aware of that, they have a more positive opinion, the results of this paper can be explained to some extent by the mode of thinking prevailing in the surveyed community where maybe the sons – the heirs are placed on the pedestal and perhaps glorified a bit too much. It is likely that male children are led by the system towards the goal without inciting them to fight for it on their own. That is why they do not want change, they do not want to study, and as a consequence of that, they want it all for themselves.

**Key words:** education, conservatism, egoism, sports objects, canonical analysis.

## INTRODUCTION

Today's world is „fast“ and relentless. We either cope and progress, or stagnate and risk

to disappear. To survive in such a world, and to get well in it, and particularly to progress in it, we first ought to know a lot. We must have useful information, we need to have it at the

right time and we need to know how to use them. The man therefore needs to learn. And the learning process has equally advanced, and they do not just need to go to school, even though it still remains to be the learning base, but today we can also surf the Internet, read scientific publications, attend conferences (in person or on-line), consult experts (in person or on-line) and so on. A contemporary man therefore has several options how to satisfy the big and unavoidable quest for knowledge. On the other hand, a contemporary man, knowing so much, also requires, regretfully, a bit more than running beside a river or swimming in the sea. Natural resources are no longer sufficient due to the very nature of the problem (Dionísio, 2008). People mostly live in towns and the nearby river is two to three hours drive away, and sea can sometimes only be dreamed about. People are happy if they live in the outskirts of the city so that the air that they breathe is not too polluted. What can a man do to activate the body? What are his needs? What does he want and demand? The general tendency to build different buildings clearly shows that the „business fathers“ have understood the needs of the contemporary man (Olson, 2010). They build new courts, new facilities for bodily activity and furnish them with different gadgets and top of the notch technology (Carrol et al., 2001; Marren, 2004) all of which stretch the man and burden him in all possible ways, enabling a contemporary person to perform numerous tasks simultaneously, for example, when a modern woman walks the conveyer belt while watching the favoring soap opera series at the same time, in parallel to making notes on the one side for the Saturday shopping and the weekly business agenda on the other. In order to be able to simultaneously walk (handle the machine) the belt, write notes and watch the soap opera, the woman needs to know a lot and has to be able to coordinate that knowledge so as to perform the tasks. Some previous researches showed that women became aware of that already in adolescence (Bonacin & Bonacin, 2010) and that they are able to do it too. That means that they are aware of the importance of knowledge and the need to involve multiple variables to accomplish their

objectives. The facilities, on the other hand, are traditionally oriented towards sportsmen (Ma et al., 2006) and consequently, to a large number of supporters-consumers or to renting, that is, profit (Turley & Shannon, 2000; Henderson et al., 2010). It is therefore interesting to see what men of that age think about education, professionalism at work and the sport facilities.

## SUBJECT, PROBLEM, OBJECTIVE

Numerous researches have shown that secondary school pupils, whose adolescence status is coming to an end are in a very delicate choice situation. They chose the way they dress, they chose the groups that will go out with, they chose the faculties that will enroll. In short, they chose the path to pursue and form attitudes about themselves and about the world around them and act accordingly. The peculiarity of their status enables the environment to exert influence on them, and, if possible, to model their attitudes for their own purposes and manipulates/disposes with them. That is why every research of that population that aims to develop them and model their better quality future, is welcome in any form, and that is why that population is the subject of this paper. Taking into consideration that in the contemporary world, there is a general tendency to increase the level of education and emphasize the importance of professionalism in all walks of life, and on the other hand, there is a tendency to enhance the construction of different facilities, the issue tackled in this paper is how to define their attitudes with regards to education, business professionalism and sports facilities in order to define the needed upbringing-education guidelines.

## WORK METHODS

To resolve the problem, we used a sample of 400 boys from the first to the fourth grade of a Grammar School in Herzegovina, described through 4 variables that related to educational and professional status (variables/indicators are listed in Table 1). The data were collected via a Liguert type survey (au-

thor: Danijela Bonacin), whereby each claim was marked with 5 modalities, ranging from „I totally disagree“ to „I totally agree“. After the normalization of the data categories, a classical canonic correlational analysis was performed (Bonacin, 2010), so as to determine the linear combinations between the two sets of variables.

## RESULTS

The results showed the existence of two out of the three possible canonic factors, whereby the first one is somewhat more prominent than the other. That means that there are two ways of linking the educational/professional status and sport facilities,

where a part of the first and the second canonic factor is in the educational-professional area and one part is in sport facilities.

Linear combination of the first and second factor is described in the educational-professional area by the following categories: everyone needs education regardless of the age, gender or religion (-0.67); Professionalism guarantees success at work (-0.64), Professionalism has replaced emotions at work (-0.43), Learning is an important aspect of upbringing in the transfer of values of the society. (-0.41), Knowledge is used for the wellbeing of everyone (-0.36), Better education provides opportunity for better job. (-0.30), Most people are experts in their work (-0.10).

TABLE 1.

	Root	Root	Root 3
Level of education is less important today than before	0.04	<b>0.50</b>	
Everyone needs education, regardless of their age, gender or religion	<b>-0.67</b>	-0.34	
Learning is an important aspect of upbringing in the transfer of values of the society	-0.41	-0.41	
Better education provides opportunity for better job.	-0.30	<b>-0.58</b>	
Most people are experts in their work	-0.10	0.17	
Knowledge is used for the wellbeing of everyone	-0.36	0.34	
Professionalism has replaced emotions at work	-0.43	0.33	
Professionalism guarantees success at work	<b>-0.64</b>	0.12	
Variance extracted	0.18	0.14	
	Root	Root	Root 3
Facilities (playgrounds, swimming pools) are good for free time activities.	<b>-0.88</b>	<b>-0.45</b>	
New courts, halls and other facilities should be built	<b>-0.72</b>	0.31	
Facilities are overused by sportspeople, and others do not get anything	-0.32	<b>0.77</b>	
Variance extracted	0.46	0.30	
Can R	0.25	0.20	
Chi-sqr.	43.53	37.42	
df (for n=400)	24	14	
L.Prime	0.90	0.93	
P	<b>0.01</b>	<b>0.04</b>	<b>0.92</b>

The linear combination of the first factor is described in the area of sport facilities by the following indicators: facilities (playgrounds, swimming pools) are good for free time activities (-0.88), new courts, halls and other facilities should be built (-0.72), facilities are over-

used by sportspeople, and others do not get anything (-0.32).

As it can be seen from the results, the population thinks negatively: not everyone needs education, professionalism is not a guarantee for success at work and it has not replaced emotions at work. Learning is not an im-

portant aspect in the transfer of social values. Knowledge is not used for the wellbeing of everyone, better education does not provide opportunity for better job and most people are not experts of their work. There is an obvious resistance to change that unavoidably follows education which means that the whole population is conservative.

Further on, a belief prevails that facilities are not good for free time activities and new courts, halls and other facilities should not be built, because the facilities are anyhow overused by sportspeople and the others do not get anything. The population shows an obvious tendency towards lack of social education.

The linear combination in the second factor is described in the education/professional area by the following indicators: better education provides opportunity for better job (-0.58), the level of education is less important today than before (0.50), learning is an important aspect of upbringing in the transfer of social values (-0.41), everyone needs education regardless of age, gender, religion... (-0.34), knowledge is used for the wellbeing of everyone (0.34) professionalism has replaced emotions at work (0.33).

The linear combination in the second factor is described in the area of sport facilities by the following indicators: the facilities are overused by sportspeople, while the others do not get anything (0.77), facilities (playgrounds, swimming pools) are good for free time activities (-0.45), new courts, halls and other facilities should be built (0.31).

In psycho-social terms, the results show something that might be called egoism. The population believes that the level of education is less important now than it used to be and that it does not provide opportunity for a better job, even though they are aware that knowledge is used for general wellbeing. Further on, they believe that professionalism has replaced emotions at work which automatically implies that their personality has been lost – they themselves are not important, it is the job that matters. Likewise, they want new facilities to be built, but they believe that sports people overuse them – meaning, that they cannot use them. There is reason to be concerned due to the obvious conservatism and selfishness in

such a young generation because it is obvious that the solution and the ultimate fulfillment of all their possible objectives they see outside themselves, but also outside their active role in the social community, maybe in parents or some other similar support. They also probably see themselves as an objective, as it is obvious that they do mind to go through everything that is necessary to accomplish the objective, which is a colossal contradiction.

## DISCUSION AND CONCLUSION

Throughout their secondary schooling the pupils of the grammar school go through an adolescence period which means that they undergo physical and psychological changes by the very fact that they are human beings (Đorđević, 1978). Dynamic changes that happen in the second grade of the secondary school (Bonacin & Bonacin, 2010) consist in the formation of own value systems and abandonment of previous ones by the arrival of new paradigms. Our children are no longer largely influenced by their parents, cousins, relatives and the environment as it was in primary school, and they gladly become self-assertive. But, the changes that happen during that period, in the second grade of the secondary school, or the consequences of those changes, obviously have a bigger impact on the female population of the same age, as the male population stays longer within the parental and other hubs. Apparently, women are faster in the genesis of their own value system (Bonacin & Boancin, 2010) while men obviously cherish an egoist innate attitude, in which they first take care of their own narrow and personal interest for which they are puberty reckless and insolent, selfish and socially stingy. This can be explained by the very fact that women have a more emotional nature and that they are naturally more open to others (because they are getting ready to raise their children) which makes them different to men, who only see themselves in everything and they guide themselves with reason when dealing with others.

On the other hand, the results can also be explained by social relations in those areas in which parents want to provide everything to

their children, particularly to boys, putting them thereby in a position in which they see themselves as an objective (which is not bad) but in the way that they do not participate in it enough. Boys see themselves in the FC Hajduk or FC Sarajevo or..., without realizing the importance of building new and modern, adjusted sport facilities in which they would train, the importance of accessories to train with, nor the time frame which needs to elapse before it is all built, and least of all the facilities as places for mutual kinesiology prosperity or no less important kinesiology recreation. Roughly speaking, they believe in the system of „connections“, they are conservative and do not want to changes, and consequently they do not want to learn. Maybe there should be a separate research to examine the general consequences of it the general value system by having such onset positions in life.

## REFERENCE:

- Bonacin, D. & Bonacin, Da. (2010). Interrelations of social stratification and social structure of micro high school. [Međudnosi socijalne stratifikacije i mikrosociološke strukture gimnazijalki. In Croat.]. U M. Andrijašević (Ed), *International conference "Kineziološki sadržaji i društveni život mladih"*. Zagreb: Zagrebački Velesajam i Univerzitet u Zagrebu, pp. 204–209.
- Bonacin, D. (2010). *Introduction to Quantitative Methods*. [Uvod u kvantitativne metode. In Croat.]. Travnik: Univerzitet u Travniku.
- Bonacin, Da. & Bonacin, D. (2010). Relations of real resources and evaluation of usefulness of physical exercise high school women students. [Relacije realnih resursa i procjene korisnosti tjelesnog vježbanja gimnazijalki. In Croat.]. U M. Andrijašević (Ed), *International conference "Kineziološki sadržaji i društveni život mladih"*. Zagreb: Zagrebački Velesajam i Univerzitet u Zagrebu, pp. 76–82.
- Carroll, J.M., Rosson, M.B., Isenhour, P.L., Van Metre, C., Schafer, W.A. & Ganoë, C.H. (2001). Mossberg: multi-user domain support for a community network. *Internet Research*, 11(1), pp. 65–73.
- Dionísio, P., Leal, C. & Moutinho, L. (2008). Fandom affiliation and tribal behavior: a sports marketing application. *Qualitative Market Research: An International Journal*, 11(1), pp. 17–39.
- Đorđević, D. (1978). *Developmental Psychology*. [Razvojna psihologija. In Serbian.]. Gornji Milanovac: NIP Dečje novine.
- Henderson, J.C., Foo, K., Lim, H. & Yip, S. (2010). Sports events and tourism: the Singapore Formula One Grand Prix. *International Journal of Event and Festival Management*, 1(1), pp. 60–73.
- Ma, X., Jian, Y., & Cao, Y. (2006). A new national design code for indoor air environment of sports buildings. *Facilities*, 24(11-12), pp. 458–464.
- Marren, P. (2004). „Impact" as a verb and the decline of western civilization. *Journal of Business Strategy*, 25(5).
- Olson, L.E. (2010). Does sponsorship work in the same way in different sponsorship contexts? *European Journal of Marketing*, 44(1-2), pp. 180–199.
- Turley, L.W. & Shannon, J.R. (2000). The impact and effectiveness of advertisements in a sports arena. *Journal of Services Marketing*, 14(4), pp. 323–336.

Received: November, 13<sup>th</sup> 2010

Accepted: December, 16<sup>th</sup> 2010

Correspondence to:  
Danijela Bonacin, MSc  
University of Travnik - Faculty of Education  
Aleja konzula 5  
72270 Travnik  
Bosnia & Herzegovina

Phone: +387 62 52 20 42

+387 30 51 45 67

E-mail: danijela.bonacin@st.t-com.hr

# PERCEPCIJA POZICIJE SPORTSKIH OBJEKATA UNUTAR EDUKACIJSKO-PROFESIONALNOG STATUSA GIMNAZIJALACA

Dobromir Bonacin<sup>1</sup> & Danijela Bonacin<sup>1</sup>

<sup>1</sup>Univerzitet u Travniku – Edukacijski fakultet, Travnik, Bosna i Hercegovina

Svrha - Mnoga istraživanja pokazala su da se učenici srednjih škola, koji svoj adolescentski status upravo privode kraju, nalaze u jako delikatnoj situaciji izbora. Delikatnost njihova ličnog statusa omogućava okolini da djeluje na njih, ako je moguće modelira njihove stavove u vlastite svrhe te na neki način raspolaze njima. Upravo zato, svako ispitivanje te populacije koje ima za cilj njihov razvoj i modeliranje kvalitetnije budućnosti, doborodošlo je u svakom obliku pa je zato ta populacija predmet ovog rada. S obzirom da se u današnjem svijetu sa svih strana nameće opšti trend povećanja stepena obrazovanja i naglašava važnost profesionalnosti u poslovnom svijetu a, s druge strane, postoji trend povećanja izgradnje različitih objekata, problem ovog rada je definisanje relacije edukacijsko-profesionalnog statusa i sportskih objekata kod gimnazijalaca. Svrha ovog istraživanja bila je utvrđivanje relacija profesionalnog statusa gimnazijalaca i njihove percepcije pozicije sportskih objekata.

Dizajn/ Metodološki pristup – Identifikaciju problema socioloških fenomena, a naročito aktualiziranih paradigmi o sistemu vrijednosti lokalnih odnosa nemoguće je rješavati tek jednostranim metodološkim pretpostavkama, već je neophodno uključiti multidimenzionalne analitičke procedure. Za potrebe rješavanja problema ovog istraživanja korišćen je uzorak entiteta od 400 učenika od prvog do četvrtog razreda gimnazije opisan sa 8 varijabli koje opisuju edukacijski i profesionalni status i 3 varijable koje opisuju sportske objekte. Podaci

su prikupljeni anketom (autorica: Danijela Bonacin). Nakon normalizacije izvršena je klasična biortogonalna kanonička korelacijska analiza kako bi se utvrdile linearne kombinacije između dva skupa varijabli. Ova analiza jasno pokazuje multivarijantnu strukturu novih linearnih kombinacija, tj. skupa dimenzija koje egzistiraju u tretiranim subprostorima kao latentni fenomeni.

Rezultati - Rezultati su pokazali očigledno postojanje konzervativizma, socijalnog egoizma pa čak možda i sebičnosti kod ispitane populacije. S obzirom da je u nekim drugim istraživanjima pokazano da su djevojke istog godišta iz istog područja sklone učenju i promjenama pa, svjesne važnosti edukacije, pozitivno razmišljaju, rezultati ovog rada mogu se donekle objasniti načinom razmišljanja iz tretirane sredine gdje se možda sinove – nasljednike, stavlja na pijedestal i vjerovatno pretjerano glorificira. Vjerovatno mušku djecu sistem vidi na “cilju” bez da im se ponudi da se sami izbore za njega. Stoga oni ni ne žele promjene, ne žele učiti i kao posljedica toga žele sve za sebe. Ovakav rezultat, iako donekle neočekivan, dobro ilustruje današnje “ad hoc” modele ponašanja, koji ne uključuju sistematsko i postepeno usvajanje skupa socioloških i edukativnih vrijednosti.

Ograničenja – Iako je istraživanje jako pažljivo dizajnirano i provedeno, a i upotrijebljene su analitičke procedure po najvišim naučnim standardima, ipak valja primjetiti da se rezultati ne mogu olako jednostrano ekstrapolirati u druge kulturološke ili zemljop-

isne sredine. Dakle, iako vjerojatno za tretiranu sredinu nije u pitanju jesu li rezultati vjerodostojni, svakako je potrebno izvršiti slična istraživanja u drugim sredinama, kako bi se kompetentno moglo zaključivati je li skup dobijenu saznanja imanentan uzrastu i edukacijskom miljeu ili se radi o specifičnosti kraja u kojemu je istraživanje provedeno.

Praktične implikacije – Moguće praktične vrijednosti istraživanja moguće je usmjeriti u dva načelna pravca. Prvi bi trebao predstavljati djelovanje na opšti sociološki kontekst s djelovanjem na skup egzistentnih parametara vrijednosnog sustava, za što je vjerojatno odgovoran cjelokupni hijerarhijski model definiranja trajnih vrijednosti socio-političkih zajednica, dok bi drugi mogao biti usmjeren na

nešto konkretniju edukaciju mladih još od najranijih dana, čime bi se ostvarila mogućnost operacionalizacije etičko-pedagoškog konteksta koji je i inače proklamiran.

Vrijednost – Vrijednost istraživanja treba promatrati prvenstveno na fonu identifikacije elemenata vrijednosnih opredjeljenja mladih koje se, u skladu s rezultatima, ponašaju kao paralelni sistem vrijednosti u velikoj mjeri nesukladan opšte prihvaćenim idejama o ciljanim rezultatima vaspitno-obrazovnih procesa svih relevantnih faktora socijalne zajednice. Isto tako, i ništa manje važno, punu pažnju bi trebalo usmjeriti prema edukaciji mladih u smislu razumijevanja važnosti i uloge značajnih resursa (objekti) i načina dispozicije tim resursima u odnosu na ciljeve zajednice.

**Ključne riječi:** edukacija, konzervativizam, egoizam, sportski objekti, kanonička analiza.