DIFFERENTIAL DEFINITION OF QUALITY SCHOOL

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Abstract

One of the most important processes in the human existence since the world began was and always will be a transfer of knowledge from the past to the next generation. This process is formalized in the form of school as an institution. Only the knowledge and its acquisition depend on various factors, as well as determining the quality of that knowledge depends on more factors, but first and foremost on the needs of a society that is constantly changing. Since education is a long term process and eventual errors are seen when it is already too late, all its components should be carefully considered to learning outcomes in an adequate and appropriate order. To minimize errors, it is necessary to provide a feedback mechanism and quality control to achieve the objectives. Since the subjects of education are always the same (the new generation) and content changed thematically and procedures change adequately, you need brand new education entities that carry out the transformation. Furthermore, as education, clearly anthropologically speaking, divided according to age, it is obvious that determining the quality of certain levels will vary. Quality in primary schools should be sought in the amount of knowledge, at the high school in the formation of attitudes and at university of skills. In a figurative sense, nursery is an introduction of speech, in lower elementary grades letters are learned, in higher classes words, in high school results, and in higher education expressiveness.

Key words: *educational management, school, programme, differential definition*

Introduction

One of the most important processes in the human existence since the world began was and always will be a transfer of knowledge from the past to the next generation. The quality of this transfer, as well as the most crucial human needs depended primarily on the degree of development of the society, that is, the knowledge that people in the adequate time had, but at every level have recognized the significance and gave to her in many ways a very highly rated place within society. So it's safe to say that the school as an institution developed over time in line with the development of society. And so in prehistoric times, for example, there were important members of the community who knew how to paint the walls of caves, shamans who "treated", who were "invoking spirits," but at the same time serve as teachers. Daily varied danger, heat of fire and the lack of other options created from the everyday evening party a sort of "night school" in which there was learning in the best possible way and by the testimony of the daily experiences of those who went through them, so those who were not yet able to do so could recognize them and go through them easily. Of course, it was all on a strictly spontaneous level (Bonacin Yes., 2008, 2011. Bourbon, F.2009.). From the testimony next to the fire until today, officially established institutions have been existing for a long time and school, as well as society itself, went through many changes to meet the needs of just such a changed society. The quality of such schools, both then and now, depended on various factors, but not always is directly dependent on the needs and goals of the company and a significant part of the needs and objectives of the hierarchical group that is currently in power. Changes were inevitable both for society and for the school. That company that managed change, survived it and one that failed to change disappeared along with its form of the school system. However, as some experts say "graveyards of the business world and government bodies are full of organizations that did not respond to inevitable changes." (Clemmer, 2005). So, as the world progresses, so does the thinking about school progress, although we may as well say that this thinking was plain and undefined in the theoretical sense. In order to finally "put the school in the appropriate place" in theory, different experts from these two similar and related fields addressed the school, each with their point of speaking, and put forward certain considerations that have resulted in certain theories. Methodology in this article was used as usual for this type of review article, and includes some basic pedagogic definitions, as well as comparison between some fundamental theoretical approaches.

Discussion

Experts in the relevant areas, particularly those who have speculated about school (Tillman, 1994), represented the school with its aspects and its role in achieving the tasks of education in society. For starters, a group of experts (W. Dilthey and others. According to Tilllman, 1994) emphasised the increasing socialization tasks as a part of education and the development of a modern state that education is separated from in the particular interests (churches, classes, social groups).

This way the school is an educational institution with relative autonomy, e.g., autonomy of pedagogy in theory and practice. So, they do not consider science, that is, theory about school self-sufficient, but allow pedagogic practice to come to the fore in concrete pedagogic situations. Furthermore, another group of experts (F.Parsons etc. According to Tilman, 1994) saw the function of education including the school in preserving the structure of society by further teaching of a system of values and norms of the next generation. The action of the school system for them is actually enforced, which is presented to school as an institution that produces what the company needs to maintain its structure (capable individuals) and the company creates the type of school that makes it possible. A third group of experts discussed the relationship of school and society of psychoanalysis, e.g., observation of human behavior and experience that is from the faulty development and correcting social behavior. Three essential requirements set to school from their position are: professional qualifications, development of individual moral personality (moral person) and civil obedience. The fact that the school as a system is currently structured forcibly causes it to develop forced structured personalities that are less determined by "I" action and more "emphasis of self" (Freud and others according to Tillman, 1994). The fourth group of experts sees school interaction in the light of such an institution's specific behavior of all its members and that, as such, serves as the surrender of social goods. The right to a social good is acquired by the struggle for recognition in which all members of the institution participate (Mead and others according to Tillman, 1994).

The fifth group of experts (Illich and Freier, according to Tillman, 1994), observed school radically. According to them, school classes, among everything else, consist of a controlled learning and life that others determine, where the consequences are not good successes but growing apathy and aggression, and schools serve primarily the wealthy and privileged. Schools, therefore, in their opinion, should be amended so that the sterility class replaces the social and natural environment, teachers must collect experience in other areas, the link teachers and students should not rest on subordination and superiority and school knowledge may not be irrelevant to personal learning, joint action and social development.

In one of the existing definitions school is defined as an educational institution with tuition as a central field of its activity in modern educational concepts seen as a community activity of all its subjects (students, teachers, parents, professional staff, other professionals and staff) to provide tuition acquire knowledge, skills, abilities and habits (www1). The entities that are the center of this acquisition are just people, specifically children, who after such "treatment" seem to form a new generation based society. The time a child spends in school is a time when in a a specific (intentionally and deliberately formed) way shapes a human (child's) mind and exactly that shaping is a subject of the danger of management. Why? Because the process of a knowledge transfer is actually forced. The one "who knows" transmits knowledge to the one "that does not know" where the other one is in an inferior position. So the question is, who are the ones who shape the young child's mind? What are their competences? And how are they doing it? How prepaid is the quality of that work? Especially if we consider that the people and managed just through their mind, which, among others, discussed Taylor (2006). One of the important phenomena of this kind of management is called emotional branding, and emotional management resulted from the fact that people relate to things whether these things are objects, people or messages. And when they bond with something, they are subject to management (Gobe, 2006). However, the human mind is both a fragile and powerful presence. Although in time it changes, it basically remains the same.

Just as prehistoric man was a man at his level, the modern man is curious, strives to the unknown, to what he does not know. And strives to management (Bonacin, Da. 2008b, Debenham, F. 2005). However, unlike the cavemen, objectives are, or at least manifest qualitatively speaking, larger, and the company, whose goals are also higher, must adjust its educational system to these higher goals. In practice, the company and some individuals are trying to adapt the school to change the society in different ways. The biggest visible shift, except in the quantum information that is a direct consequence of all types of revolution (from agriculture to information) can be seen in the material of the resources needed for didactic materials used in the teaching process. Whereby the form everywhere in the world is more or less the same, and the incidence of schooling has little difference from country to country, sizable difference compared to other countries have been made, systematically speaking, only in Scandinavian countries that are successful (according to the efficiency of primary education) in the national security averages of all three types of literacy, less the action of the socio-economic status of parents at individual differences in educational achievements in substantially less differences in inter-school averages.

This is explained by the longer duration of primary education, longer duration of general basic education for all, and in the later execution of the foreign institutional differentiation programs and students (Pastuović, 2006). On the other hand, modern times have enabled the creation of a "school outside the system," e.g. private schools established on a similar quantum to information or with new ideas and with a completely different implementation in the real life of society. Such schools were ideologically formed and realized in practice by some experts on the basis of their own knowledge and experience in trying (and managing to) adapt the school as an institution, with new needs.

Some of these schools have survived, some did not, but in both cases their existence contributed to change the thinking of society in terms of a school system. One such school, school Summerhill, was formed by Neill in 1921 in an English province. Teaching and education started from a completely new setting. The idea was: to teach the child without the use of force and to encourage children's curiosity and spontaneous need to awaken interest in the world around him. In this case, the authority was disguised and emphasized the need for their children's aspirations for learning. On one hand the idea was well received, especially because most of the children who have completed the school have achieved outstanding success in life. The idea also fit a capitalist way of life because it manipulates an individual and his choice (and he can choose among many things). Thus, such a system would ask for such people and hence such schools. Neall believed that a child is born with the full potential to love life and the goal of education e.g. and the goal of life is to work joyfully and be happy. At the same intellectual development it is not enough for education because it lacks emotions.

Moreover, education must be adapted to the mental needs and abilities of the child and at the same time there is no dogma, imposing, discipline and punishment that breeds fear, although, on the other hand freedom does not mean the absence of rules. School still exists today and if you did not spread to a higher level of existence, the very idea that all this was possible in Summerhill says that it will be implemented everywhere when people are ready for it (Neill, 1988). On similar grounds, but in modern times, in Lepizg is formed Free School Leipzig (Freie Schule Leipzig), one of the few democratic school in Germany. Also in the town of Ashburton in Devon, UK a democratic school Sands was formed. In these schools, young people have the right to decide how, what, where and with whom they learn in the context of what the school can offer, and have an equal voice in decision-making regarding the school management, rules and penalties, if the latter required (www2). A few years ago Croatia launched an initiative to create such schools on the positive response from the responsible person, which means that society progresses and understands the needs of modern young people, even if not in the "heart" of Europe (www3). Following previous findings and in part parallel to them, W.Glasser has formed its view on quality school. According to him, a quality school is one in which all participants (students, staff and parents) meet their needs. Teaching and guidance in quality school is based on the theory of choice. In an environment that knows no coercion and where advancement is based on self-assessment, students are willing to make an effort and add quality of education to their life. Glasser believes that any school can become, with its point of view, a quality one if they achieve certain quality criteria: 1) The relations in school are based on trust and respect and disciplinary problems are eliminated 2) Emphasizing the complete competence in learning and eliminating all the negative ratings. 3)

Students who do something more significant than a satisfactory level receive an excellent grade or more. 4) Students and school staff are trained in the use of the theory of choice in personal and professional life, and parents are encouraged to participate in the working groups. 5) Students achieve better rationale behind the state tests because it emphasizes the importance of the same and 6) All experience school as a joyful place. Croatia so far has two schools that became the first primary and first secondary Glasser's quality Skooma in Europe. These are primary school Milan Brozović Kastav and High school and vocational school Juraj Dobrila Pazin (www4). One can conclude that the quality of schools whose learning outcomes correspond to program objectives are again aligned with the goals of the company. The question is: What if the goals of society, or at least some of them are wrong? Then at least the part of the school program goals including learning outcomes are wrong! A consequence of such errors can be disastrous because although "human mistakes" exist, short-term error can be corrected within a reasonable time, but the problem with education is that education is a long-term process, the error seen only when it is too late for the pre-educated generation. In other words, to ensure the quality of schools and that means the correct outcomes, we should provide feedback control mechanism and quality of setting goals. The question is how? For starters, it is not constantly engaged in operations control and supervision in which it can turn, we will assume the following:

1. Those who predominantly learn (pupils, students, etc.) have sufficient capacity for the education of. The accuracy of that is tested when they enroll and if there are no significant changes later, it is assumed that they are capacitated for all the time of their training. This claim was later no longer checked.
2. Persons who represent a fundamental mechanism of transfers (teacher, staff, etc.) check the torque graduation. If there were no subsequent material changes assumed their full capacity to conduct educational process.
3. Content that is transferred by appropriate methods, procedures, methods, modalities, etc., shall be checked at the time of acceptance of the specific level (Ministry...) and if there is no specific knowledge that should be integrated, it is assumed that the contents of reference material are verified for transfer.
4. The need to transfer the content is still a matter of management (facilities, resources, etc.).

Using the example of the Bologna process (logical not only in higher education) may notice the following: Until Bologna dominant and almost exclusive form of organization of higher education institution was called Humboldt University. Its basic feature was a one-way transfer of information from a large amount of individual data. This amount in good part was justified or complete, and was going to have to learn a multitude of entities that should not have been real. The problem arises when it is

said that all knowledge is welcome and even one for which it can be assumed that it might not be necessary. It is obvious that such education (at all levels, from kindergarten on up) and favored greater chance gave those who had higher cognitive capacities more will to torque and greater motivation to achieve high educational levels. However, for example, of the 250 students who enroll in a generation in a direction at a college, you need two doctors of science, 235 practitioners who will be able to quality every day to do their jobs (engineers, teachers, doctors, lawyers...) etc. The discrepancy consisted in the fact that the transferred knowledge was such that the learning outcomes have too often been far from practical knowledge. Bologna process, in turn, trying to abolish this practice, did exactly the opposite. Attempting to get people to easily and as quickly master programs in order to as quickly as possible start work and motivate them to do faster work and earning demotivation for the continuation of education at higher levels. Of course, it lost a considerable amount of total information and data from the Humboldt model and the purpose of transfers applied more complex forms of methodical and didactic methods. Now, if in this way we recognize the transformation of all educational levels then it is obvious that, if operators are training the same (and they are), and if the content changed thematically and procedurally (different modes of presentation) then you need brand new education entities that perform transformation .And finally, to make all of this make sense, we should change to the classical avant-garde conditions in which it all plays together, what is in itself a problem of management. In current conditions, not only Croatia but also more broadly should therefore change the contents, teachers and conditions. And it takes time. Modern school with the positions of these theories, for example Glassser's, focuses on the actions (learning mathematics through the lyrics) and not the content. Learning outcomes are not closed algorithms, but open, with the possibility of subsequent programming. Because virtually every new knowledge is a new offshoot of the algorithm. However, this openness is assumed that many, in the broadest context comprehensive knowledge accepted is at least partially wrong or at least incomplete. For most primary content in the primary school cannot possibly tell you that.

So therefore, it follows the conclusion that the primary school and in a good part the middle (first occupation) is not a good place for such a modification of the procedures and content. This does not mean that they cannot look for ways which will be hastily and easily acquired knowledge or that the emphasis in elementary school should be on the content and amount. The quality of school, then in primary school education should be sought through the amount e.g. the amount of knowledge that a child masters.

Conclusion

If there is college-level emphasis on skills which has got the specialist terms with respect to the direction that is selected, then the high school was a kind of compilation between the two models. This means that students connect previously acquired knowledge, form views and values, and are directed towards specific skills in the future. From the attitudes and values are perfected skills. In a figurative sense, nursery is an introduction of speech, in lower elementary grades letters are learned, in higher classes words, in high school results, and in higher education expressiveness. This all together means the differential definition of quality schools depends on the level of education. It is impossible to seek the same objectives in elementary school and in college.

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DIFERENCIJALNA DEFINICIJA KVALITETNE ŠKOLE

Sažetak

Jedan od najvažnijih procesa u ljudskoj egzistenciji odvijek je bio i uvijek će biti transfer znanja sa prethodnih na slijedeće generacije. Taj proces je formaliziran u vidu škole kao institucije. S obzirom da samo znanje te njegovo stjecanje ovisi o različitim faktorima, isto tako i utvrđivanje kvalitete toga znanja ovisi o više faktora. No, prije svega o potrebama društva koje se neprekidno mijenja. S obzirom da je edukacija dugoročan proces i možebitne greške se vide kad je već prekasno, treba pažljivo osmisliti sve njene sastavnice kako bi ishodi učenja bili adekvatni odgovarajućem cilju. Kako bi se moglo minimalizirati greške, potrebno je osigurati povratni mehanizam kontrole i kvalitete postizanja ciljeva. S obzirom da su subjekti edukacije uvijek isti (nove generacije) a sadržaj promjenjen tematski i postupovno adkevatno promjenama onda je potrebna i potpuno nova edukacija subjekata koji transformaciju vrše. Nadalje, kako je edukacija, čisto antropološki gledano podijeljena s obzirom na starosnu dob, očito je kako će se utvrđivanje kvalitete pojedinih razina razlikovati. Kvalitetu u osnovnoj školi treba tražiti u količini spoznaja, kod srednje škole u formiranju stavova a na fakultetu u vještinama. U prenesenom značenju, neka je vrtić upoznavanje govora, kroz niže razrede osnovne škole uče se slova, kroz više razrede riječi, u srednjoj školi rečenice, a na visokom obrazovanju izražajnost.

Ključne riječi: *edukacijski menadžment, škola, program, diferencijalni*

Received: March 17, 2016
Accepted: August 10, 2016
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