

Vaspitač kao faktor u izgradnji partnerstva porodice i predškolske ustanove

Educator as a factor in building the partnership between family and preschool

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Rezime

Problem koji se istražio odnosi se na ispitivanje stavova vaspitača o saradnji i partnerstvu porodice i predškolske ustanove kao različitim konceptima. Istraživanjem se došlo do podataka i rezultata istraživanja o tome da li je zastupljeno partnerstvo između porodice i predškolske ustanove, ako jeste u kojoj mjeri, da li su vaspitači inicijatori partnerstva ili je još uvijek prisutna klasična saradnja porodice i predškolske ustanove. Istraživanjem je obuhvaćen uzorak od 120 ispitanika. U istraživanju su učestvovali ispitanici obje polne strukture, u starosnoj dobi od 22-60 godina. Kao instrument u istraživanju korištena je skala stavova petostepenog Likertovog tipa za mjerenje afirmativnosti stavova vaspitača prema partnerstvu u odnosu na saradnju između porodice i predškolske ustanove. Ovom skalom stavova

Summary

The problem which has been investigated refers to the survey of educators' attitudes towards cooperation and partnership between family and preschool, as two different concepts. The research resulted in the data on whether partnership between family and preschool existed, and if so to what extent, whether educators were initiators of the partnership, or the traditional cooperation between family and preschool was still present. The research was conducted on a sample of 120 respondents. The survey included the subjects of both sexes, aged between 22 and 60 years. Five-point Likert-type scale of attitudes was used in this study to measure the affirmative quality of educators' attitudes towards partnership in relation to cooperation between family and preschool. This scale of attitudes also measured the intensity of

mjeren je intenzitet stavova vaspitača o sljedećim pitanjima: preduvjeti za uspješnost procesa izgradnje partnerstva, efekti uključivanja roditelja i prepreke u izgradivanju partnerstva. Kvantitativna analiza rezultata empirijskog istraživanja pokazala je, za uzorak u cjelini, da se u populaciji vaspitača koju taj uzorak reprezentuje, pouzdano može očekivati preferiranje partnerstva u odnosu na saradnju porodice i predškolske ustanove.

Ključne riječi: vaspitač, saradnja, partnerstvo, porodica, predškolska ustanova.

Uvod

Pašalić-Kreso (2004) navodi da saradnja ne podrazumijeva ravnopravnost partnera u vaspitno-obrazovnom radu. Ona uzima postojeći status svake strane kao takav, u kojem vaspitno-obrazovana ustanova zauzima višu poziciju u nametnutom hijerarhijskom odnosu i saraduje sa porodicom u obimu koji je potreban njoj, vaspitno-obrazovnoj ustanovi, da izvrši svoju ulogu poučavatelja. Saradnja nije usmjerena na rješavanje vaspitnih problema koji se javljaju u porodici, ona ne teži ka promjenama, ona u pravilu fiksira stanje kakvo ono jeste, čak i duže nego što objektivno ima za to razloga. Saradnja se bazira i odvija sa onim roditeljima koji su spremni da saraduju, a marginalizira one koji za to nisu spremni. Drugim riječima, u saradnji se ništa ne čini za one roditelje koji ne saraduju, ne traga se za načinima kako da ih se privuče i pridobije za aktivnosti vaspitno-obrazovne ustanove, čime vaspitno-obrazovna ustanova, zapravo, iskazuje svoju nemoć i neefikasnost. Tako

educators' attitudes towards the following: preconditions for the successful process of partnership building, effects of parental involvement and obstacles in partnership building. Quantitative analysis of the results of empirical research has shown, for the sample on the whole, that the population of educators represented by the sample certainly may be expected to prefer partnership to cooperation between family and preschool.

Key words: educator, cooperation, partnership, family, preschool.

Introduction

Pašalić-Kreso (2004) writes that cooperation does not imply the equality of partners in the educational work. It takes the existing status of each actor as such, which means that the educational institution takes the higher position in the imposed hierarchy and it cooperates with parents as much as it is necessary in order for it to realise its role as an educator. Cooperation is not focused on solving educational problems which occur in family and it does not tend to change; generally, it leaves the situation as it is, even for longer than it is objectively justified. Cooperation is founded and carried out with those parents who are willing to cooperate, while it marginalizes those who are not. In other words, cooperation does nothing for those parents who do not cooperate, since it does not look for ways to attract and win them for activities of the educational institution. In this way, the educational institution shows its lack of power and efficiency. Therefore, in the cooperation of educational institution with

se u saradnji vaspitno-obrazovne ustanove i porodice dijete nalazi u sendviču između zahtjeva dvije neravnopravne strane koji su nerijetko kontradiktorno postavljeni.

Pašalić-Kreso (2004) dalje navodi da partnerstvo vaspitno – obrazovne ustanove i porodice ima potpuno drukčija polazišta i osnovu: partneri imaju iste interese, iste ciljeve i treba da realizuju iste zadatke koji će ih približavati zajednički utvrđenim ciljevima. Ove dvije strane više ne trebaju da daju podršku jedna drugoj u ostvarivanju različitih ciljeva i zadataka, već one treba da djeluju zajedno ka dostizanju istih ciljeva. Tako vaspitno-obrazovna ustanova postaje produžena ruka porodice, a porodica produžena ruka vaspitno-obrazovne ustanove. Ako se na bilo kojoj strani doživi neuspjeh, ako na bilo kojem planu dođe do zastoja, lutanja ili posustajanja, obje strane, kao partneri to rješavaju zajedno. Svaki neuspjeh se doživljava kao zajednički, isto kao i uspjeh, pri čemu nema mjesta međusobnim optužbama, prebacivanjem krivice s jedne strane na drugu stranu kao što nema mjesta ni pripisivanju zasluga samo jednoj strani. Partnerstvo teži da ostvari prvenstveno one ciljeve koji su u interesu djeteta, koje dijete može dostići. Ono se bazira na potpunoj otvorenosti i iskrenosti obje strane i tako partnerstvo porodice i vaspitno – obrazovne ustanove porodici daje mnogo vrednije i dragocjenije rezultate nego što to može klasični koncept saradnje.

Od 1980-tih godina javila se serija istraživanja, ali i praktičnih pokušaja u SAD-u, Kanadi i nizu zapadnoevropskih zemalja, koja su pokazala da građenje partnerstva između roditelja i vaspitno-obrazovne ustanove daje dobre rezultate kod djece

family, the child is sandwiched between demands of two unequal parties, which are in most cases contradictory.

Pašalić-Kreso (2004) further states that the partnership between educational institution and family has a very different starting point and foundation: partners have same interests, same goals and they aim to realise same tasks, which are supposed to bring them closer to realising the common established goals. These two parties no longer have to support each other in the realisation of different goals and tasks. On the contrary, they have to act together in order to achieve same goals. Thus, the educational institution becomes an extended arm of the family, while the family becomes an extended arm of the educational institution. If failure is experienced on one of these two sides, if things come to a halt on one of them, if a child starts to wander or give up, both sides, as partners, try to solve the situation together. Each failure is perceived as common, as well as successes, with no place for accusations, blaming or taking credit. Partnership seeks to realise those goals which are in the interest of the child and which cannot be achieved by the child. It is based on full openness and honesty from both sides, which means that partnership between family and educational institution, as a new concept, provides family with more valuable and precious results than the traditional concept of co-operation.

In 1980s, there was a series of research and practical attempts in the USA, Canada and several Western European countries, which showed that building partnerships between parents and educational institutions had good results for those children

koja u startu imaju poteškoće u praćenju i savladavanju vaspitno-obrazovnih obaveza, koja imaju određene zdravstvene probleme, ili koja spadaju u kategoriju djece sa poteškoćama u učenju i učešću, te koja pripadaju manjinskoj skupini (ibidem, 2004). Roditelji koji su partneri sa vaspitno-obrazovnom ustanovom u zajedničkom djelovanju postavljenih ciljeva spremaju svoje dijete na koji način da razvija radne navike, kako da ispolji potrebe za kreativnošću, te na koji način da razvijaju osjećaj samopouzdanja kod djeteta od najranijeg uzrasta kao jednog od odlučujućih faktora u daljnjem razvoju djetetove ličnosti.

Metodološki okvir

U istraživanju su korištene sljedeće metode istraživanja: metoda teorijske analize, deskriptivna metoda i servej metoda.

a) *Metoda teorijske analize* zauzima posebno mjesto među metodama izučavanja ljudskog ponašanja. U radu se teorijski razrađuje značenje pojmova saradnje i partnerstva porodice i predškolske ustanove.

b) *Deskriptivna metoda* je korištena da se:

1) opišu i obrazlože stavovi vaspitača prema saradnji ili partnerstvu predškolske ustanove i porodice prema stručnoj spremi ispitanika, dužini radnog iskustva i području u kojem radi i djeluje predškolska ustanova;

2) opišu rezultati statističke obrade podataka koji su dobijeni primjenom mjernih instrumenata provjerenih i standardiziranih metrijskih karakteristika;

who initially had difficulties in following and mastering educational duties, for those who had certain health problems, for those who belonged to the category of children with difficulties in learning and participation, and for those children who belonged to minority groups (ibidem, 2004). Parents who are partners with preschool, through joint actions towards established goals, prepare their child to be able to develop work habits, to express their need for creativity and to develop the sense of self-confidence from an early age, as one of the determining factors in further development of the child's personality.

Methodological framework

The following methods were used in this research: theoretical analysis, descriptive method and survey method.

a) *The method of theoretical analysis* has a special place among methods of human behaviour research. The paper elaborates theoretically on the meaning of the concepts of cooperation and partnership between family and preschool.

b) *Descriptive method* was used to:

1) Describe and explain educators' attitudes towards cooperation or partnership between preschool and family in terms of respondents' qualification, years of work experience and area the preschool operates in;

2) Describe results of the statistical processing of data, which were obtained through the use of measuring instruments with tested and standardized metric characteristics;

c) Servey-metoda je korištena za direktno dobijanje podataka od ispitanika o stavovima o saradnji i partnerstvu porodice i predškolske ustanove putem upitnika kao instrumenta istraživanja.

Populaciju u istraživanju čine vaspitači zaposleni u ustanovama predškolskog vaspitanja i obrazovanja u Tuzlanskom i Unsko-sanskom kantonu Federacije BiH. Uzorak je određen po principu stratificiranog kvotnog tipa radi proporcionalne zastupljenosti svih kategorija ispitanika po predviđenim statusnim obilježjima i obuhvata 120 ispitanika obje polne strukture u starosnoj dobi od 22 - 60 godina.

U istraživanju je kao instrument za prikupljanje potrebnih podataka korišten upitnik oblika skale sudova Likertovog tipa sa petostepenom skalom na kojoj ispitanik odabire stepen svoga slaganja sa tvrdnjom u rasponu od „potpuno se slažem“ do „potpuno se ne slažem“. Instrument je konstruisan za potrebe ovog istraživanja na osnovu teorijske analize i izvršene identifikacije osnovnih dimenzija saradnje i partnerstva porodice i predškolske ustanove, kao konstrukata, a pored tvrdnji o izraženosti stava sadrži i pokazatelje o tri osnovna statusna obilježja ispitanika: kanton u kojem djeluje i radi predškolska ustanova, godine radnog iskustva i školsku spremu ispitanika; (ostali podaci o ispitaniku nisu traženi, čime se postigao dovoljan stepen anonimnosti).

Upitnik sadrži 14 tvrdnji koje su raspoređene tako da se neparne tvrdnje odnose na stavove ispitanika o vrijednostima saradnje, a parne na vrijednosti partnerstva porodice i predškolske ustanove. Kod svih tvrdnji, osim tvrdnje broj 6. odgovor

c) *Survey-method* was used to directly obtain the data on attitudes towards cooperation and partnership between family and preschool from respondents, through the questionnaire as an instrument of the research.

The population of the research covers educators employed at institutions of preschool upbringing and education in the Una-Sana Canton and Tuzla Canton of the Federation of BH. The sample was selected by the principle of stratified quota type to achieve proportional representation of all categories of respondents, by foreseen status characteristics. The sample involved 120 respondents of both sexes, aged between 22 and 60 years.

The questionnaire in the form of a five-point Likert-type scale was used as an instrument for collecting necessary data in the research. Respondents chose a degree of their agreement with the statement on this scale, from “strongly agree” to “strongly disagree”. The instrument was designed for the purpose of this research, based on theoretical analysis and identification of basic dimensions of cooperation and partnership between family and preschool, as constructs. In addition to statements about the degree of agreement, it also contains indicators about three basic status characteristics of respondents: canton in which the preschool operates, years of work experience and qualification (other data on the respondent are not required, which ensured a sufficient degree of anonymity).

The questionnaire consists of 14 statements that are arranged so that the odd numbered statements refer to respondents' attitudes towards the value of cooperation, while the even numbered statements refer to the value of partnership between family and preschool. For all statements, except the

„potpuno se slažem“ ima najveću skalnu vrijednost (5), a odgovor „potpuno se ne slažem“ minimalnu skalnu vrijednost (1). Kod tvrdnje broj 6. odgovori imaju obrnute skalne vrijednosti, što je učinjeno iz razloga neutralisanja ili smanjenja efekta inercije u odgovaranju ispitanika i poznate sklonosti ispitanika prema davanju afirmativnih odgovora u instrumentima ovakvog tipa.

Ovaj upitnik ima dvije subskale: skalu stavova ispitanika prema vrijednostima saradnje (sedam neparnih stavki) i skalu stavova prema partnerstvu porodice i predškolske ustanove (sedam parnih stavki). Minimalan ukupan skor na svakoj od ovih skala je 7, a maksimalan 35. Visok ukupan skor na svakoj od skala ukazuje na afirmativan stav prema vrijednostima saradnje ili partnerstva, a niska vrijednost ukupnog skora ukazuje na manje afirmativan ili neafirmativan stav ispitanika prema ovim vidovima odnosa porodice i predškolske ustanove. Prije statističke analize dobijenih podataka, prema cilju, zadacima i postavljenim hipotezama u ovom istraživanju, izvršena je statistička obrada i analiza pokazatelja za provjeru metrijskih karakteristika ovog instrumenta.

Polazna glavna hipoteza glasi: *Vaspitači preferiraju partnerstvo u odnosu na saradnju porodice i predškolske ustanove.*

Za potrebe testiranja polazne glavne hipoteze utvrđene su sljedeće pomoćne hipoteze:

H-1: postoje razlike u afirmativnosti stava vaspitača prema partnerstvu u odnosu na saradnju porodice i predškolske ustanove obzirom na nivo njihove stručne spreme.

statement 6, the response “strongly agree” has the highest scale value (5), while the response “strongly disagree” has the minimum scale value (1). For the statement 6, responses have reversed scale value, which was done in order to neutralize and decrease the effects of inertia in responding and well-known tendency of respondents to give affirmative responses in instruments of this type.

This questionnaire has two subscales: scale of attitudes towards values of cooperation (seven odd numbered items) and scale of attitudes towards partnership between family and preschool (seven even numbered items). The minimum total score at each of these scales is 7, and the maximum score is 35. A high total score on each scale indicates an affirmative attitude towards values of cooperation and partnership, while a low value of the total score indicates a less affirmative or non-affirmative attitude of respondents towards these forms of relations between family and preschool. Prior to the statistical analysis of obtained data, by aim, tasks and hypotheses of this research, statistical processing and analysis of the indicators were carried out, in order to check the metric characteristics of this instrument.

The main starting hypothesis is: *Educators prefer partnership to cooperation between family and preschool.*

For the purpose of testing the main starting hypotheses, the following auxiliary hypotheses were defined:

H-1: it is assumed that there are differences in the affirmative character of educators' attitudes towards partnership in relation to cooperation between family and preschool in terms of their qualification

H-2: postoje razlike u afirmativnosti stava vaspitača prema partnerstvu u odnosu na saradnju porodice i predškolske ustanove obzirom na dužinu njihovog radnog iskustva.

H-3: postoje razlike u afirmativnosti stava vaspitača prema partnerstvu u odnosu na saradnju porodice i predškolske ustanove obzirom na područje u kojem djeluje i radi predškolska ustanova.

Za testiranje polazne glavne hipoteze i pomoćnih hipoteza primjenjen je statistički postupak testiranja značajnosti razlika između aritmetičkih sredina ostvarenih rezultata na subskalama zasebno za svaku od grupa ispitanika prema navedenim statusnim obilježjima.

Rezultati i diskusija

a) Testiranje pomoćne radne hipoteze H-1

Testiranje značajnosti razlika između aritmetičkih sredina ostvarenih rezultata na subskalama stavova o saradnji i partnerstvu porodice i predškolske ustanove za svaku od grupa ispitanika obzirom na njihov stepen stručne spreme izvršeno je postupkom t-testa (Paired-Samples T-test), jer se upareni niz podataka na dvije skale odnosi na iste ispitanike.

H-2: it is assumed that there are differences in the affirmative character of educators' attitudes towards partnership in relation to cooperation between family and preschool in terms of their work experience

H-3: it is assumed that there are differences in the affirmative character of educators' attitudes towards partnership in relation to cooperation between family and preschool in terms of canton area in which the institution operates.

To test the main starting hypothesis and auxiliary hypotheses, the statistical method of testing the significance of differences between the arithmetic means of the results was applied, on the subscales, separately for each group of respondents, in accordance with the given status characteristics.

Results and discussion

a) Testing the auxiliary hypothesis H-1

Significance of differences in the arithmetic means of the results on the subscales of attitudes towards cooperation and partnership between family and preschool for each group of respondents, in terms of their qualification, was tested using the t-test procedure (Paired-Samples T-test), as a paired series of data on two scales refers to same respondents.

Tabela 1

Statistički pokazatelji za subskele stavova o saradnji i partnerstvu

Table 1

Statistical indicators for subscales of attitudes towards cooperation and partnership

Qualification	N	Cooperation		Partnership	
		M	SD	M	SD
Secondary	20	22.55	3.634	26.85	3.117
High	74	22.07	4.564	27.32	3.115
Higher	26	21.73	4.267	27.62	2.609
TOTAL	120	22.08	4.333	27.31	2.998

Legenda: Stručna sprema, Saradnja, Partnerstvo, Srednja, Viša, Visoka, Ukupno

Legenda: N = broj ispitanika
M = aritmetička sredina
SD = standardna devijacija

Legend: N = number of respondents
M = arithmetic mean
SD = standard deviation

Statistička analiza ostvarenih rezultata (Tabele 1 i 2) pokazuje da su ispitanici u svakoj od kategorija stručne spreme postigli veću vrijednost aritmetičke sredine sumativnog skora na subskali partnerstva naspram saradnje. Ova razlika u svakoj od grupa pokazala se statistički značajnom na nivou 0,001 ($p = ,000$), što znači da sa 99% sigurnosti možemo očekivati i u populaciji, koju predstavlja ovaj uzorak, da će vaspitači, bez obzira na stručnu spremu, pokazivati afirmativniji stav prema partnerstvu nego prema saradnji porodice i predškolske ustanove, odnosno, da će preferirati partnerstvo u odnosu na saradnju

Statistical analysis of the results (Table 1 and 2) shows that respondents in each category of qualification reached a higher value of the arithmetic mean of summative score on the subscale of partnership versus than on that of cooperation. This difference in each group proved to be statistically significant at the level .001 ($p = .000$), which means that with 99% certainty we can expect in the population represented by the sample that educators, regardless of their qualification, will express a more affirmative attitude towards partnership compared to cooperation between family and preschool. This means that we can expect that educators will prefer partnership to cooperation.

Tabela 2

Značajnost razlika između aritmetičkih sredina

Table 2

Significance of differences in the arithmetic means

Qualification	MD	SD	t	df	p
Secondary	4.30	4.438	4.333	19	.000
High	5.25	5.569	8.120	73	.000
Higher	5.89	5.369	5.589	25	.000
TOTAL	5.23	5.33	10.745	119	.000

Legenda: Stručna sprema, Srednja, Viša, Visoka, Ukupno

Legenda: M = razlika aritmetičkih sredina ukupnog skora na subskalama

SD = standardna devijacija razlike aritmetičkih sredina

t = vrijednost za t-oner

df = broj stepena slobode

p = nivo značajnosti

Legend: M = difference in the arithmetic means of the total score on subscales

SD = standard deviation of the difference in the arithmetic means

t = value for t-ratio

df = number of degrees of freedom

p = level of significance

Na osnovu dobijenih rezultata pouzdano se može prihvatiti pomoćna hipoteza H-1 da je razlika u afirmativnosti stava prema partnerstvu u odnosu na saradnju porodice i predškolske ustanove statistički značajna kod vaspitača bez obzira na njihovu školsku spremu u korist ili preferiranja stavova o partnerstvu.

b) Testiranje pomoćne radne hipoteze H-2

Radnom hipotezom H-2 pretpostavljeno je da *postoje razlike u afirmativnosti stava vaspitača prema partnerstvu u odnosu na saradnju porodice i predškolske ustanove obzirom na dužinu njihovog radnog iskustva*. Za testiranje ove radne hipoteze primjenjen je isti postupak statističke obrade i analize podataka kao i kod prethodne radne hipoteze H-1.

Testiranje značajnosti razlika između aritmetičkih sredina ostvarenih rezultata

Based on the results, we can with certainty accept the auxiliary hypothesis H-1 that the difference between the affirmative quality of attitude towards partnership and attitude towards cooperation between family and preschool was statistically significant for educators, regardless of their qualification, and that they preferred partnership.

b) Testing the auxiliary hypothesis H-2

The working hypothesis H-2 assumes that there are differences in the affirmative quality of educators' attitude towards partnership in relation to cooperation between family and preschool, in terms of their work experience. To test this working hypothesis, we applied the same procedure of statistical data processing and analysis as for the previous working hypothesis H-1.

Significance of differences in the arithmetic means of the results on the subscales

na subskalama stavova o saradnji i partnerstvu porodice i predškolske ustanove za svaku od grupa ispitanika obzirom na dužinu njihovog radnog staža izvršeno je postupkom t-testa (Paired-Samples T-test), jer se upareni niz podataka na dvije skale odnosi na iste ispitanike.

of attitudes towards cooperation and partnership between family and preschool for each group of respondents, in terms of their work experience, was tested using the t-test procedure (Paired-Samples *t*-test), as a paired series of data on two scales refers to same respondents.

Tabela 3

Statistički pokazatelji za subskale stavova o saradnji i partnerstvu

Table 3

Statistical indicators for subscales of attitudes towards cooperation and partnership

Years of work experience	N	Cooperation		Partnership	
		M	SD	M	SD
Up to 10 years	70	21.69	4.116	27.59	2.732
11 – 20 arše	27	24.11	3.994	26.19	3.329
21 – 30 arše	18	21.33	4.790	27.17	3.185
Over 30 years	5	19.20	4.658	30.00	2.121
TOTAL	120	22.08	4.333	27.31	2.998

Legenda: Dužina radnog staža, Saradnja, Partnerstvo, Do 10 godina, 11 – 20 godina, 21 – 30 godina, Preko 30 godina, Ukupno

Legenda: N = broj ispitanika
M = aritmetička sredina
SD = standardna devijacija

Legend: N = number of respondents
M = arithmetic mean
SD = standard deviation

Uporedni podaci dobijeni statističkom analizom ostvarenih rezultata na subskalama saradnje i partnerstva porodice i predškolske ustanove (Tabele 3 i 4) pokazuju da su ispitanici u svakoj od kategorija prema dužini radnog staža postigli veću vrijednost aritmetičke sredine sumativnog skora na subskali partnerstva naspram saradnje. Ova razlika u svakoj od grupa pokazala se statistički značajnom na nivou 0,01 ($p < ,01$) osim kod ispitanika sa radnim stažom 11-20 godina gdje je ostvarena p-vrijednost veća od granične vrijednosti za značajnost na nivou 0,01 ($p = 0,045$), ali je manja od granične vrijednosti na nivou značajnosti

Comparative data obtained through statistical analysis of the results on the subscales (Table 4 and 5) show that respondents in each category of work experience reached a higher value of the arithmetic mean of summative score on the subscale of partnership versus than on that of cooperation. This difference in each group proved to be statistically significant at the level .01 ($p = .01$), except for respondents with between 11 and 20 years of work experience. In this group, *p*-value was higher than the threshold value for significance at the level .01 ($p = .045$), but it was lower than the threshold value at the significance level .05.

0,05, što znači da sa 99% sigurnosti možemo očekivati i u populaciji, koju predstavlja ovaj uzorak, da će vaspitači svih grupa, osim onih sa radnim stažom 11-20 godina, pokazivati afirmativniji stav prema partnerstvu nego prema saradnji porodice i predškolske ustanove, odnosno, da će preferirati partnerstvo u odnosu na saradnju, dok kod ove grupe vaspitača to možemo očekivati sa 95% sigurnosti.

This means that with 99% certainty we can expect in the population represented by the sample that educators in each group, except those with between 11 and 20 years of work experience, will express a more affirmative attitude towards partnership compared to cooperation between family and preschool. This means that they prefer partnership to cooperation, while for this group of educators we can expect this with 95% certainty.

Tabela 4

Značajnost razlika između aritmetičkih sredina

Table 4

Significance of difference in the arithmetic means

Years of work experience	N	Cooperation		Partnership	
		M	SD	M	SD
Up to 10 years	70	21.69	4.116	27.59	2.732
11 – 20 arše	27	24.11	3.994	26.19	3.329
21 – 30 arše	18	21.33	4.790	27.17	3.185
Over 30 years	5	19.20	4.658	30.00	2.121
TOTAL	120	22.08	4.333	27.31	2.998

Legenda: Dužina radnog staža, Do 10 godina, 11 – 20 godina, 21 – 30 godina, Preko 30 godina, Ukupno

Legenda: M = razlika aritmetičkih sredina ukupnog skora na subskalama
SD = standardna devijacija razlike aritmetičkih sredina
t = vrijednost za t-omjer
df = broj stepena slobode
p = nivo značajnosti

Legend: M = difference in the arithmetic means of the total score on subscales
SD = standard deviation of the difference in the arithmetic means
t = value for t-ratio
df = number of degrees of freedom
p = level of significance

Za uzorak u cjelini ($t = 10,745$; $p = 0,000$) pouzdano se može prihvatiti afirmativna radna hipoteza H-2, da je razlika u afirmativnosti stava vaspitača prema partnerstvu u odnosu na saradnju porodice i predškolske ustanove statistički značajna, sa preferiranjem vrijednosti partnerstva u odnosu na saradnju. U odvojenim grupama vaspitača, obzirom na dužinu njihovog radnog staža, ova radna hipoteza je potvrđena sa 99% sigurno-

For the sample as a whole ($t = 10.745$; $p = .000$), we can with certainty accept the affirmative working hypothesis H-2, which states that the difference in the affirmative quality of educators' attitude towards partnership in relation to cooperation between family and preschool is statistically significant, with partnership being preferred to cooperation. In separate groups of educators, in terms of their work experience, this working hypothesis was confirmed with 99% certain-

sti za sve grupe osim u grupi sa radnim stažom 11–20 godina, kod koje se ova radna hipoteza može prihvatiti sa 95% sigurnosti.

c) Testiranje pomoćne radne hipoteze H-3

Radnom hipotezom H-3 pretpostavljeno je da *postoje razlike u afirmativnosti stava vaspitača prema partnerstvu u odnosu na saradnju porodice i predškolske ustanove obzirom na područje u kojem radi i djeluje predškolska ustanova*. Područje je definirano administrativnim određenjem kantona i željelo se ispitati da li ispitanici u svakom od ovih administrativnih područja preferiraju, statistički značajno, partnerstvo u odnosu na saradnju porodice i predškolske ustanove, ako se za uzorak u cjelini ta preferencija potvrdi.

Testiranje značajnosti razlika između aritmetičkih sredina ostvarenih rezultata na subskalama stavova o saradnji i partnerstvu porodice i predškolske ustanove za svaku od grupa ispitanika s obzirom na kantonalno područje, u kojem djeluje i radi njihova predškolska ustanova, izvršeno je postupkom t-testa (Paired-Samples T-test), jer se upareni niz podataka na dvije skale odnosi na iste ispitanike.

ty for all groups, except for the group of educators with between 11 and 20 years of work experience. In this group, this working hypothesis can be accepted with 95% certainty.

c) Testing the auxiliary hypothesis H-3

The working hypothesis H-3 assumes that there are differences in the affirmative quality of educators' attitude towards partnership in relation to cooperation between family and preschool, in terms of area the preschool operates in. This area is defined by the administrative determination of cantons and the aim was to examine whether respondents in each of these administrative areas preferred significantly partnership to cooperation between family and preschool, if this preference was confirmed for the sample as a whole.

Significance of differences in the arithmetic means of the results on the subscales of attitudes towards cooperation and partnership between family and preschool for each group of respondents, in terms of cantonal area in which their preschool operates, was tested using the t-test procedure (Paired-Samples T-test), as a paired series of data on two scales refers to same respondents.

Tabela 5

Statistički pokazatelji za subskale stavova o saradnji i partnerstvu

Table 5

Statistical indicators for subscales of attitudes towards cooperation and partnership

Canton	N	Cooperation		Partnership	
		M	SD	M	SD
USK	73	22.45	4.558	27.22	2.893
TK	47	21.49	3.934	27.45	3.182
TOTAL	120	22.08	4.333	27.31	2.998

Legenda: Kanton, Saradnja, Partnerstvo, USK, TK, Ukupno

Legenda: N = broj ispitanika
 M = aritmetička sredina
 SD = standardna devijacija

Legend: N = number of respondents
 M = arithmetic mean
 SD = standard deviation

Uporedni podaci dobijeni statističkom analizom ostvarenih rezultata na subskalama saradnje i partnerstva predškolske ustanove i porodice (Tabele 5 i 6) pokazuju da su ispitanici jednog i drugog kantona postigli veću vrijednost aritmetičke sredine sumativnog skora na subskali partnerstva naspram saradnje. Ova razlika u svakoj od ovih grupa ispitanika pokazala se statistički značajnom na nivou 0,01 ($p < ,01$), što znači da sa 99% sigurnosti možemo očekivati i u populaciji, koju predstavlja ovaj uzorak, da će vaspitači ovih grupa pokazivati afirmativniji stav prema partnerstvu nego prema saradnji porodice i predškolske ustanove, odnosno, da će preferirati partnerstvo u odnosu na saradnju.

Comparative data obtained through statistical analysis of the results on the subscales of cooperation and partnership between preschool and family (Table 6 and 7) show that respondents in both cantons reached a higher value of the arithmetic mean of summative score on the subscale of partnership versus than on that of cooperation. This difference in each group proved to be statistically significant at the level 0.01 ($p < .01$), which means that with 99% certainty we can expect in the population represented by the sample that educators from this groups will express a more affirmative attitude towards partnership compared to cooperation between family and preschool. This means that they will prefer partnership to cooperation.

Tabela 6

Značajnost razlika između aritmetičkih sredina

Table 6

Significance of differences in the arithmetic means

Canton	<i>MD</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
USK	4.77	5.631	7.233	72	.000
TK	5.96	4.809	8.492	46	.000
TOTAL	5.23	5.33	10.745	119	.000

Legenda: Kanton, USK, TK, Ukupno

Legenda: *M* = razlika aritmetičkih sredina ukupnog skora na subskalama*SD* = standardna devijacija razlike aritmetičkih sredina*t* = vrijednost za t-omjer*df* = broj stepena slobode*p* = nivo značajnostiLegend: *M* = difference in the arithmetic means of the total score on subscales*SD* = standard deviation of the difference in the arithmetic means*t* = value for t-ratio*df* = number of degrees of freedom*p* = level of significance

Za uzorak u cjelini ($t = 10,745$; $p = 0,000$) pouzdano se može prihvatiti afirmativna radna hipoteza H-3, da je razlika u afirmativnosti stava vaspitača prema partnerstvu u odnosu na saradnju porodice i predškolske ustanove statistički značajna, sa preferiranjem vrijednosti partnerstva u odnosu na saradnju.

Rezultati kvantitativne analize podataka dobijenih ovim istraživanjem potvrdili su svaku od tri postavljene radne hipoteze, na osnovu čega se pouzdano može prihvatiti polazna glavna hipoteza da vaspitači preferiraju partnerstvo u odnosu na saradnju porodice i predškolske ustanove, bez obzira na izdvojena posebna statusna obilježja prema školskoj spremi, godinama radnog iskustva i lokalitetu u kojem djeluje predškolska ustanova.

For the sample as a whole ($t = 10.745$; $p = .000$), we can with certainty accept the affirmative working hypothesis H-3, which states that the difference in the affirmative quality of educators' attitude towards partnership in relation to cooperation between family and preschool is statistically significant, with partnership being preferred to cooperation.

Results of quantitative analysis of the data obtained through this research confirmed each of the three working hypotheses, based on which we can with certainty accept the initial main hypothesis that educators prefer partnership to cooperation between family and preschool, irrespective of separate specific status characteristics, in terms of qualification, years of work experience, or location at which the preschool operates.

Zaključak

Rezultati empirijskog istraživanja su pokazali, za uzorak u cjelini, da se u populaciji vaspitača koju on predstavlja, pouzdano može očekivati preferiranje partnerstva u odnosu na saradnju porodice i predškolske ustanove.

U ovom preferiranju se neće značajno razlikovati vaspitači ni po jednom od kriterija ili statusnih obilježja po kojima je analiza vršena, odnosno, da stručna sprema, godine radnog iskustva, niti područje u kojem radi i djeluje predškolska ustanova, ne utiču značajno na izraženu afirmativnost stava vaspitača prema partnerstvu u odnosu na saradnju.

U daljim istraživanjima kompleksnog pitanja koje se odnosi na saradnju i partnerstvo porodice i predškolske ustanove bilo bi potrebno istražiti još preciznije stavove vaspitača i činilaca u odlučivanju o vaspitno-obrazovnoj politici u ovim konceptima. Bilo bi potrebno istražiti još preciznije pitanja vaspitača, ali i roditelja, o tome kako pronaći način da se uspostavi i održi koncept partnerstva kod onih roditelja koji ne zagovaraju partnerstvo, kako roditelje više uključivati u partnerstvo, kojim načinom i metodama zamijeniti saradnju partnerstvom. Rezultati bi, svakako, osim doprinosa cjelovitom sagledavanju ovog značajnog pitanja imali i veoma velik praktični značaj.

Conclusion

Results of the empirical research have shown, for the sample on the whole, that the population of educators represented by the sample certainly may be expected to prefer partnership to cooperation between family and preschool.

In this preference, educators are not significantly different in any of the criteria or status characteristics used to carry out the analysis. This means that qualification, years of experience or area in which the preschool operates do not have a significant influence on a more pronounced affirmative quality of educators' attitude towards partnership in relation to cooperation.

In further studies of the complex issue related to cooperation and partnership between family and preschool, it is necessary to investigate more precisely the attitudes of educators and factors in decision-making on educational policy in these concepts. It would be necessary to examine in more detail the questions of educators and parents about how to find a way to establish and maintain the partnership concept for those parents who do not advocate partnership, how to make parents more involved in this partnership, and in which ways and through which methods cooperation can be replaced with partnership. Results would certainly have very great practical significance, in addition to contributing to comprehensive understanding of this important issue.

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