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Editorial

Dear colleagues,

We are pleased to present to you the 8th year of the scientific periodical *Magister*. In response to the assessment of research outcomes according to *Methodology17+*, last year we outlined the new vision of presenting scientific outcomes in the area of primary and pre-primary education.

The first issue of this year includes the following topics: undergraduate training of future primary school teachers including the description of the development and the concept of the Department of Primary and Pre-Primary Education in the area of teaching practice, possibilities of developing preschool children's preliteracies (with a focus on natural science and reading preliteracy), the importance of educational diagnostics in the development of children and in the application of modern educational visions, and the assessment of the level of knowledge about puberty among primary school pupils in Croatia. We have been focusing on these topics in our research and we are aware of their consequences in today's dynamically developing society.

The last article of the first issue included an introduction to the second issue in 2020 which has a new section: 'telescope' to international colleagues. In this section, our colleagues present their activities in the area of primary education and analyse the effect of teachers on cultural activities, referring to the roles of teachers in social and cultural life in Zadar and Dalmatia in the 19th century. This is not well known because education was always in the shadow of politics and came to the forefront only

during great social and national movements. They also present a very interesting topic of school failure, highlighting the role of both teachers and parents who could act preventively in the causal relations concerning various manifestations of failure.

Building on the experience gained from the collaboration with our Croatian colleagues, in the years to come we would like to present the research results of other foreign colleagues.

According to the vision of our education policy, we are working comprehensively on the achievement of the department's long-term research intent, which is *to support the transition of the child from nursery school to primary school and to support the child's development in primary school with an emphasis on risk elimination in the context of ensuring equal educational opportunities.*

If you are interested in expanding our portfolio of activities, your results are more than welcome!

We are looking forward to hearing from you.

On behalf of the editorial team

Dominika Provázková Stolinská

Výzkumná šetření

Male and female teachers as initiators of cultural activities in Zadar and Dalmatia in the 19th century

Mirisa Katić, Robert Bacalja, Milenka Rogić

Summary: This paper aims to point out the role of teachers in the social and cultural life of Zadar and Dalmatia in the 19th century, which is not known well enough because teaching had always been in the shadow of politics, and it dealt with it only during major social and national movements. Teachers were seldom the initiators and leaders of such activities, and the real power was in the hands of state and church structures that were their immediate superiors. Therefore, teachers' influence was manifested mostly at the micro-level and with their profession. Only in the seventies of the 19th century did they become more actively involved in social events, which could be considered as the beginning of teachers' organization in Dalmatia and intensifying connections with teachers from mainland Croatia. They increasingly wrote about life and events in their environment and published their writing in the professional and political press. They participated in the work of professional bodies that published reports and contributions of their members, giving suggestions for improving the teaching process and methodology, as well as the community's cultural life. The paper also points to teachers' role in the organization of cultural events, exhibitions, stage and music performances, art workshops, workshops for handicrafts of girls and boys, courses for adults, and others.

Keywords: male teachers; female teachers; cultural activities; the Kingdom of Dalmatia; 19th century; Zadar.

Introduction

The beginning of the 19th century in Dalmatia brought many political changes. After the end of the First Austrian Rule (1797-1805),

Napoleon's state was established, and the province of Dalmatia was constituted, as part of the Kingdom of Italy (1806-1809). Dalmatia came into Napoleon's possession by Požun (Bratislava) peace treaty in 1805. After the peace treaty in Schönbrunn in 1809, it became part of the Illyrian provinces (1809-1813), so "Napoleon's (...) possessions of the Croatian and Slovene regions allowed him direct land connections with Dalmatia, and through it an unhindered trade with Turkey."¹ "Austria does not allow the unification of Dalmatia with Croatia; Vienna wants to separate Dalmatia as much as possible from Trans-Velebit Croatia, and it achieves this with the help of old and new Italian bureaucracy."² "Even though in 1819 the Government for Dalmatia" had submitted for the approval of the Regulations "Regolamento per le Scuole Elementari della Provincia di tutta la Dalmazia."³ ". ." according to which several types of primary schools were to be established - lower primary schools, upper primary schools with three or four grades and technical primary schools,⁴ the population which was predominantly Croatian, did not have an adequately resolved issue of primary education. "Croatian is nowhere to be found. Even in primary schools, Italian is taught, and only here and there Croatian. More precisely, the Croatian language was heard in those schools where priests worked - Glagolitic, Franciscan or Benedictine."⁵

The situation was somewhat different after the fall of absolutism in 1860: "The Emperor gave the Monarchy a new constitution proclaiming the equality of languages,"⁶ and "although the Dalmatian Croats failed in their crucial plan - unification with Civil Croatia,

¹ MIMICA, Bože. (2010) Francuska uprava u Dalmaciji (1805.-1809.) and Ilirske pokrajine (1809-1813), 526.

² LJUBIČIĆ, Šime. (2017) *Školstvo grada Nina*, Matica hrvatska ogranak Nin, 18.

³ STRÖLL, Antun. (1900) *Pučko školstvo u Dalmaciji*, Zadar, Tiskara P. Jankovića, 16.

⁴ BACALJA, Robert. (1994), *Pučka škola u Preku (1842-1918)*, *Radovi Filozofskog fakulteta u Zadru*, 32 (9) 97.

⁵ LJUBIČIĆ, Šime. (2017) *Školstvo grada Nina*, Matica hrvatska ogranak Nin, 19.

⁶ LJUBIČIĆ, Šime. (2010), *Pučko školstvo zadarskog kotara od 1869 do 1920*, Nin, Matica hrvatska Ogranak Nin.

a great benefit was derived. Among the broadest masses of the population, the belief in unity with the Trans-Velebit Croats was created (...). This period resulted (...) that teachers should teach the Croatian language in schools; that *Il Nazionale* and its Supplement to the *Narodni list* began to be published in the Croatian language (March 1862) and became and remained the spiritual centre of the populists. Another benefit was that reading rooms, the centres of the awakening of national consciousness began to open. They nurtured the Croatian language and became cultural and political clubs of the populists, some of which were Dobrota / Kotor (May 1862), Split (September 1862), Zadar (founded in December 1862, and opened in February 1863), Dubrovnik (1863). And last but not least *Matica dalmatinska* was launched (August 1862), and then a teacher training school for men was established in Zadar and began operating in November 1866.⁷ Supervision of schools and teachers until 1869 was exercised by the dioceses, and then by the State, i.e. the Ministry of Worship and Instruction.⁸ Due to the lack of teachers, classes were often carried out by pastors and teachers were educated only by attending courses of several months until the first teacher training schools opened. The first such course was held in Zadar in 1821, and the two-year teacher training school, *Corso biennale de 'preparandi maestri*, only in 1852.⁹ In addition to general teacher training courses, naval courses¹⁰ and agricultural lessons were organized for primary school teachers starting in 1853.¹¹ After the enactment of the State School Act in 1869, much changed in schools: teachers' work began to be monitored by the state rather than ecclesiastical school supervisors, and the Provincial School Act of 1871 provided compulsory primary education for all boys aged six to twelve. This increased the number of students and

⁷ LJUBIČIĆ, Šime. (2010), *Pučko školstvo zadarskog kotara od 1869 do 1920*, 8.

⁸ cf. HR-AZDN-2: Biskupsko školsko nadzorništvo u Zadru (1837-1869).

⁹ cf. PERIĆ, Ivo. (1974), *Borba za ponarođenje dalmatinskog školstva 1860-1918*, 19, 160.

¹⁰ *Primo corso di nautica u Zadru from 1849* HR-AZDN-2: Biskupsko školsko nadzorništvo u Zadru (1837-1869), box 19, no 430/1716.

¹¹ HR-AZDN-2: Biskupsko školsko nadzorništvo u Zadru (1837-1869), box 23, 69/437.

classes in schools, which were becoming too crowded, and there were not enough teachers either. The first male teacher training school in the Croatian language in the Kingdom of Dalmatia, the Illyrian Preparatory School, was founded in Zadar in 1866. The school for female teachers in Dalmatia did not exist until 1875 when the authorities opened the first female teacher training school in Dubrovnik. After the enactment of the Law on the Regulation of Public Teaching and the Education of Primary School Teachers, the position of all teachers deteriorated in 1888 when some provisions were introduced that further discriminated against the teaching profession. Teachers worked under challenging conditions for a salary that they barely existed on, so they often tried to engage in other, extracurricular, activities, which they were rarely allowed to do. Teachers were expected to do their job with love, participate in community life and, as educated people, assist the locals if they needed any help or advice. "A teacher can and must, beside school and church obligations, promote all other social benefits of his community; he can and must consistently strive to increase the welfare of the municipality, and he must in the broadest sense of the word be a socially active member of his city. A teacher is not only a teacher but also a citizen and a human."¹²

This principle was at odds with teachers' real status because they were poorly paid and subject to constant change at work, from the ever-increasing number of students, the filling of vacancies for teachers, and consequently frequent relocations. Authorities used this to discipline disobedient and undesirable teachers and relocated them to worse jobs, most often in remote and godforsaken Dalmatian parts. Newspapers published articles describing Dalmatian teachers' plight, with salaries significantly lower than all civil servants, female teachers, and super-teachers. In all schools, they were up to 20% lower than their male counterparts'.¹³ In the article, "Teachers will have to be beggars: (From teacher circles before the opening of the assembly)"

¹² *Glasnik dalmatinski*, 24th October 1862 XV, no 85.

¹³ HR-DAZD-105: Kotarsko školsko vijeće, 1911 box 10, no 33.

emphasises the humane aspect of the teaching profession because teachers are "required have everything like no other public servant: knowledge and significance and loyalty and patriotism and morality and sacrifice; exemplary behaviour in all things, and in return for all these virtues, they are forced to become beggars."¹⁴ The state's attitude towards teachers was different from towards other officials because they were required to have special symbolic and emotional obligations to the homeland and the ruler, but also a love for work. In return, they received compassion and pity, not a well-deserved reward.

Teachers' role in culture

Teachers were more engaged in their work activities, highlighting the significant difference between teachers' work in cities and smaller, mostly remote and impoverished places. Their influence was felt more strongly only from the seventies of the 19th century when teachers in Dalmatia began to organize themselves and cooperate with their colleagues from the continental parts of Croatia. They increasingly spoke and wrote about their work, published their articles in the teacher's press, and participated in professional bodies that published their members' reports and contributions charging fees. These articles included professional papers, pedagogical articles with suggestions for improving teaching and methodology, and recommendations for enhancing the environment's cultural life. Under the auspices of the Provincial and District School Councils of the Kingdom of Dalmatia, they organized cultural events, exhibitions, founded children's music and acting groups, art workshops, handicraft workshops for boys and girls, and took care of books at school.

Teachers sought to procure books for their work and students' needs, and in some places, arranged school libraries from collections of books and reference books procured through the District School

¹⁴ *Narodni list*, 42 (17th October 1903), 83, 1.

Council in the city and those the teachers themselves purchased. The district school supervisor in Zadar, Ivan Jelčić, noticed that some locals were willing to donate books and funds for library equipment at primary schools¹⁵ schools in larger towns and cities. They would contain books and periodicals that teachers would take care of and lend to the local population and their children. However, there were too few such books, and most often they did not suit either the children or their families. When asked by the District School Council which books would be desirable for users of public school libraries, the teachers said that children were most interested in folk tales, fairy tales, fables, riddles, stories about heroes and epic folk poems. However, adults preferred humorous and pious stories, works about the history of Croats, and plants' cultivation.¹⁶ The best-equipped school libraries were in Zadar, but also those in Preko, Sali, Silba, Pag, Nin and Ražanac.¹⁷

Outside-school and extracurricular activities

In the 19th century, there were separate all-boys and all-girls primary schools in Dalmatia, which were transformed into mixed schools from the 1880s, and all children between the ages of six and twelve had to attend classes. Thus, new jobs had been created, especially for female teachers, who had previously worked only in all-girls' schools in cities and larger places. At the same time, all teachers' position deteriorated after the enactment of the Law on the Regulation of Public Teaching and Education of Public Teachers in 1888, because many teachers had

¹⁵ HR-DAZD-105: Kotarsko školsko vijeće, 1872 box 8, no. 431.

¹⁶ HR-DAZD-105: Kotarsko školsko vijeće, 1884 box 35, no. 1152. The following works are singled out: *Razgovor ugodni naroda slovinskoga* by Andrija Kačić-Miošić, fairy tale Little Red Riding Hood- Crvenkapica, short stories by Franz Hoffman, *Crtice iz hrvatske povijesti* Janka Tomića, *Povijest Hrvata* by Tadija Smičoklas, *Slike iz hrvatske cvjetane* by Dragutin Hirc, *Hrvati za nasljednog rata* by Ivan Kukuljević Sakcinski and *Hrvati u Tridesetogodišnjem ratu*.

¹⁷ HR-DAZD-105: Kotarsko školsko vijeće, 1893 box 70, no 780, 990.

to work with large numbers of children in poorly equipped and poorly maintained schools. In small places, teachers struggled with the ignorance, illiteracy, and ignorance of the majority of the population. Too little attention was paid to learning. Even with the most significant effort of teachers, a better result could not be achieved.

On the other hand, most of the knowledge that children acquired in school could not be applied in their daily work, so the *Narodni list* published an article about the hard life of primary school teachers, emphasizing the people's ignorance and lack of interest in school. The newspaper article author concluded that moral education and teaching the appropriate work organization and housekeeping would help children much more than the school programme's contents. Although the programme included practical work, the children were not taught to manage jobs, and people did not work as much as they could; they did not know how to earn or save: "Since the beginning of time, a hard-working and sober man in the field of economy has been known to have an advantage over the lazy, prodigal, and lustful. Therefore, in our opinion, today's economic crisis depends more on the moral crisis than on any other causes (...) Many of our farmers fail economically (...) because by spending too much in pubs and getting drunk, they deprive the whole family of the necessary means of livelihood."¹⁸

Therefore, some teachers undertook other activities, procured professional literature and sought education to hold courses for adults to provide them with the professional assistance in various sectors of the economy, such as agriculture, plant protection, animal husbandry, fishing, beekeeping and preparation and food storage. They often went to other parts of the Monarchy for additional training at their own expense, and when they returned they asked the school authorities to approve and pay them for such work, which did not always work out. Teachers of both genders also gained some knowledge from practical work during their schooling, namely the basics of economics and agriculture for boys' education and household chores for girls.

¹⁸ „Uzgojna zadaća pučke škole“, *Narodni list*, 38 (1st February 1899), 9, 1.

As these jobs and the teaching of boys and girls, were strictly separated, it used to happen that in schools run by male teachers, there were no practical activities for girls. There was no useful work for boys where teachers were women, so the ideal combination for each school would be to employ a male and a female teacher and allocate the jobs respectively. School supervisors often pointed out the importance of practical work at schools. As they said, "teach primary school boys in towns and villages handicrafts, and girls household chores and (...) arrange classrooms based on scientific pedagogy."¹⁹ "A school-art exhibition of women's needlework "showed how to make fabrics and embroideries" according to domestic needs because teachers "represent the link between knowledge and people."²⁰ Teachers often wrote about their work at school, but also the outside school activities they organized for the general public. Their journalistic and literary works were published in newspapers, magazines and professional-pedagogical press.

Cultural activities in schools

In addition to teaching activities at the school, teachers regularly prepared student plays and stage performances at the end of the school year and for the holidays. School choirs and orchestras, recitations, solo singing, prose readings and exhibitions of children's works were performed, which sometimes turned into a real social event. Schools staged children's performances in the Benedictine Monastery of St. Marija in Zadar. In the Serbian girls' school, teacher Apolonija Vidović prepared two cheerful one-act plays with children (three boys and three girls) in 1854, "Djevojka crnkinja ,, (The Black Girl) and "Mladi lovci" (Young Hunters)."²¹ The plays were very successful and had several performances until 1864 when they were performed

¹⁹ *Smotra dalmatinska*, 7 (13th October 1894), 82, 2.

²⁰ *Smotra dalmatinska*, 7 (17th October 1894), 83, 2.

²¹ *Magazin srbsko-dalmatinski*, 18, (1854.-1859), 104-126.

in the National Reading Room.²² On the occasion of celebrating national holidays and church holidays, the students sang and recited verses. The holy performances, as the newspapers reported, were prepared by their male and female teachers.²³ Later, teachers established larger amateur acting groups in schools. At the end of the school year 1888/1889, the Croatian Girls' Primary School put on a play entitled "Čudotvorne gusle" (The Miraculous Fiddles), about which the newspapers wrote, and students of the Institute of St. Dimitrije performed remarkable plays and concerts.²⁴

Several stacks of files of the Zadar teacher Antun Pavličević from the Croatian Primary School in Zadar have been preserved, containing requests to the District School Council in Zadar for permission, according to a previously submitted programme, to set a stage at the school and give performances. Pavličević also suggests "a big party that he will organize through this year's teachers' assembly to celebrate the fiftieth anniversary of the glorious reign of m.v. of our emperor and king Franz Joseph in Zadar on June 22, 1898."²⁵ The files contain the programme of the event, lyrics of songs and recitations with the names of students who would perform and the play". Education and entertainment for the ceremony at the end of the school year 1897/98 prepared for his students by A. Pavličević.²⁶

The programme envisaged the presence of representatives of the school and church authorities, as was usual in all major city schools. The then Zadar press followed the ceremony.

²² MAŠTROVIĆ, Ljubomir. (1953). Kulturne bilješke, *Zadarska revija*, 2, 100-101.

²³ *Il Dalmata*, 13 (1878), 11. Učenička predstava u Novom kazalištu.

²⁴ *Amico dei pargoli*, 1 (1911), 6, 24.

²⁵ HR-DAZD-105: Kotarsko školsko vijeće, 1898. box 113, no. 2386.

²⁶ HR-DAZD-105: Kotarsko školsko vijeće, 1898. box 113, no. 2387.

The role of women teachers in preserving cultural heritage

Many teachers' departure from the city to the villages represented a significant change and new experiences about which they often wrote. Evelina Pomeisl Verdus, a teacher at the Croatian Primary School in Zadar, like most others, spent the first year of her "teaching career" in a village where she learned about folk art and traditional women's handicrafts. She later wrote: "Looking at them closely, I was amazed at their beauty, and they became my favourite thing to do. This love for them, as well as the High Provincial Council's question "How to preserve the traditional national taste in our province", prompted me to this debate. It will be quite simple. With it, I intend to show how much we as teachers can contribute to that, and I also want to arouse the greatest possible zeal in my dear colleagues for these folk artefacts (...). Looking more closely at the folk embroideries, how can we not be taken in our thoughts to those ancient times, when an unschooled village girl, though burdened with daily chores, after finishing them and having fed all her family members, quietly, in winter evenings, by the flame of her fireplace, could do all those embroideries without any help, and how can we not admire her taste, accuracy and patience?"²⁷

Emphasizing the value of these works, she pointed out that teachers' task was to convince rural women of the need for preserving these treasures and that teachers should learn these skills and pass them on to children in schools. She prepared drafts that she presented at the teachers' assembly, which was well received. In the following years, teachers wrote more and more about it, exhibitions and courses were held in cities and smaller towns, mostly in the vicinity of Zadar. Teacher Suković organized the presentation of handicrafts of students

²⁷Talk about the topic "Kako da se u ženskoj ručnoj radnji u Dalmaciji sačuva tradicionalni i narodni ukus" she gave at Kotarska učiteljska skupština in Zadar, *Smotra dalmatinska*, 9 (10th October 1896), 82, 1.

in Benkovac on the Provincial Teachers' Assembly occasion, when it was visited by prominent politicians and "many ladies and gentlemen" who noticed that the works were carried out "accurately, uniformly, correctly and skillfully."²⁸ Teachers organized courses for embroiderers and lacemakers in villages. Teacher Marija Gelčić, under the auspices of the deputy archduchess Marija Josefa, opened a lace course for fifteen adult girls in Obrovac.²⁹ Teacher Dragica Giunio from Pag joined the popular trend of reviving folk customs³⁰, where a group gathered around the newspaper of Croatian Catholic teachers, *Zora*, was active. She wrote about the great value of national treasures, especially clothing, which was less and less made and worn. In this, she saw the problem of fashion and a new way of life that attracted more and more people because they were not aware of the value of their heritage. "Let us teach the people in this regard so that they too could appreciate at least to some extent the beauty of their work. Let them be only aware with what enthusiasm foreigners came from distant lands, to observe and admire our national costumes - how costly they paid for our beautiful embroideries - embroidered with silk - thin yarn, wool, silver and gold. The folk teacher, who is always by the side of her people, has the opportunity to teach her people by word and deed, and she has a chance to gather various folk embroideries and other handicrafts. It is an opportunity to imbue our folk costumes' beauty in children's souls while they are still in school. If we find the extreme beauties of our artistic and folk wealth in the Split Ethnographic Museum, one must be convinced of our national soul's high qualities."³¹ She concluded that folk teachers had a particular task in raising awareness of the value of their products, encouraging the production and preservation of objects and techniques, which are forgotten. However, she did not talk about the economic side of that

²⁸ *Smotra dalmatinska*, 21 (26th August 1908), 68, 3.

²⁹ *Smotra dalmatinska*, 23 (15th June 1910), 48, 3.

³⁰ She worked in a mixed school in Ražanac from 1914/15, Lukoran 1915/16, Arbanasi 1916/17, Pag and Ražanac 1918/19 and in the girls' primary school in Pag until 1920. HR-DAZD-105: Kotarsko školsko vijeće, 1913-1920.

³¹ "Natrag k narodnoj nošnji", *Zora*, 3 (1918), 3-6, 42-43.

production, which could help reduce the poverty of Dalmatian villages, which some foreign women authors also wrote about.

Women's household chores included making clothing and other items that often exceeded their usage- value and became part of the valuable heritage in the household, church or monastery. Dalmatian embroideries, lacework, and costumes decorations differed from many others, so they attracted foreigners interested in the way of life in the province, the daily chores, and the various objects and costumes they made themselves. One of those who deserved the credit for the popularization of Dalmatian folk art was the teacher, writer, journalist Jelica Belović Bernadzikowski, who published articles on folk embroidery in Zadar. She wrote about women's position and the neglect of their abilities, which further burdened the difficult economic situation in Dalmatia. She pointed out that visitors admired Dalmatian women's products at exhibitions in major European centres, which their fellow citizens undervalued in their area. She warned of the need to support women to enable as much production as possible. Her newspaper articles³² were about the importance she attached to these activities, warning of the impact of urban fashion on folk costumes that were becoming simpler, poorer and of lower quality.³³ Interest in women's handicrafts was shown by the Austrian Archduchess Maria Josefa, who bought many these women's handicrafts, especially lace.³⁴ She used to visit Dalmatia, and in Pag, she was greeted in the school by young lacemakers, who organized an exhibition with their teachers.³⁵ Among the teachers who published in Zadar at the beginning of the 20th century with the number of articles and various topics, the most prominent was Erminija Fernanda

³²“Izložba dalmatinskih čipaka u Austrijskom muzeju u Beču“, *Smotra dalmatinska*, 18 (24th May 1905), 2, 3; “Još o izložbi dalmatinskih čipaka“, *Smotra dalmatinska*, 18 (31st May 1905), 2, 2; “Društvo za promicanje čipaka i kućne industrije u Dalmaciji“, *Smotra dalmatinska*, 18 (3rd June 1905), 3, 2; “Izložba dalmatinskih čipaka“, *Smotra dalmatinska*, 18 (14th June 1905), 6, 2.

³³“O preporodu hrvatske veziljačke umjetnosti“, *Narodni list*, (1906), 45, 1-4.

³⁴ PIPLOVIĆ, Stanko. (2000), Marija Jozefa: zaštitnica narodne umjetnosti Dalmacije. *Ethnologica dalmatica*, 9, 139.

³⁵ *Smotra dalmatinska*, 27 (25th April 1914), 33, 2-3.

from Šibenik district, who published a lot of articles about school practice, methodology, didactics and psychology. She also wrote about pre-school education, literature and folk art in the Šibenik region.³⁶ Some of her writings provoked polemical reactions from readers, which she successfully and confidently denied. She also reacted to the article "On the exhibition of folk embroidery", held in Knin in September 1908. She mentioned some "incorrect comments" which the author made, and "which, for the benefit of the very issue, this gentleman will allow me a teacher from Zagorje, who researches folk embroidery, to amend."³⁷ She compared the Knin, Benkovac and Zadar regions' embroideries and concluded that they were different and explained the differences in detail. Using common stereotypes about the differences between men and women, she wrote: "I would be very sorry if you considered these modest remarks of mine to be a reproach; no, this is not a reproach, but a small correction of a folk teacher, a woman to whom handiwork is the poetry of the soul, and the study of folk embroidery one of the sweetest pastimes. It is easy for a man's eye in handicrafts to miss a few things and change concepts, which is not easy for a trained woman's gaze to happen. And who would blame a man? It is not in his nature; that is the best excuse. Despite the increasing emancipation of today's women, the woman will remain a woman, her home's poetry, a lover of beautiful handicrafts, for which she has a natural gift along with fine wisdom."³⁸ She thanked the young author for the praise he gave to Dalmatian teachers, but she did not miss out to say that men often took expert analysis lightly and in areas they know much less than women and are quite confident about it.

Her speech reflected the firmness with which she defended her views, convinced that a male person cannot surpass her in a female occupation. She studied folk embroidery and learned from women,

³⁶ Cf: KATIĆ, Mirisa. (2019), *Uloga žena u kulturnom životu Zadra u 19. i u prva dva desetljeća 20. stoljeća*, Disertacija, Sveučilište u Zadru, pp 191- 206 <https://urn.nsk.hr/urn:nbn:hr:162:254299> (pristup. 22/10/2020).

³⁷ *Narodni list*, 47 (1st October 1908), 79, 2.

³⁸ *Narodni list*, 47 (1st October 1908), 79, 2.

and then made exhibit items with the girls at school. She told them that ladies in Vienna, including Archduchess Maria Josefa, wore their embroideries on their dresses because they considered them beautiful, pointing out that modern details which spoiled the originals³⁹ should not be added to folk embroideries. She proposed the protection of folk costumes and their application in modern fabrics, not vice versa, which indicated the need for systematic protection of cultural heritage, which should begin by teaching the basics of these handicrafts in primary and civic schools. Teachers and pupils should also use folk expressions as much as possible because they were more precise than foreign ones and people understood them better.⁴⁰ She followed the works of authors who dealt with this topic and highlighted teacher Eveline Pomeisl Verdus, the commitment of teacher Đuro Kalik, Paulina pl. Bogdan and the contribution of the book *Croatian Folk Embroideries* by Jelica Belović-Bernadzikowski, which explains their symbolics.⁴¹

Glagolitics, editors and art teachers

Every Sunday, the teachers took the children to Mass in the parish church. For the holidays they co-organized performances similar to medieval church mystery plays, which are still held in some places (mostly rural) in Dalmatia. Through their work, reading and copying Glagolitic books and writings, they influenced the renewal of Glagolitic singing in churches in the 19th and early 20th century. Teacher Petar Matulina was one of the meritorious Glagolitics in

³⁹ “Bijelo narodno vezivo“, *Smotra dalmatinska*, 21 (2nd September 1908), 70, 2.

⁴⁰ “O narodnim nazivima za ženski ručni rad“, *Smotra dalmatinska*, 22 (11th August 1909), 64.

⁴¹ “Jednolični nazivi za ženske ručne radnje u pučkim školama“ *Smotra dalmatinska*, (21st Nov.1908) 92-95.

Sali.⁴² During the First World War, he was also the editor-in-chief of the magazine *Zora*, intended for Croatian Catholic teachers and girls.⁴³ The editor and owner was Barbara Šarinić, the headmistress of the girls' primary school in Pag. Due to the turbulent events of the war, most of the articles were signed only under pseudonyms.

The work of art teachers in special and private schools was also associated with church singing, theatre performances, and art societies and groups' activities. Still, they rarely connected their work with pedagogical work in schools. The theatre hosted concerts that they prepared for school performances and plays by amateur groups. Within the Noble Theatre in Zadar, there were male and female music teachers, some of whom were known as excellent pedagogues. In some of the first societies, there were music and dance teachers, and later their number increased. Historiography mentions one of the first dance salons, that of Nicola Cambiotti and maestro Luigi Ricci's pedagogical work.⁴⁴ The Philharmonic Society (*Società filarmonica di Zara*) was active from 1858 to 1943 and was very important for Zadar musical life and as reports said,⁴⁵ many Zadar male and female artists, some of whom later became world-famous, were its members.⁴⁶ Music teachers worked in the Society since its foundation and were heads of individual departments. The piano department was long led by Ersilia Perini and the singing one by Teresita Traversi. At the end of the 19th

⁴² Fučić mentions Glagolitic manuscripts of late teacher Petar Matulina. FUČIĆ, Branko. (1980), *Glagoljica i dalmatinski spomenici. Prilozi povijesti unjetnosti u Dalmaciji*, 21 (1980), 1 p 283.

⁴³ Cf. RADEKA, Igor. (ed.). (2015), *Časopis Zora (1917-1918): paška perjanica Hrvatskoga katoličkog pokreta*. Pag: Matica hrvatska, Ogranak, 20-22.

⁴⁴ Cf. SABALIĆ, Giuseppe. (1922), *Cronistoria aneddotica del Nobile teatro di Zara: (1781-1881)*, 172.

⁴⁵ Cf. *Relazione della direzione della Società filarmonica di Zara: sull' andamento e sulla gestione economica della società stessa*. (1859-1863). Zara: Demarchi-Rougier, 1859-1863.

⁴⁶ Cf. HR-DAZD-479: Zbirka rukopisa, Società Filarmonica: straordinari: 1859-1894 Vol. 1-2, Rkp. 72 /1-2.

century, maestro Leon Levi had his own orchestra,⁴⁷ and in 1909, the Zadar "maestra", Alyxena Alacevich organized a music course for girls.⁴⁸ Zadar's male and female painters of the 19th and the early 20th century proudly mentioned their painting teachers and the importance of the courses that successfully prepared them for Vienna and Rome's academies. Most of them studied with Ivan Žmirić and Fra Josip Rossi,⁴⁹ but they also themselves held classes in their hometown. Thus, the most famous female Zadar painter, Zoe Borelli Vranska, after finishing her studies, intended to start a painting course.⁵⁰

Conclusion

As civil servants in the Dalmatia province, teachers were active in all major places from the middle of the 19th century. They were often the initiators of cultural activities in their area. Although the school curriculum strictly determined their work, there was room for some outside school and extracurricular activities, which they reported about at teachers' assemblies and were published by the other public press. Teachers wrote about life, events, and their work published professional articles with suggestions for improving teaching and recommendations for enhancing the cultural life of the community in which they lived. They organized stage and music performances in schools, art and handicraft workshops for children, exhibitions, and courses for adults, which went beyond their daily work scope. In addition to praise, these activities also brought them rewards, promotion or transfer to a better job, and sometimes financial benefits, which was used more successfully by male than female teachers. There were teachers of art subjects that were little talked about in the

⁴⁷ HR-DAZD-88: Vlada/Namjesništvo za Dalmaciju, 1890, Vol. 2, no. 3 (18976, 19305).

⁴⁸ *Narodni list*, 48 (18th September 1909), 75, 3.

⁴⁹ PEJIĆ, Pijo Mate. (2004), Slikar fra Josip Rossi. Radovi Zavoda za povijesne znanost Hrvatske akademije znanosti i umjetnosti u Zadru, 46, 327.

⁵⁰ *Narodni list*, 57 (6th February 1918), 10, 2.

school and pedagogical context in other institutions and private schools, so their work often remained neglected in historiography.

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The occurrence and prevalence of school failure

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Summary: We can find numerous studies and researches on school failure, and they mainly talk about academic failure, i.e. about school grades and the influence of various factors. We wish to point out in this work how school failure does not only concern bad school grades, but also failure in the social context in socializing with peers, and also numerous fears and unrest that school children feel. They are all interconnected, and it is not rare that academic achievement influences emotional and social life as well as the opposite. We, thereby, emphasize the role of the teacher as well as the parents who could play a preventive role in these consequently causal relationships of various manifestations of failure.

Keywords: school failure (academic, social, emotional), family, teachers and school context

Introductory remarks

We most often talk about failure in school when a student does not achieve the grades that would correspond to his abilities, that is, when he does not achieve the success that the environment expects of him. Although most in most parts of the pedagogical research have tried to explain school failure, it has been insufficiently researched, but is also difficult to define. **Bad school grades (academic failure)** is one of the indicators of school failure but not the only one. Assessment is a reflection of students' abilities, motivation and knowledge, but it also affects their status in peer groups, teachers' affection, and parents' satisfaction. Students with lower grades may have difficulties in relationships with peers, but also emotional difficulties due to persistent feelings of failure and isolation, fear of teachers, fear of questioning, learning, school friends, general fear of school, known

in literature as school phobia. Therefore, when speaking of school failure, we cannot leave out other areas in which failures can be manifested whereby we can say that they are important for further schooling and success in general. Failure can be manifested in the **social area**, resulting in poor adjustment, isolation from peers, and show of aggression towards other students. Belonging to peer groups is one of the essential features of the social concept of the human community and encourages numerous positive educational and socialization processes that contribute to better social integration. Isolated children and students often behave antisocially, inappropriately to the situation and interfere with group activities. They are very clumsy in making friends and trying to fit into new company. In doing so, they usually use imposition which leads to completely opposite and undesired outcomes. The impossibility of being able to affirm themselves in socially acceptable ways of behavior (in learning, teaching and extracurricular activities) is often compensated with aggressiveness, and in early adolescence they already belong to delinquent groups. The most frequently manifested form of failure in the **emotional area** is the loss of self-confidence. Due to the frequent (almost daily) experience of failure, the positive image of oneself is disrupted and over time a belief in inferiority is built in relation to other students. Day by day, these students receive proof of their own incompetence in solving the set tasks. The evaluation of their work is often a continuous array of negative corroboration, and the final consequence is the feeling of inferiority. A student with the feeling of inferiority withdraws into himself, excludes himself from the life of the class and school, becomes distrustful and often these consequences are manifested in some predominantly active (externalized) forms of behavioral disorders such as aggression, indiscipline, defiance and opposition disorders, and the like. The most drastic consequence of school failure certainly is the loss of school interest, at first occasional and then more and more frequently until dropping out of school, this always being the result of helplessness and inefficient help that should be offered by the school together with the family. With time, fear of exams acquires

an increasing role, particularly in the final exams of elementary school. Students in such classes are particularly stressed because grades and school academic achievement are crucial for further education. Some students apparently seem to be completely calm in accepting poor grades and failure. Over time, they give up the desire for success, they stop trying because result is lacking.

Failure experienced in school is no way a harmless defeat in the game or something that just the next day can be changed into behavioral change. It is a fateful event that affects social promotion, deeply shakes family relationships, and attacks a positive image of oneself in affirming one's self-worth in the eyes of others. (Bognar and Matijević, 1993).

How to define school failure?

The introductory part has explained areas where students have experienced failure and it also emphasizes that students do not experience failure only in the academic area but also in the social and emotional one. Even though a poor grade is the most evident indicator of failure, it must be pointed out that different criteria in determining the quantity of knowledge, different parameters of measuring the acquirement of knowledge, unprincipled estimates can be strong distractors on the road to success and significant reasons for the feeling of failure. In a great number of cases, the relativity of criteria whereby the student's knowledge is estimated depends on the teacher. The student's capacity in achieving results is also problematized by the issue of school failure, so that a student with more pronounced abilities and average results in school can also be considered unsuccessful since he is not maximally engaged (He could do better, the teacher and parents would say). The difficulty in defining school failure is also supported by the fact that there are different interpretations and understandings of school failure such as failure to adopt a minimum of teaching material. School failure is characterized

by two essential characteristics: cumulateness and stability. Cumulateness signifies gradual but permanent increase in failure. Participating in classes that are not adapted, some pupils characterized as unsuccessful, in fact, do not have the opportunity to engage in activities that encourage their development and engagement. A feature of stability is characteristic for accumulated failure, i.e. a failure that is created in several classes. Stability and resilience to failure are most pronounced in repeating the grade. Namely, when a student is instructed to repeat a grade, he is most often an unsuccessful student in the new class. As a rule, the educational deficit of students contains all the deficits of the previous grades, which makes the failure great, and causes numerous and harmful consequences, as well as numerous other manifestations of failure. Such a student is usually not accepted by others no matter how hard he tries, the prevailing fact is that he is unsuccessful and is labeled by the fact that he is repeating his grade. Students happily start with first grade and have a desire to learn, but failure changes their attitude toward school. Failure is perceived as a mismatch between expectation and reality whereby school becomes a place where discomfort is experienced, perceiving it as a negative experience. If we add to this the fact that a student is in school every day, we can say that students who are perceived as unsuccessful have a constant feeling of failure, inferiority, alienation, isolation and rejection from other students.

Estimates of school success are also common. Students do not have to have A's in all subjects to be successful. For many, success implies only excellent grades, and poor grades imply failure. Excellent grades in mathematics and the Croatian language often determine grades in art, music, etc. Wrong estimates of school success are also common. The talents of children who are extremely successful in only one of these areas are thus undermined. The differences that dominate the class community should be seen as a significant factor in the general behavior of students, encourage them in not having a lasting sense of failure in every class and in all areas. Also, the capabilities of students and the use of their potential should be taken into account, especially in areas in which they show special interest. In our school practice,

it has been shown that there are students with excellent grades, but with very weak interactions with peers, with additional emotional difficulties that can very often be the result of high expectations from their parents, which poses the question: Can we say that they are successful only due to their excellent grades?

School success cannot be measured numerically, the student's sense of success, satisfaction with achievements, satisfaction in socializing with peers, acceptance by peers, engagement, interest, motivation, and finally satisfaction and happiness in the school and classroom community, and personal, not imposed, interest in further education and choice of occupation should also be taken into account.

Most often mentioned and researched risk factors of school failure

Risk factors are most often associated with all those factors that, by their presence, increase the probability of the occurrence of some phenomena, which in this case is school failure. The causes of school (non)failure of students are numerous and in literature are mainly associated with three broad groups of factors: family and peers (family relationships, (dis)functionality of the family, socioeconomic status and family structure, parent upbringing style, parental support and expectations, peer acceptance, communication, socializing and contacts, support, group membership); school (curriculum, teacher competencies for educational work, application of new teaching methods, student-teacher interactions, teacher expectations, assessment methods), and students' personal resources (intelligence, diligence, self-esteem, expectations, self-efficacy assessment), (Gutvajn, 2009; Slijepčević et al, 2017).

Numerous authors have been researching for decades the effects of various elements from the school environment on school failure: the

organization of work in school institutions (Shaw, Caldwell and Kleiber, 1996), school atmosphere (Jurić, 1993; Domović, 2003; Jurčić, 2004, 2010), representation and competencies of professional associates in the school (Zloković, 1998), and pupil and teacher interaction (Teasley, 2004). Some authors believe that failure is a consequence of the parental upbringing style (Vazquez-Nuttal and Nuttal, 1976; Ajduković, 1990): Clark and Shields, 1997; Engels et al., 2001; Ben-Zur, 2003; Zrilić, 2005), poor family communication (Malagoli and Togliatti, 1996; Scabini, Donati, 1992), relationships without love and warmth (Caffray and Schneider, 2000).

Today we can add another significant factor that affects school success, and that is the media, mostly social networks, online games and virtual socializing. Although we will not additionally elaborate on these factors in this study, it is important to mention them. Prolonged use of the "screen" has a negative impact, fatigue and headache occurrence (Anđelić et al., 2014), and physical and mental health are certainly one of the preconditions for interest and motivation for effective learning, and thus achieving school success.

In the multidimensional mobile space of school failure, it is possible to monitor the reciprocity of cause and effect, but it is difficult to determine where and which factor has the decisive causal effect. The causes of failure, and thus poor grades in school, should be sought in the interaction of various factors: cognitive, conative, physical, affective characteristics of pupils, motivation, influence of peer groups, overloaded curricula, numerous exams, assignments, non-representation of professional services in school, school and classroom atmosphere, (non)competencies of teachers, family atmosphere, parental upbringing procedures, parental expectations, engagement in the child's education and readiness to cooperate with teachers.

In general, students are unsatisfied with their school status, they complain that teachers do not understand them, that they treat them inappropriately, do not establish quality communication, and they say that teachers are too authoritarian for today's new generations.

This can all result in an unacceptable behavior from the student, from a milder form of such behavior such as negligence, disobedience or absence from classes to different asocial and antisocial behavior with emphasis on aggressiveness and consummation tendencies (Zrilić, 2010). There are many dissatisfactions, fears and stresses at school. Students complain about unfair grading, poor attitude and the way teachers work. Teachers complain about non-cooperation, aggression and non-recognition, and parents complain about the inadequate knowledge that their children acquire, school closure and the like. The purpose of education is to teach, test knowledge and issue certificates of performance, and assessment is one of the main indicators of student performance.

Risk factors for school failure may also be related to some individual characteristics of students (adolescence, illness, emotional problems, poor self-control, low level of self-esteem, lack of self-confidence, anxiety and avoidance, aggressive behavior, etc.), peers and peer context (peers prone to inaction and avoidance of school obligations, idleness, non-involvement in extracurricular activities, peers prone to deviant behaviors, etc.), media (abundance of advertisements, promotion of short-lived, unusual and unacceptable elements as life values), distorted values and changes in modern society (hedonism, idleness, quick earnings), but the most frequently mentioned and researched risk factors for school failure are related to the school and classroom atmosphere, teacher competencies, and parental upbringing procedures, so we will further elaborate them in the next chapter.

School atmosphere and school context

One of the essential conditions for understanding the atmosphere in the school is a separate observation of the school and classroom atmosphere, respecting possible mutual actions (Jurčić, 2004).

The school atmosphere is usually defined as a group of inner characteristics, whereby schools differ from one another and have an impact on the behavior of its members, and thus indirectly on the quality of school processes and effects (Domović, 2003). The atmosphere in schools is created by the principals, professional associates, teachers and all other school staff. Through their actions, they also influence the behavior of students in school as a social context, due to the daily presence, which is unusually important for children.

Besides the entire school atmosphere, **class atmosphere** also has a significant influence on lessons. We relate class atmosphere to the total state of relationships in one class during different lesson activities. This is determined by the interaction of pupils, teachers, parents and principals as well as professional associates in school. A pleasant classroom atmosphere largely depends on the teacher's personality, his/her views, attitudes, pedagogical orientation and, above all, on his/her emotional capacities. The teaching process is more effective if pupils are content rather than tense. If tensions in teaching are difficult to overcome, this produces anxieties and fears (Jurić, 1993). Among the most important characteristics of a pleasant classroom atmosphere is the absence of hostility between students and teachers, but also between the individual within the classroom. (Jurčić, 2004). Some authors define the communication classroom atmosphere as "a special type of social relations in the classroom, expressed through forms of communication between teachers and students, imbued with their emotional connections that lead to lasting good learning outcomes." (Ivanek et al 2012).

Atmosphere represents the sum of the common school life and work of each student in the class, homeroom teachers, other teachers and parents that arises from their individual interaction. Students, teachers and parents determine the quality of this atmosphere, but the atmosphere as such affects the behavior and success of each individual. It is pleasant to teach and learn in a good atmosphere, creating the greatest effect (Anđić et al, 2010).

The quality of the classroom atmosphere directly affects the experience and pupil behavior (learning outcomes and discipline), the achievement of teaching goals and objectives and learning motives. It is closely related to interpersonal relationships and the way teachers communicate with students. By establishing help and support in student development, based on a pleasant and supportive classroom atmosphere and good relationships through interactive communication and curricular approaches, the teacher deeply encourages the formation of the student's personal identity and self-awareness. The purpose of the teacher's help and support is not only for each student to develop his own ability to learn and achieve success, even if it is the highest, but also to develop responsible behavior at different stages of life towards himself, his classmates and adults. When the classroom atmosphere is established, so as to have the characteristics of comfort and mutual support, it thus reduces, directs, and mitigates numerous negative factors that could lead some students to irresponsible behavior towards others and towards school obligations (Bouillet and Bijedić, 2007).

The class atmosphere represents one of the essential factors that influence pupils' school achievement. It is a complex phenomenon including many elements, and the emphasis is on interaction-communication processes in teaching (Tomčić and Andreovski, 2020).

The teacher, together with student reactions, can provoke a specific class atmosphere that manifests in four dimensions. The first dimension is the *social atmosphere*, through relations of subordination, decision-making rights and initiative. The second dimension refers to the *degree of activity of students and teachers and initiative in the learning process*. The atmosphere of *competition or collaboration* manifests itself as the third dimension. *Emotional atmosphere, warmth and support* also play a significant role in developing a positive classroom atmosphere (Andrilović, Čudina-Obradović, 1996).

The problem related to the teacher-pupil interaction research is the direction towards different aspects of interaction (teaching, classroom

management, support for pupil autonomy, socio-emotional relationship), or the individual connection with student school achievement. (Šimić-Šašić and Sorić, 2011).

The characteristics of the classroom atmosphere are influenced by the teacher's personality, his/her knowledge and opinions on which behavior gives good educational results, and which educational goals he/she wishes to achieve in his/her work. The teaching practice has shown that there is an interconnection in these dimensions of the classroom atmosphere. A democratic atmosphere offers more mutual interactions and initiatives of pupils, with greater emotional warmth and support. In an autocratic atmosphere, where a one-way interaction (teacher-to-student) is more common, emotional support is weaker, whereas different combinations of dimensions are also possible: free interaction and a democratic structure accompanied by emotional indifference. The teacher in the class has the position and role of authority, meaning that he has the right to make decisions that relate to pupils. The way a class is led is actually a way of using authority in making decisions. There are three styles of class leadership: authoritarian style, democratic style and complete freedom style. In the **authoritarian style**, all decisions on activities and procedures in the classroom are made by the teacher, without any explanation, clarification and without any plan determination. In the **democratic style**, all decisions are made jointly, and based on conversation, assisted and encouraged by an adult leader, which is the teacher. The teacher clarifies the goals, suggests several alternatives for solving problems, and there is a division of responsibilities within the group. The **complete freedom style** describes the teacher as a passive person that gives full freedom to the group or individual. Information or assistance are given only when asked for. The teacher does not take any initiative, does not evaluate or criticize the members of the group. These three forms of leadership imply the types of social atmosphere.

- a) Aggressive autocracy – aggressive reaction in an autocratic style
- b) Apathetic autocracy – apathetic reaction in an apathetic style

- c) Democratic atmosphere
- d) Complete freedom atmosphere

The abovementioned types of social atmosphere differ significantly in the interrelationships between pupils and their emotional state. Most reactions of addiction, dissatisfaction and demand for attention were observed in an autocratic atmosphere.

Friendly relationships, task orientation and better results are most pronounced in the democratic atmosphere. Non-independence and lack of initiative are characteristic in the atmosphere of complete freedom. Supportive and warm interaction with the teacher has an impact on learning, social competences and adaptation to school. Also, a secure attachment to the teacher is associated with higher school achievement, a more positive attitude towards school, greater commitment and participation in class activities, and thus, less frequent repetition of classes (Krstić, 2015), but also less frequent manifestations of behavioral disorders.

This is of particular importance when it comes to children who manifest behavioral disorders due to unfavorable family circumstances, because it is to them that educational institutions can (and should) provide a sense of belonging and connection that they are unable to experience in their own families. (Bouillet, 2010).

Encouraging and maintaining a positive and pleasant classroom/teaching /school atmosphere is necessary if we want to create complex goals and tasks of upbringing and education. Mutual energy created in an optimal atmosphere inevitably contributes to the quality of the upbringing-educational process. (Anđić et al, 2010).

Teacher participation in school (in) success

The teacher creates an adequate social context for learning being the leader and participant in the learning process. Most teachers, unfortunately, even today conduct classes by presenting facts that

students must learn and retell in class. Children show knowledge in exams, but it is not permanent, that is, after the assessment, very few facts remain in their memory. The teaching style of the teacher is an important factor on which the student's school experience depends and thus her/his success. Research (Shaw, Caldwell and Kleiber, 1996) showed that 30% of pupils were bored at school. Teacher motivation was poor, classes badly prepared or there were some other elements in their exposition that may have encouraged boredom (monologue, poor diction, voice tone, too slow or too fast presentation, indistinctiveness,...). The teachers' work does not represent the one-way transfer of knowledge. The teaching style must be adapted to the differences governed by the groups within the class. He/she must always give clear instructions and be sure that all pupils understood what he said. It concerns professionalism that cannot be performed outside the framework of necessary *knowledge, decision-making and behavior*. Those are three important elements of the teacher's pedagogical-didactic skill in teaching. They portray her/him as a professionally competent person in the field of upbringing and education. A competent teacher is one who, on a theoretical level, understands and applies in her/his practice the most important determinants of modern teaching, and who accomplishes the task of mediation in the acquisition of basic knowledge, abilities and skills for further education of children and youth. Interaction between the teacher and student will be of better quality if the teacher strives to reach higher levels of interaction connection. In the context of the teacher's influence on learning outcomes, the quality of the teacher's interaction realized with students is brought into the closest connection with learning. (Šimić-Šašić, 2011).

The elementary task, as well as the imperative of action success of the contemporary teacher, is her/his ability to make the school an environment where students are happy, where they experience positive experiences, and also a place where they learn in an acceptable, exploratory and collaborative manner. During teaching classes, students speak freely. They are not passive listeners and the teacher only helps them in realizing their assignments, creates

an encouraging environment and encourages social cooperation. The contemporary teacher is an educator, mediator and social integrator, and his activity must be directed towards assisting, negotiating, organizing, encouraging, counselling students. (Previšić, 2003). The quality of realized interaction with the teacher has a significant role in the child's satisfaction with school (Klarin, 2002). All are of equal importance in a team. The teacher does not place himself above the student. He just needs to make sure that classes are well run, planned and structured. It is necessary to start from the student's experiences and interests, and give them confirmation for independent thinking and expression. Their creativity, sensitivity and amazement is enough of a sign to let them learn as they wish.

Numerous studies on the effectiveness of the school in recent decades point to the need to develop collaborative learning within class groups, which is becoming an important alternative to the traditional model of teaching in which a competitive atmosphere prevails. Jensen (2003) defines cooperative learning as an active process of learning where academic and social skills are nurtured through direct pupil interaction, individual responsibility, and positive interdependence. Its components are positive interdependence, direct interaction, individual responsibility, collaborative skills and preparation. The participation of students in the creation of the teaching process gives them additional strong motivation for learning. They thus have a greater need to participate and act during teaching lessons, bring forward their ideas, be creative, responsible and effective in the activities they have undertaken and share the responsibility for the undertaken activities. By focusing on the development of humane teaching, which is characterized by cooperation, understanding, friendship, mutual respect, appreciation, communication, and similar, the teacher forms a premise for the development of student competencies, technical and technological culture, their moral and spiritual stability (Previšić, 2001). It is important to know that co-planning affects the student's curiosity, his emotional preoccupation with the work that follows. Emotions trigger the student's activity, make him work more intensively and express

her/his attitude towards teaching. The co-organization course of the lesson obliges the teacher and students to reach the expected effective outcome in teaching and learning. Students become co-responsible for the outcome of the lesson. Co-responsibility contributes to their activity, better realization of what is planned in the classroom and work class discipline. The process of co-planning and coorganization of teaching contributes to more efficient work in the phase of processing new contents. Students are better focused on the goals and objectives of the lesson, pay better attention to the transmission of information, especially with inserted phases of individual work, pair work or group work, are more willing to be active and put effort, are inspired to create a pleasant, positive and supportive classroom atmospheres and the like. The group characteristics of the class department and/or the upbringing group will also reflect on the dominant cooperative or competitive relations among the group members. Cooperative learning involves a lot of interaction, effective communication, enabling success for others, high acceptance and support for peers, strong emotional engagement and commitment to learning with everyone, and reducing the fear of failure. During competitive learning, there is little interaction, a lot of misunderstandings, threats or lack of communication, and obstruction of the achievements of others, peer influence is aimed at preventing success, children are oriented to a "winner-loser" model of conflict resolution, members of have little mutual trust, poor mutual acceptance and poor mutual support, while fear of failure increases (Bouillet, 2010).

One-way informing students about the curriculum without empathy and mutual influence, often results in disinterest and lack of motivation for school and education, which leads to school failure. Inappropriate teacher procedures such as non-empathy, not giving support, disrespect and authoritarianism cause fear and insecurity in pupils. Jurčić (2004) states that one of the factors that reduces exam anxiety is teacher support that is based on her/his culture and quality of communication, while significantly better results are achieved by pupils whose teachers are open to new experiences and new

communication relationships. Diverse daily contact with children, parents and professional associates require developed social competencies and the capability of quality communication (Previšić, 1999). Even more so because teacher communication competencies should be a stimulus for the development of communication competencies in students. Successful student – teacher communication (both verbal and non-verbal) reduces the pressure on students and thus has an indirect influence on their relationship towards the school, teacher, peers, and parents and also contributes to the development of social competencies that are the foundation for the development of social relationships in the class. The purpose of the teacher's help and support is not only that each student develops his own ability to learn and achieve success, even if it is the highest, but also to develop responsible behavior towards oneself, other students and adults at different stages of life.

When it comes to interaction between the teacher and student, we can speak of the significance of positive and negative interactions for student school achievement. A positive interaction is characterized by high support that the teacher offers students applying the strategy of active teaching. On the other hand, a teacher that realizes negative interaction with students offers low support and low challenge, applies an authoritarian style of management, has a negative attitude towards teaching and high expectations from students (Šimić-Šašić, 2011). The results of Šimić-Šašić i Sorić (2011) research indicate that quality teacher – student interaction has an indirect impact through individual pupil characteristics on pupil behavior and thus on school achievement.

The quality of the realized pupil –teacher communication enables the satisfaction of the need for security and attention, enables the creation of an atmosphere suitable for learning and the development of social relations. The question of quality of communication in the classroom is essentially related to the continuity, discontinuity in social relations respectively. In other words, when the student feels accepted by the teacher and classmates, at the level of mutual respect, then she/he

understands the value of respecting class rules, participates in the planned teaching activities, etc. Then the influences and interactions in the organization and implementation of the teaching process motivate students to make an additional commitment to learning and responsible behavior, and greatly contribute to preventing failure.

As we have earlier mentioned, the most frequent indicator of school failure are bad school grades. In order to follow educational achievement, traditional education systems use a numerical scale. A grade depends, for the most part, on the teacher's capacity to assess the pupil's knowledge correctly. Student assessment is a complex and very responsible factor in educational work, because school grades are the only criterion that is relevant for further education.

In his numerous researches on the role of the teacher in assessing school success shown by grades, Grgin (1999) measured an array of variables such as the gender of the assessor, strictness and gentleness of male and female assessor, strictness towards boys and gentleness towards girls, teacher profession satisfaction, objectiveness, and the age of the teacher. He came up with interesting results based on the gender of the teacher. Female teachers are stricter, especially towards boys during adolescence, because they are punished in a way with a bad grade for the behavior that the school does not accept or reward. Such assessment and grades for knowledge represent a significant error in assessment. The following table shows the relationship of the teacher towards pupils according to pupil opinion.⁵¹

⁵¹ Results in tables 1, 2, 3 and 4 have been taken from the unissued Project Study of the Social Competencies Curriculum and relationships in school, Department of Pedagogy, Faculty of Philosophy in Zagreb, research conducted in 2012

Table 1 T-test according to gender and related to the teacher's relationship with the pupil

ASSERTION	Gender	N	M	SD	t
Most of my teachers – respect my opinion	M	1337	3.28	1.199	2.66**
	F	1324	3.40	1.110	
Most of my teachers – believe in me	M	1337	3.33	1.192	2.97**
	F	1324	3.46	1.135	
Most of my teachers – support and help me	M	1337	3.53	1.146	2.41*
	F	1324	3.63	1.060	
Most of my teachers - successfully maintain order and discipline in the classroom without excessive rigor	M	1337	3.01	1.281	.09
	F	1324	3.01	1.179	
Most of my teachers – successfully solve issues and conflicts that arise	M	1337	3.24	1.213	.46
	F	1324	3.26	1.168	
Most of my teachers – talk with me	M	1337	3.70	1.096	2.30*
	F	1324	3.79	1.021	
Most of my teachers – do not use corporal punishment of students	M	1337	4.25	1.255	4.88***
	F	1324	4.47	1.060	
Most of my teachers – treat us politely	M	1337	3.64	1.142	4.59***
	F	1324	3.83	1.001	
Most of my teachers - do not use ugly and obscene words when they are angry at our behavior	M	1337	3.76	1.306	1.68
	F	1324	3.84	1.164	

Note $p < .01^*$, $p < .01^{**}$, $p < .001^{***}$

Research has shown that girls feel more comfortable in school than boys and, according to their opinion, the school context is generally more conducive to learning and developing positive interpersonal relationships than with boys.

Girls feel, significantly more than boys, that teachers respect and appreciate their opinion, believe in them, support and help them, talk to them, and do not use corporal punishment of students, treat them politely.

Table 2 T-test according to pupil gender on the role of the school in encouraging social relationships among students

ASSERTION	gender	N	M	SD	t
In my school – cooperation and assistance are encouraged	M	1337	3,62	1,114	4,34***
	F	1324	3,80	1,004	
In my school – friendship among pupils is encouraged	M	1337	3,98	1,114	4,14***
	F	1324	4,14	,965	
In my school - differences among pupils are taken into account	M	1337	3,54	1,246	2,74**
	F	1324	3,67	1,136	
In my school – taking responsibility and consequences for one’s actions is encouraged	M	1337	3,56	1,220	3,78***
	F	1324	3,73	1,104	
In my school – quarrels and disruptions to teaching are suppressed	M	1337	3,40	1,246	2,64**
	F	1324	3,52	1,096	
In my school – one learns how to express one’s feelings without anger and aggression	M	1337	3,26	1,308	3,55***
	F	1324	3,43	1,206	
In my school – resistance to negative pressure and suggestibility is strengthened	M	1337	3,30	1,191	1,15
	F	1324	3,35	1,107	
In my school - rejected and isolated students are provided with assistance	M	1337	3,47	1,347	1,14
	F	1324	3,52	1,312	

Note p<.01*, p<.01**, p<.001***

Girls significantly more than boys consider that school encourages cooperation and assistance, friendship among students, respect for differences, taking responsibility and the consequences of one's own actions. they consider that disputes and disruptions to teaching are suppressed, and they are taught how to express their feelings without anger and aggression.

The above mentioned in the text and tables resulted also in the differences in school achievement, expressed in grades. Namely, a statistically significant difference in school achievement was found between boys and girls, whereby girls achieved significantly higher school results than boys.

Table 3: T-test of school achievement according to gender

ASSERTION	Gender	N	M	SD	t
School achievement in the last school year	M	1337	4.06	.820	9.091***
	F	1324	4.34	.737	9.096***

Note p<.01*, p<.01**, p<.001***

Table 4: School achievement, differences in gender

School achievement in the last school year							
		School success					
		Insuffici ent	Sufficien t	Good	Very good	Excellen t	Total
Gen der	M N	7	19	310	547	454	1337
	% within gender	.5	1.4	23.2	40.9	34.0	100
Ž	N	4	8	163	510	639	1324
	% within gender	.3	.6	12.3	38.5	48.3	100
Total	N	11	27	473	1057	1093	2661
	%TOTAL	.4	1.0	17.8	39.7	41.1	100

As can be seen from Table 4, school achievement deviates significantly from the normal distribution. In other words, most pupils achieve grades 4 and 5, while only a small proportion of pupils complete a school year with a grade of less than 4. It would be expected that school achievement is distributed “normally”, i. e. described by the Gaussian (normal) distribution.

However, almost all researches show that this is not a normally distributed variable, especially when it comes to school achievement in primary school. This examination also confirmed such findings

in the expected direction. Upon explaining the negatively asymmetric distribution of school achievement, it is certainly worth mentioning, in addition to the demographic and social characteristics of the environment in which the school is located², the *personal equations* of teachers in the school.

There are many factors that depend on the teacher as a measuring tool and emphasize the importance of the teacher's role, and objectivity, consistency and fairness during grading. Grgin (1999) also states the following as relevant factors: *personal equation*, *halo-effect*, logical error, error of the environment, error of contrast, tendency to adapt the grading criterion to the quality of student group. Nominally, the same grades cover a different range of knowledge, depending on the assessor.

School grades on a numerical scale from 1 to 5 in our school system are the only ones, but not always the true indicator of knowledge. The teacher's ability is especially evident during assessment, as it can cause a variety of effects: from additional motivation and improvement to demotivation and running away from class. The teacher's responsibility for her/his development and professional responsibility for the successful accomplishment of upbringing and education tasks, but also vice versa. That responsibility is, therefore, the quality that is achieved by expertise but it is a kind of criterion of her/his independence, and, to some extent, the autonomy in the conception and realization of the pedagogical process (Pivac, 2000).

A certain number of recent researches has shown that a lower average school success in rural environments but a „normal“ distribution is connected to them. On the other hand, it is precisely the characteristics of urban areas, which are usually associated with a higher level of education of parents, that have significant effects on school success, and in this sample of examinees (mainly urban population) a negatively asymmetric distribution could be expected..

New teacher competencies

The tasks set before the contemporary teacher are: contemporary way of teaching; research teaching, less frontal, extracurricular and field teaching; student-tailored school”; relief by removing unnecessary educational contents; independent work; strengthening the educational function of the school; teaching and training students to live according to individual and collective rights and responsibilities, civic morality, general cultural and civilizational values, fundamental human rights and children's rights, freedom of moral judgment and freedom of thought, consciousness by respecting the principles of respect for diversity and intercultural understanding.

Personalities to be strived for in upbringing and education: independence, initiative, communication, honesty, justice, self-confidence, respect for others and care for others, tolerance and understanding, peace, sense of equality and equality for all people, solidarity....

The question is posed: What knowledge and competences must teachers have in *knowledge society*?

According to the European Commission for the Advancement of Education and Professional Development, teacher education should be interdisciplinary and multidisciplinary, which means that teachers should have:

- Knowledge in the subjects they are teaching but in similar ones also – interdisciplinary knowledge of their profession;
- Pedagogical-psychological knowledge – understanding the developmental characteristics of students, learning styles, student cultures;
- Teaching skills –knowledge of strategy, methods and techniques of teaching, and
- Understanding the social and cultural context of education and the school.

It is all the more being emphasized that school reforms prepared by many EU countries find great difficulties in their implementation due to insufficient participation of teachers in innovative procedures, so that today the priority is the issue of teachers and not the structure of education institutions. Moreover, it is foreseen that traditional knowledge and appropriate didactic methodology are needed, but are no longer sufficient. It is sufficient to quote the following facts as elements that change the characteristics demanded from a good teacher:

- the school is not the sole source of information;
- internet and multimedia means are new and potential substitute sources for exams;
- new ideas, developing all the more on an interdisciplinary basis;
- motivation for studying is becoming the central issue.

The competencies that a good teacher should possess do not refer exclusively to knowledge because it was acquired during studies, but to the power and ability of transferring it in particular. This means that the teacher should be able to connect with the student, to seek, when possible, what it looks like to be in his place, in other words to take an empathic stance. Perrenoud (2002) suggests the model that includes ten competencies divided into three areas: the area of learning, extracurricular work and professional formation, and the meaning of the profession. **The learning area** includes the realization of tasks

Organization and animation of the learning animation: to know, in a particular subject, the content for teaching and apply learning objectives; involve all students in the activity; develop collaboration among students.

Learning progress management: devise and manage the situations – issues that correspond to the level of knowledge and possibilities of students;

Devising and developing a decision on differentiation: manage heterogeneity within the group in the classroom; break down barriers,

expand class management to a wider space; practice integral support, work with students who have great difficulty;

Involve students in their learning and work: arouse the desire to learn, clarify the relationship of knowledge, the meaning of schoolwork and develop the ability of self-assessment in students; promote the creation of students' personal projects.

Group work: develop a group project with joint presentation; animate the working group, lead meetings; analyze jointly complex situations; manage crises or interpersonal conflicts.

Extracurricular work of the teacher:

Participation in school management: coordinate, animate the school with all interlocutors (extracurricular, regional, parents' associations, teachers of languages and native cultures); organize and develop the participation of students within the school.

Informing and including parents: animate information meetings and discussions; lead interviews; include parents in the assessment of creating knowledge.

Use of technology: use software to issue documents; use the didactic potentials of the software in relation to the goals of the field of learning; use multimedia tools in teaching.

Building a profession and the meaning of the profession:

Face the obligations and dilemma of the profession: prevent school violence; fight against prejudice and sexual, ethnic and social discrimination; participate in the creation of rules of coexistence regarding school discipline, sanctions and behavioral assessment;

analyze pedagogical relationships, authority, and communication in class; develop a sense of responsibility and a sense of justice.

Continue with one's own learning: know how to explain one's didactic practices; develop one's own competency assessment and continuing training program; negotiate with colleagues in a joint training project (groups, school, network).

Certain authors emphasize three basic teacher competencies: managerial, cognitive and pedagogical – professional competency.

Managerial (Costa, 1999) includes: influence, development of others, mutual sensitivity, self-confidence, self-control, desire for good relations, disciplinary abilities, orientation towards co-workers, group work and cooperation, analytical and conceptual thinking, initiative, flexibility. The model reflects semi-source access and the institutional culture of the school and the collective dimension of the profession are taken very little into account.

Speaking of *cognitive* competency Ajello and Ghione (2000) emphasize that competency is generated in practice and not in the given roles. Teacher expertise is a mixture of cognitive, affective, social and purposeful competency. It represents higher contextuality and the joint capacity of adaption to diversity. It is created in local communities. This model is of particular interest considering that it connects the theme of professional practice with learning procedures.

The *pedagogical* competencies of the teacher are: specific (referring to the pedagogical-didactic nucleus of professionalism) and non-specific ones that play the important function of completing the profession (Milani, 2000). They are the capacity of **team action** in creating programs, at the level of institution-designing, upbringing and didactics, inter-systematically and inter-institutionally; **animation** including and seeking socialization, and clearly expressing in a playful way; **communication** effectively sharing experiences and creating connections; **researching, organizing, listening, managing** human resources of schools and areas, using timeliness, space, appropriate disciplinary methodologies, allocating work

responsibilities among students, defining evaluation criteria; **designing and managing** defining the goals, individual and groups, managing human resources of the school and area using timeliness, space, appropriate disciplinary methodologies, allocating work responsibilities among students, defining evaluation criteria; **managing the class** paying special attention to the dynamics of the group and directing students towards overcoming their own autonomy; **managing relationships with parents** by emphasizing the unique goal of educating the subject being trained; creating connections and interactions with the area by playing the role of project promoters and interpreting the signs and needs of specific training to promote and support the interests of the local community.

Parents and school failure

Researches have shown that school achievement is under the strong influence of the parental style of upbringing (Vazquez-Nuttal, Nuttal, 1976; Hefty, 1999; Klarin, 2000; Ben-Zur 2003). The characteristics of various styles of parental upbringing can determine motivation and commitment for school achievement. Numerous authors have been dealing for years with the definition of parental upbringing styles and their influence on children (Lacković-Grgin, 1982; Ajduković, 1990; Clark and Shields, 1997; Deković, Raboteg-Šarić, 1997; Engels et al, 2001). The style of upbringing as a multi-dimensional variable (Lacković-Grgin, 1982) represents the unity of individual characteristics of parents and children, and differs in rules set by parents, how they enforce them, and how much support they offer to their children.

It has been established that parent aspirations, goals and values, as well as parent behaviors, are connected to the academic achievement of students (Okagaki and Feensch, 1998; Spera et al, 2009; Spera, 2005; Wentzel, 1998, according to: Šimić-Šašić, Klarin,

Proroković, 2011), and that the active inclusion of parents in children's lives correlates highly with positive academic and behavioral outcomes (Fisher et al, 2003, according to: Šimić-Šašić, Klarin, Proroković, 2011).

A child who grew in a family environment that encouraged his intellectual development has a predisposition to achieve better school achievement (Rimm-Kaufman and Pianta, 2000; Hart and Risley, 2003; Önder i Uyar, 2017).

Although actual behavior is much more complicated than implied in describing the basic types of parental behavior (Ajduković, 1990), with the combination of the mentioned dimensions of parenting, we can define several basic styles of upbringing: the democratic style, authoritarian style, protective behavior and spontaneous parental behavior.

The democratic style of upbringing is the most effective and based on the combination of a high level of warmth and understanding and a high level of parental demand. The characteristics of this distinctively authoritative style are great parental concern and care for the child, and clearly set boundaries as a result of control and supervision. It includes parental behavior that is restrictive and responsible but full of warmth and understanding. If parents talk to their children every day, respect them in the conversation as equals, then quality interaction will be realized with peers and there will be better adaption in the class as a whole, as well as better school achievement. It has also been shown that democratic parents cooperate more with teachers in the school and are more engaged.

It turns out that parents who make it clear to their child what they expect from him in the field of his schooling and success in the highest percentage achieve this through open conversation (68%), then focusing on certain activities (16%), teaching by personal example (11%).), while strict posing of demands is least present (5%) (Slijepčević et al, 2017).

Authoritative parents are at a low level in the dimension of love and warmth and at a high level in the dimension of surveillance. Their upbringing is founded on forcibly imposing their authority, demanding and restrictive behavior, high evaluation of discipline and conforming their values. They often use corporal punishment.

Authoritarian parents demand the impossible from the child, disregarding individuality. In their excessive desire to make their children the best of people, parents set unattainable goals and tasks in front of them, often insulting them if their wishes are not fulfilled. (Previšić, 2003).

The actions of overly strict parents that insist on absolute obedience cause uncomfortable experiences. Communication in the family is very poor and consists mainly in parent monologue, which is full of criticism on laziness and licentiousness while poor in arguments. Authoritarian parents set strict rules and standards, but, unlike democratic parents, they never discuss with their children the reasons for setting such rules. Children of authoritarian parents adapt less socially and with lower empathy towards other students. They regularly have a more pronounced school phobia, because they are afraid of their parents' reactions due to poor grades. Children of authoritarian parents do not develop prosocial behavior, but instead develop aggression that entails a number of negative consequences (academic failure, poor social connections and low self-esteem). Too dominant parents can cause two extremes in children: a submissive child who strives for conformism (adapts his own behavior to other people's opinions and behavior, despite his own different attitude) or an overly rebellious child (always dissatisfied, rebellious and difficult in establishing contacts and cooperation with the environment). Submissive children are afraid of their parents, they are afraid of their reaction to school grades, which makes it even more difficult for them to manage with school. One of the most significant factors of school and lesson dissatisfaction is fear from parent reaction to bad grades. Going to school and learning are their daily activities, and we can say that children of authoritarian parents who react harshly

to bad grades live under constant stress. Authoritarian parents are, mostly parents of high expectations, and success to them means only excellent grades, for they neglect the health, happiness, self-confidence and satisfaction of the child. The results have shown that most parents believe that their high expectations have a positive effect on the child's school achievement, emphasizing the need to monitor the child's affinities and abilities in building expectations. Statistically significant differences have been found between parents of different education level in the manner in which they show their expectations, and also in the way they evaluate the reality of their expectations and the reaction on the (non)realization of the expected student achievement (Slijepčević et al, 2017).

Elemental or passive parents do not show any interest in activities related to their children. They rarely or almost never ask the child about school or homework, rarely know where their child is or in whose company he is and do not spend much time with their child. A child with such parents is very insecure, has no support from his parents. The communication among family members is mainly poor and without joint problem solving. Passive parents are at a low level of demands set to their children and at a low level of surveillance of their children. Children with such parents do not show adequate behavior in social interaction. They are demanding and disobedient with difficulties in adopting the norms of the wider social community. Motivation for work and learning is poor with such children. Passive parents do not show emotions or warmth. Children from such parents behave inadequately in social interaction, they are demanding and disobedient and achieve poor results at school.

Parents protectors hold a high place in the dimensions of warmth and acceptance. They tend to protect their child from any obligations other than school. They excuse them even at school for inaction or disobedience, and they seek reasons for failure in strict teachers, bad textbooks or too extensive programs. Non-work and non-responsibility are the basis of school failure, and regularly blamed on teachers, their high criteria and excessive curricula. Their expectations

are low, and they are lenient and prone to excessive giving of material goods. Great care and indulgence are extremes that rarely have good consequences. Children become dependent on such parents. They are used to their help, and find it difficult to solve tasks without them. Guided by this style of upbringing, parents do not have a positive effect on their children's school success (McNeal 1999). Too caring parents live in eternal fear for their children and show it to them on a daily basis. They pass on their tensions and anxiety to children. Protective parents nurture a compliant parenting style, without strict rules (Nadimpalli, 2018). Three are the dominant characteristics of compliant parents whose child is out of control: insecurity in their own beliefs and actions which causes resistance and contempt in the child; unreliability and inconsistency in decision making and blaming oneself (Shaw and Wood, 2009). A child that can do anything he wants does not have sufficiently developed motivation for school success. He fills his time with bad habits, such as watching television often, playing video games, etc., which ultimately has a negative effect on the field of school success. Research (Zahedani et al 2016) has shown a significant influence between the style of parenting and academic achievement. Children with lenient parents have been academically unsuccessful compared to children brought up in other parenting styles. Parents have an important role to play in recognizing a child's abilities, capabilities, motivation, direction and guidance. Joint understanding and building a quality bond between parents and children is one of the major components of academic achievement.

An unavoidable factor that can cause failure in children is the lack of parental interest, their poor involvement in the child's schooling, and lack of support and encouragement. Engaged and interested parents contribute greatly to student success in school (Stoll, Fink, 2000). The connection between the teacher and parents has a similar influence. In his research on the connection between parent engagement and school success, McNeal (1999) acquired results that indicated this had a higher influence on behavior than cognitive skills and academic achievement. He analyzed four dimensions of parental involvement in

children's education: the first dimension is **conversation** between parents and children about school in general, school activities, school subjects and school curriculum planning. Active discussion about school point out the importance of education to children. Parental interest in the child's education increases the chances for academic success. The second element of including parents is **cooperation with teachers**⁵². Attendance at parent meetings and active collaboration have been shown to reduce the likelihood of truancy. School failure is a mosaic made up of elements that a student encounters and put together by parents and teachers. Overcoming failure, and even its prevention from the very beginning, is successful only with a competent teacher and a responsible parent, and their frequent cooperation. It is a misconception that children do not want parental help. They seek active listeners, understanding and support from their parents. The third measure is **surveillance**, which again has a greater effect on behavior than on the academic success of a child. For example, giving assignments for work at home and around the home, checking homework and limiting watching TV are good measures of surveillance, but are not a promise for academic success. It is possible that surveillance and enforcing rules is a reaction to a lack of academic success. Researches conducted in our country have shown that weaker parental supervision and lower parental support are associated with poorer school performance, problematic behavior at school, and alcohol and tobacco consumption. (Raboteg-Šarić and Brajša-Žganec, 2000). The final element of parent inclusion is **direct inclusion in the education process**. McNeal (1999) states that

⁵² In our research (Curriculum of social competencies and relationships in school, listed in footnote 1), a statistically significant difference was established between teachers according to the length of service and work experience with regard to the attitude of fostering cooperation with parents, between teachers with the least work experience (0 -10 years) and teachers with the most work experience (33-43 years), and between teachers with 11-21 yrs of work experience and those with the most work experience (33-43 years). In doing so, teachers with 11-21 yrs of work experience report the least cooperation, while teachers with the most work experience (33-43 years) report the greatest nurturing of cooperation with parents [F (3.427) = 4.67; p <0.01].

there is also a negative influence in parent inclusion. We are talking about protective parents who, with their excessive care, prevent the healthy development of the child and hinder his abilities. Parental involvement has an impact on work at home, but not on grades and test results. If children receive too much help, they are unable to put in the same effort without parental help.

Failure in school can distort the created image a parent has of his child, leading to many changes in the parent-child relationship. Failure is experienced by the child, but also by his whole family. Parents find it difficult to accept their children's failure. They even perceive it as a personal failure. One of the issues they come across related to school failure is how to react to it. Parents with a higher education expect a lot from their children. They find it harder to accept failure, both emotionally and socially, and in terms of grades. Faced with failure, parents of high aspirations try in every way to help their child; they also seek the help of a professional, but they are by no means satisfied with bad achievement and try to convince children by talking, bribing or punishing them that a good education is imperative for their future life and a place in society. Penalties and prohibitions often apply to being grounded, not watching TV, telephoning, and lately their mobile phones are taken from them, and access to the Internet being prohibited. This can often cause a negative effect. Children begin to defy, dress bizarrely, dye their hair, in general, and behave the way parents least expect. This can cause even greater dissatisfaction in parents, whereby the atmosphere in the house and relationships within family members become very uncomfortable, children feel rejected and lose self-confidence. Only from an atmosphere of mutual respect and understanding can changes for the better occur. Parents discover the true cause for the child's school issues only by talking openly with them. Many parents blame the failure of their children on too strict or too tolerant teachers, too extensive material, their being preoccupied, and warn of the need to change the Croatian school from within. It is true that some teachers still use *ex cathedra* teaching and do not introduce any innovation. But the cause of school failure, which includes emotional problems, loss of self-confidence

and willpower, can often be poor parental care or an inadequate attitude towards the child. One of the most significant factors of school and teaching dissatisfaction is fear of parental reaction to poor grades. The style of upbringing is very important in acquiring self-confidence. Adolescents want parents who talk with them as with an adult and cannot accept an authoritative style of upbringing. Going to school and learning are their daily activities, and we can say that children of authoritarian parents who react harshly to poor grades live under continuous stress.

Disturbed relationships in the family, poor communication among its members can also have a bad effect on school success (Malagoli et al 1993; Scabini, Donati, 1992), and relationships lacking love and warmth (Caffray and Schneider, 2000). Through family relationships, a child learns standards and forms of behavior, and cooperation with others. He forms the types of social behavior similar to those of his parents. Speaking of family interaction, we can distinguish and measure the quantity and quality of interaction. Quantity refers to the level of family reunification, while quality would indicate the nature of these relationships. The family is considered as a self-regulating system, which, in case it becomes dysfunctional, problematic or multi-problematic (Scabini, Donati, 1992; Malagoli and Togliatti, 1996), it can create trouble and suffering for itself indirectly influencing the deviating courses in the children's life, and thus influence the school success.

It should be said, in the end, that the adjustment of children in the class group is best determined by the quality of family interaction, parental expectations and upbringing style. The democratic style and quality marriage, unlike the authoritative style and great expectation of parents, help children to adapt better to school opportunities (Zrilić, 2005).

Conclusion

As failure is the result of the relationship between different factors and their dynamic permeation, it is not possible to fully explain all the cause-and-effect relationships and relationships that may result in school failure. Some authors are of the opinion that different categories of causative factor should be solved individually: work organization in school institutions, poor motivation, teacher – student interaction, economic and political opportunities (law amendments related to schools) specific social issues (drugs, alcohol, violence, negative influence of the media). Others, on the contrary, see the difficulties as a result of complex changes in society, addictions to computer games, social networks, as well as the negative impact of increased divorce rates and the fact that parents spend little time with their children. They find fundamental problems in the family, in general, in the socio-cultural and socio-economic environment in which the child lives. In foreseeing various types of school failure, an important factor is the family. Negative family relationships are one of the most questioned factors that contribute to failure and unacceptable behavior. Results show that negative feelings in relationships with parents, emotional detachment, poor communication and weak social support are a prediction to risky behavior (Caffray and Schneider, 2000). The start of such behavior in early childhood shows dissatisfaction and non- acceptance of discipline while in the middle childhood period academic failure is acquired with the rejection of peers and adherence to deviant groups. Contemporary society asks parents for tolerance and indulgence towards children. Parental authority is built on different values than it was several decades ago. Children who have grown up with too strict or too lenient parents often show emotional difficulties or behavioral problems. If too many rigid rules and too many unrealistic expectations are imposed by uncompromising parents, children can become angry, depressed and lacking self-confidence. On the other hand, in families where there are too few rules and parents give in to

every whim, children become intimidated by their own power. (Shapiro, E. L., 2002.).

However, it must be pointed out that family variables are not the only causes for school failure. School failure cause should, therefore, be sought in the interaction of different factors such as family atmosphere, parental upbringing procedures, parental readiness to cooperate with teachers, parental inclusion in the child's education, etc., as well as the influence of peer groups and elements related to the school: the workload of the curriculum, underrepresentation of professional services in the school, school and classroom atmosphere and the teacher's (in) competence, etc.

Ensuring quality education that would effectively respond to the new needs and interests of the individual and society, in recent years inevitably includes the issue of education and professional development of teachers. Teacher preparation is understood as an integral part of the entire education system, whereby reforms in this area are designed and implemented within this framework. As the goal of the curriculum is to emphasize the basic competencies defined within the European educational area, and one of them is to know how to learn, it is necessary to organize classes in a way where students will be active participants, equally participate in the upbringing-educational process where they will learn to act, and not just acquire knowledge for assessment. In other words, instead of a mere accumulation of short-term knowledge and skills, the skill of focus should be on the adoption of a systematic approach to problem solving, analysis and application of knowledge in various situations, especially situations related to their future occupation. Teachers will thus transfer their competencies onto students who will be their partners in learning. Adapting to changes in the contemporary school imposes the need for new forms of learning through the direct interaction of students, their individual responsibility and also the positive interdependence through respect and team work. Training for such learning and action requires training for lifelong learning without which competence in the teaching profession is unthinkable.

The set theoretical framework points to a number of factors that may be the reason for failure in school. Problems that preoccupy children are becoming even more common. They achieve failure with bad school grades even though standardized intelligence tests show that children are achieving a higher level of intelligence. Behaviors in social milieus are increasingly unacceptable and full of aggression, and emotional difficulties are more noticeable. As we have already mentioned, along with an array of factors that make it more difficult to achieve school success, parents can also contribute to failure. Most parents are unfamiliar with the complexity of educational work with children. They leave all problems to experts and have no need for cooperation. They most often blame the school for all failures (teachers, principals, school atmosphere, other classmates,...) or adolescent age. Therefore, the initiative for cooperation must begin with the teacher. Rare are those children who will confide themselves to the teacher on the problems in the family. Through the behavior of students, the teacher can recognize that there are interaction difficulties among family members, but the real situation can be determined in a conversation with the parents. They need to be motivated to have an open conversation at joint parent-teacher meetings, counseling and various workshops, and be reminded of the importance of expert advice. The school is not a place where parents are invoked on their responsibility due to their children's bad grades. The tasks of the school are focused on the well-being of students and development in all areas of their personality, in accordance with a more democratic and humane style of educational work that strives to respect their identity and individuality, creative independent learning and thus greater motivation to learn, and their positive interrelationships. Parents and teachers contribute to success in joint planning and cooperation. Non-cooperation closes the door to success and leave the students to fight with failure all by himself. However, cooperation can be superficial and simplified, which is usually based on a model of formal cooperation, without clearly stated goals, so the general picture of the school is often unclear to parents, leaving an only apparent interest in participating in class and school

activities. (Jurčić, 2004). Therefore, it is necessary to change the model of formal cooperation into a model of partnership. The quality of the partnership changes the quality of education in the school and creates the preconditions for innovating the work of the school. Finally, it should be emphasized once again that poor school grades also result in poorer social adjustment, difficulties in relationships with peers, and a whole range of emotional difficulties. This area is, therefore, very complex and needs, first of all, the creation of an encouraging school atmosphere where students would not avoid school and school obligations so as not to have unpleasant experiences. Attention should be paid to the competencies of teachers whose primary task is to make the school an environment in which students learn and live in a way that is acceptable to them. Thus the cooperation of parents and teachers will be one of partnership, while the student who socializes intensely with peers, who is not under stress due to exams and who is not absent from lessons due to fear of teacher and her/his assessment criteria, freely expresses her/his opinion. Even if he does not have all the best grades in all subjects, he will not be considered less successful or unsuccessful. The school is not an institution whose goal is only to transfer knowledge, but also to nurture critical and creative thinking, innovation and creativity, the development of social competence and a culture of behavior. The school must be a place for learning, as well as a place for living and growing up.

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Abstrakty

Mirisi Katić, Robert Bacalja, Milenka Rogić. *Male and female teachers as initiators of cultural activities in Zadar and Dalmatia in the 19th century*

Summary: This paper aims to point out the role of teachers in the social and cultural life of Zadar and Dalmatia in the 19th century, which is not known well enough because teaching had always been in the shadow of politics, and it dealt with it only during major social and national movements. Teachers were seldom the initiators and leaders of such activities, and the real power was in the hands of state and church structures that were their immediate superiors. Therefore, teachers' influence was manifested mostly at the micro-level and with their profession. Only in the seventies of the 19th century did they become more actively involved in social events, which could be considered as the beginning of teachers' organization in Dalmatia and intensifying connections with teachers from mainland Croatia. They increasingly wrote about life and events in their environment and published their writing in the professional and political press. They participated in the work of professional bodies that published reports and contributions of their members, giving suggestions for improving the teaching process and methodology, as well as the community's cultural life. The paper also points to teachers' role in the organization of cultural events, exhibitions, stage and music performances, art workshops, workshops for handicrafts of girls and boys, courses for adults, and others.

Keywords: male teachers; female teachers; cultural activities; the Kingdom of Dalmatia ; 19th century; Zadar.

Smiljana Zrilić. *The occurrence and prevalence of school failure*

Summary: We can find numerous studies and researches on school failure, and they mainly talk about academic failure, i.e. about school grades and the influence of various factors. We wish to point out in this work how school failure does not only concern bad school grades, but also failure in the social context in socializing with peers, and also numerous fears and unrest that school children feel. They are all interconnected, and it is not rare that academic achievement influences emotional and social life as well as the

opposite. We, thereby, emphasize the role of the teacher as well as the parents who could play a preventive role in these consequently causal relationships of various manifestations of failure.

Keywords: school failure (academic, social, emotional), family, teachers and school context.

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The purpose of the magazine is emerging to give space for the publication of different cell types (they published articles, essays, research reports, reviews, etc.), which will apply to a specific level of education – primary and pre-primary schools.

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