

POSITION OF SOCIAL SANCTIONS SUB-SYSTEM IN THE SPACE OF LEISURE-TIME ORGANISATION

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Abstract

The subject of this paper is to define the position of sanction sociological subsystem within recreational time organization in high school population in order to recognize relevant variable dynamic relations and eventually offer conclusions and accordingly appropriate suggestions. For the purpose of this paper we used sample of entity - 400 high school students from first to fourth year of high school, described with 24 leisure time and resource organization variables and 12 approbated sociological subsystem variables. Data were gathered through survey. After normalization classical canonical correlation analysis was conducted in order to determine linear combinations between two sets of variables. Results obtained indicate presence of three canonical factors, mutually independent but similar intensity indicating the existence of three divergences in a society in the form of passivity, egoism and activity in the male population tested. Certainly the similar survey should be applied in different areas in order to create comprehensive conclusions. The value of the research lies primarily in discovering the real position of approbated sociological subsystem within leisure time organization, i.e. distinguishing the behavior model according to activity and utility (reward) in a social population of this age and sex

Key words: grammar school students, education, sanction, analysis, organization, leisure time

Introduction

The terms of reward and punishment, and their relations are closely linked with a man as the subject of observation since its very beginnings and even before. The mere existence of a primitive man was a reward, because the one who survived one day was the winner of the day and as such he had a right to live one more day in his life, to get new food, drinks and communication with the others, simply said he had future. Therefore, the ability and skills, capability to learn and adapt to the environment, had its prize – life. Punishment was certainly the opposite. Brutal life conditions did not rewarded less capable, equally as contemporary human communities. Whether you are capable of surviving and helping the community or you are not capable so you died and you are not doing damage to the community. What was leisure time then? According to today's understanding of the term leisure time, it is a part of total time in a man's life which he doesn't feel like an obligation and it's by his free choice (Bilić & Bonacin, 2007). Was there a leisure time during times when the danger felt in anytime, anywhere and anyhow? And each moment was spent searching warmth, food and water and was investment in surviving. The term of leisure time evolved with time and knowledge and, according to many authors, the most precisely by the development of tools and weapons, and the division of labor. The appearance of sedentary lifestyle, creating a surplus, the emergence of trade, etc. has caused the emergence of free time because they did not have to constantly take account of sheer survival, so time-out took place occasionally. A man went far from that time to today.

The discoveries developed, technology progressed resources multiplied and enriched the range of awards that one can achieve. Life i.e. survival remained primary but not lonely reward, especially considering the structure of today's society that has developed into a sophisticated network of multiple and overlapping multidimensional entities and their relations. In such society, individual takes certain status and plays certain roles. „As a functional mechanism, society has to distribute its members in social positions and encourage them to perform the duties associated with these positions. Regarding the fact human beings are born, they grow and die, the following generations are constantly new so their inclusion in the system must be somehow organized and motivated.

Accordingly, society has to have certain rewards that serve as a stimulus as well as their respective distribution system. Rewards and their distribution as a part of social order become the basics of stratification. These rewards are primarily things which contribute to maintaining and life comforts, mood and diversity, self esteem and self-expanding (Davis & Moore, according Kuvačić, 2004; Sorokin, according Kuvačić, 2004) believes that most forms of social stratification can be reduced to three main classes: economic, political and professional, with all these forms closely linked, since in principle, an individual who is highly positioned in one area has to be on the same level in the others. Within domain of sociological researches of this type Saksida and Petrović (1991), suggested the only representative model related to the structure of stratification subsystems.

According to their division there is *socialization subsystem* i.e. set of factor which prepare individual to accept his roles in life of the community i.e. educative status and basic residential status, institutionalized, defined as hierarchic net of institutionalized roles i.e. professional status, political status, political orientation and *approved subsystem* i.e. set of positioning, appliance and evaluation of material and symbolic rewards i.e. economical status, life style and residual status (Saksida & Petrović, according Bonacin, 2006) Precisely the last one, as a result of all above mentioned, was interesting for this paper, specifically, its position in space and recreational activities in the population of 400 high school students.

The subject, problem, objective

The students in high school go through specific time in their life, adolescence. Throughout this entire period except physical changes they go through severe psychological changes, where from children they become people, form their attitudes, desires and estimate their abilities. Precisely this is the time they can be influenced in some way. Therefore, they are the subject of this research. Considering that the issue of leisure time segments, in adults and children and adolescents, is present in today's world because of the way and quality of life and activity, the position of approved society subsystem in this segment is the problem of this paper. The question is asked, are the respondents aware of what they accomplish, i.e. gain with leisure time organization and what attitudes they will form when the time comes? The objective of this research is to recognize dynamic relations of relevant variables from the leisure time and resource organization segment on one hand and approved subsystem on the other hand in order to eventually offer some conclusions and accordingly appropriate suggestions.

Methods

In order to solve the problem we engaged sample of 400 male entities, students from first to fourth year of grammar high school in Herzegovina described with 24 leisure time and resource organization variables as follows: *society has positive attitude regarding recreation of individuals during leisure time; there is no success without well organized leisure time; media coverage of the quality of leisure time is good; experts should supervise organization, coordination, conducting and control of recreation; contents should be programmed according to population requirements; all natural resources should be included in recreation according to capabilities; it is necessary to create universal model of recreation in leisure time; it is necessary to create specific programs coordinated with community regulations; community has to allocate funding for recreation purposes; it is easy to organize your leisure time; I know of many recreational activities; many people I know are engaged in sport activities in their leisure;*

experts who deal with recreation are excellent; I am capable of managing my own leisure time; the best would be to leave leisure to a chance, that is interesting; wellness is an excellent way of having fun in leisure time, sport and sports activities are an excellent way of having fun in leisure time, there are better ways to fulfill your leisure time than sport; recreation in children enables development of their skills; to adults, recreation is good to help them maintain general and working abilities; programs for each individual should be created; facilities (playgrounds, swimming pools) are sufficient for leisure time fulfilling; new fields, gyms and other facilities should be built; facilities are overused by sportsmen, there is nothing left for us; and 12 variables describing sanction subsystem; each man has funds according to efforts he invested; you earn respect in society you if you have good income; I will focus my activities towards my earnings; material goods are the most important part of a man's status; people today tend to excessively high standard; each man should have a house, swimming pool, a car, laptop, traveling...; fashion is an important part of social position; each man should build his own style; I live in a place I have always dreamed of; community regulations where I live are excellent; a place of residence is not that important today; a place where I live is well connected to the rest of the world. Data were gathered through survey (author Danijela Bonacin) and each statement is marked with 5 juveniles from "I strongly disagree" to "I totally agree". After normalization of categorical data, classical canonical correlation analysis was conducted (Bonacin, 2010), in order to determine linear combinations between two sets of variables.

Results

Results obtained indicate existence of three significant canonical factors, mutually independent but similar intensity where the first factor describes 39,86%, the second describes 29,15% and the third 31,00% of total variability. It is evident that organization of leisure and resources indicators and approved subsystem indicators connect in three ways. In the **first canonical factor** all essential results within leisure time and resource organization even in the area of sanctioned subsystem have negative (minus) sign: society has positive attitude regarding recreation of individuals during leisure time (-0,41), media coverage of the quality of leisure time is good (-0,37), experts should supervise organization, coordination, conducting and control of recreation (-0,37), it is necessary to create universal model of recreation in leisure time (-0,31), many people I know are engaged in sport activities in their leisure (-0,28), ; experts who deal with recreation are excellent (-0,56), the best would be to leave leisure to a chance, that is interesting (-0,63), each man has funds if he puts an effort (-0,20), I will focus my activities according to my earnings (-0,52), material goods are the most important part of a man's status (-0,41), fashion is an important part of social position (-0,45).

Also community regulations where I live are excellent (-0,59), a place where I live is well connected to the rest of the world (-0,61). In the second factor, within the area of leisure time and resource organization, all significant results have positive (plus) sign: there is no success without well organized leisure time (0,31), experts should supervise organization, coordination, conducting and control of recreation (0,30), contents should be programmed according to population requirements (0,38), all natural resources should be included in recreation according to capabilities (0,44), community has to allocate funding for recreation purposes (0,34), I am capable of managing my own leisure time (0,40), sport and sports activities are an excellent way of having fun in leisure time (0,20), to adults, recreation is good to help them maintain general and working abilities (0,22) while in the area of sanction subsystem only one significant results has negative (minus) sign: each man has funds according to efforts he invested (0,23), you earn respect in society you if you have good income (0,48), I will focus my activities towards my earnings (0,29), material goods are the most important part of a man's status (0,40), people today tend to excessively high standard (0,37), community regulations where I live are excellent (-0,48).

In the third canonical factor in the area of leisure time and resource organization following results with different sign (plus and minus) are significant: society has positive opinion about recreation of individuals in leisure time (0,34), it is necessary to create specific programs coordinated with community regulations (-0,25), I know of many recreational activities (0,66), many people I know are engaged in sport activities in their leisure (0,36), I am capable of managing my own leisure time (0,22), wellness is an excellent way of having fun in leisure time (-0,22), to adults, recreation is good to help them maintain general and working abilities (0,41), programs for each individual should be created (-0,23), facilities (playgrounds, swimming pools) are sufficient for leisure time fulfilling (0,33) while in the area of sanction subsystem: I will focus my activities towards my earnings (-0,33), material goods are the most important part of a man's status (-0,44), people today tend to excessively high standard (0,26), each man should build his own style (0,50), a place of residence is not that important today (0,37), ; a place where I live is well connected to the rest of the world (0,35). It all indicates the existence of three mechanisms i.e. models of behavior, three divergences in society which, in latent sense, exist in society apropos tested population.

Table 1. Results of canonical correlation analysis

INDICATORS	Root 1	Root 2	Root 3
Društvo pozitivno gleda na rekreaciju pojedinaca u slobodno vrijeme.	-0.41	-0.07	0.34
Bez dobro organiziranog slobodnog vremena, nema uspjeha.	-0.03	0.31	0.01
Medijska pokrivenost rada na kvaliteti slobodnog vremena je jako dobra.	-0.37	0.10	0.05
Organizacijsku, koordinaciju, provedbu i kontrolu rekreacije trebaju voditi stručnjaci.	-0.37	0.30	-0.14
Sadržaje treba programirati prema zahtjevima populacije.	-0.08	0.38	-0.17
Za rekreaciju treba koristiti sve resurse iz prirode u skladu s mogućnostima.	-0.05	0.44	-0.09
Potrebno je napraviti univerzalni model rekreacije u slobodno vrijeme.	-0.31	0.10	-0.17
Potrebno je napraviti specifične programe usklađene s pravilima zajednice.	-0.18	0.13	-0.25
Zajednica mora izdvajati za potrebe rekreacije u slobodno vrijeme.	-0.08	0.34	-0.03
Jako je lako organizirati svoje slobodno vrijeme	-0.17	0.02	-0.15
Poznajem mnogo različitih rekreacijske aktivnosti.	-0.07	-0.07	0.66
Mnogi koje poznajem bave se sportskim aktivnostima u slobodno vrijeme.	-0.28	-0.10	0.36
Stručnjaci koji se bave rekreacijom izvrsni su.	-0.56	0.12	-0.05
Ja sam dovoljno sposoban sam upravljati slobodnim vremenom.	0.00	0.40	0.22
Najbolje je slobodno vrijeme prepustiti slučaju, to je zanimljivo.	-0.63	-0.18	-0.02
Wellness je izvrstan način provođenja slobodnog vremena.	0.00	-0.28	-0.22
Sportovi i sportske igre su izvrstan način zabave u slobodnom vremenu.	-0.09	0.20	0.07
Ima i boljih načina od sporta za popunu slobodnog vremena.	0.09	-0.32	-0.01
Rekreacija kod djece omogućava razvoj njihovih sposobnosti.	-0.13	0.12	0.02
Odraslima je rekreacija dobra radi održavanja općih i radnih sposobnosti.	-0.07	0.22	0.41
Treba izraditi posebne programe za svakog pojedinca.	-0.10	-0.14	-0.23
Objekti (igrališta, bazeni) su dovoljni za ispunjenje slobodnog vremena	-0.08	0.12	0.33
Treba graditi nove terene, dvorane i druge objekte	0.06	-0.07	0.13
Objekte previše koriste sportaši, a nama ne ostaje ništa	-0.14	-0.05	-0.17
Svaki čovjek ima sredstava onoliko koliko se potrudi	-0.20	0.23	0.12
U društvu te cijene kad imaš dobre prihode.	-0.18	0.48	0.10
Svoje aktivnosti u životu posve ću usmjeriti prema zaradi.	-0.52	0.29	-0.33
Materijalna dobra su najvažniji dio čovjekovog statusa.	-0.41	0.40	-0.44
Ljudi danas teže pretjerano visokom standardu.	0.08	0.37	0.26
Svaki čovjek treba imati kuću, bazen, auto, laptop, putovanja...	-0.12	-0.12	-0.15
Moda je važan dio društvene pozicije.	-0.45	-0.07	-0.17
Svaki čovjek treba izgraditi svoj vlastiti stil.	-0.05	0.10	0.50
Živim u mjestu o kojem sam uvijek sanjao.	-0.14	0.07	0.10
Pravila zajednice u kojoj živim su izvrsna.	-0.59	-0.48	0.16
Mjesto boravka danas više nije toliko važno.	-0.15	0.03	-0.37
Mjesto u kojem živim je dobro povezano s ostatkom svijeta.	-0.61	0.07	0.35
Canonical correlation	0.44	0.42	0.38
CHI-square	429.76	347.66	272.13
DF	288	253	220
W-Lambda	0.32	0.40	0.49
Probability	0.0000	0.0001	0.0098

Discussion

Therefore, leisure time is the time a man don't feel like an obligation and he chooses what he will do, how he will do it, how much, where, with who and why he will do something in his leisure time! But does he really chooses it alone, is he aware of what he chooses, how it is chosen, then he organizes, but is he aware of a benefit he gains? All these and many other questions occupy most people, especially when they are going through difficult time of adolescence as it is the case with our respondents. During psychophysical process of changes which determines maturing, adolescents has to analyze and synthesize different terms, facts, connect and integrate new and old discoveries and form systems, plans etc. They constantly acquire new knowledge and develop attention and thinking, finally form intelligence, and some authors, like Piaget, emphasize that adolescents because of their highly developed thinking, have their theories and views about social, political and artistic experiences in life, incurred as a result of the interaction between the individual and the (Đorđević, 1978). Majority of this young people have disordered relationship with the environment they live in, for the simple reason, they are trying to carve out desired status among their peers, throughout entire period building on their thoughts, and focusing efforts in accordance with their goals, conquering step by step in the levels of society (Fanuko, 1995). In an effort to discover themselves, they develop the sense of identity different from other people, adolescents play different roles with two risks present: *confusion of roles* (the uncertainty regarding the realization of what I actually am) and *taking the negative identity* (delinquent, drug addict,...) which is in two words called an **identity crisis** (Ericson, prema Wittin & Belkin, 1992). However, in order to act in any way, even the wrong one, they have to be motivated. We can assume that during the time when they attend high school, they do not have difficulties with primary motives of basic survival and in previous years they got used to secondary motives as a product of living i.e. possible tertiary motive – the ultimate hedonism. We previously mentioned that society has to have certain rewards that serve as stimulus and equally as a system of their respective distribution system. Rewards and their distribution, as a part of social order, become basics of society stratification and the individual tend to accomplish given task because that promotes him in social hierarchy. Problem of such system is it changes his members, everyone expects "anything" from them, and everything they get they have to deserve. As soon as they open their eyes they participate in ruthless competition for everything. Adolescence is the time when individual is expected a lot of things, imposes a lot and he is exposed to constant pressure of "on-line regime" (Bonacin et al., 2007). State institutions, primarily school, then family as primary institution, then religious and sport institutions, friends, girlfriends etc., everyone require a time and investment.

Adolescent is forced to form his attitude, to make decisions and to act. In order to learn to behave he has to have enough knowledge, has to accept certain rules and be aware that every decision he makes has a consequence and then he has to take time and psychophysically devote himself to each one separately. At the same time there must be a visible reward – benefit he gains when he acts as a motive. Considering this population is the future, it is interesting to observe what type of behavior model they will "fit in" i.e. the position of the approbated subsystem in domain of leisure time organization. Results in this research indicated the existence of three **divergences** in society. In the first case it's the model of behavior we could describe as **passivity**. Such behavior is characterized with constant critics without real action. In domain of leisure time and resource organization we talk about *antisocial and unsystematic behavior* and in domain of approbated subsystem about *antisocial and apathy* behavior. Isolation from the rest of the world is noted and ignorance of other individual's activities, dissatisfaction with the rules of the community and expert competence, the expectation of other people's activity and society reaction is noted and immoderation toward gathering material values and earnings, aversion to fashion and everything new and encouraging. **Shortly, to criticize others and passively wait for their actions.** In second canonical factor it's a model of behavior which could be described as **egoism**. In the area of leisure time and resource organization we talk about *targeted* behavior aimed toward *needs*, and in sanction subsystem about *antisocial* behavior aimed at *material*. The awareness of need for good leisure time organization, about need for resource exploitation according to abilities, of community funding for recreation needs, importance of sport and recreation for fun and maintenance of working abilities etc. At the same time, the obvious is emphasizing himself in terms of the possibility of independent leisure time management, fund-raising efforts based on their own, self-orientation earnings in line with redundant over the standard to which people aspire. Understanding of status through material goods and good income is emphasized and at the same time dissatisfaction with community regulations appears. **Shortly, egoistic satisfying own needs.** In the third canonical factor we talk about model of behavior we could describe as **activity**. In the area of leisure time and resource organization we talk about *artifact* behavior. in the sense of *appliance* and in the area of sanction subsystem about *personality and awareness*. Knowing different recreation activities and their essence for maintaining working abilities and cognition about actions and attitudes of other individuals and society according to physical activities is obvious. Also there is awareness of adequacy of facilities necessary for this activities and certain security in their own abilities in terms of managing leisure time in which wellness is not a good way to implement it (which is not particularly surprising given that it is primarily designed for the female population).

At the same time there is a tendency in which there should not be special programs for each individual and should not make specific programs in accordance with rules of the community. On the other hand awareness is evident since it feels connection with the rest of the world so the place of residence is not that important, they will not aim their activities toward earning since material goods are not the most important part of a man's status, and today people tend to excessively high standard. **Shortly, one should be active, act and build his own style.** The basic question is asked – which conditions determine certain behavior model? What pushes individual into antisocial and nonsystematic behavior in leisure time organization? In other words antisocial and apathy behavior is in the area of sanction sub-system? What makes him to stand aside and criticize others? On the other hand, what makes him to egoistically focus at himself or actively act building his own style? Until the time when a boy becomes an adolescent, different effects pass through his life, where the most important in sense of primary socialization and education is family, while family values and culture basis are carried over. Secondary socialization is performed by different social institutions which carry over knowledge and awareness of society and its values and of individual himself. Quality of such education will result with certain models of behavior since the final attitudes are formed exactly during time in high school. One of the most important things adolescents are facing (some before, some later) is relation to the opposite sex. If these relations are not defined or assorted the future of adolescent in terms of value is not promising. Therefore, relations between female and male students can determine their future life. In one of previous researches on this sample, results indicated that respondents male and female differ in **activity perception** since the students want sport and achievement regardless participation, and students like personal participation and enrichment of general cultural status. Further they differ in **type of activity** in leisure time because female students tend to passive forms of vacation and male students perceive sport and activity as fun and personal promotion. Finally, they differ according to system support since students consider money and material goods essential for quality insurance of conditions while female students tend to altruism and friendship and specific programs such as (Blažević, Bilić & Bonacin, 2009). Also, other research proved that girls want to stay at home, they love security and they are more altruists and fatalists, while the boys would be more in motion, appreciated fashion, managed and educated themselves, and want rewards for their actions (Bonacin, Blažević & Lovrić, 2009). In both cases results indicate existence of **traditional understanding of male-female relations** where the girls are more peaceful and tied to a house while men are more active and follow their goals. In the third research on the same sample results showed existence of conservatism, social stinginess and selfishness in tested population.

Regarding some other researches proved that girls from the same area and the same age prone to learning and changes and are aware of the importance of these things, have more positive way of thinking, results of this paper could be partly explained by the mindset of people who put their sons – heirs on pedestal and provide them with everything. They see them on the finish line, but would let them fight for it by themselves. That is why their sons don't want changes, don't want to learn and as a result they want everything for themselves only (Bonacin, Da. & Bonacin, 2010).

Can we conclude that precisely these differences in male-female relations that are traditional and conservative, along with insufficient quality formation of attitudes about their own role in family, i.e. forming them with too much of outside influence in terms of prejudice and traditional "male pedestal", arranges adolescents in one of three models of behavior: passivity, egoism and activity. It is obvious that social rewards are not equally visible so their goals are not even similar. It is hard to arrange relations like this. When we add unsettled relations with family and close environment, friends, professors, colleagues, etc. what we get? Transition of the metal in passive condition is associated with the creation of oxide film on the metal surface which acts as a *barrier between the metal and the aggressive environment* (www.fkit.hr) It is the same with people. Adolescent in such environment and facing such problems can set a barrier between him and the rest of the world. In the case of passivity within these barriers, the student is "waiting" and criticizes the actions of others. In the case of egoism, within this barrier he is directed towards himself and attempts to direct everything else towards himself and in case of activity he simply knows what he wants and the barrier serves to maintain individuality and personal intimacy with others and responds to own style and goals.

Conclusion

Possibility to understand events, processes conditions in any sample directly depends on the level of phenomena knowledge which takes place in such defined field. These phenomena are not our constructions, but real events or states of certain process (Bonacin, Širić & Bonacin Da., 2007). Adolescence is a process. Very specific process of development, time of constant changes which cause problems or tasks needed to be solved. Adolescent solves his tasks by playing different roles: since he was born he is live being – a child, somebody's son, somebody's grandson, somebody's nephew, somebody's neighbor etc. Later he is in kindergarten, somebody's friend in play, one's sympathy, pupil in elementary school, colleague sharing a bench, someone's passenger in a bus etc. Then he is a student in high school and adolescent. All this time he is a son, and a grandson, and student, and passenger and friend in some games and sympathy to some girl. At the same time he is playing different roles.

In order to play it well i.e. how the society requires, he has to be appropriately motivated. He has to know what position he can take, what he can benefit out of it, what material and symbolic rewards he can gain and how this all can influence his lifestyle and residential status. Likewise, meeting the above requirement requires a lot of time, which therefore must be very well distributed and functionally spent. For this reason, the problem of this study was to determine the position of appropriated sociological subsystem in space of recreational activity organization. Results obtained indicate existence of three canonical factors, mutually independent but similar intensity which proves the existence of three divergences in society

as passivity, egoism and activity in male respondent population. Will passive, egoistic or active model of behavior prevail depends on pre education, training and quality facing essential life tasks like determining relations with opposite sex and parental authorities or friends. Adolescents, who at the right time, properly gain the right information in the ideal quantities and accepts it properly, processing it, archives and applies forming appropriate attitudes, will solve all task he faces and fit in model of behavior optimal for him. He will see a benefit from what he does and he will find a time for it. Adolescent who is not that lucky, usually creates mentioned barrier, trench he is shooting from in many figurative ways.

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POLOŽAJ SANKCIJSKOG SOCIOLOŠKOG SUBSUSTAVA U PROSTORU ORGANIZACIJE SLOBODNOG VREMENA

Sažetak

Problem ovog rada je definiranje položaja sankcijskog sociološkog subsustava u prostoru organizacije slobodnog vremena u populaciji srednjoškolaca, a u cilju prepoznavanja dinamičkih relacija relevantnih varijabli kako bi se eventualno ponudili neki zaključci te shodno tome i adekvatni prijedlozi. Za potrebe rješavanja problema korišten je uzorak entiteta od 400 srednjoškolaca od prvog do četvrtog razreda gimnazije, opisan sa 24 varijable organizacije slobodnog vremena i resursa te 12 varijabli sankcijskog sociološkog subsustava. Podaci su prikupljeni anketom (autorica: Danijela Bonacin). Nakon normalizacije izvršena je klasična kanonička korelacijska analiza kako bi se utvrdile linearne kombinacije između dva skupa varijabli. Dobiveni rezultati pokazuju postojanje tri kanonička faktora, međusobno neovisna ali sličnog intenziteta, što ukazuje na postojanje tri divergencije u društvu u vidu pasivnosti, egoizma i aktivnosti u muškoj populaciji ispitanog uzrasta. Svakako bi trebalo istu anketu primjeniti i u drugim sredinama kako bi se mogli stvoriti cjeloviti zaključci. Vrijednost istraživanja je prvenstveno u iznalaženju stvarne pozicije sankcijskog sociološkog subsustava u prostoru organizacije slobodnog vremena, drugim riječima, razlučivanju modela ponašanja s obzirom na aktivnost i korisnost (nagrade) u populaciji te dobi i spola.

Ključne riječi: gimnazijalci, edukacija, sankcije, analiza, organizacija, slobodno vrijeme

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