

DIFFERENCES IN EDUCATIONAL INDICATORS BETWEEN MALE AND FEMALE STUDENTS OF EDUCATION FACULTIES (MALE AND FEMALE EDUCATOR POSITION UNDER THE SCHOOLS THEORY)

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Abstract

Purpose - If the theory of school menas relationship between the society and the impact of schools on the formation of the individual on the one hand and human individuality these individuals on the other hand, it is obvious that we must know the value system or its elements for future educators. *Aim* - The aim is to determine the differences in some educational indicators between male and female students of training college with the ultimate purpose of recognizing elements of the value system. *Design and Access* - Data were collected on 406 students (152 women and 254 M), and applied ANOVA, MANOVA and multivariate discriminant analysis. *Findings* - The results confirmed the main hypothesis: H_0 - There is a significant difference in the applied indicators of the treated sample of men and women. *Limitations and suggestions* - Limitations can be found in need of confirmation from the other samples, and possibly with different or additional indicators. *Practical implications* - It would certainly be taken into account gender differences in the formation of character and professional educators, for better operational effects. *Value* - Work is original and shows the ability to research educational phenomenon.

Key words: students, education, man, woman, discrimination

Introduction

The historical aspect of learning

The reality of today's world as a result of man's development from its inception until today, first of all exists on the basis of two important parameters: **the discovery and transfer this knowledge** to new generations. Looking from the beginning to the present, the simplicity of these processes is logically got complicated situation adequately and allowed the man further progress, in fact, creating a continuous loop which is creating, expanding and enriching the knowledge base moving forward at the same time "in breadth" and "up" ie, "to continue" in the Comprehensive continuum (Bonacin, 2005). The first people (do not forget the life before them) were acting on instinctive satisfying primary needs - safety, hunger, thirst, heat ... using the innate instincts and natural genetic predispositions that are eventually developed an evolutionary (a kind of intelligence, fur, long flexible fingers and toes to capture trees, powerful jaws for roots). -Establishing the relationships ie. they kept "together" which automatically resulted in interaction and a kind of social protection, reproduction, collecting food in nature, safety in the caves, searching for water in lakes and rivers ... Anthropology, paleontological and archeological findings us such a conclusion quite competently provide and example. "Lucy" - Australopithecus, lived in Ethiopia before about five million years ago to 2-3 million years walk upright (Wikipedia, Australopithecus, 2014). Climate change, deforestation, etc., It "makes you walk" in search of food in the long run and at the same time, a new diet influenced the **development of the brain**, which are the ones who have survived the "learn" new knowledge. It is those who are

"accepted" changes, learn new information, apply them and they are the ones who "go along" (Chandler et al., 2005). Climate change and food shortages, large predators and many other new known and unknown circumstances in one way or another, have led to the development of "skilled man" or Homo habilis (Wikipedia, Homo habilis, 2014) which most experts believe the first human being . The skilled man is unlike Lucy, I could make tools out of stone. And on the practical lowest level of human existence sparked a realization of the importance of this event. At the time the man was reacting to the level of instincts, innate mechanisms that were keeping him alive a way of transferring knowledge relied on one of the most important mechanisms - need to play (Huizinga, 1949). By no means should not be forgotten that the man from its beginnings through to the present day and continue to homo ludens, the man who plays, what testimony we find the historical origins of practically all cultures of the world. They all have evidence of the use of games for learning purposes and practical importance of the game is evident in the fact that the game as a means of learning still exists and functions, while many other things forgotten or simply ran over them. The game has just got other dimensions, including cultural, and we can safely say that the culture is all that is manmade, accepted as values: law, morality, religion, literature, customs... (Bleicken, 2005; Škrobica, 2013). Behavioral patterns of people (regardless of level) form and are used as members of that society. They have the same values, beliefs and rules on the definition of mutual relations and the relation to the environment and invented the tools and techniques to adapt to that environment (Fanuko, 1995).

This applies to all entities, with the complexity of the social structure dependent on the degree of its development. According to different literature, about a million years after the skilled man, eg upright Homo erectus was similarly is "tamed" the fire. For example, at some point, lightning struck a tree and lit it. It was night, lit branch was flashing and the start was enough to attract people's curiosity (Auel, 1987; Kale, 1990). Use something else to supply food, apart from the finding on the ground and trees, allowed him to at all times has some food or to move when depleted inventories and is just containment of fire enabled, in a historical context, speaking expansion and rapid development of defense and life necessity required the gathering of people in the community (Auel, 1987; Bleicken, 2005; Chnadler et al., 2005).

The story of the fire is interesting with whatever aspect of watching but for our problem is particularly important is the fact that it was a gathering place for all participants in the community. It provided warmth, to not only for cooking, afraid of the animals, fur hair, etc., and all she wanted to be close. Especially in the early evening and at night. Community members would gather around the fire and its primitive way, perhaps by sign language and imitating the sounds of nature (growl, roar, roar, clapping., ..) Exchanged experiences during the day. With time, the differentiated difference in the quality of storytelling and have branched out "storytellers" who are already well-known story of the old generations recounted the new ones ... On a completely logical basis can be concluded that it was the first school in the people that the first form of systematic continuing classes, sprung from mere instinctive need people to play and satisfying the curiosity that, for society, knowledge, certainty. Why? Well, when he met the hunger, the thirst, the need for warmth, the need for reproduction and confidence, to go further and meet the needs of multiple levels, such as tertiary motifs (Bonacin, Da., 2011) and is one of them play and learn (Osterman, 2012). As mentioned above, the first systematic transfer of knowledge is a result of necessity and serendipity and are therefore the first teachers were experienced mostly elderly and women and because of the increasing division of labor allocated to persons (original storytellers) who are almost only care about (and Čatić Stevanovic, 2003), but they appear and scribes who have great merits of data recording and transfer of knowledge (Osterman, 2012). In any case, the school is developed in accordance with the development of society and cease to be incidental and related to the immediate life. They are formed by specialized institutions, facilities and teachers, such as already thousands of years ago in Sumer (Akkad) where he founded the first new civilized school (Catic and Stevanovic, 2003). Such instances were in other places, so for example, the well-known history of Sparta where they were trained by men and women (Bleicken, 2005), although some authors find perhaps a different interpretation of history, and the emergence of

education as Crema and Thompson (2005). Generally, schools have evolved, and sometimes they were completely avant-garde and unusual institutions that were not fully incorporated into the social systems. One such was the school Summerhill founder AS Neil, conceived as a school that will fit the child and not vice versa, and where will it feel just the way it is. School was boarding, for children aged five to fifteen years. According to Neil goal of education is the same as the goal of life: finding happiness (inner feeling of fullness, balance and life satisfaction). The only thing that matters is the future of the children to be happy, not whether they are high-academic training or the fulfillment of the expectations of their parents (Feldman et al, 2013). The child's happiness comes from a sense of personal freedom. Neill founded the school "Summerhil" to prove in practice their educational theories. Among them is the belief that children learn better when they are not forced to attend classes. The school is managed democratically, with regular meetings to determine the rules of the school. Students have an equal voice with school personnel (Neill, 1988). But the question is, what is it that is so important to society that it should be transferred, even if the process of transfer must be both substantial and complex? The process of transfer of knowledge and the teaching process is essentially communication process, ie, the transmission of information. Information (lat. Information - teaching, which means that the user is transferred to someone or something). According to Viner, the information is all that we exchange with the outside world while on it and adapt to it influence while Witmann considers the information directed dedicated knowledge in order to prepare our behavior (Bonacin, 2008). Generally speaking, to grow the level of education the more prevalent Viner's definition. In the lower levels of education, only receive, while later comes to interaction (Gojkov, 2005). Education as a special task and responsibility of each company because the future of any society is determined the current attention to the youth. What you gain during adulthood affects their design and the development of the whole community. What we want tomorrow, we have to justify today. UNICEF in 1972 in its documents spoke: Education for Development is a process that the children and young people encourage the development of attitudes and values such as global interdependence, peace, tolerance, social justice and environmental awareness ... and it takes knowing the core values of humanity (Miljević-Riđički et al., 2011). Ultimately, management models more difficult the integration and unification of selected elements of the value system and the transfer of these values through the educational institution to which the individual is built. It is crucial, facilities, adoption programs, their implementation and control mechanisms, are uniform for all such institutions, which means that there is a stable model of education, and therefore the conditions for the common good and especially for individuals and society as a whole (Bonacin and Bonacin, 2012).

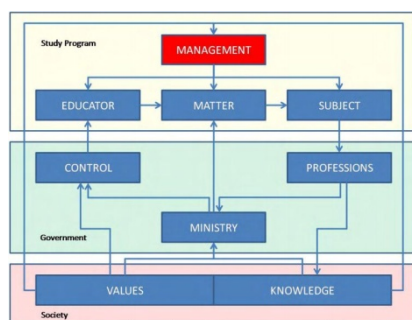


Figure 1 Global integral model of education management [Source: Bonacin, Da.]

Men and women

The biological world on earth is full of variations and many biodiversity. At the same time, the "same" space inhabited by viruses and bacteria, dangerous plants, annelid and beetles, monocotyledons, mushrooms and flying insects, algae, fish and amphibians, crustaceans, lichens, plants of fruits and four-legged vertebrates, as well as snails, cats and people ... All of these life forms through millions of years long history of development "found" the way to somehow extend its type and survive in sometimes really difficult living conditions. This process in which there are new organisms called reproduction (play). Reproduction or propagation is making copies, fruit, or substitute similar substances, and the creation of "duplicate". In this context we are talking about the so-called. Biological reproduction with two options: 1) sexual reproduction, and this is a biological process by which organisms create offspring with a combination of genetic material. These organisms have two different adult sexes, male and female, and 2) Asexual reproduction, which is the biological process by which an organism creates a genetically similar copy of itself without the combination of genetic material from other organisms (vegetative propagation, apomixes, parthenogenesis). There are many ways of playback using various types (Papović et al., 2010; Pavlica, 2012; Wikipedia, Reproduction, 2014). Some animals, but also the human (sexually mature after puberty), few offspring. Others reproduce quickly, but many offspring do not survive to adult age. The rabbit for example. (Mature after 8 months) have 10-30 offspring per year, Nile crocodile (mature after 15 years) has 50, and some species of flies (10-14 days) to 900. Both strategies may be preferred in evolution: animals with few offspring can spend time nurturing and protecting them and so reduce the need for a larger number of offspring in reproduction. However, animals with many offspring do not need to raise and protect the offspring. These two strategies are known as: 1) K-selection (few offspring), and 2) r-selection (many offspring). What strategy types prefer depends on various circumstances (Papović et al., 2010; Pavlica, 2012; Wikipedia, Genetics, 2014). What is certain is that K-selection gives more opportunities for parents to direct the development of the offspring, and thus the new generation go longer "school" that prepares them for life, which means to accumulate more potential for later playback, so

the higher Prospects for advancement of quality from generation to generation, but the whole sequence based on an individual line of life and combining genes two parents. In the R-selection, apparently descendants of many terms should always learn again which puts them in the position to teach a generation (typical bacteria) rather than individually (Papović et al., 2010; Pavlica, 2012; Wikipedia, Genetics, 2014). This means that the parents of all such species spend the necessary cognitive transfer and ensure accumulation in terms of all that is needed for survival. In one of current studies Gagliano et al. proved that the plant (*Mimosa pudica*) learn quickly and forget slower in areas where it is essential for survival (Gagliano et al., 2014). In some species that live in packs (eg, Lions) there is a socially conditioned social life and system of education of young offspring. So lioness being organized joint keeping young lions, and as such never preservation is not just preservation, then it can be said to act as damage in a nursery or kindergarten. It may not yet have school in the full sense of the word, but there are more than clear connotation in that direction. To ask the question: Where are the lions that all? Because as we know, generally love lionesses and lions do not, especially when attacking in packs with sometimes amazing tactical maneuvers. Lions are "responsible" for securing territory that marked, for dealing with lionesses when the time comes for the fight with rivals who claim to demonstrate its position and is rarely and for hunting. So, as we can see, in these situations we already come up with diversity, ie, the division into "male" and "female" activities. Needless to say that in numerous other animal species like, and for example, bees have a crankshaft which are all females, and males drones (Wikipedia, Leo, 2014). These and such a division, the truth, are not always 100% rule in the biological world, and there are even examples where male children are born, like seahorse (Wikipedia, Seahorse, 2014) or that the males sit on the eggs as for penguins (Feduccia, 1999). However, despite these and such variations, it is to notice the global rule that the descendants of mainly dealing with females, and obtaining resources and struggle principally males. What is important is that these and these differences produce a different position in the social community as well as different rights and obligations. Such images can be largely transferred to the human race, and it sometimes seems that men and women "are not on the same planet" (Gray, 1996). These differences, no matter how small today in some situations were, have always existed. Such a division of labor between the sexes relationship of man and woman becomes top sexual partnerships link two spheres of business activity in order to ensure and facilitate the survival and the core family (husband, wife and children) at that time was the most natural form of human community that is able to survive in the super-family groups (Bleicken, 2005). Differences between the sexes are becoming less important, as a consequence of production relations that allow relief and reduced the share of manual labor in the business tasks, but

above all it is a consequence of education and knowledge (Smajic et al., 2014). However, construction of modern views on the situation and the man and woman is a process that has lasted and that lasts. At the same time will, of course, form and critical reflection on the situation, not only women but also men, and ways of leaving the existing stereotypes, which brings with it some quite new situations, as well as consequences. In the sometimes uncritical rush of liberalism, feminism and the movement for the protection of men of other sociological activities or generally free of reflection for which it is not certain how much they do, and thus justified, it must find firm support for the perception of men and women as well as male-female relationships (Griffin Wolff 1972; Wolitzer, 2012). However, regardless of the initial position in this debate and regardless of serious or mundane purposes such as appearances, one of us should agree: Men and women are different. The question is essentially the very uneducated "street" comes as follows: So is it necessary to end the faculty to let to the results, it is tendentious, because we are of course interested in what the patterns of men and women are different and in fact, when we leave aside the morphological and gender indicators, as well as others that are generally familiar as power, pitch, etc., we are interested in psycho-social characteristics, attitudes of the respective general or specific phenomena etc., that is the essence of what we cannot directly measure or otherwise assess (Barretto et al., 2009; Geary, 2013). The reasons for this approach and these interests lie in the fact that we respect the men and women's attitudes and values on which we build value systems and thinking about future actions which will be incorporated considerations of both, but aware of the differences of the sexes. In addition to the already mentioned the obvious differences, in general is often considered that women are softer, warmer, more emotional express, etc., While the men were colder, more warlike, more directed towards the benefit and the material, related to the status and so on. These settings are incorrect or the express a world view in which there is a psycho-social division and divide in access to art, and thus the division by the duties, obligations, responsibilities, expectations, taking on projects, et al. (Gray, 1996), but the gender psychology puts things in a way which seeks scientific assessments differences and respect for diversity (Rogers and Rogers, 2001; Halpern, 2004; Lipp, 2005). The differences among students are particularly interesting because they are the professionals, authorities, bearers of important social role, but also of the future parents, who will sometimes make very important decisions for themselves, their families, and also for their children. In this way the set, we cannot avoid a confrontation with the facts that we do not have too much knowledge (scientifically established information) about the differences between men and women in some targeted areas of action which, may be in the future, crucial for the wider part social community, just as education is (Noble & Bradford, 2000).

Theories of school

The beginnings of the theory of schools can be traced from the end of the 19th century in Diltheyevim thinking about school, state and society, through Mr. Reichwein (1925) who in his article a general outline of the theory of school first mentioned the concept of the theory of schools in the title. A step further is done 1933 P.Hördt devoting an entire book to this subject. However, the beginning of the theory of schools in the strict sense is an act J..Gebhardta A sense of school (1923), because the scientific direct possible way is the backbone of the works of these authors, which is to establish meaningful school. Tom scientific approach lacked theoretical categories and empirical-analytic instruments (Tillmann, 1994). Claims that have amounted were general, without accurate and verified information, but in such a way implemented hermeneutic approach proved unsuccessful. Another restraining fact the secondary importance of creating a theory school in spiritually-scientific pedagogy, and they then pedagogical giants like Nohl, Litta or Weniger only touched upon these themes in his works. S. Bernfeld with his book Sisyphus or the boundaries of education (1925) provokes and criticizes school and pedagogical science, which in the book did not care about 40 years. Bernfeld claims that school as an institution is not meant to rise in order to lesson and that stems from the socio-economic and political aspirations of society. This is important work in the theory of school, because although Bernfeld does not use that term his book, brings a clearly defined theoretical concept (Tillman, 1994). The sixties of the twentieth century marked the beginning of two mutually much related development contributing to a theory of school. Traditionally, education is increasingly out by its backwardness, and was therefore necessary reforms. They in turn necessitated the scientific questions that the scientific pedagogy could provide answers. Therefore, sociologists and psychologists have become a kind of competition educators started to take an interest in the issue of education. Academic pedagogy countered 1962. Roth gave a realistic turn which adopted the theory and empirical methods of competitive discipline. He also published many other works whose common characteristic empirical accuracy in presenting results and those results dealing with pedagogical requirements of the school. There are the beginnings of critical approaches that are cited in the request for school reforms in the seventies. At the same time, hence the early sixties replaced by the theory of school, and the main 'culprits' for the young scientists from the Institute of Munster. Among these young scientists in particular stand out Schulz, Kramp, Furck and Wellendorf. In his numerous works amounts news relating to criticism of spiritual theories. Interestingly, the criticism made by those who are themselves derived from existing theories of spiritual. In the early seventies to the socially oriented theories aside part of works connected with Marxism. Such is book Altvater and Huisken, entitled Materials for the political economy

of the area of education where the school says, "... as a sub-system of capitalist society. Education is described as manufacturing workforce as a commodity." (Tillmann, 1994). However, the importance of them is that they encourage discussion on the introduction of the school system in the processes of social production. In the seventies the social role of the school is defined as a structural-functional or political and economic forms and often theoretical beginning of quantitatively oriented empirical research, such as in Fenda (Tillmann, 1994). However, not all were supporters of such approaches, and in the mid-seventies, reports a new theoretical orientation GHMeada also based on the concept of interaction. Revise it Habermans and Krappmann. This survey was conducted by observing the individual in actual social environment, then based on the results interpreted individual. This introduced new phenomena, such as anti-social behavior, which soon became topics discussion. In parallel, takes place "radical criticism of the school 's protagonist Ivan Illich, who does not believe in the future of education. In his actions do not help schools and Disschooling society speaks about the impossibility of school reform, and ultimately always leads to disappointment. Therefore, instead of reforms proposed abolition of school. Tom is a stunning proposal attached great attention and caused heated debates. The chart below shows it can be concluded that the question of the theory of school again became topical in the late sixties, and since then constantly full contents of literature. Until this debate has been criticism of the work of spiritual education theory, whose main line emphasis on psychoanalytic and social amenities. At the same time the current and 'radical criticism of schools' that indicates passivity pedagogical production. Impression corrects several school theoretical drafts written on the model of the theoretical tradition of the German pedagogy that is not under the influence of scientific and social approach. When we talk about these school theoretical designs meant the Wilhemovu anthropological "theory of school," Ballauf historical and systematic analysis "functions of the school", and Geissler book "School" of the political text speaks on education politics? Books make a difference because they do not linking social-scientific knowledge through teaching approach.

Spiritual-scientific pedagogy (Dilthey, Nohl, Litt, Weniger, Spranger ...)

Of spiritual pedagogy is the direction in educational theory developed by the Berlin philosopher Wilhelm Dilthey in his work Theory of Spiritual Science, in the period 1917-18, and 1933 and after 1945. Dilthey attempts at development of spiritual pedagogy during his life did not provide particular results, but are its bearers during the Weimar were Herman Nohl, Eduard Spranger, Theodor Litt, Willhelm Flitner and Erlich Weniger. He points out a few features of spiritual and scientific pedagogy: 1. of spiritual pedagogy argues that science is about and for pedagogic practice. The theory is partly responsible for the practice, but it cannot deprive

practitioners of their decisions on specific pedagogical situations, 2. All pedagogical phenomenon, processes and institutions of spiritual pedagogy is seen as a historical fact to explore scientific pedagogy and to allow responsible decisions in the present on the future development 3 of spiritual pedagogy builds on the modern theory and practice and considers that in the historical process gained general principle orientation and determining the value and that education must occur for every young person, 4 methodical process of spiritual pedagogy itself designated as historical and systematic which marks the current educational reality (contemporary issues, controversies, movements). The role of the school in the development and discovery of a unique, individual and precious spiritual life and preserve and enhance the power of society in its various forms. The state should take the responsibility for quality construction education. The functions of the school are: * the child from the family translated into public life, * to prepare a child for adult life and work, * to teach a child to order and laws of the strength of the company, * a place where the child cognition higher spiritual life and allow him aesthetic production and reception, * that focuses on the future. School and society are interdependent and should stop sharing the school of life. Some theorists are added and positions such as Spranger who points out that there are: a) The so-called general factors of culture - here is one of the national state of the economy and its overall structure that is associated with the general world situation, social stratification and division of the citizens, the state and its foreign and internal policy guidelines, the state of science, etc., b) specific pedagogical general position - including the state of family education and school education, distribution of school in many branches with a variety of educational settings, the teachers and teacher training, professional associations and caste consciousness, ruling methods of education and teaching, internal techniques and organization of school facilities, and c) The governing school and educational right - school and educational rights is entirely determined by the state constitution. At the same time, all branches of legislation, public and civil law in some way affect the area of education. Most recently developed increasingly clear the area of children's rights, the human rights of the child (Tillmann, 1994).

Structural-functional theory school (Finger, Parsons, Merton, Fend, ...)

According to these theorists, the main function of education is the transmission of norms and values in order to stabilize the company. The function of the school is to contribute to socialization, learning norms and standards of behavior. Schools are socially controlled places, an integral part of the social system. The school teaches adjustment (adaptation) society. You need to get people to want to do exactly what is expected of them. Structural-functional nucleus of social science theory has captured the various sciences and merged them into a system of categories that are

fruitful for research and supra-function social terms (Finger, 1994). T.Parsons connects and brings the relationship results of numerous social-scientific researches. The task of structural-functional theory refers to education aimed at the preservation of the existing organization of society through socialization and cultural transmission. In doing so, under the mediation of cultural transmission supposes valid values and norms of the coming generations, and the process of socialization is related to creating your own personality within the company. R.Dreeben in 1980. He elaborated Parson's work. He believes that people in its activities in public life should be guided by the norms of independence, performance, universality and specificity. The school insists on separate achieving results that are responsible, and thus fulfilled the norm of independence. School determines the result to be achieved. Through constant evaluation and identification with the teacher may be assessment of personal action, and thus meets the standards of success. Universality is achieved by treatment of all students in the same way, unless there are individual differences that have to do with the school. This will be the norm of universality easily achieved if approved standards and specifics, and they will make the teaching of students to enter only a part of them, to fulfill its role as the students. Dreeben claims to be just that rule cannot be adopted into the family, but students must acquire experience in the school. Fend confirms that Dreebenovo work a great influence on his thinking about the fundamental structures of education, and the Theory of school are even calling for Dreeben's evidence. Progress against Dreeben is also that Fend does not describe only the generally accepted views about the school, but also brings various forms of state of what are really in schools. In his theory Fend describes school systems as "... institutions and socially controlled based socialization", and pushing each other is no different notions of the school system, the education system and educational institutions. Because of this and of inability of discussions on the structural alternatives to school, which is often the case with previous works of other authors. Fend school is defined as a formal organization. Can be globally planned and organizational chart and finely planned, micro organization and distinguishes them from the planned learning process. He mentions the possibility of connecting these types of planning, but it still does not elaborate. In all his works Fend preferred empirical work before the theoretical assumption (Tillmann, 1994).

Psychoanalysis school as an institution (M.Muck. G.Muck, Freud ...)

Muck analyzes the social demands of the school system and stated that the process of socialization decisive role does the school play. The role of the school is easier to understand when you explain the goal to which it aspires: The aim of education is to create a young man as a moral figure, to prepare it to be professionally competent and politically responsible, for independent and responsible service to the people and to mankind by means of

worship and love of neighbor, to teach him tact and patience, honesty and sincerity. The requirements that the school sets, to be developed in young people, are the following: professional qualification, development of individual moral personality and civil obedience. Each of these requirements can be achieved in equal measure. Writing of professional qualification, the author mentions the state guarantee as the background of this application. In the process of preparing the young men for occupations, the state ensures continued economic reproduction of society. Following the request that sets the creation of a young man as a moral personality. To enhance the quality and uninterrupted communication of the society members, a young man should accept recognized social norms and patterns of behavior. Also he is trying to leave room for the development of his personality, personal and creative autonomy. When we look at these two first applications, we see that the relationship becomes more complex and full of complaints because of technical and instrumental requirements of a particular profession cannot cover the complexity of some of the figures. In order to fulfill the latter requirement, ie. Civil obedience, takes some state organization which every member of society with equal life chances. There is a big difference in the quality of knowledge, and its social prestige and material benefits, and opportunities to achieve individual at a time when not at work. The main principle becomes a compromise formula. A big role in all this has schools because it is a place of division. This whole system is in a much altered by the labor market, ie, the principle of supply and demand. There is disagreement in the process. For example, do not share the interests of the individual student related to the personal development of the standards that support the economic system: I cannot get rid of the objective contradictions that exist between personal interests and economic demands (Tillmann, 1994). Psychoanalytic observation confirms that in case of problems that occur not all completely understandable and pre-conditioned by the real objective possibilities. The main role is unaware of the problems we create ourselves. Here is mentioned discrepancy between real life and behavior among people. Our cultural need is to preach on those values on which the lives of at least (there is a need for "a beautiful Sunday sermons"). In situations where we deceive ourselves, and the sermon on the values of the function of defense mechanism. Although hatred, intolerance, narrow-mindedness are trying to move away from consciousness, they still enter the mode of action. Thus, these mechanisms cannot solve problems: Teachers and students with similar forced-neurotic defense structures will accept all this as a reality. Persons different structures, which cannot accept this defense strategy, faced with the one against which the dam and therefore fall into fear, rejection or rebellion (Tillmann, 1994). The principle which appears hatred, should be sought where acts contrary to published words. In the example at the request of awe, love of neighbor, contrary to the principle of success.

In the implementation of the principle of success it was bound to hold in which refused becomes effective. The success of a competitive struggle. Since in this case charity remains just a word, it should be specifically and continually emphasize. This page unaware of social events related to conscious conflict is becoming the norm, ie, unconscious conflict relationship. The change at the conscious level cannot bring fundamental change. As long as you do not knowingly accept and process a particular problem, it will manifest in another social field. Learning solidarity instead of success at the expense of others is only possible running and talks about unconscious lived rivalry, and using a common finding different ways of behavior in the daily school routine. The school in its structure has many features which are analogous to the structure of compulsory figures. The state has to enter the institution school designated certain assumptions. There is a particular year of registration, a specific place of education and the schooling. For students that these assumptions do not want to obey, there are penalties that force him to still behave and act as specified. Except that there is no impact on the external form, the student does not have any influence on the content of learning is not. Everything is planned and specified in the plans and programs of learning and teaching carried out by the teacher. It is said that lessons learned should be a prerequisite for a successful future life, but in this case the student does not leave a chance to check it out. The student today is no longer a subject, not the starting point of learning, but the subject is education. Since the mark has become the measure of value of individual students, evaluation of students from the viewpoint of a friend or family are seen only in a subjective, personal way. Teacher for abstractness school learning cannot assume intrinsic motivation in students. That is why he is constantly forced to awaken their interest in learning. Because of the questionable connection between school, community and individual requirements, teacher opposite the content that students transferred and standards of conduct in a very precarious position. Because there are no alternatives, the teacher has no choice but to any student behavior that is different from the student conduct, means inferior. Do anything to direct against him judging that did not achieve success as a teacher (Tillmann, 1994).

Interactionism and school theory (Mead, Brumlik, Guenter, Tappels, ...)

There are basically two approaches to consider education: macro-sociological, that education from the point of the observer and micro sociologic it seems from the perspective of participating. Participants are actually actors and they themselves take a certain degree of freedom and autonomy. As actors, overlook his behavior, but the behavior of others. We assume that our partners interact behave rationally planned. Myself and my behavior more or less well understood, and in interpreting the behavior of others become more strict and uncertain. According to people who have less respect for autonomy, we'll act with less

respect and more authoritative. If you perceive that we find ourselves in this situation, we will take all of us to prove that we are able to act responsibly. At school the influence and power is unevenly distributed. The actors fight each other for recognition. The school is the struggle associated with the acquisition of social goods. Although the deteriorating social position of educated, are still formal and final school exams and further condition to a professional career: In the interaction terms of school is an institution determined by the behavior of all its members and serves the surrender of social goods. The right to acquire the social good is acquired by the struggle for recognition in which all members of the institution (Tillmann, 1994). Thus, the school is an institution certain behavior of all its members and serves the surrender of social goods. Representatives of this theory indicate that the current forms of school organization source of problems. The school evaluates and classifies students, defined, labeled (good-bad, smart-stupid). In this sense interactionists emphasize 1) Interact and identity, 2) Institutions and social control, 3) Curriculum and career, 4) Stigma and labeling. As with psychoanalytic theory, the school develops a rivalry and competition. In this context - no room for charity.

The radical critique of the theory to school (Illich, Frerie, Reimer, ...)

With this concept, it is a critique of the institution of school: she was forced channel for acquiring knowledge, endangers the free mind, to apathy and aggression, contributing to the creation of social differences. Schools serve primarily the rich and privileged. It is suggested descolarization school - the changing role of schools, Illich proposes a new type of school, which will ensure peace and justice throughout the world, new forms of social division of labor and allow a new style of life. Nevertheless, one pending, or at least poorly resolved, questions which deserve permanent criticism is certainly a question of assessment, which is principally engaged dochimology (Gojkov, 2003). H.Dauber lists three items of their personal efforts which says that changes or humanize school, should first start from the everyday problems of students, teachers and parents directly involved in the upbringing - educational process, but bearing in mind the totality of social and experiential connection. Reforms in school may change every day school only if you accept constructive everyday definition as an important complement to the scientific theory that is. To consider the everyday experience of the participants of the school itself. Radical criticism of school Paulo Freire and Ivana Illich developed in the late 60's, and the world's attention is attracted 70s of the last century. At the center of their criticism is primarily comparison between two ways of life, the model of capitalist industrialization versus the colonial and post-colonial oppression of the Third World. Their criticism of school points to two significant lack of common theory school. Socio-theoretical disadvantage is reflected in the often insufficient linking of economic, social and cultural ideas with ideas and practices of social and

technological progress, and the systematic neglect of the everyday experiences of students, teachers and parents consider the empirical lack. There are four public criticism of compulsory education from the perspective of learning Freire and Illich: 1) School education consists of a controlled social learning and life that others are determined, leading to a growing apathy and aggression, 2) In the process of learning is very important personal connection between students and the one who teaches, but it makes up for in schools by transferring responsibility to the institutions. Schools are increasingly established as a factory while students are channeled into the production process to unprecedented, 3) Schools serve primarily the rich and privileged, are paid by the social majority, and are available only to a minority. There is a clear tendency to take on ever-higher levels of education increasing the funds used by all small groups of people, and that it does not reduce inequality, but increasing, and 4) Due to the separation of the real social problems and the inability to make the space wider area of experience and action, reduces the importance of what has been learned at school, and it covers the simultaneous administration of the growing importance of the formal final exams (Tillmann, 1994). Freier, her work emphasizes that the aim of his work is the awakening of consciousness, overcome the culture of silence. Teachers and pupils seen as partners in the dialogue in pursuit of a common truth that achieves communication, reflection and joint action. As subjects of the process of getting to know, participate in eliminating subjective accepted addiction. Illich, unlike Freier solution see the inversion of institutional structures and returning to everyday learning and working environment. He believes that the existing schools limit access to knowledge and education, and that instead there should be a mediation center. It would enable everyone to get in touch with each other to exchange knowledge and experiences through which to establish a social connection between people with nature. In that way and learning from the classroom replaced by learning in real life and working environment that would enable direct connection between people and information.

Men and women in the theory of schools

The theory of permanent school is the subject of research interests, and often the center of numerous scientific debates. Since there is still no complete theory school requires continuing work in the area of its interests, and they are primarily students, teachers and parents. To understand what the theory is principally engaged in school is necessary to study and further study its historical - empirical development of a number of theories that has given the history of its existence. A number of scientists and educators engaged in a discussion that is markedly towards the direction of development of the theory of school. They are all in a certain way, their work and research, contributed to the inauguration of the theory of school as one

of the central concerns of professional and scientific work. Bearing in mind the theory of school, but also didactic theory, at the center of interest are primarily students, teachers and parents who are often ignored in disciplines such as the educational policy. Unfortunately, problems still exist and will exist, however, for example. Sometimes the theory of creating and complement the scientific experts which often lack practical knowledge, and everyday experiences of those who participate in this development are losing importance. The development is seen as an extrapolation of the past, the quantitative continuation of the existing system, ie. That the development should continue on the same assumptions on which rested in the past. This primarily reflected the stricter differentiation, a clear extension of time reserved for learning and age, the narrow specialization of the learning content and learning opportunities and more unique organizations (Polish, 1991; Mušanović, 1996). On the other hand, education is supposed to contribute to overcoming unemployment, and was expected to increase the chances of social equality, primarily equalization and reduction of individual freedom and social unity. The reform of education should be to solve global social problems that spread far beyond the boundaries of education, making it far surpasses the limited possibilities of school and thus impedes the basic learning process. Bearing in mind the cover theories schools, authorities, and here most of Tillmann (mentioned by many already mentioned but also B.AdI-Amini, K.Hurreilmann, H.Dihanz, T.SCHULZ, etc.) Are trying to run the global final discussion that should synthesize thoughts imposed in the aforementioned attachments. In short these are the following questions: 1) The theory of school - what is the use of practice, 2) is the theory of school pitfall for teachers. 3) Is the theory of school in search of the subject, 4) Is there a theory of school or school philosophy, 5) To further develop the theory of school, 6) Where a school between the pedagogical theory of self-criticism, involvement of social sciences and resorting met theory, 7) How do you define debate and criticism around 1970, 8) What about the interference of Social Sciences, 9) How justified recourse met theory, 10) How and why further theory school. On these and other questions, the answers will be safe for a while to look, just as you will, and this theory is developed. Finally, if we take that didactics research and the creation of the theory of education with regard to teaching and learning, then we can understand the theory of school discipline as a parent, but this demarcation can be sharp. The theory of school generally refers to the general tasks, or the function of the school in the socio-cultural ties, as well as the institutional internal and external institutions of school, while didactics, primarily related to the objectives, content, methods, media and interact within a comprehensive, school- a theoretical framework which should be explained. As can be seen from the available literature core Theories makes specific relationship school as educational institutions and the society they belong to, and as such all of the

implications of this relationship in terms of time in which to locate. Simply put, the actors of this relationship, each at their own level and in their respective positions are: entity that receives and provides information (student elementary school, high school student, the student at all levels of study, and the man in the Lifelong Learning), an entity that provides and seeks information (teacher, lecturer, professor, mentor, etc.), the entity that manages the various modes on the overall levels of the educational system (education manager, legislators, agencies for accreditation, etc.) and of course, the content is transmitted, processed, used and archived as part of the this entire process (Polish, 1991; Kraguly and Munjiza, 2010). Each level of this process has its own characteristics, ways and means of implementation and evaluation of results but what logic dictates and it is demonstrated through a variety of previous studies and books is the fact that it was the level of study (basic) last real time point at which the man / woman can really affect. That's because this is the last level at which people attend a systematic training program that requires him "learning" therefore the acceptance of new ideas and views in the system of competence and quality evaluation. Everything is still subjective and has different characteristics. The student population is known by many features. First of all because it is a future intellectuals and prospective managers in the social, cultural and technical sphere. After graduation, it is expected that they take a decisive role in the implementation of management actions. Therefore, it is of no small significance identification of fundamental management approach which will later conduct. For these reasons is defined by a complex set of indicators that can provide information in the broader context of the current situation of the student population (Bonacin, 2011). What should be a bit more detail into is precisely the position of equality within a particular theory. It is a serious task, but let me be allowed such a very modest attempt. So, it is obvious that in principle is always a degree of active participation ("coercion" !?), which the company uses in order to convey their individual values. It is a logical sequence of expectations in terms of reproduction of social values of certain communities (Kamenov and Galić, 2009). But in this case means that the specific situation of women and men to reflect part of the theory. It has long been the traditional opinion supported the general attitude that women "are perfect" for teachers (preschool and junior school) due to the transfer of educational and emotional values such violence, which of course, makes sense, but also raises the question of the type: Do fathers have also in the family that the educational task and component !? A: interactionism, who appeared a little earlier than the other theory (at the beginning of the XX. Century), had pretensions to resolve and determine some important terms that are placed in the context of education, and therefore in the context of the tasks that the school has to spend. These concepts are: 1) The interaction and the identity of the actors in the social and thus educational relations, 2) Institutions

and social control, 3) Biography and Career, 4) The stigmatization and labeling. Obviously it was an attempt civic model of society to stop the inevitable decline and decadence, ie, turning the deconstruction that followed in the next 50 or more years. Depending on the settings of 1-4 is very clear that it is "masculine" world in which "knows who controls". How quickly see (on two occasions), mainly to manage weapons and death. Women are, however, imagine, and produce weapons as the men struggled. B: With the advent of spiritual scientific pedagogy (in principle, between the two World Wars) began profiling thinking on scientific cause-effect relationships based on three principles: a) the current educational reality, b) research links and relations, and c) Historical overview of Rousseau onwards. The establishment of the school as a social and state institutions is certainly a positive thing, but so it is also evident that this is a somewhat traditional conservative attitudes (especially Dilthey) so it is easy to assume that women in this model "had their place", that is not underlined this gender component, nor the women had influence at the highest levels of influence. C: With the advent of structural-functional aspects (basically after World War II) are set tasks theory school within a research model for identifying and describing the genesis and structure of social concepts. Socialization and cultural transmission become the main tasks of the school in order to preserve the existing organization of society. In doing so, under the mediation of cultural transmission means of valid values and norms of the coming generations, and the process of socialization is related to creating your own personality within the company. It is noticeable and that the role of a teacher continues the role of mother. Otherwise it evaluates school performance than is customary in the family, which in addition to those different characteristics of the role of teachers (teaching norms) of the role of the mother, leading to a reorganization of the personality of students. An interesting and very questionable! D: Radical criticism of school appeared in the late 60s of the XX. Century in the same time and in the same sense and the human desire for change (Fox and Dauber, 2010) and primarily intended as a humanizing school, because of all hitherto known to school be considered as space and experience life, not space to achieve political aims and social long-term effects. See that's exactly radicalized segment of school used to determine the social in relation to individual impact, as in previous theories skillfully avoided or masked. However, like other theories, this one is not able to overcome the social and political foundations, and is trying to equally competent to deal with the third world, neo-colonialism, capitalist industrialization, etc., asked for the reorganization of the school system, but truly not offered anything unknown, in addition to the criticism that defines what is bad. E: Although psychoanalytic theory existed earlier (1902nd-1920th), the theory of schools in them have found their strong foundation in the second half of the XX. Century and most of the muck and Fink-Teichler (1980; 1988). Certainly among the

main goals of education is to create a young man as a moral figure, to prepare it to be professionally competent and politically responsible, for independent and responsible service to the people and to mankind by means of worship and love of neighbor, to teach him tact and patience, honesty and sincerity. That everything should be in accordance with psychoanalytic philosophy of ego-id-superego (Wikipedia, Sigmund Freud, 2014). However, within the concepts of development and competence ("hunger for success"), realistic relationship between the individual and society, we cannot solve the objective contradictions that exist between personal interests and economic demands which directly saturates the gender situation, but again the confrontation is inevitable and in this area (Larney, 1998; Thom 2003).

The problem, the goal and purpose

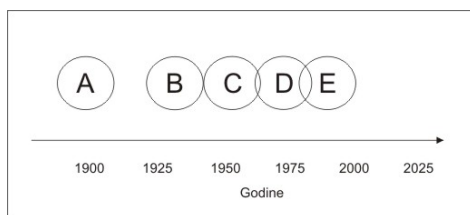


Figure 2. General time-line of certain Theories of school groups appearance [Source: Bonacin, Da.]

If the theory of school term relationship between the influence of society and social institutions (schools) on the formation of the individual on the one hand and human individuality (these individuals) on the other hand. It is obvious that we must know the value system or its elements at future educators because They, in this case the actors that are taught and to transmit knowledge and to participate in creating plans concerning education and about that depends how much the society influence the formation of the individual. It just means that you can still be who they are, what they are and what they are. Therefore, the subject of this paper student population of educational faculties from the Croatian, BiH and Serbia and for reasons of language comprehensibility. Since men and women are potentially different experience value system and possess different abilities that can be very objectively assess, study included both sexes. The problem of labor is the lack of knowledge of some phenomena in the context of the transfer of knowledge and education as the social and educational systems and thus often very dynamic (Meyer, 1968). This is particularly evident in the most recent era of socio-political and economic progress due to its expansion and increase the content of which is the education system needs to convey the influence and the knowledge and skills of people - actors in the educational process. These dynamic educational systems are changing, therefore the quantity and quality of content and the historical context in different ways because the new time and new opportunities and provide new information, but it's always all have in common that there is a transfer of knowledge and education only difference is how,

who, why and when (Luhmann, 1981; Mušanović, 1996). In fact, differences in school theories arise precisely because the authors observed a problem with the theory of different social aspects and have slightly different educational goals. The above-mentioned problems are necessary as much as possible "familiar" to the goal of effectively and efficiently achieved. The aim is to determine the differences in some educational indicators between students and student training college with the ultimate purpose of recognizing elements of the value system that can play a significant role in the transfer school or educational processes (Gudjons, 1994). According to all of the aforementioned work, the last time point at which the person can seriously affect the right one when you attend a higher educational institution - college. So then when the student. Therefore, the student population has become the subject of this paper.

Hypotheses

In line with the objective established the main hypothesis: H0 - There is a significant difference in the indicators applied by the treated sample of men and women. In addition to the main hypothesis, it was possible to establish and support: H1 - There are significant differences in the univariate level; H2 - There was a statistically significant difference between groups in the general multivariate level; H3 - There are significant differences that can define the structure of discriminative function and significant distance group centroid.

Previous studies

The student population is known by many features. First of all because it is a future intellectuals and prospective managers in the social, cultural and technical sphere. After graduation, it is expected that they slowly take a decisive role in the modulation and implementation of management actions. Therefore, it is of no small significance identification of fundamental management approach which will later conduct. For these reasons is defined by a set of indicators that can provide information in the broader context of the current situation of the student population. In this regard, it must be admitted that there was a lot of research in pedagogic sphere, although the differences between men and women in education not much. The author of absolutely no pretensions to claim that it is a complete and comprehensive set of reference publications, but will clearly specify the information that in some way refer to the understanding of the issues. Likewise, in stating this information will be cut detailed breakdown of the sources (eg, books), which are cited in the text since they mostly basic and well known or explained lumber. The concept is explained by the company in many ways, by various theorists of society, so that there are several definitions of the same but the most interesting, for example, she functionalist Talcota Parsons, which the company considers a system of interconnected parts where each part has its own function, which must be made to a whole function and each part is in

relation to others affected and affecting him (Haralambos and Heald, 2007; Wikipedia, the Company, 2014). Starting from this definition, and taking other's definition into account is relatively easy to extract the parameters common to all these modes of representation: the company is an abstract entity relationship between individuals or connection system consisting of interdependent parts which is capable of reproducing itself. It adapts to the environment (production activity), integrated (there are normative order). It also has a hierarchy of goals and ways to achieve them, and maintains a certain dominant cultural values form through which social life takes place and that such interpenetration of cultures, people and social order (Fanuko et al. 1995; Bonacin Yes., 2011). As seen from the above, the company is an abstract entity relationship between individuals, which means that based construction segment each social system and individual man's first as an independent unit, being that there is a thought then as being that coexists with others, will be a learning developing and establishing interaction with other such individuals form a society. Basic mechanisms of survival and development of the individual and society are historical, legal, political and economic dimensions of interwoven through education, socialization, internalization, education and knowledge, morality and optimization. Basic links individuals and society comprise the motives and needs (each individual), management (individuals and their needs, processes unitary society, knowledge) and culture (the foundation of the existence of the society - the common values and characteristics of these individuals in that society) and globalization (tendency expansion of value to other companies) (Bonacin Yes., 2011). Within the society the individual has a certain social status and it adequate social status - ranking and evaluation. Occupying the position and status of the game or not, the associated roles, generally pre-defined and generally expected. Executing or not executing obligations and use or non-use rights through this role can be positive or negative and as such affects other members of society. The role of educators is very important for the function, maintenance and development of the company and is therefore well acquainted with the characteristics of individuals who will have such an important place in the system. Such individuals form social groups and social organizations and their system of norms, values, social position and role, and organized activities which allows members of society achieve vital social objectives, such as eg. Education form social institutions (Bonacin Yes., 2011; Fanuko et al., 1995). First of all, the above individuals as the basic building segment of the society is unique, the totality of being and such we need to "see". Its continuous development and "working on it" resulted in a relatively quick upgrades itself and multi complexness which itself develops. Such knowledge should be adequately and transfer. Because of the enormous advances in science and technology and our knowledge of man in all areas of every day is increasing. On the one hand, it is remarkable on the other hand requires a

reorganization study of the same and the official science so "cut up" a man on the small physical / logical pieces in order to better understand what the consequences have the necessity of synthesis and synergy of all experiences conceptually (Bonacin, Bilić & Bonacin, 2008). The resulting logical unit called dimensions / assemblies each became the subject of one of the scientific areas. That entity - man study has at least the following properties that can be relatively easy to determine: 1) morphological circuit that describes the structure of the body, 2) motor (swinging) circuit that and participating in the resolution of the motor (of motion) tasks, 3) Functional circuit - function of organs and organ systems and their interaction in maintaining homeostasis, 4) cognitive circuit - intelligence and according to Das, Kirby and Jarman (1975) contains a perceptive (reception), serial (sequential) and parallel (simultaneous) information processing and memory (memorizing), 5) and conative circuit - personality traits and the Momirović et al. (1983) model is composed of the regulatory mechanisms of the function of defense mechanism of regulation functions attacks, the regulatory mechanisms of organic functions, mechanisms of coordination of regulatory functions and mechanisms of integration of regulatory functions and mechanisms of activity regulation (Bonacin, Bilic, Bonacin, 2008), 6) motivational circuit - the simplest said what motivates a person: a) a primary or biotic, b) secondary or social, and c) tertiary motifs derived from pure hedonism (the Bonacin Yes. 2011), 7) dimensions of social attitudes - a) conformity, b) conservatism, and c) authoritarianism, 8) macro-sociological characteristics ie. a stable set of indicators that is most easily described as a social differentiation, social mobility and stratification. According Saksida and Petrovic (1972) model of the structure of stratification subsystems included a) socialization, b) institutional, and c) sanction, 9) micro-sociological characteristics, ie. A) functional clique, b) opposition clique, and c), and It is possible to register and control trends, 10) the educational features (Vukasović, 2001), qa surely this collection assemblies can be extended depending on the objectives of research and application. The sample in this study consists of just such individuals who need to study as much as possible of such properties. It is the students, adult women and men who are adults but are still in the area of the official system of education, even they're going to be educators. For this reason it was absolutely necessary to consult the different references to certain features of respondents: age / age, gender, the role of men and women and so on, in a historical context, to the greatest extent possible give a clearer picture of who we are dealing in This work, why we do exactly this population and what kind of implications this has on education. Bonacin with multiple contributors (Bonacin, born and Blazevic, 2005) a series of studies in 2004-2006 defines a completely new framework for determining the structure of the motor control (in the wider context segments kinesiology and education) in the context where there is no state

but a permanent process and the motor assembly organized as a set of three regular parent process a) a process of persistent activity - Afterglow (defense) b) the process of development actions (attack) and c) the process of integration of action (synergy). What may be very important for this work is that based on this, further research Blazevic and Bonacin define a similar model is configured in accordance with the anthropological development of man as a species, is also composed of three processes: 1. On-line - acute effects without analysis 2 . Common - sharing resources and 3. Batch - permanent cognitive accumulation.

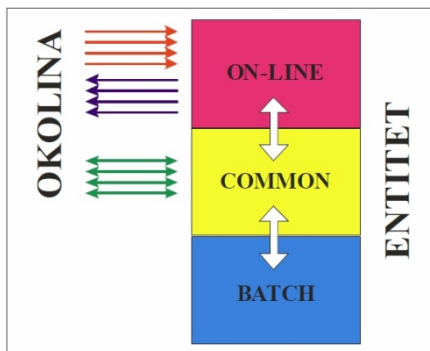


Figure 3 On-line - Common - Batch model [Source: Bonacin, Bilić & Bonacin, Da., 2008]

In reality these processes underpin society and the individuals in it. They work so that all three processes operate with each individual but not at all evenly distributed (represented). This is most obvious in learning. For example, children in base schools are taught online, continuously receive information from outside (from parents, teachers, the media, society ..) As it goes, the received data analysis and processing, storage and use, creating knowledge and knowledge that becomes the basis for further. New knowledge builds on old and children thrive - are growing. During this period a little exchange with the environment (common) and have a small reservoir, base (batch). The older a child, it is better to "intestine" the information and gain a better base, more exchanges with the environment (peers, parents, teachers, specialists), has his own opinion and so on. Still learning ie. Receiving the information and knowledge base increases . In high school, this process is more visible. Children build "the self" formed attitudes, have opinions and exchange with the environment, but is still on line model in benefits. The faculty to the online mode should give way to a Common a higher education implies batch -accumulated knowledge where one can now choose which will receive and what does not. In his book Children of the country, which is written in six books, author J. Auel is guided advice "military experts" (historians, archaeologists, sociologists, psychologists) as well as their own practical experience (joined the school of survival to an expert for Aboriginal skills to teach primitive methods of construction of ice caves, and Fire, leather tanning and processing of stone) in a very explicit, although perhaps imaginative and fantastic way to show the life of Neanderthals and Cro-Magnon following figure Ayla, Cro-Magnon girl

who was accidentally brought by Neanderthal tribes (Auel , 1987). Organized the training needed to maintain the complex system of administration and culture found in the first highly developed civilizations of Mesopotamia and Egypt. New archaeological research shows that the first real school occur in Sumer (Akkad) around 3500 BC. It is believed that the Sumerians first started to use the letter as they are the oldest known records found in Sumer. School is mentioned in a variety of texts, mostly from oldbabilon period (20th-16th c. BC. BC.), Also called Song school days, and talk about everyday life and troubles of young scribes and their teachers. The first name for the school, translated literally means "home plate", the first professional educator (Wikipedia, Sumerians, 2014) was called Ummi meaning father in the broader sense marked the craftsmen or experts reflected the esteem of his skill in Mesopotamian society (Osterman , 2012). The process of learning based on memorizing, and curriculum were involved and "scientific objects" such as math, grammar, and so on. They taught and specialized items such as measurement of land and amount of various products, and even music. Are studied and rewritten a large group of different literary composition. She learned the letters, reading, writing and talking about read and written on clay tablets. On these plates are accompanied by schools, teachers, students and ways of learning. That's how far he knows, was the first professional school intititucija in which first appears and professions teacher (Kale, 1990; Catic and Stevanovic, 2003; Bleicken, 2005). Also, the importance of education was observed in ancient China. In fact, every citizen could acquire education at all levels in the public or private schools, for example. Each village of 500 inhabitants had a primary school and over 7000 cities had high school, while in the capital existed universities. In ancient India, learning was based on yoga and meditation, and for each caste there was a special education system. Brahmins (from that caste originated Buddha as the supreme thinker and priest) had the most advanced school (Catic and Stevanovic, 2003). In Egypt, the school programs were linked with worldly matters, because it is supposed to perform calculations related channels (geometry), track the movement of the stars (astronomy), measured properties after floods (arithmetic) etc. Were established special schools for scribes that were accessible to more children and where they taught writing, reading and arithmetic and there was a high school for the education of clergy, doctors, generals, and architects ... Ancient Greece, particularly Athens taught the great importance of schools. They had called. Gymnasium ie. public institutions that were used for training the mind and body. The boys practiced jumping, throwing the javelin, running, discus and wrestling. There were also held lectures and discussions on philosophy, literature, music, as are the public libraries in the immediate vicinity. Throughout most of the ancient Greek history, education was private. Only wealthy families could afford teachers.

The boys learned to read, write and quote parts of literary works. They taught singing and playing and trained as athletes or trained as warriors. This education is not acquired to qualify for a job, but to gain the right to be full citizens. Both girls are taught to read, write and easy account required for management of the household. After a childhood almost never received further education (Kale, 1990; Bleicken, 2005). In Sparta was different. The main target was a military upbringing. Newborn babies, sick and frail wore the mountain and sacrifice. Healthy children are up to seven years raised a family. With seven years of the boys went to military school to 18 girls were brought up in public, under state control, and also taught martial arts, singing and dancing to be able to have healthy offspring and defend the home when the men leave. About boys from rich families who went to private schools took care of pedagogues - paidagogos, house slaves that were selected specifically for this and were companions of those boys. Classes are held in the homes of teachers where the boys learned mentioned cases. From the age of twelve boys practiced wrestling, running and throwing and javelin. In Athens the older boys learned and refined disciplines such as culture, science, music and art. Education, ending with 18 years followed by military training for a period of 1-2 years. A very important part of education for rich boys were represented by learning under the auspices of a mentor. The student's academic circles following the political speeches of his mentor in the agora, helping him in the conduct of public affairs, practicing with him in high school and attending symposiums. The richest young men continued their education at the most learned of the Greeks, especially the Academy (Kale, 1990; Catic and Stevanovic, 2003; Bleicken, 2005). Feldman et al. (2013) followed the mothers, fathers and children in infant and pre-school age and adolescence, with respect to the formation of social competence and skills of the talks showed that the mutual relationship between the mother-child relationship and mutual relationship between father - child the same effect on social cooperation and establishing connections unrelated to the children's social environment primarily with reduced aggression in kindergarten and it again in a way modeled conversation skills in adolescence. The mutual relationship of father-adolescent influences the negotiating skills of conflict within the relationship while mutual relationship between the mother-adolescent affects positive dialogue exchanges. Working with adolescents means one important fact, which is that they must be seen as a person and appreciate them as such. Patronizing attitude, sharing advice, disregard and neglect of their needs, opinions and attitudes is a strategy that does not work and cannot bring the desired results. Any labeling and categorizing adolescents / ce can be counterproductive because it will produce in them a sense of mistrust and misunderstanding. The common perception was that they grew up "older and wiser". However, most adults found itself in a situation where they are in conversation with young people become aware of the fact that

this was not so. The belief that the attitudes of adults are based on mature assessment, and it is considered that this is not the case for young people, makes it difficult for any kind of work with young people, which includes cooperation. It is necessary to work with adolescents / raisins to be open and respond to their curiosity and creative thinking with the help of combining discussions and various activities. Working with adolescents and adolescents can be exhausting, exciting, stressful, and filled with satisfaction. Building strong and simultaneous open connections with young people requires a willingness to listen, belief and inclusion on "their side". At the same time it is imperative that young people get honest and accurate information on issues related to their own lives (Sesame, 2014). The answer to the question "Who am I?" Includes answers to the questions "what do u think?" "What do I stand for?" "Who are my role models," and so on. Our values, attitudes and beliefs come to the fore and have a huge impact on relations to others and to our intimate life. On our choices are affected by many factors such as family values, religious values and attitudes of peers / frost. Every young man and woman has a unique value system but only if it includes self-respect, responsibility, respect, tolerance and equality we can create relationships and connections with others (Sesame, 2014). Among other things, gender differences investigated and B. Thom within the Agency for the Development of Health, studying the connection between the behavior of men in terms of risk-taking and drug use. The research was quite extensive but what is interesting about this work is that there is clear evidence of gender differences in relation to risk-taking, maintaining the health and seeking medical care on the set where men are men's roles and social identity in itself a risk factor in terms of disease and mortality. There is also evidence that men as a species more than women use tobacco, alcohol and drugs where there is a clear link between gender roles and identity, socially-cultural factors and causes of drug abuse. It is interesting to say that the most sensitive, for example, men who have lost their traditional roles and traditionally "male" way of achieving success and their social status prevents them from adapting to new roles (Thom. 2003). According to the definition of the Council of Europe, gender is "socially constructed definition of women and men. It is a social construction of biological sex, a certain understanding of the tasks, actions and roles ascribed to men and women, in society, in public and private life." This is a culturally specific definition of femininity and masculinity, and thus is variable in time and space. Individual human beings shape gender roles and norms through their activities and reproduce them as expected (Sesame, 2014). Category genus consists of a) gender provisions that succeeds (man, woman) b) gender roles, ie, the sum of all the characteristics, behaviors, responsibilities and expectations that are attributable to the genus in which there is a stereotype that is, simplified and very often twisted mental images and to suggest that something is only for women / men, even boys

socialized to repress feelings of pain and not to cry. It teaches them to accept the firmness, strength and invulnerability, and supports them to be independent and confident with them to develop and evaluate self-confidence and competitive spirit. On the other hand, girls are brought up to be gentle and to help each other and work together and they are encouraged to play with dolls and household models to assume the role of a person who will look after and care for future family) gender identity, ie. The idea that provision that gender. Gender is not a gender identity that is modern belief that one can choose "to be" a man or a woman and that this is not some sort of deviation (op.au.) and d) gender attributions ie. everything that attach to a person when was first seen on the basis of certain characteristics typical, characters that are different from culture to culture and our personal views (Sesame, 2014). Each gender role are linked to certain expectations, and are prescribed desirable traits and behaviors. If a person chooses a behavior inconsistent with her gender role, often encountering difficulties and lack of understanding of the environment. So are women who do not want to get married or have children put down and identified by derogatory labels. Men who are gentle, perform chores, are dedicated to families and children often receive the label henpecked and weaklings. Analysis of gender not only handles the roles and activities, but also relationships. Analyses were also tackles the issue of who is doing what, but who makes the decisions, who derives benefit, who uses the resources and who controls them, and that other factors, such as the laws on inheritance and ownership, affect relationships. It reveals that men and women, because of their different gender roles and responsibilities, have different experiences and needs. Both men and women play a role in the sphere of work and life in the community, but the contribution of women is less. Men and women choose different occupations and activities and have different features in the economic world. Women are more involved in household and educational, helper activity than men (Sesame 2014). According Larney (1998) theory of the role it had a great response from the 1950s and 1960s and by the 1970s, boys and girls are taught smooth their gender roles in society. Segal 1990, also according Larney (1998) believes that the fundamental premise Theories role precisely the fact that social expectations, rules and norms that make up the human position in society to force individuals to comply with that all through positive and negative strengthening (perhaps running reward and punishment). Indeed, Okley, 1972 (according Larney) is that the writers of that time considered that gender stereotyping in general forced. Roles to be internalized identification with the parent of the same sex. In doing so, the women learned raising, meekness and fear of success, while the men learned ambition, rationality and competitiveness (Larney, 1998). Živčić-Bečirević et al. (2009) reported that recent research has primarily focused on examining the role of met cognitive beliefs in the development and

maintenance of emotional disorders, but also on coping with specific situations, such as the exam in college. One of the goals of the study was to determine the structure of the questionnaire Met cognitions on a sample of students. They were interested in the contribution of met cognitive beliefs and automatic thoughts during learning and taking exams, Test Anxiety and success in college. The sample consisted of 440 students from different faculties and years of study, 301 girls and 139 boys. Questionnaire was applied met cognitive beliefs, automatic thoughts questionnaire during learning and taking exams and Spielberger Test Anxiety. Students also assessed their attributions of academic success on a scale of 4 degrees for 4 (abilities, effort, luck and circumstances). The results point to the important role of cognitive variables (meta-cognitive beliefs, negative automatic thoughts and attribution of success) in the 'Test Anxiety. Although they do not have such a strong direct impact, it appears that over test anxiety can be carried out on the academic success of students (Živčić-Bečirević et al., 2009). N. Pastuović (2014) deals with the concept of education with various important aspects. First of all it connects with education, learning, training, education and development, which is defined as the process of changing course-simply be in a more complex structure that allows efficient functioning and development of the person as a "process of actualization of its potential." In so doing, education contributes to people because it enables them to more effectively meet the needs which contributes to its self-realization and thus the attainment of these potentials. Education by holding general intelligence with the most important cognitive personality trait as it is relatively permanent and universal trait that affects the behavior of individuals in a variety of situations. At the same time we must not forget how different people in the same environment have different ability to exploit this environment which makes the teaching should be tailored to the student's education and the educational process most effectively took place. According to the author, pre-school age has a great importance because it is at that time lay the groundwork for future education and during that period are transferred core educational values and should allow preschool education to all children, regardless of social background. Furthermore, the author describes the controversial relationship of education and morality being considered as "the morality and moral behavior more active learning through experience rather than education." In the case of economic viability, according to the author, investment in education pays off on an individual and social level and cost-effectiveness of education depends on other social phenomena: the compliance of educational production and the labor market, the quality of the knowledge acquired and the ability to use the knowledge and skills. Therefore, the author states that education expansion does not automatically lead to economic growth and development. Also, education contributes to the political development of the creation of national

identity and integration, but with a higher level of education of individuals comes to more criticism towards politics and the existing order. The author examines the impact of education on the culture of a society: "Education culture operates more education than education," it is possible to be educated, but not be raised. Human rights, as well as the values that are transmitted upbringing, can improve quality of life and impact on economic or political development. It is emphasized that education plays a role in the development of environmental awareness and behavior, but only environmental education is not a guarantee of ecological behavior, it takes education to develop values and attitudes that motivate the behavior.

Working methods

The sample

Organized by the Faculty of Education, University of Travnik, the year 2010 started the international project "Research of sociological, management and moral values of students" (Principal Investigator prof.dr.Dobromir Bonacin). Information required this paper emerged from this research. For the purpose of this work is the total effective sample of 406 entities of both sexes and ages 19 to 27 years from the aforementioned international research project research. This allows effective and credible conclusion generalization knowledge due to the large population of which is removed. Such effective allows each correlation, projections or saturation greater than 0.0971 is statistically significant at the 95% confidence reasoning, each greater than 0.1271 is statistically significant at the conclusion of a 99% safety. In order to complete the project, the student population is selected from a wider area, which provides linguistic intelligibility (Pula, Opatija, Rijeka, Split, Osijek - Croatia, Nis - Serbia, Mostar, Travnik, Kiseljak - Bosnia and Herzegovina) (Bonacin, Da., 2011).

The sample of variables / indicators

For the purpose of this study was used ten indicators that describe the knowledge, ie education, training in a broader context, the context of a system of values.

The indicators are listed in the tables. The used indicators are designed to favor the said statement (the Likert scale), and respondents were asked to identify one of the five modalities (strongly disagree, disagree, cannot be determined, disagree, strongly agree), which are later converted into the intensity of 1-5.

Methods of data processing

In order to test the hypotheses, analyzes were performed on three levels, all of which aim to distinguish groups: a) Standard univariate analysis of variance (ANOVA), b) standard multivariate analysis of variance (MANOVA), and c) standard multivariate discriminant analysis (Bonacin, 2010).

Results and discussion

According to the results in Table 1 we can conclude that the analyzed samples are significant univariate differences by gender, but that are not present in all the indicators. In the case of the first indicator (Everyone needs education, regardless of age, sex, religion) there is a statistically significant difference (p = 0.01) in favor of women. This means that the total cause of women respondents ones, which tend to achieve education for all. The question is why? Perhaps because of its biological-physiological functions mothers, care for the way in which they are brought up, perhaps because of the very educated child first. It's certainly not by chance but by serious allegations should conduct research only for that purpose. In the case of other indicators (Learning is an important aspect of education as a way to transfer the values of society) there is no statistically significant difference (p = 0.07), which means that the respondents by sex are no different. In the case of the third indicator (Better education provides opportunity for better job) there was no statistically significant difference (p = 0.42), which means that the respondents by sex are no different. In the case of the fourth indicator (Science has always been the most important driver of man) there is no statistically significant difference (p = 0.09), which means that the respondents by sex are no different.

Table 1 Results of univarian (ANOVA) and multivariant analysis of variance (MANOVA)

GENERAL MANOVA (Rao R (10,395)=2.33; p<.0113)	Mean Z	Mean M	DELTA	ANOVA
Everyone needs education, regardless of age, gender, religion ...	3.67	3.16	0.52	0,01
Learning is an important aspect of education as a way to transfer values	3.55	3.23	0.32	0,07
Better education provides opportunity for better job	3.27	3.14	0.13	0,42
Science has always been the most important driver of man	3.14	2.92	0.23	0,09
Education is the main driving force of any society	3.34	3.09	0.25	0,05
Knowledge is the most important resource of today's politics	3.61	3.23	0.38	0,01
Knowledge is used for public welfare	3.34	3.06	0.28	0,05
Tradition is one of the most important legacy of the human race	3.32	3.15	0.17	0,23
Traditions are extremely desirable to regulate relations with other people	3.19	3.13	0.06	0,64
Behavior in the community requires accepting the usual patterns	3.23	3.11	0.12	0,31
MANOVA				
Wilks' Lambda = 0.94				
Raos' R = 2.33				
DF1; DF2 = 10; 395				
p-level = 0.01				

(Mean Z = average Woman, Mean M = average Man, DELTA = mean differences) /GROUPS Z = 154 ; M = 252 ; TOTAL = 406/

Table 2 Results of multivariate discriminative analysis

Discriminant Function Analysis Summary (data02.sta)	
Wilks' Lambda: .94433 approx. F (10,395)=2.3284 p<.0113	Root 1
Everyone needs education, regardless of age, gender, religion ...	0.55
Learning is an important aspect of education as a way to transfer values društva	0.37
Better education provides opportunity for better job	0.16
Science has always been the most important driver of man	0.34
Education is the main driving force of any society	0.40
Knowledge is the most important resource of today's politics	0.53
Knowledge is used for public welfare	0.38
Tradition is one of the most important legacy of the human race	0.25
Traditions are extremely desirable to regulate relations with other people	0.10
Behavior in the community requires accepting the usual patterns	0.21
Squared Mahalanobis Distances	
	0.25
F-values; df = 10, 40	2.33
p-levels	0.01
Eigen-value	0.06
Canonical R	0.24
Wilks' Lambda	0.94
Chi-Sqr.	22.85
DF	10
p-level	0.01
Cent G-1	0.31
Cent G-2	-0.19

(Centr G-1, 2 = positions the center of gravity of the whole group 1 and 2 on discriminant function, Canonical R = coefficient of determination)

In the case of the fifth indicator (Education is the main driving force of any society) there is a statistically significant difference between men and women ($p = 0.05$) in favor of women. This means that the women are the ones you see in the education of wealth and a driving force while men segments driving forces seen and outside education. Among these segments potentially falls within the personal energy, participation in government, and patriarchal upbringing ... and this requires additional focused research. In the case of the sixth indicator (Knowledge is the most important resource of today's politics) there is a statistically significant difference between men and women ($p = 0.01$) in favor of women, which is somewhat surprising as it might be expected that knowledge as a resource for policy to favor men. But this happened as with the previous indicators that men in general education and knowledge do not hold the same importance in the social community as they see women. In the case of seven indicators (Knowledge is used for general well-being) no statistically significant difference between men and women ($p = 0.05$) in favor of women, which means that fewer men perceive knowledge as a public good, which can be linked with tradition and conservative approach in many environments. In the remaining three indicators (Tradition is one of the most important legacy of the human race; Traditions are extremely desirable to regulate relations with other people; behavior in the community requires accepting the usual patterns), no statistically significant differences between men and women. It can be described in that men and women in roughly equal measure accept the general fundamental conventions of society. The reason for all received similar primary socialization and adopted similar basic model systems with a value of course, respect for individual differences. Thus describing the results of

applied ten indicators point to a somewhat more complicated situation but to understand such complexity is necessary to consider the relation between the indicators, ie. To watch them together in multivariate space. Thus, the results of MANOVA analysis (Table 1) confirm the hypothesis of multivariate differences by gender, with significant probability ($p < 0.01$), as a result of a set of statistically significant indicators, but the summation of small contributions of indicators that are at the univariate level showed a difference, but it is not was statistically significant. The multivariate discriminant analysis (discrete) in Table 2 showed that the discriminant function is statistically significant with the following parameters: distance Mahalanobisova = 0.25, $F = 2.33$, $p = 0.011$. Chi-square test showed the following values Eigen = 0.059, $R = 0.236$, Wilks = 0.944, Chi = 22.853, $df = 10$, $p = 0.011$. On the basis of these results it is concluded that the multivariate discriminant function is statistically significant and that the significant level of different groups of men and women in the area torn by 10 indicators. For a more detailed insight into these differences should analyze the structure of discriminative function (Root 1) and position of the centroid. According to the data in Table 2 centroid difference is about 0.5 which is half a step on the Likert scale and suggests that high positive values represent discrimination against female pattern and low and negative men. The structure of discriminative function, as can be seen, all the indicators are positive projected, which means that all variables in the same sense contribute to differentiate groups and their intensity is different. So contribute most indicators describing all education and knowledge as a resource. Also very similar order of magnitude projections are indicators that describe education as a driver, knowledge of general well-being, learning as an

important aspect of education and science as a driver. Low projection discrimination are indicators traditions, behavior in the community, the workplace and the possibility of customs. As can be seen from the above, in multivariate space are obtained by the three modes of discrimination. The lowest in intensity or extended under the action of the customs, traditions and the like, as mentioned above represent the core values of the company. When he tried it convenient to compare with the construction of a car, this would be the underlying principles and the basic value of the car, and it is moving, therefore knowledge of the wheels, axle, rotation and movement. As can be seen from the results in this area were discrimination Nizhny meaning that the value of relatively uniform by gender. Furthermore, the intensity of discrimination groups previously listed indicators of about 0:40 shows that it is the most active action within the educational and social system. In one illustrative presentation, this would be the analogue of the engine in the car. This is evident in the education of the initiator and main subsystem "in charge" of the dynamics between society-school-the role of the individual. Finally, two indicators with the highest contribution to the group by gender discrimination tend morality, and commitment to education universal human values. This, in terms of the car, when all but essential job, builds, and then the body, spoiler, radio and CD, so that makes it even better and it increases his value. So these two indicators points to unavoidable upgrade of education today. Recapitulating, it can be said that the set of indicators applied are significant differences between men and women. These differences, although existing, at least expressed in the general elements of the value system and the reasons probably to be found in relatively stable educational system and relatively uniform educational transfer, which in previous stages of education passed all the analyzed entities. It should be noted that only the arrival of the Faculty of analyzed subjects faced with the changing trends in education such as the Bologna and similar processes, which will be the effects seen only for 10 or more years. Something more noticeable differences, uniform order of which describe a fundamental educational dynamics testify to the existing laws which are in terms of transformation and transfer values of society through educational institutions (schools) to groups and individuals achieve educational goals. Results of this study show that the realization of these objectives, potentially much better in the case of women of. This suggests to some extent already known divergence that describes the traditional position and role of women and the traditional position and the role of men in society, where it turns out that women more easily achieve educational goals while men traditionally are still more focused on status, income and other systemic values of society that not transferred directly or less are transferred through the educational system. This position will probably change in the future. Finally, the greatest differences were registered in the area that can be called educational and superstructure and the

feedback that education returns to society. This is likely to be to try to explain most of the altruistic position of women in the social community while the men by the same token showed less altruistic tendencies, and to claim that the men still a somewhat more pronounced tendencies of egoism should be carried out more serious research. You could say that like slightly stormy sea, the company "ripples" on the surface while its depth more or less stable and preserved. The environment from which they were drawn subjects related to the state of the immediate environment, it would be interesting to see the degree of transparency to other areas and other countries. As seen from the above, only the company, including all of its systems are very dynamic. They change in the quantity and quality of content and the historical context in different ways in which the actors of these processes must adapt to new situations, and implement appropriate processes to transfer information and how it is possible to predict the possibility of future processes. This is especially true of those actors in the system used to identify important phenomena, encourage, the transfer of knowledge and education - the educators. Of course it is not a society or people connected to this system, it does matter who they are and what are the individuals who transmit values and traditions and rules that society therefore need to know as much as possible their characteristics in order to know what to do next. This is only possible by continuous research and learning about the area. But where to start? Assuming that the educational system from its inception was good and bore fruit, then the best time to get to know future educators at the very moment when they are at the end of formal education, and yet it can affect them, that is. It was while studying. Thus, ignorance of some phenomena within the transfer of knowledge and education, resulted in this study to determine the differences in some educational indicators between male and female students of educational faculties in order to identify the elements of the value system that can play a significant role in the school transfer or educational process, particularly in light of the frames (Brkić, 1989). The results showed that there are statistically significant differences between male and female students in favor of women. These differences, although existing, at least expressed in the general elements of the value system. It is, one might say the positive fact that points to the stability of the foundation of the company itself or one of its essential parts - the educational system because it shows the relative uniformity of the transfer of appropriate society essential facilities for primary and secondary education. According to the results it turns out that all members of society have equal rights and opportunities of education, the same quality and quantity, and to actually use the common good. The faculty alike come "armed" with what is important to the company. Only in college are faced with change and face elections. Why was it necessary to make a distinction between the attitudes of male and female students? Well, the obvious reason - the position of women has always been special but in modern society is specific.

Despite its scientific and technological advances, some things are hard to change. In many situations, circumstances were less favorable for women than it is the case with a man like that go and experience in most situations differently and the modern (maybe feminist) concepts, the position of women is just a consequence of power relations between them. As literature states, men and women occupy different social status, are unevenly located in society and inequality stems from society and not from biological differences. However, both (students) will be in a position to teach children who will inherit the company. Therefore, their views, ie, opinions should be valued equally (Brkić, 1985).

Conclusion

In a sample of 406 respondents from different university environments applied is a set of 10 indicators to assess the attitude towards education. What is the basic objective of the survey comparison of views on education, total effective sample is divided into two groups by gender and those 154 women and 252 men. To verify the hypothesis, in accordance with the objectives, applied the discriminant analysis and at all three levels (univariate ANOVA, MANOVA multivariate, discrete - multivariate discrimin.).

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The results in all three cases confirmed the affirmative hypothesis. The main hypothesis was: H0 - There is a significant difference in the indicators applied by the treated sample of men and women. In addition to the main hypotheses were confirmed and support: H1 - There are significant differences in the univariate level, H2 - There was a statistically significant difference between groups in the general multivariate level, H3 - There are significant differences that can define the structure of discriminative function and significant distance centroid group. These results suggest structural differences between men and women in the educational area, and show that we cannot and we must not ignore these differences. Since education is intentional, ie, non-random process, should be gender characteristics and properties in terms of preparing educators (ica) for future careers much more intensively to respect, and to incorporate into the system preparation for occupation. This is particularly so in light of the expected very pronounced dynamic changes in the system of education in future periods.

Theories of schools have not been successful in practice this fact, which is certainly to some extent led to misunderstandings and inconsistencies of the theory and practice. Maybe this is the way to newer and better effects, and thus the effects.

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RAZLIKE U NEKIM EDUKACIJSKIM INDIKATORIMA IZMEĐU STUDENATA I STUDENTICA EDUKACIJSKIH FAKULTETA (POLOŽAJ MUŠKIH I ŽENSKIH EDUKATORA U OKVIRU TEORIJE ŠKOLA)

Sažetak

Svrha – Ako su teorije škola izraz odnosa između utjecaja društva i škola na formiranje pojedinca s jedne strane i humanističkih individualnosti tih pojedinaca s druge strane, tada je očito da nam mora biti poznat sustav vrijednosti ili njegovi elementi kod budućih edukatora. Cilj rada je utvrđivanje razlike u nekim edukacijskim indikatorima između studenata i studentica edukacijskih fakulteta s krajnjom svrhom prepoznavanja elemenata sustava vrijednosti. Dizajn i pristup – Prikupljeni su podaci 406 edukatora (152 Ž i 254 M), te su primjenjene ANOVA, MANOVA i multivarijantna diskriminativna analiza. Nalazi – Rezultati su potvrdili glavnu hipotezu: H_0 – Postoji statistički značajna razlika u primjenjenim indikatorima kod tretiranog uzorka muškaraca i žena. Ograničenja i prijedlozi – Ograničenja se mogu pronaći u potrebi potvrde s drugim uzorcima i eventualno s drugačijim ili dodatnim indikatorima. Praktične implikacije – Svakako bi trebalo uvažiti spolne razlike u formiranju lika i struke edukatora, radi boljih operativnih efekata. Vrijednost – Rad je originalan i pokazuje mogućnost istraživanja edukacijskih pojava.

Ključne riječi: studenti, edukacija, muškarci, žene, diskriminacija

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