

SCHOOL CLIMATE AS A FACTOR PROGRAMMING SCHOOL

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Abstract

It is known that the school climate is a very important determinant of how the educational process, both in programming and work of the school. Without a positive school climate there is not good programming. In previous years, schools are not specifically advocated about creating a positive school climate. Mostly prevailed autocratic style of learning and behavior. The pleasant and enjoyable working environment has been neglected. Hence the idea arises about creating a positive school climate. Good school climate provides good programming school work, with less conflict, better cooperation between colleagues and students, better cooperation with expert services in schools, but also an indication of better relations with the parents, because the school where its programming is a positive level leads to decay. It in itself must have a vision of its progress and its goals, and it will achieve anything if there are any members of staff with you. In this paper, we are tackling some respects positive climate in the school, and examining how and to what extent it affects the programming of school work. This was an occasion to conduct qualitative research on school climate Lijesce Elementary School, in the municipality of Brod. Our goal was to identify its impact on the programming of the school organization. The results showed that all respondents agreed that in this school organized by the Government of a pleasant and comfortable environment for work, and that such positive school climate affects all areas of their work, and thus enables them to achieve a high performance work.

Key words: Programming, school, school climate.

Introduction

"I have come to the frightening conclusion that I am the decisive element in the classroom. My personal approach creates the climate. My daily mood creates time. As a teacher, I possess tremendous power to make child's life miserable or joyous. They can be a tool of torture or an instrument of inspiration. I can humiliate or cheer, hurt or heal. In all situations, my answer decides whether the crisis will escalate or not a child humanized or not. "

Haim Ginott, American psychologist

We proceed from the assumption that the school climate is relatively enduring quality of the school environment that affect the behavior of its members and based on a common perception of behavior at school, and under the influence of formal and informal organizations, personalities of the participants. Research the school environment are divided into research on grade level and the school level, which is also associated with an organizational culture that speaks of the concept which is considered a valuable tool for understanding the fundamental meaning and characteristics of institutional life. This work is an expression of the desire and the will, and the lessons learned in establishing acceptable school climate, both in the classroom and at school. We know that schools are the most important institutions in our lives, in which young people learn about values. Educational system in previous years was not able to meet the needs of contemporary society and respond to the daily challenges of change in the environment. To survive, people are forced to constantly learn, and thus to create new and different work schedules and learning. School climate in previous years had a positive level of activity, specifically referred to the authoritative style of learn-

ing and behavior. Directors and teachers were superior, and students representing the object in the set. As time went by, things changed. Thanks to the winds from the democratic world, through the implementation of various educational projects that are treated discipline of management in education, new teaching methodologies, forcing cooperative mentoda, putting students in the spotlight, air in schools is gaining importance. Thus allowing the democratic control and management of the school to do so and therefore the class. In this paper we present the basic aspects of the school climate, its determinants, programming, school activities, and carry out a survey among the participants of the educational process in elementary school about the impact the school climate determinants of the programming elements of school work.

Programming school

According to Mandic and Vilotijevic (1976), we can say that the programming of transformation generality of the uniqueness and individuality, the general objectives into concrete operational and operational tasks. Each task must be meaningful, well-designed part of a wider program units (Mandic and Vilotijevic, 1976). When talking about the process of planning work in education, are common divisions include the criterion of time. In most cases, different names planning put into the context of two dimensions: strategic planning (for a period of more than one year) and operational planning, which includes defining the specific activities to be undertaken in achieving strategic goals in the period of one year, month, week or day, allowing positive action to create good school climate (Agic, 2008).

Operational planning usually includes the development of specific work plans at the school (teachers' professional development, improvement of educational work, relationships with family, etc.) And plans for the immediate work of teachers with students (global / yearly, monthly, daily planning, and preparing for the time) . Stanojlovic states that the objective of the strategic planning of the vision of the school in terms of the desired long-term development in the context of expected changes. Despite the great importance, this kind of planning in school today is much neglected. In Stanojlovic (2010), among other things we can

see and connect to the rare cases that schools draw up plans or development strategies that relate to a longer period (long-term and medium-term development plan). Preparation of annual school work program can be divided into strategic planning, despite the great similarities in approach. The strategic planning process involves several activities: defining objectives, situation analysis, defining the mission and vision (Stanojlovic, 2010: The scientific debate UDK 37.013 + 37.014.53).

Some of the principles of programming, are:

- Reality
- Contemporaneity
- Concretization
- Rationalization
- Complexity
- Program to connect with the environment
- Selective programming
- Integrity and totality.

The importance of programming:

- It follows from the general importance of planning for successful pedagogical practices and human labor in general.
- Programming school gives us the answer to the question: "What", "When" and "After", or what, when and who will carry out when and how to monitor performance, and which will be evaluated this work.
- Programming allows that as much as possible rationalization: the time, effort, resources and space. (Mandic and Vilotijevic, 1976).

According Mandic and Vilotijevic (1976) good and programming are allocated and tasks between individuals, the body of employees. Often directors complain about the too busy, so the division of roles and functions via progarmiranja does not mean confiscation of competence, but on the contrary, a good division of labor ensures successful operation and directing team. Simplifies the management of the school and fewer spending time on peripheral tasks and problems, and in this way to a better school climate for all its participants (Mandic, Vilotijevic, 1976).

The basis for planning the work in the school's curriculum. According to the Poljak (1990) curriculum is a national document that prescribes educational content to impl at the appropriate

level (the level of) education, a curriculum is a document that lays down the courses and hours / classes for specific education subjects or curriculum is a school document which prescribes the scope, depth, sequence of teaching content. The curriculum prescribes specific contents of each of the subject, but the curriculum is the concretization of the curriculum. (Poljak, 1990).

Organizational climate and culture

Organizational climate has more definition, or can be defined using the “typical behaviors, attitudes and feelings in the organization. It is an organizational attribute that exists independently of the perception of its members. More recently defined as a description of the organizational environment “(Susanj, 2005: 15). Good climate within the school organization can be defined as the complete satisfaction of all its stakeholders.

Types of organizational climate according to Susanj (2005): aggregated, psychological and collective. Susanj (2005), among other things, that psychological climate represents a non-aggregated individual perception of the subject’s environment. Because the nature of psychological and abstract, these perceptions are not treated as an organization, but as reports of how individuals organize their experiences environment. Aggregated air represents individualne perception united on a formal hierarchical level. Collective air resulting from the agreement between individuals in perception of their environment. Organizational climate, in general, arises from confronting individuals and organizational environment. Routine procedures, rules, procedures, strategies, policies and physical environment are all factors of organizational situations that cause reactions in people who are involved in it. Air affects organizational and psychological processes such as communication, problem solving, decision making, conflict management, learning and motivation (Susanj, 2005).

From the above can see the relationship between programming school work and organizational school climate. Organizational climate schools is in fact a special factor that affects the planning and programming. Without good and pleasant working climate, there is no good planning and programming. In teaching plans and programs should certainly be included workshops to train teachers to

create a good and pleasant working atmosphere, both in school and in the classroom, with the aim of better and more effective teaching, and better interpersonal relationships. Workshops in itself should have a policy related to the teachers and the role and function of teachers by unfolding Suzic (2005) in creating a good atmosphere in the classroom that would be related to:

- “Teaching - the educational function
- The organizational function and
- The research function “(Suzic, 2005: 613).

According to Suzic (2005: 614) the role of teachers in creating a good organization, the school climate:

- Mostly the guiding
- The teacher becomes a collaborator, organizer
- The partnership between teachers and students by setting certain limits
- Students will be more follow the rules if they establish with their teacher.

Suzic (2005) shows that the teacher should praise and reward students, but also to react efficiently and on time, if it comes to unfair relations. In order to achieve this in practice, teachers, and directors of the schools should have special competence related to cognitive, social, emotional and practical action (Suzic, 2005).

A good teacher is calm, serene, does not lose his composure, no prejudices, can not hide their feelings from the students. Good teachers create a working environment, interesting, stimulating and free working environment, but quiet and tidy (Also).

There are several definitions of organizational culture, and in this paper provides one that is very acceptable. Susanj (2005) states that “organizational culture can be seen as a newer construct in organizational psychology, which as well as air conditioning, seeks to explain organizational behavior” (Susanj, 2005: 35). Some authors define it in terms of thinking and behavior. Organizational culture is not easy to define. The definition of organizational culture has many, one might say, as there are authors who deal with it, so there is a definition. A complete and precise definition of the middle. The simplest definition of organizational culture, maybe you could read: “So we are doing here.” Here a clear and simple definition of

organizational culture laid the Deal and Kennedy (1988). "Organizational culture is a set of open and permanent rules, values and principles, which are permanent and which routes the behavior in the organization, it provides a sense of the organization's members" (Burke, Litwin 1992: 532). On the other hand, Janicijevic (1997), states that the organizational culture is a system of values, attitudes, beliefs, ethics, lifestyles, personality and character of the company. Organizational culture can be manifested in visible and invisible level. Visible level organizational culture consists of the clear form that can be viewed (e.g., language, the use of symbols, customs, and methods for solving the problems, the use of tools or technology and the like.) The second level of the organizational culture invisible make organizational values, so-called the Supporting values that include strategies, goals and philosophies of leadership. According Brcic (2002: 1049) "organizational values express a preference for certain behaviors, as opposed to the organizational norms that expresses the behavior of which others have adopted. Once established values and standards in the organization make the sustainability of the organizational culture of the organization. In the literature, the prevailing opinion is that organizational culture reinforces the commitment of the organization and increases the consistency of employee behavior. From the standpoint of employees, organizational culture is valuable because it reduces ambiguity, suggesting that the job should be done and what is important in the business system. The culture of the organization caused by inertia - the culture is stronger, more to "defend" the organization of reaction to changes (Brcic, 2002). If we want our schools become effective and efficient organization it is necessary to enable all its members to jointly define their school culture. School culture is a model of values, beliefs, expectations fostered by all members of the school community. It is an important factor in decision-making in the choice of models of participation in the work, find ways of communication and cooperation, guiding the behavior of employees, motivate staff. Synthesizing numerous definitions come to a comprehensive and operational definition of the term organizational culture, where Janicijevic (1997) states that it may be a system assumptions, beliefs, val-

ues and norms of behavior that are members of an organization developed and adopted by the common experience and which direct their opinions and behavior (Janicijevic, 1997).

Finally, we give an opinion Brcic (2002), which says that the organizational culture is associated with the life cycle of the organization. Reasons for changing the organizational culture may come from the outside or can occur as a result of a series of internal factors. External influences that require the need for a change of culture: social, political, cultural, technological and economic factors, and internal reasons are the result of changes in organization, strategy, policy, targets, technology and interpersonal relations. As well as the creation of organizational culture, a change will also require an analysis of the fundamental assumptions underlying the organization, analysis values, and the climate control mode (Brcic, 2002).

School climate

According to the authors Puzic, Baranovic and Doolan (2011), we can say that the school climate may be relations of teachers to other teachers, students, administrators, concludes on the basis of teachers' perceptions, encouraging professional development, etc. Halpin and Croft have developed one of the first instruments to measure school climate: Organizational Climate Description Questionnaire (OCDQ - questionnaire to describe the organization. Climate) that measured the important aspects of the relationship teacher - teacher and teacher - Director (Puzic, Barnovic, Doolan, 2011: 338).

According to the Tinjak (2007) can identify the 6 basic types of school climate: open, autonomous, controlled, familial paternalistic and closed, where they will be hereinafter explained by two types of air conditioning; open and closed, because they explain in advance the question of the previous scheme: Where is our educational system? Our education system should have all the characteristics of an open climate as below and above.

Open air implies good cooperation among teachers, administration have not been exhausted, and way of managing director facilitates the realization of tasks, are satisfied with the work and motivated to overcome the difficulties and frustrations (Tinjak, 2007).

The director gives an example of their work, criticizing the actions of teachers or meets, puts flexible rules to control the situation and clearly manages the staff. Tinjak (2007) states that, closed air means that group members are not satisfied (of tasks and meet the soc. Needs), the director is ineffective in directing the activities of teachers do not take care of their personal needs, teachers are not engaged, do not cooperate (minimum achievement), the director does not facilitate the accomplishment of the tasks of teachers, then director restrained, emphasizes productivity, does not motivate teachers personal example.

Director restrained, emphasizes productivity, does not motivate teachers personal example. School climate is implied and specific school life that shape people who participate in it, the interaction within the school, and the emotional tone of interpersonal communication that acts as an accompanying factor in direct relationship between people (Also). In the school should be an understanding of the partnerships, and that talks with parents and students, are recognized in "individual rights", all events within the school without regard to what comes from the outside or what is expected of them. Important categories of school climate, according to the:

- Heat teachers
- Encourage student responsibility
- Individual and social norms teacher
- Encouraging confidence and cooperation
- Contests
- Difficulties in teaching (weight of material, discipline, satisfaction of pupils), (Tinjak 2007).

Consequently, according to the Tinjak (2007) raises the question of how to improve the climate in the classroom and at school? The quality of classroom and school climate depends on the possibility of free expression, the use of different forms and techniques, progress is being made in speech communication and freer expression of personal reflections and attitudes. Specifically, it should make a development plan to improve the climate in the classroom, but also in all schools in order to the satisfaction of all its participants (Also).

School is a learning organization. She, and that should imply the following:

- Transformation
- Customization
- Participatory Management
- Delegation
- Cooperation
- Experiential Learning
- Encouraging the atmosphere
- Commitment, creativity and innovation
- Evaluation and self-evaluation
- Effective information flow (Domovic, 2010).

The task management in association learning is a very important component, which may relate to: participative administration, development of strong school culture, formation of associates and co-ownership, the benefit of all opposite personal interests, differences as a resource, the conditions for the realization of the potential, a planned follow the school and educational work, effective monitoring of student performance, decision making in a group, the system of distribution of information, etc. With this agrees Domovic (2010), which states that if we want our school "cores" We have to stop defining education as the acquisition of knowledge. Education must teach children to use knowledge and skills in the real world.

Children need to ensure a safe and pleasant environment, as well as children and teachers / teachers may not have the physical threats. The atmosphere in school should not be depressing, but suitable for teaching and learning (Domovic, 2010: 338). In addition to teaching classes on teaching content, yet it is equally important to create a pleasant and "healthy" working environment, atmosphere. It's necessary:

- Establish a complete child, intellectually, morally and socially, to acquire life skills for the future;
- To develop a love of learning,
- Raise the motivation to a higher level, and setting higher and higher goals
- Influence on the scaling up of confidence
- Encourage tolerance and help others. (Miller, 2000: 37).

Miller (2000), also states that schools must educate good people, not just good students. In addition to the family, schools are the most important institution in which young people learn

about values. Schools should be regarded as a safe place for children in which all young people have the means to fulfill every aspect of their capabilities. They have to ensure equal opportunities for all students. Employees in Education and teachers can create an environment in which the school and the education cost and represent satisfaction. Here are some of the characteristics of such a positive school climate:

Students, teachers and other school staff members feel respected:

- the students should be seen as individuals with good qualities, but also the needs,
- the children are expected to be responsible for their own learning,
- every child is encouraged to success,
- errors are seen as the diagnostic tools that help the teacher to find a way and to establish a relationship and to teach a child,
- Teachers prices as professionals with good ideas
- the rules are clear and fair, and always implemented. (Miller, 2000: 39).

A sense of school spirit prevails in the whole school:

- learning among students is promoted through cooperation and exchange of ideas among teachers,
- School children make their contribution and are proud of it (Miller, 2000).

Miller (2000) shows that more should rule caring atmosphere in the classroom:

- for each child is seen as special and unique,
- we learn a complete diet and does not seek only knowledge, but also other properties,
- emphasizes positive behavior and reward teacher,
- teacher has a good relationship with my parents (Also).

According to Miller (2000), learning is a joyous process to which it applies:

- Learning can be fun. That helps humor.
- Children are able to see a direct connection between life and what they learn in school, gain life skills,
- Children feel safe in the learning process,

- Price is curiosity, critical thinking, creativity and new ways of perceiving problems,
- Learning through discussion, projects, project strategies, cooperation,
- Visual Arts (Also).

From the above we can see a series of benchmarks that indicate the creation of a positive climate in the classroom. In this way, it will certainly provide the proper way, and also will change the current traditional practice in the classroom. How else can contribute to the formation of the student council, which will certainly contribute to a better and a more comfortable atmosphere for work. Programming school work should be planned various activities for students, such as, for example, the work of the Student Council.

In this part of the work we provide some theoretical considerations as well as theoretical platform for our research on school climate as a factor in the programming of school work. Below is presented the methodology and results of research.

Methodology

According Kundacina and Bandjur (2007), we used the method of theoretical analysis and synthesis, which is used when studying the relevant written sources and various professional literature that deals with the problems and questions that may help researchers in the elaboration of their own research (Kundacina and Bandjur, 2007). The technique for data collection was interviewing, and the instrument was a protocol for an individual interview. The sample that tested the teachers from Primary School "Lijesce", Municipality of Brod, more precisely, 18 teachers, teacher and director of the school, a total of 20. For these reasons, the need arises and the problem of this research, which reads: The impact and role of organizational climate in the school, programming work this academic organizations. Once defined the problem follows the definition of the subject of research: Identify and explore whether and how school climate affects the programming and planning of school. The aim of this study as follows: Determine acceptable guidelines climate in school in order to better and more efficient programming of your school, achieve better operating results,

and create an enjoyable and pleasant working atmosphere.

Tasks include:

1. Examine the teachers if the schools in which they work or authoritative demokrtska?
2. Determine how the school climate may affect the programming of school work?
3. Determine how teachers interact with children?
4. Establish what is their relationship?
5. Examine what kind of relationship they have with the school?
6. Examine their opinions and get recommendations for good school climate?
7. Determine whether they are satisfied with the existing organization, school climate, and to determine whether a school effectively the goals set by its development plan?

Qualitative research is a creative process, but also infinitely interpretable. Interview made it possible to obtain a sufficient number of opinions, attitudes and events related to the organizational climate in the school. The interview was provided to respondents receive certain opinions, which are determined by proposals for further scientific research.

Results

In the first part we tried to theoretically explain as precisely as possible and analyze the role of school climate. To come to know whether the climate in school affects the programming of your school, and what is its role, we did research through individual interviews with 20 respondents. Here we interpret, display and analyze the most important part of the data that we get exploring. The results that have been reached will present and explain, and some respondents' answers will indicate. Asked whether the school where these people do authoritarian or democratic, respondent:

No. 3 (N3) gave the following answer:

“The school where I work tends to be democratically minded, except in some special cases, if some of the circumstances do not permit.” However, the conditions in which we sometimes do not allow that everything takes place in a way that we want. “ (N3 from the transcript interviews).

Other respondents gave similar answers, and are of the opinion that excessive democracy can take the learning process in a negative direction, but also the relationships that the climate of the school, if it takes place in the wrong direction. They say that everything is best done within the limits and sometimes should take certain measures if the need arises, and that each school should have its leader not to use the word “director” because without a good leader, every organization loses its meaning and after a period of decay.

Asked how the school climate may affect the programming of school work, respondents generally gave similar answers like that: the harmonious relationship between the school and the classroom lead to better performance. Then the school will be in a better position to go to the road to achieving its strategic goals, if the government “style” in the organization, and if all the members of the collective involved and give their suggestions. It should be respected and that the opinions of all members of the collective, even if sometimes they are not in accordance with the regulations, but also are not against other colleagues or students, with the aim of changing the traditionalism that prevails in our schools for many years.

On the way teachers interact with children? One teacher (N4) states as follows:

“I try to talk with children not only formally. Often enjoy their role and give them permission to fearlessly express their opinion. Commend their every success. I tell them that we are partners in the work, but also along are we responsible for everything we do. However, they must know what is good and what is not. Code of Conduct should adhere to all. I also with them. “(N4iz transcript of interviews).

For interrelationship colleagues, educators and directors say it is correct. In the sense that the job does not come with fear, but also that they are required to fulfill their obligations with anything completely agree. As for the days off, no problems in the organization of teaching, because the overwhelming majority of colleagues offered to replace that day, as soon as the director almost always agree. Allow them to express their suggestions and say they feel respected by the professional services of the school, which is commendable.

The relationship with the school is also correct. Director of the majority of its employees involved

in various activities and often ask for an opinion. Teachers, this mode gives a great willingness to perform the educational process, and they immediately applied themselves to the students. The director also said that he is satisfied with the relationship we have with employees and their work.

As for the recommendation to improve the climate in the school N6 respondent says this:

“More freedom to students, I agree with that, but a little less freedom to parents, they often exaggerate and take the kids to the wrong, then we as an institution have big problems. Parents need to be informed about everything, but I also need to know the boundaries, as we workers “. (N6 from the transcript interviews).

As for the other recommendations, respondents state cooperation, teamwork, planning and modification of existing plans and programs, the freedom of innovation. Also, look for a number of seminars and conferences where they heard something new related to this issue.

Asked whether schools using good school climate achieves better performance, and achieves its development plan, all of the respondents declared that the school is on track to achieve all its set objectives in its development, and performance.

All were satisfied with the current climate in the school in which they work. Of course, the state that can always be better, but for now they are happy, cheerful and full of ideas for future challenges that every day more and more are coming.

Conclusions

Research shows that in this academic institution government one good, satisfactory, pleasant climate for work. Teachers are satisfied with the relationship colleague relations directors are the school pedagogues, and are able to themselves and they act that way in working with students. They want to learn, to improve and to make a small contribution in creating a better atmosphere for work. Students do not constitute a subject in the classroom. In this way, the students can have a different work and promotion than it was in previous years. Students work in a pleasant way, where they are able to demonstrate their skills, express their opinions, they feel in their role as teachers in the changing world around them, but respecting

commonly agreed rules. Teachers have proved to be good leaders in the educational process. In this way, a better planning and programming of your school, so that the school will be able to quickly and easily reach its goals, objectives, this proposal, if there are any members of staff with you, and this type of training to be better education which aims at modern school which is one of the goals of all of us. Students are prepared to apply the acquired knowledge and experience for future life and to have a chance for a “free school” or to school without coercion and fear of failure. In this way, and these relationships opens up many opportunities for advancement, with the aim of better and more effective teaching, and improved interpersonal relationships, both at school and outside of it. As stated in the introductory part of the paper; Teachers are the ones who can live and work in each individual school to make miserable or joyous, but they opted for rejoicing.

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