

## MEASURING THE SECONDARY SCHOOL STUDENTS' PERCEPTIONS OF PHYSICAL AND HEALTH EDUCATION AND SPORTS TEACHERS' PSYCHOLOGICAL AND PEDAGOGICAL COMPETENCES

Erdan Kafedžić<sup>1</sup>, Daniel Maleč<sup>2</sup> and Elvira Nikšić<sup>2</sup>

<sup>1</sup>Office for quality and fight against corruption, Sarajevo, Bosnia and Herzegovina

<sup>2</sup>Faculty of Education Science, University of Sarajevo, Bosnia and Herzegovina

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### Abstract

The purpose of the study was to explore the possibility of creating a valid and reliable model and instrument for measuring physical and health education teachers' competences in classroom education process, perceived from the perspective of secondary schools students. Also, the goal was to explore to what extent official legislative documents as well as official curriculum of the Faculty of sport, health and physical education in Sarajevo represent a sufficient background for creating such a measuring instrument with satisfactory metric characteristics. The sample in this study were N=831 students from fourteen secondary schools in the urban parts of Sarajevo. The students attended third (N=422 or 50.8%) and fourth class (N=409 or 49.2%) at the time of the research. There were N=452 (54.4%) females and N=379 (45.6%) males in this sample, both aged from sixteen to eighteen. An analysis of legislative documents and the official curriculum was conducted by a group of education experts in order to establish the indicators of physical and health education teachers' competences and to design an instrument to register and measure these competences. Finally, a 28-item Teachers' Competences Perception Questionnaire was constructed (TCPQ) and applied on the given sample. The results of Exploratory and Confirmatory factor analysis showed that the questionnaire measured five distinct and correlated factors and they are (1) teaching competences, (2) communication and empathy, (3) health care instruction, (4) pedagogical competences and (5) physical appearance of a teacher; these five factors explained 57.726% of total variance indicating a solid factor structure of the instrument. Oblimin rotation also yielded a meaningful factor solution following the frame of the Curriculum and Legislative documents' content related to physical, health and sports teachers' competences. Reliability analysis showed satisfactory reliability of the most of the factor scales. Implications for the use of the questionnaire on the students' populations, as well as the possibilities for further instrument development and curriculum modification are stated on the account of the research results.

*Key words: physical, health and sports education, teachers' competences, student's perception.*

### Introduction

Competences are defined as useful practical and theoretical knowledge and skills and, according to Findak (2009), the acquiring and development of basic competences merge from the necessity of adaptation to new life and work demands. Keuffer (2010) asserts that competences can be differentiated into cognitive abilities, skills and professional knowledge, but also into personal values, beliefs and motivation. Competences are defined as personal capacities of an individual to perform, manage and act at a required level of knowledge, skills and abilities in his/her work (Mijatović, 1999), or they can be considered as the ability of an individual to successfully perform an activity or complete a given task (Rychen, 2004). Competences are measurable work habits and personal skills needed to achieve work goals (Greene, 1996). Modern understanding of competences emphasizes that competences in their structure include not only cognitive skills and abilities, but also personality traits, values and motivation. These structural elements of competences must function synergically in order to achieve a certain goal as it is pointed out in the definition of Jurčić's (2014) that competences are systemic connection between knowledge, abilities,

values and motivation. This means that needed competences, complex in their nature, may differ for different work domains and jobs, depending on the specifics of given tasks and work goals. Accordingly, the work goals determine needed competences. This rule does not go round physical, health and sports education. Findak (2009) points out that the conception of physical and health education is based on the kinesiological ideal of man, and that ideal is achieved through mutual interaction of contents and activities of the subject „Physical and health culture“. There are many competences and their classifications, important for physical education and sports teachers and they may differ not only going from one to another education system, but also going from one to another author. Teaching goals certainly define these needed competences and in the physical education process at school, these goals are achieved through the completion of different professional tasks. Findak (2009) mentions the next groups of these tasks (1) anthropological, (2) educational and (3) pedagogical; the successful completion of these tasks is the indicator of teachers' competences and also of the success in forming the students' competences. This must be taken into account while trying to measure the both

teachers' and students' competences. Jurčić (2007) in his analysis tries to make an overview of general teachers' competences, needed for their successful work in class. The author named them the dimension of didactical competences and they are (1) methodology of the making of a curriculum, (2) organizing and conducting the education process, (3) creating a positive class climate, (4) examining the students' achievements in the class, and (5) forming an adequate educational partnership between parents and school; these competences are related to successful work of every teacher and not only of a physical and health education teacher and it is sure they have to be taken into consideration. Kostanić, Prlenda and Cigrovski (2011) make a comparison of physical education curricula in different European countries and on the account of their overview it can be concluded that there are so many criteria of the classification of these competences. Yet, many of the overviewed curricula include personal and social competences, aside from teachers' professional knowledge. The purpose of the study presented in this paper is to identify key competences of the physical and health education teachers in Sarajevo County, that are defined through the subjects presented in the Faculty of physical and sports education's official curriculum (FASTO in further text), that can be identified in classroom education process by the students in secondary schools and to determine if there is a valid measuring model for these competences from the perspective of the students. This was also the first phase of a larger scale research on physical and education teachers' and sports trainers' psychological and pedagogical competences in the secondary schools of Sarajevo County.

## Methods

### Participants

The research was conducted on a sample of N=831 students from fourteen secondary schools in the urban parts of Sarajevo. As the majority of the secondary schools in the county were enrolled in this study, the sample was representative for the Sarajevo secondary school students population. The students attended third (N=422 or 50.8%) and fourth class (N=409 or 49.2%) at the time of the research. There were N=452 (54.4%) females and N=379 (45.6%) males in this sample, both aged from sixteen to eighteen.

### Instrumentation

Following the given theoretical frame, a questionnaire was specially designed for the purpose of the study. On the account of this theoretical background and the qualitative analysis of education legislative and FASTO's curriculum, a form of Teachers' Competences Perception Questionnaire was constructed (TCPQ). The questionnaire has 28 questions each of which is a statement describing a competence that may be present at the teacher assessed by a student. These statements are five-point Likert type scales with the offered answers as

follows: 1- Not true at all, 2-Mostly not true, 3- Neither true nor untrue, 4-Mostly true and 5-Totally true; These questions cover five different groups of competences and they are (1) teaching skills, (2) communication and empathy, (3) health care instruction, (4) pedagogical competences and (5) physical appearance of the teacher.

### Data collection

In the first phase of the research, a team of independent education experts conducted an analysis of the content related to the education legislative in Sarajevo, especially the parts containing the information on general and specific outcomes of the education in secondary schools of the county and the competences required to achieve these outcomes. Aside from these legislation documents, the experts conducted an analysis of the curriculum created by the FASTO at the Sarajevo University, with a special focus on the contents related to the teaching competences future teachers should acquire during their education at this faculty and apply in their future practical work. In the second phase of the research, on the account of the curriculum and its content as well as of the specifications provided by legislative documents, the experts made a list of indicators related to the competences of sports teachers, needed for their successful practical work in class. Finally, in the third phase, the list of these indicators was narrowed to the competences emerging in the class teaching processes but that can be perceived and then assessed by students in secondary schools. For each of the indicators a question was formulated with five-point Likert type scale on which the students should have given their assessments on a specific competence. In this way, a final form of the assessment instrument with 28 questions emerged. The questions were planned to measure five distinct dimensions of teachers' competences. These questions are:

<i>Our sports teacher</i>
1...stimulates us to do our best in exercise.
2...gives us credit if we do our task correctly.
3...finds a way to encourage us to go on after we fail.
4...motivates me to love sports.
5...easily finds a way to make us overcome our fear from failure.
6...is very competent on the matter he/she teaches us.
7...knows how to practically demonstrate what is verbally presented.
8...knows how to make unsuccessful students improve their performance.
9...takes enough time for each student.
10...teaches us on immune system.
11...explains us the importance of physical exercise for human health.
12...teaches us how to have proper nutrition.
13...is overweight.
14...shows up in adequate sports outfits.
15...is dressed in clean and neat outfits.
16...shows patience even after our repeated failures.
17...understands if we have some problems not allowing us to focus on work.
18...always takes our health conditions into consideration.
19...takes care if we have some illness or injuries.

20...always listens to what we have to say.
21...takes our opinions and views into consideration.
22...never calls students by their nicknames.
23...accepts constructive suggestions.
24...teaches us to have control over ourselves, to follow the rules and to know how to lose.
25...teaches us how to build healthy habits.
26...works on building our characters.
27...teaches us how to be better team players.
28...teaches us how to become responsible.

After the final form of the instrument was made, it was applied to the aimed sample of secondary school students in order to assess the competences of their teachers. During the assessment of the sports teachers, N=542 students (65.2%) assessed the competences of their male teacher and N=289 (34.8%) students assessed the competences of their female teacher. In total, N=269 (32.4%) male students made assessments of their male teachers and N=108 (13.0%) male students made assessments of their female teacher. On the other hand, N=271 (32.6%) female students made assessments of their male teachers and N=181(21.8%) female students made assessments of their female teachers. The data collection lasted up to three months.

#### Data analysis

Exploratory (EFA) and confirmatory factor analysis (CFA) were employed in order to determine if the students' perceptions (especially given the circumstance that students are not education experts) of their sports teachers' competences represent one or several distinct and/or relatively related dimensions or constructs that could be measured. The other goal of these analyses was to determine if these dimensions, and to what extent, follow the theoretical frame of sports teachers' competences as specified in the curriculum and education legislative documents of Sarajevo county. Results

Firstly, EFA was employed simply to determine if the observables (answers to the questions) related to perceived sports teachers' competences meaningfully grouped around latent dimensions. Principal component analysis with oblimin rotation was used for this purpose. Five distinct, though correlated factors were extracted and these factors explained 57.726% of total variance, indicating a solid factor structure of TCPQ. Further, the factor solution produced by direct oblimin rotation indicated a meaningful factor solution of the questionnaire, where observables grouped around the extracted factors in the way of following the experts' classification (see table 1).

Table 1. Factor pattern matrix.

Question	Factor				
	1	2	3	4	5
Q1	0.645				
Q2	0.763				

Q3	0.688				
Q4	0.513				
Q5	0.691				
Q6	0.664				
Q7	0.494				
Q8	0.539				
Q9	0.551				
Q16				0.449	
Q17				0.653	
Q18				0.687	
Q19				0.420	
Q20				0.700	
Q21				0.658	
Q22				0.562	
Q23				0.448	
Q10		0.731			
Q11		0.731			
Q12		0.778			
Q24					0.503
Q25					0.636
Q26					0.574
Q27					0.866
Q28					0.830
Q13			-0.529		
Q14			0.791		
Q15			0.649		

Note: Values smaller than 0.450 are not shown in the table.

The first nine questions (questions from 1 to 9) are related to the hypothesized factor of teaching competences. This factor is related to teachers' competences to educate, teach and motivate students to work. The second factor (questions 10, 11 and 12) includes teachers' competences to enroll contents related to health and nutrition issues in their work. The third factor (questions 13, 14 and 15) is related more on teachers' physical appearance, the way they look and dress and thus the way they represent models for their students.

The fourth factor (questions from 24 to 28) is related to teachers' pedagogical competences. These competences are related to teachers' motivation, knowledge and skills of facilitating the development of positive characters and personality traits of their students.

The fifth factor (questions from 16 to 23) is related to teachers' competences, therefore knowledge and skills, of making a good and adequate communication with their students and to understand and empathize with their students' problems. As it can be seen, this factor solution follows the previously given theoretical frame. These factors represent distinctive but, to some extent, interdependent dimensions (see table 2).

Table 2. Correlation between the extracted factors.

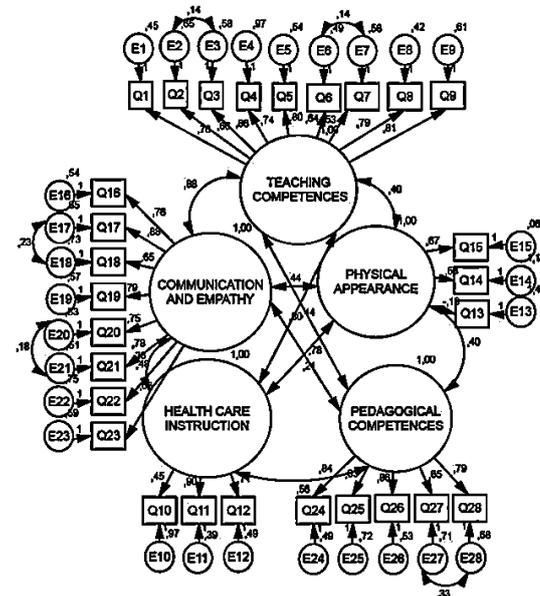
Factor	1	2	3	4	5
1	1.000	0.233	0.177	0.476	0.511
2	0.233	1.000	0.013	0.226	0.291
3	0.177	0.013	1.000	0.157	0.073
4	0.476	0.226	0.157	1.000	0.374
5	0.511	0.291	0.073	0.374	1.000

Aside from EFA, CFA was employed in order to determine if this five-factor model of teachers' competences fitted well in whole (see picture 1). Several fit indices were calculated to test the model. The next fit indices were calculated:

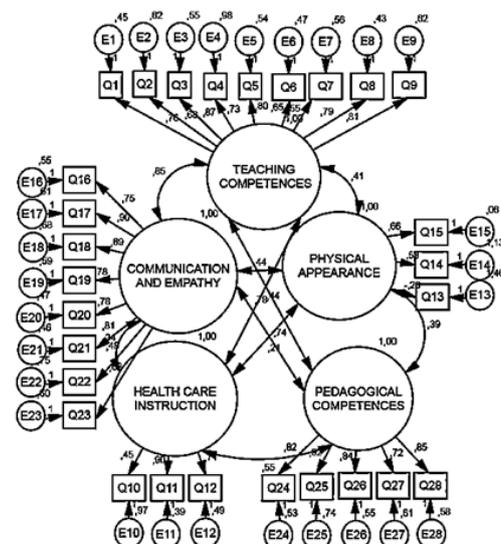
1.  $\chi^2$  and its significance, and  $\chi^2$  to df (its degree of freedom) ratio. This test shows us if there is a significant difference between our (default) model and the model predicted by a theory (saturated model). Insignificant  $\chi^2$  and/or  $\chi^2/df < 5$  (Schumacker & Lomax, 2004) or smaller than  $\chi^2/df < 2$  (Ullman, 2001), indicate that a model fits well.
2. GFI (Goodness of fit index)–is a general measure or an overall measure of model fit. Its values range from 0 (model does not fit at all) to 1 (perfect fit). A model is considered to fit well if GFI=0.90 and more (Byrne, 1994);
3. CFI (Comparative fit index)–represents a difference between an independence model and a saturated model, divided by the difference between a default model and the saturated model. Maximum value of this index is 1, and lowest tolerable value to accept a model as valid is 0.93 (Byrne, 1994);
4. NFI (Normed fit index)–represents a difference between  $\chi^2$ -value of default model and  $\chi^2$ - value of independence model, divided by the  $\chi^2$ -value of independence model. The lowest acceptable value of this index is 0.90 (Byrne, 1994) or 0.95 by some other authors (Schumacker & Lomax, 2004);
5. RMSEA (Root mean square error of approximation)–Ideal value of this index is 0, and this value indicates perfect model fit.

Otherwise, values lower than 0.08 (Hu & Bentler, 1998) indicate a satisfactory model fit and values lower than 0.05 indicate a very good model fit (Steiger & Lind, 1980); The value of  $\chi^2=1195,981$  that is statistically significant ( $p=0.000$ ), indicates that the model does not fit well. On the other hand, the value of  $\chi^2$ , corrected with its degree of freedom ( $df=340$ ), is 3.518, indicating that the model fits well. RMSEA=0.055, (RMSEA<0.08) also indicates the solid model fit (Hu and Bentley, 1998), as well as the value of GFI=0.903 (GFI>0.90) according to some authors (e.g. Byrne, 1994). But, NFI(NFI=0.890) and CFI (CFI=0.918) are below acceptable lower boundary (0.90 and 0.93 respectively) indicating a poor fit of the model. As the results of the analysis are not consistent going from one to another index and its value, an additional analysis was made. These outcomes of CFA are sometimes a result of correlated errors due to the presence of some more systemic factors such as the content similarities between questions,

method factors and/or the effect of the order in which the questions are arranged. Therefore, modification indices were taken into account. The values of the modification indices showed the greatest improvement of the model when some of the nearby error terms were correlated. This means that there was probably a significant effect of the question order in the questionnaire.



Picture 1. Five-factor structure model of physical and health education and sports teachers' competences.



Picture 2. Modified five-factor model of physical and health education and sports teachers' competences.

Accordingly, the correlations between some error terms were included in the new model (see picture 2). The new, modified model proved to fit well accordingly to the values of the almost every index of fit ( $\chi^2/df=2.290$ ,  $GFI=0.937$ ,  $NFI=0.929$ ,  $CFI=0.959$  and  $RMSEA=0.039$ ). The only index whose value indicates that the model does not fit well is  $\chi^2=767.161$  which is significant at  $p<0.001$  level.

But, according to some authors, this index is not reliable and becomes highly sensitive to large sample sizes (e.g. Schermelleh-Engel&

Moosbrugger, 2003). Further, reliability analysis of the scales formed according to these extracted factors and five-factor competence model was conducted. Each factor scale was defined as a simple mean value of its related items.  $\alpha$ -Cronbach type of reliability was calculated as well as descriptive statistics for each of the scales (see table 3). The  $\alpha$ -Cronbach reliability value ranges from low (Physical appearance) and medium (Health care instruction) to high (all other factor scales). It can be concluded that four of the five scales have satisfactory reliability and three of them are highly reliable.

Table 3. Descriptive statistics and reliability of TCPQ scales. M-mean value, SD-standard deviation, N-number of items (questions).

TCPQ scale	Xmin.	Xmax.	M	SD	$\alpha$ -Cronbach (N)
Teaching skills	1.00	5.00	3.93	0.780	0.89 (9)
Communication And empathy	1.00	5.00	4.16	0.777	0.87 (8)
Health care instruction	1.00	5.00	2.39	0.823	0.67 (3)
Pedagogical competences	1.00	5.00	3.88	0.903	0.85 (5)
Physical appearance	1.00	5.00	4.47	0.737	0.45 (3)

## Discussion

The goal of the study was to determine if there is a possible and valid measuring model of physical and health education teachers' competences, based on Sarajevo County legislative documents and official Curriculum created by FASTO at Sarajevo University. Further, the measurement model would be a base for creating a valid and reliable Physical and health education teachers' competences Inventory applicable to the secondary school students as the sources of the assessments. For that purpose, an overall analysis of the county legislative documents as well as official Curriculum created by FASTO at Sarajevo University, was conducted by a group of independent education experts. This analysis finally yielded a list of indicators of teachers' competences that can be observed and assessed by the students in secondary schools in Sarajevo County. Thus a 28-item instrument, Teachers' Competences Perception Questionnaire (TCPQ) emerged. EFA and CFA were employed in order to examine its factor structure. The results of exploratory factor analysis showed that the questionnaire measured five distinct, but to some extent correlated factors and they are (1) teaching competences, (2) communication and empathy, (3) health care instruction, (4) pedagogical competences and (5) physical appearance of a teacher; these five factors explained 57.726% of total variance indicating a solid factor structure of the instrument. Oblimin rotation also yielded a meaningful factor solution following the frame of the Curriculum and Legislative documents' content related to physical, health and sports teachers' competences. Reliability analysis also showed that scales based on these extracted factors had satisfactory

reliability, except the scale Physical appearance of the teacher, which proved to be of low reliability. Further, CFA was employed to determine the structure model of the instrument in whole. On the account of fit indices and their values, the five factor model showed to have a good model fit and therefore is acceptable as a valid measuring instrument. In this way, the results of this study showed that the official education legislative of Sarajevo County and Curriculum created by FASTO represented a solid background for the development of the instruments measuring the competences of the physical, health and sports education teachers, where students, aside from other sources of the information, can provide us with valid and reliable assessments of these competences. Accordingly, students' perceptions of these competences during the education process in the classroom should not be neglected, and should be taken into account while trying to assess the work effectiveness and competences of their teachers. To some extent this research results are comparable to the results of other authors' researches on the physical education teachers' competences. But, methodologies and theoretical backgrounds are clearly different. For instance, Bratanić and Maršić (2005) conducted a study on students' attitudes towards physical education teachers where they created and implemented an Inventory of students' attitudes towards teachers. They used a factors analysis to check the factor structure of the instrument and found out that the instrument measured ten distinct factors and they are teacher's mood, favour of the students, teacher's trust, empathy, personality, humour, equality (related to treating all the students equally), professional approach and work effort; Similarly, based on the used documents and

curriculum, in the research shown in this paper, we also confirmed that the students' perception of teachers' competences, contained factors of empathy and communication (the factors most closely related to the authors' professional approach and empathy). It has to be pointed out that these results of the research presented in this paper are more related to pedagogical, psychological and, to some degree, professional competences of Physical education teachers. The results of the study are congruent to the recommended competences proposed by other authors in other countries. Thus, Valkova and Gorny (2013), analyzing the competences of physical education teachers in Czech Republic, presented four basic modules for the program of education of APA teachers in Olomouc. The outcomes of the education program are related to the next competences: (1) interactive and teaching competences, (2) special education competences, (3) physical education and sports and (4) Adapted Physical Activities (BA) competencies related to leisure time and recreation, MA – competences related to PE teaching, research; Some of the competences in this frame are clearly personal and psychological, and not only professional in a narrow sense.

In the case of our study, aside from professional teaching skills and teachers' ability to motivate students to work, more pedagogical competences were assessed by the students, the competences related to understanding and communicating with students as well as initiating the development of positive characters and personality traits in students. This research did not encompass special education, although in the light of new reformational education processes in the county, related to special education and inclusion, the special education competences of the teachers should be more pronounced in the legislative and official curriculum and, consequently, in the instruments that are to be created for the assessments. A group of authors investigated the core competences related to only health education teachers (Moynihan, Paakkari, Välimaa, Jourdan, Mannix-McNamara, 2015). The authors divided these competences into three general domains and they are knowledge, skills and attitude. In the first category they included pedagogical knowledge, aside from professional, and in the category of skills they included communication skills. These are very important aspects of teachers' competences. These aspects were assessed in our research by the students. On the other hand, these competences are related to the teachers that not only educate students on health but also on sports and physical activities.

A very important fact that should be mentioned here is that health education (not only physical education and sports) is included in this research as an important aspect of teachers' competences. This aspect showed to be minorly present in the legislative and curriculum (especially contents related to the improvement of health, forming healthy eating habits and strengthening immune system). Finally, it can be emphasized that the physical, health and sports education is a very complex field, where teachers must have well developed skills and competences related to a wide range of other subjects, including the pedagogical and psychological ones. The creation of the instrument in this research is just one proof that these skills and competences can be validly measured and assessed by the students as sources of information. But, the validity and reliability (and all other metric characteristics) are solvable issues once a correct theoretical background is established and once education goals and outcomes are clearly stated and operationalized in official documents. The results indicate that official curriculum and legislative documents are a sufficient starting point for establishing a measurement model, but also that they should be enriched and widened, especially with the health education content.

## Conclusion

On the account of the results of the research conducted and presented in this paper, it was found that the designed instrument, Teachers' Competences Perception Questionnaire had a solid and satisfactory factor structure. The instrument measures five distinct factors of physical, health and sports education teachers' competences in Sarajevo County. These competences are (1) teaching competences, (2) communication and empathy, (3) health care instruction, (4) pedagogical competences and (5) physical appearance of a teacher; the five factor model of the competences also showed to fit well based on the results of CFA. Four of the five scales formed on these factors also have satisfactory reliability. Thus, it was determined that official legislative documents and curriculum created by FASTO were a solid background for designing and creating an instrument to measure physical education teachers' competences, and the secondary school students were a valid source of these competences assessments. Further development of the official curriculum, where the contents on special education and health care instruction would be more present, are recommended as well as incorporating these content in future instruments' designs and validations.

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Correspondence to:

Elvira Nikšić

Faculty of Education Science,

University of Sarajevo, Bosnia and Herzegovina

E-mail: [elvira.beganovic1982@gmail.com](mailto:elvira.beganovic1982@gmail.com)