

THE EDUCATION OF THE VILLAGE YOUTH IN SERBIA

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Abstract. *The paper focuses on the results of the village youth research through some basic social relationships, activities and the satisfaction of the needs in life: the village family, the village and school surroundings. The quality of education and the differences in the quality of education result from different factors, both individual and family ones, as well as the local environment (the educational environment) and a larger social context. The village youth is at the intersection between the village and the city, between agricultural work and the education for nonagricultural vocations, between a new city way of life and the usual village one. The road to new working and life perspectives is open to the village youth through education, although the education opportunities are to some extent limited.*

The village youth, aware of their social position, tend to carry out their life goals by a high quality education: to acquire knowledge, to develop working and intellectual capacities, to apply the acquired knowledge in professional and everyday life; to contribute to the quality of one's life, to understanding and to the development of social and cultural surroundings and to make up for the bad social and economical position in that way.

Key words: *Village, Village Youth, Scope of Education, Quality of Education.*

INTRODUCTION

In the period of social crises science has a stronger impetus for dealing with the issue of young people. In the history of social thought a few critical social periods have appeared fertile from the point of theoretical enterprises in the youth problems and empirical data acquisition for more reliable scientific interpretations.

In order to investigate *the notion of youth sociologically*, it is necessary to discuss and understand it *within the concrete social circumstances*. While explaining the concrete manifestation of youth behavior, one should not neglect the social structure and processes which take place within it, and while researching social relations and trends, one should

not neglect what happens within the notion of youth. It would lead to the integral approach to the youth which starts from the characteristics of the youth subcultures in the process of forming one's own social identity. The frame within which the state and perspective of the youth education in Serbia is considered is economical, political and social crisis which started in the 1980s, culminated at the beginning of the 1990s through the disintegration of the Socialist Federal Republic of Yugoslavia, war and sanctions. Its long-term and mutual effects have negative consequences to all aspects of life and work in the Republic of Serbia, its institutions and citizens as individuals. The social crisis has determined the education crisis.

The youth is part of the population which faces serious troubles and significant challenges in its immediate life circumstances, in the conditions and circumstances in which, in different phases of their entire maturation, they must bring very far-reaching decisions. The difficulties of the ways of the youth growing up in the world of adults have increased and multiplied. At the same time there is a danger for the youth to turn into that segment of society which has been affected very much by the possible discrepancy and incongruity between the personal interests and aspirations and social needs and possibilities (the education, the choice of school and the preparation for life vocation, the possibility of employment, the possibility of independence and forming one's own family, the possibility of solving the housing problem).

The village youth definition has been based on the knowledge of the social determination of this social group, of the social division as the cause and consequence of educational, cultural, economical and other differences. It is also based on the knowledge of the integral elements, which come out of social and anthropological characteristics (socialization and adolescence) and the characteristics of the social system. Since there are many difficulties in the unique determination of the village youth because the social, economical, educational and psychological status of young people is different, some relevant criteria will be taken: the age, living in a village and education.

The basic questions are related to educational, life and working intersections which the village youth faces today; young people who live in a village and are educated in different high and faculty institutions in the city. All these questions are raised with one aim: to illuminate the social status and the education of the village youth (the problem comprises the quality of education).

The general social development, together with the personal interests and needs, requires a good education which is a prerequisite on one side, and on the other side, the result of the social economical and cultural country development. That's why the determination of the problems, which appear in connection with the scope of the village youth in high schools and faculties, failures and the poor results of studying, dropping out and long lasting schooling, is of great importance for more complete realization of the quality of the village youth education. A greater accessibility to education, better conditions of living, the more effective learning, the more high quality education and a proper using of the leisure time could be possible ways to achieve a high quality way of life and a more satisfied village youth.

The youth as part of the whole population, with their vital, educational, cultural, political and other characteristics have the potentiality of great significance for the overall social development. The realization of desirable social changes depends on the social community capacity to activate and direct creative innovative and developmental potentialities which are part of both city and village youth.

THE DEFINITION OF THE CONCEPT AND THE APPROACH TO STUDYING THE VILLAGE YOUTH

The question of the sociological definition of the concept of youth requires a precise definition and extension in relation to the often used concept "young people". The definition according to which the youth is relatively unique and specific social group on the grounds of which it is possible to operate more limited youth categories is accepted.¹ There are numerous attempts of operations with the help of demographical and statistical criterion according to which the youth is often defined as an age group. It has shown that such a definition of the youth, which is based on biological statistical and generation characteristics, is not relevant enough, because it does not encompass a specific social being of the youth. Since the youth is in a preparation phase for the active participation in social life, they are determined as a specific biological social group with the characteristics of temporariness, changeableness, transiency, marginality.

The youth has been differentiated by way of territory, class, ethnicity, culture. They are a socially divided group which comprises several narrower categories: (high school pupils, students, the unemployed, the employed, farmers). They are subjected to external influences and they depend on many social and individual circumstances if the youth is going to become that out of the potentially progressive social force.

It is well known that the youth is inferior, that they should conquer social territory anew, starting from their family, via school, companies and political institutions. Our society has suppressed the youth at the margins of social life, which is confirmed by the difficulties in employment, an extended education process and an extended dependence on parents. On the other side, the industrialization which has not been understood and realized completely, an elementary urbanization, a continuous village exploitation have caused the running away (not only of the youth) from village and the suppression of villages and peasantry at the margins of social life. When one adds mistakes and shortcomings of the agricultural village and migration politics one can realize that villages, peasantry and the village youth share an unenviable position in our society.

The problems of our village can be compared to a great extent to the youth problems, because other complex questions related to the village and the society as a whole have been refracted through them. Since village labor has been underestimated, the reputation of the villagers has been very low, the village has become inhabited by old people and has been devastated demographically, the village activity has not received a status of an equal and socially useful profession. Since the city model has been forced, it is not strange that the village youth have been longing to abandon village and agriculture. The youth in villages are turned to the city completely because of the numerous vital needs which could not be satisfied in the village from agriculture.

If one starts from the social youth model as a relatively unique and specific social group one could realize that the village youth could not be differentiated and separated from the city youth according to the working and economical position, the political role and position, joining the secondary social structure, ideological profile and generation structure as a secondary form of social stratification. The village youth today, with its behavior patterns, values and aspirations, have striven to approach the city youth and they

¹ Manojlo Brocic, "Mladi kao predmet posebnog naucnog proucavanja", *Mlada generacija danas*. NIRO Mladost, Beograd, 1982, str. 109-131.

want to achieve this in different ways, one of which is the city education and employment. So, regarding the residential youth status – *the place of dwelling*, one could talk about: *the village and the city youth*. *The village youth*² represent a category of young people who live in the village and have specific social characteristics, so, one can talk about: *high school pupils, students, young unemployed people, young people in the army, young workers and young villagers*.

If the classification criterion of the village youth is **education**, that is the degree of education, one can differentiate the narrow categories of the village youth: *the village high school youth*, high school pupils and *the village youth at faculties*, students. The village youth is part of the whole young population in the village who are educated in the institutions of formal education (high vocational schools, colleges, faculties). The village youth is a specific social group which is made up of young people who live in the villages and are educated at the age of 15-24 years. According to this definition, *the village youth* can be divided into age groups which are approximately related to the levels, that is, the degrees of formal education: the village youth of 15-19 years of age, (*high school pupils*) and the village youth of 20-24 years of age (students). This definition has made it possible to form the samples of research³ and has made it possible to study some specific problems of this part of the village youth.

THE VILLAGE AND THE YOUTH

The more complete understanding of the social position of the village youth implies the study of the social and demographic characteristics of the village settlements (villages). The tendencies in the village population migration has been manifested in the form of the birth rate decrease and the death rate increase, and have resulted with the negative population growth and the process of the population getting old. The aging of the village population has been accelerated by the mass migrations at the village-city relation which have been characterized by an outstanding migrant selection according to the age structure so that most of the villages have been affected by the deep demographic aging.

Villages "lose" their inhabitants, primarily young people, who leave villages in order to get education and after that get employed in the non-agricultural fields, and finally - in order to stay in the city, because of the undevelopment. The more the village is undeveloped, the more young people leave it. The more developed villages, which are closer to the city, have different demographic characteristics, because the closeness of the city and the market economy "keep" the population in the village, while the young inhabitants, who are here more numerous, are educated and stay in the village. The changes in the age structure of the village inhabitants and the process of getting old, as the result of the social and economical undevelopment of the village environment, influence the needs for education of the village population, and the existence of different real possibilities to satisfy the needs, influence their satisfaction at the place of living or out of it.

² Dragoljub Djordjevic, "Mladi na selu." *Mladi na selu*. Centar 018, Nis, 1995, str. 22-24.

³ The research of the village youth was carried out in 2003; the multileveled layered random sample was made up of young people who live in the suburban and mountainous villages (of the developed regions of Nis and the undeveloped region of Gadzin Han) and are educated from 19-24 years of age.

Contemporary social tendencies have not influenced social life, the change of standards, life habits and aspirations and cultural needs of the village population in an equal way everywhere. On one side, there are backward milieus with the low degree of modernization, with a little influence of contemporary social and cultural movements - primarily mountainous villages far away from communications in the undeveloped regions which the youth, without exception, leave and inhabit big cities and developed regional centers. They try to finish their school and to be qualified for a job which can give them a more secure basis for existence than the uncertain and hard agricultural work.⁴ These villages have been emptied by the population migration with the distinct process of senility and feminization of agriculture with the great number of the so cold old households.

On the other side, in the suburban villages in the developed regions which aspire towards cities and are under its zone of influence, the role of the youth is very obvious because it influences the introduction of innovations to a great extent into the backward social environment. The suburban villages are in advantage because they are well connected with the nearest centers with roads and communications. Such a favorable position of a village does not only have as its consequence a direct city influence but it also influences the development of a new characteristic way of life in which urban and rural elements are mixed. The same elements could be found in the more backward and out of place villages, but the lack of good communication makes it impossible for them to connect in the coherent cultural system. So, there are two types of villages today: one with the more the other with the less rural elements, one is almost completely without young people and the other with the greater number of them.

The youth is a heterogeneous social group so that all the differences which exist in the global society exist and are transferred to and refracted through them. The inequality starts with the birth in a certain environment within the families which belong to different social strata (according to the wealth status, education, social power). If this unequal beginning will be neutralized by the influence of the facts which have an equalizing function in the pre-school and school period depends of the society attitudes towards that problem, the means for this purpose and the way they are used. The real accessibility to education, the system of education and the pedagogical and educational process could lessen the consequences of inequality with which one begins one's life, could reproduce them or even increase them. The way of preparation for self-existence to a great extent determines the future place in the social work division and the degree of social power which it brings. "The place in the social work division, in the choice of profession has been influenced by the degree of education, its quality and the vocation choice, that is, profession, which clearly indicates the role and the significance of education for the future life of young people."⁵

No matter what the changed position and the role of the village community are, what the cultural progress is, what the increased educational possibility and the professional education are, there is the fact that the village youth will live within the family and the village environment for a long time. They will be affected with all the problems which the

⁴ Gordana Ljuboja, "Seoska omladina i selo kao mala zajednica", *Sociologija sela*. Institut za društvena istraživanja, Zagreb, br. 101/102, 1988, str. 237-245.

⁵ Eva Berkovic, *Mladi i nejednakost*. Ekonomski institut, Beograd, 1990, str. 48.

village family and village go through and will try to find a new way through education to leave the village finally. The obligatory eight year education, the high school education and the faculty education condition the appearance of the new village youth values and very often a distinct clash with the old. The education becomes one of the most important channels of the social migration, and other channels are related to it (marital mixtures between different social groups, the work mobility).

Thanks to the education and the acquired vocations, many contacts with people and the areas without village limits, young people extend their horizons. They bring about the destruction of the traditional village environment values and they find a new basis on which a village community will be based as a cohesive environment with the unique cultural and social values.⁶

In order for education to be of *high-quality* (the formal system - the school system) it is necessary for it to be broken down so that it could respond to the educational needs of young people. It should comprise: diversified system of the high school education (the general education with its alternate programs, professional education) and high education of different forms (academically and practically directed, with the different time of lasting, directed towards different types of clients according to the age and previous education). *The high quality education* at the individual level becomes the fact of intellectual and cultural individual development, and it acquires as its vocation the status of one of the most significant factors of the economy growth. The investments in people are equal to capital investments.

The young generation of the present, demographically emptied and transformational village, want to find out more things, to be educated and to experience. One of the requirements which they have is to win ignorance and different forms of backwardness. *The high-quality education* should make it possible. On the other side, the development of the democratic society should bring the democratic education, more equality and the accessibility no matter what the sex, age, national, religious or regional affiliation is.

The attitudes of village parents towards education have moved first from the resistance, rejection and evasion to the complete acceptance nowadays. After having acquired an elementary education in the village environment, young people have different alternatives. One of them is: to continue their education in cities with the constant staying in touch with their parents in the village, and, after having finished their education, to get back home. This alternative implies the acceptance on the side of an individual some possible negative consequences of this decision: getting out of touch with the city, unemployment, unsettled housing problem, not being married, hard work in the household. The other alternative for the village youth could be staying in the village, but being educated and employed in the city. This choice opens different problems starting from the accessibility of many schools and being enrolled, the problem of adaptation to the city environment and the way of life, the problem of being employed in the city and living in the village. The third alternative implies the education, finding an employment and living in the city, then the partial loss of connections with the village environment and the parents. The village, with the education and the employment of the youth in the cities, loses young people, without the opportunity to improve the agricultural production and the increase of

⁶ Borisav Dzuverovic, *Generacija buducnosti*. Ideje, Beograd, 1974, str. 152-153.

life standards, so that it loses the basis for its development and perspective. The education, as a process, influences and partially brings about the village loss of its most vital and intellectually capable individuals.

In that way some social circumstances have brought about the fact that the notions *the youth* and *village* are incompatible. Namely, it is well known that young people leave villages they were born in with the aim of looking for a better future than the one which the village offers.

In the last three decades the demographic studying of village reveals a great number of old people and old households, "the hearths that are extinguished",⁷ as well as the differences in its form in many village areas which coincide with the differences of their basic geographical characteristics (the distance from the city, the lines of communication, the structure and fertility of the land). Most frequently, in the mountainous areas and the villages distant from the cities and centers without adequate traffic connections with the centers of economic and cultural life, there is a great population decrease. According to some experts in demography, a great number of such villages will lose its young people and will be devastated soon if this is not to be prevented with some adequate solutions.

Apart from negative tendencies and movements of the village population in the form of depopulation and aging, there are positive changes in the village population structure on the basis of literacy, the degree of education,⁸ and the professional structure. It is about a significant decrease of the population without education and the decrease of the illiterate population in the overall village population in the last twenty years. The population without education has been represented with 10,8% (out of which 9,0% are illiterate) in the overall village population. 26,5% of the village population have the unfinished elementary school, 23,8% - the elementary school, 31,5% - high school, and 3,6% of the village population - colleges and faculties. There is a clear difference between the villages: undeveloped, mountainous, depopulated, in which the great number of the village population has an unfinished elementary school and elementary school, and the developed suburban villages where there is a dominant high school population. It means that with the area development and the younger age population structure the frequency of the higher degrees of education is higher. The parents of the high school pupils and students (the village population) have finished some of the high schools mainly. Apart from that, there is a connection between the education of parents and the education of children at colleges and faculties. There is a greater extent of the finished colleges and faculties among the parents of the students than the extent of the degree of the education in the overall village population, which shows that the faculty enrollment depends on the parent education understood as the level of education.

Although, regarding the professional orientation between the village population, there is a dominant vocation *worker*, the structure of the village population according to vocation shows that there is a difference in the frequency of some vocations among the students' parents as related to the high school pupils' parents. There is an increase of the number of the parents - clerks and managers among the students' parents. So, there is a

⁷ Ljubisa Mitrovic, *Ognjista koja gasnu*. Ekonomska politika, Beograd, 1970.

⁸ The data refer to the village population which lives in the villages of two regions: Nis and Gadzin Han (the empirical research was carried out in 2003 within the work on the MA thesis: *The education of the village youth: the problem of scope and the quality of education*).

significant influence of the parent to the opportunity of continuing education, that is to the possibility of acquiring the higher levels of education of their children. A more favorable profession status of parents is an impetus for their children to continue education and professional orientation.

THE SOCIAL STATUS OF THE VILLAGE YOUTH:
THE YOUTH STATUS IN THE FAMILY AND THE VILLAGE ENVIRONMENT

While studying the social status of the village youth, we started from the young people status in the family. In the village family structure there is a dominant basic or extended family with the small number of children (most frequently two) and one grandparent. The village youth has a specific working status within the village family. The working status is characterized by a limited working engagement while doing the agricultural jobs while the scope of engagement depends on the school obligations of pupils and students. Therefore, an average working engagement of the village youth while the agricultural duties are going on is until two, that is four in the afternoon. The village youth think that they are engaged as working force in agriculture to a smaller extent than the other members of the family, they think that the agricultural jobs are hard and dirty, while the profit is small.

The village family has succeeded to "fight" with the traditional authority structure, traditional individual status in the family structure (regarding the characteristics – age, sex, marital status). The image of the village family today is different; it is ready to support and protect children in their striving to be educated and independent. It is confirmed that different material and cultural family opportunities influence the professional orientation of young man, his system of values, the development of the working and intellectual capacities. However, the system of influence is very complicated, so that the success in education is not directly determined by a material and cultural family status.

The village youth is objective regarding their status within the village community, they are aware of the advantages and disadvantages of the life in the village. The reasons of dissatisfaction of the life in the village are the distance from the city, the commuting which takes up a great deal of time, the lack of culture and entertainment institutions, limited opportunities for entertainment. The basic life hardships of the village youth are unemployment, the impossibility for education because of the reduced material circumstances in the family, the inaccessibility of schools/faculties, the unsolved housing problems, the postponement of getting married.

The village youth is in constant touch with the environment different from the village one, and have been exposed to a constant city influence so that they have been attracted to the city values with which they have become familiar during the educational process. The village youth aspirations related to the place of living show that many young people want to leave the village and they see their future in the city or in some other country. The basic motives of migration tendencies of the village youth are connected to the impossibility to realize educational and professional aspirations in the village and to a smaller degree to the psychological attraction of big cities. The basis for the selection of the potential migrants is made up of some social and demographic characteristics of the village youth (sex, the degree of education, the characteristics of the very settlements). The number of the potential migrants among the village youth has been increased with the growth of the

educational level (students), and the direction and the intensity of the future territory migration depends partially on the sex. Namely, while the female village youth want to live in the city, the male one prefer living in another country. The aspirations of the village youth regarding the place of living confirm the knowledge about some basic motives of the migration tendencies, that is, territory, stabilization, and about some basic trends of the nowadays village population migration (the selection according to sex, age, education, the phase development of migrations).

The breaking down of the agricultural structure, every day contacts with the city environment, the development of education, traffic and the means of mass communication have caused the change of the rural model of the social promotion and relationships of the village youth to agricultural and nonagricultural vocations. The concrete goals for which the village youth strive is the city and nonagricultural vocations. A wider scope of choice of the professional possibilities which were not available to the village youth before and the changed conception of the social rise make the problem of the relationship between the young village generations and the concrete professions very complex.

The ranking and the estimation of some professions are very important facts which determine professional aspirations and the professional choice of the village youth. The village youth rank highest the following vocations: physician, engineer, economist, teacher and lawyer, while they rank lowest the profession of worker and farmer. The profession of farmer is ranked at the lowest position which is the consequence of knowing the contents and the social reputation of this profession. The hard conditions in agriculture, the low incomes and the uncertain social and professional future of the individual village agriculture are very important in the process of professional choice of nonagricultural vocations of young generations which are brought up in the village.

The realization of certain professional status (professional expectations) of the village youth is connected to the place of living which, in this case, has a limiting dimension. That's why the village youth strive for the city, that is, they intend to live and work in the city or after having finished high schools/faculties to live in the village and work in the city, while a few young people intend to live and work in the village after having completed their education. However, the realization of professional aspirations does not only depend on the intentions and the individual capacities but also on many family and social facts. That's why the village youth prefer today some profitable vocations which can make the employment possible, fast and good salaries (auto mechanic, to work at the gas station, tobacco manufacturer, sportsman, entrepreneur, merchant, secretary, manager, banker, private owner). The village youth are aware of the limited opportunities to realize their professional desires. That's why they turn to more profitable vocations. The conversion of the village youth shows that the significance of the existent current status of some vocations is transferred to the area of the village youth professional aspirations. It is not objective to expect that the village youth will not have aspirations toward the vocations the social reputation of which is low or decreasing.

Regarding the professional and life aspirations of the village youth and many social, economical, demographic and other consequences which go with the youth's abandoning villages, one can understand the village youth's relation towards the future of the village they live in. Namely, the village youth believe that the village they live in will stagnate in most cases, that is, that there is no opportunity for development because many young people leave villages. Some young people are more optimistic regarding the future of the

village they live in, so that they expect that their village will develop thanks to the educated people who will know how to use the advantages of living in the village and with their knowledge, skills and work will contribute to its prosperity and development. A few young people think that their village has no perspective, that it will die out together with the old people who live in it, and that the youth will leave the village forever after having completed their education. The village youth's attitudes toward the future of the village depend on their being dissatisfied with the life in the village. Therefore, one can expect the village youth, who live in a developed villages, close to the city, according to their position in the village community, their satisfaction with the way of life there and their distinct attitudes about the village perspectives, will remain in their villages in greater numbers. In contrast to this, the youth in the undeveloped villages are characterized by the pessimistic relationships toward the village future so that one can expect that they will abandon the village.

THE VILLAGE YOUTH EDUCATION:
THE PROBLEM OF SCOPE AND THE QUALITY OF EDUCATION

The high school education is the area taken up by reforms but it has been continuously developing by taking up a greater number of young people because of the distinct need for people who have finished high school. Its significance for the young generation who have finished elementary school is greater, which could be confirmed by a number of young people who continue their high school education.

The continuing of education and the high school choice depends on the individual characteristics and determinations of young people and on objective opportunities as well. The differences in enrolling a desired high school can be researched at several levels when the village youth education is in question. The life in the village environment and the parents' financial opportunities could limit the possibility of the village youth to continue their education and to choose appropriate high schools. So, the possibility of education and the completion of a certain level of education are determined by social and economical position and the class belonging (of the family and pupils), as well as by cultural and educational family status. In that sense, the opportunities of the village youth to enroll high schools depend on the factors (according to the origins and the nature of influence) which could be classified into three groups: 1) *social factors* which determine the material conditions and the social characteristics of the family and wider social environment, 2) *individual factors* which express personal characteristics and interests, young people's inclinations and expectations, and 3) *educational factors*, the objective number of schools and educational profiles for acquiring education.⁹

The scope of the village youth education is one of the significant indicators of social injustice in education. Namely, there are four basic forms and levels of expressing social injustice in education: 1) the injustice at the beginning of education, 2) the injustice in the

⁹ Stanoje Ivanovic, *Tokovi školovanja*. Razvoj obrazovanja u Srbiji. Ministarstvo prosvete Republike Srbije, Sektor za istraživanje i razvoj obrazovanja, Beograd, 1998, str. 75.

scope of education, 3) the injustice when choosing schools/faculties, 4) the injustice of the educational conditions and 5) the injustice of the success in education.¹⁰

The scope of education at the high school level of education indicates in the last decade a significant increase thanks to, first of all, the increase of the participation of young people who continue their education after having finished elementary schools. There is a dominant influence of social and demographic factors in the high school education because the high school network is adapted to urban environments so that the educational opportunities increase with the size of the city and the choice of schools becomes more diverse.

There is no opportunity to continue education in the village areas and some smaller places so that the youth is forced to be educated out of their place of living. By commuting to schools they increase the cost of their education. The scope of the village youth in high schools in 1981 was large (62,8%), while in 2003 there is an increase of the scope of the village youth belonging to a certain high school age group (67,2%). There are differences in the high school youth between the undeveloped and developed village areas during the period of research. In 1981 the scope of the generation cohort by education has the characteristics of mass scope, which is 64,3% for the youth from mountainous villages of undeveloped regions, and 61,4% for the youth from suburban village of developed regions. The greater scope of the education of the village youth from undeveloped mountainous villages in relation to the village youth from suburban villages justifies the previous statements about the constant village youth striving to run away from undeveloped areas, to leave villages and live in the city. One of the pre-conditions for place mobility and social promotion is education. The high school village youth scope in 2003 slightly increased in mountainous villages 65,4%, while in suburban areas there is a slight increase 69,0% which caught up with and surpassed the previous larger high school scope in mountainous villages. This tendency indicates a poor striving of one part of the village youth (the undeveloped village areas) to participate in the educational process because of the distinct injustice and positions from the start so that they strive to find other ways of their social promotion.

There is an unequal representation of youth from an adequate generation cohort at the faculty depending on the social and economical position, on the parents' education, the place of living, the accessibility of educational institutions. There is a greater number of students' fathers who finished colleges and faculties in relation to the whole male village population. While the male village population with colleges are represented by 2,9%, and with faculties by 1,8%, the students' fathers who finished colleges are represented by 22,0%, and the ones who finished faculties by 5,0% in the population of students' fathers. In the village student population there is a great number of young people whose fathers finished high schools, colleges and faculties. There is a correlative relation between the parent education and their children representation at faculties.

The faculty village youth scope is smaller than the faculty youth scope in the Republic of Serbia. In the village areas there is an increase in the period of 1981 to 2003, but it is significantly lower in relationship to the scope of the Republic of Serbia. Namely, the faculty village youth scope was 11,3% in 1981, and in 2003 it was 18,1%, which is twice

¹⁰ Miomir Ivkovic, *Sociologija obrazovanja I*. Filozofski fakultet Nis i DIP Nota Knjazevac, 2003, str. 289.

as small as it is related to the scope of their peers from village and city areas in the Republic of Serbia. The differences between rural and urban areas, the regional differences in the degree of development influence the injustice in the form of a smaller scope of the village youth at faculties. The scope of the youth at faculties from the villages of regions of Nis (1981, 11,1%) indicates that there is a certain similarity to the scope of the youth at faculties from the village of the region of Gadzin Han (1981, 11,5%), and that that scope is somewhat small. However, in 2003 there was a tendency of the scope increase in the villages of the region of Nis (20,3%) in relation to a smaller increase of scope in the villages of the other region (15,9%). It means that the scope of the village youth at faculties was doubled in the last twenty years, but that it was significantly lower from the scope of the Republic of Serbia. So, apart from the significant differences in relation to the republic scope of the youth at faculties, there are differences in the scope of the village people at faculties between the developed and undeveloped village areas, while the greater scope of the village youth is in the developed village areas.

The changes of the scope of youth at faculties in the last two decades indicate that: the scope of the village youth at faculties is smaller than the republic scope; there is a tendency to increase the number of students in the last twenty years in the village areas, but the increase is better in the developed villages; there is a distinct inequality of scope of the village young people at faculties which is determined by the characteristics of the social and economical conditions and the family social status (education, vocation, the income, the place of living),

The education quality comprises all factors which make it possible for an individual to develop his intellectual, social and emotional potentials, to get appropriate knowledge and skills, to form attitudes and the system of values, to develop working habits and become a successful community member. The education of high quality has clearly defined goals, high standards, a good staff, an appropriate curriculum, an appropriate organization, an equipment and space for learning. *The quality indicators are: the school environment quality, the curriculum quality and its contents, the teaching/learning process quality and the quality of achievement in learning.* The result of the education quality is the training of pupils to use newly acquired knowledge and skills out of the school context.

The physical accessibility of schools and faculties indicates the distance from the educational institutions, from the place of living of students and pupils. The school and faculty distance from the village youth place of living is not less than five kilometers, but it is even greater than 60 kilometers in some cases. The physical accessibility of schools and faculties is a significant factor of the education quality of the village youth which significantly influences their choice of schools/faculties. The village youth choose most often medical schools, then training schools, the school of economics, the school of commerce, and rarely choose the school of music, arts, agriculture. There is a connection between some high school attendance and the place of living of pupils. The characteristic distribution of chosen schools among the village youth shows that the place of living, apart from other factors, determines the choice of high schools and vocations. Namely, with the greater physical distance of schools from the place of family living, the number of high school pupils decreases as well as the possibility of the free choice of schools and vocations.

The most frequent choice of the village youth are medical vocations: (medical technician, pharmacist, pediatrician). The influence of sex while choosing these vocations is

significant because in most cases female population chooses these vocations. Then, according to the frequency of choice, there are vocations: finance technician, customs technicians, economist. Then the vocations: commerce technician and merchant, male and female hairdresser, computer electrical engineer, electrical radio and video technician, electrical engineer. The attempt to explain the cause of such professional choice can be based on the village youth determination for shorter education which will enable the acquisition of more practical skills to do concrete jobs and get faster employment.

The basic characteristic of educating the village youth at faculties is the dominant choice of some faculties: the faculty of economics, philosophy, law, the faculty of natural and mathematical sciences. There are differences in choice of some faculties by the village youth depending on the place of living. Since the future teachers are educated at the faculty of natural and mathematical sciences and the faculty of philosophy, and if one takes into account their participation in the overall number of students, then one can conclude that there is a significant representation of the village youth (primarily female) at these faculties.

The quality of the school environment, as one of the indicators of the education quality, is expressed in the evaluation of the quality of the concrete characteristics of schools/faculties on the side of high school pupils/students. The high school pupils awarded highest marks to school as a friendly environment without violence and hostility and school as physical space. On the contrary, the lowest marks for quality were awarded to: the school has a wide range of teaching and nonteaching activities, the school as place in which the working conditions for health services can be realized and the school is protected from drugs. There is a significant connection between the high school quality characteristics and the concrete high school. These data confirm once again the assumption about the distinct problems which turn up in some schools with the special emphasis on the use of drugs in schools.

The village youth awarded the highest marks to faculties as friendly surroundings without violence and hostility which shows that friendly relationships are cultivated at faculties. The high quality of friendly relationships is especially connected to this educational sphere (faculty). The conditions for a wide range of teaching and non-teaching activities is ranked by the lowest mark. The faculty equipment is evaluated by the lowest mark. Taking into account the fact that the education quality depends on the equipment quality, this shortcomings fairly influence the quality of the village youth education.

The evaluation of the curriculum quality on the side of high school pupils indicate that the advantage (the highest marks) are awarded to the existing curriculum, regarding the feature: "the curriculum enables the acquisition of knowledge and skills which are important for the future vocation." Taking into account the fact that it is about the village youth who strive to achieve practical knowledge and skills (which means the opportunity for employment and not only economic independence for them) it is obvious why this quality indicator is given such a significance. By awarding the highest marks, they confirmed their need for knowledge and skill acquisition necessary for their vocation and the fact that they are satisfied with the existing curriculum. The lowest marks were awarded to: "the adaptation of the curriculum contents to pupils' age" and "the curriculum enables the acquisition of knowledge and skills important for everyday life" (the high quality education comprises an appropriate result: a successful connection of everyday and school experiences which are mutually pervaded, supported and enriched, and the school knowl-

edge is connected to everyday experience and life). The village youth believes that there is a discrepancy between school subjects and the age of pupils and their abilities and the lack of relation between knowledge acquired in schools and its application in everyday life. Students also award the highest mark to the curriculum features "to make the acquisition of knowledge and skills necessary for the future vocation." It means that their mark of the curriculum is not different from the high school pupils' mark. On the other side, the lowest mark, according to students, is given to: "the adaptation of the curriculum contents to students' needs and interests." Students from both environments mark the curriculum quality in a similar way, while the students from the undeveloped village surroundings award higher marks to all the quality indicators. The differences are not statistically important, although the greatest difference among the students is seen in evaluating the curriculum and its importance for the knowledge and skills acquisition which could be applied in everyday life and which are important for "normal" young man functioning in the village surroundings in everyday life. The evaluation of the curriculum quality on the side of the village youth confirmed some serious problems related to the high school and faculty curricula. The fact that the adaptation of the curriculum contents to the students'/pupils' needs and interests is given the lowest mark warns that the curriculum changes are necessary in the sense of the increase of curriculum quality and their coordination with the young man's needs.

The village youth educated at high schools and faculties evaluate the staff quality (high school/university professors) in a different way. There is no coincidence between pupils' and students' marks of some staff qualities. Students are more demanding while evaluating their professors, because they evaluate the concrete characteristics of their professors in a negative way in greater number than high school pupils. In that way the human characteristics of teachers, such as kindness and cheerfulness, are more prominent with high school teachers, that is, these characteristics are not the features of university teachers. While socialization is concerned as the feature of teachers, it is prominent with all teachers (high school and university), physical attraction, youthfulness and tidiness are not dominant characteristics of teachers. On the contrary, many high school pupils and students emphasize the lack of these qualities with their teachers. Besides, both high school pupils and students see the partiality of their professors, that is, the fact that they are not equally approached. The village youth emphasize the qualities of their teachers, that is high school pupils and students confirm that their teacher are good experts that they teach clearly and emphasize what is important. On the other side, a great number of high school pupils and students think that their teacher teach in an uninteresting way and that they can not make their students interested in the subject matter. There is a discrepancy between the evaluation of some teaching qualities of teachers on the side of the village youth, which refers to lectures being interesting (negative evaluation) and the clarity of lecturing (positive evaluation). So, the village youth finds that lectures, although clear and intelligible, are not interesting. Half of the students and high school pupils find that teachers' evaluation is not objective, that is, that there is partiality in evaluation and that it turns out in the form of unequal criteria in evaluation. When evaluating "strict evaluation" in teachers, there is a coincidence between high school pupils and students. So, high school and university teachers, according to the evaluation of their pupils/students, regarding human qualities, are sociable. As far as the teaching qualities are concerned they are good experts who teach in an uninteresting but clear way, and at last they are too strict in evaluating.

In high schools (attended by the village youth) and at faculties, the monologic method is used most frequently. Then, according to the frequency of application in teaching at high schools the method of writing and the dialogic method are used. At faculties, apart from the monologic method, the laboratory-experimental and the method of demonstration are used. With high school pupils the least frequent method is the illustrative and the laboratory-experimental one (the method of practical work), and with students - the textual, illustrative and the method of discussion. It is obvious that there are many shortcomings of teaching because the monologic method is widely used and the illustrative and laboratory-experimental methods are rarely used at the high school level of teaching, when their application is necessary, and this can cause the appearance of the unsatisfactory results of knowledge, unfunctional knowledge. Students are in less favorable position because the rarely used textual, and especially the method of discussion, can point to significant shortcomings in the university teaching process which is mainly reduced to lecturing and teachers' speaking. It is confirmed that there is a significant statistical connection between schools and some methods used in teaching/learning, which points to the fact that some methods are dominantly applied in some schools, while some others are less used. Thus, the dialogic method is used in high schools and in technical schools the laboratory-experimental method is used (the method of practical work), the method of writing. There is also a connection between faculties and some methods that are most frequently used. It is confirmed in the case of the textual method (the students of natural and technical science). In the village youth education, the traditional (lecturing) method is present for the application of which it is most important what teachers do, and not what pupils/students learn. The frequency of use of some methods of teaching/learning points to the fact that it is about the teaching methods and not the learning methods. The learning by heart of students and pupils also confirms the conclusion about the existing methods of teaching/learning in high schools and faculties: mechanical learning by heart, verbal learning, practical learning (the acquisition of practical skills characteristic for every subject, that is, vocation). Apart from these frequently used methods of learning, the methods of discovery, creative learning or cooperative learning are rarely used.

According to the success in learning the village youth (high school pupils) belong to the group of very good pupils in all grades. The lowest results of learning are at the beginning of the secondary education (3,6) and the best at the end of education, in the fourth grade (3,9). Apart from that, there are significant differences in the success of pupils depending on the place of living and grades. Namely, high school pupils from the suburban villages have shown poor results in the first grade, while high school pupils from distant mountainous villages have had the poorest results in the first and the third grade. There is a connection between sex and the success in learning because female pupils have shown better results in learning in most cases. The success of the village youth (students) while studying is marked between six and seven. The most numerous are first and second year students which could be explained partly by the participation of the college students and partly by the poor results of the village youth, that is by abandoning faculties. Apart from that, there is a characteristic fact for one part of the village youth (especially female) to enroll faculties without any clear aim or aspiration to finish it. Students with an average grade above "nine" are very rare among the village youth. There is a difference regarding the success in learning between students who live in undeveloped and developed village areas. A better success, that is, a higher average mark is the characteristic of the students

from the developed village areas. This confirms the significance of the quality of previous education, the educational and cultural asset, as well as the living surroundings to students' achievement.

During education there are no differences in teachers' approach to the village youth, they do not know (or they do not want to know) for the specific problems that the village youth encounters. That's why the village youth is not satisfied with teachers' relationship to them. Not only are there the lack of understanding, there is also the lack of respect and of proper evaluation of their knowledge. A great number of high school pupils/students from the undeveloped mountainous villages is part of the village youth who emphasize that during education they were treated as inferior to the city youth. Such a relation to the village youth within the school environment influences their motivation and the final results of learning.

The village youth adds a great significance to school and education because, first of all, it enables the acquisition of knowledge for them. Students are more aware of the significance of the acquired knowledge than high school pupils. They want to accumulate them to a greater extent during the educational process thinking that the degree is only one of the results of successful learning and that knowledge is the prerequisite for successful professional and everyday life.

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ŠKOLOVANJE SEOSKE OMLADINE U SRBIJI

Suzana Krstić

U radu su prikazani rezultati istraživanja seoske omladine preko osnovnih okvira društvenih odnosa, aktivnosti i zadovoljavanja životnih potreba: seoske porodice, seoske i školske sredine. Kvalitet obrazovanja i razlike u kvalitetu obrazovanja rezultat su različitih činilaca, kako individualnih i porodičnih, tako i lokalne sredine (obrazovno okruženje) i šireg društvenog konteksta. Seoska omladina se nalazi na raskršću između sela i grada, između poljoprivrednog rada i školovanja za nepoljoprivredna zanimanja, između novog, gradskog načina života i ustaljenog, seoskog. Školovanjem se seoskoj omladini otvara put ka novim radnim i životnim perspektivama, mada su mogućnosti školovanja, u izvesnoj meri, ograničene.

Seoska omladina, svesna svog društvenog položaja, nastoji da kvalitetnim obrazovanjem ostvari svoje životne ciljeve: da stekne znanje, razvije radne i intelektualne sposobnosti, primenjuje stečena znanja u profesionalnom i svakodnevnom životu; da tako doprinosi kvalitetu sopstvenog života, razumevanju i razvoju društvenog i kulturnog okruženja i time kompenzuje nepovoljni društveno-ekonomski položaj.

Ključne reči: *selo, seoska omladina, obuhvat školovanjem, kvalitet školovanja.*