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Psychological Needs as Mediators of Income-Life Satisfaction Relationship in Croatian Adults

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Abstract

Aim of this study was to examine the relationship between relative income, psychological needs satisfaction and life satisfaction in a sample of Croatian adults. Participants assessed their household income relative to Croatian average income, life satisfaction with Satisfaction with Life Scale, and level of basic psychological needs satisfaction with Basic Psychological Needs Scale. The total sample included 397 participants (54.9% female, mean age 31.23 years, $SD = 8.71$). We identified two groups based on relative income, one with average income and the other with higher than average income. Belonging to group with higher income was associated with higher needs and life satisfaction, with two satisfactions positively associated. Therefore, we tested if psychological needs satisfaction mediated income-life satisfaction relationship. Results from parallel multiple mediator model showed that satisfaction of all three psychological needs mediated the relationship between income and life satisfaction, but income also had a direct effect on life satisfaction.

Keywords: income, life satisfaction, psychological needs satisfaction, mediation.

1. Introduction

Would you be happier if you were rich(er)? Ever since Easterlin (1974) stated that happiness at a national level does not increase with wealth once basic needs are fulfilled, which has become known as Easterlin paradox, studies have examined the relationship between income and well-being. Different hypotheses about the relationship between income and individual's well-being have been proposed. On one hand, absolute income is considered the best measure of individual's well-being because greater income enables advantages such as higher consumption, more choices, and fewer constraints for survival. On the other hand, relative income, namely comparison with income standard or with social reference group, is important for individual's well-being because people like having more than other people. Finally, some authors believe that

rank income matters most, or individual's ranked position within a comparison group (Boyce, Brown & Moore, 2010). In their study Boyce et al. (2010) analyzed seven years of the British Household Panel Survey (BHPS) and compared absolute and rank income as predictors of life satisfaction. Independently both income variables significantly predicted life satisfaction, but when entered together only rank income was a significant predictor.

The relationship between income and well-being seems to differ not only when different types of income are taken into account, but also when different aspects of well-being are taken into account. Subjective well-being consists of cognitive aspect or general life satisfaction evaluation, and affective aspect or the relative ratio of positive and negative emotions in one's life. In a study analyzing more than 450 000 US responses to the Gallup-Healthways Well-Being Index, affective and cognitive aspects of well-being had different relationships with income (Kahneman & Deaton, 2010). While life evaluation increased steadily with increasing income, measures of emotional well-being increased only to a point of ~ \$75 000 annual income with no further improvement. This finding means that as people become rich(er), they tend to *evaluate* their life as more satisfying. On the other hand, as people become richer than ~ \$75 000 annual income, they do not *feel* more positive about their life. In an analysis including subset of data from the 2005 to 2011 Gallup World Poll (GWP) administered to 806,526 individuals from 135 nations, which had at least three waves of data collection, relationship between household income and subjective well-being was examined. Results showed that income positively influenced life evaluations or cognitive aspect of subjective well-being, but had weaker effects on feelings or affective aspect of subjective well-being (Diener, Tay & Oishi, 2013). Howell and Howell (2008) examined in their meta-analysis findings of 111 independent samples from 54 economically developing countries. They found that the relationship of economic status and subjective well-being differed depending on both how economic status and subjective well-being were operationalized. Their relationship was strongest when economic status was defined as wealth, a stock variable, and not as income, a flow variable, and when subjective well-being was measured as life satisfaction and not as happiness.

Another important aspect of the relationship between income and well-being, included in Easterlin paradox, relates to satisfaction of needs. In line with previously cited studies, analysis of GWP data from 2005 to 2006 including 132 nations showed that both absolute and relative income correlated more with life evaluation than with feelings. This study also included measures of basic psychological needs fulfillment such as respect, relationships, learning new things, managing your time and competence. Results showed that these constructs both significantly correlated with life evaluations and feelings, as well as predicted them (Diener, Ng, Harter & Arora, 2010). This finding is in line with Ryff's (1989) and Ryan and Deci's (2000) theoretical models that suggest there are basic and universal human psychological needs and that their satisfaction is important for our well-being. According to the Self-determination Theory (SDT; Deci & Ryan, 1985; Ryan & Deci, 2000), there are three basic psychological needs. *Autonomy* refers to the need for performing activities in which individuals feel contentment and are motivated internally as a result of having personal choice. When the need for autonomy is satisfied, people feel the experience of being the initiator of their own behavior and consequently the feelings of choice and psychological freedom. *Competence* is a need for effective interaction with environment where one has a feeling of control and is encouraged to express his or her capacities. When the need for competence is satisfied, people experience success at challenging tasks and consequently feel internal satisfaction in attaining desired outcomes. Finally, *relatedness* implies need for establishment of close emotional relations with significant others and important groups of others. When the need for relatedness is satisfied, people feel a sense of communion with others which is accompanied by the experience of reciprocal care and concern for important others.

Number of studies have shown that psychological needs satisfaction is crucial for happiness and well-being (e.g. Baard, Deci & Ryan, 2004; Tay & Diener, 2011; Véronneau, Koestner & Abela, 2005). When social contexts allow satisfaction of these psychological needs, people thrive, while thwarted satisfaction of needs leads to ill being (Vansteenkiste, Ryan & Deci, 2008). Economic factors and macroeconomic systems can differently contribute or allow satisfaction of needs for autonomy, competence and relatedness.

A study looking at economic standing, life satisfaction, financial security and psychological need satisfaction among 1,074 non-student adults living in United States, Canada and United Kingdom has shown that the relationship between having money and being satisfied with life is mediated by financial security, a safety need of Maslow's hierarchy, and psychological needs of autonomy, competence, and relatedness composite score (Howell, Kurai & Tam, 2013). Having money can therefore contribute to our life satisfaction through buying material goods or material purchases and through investing in life experiences or experiential purchases (Van Boven & Gilovich, 2003). Experiential purchases can contribute to psychological needs satisfaction because when we have more money, we can choose more freely what we want to do with our time thus satisfying the need for autonomy; we can invest more in our abilities satisfying the need for competence; and having different experiences can be a good source of conversation which can increase satisfaction of need for relatedness. In line with that, a recent study asked participants to write how their future would look like if they had the unconditional basic income, a sum given monthly to every adult without further requirements. The coding scheme revealed that the existence of a hypothetical basic income was most often linked to the fulfilment of the basic psychological needs and a positive quality of life. Author concluded that the basic income first and foremost promoted autonomy, which, in turn, had positive interrelations with the other two interconnected basic needs (Giebel, 2017).

The relationship between income and well-being was also examined in several studies in Croatia. Kaliterna Lipovčan, Brkljačić and Šakić (2007) conducted a study on a nationally representative sample of 896 Croatian citizens. They collected data on cognitive and affective components of subjective well-being, as well as satisfaction with specific domains, and their absolute monthly income per household member. Results indicated significantly higher happiness, life satisfaction and satisfaction with several life domains in people with higher absolute monthly income. However, there was no difference between two groups with the highest income. Raboteg-Šarić, Brajša-Žganec and Šakić (2009) collected data on life satisfaction and family economic status as compared to others (i.e. relative income) on 2,832 Croatian adolescents. There were three groups of family economic status: low, average and high. These groups differed in their life satisfaction, with life satisfaction increasing with the increase in relative income. Bratko and Sabol (2006) also found that basic psychological needs satisfaction explained 28% of variance in life satisfaction on an adult sample aged between 21 and 35 years. However, no study so far has examined the relationship between income, psychological needs satisfaction and life satisfaction in Croatia, especially in a period of recession.

Aim of this study was to examine the relationship between relative income, psychological needs satisfaction and life satisfaction in a sample of Croatian adults. Specifically, we wanted to test if psychological needs satisfaction mediated the relationship between income and life satisfaction, relationship that we hypothesized to be positive. We further hypothesized that psychological needs satisfaction would mediate that relationship in a way that higher income would contribute to higher life satisfaction not only in a direct way, but also through enabling needs satisfaction.

2. Materials and methods

2.1 *Participants and procedure*

This study was conducted in Croatia and was a part of a larger research project that included additional variables. The total sample included 397 participants (54.9% female, mean age 31.23 years, $SD = 8.71$, age range 22-47 years). Data was collected in a group setting on 209 university students (54.1% female, age range 22-37 years) from different faculty programs and academic profiles (i.e. social, humanistic and technical science), and individually for additional 188 non-student adults (55.9% female, age range 26-47 years).

2.2 *Measures*

Income

Participants assessed their household income relative to Croatian average income on a 5-point scale: with '1' meaning income significantly lower than Croatian average, '2' income somewhat lower, '3' average income, '4' income somewhat higher, and '5' income significantly higher than Croatian average. Due to small number of participants endorsing values '1' and '2' we grouped participants into two groups, one with predominantly average income (69%) and the other with higher than average income (31%).

Life satisfaction

Life satisfaction was assessed with Satisfaction with Life Scale (SWLS; Pavot & Diener, 1993) which is meant to assess a cognitive and global evaluation of the quality of one's life as a whole (Pavot & Diener, 2008). It is a one-factor measure containing five items. Participants gave their answers on a 7-point Likert-type scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). Cronbach's α reliability in this study was .76, which is in line with previous studies (e.g. Bratko & Sabol, 2006; Karaoylas, 2010).

Psychological needs satisfaction

To measure participant's level of basic psychological need satisfaction, we used Basic Psychological Needs Scale (BPNS; Ryan & Deci, 2000). The scale consists of 21 items measuring three factors: autonomy (7 items), competence (6 items) and relatedness (8 items). Participants gave their answers on a 7-point Likert-type scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). Cronbach's α reliability in this study was .74, .69, and .71 for autonomy, competence and relatedness, respectively. Reliability coefficients are consistent with previous studies (e.g. Gagné, 2003; Bratko & Sabol, 2006) as well.

3. Results

Results are organized in a way that we first show descriptive results and correlations, then prediction of life satisfaction based on income and psychological needs, and finally the results from the parallel multiple mediator model.

Table 1. Descriptive results and correlations between variables ($N = 397$)

	α	M	SD	(1)	(2)	(3)	(4)
(1) Income	-	1.31	0.46	1.00			
(2) Life satisfaction	.76	23.62	5.17	.27	1.00		
(3) Autonomy	.71	34.56	6.41	.21	.52	1.00	
(4) Competence	.69	29.89	5.47	.23	.54	.54	1.00
(5) Relatedness	.74	44.55	6.03	.13	.45	.55	.44

Note. All correlations are significant at $p < .01$.

Descriptive results and correlations between variables are presented in Table 1. As can be seen from the results, all variables were significantly correlated. Psychological needs satisfaction was positively associated with higher life satisfaction ($r = .52, p < .001$ for autonomy; $r = .54, p < .001$ for competence; $r = .45, p < .001$ for relatedness). Also, belonging to a group with higher income was associated both with higher psychological needs satisfaction ($r = .21, p < .001$ for autonomy; $r = .23, p < .001$ for competence; $r = .13, p = .009$ for relatedness) and higher life satisfaction ($r = .27, p < .001$). This means that, according to Baron and Kenny (1986), all necessary conditions for testing the mediation were met. We first tested mediation hypothesis using regression analysis. Results of regression analyses for each psychological need are presented in Table 2.

Table 2. Results of regression analyses predicting life satisfaction and testing mediation hypothesis ($N = 397$)

	Predictor	Need for autonomy			Need for competence			Need for relatedness		
		β	t	Model summary	β	t	Model summary	β	t	Model summary
Step 1	Income	.27	5.63	Adjusted $R^2 = .07$ $F(1,393) = 31.68$	.27	5.63	Adjusted $R^2 = .07$ $F(1,393) = 31.68$	.27	5.63	Adjusted $R^2 = .07$ $F(1,393) = 31.68$
Step 2	Income Need	.17 .49	3.93 11.19	Adjusted $R^2 = .29$ $F(2, 392) = 83.50$ $\Delta R^2 = .22$ $F(1, 392) = 125.30$	.16 .50	3.62 11.68	Adjusted $R^2 = .31$ $F(2, 392) = 89.56$ $\Delta R^2 = .24$ $F(1, 392) = 136.51$	.22 .42	4.94 9.60	Adjusted $R^2 = .25$ $F(2, 392) = 65.61$ $\Delta R^2 = .18$ $F(1, 392) = 92.19$

Note. All standardized beta coefficients and values of F test are significant at $p < .001$.

As can be seen from Table 2, inclusion of each psychological need into regression equation resulted in the drop of the standardized beta coefficient value for income, but income still remained a significant predictor of life satisfaction after including each psychological need. This indicated that there is a partial mediation of the income-life satisfaction relationship through psychological needs. However, as can be seen from Table 1, three psychological needs are intercorrelated, with correlations ranging from .44 to .55, so, in our opinion, it made sense to include all three needs in a mediation model simultaneously. Therefore, further step was to test the parallel multiple mediator model (Figure 1).

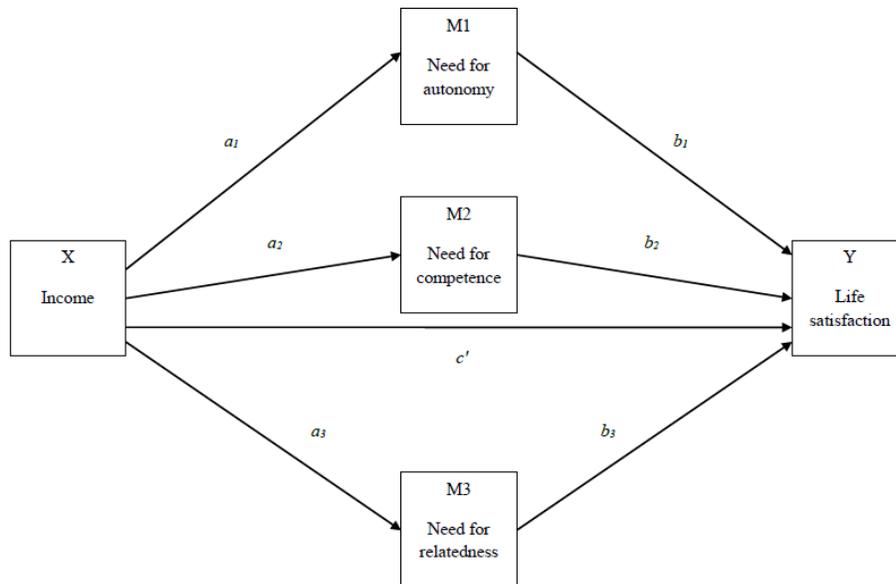


Figure 1. Diagram representing tested parallel multiple mediator model

Using PROCESS macro (Hayes, 2013) we ran multiple mediator analysis where need for autonomy, relatedness and competence were simultaneously entered as mediators of the relationship between income and life satisfaction. Total model explained 40% of life satisfaction variance. Since our predictor variable, income, was a dichotomous variable coded by a single unit difference, total effect of the model ($c = 3.04$, $p < .001$) was the difference between the group means on life satisfaction ($M_1 = 22.63$, $SD_1 = 5.11$; $M_2 = 25.67$, $SD_2 = 4.65$). This difference was statistically significant ($F(1,393) = 31.68$, $p < .001$) with the higher than average income group having higher life satisfaction than the average income group. This total effect could be partitioned into direct effect of income on life satisfaction ($c' = 1.44$, $p = .002$) and indirect effects through three needs. We conducted a bias-corrected bootstrap confidence interval based on 10 000 bootstrap samples for the indirect effect of needs. Confidence intervals for the indirect effect of need for autonomy (a_1b_1) 0.55 [0.25, 1.00], need for competence (a_2b_2) 0.80 [0.44, 1.29], and need for relatedness (a_3b_3) 0.25 [0.06, 0.57] did not include zero, indicating that all three needs were significant mediators. We also performed contrast analysis, to test if specific indirect effects of each need were different. The results indicated that only the effect of need for competence (0.80) was significantly higher than the effect of need for relatedness (0.25), while other effects were not significantly different.

4. Discussion

We examined the relationship between relative income, psychological needs satisfaction and life satisfaction in a sample of Croatian adults in time of recession. Average life satisfaction in this sample ($M = 23.62$, $SD = 5.17$) was within the average range (20-24) in economically developed nations (Diener, 2006). We identified two groups of adults based on their relative income, one with average income and one with higher than average income. Higher than average income group had significantly higher life satisfaction compared to average income group. In line with this finding, belonging to a group with higher income was associated with higher life satisfaction. Aim of this study was to test if psychological needs satisfaction mediated this relationship.

Howell et al. (2013) showed that financial security and psychological need satisfaction, defined as the mean of all items measuring satisfaction of three needs, fully mediated the relationship between economic standing and life satisfaction in a sample of non-student adults from USA, Canada and UK. In our study, we wanted to replicate the finding that psychological needs satisfaction mediates the relationship between economic standing and life satisfaction in a sample from a different culture. We also wanted to test the effect of each need separately. Our results were in line with Howell et al. (2013) study because satisfaction of all three psychological needs mediated the relationship between income and life satisfaction. However, in Howell et al. (2013) financial security reduced the direct effect between economic standing and life satisfaction by 66% while psychological need satisfaction reduced the direct effect by 34%. In our study, three psychological needs reduced the direct effect between income and life satisfaction by 53%, while income also had a direct effect on life satisfaction, which accounted for 47% of the variance. In other words about half of the explained variance of life satisfaction in our study was directly due to effect of income, and about half to income influencing psychological needs satisfaction which then influenced life satisfaction.

What stands out in this study is that we looked at the indirect effect of all three psychological needs simultaneously. Contrast analysis showed that the effects of needs on the relationship between income and life satisfaction were quite similar. The only difference found was between need for competence and need for relatedness, with need for competence having significantly higher indirect effect than need for relatedness. Giebel (2017) found in her qualitative analysis that autonomy had a prominent role among the basic psychological needs. In our quantitative analysis, the effect was only different between need for competence and need for relatedness. In other words, results indicated that higher relative income contributes to satisfaction of all three psychological needs, constructs that in turn contribute to higher life satisfaction. This is in line with findings that experiential purchases make people happier than material purchases (Van Boven & Gilovich, 2003; Howell & Hill, 2009). Recently, it has also been shown that psychological needs satisfaction fully mediated the relations between materialism and subjective well-being (Wang, Liu, Jiang & Song, 2017).

Howell and Howell's (2008) meta-analysis has demonstrated that the relation between economic status and subjective well-being is the strongest within the low-income developing countries and the weakest within the high-income developing countries. Data from Croatia have not been included in that meta-analysis, but since Croatia is a high-income developing country, according to World Bank data, the relations we found might be even stronger in countries lower in economic development. Our sample also included mostly individuals with average and higher than average income, which means that people whose economic status within Croatia was lower, and whose basic needs were less likely to be satisfied, were not included in the analysis. Again, we might expect that the relations we observed would be even stronger if our sample included people with lower than average income. Howell and Howell (2008) showed that economic status-subjective well-being relationship was stronger when economic status was measured as wealth and not as income, which was the case in our study. Therefore, it would be interesting in some future studies to examine these relations using different measures of economic standing as well as different components of subjective well-being.

5. Conclusion

Results of this study contribute to better understanding of the relationship between income, satisfaction of psychological needs and life satisfaction. So would you be happier if you were rich(er)? Our results suggest that people who perceive they have more money compared to others: (i) are more satisfied with their lives, (ii) feel their psychological needs are more satisfied, and (iii) their need satisfaction further contributes to higher life satisfaction.

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Students' Motivation to Learn in Primary School

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Abstract

The paper presents considerations about the characteristics of students' motivation in primary school and how students view certain characteristics of the teaching process as motivating or demotivating. The research included fifth and eighth graders, 617 students from ten primary schools in Serbia. We assumed that primary school students are partially motivated to learn. The results lead us to conclude that the students believe they can achieve their goals by self-efficacy. They have the high level of self-perception of competences. Self-worth, i.e. students' views of their own qualities, is least valued. The results show the high level of value of academic achievements. Social goals are also important to students. Nonconformity is not satisfactorily developed. The gender, grade and school achievement differences in students' motivation to learn. The results show that not all teaching strategies are equally motivating. A large percentage of students are indifferent to certain teaching strategies.

Keywords: primary school, motivation to learn, teaching strategies.

1. Introduction

Individuals are often faced with the question of motivation, both, own and of others, in different activities and fields of their functioning. One of targets for researches within the field of education is to find out, as efficient as possible, strategies to motivate students to learn and to improve effects of learning. Efficient learning does not depend only on methods and forms of work in teaching process, but on feelings of students and their attentiveness, attribution and goals (Gardner, 1999; Morgan, 2006). Researchers and teaching practitioners acknowledge more and more that motivation is an important quality that imbues all aspects of teaching and learning (Schunk et al., 2013: 5). The concept of motivation is applied to explain moving strength, its direction and intensity, persistence and quality of behaviour, especially the one directed to execution of certain aim (Brophy, 2015).

The most of the motivation theories defines motivation as one-dimensional phenomenon that varies on continuum from the very low to very high level. Motivation can be of

different quantity or different level of expression. At the same time, qualitative differences exist within motivation because of its complex structure and many components that make it. Individuals are not different just for the level of motivation (intensity of motivation) but for the kind or quality of motivation (Ryan & Deci, 2000). For example, a student can be motivated to complete homework because he is curious and focused but at the same time wish to get a praise or approval by his teacher.

Scientific researches linked with motivation to learn theme illustrate problematic trend (Martin, 2009; Pajares, 2008): motivation gradually decreases during education process, particularly at transfer of a student from one educational stage to another (for example: from primary to secondary school). Research results on influence of school within the sphere of motivated learning point to large number of children who are afraid of learning, who wish to avoid learning, as well as reproducing, memorizing and discipline in school (Suzić, 2006).

When talking about motivation to learn, it is important to state series of limitations that make unrealistic expectation that all students will be motivated to learn all teaching contents of all topics, such as the following limitations: (1) attending the school is mandatory and teaching contents encompassed by the plan and program are not a choice of students, but determined by the society what students should learn; (2) teachers, at the same time, work with large group of students and cannot satisfy individual needs of each of them. As result, some students are bored, whole others can be confused or frustrated; and (3) failures of students often produce, not only personal disappointments, but public shame. Combined, the quoted factors result in focus of students on successful fulfilment of requests, and not on knowledge and skills that should be developed during activities performance, for which those had been created (Brophy, 2015). However, enhancing is the fact that we can influence motivation of students and school takes important place in such process, particularly a teacher and teaching process.

Enhancing motivation of students can be achieved by application of different activities within teaching process and specific organization of the teaching process. Different characteristics of motivation to learn among primary school students have been examined during such work. Crucial was the question whether students determine certain characteristics of teaching process as motivating or demotivating, and whether activities that motivate or demotivate are present in teaching process framework.

In the research, we used the model of motivation for learning based on the sociocognitive learning theory. The author of the model is Pintrich (2003). His concept is derived from a specific school situation and focuses on the attainment, attitudes of students about school learning, their roles and goals related to school achievement (Suzić, 2005: 2). The concept consists of five sociocognitive constructs derived from the most famous research motivations for academic achievement: perception of self-efficacy and competence belief; adaptive attribution and confidence in the ability to control; interests and intrinsic motivation, academic and social goals.

Schunk et al. (2013), after analyzing a large number of research, made systematization of factors in the teaching that can influence motivation for learning. The organization of the teaching process plays an important role, but its characteristics are also important: the process of planning the teaching process, the forms of group interaction, the quality of teaching, the representation of learning through the model, and the use of information technology in the teaching process.

The process of teaching process planning. One way to systematically incorporate overlooked procedures to encourage motivation in planning and teaching is to align this process with the TARGET program for stimulating motivation for learning created by Epstein (1992) and Ames (1988).

Forms of group interaction. A teacher in a teaching process can form groups of students who have certain tasks. Group members perform certain activities and interact with each other. When members of the group, each performing for themselves, perform a certain activity in parallel, we are talking about coaction or individual action. Each student progresses at his own pace and his success does not depend on other students. Joint activities of members imply that there is competition (competition) or cooperation (co-operation) between them. Competitive forms of group interaction are characterized by the need to satisfy personal interests and achieve goals, dominated by struggle and prestige, and their own abilities and skills are judged in relation to competitors (Johnson & Johnson, 2010).

Quality of teaching. Effective teaching (Rosenshine & Stevens, 1986) analyzed the results of a large number of studies and made a review of the teaching features that make effective teaching. The researchers found that effective teaching involves the following activities: to start by briefly examining the previously learned, which is a prerequisite for learning a new one; At first, explain students the goals of time; new materials are exhibited in small steps, whereby students have the opportunity to practice every step; provide clear and detailed instructions and explanations; provide a high level of activities and exercises for all students; ask a lot of questions, check the understanding of students; guide students during initial exercise; provide clear feedback and updates; give clear instructions for time work and supervise students during the activity.

Modeling. Learning by observation is described as vicarious learning or modeling, because learning is the result of observing behaviors and the consequences of the behavior of the model in the environment. Although learning through observation depends on the availability of the model, the concept of a model can be defined very broadly. In the teaching process, the most commonly used model is determined as a teacher or other student who demonstrates certain behavior or skills.

Use of information technology. The most commonly used information technologies are used in the preparation of teaching materials, keeping records, communicating with colleagues, gathering information for preparing time, for multimedia presentations in teaching, collecting examples of good practice, for the needs of teacher research, but also for communicating with students and parents. In the last decades, special content has sites that contain a range of content to support learning, which cognitively activates students, encourages them to learn through discoveries and engage in problem solving tasks.

Rosenholtz and Simpson (1984) point out that the main aspect of the organization of the teaching process is dimensionality. One-dimensional teaching process includes several activities that are adapted to a certain level of students' abilities, and multidimensional include a wider range of activities for students with varying abilities and achievements.

2. Method

2.1 Aim of research

The aim of this research is study of motivation of students to learn in teaching process in primary school, as well as evaluation of motivation influence of certain elements of teaching process to the motivation of students.

On the basis of defined aim, the following research objectives have been defined:

(1) *To examine motivation characteristics to learn of students in primary school.* Students evaluate self-efficiency and own competencies, expectations of success, self-value, self-determination or academic control, express own attributions and convictions on ability to control (engagement, challenge, control), interest in teaching topics, evaluating level of academic progress, goals (mastery, performance goals and non-conformity).

(2) *To establish whether students determine certain characteristics of teaching process as motivating or demotivating.* Students have a task to evaluate how much such activities motivate or demotivate them to learn.

(3) *To establish practical pedagogic implications for teaching process on the basis of research results.* It will be pointed on need to achieve in educational practice some changes that will contribute better quality of education process. Actually, there will be proposed certain steps based on results that teachers can apply in motivation incentives with students to learn within teaching process.

2.2 Research variables

Regarding the problem, goals and tasks of research the following variables have been chosen: (1) students' evaluation on influence of certain characteristics of teaching process on motivation to learn; (2) characteristics of motivation to learn; and (3) grade, general success in school and gender of students.

2.3 Participants and procedure

Selection of schools or research sample is adequate. Research includes students of fifth and eighth grades of primary school (ten primary schools in Serbia). There have participated 617 students in total. Participants were in fifth and eighth grades of primary school. The most of participants are in eighth grade (58.2%) while percent of fifth grade students is lower (41.8%). When talking about the sample structure per gender, it can be said that girls are in somewhat higher percent (56.9%) comparing with boys (43.1%). During the research realization the students have been asked information of their school success for the first half of the current school year because research has been conducted in the second half of the school year. Students have signed in an average mark for general success. The most of the percent of students have very good success (41.2%), and the least sufficient success (0.6%).

2.4 Instruments

The first instrument for students has been constructed and it contains the following:

Introduction: Controlling variables – grade, general school success and gender;

Central part contains sequence of statements relating to teaching characteristics: forms of group interaction in teaching, modeling, IT application in teaching process, organization of teaching process (statements that contain instruments for teachers adjusted to students). Five-grade scale examines whether certain characteristics of teaching process influences as motivating or demotivating to students (from completely demotivating (1) indifferent/on (3) up to completely motivating (5)).

The second instrument for students is LARGE MOTIVATION INVENTORY OF ACHIEVEMENTS (VIMP). This instrument has 128 questions with YES/NO answers; and questions are divided in sub-tests. The instrument author is Suzić (2006). The instrument is designed on the basis of theoretical models of Pintrich (2003).

3. Results

We have used VIMP (Large inventory of motivation of achievement) to establish motivation level of students to learn which presenting an inventory on which participants answered in the form of agreement or disagreement with given statements. Participants answer to the sequence of statements with YES and NO. It is all about self-reporting which has attributive

character. Instrument contains five sub-tests and it is designed as composite instrument so all tests together give general sum of motivation (Suzić, 2006).

First there was established a level of estimation of self-efficiency and self-evaluation of competencies with students. Obtained values are mostly closer to maximum value; therefore we can conclude that students have well developed conviction that can achieve their set goals by their own activities (7.62), high level of competencies perception (3.92) that is, they highly evaluate abilities or competencies needed to execute certain tasks. Self-determination is significantly expressed (6.45) or feeling of freedom performing activities that are interesting and important for an individual. The lowest determined level is self-respect (10.35) or evaluation of own qualities which value is slightly over one half of total sum of points. Students that evaluate their abilities in high grade will, more often than others, have better performance; they will learn more, engage more efforts and persistence on tasks solving and will be more cognitively engaged.

Table 1. Self-efficiency and competency

	N	Minimum	Maximum	AS	SD
Self-efficiency	617	2.00	10.00	7.6240	1.74734
Perforative self-efficiency - expecting success	617	.00	10.00	6.2561	2.26476
Perception of competency - recognition	617	.00	5.00	3.9222	1.16236
Self-respect	617	.00	20.00	10.3517	4.07572
Self-determination – academic control	617	2.00	10.00	6.4506	2.13457
I Self-efficiency and competency –IN TOTAL	617	15.00	54.00	34.6045	7.90030

When analyzing average number of points obtained for I Sub-test (total is 34.60 of max 55), it is possible to conclude that students evaluate high level of self-efficiency and competencies. Next sub-scale contains statements relating to additive attribution and conviction of students on ability to control. This conviction is embedded in striving of an individual to feel successfully and to have control in regard to environment interacting with. In this case also, students get scores that are closer to maximum particularly when engagement of students is in question. Students evaluate that love to work on challenging tasks, and at the same time perceive high ability of control. Average number of points obtained in II Sub-test is 15.51 in total (of maximum 23).

Table 2. Adaptive attribution and conviction on ability to control

	N	Minimum	Maximum	AS	SD
Engagement	617	.00	7.00	5.0438	1.63654
Challenge	617	.00	8.00	5.0567	1.84858
Control	617	.00	8.00	5.4068	1.82732
II Adaptive attribution and conviction on ability to control – IN TOTAL	617	2.00	23.00	15.5073	4.08597

The following table points to attentiveness of students for teaching. Students show at higher grade attentiveness for teaching because in more than 60% of cases their answers are positive. It is assumed that interest has beneficial motivational effects: curiosity linked with new extends experience and opens new possibilities. Internal motivation means self-determining spontaneous activities an individual deals with when follows freely own interests.

Table 3. Attentiveness of students for teaching and perception of competencies

	N	Minimum	Maximum	AS	SD
III Attentiveness of students for teaching and perception of competencies	617	.00	10.00	6.2674	2.02456

It is important that students evaluate positively certain accomplishments, or to estimate the value of engagement in certain activity. Consequently, students will engage more efforts in the activities execution. Results point to the high level of evaluation of academic results

(7.04). Students, to the greatest extent, accept the following statements: I go to school to study later profession I wish, to become what I wish; I go to school because I will learn there something I would never learn out of school; I go to school because there are teaching subjects I am especially interested in.

Table 4. Evaluation level for academic success

	N	Minimum	Maximum	AS	SD
IV Level of evaluating academic success	617	1.00	10.00	<u>7.0470</u>	1.92372

When analyzing academic goals, we can see that more distinct are goals of controlling activities and skills than performative goals. In fact, students are more directed toward development of competencies, knowledge extension and understanding through deliberate learning, than toward demonstration of skills and activities performance. In addition, significant role have social goals, but data suggests that non-conformity is not developed sufficiently.

Students evaluate positively to great extent the following statements: I learn what teacher says that should be learned; I love when teacher plans what I will learn; I always write homework because teacher asks me to do so. The average number of points achieved in II Sub-test is 17.30 in total (of max 30).

Table 5. Goals

	N	Minimum	Maximum ¹	AS	SD
Mastery goals	617	1.00	10.00	7.3387	2.29207
Performative goals	617	.00	10.00	4.9968	2.24910
Non-conformity	617	1.00	9.00	4.9676	1.44788
V Goals – IN TOTAL	617	7.00	25.00	<u>17.3031</u>	3.15465

When analyze the sum of results that have been gained individually at each sub-scale, the result is one value of controlling motivation. Data suggest that students have an average sum that is closer to maximum value, so we can conclude they are motivated to learn to significant extent and orientated toward goals of controlling (achieving).

Table 6. VIMP Test

	N	Minimum	Maximum	AS	SD
VIMP – IN TOTAL	617	46.00	117.00	<u>80.7293</u>	14.73432

Results should certainly be better and it is necessary to develop with students the better perception of self-efficiency, perception of competencies, and to the greatest extent self-respect.

It has been established by the analysis of descriptive data, that boys and girls are differentiated in the level of motivation to learn measured by VIMP. Data suggest when the sub-scale is self-efficiency and competency is in question, the girls show higher total score and higher level of self-efficiency, estimation of competencies, self-respect and self-determination; while boys show higher level in expecting success. Girls show higher engagement, they love more challenging tasks and ability to control is better estimated than with boys. At the same time, girls show higher interest in academic achievements and evaluate it higher. In relation with boys, girls have higher scores in the sub-scale Goals. The non-conformism is only slightly higher with boys.

More descriptive statistics illustrate that almost in all sub-tests the fifth grade students expressed better achievements than eighth grade students. On the contrary to this, eighth grade students show higher conformism comparing with those in the fifth grade.

¹ All 3 parts of sub-test is possible to get max 10 points.

T-test of independent samples displayed statistically significant differences at the level of 0.01 in achievements in VIMP Test (total of 1-28) between the fifth grade students (M (average points) = 85.50; SD (standard deviation) = 14.55), and eighth grade (M = 77.30; SD = 13.90). The conclusion is that students of the fifth grade achieve significantly better results at this test than eighth grade students (615 is df grades of freedom) = 7.085; $p=0.00$.

Illustrated differences are statistically significant with majority of sub-tests (not significant with subtests: Performative self-efficiency – expecting success; Self-determination – academic control; Performative goals and Non-conformism).

Descriptive statistics measures show that students of different school success have different level of motivation to learn. There are different statistically significant differences in the level of motivation to learn between students of different school success. If we analyze total score in whole VIMP Test, based on Welch Test $F= 35.64$, $p<0.01$; the conclusion is that students of different school success are statistically significantly different in achievements in all sub-tests (except with sub-tests Control and Non-conformity with no significant differences); at the level of 0.01 with sub-test Performative goals only the significances goals are at the level of 0.05. At almost all sub-scales excellent (A) students have the highest scores, and as school success is higher, the level of different aspects of motivation is higher as well.

The next task relates to student's estimation how much certain actions motivate them in teaching process. Students estimate how much tasks and activities motivate them which they have in the classroom, whether individual forms of work motivate more; cooperation or competition; to which extent actions, that are condition for efficient teaching, motivate them; are they motivated when all students work the same tasks with the same materials when evaluation is public and executed upon the same criteria; finally, are they motivated by IT application by teachers and students in teaching process.

In order to establish influence of certain characteristics of teaching process in stimulating students' motivation to learn, the students have the task to express their estimations within the Likert scale. Student evaluate the biggest motivational influence of next teaching strategies: tasks and activities for students are interesting, stimulating and diverse; teacher support autonomy of students, teaching is efficient, evaluation is formative, cooperative learning, individual work, modelling in teaching process, use of IT in teaching.

4. Discussion

We assumed that primary school students are partially motivated to learn. The results of the research confirmed this hypothesis. The results lead us to conclude that the students believe they can achieve their goals by self- efficacy, the students have the high level of self-perception of competences, i.e. they highly value the abilities and competences needed to perform the tasks. They also highly value self – determination i.e. the feeling of freedom while doing interesting and important activities. Self – worth, i.e. students' views of their own qualities, is least valued, just above the half of the total number of points.

As far as adaptive attributions and students' beliefs in perceived control are concerned, we conclude that students love performing challenging tasks while, at the same time, perceiving partially high perceived control. More than 50% of the students are interested in the learning process. The results show the high level of value of academic achievements. As far as academic goals are concerned, mastery goals are more important for students than performance goals. The students are more interested in developing their competences, expanding their knowledge and understanding through deliberate learning than demonstrating the skills or performing the activities. Apart from academic goals, social goals are also important to students. However, the data show that nonconformity is not satisfactorily developed. If we add up the results of each

subscale, we get a measure of achievement motivation. The data suggest that the students have an average score, so we can conclude that they are partially motivated to learn and achieve goals. By analyzing descriptive data, we established the gender, age and school achievement differences in student motivation to learn. The results show that not all teaching strategies are equally motivating. A large percentage of students are indifferent to certain teaching strategies. It is necessary to develop attentiveness of students for learning. Results points to high level of valuation of academic control (achievements).

Here is possible to select certain actions that stimulate students to the greatest extent and these are practical implications for teaching process. Indeed, teachers should implement the following actions that motivate students:

(1) Tasks and activities for students – interesting, stimulating and diverse tasks, activities organized by a teacher in teaching process and which help to develop learning strategy; tasks connected with former knowledge from different school subjects and experience from everyday life.

(2) Autonomy of students – organization of teaching that stimulates students to be active, teacher urge students to take initiative for own learning, teacher accept all suggestions from students for work in the classroom; and each individual students has the chance to show independence in the learning process; teachers provide students to solve the tasks in speed they like.

(3) Efficient teaching – teacher follow up with students in the classroom, carefully listen students and tries to understand their behaviour; teachers explain significances of the topic works out in the classroom as well as working goals; teacher provide examples of life situations where topics could be used as examples; teacher teach in small steps, provide detailed explanations and instructions for work and chances to students to practice all they learn during the class; students have clear and detailed instructions to solve tasks during the class with large number of questions regarding the topics to check how students truly understand the lessons; during practicing teacher gives returning information to students and correct them if making mistakes; each class, or at least ones per week, teachers provide comments on the work of students and their progress.

(4) Evaluation of teaching – teacher clearly states the mode of evaluation of students' success and progress in learning; teacher follow up with student and praise the work of each student individually when recognize the progress in learning or effort to work better; teacher follows up with the work during classes and rewards progress of a student in learning in relation to the former success and not in relation with other students in the classroom; teachers provide possibility to students to improve success and marks; teachers evaluate success of students in their work at the classroom through following up with products of their activities; evaluation is public.

(5) Cooperative learning – when students work in a group teacher allows them to talk and exchange ideas about the set task; teacher urges them to express own ideas about the task and to accept ideas of other students; urges them to cooperate during the class and to design and achieve common aim of learning and not to compete in between, one against other; formed groups are heterogeneous (different gender, interests in, etc.), all participate actively and help each other in group work; teachers give to students a task to research together with a group member certain topic and present results in the classroom.

(6) Individual work – students may have different tasks so success of one students does not depend on the other; teachers urges students to achieve own exceptional results and not to compete with others in the classroom.

(7) Modeling – teachers demonstrate different contents and skills; students demonstrate one to another different contents and skills; teacher apply models in teaching with

visual effects allure attention of students and present to students certain contents, clearly and in small steps using schemes, illustrations, films, etc. Teachers explain to students reasons for possible mistakes in work process in order to avoid or correct them; teachers show to their students how to estimate their own knowledge and urge them to think of own actions.

(8) IT in teaching – teachers use computer to prepare teaching materials for students.

Important finding of the research is big percent of indifferent students toward certain actions. Reasons can be various: students evaluate terribly academic achievements, have wrong image of themselves and own efficiency, if not developed interest in learning it for sure they will not recognize incentives in school.

5. Conclusion

Practical pedagogic implications include significant knowledge of the teaching process modes of organization that will incentive students' motivation and new strategies of urging positive motivation convictions with students. As well, this research initiated significant thoughts of teachers about their role in creation of teaching process that would urge students. The research exposed here has certain limitations. We have used self-reporting method and data we have gained by such self-reporting are often criticized in the sense of its reliability and validity. Shortages can come partially from the participants themselves, their ability to estimate own motifs, to understand reasons and causes of own behaviour. Due date for data is also in question because motives are changing permanently.

Regarding evidently confirmed importance of motivation to learn with students in teaching process, it is clear that, in connection with this concept, opens an important research field providing practical implications for our educational practice. Some ideas for further research comes from results of here illustrated research work. Further study of students' motivation to learn could be directed toward identification and other practical actions of teachers which teachers and students evaluate as the most effective in teaching process in general, and in relation with different aspects of teachers' work; and in relation with different educational and upbringing goals. Important characteristics of teaching process are not examined here and former research works confirm their impact on students' motivation to learn: social interaction teacher-student and teacher's style in managing the classroom.

In order to provide expected outcomes from group work, it is important that teachers are skilled for implementation, and trained for certain competencies. It is necessary that teachers use different forms of work and apply it in accordance with teaching context. For students is significant to be independent and to know how to cooperate and compete. Students who highly evaluate self-efficiency will employ sufficient efforts, energy and strength, or they will try and select corresponding behaviour resulting in achievement and success. Students who think they are not self-efficient probably will not even try; they will employ some insignificant efforts or will immediately give up resulting in failure and stronger conviction of own inefficiency.

It is important that teachers understand the role of attributive prejudices on students' opinion of own behaviour and abilities. At the same time, knowledge of different kinds of attribution and ways of its formation can help in information management in order to help students to form realistic attributions. In this sense, teachers should help students to learn how to attribute their success in combination of sufficient ability and employed reasonable efforts; and own failures to (temporary) lack of information or respond strategies (or insufficient efforts when this is the case); to avoid leading students toward conclusion that their failures are consequence of unchangeable limitations of abilities; attribution of success should be implied and not directly expressed, while attribution of failures of an individual should be discussed only in private.

Teacher should actively respond to all individual capabilities of a student and develop teaching through continual cycle of observing, planning and realization of goals, tasks, methods and tools adjusted to an individual student. The critical is to build the feeling for differences in their abilities, personality characteristics, skills and experiences, interests, ambitions, as well as differences that comes from entire social context. In such way, teacher will be able to urge students to learn, to motivate them and to help in achieving short-term goals, as well as life-long learning.

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Quo Vadis? – NACQ, the Odyssey of Knowledge

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Abstract

The work is written using the NACQ method, which the author, Nikša Eterović, uses, examines and builds on in prevention and therapy, educational processes, during resocialization, when accepting refugees, as an incentive for innovative processes when working with individuals, such as life coaching, teaching at the university and as a social game during private gatherings. *How do responses formed as questions change social consciousness?, How can you speak to the picture of your own fear?, When do questions become answers?*, are just some of the questions in the necklace of answers created with questions in this text that present a method of psycho-social therapy.

Keywords: NACQ, psycho-social therapy, knowledge process.

1. Introduction

Relying on many years of practice, the text primarily brings out the benefits that the NACQ (Necklace of Answers Created with Questions) creates during group work. This stimulus for cognitive processes and the raising of awareness of the world inside oneself and around oneself opens up some of the usually closed spaces of communication. Understanding the functions of the brain, its parts, which is primarily delivered by neuropsychology with its rapid development in the last twenty years, confirms the idea that an individual acts as his brain dictates: “Every individual = his brain!”

Of course, the development of man can be observed from various perspectives and it is difficult to comprehend as a whole. By striving towards the impossible – the whole, we are always touching the possible – cracks of the whole. Every topic we deal with is some kind of gap in which we turn the light on. The light always illuminates what it wants the dark to reveal. And by tapping from one crack to another, we create individuation.

Haven't you ever wondered about the importance of some dates in your life? Hiding from the rain and flooded streets, I began the planned work on this text in a cafe. When I realized that I wrote the first sentence on September 11th, the first association led me to the year 2001. Why?

How many times have you been upset due to the activities/influence of a person with power? Have you tried to question some of these activities? Have you ever wondered about the relationship between the decision and his creator?

Man is born into the world that he created himself! The thought is attributed to Buddha. Why did I stop at that thought? What areas of unconscious awareness and wakefulness awaken here? What areas are we talking about? What are the dimensions of the influence of its smell and taste? Creative techniques encourage creation. A possible world was created. An objectified creation is our own work. Man is empowered and happy when he senses the power of his own creations and sees the results before his own eyes.

When someone thinks, “the ship has sunk”, it is healing to encourage him to think about that area of sinking. You can then notice the details that seem to define the meaning of sinking and awaken the instinct for life. Observing details is the possible beginning of creating a new individuation.

To say to your fear – I’m afraid of you! Get its name out! To dance with your fear! To portray it! Not to turn your back against it! Not to suppress it! Not to hide it from others! But instead to look fear straight in the eyes – find out his characteristics.

To see your own fear using its senses – change the perspective of the experience. What are the touch-points of the characteristics of our fear with our own? Are there any differences? What are the differences? How does our fear perceive us?

There are various perspectives that can be used to look at the development of man: how he builds his relationships, his social network, or how his organs are developed, what game hormones play, his skin structure, how he perceives the world around him, what language he speaks, which languages he understands, his agility, what things he has experienced, how fast does he react in certain situations, how he smells, etc. In all these processes, the brain of the individual is curiously active and creating its own individuation or personality.

NACQ opens up the possibility of resolving conflicting situations, helps with the orientation of life and decision-making, awakens a dialogue with oneself, and stimulates creativity. It creates! Creating a group of provocations is something that awakens all of our potentials. The scream of emotions is inevitable. The unpredictability of emotions and their connection to the realization of tasks conceal many secrets, which shouldn’t always be verbalized. Answer the question asked by asking a question. Answer that question with a new question. And so on, noting when the answers – questions surprise us. Maybe within these questions lies the question of how to skip the unwanted condition. Creation in mutual relationships, whatever the topic may be, is what this method has to offer.

The Forced Entertainment theater group from Sheffield, Great Britain, directed by Tim Etchells, set the scene for *Quisol*, at the end of the nineties during the last century.

There were a number of existential issues in the performance template and viewers were put in the situation where they had to respond to them. The questions were general so only the response of each individual viewer shed some light of intimacy and personality of the one responding. This off-production performance raised the issue of intimacy that can be achieved through theatrical performances. Through all the postmodern theater works, this reminded us of the essential question of how the scene communicates with the audience, that is, an acting creation with the spectator’s perception.

In 2000, I achieved the premiere achievement of ? – *ein szenisches Fragen für drei Schauspieler*. The three creators that presented the work, Katrin Trostmann, Heike Spletstoser and Jens Winter, were of particular importance for my directorial and research theater work of the project, *Wind Spiel Theater Berlin*, in Berlin. I wanted to know how far I could go looking for a performance created only by questions, suppressed questions, the questions that the actor asks himself while creating the play. By giving out themes for improvisation, I encouraged a two-way creation. Using motion, voices, action and reaction, the actors created what was required. During the creation process, I would stop and ask them to write down the thoughts that were running

through their heads at that time. Entering into a very unusual process of creating a role, we came to the moment when we began to express our thoughts and experiences in question form. And it was at that time that an unknown space opened up to all of us who were working on the show. The process of creation suddenly awakened curiosity, the curiosity of whether or not we can “survive” in the unknown. The next step was to choose what we would show the audience from the massive material generated during rehearsals. We reluctantly, but skillfully, but our own uncertainties together and sorted the scene question. During the last stage of rehearsals, a new challenge appeared – the rhythm of the play! The rhythm that would be the life of the scene question; the rhythm that allows compactness of performance; additionally, the rhythm that would allow for fuller perception of the viewer. It was stage work that was completely different from what the viewer was accustomed to watching at the theater. The new experience for us was also the inability to alternate when someone could not play in the show. When an actor left the ensemble because he had to move, we couldn’t successfully replace him in this “time cascade of possible life”, so we ended up giving up on any further playing. It was a special force of intimacy in the process and result of the four of us. It was impossible to replace any of the three of them on the scene. It wasn’t possible to do something that is usually everyday life in the theatrical world – to engage alteration.

In the half-open chest of human secrets until today, new discoveries of neuropsychology have helped me, along with genetics and other medical, artistic and philosophical discoveries. After all of the new research and discoveries, it is necessary to look at an individual completely different than would have during the last century. Is it not an unfortunate strategy of those who are so insecure that they would rather keep the old? A pre-lost battle for all those who want a single nation state, a religion, prescribed customs, “my ground, my blood, my ancestors”, isn’t it? There is bleeding, “poetic wounds” are present everywhere; a new phenomenon is created which causes fear and warlike reactions in people.

Stop violence! I express no tolerance for any kind of violence, discrimination, single-mindedness, intolerance, nationalism, imposing worldviews (...) on any personal and/or social levels! Editing relations in the micro and macro environment cannot mean that someone is excluded from that space, time, or action! *Man = his brain! People = a multitude of different brains! Society = a group of individuals! Every individual has the right to realize his/her own individuality! Creation of individuality as a basic principle!* I have put forth a number of my exclamations in this text on the technique of answering questions with questions. When will the social, political and religious manipulation of people be abandoned based on tribal starting points? When do questions become answers?

2. How does NACQ function? NACQ preview

1.

11.09.2001. – 11.09.2017.¹

Didn’t it happen on September 11, 2001? Was it an event? Wasn’t it a creation? Does the loss of hope create violence? Against the twins? On Tuesday at 8.46 a.m. at the North Tower? During the clear morning at 9.03 at the South Tower? On top of the World Trade Center? Are these twins a symbol of power? Trade = business – a symbol of power? Didn’t President George Walker Bush announce to the nation that there was an intense pursuit for the perpetrators at

¹ *Time discourse*; I wrote the first sentences of this text on Monday, September 11, 2017, in Zadar in a café, because due to the floods I wasn’t able to get out on the street; this experience automatically took me back to September 11th, 2001; this is how the time discourse emerged, the time range between the same two dates that are divided by sixteen years; how many different events changed during that time range?

eight thirty p.m.? Didn't the war in Afghanistan start afterwards? Why is that date carved in the memory of so many people?

What did I dream of that night in Berlin?

Who was in power in Croatia on that September of 2001? What government had a series of trying to hold on to their mandate? Do you read the newspapers?

Did the cyclone Gracija visit Zadar? Did a creation of nature take place on Monday? Was Zadar on top of the world, due to the flooding, that day? What was lost here that nature decided to create on September 11, 2017? Gracija's choreography of dancing rain? Storm? Waterfall? Severe weather? Flood? Submerging?

Which dream did I wake up from in Zadar?

Quo vadis?

Does it have anything to do with the nuclear testing? Is President Trump threatening North Korea with fire and anger? Is this an unseen creation of Donald Trump - Kim Jong-un? Can we name this creation, out of affection and to simplify it, The World Kim-Don-Center?

Weren't more sanctions against North Korea announced today? On this September 11th?

Who is in power in Croatia during September 2017? What government has a series of trying to hold on to their mandate? Using what kind of political or other creations?

Do you still read the newspapers? Why is there a question in the title of the article? Does loss of hope create violence?²

I started writing this text on the eleventh day of September, this Monday, in the year 2017, didn't I?

Quo vadis?

2.

Man is born into the world that he created himself!³

What kind of world were my children born into?

Should the newborns be the ones to fix it?

Couldn't we compare our world to rotten teeth? It hurts when it bites? Or when it's bitten into? Aren't rotten teeth the world? Is a smile sour when it hurts? Or does a smile conceal pain? Does it take a bite into the world? Or does it get bitten in the world?

How does Dalmatia live in all of this? Are they hiding sorrow under the surface of Cinco the marine (from the joke), operetta, bel canto and other puns? Isn't there an a capella group already processing *neka tebi kamen bude stina/pizda ti materina* (let the stone be your rock/you cock?) Dalmatian humor?

Doesn't a newborn cry when he is born? He poops also, doesn't he?

Does something need to be demolished in order for personal space to be created? Demolish or change?

For yourself? Oneself? Myself? What are generations up to? Demolishing? Building? Upgrading? Composing? Restructuring?

Didn't a lot of people from my generation want a weekend house? Don't a lot of people today wish they had an apartment?

² "AUFGEGBENE HOFFNUNG KREIRT GEWALT!" [Loss of hope creates violence] - Joseph Beuys.

³ Attributed to Buddha.

What would grandma and grandpa say about this? Hasn't tourism in Dalmatia been built on inheritance? Will it endure? At least until the first rain?

How do you wash the blood and create a world out of trauma?

How can you understand what was written for an art competition in primary school: *so by participation (...) students will honestly and full heartedly cultivate the patriotic and historical acquisitions of their ancestors?*

Didn't my ancestors live in four countries? What acquisitions are we talking about? Don't the grandparents of my children live or didn't they live in different countries whose boundaries and names have been changed two or three times? What acquisitions are we talking about? What patriotism?

Aren't sentences that end with a period walls of communication?

A period is the loudest, no? Aren't sentences with exclamation marks similar?

Do too many people live in this world? Should they be killed?

In the name of what patriotism? What religion? Who is a surplus? Where do the ones that were killed go?

Do corpses surround the world?

Are there any generations who were able to live in this world, their whole life, without heads being severed?

How many times have they changed the name of my street? Are those results of the war? How many worlds are in one world?

What kind of world was the first man born into? Does ignorance call for belief?

Can fire heat the sea? Is it raining again in Dalmatia? Does the rain rinse? Or does it drown?

What will be the consequences of this European Union bathroom or whoever?

Do you pity the tourists? Aren't they straws in these floods?

Nonsense is the strongest force, said Krleža, right?

3.

Is it possible to influence the sequence of events in our own lives?

Why are you asking me first? Isn't the choice of the first interlocutor in a dialogue a coincidence? Can I be sure that it is a coincidence? Are you not sitting diagonally facing me? Is that so? Do I happily use the diagonal blade in our work? What did you ask me? Is it possible to influence the sequence of events in our own lives? Do I have enough strength for that? When did the illness break out? Do I know this? When did you seek medical help? Have five, six years passed from then? When did you become overwhelmed? Wasn't that when my mother was dying in my arms? You are confusing me? Why? Isn't your mom alive? Luckily, she recovered – she answers instinctively, and then I ask her to formulate that “answer” into a question. How did she recover? How old were you then? Not even fifteen, if I'm not mistaken?

And did anyone treat that experience in the therapeutic process? Why did I withhold that detail? Yes, why? Am I guilty for my own illness?

Is it your own fault that you got sick? What do you mean? When did you get sick? Do you mean when did I get diagnosed? Can you remember when you couldn't deal with yourself anymore? Was it not in the last year of your specialization? There were three exams left? What should I do with that? Can you imagine passing them? I can, but what for? Can you imagine how you would feel if you passed those last three exams? Oh God, that would be so nice? Shall we first go this way then? Do you believe that I am capable of that? Do you believe you are capable of it? Why not? Why not? Can I follow you on that journey? Hahaha!

Can I follow you on that journey? What journey? Can you show me the right direction?

Do I know the right direction? Do you know the right direction? What should I come up with? Is everything that we are a result of the things we thought?⁴ What do you think about that? Why did you pick that sentence for me? By choosing that specific sentence did I get too close to you? Maybe? What does your fear look like? Oh God, what does my fear look like?

Does it bother you when someone comes close to you? When was the last time someone came close to me? Do you allow it? ...

.....

Do you think you live? Do you live or think? How do you feel your body? Is your head also a part of your body?

4.

**Discussion on the Creation of the World⁵
- dialogue with text - /Reading Jinasena: Mahapurana**

“Ignorant people claim that the Creator created the world – If God created the world, where was he before the creation?”

Questioner: Is the Creator also ignorant? Can ignorant people create?

“You say that he was overpowering at the time and in no way supported, where is he now? There are no beings skillful enough to create this world – because how can an immaterial God create something that is material”.

Questioner: Do I need to know the answer? Can creation be understood?

Isn't every man the creator of his own life? Isn't everyone's life a stimulus for creation? Perhaps creation is a primary need?

Isn't creation one of the senses?

I imagine him as a slipper that collects and coats? Or somewhat different?

Do I have a strong need for visualization? Isn't visualization provoked by looking?

Does the Creator need eyes?

“If God created the world through the act of will, without any other material, then the world is just his will and nothing more. Ah, who would believe such nonsense? If he is perfect and complete, how did he then get the will to create?”

Questioner: Am I afraid of the perfect? How do the “complete” function?

Is there even such a thing?

Why the aspiration to be perfect? Is that not an exercise of violence against oneself? And against other humans?

Perfection of what? Nothing? Who? No one?

Hasn't the beauty of wholeness cracked? Isn't chaos a natural condition?

⁴ A question from my book *Koliko je stvarna stvarnost? Dramaturgija biografije* [How real is reality? A dramaturgy of biography]; responses to the question were asked in a group of eight people in a therapeutic process that I led by using creative methods (the length of this conundrum is 45 minutes, here are the answers to the choices).

⁵ *Reading Jinasena: Mahapurana*, 4, 16-50, in the rendition by Vesna Krmpotić. She informed us that “Mahapurana is a poem by the Jain author; Jainism basically encourages the existence of God or some supreme intelligence that manages the universe, but, on the other hand, it does not deny the existence of superhuman beings, the savior”.

Aren't furrows the meaning for land fertility?

Isn't God the – the character of Creation from some story? Aren't stories inspired by fantasy?

Can we do without stories? How do stories affect us? How do stories shape our view of the world?

Aren't stories creators?

Is the beginning of the world a story?

Who was the first to tell the story?

5.

Why leave? Where to go? How to leave?⁶

Is it better out there?

Does that mean we are inside? Is being inside – suffocating? Is it harder to breathe?

Has everything fallen apart in my country?

What are characteristics of a country in order to make it an adjective – mine?

Where does that feeling of hopelessness come from?

Do you want to leave out of necessity or curiosity?

....

Can a country belong to someone?

Why do I feel like I don't fit in here?

Can I go just anywhere?

Interrupt my studies?

Who can assume this country to be theirs?

Run away from family?

This is not a country of its inhabitants, right?

I don't know, maybe the question is – is this country for its inhabitants?

.....

Who are they: Mine? Yours? Ours? Theirs?

Why am I running from here at such a young age?

Do I want to stay and be a burden to others and myself? Like my parents?

God, what does it mean to be a parent? Why do I want to leave them?

What am I looking for?

Will there be more professionalism and humanity somewhere else? Do I think I will succeed more over there?

What if I don't succeed?

What would be your own personal success?

⁶ Quote/choice answers with questions from work – life coaching with a twenty-one year old female who wants to leave Croatia.

Maybe just to feel that I belong/fit in somewhere?

Do you need a connection to achieve that success?

Who even supports me anyway?

.....

Is there a right or wrong way to go? Can you wander off? Is the first place you settle the right choice?

How do you choose a goal?

Is it possible to move from one country to another?

What documents do I need? Do people go directly towards their goal? Are there obtrusive obstacles?

Why do I want to try in England? Can England be the exit?

Maybe I should go to Zagreb first and stay there for some time?

And then from Zagreb to another country?

Is it easier for me because I know not many people will be sad that I left? Should some kind of college education be finished first?

Didn't you plan on finishing college where you will end up going?

Are you ready and capable of leaving? How do I get ready? Should I first perfect my knowledge in a foreign language?

What if in "your country" they don't speak any of the languages that you understand?

Can I act in another language?

Is acting your only choice? Is acting the only thing that promises you a good feeling of individuality? Satisfaction? Happiness?

How long and what should I do in order to save enough money to leave?

Are our people that live abroad willing to help?

Do our people help here? Why would our people help our people somewhere?

How would you explain the term "our people"?

Is that an emotional or geographical determinant?

How can I make money in order to leave?

How long will the preparations last?

What are you scared of? Can you draw your fear?

Can you prepare the role of Fear for the entrance exam to the Academy of London?

Who wrote that role? Where can I find the text?

Aren't you the author of it?

6.

How can we reach the future?⁷

⁷ The technique of answering questions in combination with a pencil shading technique, at the same time and in intervals/shading when asked and during silence – I used this when working with a group of addicts. Here I display "acupuncture with questions" writing the selection of answers in question form.

Do you live in your past? Why are you talking about the future? **How many times have your reactions been the same as they were the day before?** The same as they were two days ago? How can you free yourself from the past? Is that possible?

If we react to a situation consciously and deliberately, contrary to the way we did the day before; did we not open space for change?

Fostering change is a step towards the future, isn't it?

How did you react to the same situation yesterday? **You didn't react?** How did you feel? You waited for the others to do something, right?

When someone "breaks the ice" you join him, did I guess correctly?

What is paralyzing you? They are habits, aren't they? Ninety percent of the same thoughts pass through your head every day, don't they? Do you always get up on the same foot? Do you complete your normal morning hygiene routine in the same sequence every day? Do you drink from the same mug? Is your breakfast today almost identical to the breakfast you had yesterday? Do you always travel the same path when going somewhere that you go to on a daily basis? Do you eat when you feel hungry or have you incorporated similar meals according to the rhythm of your day? What time do you go to bed from day to day? When do you eat your last meal of the day? When do you carry out your sexual urges? Do you ignore them? Do you skip over them?

Do we live the majority of our life controlled by autopilot? Do we always think the same thoughts? Therefore, aren't our decisions also similar?

What can we do against these same thoughts? How can we abandon these same thoughts? How can we resist the same reactions and actions we use? How can we avoid experiences that repeat themselves? How can we deal with always having the same feelings?

Isn't it possible to unconsciously and automatically be aware of something and reject it?

"Impossible!" - someone yells out.

Is the impossible possible? **How can something impossible be made possible?**

Move your shaded paper by one place; now take a look at the paper that is in front of you. **How can we intervene in the shaded part?**

.....

NEEDLE:

How many times have your reactions been the same as they were the day before?

Fostering change is a step towards the future, isn't it?

You didn't react?

When someone "breaks the ice" you join him, did I guess correctly?

Do we live the majority of our life controlled by autopilot? Do we always think the same thoughts? Therefore, aren't our decisions also similar?

Isn't it possible to unconsciously and automatically be aware of something and reject it?

How can something impossible be made possible?

How can we intervene in the shaded part?

7.

How do responses given in question form change social consciousness?

Do we come up with an answer by responding with questions?

Does the technique – NECKLACE OF ANSWERS CREATED WITH QUESTIONS – develop attention?

Have I explained this mode of operation so that everyone understands it?

What are the characteristics of a necklace? What materials can be used to make a necklace? Are necklaces used as a decoration only? Does your loyal dog wear a necklace or a chain? Is loyalty obedience?

What kind of response is created with question materials?

Do questions bring answers to questions?

Answers are questionable, aren't they?

Answers are a synonym of misapprehension, aren't they?

Answers are a time-out before a bunch of questions, aren't they?

By looking for an answer to a social phenomenon, are we personally activating its realization?

How do questions activate us?

By missing the statement sentence, will I get the space for a question?

Do questions open perspectives? What spaces are used when we try to formulate an answer as a question?

Why do I believe that questions should arise when politicians give speeches on topics that are important to us?

Can you imagine UN meetings, when presenting a conflict and searching for military support and sanctions, being held exclusively so that each speaker is obliged to speak about the subject using the Necklace technique, responding with questions.

Is it possible to implement the Necklace technique (responding with questions) to the dialogue between Donald Trump and Kim Jong Um?

Did various rulers learn how to correctly ask a question when they were still in school?

The present rulers were absent due to illness that day, weren't they?

Aren't those same individuals sick today due to the lack of questions that they can be asking themselves?

8.

Fictional dialogue between Donald Trump and Kim Jong Um or how little boys play war; the argument is oriented around the public threats made by both statesmen

You senile man, do you even know everything you barked about at the UN?

Do I hear moaning? Is that the "man rocket"?

Are you aware of the fact that you offended my people?

Little boy, why are you rushing into suicide?

Do you hear the world laughing, you cheater – gangster?

Do you actually think that we won't completely destroy you? Why are you provoking me?

Is that the scared dog barking even louder?

Do you know that the bomb is ready?

Does this mentally ill old geezer know how my people and I will react to the insults?

How will you squeal when we close your tap even more?

Whose people are they? Where do leaders come from? Do the people have the leaders they deserve? Are the leaders' choices a web of (un)fortunate circumstances? Is this not an insurmountable preconception of the past? Will a new war bring us to the future? Do the people need leaders?

I'm going to burn you with fire, you know that?

How about we delete you from the face of the earth, you want that?

Are statements made by the speaker a product of his character? How close are the leaders' statements to what the people actually wish for?

Do I want to show him my fear?

Why do my fears tear me apart?

What will my people say?

What will the world say?

Does it make sense to keep so many inactive weapons? Who will shoot first? Is the person who shoots first the first to blame for starting a new war?

Is the world preparing for a new war?

What will the world say when it is gone?

How would it be if the kindergarten teachers sent the bad kids to the corner and called their parents?

Can I send them to the corner before a lot of us die?

9.

How to talk to an image of your own fear?

That would be a conversation with your fear, wouldn't it?⁸

Self-portrayal of fear painted by the hand of a girl who fears the same



⁸ Life-coaching, the end of the first cycle of five meetings devoted to discovering and focusing on issues that threaten free and creative thinking and action.

Was I ever good? What does it mean to be good? Be good, what does that mean? Does that mean you're sure of yourself? Does that mean having security in yourself?

When did I stop being me, with all my strength? What drains my strength?

Who are these leeches? Is it human evil that has scared me? Does this mean I'm a child? Did I get scared when they evilly told me that I am one of the best? Is this why I wanted to be worse?

Do I pity people? Am I a person? Can I pity myself? Does pitying the ones around me help me?

Does fear come as a result of long-term criticism?

Does man kill all that is good in him?

Do you become what they call you?

What was your nickname?

Who do you become if your own father called you garbage? Was he thinking about the content or the form? What kind of garbage is your father? What do we have against garbage? Is garbage a name or a feature? Am I garbage?

What kind of names are these? Did such situations bring me to the point that I am scared to be good in what I do? Who punishes you? Do people spoil like yogurt does? Isn't yogurt a condition of milk? Am I afraid of that? Is that important? How do I face him now? How can I hang out with him now? Did I wish to never be insulted again?

How important is it to me not to become an object of jealousy? How important is it to me not to become a jealous object? How important it is to me not to feel like an object?

Why do thoughts take over that make me think nothing will ever be good? Can anything good even happen with these kinds of thoughts? Nevertheless, does something good happen?

What is good?

What is bad?

Does some kind of other measurement exist?

What's your name?

Are you simply MY FEAR?

What name should I find for you?

10.

What hides behind words?

The poem "Metamorphosis" by Slavko Mihalić under an x-ray of questions is one of the preventive-therapeutic offers in the struggle with depression.

Where should I start?

Htio bih znati otkuda

Am I not anywhere? Where is nowhere?

da sada sam sebi zaudaram

Does poking your nose where it doesn't belong mean to smell intensively?

ogavnim bićima koja pužu po dnu, tako

Should you hold your nose before smelling yourself?

i otrovnog; i ne govorimo o tim

Is this not my filling of emptiness?

Nekog drugog jezera, tamnog prije svega, zatim

Can I get going?

Idem ulicama spuštene glave poput

Like what am I?

Po dnu. Meni se smućuje.

Does anyone see that?

Razbacuje pijesak i neke sitne čestice prilegle

Am I already sleeping?

vodu u jezeru, ona

Am I the smelly stagnant water?

I tako, govoreći o praznini, pomičem

Am I breathing?

Bezimen. Čak me pomalo nema.

Why am I so heavy for myself?

taji netko ime, a ja sam danas

Who am I today?

Podvodnog raslinstva koje barem

Am I a root without vegetation?

Ali bez školjaka, rakova, bez

Am I a sea of emptiness?

možete vidjeti dno, ali bez riba.

Isn't that the bottom of a fish fossil?

da se pretvaram u neko prozirno jezero, kome

Isn't a transparent lake a dead lake?

dolazi ova praznina tako

Does this emptiness stay with me?

Htio bih znati odakle

Methamorphosis

(Translated by Bernard Johnson)

***I'd like to know from where
comes this emptiness, changing me
into a lake, transparent
down to the depths, but with no fish.***

***No shells, no crabs
nor water weed at least to hide
a name, today I'm nameless
A part of me not here.***

***Speaking of emptiness, I move
water within the lake, it stirs***

*sand and fine grains up from
the bottom, I feel sickened.*

*I walk the streets, head down, like
some other lake, but mainly somber,
and poisonous: we do not speak
of those vile creatures crawling on the bottom, so
my own foul stench pervades me.*

11.

Can a man live on Earth illegally?⁹

By legalizing refugees, are we pointing out that people are illegally present somewhere?

Where is somewhere?

Are only people illegal?

Can birds stay somewhere illegally?

Do the birds want to stay where the people stay illegally?

Does every person want his or her own part of the earth?

Is that where someone was born?

What's with the people that were born in an airplane or in some other means of transport?

Nations are just a sum of the individuals, aren't they?

Do people stay in one area only?

How many people would have moved somewhere if it wasn't necessary for them to move?

Who encourages people to move from the place where they were born?

Is relocation a reconstruction possibility?

How can we stop the illegal living of man on Earth?

Isn't the illegal man on Earth the violent offender who carries out violence?

Why don't people just fight if they don't get along with something?

Isn't boxing an excellent sport for this? Wrestling and some other sports are on the same track, aren't they?

Doesn't man fight with oneself?

Can a man live on Earth illegally?

What's it like to live an illegal life?

What's life like in a refugee camp?

What's life like when you're escaping from others?

What's life like when you're escaping from others?

Can a man live on Earth illegally?

When will we abolish this possibility?

⁹ NACQ dialogue with a group of people who care for refugees, choice answers.

(NACQ: NECKLACE OF ANSWERS CREATED WITH QUESTIONS, by N. Eterović)

12.

Who are you though if you aren't afraid?

Life - coaching process

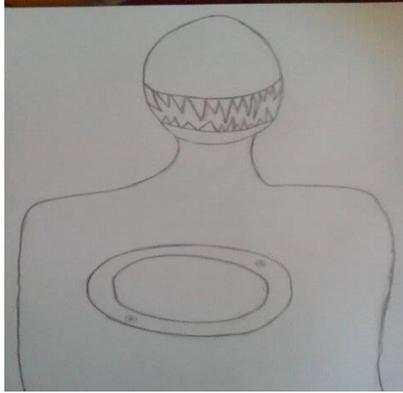


Figure 2.

Does fear define your personality?

Are you afraid while you paint your fear?

What if your fear gets mad at you because of the way you portrayed him?

Do you know that there are people who are forbidden to portray?

What are your intellectual abilities?

Who told you that the weak are weak?

Are these silhouettes of your self-portrait?

Why don't you learn facts of the facts?

Do facts even exist?

Aren't they there so that they can be questioned?

Are you doing that wrong?

Why does fear have teeth?

Does fear bite and does it eat people alive?

Is that cannibalism?

I fear the outcome not the process, don't I?

Am I present at this time?

Why am I even seeking the future?

Can I rely on myself?

Who am I?

How responsible are we?

Where are the desires of my fear?

What can we do together?

13.

Do we approach the addressed topics more carefully when we use the NACQ technique in dialogue?

How do conflicts arise?

Isn't the source of conflicts, in statements and positioning, when somebody doesn't want to give up?

Does that mean not giving up from a statement, opinion, or position – a firmness of character?

Is that perhaps just a weakness?

Can you believe that it is more frequent to abandon courage, to give up, then to blindly follow your own principles?

Isn't it of greater danger to hold a stubborn stance and to say that it has nothing to do with the subject? Does complete blindness often take over?

Isn't the escalation of conflict programmed for one's own position?

Does the one who threatens even have a reason for it?

Is someone stronger because he yells, gestures, threatens?

Is someone stronger because he manages the arsenal of destructive weapons?

Aren't many powerful people miserable, scared and unhappy?

Aren't the fears of those people dancing a dangerous dance, so that they can threaten us?

Are they also seeking the answers with the necklace of questions?

What kind of results will they come up with?

When did I use this method for the first time?

It was during the fall of 2005 when I was dealing with a complex conflict between a professor and a student at the Theakademie in Berlin, wasn't it?

What surprised me then?

All the participants in the conflict carefully approached the subject of the conflict, didn't they?

Would they have so reasonably faced each other if they didn't have the formulation of their own thoughts, suggestions and experiences in question form which created a greater concentration on the subject?

Does concentration focus on the cultivation of tolerance?

Can I say with certainty: what needs to be nurtured in a series of situations is NACQ?

NECKLACE OF ANSWERS CREATED WITH QUESTIONS?!

Why are we afraid to pull out? Why don't we like to admit the variability of our own attitudes?

Who are we trying to act out?

How is it possible that responses created in question form are more powerful and last longer than statement clauses?

Aren't questions the real motivators of communication, essentially more effective than the period after the spoken sentence?

What conclusion isn't subject to change?

What is the unanswered answer?

Whose knowledge is eternal?

Can we enter a battle with ourselves using the necklace of questions?

In which situations can we cultivate the culture of questions?

14.

When can questions become answers?

Isn't it when the question is answered?

Can answering a question with a question slow down a reckless reaction?

Does NACQ work in explosive moments concisely?

Is it used in prevention and therapy?

Is it successful in releasing creativity?

Does this technique sharpen the mind?

Does this method detect and conceal the many possibilities of communication?

Is it a direct technique?

Are we endangering anyone with this?

Do we dare not to give answers?

Do questions hide answers?

Aren't questions the right answers?

How close are we to the flow of this kind of communication?

Are we this flow?

Does this confuse you NACQ: NECKLACE OF ANSWERS CREATED WITH QUESTIONS?

Can you answer a few of these questions for me?

15.

Am I afraid of the fulfillment of my dreams?

Life coaching, using combined techniques



Figure 3.

What can happen to a person if he is happy?

Am I afraid of fulfilling dreams?

Does life draw its own picture?

Does life need a person to draw it?

Why am I afraid of a bright and happy picture?

What does it feel like to be in line with the people around me?

Can parents who are in constant conflict achieve harmony for their child?

Can I live now?

Am I one of those people who are doomed to fail?

Should my pictures be full of mud?

Will the mud swallow me?

Am I choking?

How should I breathe?

16.

Are there any empty/blank answers?

Have you ever heard of an empty/blank question?

17.

What does it look like when all the horrors that haunt us meet?¹⁰

Fictional dialogue of four characters: Girl, First fear, Second fear, Third fear

Setting: in the abdomen of a big whale

Can you imagine the fears being swallowed by a big whale?

Do you remember the big whale that swallowed Pinocchio?

Isn't Pinocchio a boy – liar?

Do whales swallow liars?

Are your fears liars?

Always tricking you with something?

How do they deceive you with their lies?

The girl, author of the fictitious dialogue, described the characters:

Fear 1 – The fear of using my abilities, the fear of being shown in a good light

Fear 2 – Fear of the future, that is, of an outcome that will be evaluated or of something that isn't under my control, that is, fear of losing control

Fear 3 – Fear of achieving balance and success, harmony, satisfaction and love

Girl: scared and wandering everywhere; maybe that's why she was swallowed by the big whale?

Girl: I will be saved!

Fear 1: What are you delusional? I'm going to eat you first. You're ugly, little girl! We will sacrifice you, let them eat you!

Fear 3: You're stupid!^[1]_[SEP]

¹⁰ Life-coaching, the end of the first cycle of five meetings devoted to discovering and focusing on issues that threaten free and creative thinking and action.

Fear 2: I'm afraid for all of us because you don't respect one thing that I said!

Fear 1: I think all of this is happening because the Girl is with us!

Girl: What do you have against me?

Fear 1: You're a nobody. The whale ate us so that he doesn't have to look at you.

Girl: That isn't important right now. How are we supposed to get out of this belly bag? Why did you besiege me assuring me that I am of no value? That's not true!

Fear 1: hahahhaa riiiight, how about you try to remember how many times you have been self-conscious and not able to relax. Who was always with you? Without me, you are nothing!

Girl: Always with me? Hm.

Fear 2: Come little girl, it is important for you to squat here in the final moments before the fish eats you. You are going to die! They will grind your guts; they're going to cut your head off! Come here and start shaking, put your hands around your neck, it's better for you to suffocate yourself.

Fear 3: This is living proof that there is no luck in life or success, this is...it doesn't, for fair, if you fairly, you go into the intestines of a whale.^[1]_{SEP}

Girl: Shut up!

Fear 2: We're dying, we're all going to die! Oh no! Oh myyy! I still wanted to do a lot more! I still haven't made the strong decision of scaring a lot more people? How do I get out of here now? If I kill the Girl, will that scare the whale? Will the Girl scare the whole world? Will it be a warning to others? Will they admit that I'm the strongest of the fears?

Fear 1: I'm the strongest, isn't that clear?

Girl: Should I swim off now that the three of them are arguing? I'll just wait for the whale to yawn.

The whale yawned.

Girl: Just a little longer, a little longer, hang on, hang on – uff, I swam off while they were arguing. Hoorayyy!

Didn't they even notice me?

18.

La macchina dela famiglia [The family car]

How can you bring a new being into your family?

With this much barking, how can you adopt a dog?

Do children choose it with their hearts?

Do children see it more sincerely?

What are their criteria?

How come they don't go back to the ones they already saw?

They walk around like they are looking for a particular one?

Do they have a sense of their own among all the challenging barking?

Why do the eyes of these dogs reveal sadness?

Loyalty – what is that?

Dad, mom this one is ours! How did they choose her?

What are you going to name her?

Don't you see dad – that's Lola.

19.

???

20.

Information – sources of inspiration

I have used this technique in various situations since the autumn of 2005. I've worked in large and small, mixed groups, with children, youth, students, adults and the elderly. I've used the technique and expanded it in prevention and therapy, educational processes, re-socialization, upon accepting refugees, as an incentive for innovative processes when working with individuals, as life-coaching, and in teaching at the university as well as a social game during private gatherings. After over a thousand people were faced with this concept, I am confident that answers are to be sought in questions, that is, in a necklace of answers created with questions inspirationally. This technique increases attention, positively influences motivation, opens up new perspectives on the subject that is in focus and it is particularly successful in resolving conflicts, etc.

21.

Who is the author of this text?

Does the name his parents gave him, referring to the eternal traveler, suit him?

Nikola Nikša Eterović, born in 1955 in Split; theatrical director, professor at the University of Zadar, creativity coach – in prevention, therapy and innovation, life-coach and author. He lives and works in Berlin and Zadar.

What reality is created by the variety of Eterović's interests, areas of work and research? How real is reality? How to perceive, manage and act in this dramaturgy of life?

Is he searching for answers with a series of creations and the necklace of answers created with questions? Isn't it entirely logical that he thought of this mode of work that has been presented here one day?

NACQ: NECKLACE OF ANSWERS CREATED WITH QUESTIONS?

What else was asked while exploring?

3. Conclusions

If we answer a question with a statement – by using that answer, we open the possibility of a fixed point of view. If we answer a question with a question – by using that answer, we open up the possibilities of reviewing that standpoint, we open new perspectives. Combining answers to questions with a statement– answer and answering with a question are one of the desirable possibilities.

Whenever the question-answer being asked can be argued, we avoid talking about a subject, it is advisable to return to response as we are used to seeing in everyday communication. When opposing viewpoints are confronted with intolerance and aggressive reactions, it is a good idea to point the communication in the other direction, asking a question. By using question-answer conflicting attitudes will be brought to question.

The NACQ dialogue works as a healing process in a conflict of irreconcilable attitudes. NACQ clearly shows the participants in dialogue whether or not their views are irreconcilable or is the problem just a dance of vanity. The NACQ sometimes even scorns the irreconcilable and returns them to spaces of tolerant dialogue. When the biliousness of the NACQ discussion moves

away from the passion of jealousy, envy, and disrespect, new possibilities, which can benefit both sides, emerge.

This method is not suitable for societies, organizations, individuals, and spaces that do not respect the right of free existence of others. This is a method that a priori respects the right of existence of every man, wherever he may be, in any space, on this earth.

Man is not illegally on Earth. This method respects the rights of diversity and encourages others to engage in improving their life there where they are.

All neurobiological knowledge clearly confirms that every human being is a unique individual. Every individual shows the strong need to participate and create some kind of community. Each individual differs in his self-realization. Almost all needs of man are oriented towards the micro and macro social community. “Unbearable pain” is not realized in the physical area, instead it is realized in the social area. This has been shown and confirmed in a series of research studies that deal with the phenomenon of pain.

The NACQ dialogue in therapeutic work with families, in which one of the members is mentally ill, appears to be extremely useful in questioning the expected ways of mutual communication. Families are often burdened by one-way communication and sharing roles, leaving the person with disabilities to have very little room for their own individuality. Many families live in the same space, not crossing surfaces like - communication. This is almost always about the pathology of the mechanisms of the family that are uncritically used in the same way. Pathology of family relationships usually results in the illness of one of its members. How can such a family then help their sick member? Often, those who take care of someone are actually the ones who need the care themselves. I almost always meet caregivers who need to be taught the most basic things, like: right to privacy, right to respect someone’s limits, “the possibility of rejecting something that has perhaps already been established, the right to have their own secrets, right to have their own lies, right to their own truth. The person who needs these basic needs definitely has the feelings, but often doesn’t have the strength to overpower the family mill for himself. Accepting something that is unacceptable only to be at peace in the house– is the most common behavior of the affected person. The feeling of guilt because he/she believes their presence distorts the picture of an “idyllic family” is also a very strong feeling in many. And then there are those that are too prevalent to themselves and to others, dangerously explosive towards themselves, but also towards others.

The NACQ dialogue helps show the mechanisms of pathology. The ability to change a behavior already indicates the ability to create individuality by breaking the learned templates. The relationship of trust that develops in this work encourages all actors to try to act differently, to try to change the condition. The feeling of change is more commonly attributed to diagnosed individuals rather than to their “healthy” family members.

When someone admits to being afraid of something – the fear begins to be questioned and the NACQ method brings very noticeable results.

In creative processes, the NACQ dialogue on its own, that is, with the difficulty of emptiness in the creative process, releases hidden energy. Then it is useful to take that work to another area of expression rather than to another task that seems to stand and contradict the creator. I observed interesting solutions and relatively quick releases of lost inventions when I used poetry, as an individual coach, with some artists, entrepreneurs and architects. When doing so, I occasionally used the NACQ dialogue with a color scheme on the fingertips of the person I was working with. Using water and glass in the work also offered various special possibilities. Experience has shown me that when working with creative people in their business, or with powerful artists in some areas of art, a complete transformation of the materials creates results.

Already at the start of such an approach, it seems as if the other person is generating a big question, then he/she meet the question mark.

This paper opens up a series of questions about an adequate procedure in different situations. Language and speech, creating questions and pronunciation, and articulation of questions are also some of the important topics. More information on this topic can be found in the book *How did the question mark become a question?* which I am in the process of creating. It will be published bilingually, in English and Croatian, in mid-2018.

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