

INITIAL TEACHER EDUCATION – STARTING POINT FOR SUCCESSFUL ENROLMENT IN THE SCHOOL

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Abstract

Initial teacher training provides theoretical and practical basis which is necessary for successful enrolment in the school. Pedagogical-psychological knowledge, knowledge of social-humanistic sciences, knowledge in the respective subject area, practical training of future teachers for planning, organizing and realizing the teaching, are an integral part of the education of future teachers. The paper is part of the project "Professional Development of Teachers in the Republic of Macedonia - Conditions and Challenges", which includes 398 teachers (primary school teachers (teachers who realize classes from first to fifth grade) and subject teachers) from 28 primary and secondary schools in the Republic of Macedonia. The aim is to explore teachers' views about the quality of the acquired theoretical knowledge, competence for practical work and competence to enroll in the overall school life (participation in school development, leadership, cooperation with parents, colleagues, social environment) during their initial education, and initial education of the students-future teachers. In line with the stated aim, we intended to answer two questions: Are there differences in the views and opinions of the teachers regarding their work experience? And Are there differences in the views and opinions between the primary school teachers and subject teachers in the elementary and secondary school? The results obtained show that statistically significant differences between the views and opinions of teachers are revealed, both in terms of their work experience and in terms of their working position.

Keywords: study programs, situation in the Republic of Macedonia, primary school teachers, subject teachers.

1 THEORETICAL CONTEXT OF THE RESEARCH PROBLEM

Contemporary education is characterized by increased responsibility to society, to the individual and with serious analysis of the factors that influence on its outcome. "However, the opinions and evidences that teachers play the key role insuring the quality of educational process are more obvious and suggest of the role of teacher in qualifying each child to realize it's highest potential for life and work in contemporary social context" [12].

The quality of teachers is determined by the quality of their education. If we treat teachers as carriers and promoters of social and individual development and if they are expected to make an exceptional contribution in dealing with today's challenges¹, then their education must be continuous and last until the end of their career. "The several stages that compose teacher education have to be intrinsically connected. The initial education that teachers receive constitutes a solid base of the knowledge and the skills that they will need for their task, and continuing training allows them to update this patrimony, and to adapt it to the changes of the teaching environment. The articulation of these different elements is fundamental, since undoubtedly there are synergies between them, that influence what and how to teach" [9].

Without intending to devalue the meaning of in service professional development, and because of the problem of our interest we will discuss the initial education of teachers as a mandatory requirement for inclusion in the teaching profession. Experts, creators of educational policies and reformers address the problem - initial teacher education from different perspectives: the structure of programs, curricula, the representation of theoretical teaching and practical field experiences (school), the connection between theoretical knowledge and practical experiences (skills and abilities), as well as learning experiences gained in the process of studying [4], [3], [7], [18], [7], [9].

¹ On the one hand globalization, rapid and intensive technical and technological and scientific development, expressed tendencies for democratization and humanization of school teaching and education, and on the other hand, the World spends hundreds of billions for weapons, and more than one billion people do not have access to healthy water for drinking.

Musset [9] in the comparative analysis of initial education and the continued training of teachers in OECD countries confirms that - The most effective way to raise educational quality is to modify initial teacher education and recruitment, and to develop the means to train teachers that are already in-service; indeed, teacher education has a significant impact on teachers' behaviours and teaching skills, and on the student outcomes. However, one should always bear in mind that the teacher education model can hardly be unified (globally) because its design depends from the history, tradition, the labor market need and from the policy in a given social context.

In the Republic of Macedonia the initial education of teachers is an entry point in the profession. According to the primary and secondary education laws in the Republic of Macedonia, a teacher can be a person with completed university academic studies of at least 240 ECTS.

Primary school teacher (from 1 to 5 grade) 240 ECTS University academic studies at specialized faculties for primary school teachers. Several subjects² from 1 – 5 grade are taught by subject teachers.

Subject teacher in primary education (from 6 to 9 grade) and subject teacher in secondary education (3 or 4 years) 240 ECTS University academic studies at specialized faculties for specific teaching subjects – teacher training programme (Language, Mathematics, Physics, Chemistry, Biology, Physical Education, Art, Music, History, Geography) or 240 ECTS University academic studies at the same faculties – not a teacher training programme, but with the obligation after graduation to obtain a certificate for completed pedagogical, psychological and methodological training with 30 ECTS (PPMT)³.

Teacher in a secondary vocational school (3 or 4 years) who conducts classes in vocational subjects such as: building constructions, pharmacology, plant protection, gynecology, ... at least 240 ECTS University academic studies of the relevant profession (Faculty of Civil Engineering, Faculty of Agriculture, Faculty of Pharmacy, ...) with a mandatory certificate for completed pedagogical, psychological and methodological training with 30 ECTS.

In the Republic of Macedonia intensified efforts to promote and develop the initial education of the primary school teachers began to take place in the academic year 1995/96 when for the first time the vocational two-year education for primary school teachers (first to fourth grade) was transformed into four-year university academic studies. Redesign of the study programs for primary school teachers was made during 2007, and for the purpose of transforming the primary eight-year education into nine-year education.

By content and structure, the specialized faculties in the Republic of Macedonia which educate primary school teachers (from first to fifth grade), continuously update their study programs according to scientific findings about this problem, the contemporary trends in creating educational policies in Europe promoted in numerous EU strategic documents⁴, Millennium Development Goals of

² English language (from first to fifth grade), Macedonian language for pupils from community members whose teaching is in a language and a letter other than the Macedonian language and its Cyrillic alphabet (fourth and fifth grade), Natural sciences (fifth grade), Technical education (fifth grade) (Primary Education Law, Consolidated Text, 2017, p. 18).

³ Accredited programs for PPMT are delivered by the faculties in the Republic of Macedonia, the faculties that prepare primary school teachers: Faculty of Educational Sciences at Goce Delcev University in Stip; Faculty of Pedagogy at University "St. Kliment Ohridski" Bitola; Faculty of Pedagogy St. Kliment Ohridski at Ss. Cyril and Methodius University in Skopje; Institute of Pedagogy, Faculty of Philosophy at Ss. Cyril and Methodius University in Skopje; Faculty of Philosophy, State University of Tetovo.

⁴ European Commission (2005) *Common European Principles for Teacher - Competences and Qualifications*, see http://europa.eu.int/comm/education/policies/2010/testingconf_en.html; European Commission (2012) *Supporting the Teaching Professions for Better Learning Outcomes*. Strasbourg; Teacher Education Policy in Europe (TEPE) Conference (2008) Official Conference Document *Conclusions and Recommendations*. Ljubljana: University of Ljubljana; Thematic Network on Teacher Education in Europe (2000) *Green Paper on Teacher Education in Europe*; Tuning Project (2009) *Reference Points for the Design and Delivery of Degree Programmes in Education*; UNESCO (1998) report for International Educational Development for the 21st century *Learning – the treasure within us*. editor Jacques Delors. Zagreb: Educa, pp. 159–161; UNESCO (2011) *World Data on Education VII Ed. 2010/11*; Образование и обука (Education and Training 2010 (ЕС,2009); Обезбедување на квалитет во образованието на наставници (Quality Assurance in Teacher Education in Europe, ЕС, 2006); Велковски, З. (2012) Основа за развивање на Национална рамка на наставнички квалификации – Проект Унапредување на професионализмот на наставниците за инклузивно, квалитетно и релевантно образование – АТЕПИЕ [Foundation for development of National frame for teaching qualifications – Project Improvement of professionalism of teachers for inclusive, quality and relevant education АТЕПИЕ. In Macedonian).

Education,..⁵, the principles of the Bologna Declaration, as well as in accordance with the obligatory policies in the Republic of Macedonia⁶.

However, scientific achievements in the field of learning and teaching, as well as the global tendencies for humanization and democratization of school education, it seems that are neither observed nor intercepted with the changes made in the study programs for education of subject teachers who teach certain subjects in the primary (6th to 9th grade) and in secondary education (3 and 4 years). The modernization of these programs mainly concerns the monitoring, implementation and production of scientific achievements in their primary scientific fields (example. Physics, Biology ...).

In the broadest sense, the teaching profession accumulates competences (knowledge, skills, abilities) that are acquired at the universities in Republic of Macedonia through theoretical teaching (lectures, auditory exercises, seminars) from vocational subjects in a certain field (mathematics, natural sciences, ...) from pedagogical-psychological subjects and through school practice. Establishing a balance between these three components in the study programs for teacher education is an important issue that still requires an answer.

The analysis of the study programs for primary school teachers, for subject⁷ teachers who work in primary, secondary and secondary - vocational schools reveal that a significantly larger fund of contact hours, courses and ECTS of theoretical teaching in the field of pedagogical-psychological subjects and the practice in school are represented in the curricula in which primary school teachers are educated.

The study programs for the education of primary school teachers in Republic of Macedonia are generally unified in terms of the representation of the three components. On average, about 80 ECTS, the students - future teachers acquire through teaching methods of separate teaching subjects that are taught from first to fifth grade, and half of these are acquired through practice in the school. In 2, 4, 6 and 8 semester students realize integrated school practice (10 ECTS). In addition, students have the opportunity to choose courses that address problems related to contemporary roles of the teacher: family pedagogy, school organization, active, critical and creative learning and teaching, inclusion in education, work with gifted children, and so on.

Contrary to this, in the study programs that train subject teachers who work in primary, secondary and secondary vocational schools (not a teacher training programme), they acquire their pedagogical competences through the PPMT with 30 ECTS, of which 7 ECTS are acquired through school practice. In 2013, this program attempted to strengthen the teaching competencies of the subject teachers.

Candidates attending this training are obliged to follow classes and take exams from three compulsory subjects (pedagogy, psychology and teaching methods of separate teaching subject/ didactic) and two electives (they are selected from the following group of courses: school докимологија, school organization, ethics in education, teaching methods of educational work, pedagogical communication and intercultural and multicultural education) and to monitor and realize at least 45 days of teaching in elementary and secondary school [13].

During practical teaching, besides that the candidates follow instruction from the corresponding subjects, they are also introduced to the life of the school and participate in the realization of the activities that take place in the school [13].

When it comes to the study programs for subject teachers who graduated from specialized faculties for a particular field – teacher training programme, the situation seems to be even more worrisome. Mainly, the subjects Pedagogy, Psychology and Methodology from the field are not more than 20-30 ECTS, which includes the practice in school. (for example: <http://www.fif.ukim.edu.mk/Studyprograms/Curriculum/tabid/991/language/en-US/Default.aspx>) [22].

⁵ <https://www.unicef.org/mdg/education.html>

⁶ The teaching profession is regulated through the Law on secondary education; the Law on vocational education and training; the Law on teachers in primary and secondary school; the Law on the academy for teachers; the Law on higher education facilities for education of teaching staff in preschool, primary and secondary education; and the Law on the Bureau for development of education. The following rulebooks have legislative power: Rulebook for Core Professional Competencies for teachers in primary and secondary schools¹; Rulebook for Personal Development Plan; Rulebook for Teacher Portfolio; and Rulebook for Teacher Standards. Non-statutory guidance includes Guidelines for induction and mentoring of novice teachers (draft); and Guidelines for planning and organising CPD in schools and regulations on mandatory hours.

⁷ www.ugd.edu.mk; www.ukim.edu.mk; www.uclou.edu.mk

2 METHODOLOGY

The subject of this study is to explore the opinions and attitudes of teachers in primary and secondary schools in Republic of Macedonia related with their theoretic knowledge, qualifications for practical work and enrolment in school life during their initial education, as well as their opinions and attitudes for preparedness of students – future teachers for all previously noted aspects.

The aim of the study is to explore what do teachers think for the quality of their theoretical knowledges, qualifications for practical work and enrolment in overall school life (participation in development of the school, ridership, cooperation with parents, colleagues, social surrounding) during their initial education and initial education of students – future teachers. Related with the main goal of the study, we tried to give answers to following two questions:

- 1 Are there differences in opinions and attitudes of teachers regarded their working experience?
- 2 Are there differences between the opinions and attitudes of primary school classroom teachers and subject teachers?

The sample was consisted of 398 teachers (primary school classroom teachers and subject teachers) from 28 primary and secondary schools with closely equal material and technical conditions and similar social structure of the students. From the total sample, 73,9% were females and 25,1% males examiners. Based on the working experience, most of the interview teachers have working experience from 6 – 15 years (37,7%), 21,6% have working experience more than 25 години, 19% from 16-25 years and 16,8% have working experience from 1-5 years. According the working position, 40,2% are generalist classroom teachers, 34,2% are subject teachers in secondary school and 24,6% are subject teachers in primary school. Presented results are part from the project “Professional development of teachers in Republic of Macedonia – conditions and challenges” realized by the Faculty of Educational Sciences - Stip, Republic of Macedonia in period from 2016 – 2018. The aim of the project is to study the structure and functionality of the system of professional development of the teachers in Republic of Macedonia, exploring the pedagogical and organizational foundation of the system of professional development of teachers; opinions and attitudes of the teachers regarded the functionality and applicability of the applied system for professional development and their expectations from institutions regarded this issue; the factors that effect on motivation for personal professional development; the forms of professional development of teachers; satisfaction from personal level of professional development as well as comparison with other models of professional development and suggestion from new national model.

For the purposes of the study, a specially designed questionnaire was used. Beside general information (school, gender, location of the school, current professional position of the teacher, years of working experience, and level of education) the questionnaire contains different types of questions: close type questions – scale for estimation where teachers were asked to determine the level of their agreement upon suggested items.

Obtained results are analyzed and presented using descriptive statistics: frequencies (f), percent (%) and unparametric statistics procedure: analyses of variance F – test (ANOVA) and t – test. Results were processed using statistic package SPSS 19.

3 RESULTS AND DISCUSSION

3.1 Opinions and attitudes of teachers related with their working experience

Differences in answers of teachers regarded their working experience were analyzed using F – test. The results shown significant impact of the working experience towards attitudes and opinions of the teachers. Statistically significant differences were obtained in all applied questions suggesting that working experience of the teachers has a significant and very important role in their evaluation of knowledges, abilities and skills that teachers need for successful enrolment in school life. The obtained differences are significant on level 0,01 and 0,05 (Table 1).

On the question “*How much are you satisfied from the theoretic knowledge obtained during your initial education?*” we note differences between the teachers apprentices that declare as very satisfied from obtained theoretic knowledge and teachers with working experience more than 16 years. This suggest on the conclusion that the new study programs offered by the universities are corresponding with new educational trends, required knowledge and skills necessaire for the work of future teachers in the modern world. The obtained difference is statistically significant on the level 0.01.

Statistically significant difference on the level 0.01 is also noted on the answers of the question “How much are you satisfied from the level of preparedness for practical realization of the teaching process that you received during your initial education”. The biggest differences are noted between answers of teachers apprentices compared with more experienced teachers (working experience from 6 – 15 years). The second group of teachers declare that are not satisfied from the level of preparedness for practical work during their initial education. This is one more indicator that new changes in current study programs for the Teaching faculties related with more tie for practical work during studies and more attention to this segment are in the same line with the needs of the future teachers.

On the question “How much are you satisfied from the level of preparedness for enrolment in school life that you obtained during your initial education?”, most of the interviewed teachers declare positive or satisfied. Regarded the answers, statistically significant differences on level 0.01 are noted between answers of teachers’ apprentices that answered very satisfied and teachers with working experience from 16 – 25 years that answered satisfied.

Statistically significant difference on the level 0.05 are received on the answers of the question that requires from teachers to determine the level of satisfaction of preparedness of the current students-future teacher for their enrolment ins school life and realization of teaching process. Differences are noted in the answers of teachers with working experience from 16 – 25 years that are not satisfied at all for the level of preparedness of students. Negative attitude upon this question is noted in both group of teachers but with different level. This indicates the need of certain changes in study programs and changes during initial education of future teachers that should be pointed not only on acquisition of theoretic knowledges and skills for practice work but also should integrate preparation for enrolment in school life. This should include preparation for participation in activities for school development, leadership, cooperation with parents, colleagues; social surrounding from creating positive climate in the classroom, management with time, technical and material facilities. In this direction, worth to mention is the implementation of so called “clinical practice” that is implemented at all Teaching Faculties in Republic of Macedonia. This practice starts from first academic year and continues during all four years of studies as obligatory. During this practice, students – future teachers are obligated to be present in schools, not just in the classroom and during classes but also to be included and participating in all other segments of the schools. These means communication and familiarization with the work of the pedagogic, psychologist, principle of the school, librarian, head of the classes, school council, parent’s council etc. The final goal of this process is familiarization and sensibilization with all functions and roles of the school, school life etc.

The last question refers to teacher’s opinion about the priority changes that should be made in initial education of the teachers with aim to improve their preparedness for enrolment in school life. The highest percent of interviewed teachers (65,8%) agree that first priority and thing that should be change in order to be improved is the level of preparation for practical work. Statistical differences on the level 0.01 are noted between answers of teacher’s apprentices that consider that deeper theoretic knowledges are needed and teachers with more than 25 years of working experience that consider that priority should be improvement of the preparation for practical work. Obtained answers are quite contradictor for the sample of teacher’s apprentices considering that on the first question related with their satisfaction from obtained theoretic knowledges, they declare very satisfied. Compared with their answers on the question related with their satisfaction with their qualifications for enrolment in school life it could be concluded that teachers apprentices are satisfied from the level of achieved theoretic knowledges for realization of teaching process but fell a luck of theoretic preparedness for the aspects that are related with theoretic preparedness for effective enrolment in school life. Therefore, one of the recommendations will be modification of study programs for teaching faculties in a sense of introducing subjects that theoretically and practically will qualify students – future teachers for enrolment in all aspect of school life.

Table 1. Differences between attitudes of teachers with different teaching experience related with their qualification and knowledges required for enrolment in school life (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
How much are you satisfied from the theoretic knowledge obtained during your initial education?	Between Groups	8,844	5	1,769	4,230	,001**
	Within Groups	163,509	391	,418		
	Total	172,353	396			
How much are you satisfied from the level of preparedness for practical realization of the teaching process that you received during your initial education”.	Between Groups	11,048	5	2,210	3,874	,002**
	Within Groups	223,042	391	,570		
	Total	234,091	396			
How much are you satisfied from the level of preparedness for enrolment in school life that you obtained during your initial education?	Between Groups	11,191	5	2,238	3,330	,006**
	Within Groups	262,778	391	,672		
	Total	273,970	396			
How much are you satisfied with the level of preparedness of the students in school life and realization of teaching process?	Between Groups	23,481	5	4,696	2,199	,054*
	Within Groups	834,831	391	2,135		
	Total	858,312	396			
According your opinion, what is first thing that should be changed in initial education of the teachers in order to improve their preparedness for enrolment in school life?	Between Groups	17,275	5	3,455	3,493	,004**
	Within Groups	386,695	391	,989		
	Total	403,970	396			

*p< 0.05 **p<0.01

3.2 Differences in opinions and attitude between classroom teachers and subject teachers in primary and secondary education

Some of the differences in study programs for classroom teachers and primary school teachers were previously elaborated in the theoretic part of this paper. It is evident that during their initial education, classroom teachers receive more extensive and in-depth theoretical preparation related with the processes of learning, teaching, assessment and all other roles and functions that they have to accomplish in the school surrounding (participation in activities for school development, leadership, cooperation with parents, colleagues, social surrounding), as well as greater representation of number of classes for practical work in the school.

In Republic of Macedonia, the academic staff, researchers and politicians are in a constant search for optimal model for teacher education related with the extensiveness and depth of contents and academic knowledge, knowledges from different specific subjects that teachers should teach, knowledges for pedagogic, psychologic and methodic contents and practical component of the studies. In this regard, one of the aims of the research was pointed on determining the differences in attitudes and opinions of teachers for the quality of acquired theoretic knowledges, competence for practical work and ability for inclusion in the overall school life between classroom teachers and subject teachers. Differences between both groups were analyzed using t- test. Obtained results suggest on statistically significant differences at some of the answers. This indicates the conclusion that initial education of the teachers (classroom teachers and subject teachers) have an important role in estimation of required knowledges, abilities and skills that are necessaire for teaching work and also for their enrolment in school life. Obtained differences are statistic significant at level 0.01 (Table 2).

Table 2. Differences between attitudes classroom teachers and subject teachers related with their qualification and knowledges required for enrolment in school life (t – test).

Variables		N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
How much are you satisfied from the theoretic knowledge obtained during your initial education?	Classroom teachers	158	1,87	,609	,048	-11,277	394	,000**
	Subject teachers	238	2,64	,702	,046			
How much are you satisfied from the level of preparedness for practical realization of the teaching process that you received during your initial education”.	Classroom teachers	158	2,03	,785	,062	-6,670	394	,000**
	Subject teachers	238	2,57	,781	,051			
How much are you satisfied from the level of preparedness for enrolment in school life that you obtained during your initial education?	Classroom teachers	158	2,03	,785	,062	-7,694	394	,000**
	Subject teachers	238	2,62	,712	,046			
How much are you satisfied with the level of preparedness of the students in school life and realization of teaching process?	Classroom teachers	158	3,13	1,502	,119	-1,318	394	,188
	Subject teachers	238	3,33	1,451	,094			
According your opinion, what is first thing that should be changed in initial education of the teachers in order to improve their preparedness for enrolment in school life?	Classroom teachers	158	3,16	1,034	,082	1,019	394	,309
	Subject teachers	238	3,06	,996	,065			

*p< 0.05 **p<0.01

On the first question: “How much are you satisfied from the theoretic knowledge obtained during your initial education?” statistical significant differences are obtained between both groups of teachers. Most of the interview classroom teachers declare positive and satisfied with the level of theoretic knowledges obtained during their initial education. Compared with them, most of the interviewed subject teachers show negative attitude and declare that are not satisfied. Statistically significant differences between both groups of teachers are also noted in the question related with the satisfaction of the level of preparedness for practical work obtained during initial education. Classroom teachers shown a positive attitude and declare satisfied regarded this issue, compared with their colleagues, subject teachers that have express negative attitude and declare unsatisfied from the preparation for practical work that they have obtained during their initial education. The analyses of study programs of teaching faculties that educate classroom teachers and non – teaching faculties that educates subject teachers for primary and secondary school confirms the results from our research. Namely, the significant larger number of classes for practical work is noted at Teaching faculties compared with non-teaching faculties. As addition of this, another fact that suggest on luck of hours for practical teaching in school is the possibility in Macedonian educational system where students that finished nonteaching faculties (ex: languages, chemistry, biology etc.) have possibility to be enrolled in schools and realize the teaching process by passing the process of additional pedagogic qualification. This qualifications is consisted of 5 exams related with methodic and didactic work, pedagogic approaches and teaching process and 45 days of practical work on particular school subject according the faculty that they came from. Passing this process, students of pedagogic qualification can be enrolled in work as subject teachers from particular school subject in primary or secondary school [13].

Statistically significant differences between the samples of classroom teachers and primary school teachers are also obtained at the third question: How much are you satisfied from the level of preparedness for enrolment in school life that you obtained during your initial education? Classroom teachers answered positive and satisfied while subject teachers share negative attitude or declare as not satisfied from the level of their qualifications for enrolment in school life.

The differences between both groups of teachers obtained at last two questions related with level of satisfaction from preparedness of students – future teachers for realization of teaching process and enrolment in school life and changes that should be done in this segment, are noted as statistically insignificant. At the questions for the level of qualifications of students – future teachers, both group of teachers declare negative or unsatisfied. Both group of teachers also agree that changes in this segment should be pointed toward improvement of the level of practical preparation of the students – future teachers. Results obtained at this questions suggest the need for particular interventions and changes in study programs at teaching faculties educating classroom teachers and non-teaching faculties educating subject teachers. Interventions and changes should be made in the segment of increasing the numbers of classes for practical work and preparation of the students for practical teaching, finding different forms for organization, monitoring and evaluation of the process of preparation for practical teaching. Changes should be also made in the segment of participation of students in the schools during their studies, developing a system for qualification for practical work that will prepare students and will help in their faster integration in the work of the school and effective realization of teaching process. Speaking about changes in the segment of preparation for practical work, we should not neglect the role and importance of other participants in this process, including teachers that already work in schools, parents and cooperation with higher education institutions. Particularly, it should not neglect the role of already employed classroom and subject teachers and their role as mentors in the process of practical work. This suggestion are in a line of findings of Musset [9], that most effective way to raise educational quality is to modify initial teacher education and recruitment, and to develop the means to train teachers that are already in-service. Another important factor in this process is the openness and cooperativity of the school and in certain point parents as well as their attitude toward students – future teachers and their cooperation with teaching faculties.

4 CONCLUSION

Initial teacher educations is the first and probably the most important point that determines the effectiveness and quality of the teacher and his/her work in future. In this regard, the initial teachers training should provide theoretical and practical basis which is necessary for both successful for realization of teaching process and successful enrolment in the school life in general. The aim of the study is to explore what do teachers think for the quality of their theoretical knowledges, qualifications for practical work and enrolment in overall school life (participation in development of the school, ridership, cooperation with parents, colleagues, social surrounding) during their initial education and initial education of students – future teachers. The aim is analyzed from two different points – in relation with working experience of the teachers and related to their specialization: classroom teachers and subject teachers. The sample included in the study was consisted of 398 teachers from 28 primary and secondary schools. Attitudes and opinions of the teachers were analyzed using specially designed questionnaire was used. Results were analyzed using descriptive statistics: frequencies (f), percent (%) and unparamethric statistics procedure: analyses of variance F – test (ANOVA) and t – test. Statistic package SPSS 19 was used for data analyses.

Based on obtained results, statistical differences in all analyzed questions were obtained regarded the level of experience of the teachers based on the years of their working experience. According obtained answers, teacher's apprentices with less year of working experience declare most positive attitudes and greatest level of satisfaction of the all analyzed aspects compared with their older and experienced colleagues that share mainly lower level of satisfaction of aspects of preparation during their initial education. This can be explained from one point with latest changes that were made in the current study programs for the Teaching faculties related with more time for practical work during studies and more attention to this segment are in the same line with the needs of the future teachers. The other point are the years of experience and process of continuous learning that is an important segment for each teacher that are present in everyday work of the teachers with more years of working experience. Regarded the opinions of the teachers for changes that should be made, statistical differences on the level 0.01 are noted between answers of teacher's apprentices that consider that deeper theoretic knowledges are needed and teachers with more than 25 years of working experience that consider that priority should be improvement of the preparation for practical work. In this regard, one of the recommendations will be pointed toward modification of study programs for teaching faculties and non – teaching faculties that educate subject teachers in a sense of introducing subjects that theoretically and practically will qualify students – future teachers for enrolment in all aspect of school life.

Another aspect of analyses were differences in opinions and attitude between classroom teachers and subject teachers in primary and secondary education regarded the different aspect of preparation for school life. Answers from this part were analyzed using t- test. Obtained results suggest on statistically significant differences at questions related with level of satisfaction of acquired theoretic knowledges, preparation for practical work and preparedness for enrolment in school life. At all three questions classroom teachers express greater satisfaction and positive attitude compared with generally negative attitude of subject teachers, indicating that initial education of the teachers (classroom teachers and subject teachers) have an important role in estimation of required knowledges, abilities and skills that are necessary for teaching work and also for their enrolment in school life. Speaking about changes and intervention in the program, they should be made in the segment of preparation for practical work, by increasing the number of classes for practical teaching, number of hours of presence of students in schools not just during the educational process but also being present in all other segments of school life. In this regard one also very important step is the process of cooperation on different levels and relations: cooperation between schools and faculties; teaching and administrative staff in schools with students and their professors; parents, schools, students and faculties etc. In this regard, latest changes in the study programs could be evaluate as positive but they should be upgraded in relation to previously noted aspects. At this way, only team work between all involved subject could lead to best possible form of preparation of students – future teachers that in future period will lead to excellent teachers prepared for all aspects of school life. At the final point, this will be a wining situations for all involve parties and mainly for the education and children in general.

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