



# **INTERNATIONAL JOURNAL OF EDUCATION & PHILOLOGY**

**VOLUME 1, ISSUE 1  
JUNE, 2020**

**INTERNATIONAL BALKAN UNIVERSITY**

ISSN

INTERNATIONAL BALKAN UNIVERSITY

FACULTY OF EDUCATION



INTERNATIONAL JOURNAL OF EDUCATION & PHILOLOGY

VOLUME 1, ISSUE 1

JUNE, 2020

## **Editorial Team & Editorial Board**

### **Editor-in-chief**

Asst. Prof. Dr. Igballe Miftari-Fetishi

### **Editors:**

Assoc. Prof. Dr. Sibel Üst Erdem

Asst. Prof. Dr. Emin Idrizi

Asst. Prof. Dr. Katerina M. Petrusheva

### **Editorial secretariat:**

Fatime Ziberi

Canan Murteza Haykır

Debora Gashi

### **Editorial Board:**

Prof. Dr. Mehmet Dursun Erdem, International Balkan University, North Macedonia

Prof. Dr. Brikena Xhaferi, South East European University, North Macedonia

Prof. Dr. Adnan Ismaili, State University of Tetovo, North Macedonia

Assoc. Prof. Dr. Enisa Mede, Bahcesehir University, Turkey

Assoc. Prof. Dr. Timothy Petete, University of Central Oklahoma, United States

Assoc. Prof. Dr. Ana Kecan, International Balkan University, North Macedonia

Assoc. Prof. Dr. Selçuk Kürşad Koca, Qatar University, Qatar

Assoc. Prof. Dr. Biljana Popeska, University Goce Delcev, North Macedonia

Asst. Prof. Dr. Troy E. Spier, Tulane University, United States

Asst. Prof. Dr. Venera Kabashi – Lljunji, AAB College, Kosovo

Asst. Prof. Dr. Claudia Stoian, Politehnica University of Timișoara, Romania

Asst. Prof. Dr. Sezen Ismail, International Balkan University, North Macedonia

Asst. Prof. Dr. Gokhan Ilgaz, Trakya University, Turkey

Asst. Prof. Dr. Marijana Klemencic, International Balkan University, North Macedonia

Pinar Ersin, PhD, Marmara University, Turkey

Klodiana Leka, PhD, “Aleksandër Moisiu” University, Albania

Seyhan M. Ibrahim, PhD, International Balkan University, North Macedonia

## TABLE OF CONTENTS

|  |    |
|--|----|
| NEEDS ANALYSIS - DEFINING AIMS AND OBJECTIVES WITH REGARD ON STUDENT'S<br>FEEDBACK .....   | 2  |
| Igballe Miftari-Fetishi, Nihat Mahmut  |    |
| ACQUISITION OF INTERROGATIVE FORMS FROM A1 TO B2 LEVEL BY MACEDONIAN<br>LEARNERS OF ENGLISH.....                                   | 9  |
| Marija Stevkovska, Biljana Orovcanec-Nineska, Brankica Ivanova   |    |
| CORPUS-BASED APPROACH TO VOCABULARY TEACHING AND LEARNING .....  | 20 |
| Emin Idrizi  |    |
| LEVEL OF AGREEMENT BETWEEN TEACHER ASSESSMENT AND SELF-ASSESSMENT OF<br>ORAL PRESENTATION SKILLS .....                             | 26 |
| Biljana Orovchanec-Nineska, Marija Stevkovska  |    |
| HUMOR AND GROTESQUE IN FLANNERY O'CONNOR'S <i>A GOOD MAN IS HARD TO FIND</i> .....   | 35 |
| Sezen Ismail   |    |
| THE POETICS OF IMMANENCE AND EXPERIENCE - THE CASE OF ROBERT LOWELL .....  | 40 |
| Lidija Davidovska  |    |
| MIDRASH IN THE NOVEL <i>THE RED TENT</i> BY ANITA DIAMANT .....  | 47 |
| Marijana Klemenich   |    |
| MONITORING AND EVALUATING THE EDUCATIONAL ROLE OF THE TEACHER IN<br>DEVELOPING STUDENT'S PERSONALITY .....                         | 54 |
| Katerina Mitevaska Petrusheva, Biljana Popeska   |    |
| BETWEEN THEORY AND PRACTICE: THE IMPORTANCE AND FUNCTION OF SCHOOL<br>COUNSELING .....   | 64 |
| Fatime Ziberi  |    |
| LINGUISTIC AND PSYCHOLOGICAL ISSUES AMONG UNIVERSITY BILINGUAL STUDENTS  | 71 |
| Fatime Ziberi, Canan Murteza Haykır  |    |
| BİREYİN YAŞAM BOYU GELİŞİMİNDE AHLAKİ VE DİL GELİŞİMİ .....  | 79 |
| Osman EMİN   |    |
| NECATİ CUMALI'NIN <i>VİRAN DAĞLAR</i> ROMANI VE <i>MAKEDONYA 1900</i> ÖYKÜ KİTAPLARI<br>BAĞLAMINDA KÜLTÜR VE KİMLİK DÖNÜŞÜMÜ ..... | 89 |
| Selçuk Kürşad KOCA, Seyhan Murtezan İbrahimi   |    |

**Part III**  
**Psychological Counseling and Guidance**

# MONITORING AND EVALUATING THE EDUCATIONAL ROLE OF THE TEACHER IN DEVELOPING STUDENT'S PERSONALITY

Asst. Prof. Dr. Katerina Mitevska Petrusheva  
International Balkan University  
mitevska\_kate@yahoo.com  
North Macedonia

Assoc. Prof. Dr. Biljana Popeska  
University "Goce Delcev" – Stip  
biljana.popeska@ugd.edu.mk  
North Macedonia

## ABSTRACT

This paper aims to explore the topic of teacher's work from the perspective of his/her educational role, with emphasis on the aspect of monitoring and evaluation. The meaning of this role is consisted of the educational impact that the teacher as an educator has in the process of developing student's personality, i.e. developing positive personal characteristics, value system, building the will and the character, developing positive habits and student's overall worldview. For the aims of this paper, a qualitative study was conducted. The sample consisted of school principals and pedagogues in high schools in North Macedonia. The main aim of the study was to examine their attitudes regarding teacher's educational role from the aspect of developing student's personality and building student's character, related to the issues of monitoring and evaluation of this process.

Main findings show that, in general, participants have positive attitudes and evaluate teacher's educational work as satisfactory, but still, there are some differences regarding the level of engagement and participation in activities in this domain, i.e. while some of the teachers are enthusiastic and devoted to this role, others are more passive and take action only when there is a necessity, and in that way omit and forget the importance of educational work in the overall process of education.

**Keywords:** evaluation, personal development, educational work.

## 1. INTRODUCTION

### *The importance of educational work*

The school as an educational institution has its role in enabling students to acquire knowledge, skills and competences needed in their lives, to prepare them for future careers, but also to develop as responsible and pro-active citizens in society. This means that, besides knowledge from different scientific areas, during the educational process equal importance should be given to student's personal development. This includes developing student's individuality, their personal characteristics, attitudes, beliefs, value system, building student's will and character.

According to The Council of Europe (2007), the vision of education includes four major purposes: to prepare students for the labour market; to develop and maintain a broad, advanced knowledge base; to prepare them for life as active citizens in democratic societies; and personal development; (Reference Framework of Competences for Democratic Culture (2018:1). As it can be noted, besides knowledge, student's personal development is also important.

In this regard, in OECD strategic document “The Future of Education and Skills 2030“ is stated that the vision of education in future is “helping every learner develop as a whole person, fulfil his or her potential and help shape a shared future built on the well-being of individuals, communities and the planet “ (OECD, 2018:3). As it can be noted, in these strategic documents student’s personal development is included as part of general aims.

In school context, this is achieved through educational work, which represents the educational component. It refers to developing individual’s knowledge, skills, attitudes, beliefs and values (Krnetić, Potkonjak, Schmit & Šimleša, 1969: 55). This is a process of developing “a whole person“ and in which the uniqueness of every individual student is created. This component gives the real meaning and value of the educational process.

The positive outcomes of educational work can be seen through the acts and behaviour of the individual in everyday life and communication with other people, seen through showing respect, care, empathy, honesty, truthfulness, justice, humanity, tolerance, rationality and a whole range of positive values.

All the above-mentioned aspects actually represent the complexity and importance of the educational component.

Seen in the context of the overall work of the school as educational institution, it can be said that educational component cannot be separated from the process of acquiring new knowledge and skills. Acquiring knowledge from different scientific areas and developing new skills refers to the material component of education, or the one which outcomes can be expressed with quantifiable indicators (grades, scores), while the educational component refers more to the qualitative and value aspects.

Both of these aspects are indivisible, since knowledge and skills give the material basis and the educational component gives the value dimension, and seen only in totality, they can give the real quality of educational process. In this regard, Lickona & Davidson stated that: “Goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous“ (2005:16).

But, besides the big importance educational component has in the totality of educational process, it can be noticed that in the past decades emphasis was put mainly on acquiring new knowledge and skills, and the value aspect was forgotten (Kostova, 2009). This resulted from the tendency of focusing on student’s outcomes, expressed through scores on tests and international testing, as an approach that allows comparison of achievements in international rankings. In this regard “quantitative and measurable results and performance standards should not influence on neglecting of educational components in the teaching process and ignoring the humanizing mission of teaching“ (Miovska-Spaseva, 2009:39).

This humanizing mission refers to developing those aspects of individual’s personality that show the real richness and positive qualities of the character, expressed through a positive relationship with oneself, the others and the world.

According to Lickona, the process of developing student’s character should be oriented toward developing Performance and Moral character. Performance character consists of qualities such as effort, diligence, perseverance, strong work ethic, a positive attitude, ingenuity, and self-discipline, which help to realize one’s potential for excellence in school and work. Moral character consists of qualities like integrity, justice, caring, and respect and they help the person in establishing successful interpersonal relationships and ethical behaviour (Lickona: 2005:18). Both of them can and should be developed through educational work.

## 1.1 Educational role of the teacher

Tasks of the teachers in today's classrooms are very complex and demanding. They require from the teacher to take care of transferring knowledge and building student's knowledge base, monitoring student's progress and making assessment of the outcomes, but also to be focused on student's personal development and character building. The last-mentioned aspects in teacher's work actually refer to his/her educational role and task.

Within the school context, teachers have the biggest range of possibilities to influence on developing student's personality and to help in building their character. This comes from the fact that teachers communicate with students on a daily basis and have the opportunity to establish communication and close connectedness with each individual student, in order to get to know them better, not only from the perspective of their capacity and abilities to learn, but also as individuals, with all their strengths, weaknesses, emotional reactions and manifestations. This can be a good basis that will allow the teacher to find the most appropriate way of how to influence on developing student's individuality, building the character, the value system, developing positive habits, and his/her beliefs and attitudes. Because of this, the power of the teacher should not be neglected, since "The educator is 'coach of the mind' but also and 'builder of the character'" (Miovska, 2005:55).

But, in order to achieve the best possible outcomes in the domain of educational work, teacher should possess a very long list of competences and personal characteristics and values. It is well known that the teacher can be a role model for students and in this regard, should be approached very carefully, in a sense of defining how this "model" for students should look and behave.

In the history of pedagogy, and also in contemporary literature, a lot of authors have discussed the issue which characteristics the good educator should possess. Some of them are: to be reasonable, wise, sober, calm, conscientious, careful (Lok, 1950); to be consistent, fair, optimistic, honest, objective (Krneta, Potkonjak, Schmit & Šimleša, 1969:55); to be polite, punctual, patient, to know how to control him/herself, enthusiast (Logan, 2003). Further, educator should control his/her behaviour and emotions, to know how to walk, talk, make jokes, how to be happy or angry (Makarenko, 1948). According to John Dewey, "educating is more art than science, and is one of the most difficult and most important of all arts" (states Miovska, 2005:55).

Teacher should also be a positive role model for the students, which task "is sometimes unfavorable and exhausting" (Alber, 2011). They should take the responsibility to be positive role models for their students, and "although it is difficult to always be aware how our behaviour affects the others, this is one of the things teachers should take into consideration about their profession" (Berman, Hornbaker & Ulm, 2000:53).

Taking this into consideration, initial teacher education has a crucial role, because it allows future teachers to acquire not only the professional competences needed for the teaching profession, but also what is very important and must be emphasized, to enable them to develop needed personal qualities and values, that will allow to successfully fulfil the educational role. In this regard, it can be said that initial teacher education can and should contribute in developing "educational model of a teacher" (Mitevaska Petrusheva, 2015).

The other aspect in teacher's educational work is the question of how much teachers put effort in the realization of this educational role. In this regard, a long list of questions should be examined, like: Do teachers' pay more attention to transferring knowledge than on developing student's personality?; Do teachers plan their educational work or act/react only in situations when there is emergency (i.e. discipline problems, students manifesting inappropriate or anti-social behaviour)?; Do teachers define long-term goals in developing student's personality (developing characteristics like: responsibility, honesty, persistence,



consistency, self-discipline, self-control, etc.)?; Do they systematically approach to these goals?; Is this educational work and influence of teachers on developing student's personality monitored and evaluated? and a lot of other questions.

Special attention should be put on the issue of evaluation of the outcomes. In this direction, the emphasis is on the difficulties that arise in the process of evaluation, especially because these outcomes cannot be achieved or monitored in a short period of time. Instead, they search for planned and long-term observation in changes of behaviour of the student, expressed through his/her emotions, attitudes, will, personal traits, and values. Positive results achieved through educational work in school students will manifest during their whole life, and in big extent can define their future.

This only shows that realization, as well as evaluation of the outcomes of educational tasks are very complex, long-term and demanding tasks in the process of education.

## **1.2. Educational role of the school**

The school as an educational institution has the power through planned, organized and systematic approach to influence in developing student's individuality and positive personal characteristic. Its work is shaped and planned in accordance with the vision and ideals about the aim of education, and contributes in achieving the goals of education defined by the needs of society, in order to prepare young individuals in a manner that will allow them to be able to respond to the needs of society.

It has a very broad range of possibilities to contribute in the process of realization of educational role. As Lickona and Davidson suggest: "all things in the life of the school - routines, rituals, discipline, curriculum, co-curricular activities, and unplanned "teachable moments - are intentionally utilized as opportunities to foster excellence and ethics" (Lickona and Davidson, 2005).

Although teachers have the biggest opportunities to act systematically and to have positive influence on developing student's personality, still this important task is not restricted only to teachers and should not be left only on one person. In this regard, all factors in the school can and should be active participants and contributors, i.e. principals and professional staff (pedagogue, school counsellor, psychologist etc.) can also contribute to achieving the final aim.

With a proper and well-planned approach schools can contribute to the fulfillment of this demanding task.

Related with the educational aspect, the tasks of the school are: to contribute in developing mutual understanding, solidarity, friendship, empathy; to develop manners of good behaviour; to develop strategies for managing student's problematic behaviour; to develop a programme for managing conflicts; to act against anti-social and destructive behaviour; to establish close cooperation with parents etc. (Koskarova, 2009:22).

These tasks can be realized through organizing different activities like workshops, seminars and trainings, social events, sport activities, organizing charity events, cooperation with community, etc. Through these types of activities school can influence in developing different skills, attitudes and values, in order to strengthen the cohesion, multicultural integration, intercultural cooperation, sense of belonging, empathy, solidarity, tolerance, interpersonal communication, etc.

In this regard, the realization of educational work should be distributed among all members of the school community and each one of them can contribute in a positive manner.

### 1.3. Monitoring and evaluation of teacher's educational work

Evaluation of the overall work of the school is done through the processes of regular supervision of the educational process, integral evaluation and self-evaluation.

The regular supervision and integral evaluation are done by the State Education Inspectorate and in general, they supervise the fulfillment of educational standards, ensuring the quality of education, the effectiveness through the evaluation of the work of educational institutions, as well as the application of laws, other regulations and general acts in the field of education. (Law of Inspection in Education, article 19).

The integral evaluation, besides the previously mentioned aspects, also has a corrective function, because based on detected situation are given guidelines for further changes and improvements.

This evaluation includes 7 areas in which the quality of overall work of the school is monitored (curricula, teaching and learning, student's achievements, support to students, school climate, resources and managing of the school). It is conducted through defined Quality Indicators in all areas and is evaluated on 4 levels, from not satisfactory to very good. Based on made detailed analysis of the indicators, the conclusion is that educational aspects that refer to developing student's personality are included in some of the indicators, mostly in the areas of school climate, teaching and learning, and support to students. Examples of some of these indicators are: respecting student's individual needs, code of ethics, school climate, discipline and managing conflicts, prevention from smoking, alcohol and drugs, etc. (Indicators of quality of school work, 2014).

During the integral evaluation, also evaluation of the work of every individual teacher is conducted. This includes three areas: the teaching process, other duties of the teacher (extracurricular activities, professional development, mentoring and participation in different projects etc.) and disciplinary measures. Based on these assessments, the work of the teacher is assigned with a final grade. Still, analysis has shown that the biggest part of indicators refer to the process of transferring knowledge, teaching methodologies and assessment, and very small proportion is distributed on educational aspects.

Based on this, it can be concluded that when evaluating the work of teachers, the attention is primarily focused on aspects such as planning, teaching methodologies etc., while the realization of educational work is mainly at the level of monitoring, which means, identifying possible weaknesses and giving recommendations for further improvements. Specifically, educational aspects are monitored, but their realization is not evaluated in a way that it is done for the other aspects in the work of the teachers.

Self-evaluation, as the third form of evaluation, is conducted by the school and includes the same 7 areas, with difference that in this case the evaluation is done by all participants included in the work of school, and not by an external source.

Another aspect that should be taken into consideration is how the duties of the school related with its educational role are regulated in law regulations and other provisions. In this regard, we will make a short analysis of duties of principal and the school pedagogue.

The principal is in charge of monitoring the overall work of the school, including observation of teacher's work. This is done in cooperation with the school pedagogue and the notes from these observations are part of the professional dossier of every individual teacher (Law of Secondary Education, 2017). These observations refer to overall work of the teacher, and by this they also include the educational aspect. In this process principals use instruments and tools for observation, which are constructed individually.

Besides this source of information, maybe more fruitful is the information that the principal receives on an everyday basis, about all the events and activities that are ongoing in the school. They come from different sources, through communication with students, other teachers, professional staff in the school, parents, community and so on and they can also give the principle an insight into the quality of teacher's work.

Based on this, it can be concluded that the principal mainly monitors the educational work of the teacher and evaluation is done jointly with the other aspects of teacher's work.

In this process, the pedagogue is also included as active participant and contributor in the overall educational process. Regarding the educational work and its realization, the role of the pedagogue is very important. His/her role refers to work with students and work with teachers. When working with students, the focus is on monitoring and assisting in the process of student's development (by giving support in developing personal characteristics, values and positive habits). When working with teachers, the focus is on giving support in the process of planning and realization of the educational process and giving support in work with students (establishing good communication, giving support in adjusting the process to student's individual characteristics). Other activities of the pedagogue include planning and monitoring of the educational process, as well as its evaluation (Ministry of Education, 2020) The pedagogue is also a member of the team, together with the principal, that is conducting regular observation of teacher's work, through visiting and observing classes.

From this can be concluded that the role of the pedagogue is very closely related with teacher's educational role, and it mainly refers to giving support and monitoring the process.

Taking all previously mentioned aspects into consideration, it can be concluded that the evaluation of teachers' educational work is included in assessments done by the education inspectorate, through established quality indicators, although in this process more focus is given on the teaching process and procedures. Evaluation done by the principals is less formalized and on level of monitoring, while the pedagogue besides monitoring, participates in giving support and guidance in case when is needed. In this process they use appropriate tools and instruments which allow to systematically follow teacher's work and are part of the school documentation.

This allows us to summarize that the evaluation of teacher's educational work is not specifically defined as a separate area in determined quality indicators, but is included and represented through the most of other areas. Its evaluation is mainly on the level of monitoring and giving recommendations and directions for further improvements.

## **2. RESEARCH METHODOLOGY**

This study presented in this paper was conducted on a sample of 18 participants, of which 9 principals and 9 pedagogues in secondary schools in North Macedonia. The aim of the study was to examine the attitudes of the principles and pedagogues regarding the teacher's educational role from the aspect of developing student's personality.

In this qualitative study was used a questionnaire consisted of 12 open-type questions, related with important aspects regarding teacher's educational role. This type of questions were used with the aim to collect as more as possible relevant data, because the participants have an insight into the most important issues regarding the specifics of their school, school climate and overall functioning, which will allow us to see the broader perspective of the explored issue.

In this study, the following aspects were explored:

- The attitudes of the participants (principles and pedagogues) regarding teacher's activities related to their educational role, i.e. developing student's personality and building positive personal characteristics;
- The difficulties teachers and other school staff usually face with;
- Need for further professional development and additional trainings of teachers related to the educational aspect in their work and
- Monitoring and evaluation of teacher's activities related to teacher's educational role.

Taking into consideration that this was a qualitative study conducted on a small sample, the analysis of the results was done jointly for both samples, principles and pedagogues.

### **3. RESULTS AND DISCUSSION**

In the following part, the answers of the participants will be discussed and analysed, according to previously listed aspects.

#### **3.1 Attitudes regarding teacher's engagement related to developing student's personality**

- The analysis of the answers related with this aspect have shown that the majority of our participants have positive attitude toward teacher's activities, i.e. they consider that teachers approach to educational work in a responsible, planned and organized manner, in accordance with the defined educational objectives and planned contents and activities.

Still, it can be noticed that one part of participants consider that educational work is not enough represented and covered in everyday activities and to some extent it is neglected in comparison with the process of transferring knowledge, which sometimes is considered that has priority in the process of education. In this regard, they consider that accomplishing of educational work is at "moderate level".

It can be also noticed that, according to opinions and based on the personal experience of principals and pedagogues, there are some differences between the teachers in their school regarding these issues. They consider that some of the teachers are engaged and have a proactive approach to this task, while some of them show "insufficient" engagement and activity, lack of interest and motivation for educational work.

- Almost half of the participants consider that teachers are aware of the importance of the educational task in the overall process of education, and consider it as equally important as the role in transferring knowledge to the students in the specific subject domains. In this regard, it can be noticed that they emphasize the importance of the involvement of parents in the process of developing student's personality and character building, and consider that in this vein they, as participants in this process, are equally important and can significantly contribute in achieving positive results. Regarding this issue, it should be emphasized that the other half of the participants consider that although teachers in their schools are aware of the importance of educational work, they are still neglecting it and sometimes consciously do not implement it in their everyday practice. Some of them also consider that one part of the teachers do not understand/ perceive the importance of educational work, and thus do not include it in the educational process. From here, it is very understandable why such an attitude has negative implications in everyday practice.

- Regarding the approach that teachers have in conducting educational work as a part of everyday practice, the prevailing attitude of participants is that teachers approach and implement it in a planned and organized manner, but also less than half of respondents have answered that, within their

school, teachers act spontaneously and only in situations when there is an urgent need, i.e. when they face with discipline problems, with students with disruptive behaviour, when conflicts occur etc.

- The attitudes of our respondents related to their personal perception about the efforts teachers put in the realization of educational work are divided. This means that half of them consider that teachers are engaged and have a proactive role, while the other part consider that the engagement and teacher's involvement is partial and there is need of higher level of commitment and more active participation. When analysing this aspect it should be taken into consideration that our participants are from different schools and the differences in their attitudes represent different realities in every school.

- In this direction are attitudes of principals and pedagogues that some of the teachers in their schools are “real enthusiasts“ that are very involved and engaged in planning and organizing different activities, and give their full contribution in promoting educational work through different teaching and extracurricular activities.

- Participants have positive experience regarding the regular teaching and extracurricular activities organized in their schools in the domain of educational work, since they have a positive influence on the overall school climate. Still, differences can be noted regarding the frequency of organizing such activities, which range from activities on a daily bases to activities rarely organized. As factors influencing on this, they mention initiative and proactive attitudes of teachers, the financial support they get from the school etc., which reflects on the number of students covered and involved in this type of activities.

### **3.2 Difficulties principals and pedagogues face with and their overcoming**

Regarding the difficulties related to educational work in the overall functioning of the school, the participants have listed a lot of issues. After the analysis, they were categorized in the following groups:

- Difficulties arising from students: discipline problems, manifesting inappropriate behaviour toward teachers, disrespect, problems with regular attendance on classes, student's disinterest.
- Difficulties arising from teachers: lack of serious approach of some of the teachers, lack of abilities for dealing with educational problems, not enough skills to manage student's inappropriate behaviour.
- Difficulties arising from parents: insufficient engagement and participation in the process of upbringing, too much protective attitude toward their children, insufficient cooperation between the school and parents.
- Difficulties arising from other external or objective conditions: insufficient time for activities in the domain of educational work, due to the overload of activities related with the extensive curricula, too many administrative duties and tasks of the teachers which take a considerable part of their working hours, insufficient material and financial resources for organizing bigger events and activities, etc.

Listed difficulties and problems that arise in everyday life in schools are concerning all participants included in the educational process. This means that the principals, school staff (pedagogues/school counsellor, psychologist), and teachers act as members of one team in solving these issues.

### **3.3 Teacher's competences for educational work and the need for professional development**

- Regarding the issues of competences teachers have in addressing issues related to educational work and their influence on student's personal development, the majority of our participants have stated that in general, teacher have the required competences for this aspect in their work.
- Still, they consider that further teacher's professional development is always needed, in order for teachers to strengthen their skills and abilities and to be adequately prepared to face all the challenges that can arise in the educational process. Continuous professional development is “a must“in contemporary

education and prepares and enables teachers to answer adequately to all requirements in this demanding profession.

➤ The majority of the participants have stated that their schools have organized different trainings and seminars, aimed at developing and straightening teacher's competences for educational work. Most of them were organized by the institutional authorities like the Ministry of education, Bureau for development of education, Non-governmental institutions, etc. and have contributed to achieving positive results. Still, one part of participants have answered that their schools have not organized any activities or events that would contribute to improvement in the domain of educational work.

### **3.4 Evaluation and assessment of educational work**

Participants have stated that they evaluate in a positive manner teacher's work related to the aspect of developing student's personality and character building. This evaluation is mainly done through different actions and steps, such as the process of self-evaluation of the work of schools, and use of specially designed instruments applied during regular monitoring of the education process, for each teacher individually. Needed information is also collected through other techniques and as indicators are used student's achievements, information collected through observation of regular teaching activities as well as observing student – teacher relationship, communication with parents etc.

## **4. CONCLUSION**

Based on the data collected, it can be concluded that prevails a positive attitude among participants in this survey. They assess positively the work of teachers, regarding educational role and their work and contribution in developing student's personality, but still the need for more focus on the educational component is constantly emphasized. This is especially noted in terms of the proportion of time devoted to transferring knowledge and developing student's skills compared with the time devoted to developing student's personality.

According to their opinion, the first aspect is much more emphasized and teachers put more focus on learning outcomes, compared with educational aspects that come from the part of developing student's personality and character.

In addition to this, participants consider that the continuous professional development of the teachers in this domain is needed because it will contribute positively and will allow them to strengthen their competences. This will have a positive effect on enriching the educational component and the overall atmosphere in the school.

Still, another dimension is also evident in the attitudes of the participants, and it refers to their consideration that within their schools, there is one part of the teachers that don't engage enough in the realization of the educational work, are generally unmotivated and passive, so their approach is mainly partial and restricted to taking action only in emergent and critical situations.

Based on everything said before, it can be concluded that the importance of educational work must be underlined and should not be left behind in everyday practice. Its beneficial contribution in developing each student's personality is crucial and can have a major impact on their future lives, manifested in career, family and social life. Skills, values, the belief system, individual's personal characteristics and worldview developed through systematically planned and organized approach toward educational work can be beneficial not only for the individual student, but also for the wider community and social environment. In achieving this, a crucial role have the teachers, but also the importance and contribution of other factors included in school life should not be neglected.

The quality of teacher's work in this domain, as well as his/her engagement will contribute to achieving positive and valuable results, and because of this, the importance of educational role should be constantly emphasized.

## REFERENCES

- Alber, R., (2011). *Ten Tips for Classroom Management*. Retrived May 20, 2020 from [www.edutopia.org http://files.eric.ed.gov/fulltext/ED539390.pdf](http://files.eric.ed.gov/fulltext/ED539390.pdf)
- Berman, N., Hornbaker, G., & Ulm, A., (2000). *A Study of Student's Disruptive Behaviors and a Lack of Respect for Authority and peers with Middle School Students*. Chicago: St. Xavier University & Skylight Professional Development. Retrived May 22, 2020 from <http://files.eric.ed.gov/fulltext/ED444734.pdf>
- Council of Europe (2018). *Reference Framework of Competences for Democratic Culture*, Council of Europe Publishing. <https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c>
- Council of Europe (2016), *Competencies for Democratic Culture: Living Together as Equals in Culturally Diverse Democratic Societies*, Council of Europe Publishing, Strasbourg, [http://www.coe.int/t/dg4/education/Source/competences/CDC\\_en.pdf](http://www.coe.int/t/dg4/education/Source/competences/CDC_en.pdf).
- Indicators of quality of school work, State Education Inspectorate [Индикатори за квалитет на работата на училиштата, Државен просветен инспекторат] <http://dpi.mon.gov.mk/index.php/integral-evaluation/indikatori-za-kvalitet-na-rabotata> (20.05.2020)
- Krneta, M., Potkonjak, N., Schmit, V., & Šimleša, P. (1969). *Pedagogija*. Zagreb: Matica hrvatska.
- Костова, М. (2009). Воспитните проблеми во современото училиште. [Educational issues in contemporary school in Macedonian]. Во *Зборник на трудови од тематска расправа, Реафирмација на воспитната функција на училиштето* (7-17). Скопје: Дом на просветните работници.
- Law on Secondary Education, 2017 <http://mon.gov.mk/images/>
- Law on Inspection in Education, 2016 [http://mon.gov.mk/images/documents/zakoni/zakon\\_za\\_inspekcija\\_26-02-2016.pdf](http://mon.gov.mk/images/documents/zakoni/zakon_za_inspekcija_26-02-2016.pdf)
- Lickona, T.& Davidson, M. (2005), *Smart and good high schools: Integrating excellence and ethics for success in school, work, and beyond*, Center for the 4th and 5th R's (Respect and Responsibility), Cortland, NY, <https://www2.cortland.edu/centers/character/high-schools/SnGReport.pdf> (accessed on 27 May 2020).
- Миовска, Спасева, С. (2009). Научи ме да бидам човек. Воспитната моќ на наставникот. [Teach me how to be a Human, in Macedonian] Во *Зборник на трудови од тематска расправа, Реафирмација на воспитната функција на училиштето* (39-44). Скопје: Дом на просветните работници.
- Миовска, Спасева, С. (2005). *Прагматистичката педагогија и основното образование*. [Pragmatic Pedagogy and primary education, in Macedonian]. Скопје: Селектор.
- Митевска, Петрушева, К. (2015). *Иницијалното образование на наставниците во функција на воспитната работа во училиштето*. [Initial Teacher Education in Function of Educational Work in Schools, in Macedonian]. Докторска дисертација. Универзитет „Св. Кирил и Методиј“. Скопје: Филозофски факултет, Институт за Педагогија.
- OECD (2018). *The Future of Education and Skills 2030*. OECD Publishing Paris. [https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)
- Попова – Коскарова, Р. (2009). Воспитна функција – состојби, перспективи и светски искуства. [Educational function – conditions, perspectives, and world experiences, in Macedonian]. Во *Зборник на трудови од тематска расправа, Реафирмација на воспитната функција на училиштето* (18-28). Скопје: Дом на просветните работници.
- Правилник за основните професионални компетенции по подрачја на стручниот соработник во основните и средните училишта [Rulebook for the basic professional competences of professional staff in primary and secondary schools, in Macedonian]. Ministry of Education of Republic of North Macedonia, 2020, [http://mrk.mk/wp-content/uploads/2020/03/07\\_Pravilnik-za-osnovni\\_kompetencii\\_strucen\\_sorabotnik\\_13\\_02\\_2020.pdf](http://mrk.mk/wp-content/uploads/2020/03/07_Pravilnik-za-osnovni_kompetencii_strucen_sorabotnik_13_02_2020.pdf)