ICSSH2021

BOOK OF PROCEEDINGS

CHALLENGES OF THE
CHANGING WORLD
-BUILDING A SAFER FUTURE

BOOK OF PROCEEDINGS

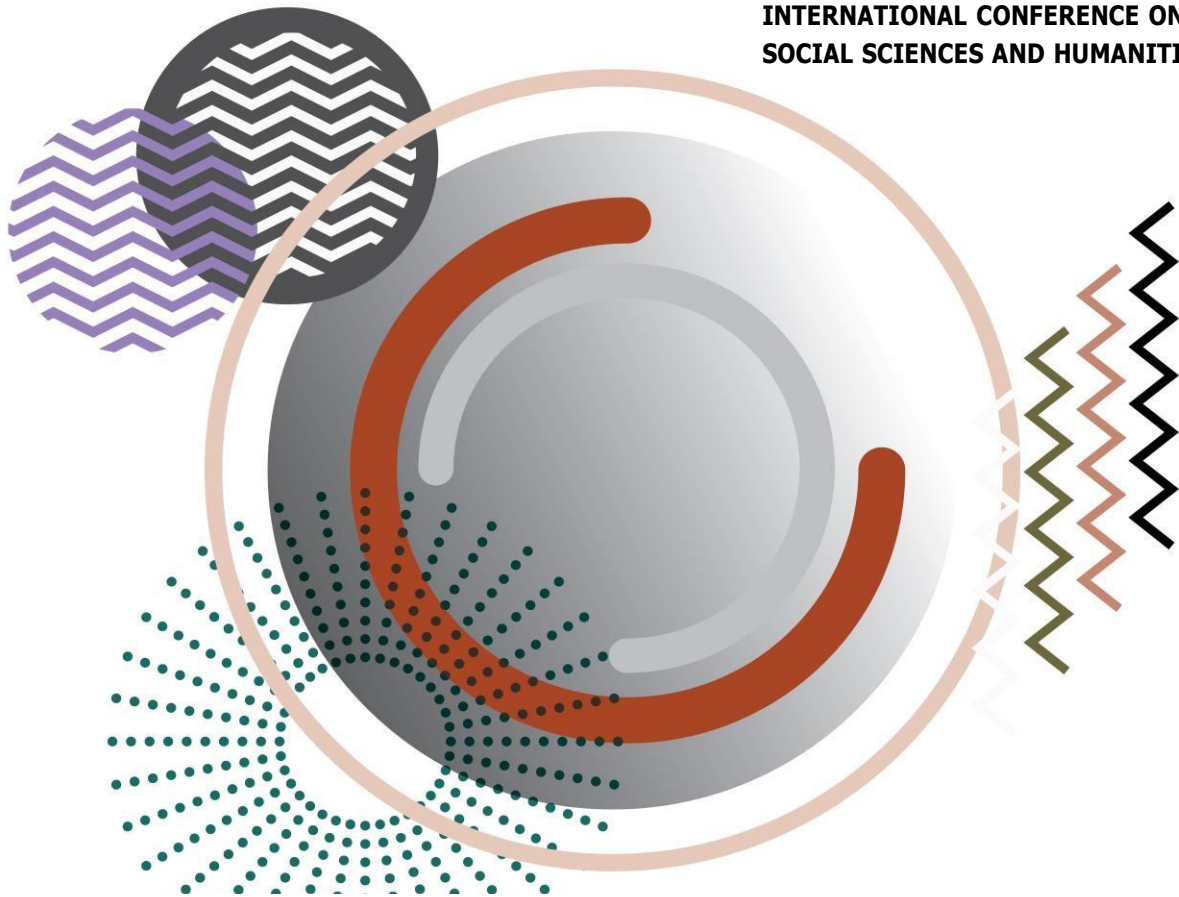## 4th INTERNATIONAL CONFERENCE ON SOCIAL SCIENCES AND HUMANITIES

Challenges of the Changing World - Building a Safer Future

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FOREWORD

Dear participants, on behalf of the Organizing Committee and me personally, it is my great pleasure to welcome you to the 4th International Conference on Social Sciences and Humanities (ICSSH2021), organized by International Balkan University, Skopje, and the University of Houston-Clear Lake.

In line with the social distancing norms due to the Covid-19 pandemics, it is the first time in the history of this conference to be conducted using a digital platform.

The conference intends to serve as a gathering point for a great array of academics and professionals to present their scientific achievements in the field of humanities and social sciences and all interrelated disciplines. This event can also serve as a place where we can meet old friends and make new ones.

The theme of this years' conference is Challenges of the changing world – Building a safer future. During these two days, many researchers and scholars will share their beliefs, knowledge, and experience of the challenges the globe is facing and discuss the approaches and strategies for a better tomorrow.

Let me walk you through the conference, introducing you first to the organizing and scientific committees: The academic staff of International Balkan University and the University of Houston-Clear Lake are members of the Organizational Committee, while the Scientific committee of the conference comprises scholars of over 10 countries.

We are proud to have participants from 5 continents, from over 20 countries, so the epithet "international" fits well with the name of our conference that complies with the image of the International Balkan University in our society of a multinational, multireligious and multicultural environment.

The audience will have the opportunity to select the presentations which they will attend, out of 160 contributions of more than 250 authors. The presentations are organized in different sessions covering the main topics of the conference, but not limited to **Economics, Business, Management, Political Sciences, International Relations, and Sociology, Legal Studies, Education, Philology, Psychology, Digital transformation and Communications, Arts and History**.

Within these two days, we will have the opportunity to listen to the presentations of five outstanding keynote speakers in the area of diplomacy, history, sociology, economy, and psychology.

I would like to express my gratitude to the Rector of IBU and the management of the University of Houston-Clear Lake for their support throughout the process of preparation for the Conference. I would like to thank the keynote speakers and all presenters, session chairs, as well as, the members of the organizational and scientific committees, for accepting our invitation to be part of this event. Big appreciation to Prof. Cengiz Sisman and all members of the University of Houston-Clear Lake for their involvement in all stages of the conference. Special thanks to the colleagues, members of the academic and administrative staff of IBU for their unselfish work and contribution and for being supportive during all these months. With your support and input, the conference will continue its success story for a long time.

Wishing you to see you at the next one, the 5th International Conference on Social Sciences and Humanities, here in Skopje.

Sincerely yours,

Prof. Dr. Aleksandra Porjazoska Kujundziski

President of the Organizing Committee

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HIGH SCHOOLS STUDENTS' VIEWS ABOUT THE TEACHING PROFESSION

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Abstract

In its essence, the teaching profession is one of those professions that have high social responsibility. The school and teachers as dominant carriers of educational work in almost 20 years of the lives of children and young people continually affect their development. They participate in the creation of active citizenship, social cohesion, social integration and inclusion in a systematized, planned and organized manner. They participate in the development of each individual and in the development of the society in which they live.

Like all other professions, the teaching profession has arisen as a result of the division of labor and its continuous development is influenced by social, economic, technological and scientific factors. Science and practice have shown that the teaching profession is not attractive to young people for many reasons. For these reasons, we conducted a survey about high school students' views (students from the fourth year) for the teaching profession. Their views on the teaching profession were perceived through the answer to the following questions: why is it good to be a teacher, what high school students mean by the syntagma - good teacher, and why on the other hand they don't want to be teachers. The survey covered 150 students in the fourth year in secondary schools in Macedonia. The research was conducted in the 2018/19 school year. The results of the research served to see if and how much the teaching profession is desired by the future academic citizens of Macedonia.

Keywords: interest; attractiveness; advantages; disadvantages; teachers

1 Introduction

The teacher is a person with great responsibility and at the same time with great power. The responsibility and power lies in the preparation of young people who should be built into responsible, principled, committed citizens of our society. The teacher had that opportunity to be the constructor of the society. Hence the requirements that must be met by a person who would carry the title - teacher. The teacher is the one who knows and learns, the one who can, the one who inspires [5]. The teacher should be professional, which means to know the subject he teaches, but also to be interested in the latest knowledge in his field. He should know his students and be fully committed to achieving development and success in his students. It is of great importance for the teacher to have developed an analytical, imaginative and reflective cognitive style. It is necessary to have independence in thinking, judging and solving problems [6] Building a teacher's personality is a long process.

A key segment in entering and choosing the teaching profession is the motivation of the person. Numerous studies indicate that the teacher's motivation for choosing a profession is an important determinant of the success of the teacher, his students and the school as a whole (cited in [7]).

Motivation can be: intrinsic (love of teaching, interest in the subject), extrinsic (secure work, salary, vacation and leisure) and altruistic (serving children and society). (cited in [7]). The relevant researches show the motives for which the teachers chose this profession. And the results of our research touch on the motivation of high school students to choose the teaching profession.

2 The Teaching Profession in the European Educational Context

The first step in building a teacher profile is the initial education of teachers. Initial teacher education requires a lot of commitment, because students - future teachers are both students and teachers. Namely, students are supported in learning how to teach and how to support students in how to learn. All students have the right to be taught by highly qualified professionals and that is why the selection of candidates in the teaching profession and their preparation during the initial education is very important [3]. Key priorities in the preparation for the teaching profession are: to enable teachers to acquire basic teaching competencies in order to perform their work satisfactorily from the very beginning of their career; teachers need to be prepared for situations where they will have to learn and upgrade

on their own, as well as be prepared to respond critically to innovation requests (According to Hagger and McIntyre 2006, cited in [3].

Upon completion of initial teacher education, in some of the education systems in Europe (20 systems) teachers are considered fully qualified, while in some education systems in Europe (23 systems) graduates must meet additional requirements to be considered for fully qualified [4].

Macedonia belongs to the group of countries (together with Germany, Croatia, Romania, Slovenia, Bosnia and Herzegovina, Montenegro and Serbia), where after the expiration of the integration program (In Macedonia one-year internship), novice teachers have to pass a professional exam [4]. Of course, building a quality teacher does not end here, these are just the basics of the teaching figure, which of course should be a solid foundation on which through professional development and upgrading will build the personality of a quality teacher.

Continuing professional development of teachers is mandatory in almost half of the education systems in Europe [4]. In Macedonia, too, the continuous professional development of primary school teachers is mandatory. Fully qualified teachers have the opportunity to obtain a permanent contract in all European education systems [4].

One of the significant challenges facing the teaching profession in Europe is the attractiveness of the profession as well as retaining students until the end of their studies and their successful inclusion in the teaching profession. In Macedonia (which is together in the group of countries Cyprus, Poland, Portugal, Slovenia, United Kingdom - Northern Ireland and Serbia) there is no shortage of teachers and the main challenge is the increased supply [4].

3 Research for the Teaching Profession

Research on interest in the teaching profession has been present for a long time and these researches are widespread worldwide. In the research What motivates people to become teachers [1], motives are shown that led people to get involved in the teaching profession. These authors analyzing old research more than 35 years ago (research of Joseph and Green, 1986), list the following reasons for involvement in the teaching profession: working with people, or with young people;

continuing the inclusion within the educational environment; to be of service; material gain and security; temporal compatibility, especially for young people who want to combine a career with family and raising children; the desire for creativity; the ability to influence others (not only students but also other teachers, parents); psychological motives such as: need and desire for authority, need for love given by children, as well as the need to entertain other people [1].

The available studies that touch the subject and are aimed at understanding the motivation for the teaching profession is mainly aimed at participants who have already chosen this profession (students of teachers colleges). In our paper, the interest is focused on the high school population who should make their choice to continue at a higher education institution or to enter the labor market. Which means that in our research we have those respondents who might not choose the profession of teacher and who give us an answer why they do not want to choose this profession. However, the researches already conducted among the students (for the choice that they made for the teaching profession) are useful, because we can compare the motivational factors that drive both groups of respondents.

The research given in the text below takes motivation as one of the most important factors for choosing the teaching profession.

In the research Motivation for the teaching profession by the author N. Angeleska A comparative overview of the attitudes of the students from the teaching faculties from Macedonia and Slovenia is given for their motivation for the teaching profession. The research covered 278 students from the first year of studies in the academic year 2012/13The results of the research showed that both Macedonian and Slovenian students had two main motivators: working with children and intrinsic career value. Both groups of students agree that no one persuaded them to study for teachers and that the teaching profession is poorly paid. Both groups of students the last three motivators that list are: secure work, career transferability and a second career choice. From the students' answers about which motivational factor they prefer (according to the ranking of motivational factors: time for family, social contribution, laziness) it was concluded that Macedonian students are more family-oriented and more socially inclined to contribute, but on the other hand and more lazy compared to the teachers from Slovenia [2].

Motivation as a factor for choosing the profession of teacher is seen in the work of Simić - Motivation for choosing the profession of teacher - perspective of future teachers, trainees and experienced subject teachers. Respondents included in this research are students from teaching faculties, trainees and subject teachers who have more than five years of work experience. Nine categories of motivational factors have been identified: working with young people (as the most common motivational factor), influencing students, working with the subject and science, teaching, teacher/parent as an example, lifelong learning, working hours and vacations, matching skills and reputation - a job that others value (which is the least prominent motivating factor).

4 Methodology

Numerous publications aimed at researching the interest in the teaching profession cover the opinions of students enrolled in teaching faculties. Our paper aimed to examine the opinions / attitudes of high school students (final year of their high school education) about the teaching profession. In fact, we considered the opinions / attitudes of the high school students about the teaching profession to be crucial for making a decision to continue their education at one of the teaching faculties. The research was conducted in the academic year 2018/19 on a sample of 150 students in the fourth year of high schools in six cities in Macedonia (Gevgelija, Delchevo, Strumica, Kavadarci, Veles, Kocani and Stip). With the help of a survey questionnaire we wanted to get answers to several questions: Why is it good to be a teacher?; What do high school students mean by the phrase - a good teacher; Would high school students in the final (fourth) year of their high school education want to be teachers; For what reasons do they not want to be teachers? The questions in the survey were open-ended

The results of the research will be used to see how desirable the teaching profession is among the future academic citizens of Macedonia.

5 Results and Discussion

In the research, we first wanted to see what motivates high school students to choose the teaching profession, so we asked the open-ended question. Why is it good to be a teacher? The answers of the respondents are shown in Table 1.

Table 1. Why it is good to be a teacher

Basic word/syntagm	Frequency	Percent	Related words
Teach	96	64%	You transmit knowledge You share You give directions Giving the basis Construction Upgrading Showing the true path Young people are being educated
Work with children	34	23%	You feel young all your life A time filled with play and laughter Daily socializing with children makes work interesting You are aware of what is happening to the younger generations You are reminded of your childhood Full of love when

			working with children Providing unreserved support Child care
Organization of working hours and responsibilities	11	7%	Excursions Free summer and winter vacation Free for holidays Saturday and Sunday at home with family
Continuous personal and professional development	7	5 %	You educate yourself all your life
Enjoys respect	2	1%	Respect from all
Total	150	100 %	

Most of the respondents cite teaching as the biggest motivation for choosing the teaching profession. Through this profession they will have the opportunity to give knowledge to students, to share their knowledge with them, to show them the right path, to educate future generations who are the future of society.

Some of the students' answers that state this motivating factor are: the teacher is the person who educates future generations; there is nothing more beautiful in the world than the feeling of being the one to bring knowledge and change into a child's life; you have the opportunity to pass on your knowledge to others.

The second most frequently mentioned motivational factor among the respondents is working with children. When working with children the teacher is full of love, always feels young, it reminds him/her of childhood.

Some of the answers of the respondents, who state this motivating factor for choosing the teaching profession are: you are aware of what is happening to the younger generations; you work with small children and time is full of play and laughter; teachers are full of love when they work with children.

The third motive stated by the respondents for which they would choose the teaching profession is the organization of working hours and responsibilities such as the use of summer and winter holidays, non-work during the holidays, more free time to spend with family, excursions that are organized.

The fourth motive is the possibility and the need for continuous personal and professional development. The teaching profession itself requires teachers to be up to date with all the innovations in the scientific field, methods, work techniques, technology and that is what some of the respondents point out as a motivating factor that leads them to choose this profession.

The respect that is enjoyed with this profession in the society is the fifth motive that is least mentioned among the respondents as a factor because of which they would decide to choose this profession.

We note that these motivational factors are mentioned in the previous part in the relevant research, with the fact that in the research in Serbia the first most common motivating factor is working with children, while in our research in the first place is the opportunity to teach and transfer knowledge, and the second factor is work with children.

In the continuation of our research we wanted to see the opinion of the respondents about what they mean by the phrase good teacher. The question was also asked in an open type. Table 2 shows the answers of the respondents.

Table 2. What do you mean by a good teacher?

Basic word/syntagm	Frequency	Percent	Related words
Can transmit knowledge	72	48%	It explains the contents nicely Knows well to transfer knowledge to others Explain and narrate in a correct and easy way To be able to transfer his knowledge

			Be creative Understand him when he teaches To learn in class Creatively organizes the class
Relationship with students	65	43%	Tolerant Understands students Gets along well with students Knows how to communicate with students To be friends with students Be friendly To be able to listen to you Not to divide the children, to pay attention to everyone Have the patience to work with children To help students overcome difficulties To motivate
Has knowledge	13	9%	Be an expert in his field Intelligent
Total	150	100%	

The first characteristic that the respondents associate with a good teacher is his skill and ability to transfer his knowledge to the students. Most of the respondents associate a good teacher with a person who knows how to explain the content well, a person who will be creative, from whom students can learn in the class..

Some of the answers of the respondents about what they mean by the term good teacher are: To explain the complex things in a simple way, to manage to keep the students active and interested, to hold the classes in a unique way, Who knows how to attract the attention of all the students.

For the respondents, the relationship that the teacher has with the students is no less important, ie according to the respondents, a good teacher is the teacher who is tolerant, who helps the students to overcome the difficulties, who has patience to work with children.

Some of the answers of the respondents, that connect the good teacher with the relationship he has with the students are the following: Pays attention to each student, Sees the school as a school for all children, has a friendly approach to children, is always open to both children and parents, advocates for each student individually, a teacher who is polite and patient.

Because in the research the high school students were randomly selected, at the end of the research we asked the question why the respondents do not want to be teachers. The answers we received to this question are shown in Table 3.

Table 3. Why you don't want to be a teacher

Basic word/syntagm	Frequency	Percent	Related words
Work with children	52	35%	I have no patience I have no desire to work with children Student indiscipline Responsibility to students I'm nervous I can not repeat the

			same thing several times
			I do not want to review tests, essays ...
			Hard work
Salary	25	17%	Small salary
The profession is not respected	12	8%	Less respected profession
			The profession is not taken seriously, the teachers are ridiculed
Total	89	60%	

Most of the surveyed high school students state that they do not want / can not work with children and that is why they do not want to be teachers. Some of the answers of the respondents are: It is difficult to deal with today's youth, I have no patience, It is a great responsibility to work with children.

The second most frequently mentioned reason why the respondents do not want to choose this profession is the low salary.

Disrespect for the profession of teacher is the third reason mentioned by the respondents because they do not want to be teachers.

6   Conclusion

To be a teacher means to take on a very responsible role in society, whose responsibility and outcomes are not visible at the moment, but are felt for a long time and felt by the whole society. The results of the research show that it is very important for the teacher to be able to transfer his knowledge to the students, they (respondents) give great importance to this ability so that someone can get the adjective good for his title teacher. It is also very important for the teacher to have a tolerant, patient and equal attitude towards all children. Some of the respondents would enter the teaching profession to transfer their knowledge to children and to guide children on the right path, and of course because

they want to work with children. Working with children is also a reason given by respondents who do not want to be teachers. They think that they can not work with children, they do not have patience and they think that this work is responsible and does not attract them. Low salaries and disrespect for the teaching profession are also mentioned as factors that make high school students reluctant to choose the teaching profession.

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