

EDUCATIONAL POLICIES IN CONDITIONS OF GLOBALIZATION AND THEIR IMPACT UPON THE REALIZATION OF THE EDUCATIONAL ROLE OF THE TEACHERS

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Abstract

The main interest of this paper is pointed toward the question how the changes in educational policies and current reforms in education made under the influence of the process of globalization and their impact of the sphere of education, are reflected upon the realization of the educational component, observed through the point of the educational role of the teacher. One of the characteristics of the contemporary global society is the huge progress of science, which analyzed from the aspect of the educational process impose the need for constant acquisition of new knowledges as a condition for survival and functioning in the modern world. Consequently, in evaluation of results obtained through educational process, the emphasis is pointed primarily toward the measurability of the acquired knowledges and obtained competences. However, in this conditions, one of the issues that should not be neglected is the value of the knowledge, or how much do they contribute toward designing the full personality, it's identity and it's capability to maintain and improve the main human values as goals that should be achieved through the educational work of the teacher.

Considering all these issues, we conducted a research on a sample of 129 teachers in secondary schools in Skopje, Republic of Macedonia, realized in order to determine how the teachers, in conditions of constant changes, pays attention on the realization of the educational role and whether and how every aspect of their work is followed and estimated. In order to realize the goals of the research, a questionnaire and protocol for content analyzes were applied. Results obtained in this research show that educational issues aren't treated with enough attention, as a result of emphasizing the importance of some other aspects in teacher's work.

Key words: *teacher, educational role, knowledge, accountability, education.*

Introduction

Globalization as a process affects all aspects of living and functioning. In conditions of globalization, in order to stay concurrent at the global market, one main quality needed for every company is having and owning a quality. In contemporary conditions of living, the quality is an imperative that separates the successful individuals from the others, nevertheless whether this refers to organizations, companies or states. The objective validation of existing quality, as a manner for evaluation as well as an indicator for comparation with other subjects is by quantification of achieved results. These will create possibilities to determine the level of quality of the product or the value that is created. Transmitted in the educational context, considering the fact that the education is one of the key factors in one state that determines the successfullness of

the state in other socio – economic, political, and cultural segments, locally as well as globally, it remains clear that the quality in education is the essential issue for every state.

Quality requirements understood in broader terms, in the context of education are reflected as requirements for quality of achieved results as well the successfulness of the education process as a whole. In this context, nowadays we often use the term quality assurance system in education, which means “existing of a comprehensive institutional framework through which the governments can ensure that the schools are undergoing the process of learning” (Mickova – Raleva, (Мицкова-Ралева), 2013: 1).

Related to this, especially important issues lately, which continuous to be equally important nowadays is the tendency of measuring and quantification of achieved results. This has become a kind of trend that reflects the over – stressed efforts to measure all achieved results or focus exclusively upon the number and shape as indicators for quality, at the same time neglecting the essence and the true value of overall results from the educational process. In this context, we think mainly on the condition of over emphasizing the need and importance of testing, requirements for achieving high test results as well as the use of criteria for comparability of the knowledge and based on this as a criteria for measuring the successfulness of the educational systems between countries. This occurrence is emphasized in that measure that in certain level have caused neglect and omission of true values of the knowledge, precisely how knowledge changes personality of the student and contributes toward its progress and development in the sense of their quality.

Nowadays, we are witnesses of situation in which as a result of the constant pressure to give a number of each knowledge, value for its estimation, we practically disregard the quality by itself and its essence, in the expense of the form and the quantity. From the other side, measuring and evaluation of achieved educational results by itself brings a numerous methodologic difficulties (a long time period is needed in order to foresee and note the effects of the educational work, the problem with quantitative measurement of the results that refers to the personality of the student etc.). However, if something can be achieved as a result of the work and expended effort, than we can certainly measure the effect.

Requirements related to the measurement of the quality of education, which are imposed as a result of affection of broader global factors, inevitably have their impact of the work of teachers. Under the pressure to achieve as much as possible higher results in the testing, teachers are placed in situation to give effort and to achieve as much as possible higher score instead of higher quality of their work. Here from, the knowledges as a measurable category achieved their higher position at the pedestal compared with the educational results, which looks like, that in certain sense lose their importance and value.

Indisputably, from the aspect of each teacher, realization of the educational role is also important and needed, but considering the fact that the whole teachers work is evaluated based on the objectively measurable indicators i.e. knowledge and achieved results on tests, although totally unjustified, however it becomes clear why the educational work and its results are pushed aside.

Method of work

Considering the current situation related to evaluation of the results of educational work and important issues that arrays from it, we conducted a research with aim to determine how the

teachers, in conditions of constant changes, pays attention on the realization of their educational role and whether and how every aspect of their work is followed and estimated.

The research was conducted on a sample of 129 examiners, teachers in secondary schools in Skopje, Republic of Macedonia. Following technics of research were used: interview, scaling and analyses of contents. Based on this, following instruments were applied: questionnaire (conducted from open and closed questions), Likers type of scale and protocol for content analyses. The obtained results were analyzed using percent's (%) and frequencies. They are presented in tables and graphics.

Results and discussion

On the question: Does teachers' pay enough attention on achieving the educational work through teaching, extracurricular activities and after school activities, most of the examiners have a positive answer, but yet, over 60% of them consider that the attention they give to their educational work is not enough (Table 1).

Table 1. Teacher's attitudes upon the realization of educational work

I consider that at the educational work upon the teaching activities, after teaching activities and out school activities:			
a	Are in the focus of teachers attention	40	31.00%
b	Are in the focus of teachers attention, but yet not enough	78	60.50%
c	Are not in the focus of teachers attention	11	8.50%
		Total	129 100.00%

Related to question for the realization of the educational tasks compared with the tasks related with transmission of knowledge, obtained results point out that although the largest number of examiners (95%) agree of totally agree that the realization of the educational tasks is equally important as the realization of the tasks related to the transmission of knowledge (Table 2), yet greater importance is impart on transmission of knowledge, which is considered as a highest priority in the work of the teacher (Table 3). These results suggest that teachers are more devoted and pointed toward the knowledge component.

Table 2. Realization of educational and knowledge tasks

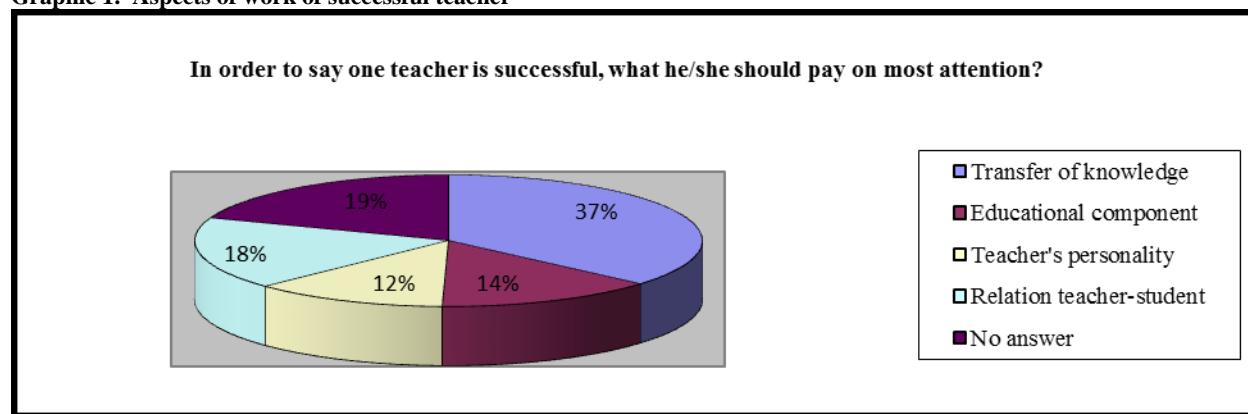
Realization of educational tasks is equally important as the realization of knowledge tasks			
1	Strongly Disagree	/	0.00%
2	Disagree	6	4.60%
3	Agree	57	44.20%
4	Strongly Agree	66	51.20%
		Total	129 100.00%

Considering the fact that teacher work is very complex and embrace realization of many different aspects, the examiners was given the possibility to express their opinions about the most important and priority aspects of the work of the teacher and the aspect that deserves the most attention and time by answering an open type question.

Table 3. Priority in teacher's work

Transfer of knowledge should be the first and main priority in teacher's work			
1	Strongly Disagree	1	0.70%
2	Disagree	7	5.40%
3	Agree	55	42.60%
4	Strongly Agree	66	51.30%
		Total	129 100.00%

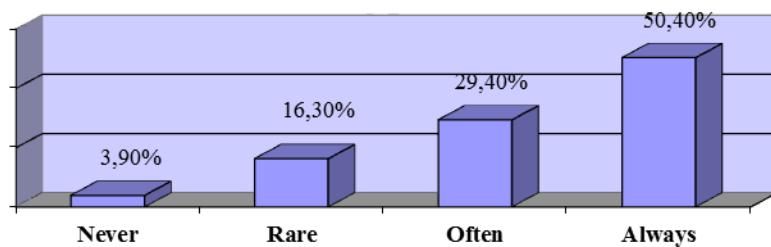
Obtained answers were properly analyzes using qualitative and quantitative analyses that helped to separate the obtained answers in following categories defined as aspects in the teachers work: realization of the component of knowledge, realization of the educative component, qualities of the teachers personality and maintaining a proper and quality relations between teachers and students. From noted categories, the most pointed category defined as most important was the component related to transmission of knowledge (35%), while significantly smaller number of examiners (14%) noted the educative component as most important and priority (Graphic 1).

Graphic 1. Aspects of work of successful teacher

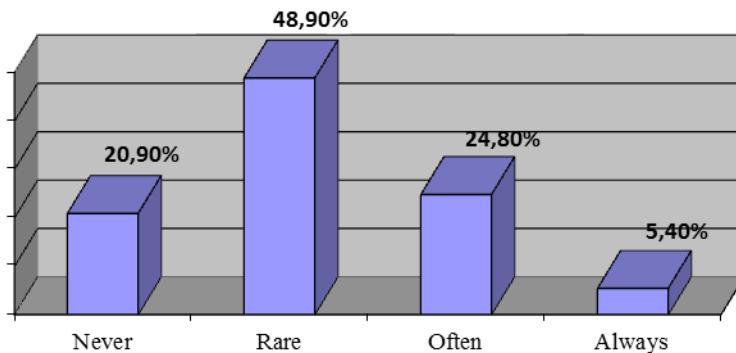
In the context of realization of the educational work of the teachers, very important aspect is evaluation of achieved results, which is influenced by certain aspects that are closely related and are results of educational impact of the teacher. Here, we primarily consider the behavior of the children which is a manifestation of their personal characteristics such as: diligence, indolence etc. Obtained answers point out that closely 80% of the interviewed teachers declare positively, or that they have an influence in creating the final grade of the students (Graphic 2). However, these answers are in contrary with the result of the following question (Graphic 3), according which, the grade as an educational tool, precisely as "pedagogic award/stimulus" or as a "pedagogic punishment" is used very rare or never. This attitude is presented from closely 70% of the examined teachers.

Graphic 2. Evaluation of student's knowledge

Beside knowledge, certain personal characteristics of the student (positive attitudes toward work, laziness, dedication toward goals) have a great influence in creating the final grade

**Graphic 3. The grade as an educational tool**

I use the final grade as a “pedagogic award“ or “pedagogic punishment“:

***Evaluation of the educational work of the teachers***

One of the factors that have direct impact on the quality of the realization of the educational work is the manner of evaluation of achieved results. For this reason, we made an document analyses that subscribe the manners of evaluation of the educational work of the teachers.

This question is regulated with several documents, mainly with the following one: Indicators for the quality of the work in schools, Manual for evaluation of the fulfilling of working duties of the teachers and special associates in primary and secondary education, Form for following the teaching activities and Regulations for work of the education inspectorate.

In the document *Indicators for the quality of the work in schools* based on previously determined indicators, several areas are determined in which the teachers work is followed and evaluated with aim to determine in what level are they realized. For the purpose of this paper we made a detailed analysis of the indicators. This analyses pointed that in determined areas many aspects of the educational work are included and they mainly refers to the interaction and relations that are maintained between the teacher and students, the support given to the students in the process of their development, the school climate, behavior of the students, their participation in the process of making decisions etc.

However, the analyses of the whole documentation pointed out that in general, the educational aspects of teachers work are following, but not assessing, as it is a case with the realization of the task related to transmission of knowledges. This process is mainly pointed toward the diagnostics, determination of eventual defaults and giving suggestions and offering directions and solutions to teachers for their overcoming.

The main conclusion regarded this is that although the evaluation of realization of teachers work is present in the educational practice, yet is not clearly defined and analyzed. Based on this, the main conclusion is that the concept of evaluation and realization of the educational work of the teachers is not yet well designed and defined (Mitevska Petrusheva, (Митевска, Петрушева), 2015: 363).

Conclusion

All previously findings regarded the educational work of the teacher, leads to the conclusion that considering the importance of realization of the educational role and educational impact that teachers have toward the development of the children, teachers pay attention to its realization, however, as it was obtained in our research, the priority place in teachers work is devoted to transmission of knowledge regardless the educational tasks. Meanwhile, this aspect of teachers work is followed and the following has mainly a corrective function, precisely it is pointed toward the detection and elimination of possible imperfections. The evaluation is realized only for the realization of the component of transmission of knowledge.

The reasons for this condition could be find in wider context, mainly in the existing educational politics at state level based on which, the greatest important is given to the quantitative measurability of the knowledge, realized by numerous tests that give possibility for quantification of the results particularly, clearly defined the level of achieved knowledges.

Assessment of the educational aspects of the work of teacher by itself is a complex question, mainly from the methodologic point of view considering the long period that is needed to consider all achieved results. Another question that also remains as an issue for future investigations is the difficulty to measure the results according clearly defined criteria, meaning mainly of the complexity and the sensitiveness of this important issue.

As we already mentioned previously, this condition in certain point is a result of widely social and economic influences that are caused and conditioned from the process of globalization and its impact toward the educational policies in the countries.

However, in spite of the complexity, it remains the fact that realization of the educational role of teacher and it's educational impact toward the creation of the personality of students is equally important as the transmission of knowledge because, the consequences that could be a result of its eventually neglecting will also have a negative consequences in wider global dimensions, meaning primarily on neglecting the real role of the education in a sense of humanization of the human and its society and in the direction of realizing the highest human values. The values of the category of transmission of knowledge also should not be neglected, respectively how do they contribute in building the personality, its identity and qualification for maintaining and improving the main civilization values as a goals that should be achieved through the educational work of the teacher.

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