

## **SLIGHT ENLARGEMENT OF THE UPBRINGING FUNCTION IN THE SCHOOLS IN MACEDONIA AS A SERIOUS SOCIAL ISSUE**

*UDC 37.018.2(497.7)*

**Rozalina Popova – Koskarova**

Faculty of Pedagogy 'St. Kliment Ohridski', University of St. Cyril and Methodius,  
Skopje, Macedonia

E-mail: rozalinapopova@yahoo.com

**Abstract.** *This article presents the views of the teachers about the ever-increasing neglect and marginalization of the role schools today have in the upbringing of children. Namely, although the school is defined as an institution with an upbringing – educational role, which means that the upbringing and the educational components are integrated, in practice for a longer period of time now we have been witness to a significant disruption of this union, that is, a serious neglect and disregard of the upbringing mission of the schools. All this reflects negatively on the development of the young generations, resulting in increased violence, aggression, mutual disrespect, decreased tolerance, skipping classes, and so on. Our goal was to find out what the teachers, who are a leading factor in the realization of the upbringing function, think about this problem, which has been present for a longer time now; where they find the reasons for this condition and what should be done in order to revitalize the neglected upbringing function of the schools.*

**Key words:** *upbringing function, teachers, schools, marginalization.*

### INTRODUCTION

The school is an institution, which cannot limit its function only to transferring knowledge, habits and skills, which are realized in the teaching process (the educational component). On the contrary, the school should enforce the upbringing component, as a result of the more and more frequent incidents in the schools (fights, violence, offences, aggression, drug abuse, alcohol, and so on), which have a negative influence on the development of children.

## 1. FACTORS OF THE INFLUENCE ON UPBRINGING

Different factors are included in the upbringing of the children; however, the following are considered the most important: the family and the school, that is, the teacher. The remaining factors which have a strong influence are the following: peers, the social environment, the mass media (especially TV), nongovernmental organizations, political parties, and with the development of the information society, social networks, especially the internet, have a strong influence as well.

In terms of the subject matter of our research, in the following text we will discuss the influence of the school, that is, the teacher. However, in order for us to understand this influence, it is necessary to make a comparison with the influence of the family, since the family and the school are the two factors which are considered to be the most important for the development of the personality from the point of view of upbringing.

The family is the first most significant social environment for the development of one's personality. It provides the first contact with the environment and the first model of behavior with the surroundings. Within the family, the children learn the first rules of behavior, they learn what they can and what they must not do, what is good and what is bad, they adopt moral norms; they learn the values of the society and many more different things. This is where the foundations are built for the intellectual, moral, social, aesthetic, physical, emotional and work education, yet also the foundations of the community, respect, as well as adopting the values and the views of the world. The expression of the emotions, verbal contact, behavior model of the parents, as well as the family climate, are all elements of the influence of upbringing on children, where the main role is carried by the parents. Both the traditional and the modern intertwine through the family prism, as well as the authority and the freedom, the individual and the collective, the feelings and the reason. To put it simply, the family is the "matrix" of all the human values (E. Petrova-Gjorgjieva, 2005/06: 20). Therefore, family upbringing is of the utmost importance.

A successful family upbringing is determined by the family relations, by the harmony in the family, as well as by the upbringing style of the family. Dysfunctional and disharmonic relations reflect negatively on the development of the personality from an early age and are reflected for a long time afterwards.

The school is the second most important factor of the influence of upbringing. In fact, the school provides its upbringing influence through the teacher, who is the pillar in the upbringing – educational process. Therefore, it is not a coincidence that a long time ago, one of the most important pedagogues in the history of pedagogy, Disterveg, said that "The school is as valuable as the teachers are valued" (L. Gogoska, 1997: 2).

In fact, the teacher is a precondition for a high quality upbringing – educational process. The teacher is the force which always moves towards success in the school. Therefore, the ambition and the will of the teacher for fulfilling what is defined as quality education are very important. (D. Murati, 2007: 56)

It has been known for a very long time that the teacher cannot and must not only be a lecturer, that is, a deliverer of knowledge and only a source of information for the students. With due consideration to this function, it should also be emphasized that the teacher, above all, is a pedagogue of the younger generation and that the knowledge the teacher possesses should only be a tool for the education of the students, that is, the teacher should bring up the students, building their system of values, mutual respect, tolerance, as well as developing mechanisms for coexistence and work.

Thus, the level of success of upbringing in education and outside of it, depends very much on the teacher. Given that teachers influence through positive examples and actions by means of their own behavior, through the way they communicate, dress, and so on, many human values will be discovered and accepted by the students, just like they are discovered, interpreted and connected to the experience of the children.

## 2. REASONS FOR THE EVER INCREASING NEGLECT AND MARGINALIZATION OF THE UPBRINGING COMPONENT

The trend of drastic neglect of the upbringing function has especially been obvious since the 1990s until today. Namely, the period of transition in the Republic of Macedonia resulted in a great number of poverty cases, which negatively reflected on the functioning of the, up to that point, quite stable family environment. The overall changes in the society, especially the destruction of the system of values, led to major changes in the family. Thus, the once stable, traditional family was faced with new challenges, to which it could hardly successfully respond without the support of other factors, above all the school.

It is obvious that parents manage the behavior of their children with more and more difficulty, and therefore, they have less and less time for their children due to their daily obligations to satisfy existential needs on the one hand, and the race for greater profit on the other. This is why the upbringing component of the family influence is in part transferred to the school, care that was once exclusively provided within the family. In fact, the upbringing function is becoming more and more complex and more difficult, above all because of the value and moral crisis in society as a whole.

The generation gaps and misunderstandings result in basically opposing views of the world between the young and the old, that is, between the parents and the children. The parents have less and less authority over their children. The increased number of divorces causes the authority of the parents to drastically decrease, and the family is faced more and more with the inability to successfully enforce the upbringing component.

In such conditions, in order to decrease their own influence, as well as their own failure, the parents believe that the care for the upbringing of their own children should be taken over by the school, i.e. the teacher. In fact, there is a popular belief (of course this does not include all parents) that it is enough for the children to be sent to school and that their upbringing should be left mainly in the hands of the school, i.e. the teachers. This results in an upbringing vacuum which quite negatively reflects on the young generations which are more intensely exposed to the remaining factors that have a strong functional influence on the young, including: the street, the mass media, social networks, peers, non-government organizations, and lately political parties as well.

Obvious changes have happened within the school. In fact, the educational component dominates over the upbringing one, or more specifically, the latter is significantly neglected. A certain indifference, an irresponsible attitude is present and felt in the upbringing work, which is quite wrong.

Some internal reasons have been directed to the schools by professor P. Simlesa:

- Irresponsibility of the subjects in the school (the teachers) for the successful realization of the upbringing component,
- Crude hierarchal and inflexible teacher-student relations,
- Obvious neglect of extracurricular activities.

The transfer of the upbringing role from the family to the school resulted in the need for serious changes in the educational-upbringing institution – the school. Namely, in our schools the intellectual component is still strongly expressed, at the expense of neglect and disregard of the socio-emotional development of the students. This means that our schools are still mostly intellectually oriented, which places emphasis on the adoption of knowledge and the fight for marks, and less on forming attitudes and values. Although certain efforts have been made, our school still cannot free itself from forming a student-encyclopedist, and instead of the maxim less, but with more quality, the maxim the more the better prevails.

The following reasons are identified as the most typical, which arise from the school/teacher factor:

- OVERWHELMING TEACHING PROGRAMS;
- INCREASED ADMINISTRATIVE RESPONSIBILITIES;
- DEVOTING GREATER ATTENTION TO GAINING KNOWLEDGE;
- UNSUCCESSFUL COMMUNICATION BETWEEN THE TEACHER AND THE STUDENTS;
- DECREASED AUTHORITY OF THE TEACHERS;
- NEGLECT OF EXTRACURRICULAR ACTIVITIES;
- TEACHERS FACE DIFFICULTIES IN THE REALIZATION OF THE UPBRINGING COMPONENT DUE TO A LACK OF TRAINING AND APPROPRIATE EDUCATION IN THIS CONTEXT.

The actualization of the question about how successfully the school accomplishes the upbringing function is becoming more and more obvious. This gives way to the following question: How successful is the school in accomplishing the upbringing component? How successful is the teacher in the upbringing of the students?

These questions are more and more relevant, as are the incidents in schools, as are the more frequent violence and fights among the students, inappropriate behavior, intolerance, mutual offences, as well as offences aimed at the teachers, increased aggression, skipping classes, destroying school inventory, and with the computerization of schools, computers are now a new target for destruction, and so on.

All these things direct to the need for the school to start to devote much more attention to the upbringing influence on the students, rather than to only convey knowledge and form habits and skills. At a time when the family is less and less in a position to successfully accomplish the upbringing function, the school, i.e. the teachers, should take on the aforementioned responsibility.

The increased emphasis placed on the educational component today has become a reality. The neglect of the upbringing function is an even greater reality in our upbringing-educational system. Therefore, we are witnesses of increasingly frequent violent and aggressive behavior of the students. The explanations of the teachers about this condition are that the teaching programs are too extensive, they complain that they have too much material to cover, thus, there is no time left for the upbringing component. Naturally, this attitude is completely unfounded, wrong and very harmful for the young generations, because the quality of the education and the competencies that the young will get depend on the teachers. Of course, the competencies refer not only to knowledge and skills, but also to building attitudes and skills, which include the following developments in young people: *awareness of belonging in the collective, the group, i.e. the community, nonviolence, showing interest for others and respecting them, a readiness for overcoming stereotypes and prejudice, sensitivity to cultural differences (cultural sensitivity), readiness for com-*

*promise, tolerance, solidarity, positive acceptance of learning as lifelong learning, an open attitude, adaptability and flexibility, curiosity and a critical view of things, developing ecological consciousness, and so on (R. Popova-Koskarova, 2011: 25).*

### 3. THE SUBJECT AND AIM OF THE RESEARCH

In this context, our research had an aim to study the role of the teacher in the realization of the educational function of the school today. Therefore, the following tasks were realized in the course of the research:

1. to identify the reasons which lead to the upbringing component being strongly neglected.
2. to get an idea about the readiness of the teachers for the successful realization of the upbringing component.
3. to identify the difficulties which the teachers face in the realization of the upbringing component.
4. to get an idea about cooperating with parents.
5. to determine the cooperation with the school pedagogue and psychologist with reference to the realization of the upbringing function.

### 4. THE METHODOLOGY

We used the descriptive method for this research, and the polling technique from the research methods. In this context, in order to gather data for the research, we used a questionnaire for the teachers (elementary and middle school) from 2 primary schools in Skopje.

The questionnaire contains 12 closed-item questions, as well as 3 general questions: the school they work in, their work experience and if they are elementary or middle school teachers. The sample included 100 teachers. However, we received answered questionnaires from 93 teachers.

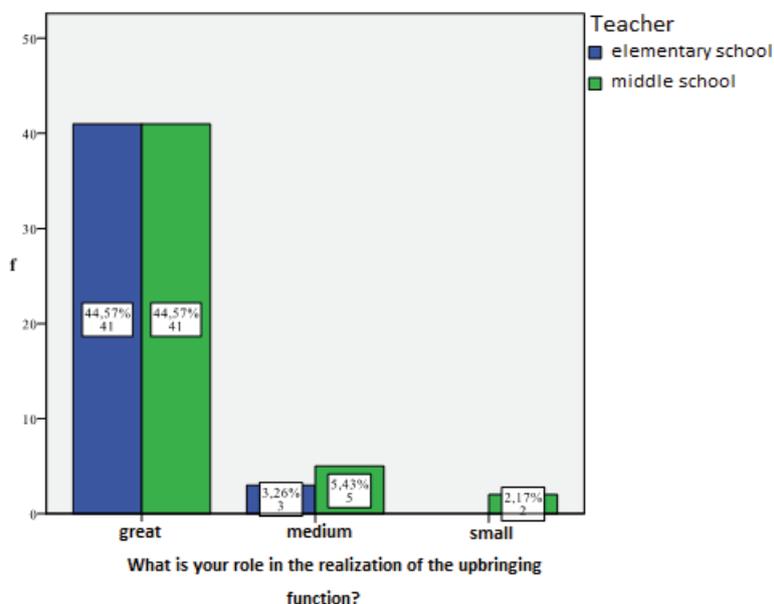
### 5. THE RESULTS

For the needs of this paper, we decided to present the results obtained from 5 questions, with which we believe that we will truly present the aim of the research, since the results of the complete research would extend the scope of this paper.

With reference to the question:

#### **1. What is your role as a teacher in the realization of the upbringing function?**

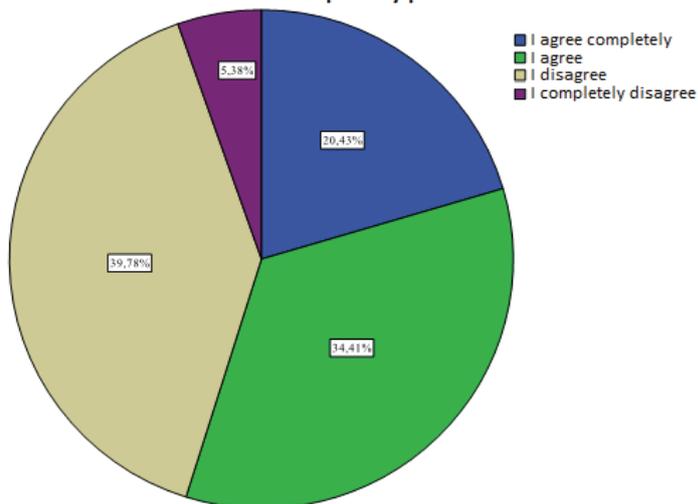
Out of a total of 93 teachers, 41 (or 44.57%) elementary school teachers, and same percentage (44.57%) of middle school teachers, think that they have an important role in the realization of the upbringing function. A total of 82, or 89.13% of the teachers see themselves as an important factor in the realization of the upbringing function, which can be interpreted as the teachers' being aware of their role in the realization of the upbringing function. Only an insignificant number, i.e. 2.17% of the teachers, think that their role in the context of the upbringing function is small.



There is a statistically significant difference between the answers of the elementary and middle school teachers.

2. The question: **Do you agree with the attitude that nowadays schools devote more attention to the educational function than to the upbringing function, which is more and more neglected?** provided the following answers which have been graphically presented:

**The educational function has a primary place in the work of the teachers**



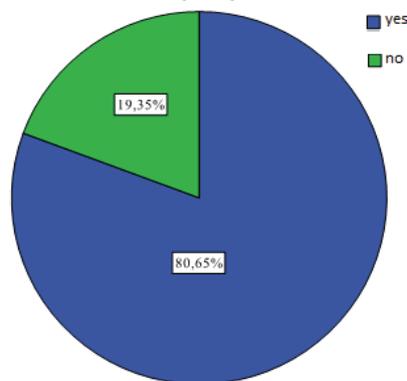
By analyzing the data, we can note the following: 54.84% of the teachers think that the school devotes more attention to the educational function rather than the upbringing one. However, it is astonishing that also a large number of the teachers, i.e. 39.78%, think that the school does not neglect the upbringing function, i.e. do not agree with our assumption that more attention is devoted to the educational function, while 5.38% completely disagree with our assumption about this question. If we analyze the gathered data in more detail, we might notice a certain subjectivity in the answer to this question, since the teachers find it hard to accept the fact that the upbringing function is being neglected, although they are aware that in the schools the greatest attention is awarded to the educational component. In fact, the teachers do not want to leave an impression that they do not do their work in its entirety.

6. The question: **Should the school offer extracurricular programs with more quality content?** provided the following answers:

		The school should offer extracurricular programs with more quality contents		Total
		yes	no	
Teachers	elementary school	40	5	45
	middle school	35	13	48
Total		75	18	93

$$\chi^2=3,796, df = 1, C = 0,198, p=0.05$$

**The school should offer extracurricular programmes with more quality contents**

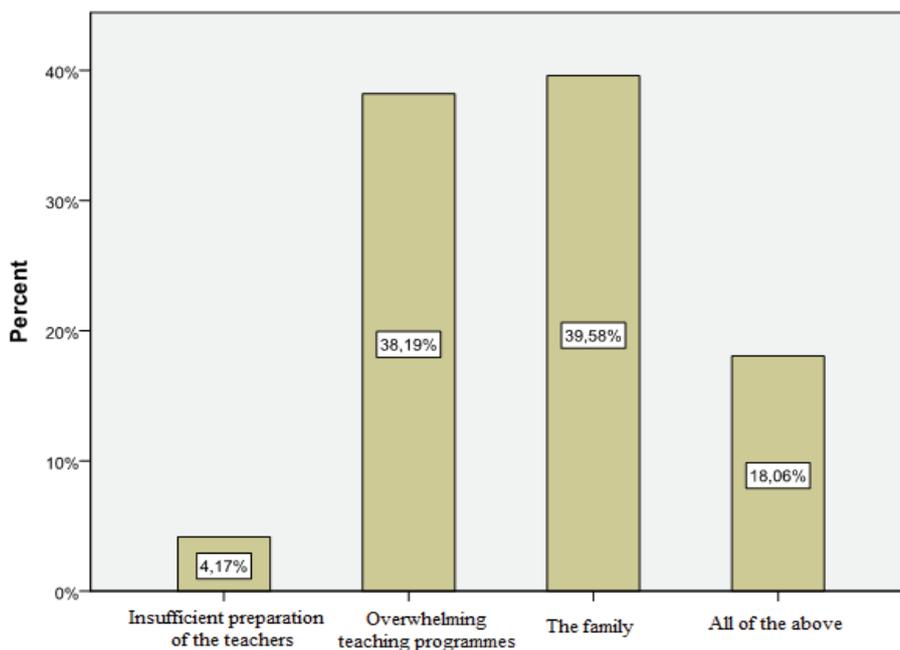


The gathered results show that a large percentage of the polled teachers, to be more precise, 80.65% believe that the schools should offer extracurricular programs with more quality content, which would satisfy the needs of society, while 19.35% believe that the existing extracurricular programs, i.e. activities, are quite satisfactory as is and that they meet the needs of the students. A great percentage of teachers who stated that there is a need for the schools to offer extracurricular programs with more quality content, i.e. program contents, is further evidence and a sufficient indicator that the extracurricular activities in our schools are dying out, and the ones that are being realized are facing significant formality. It would seem that schools no longer care how the students use their free time.

This condition should change as soon as possible, in order for the school to be able to meet the needs of the childrens' personalities from different aspects.

Regarding the chi-square, and the coefficient of contingency, there is a statistical difference in the answers between the middle and elementary school teachers, thereby confirming our hypothesis.

**Question: Why do schools face difficulties in the realization of the upbringing component? We offered the following answers: insufficient readiness of the teachers, overwhelming teaching programs, the family, all of the above.**



#### **Why do schools face difficulties in the realization of the upbringing component?**

The graphical representation shows that the teachers name the following two factors as the greatest reasons for the neglect of the upbringing role by the school: the family and the extensive teaching programs. Namely, 39.58% of those interviewed selected the family, and 38.19% the overwhelming teaching programs. Only 4.17% pointed to insufficient training and methodological knowledge as a reason for the neglect of the upbringing component. The results of the research indicate that the teachers do not consider themselves as a factor for the neglect of the upbringing function, yet they locate the reasons for this mostly in the family and the extensive teaching programs. Pointing to the family as a factor is most frequently connected to the well-known attitude of the teachers that they are here to educate the students, to transfer knowledge and provide them with the certain skills, while the parents should be responsible for the upbringing.

The second reason or the second factor – the extensive teaching programs are also a well known and frequently mentioned reason, since the teachers constantly show dissatisfaction because they have overly extensive teaching programs and thus, they are forced to

direct all their attention to them. Thus, there “is not enough time” for upbringing. Aside from the fact that the teaching programs for a great number of subjects are indeed very extensive, nevertheless, some things should start changing in the consciousness of our teachers. A quality school presupposes a quality educational, yet at the same time also quality upbringing process, so that we speak of an integrated upbringing and educational process.

It is our opinion that such an attitude is incorrect, because the upbringing component should be studied through the educational one. They are inseparable and as such should not be differentiated in the upbringing-educational process. In this context, again the training of the teachers for successful upbringing action plays a significant role. Although only a small percentage indicated this factor as an important one, it is a sufficient indicator for us to note the need for permanent education and training of the teaching staff to not neglect the upbringing function, and to make programs and realize them on daily basis, through all the upbringing-educational contents, for which the teachers still have the greatest responsibility.

Creating standards for involvement in upbringing is absolutely necessary for the successful realization of the upbringing component.

We proposed the following hypothesis about the question whether aggression and violence are increasing: **It is assumed that all the teachers believe that violence and aggression are increasing in schools.**

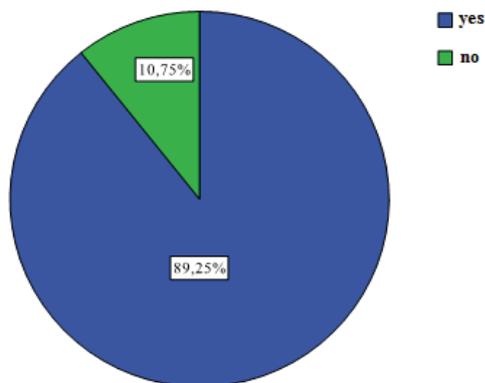
**Table**  
9. Are aggression and violence increasing in schools?

		Are aggression and violence increasing in schools?		Total
		Yes	No	
Teachers	elementary school	42	3	45
	middle school	41	7	48
Total			10	93

$$\chi^2=1,517, df = 1, C = 0,127, p < 0.05$$

**Question No. 9**

**Are aggression and violence increasing in the schools?**



The analysis of the data presented in the table and the graphic representation clearly shows that almost all the teachers believe that aggression and violence are increasing in our schools. Namely, around 90% of the teachers chose answer a), i.e. they think that aggressive behavior is more and more notable among the students, and that violence is also more and more present in our schools. This is a sufficient indicator which should be a warning sign for a systematic approach to these problems, in order to avoid catastrophic consequences of the violent behavior which can already be felt in high schools.

The coefficient of contingency has a low value, which presupposes a low correlation between the answers and the teachers, and the chi-square shows that our hypothesis is accepted at a 0.05% level of significance.

The question: **Do you need additional training in order to be more successful in the realization of the upbringing function?**

**Table.**  
**Teacher \* Do you need additional training?**

		Do you need additional training?		Total
		Yes	No	
Teachers	elementary school	32	12	44
	middle school	23	24	47
Total			36	91

$$\chi^2=5,380^a, df=12, C=0,157, p<0.05$$

The analysis of the data presented in the table and the graphic representation show that generally, the teachers do need additional training in order to be more successful in the realization of the upbringing component. This request should be understood as a need for support of the teaching staff for their more successful functioning in the field of the upbringing function.

The number of teachers who opted for answer a) is 55, or 66.44%, and shows that in the current system of training and professional development, much attention is paid to the elements of the educational component (for example, modern strategies, methods and techniques for realization of the contents, and so on), and less and less to the part which refers to the upbringing component and its realization. Thus, a need is felt for additional training through seminars, symposiums, workshops, and so on, in order to completely improve upbringing-educational work, with a special emphasis on the enforcement of the upbringing function.

It is interesting that the middle school teachers have almost divided opinions about whether they need additional training or not, unlike their elementary school colleagues, who, in a greater number answered positively about the need for additional training.

There is a statistically significant difference in the answers between the middle and elementary school teachers, according to the  $p<0.005$ .

## 6. CONCLUSION

From the abovementioned, we may note that the schools should redefine their role very promptly, devoting more attention to the upbringing function. Standards should be created

for the realization of the upbringing component, in order for it to be integrated in institutions with an upbringing-educational function. All the teachers, in addition to their basic education, should gain competencies for more successful upbringing actions. In fact, modern society requires modern teachers who will bring up as successfully as they will educate, i.e. build personalities with values, attitudes, with a sense for tolerance, solidarity and empathy, overcoming prejudices and stereotypes, pronounced cultural sensitivity and mutual respect.

The teachers should undergo continuous training for the realization of the upbringing component within obligatory education.

#### REFERENCES

1. Bratanić, M. (1996), *Križa odgoja*, Hrvatska sveučilišna naklada: Zagreb
2. Petrova- Ćoreva, E (2005/06) *Vospitnata funkcija na sovremenoto učilište*, *Vospitanie*, Pedagoški fakultet Štip: No.6-7 ( 19-24)
3. Murati, DŽ: (2007), *Sproveduvanje na promenite vo učilišteto kako uslov za kvalitetna nastava*, vo zbornikot na trudovi od javna rasprava „Nastavnikot i kvalitetot na obrazovanieto“, Dom na prosvetnite rabotnici na RM: Skopje (52-59)
4. Potkonjak, N: (1984), *Ostvarivanje vaspitne uloge škole*, Prosvetni pregled: Beograd
5. Popova- Koskarova, R: (2007), *Nastavnikot i vospitnata uloga na učilišteto* vo zbornikot na trudovi od javna rasprava *Nastavnikot i kvalitetot na obrazovanieto*“, Dom na prosvetnite rabotnici na RM:Skopje (80-84)
6. Popova-Koskarova, R: (2009) *Vospitna funkcija-sostojbi, perspektivi i svetski iskustva*, Prosvetno delo, Skopje No.3,2009 (UDK -37-ISSN 0350-6711 (37-45)
7. Popova-Koskarova, R: (2007) *Obrazovaniето za mir vo funkcija na razrešuvanje na nasilstvoto vo učilištata*, objaven vo zbornikot od trkaleznata masa Omladina Balkana izmegu nasilja i culture mira, Filozofski fakultet, Nis,
8. Popova-Koskarova, R: (2010) *Overcoming of The stereotypes and prejudices for Roma students and their integration in school*, US-China Education Review, David Publishing Company, Vol.7 N-8, (73-77)
9. project Promoting the upbringing – educational work in the schools with special emphasis on enforcing the upbringing function, Council of the Municipality of Karpos, November 2010
10. Šimleša, P. (1979), *Koncepcija programiranja osnovnog i opkeg obrazovanja, Vaspitanje i obrazovanje*, Titograd: 4-5, (97-115).

## BLAGI PORAST U OBRAZOVNOJ FUNKCIJI U ŠKOLAMA U MAKEDONIJI KAO ZNAČAJNO SOCIJALNO PITANJE

Rozalina Popova – Koskarova

*Ovaj članak predstavlja stavove nastavnika o sve većem zanemarivanju i marginalizaciji vaspitne funkcije u školama danas.*

*Naime, iako je škola definisana kao vaspitno-obrazovna ustanova, što znači da su vaspitanje i obrazovanje integrisane komponente, u praksi već duže vreme možemo videti značajan poremećaj ove povezanosti, koji je ozbiljno zanemarivanje i nepoštovanje vaspitne misije škola. Sve to odražava se negativno na razvoj mladih generacija, što dovodi do povećanja nasilja, agresije, međusobnog nepoštovanja, smanjena tolerancije, preskakanje časova, itd.*

*Naš cilj je bio da saznamo šta nastavnici, koji su vodeći faktor u realizaciji vaspitne funkcije, misle o ovom problemu, koji je prisutan duže vreme, gde su saznali razloge za ovo stanje i šta treba da se uradi u cilju revitalizacije zapuštene funkcije vaspitanja u školama.*

Ključne reči: *vaspitna funkcija, nastavnik, škola, marginalizacija.*