

The Impact of Subjective Factors on the Success of the Primary School Pupils



Linguistics

Keywords: primary school, didactic triangle, educational system, etc.

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Abstract

The institution of the primary school, in the realization of the educational objectives, the student should not be treated only as a common object on whom should, formally, be realized the educational activity, but actually, the personality of the student should be understood as a creature of the complex nature, that is continually in formation and completion of qualitative attributes, that in an interactive way, acts and cooperates with the other factors of the environment, especially of the subjective character.

From this aspect the student, as an object and subject of the learning, possesses, develops and benefits various qualitative performances and affinities which, in a permanent way, completes and manifests them through relevant abilities and skills in different situations in the educational process.

Therefore, this work has included the aspect of the impact of subjective factors on the success of primary school students, by putting in the center of observation the so-called “didactic triangle” – the student, the teacher and the subject matter. In this concept the school was in a position divided from the social streams, and it wasn’t able to articulate the dynamic requirements of the labor market. Lately, as a result of the socio-economic changes, comes to expression the complex and multidimensional composition of the learning system, which includes both subjective and objective factors, which affect in the educational system. We have elaborated the factors of particular importance of the subjective nature: the student, the teacher, student’s parents and the closer and broader family, also and other subjective factors (permanent training and perfecting of the educational crew, the role of the pedagogues in the transformation of the education and schooling, and the possibilities of the practical implementation of pedagogical knowledge etc). Also we have explained the role and the mission of the Institution of primary schools, that, for their special importance in the educational system, have a distinguished position in the aspect of the education and schooling of new generations, yet more, when considering the fact that it is about a level of education in which is profiled and built student’s personality. We have also analyzed and the other factor of the subjective character that has to do with the student himself and his individual and professional personality, emphasizing that even though exist various differences form the aspect of their level of intelligence, individual proficiency, the family conditions under which they are raised and educated etc., successful completion of the primary school is presented as a precondition, that impact in the further stages education of student’s education as well as in the formation of their professional skills and abilities. The successful realization of these objectives is not made only by the joint involvement of the students and teachers, but in a complementary way, and with the parents of students. The students should be oriented with an involvement of all participants in the education process – as the family members, as well as the holders of the education process in school – the teachers and various professional services. Lately, with the permanent changes in the area of formal education, are implemented various educational concepts that have shown extraordinary results in terms of raising the level of students’ success in primary schools, that correspond to some more appropriate organizational forms, comprehensible and acceptable for the students from the educational aspect, and which are in function also with the contemporary requirements of globalized labor market. Today, is noticed a slowed dynamic of these qualitative changes, that doesn’t correspond to the contemporary requirements of the globalized world. Within the frames of the factors with subjective characters, that have impact on the successful realization of the educational process are considered: student’s personality through his skills and abilities, existing conditions in the closer and wider family district where the student is living and is formed, teacher’s role in the realization of the educational process and of the teaching personnel, domination of the frontal form of work with all students, non-cooperation of the teacher with the parents, uploading of the students with excessive school obligations, more of the general and formal character etc.

Introduction

In this work we have included the aspect of the impact of subjective factors over the success of the students of primary schools through various comparisons of the previous periods, where existed a concept with a more closer and specific approach and treatment towards the school institution and the teaching process by putting in the center of observation the so-called “didactic triangle” that included three elements of this notion – the student, the teacher and the teaching subject. In this position the school was divided from the social flows, actually it was not able to articulate the dynamic requirements of the labor market. Lately, as a result of qualitative socio-economic changes, constantly comes to expression the complex and multidimensional composition of the teaching system, which includes both objective factors and subjective factors, that from different ways can impact in the realization of the educational process. From this aspect we have made a definition of the issues that have to do with the treatment of the pupils at the same time – as subjects and objects in the realization of the educational process and the benefit of knowledge, by making a distinction between the sources of knowledge as objective components and the student himself, who in an active way, is a holder of the educational process and participates in the realization of the educational process.

In this direction, in a descriptive way, we have elaborated the factors of subjective nature that have a specific importance, among which are considered: the student, the teacher, students’ parents and the closer and broader family, as well as the other subjective factors (training and permanent perfecting of the educational crew, the role of pedagogues in the process of transformation of education and schooling, and the possibilities of practical implementation of pedagogic knowledge etc.)

Also we have explained the role and mission of the institution of primary schools, that because of their specific importance in the educational process, have the distinguished role and position in the aspect of education and schooling of the new generations, yet more, when is considered the fact that it is about the a level of education in which is profiled and built the personality of the student by treating and analyzing the contemporary possibilities of this educational institution as an institution with a formal and obligatory character for the students. In this direction we have also analyzed and the other factor of the subjective character that has to do with the student himself and with his individual and professional personality. In an elaborative form we have reasoned that the realization of immanent objectives by the students, in a successful way, cannot be done only by a joint involvement of the students and teachers, but, in a complementary way and interaction, also with the parents of the students. Based on this, when it is about the complex dimension for the success of primary school students, especially the level of the achieved success based on the act of subjective factors (the student, student’s parents and family, the teacher, various professional services in school, permanent training of the expert of various areas from the didactical – methodical aspect and the engagement of the students in the practical life etc.), in an obligatory way, as a main factor of subjective nature, is presented the student with his formed personality, that includes his intellectual potentials and capacities. The child, as a creature and a personality in

formation, includes a myriad of characteristics, affinities and inclinations that, in a permanent way, develops and displays through relevant abilities and skills in different situations. In this direction, to confirm the fact that even today, in every school and also in every class, exist students that have a lower success and students with a higher success, even though the act of teaching is realized through the same and equal access of the teacher towards the students.

Within the frame of the factors with subjective character, that have impact on the successful realization of the educational process are considered: student's personality through his abilities and skills, the existing conditions in the closed and broader family district in which the student is living and is being formed, the role of the teacher in the realization of this educational process as well as of the teaching personnel, the domination of the frontal form of work with the all students, non – cooperation between the teacher and the parents, uploading of the students with excessive school obligations, more of the general and formal character etc.

All these emphasized moments, along with other factors, less or more, have an adequate impact on the appearance of the phenomenon of different success of the students not only in primary school but also in other levels of education.

The Impact of Various Determinants on the Educational Process

Since the educational segment represents one of the most important forms of the social consciousness, has been, is and will be object of the permanent and numerous analysis not only of the science of pedagogy, but also of serious and comprehensive researches in other sciences as- anthropology, andragogy, sociology, philosophy, psychology, etc. Therefore, based on these ascertainments, are profiled and posed various theories that are in function of definition and comprehension of the nature of this important social segment that has the complex dimension. Based on this problematic exists a correlation between the technical – technological and scientific development, on the one hand and, acquiring and drafting of the respective educational plans that are in the function of the man in today's industrial society. The issue of the technical – technological and scientific development except of the purpose of incentive of development and of rounding of the student's creative personality, also defines and recommends respective development projections for the future contemporary educational system. From this comes out that all technical – technological and scientific achievements have their own impacts on transformations of the gnoseological – axiological essential components, as of the learning process as well as on the possibilities of scientific applications.

Among other determiners that have great importance on the educational process also is included- "Educational technology", that lately, in the time when world global society has benefited (according to some of the world most famous encyclopedists) the treatment of the informatics society, which means the connection and the function of the whole modern world system as a village. Thus from this we can conclude that the combination of different pedagogical disciplines as the didactic, methodic, docimology, methodology of scientific researches in a considerable percentage are in dependence, exactly, from the level of the development of educational technology, which preoccupies with the creation of pre – conditions that will be in function of an

interdisciplinary synthesis in direction of pedagogical activity. Therefore and the permanent intentions that are in function of the advancement and perfection in the mentioned educational process, from the aspect of the successful transformation of pedagogy as a science, in a complementary way, except the above mentioned factors a special importance also has “the role and position of the educational crew”, respectively, the possibilities from their permanent professional perfection through various sophisticated forms of emancipation and their perfection, the possibilities of absorption and the application of different technical-scientific achievements by the teachers, etc. Based on this is draw the conclusion, by some famous authors in the science of pedagogy, that the issue of professional perfection appears as a more valuable issue of the future educative society.²² This means that the issue of the permanent professional perfection of the educational crew is a very specific issue that lies as in the field of pedagogical theory as well as in the field of pedagogical practice.

Regarding the too exploited problematic linked with the notion of the “permanent transformation of the pedagogical sphere”, the same phenomenon includes the contemporary streams in the sphere of pedagogy by including all actual challenges and problems, as in theory as well as in practice, with which confront the pedagogues and educational workers, different subjective resistances, contradictions, different handicaps of subjective and objective nature etc. In this direction rises the immanent question – which is the purpose of transformation of the sphere of pedagogy and the teachers? It is understood that, because of the complex character of the question itself, and the answer itself has the most complex character that includes the components of the increase of scientific quality, the formation of a modern pedagogical structure, re-definition of educational activity that should be in function of the contemporary changes etc.

Based on this we can conclude that the contemporary pedagogy should realize its most comprehensive mission in the educational process with a purpose of the formation of a more entrepreneur personality, in direction of submission of this system the specific conditions of the labor market, in the operationalizing and concretization of the objectives of education and obtaining of knowledge and skills, in the integrating processes of this science in the general social structures, in the healthy development and the right moral formation of the individual, in the organization and respective submission of educational organizations in the general concept of the social – economical development etc.

Within the frame of the realization of educational objectives, special attention also deserves and the issue of “pedagogical creativity”, that as a human activity appears as an important component in the overall development of pedagogical thought, because the pedagogical creativity comes to expression as a very important moment with a verifier character of the all challenges and pedagogical problems, which are imposed with its actuality and importance towards the development of the educational theory and practice.

In continuity, based on these changes that are realized in different spheres of the socio – economical life and of the human activity as a result of scientific – technological developments, is imposed the issue of application of the concept of “permanent education” (“life – long learning”)

²² Suhodolski Bogdan, “Tri pedagogije”, Beograd, 1974, s. 69;

of each individual as a relevant factor for the achievement of the efficiency in the educational work. One of the most important reasons that has imposed the necessity for permanent education of the individuals is and the global phenomenon of “the invention and dissemination of innovations” for very short units of time, which and enables that the knowledge, skills, technologies to be spread and applied in every piece of the Earth. The fact itself that when we talk about the professional personality of the individual as well as for the different possibilities from the aspect of education, schooling and the formation of his professional personality should be taken into account the moment that exists a great inequality from the aspect of possibilities and potentials for their development.²³

Elementary Factors that have Impact on the Success of the Pupils

In the process with a complex dimension of the education and schooling of the individual are submitted obligations, special and specific tasks and responsibilities, because the issue itself of the development and formation of personality represents a process with an uninterrupted character, which includes forms, methods and various tools in order to incentive as much the developmental potentials of the student. From this aspect, various researchers have given their considerable contribution for that is lighten the phenomenon of development opportunities of the individual, among which, as more famous are considered: I. Pavlov; E. Thorndike; L. Rubinstein; S. Freud; Ch. Darwin; E. Haeckel; J. Locke; J. Russo etc. Based on the existing rich literature, which treats the multidimensional problematic of the individual development issue, we can conclude that exist various differences and worldviews between various authors as to the issue of notion and nature of the individual, the factors that determine the development and formation of the individual, especially the issue of the normal development and formation of personality, the measures and forms in the educational process etc. Even though there exist a large number of various psychologists that have been preoccupied with this issue of a more comprehensive explanation and definition of this phenomenon (H. Perjon, H. Eysenck, N. Rot, G. Allport etc.) we will take the definition of the American well – known psychologist G. Allport, who “implies the personality of the human as a dynamic organization of the existing psychological systems within the frames of the individual, that determine his specific and characteristic behaviors as well as his typical way of thinking and acting”. Based on this that is mentioned above we can say that “the issue of the development of the individual has the correlative nature between various individual predispositions (abilities, skills, attitudes, various values, ambitions, motifs etc.) and the specific conditions where the individual is living and developing. In general, based on the existing literature in the sphere of pedagogy, gerontology, psychology, sociology, medicine, etc, as more important factors from this aspect have been profiled these factors:

1. The genetic factor (inheritor);
2. The ambient (environment) in which lives and develops the individual;

²³ Prof. Dr. Januz H. Dërvodeli; “Dallimet në suksesin e nxënësve të shkollës fillore të regjistruar para kohe, me kohë dhe pas kohe”, Prishtinë, 2010, fq.14;

3. Education and schooling as factors of the development of the individual;
4. Individual activities as factors of the development of the individual;
5. The possibilities from the integral impact of these factors in function of the – development and formation of the human personality etc.

The Role of the Genetic Factor (Inheritor) in the Process of Formation and Development of the Individual

The inheritor factor is one of the most important factors in the process of formation and development of the individual that is in an organic – genetic connection with the qualitative features of the ancestors, which in a higher or lower percentage, are transferred to the next generations. In this direction, for example, is very important the position and doctrine that Mosley places, who his worldview over the importance that the inheritor factor has in the process of the development of personality of the individual sublimates it in an absolute way: “The fate of each of us have determined our ancestors beforehand, and no matter how much we try we cannot get away from our organization”. There exist various theories that have similar starting positions for “the role of the inheritor factor on the formation and development of the personality of the individual”, which actually, have very extreme positions, as for the role of this factor, and stimulates the relativity and under-estimates the role of other factors that have extraordinary role in the process of the development and formation of the individual as are: permanent and various activities that are developed by the individual, the role of the environment and society, the dimension of education etc²⁴. This for the reason that the inheritor factor, as a biological factor with internal character has the complex nature because each individual represents a genetic and biological structure itself, which individual, then, in under the influence of various factors (environment, environs, stimulation, motivation, encouragement, activities, permanent learning etc.) which less or more affect on the direction of the development of the students.

The Impact of Social Environmental (District) on the Development of Individual

The specific dimension itself of notion of the district implies the district in which the individual lives, works and develops, and that with its complex character includes more components starting from the physical and biological district (the place, home) economical and social component, as well as the psychological and traditional components of the district (viewpoints, worldviews, attitudes, influences, traditions etc.). The society, with all its accompanying structures, should not be meant only as a notion with a more homogeneous character, in which exist only factors of positive character but, should be seen more as a notion of the objective and heterogeneous character consisted of a complicated institutional structure submitted in a functional way and with adequate reports, and which actually, may be or may not be efficient in the educational process of the individual. In function of this, should be emphasized the reality that in social conditions and

²⁴ Osmani, Dr. Shefik, “Trashëgimi social-pedagogjike”, Motrat Qiriazhi, Grafoprint, Prishtinë, 1997, fq. 127;

districts, in which the new individual grows up, is formed and educated, exist an uninterrupted variability, a permanent movement, continually changes of the existing factors, among which as more important that have impact on the processes of the development of the man are considered: 1) family bay (in the narrowed and broader aspect or the microstructure), 2) the school with its specific environment, 3) social district in the broader aspect (macro-social), 4) the intimate district of the child etc.

Educational Components as Main Factors in the Process of the Formation and Development of the Student

In the process with a complex dimension of education and schooling of the student are submitted obligations, tasks, and particular and specific responsibilities, because the issue itself of the development and formation of the personality represents a process with a continually process which includes various forms, methods and tools to stimulate as much the developmental potentials of the individual.

Educational Component in the Process of Formation and Development of the Student

In the sphere of the existing pedagogical literature, always, the issue of the definition of notion of the education has been one of the preoccupying issues of the pedagogical scientists, and should be accepted that, from this aspect, exist various definitions by various authors , but we will give a definition that according to us has more comprehensive elements of the education nature: “Education represents a process of acquisition of knowledge, skills and habits and during which are profiled and formed the forces and intellectual and physical skills of the individual and, at the same time, by forming the personality and the character which means that are formed the worldviews, attitudes and the emotional world”.²⁵ Education as a planned, organized, led and controlled process and social activity represents a process of essential necessary requirements with the purpose of providing a perspective future of the society in entirety. In this direction we would have cited another thought of a well – known pedagogue who says: “The process of education of the man implies the education of those perspective roads in which is his joy and happiness for the tomorrow”.²⁶

Schooling Component in the Process of the Formation and Development of the Student

Since the start in a necessary way appears the issue of what does the notion of the schooling represents and what are its relations with the education, under the umbrella of which, usually is included. What is more interesting, even though exists a correlation between these two notions,

²⁵ Vukasović Ante; “Temeljne odrednice pedagojske znanosti”, Revija.”Pedagogija”, nr.1, 1985, Beograd, fq. 27.

²⁶ Makarenko A. S.; “Poema pedagogjike”; Prishtinë,1967, fq. 93.

and at first sight, it seems like there are no differences between these two notions with identical character (between schooling and education), however exist essential differences between these two forms of the social consciousness. This means, while the educational component treats and is preoccupied with the comprehensive issue of the formation and development of the student, and in which process, in an obligatory way, is imposed the issue of his schooling, since the schooling component, treats the factor of the formation, emancipation and intellectual awareness, from which we can conclude for the complex, interconnected and correlative nature between them. Based on this we can say that even though we have presented the similar functions between the schooling and education, in a obligatory way is imposed the issue of the presentation of specific differences between the mentioned elementary pedagogical notions, among which as more important are considered: the issue of executive character that implies the real possibilities from their materialization and, the issue that has to do with the possibilities of evaluation and assessment of the effects of these two pedagogical components.

Individual Activities as Factors in the Process of the Development of the Individual

There exist dilemmas about the position and role that the individual activities have within the frames of the structure of factors that have determining impact in the process of formation and development of the individual. From this viewpoint, as for the issue of engagement of the individual in forms of the various practical activities that are manifested through the various engagements of the forces and various physical and intellectual possibilities, in general, exist two groups of experts that diametrically have their attitudes related to this phenomenon. The first group of scientists expresses the thought that “the issue of existence, engagement and realization of various practical activities” appears as a factor with an extraordinary importance in the process of the formation and development of the individual, and in this way, is profiled as an element that, in a direct way affects in this process. In this context, we can prove the fact that the road of formation of the professional perfection of many innovators, scientists, distinguished people etc, is based exactly on the realization of their various professional activities, which engagements in different practical forms and of challenges, in an inevitable way have resulted with extraordinary results and experience in their professional life, values which, then, have summarized and materialized in a written form (H. Ford, T. Edison, C. Darwin, Schleiden and Schwann, Gregor Mendel etc.). In general, based on the thought of this group of thinkers, can be concluded their position that “formation, development and profiling of the individual as well as the professional creativity are depending from over 90% of the individual activities and engagements”, which, in a direct or indirect way, contribute to this process. Whereas the other group of scientists think of the positions that “the issue of engagement and realization of the individual activities in practice” cannot appear as a determining factor and cannot have the treatment of the independent factor from the other existing determinants. This means that this group of scientists in a complementary way treats the existence and the coming to expression of this moment as a determinant of this issue.

The Possibilities from the Integral Impact of the Analyzed Factors in the Process of the Development of the Human

In order to understand and organize the complicated and complex educational process in an imperative way is imposed the issue of a very pragmatic approach towards the education and schooling of the individual. It is understood that in the educational process of the individual, except the possibilities that, as pedagogues we tent to define and use, at the same time exist and appear also other factors of the limited character that means they have the treatment of the limited determinants in the educational process. Based on this we can say that the general development of the individual cannot be realized in an incidental way but in an interaction in impact on the social district and various qualitative forms of the education and schooling.

Conclusion

Based on what is presented above, we can conclude that the realization of the schooling objectives that are immanent for the relevant educational institutions, in a successful way can be realized only with a complementary engagement of the all participants in the realization of this important social process – of the students, the parents, the teachers and of the professional pedagogical service. In general, we can say that parallel with the act of motivation and engagement of the student for learning, that has the decisive role and represent the main factor, should be taken into account also the role of the parents, the teachers, the professional pedagogical service and other participants that, in a synergistic and complementary way (in an interaction), enable you favorable pre – conditions for the motivation of the students for learning. The institution of primary school, in the realization of these educational objectives, should not treat the student only as an ordinary object over whom, should in a formal way, be realized the educational activity, but actually, the personality of the student should be understood as a creature of the complex nature, that continually is in formation and completion of qualitative features, that in an interactive way, acts and cooperates with other factors of the environment, especially of the subjective character, and which student, based on the professional knowledge and skills takes critical and adequate decisions in the process of permanent learning. From this aspect, the student as an object and subject of learning, possesses, develops and benefits various qualitative performances and affinities, which in a permanent way, completes and manifests through the relevant abilities and skills in different situations in the educational process. The mentioned individual predispositions of the student, in a large extent, also depend from the existing qualitative conditions of the environment in which the student is living and forming (objective and subjective factors) but especially, based on the impact of subjective factors on the formation of the relevant and favorable conditions for harmonization of the action of these factors in direction of the rounding of formation of a healthy and capable personality of the student, who will have competitive abilities in the competitive labor market, based on the level of his education and schooling. Therefore, within the frames of factors with subjective character, which have a considerable impact on the

successful realization of the objectives of educational process, which come to expression through the formulation of the relevant level of the success achieved by the students, are considered: the existing conditions in the narrowed and broader family district in which the student is living and educating, the role of the teacher, of the teaching personnel as well as of the professional pedagogical service in the realization of this process, further application and the domination of the ordinary frontal form of the work with all students, the coordination and cooperation of the teacher with the parents, the level of education of the parents, the role of the Parent Council, the issue of excessive load of the students with excessive school obligations, the cooperation with other experts of this social sphere etc. Starting from this moments of the subjective character, that have extraordinary importance for the successful realization of the educational process at the level of primary education, with purpose to avoid or to be minimized the unwanted educational consequences, the same to be taken into account, with the only purpose of improvement of the primary education in this period of transition: Continually to be supported the various initiatives (and to be helped in various motivational forms) that aim the implementation of various forms (by the teachers, professional pedagogical service, directorate of the school, parent council, various experts of this sphere etc.) of the permanent communication and cooperation between the subjects highlighted above that are participants in the educational process, as well the creators of the educational politic, should in a professional and consequent way, to define the forms of support and the motivation of various educational initiatives by the teachers, guardians of the class, students etc, with the only purpose that through different forms of remuneration (difference in salary and other privileges for the initiatives, the engagements and different works of the teachers etc) but also and the application of different motivations for the students, that in general, contribute to the issue of raising the quality and the level of learning in school (in various forms of remuneration).

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