

TEACHERS ROLE AND STUDENTS MOTIVATION STRATEGIES

Besa DOGANI¹, Mirela IBRAIMI²

^{1*}*Department of Pedagogy, Faculty of Pedagogy, University of Tetova*

²*Department of Pedagogy, Faculty of Pedagogy, University of Tetova*

^{*}*Corresponding Author: e-mail: mirela.ibraimi@unite.edu.mk*

Abstract

Through this study, it is intended to show the work of the teacher, the methods, techniques, teaching strategies that the teacher uses in the classroom to motivate the students. But also what can be done to encourage students to be calmer, and active in teaching and learning. Activity is conditioned by the motivation of the individual, it is the force that animates, directs and supports the students' behavior. It is based on the energy that acts inside a person and forces him to behave in a certain way. In this article, observation is used as an instrument, to see the methods, strategies, ways that teachers use to motivate students in the classroom and how developed the academic self-confidence is among teachers! Has this self-confidence been built during the years of studies, or during the performance of professional work? The study identified lack of motivation among students in the acquisition of knowledge in the learning process, lack of work conditions that promote student motivation, the use of psychological violence and disregard for individual requests, social and emotional needs of each student. Educational assessment at schools has been and is an issue that has been widely addressed during educational reforms. This issue is of interest to the study, since assessment significantly affects the motivation of students, which is a key factor in the acquisition of knowledge from a certain field. We need to understand the impact of assessment methods on student motivation, in order to understand which assessment practices have a positive effect and how to promote motivation through assessment methods. This study will serve for teachers in improving the evaluation, to encourage the motivation of taking into account the fact that "there is a positive relationship between motivation and evaluation".

Keywords – motivation , observation , evaluation , learning process

1. Introduction

In the traditional sense, education is seen as a process that has as its main purpose the acquisition of knowledge, education and the formation of the student's personality. However, with the development of technology, globalization imposed itself as a need for education, its role and goals, to be seen from a different perspective. Very soon, it became clear that the new challenges in the private and professional lives of people perceive education as a continuous and eternal process. Unlike the traditional role of education, which was mainly only the acquisition of knowledge, today the work of educational institutions is seen as a key aspect in the development of the student's personality, his critical thinking and his skills.

Precisely, this fact is what motivated me to research how teachers, with their education for the teaching profession, should be trained to motivate students in the development of their skills, which we mentioned above. The school as a coherent unit represents a whole composed of different entities, which have a common goal, to achieve the division of tasks and concrete responsibilities.

It is a complicated system, which must be well-structured, in order to be able to respond to the demands of the time, social demands and the labor market.

Given these facts, the demands of a contemporary school change, as does the role of the teacher in the educational process. He, first of all, must be prepared in pedagogical work as an advisor, organizer, motivator, and promoter of changes in the educational process.

Now the question arises: what is the situation in our schools and how much can we respond to the demands of the time? Starting from the education of the teacher, his academic self-

confidence and unreformed curricula, it is questionable how much these institutions create conditions for professional preparation at the level required by modern technology and the trend of the time! In fact, in North Macedonia, there is an impression that students who have not been enrolled in the desired faculties, as a last option, are determined for the teaching profession, which is a very bitter reality. Precisely because of the sensitivity of this profession, these students must be distinguished by oratory skills, rich vocabulary, and an instilled love for reading.

From the above, it can be said that in our education system, there is a lack of professional orientation of students, respectively, the detection of those who are capable and motivated to practice this profession. Only in this way will cadres with genuine academic self-confidence emerge, who will bring students a motivation to learn, removing them from the various deviations that appear in society and will influence the formation of a complete and integrated personality in society.

The teacher has been and remains a central figure in the educational process; which has been talked about since the time of Socrates, Aristotle, Pestalozzi. But what is the ideal teacher according to these authors? He is ideal, he is observant, active, a connoisseur of the soul, a good reader, a subtle storyteller, a man with a broad horizon, and above all humane.

The work of a teacher has been defined as one of the most difficult and responsible tasks.

It is a job that, in order to achieve maximum results, requires deep commitment. The teacher must have multiple roles inside and outside the classroom. The definition of teacher-student relationships is a fundamental issue in which concepts, norms and main principles of pedagogy, psychology and didactics are intertwined. Through his work, the teacher, by creating a successful partnership between the school, the student and the family, helps prepare students for success during the learning process, despite the cultural diversity of the students, in order to complete their studies with the highest possible results and, to contribute as positively as possible to his life and the social circle.

The teacher must always be careful, good teaching is valuable for society, effective teaching is the key to a true education, the teacher must know that students need many practical affinities and theoretical knowledge, to be successful in their journey. The teacher must be the one who creates knowledgeable and conscious citizens, who will be able to see the world critically, to make smart decisions for their lives and those of others

2. Evaluation

The word “evaluation” comes from the Latin “assedere”, which means to sit down with someone”, to make a judgment or measure the value of a person, process or program. Evaluation is the process of gathering information from multiple and diverse sources to develop understanding as a result of educational experiences. The evaluation process is successful when the results of the evaluation are used to improve ongoing learning.

3. Motivation

Like the term evaluation, the word motivation is derived from Latin, which means “something that prompts someone to act”. As Elliot, and Covington, (Elliot, 2001) point out, motivation is a goal-directed behavior, combined with efforts to work towards a goal. Motivation orients students’ learning, sets them in the right direction and keeps them engaged.

- Feedback during Student Assessment

Correction of the error is an important function of feedback but not the only one. alone. Feedback helps students to self-organize their learning (Butler, 1995)helping them to understand the learning objectives, where they are and what they need to do to achieve them. (Timperley, 2007).

3.1. Assessment methods: The operationalization of the assessment variable is broken down into four components, which are:

- Student Portfolio**

The deliberate collection of examples of students' work that demonstrate their efforts, progress and level of understanding over a period of time constitute the main features of the student portfolio. (William, 2008)

- Student Self-Assessment**

Self-assessment is another valuable tool for measuring learning. "If students are engaged in assessing their own work, they strive to learn the criteria for high-quality performance and they are willing to apply them. (Herrera, 2007)

- Peer Assessment**

During peer assessment, students evaluate the work of their classmates, comparing the criteria set by them and those set by the teacher. According to Gipps (1992) "Peer assessment allows students to develop skills and abilities that are denied to them in a learning environment where the teacher evaluates their work".

- Strategic Questions of Teachers during Oral Assessment**

"Strategic questions stimulate a shared debate, creating conflict, which requires discussion and encourages students to think from different perspectives". (Black, 2003)

4. Components of motivation

Motivation cannot be directly observed and precisely measured. In general, researchers examine people's signs, behaviors, words, and stories for indicators of interest, effort, and persistence. (Wlodkowski, 2000). The operationalization of motivation factor variables is based on the framework proposed by the Assessment Reform Group (2002a), in England, which addresses motivation from a psychological perspective, at the individual student level, by breaking it down into some components:

- Effort**

Effort can be defined as how much an individual is prepared to try and continue a task until it is successfully completed. If students are motivated, they should invest more effort in learning, be willing to try, and face difficulties and obstacles.

•Goal Orientation

Meece, Blumenfeld, and Hoyle (1988) define goal orientation as a set of behavioral goals that determine how students approach and engage in learning activities.

•Self-efficacy

Self-efficacy is concerned with the assessment, organization, and necessary actions of learners in ambiguous, unpredictable, and stressful situations. (Schunk, 1981) In this definition, self-efficacy is closely related to the belief in one's perceived ability, which directly influences the assessment.

•Self-esteem

According to Cast and Burke (2002), self-esteem refers to “an individual's overall positive assessment of oneself”, which consists of two distinct dimensions, competence and value. The first dimension is based on efficacy and concerns the degree to which individuals perceive themselves as capable, efficient, and competent, while the second dimension involves the extent to which individuals feel they possess values.

•Self-organization

According to the Assessment Reform Group (2002a), self-organization refers to the capacity of students to evaluate their own work and make choices about next steps.

•Interest

Interest, according to the Assessment Reform Group (2002a), refers to the satisfaction of engaging in the learning process.

5. Methodology

5.1 Purpose of the research: The main purpose of this study is to analyze and present a complete overview of the different assessment methods, associated with their effects on student motivation during the acquisition of a learning content.

In addition, this study has two other purposes.

First, to reflect the impact of assessment methods on each motivation factor and to determine the strategies that the teacher uses in motivating students in general.

5.2 Hypotheses and research issues: In order to fulfill its purposes and based on the analysis of various studies on assessment methods and motivation, this paper has the following research objectives, which will be fulfilled by the relevant hypotheses and research questions. Based on the theoretical data and empirical studies discussed above, regarding the ways of formative assessment and motivation to learn, during the acquisition of a learning unit, included in this study, the following hypotheses have been raised:

The general hypothesis of this study is based on the finding that students, in secondary education in public schools, are not sufficiently motivated to learn and the teacher partially includes the components of formative and summative assessment.

H1: Between the ways of assessment (Student's File, Self-Assessment, Peer Assessment and Strategies used by the teacher during oral assessment) and goal orientation as a component of motivation to learn during the acquisition of a subject or learning unit, there is a positive relationship!

H2: There is a positive relationship between assessment methods (Student's File, Self-Assessment, Peer-to-Peer Assessment and Strategies used by the teacher during oral assessment) and focus of control, as a component of motivation to learn during the acquisition of a subject!

H3: There is a positive relationship between assessment methods (Student's File, Self-Assessment, Peer-to-Peer Assessment and Strategies used by the teacher during oral assessment) and student interest, as a component of motivation to learn during the acquisition of a subject!

H4: There is a positive relationship between assessment methods (Student's File, Self-Assessment, Peer-to-Peer Assessment and Strategies used by the teacher during oral assessment) and the feeling of being a student, as a component of motivation to learn during the acquisition of a subject!

5.3. Hypotheses on the relationship between assessment methods and their impact on each motivation component : Objective 1: To identify students' perceptions regarding the feedback received from the teacher and the communication of the objectives and assessment criteria during the acquisition of the learning unit.

Objective 2: To identify teachers' and students' perceptions regarding the use of formative and summative assessment methods and techniques.

Objective 3: To identify teachers' perceptions regarding the effectiveness of the use of assessment criteria determined by the Ministry of Education and the State Educational Service.

Objective 4: To identify teachers' and students' perceptions regarding the assessment methods in which they have the most confidence and to identify what needs to be improved in students' assessment practices, in order to promote their motivation in different subjects.

5.4. Research methods, techniques and instruments: The research is empirical in nature with a descriptive character. The research techniques used were surveys, interviews and documentation analysis. The population and sample included in the research are all secondary and vocational schools in the municipalities of Gostivar, Tetovo, Dibra and Struga. Interviews were conducted with teachers and surveys were conducted with students.

5.5. Research questions: To address the research objectives, the following questions have been raised:

•Research questions for objective 1:

- Question 1: How is the feedback received from the teacher perceived by students during the acquisition of the learning unit?
- Question 2: How is the communication of objectives and assessment criteria according to Bloom's taxonomy perceived by students?

•Research questions for objective 2:

- Question 1: How is the assessment with a portfolio perceived by students, as a way of assessing a subject?
- Question 2: How is the self-assessment perceived by students, as a way of assessing during the acquisition of a learning unit?

- Question 3-How many students are helped by interactive work and do they encounter difficulties when drawing conclusions?

•Research questions for objective 3:

- Question 1: How is goal orientation perceived by students as a component of motivation to learn during the acquisition of a learning unit?
- Question 2: How is self-evaluation perceived by students as a component of motivation to learn during the acquisition of a learning unit?
- Question 3: How is self-organization perceived by students as a component of motivation to learn during the acquisition of a learning unit?

6. Presentation and analysis of the research results

FINDINGS FOR OBJECTIVE 1:

-To identify students' perceptions regarding the communication of learning objectives, assessment criteria and feedback received from teachers during foreign language acquisition. Regarding this study objective, the following research questions were raised;

1. How is the communication of learning objectives and assessment criteria during a subject perceived by students?

To study students' perceptions regarding the communication of learning objectives and assessment criteria, a rubric was designed in the instrument through which students responded: For the majority of them, 93.5%, learning objectives and assessment criteria are communicated to them by teachers, while the rest, 6.5%, stated the opposite.

Students who responded positively were further asked about the way these learning objectives or assessment criteria were communicated. Regarding the question: Does the teacher clearly communicate the learning objectives? For 38.2% the answer is always, followed by another 28.9% who state that, often, the teacher clearly communicates the learning objectives. In 19.3% of cases, students say that this happens from time to time and the answers are divided between the answers sometimes and never, respectively by 11.4% and 2.2%.

Regarding the question: Does the teacher clearly communicate the assessment criteria? The answers are: for 40% of them, the answer is always, for 26.6% often and for 19.7% occasionally. The remaining part, respectively 11% and 2.7%, is divided between the statements that, the teacher sometimes communicates or never communicates the assessment criteria during the learning process. The same response trend is also observed with the question: Does the teacher respect the assessment criteria?, where more than half of them state that the teacher always respects the assessment criteria, for 24.1% this happens often and for 13.5% occasionally. So, cases are also observed when these criteria are not respected by the teacher. 9.2% of the students referred to the answer sometimes, while the rest, although small in number, accounting for only 1.8% of the total number of students, state that the assessment criteria are never respected.

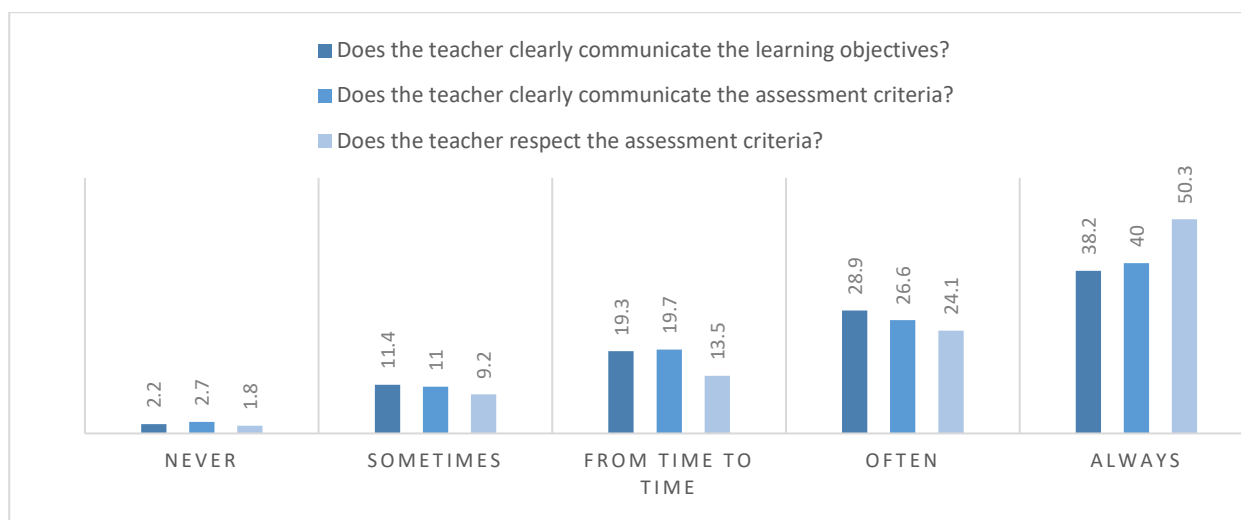


Figure1. Answers to question number 1

2. How do students perceive feedback received from teachers during the acquisition of a learning unit?

To study students' perceptions of feedback received from the teacher, a section was designed in the instrument, through which students were asked whether the teacher provides feedback during the assessment in this subject. 29.7% of them stated that they receive feedback often, with 83.2% of the responses coming from high school students, while another 25.2% stated that they always receive feedback, with about 86% of these results coming from high school students and 14% from vocational schools. For 21.5% this feedback sometimes and reaches the figure of 18.9%. This feedback is received from time to time. The rest, with 4.7% of cases, stated that they never receive feedback from the subject teacher.

Findings for objective 2:

To identify students' perceptions of formative assessment methods during the acquisition of a subject the following research questions were raised:

1. How is assessment with a portfolio perceived by students as a method of assessment during the acquisition of a subject?

To obtain information about students' perceptions regarding the use of the portfolio as a method of assessment, students were first asked if they use it. Do teachers use the student portfolio for their assessment?, and the answers are: in 65.7% of cases, students respond positively and mainly from high schools with 87.1% so teachers use the student portfolio for their correct assessment in class, while another significant part with 34.3% stated that teachers do not use the student portfolio.

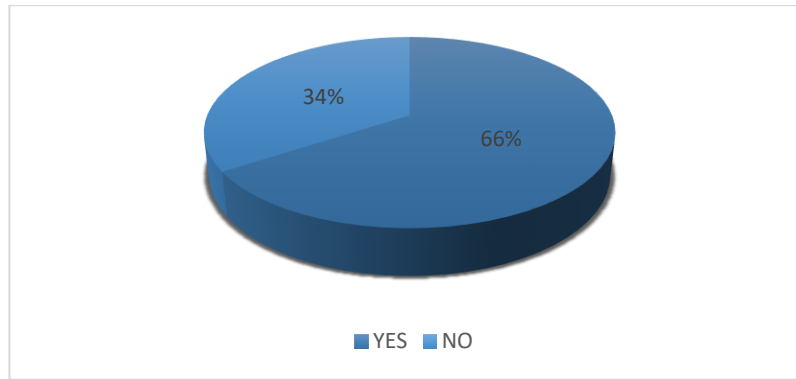


Figure2. Answers to question number 2

2. How is self-assessment perceived by students?

To study students' perceptions of self-assessment, as a method of assessment, students were first asked: Are there conditions created in the classroom for you to do your own self-assessment?, and the answers are: 81.5% respond positively, meaning they are given the opportunity to self-assess during class, while for the remaining 18.5% no.

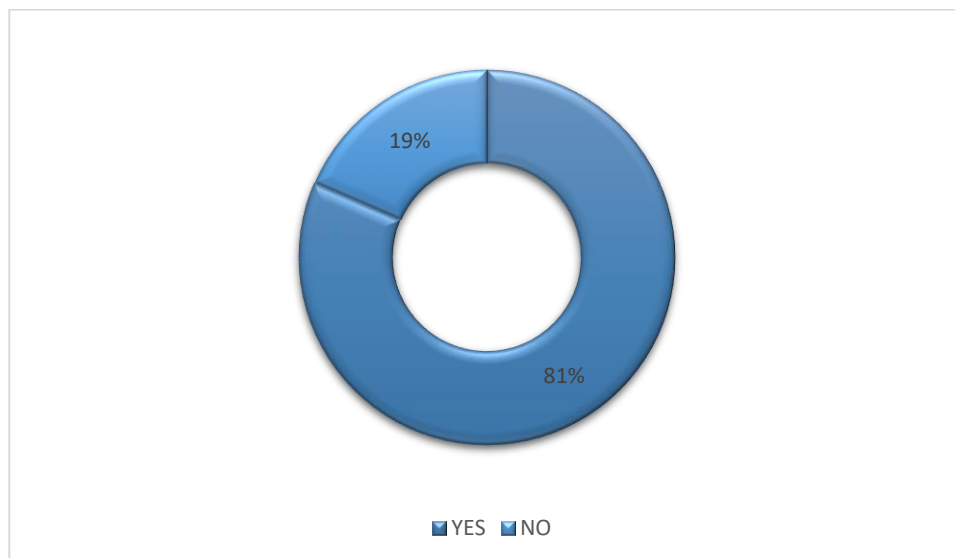


Figure3. Answers to question number 3

How is peer assessment perceived by students as a way of assessing the acquisition of a learning unit?

To the question: If you are provided with the conditions in the classroom to assess each other?, 78.4% answered “Yes”. So, they have the necessary conditions to assess each other in class, while for 21.6% the answer is negative.

FINDINGS FOR OBJECTIVE 3:

To identify students' perceptions about the components of motivation to learn, during the acquisition of a subject. Regarding this research objective, the following research questions were raised:

1. How is Goal Orientation perceived by students as a component of motivation to learn during the acquisition of a subject?

Regarding the component - goal orientation - the data show that students mostly agree with the alternative: I prefer lessons that stimulate curiosity, even if they are difficult to learn, evaluating it with the answers agree or completely agree with

68.1% followed by the statements - The greatest pleasure for me is to try to fully understand the content of the subject and If I can, I choose tasks from which I can learn, even if they do not guarantee me a good grade, each of which received an agreement value of 54.1%. Finally, it is ranked: I prefer difficult tasks, because I learn new things with 46.1%, perhaps also due to the fact that this answer belongs to the most interested students and with better results in the foreign language subject. While partial agreement for each of them ranges from 13.3%-20.3%, the rest are neutral or completely disagree.

Table1. Answers to question number 4

Options	Str. dis.	Part. agree	Neutral	Agree	Str. agree	Total
I prefer difficult assignments. because I learn	14.4	20.5	19.0	26.6	19.5	100.0
I prefer lessons that stimulate curiosity, even if they are difficult to learn	5.1	13.3	13.5	34.9	33.2	100.0
The greatest pleasure for me is trying to fully understand the content of the subject	11.7	15.2	19.0	29.1	25.0	100.0
If I can, I choose assignments from which I can learn, even if they do not guarantee me a good grade.	11.7	15.2	19.0	29.1	25.0	100.0

2. How is Self-Esteem perceived by students as a component of motivation to learn during the acquisition of a subject?

To study this component, students expressed high agreement with the statement: I am sure that I can understand everything in this subject with 57.9%, while the statement with the lowest agreement is: I often feel hopeless in this subject with 21.2%. The other two statements, Compared to my classmates, I think I am a good student in this subject and My study skills are excellent, compared to other students received agreement from only 52.6% and 42.2% of them respectively.

Table2. Answers to question number 5

Options	Str dis.	Part. agree	Neutral	Agree	Str. agree	Total
Compared to my classmates, I think I am a good student in this subject.	9.8	15.4	22.2	28.6	24.0	100.0
My study skills are excellent, compared to other students	8.6	17.2	32.0	25.7	16.5	100.0
I often feel hopeless in this subject.	45.6	14.7	18.5	13.2	8.0	100.0

3. How is Self-Organization perceived by students as a component of motivation to learn during the acquisition of a subject?

Self-organization is another component of motivation, which generally varies from one student to another. Thus, with 76.8%, the statement that - When I do my homework, I try to remember what the teacher has explained in class, in order to do it as accurately as possible, a very important element for the systematic and efficient learning process, is ranked first. While with 72.4%, the statement: When I learn, I extract the main points of the content of the learning unit, to organize my thoughts, is ranked, and in the other two statements, the agreement for agreement takes values of 69.3% and 54.8%, respectively for: I ask myself questions to make sure that I have acquired the lesson I have studied and I use practical tables and schemes to organize learning in this subject

Table 3. Answers to question number 6

Options	Str dis.	Part. agree	Neutral	Agree	Str. agree	Total
When I do my homework, I try to remember what the teacher explained in class, to	4.5	8.1	10.6	32.0	44.8	100.0
Use practical tables and diagrams to organize learning in this subject	7.7	17.8	19.6	33.7	21.1	100.0
When I study, I write down the main points of the lesson to organize my thoughts.	3.6	10.4	13.6	34.0	38.4	100.0
I ask myself questions to make sure I have absorbed the lesson I have learned.	5.8	11.3	13.6	32.8	36.5	100.0

7. Recommendations from respondents and author

Since the purpose of this research was to identify students' perceptions about the assessment methods in which they have more confidence and to identify accurately and concisely the role of the teacher in their motivation. What should we improve in student assessment practices, in order to promote their motivation during the acquisition of a subject or learning unit, the following recommendations have been given:

-From what has been said so far in this research and taking into account many other causes, which have not been mentioned in this study, but which we can take from direct experience in our school practice, we can draw some conclusions, which can affect the improvement of the general circumstances in our education system at the primary and secondary levels. Although the role of the school in the formation of children and young people remains of primary importance, the importance of the family remains unquestionable. Its condition, its normal functioning, the educational factor because this directly reflects on the psychological nature of children, consequently on their overall success in school or even on their deviation in society, with serious consequences for everyone. Therefore, taking into account these facts, as well as the objective or subjective causes that influence the lack of interest of students in learning, we recommend the following:

- The school should accept staff who are not only qualified, but also maximally prepared and ready to face the general challenges of working with students;
- The student, in no way, should feel the school environment as a "military training ground", with rules and excesses and demands that they experience as a violation of their freedom;
- The curricula and teaching programs should be further reformed and adapted to the conditions of the contemporary school, paying attention to practical work and other engagements in the school environment;
- Schools should be urgently equipped with visual and audiovisual teaching aids, so that the lesson becomes as attractive as possible;
- Psychologists and teachers in schools should deal very seriously with cases of excessive students, in cooperation with families and school management bodies
- The parents' council and parents in general should be much more actively engaged in monitoring the success and behavior of their children in school and outside it.

7.1. General recommendations: Based on the main assessment methods used by teachers and, referring to the opinions of students, we have concluded that our goal is to improve the assessment process starting from these practices: assessment through oral questions, assessment with exams and tests, assessment must be correct, assessment with projects, assessment accompanied by explanatory and descriptive feedback, correct assessment of exams, assessment with conversation, assessment focused on grammatical knowledge, correct assessment and without pressure. Assessment should be continuous and not only with tests or when asked orally or even suddenly, assessment accompanied by motivational feedback, assessment with more questions and the assessment made should be argued, assessment with non-reproductive, but practical tests, assessment through the student's file, etc.

Based on the main assessment methods used by teachers and, referring to the results of the descriptive analysis, most of them think that:

1. assessment should be based on oral questions or conversations;
2. assessment should be based on exams and tests;
3. assessment should be correct, should be assessed with projects, correction accompanied by explanatory and descriptive feedback.

However, there are also others who think that the correction of exams is not done properly by teachers. Specifically, the assessment focused on grammatical knowledge should be assessed correctly and teachers should not exert pressure during the time when students are questioned. Students have expressed that better communication and explanation by teachers also affects the assessment.

According to students, they also need to be more active in learning and not differentiate between them. A well-defined standard assessment is needed and not just testing should be taken into account. The assessment method should change by having optimal communication, continuous control and assessment, and not just with tests or when asked orally or even suddenly. There needs to be a lot of feedback and more motivation, more opportunities for self-assessment, more questions and arguments for the assessment made, students should be more involved in the assessment, learning objectives should be communicated.

The teacher himself should be more open and respect the question time, the assessment should be done through the student's file, and the students should be at the center of learning and assessment, not the teacher, the assessment of each other.

Similar conclusions to our work, regarding the issues of assessment, which are considered primary by students, have also been drawn by the study of Terry Crooks (1988). In a meta-analysis of studies on classroom assessment practices, he has summarized results from

14 separate areas of research to clarify the impact of assessment practices in the classroom and student outcomes. Crooks' study has synthesized research on the impact of assessment on students. Crooks has defined classroom assessment as: assessment based on activities that students undertake as an integral part of educational programs. These activities can include time spent both inside and outside the classroom. This definition includes tasks such as formal tests prepared by teachers, tests based on the school curriculum, (including questions and other exercises as an integral part of the teaching materials), oral questions directed at students, and a wide variety of other performance activities (cognitive and psychomotor)

Crooks (1988) has summarized his findings on the importance of assessment in the classroom and how it affects students. Based on his research, he found that assessment guides students' judgments about what is important to learn, influences their motivation to learn, shapes their self-perception of competence, helps them make decisions about what they should study, consolidates learning, and influences the development of learning strategies and skills. Crooks has stated that: assessment is one of the most powerful forces influencing education

7.2. Practical recommendations: This study on the effects of different assessment methods on student motivation during the acquisition of, revealed some of these methods and their effects on the components of motivation to learn. These assessment methods and their respective effects. on the components of motivation to learn, will be of assistance to education policymakers and decision-makers, in-service teachers and new teachers. Based on the findings of this study, it is intended to provide the following practical recommendations.

7.3. Recommendations for teachers:

1. It is recommended to promote and use the student's portfolio more effectively, as the findings of this study have shown that it is used very little and, in some cases, students did not have information about it as a method of assessment.
2. It is recommended to find new and efficient ways to correctly assess students in the foreign language subject.
3. It is recommended to involve students more in assessment, especially through self-assessment and peer assessment.
4. It is recommended to share assessment criteria with students both in written tests and through projects and oral assessment.

5. It is recommended to improve the main assessment factors that have the greatest impact on motivation, such as: strategic questions used by the teacher during oral assessment, feedback, the student's portfolio, self-assessment and peer assessment.
6. It is recommended to provide descriptive and explanatory feedback immediately after the assessment.

8. Conclusion

The findings of the study have highlighted the need for further studies. We believe that further research can be carried out in several directions:

1. Lack of conducting an experimental study to identify the effects of formative assessment on student motivation, by previously training teachers in formative assessment practices.
2. A study could be conducted that could extend over a longer period of time and include a more comprehensive sample.
3. A case study could be conducted that would address the effects of assessment methods on student motivation from three perspectives: at the individual student level, contextual and cultural factors.
4. Studies could be conducted to identify the role of students and teachers in assessment that fosters student motivation during foreign language acquisition.
5. Studies can be conducted to identify the impact of communication of learning objectives and assessment criteria on motivation to learn.
6. Studies can be conducted to identify the impact of Feedback on motivation to learn.

Given the essential importance of cultured, professional and humane communication, as one of the requirements is the profiling of contemporary schools, as a prerequisite for high results in learning, teaching and overall school performance, then the task is set before the governing bodies of schools to pay due importance to this aspect in the school. Without having a genuine culture of communication between the school's governing bodies and all other factors that are related to the school, normal functioning and good and successful management of the school cannot be expected. Therefore, we can conclude that in order to create the best possible general climate and the most suitable for successful work in the school, all factors must have a constructive approach to collaborative partners, communicating with them on the basis of professionalism and comprehensive interests, both in carrying out ordinary school work and in decision-making. Therefore, in the future, it remains an indispensable requirement to:

- identify the importance of planning as the most relevant, even strategic, segment of the quality of work in schools;
- from this, the school's vision, objectives, as well as the harmonization of deadlines and bearers for the implementation of the defined tasks, emerge;
- for the school to base its philosophy on the comprehensiveness of relevant factors that affect the status and profile of a successful and modern school;
- to encourage schools to improve the level of internal and external communication;
- to support the activities of professional institutions at various levels for the drafting of manuals and guidelines that assist this process;
- to engage schools in various ways, whether through lectures, courses or other activities, to raise awareness among all school stakeholders about the essential importance of effective, skillful and cultured communication, as well as to favor the orientation of students according to their abilities, by identifying them from primary school onwards.

References

- [1]. AGR. (1999). Assessment for learning: beyond the black box. University of Cambridge: School of Education.
- [2]. Ajai S. G & Sanjaya S. G., (2009). —Statistical methods for Practice and
- [3]. Bandura, A. (1977). Self-efficacy: toWard a unifying theory of behavioral change.
- [4]. Barron, B., dhe Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning (PDF). Powerful Learning: What we Know About
- [5]. Bateman, G. R Roberts, H. V. (1995). Two-Way fast feedback for continuous improvement of teaching and learning. Quality Progress, 28 (10), 168.Lott, B. 2010. Multiculturalism and diversity, a social psychological perspective. West Sussex,Wiley.
- [6]. Creswell, J. (2008). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. New Jersey: Pearson: Merrill Prentice Hall.
- [7]. Davies, A. (2008). Leading the way to making classroom assessment work.
- [8]. Elliott, E. S., dhe Dweck, C. S. (1988). Goals: An approach to motivation and achievement. Journal of Personality and Social Psychology,54, 5–12.
- [9]. Gardner, H. (2004). The unschooled mind: How children think and how schools should teach.
- [10]. Hargis, C. H. (2003). *Grades and grading practices*. Springfield, IL: Charles C. Thomas.