

University “St. Kliment Ohridski” – Bitola
Faculty of Education – Bitola

TEACHER

International Journal of Education

Vol. 25
Bitola, May, 2023

Publisher

Faculty of Education-~~Bitola~~

Dean prof. Danche Sivakova Neshkovski, PhD.

Executive and Editor-in-chief

Prof. Ljupco Kevereski, PhD, North Macedonia

Editorial Board

Academician Grozdanka Gojkov, Serbia Academician Marjan Blazic, Slovenia

Prof. Ante Kolak, PhD, Croatia

Prof. Svetlana Kurtesh, PhD, England

Prof. Danimir Mandic, PhD, Serbia

Prof. Danijela Kostadinovic, PhD, Serbia

Prof. Jasmina Starc, PhD, Slovenia

Prof. Mojca Juriševič, PhD, Slovenia

Prof. Anton Ilica, PhD, Romania

Prof. Gabia Bankauskaite, PhD, Lithuania

Prof. Eva Soradova, PhD, Slovakia

Prof. Lazar Stošić, PhD, Serbia

Prof. Alla Belousova, PhD, Russia

Prof. Irina Abakumova, PhD, Russia

Prof. Tom Jovanovski, PhD, USA

Prof. Milena Pejchinovska - Stojkovikj, PhD, North Macedonia

Prof. Jasminka Kochoska, PhD, North Macedonia

Prof. Biljana Gramatkovski, PhD, North Macedonia

Prof. Vesna Stojanovska, PhD, North Macedonia

Prof. Josif Petrovski, PhD, North Macedonia

Technical & Computer support

Josif Petrovski, North Macedonia

CIP - Cataloging in Publication,
National and University Library "St. Kliment Ohridski"-Skopje.

TEACHER: Journal of the Faculty of Education-~~Bitola~~ /
[Editorial Board Acad. Grozdanka Gojkov ...] Year XXI, No. 1 (2023) -.
- Bitola: Faculty of Education, 2023 -. - 29 cm., 113 p.

Unspecified

ISSN 1857- 8888 (online)

University “St. Kliment Ohridski” – Bitola, North Macedonia
Faculty of Education – Bitola, North Macedonia

Address:

Faculty of Education
ul “Vasko karangelevski“ b.b.
7000 Bitola, North Macedonia
Tel/Fax. ++ 389 47 253 652; 203 385

With the opinion of the Ministry of Culture no. 07-2699/2 from 15.04.1998, for the journal "Teacher" is paid preferential tax rate. In accordance with Article 20, paragraph 8 of the VAT Law (Official Gazette 44/99), for the journal "Teacher" is paid a tax of 5%.

The journal has no commercial nature.

Table of contents

THE PREDICATIVE USE OF ADJECTIVES IN THE GERMAN LANGUAGE: INSIGHTS FROM THE NEWSPAPER ‘WESTDEUTSCHE ZEITUNG’ FOR LANGUAGE LEARNERS IN EDUCATIONAL SETTINGS	5
<i>Biljana Ivanovska, Gzim Xhaferi</i>	
THE ENTREPRENEURIAL LEARNING IN NORTH MACEDONIA	12
<i>Ljubica Topuzoska, Mersiha Ismajloska</i>	
DIGITALIZATION OF HIGHER EDUCATION IN REPUBLIC OF NORTH MACEDONIA	21
<i>Ahmed Qazimi, Milena Pejchinovska-Stojkovikj</i>	
THE PSYCHOMETRIC FEATURES OF THE QUIET EGO SCALE AND THE CONSTRUCT VALIDITY OF THE QUIET EGO.....	39
<i>Ana Đorđević</i>	
ATTENTION DEFICIT HYPERACTIVITY DISORDER.....	48
<i>Nikolina Kostadinovska, Marija Ristevska, Biljana Gramatkovski</i>	
ENGLISH LANGUAGE STUDENTS’ PERCEPTION ON HOMEWORK IN THE REPUBLIC OF KOSOVO’S ELEMENTARY SCHOOLS.....	59
<i>Samir Skenderi, Violeta Janusheva</i>	
INTERNET SAFETY AND ATTITUDE OF STUDENTS WORKING ON A COMPUTER IN LOWER SECONDARY SCHOOLS	66
<i>Betim Ismajli, Milena Pejchinovska-Stojkovikj</i>	
THE IMPACT OF EXPERIMENT-BASED TEACHING ON LEARNING THE SUBJECT CHEMISTRY IN LOW SECONDARY EDUCATION	82
<i>Fehmi Ramadani, Milena Pejchinovska-Stojkovikj</i>	
MEDIEVAL SYMBOLISM, QUALIFICATION, STRUCTURE, ATTRIBUTION, AND ARCHAEOGRAPHIC VIEW OF THE SAINT CLEMENTS WORD FOR PALM SUNDAY	92
<i>Anita Angelevska</i>	
CODE-SWITCHING IN ELT CLASSROOMS IN THE REPUBLIC OF KOSOVO.....	99
<i>Ardian Sallauka, Violeta Janusheva</i>	
ENGLISH TEACHING JUST GOT AN UPGRADE: HOW AI IS REVOLUTIONIZING TESOL.....	109
<i>Elena Shalevska</i>	

THE ENTREPRENEURIAL LEARNING IN NORTH MACEDONIA

Ljubica Topuzoska

University of Information Science and Technology "St. Paul the Apostle", Ohrid
ljubica.topuzoska@uist.edu.mk

Mersiha Ismajloska

University of Information Science and Technology "St. Paul the Apostle", Ohrid
mersiha.ismajloska@uist.edu.mk

Abstract

The information and communication technology is the fastest growing sector of the Macedonian education, and it plays an important role in the education and economy as a provider of jobs and generator of exports. The Republic of North Macedonia is implementing a series of measures to encourage employment and entrepreneurship, however, there are still many obstacles in practice, as well as missed opportunities.

One of the main constraints that have been identified is Entrepreneurial ability described as education levels, experience, knowledge or the human capital one possesses to spot different opportunities or to run a business.

Introduction of the subject of entrepreneurship in schools means that today all students, in both primary and secondary schools, are involved in entrepreneurship education. Previously, only those that attended special economic schools were included. Entrepreneurship as a subject is included in six regular courses in the ninth grade – where subjects such as physics, chemistry, biology, informatics, art and mathematics were revised to include topics in entrepreneurship.

Key words: *entrepreneurship education, entrepreneurship, education*

Introduction

Communication and information technologies - the IT sector, is the part of modern life that is experiencing rapid growth in the Republic of North Macedonia, as well as in the world.

According to this IT development, the need of the labor market should be taken, correlation of contents of formal education and synchronization of them.

There is a need to profile an entrepreneurial way of thinking and learning among young people. The set of skills that young people need to acquire through their education is becoming broader and moving away from classical subjects and classical teaching methods. In the future, this approach would make it easier for young people to decide professionally, prepare them to take initiatives and develop their own ideas.

The research conduct by the Institute of Sociological, Legal and Political Research, confirm the need and wish of the young population for entrepreneurial education, that will enable young population to assessed what is the deeper meaning of entrepreneurial behavior, action and capacity.²

This type of education could be incorporated in all levels of educational process, starting from primary education, till higher education, whit inclusion of entrepreneurial content in primary

² Institute of Sociological, Legal and Political Research, <https://www.isppi.ukim.edu.mk>

education. The education system should be continuously adapted so it can stimulate the creative entrepreneurial potential. Also, additional informal programs should be organized and implemented, such as leadership development, entrepreneurship development, in order to further stimulate young people to be open to the modern world and to be able to act.

At the end of 2012 year Ministry for Education and Science, initiated collaboration with European foundation for training, with goal drafting of the first Strategy for entrepreneurial learning in our count.³

The crucial points in this strategy are:

1. Creating a flexible curriculum, especially in areas related to entrepreneurial learning related to other subjects in formal and non-formal education. This challenge is a significant, because the main goal of the curriculum would be to succeed in preparing students for jobs that do not yet exist in the market. A flexible curriculum would avoid the high level of current generalization of the educational system, creating knowledge for everything and everyone, and would contribute to the creation of qualified persons who will be prepared for future jobs that do not exist today.
2. Developing high level of awareness in scholars and students, parents, teachers and all involved in the process of entrepreneurial learning. Scholars, students and teachers have important role in the process of entrepreneurial learning, but they have effect in the process of the implementation of the strategy. Because that, one of the challenges of this strategy to develop expected level of awareness, that will have supportive role in the process of entrepreneurial learning.
3. Creation programs for education of teachers which will reflect the real needs of today's and future markets. Teacher development is one of the most important pillars and therefore creating a teacher training program that will ensure successful implementation.

Entrepreneurial learning implies the creation and implementation of specific objectives for all levels of formal education, which would support a better integration of entrepreneurial learning in the curriculum itself, focused development of teachers and providing them with tools and materials that will enable the sharing of best practices related to entrepreneurship learning. The collaboration on institution level implies the creation and implementation of specific objectives for all levels of formal education, which would support a better integration of entrepreneurial learning in the curriculum itself, focused development of teachers and providing them with tools and materials that will enable the sharing of best practices related to entrepreneurship learning.

The development and promotion of entrepreneurship education are one of main goals of the policy of EU institutions and member states over the years. In the context of high unemployment of young people, economic crisis and the rapid changes associated with modern and complex knowledge-based societies and economies, transversal skills such as entrepreneurship are essential not only to shape the mindset of young people but also to acquire skills, knowledge and attitudes that are essential for developing consumer culture in Europe. Some of the countries have been dedicated to encouraging entrepreneurship education for more than a decade, other countries have just started to apply it.⁴

In the Republic of North Macedonia in recent years, significant progress has been achieved in terms of entrepreneurial education in the three stages of education - primary, secondary and higher. This is also due to the several donor projects realized through the programs of USAID,

³ МОН, (2014). Стратегија за претприемачко учење во Република Македонија. Скопје

⁴ Entrepreneurship Education at School in Europe (Eurydice, 2012)

<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Publications:Entrepreneurship>

GTZ, ADA, through which many trainings of the teaching staff for entrepreneurial learning were realized.⁵

Entrepreneurial learning in primary school

The primary education as beginning of formal education, especially in mandatory courses is one of priorities, because this manner develops higher awareness at students, since their early ages. These elements integrated in primary education will contribute to the creation of an entrepreneurial spirit among the country's youngest population. We can freely say that children in the beginning have innately that entrepreneurial spirit that is perceived through creativity at an early age, but further in formal education that spirit is lost as it moves to the next stages of learning. At the earliest age, students are not afraid of new things, they freely experiment and try. Therefore, primary education can play a crucial role in helping to develop these personal characteristics. Primary education provides many opportunities through the various teaching subjects in which the entrepreneurial learning process would be integrated.

The students easily can be stimulated to learn for local community, the needs of community and practical problems which should be solved. The children through game can be included in the world of adults, where they work and create. The primary school is ideal place where children can meet and talk with professionals from different fields. Beginning with subject oriented education, students can learn skills which they will need in future, as process of generation of ideas, bringing solutions and solving problems. One of the purposes of primary education is with moral-ethic aspect, students should become familiar with their own obligations towards the community and they will be competent to start activities that can lead to the improvement of different parts of life around the school itself, which will be directly initiated by the students and will be very useful not only for them, but also for the community in general.

This is finding of Lawrence Kohlberg, where as factors of moral development he justified empathy, support of logical thinking and rational argumentation, responsibility to the environment, which gives personal moral solution, cognitive-moral conflict (expressing one's own opinions about moral decisions) and participation in the environment.⁶

The entrepreneur learning in primary school should develop confidence, creativity, team work, responsibility, persistence and flexibility, exploratory and experimental activity, basic decision-making and problem-solving skills, social skills, cooperation and communication, awareness of the local community, skills in using different types of technology.

The so-called reflective practice, clearly sets the goals of one's own learning through different prisms, leads to open and flexible learning.⁷ The teaching of classes and the interaction between teachers and students should be directed more and more towards the development of entrepreneurial ideas and the creation of future values.⁸

⁵ Серафимова, М.-Стојчевска-Ѓорѓиоска, М. (2020). *Влијанието на едукацијата за претприемачи врз бизнисот и претприемништвото во Македонија*. Штип: 2ри Август

⁶ Kohlberg, L. (1981). *Essays on Moral Development*, Vol. I: The Philosophy of Moral Development. San Francisco CA: Harper & Row.

⁷ Englewood Cliffs, N.J., Prentice-Hall; Schön, D. A. (1987). *Едукација на лекар за размислување: Кон нов дизајн за настава и учење во професиите*. San Francisco: CA: Harper & Row.

⁸ Jossey-Bass; Dewey, J. (1910). *Како ние мислиме*. Boston: D.C. Heath & Co

High school

The high school as second phase of educational process is one more field of strategy for entrepreneur education in Republic North Macedonia. In this part of educational development, students have need to continue to develop their entrepreneur skills and in this phase, expectation for project activity grows from the ideas, till implementation of entrepreneurial processes.

They can realize their entrepreneurial projects with the help of their schools or existing relevant associations and non-governmental organizations. Therefore mentioned activities can be realized alternatively, through direct engagement with the local community, in which the school will be involved. The goal of secondary education is for students to gain practical, immediate experience. Entrepreneurial skills can be promoted through all areas of the curriculum and subjects, as well as through special subjects related to entrepreneurship and innovation.

With entrepreneur learning in high school, students can acquire skills related to the development of concepts, problem solving, decision making, building networks and networking, discovering opportunities, practical work and simulating the innovation process or real working conditions, acquiring basic knowledge of economics, financial literacy, knowledge of marketing and sales, planning and making a plan, flexibility in action.

High education

The universities have primary role in the field of research. The high education can perform the role of the biggest supporter of the students' first entrepreneurial attempts through various opportunities for acquiring entrepreneurial skills, which correspond to their studies.

Acquiring entrepreneurial skills will enable practical transformation of the most innovative ideas. It is desirable to create supportive conditions for students (potential entrepreneurs) at universities by creating and supporting startup/business accelerators and incubators that will provide a high level of "know-how" to students (future new entrepreneurs), preparing them for securing of investments and helping them access financial grants and start-up/entrepreneurial capital.

Additionally, universities should work on building of student's organizations with purpose development of entrepreneur culture and skills there, as base for the overall ecosystem of entrepreneurial learning in the country.

The entrepreneurial learning in this phase should be built on acquired skills and abilities and address the following: knowledge of national and global changes, following world trends, acquiring industry knowledge, skill in applying resources, productivity, identification and evaluation of business opportunities, developing and testing business models, as well as preparation of business plans, implementation of a prepared business plan and starting a business.⁹

Informal education

Informal education covers different types of education which are out of formal education. The formal education is always organized and structured with clear defined purposes. Informal learning doesn't have goals as results of learning. Informal learning is practical learning and create knowledge through experience. The advantage is that this type of learning usually occurs on the initiative of the individual, but it is also the result of more organized activities, regardless

⁹ Knapp, J. (2016). *Sprint: Solve big problems and test new ideas in just 5 days*. Simon & Schuster

of whether the activities themselves have learning goals or not. In some countries, the entire adult education sector falls under non-formal learning, while in others, adult education is formal. Non-formal learning gives some flexibility, this education is the best way to build opportunities for adults and to join them in the process of entrepreneurial learning.

It also includes people who want to expand their knowledge by learning on their own, for example during work or in their free time. Non-formal education should support the development of a number of competences that will allow individuals to increase their lifelong learning capacities, networking opportunities, utilization of resources, acquisition of knowledge about new technology, creation of new career opportunities, proactive approach to self-employment and economic independence.¹⁰

Methodology of the conducted research

The subject and purpose of the research conducted in 2021 was to perceive, conduct and analyze the needs, thoughts and knowledge of young people in the field of entrepreneurial learning. For this purpose, a standardized questionnaire was administered to a sample of the young population aged 15 to 30 (OOU Vlado Tasevski, Skopje, students from several secondary schools in Skopje, Ohrid and Bitola and students from the University of Information Science and Technology “St. Paul the Apostle”, Ohrid).

99 responses were received from the conducted research.

The questionnaire included next segments:

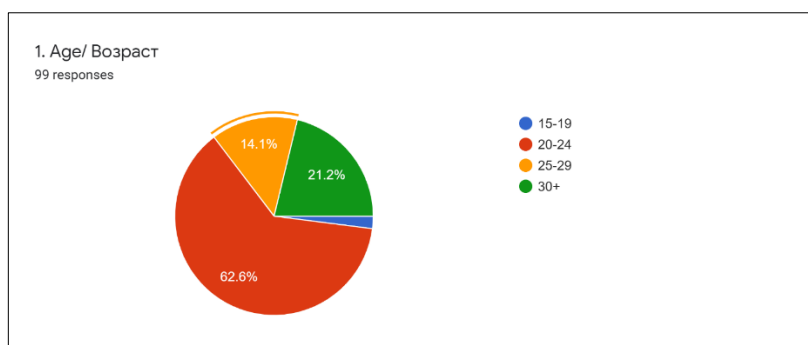
1. Age
2. Gender
3. Formal education
4. Work experience (for adult surveyed)
5. Training and courses
6. Would you be interested in participating in trainings and trainings for young people on innovative learning and entrepreneurship
7. What is their opinion and their suggestions for strengthening entrepreneurship among young people and innovation

The results and analyze

Answers from 99 respondents:

1. Age

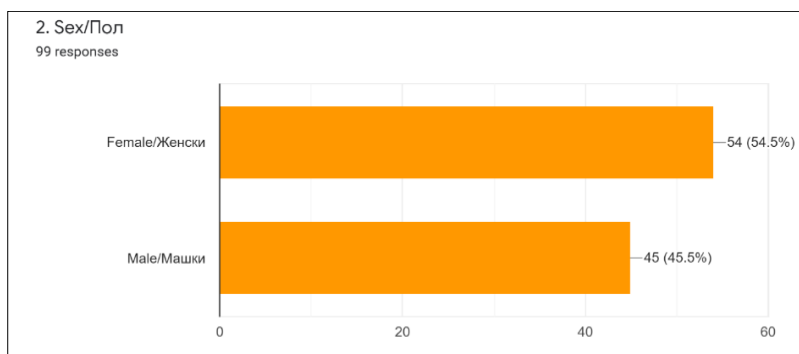
Young people from 15 to 30 years of age were interviewed.



¹⁰ Blank, S., Dorf, B. (2012). *The Startup owner's manual: The Step by-Step guide for building a great company*. K & S RANCH

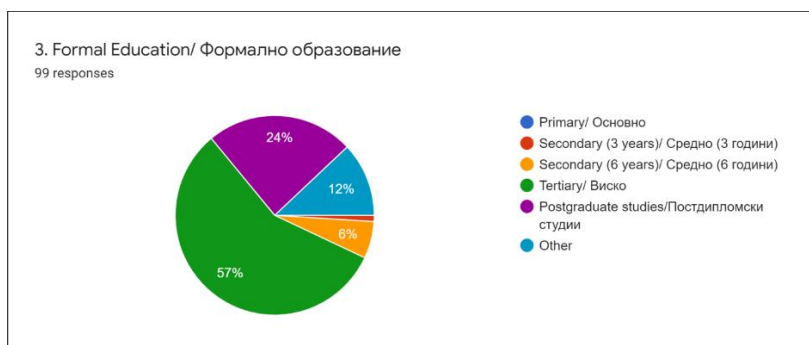
2. Gender

54, 5% women and 45,5 % men



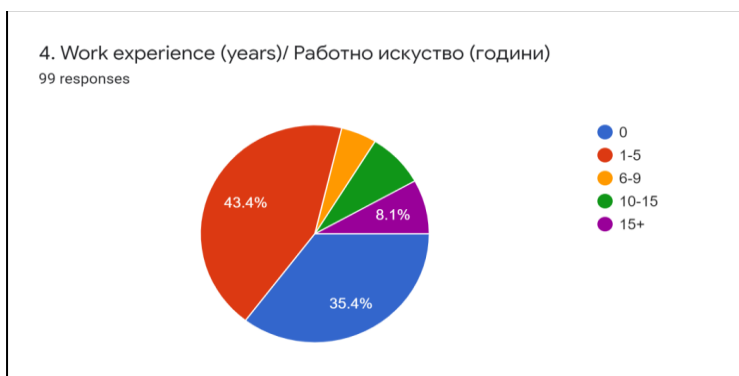
3. Formal education

The biggest part of the respondents is with high education or in the process of studding.



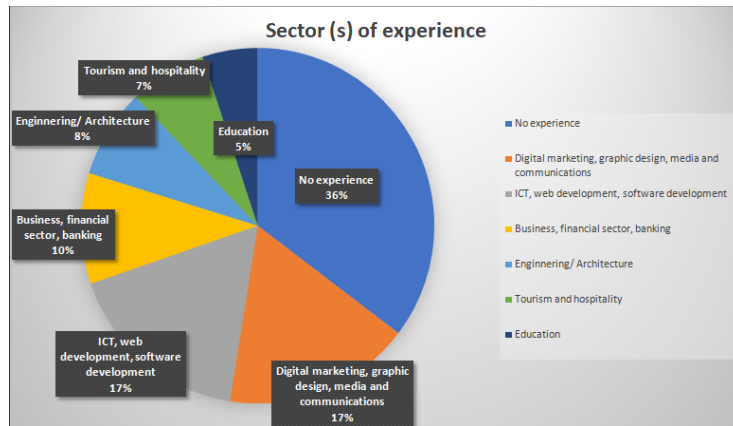
4. Work experience

On question for the work experience dedicated to adult respondents, about 80% declared that they have no or little work experience. This is a negative factor, which means that these young people did not have practical teaching or any kind of educational training during their studies. There should be more opportunities in formal and non-formal education, which will make it easier for young people to experiment with innovative ideas and employability at a younger age.



5. Trainings and courses

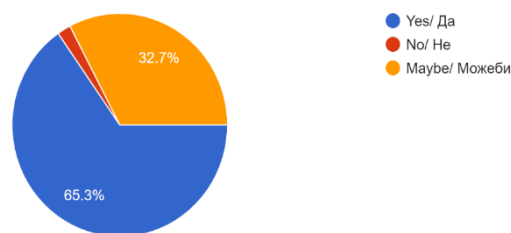
Respondents that have experience with passed educational trainings, pointed out that trainings from ICT, web design, software development and areas such as graphic design, digital marketing, media and communications dominate. This is followed by tourism, engineering and finance.



6. Would you be interested in participating in trainings and trainings for young people on innovative learning and entrepreneurship?

On questionnaire 65% declared that they would like to participate in various activities related to this type of learning.

98 responses



7. Would you be interested in participating in trainings and trainings for young people on innovative learning and entrepreneurship?

The summarized answers related to the respondents' contribution and suggestions on what activities can be implemented to stimulate entrepreneurship are as follows:

- Entrepreneurial trainings, courses, seminars;
- Mentorship by experienced business leaders;
- Sharing of knowledge from successful entrepreneurs in the form of inspirational speeches, lectures and workshops;
- Networking events where young people can meet established leaders;

- Greater visibility of entrepreneurial activities through more aggressive PR activities to create awareness.

In short, the following things can be seen from the survey:

- ICT activities and skills prevail;
- It is necessary to further develop entrepreneurial skills considering the lack of content and subjects in formal education;
- Most of the young people would like to follow trainings that will help them improve their entrepreneurial skills;
- Also, a significant number of ICT graduates would like to start their own business. However, ICT-focused universities do not offer, in a more organized form, a business and entrepreneurship program.
- More entrepreneurial skills training, workshops, seminars, mentoring and networking are needed.¹¹

Conclusion

The entrepreneurial learning is field that cover many different subjects and disciplines, there exist wide range of stakeholders. All of them have, and will have, important role in the implementation of the strategy. For the successful implementation of this goal, it is important to have a stable framework for coordination and cooperation of all parties involved in the Entrepreneurial Learning Strategy and they are the ones that will enable adequate and appropriate follow-up activities.

According to the rapid global social changes, the urgency of adapting, harmonizing and creating contents and goals in education that will correspond to these changes has been imposed. Entrepreneurial learning is not just about learning business skills. This type of learning should be understood in a broader sense, which implies empowering young people and building certain managerial competencies that will give them a solid preparation for the future.

Entrepreneurial learning develops individual abilities and capabilities to turn ideas into action. It includes creativity, innovation and risk-taking, but at the same time include the ability to plan and manage projects in the direction of achieving the set goals. The role of the teacher is crucial in stimulating enthusiasm among students.

Local government have important role in connection of educational institutions with local organizations and companies, with goal organization of practical projects for their students. Parents whose task it is to educate and encourage their children in the spirit of entrepreneurship. Let's hope that the new content and skills will enable teachers to transfer knowledge about entrepreneurship in a way that builds and strengthens their entrepreneurial abilities. The goal will be achieved if young people see ways to realize their own interests, ideas and goals. The entrepreneurial spirit builds the future, and education and teachers are the ones who should encourage and enable the development of entrepreneurial abilities among young people.

¹¹ Avnimelech, J. (2019). *Mentorship Processes within Startup Accelerators*. Article in SSRN Electronic Journal

Bibliography:

Avnimelech, J. (2019). *Mentorship Processes within Startup Accelerators*. Article in SSRN Electronic Journal

Barber & Donnelly, K. & Rizvi, S. (2013). *An Avalanche is Coming – Higher Education and the Revolution Ahead*. London: Institute for Public Policy Research

Blank & Dorf (2012). *The Startup owner's manual: The Step by-Step guide for building a great company*. New Jersey: John Wiley & Sons

Bjerke, B. (2007). *Understanding entrepreneurship*. Cheltenham: Edward Elgar Publishing

Drucker, P (1985). *Innovation and Entrepreneurship*. New York: Harper & Row

Fayolle, A. (2007). *Handbook of research in entrepreneurship education*. Cheltenham: Edward Elgar Publishing, Inc.

Knapp, J. (2016). *Sprint: Solve big problems and test new ideas in just 5 days*. New York: Simon & Schuster

Kohlberg, L. (1981). *Essays on Moral Development, Vol. I: The Philosophy of Moral Development*. San Francisco: CA: Harper & Row

Markman & Wood (2009). *Tools for innovation*. Oxford: Oxford University Press

Page, West, Gatewood & Shaver (2009). *Handbook of University-wide Entrepreneurship Education*. Cheltenham: Edward Elgar Publishing

Penaluna, Penaluna & Kallum (2016). *How to teach entrepreneurship*. Wales: University of Wales

Prashantham, S. (2019). *The Two Ways for Startups and Corporations to Partner*. Harvard Business Review

Sallis, E. (2002). *Total Quality Management in Education, Third edition*. London: Kogan Page Ltd

Серафимова & Стојчевска-Ѓорѓиоска, М. (2020). *Влијанието на едукацијата за претприемачи врз бизнисот и претприемништвото во Македонија*. Штип: 2ри Август

МОН. (2014). *Стратегија за претприемачко учење во Република Македонија 2014-2020*

Thompson, J. L. (2004). *The facets of the entrepreneur: identifying entrepreneurial potential, Management Decision*. No 42

Wilken P.H. (1979). *Entrepreneurship: A comparative and historic study*. Norwood: NJ: Ablex Publishing Corporation