Competencies of teachers and directors in schools as a factor in building a contemporary educational system

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Abstract
The contemporary methods used in education impose the need to implement frequent changes in the methods and the ways used to realize the teaching content, as well as the other types of activities in and out of school that present a tool for betterment of the quality of the whole educational process which effects reflect on the development of the character of every student. These kinds of methods require, before all else, a big engagement from the teachers and their full preparation to accept these changes as a challenge, which on the other hand it creates a necessity of their lifelong learning and continuous professional development. The changes that come out of the contemporary methods during a teaching process more frequently imposes the need to develop the medial-didactic competencies of the teachers. With one goal, which the teachers develop to the required level, a teacher needs to have a "strong" mental model which will go in favor of accepting and implementing the changes as an opportunity, not only that but also as a mission that comes out of the responsibility of the profession that they have chosen to do.
Key words: organizational learning, mental models, changes, medial-didactic competencies, inclusive climate and culture
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I. Introduction

Global society dictates the need and necessity of one different method for a functional educational system. If the traditional way of education is taken as the center of the whole process by the teacher while realizing teaching content and out-of-school activities, as well as the inviolable source of knowledge, the contemporary style of life and the quick changes on a worldly level transform the role, before all else,to be a facilitator and guide of the activities that are implemented by the students from an early age. That doesn't mean that the role of the teacher is declining or vanishing, on the contrary it is becoming more valuable. This type of change to the role implements the need to develop the competencies that come out of the knowledge that should be built up every day by the teacher, but he also should be capable to use the medial-didactic tools that allow the use of new methods which will be used by the students to acquire more knowledge, as well as organizing and leading the process of learning while using the appropriate chosen contemporary methods. In these types of conditions the students are placed in the role of researcher and will acquire the needed information by themselves and use it to improve their knowledge. With this way of acquiring knowledge he will build a system of thought which will stimulate the need of everyday learning and lifelong learning.

This kind of role transformation is a change that especially the teachers need to accept as something necessary that shows as a result of the need for further development in different competencies that condition their professional development. The changes usually cause fear and resistance that are a result of the unknown in these new situations, as well as not wanting to leave the comfort zone where the person feels sure, safe, and most important he should not give additional resistance. This kind of state is the reason why many systematic changes do not yield the expected results.

The director has the dominant role in the process to accept the changes like opportunities for career development and a personal development for the teachers, he also should build an inclusive climate and culture in the institution as well as to encourage organizational learning as the only way to develop the "healthy" mental models, in addition he should also encourage systematic thinking which will enable the changes to be treated like a wanted process that will move and develop the entire societal life.

II. Theoretical foundations and the methodology of research

„Organizational learning is a process that occurs as a result of individual learning of every individual in the organizational system. But individual learning of an individual is not a guarantee that organizational learning will happen by itself. This kind of conditionality is there because of the leadership skills that are present in the organization. If the individual, that is a basic cell in the organization, in its entirety or in the team, as its internal

part, is not motivated enough to face and deal with every challenge that the contemporary time has brought, then there will be no organizational learning".(1)

The organizational systems that are directed to this type of learning treat the changes like a wanted state. The change on an individual plan happens, when the people face the problem. To solve the problem one must find a new behavior, this can be a new approach, a new skill of all the stakeholders in the process. It is in man's nature to have more or less curiosity for the solution of a problem that appears like a driving force of change in the world view for the need of the same curiosity.(2) The proficiency of this kind of process is conditioned to the degree of developed healthy mental models.

Mental models represent the way we see the world around us. They are a mirror of our thoughts, behaviors and the actions we take in the environment that we live and work in. A usual occurrence in our everyday life is the problem that our best ideas do not work in practice. No matter how much we try to implement strategies to achieve these ideas, we do not succeed and transform them into action. That is not a result of the degree of our intent and will. The reason for those ideas not to succeed is due to our mental models. The organizations that have the capacity for organizational learning, have perceived the importance of this problem and are creating conditions for successful learning and management of mental models.

The problem in building these mental models is not that they are wrong or right. The biggest problem is that they are suppressed in the subconscious and the person is not sure about their correctness. These kinds of mental models are so strong that people do not feel the need to reconsider or change them. That represents their truth that is given to them and is forever accepted by their person. According to Senge: „Some of the models are untested, that is why they remain the same". As the world changes, so does the node deepen between these unchanged mental models and the present, which leads to an increased number of counterproductive actions". (3)

Building these mental models allows the self-truth to be brought out on the surface and this will lead to productive discussions on the differences in our opinions. Contemporary organizations increase the common ability to develop the "healthy" mental models that allows the learning of new skills that lead to institutionalization of the innovations that positively reflect on the efficienty and effectivness of the systemic work.

Organizational systems that find themselves in a "growth" faze, have the need of knowledge that is oriented to the future. (4) This kind of knowledge has its foundation on guiding the attention of the system to predicting the future based on the present. The fragmented relationship towards the analysis and how people see things presents a handicap on the "modern" world and general thought. The systematic thought enables a global approach in observing and experiencing the world. „With this type of thought the passivity passes into activity, reaction to action, competitiveness transforms into cooperation, and the complexity creates simplicity".(5) A process occurs of new systematic thought which develops the feeling of affiliation to whole thought.

The needs that are there because of the contemporary approach in education change, so does the competencies change that one teacher must have, with one goal and that is to meet the demands of the global changes which refer to the realization of the educational process.

Beside the need for one teacher to have an understanding of the subject he has to teach, the global approach needs the application of professional authority, charisma, influence, the ability to convince and communication skills by the teacher. In other words, the teachers need to have certain abilities in order to carry out the pedagogical changes in an appropriate way. (Simijk, 2012)

The competencies of the teacher are part of the contemporary world trend that has its foundation in two areas: medial-pedagogue and medial-didactic. Playing the role of an advisor, giver of direction and making every process easier for the students who have a central place in them, because of this these two types of competencies enable the teacher to be a creator in his own right, and an instigator for a will to learn in the students.

If the educational system saw the need to become a key part of the global societal life, they need to be in line with the wants that happen because of the way the societal life functions. With one goal to create a student that will have developed knowledge, attitude, ability and skills that will be like an attachment to the student who should be an equal member in the global societal scene, the educational systems in every should always try to initiate change that will create conditions for the student to be notably and completely ready for what is expected of him in the future, the main goal for one teacher is to teach the student how to learn, not just for today, but for the future too. In this context Herbert Gunjeron will say: "Uneducated in the future will not be someone who doesn't know how to read, but the one who will never learn how to learn!"
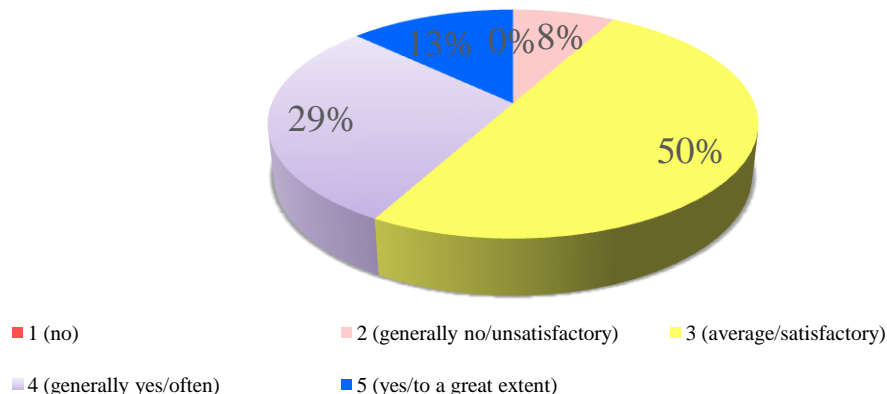
Moving on from the necessary need that should be permanently upgraded by the teacher, there are a few questions in mind: „How much are the teachers ready to change their approach, as well as their behavior during class and other activities in and out of school?„How ready are they to understand that the contemporary style of teaching today becomes traditional tomorrow and needs to change again? " „How many schools present the environment in which those who work there experience these changes as challenges, and not as threats?"

With a goal to see the attitude about the states that are connected and come out of these questions, and connected with the medial-didactic competencies as a challenge that happens because of the needs to dictate „Global education of the 21st century", research was conducted and it was realized like a survey. The survey questionnaire was made up of 17 statements, in which the people surveyed, the people that work in different schools in the Republic of North Macedonia expressed their thought based on the scale of attitude from 1 to 5. In this paper part of the collected data will be presented independently, and the rest will be used for qualitative analysis. The survey was answered by 380 teachers, both homeroom and subject teachers from the primary school and high school in the Republic of North Macedonia. With the goal to decrease the opportunity to get subjective data, the respondents placed themselves in the role of evaluators to their colleagues according to the demands of every question in the survey, by which they expressed their views of the director role upon the inclusive climate and culture that present a key factor in creating systems in which organizational learning has reached the degree of institutionalization. The data acquired from the surveys shows proportional representation of the respondents in the age structure, work experience, as well as the representation of primary schools and high schools. Gender representation appeared as an exception, 75% of the respondents were women, and just 25% were male, this is a consequence of the gender structure of those in education.
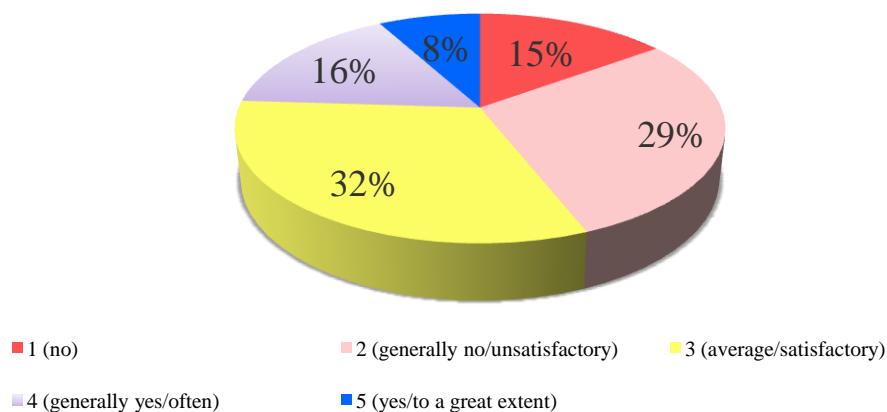
III. Results Of The Research

The quantitative analysis of the results, in the part where the statements were the subject of the survey gave the following state.

The third statement: „The colleague-teachers in your school are dedicated to their own professional development, by which they use informal or self-education", 13% of the respondents say that their colleagues are fully dedicated, 29% that is a common occurrence, 50% say that that kind of dedication is at an average level, while 8% say that that kind of dedication is insignificant (graph 1).

- 1 (no)
- 2 (generally no/unsatisfactory)
- 3 (average/satisfactory)
- 4 (generally yes/often)
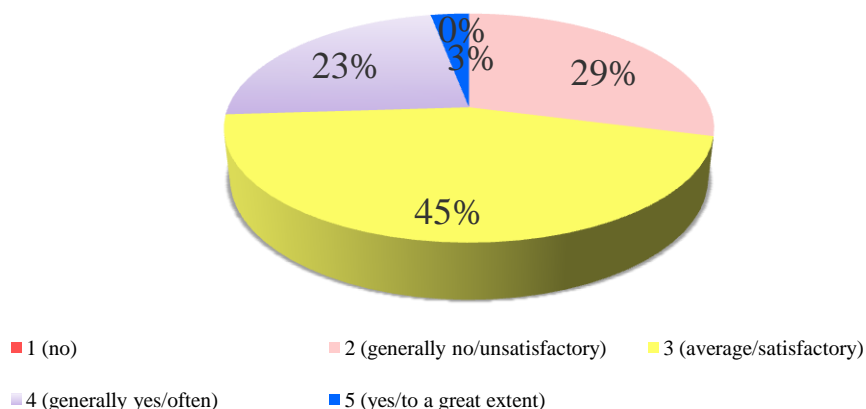- 5 (yes/to a great extent)

Graph 1 A.3: The colleague-teachers in your school are dedicated to their own professional development, by which they use informal or self-education (rank 3,474)

The data acquired from the results of the fourth statement that had a goal to show the relationship of the teachers with online teaching as a contemporary approach that can better the whole educational process and this is shown on graph 2.

- 1 (no)
- 2 (generally no/unsatisfactory)
- 3 (average/satisfactory)
- 4 (generally yes/often)
- 5 (yes/to a great extent)

Graph 2 A.4: The colleague-teachers from your school think that teaching from a distance is important for the betterment of the whole teaching process (rank 2, 71)
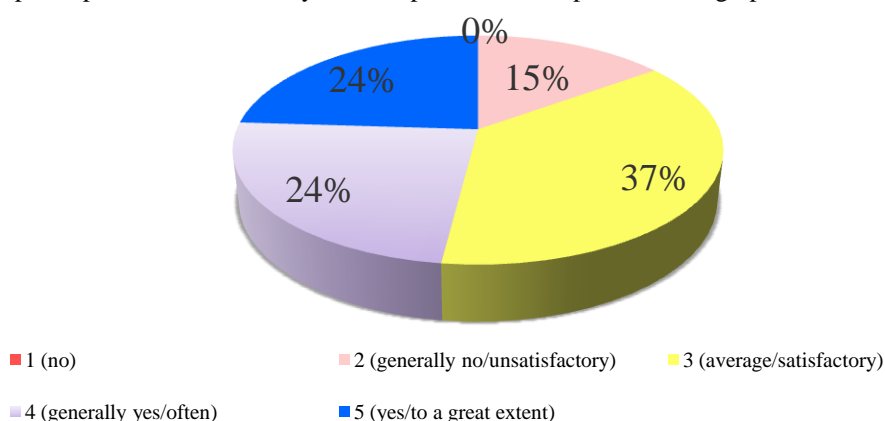
According to the data of the sixth statement: „The colleague-teachers from your school have medial-functional knowledge", it can be said that 3% of the respondents think that their colleagues dispose with this kind of knowledge to a great extent, while 23% answered that this knowledge represents a usual developed component of their colleagues (graph 3).

- 1 (no)
- 2 (generally no/unsatisfactory)
- 3 (average/satisfactory)
- 4 (generally yes/often)
- 5 (yes/to a great extent)

Graph 3 A.6: The colleague-teachers from your school have medial-functional knowledge (rank 3)

In the second group of statements that refer to how the teachers experience their directors like managers in their schools who before all else need to build an inclusive climate and culture, there are seven statements given. The data from the first statement, numbered as 11 in the questionnaire refers to the creation of an innovative environment by the directors. 42% of the respondents think that the directors to a small extent (rated as 3 on the attitude scale), give any kind of attention to this kind of need , while 24% expressed their opinion that their directors are fully committed to the creation of this kind of environment. (rank 3,71)

The data from the statement 3, from this kind of group, in the questionnaire given under the number 13 that referred to creating a climate by the director of the school, for inclusive learning, and every teacher has equal rights to participate in that kind of systematic process, this is presented on graph 4.

- 1 (no)
- 2 (generally no/unsatisfactory)
- 3 (average/satisfactory)
- 4 (generally yes/often)
- 5 (yes/to a great extent)

Graph 4 A.13: The director of your school creates a climate of inclusive learning and every teacher has an equal right of participation in this kind of systematic process (rank 3, 55)

The statement given under the number 16 has a goal to enable the attitude to be perceived by the teachers, to what extent do their directors create a work environment in which the school culture is continuously built and developed and in which the dominant characteristic is the need for a continuous professional development of the teachers and other professional personnel in the school. The acquired data is presented on graph 5.
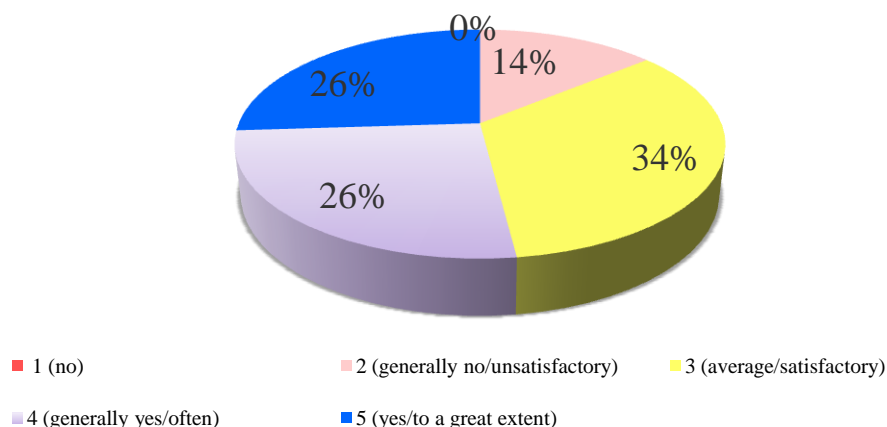
Graph5 5 A.16: The director in your school is developing a school culture where there is a continuous professional development (ранг 3,658)

By analyzing he acquired data from all the statements, firstly it can be stated that the teachers in primary and high school show a high degree of readiness for further education, i.e. continuing in formal education. Besides this readiness, it can be stated that they have seen the need to use other methods of learning and working. Even so 45% of the respondents said that their colleagues usually, and 13% of the respondents said that their colleagues to a great extent use different kinds of internet platforms and webinars in order to create a learning environment that is better and more accessible to the students, more interesting and expedient, and in accordance with the contemporary approaches that are used in the countries that have a particular interest in educational development. Many of the teachers have seen the need to have informal education, which can be seen in the acquired data that their colleagues to a great extent, i.e. usually use this everyday method to deepen their knowledge. Of course the percentage of those who think that the application of informal education is on a satisfactory level, the percentage is big and it estimates 50%. This kind of data shows the differences that exist in the formed opinions of the teachers when referring to life-long learning, do the teachers see it as a personal challenge or a need that is experienced like a demand that is imposed on them. From the acquired data it can be said that the online school and the opportunity that it gives in many teachers it is not a strong point. Thus, 61% of those surveyed think that their colleagues do not see this kind of teaching as a method that gives many opportunities for the betterment of the entire teaching process in which the student is an independent entity and the student by doing self-exploration and research in pairs or small groups, by using the respective internet search engine discovers not only data, but specific information on which he forms his knowledge that will be better and will last longer than the knowledge that is given to him by the teachers as a finished product. Maybe the relationship between the teachers and this kind of changes to the education is a result due to the underdeveloped technical-instrumental abilities the teachers have and 73% of the surveyed people think that their colleagues have an unsatisfactory or average developed abilities of this kind. These kinds of indicators are confirmed with the data that was acquired from the opinions of the respondents of who 74% said that their colleagues have an average or unsatisfactory level of medial-functional knowledge.

In the society of information it is not only important to have knowledge, but also the acquired information to be critically valued, therefore a need is imposed for the teacher to develop competencies that will have their foundation on social-critical thought and to build a system of values. The data from the research show that 61% of the respondents have the opinion that their colleagues do not have sufficiently built competencies of this type. Furthermore if we add the data to this kind of state that shows that the teachers, to a great extent (56%), do not feel the change as a challenge that will drive the system to a phase of continuous growth and development, then it can be stated that there is a need to change the educational paradigm, this imposes the necessity to build new mental models by which the changes will be experienced in every segment like an opportunity, the process of education to continuously evolve.

The analysis of the data that says how the teachers experience their school directors show a quite a big rank. However, if the individual percentiles are perceived it will be stated that to a great extent of the schools it is not always a need to build an inclusive climate and culture. The innovative work environment is a place where the individual is motivated to continuously improve and apply his own creativity by which a big number of new methods are formed that will drive the education on an uphill developmental phase. From the acquired data of 47% say that a good number of the directors create this kind of environment for work and learning where desire is encouraged and is a motive for the teachers to develop professionally and develop their career, but to a satisfactory, i.e. mainly unsatisfactory level. The acquired data from the other statements give a similar state.

Thus, it can be stated that the climate for learning in school, for the teachers and the students is rated as solid and given the rank 3,263. But if the percentage of unsatisfactory is analyzed, i.e. good (42%) it can be concluded that the need for a "healthy" work climate does not present as a priority by the directors when managing the schools. Similar data is acquired from the statements that refer to the need of a climate where the priority is learning in teams, as one way to better the level of professional career development, given the fact that this type of learning is one of the indicators as to if organizational learning is used in the organizational system. The need of a culture of common values, beliefs and responsibilities where all the teachers feel that they are equally involved, accepted and valued, as they are, a culture in which exists a continuous professional development, and to develop an environment where key elements of the functional inclusive culture are mutual trust and respect. Even though, when ranked, in three cases, they are 3.5, but the fact remains that 44%, i.e. 48% of the respondents think that the directors do not succeed in encouraging them and they themselves do not participate in creating this kind of culture where for it to be functional it needs to be founded on a system of mutual trust and respect. The analysis of the data shows that 50% of the respondents think that mutual trust and respect does not exist at all or they are mostly gone, i.e. if they exist in the school they are not sufficiently developed or are developed to an average level.

IV. Discussion

By analyzing the entire state of the educational system in the Republic of North Macedonia it can be defined that there is a big number of reasons that lead to the question of the systematic approach and problems that the educational system is dealing with. The diagnosis that the author of this paper has made through a large number of other researches shows a small degree of motivation in the teachers during the entire process of work in school. The material implications do not always present the main reason for this kind of state. The employees more and more develop the feeling of being foreign towards the school. That directly influences the level of creativity and innovation in planning and realizing the entire curricular and extracurricular process, which directly reflects the level of quality in the education.

Research shows that the main reason for this kind of problem is found in the school work climate which is far from good and it has a negative influence on the culture of the school system that increasingly is acquiring the characteristics of dysfunctional. These kinds of conditions do not present a healthy environment in which the employees, the changes and the needs of the same are experienced and accepted as a challenge that will carry the system to continuous growth and development. Thus, some of them experience every change with resistance that is a product of mistrust of the system, and as for the rest that do not accept these changes because they have a need to remain in their comfort zone, it is also a consequence of the privileged status that they have, which exists because of the relationship between the school management with a certain group of employees.

The general climate for work with these kinds of characteristics is a reason for, a large part of the school, to not have the opportunity to build an inclusive climate and culture in which they will enable every employee in these kinds of systems to get equal opportunities for competency development, and this is directly reflected on the growth of their professional development.

In order to perceive these kinds of states that carry the education in a downward direction, and with a goal to get more concrete data for the reasons that are causing this, there was a short and closed type of interview carried out with seven questions. The sample size of respondents was 60 teachers from different schools in one region. The data acquired once again confirmed the reasons for why the school systems, to a great extent, do not present environments in which the individual (employee) is given equal opportunities to share their idea, which should be objectively reviewed and analyzed, and based upon this there should be a non-subjective decision. 60% of the interviewed teachers do not experience the school environment as a place where the employees are valued exclusively on their professional performance. The fact that is worrying is that something more than 80% think that the given constructive ideas are not welcomed, which directly is tied to the changes that are not experienced as a challenge that will carry the system to an upward developmental phase. As a consequence of the individual innovative processes in education, usually is not transformed into common, i.e. the school systems are closed environments where there are no conditions for organizational learning. The interview confirms the degree of employee motivation in the area of extrinsic motivation is very low, in contrast to the intrinsic one, which for the most part the employees have as a consequence of the responsive approach towards the teaching profession. The acquired data show the fact that the school system do not created conditions where a "healthy" mental model can be built and by which they will enable the development of systemic thought that will allow the implementation of changes that will allow the creation of a contemporary educational system that can answer the demands of the global education in the 21st century.

One of the reasons for this kind of state is because of the personality of the school director and his competence for good management, before everything else with the intelectual capital the employees have and he is managing. If his personality is distinguished with the needs of "hard" and "soft" skills, as well as the competences that come out of the process of managing, then the initiating, implementing and institutionalization

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of organizational learning, as a way of forming a collective learning, by forming communities for learning will be his everyday practice. The successful management of one director is not just good management of the material resources, but also in how much he can manage the human resources, before all else the intellectual capital of the employees

These kinds of management systems create the condition for lifelong learning for every employee, who in turn produces a direct positive reflection on the quality of the educational process and the success of every student.

V.   Conclusion

One of the most important roles for a director in a contemporary school is to encourage the career and professional development of the employees. The schools are institutions with a big number of employees, i.e. teachers that have different characteristic traits, based on which they have built their perceptions on things. A big part of them are distinguished with traits that always resist the changes of every type, and especially those changes that affect the way a work assignment is realized. The changes in the mental models that distinguish these persons is an impossible process if it is seen from that aspect, someone to directly influence the way they think, to convince them to change. These kinds of state negatively influence and regularly result in an increase of resistance towards the changes. Because of this reason, the directors that are directed towards creating an inclusive climate and culture with the goal to provide condition for professional and career development of every employee should create a so called professional community for learning. Forming this community will encourage the mutual trust and respect to be more visible, given the fact that here every individual is actively participating in bringing and reaching a common vision. The professional communities for learning are seats where an individual reconsiders his opinions, discovers formed stereotypes and the resistance to change, and where he decides to question the correctness of their own mental models. That is a first but sure step towards self-change and creating a "healthy" mental model. These persons, as members of a professional community for learning, can build systematic thought, not just individually but collectively as well. This kind of process enables an environment of trust and respect, in which the dominant need of every individual is an active participation in the so called organizational learning.

If the teacher yesterday was a creator of the social consciousness in the student, in the country borders where he is educated and lives, the teacher today should direct and encourage the students to independently form a global consciousness in themselves.

In the past period the teachers showed and proved their highly developed competencies for their respective subjects that they teach. Placed in a role of educators, their highly developed psychological competencies are also expressed. If with these general competencies are added the medial-didactic ones, then there will be opportunities created for the schools to become an innovative environment for learning, with high standards, in which every employee will feel motivated to continuously develop professionally and develop their career.

The need for these kinds of changes is necessary, but at the same time it is hard to implement due to the fact the the same should refer to all stakeholders in the educational system. The data from the research shows that the differences in the readiness for constructive acceptance of the changes, in different environment in which the schools function, is very big. That is an occurrence from which many problems arise that should be solved soon with the goal that every student should get equal opportunities to build their own knowledge, as well as their personality as a whole.

Building a contemporary school system is conditioned to several factors, but the most important ones are those that refer to the needs of the developed competencies of the directors for creative and professional management with human resources, which in turn inevitably leads to extrinsic motivation among the teachers with a goal to develop their competencies with which they will continue to professionally develop. These kinds of environments are distinguished with characteristics of a "healthy" climate for work in which the organizational learning will present an everyday practice that will result in continuous growth and development of every school system.

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