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Pedagogical Work in the Modern School and Antisocial Behavior of Students

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Abstract

In the school system in the countries, in addition to the teaching staff, the schools also employ professional collaborators - pedagogues whose main task is to provide professional help and support to the participants in the work in the schools in order to be successful in the realization of school education and the effects that have been achieved to be better. Their professional goal is aimed at encouraging development and in identifying and understanding the difficulties students face and providing assistance in overcoming them, as well as preventing learning and behavioral difficulties. In addition, their professional role is realized through joint work with the teachers and the management of the school in order to ensure optimal conditions for learning and development of the students and the successful functioning of the school as an institution. They also provide support to parents and answer questions important to their children's development and education.

In modern conditions, we have to talk about the presence of many requests to which the school must respond. The real clients of the school are the student, his family, employers, society, professional elites, while maintaining a certain position of the state. For the educational system, this means that state educational institutions are obliged, on the one hand, to conduct a dialogue with all consumers of education (the goal is to find a reasonable compromise), and on the other hand, to constantly create, update and multiply the range of educational services, whose quality and effectiveness will be determined by the consumer. Otherwise, the public school cannot fully fulfill its functions. It is no longer enough for a modern school to provide a graduate pedagogue with knowledge for decades to come. In the labor market and from the point of view of life prospects, the ability and willingness to learn and retrain all their lives are becoming more and more demanded. And for this, obviously, it is necessary to learn differently, in different ways.

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The concept, system and organization of pedagogical work in schools are closely related and conditioned by the functioning of a complete pedagogical and psychological service as an integral part of the educational process. After all, a solid and correct pedagogical, psychological and diagnosis with a prognosis for the development and subsequent therapy for the social-educational behavior of the student can only be given by an expert team. The advancement of the pedagogical work in the school, for which a new scientific discipline of pedagogical sociology has been established, is one of the basic tasks in the realization of this role. We should understand it as a complex of a multitude of actors that influence the development and establishment of the disturbed psycho-bio-socio balance. The problem of this research is the successful realization of the pedagogical work in the school. In this context, the pedagogical work in the school should be seen in solving the pedagogical problems that are within its competence. One of the tasks of pedagogical work is social and professional influence among children to achieve a change in behavior in a positive direction, i.e. correcting the deviant, disturbed, antisocial behavior of the person who deviates from what is acceptable for social norms. There are a large number of situations where students show this kind of behavior, that is, behavior that we can define as deviant, antisocial, antisocial, etc. and thus the student's behavior can be treated as a social or pedagogical problem. A pedagogical problem is, for example, the student's escape from school.

There must be a reason for running away, and it needs to be discovered. Working with such children leads to the realization that the student runs away in order to avoid undesirable situations in the classroom, where he feels belittled, embarrassed, underestimated. Either he runs away, because he is not given enough attention, is neglected, the students and the teacher make fun of him, he feels inferior, insulted, or he runs away because he is not adapted to the social environment. This and a series of other moments are only part of the pedagogical problems that require resolution. The degree and ability to solve problems from a pedagogical aspect will depend on the extent to which we contribute to such children being able to fit more painlessly into school life and the social environment in the future. After all, the function of the educational process is education, adaptation and training of young people for life in social conditions. With our research, we will contribute to an easier and more successful clarification of the problems that arise as a result of the antisocial behavior of students, and thus we will help in their successful resolution by applying various educational measures and also influence the improvement of the preventive actions of educators and professional services in primary school. From a methodological point of view, it will be a small, modern empirical research.

Keywords: Teacher; pedagogue; school; students; education.

1.Introduction

- **Subject of research:** The subject of this research is pedagogical problems in primary school.

Purpose of the research: The main purpose of this research is to examine what are the most common pedagogical problems in primary school.

Research hypotheses: Based on the set tasks, we assume the following hypotheses.

Main hypothesis: The work of the school pedagogue in the modern school.

Research variables: The independent variable in this research is: the director, the teaching staff, as well as the professional services (pedagogue, psychologist, speech therapist, etc.) in the elementary school. Dependent variable in this research is: delinquent, antisocial, destructive, violent, deviant and similar behavior of students.

• **Research methods, techniques and instruments:** The study of the problem was carried out with empirical research of a descriptive nature. In the same, an analysis was made of the influence of the independent variable on the dependent one and the cause-and-effect relationships were determined using the causal method. The basic methodological technique that was used is surveying, whereby the opinions of the respondents were obtained in a systematic, economical and relatively short-term way. Among the instruments used was a survey sheet - a questionnaire constructed for the needs of the research, respecting the set tasks and hypotheses, as well as an interview protocol. When compiling the questions in the questionnaire, care was taken to ensure that the questions were clear, unambiguous and precisely formulated. To test the hypotheses, we used the χ^2 - square test, and to calculate the association between the variables, we calculated the contingency coefficient.

• **Sample research:** This research covers the population of: pedagogues, professional services and primary school teachers. For this purpose, we have selected several schools. The research sample consisted of 120 teachers and 11 professional associates from the following elementary schools: OOU Dimitar Vlahov - Shtip OOU Vancho Prqe - Shtip OOU Tosho Arsov - Shtip OOU Gotse Delchev - Shtip OOU Krste Petkov Misirkov - Radovish OOU Vancho Prke" - Delchevo, OOU "Goce Delchev" - village. Angelci / Strumica. The schools are from the eastern region of the Republic of Macedonia. Care was taken to have school pedagogues and school psychologists work in them. Regarding the choice of schools - a sample is a judgmental sample because we chose schools of our own free will. The sample of school pedagogues, school psychologists and teachers consisted of the mentioned personnel from the selected primary schools. Regarding the teachers, the sample is optimal, stratified because the structure of the basic set is known (all teachers from the seventh and eighth grades). According to the time, the research was carried out in the academic year 2023.

Organization and flow of research: The research began with the preparation of a conceptual project, followed by a period of conducting surveys. At the same time, the teachers of the seventh and eighth grades in the elementary schools received questionnaires pedagogical work in primary school 79 schools, as well as professional associates. A procedure of analysis and processing of the data from the survey and interpretation of the obtained results followed. Furthermore, the results obtained from the research, the calculations made for the χ^2 test and the interpretation of the obtained calculations are presented. For a more detailed understanding of the managers' and employees' statements, each question was presented tabularly and graphically.

The first five questions were answered by both employees and managers, while the sixth to tenth questions were answered only by managers. This is how the analysis that follows took place. On the first five questions, the analysis took place on the answers between managers and employees on the same question. The second part of the analysis was carried out in such a way that the dependence and connection of questions six to nine with the answers to the tenth question was examined. Results of the questionnaire that was intended for class teachers and professional assistants in primary schools.

Disterweg on social pedagogy

The term social pedagogy was mentioned for the first time in the middle of the 19th century in Germany, as a synonym for the so-called collective pedagogy, which was the opposite of individual pedagogy. Disterweg [1790-1866] is credited with a wider application of the term social pedagogy. He was a Prussian Enlightenment thinker, primarily concerned with the composition of education. According to Rousseau, Pestalozzi, and Froebel, Disterweg believed that people are capable of development, of respecting and caring for others, and of working for the good of the community. Here he emphasized the fundamental importance of democracy and the need to encourage the individual to independently take initiatives to lead and create their own activities, as a propaganda reform in schooling. The reform also referred to the reduction of the influence of the church and politics on education, while at the same time strengthening its roles in directing and implementing social changes. Disterweg used the term social pedagogy to denote an educational action whose purpose was to help the poor. This pedagogue first mentioned social pedagogy in written form in 1850, in the work *Manual for the Education of German Teachers*. Marburger, cited in [9].

His most significant work is "Roadmap for the education of German teachers". In addition to the great development of didactics (theory of teaching), he stood out as a fighter for full democratization of schools. He especially stood out as an opponent of the education of young people in the spirit of religious fanaticism and nationalism [6]. Although pedagogy moves across European countries, there are similar roots that have developed into different lines of thought in contemporary pedagogy. Hamalainen explains that historically, social pedagogy is based on the belief that social circumstances can be influenced through education" - and more importantly, education is seen as a lifelong learning process that is not only about children, but also involves educating of adults, for example in order to change the idea of the road map on which they direct their children.

Every day in our environment we meet an increasing number of students with antisocial, delinquent, etc. behavior. Considering the progressive spread of this phenomenon, teachers as well as professional services in schools are becoming more and more interested in opening doors for special and new professionals. Wouldn't it be fruitful if space was left for social pedagogues, as it is done in other countries? Students with delinquent behavior will not change overnight, if they are not affected by various methodological approaches, with disciplinary measures and sanctions if there is a need for them. We have witnessed a series of brutal incidents, with the introduction of weapons into schools, fights with serious consequences for the health of the participants and, in the worst case, a fatal end to these terrible "games". When such problems appear on an ever-increasing scale, it is society that should see the necessary need to employ additional professionals - social pedagogues in primary schools, because classrooms are for sowing knowledge, not violence and hatred. . The complexity of the research subject of social pedagogy leads us to an important methodological problem in the way of research in the joint interactive action of many stakeholders, from biological, psychological and social spheres in the process of structuring in behavioral disorders. To define the characteristics of behavioral disorders as a biological-psychosocial composition, it points us to the need to connect social pedagogy with all areas with the subject of research, which includes researching the laws of biological behaviors (genetics, anatomy, neurology and others), which are in the composition of medical sciences.

The study of those disciplines in social pedagogy is the basis for understanding the elementary reasons that influence behavior, and it is not possible to modify them. The situation is similar with the relationship between social pedagogy and psychiatry, a medical field that studies mental illnesses [4], that is, mental health disorders. Here we are talking about diseases that are the result of some disorders in the function of the nerves, that is, in the brain [8], the treatment of which implies timely pharmacotherapy, (cited in Uzelac, 2007) Today's views on mental health disorders are somewhat different in that some psychiatrists believe that genetic predispositions have the greatest influence in disorders, while others believe that environmental influences, especially in early childhood (psychoanalysis), are to blame. In connection with the above [8], rightly points out how the "real" truth is somewhere between the two extreme views, so the only problem remains is how much is the influence of one and how much is the other cause.

Definition of the term pedagogy

According to C. Cameron, social pedagogy is an academic discipline that deals with the theory and practice of comprehensive education and care, the term "pedagogy" comes from the Greek *pais* (child) and *agein* (to convey), with the prefix "social", highlighting the fact that education is not only the responsibility of parents, but it is the shared responsibility of society. As a result, social pedagogy is a "function of society". It is, in fact, reflected as a certain society that at a given time thinks about education and upbringing, about the relationship between the individual and society, and about social care for its members on the margins. Consequently, social pedagogues work in a variety of settings, from early years through adults to work with disabled age groups as well as older people. To achieve a complete perspective within each of these settings, social pedagogy is close to theories and concepts from related disciplines, such as sociology, psychology, education, philosophy, medical sciences or social work. According to [1] pedagogy is based on humanistic values, highlighting human dignity, mutual respect, trust, unconditional gratitude, and equality. It is supplemented with a basic concept of children, young people and adults, the same according to [3] aims to achieve:

- complete education - education of the head (cognitive knowledge), heart (emotional and spiritual learning), as well as hands (practical and physical skills);
- complete well-being - health promotion - factors to maintain and provide support for people to have a long-lasting sense of happiness;
- to enable children, young people as well as adults to empower themselves and be self-responsible persons who take responsibility for their society;
- to promote human welfare and prevent or reduce social problems [7], identify nine principles to support social pedagogy:
- the focus falls on the child as a whole, as well as supporting the child for overall development;
- as professionals, pedagogues are constantly encouraged to reflect on their experiences and to apply both

theoretical understanding and knowledge to independently sometimes respond to the challenges they face;

- pedagogues are also practical, so their training prepares them to participate in many aspects of children's daily lives and the activities they face;
- pedagogy is based on an understanding of children's rights, which is not limited to procedural issues or requests for legislation;
- there is an emphasis on teamwork and on valuing the contribution of other professionals, members of the local community, and especially, parents;
- at the center of the relationship are the importance of listening and communication.

All three elements are equal and complement each other, thus generating synergy [2]. According to the International Association of Social Educators [9] although it is usually attempted to explain social pedagogy in adopting a schematic picture of the broad academic field that has developed in continental Europe over the past centuries, many people still curious or even interested in a humanistic holistic approach to working with children and young people (as well as other groups in society), which resonates strongly with their personal views and values. Social pedagogy, it seems, is not the victim of a completely new approach, but comes as an improvement of a comprehensive framework that brings coherence to the existing approach in practice, providing clear direction and purpose. The identity of some professional disciplines differs according to the subject it deals with and the functions for which it is intended. From the given definitions of social pedagogy, it is easy to conclude that neither in terms of defining the subject nor in the function of social pedagogy, there is no complete agreement between experts. As we have already said, somewhere the subject of social pedagogy is broad, and elsewhere it is reduced to the so-called "third area" and is synonymous with persons with disordered behavior. A. Kobolt [9] emphasizes that pedagogical interventions include social-therapeutic interventions, namely:

- education,
- upbringing,
- the support,
- counseling,
- corrections,
- social therapies.

Although the auxiliary qualities of a professional are among the most common topics of various studies

conducted by world-renowned universities, it is still quite difficult to make an accurate and complete list of desirable characteristics of some professionals that would sufficiently support the empirical research. [5] lists among the foundations of successful consulting work:

- application of scientific evidence in practice;
- ability for psychological assessment;
- ability for counseling and interdisciplinary cooperation;
- supervision;
- professional development;
- ethical and legal issues;
- respect for individual and cultural diversity [1].

In short, the essence of the helping professions is contained in the positive change in the ways in which clients perceive their own experience and the reduction of symptoms that hinder their social functioning. Accordingly, the competence of a professional is mostly determined by the client's behaviors that are derived from their professional relationship.

As a function of description of the individual variables, in our research we calculated an arithmetic value and determined a rank. In order to test the hypotheses in relation to the degree of significance of the differences, we used χ^2 - test, while in relation to the height (strength) of the connection between the variables, we calculated the contingency coefficient S.

1.1. Processing of general data from questionnaires intended for teachers and professional associates Table 1. Elementary schools in which research is carried out.

Table 1: Elementary schools in which research is carried out.

Places in which the research was carried out	f	%
Stip	4	57,14
Strumica	1	14,29
Radivis	1	14,29
Delcevo	1	14,29
Total	7	100%

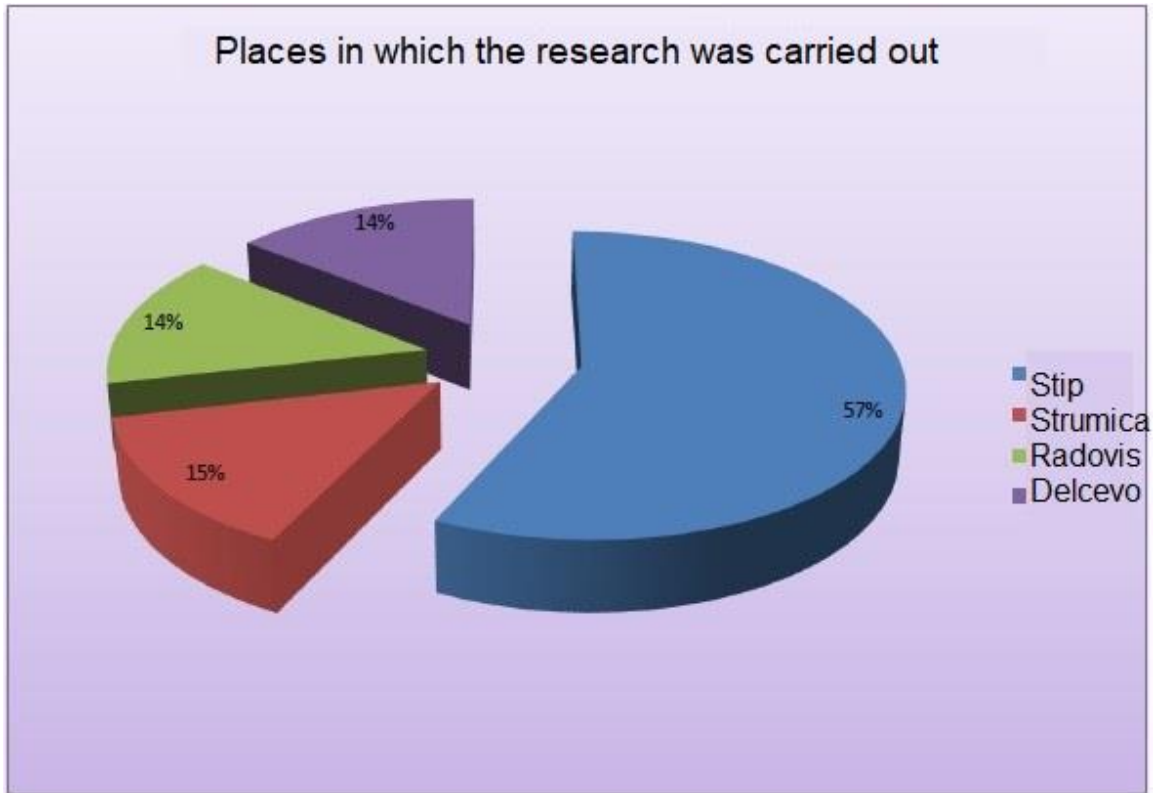


Figure 1.1

The first statement read - In primary schools, there is antisocial, delinquent, destructive, violent and deviant behavior on the part of students (for each statement, the respondents gave one answer by circling) 1) Completely agree, 2) Partially agree and 3) Totally I do not agree. We will first present the answers obtained for each statement from the questionnaire tabularly and graphically, then in advertising with the χ^2 test, we will perform calculations and compare the obtained value with the tabular value, in order to finally examine the contingency coefficient S. Table 8. According to teachers and professional services in primary schools, is there antisocial, delinquent, destructive, violent and deviant behavior on the part of students?

Table 8: Whether by teachers and professional services, armed primary schools are antisocial, delinquent, destructive, violent and deviant behavior by students?

		f	%	f	%
Whether by teachers and professional services, armed primary schools are antisocial, delinquent, destructive, violent and deviant behavior by students	yes	76	63,33	8	72,73
	partially	40	33,33	2	27,27
	no	4	3,33	1	9,09
	total	120	100%	11	100%

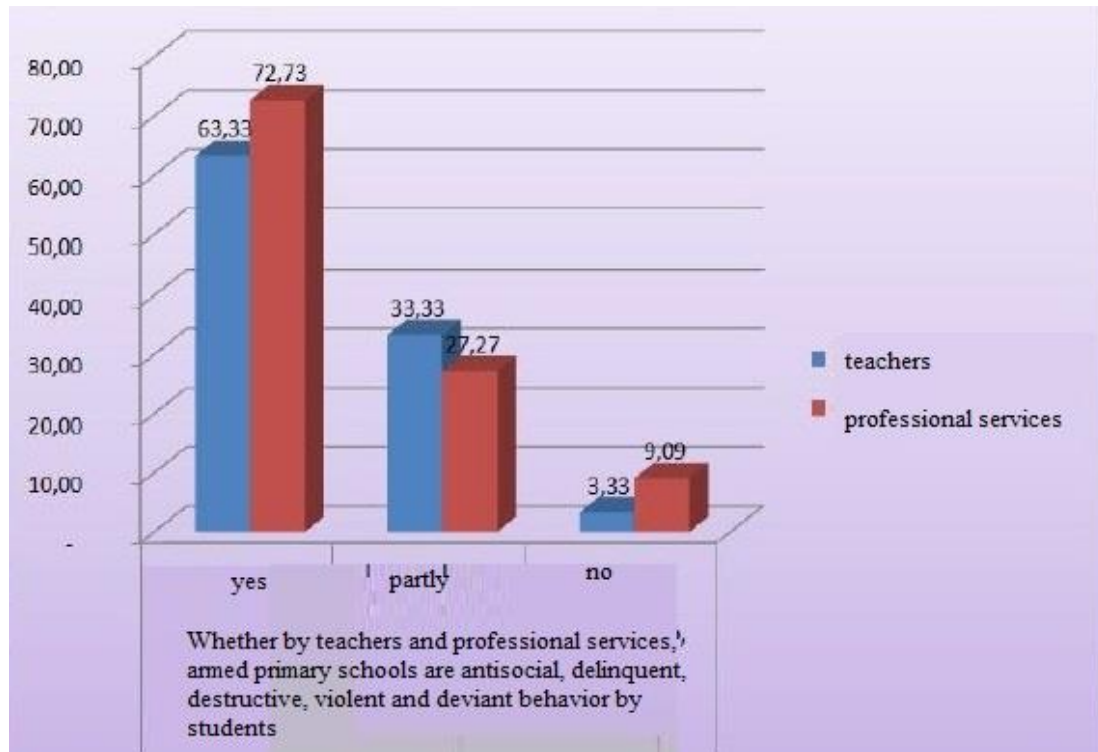


Figure 2.1

What can be observed, both from the table and from the graphic display, the statements of teachers and professional associates (pedagogue, psychologist, speech therapist, etc.) is that teachers and professional associates have a different attitude. Regarding the statement: in elementary schools there is antisocial, delinquent, destructive, violent and deviant behavior on the part of students, 63.33% of the teachers answered with completely agree, while 72.73% of the professional associates answered with completely agree . 33.33% of the teachers answered with partially agree, and 27.27% of the professional associates, while 3.33% of the teachers answered with completely disagree, while the professional associates answered with 9.09%. According to this data, we can to conclude that teachers and professional collaborators partly agree that in elementary schools there are certain forms of antisocial, delinquent, destructive, violent and deviant behavior by students. The hypothesis of this question was that: in elementary schools there is antisocial, delinquent, destructive, violent and deviant behavior by students, so according to the calculated mean value we obtained data that this hypothesis is accepted. From this we conclude that in elementary schools there is antisocial, delinquent, destructive, violent and deviant behavior on the part of students. In accordance with the χ^2 test, we will perform calculations on the obtained quantitatively expressed answers to the first question, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating chi-square Calculating Xi square From the results, it can be seen that the calculated value for χ^2 ($\chi^2= 0.62$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2= 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers

and professional associates about whether there is antisocial, delinquent, destructive, violent and deviant behavior by students in primary schools. The coefficient of contingency S, which shows the height (strength) of connection is 0.07 ($C = 0.07$), indicating that the interdependent modality of the examined variables is weak. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement. In accordance with the statement - antisocial, delinquent, destructive, violent, deviant behavior by students is increasing year by year, we calculated the following frequencies and percentages: Table 9. Antisocial, delinquent, destructive, violent, deviant behavior by students is increasing year by year.

Table 9: Antisocial, delinquent, destructive, violent, deviant behavior by students is a greater increase from year to year.

		f	%	f	%
Antisocial, delinquent, destructive, violent, deviant behavior by students is a greater increase from year to year	yes	60	50,00	5	45,45
	partially	38	31,67	3	27,27
	no	22	18,33	3	27,27
	total	120	100%	11	100%

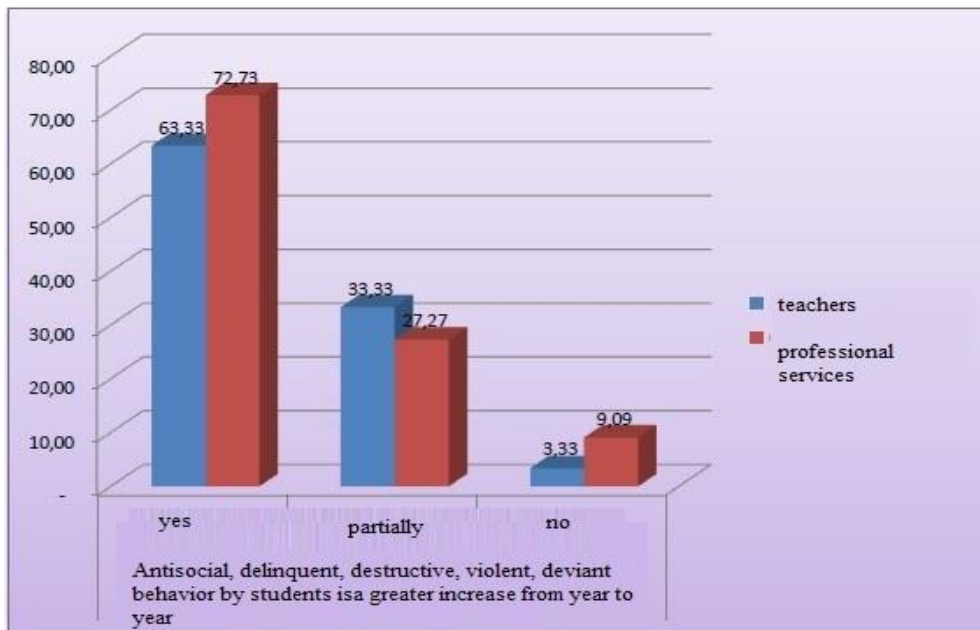


Figure 3.1

According to these data, 63.33% of the teachers answered that antisocial, delinquent, destructive, violent, deviant behavior on the part of the students is increasing year by year, and 72.73% of the professional associates answered 33 with partially agree. 33% of the teachers, against 27.27% of the professional associates, while an insignificant 3.33% of the teachers and 9.09% of the professional associates answered with I do not agree at all. From this we can conclude that antisocial, delinquent, destructive, violent, deviant behavior on the part of

students in primary schools has a tendency to increase, which in itself points to the need for parallel implementation of new profiles in the educational system with the aim of successful identification, prevention and intervention of these and similar problems. In accordance with the χ^2 test, we will perform calculations on the obtained quantitatively expressed answers to the first question, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S. Calculating chi-square Calculating Xi square From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 0.53$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates as to whether antisocial, delinquent, destructive, violent, deviant behavior by students is increasing year by year in primary schools. The coefficient of contingency C, which shows the height (strength) of connection is 0.06 ($C = 0.06$), indicating that the interdependent modality of the studied variables is weak. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement. In accordance with the given statement - Very often there are problems with violence among students, according to the calculations we obtained the following data. First we determined frequency and percentage:

Table 10: There are problems with violence among students.

There are problems with violence among students		f	%	f	%
	yes	66	79,2	8	72,73
partially	24	28,8	1	9,09	
no	30	36	2	18,18	
total	120	100%	11	100%	

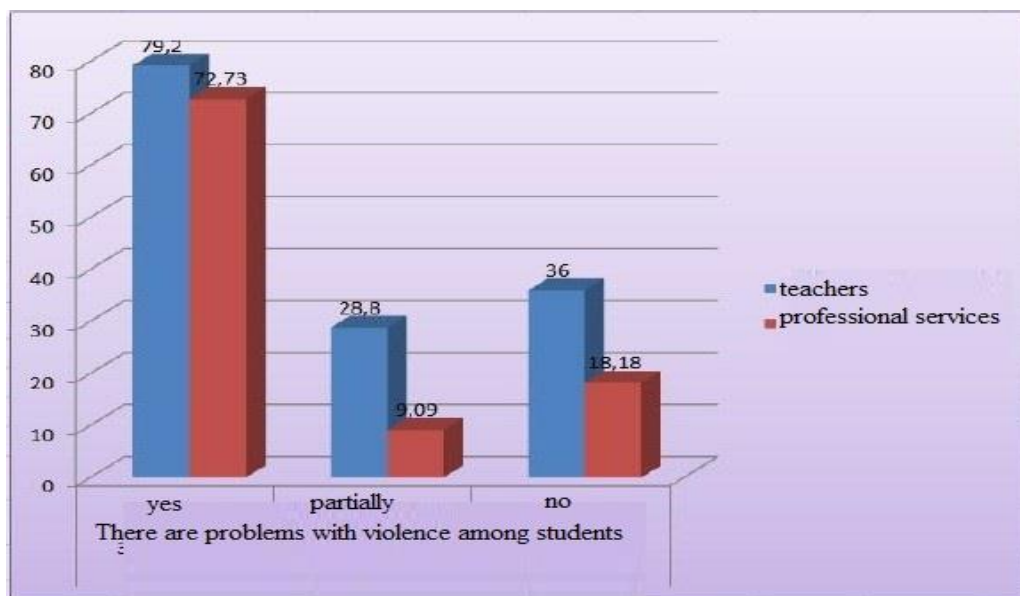


Figure 4.1

The obtained data show us that 79.2% of the teachers answered that problems with violence between students occur very often, and even 81.82% of the professional associates responded with partial agreement, 38.8% of the teachers and none of the professional associates answered, while 36% of the teachers and 18.18% of the professional associates answered that I do not agree at all. From this we can conclude that the problems of violence among students in primary schools are more and more prevalent. In accordance with the χ^2 test, we will perform calculations on the obtained quantitatively expressed answers to the first question, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating chi-square Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 3.66$) is greater than the table value of χ^2 by 2 degrees of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates that problems with violence among students occur very often in primary schools. The contingency coefficient C, which shows the height (strength) of connection is 0.16 ($C = 0.16$) indicates that the interdependent modality of the examined variables are of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement.

In accordance with the given statement - The teacher/professional associate is working on solving educational problems in primary schools, according to the calculations we obtained the following data. First we determined frequency and percentage: Table 12. The teacher/professional associate works on solving educational problems in primary schools.

Table 12: Teacher / professional associate working on solving the educational problems in primary schools.

Teacher / professional associate working on solving the educational problems in primary schools		f	%	f	%
	yes		106	88,33	8
partially		12	10,00	2	18,18
no		2	1,67	1	9,09
total		120	100%	11	100%

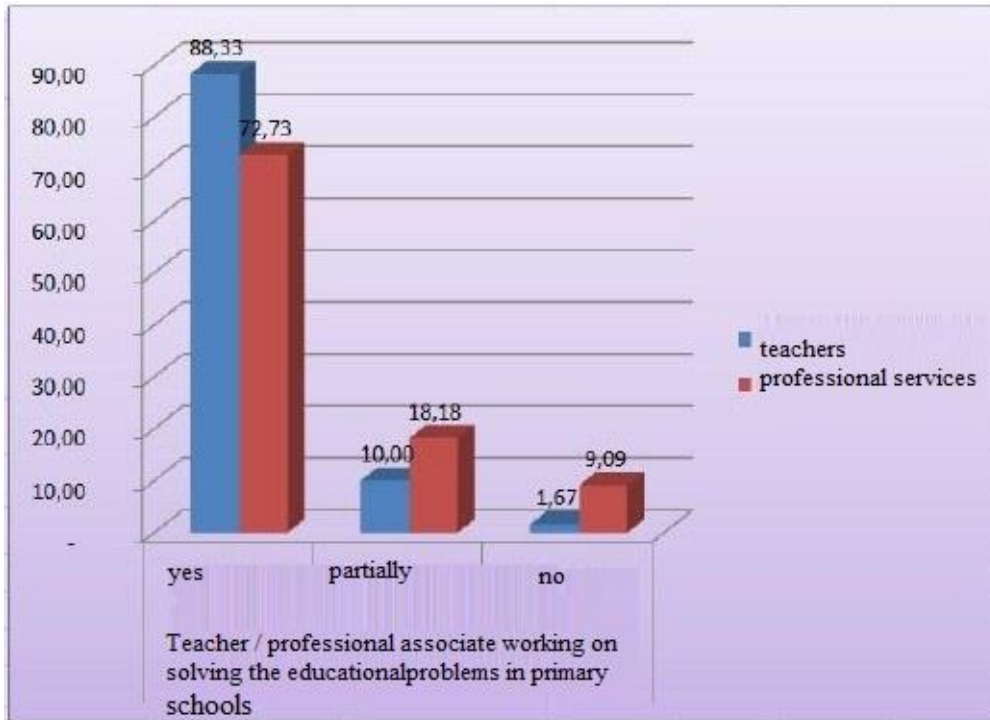


Figure 5.1

The obtained data show us that 88.33% of the teachers fully believe that the teacher/professional associate works to solve educational problems in primary schools, on the other hand, we received 72.72% of the professional associates. 10% of teachers and 27.27% of professional associates responded with partially agree, while 1.66% of teachers and none of the professional associates responded with completely disagree. From this we can conclude that both the teachers and the professional assistants fully agree with the statement that the teacher/professional assistant works to solve educational problems in primary schools. In accordance with the χ^2 – test, the obtained quantitatively expressed answer the first question we will perform calculations, in order to get the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating chi-square Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 3.09$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding whether the teacher/professional associate works to solve educational problems in primary schools. The contingency coefficient C, which shows the height (strength) of connection is 0.15 ($C = 0.15$), indicating that the interdependent modality of the studied variables is of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement. In accordance with the given statement - The teacher/professional associate can identify the educational problems

that appear in the school, according to the calculations we obtained the following data. First we determined frequency and percentage: Table 13. The teacher/professional assistant can identify the educational problems that appear in the school

Table 13: Teacher / professional associate can identify educational problems that arise in school.

	наставници		стручни соработници		
	f	%	f	%	
Teacher / professional associate can identify educational problems that arise in school	yes	102	85,00	8	72,73
	partially	1	1,00	1	9,09
	total	120	100%	11	100%

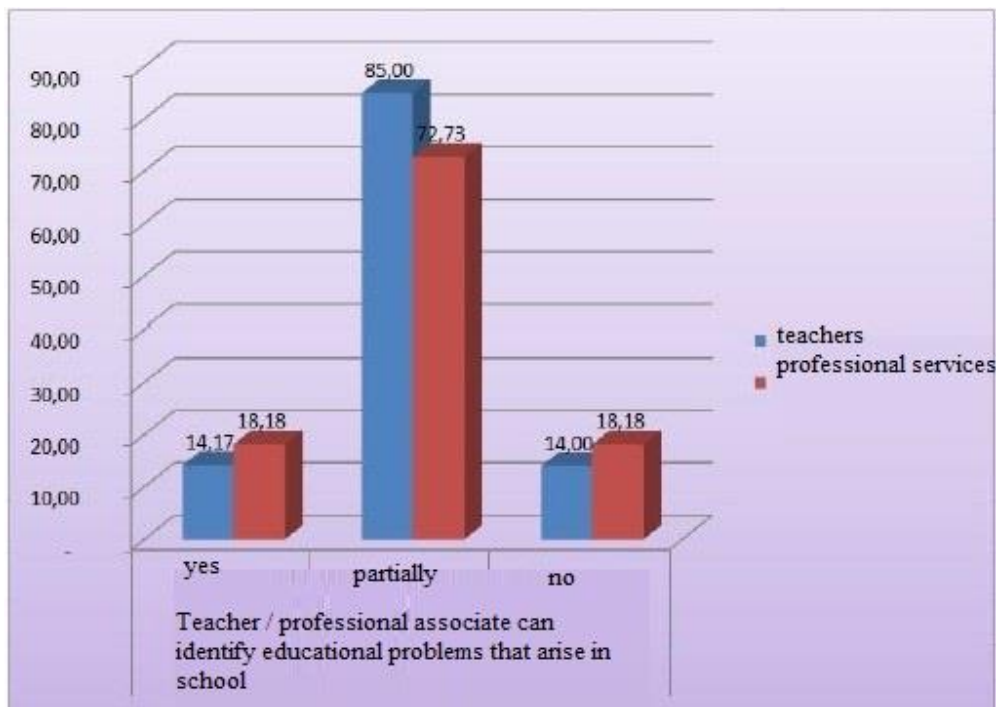


Figure 6.1

The obtained data show us that 85% of the teachers fully believe that the teacher/professional associate can identify the educational problems that appear in the school, on the other hand, we received 72.72% of the professional associates. 15% of the teachers and 27.27% of the professional associates responded with partially agree, while we do not have a positive answer either from the teachers or from the professional associates. From this we can conclude that both teachers and professional associates fully agree that they can identify the educational problems that appear in the school. In accordance with the χ^2 test, we will perform calculations on the obtained quantitatively expressed answers to the first question, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating chi-square Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 3.09$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding whether the teacher/professional associate can identify the educational problems that appear in the school.

The contingency coefficient C, which shows the height (strength) of connection, is 0.15 ($C = 0.15$), indicating that the interdependent modality of the studied variables is of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement. In accordance with the given statement - The teacher/professional associate can prevent problems in the school, according to the calculations we obtained the following data. First we determined frequency and percentage:

Table 14: The teacher/professional associate can prevent problems in the school Table 14. Teacher / professional assistant can perform prevention of problems in school.

Teacher / professional assistant can perform prevention of problems in school		f	%	f	%
	yes		80	66,67	5
partially		39	32,50	5	45,45
no		1	0,83	1	9,09
total		120	100%	11	100%

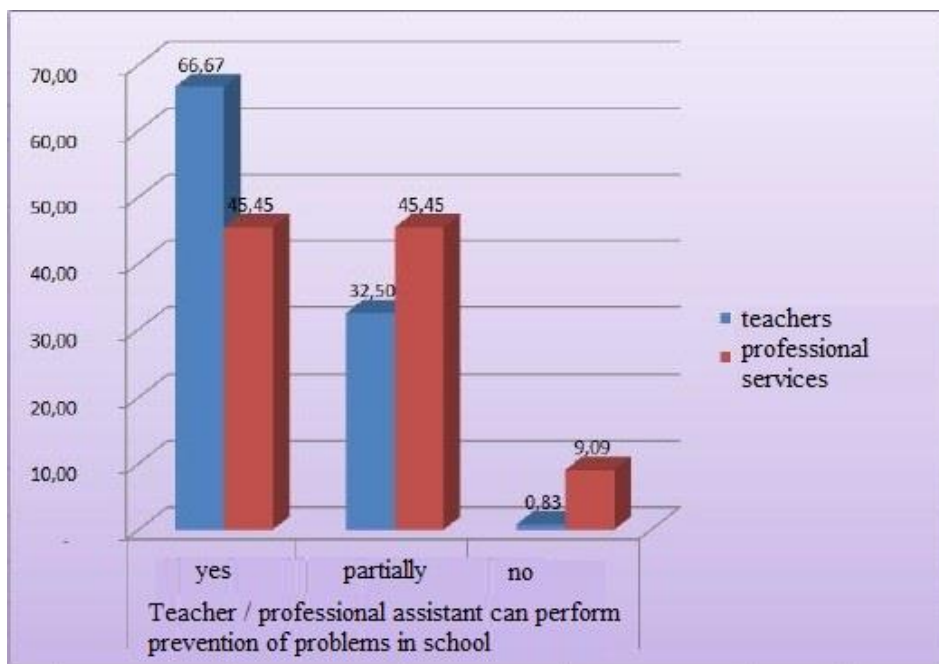


Figure 7.1

The obtained data show us that 66.66% of the teachers fully believe that the teacher/professional associate can prevent problems in the school, on the other hand, 45.45% of the professional associates fully agree with the given statement. 32.5% of teachers and 45.45% of professional associates responded with partially agree, while 0.83% of teachers and an insignificant 9.09% of professional associates responded with completely disagree. From we can give the conclusion that both the teachers and the professional collaborators partially fully agree that the teacher/professional collaborator can prevent problems in the school. In accordance with the χ^2 test, we will perform calculations on the obtained quantitatively expressed answers to the first question, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating chi-square Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 5.70$) is less than the table value of χ^2 by one degree of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding whether the teacher/professional associate can prevent problems in the school. The contingency coefficient S, which shows the height (strength) of connection is 0.20 ($C = 0.20$), indicating that the interdependent modality of the studied variables is of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement. In accordance with the given statement - The teacher/professional associate can prevent the problems that appear in the school as a whole, according to the calculations we obtained the following data. First we determined frequency and percentage:

Table 15: The teacher/professional assistant can prevent the problems that occur in the school as a whole Table 15. Teacher / professional assistant can prevent problems arising in the school as a whole

Teacher / professional assistant can prevent problems arising in the school as a whole		f	%	f	%
	yes		34	28,33	3
partially		80	66,67	6	54,55
no		6	5,00	2	18,18
total		120	100%	11	100%

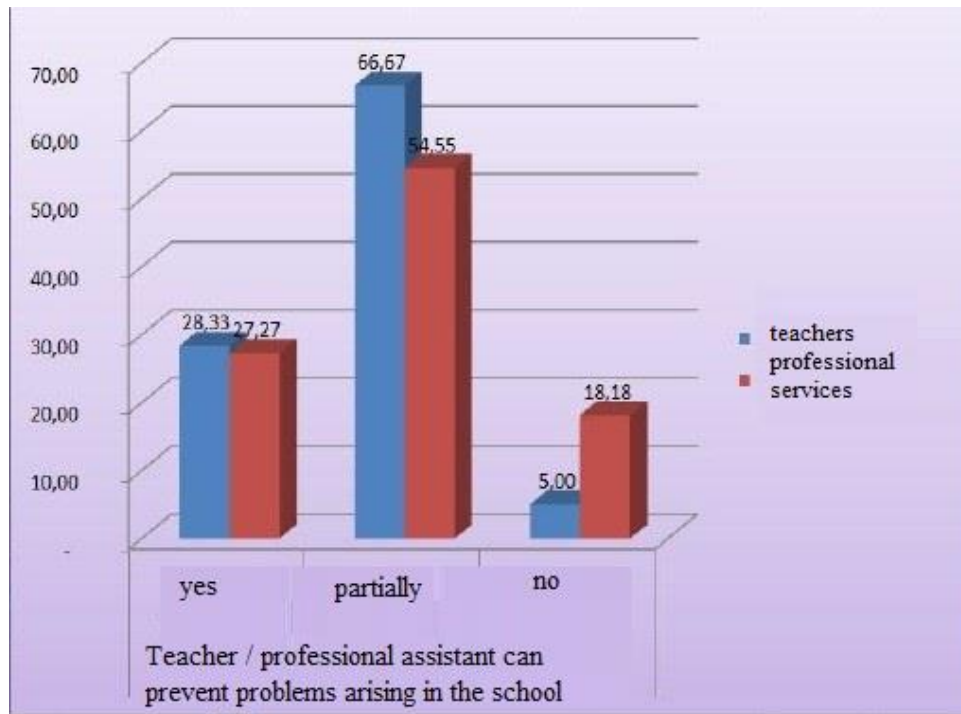


Figure 8.1

The obtained data show us that 28.33% of the teachers fully believe that the teacher/professional associate can prevent the problems that appear in the school as a whole, on the other hand, we received 27.27% of the professional associates. 66.66% of teachers and 54.54% of professional associates responded with partially agree, while 5% of teachers and an insignificant 18.18% of professional associates responded with completely disagree. From this we can draw the conclusion that both teachers and professional associates can partially prevent the problems that arise in the school.

In accordance with the χ^2 test, we will perform calculations on the obtained quantitatively expressed answers to the first question, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating chi-square Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 3.10$) is lower than the table value of χ^2 by 2 degrees of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding whether the teacher/professional associate can prevent the problems that appear in the school as a whole. The contingency coefficient C, which shows the height (strength) of connection is 0.15 ($C = 0.15$), indicating that the interdependent modality of the studied variables is of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement.

In accordance with the given statement - The appropriate social institutions have intervened for a problem in the school, according to the calculations we obtained the following data. First we determined frequency and percentage:

Table 16: Appropriate social institutions have intervened for someone problem at school Table 16. Appropriate social institutions have intervened a problem at school.

Appropriate social institutions have intervened a problem at school		f	%	f	%
	yes		42	35,00	4
partially		62	51,67	6	54,55
no		16	13,33	1	9,09
total		120	100%	11	100%

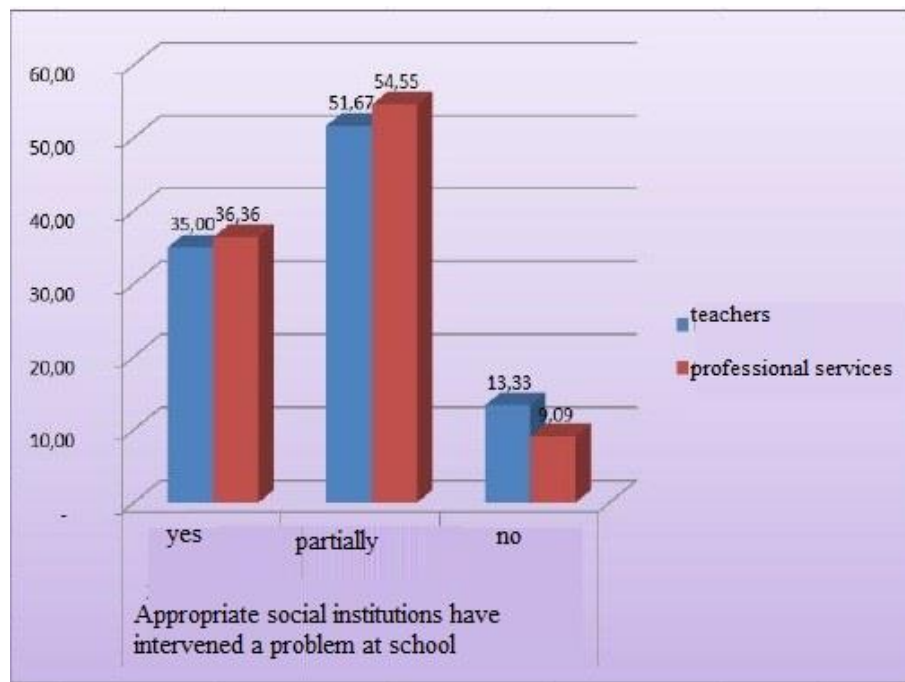


Figure 9.1

The obtained data show us that 35% of the teachers fully confirm that the relevant social institutions have intervened for a problem in the school, on the other hand, we received 36.36% of the professional associates. 51.66% of the teachers and 63.63% of the professional associates answered with partially agree, while 13.33% of the teachers and none of the professional associates answered with completely disagree. From this we can conclude that both the teachers and the professional associates partially confirm that the appropriate social institutions have intervened for a problem in the school. In accordance with the χ^2 test, we will perform calculations on the obtained quantitatively expressed answers to the first question, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating chi-square Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 1.75$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding our statement - Appropriate social institutions have intervened for a problem in the school. The contingency coefficient S, which shows the height (strength) of connection is 0.11 ($C = 0.11$), indicating that the interdependent modality of the studied variables is of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement.

In accordance with the given statement - Teachers/professional services cooperate with parents, according to the calculations we obtained the following data. First we determined frequency and percentage:

Table 17: Teachers/professional services cooperate with parents.

		teachers		professional services	
		f	%	f	%
Teachers/professional services cooperate with parents	yes	84	70,00	7	63,64
	partially	32	26,67	3	27,27
	no	4	3,33	1	9,09
	total	120	100%	11	100%

We will also display the statements graphically, separately for teachers and professional associates:

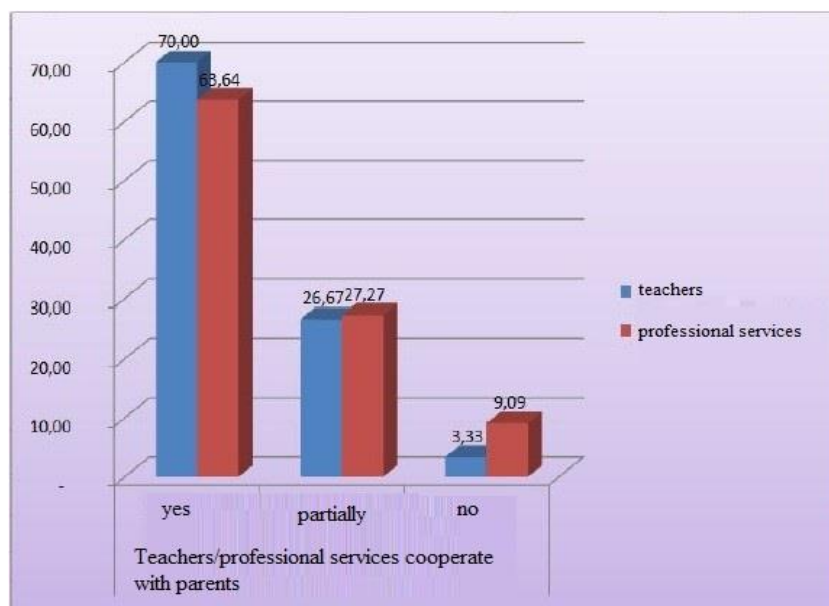


Figure 10.1

The obtained data show us that 70% of the teachers fully confirm that the teachers/professional services cooperate with the parents, on the other hand, we received 63.63% of the professional collaborators. 26.66% of the teachers and 36.36% of the professional associates answered with partially agree, while 3.33% of the teachers and none of the professional associates answered with completely disagree. From this we can conclude that the teachers as well as the professional associates fully confirm that the teachers/professional services have good communication and cooperate with the parents in the direction of solving any problem with antisocial, delinquent, destructive, etc. behavior of a particular student. In accordance with the χ^2 - test of the obtained quantitatively expressed answers to the first question, we will perform calculations, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating x-square

Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 0.77$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding our statement - Teachers/professional services cooperate with parents. The contingency coefficient S, which shows the height (strength) of connection is 0.08 ($C = 0.08$), indicating that the interdependent modality of the studied variables is of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement.

In accordance with the given statement - The teachers cooperate with the professional services, according to the calculations we obtained the following data. First we determined frequency and percentage:

Table 22: Teachers cooperate with professional services.

		f	%	f	%
Teachers cooperate with professional services	yes	72	60,00	6	54,55
	partially	39	32,50	4	36,36
	no	9	7,50	1	9,09
	total	120	100%	11	100%

We will also display the statements graphically, separately for teachers and professional associates:

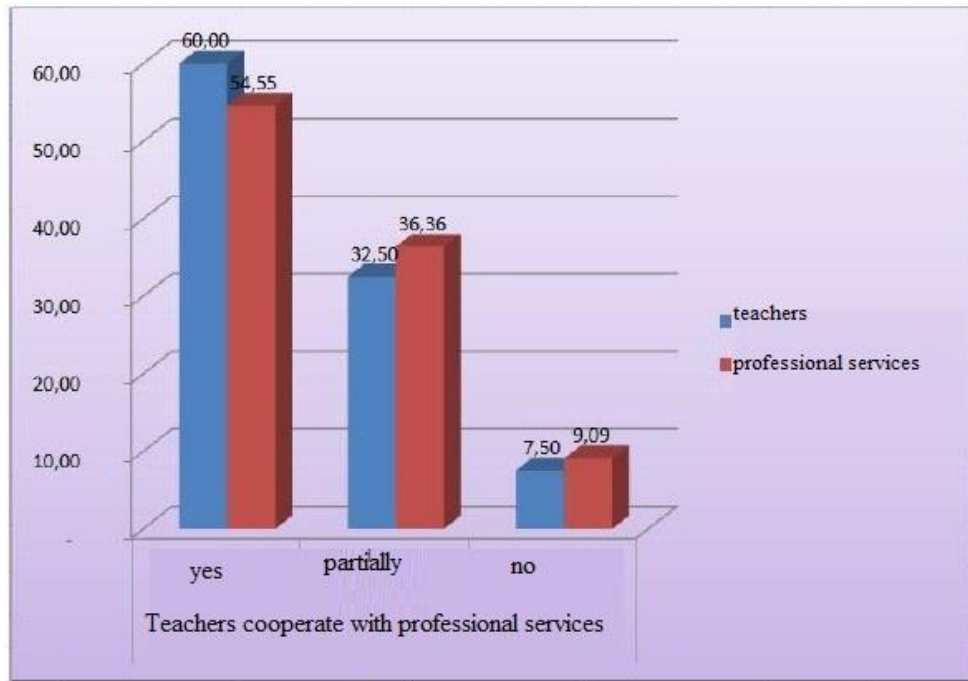


Figure 11.1

The obtained data show us that 60.00% of the teachers fully believe that the teachers cooperate with the professional services, on the other hand, we received 54.54% of the professional collaborators. 32.50% of teachers and 36.36% of professional associates responded with partially agree, while 7.50% of teachers and 9.09% of professional associates responded with completely disagree. From this we can conclude that both the teachers and the professional associates completely agree that the teachers cooperate with the professional services. Based on the answers according to the calculated mean value in relation to the question of whether there is cooperation between professional services and teachers in the realization of social-pedagogical work in the primary school, we can say that the set hypothesis is fully accepted.

According to this, we conclude that there is cooperation between teachers and professional services in primary schools. In accordance with the χ^2 - test of the obtained quantitatively expressed answers to the first question, we will perform calculations, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient

Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2= 0.13$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2= 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding whether teachers cooperate with professional services. The contingency coefficient S , which shows the height (strength) of connection is 0.03 ($C = 0.03$), indicating that the interdependent modality of the studied variables is

of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement.

In accordance with the given statement - School pedagogues cooperate with teachers, according to the calculations we obtained the following data. First we determined frequency and percentage:

Table 23: School pedagogues cooperate with teachers.

		f	%	f	%
School pedagogues cooperate with teachers	yes	89	74,17	9	81,82
	partially	20	16,67	1	9,09
	no	11	9,17	1	9,09
	total	120	100%	11	100%

We will also display the statements graphically, separately for teachers and professional associates:

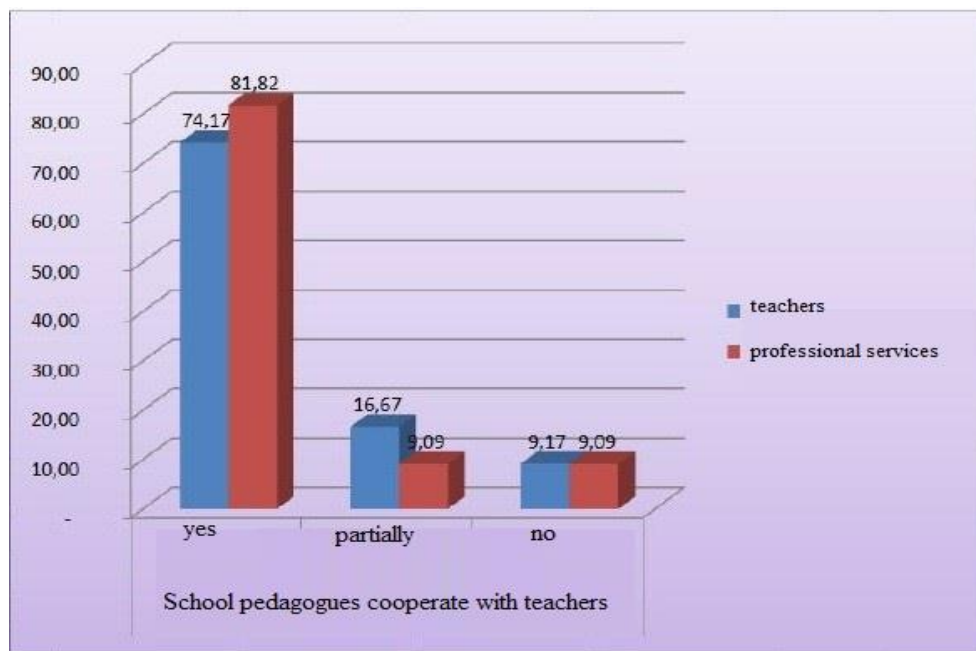


Figure 12.1

The obtained data show us that 74.17% of the teachers completely agree that the teachers cooperate with the professional services, on the other hand, we received 81.82% of the professional collaborators. 16.67% of teachers and 9.09% of professional associates responded with partially agree, while 9.17% of teachers and only an insignificant 9.09% of professional associates responded with completely disagree. From this we can conclude that both the teachers and the professional associates completely agree that the teachers cooperate with the professional services. In accordance with χ^2 – the test of the obtained quantitatively expressed answer the first question we will perform calculations, in order to get the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 0.44$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding whether school pedagogues cooperate with teachers. The contingency coefficient S, which shows the height (strength) of connection is 0.06 ($C = 0.06$), indicating that the interdependent modality of the studied variables is of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement. In accordance with the given statement - The teachers/professional services cooperate with the professional services of the Center for Social Work, according to the calculations we obtained the following data. First we determined frequency and percentage:

Table 23: Teachers/professional services cooperate with the professional services of the Center for Social Work.

		f	%	f	%
Teachers/professional services cooperate with the professional services of the Center for Social Work.	yes	68	56,67	7	63,64
	,partially	32	26,67	3	27,27
	no	20	16,67	1	9,09
	total	120	100%	11	100%

We will also display the statements graphically, separately for teachers and professional associates:

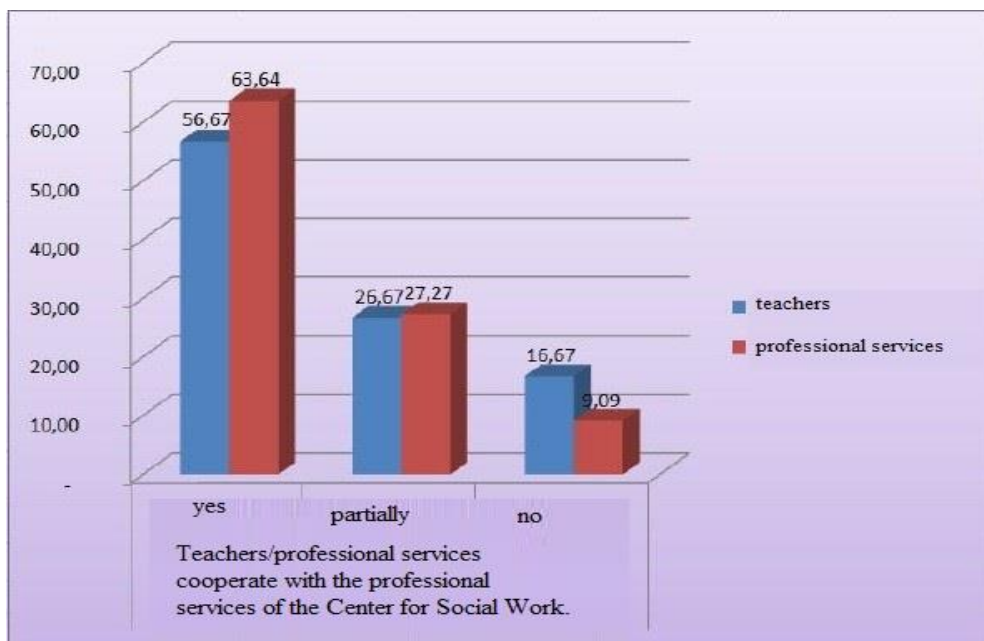


Figure 13.1

The obtained data show us that 56.67% of the teachers completely agree that the teachers/professional services cooperate with the professional services of the Center for Social Work, on the other hand, we received 63.64% of the professional collaborators. 26.67% of the teachers and 27.27% of the professional associates answered with partially agree, while 16.67% of the teachers and only an insignificant 9.09% of the professional associates answered with completely disagree. From this we can conclude that both the teachers and the professional associates fully agree that the teachers/professional services cooperate with the professional services of the Center for Social Work.

In accordance with the χ^2 - test of the obtained quantitatively expressed answers to the first question, we will perform calculations, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 0.45$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies.

According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding whether teachers/professional services cooperate with the professional services of the Center for Social Work. The contingency coefficient S, which shows the height (strength) of connection is 0.06 ($C = 0.06$), indicating that the interdependent modality of the studied variables is of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement.

In accordance with the given statement - Teachers/professional services cooperate with the Ministry of Internal Affairs, according to the calculations we obtained the following data. First we determined frequency and percentage.

Table 25: Teachers / professional services cooperate with the Ministry of defence.

		f	%	f	%
Teachers/profession al services cooperate with the Ministry of defence	yes	62	51,67	8	72,73
	partially	36	30,00	2	18,18
	no	22	18,33	1	9,09
	total	120	100%	11	100%

We will also display the statements graphically, separately for teachers and professional associates:

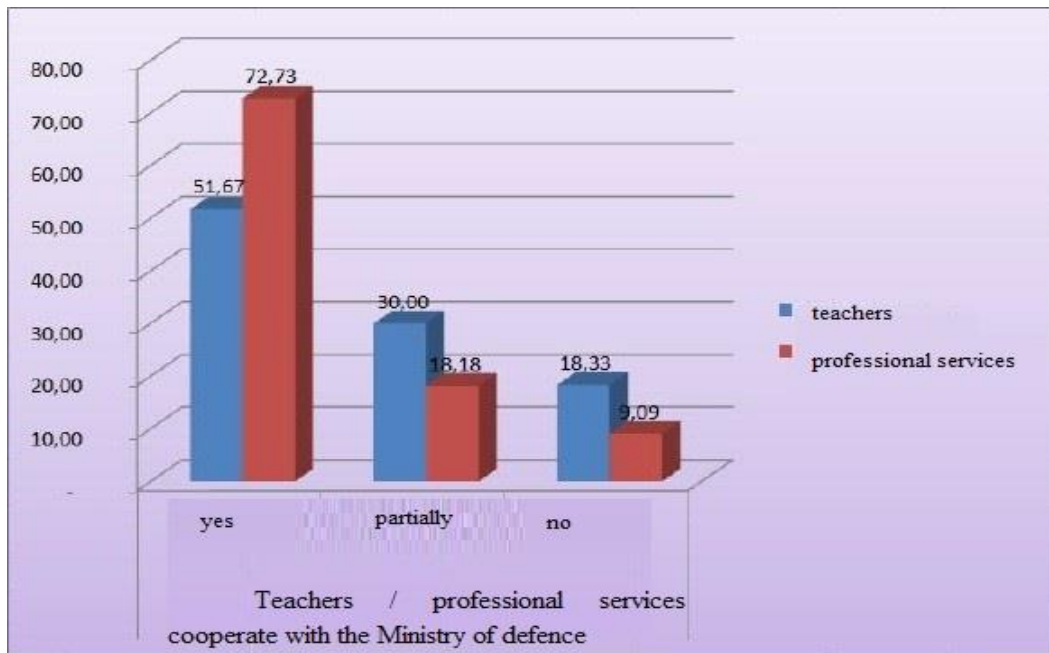


Figure 14.1

The obtained data show us that 51.67% of the teachers completely agree that the teachers/professional services cooperate with the Ministry of Internal Affairs, on the other hand, we got 72.73% of the professional collaborators. 30.00% of the teachers and 18.18% of the professional associates answered with partially agree, while 18.33% of the teachers and 9.09% of the professional associates answered with completely disagree. From this we can conclude that both the teachers and the professional associates fully agree that the teachers/professional services cooperate with the Ministry of Internal Affairs. In accordance with the χ^2 test, we will perform calculations on the obtained quantitatively expressed answers to the first question, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 2.88$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding whether teachers/professional services cooperate with the Ministry of Interior. The contingency coefficient S, which shows the height (strength) of correlation equals 0.15 ($C = 0.15$) indicates that the interdependent modality of the examined variables is of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement. In accordance with the given statement - The teachers/professional services cooperate with the Department for Prevention and Resocialization of Juvenile Delinquency (within the CSR), according to the calculations we obtained the following data. First we determined frequency and percentage.

Table 22: Teachers / professional services cooperate with the Centre for Social Work.

		f	%	f	%
Teachers / professional services cooperate with the Centre for Social Work.	yes	25	20,83	5	45,45
	partially	29	24,17	5	45,45
	no	26	21,67	1	9,09
	total	120	100%	11	100%

We will also display the statements graphically, separately for teachers and professional associates:

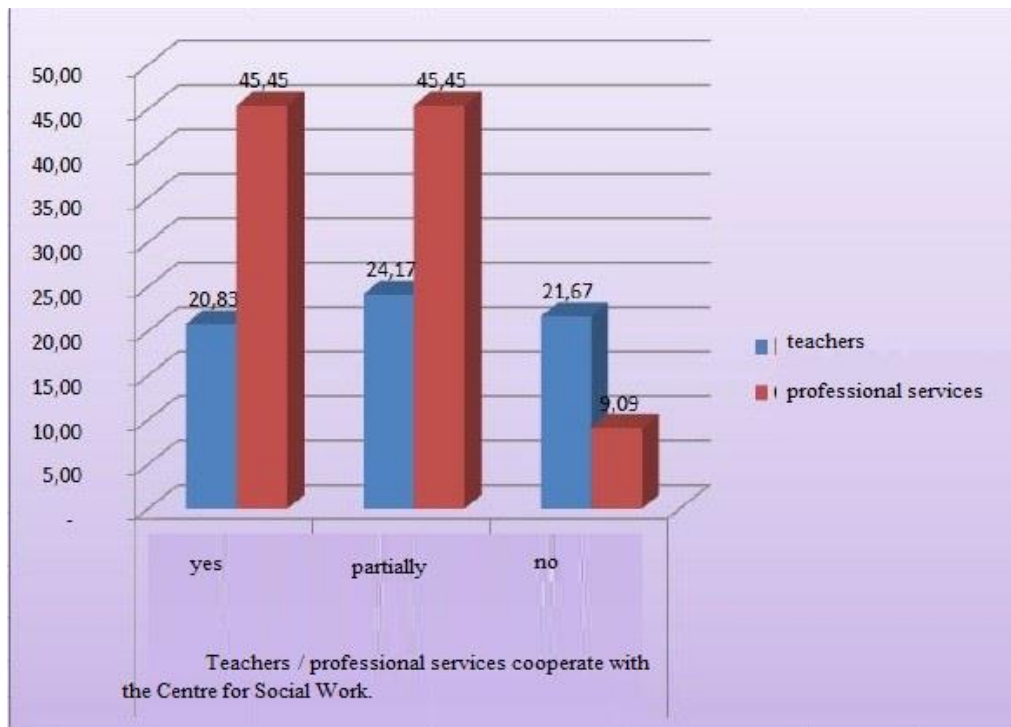


Figure 15.1

The obtained data show us that 20.83% of the teachers completely agree that the teachers/professional services cooperate with the Department for Prevention and Resocialization of Juvenile Delinquency (within the CSW), on the other hand, we got 45.45% of the professional associates. 24.17% of teachers and 45.45% of professional associates responded with partially agree, while 21.67% of teachers and 9.09% of professional associates responded with completely disagree. From this we can conclude that both the teachers and the professional associates fully agree that they cooperate with the Department for Prevention and Resocialization of Juvenile Delinquency (within the CSR). In accordance with the χ^2 - test of the obtained quantitatively expressed answers to the first question, we will perform calculations, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 5.07$) is less than the table value of χ^2 by one degree of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding whether teachers/professional services cooperate with the department for prevention and resocialization of juvenile delinquency (within the CSW). The contingency coefficient C, which shows the height (strength) of connection is 0.19 ($C = 0.19$), indicating that the interdependent modality of the studied variables is of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement.

In accordance with the given statement - Parents show interest and desire for cooperation, according to the calculations we obtained the following data. First we determined frequency and percentage.

Table 27: Parents are showing interest and desire for cooperation.

		f	%	f	%
Parents are showing interest and desire for cooperation	yes	32	26,67	4	36,36
	partially	74	61,67	6	54,55
	no	14	11,67	1	9,09
	total	120	100%	11	100%

We will also display the statements graphically, separately for teachers and professional associates:

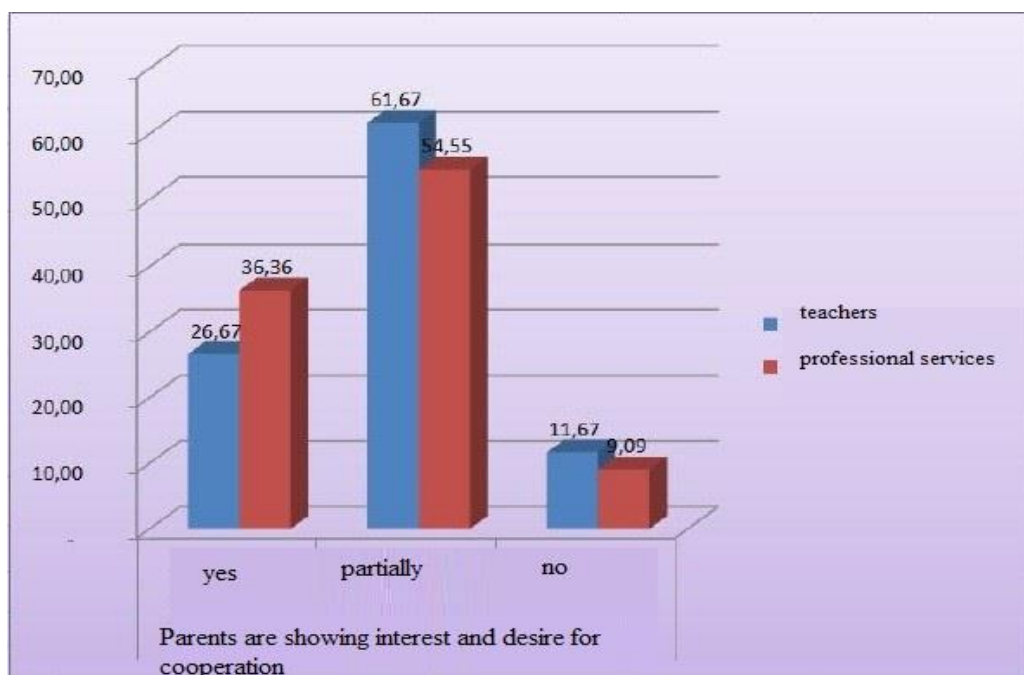


Figure 16.1

The obtained data show us that 26.67% of the teachers completely agree that the parents show interest and desire for cooperation, on the other hand, we got 36.36% of the professional collaborators. 61.67% of teachers and 54.55% of professional associates responded with partially agree, while 11.67% of teachers and 9.09% of professional associates responded with completely disagree. From this we can conclude that both teachers and professional associates partially agree with the statement that parents show interest and desire for cooperation. In accordance with χ^2 – the test of the obtained quantitatively expressed одговори на првото прашање ќе извршиме пресметки, со цел да ја добиеме χ^2 вредноста и да ја споредиме со теоретската вредност. На крај ќе го пресметаме и коефициентот на контингенција C.

Calculating Xi square

Од резултатите се воочува дека пресметаната вредност за χ^2 ($\chi^2 = 1,63$) е помала од табличната вредност на χ^2 за два степени на слобода и праг на значајност 0,05 кој изнесува $\chi^2 = 5,991$. Ова покажува дека испитуваните варијабли се меѓусебно независни, односно разликите не се многу значајни, бидејќи добиените фреквенции не отстапуваат од очекуваните фреквенции. Според ова, можеме да заклучиме дека не постои статистички значајна разлика во мислењата на наставниците и стручните соработници во врска со тоа дали родителите покажуваат интерес и желба за соработка.

Коефициентот на контингенција C, кој ја покажува висината (јачината) на поврзаност изнесува 0,11 ($C = 0,11$), означува дека меѓузависниот модалитет на испитуваните варијабли е со слаб интензитет. Добиениот коефициент покажува слаба зависност помеѓу мислењата на наставниците и стручните соработници во однос на нашиот исказ.

In accordance with the given statement - In primary schools there are appropriate educational methods that contribute to the realization of the pedagogical work, according to the calculations we obtained the following data. First we determined frequency and percentage.

Table 28: In primary schools there are adequate educational methods that contribute to achieving the pedagogical work.

		f	%	f	%
. In primary schools there are adequate educational methods that contribute to achieving the pedagogical work	yes	78	65,00	6	54,55
	partially	40	33,33	4	36,36
	no	2	1,67	1	9,09
	total	120	100%	11	100%

We will also display the statements graphically, separately for teachers and professional associates:

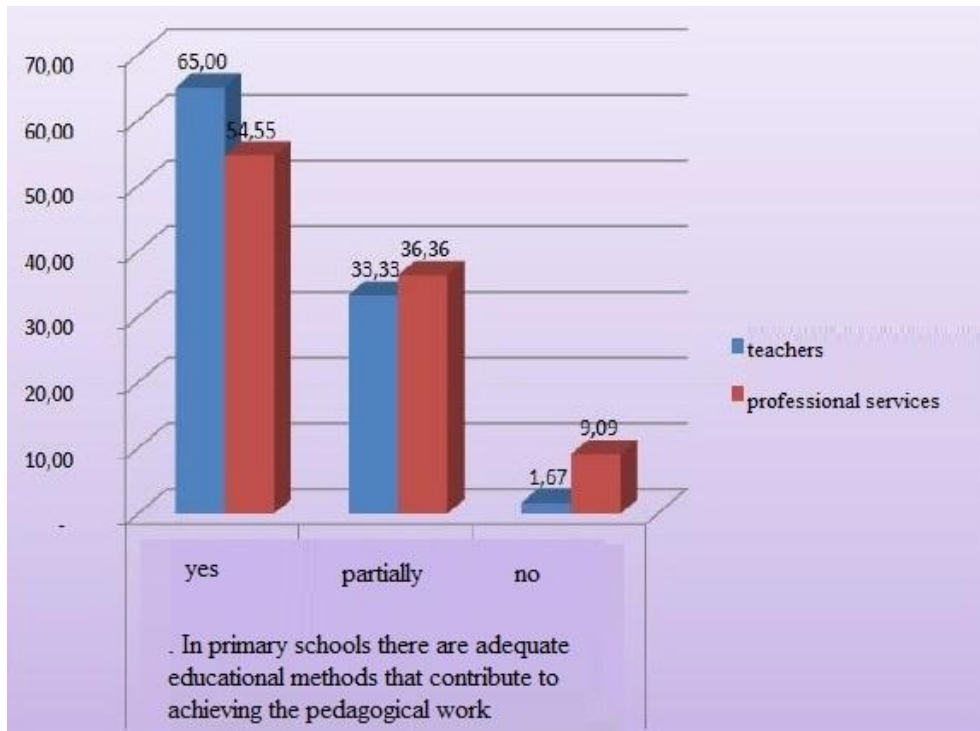


Figure 17.1

The obtained data show us that 65% of the teachers fully agree that in primary schools there are appropriate educational methods that contribute to the realization of the pedagogical work, on the other hand, we received 54.54% of the professional associates. 33.33% of the teachers and 45.45% of the professional associates answered with partially agree, while 1.66% of them answered with completely disagree. the teachers and none of the professional associates. Regarding the hypothesis related to the above question from our research: There are educational methods that are most often applied in the implementation of social-pedagogical work in primary school, according to the obtained average values, we accept the hypothesis, that is, in primary schools there are appropriate educational methods that contribute to realization of the pedagogical work. In accordance with the χ^2 - test of the obtained quantitatively expressed answers to the first question, we will perform calculations, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 0.79$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding the fact that in primary schools there are appropriate educational methods that contribute to the realization of the pedagogical work. The contingency coefficient C, which shows the height (strength) of connection is 0.08 ($C = 0.08$), indicating that the interdependent modality of the studied variables is of weak intensity. The resulting

coefficient shows a weak dependence between the opinions of teachers and professional associates regarding our statement.

In accordance with the given statement - The educational methods that are currently applied in the implementation of the pedagogical work in primary schools are productive, according to the calculations we obtained the following data. First we determined frequency and percentage.

Table 29: Educational methods that are currently applied in the realization of pedagogical work in elementary schools are productive.

		f	%	f	%
Educational methods that are currently applied in the realization of pedagogical work in elementary schools are productive	yes	40	33,33	5	45,45
	partially	78	65,00	5	45,45
	no	2	1,67	1	9,09
	total	120	100%	11	100%

We will also display the statements graphically, separately for teachers and professional associates:

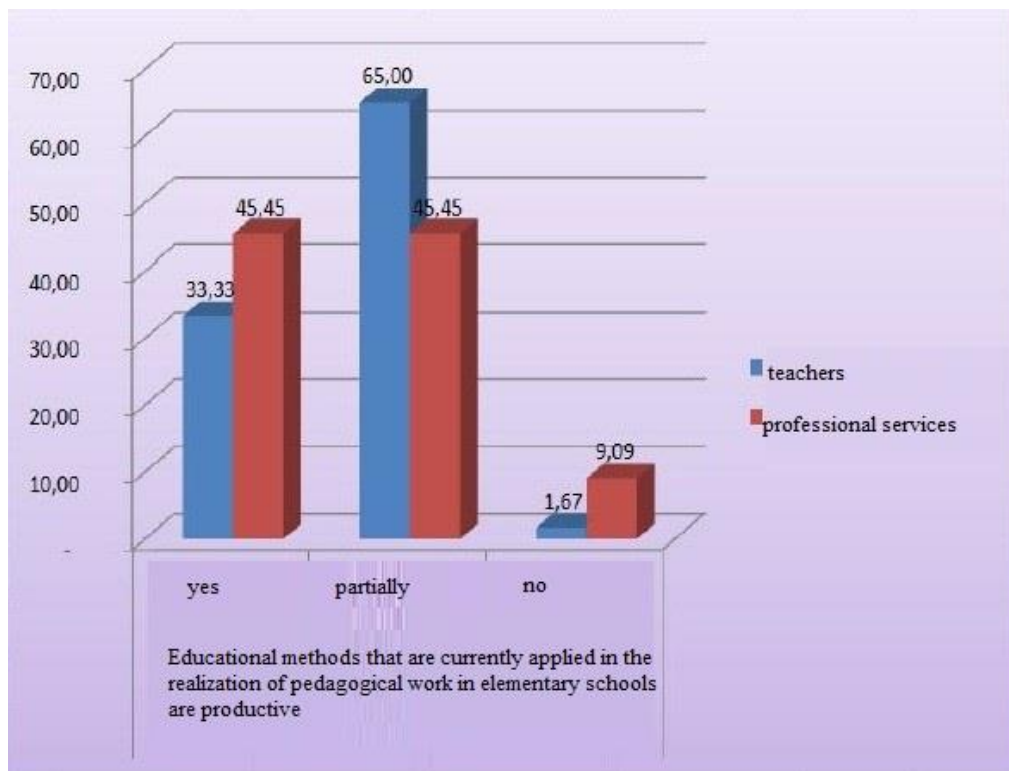


Figure 18.1

The obtained data show us that 33.33% of the teachers completely agree that the educational methods that are currently applied in the implementation of the pedagogical work in primary schools are productive, on the other

hand, we received 45.45% of the professional associates. 65% of the teachers and 54.54% of the professional associates answered with partially agree, while 1.66% of the teachers and none of the professional associates answered with completely disagree. From this we can conclude that both teachers and professional associates partially agree that educational methods that currently applied in the implementation of pedagogical work in primary schools are productive. In relation to the set hypothesis that read: The quality of the social-pedagogical work in the primary school meets the set requirements, according to the average values obtained, we can say that we accept the hypothesis, although we have a large part of the respondents who answered us with "partially agree" . On the other hand, answers with "I do not agree at all" are insignificant. According to this, we can say that in primary schools the educational methods that are currently applied in the realization of the pedagogical work of schools are productive. In accordance with the χ^2 test, we will perform calculations on the obtained quantitatively expressed answers to the first question, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 0.79$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding the educational methods that are currently applied in the implementation of pedagogical work in elementary schools. The contingency coefficient S, which shows the height (strength) of connection is 0.08 ($C = 0.08$), indicating that the interdependent modality of the studied variables is of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement.

In accordance with the given statement - In elementary schools there are special methods for identifying problems with antisocial, delinquent, destructive, violent and deviant behavior of students, according to the calculations we obtained the following data. First we determined frequency and percentage.

Table 30: In primary schools there are specific methods for identifying problems asocijalnoto, destructive, bullying and deviant behavior of students.

		f	%	f	%
In primary schools there are specific methods for identifying problems asocijalnoto, destructive, bullying and deviant behavior of students	yes	36	30,00	2	18,18
	partially	70	58,33	8	72,73
	no	14	11,67	1	9,09
	total	120	100%	11	100%

We will also display the statements graphically, separately for teachers and professional associates:

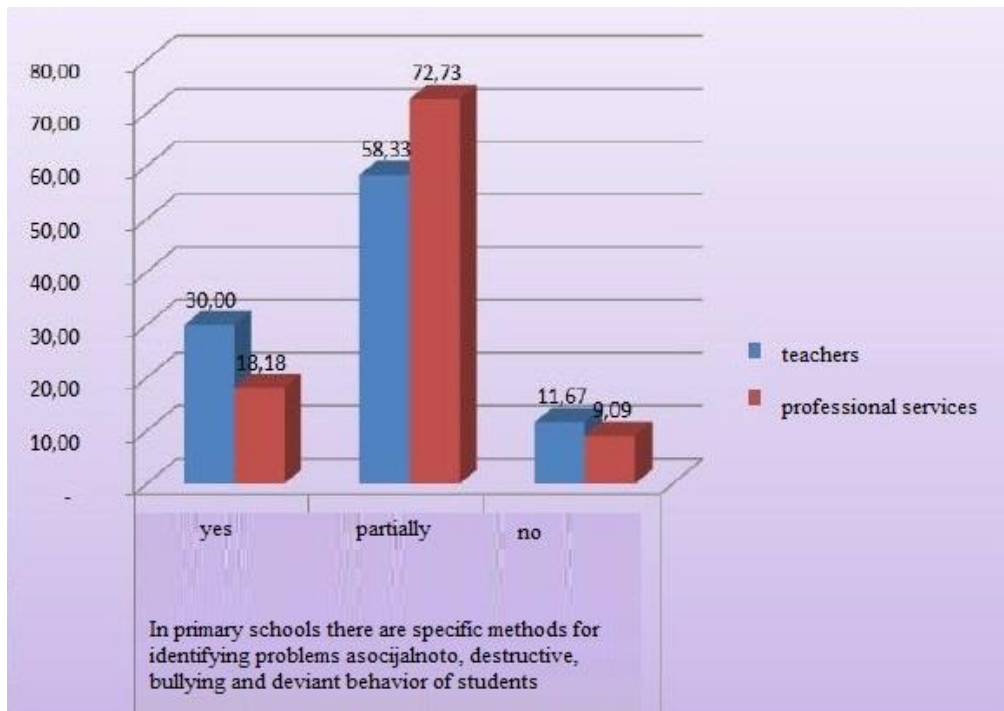


Figure 19.1

The obtained data show us that 30% of the teachers completely agree that in primary schools there are special methods for identifying problems with antisocial, delinquent, destructive, violent and deviant behavior of students, from on the other hand, we received 18.18% of professional associates. 58.33% of teachers and 72.72% of professional associates responded with partially agree, while 11.66% of teachers and 9.09% of professional associates responded with completely disagree. From this we can conclude that both teachers and professional associates partially agree that in primary schools there are special methods for identifying problems with antisocial, delinquent, destructive, violent and deviant behavior of students. In accordance with the χ^2 - test of the obtained quantitatively expressed answers to the first question, we will perform calculations, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 0.89$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding the fact that in elementary schools there are special methods for identifying problems with antisocial, delinquent, destructive, violent and deviant behavior of students. The coefficient of contingency C, which shows the height (strength) of connection is 0.08 ($C = 0.08$) indicates that the interdependent modality of the examined

variables are of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement.

In accordance with the given statement - In elementary schools there are special methods for the prevention of problems with antisocial, delinquent, destructive, violent and deviant behavior of students, according to the calculations we obtained the following data. First we determined frequency and percentage.

Table 31: In primary schools there are specific methods for preventing problemsasocijalnoto,destructive, bullying and deviant behavior of students.

		f	%	f	%
In primary schools there are specific methods for preventing problemsasocijalnoto,destructive, bullying and deviant behavior of students	yes	30	25,00	3	27,27
	partially	78	65,00	7	63,64
	no	12	10,00	1	9,09
	total	120	100%	11	100%

We will also display the statements graphically, separately for teachers and professional associates:

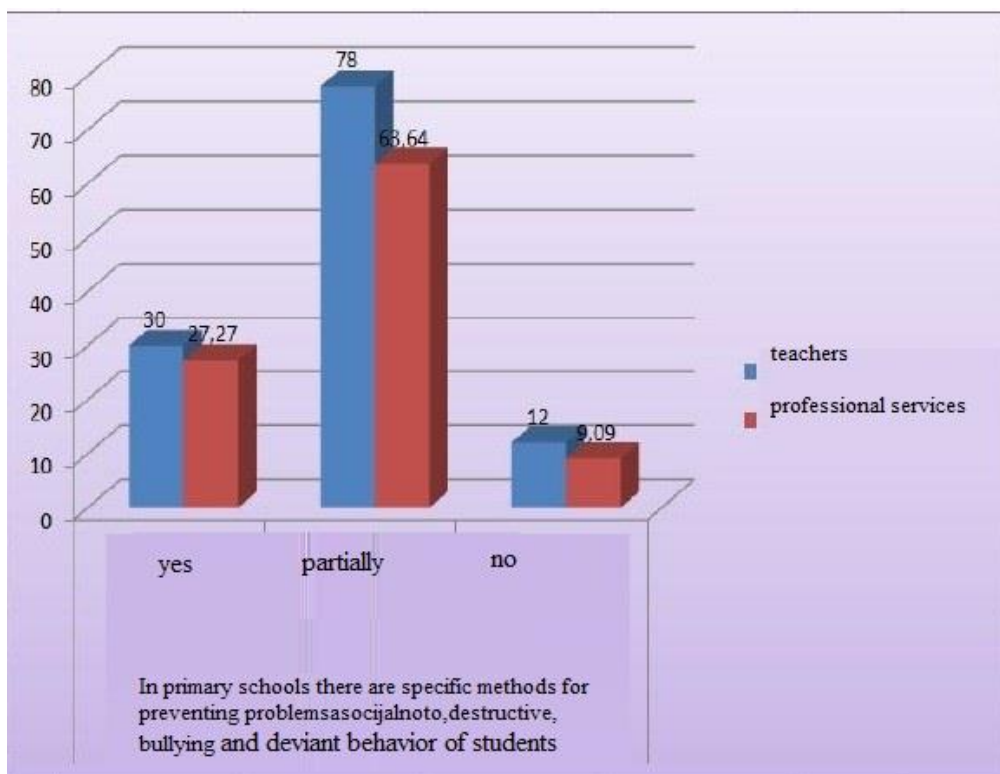


Figure 20.1

The obtained data show us that 25% of the teachers fully agree that in primary schools there are special methods

for the prevention of problems with antisocial, delinquent, destructive, violent and deviant behavior of students, on the other hand, we received 27.27% of the professional associates . 65% of teachers and 63.63% of professional associates responded with partially agree, while 10% of teachers and 9.09% of professional associates responded with completely disagree. From this we can give conclusion that both teachers and professional associates partly agree that in elementary schools there are special methods for the prevention of problems with antisocial, delinquent, destructive, violent and deviant behavior of students In accordance with the χ^2 - test of the obtained quantitatively expressed answers to the first question, we will perform calculations, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2= 0.03$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2=5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding the fact that in elementary schools there are special methods for the prevention of problems with antisocial, delinquent, destructive, violent and deviant behavior of students. The contingency coefficient S, which shows the height (strength) of connection is 0.02 ($C = 0.02$), indicating that the interdependent modality of the studied variables is of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement.

In accordance with the given statement - In elementary schools there are special methods for stopping of problems with antisocial, delinquent, destructive, violent and deviant behavior of students, according to the calculations we obtained the following data. First we determined frequency and percentage.

Table 31: In elementary schools there are special methods for stopping of problems with antisocial, delinquent, destructive, violent and deviant behavior of students.

		f	%	f	%
In elementary schools there are special methods for stopping of problems with antisocial, delinquent, destructive, violent and deviant behavior of students	yes	28	23,33	4	36,36
	partially	86	71,67	6	54,55
	no	6	5,00	1	9,09
	total	120	100%	11	100%

We will also display the statements graphically, separately for teachers and professional associates:

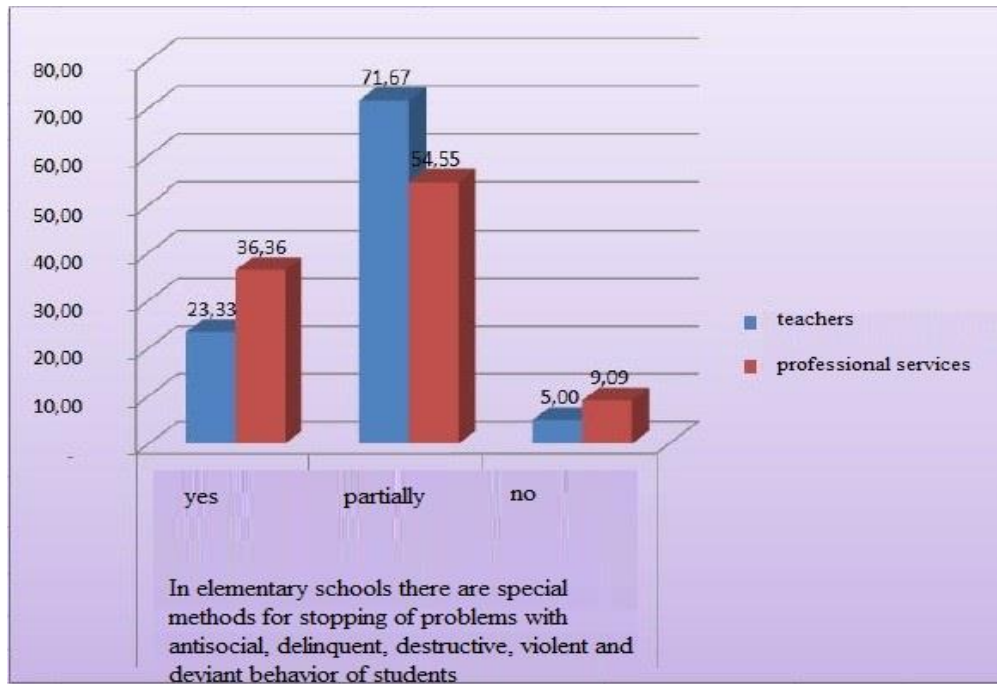


Figure 21.1

The obtained data show us that 23.33% of the teachers fully agree that in primary schools there are special methods for preventing problems with antisocial, delinquent, destructive, violent and deviant behavior of students. On the other hand, we got 36.36% of the professional associates. 71.66% of teachers and 54.54% of professional associates responded with partially agree, while 5% of teachers and 9.09% of professional associates responded with completely disagree. From this we can conclude that both teachers and professional associates partially agree that in primary schools there are special methods for prevention of problems with antisocial, delinquent, destructive, violent and deviant behavior of students. In accordance with the χ^2 test, we will perform calculations on the obtained quantitatively expressed answers to the first question, in order to obtain the χ^2 value and compare it with the theoretical value. Finally, we will calculate the contingency coefficient S.

Calculating Xi square

From the results, it can be seen that the calculated value for χ^2 ($\chi^2 = 1.44$) is lower than the table value of χ^2 by two degrees of freedom and a significance threshold of 0.05, which is $\chi^2 = 5.991$. This shows that the investigated variables are mutually independent, that is, the differences are not very significant, because the obtained frequencies do not deviate from the expected frequencies. According to this, we can conclude that there is no statistically significant difference in the opinions of teachers and professional associates regarding the fact that in primary schools there are special methods for preventing problems with antisocial, delinquent, destructive, violent and deviant behavior of students. The contingency coefficient C, which shows the height (strength) of connection is 0.10 ($C = 0.10$), indicating that the interdependent modality of the studied variables is of weak intensity. The obtained coefficient shows a weak dependence between the opinions of teachers and professional associates in relation to our statement.

2. Conclusion

According to scientific and professional knowledge, we came to the conclusion that the pedagogue as a pedagogical profile will contribute to an easier identifying the antisocial, delinquent, destructive, violent, deviant and similar behavior of students. In our thesis, we came to quite interesting and above all to data from essential meaning, because according to the obtained mean values it was confirmed the importance of the pedagogue as a educational profile in primary schools. This means that it is significant the inclusion of the pedagogue as a profile, in order to be as efficient as possible identifying, preventing and preventing antisocial, delinquent, the destructive, violent, deviant and similar behavior of students in primary schools.

Regarding our stated hypotheses, it is important to mention that according to the data obtained from the research, the hypothesis that read - In elementary schools there is antisocial, delinquent, destructive, violent and deviant behavior on the part of students, we came to realization that according to the calculated mean value, it is accepted. From we conclude that in primary schools there is antisocial, delinquent, destructive, violent and deviant behavior by students.

Every day in our environment we meet a growing number of students with antisocial, delinquent, etc. behavior. Considering the progressive spread of this phenomenon, teachers, as well as professionals services in schools are becoming more and more interested in opening doors for special and new professionals. Now the dilemma arises about the inclusion of new staff who would be specially trained to solve such problems in the primary school. Today we are witnessing a large number of educational problems in the school as a result of the appearance of antisocial, violent, destructive behavior of students (bringing weapons into schools, fights with serious consequences for the health of the participants, etc.). Such problems appear more and more in the school. That's exactly why analyzing the work of professional services in primary schools, especially the work of school teachers and taking into account their workload a large number of problems faced by the school pedagogue is imposed the question of the need to include additional experts who are competent and qualified to work on the prevention and resolution of such problems. Here, first of all, we think of pedagogues as a special pedagogical profile that deals precisely with the resolution of educational problems of this nature (antisocial, violent, destructive student behavior, marginalization, exclusion, etc.)

On the other hand, the answers with "I do not agree at all" are insignificant. According to this, we can say that in primary schools the educational methods that are currently applied in the realization of the pedagogical work of schools are productive. Based on the answers according to the calculated mean value regarding the question - Is there cooperation between professional services and teachers in the implementation of social-pedagogical work in the primary school, we concluded that our hypothesis is fully accepted. According to this, we can safely say that there is cooperation between teachers and professional services in primary schools. Regarding the hypothesis - There are educational methods that are most often applied in the implementation of social-pedagogical work in primary schools, according to the obtained mean values, we accept the hypothesis, that is, we can say that in primary schools there are appropriate educational methods that contribute to the realization of the pedagogical work.

Many of our respondents in the questionnaires and interviews pointed out that the pedagogue will not only contribute to more effective identification, prevention and prevention of antisocial, delinquent, destructive, violent, deviant and similar behavior of students in primary schools, but will also have a significant impact on the family of students with the aforementioned problems. Regarding the problems that occur most often in elementary schools in our country, according to the data obtained, we can conclude that the problem of damage to school supplies and furniture occurs with the highest representation, with the same percentage also the problem of vulgar expression by students. . Immediately after it is the problem of aggressive behavior on the part of students. Then there are: the problem of physical confrontations between students, insulting the teacher by students, the problem of theft between students, the problem of running away from classes, the problem of not respecting the code of conduct. . Contrary to this, we can conclude that in elementary schools, according to the opinion of teachers and professional associates, the problem of addictions (cigarettes, drugs, alcohol) is the least represented, followed by: the problem of mental abuse, the problem of inappropriate clothing, the problem of vulgar expression , the problem of unjustified absences, the problem of disobeying the code of conduct, the problem of physical confrontations between students, right after it is the problem of truancy. In the problem of damage to school furniture and the problem of aggressive behavior, the same percentage occurs, insults addressed to the teacher and finally the problem of theft among students.

3.Implication

As we have already said, pedagogy is mainly concentrated on the components of upbringing and in discovering new fields of educational work outside the school. The emergence of pedagogy was also closely related to the establishment and functioning of institutions for social protection and cultural-educational institutions that helped the systematic and planned education of the young generation. These institutions also aim to introduce the young generation to the concrete system of social relations, popularize cultural assets and organize various types of activities [11]. Every day in our environment we meet a growing number of students with antisocial, delinquent, etc. behavior. Considering the progressive spread of this phenomenon, teachers as well as professional services in schools are becoming more and more interested in opening doors for special and new professionals.

Now the dilemma arises for the inclusion of new staff who would be specially trained to solve such problems in the primary school. Today, we are witnessing a large number of educational problems in the school as a result of the appearance of antisocial, violent, destructive behavior of students (bringing weapons into schools, fights with serious consequences for the health of the participants, etc.) [3].

This days big problem and factor that causes behavioral problems in kids is also mass media (mobile phones, social networks such as snapchat, instagram, facebook etc.) Such problems appear more and more in the school. That is why, analyzing the work of professional services in primary schools, especially the work of school pedagogues, and bearing in mind their burden with a large number of problems faced by the school pedagogue, that deals precisely with solving educational problems of this nature (antisocial, violent, destructive behavior of students, marginalization, exclusion, etc.)

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