



ATTITUDES OF TEACHERS OF NATURAL SCIENCE OF GENERAL EDUCATION IN KOSOVO AND METOHIA

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Abstract

To be successful man in the society in which he live and work are needed his knowledge in different areas: science, culture, art, language, social life, technique, technology, work, relationships among people, sports and so on. In the 21st century dominated by the intense changes in all these areas, which is reflected in the quality of general education. In front of him are now setting a new and different tasks to preparing young people for life and work in the information and technology, not only changed, but unstable, unpredictable, uncertain and demanding conditions. Having in mind that the natural sciences have an important role in changing the conditions of our existence, as well as continuous changes that occur in all areas of life and work, the topic was very interesting for research conducted in schools of the northern part of Kosovska Mitrovica. The research refers at the attitudes of science teachers on important issues of general education in elementary school (representation of compulsory education in the curriculum, their compliance with the development of science and technology, the impact on the students' choice of profession, compliance with the evolving capacities of students and significance for education). The obtained results and conclusions we reached are able to contribute to the actualization, popularization and general quality of primary education in Kosovo and Metohija.

Key words: general education, primary school teachers, science.

INTRODUCTION

The process of acquiring knowledge from various fields associated with man's life and work is of vital importance and during the time because of the many changes in science, engineering, technology and information, dramatically increasing. General education is acquired in different institutions and in different situations, but its most organized forms obtained in primary schools. It is necessary to every person regardless of profession that wants to be in life because it provides the necessary basis for knowledge that will later acquire education.

General education provides a choice of profession, willingness to take part of construction a common future as well as continuation of learning. It is a preparation for life, and it should be organized so that everyone, without exception, can express all their creative potential. The contents of generally education have changed with the development of human society. The impact on them have numerous factors, primarily changes that occurred intense in all areas that have drastically changed the tempo of life and work of a man and forced him to follow them, evolves and changes.

Possibilities of general education are undoubtedly are always were large. It is already quite a big theme of the modern world, which has been reasonably raised to the level of the greatest importance for man and society. For this reason, it was interesting for our research and studying that, hopefully, can contribute to the actualization and improving the quality of general education.

The Subject and Aim Of Researches

The increasing need of man to live and work successfully in a complex, dynamic, social environment, which changes daily, and takes a new form under the influence of changes in all areas of life and work were the main reasons of the research. The subject of research were the attitudes of teachers of natural sciences on contemporary trends of general education. Were taken into account contents of general education, their



concept and structure as well as the final results. The aim of this study was to analyze the attitudes of teachers of science in Kosovo and Metohija on important issues of general elementary education.

Tasks Of The Research

It is expected that gender, level of education and years of service of natural sciences teachers determined important differences in their attitudes about: 1. Representation of the content of general education in the curriculum; 2. Need to align general education with the development of science and technology; 3. The impact of general education on the choice of the profession (occupations) students; 4. Need to align general education students with developmental opportunities; 5. The importance of general education for modern education.

METHODS

Variables of Researches

The first variable is gender of teachers of science and its impact on the interpretation of general education and its contents. It occurs in two forms: male and female. The second variable is the level of education of teachers of science and its impact on the implementation of compulsory education, and it has two versions: higher and high school education. The third variable accounted for years of service of natural sciences of teachers, in order to understand how the impact years of service on clarifying the content of general education. Years of service are divided: from 1 to 10, from 11 to 30, and from 31 to 40.

Research Methods

In the research were used the following methods: 1. The method of theoretical analysis, which was necessary when analyzing certain documents (curricula, textbooks, magazines, etc.); 2. Descriptive methods used to describe and analyze the state of general education and its contents, as well as their implementation in schools; 3. Genetic (developmental) method, used in the interpretation of the general state of education today, and its influence on the development of the individual.

Research Techniques and Instruments

The study was performed technique of interviewing and questionnaire as an instrument. It contained questions that were related to attitudes of natural science teachers about extent, importance and completeness of general education; of compliance of compulsory education with the new developments; about compliance with general education requirements and opportunities of the children, the impact of the choice of the profession and others.

The Research Sample

In the research was used intentional a sample. In this, were chosen schools that corresponded both in capacity and by teaching personnel which was needed for this study. Review of teachers' attitudes of natural sciences is an integral part of a broader research conducted with teachers (250 teachers) and teachers (250 of teachers) (Serbian language, mathematics, social studies, foreign language and the arts) in elementary school, but because of the scale the same in this paper are presented the only of natural sciences teacher attitudes. On the questions in the questionnaire for teachers of natural sciences answered the 40 of natural sciences of teachers following primary schools: in Leposavic ("Slobodan Penezic-Krcun"), in Socanica ("Vuk Stefanovic Karadzic"), in Lesak ("Stana Bacanin"), in Zvecan ("Vuk Karadzic"), in Kosovska Mitrovica ("Sveti Sava", "Branko Radicevic", "Dositej Obradovic", "Velko Banasevic", "Desanka Maksimovic", "Predrag and Miodrag Mihajlovic" and "Vlado Cetkovic"), in Zubin Potok ("Jovan Cvijic" and " Blagoje Radic".) Because of the need for a larger sample, the survey was extended to Raska ("Raska") Baljevac ("Joseph Pančić") and Novi Pazar ("The Brotherhood", "Stefan Nemanja", "Jovan Jovanovic Zmaj", "Desanka Maksimovic", "Vuk Karadzic", and " Mesa Selimovic").

Data Processing

A statistically data processing was performed, using: tables, frequencies, percentages, contingency coefficient and chi-square test.

FINDINGS

The Representation of The Content of the General Education of the Curriculum

With the first question we examined the opinions of natural sciences teachers' about representation of the content of the general education in the curriculum. We started from the hypothesis that all three variables (gender, professional qualification, years of service) determine a statistically significant differences in the opinions of the interviewed teachers.

Table 1. Opinions of the natural science teachers' on the representation of the contents of general education in the curriculum depending on gender

Gender	NATURAL SCIENCES						N Total
	a) Represented in sufficient measure		b) Little represented		v) Insufficiently represented		
	No.	%	No.	%	No.	%	
a) male	6	46.15	1	7.70	6	46.15	13
6) female	23	85.18	2	7.40	2	7.40	27
total:	29		3		8		40

CHI-SQUARE: 8,49; df 2°: 0,05 – 5,99; 0,01 – 9,21; c = 0,41

Natural science teachers' depending on gender thinks differently about the representation of the contents of general education in the curriculum. Teachers males equal percentage of 46.15% assigned to the first and third category of responses, while a small percentage of 7.70% of them expressed their opinion in the first category of responses. Teachers females with 85.18% expressed their opinion in the first category of responses, and with 7.40% in the second and third category of offered answers. The value of chi-square test is 8.49 higher than the limit value $df = 2$, on level of significance of 0.05 (5.99), which indicates statistically significant difference at the level of 0.05, The calculated the coefficient of contingency $C = 0.41$, tells us that there is a moderate correlation between gender of natural science teachers and their opinions on the representation of the content of the general education curriculum.

Table 2: Opinions of natural science teachers' n the representation of the contents of general education in the curriculum depending on professional qualification

Professional qualification	NATURAL SCIENCES						N Total
	a) Represented in sufficient measure		b) Little represented		v) Insufficiently represented		
	No.	%	No.	%	No.	%	
a) higher school	9	64.29	2	14.29	3	21.42	14
6) faculty	20	76.92	1	3.84	5	19.23	26
Total:	29		3		8		40

CHI-SQUARE: 1,56; df 2°: 0,05 – 5,99; 0,01 – 9,21; c = 0,17

Opinions of natural science teachers' on the representation of the contents of general education in the curriculum depending on professional qualification (higher school and university) is approximately similar. Teachers of college degree (professional qualification) and teachers of university education in the highest percentage of 64.29% (college degree) and 76.92% (faculty) expressed their opinion in the first category of responses, then in the third - 21.42% (college degree) and 19.23% (university degree), so that the smallest percentage of 14.29% (college degree) and 3.84% (university degree) assigned to the second category of responses. The obtained chi-square test of 1.56 was lower than the limit value $df = 2$; 0.05 (5.99), which leads us to the conclusion that there is no statistically significant difference in the opinions of teachers of natural science, depending on the degree of qualification. Calculated coefficient of contingency $C = 0.17$ tells us that there is a slight correlation between the educational degree natural science teachers and their opinion about question asked.

Table 3: Natural science teachers' opinions on the representation of the contents of general education in the curriculum - depending on years of service

NATURAL SCIENCES							
Years of service	a) Represented in sufficient measure		b) Little representend		v) Insufficiently representend		N Total
	No.	%	No.	%	No.	%	
a) from 1 to 10	13	76.48	2	11.76	2	11.76	17
b) from 11 to 30	13	68.42	0	0.00	6	31.58	19
c) from 31 to 40	3	75.00	1	25.00	0	0.00	4
Total:	29		3		8		40

CHI-SQUARE: 10,68; df 4°: 0,05 – 9,49; 0,01 – 13,28; c = 0,45

Natural science teachers on the representation of the content of the general education curriculum, depending on years of service, they think quite differently. In fact, all three categories of science teachers with experience of 1 to 10 years, from 11 to 30 and from 31 to 40 years, the largest percentage: 76.48% (youngest teachers), 68.42% (senior teachers) and 75.00% (the oldest teachers) gave the first replies category, the second category youngest gave 11.76%, while the oldest science teachers 25.00%, while the third category of replies youngest teachers have 11.76%, and older teachers science 31.58%. Based on table we can conclude that teachers according to length of service think differently, which is confirmed by the calculated chi-square test which is 10.68 and that is higher than the limit value $df = 4$; 0.05 on level of significance (9.49), which means that there is a statistically significant difference in the opinions of teachers of natural sciences on the representation of the contents of general education in the curriculum. Obtained coefficient of contingency, which is calculated for this group of teachers amounts $C = 0.45$, indicating that there is a moderate correlation between years of service natural science teachers and their opinion on given question.

Compliance of the Contents of General Education with the Development of Science and Technology

Table 4: Natural science teachers' opinions about the compliance of the contents of general education with the development of science and technology depending on sex

NATURAL SCIENCES							
Gender	a) Are comply		b) Insufficeantly comply		v) Not comply		N Total
	No.	%	No.	%	No.	%	
a) male	1	9.09	8	72.72	2	18.18	11
b) female	11	37.93	15	51.72	3	10.34	29
total:	12		23		5		40

CHI-SQUARE: 3,21; df 2°: 0,05 – 5,99; 0,01 – 9,21; c = 0,27

Natural science teachers depending on the sex on the question asked, think quite similar. The highest percentage of 72.72% of male teachers and 51.72% female teachers thought that the contents are not sufficiently adjusted, that are adjusted thoughts 9.09% of male teachers, and 37.93% of female teachers, and do not adjusted thought 18.18% the male teachers and 10.34% of female teachers. Chi-squared value of 3.21 tells us that there is no statistically significant difference in the opinions of teachers of natural sciences, because it is smaller than the limit value $df = 2$; 0.05 (5.99). Calculated the coefficient of contingency $C = 0.27$ tells us that there is a low correlation between gender of natural science teachers of their opinions on the question asked.

Table 5: Natural science teachers' opinions about the compatibility of the contents of education with the development of science and technology - depending on professional qualification

NATURAL SCIENCES							
Professional qualification	a) Are comply		b) Insufficently comply		v) Not comply		N Total
	No.	%	No.	%	No.	%	
a) higher school	5	35.71	9	64.29	0	0.00	14
b) faculty	7	26.92	14	53.84	5	19.23	26
Total:	12		23		5		40

CHI-SQUARE: 6,65; df 2º: 0,05 – 5,99; 0,01 – 9,21; c = 0,37

Depending on the degree of qualification (higher school and university) teachers of natural science think differently and unequally as can be seen from the table presented. Testing the hypotheses using the chi-square test showed that the difference in opinions of teachers are statistically significant because the chi-squared value 6.65 is greater than $df \text{ } ^\circ 2; 0.05 (5.99)$, which tells us that natural science teachers depending of professional qualification think differently about asked question. Contingency coefficient $C = 0.37$ tells us that there is a low correlation between the professional qualification of teachers of natural science and their views on the asked question.

Table 6: Opinions of natural science teachers' about the compatibility of the contents of general education with the development of science and technology - based on years of service

NATURAL SCIENCES							
Years of service	a) Are comply		b) Insufficently comply		v) Not comply		N Total
	No.	%	No.	%	No.	%	
a) from 1 to 10	5	29.41	10	58.82	2	11.77	17
b) from 11 to 30	7	36.84	9	47.37	3	15.78	19
c) from 31 to 40	0	0.00	4	100.00	0	0.00	4
Total:	12		23		5		40

CHI-SQUARE: 7,27; df 4º: 0,05 – 9,49; 0,01 – 13,28; c = 0,39

Depending on years of service of compliance of the contents of general education with the development of science and technology, interviewed teachers think similar. The third category of teachers with work experience of 31 to 40 years, unanimously, with a 100.00% expressed his opinion in the second category of answers. The second category of natural science teachers with work experience of 11 to 30 years with 47.37% of the first years for service from 1 to 10 years with a 58.82% expressed their opinions in second category of answers, a slightly smaller percentage 36.84% the second categories of natural science teachers with experience of 11 to 30, and 29.41% the first category of years of service from 1 to 10 years have chosen the first category of answers, and the lowest percentage: 15.78% teachers with working experience of 11 to 30, and 11.77% of teachers with working experience from 1 to 10 years have given answers to the third category of answers. By testing using the chi-square test, we get that its value is 7.27 which is less than the limit value $df \text{ } ^\circ 4$, on the level of significance of 0.05 (9.49), that tells us that the difference in the opinions of teachers of natural science is not statistically significant, depending on years of service. Obtained coefficient of contingency $C = 0.39$, indicating on a low correlation.

The Influence of General Education on the Students' Choice of Profession

Table 7: Natural science teachers' opinions on whether the contents of general education have an impact on the choice of profession depending on sex

NATURAL SCIENCES							
Gender	a) Have an greatly impact		b) Have an greatly impact		v) Have not impact		N
	No.	%	No.	%	No.	%	Total
a) male	5	45.46	3	27.27	3	27.27	11
6) female	13	44.82	15	51.72	1	3.44	29
Total:	18		18		4		40

CHI-SQUARE: 5,60; df 2°: 0,05 – 5,99; 0,01 – 9,21; c = 0,35

The question of whether the content of general education have an impact on students' choice of profession, depending on gender, science teachers think similar, but there are some differences for which we can say they are not statistically significant. The highest percentage of 45,46% male teachers assigned to the first category of answers, which is of female teachers received 44.82%; less percent per 27.27% male teachers have given second and third category, while female teachers assign 51.72% to the second and 3.44% of the third category of answers. The obtained chi-square 5.60 is approximate, but still less than the limit value $df = 2; 0.05 (5.99)$, Which means that differences in the opinions of teachers are not statistically significant depending on gender. The calculated coefficient of contingency $C = 0.35$ indicates that there is a low correlation between gender of natural science teachers and their opinion on question asked.

Table 8: Natural science teachers' opinions on whether the content of general education have an impact on the choice of profession - depending on professional qualification

NATURAL SCIENCES							
Professional qualification	a) Have an greatly impact		b) Have an greatly impact		v) Have not impact		N
	No.	%	No.	%	No.	%	Total
a) higher school	6	42.85	6	42.86	2	14.29	14
6) faculty	12	46.15	12	46.15	2	7.70	26
Total:	18		18		4		40

CHI-SQUARE: 1,11; df 2°: 0,05 – 5,99; 0,01 – 9,21; c = 0,16

Depending on the degree of qualification (high school and university) natural science teachers think quite similar about asked question. Teachers with high school degree and with university degree equal percentage of 42.85% (high school degree) and 46.15% (university degree) give the first and second category of answers. The difference is only in the third category of answers, where teachers with college degree assigned 14.29% and highly qualified teachers 7.70%. The obtained chi-square 1.11 is significantly lower than the limit value $df = 2; 0.05 (5.99)$, which means that the difference in the opinions of teachers is not statistically significant, depending on the degree of qualification. Obtained coefficient of contingency $C = 0.16$ tells us that there is a slight correlation between opinions of natural science teachers and asked question.

Table 9: Natural science teachers 'opinions on whether the content of general education have an impact on students' choice of profession-depending on years of service

NATURAL SCIENCES							
Years of service	a) Have an greatly impact		b) Have an greatly impact		v) Have not impact		N
	No.	%	No.	%	No.	%	Total
a) from 1 to 10	8	47.05	8	47.05	1	5.89	17
6) from 11 to 30	9	47.37	7	36.84	3	15.79	19
C) from 31 to 40	1	25.00	3	75.00	0	0.00	4
Total:	18		18		4		40

CHI-SQUARE: 10,02; df 4°: 0,05 – 9,49; 0,01 – 13,28; c = 0,44

Related to years of service on the question of whether the content of general education have an impact on students' choice of profession, natural science teachers, think differently. The youngest teachers with experience of 1 to 10 years assigned by 47.05% to the first and second category of answers, and the lowest percentage of 5.89% went to the third category of answers. Older natural science teachers with work experience of 11 to 30 years, with 47.37% expressed their opinions in the first category, 36.84% in the second and 15.79% in the third category of answers. The oldest natural science teachers with work experience of 31 to 40 years have given 75,00% to the second category of answers and 25,00 % to the first. Testing the hypotheses by using the chi-square test showed that the differences in the opinions of teachers of natural sciences statistically significant because the chi-squared value of 10.02 is greater than the limit value $df = 4$, the significance level of 0.05 (9.49). Calculated coefficient of contingency, which for this group of teachers amounts $C = 0.44$, in itself suggests that there is a moderate correlation between years of service of natural science teachers and their opinions about whether content of general education have an impact on students' choice of profession.

Compliance of the Contents of General Education With Evolving Capacities of Students

Table 10: Natural science teachers' opinions about the compliance of the contents of general education with evolving capacities of students - depending on gender

NATURAL SCIENCES							
Gender	a) Are comply		b) Insufficient harmonized		v) Not comply		N Total
	No.	%	No.	%	No.	%	
a) male	2	18.18	7	63.63	2	18.18	11
b) female	8	27.59	18	62.06	3	10.34	29
Total:	10		25		5		40

CHI-SQUARE: 0,73; df 2°: 0,05 – 5,99; 0,01 – 9,21; c = 0,13

Teachers of natural sciences depending on gender think quite similar about asked question. And male teachers and female teachers (62.06%) expressed their opinion in the second category of answers then 18.18% (male teachers) and 27.59% (female teachers) in the first, and 18.18% (male teachers) and 10.34% (female teachers) in the third category of answers. Calculated chi-square 0.73 is lower than the limit value $df = 2; 0.05 (5.99)$, which means that the difference in opinions of teachers is not statistically significant depending on gender. Calculated the coefficient of contingency $C = 0.13$ indicates on a slight correlation between gender of natural science teacher and their opinions about asked question.

Table 11: Natural science teachers' opinions about the compatibility of the contents of education with evolving capacities of students - depending on professional qualification

NATURAL SCIENCES							
Professional qualification	a) Are comply		b) Insufficient harmonized		v) Not comply		N Total
	No.	%	No.	%	No.	%	
a) higher school	3	21.42	11	78.58	0	0.00	14
b) faculty	7	26.92	14	53.84	5	19.23	26
Total:	10		25		5		40

CHI-SQUARE: 7,19; df 2°: 0,05 – 5,99; 0,01 – 9,21; c = 0,39

Depending on the degree of qualification (high school degree and university degree) in terms of compliance of contents of general education with the evolving capacities of students, natural science teachers think differently as can be seen from the percent of the of orders given in the table. Chi-squared value of 7.19 is higher than the limit value $df = 2; 0.05 (5.99)$, which means that with 95% probability can be argued that the opinion of teachers, depending on the degree of qualification is significantly, i.e. That these teachers think differently about the compatibility of the contents of general education with the evolving capacities of students. Obtained coefficient of contingency $C = 0.39$ indicates that there is a low correlation between the professional qualification of teachers of natural sciences and their opinion about asked question.

Table 12: Natural science teachers' opinions about the compatibility of the contents of education with the evolving capacities of students - depending on years of service

NATURAL SCIENCES							
Years of service	a) Are comply		b) Insufficient harmonized		v) Not comply		N
	No.	%	No.	%	No.	%	
a) from 1 to 10	4	23.52	10	58.82	3	17.64	17
b) from 11 to 30	5	26.31	12	63.16	2	10.52	19
c) from 31 to 40	1	25.00	3	75.00	0	0.00	4
Total:	10		25		5		40

CHI-SQUARE: 3,09; df 4°: 0,05 – 9,49; 0,01 – 13,28; c = 0,26

Natural science teachers' opinions about the compatibility of the contents of education with the evolving capacities of children depending on length of service are similar. All three categories of teachers (from 1 to 10 years from 11 to 30 years from 31 to 40 years) in the largest percentage of 58.82% (the youngest), 63.16% (old) 75.00% (the oldest) are expressed their opinions in the second category answers, then in the first with 23.52% (youngest teachers), 26.31% (old teachers), and 25.00% (the oldest teachers) and at the end and at the end to the third category of answers with 17.64% (youngest teachers) and 10.52% (senior teachers). Testing the hypothesis using the chi-square test showed that the differences in the teachers' opinions are not statistically significant. Calculated coefficient of contingency $C = 0.26$ tells us that there is a low correlation between years of service of natural science teachers and their opinion about asked question.

The Importance Of A General Education For Contemporary Education

Table 13: Natural science teachers' opinions on the importance of general education has for contemporary education - depending on gender

NATURAL SCIENCES							
Gender	a) Great importance		b) Small importance		v) No importance		N
	No.	%	No.	%	No.	%	
a) male	8	72.72	2	18.19	1	9.09	11
b) female	23	79.31	5	17.24	1	3.44	29
Total:	31		7		2		40

CHI-SQUARE: 0,62; df 2°: 0,05 – 5,99; 0,01 – 9,21; c = 0,12

Natural science teachers depending on the gender thinks similar about the importance which general education has for contemporary education. Both teachers (72.72%) and female teachers (79,31%), expressed their opinions in the first category of answers, then in the second with 18,19% male teachers and 17.24% female teachers, and at the end in the third category of answers with 9.09% male teachers and 3.44% female teachers. The obtained chi-square 0.62 is significantly lower than the limit value $df = 2; 0.05 (5.99)$, which means that differences in the opinions of teachers are not statistically significant. Obtained coefficient of contingency $C = 0.12$ tells us that there is a slight correlation between gender of natural science teachers and their opinions on the importance which general education has for contemporary education.

Table 14.: Natural science teachers' opinions on the importance of general education has for contemporary education – depending on professional qualifications

NATURAL SCIENCES							
Professional qualification	a) Great importance		b) Small importance		v) No importance		N
	No.	%	No.	%	No.	%	
a) higher school	12	85.71	2	14.29	0	0.00	14
b) faculty	19	73.07	5	19.23	2	7.70	26
Total:	31		7		2		40

CHI-SQUARE: 2,79; df 2°: 0,05 – 5,99; 0,01 – 9,21; c = 0,06

Depending on the professional qualifications (college degree and university degree) natural science teachers have similar opinions about the importance of general education which has for contemporary education. The highest percentages teachers with college degree 85.71% like and teachers with university degrees 73.07% were assign to the first category of answers, then the second category of answers with 14.29% (teachers with college degree) and 19.23% (teachers with university degrees), and at the end to the third category of answers (only teachers with university degrees) with 7.70%. The obtained chi-square 2.79 is lower than the limit value $df = 2; 0.05 (5.99)$, which means that differences in the opinions of teachers are not statistically significant. The calculated coefficient of contingency $C = 0.06$ indicates that there is a slight correlation between the professional qualification of teachers of natural sciences and their opinion on the importance which general education has for contemporary education.

Table15: Natural science teachers opinions on the importance which general education has for contemporary education- based on years of service

Years of service	NATURAL SCIENCES						
	a) Great importance		b) Small importance		v) No importance		N
	No.	%	No.	%	No.	%	
a) from 1 to 10	14	77.77	3	16.67	1	5.56	18
b) from 11 to 30	13	72.22	4	22.22	1	5.56	18
c) from 31 to 40	4	100.00	0	0.00	0	0.00	4
Total:	31		7		2		40

CHI-SQUARE: 3,29; df 4º: 0,05 -9,49; 0,01 - 13,28; c= 0,27

Natural science teachers' opinions on the importance of general education for contemporary education, depending on years of service is approximately similar. The oldest teachers (from 31 to 40 years) with 100.00% expressed their opinion in the first category of answers, which is from the youngest received 77.77% and 72.22% of the oldest. The second category of answers received from the youngest teachers 16.67% and from oldest 22.22% and the third category of answers received from the youngest 5.56% and the same from the middle category of teachers. The value of chi-square test 3.29 is lower than the limit value $df = 4; 0.05 (9.49)$, which means that differences in opinions of teachers are not statistically significant. So the hypothesis which is talk about the existence of a difference in opinions of natural science teachers about the importance which general education has for contemporary education was rejected because the teachers depending on the three variables think similar. The calculated coefficient of contingency $C = 0.27$ indicates that there is a low correlation between years of service of natural science teachers and their opinion on the asked question.

DISCUSSION

Bearing in mind that the lives of individuals, nations and international life today based on the achievements of science, justification of the research conducted with teachers in this area was confirmed. The results of the research confirm the importance and value of a problem that is deeply rooted in Primary Education in Kosovo and Metohija.

The content of general education at primary school are crucial for the further development of the individual's education and therefore must stimulate students, encouraging them to study, to ask relevant questions, to engage in a process of creative research in various fields and the like. Contemporary concepts in the choice of teaching content emphasize the role of basic and essential skills that are an inseparable part of the education of man in general. Without the quality of general education there is no quality of professional training nor productive lives and work in a given society. Therefore, we hope that the results of this study support more complete perception of the importance of general education issues and contribute to its affirmation and quality.

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