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## ABSTRACT

Globalization is a contemporary global phenomenon which dominates intercontinental relations. Innovativeness is its most frequently mentioned attribute, the trademark of time and the most relevant predictor which determines the dynamics of the civilizational development of human beings. Innovativeness as an imminent human attribute derives from its being who is determined by (pre)dispositional potentials. The physiognomy of the world we live in constantly undergoes changes exactly due to the fact that humankind has this privilege of possessing innovativeness. However, analyzing the civilizational development of humans, it becomes obvious that their innovative potential has never before been subjected to so many scientific observations, elaborations as well as empirical research by so many experts from various scientific disciplines. Despite the fact that innovations and innovativeness implicitly and primarily tie themselves with the strategic growth and development of organizational systems at a different level, nowadays, a novel modern discourse which redesigns the current concept of understanding organizational development has been emerging. This implies that innovations and innovativeness enriched by kin terms such as innovative climate and culture are symbiotically related terms underscored in the sphere of education at all institutional levels. It is fully justified to consider the previously mentioned terms as basic integral components of the institutions and the institutional development of education.

In this doctoral thesis, in fact, the terms innovativeness and creativity as important psychological attributes and characteristics are the basic postulates around which the entire theoretical and empirical composition of the study revolves.

This doctoral thesis aims at theoretically elaborating and identifying the basic determinants which influence the emergence and development of innovativeness and creativity of pupils in the education system of the Republic of Macedonia. In addition to that, it also makes serious scientific and research attempts to provide an answer to a central issue: “What is the influence of the relationship between individual and environmental factors on the development of innovative culture in the case of primary school pupils?”

What serves as a starting point for this study is the general assumption, which is perhaps a dominant feature of both our own as well as the wider social milieu, that this milieu does not serve as an inspirational basis for the emergence and development of innovative climate and culture. This implies that in our social climate there is a huge number of factors, conditions and states which inhibit the individual capacities of pupils when it comes to the emergence and development of their innovative potentials.

However, the answer to the question referring to the final outcomes and implications of the influence of individual and environmental factors on the development of innovative culture on the part of primary school pupils, is provided in the content of this thesis and is a combination of theoretical overviews and empirical findings. The final implication of the doctoral dissertation is to project a potential and flexible organizational – pedagogical model for developing innovative culture in the case of primary education pupils. This model will serve as a basis for comparing, modeling, advancing and updating the current practice depending on individual and institutional resources.



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5.2.4.		81
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5.6.		89
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6.2.		98
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6.2.2.		102
6.2.3.	–	105
6.2.4.		108
6.2.5.		109
6.2.6.		109
1.		112
1.1.		112
1.2.		113
1.3.		113
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1.7.	,	116
1.8.		118
1.8.1.		118
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1.1.3.	.....	144
1.1.4.	.....	149
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## ВОВЕД

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## 1.1. Национални образовни политики во Република Македонија

(Apple, 2004).

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(Wyn, 2009).

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<sup>1</sup>

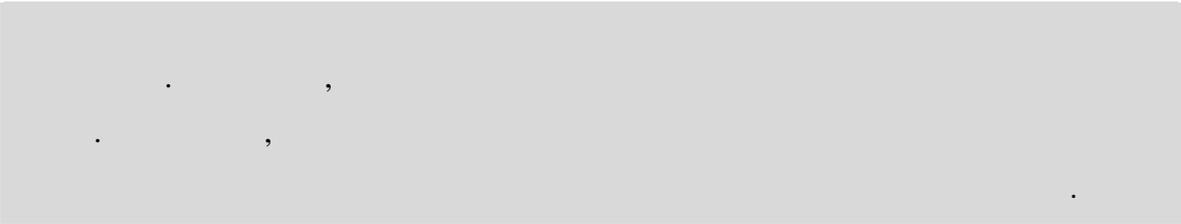
<sup>2</sup> 2008,

<sup>3</sup> Andreja Barle L , meeting of HLG on Education Policy, Ljubljana, December 2007

## 1.2. Постоечка состојба со иновativноста во Република Македонија

<sup>4</sup> European Commission, Innovation Union Scoreboard 2013 p.19  
[http://ec.europa.eu/enterprise/policies/innovation/facts-figures-analysis/innovation-scoreboard/index\\_en.htm](http://ec.europa.eu/enterprise/policies/innovation/facts-figures-analysis/innovation-scoreboard/index_en.htm)

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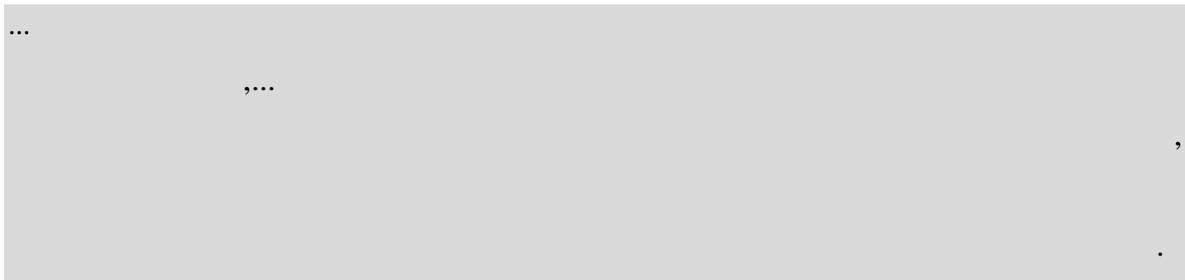


2012 – 2020 .25

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<sup>5</sup> The OECD Innovation Strategy



### 1.3. Развојот на иновативни вештини – предизвик за образовниот систем

2005 – 2015,



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<sup>6</sup> Ferrari, A., Cachia, R., & Punie, Y. (2009): „Innovation and Creativity in Education and Training in the EU Member States: Fostering Creative Learning and Supporting Innovative Teaching. Literature review on Innovation and Creativity in E&T in the Member States (ICEAC): JRC-IPTS

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<sup>8</sup> Trott, P. (2005): Innovation Management and New Product Development. London, Prentice Hall

<sup>9</sup> Drucker, P. (1985): Innovation and entrepreneurship, New York, NY: Harper Perennial

## 2.2. Типологизација на иновациите

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 (Anderson & King, 1993).  
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 (Damanpour & Evan, 1984).  
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 (Damanpour & Evan, 1984).  
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 (Damanpour, 1987).  
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 , – (Zaltman, 1973).  
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(Anderson, 1990)

(Anderson, 1993).

(Anderson).

### 2.3. Иновативност и иновативна култура

(Kanter)

(Rogers, 2003; West, 1997).

(Hennesey & Amabile, 2010).

. (Dobni, 2008).

## 2.4. Иновативноста – збир на вештини

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<sup>10</sup> Organisation for Economic Co-operation and Development (OECD), *The OECD Innovation Strategy: A Head Start on Tomorrow* (Paris: OECD Publishing, 2010).

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<sup>11</sup> [http://www.keepeek.com/Digital-Asset-Management/oecd/science-and-technology/skills-for-innovation-and-research\\_9789264097490-en#page34](http://www.keepeek.com/Digital-Asset-Management/oecd/science-and-technology/skills-for-innovation-and-research_9789264097490-en#page34)



(Jozef Shumpeter),

Harrington, 1981)

(Barron and

(Gelade, 2002),

, (Anderson and King, 2002) ,,

13,,

Encyclopedia Britannica (2009), ;,,

<sup>13</sup> Anderson, N. & King, N. (1993): Innovation in organizations. *International Review of Industrial and Organizational Psychology*, Vol. 8, Ch. 1. .14

Merriam Webster

14”

(Craft, 2001)

<sup>14</sup> <http://www.merriam-webster.com/dictionary/creativity>

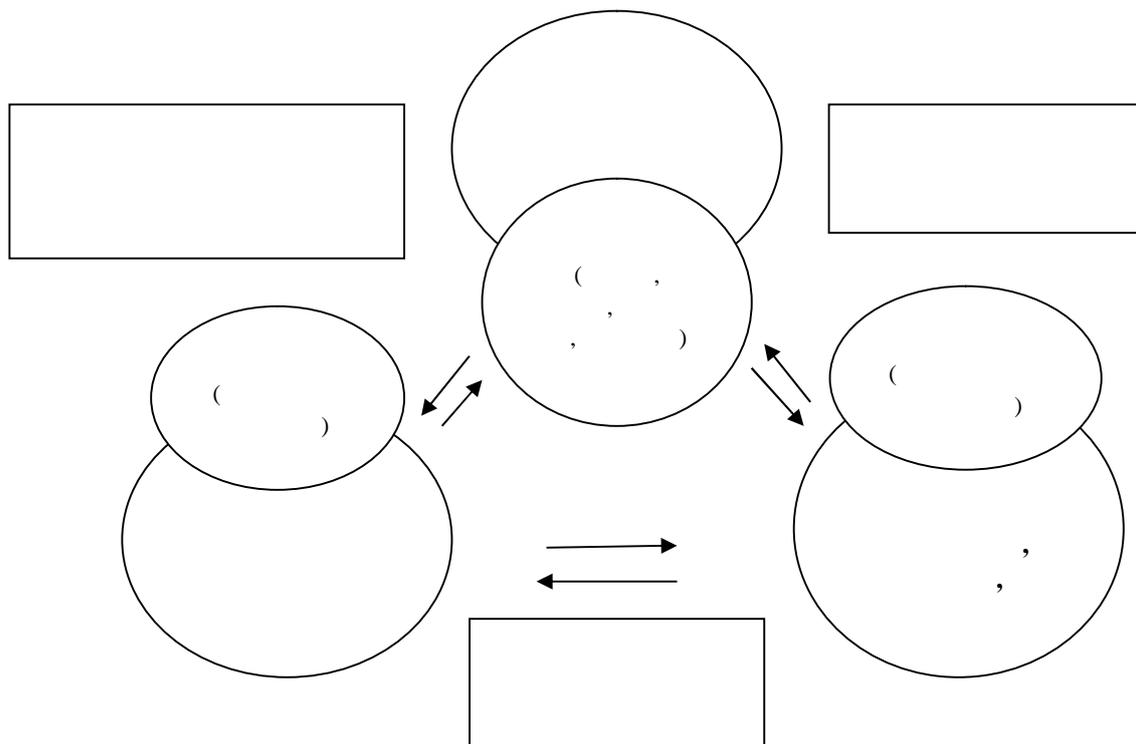
## 2.6. Разлики помеѓу креативноста и иновативноста

## 2.7. Теоретски модели за креативноста и иновативноста

(Mihaly Csikszentmihalyi) (Teresa Amabile)

14

### 2.7.1. Системски модел на креативноста на Михалј Чиксентмихалји



1.

: Csikszentmihalyi, M., A Systems

Perspective on Creativity Csikszentmihalyi, M., A Systems Perspective on Creativity

[http://www.sagepub.com/sites/default/files/upm-binaries/11443\\_01\\_Henry\\_Ch01.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/11443_01_Henry_Ch01.pdf)

24.03.2015





### 2.7.2. Компонентна теорија за креативноста на Тереза Амабиле (Teresa Amabile 1983, 1996)

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: Confluence Models of Creativity, [http://www.emotion.uni-kiel.de/fileadmin/emotion/team/form/2006\\_Creativity\\_Understanding\\_Innovation\\_Confluence\\_Models\\_of\\_Creativity.pdf](http://www.emotion.uni-kiel.de/fileadmin/emotion/team/form/2006_Creativity_Understanding_Innovation_Confluence_Models_of_Creativity.pdf)  
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(Amabile, 1983).

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(Amabile, 1983).

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Amabile :

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<sup>15</sup> Amabile, 1996, Confluence Models of Creativity Confluence Models of Creativity,  
[http://www.emotion.uni-kiel.de/fileadmin/emotion/team/form/2006\\_Creativity\\_Understanding\\_Innovation\\_Confluence\\_Models\\_of\\_Creativity.pdf](http://www.emotion.uni-kiel.de/fileadmin/emotion/team/form/2006_Creativity_Understanding_Innovation_Confluence_Models_of_Creativity.pdf)  
 19.04.2015, .526











(Shane, 1993; Waarts and van Everdingen, 2005).

(Shane, 1993)

and McQuire, 2005)

2010)

, (Williams

(Kaasa and Vadi

(Evergingen and Waarts, 2003).

(Williams and McQuire, 2005; Shane, 1993),

(Herbig and Dunphy, 1998).

(Herbig and Dunphy, 1998).

(Shane 1992)

. Kaasa Vadi (2010)

(Williams and McQuire, 2005):

(Herbig and Dunphy, 1998; Waarts and Everdingen, 2005).

(Shane, 1992; Herbig Dunphy, 1998).

(Shane, 1992)

(Williams and McQuire, 2005)

(Kaasa & Vadi, 2010)

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(Williams and McQuire 2005, Shane 1993).

(Hakata and Sivakumar, 1996).

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(Herbig & Dunphy, 1998).

### 3.1.2. Социо – културни предиктори за креативноста

(Inglehart&Baker, 2000; Triandis, 1994; Shane 1992, 1995).

(1996)

sine qua non

” (Shane, 1992).

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(Dollinger, Burk & Gamp, 2007)

(Schwartz),

(Nadezhda Lebedeva, 2011)

(Shalom Schwartz)<sup>16</sup>,

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<sup>16</sup> Shalom Schwartz ( ) 10

(Schwartz, 2006).

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(Silvano Arieti, 1976)

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(Shahid Yusuf)

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- TIMSS (Trends in International Math and Science Study) , , .

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<sup>17</sup> Yusuf, S. (2007): From Creativity to Innovation, World Bank Policy Research Working Paper



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### 3. Индивидуални фактори за иновативност

иновативност е резултат на комбинация от индивидуални фактори, сред които са интелектуалният капитал, личностните черти и социалната среда. Индивидуалните фактори са онези, които са свързани с личността на индивида и които могат да повлияят на неговата способност за иновативност. Тези фактори са разделени на четири категории: интелектуални, личностни, социални и емоционални.

Интелектуалният капитал е един от най-важните фактори за иновативност. Той се състои от знанията, уменията и опита на индивида. Интелектуалният капитал е свързан с висок интелектуален коефициент (IQ) и висок образователен ниво. Интелектуалният капитал е свързан с висок интелектуален коефициент (IQ) и висок образователен ниво.

Личностните черти са друг важен фактор за иновативност. Тези черти са свързани с личността на индивида и могат да повлияят на неговата способност за иновативност. Тези черти са свързани с личността на индивида и могат да повлияят на неговата способност за иновативност.

Социалната среда е също важен фактор за иновативност. Тези фактори са свързани с околната среда на индивида и могат да повлияят на неговата способност за иновативност. Тези фактори са свързани с околната среда на индивида и могат да повлияят на неговата способност за иновативност.

Емоционалните фактори са свързани с емоционалното състояние на индивида и могат да повлияят на неговата способност за иновативност. Тези фактори са свързани с емоционалното състояние на индивида и могат да повлияят на неговата способност за иновативност.

(Fiona Patterson, 2002)

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Barron and Harrington (1981)

(Patterson, 2002).

(Barron&Harrington, 1981).

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Patterson (2002)

(Weisberg),

, Patterson

Sternberg. (Patterson, 2002).

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. Patterson (2002)

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. Amabile (1988)

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Csikszentmihalyi:

Cummings, 1996). (Oldham

Patterson (2002)

(Patterson, 2002)

(Feldhausen, 1995),

(Patterson, 2002)

(Egan, 2005),

#### 4.1. Личните карактеристики и нивната поврзаност со иновативноста

(Digman, 1990).

(Costa and McCrae, 1992),

#### 4.1.2. Креативна индивидуа

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<sup>18</sup> Barron, F. & Harrington, D.M. (1981): Creativity, intelligence and personality. *Annual Reviews Psychology* (32), . 439 - 476

(Simonton, 1999),

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(Kelly, 2006)

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#### 4.1.3. Емоционалната стабилност и иновативността

(Patterson, King, Walker and Broyles ),

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#### 4.1.4. Екстравертността и иновативността

(Gelade, 2002)

(

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(Barron Harrington)

(Patterson, 2002).

#### 4.1.5. Отвореност кон искуства

. К (1996)

#### 4.1.6. Пријатност

(King, 1996),

#### 4.1.7. СОВЕШНОСТ

1996), (King,

(Patterson, 2002; George & Zhou, 2001).

(Patterson, 2002).

(George and Zhou, 2001)

#### 4.2. ПРОАКТИВНОСТ И ЛИЧНА ИНИЦИЈАТИВА

(Crant, 2000; Frese, King, Soose & Zempel, 1996).

#### 4.2.1 Проактивност

Crant (2000) : ... ( ) ;

19” ;

(Crant, 2000).

(Crant, 2000).

Crant (1995)

#### 4.2.2 Лична иницијатива

(Frese)

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(Frese, 1997).

(Nina Bakx, 2007)

<sup>19</sup> Bakx, Nina Which personality traits do innovative people possess? Master thesis, Universiteit van Amsterdam, 2007 .17

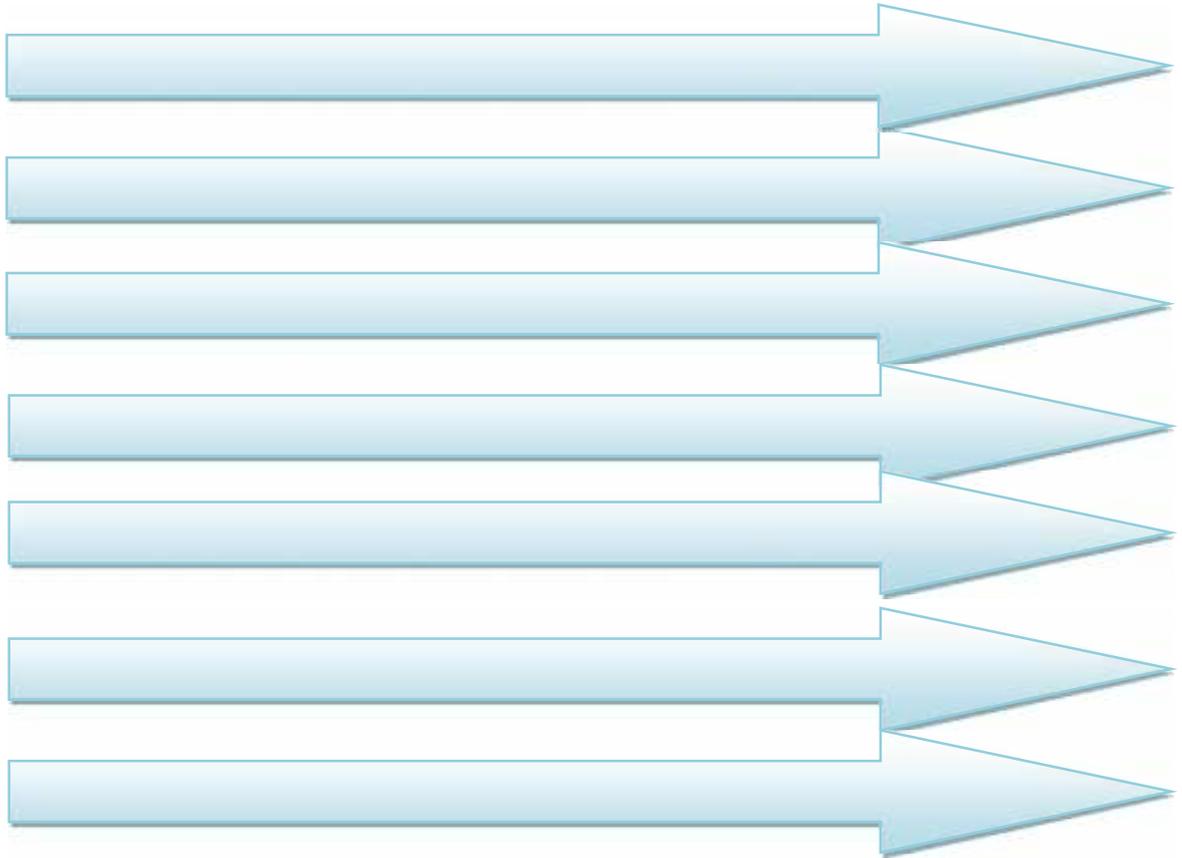


#### 4. Иновативноста и креативноста во образованието

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: Literature review on Innovation and Creativity in E&T in the EU Member States (ISEAC). [http://ftp.jrc.es/EURdoc/JRC52374\\_TN.pdf](http://ftp.jrc.es/EURdoc/JRC52374_TN.pdf)

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(Malaguzzi, 1987; Meador, 1992, Robinson, 2006; Runco, 2003).

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(Meador, 1992)

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12 17 34% (Meador, 1992).

(Runco, 2003)

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1993)

(Malaguzzi,

## 5.2. Наставата во функција на развој на креативноста и иновативноста

### 5.2.1. Креативно поучување vs. поучување за креативност





### 5.2.2. Конструктивистичко учење



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### 5.2.3. Креативноста и иновативноста во курикулумот

„Креативноста е способноста на индивидот да создава нешто ново и оригинално.“ (Craft, 2005)

„Креативноста е способноста на индивидот да создава нешто ново и оригинално.“ (Williamson & Payton, 2009).

2012 – 2020).

(Craft, 2005)

(Williamson & Payton, 2009).

#### 5.2.4. Курикулум за креативно поучување

(Ferrari, Cachia & Punie)

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<sup>20</sup>

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<sup>20</sup> Ferrari, A., Cachia, R., & Punie, Y. (2009): „Innovation and Creativity in Education and Training in the EU Member States: Fostering Creative Learning and Supporting Innovative Teaching. Literature review on Innovation and Creativity in E&T in the Member States (ICEAC): JRC-IPTS

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Michaela Ott,

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(Diane Montgomery)

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## 5.5. Информатичко – компјутерската технологија и развојот на креативноста и иновативноста

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( ), (Youtube),

(Blandow & Dyrenfurth, 1994; Ruiz i Tarrago, 1993).

(Turvey, 2006).

(Shaffer)

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(Baek, 2008).

(Breen, 2001)

(Wastiau, 2009).

(Prensky, 2005),



## 5.6. Оценувањето и иновативноста

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(Simplicio)

(Beghetto),

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<sup>21</sup> <http://sirkenrobinson.com/pdf/allourfutures.pdf>

<sup>22</sup>

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(Beghetto, 2005). Simplicio (2000)

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<sup>24</sup><http://sirkenrobinson.com/pdf/allourfutures.pdf>

(Russ, 2003),

(Ellis & Barrs, 2008)

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	(Beghetto, 2007);  (Sharp, 2004), (Elis & Barr, 2008).
	(Pleshova,

	2007); (Simplicio, 2000);  (NACCCE, 1999).
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:	(Russ, 2003).
:	,  (Beghetto, 2005);
:	(Wyse & Torrance, 2009).

### 3:

: Ferrari, A., Cachia, R., & Punie, Y. (2009): „Innovation and Creativity in Education and Training in the EU Member States: Fostering Creative Learning and Supporting Innovative Teaching. Literature review on Innovation and Creativity in E&T in the Member States (ICEAC): JRC-IPTS



## 5. Училишната организација во функција на развој на креативноста и иновативноста

100 . (Rudd, Gifford, Morrison & Facer, 2006). 21 , 50

. (Winn, 2009).

### 6.1. Физичка инфраструктура

(Moyle, 2005a).

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(Cornell, 2002)

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<sup>25</sup> Partnership for 21st Century Skills

(Radcliffe, Wilson, Powell & Tibbetts, 2008).

(Fisher, 2007)

(Fisher, 2006)

(Cornell, 2002).

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## 6.2 Организациска инфраструктура за развој на иновативните вештини

„... / ...“

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(Senge, 2006).

### 6.2.1. Училишно водство

(Gaffney, 2008).

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(Mulford, 2006).

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### 6.2.2. Училишна култура

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(Richardson, 2001)

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(Deal and Peterson)

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(Edgar Shein)

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<sup>26</sup> Trice H.M., Beyer J.M. (1993): The Cultures of Work Organizations, Prentice Hall





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 (Smith, 2004).  
 (Craft, 2005), ,, ” (Esquivel, 1995),  
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2004) (Beghetto, 2005), (Christensen, 2008). (Sharp,

(Craft, 2005)

<sup>27</sup>. Craft,

Horn ):

(Christensen, Johnson and

(Christensen, 2008).

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<sup>27</sup> Ferrari, A., Cachia, R., & Punie, Y. (2009): „Innovation and Creativity in Education and Training in the EU Member States: Fostering Creative Learning and Supporting Innovative Teaching. Literature review on Innovation and Creativity in E&T in the Member States (ICEAC): JRC-IPTS .22

#### 6.2.4. Иницијално образование на наставниците

& Williams, 2007).

(Pegg, Reading

### 6.2.5. Професионален развој на наставниците

(Becker and Riel 2000)

(Fullan, 2008)

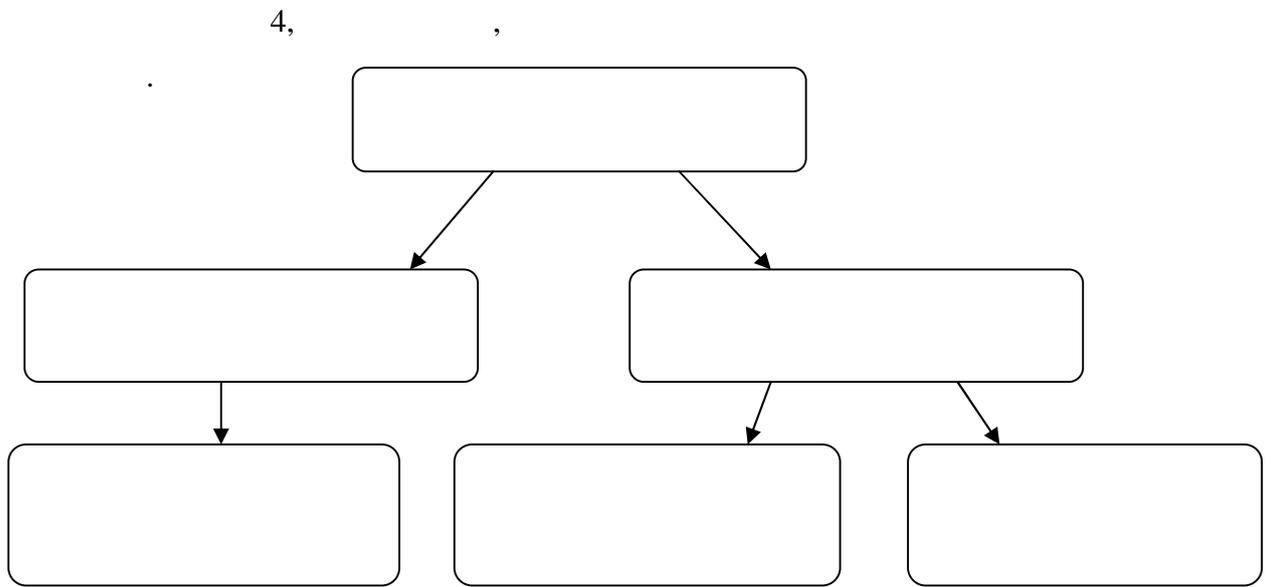
### 6.2.6. Одржливи партнерства

(Pegg, Reading & Williams, 2007). Toa e



# 1. МЕТОДОЛОШКИ КОМПОНЕНТИ НА ЕМПИРИСКОТО ИСТРАЖУВАЊЕ

## 1.1. Предмет на истражувањето



4.

## 1.2. Цел на истражувањето

## 1.3. Задачи на истражувањето.

1.

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## 1.5. ХИПОТЕТСКА РАМКА

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## 1.6. Варијабли на истражувањето

### 1.6.1. Независни варијабли

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- 

### 1.6.2. Зависни варијабли

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## 1.7. Методи, техники и инструменти на истражувањето

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	3. „ ”	15
	4. „ ”	9
.	5. „ ”	7
	6. „ ”	9
· ,	7. „ ”	10
	8. „ – ”	8
	9. „ ”	5
	10. „ ”	7
	11. „ ”	9
	12. „ ”	10
	13. „ ”	9
	14. „ ”	11
	15. „ – ”	12
	16. „ . ”	10
	17. „ ”	10
	18. „ ”	10
	19. „ ”	9
	20. „ ”	9
	21. „ ”	10
	22. „ ”	9
	23. „ ”	10
		<b>228</b>

2:

216	11	1	228

3:


190	38	228
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4:

0 – 10 .	10 – 20 .	20 – 30 .	30 - 40 .	
97	67	50	14	228

5:

			-		
90	52	22	54	10	228

### 1.8.2. Примерок на директори и родители

’

20 . 13 , 7

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6:

	1. „ . ”	1	10
	2. „ ”	1	14
	3. „ ”	1	15
	4. „ ”	1	9
.	5. „ ”	/	1
	6. „ ”	1	10
. ,	7. „ ”	1	/
	8. „ – ”	/	5
	9. „ ”	1	/
	10. „ ”	1	4

	11. „ ”	1	/
	12. „ ”	1	5
	13. „ ”	1	/
	14. „ ”	/	10
	15. „ – ”	1	9
	16. „ . ”	1	9
	17. „ ”	1	5
	18. „ ”	1	10
	19. „ ”	1	/
	20. „ ”	1	5
	21. „ ”	1	8
	22. „ ”	1	10
	23. „ ”	1	10
		<b>20</b>	<b>149</b>

7:

18	2	20

8:

0 – 10 .	10 – 20	20 – 30 .	30 - 40 .	
6	9	3	2	20

### 1.8.3 Примерок на ученици

139 , 53 , 86

9:

III	V	VII	
46	50	43	<b>139</b>

10:

6	2	20	38	73	139

### 1.9. Обработка и анализа на резултатите од истражувањето

SPSS,

xcel

SPSS.







				%		%		%		%		%		%
		1.	4	2	12	5	34	15	99	43	78	34	1	0
		2.	2	1	1	0	24	11	83	36	118	52	0	0
		3.	5	2	9	4	51	22	70	31	92	40	1	0
		4.	16	7	35	15	72	32	64	28	41	18	0	0
		5.	5	2	11	5	62	27	90	39	60	26	0	0
		6.	16	7	18	8	39	17	90	39	65	29	0	0
		7.	88	39	37	16	45	20	52	23	6	3	0	0
		8.	8	4	7	3	45	20	79	35	89	39	0	0

11:

(54%

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(57%)

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( 3) , 20%,

12:

			%		%		%		%		%
9.		4	2	8	4	34	15	104	46	77	34
10.		1	0	1	0	27	12	68	30	131	57
11.		3	1	5	2	37	16	84	37	99	43
12.		0	0	4	2	25	11	77	34	122	54
13.		1	0	6	3	33	14	88	39	100	44
14.		2	1	2	1	23	10	103	45	96	42
15.		3	1	7	3	25	11	88	39	103	45

		16.	20	9	28	12	70	31	78	34	30	13
		17.	2	1	11	5	46	20	85	37	82	36

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- ”

”

4 5

- ”

69%

”

- 20, 21, 22, 23

-

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4 5

- ) ” e ” (64%

- ” (48% )

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33%.

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23%, ,, ” 11%.

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 ”  
 ” 80% ” 71%.  
 ” e 3%.

13:

					,					
		%		%		%		%		%
18.	1	0	2	1	21	9	92	40	110	48
19.	1	0	1	0	7	3	59	26	158	69
20.	8	4	10	4	33	14	91	40	84	37
21.	1	0	5	2	16	7	79	35	125	55

22.										
”	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>6</b>	<b>65</b>	<b>29</b>	<b>146</b>	<b>64</b>
23.										
”	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>61</b>	<b>27</b>	<b>72</b>	<b>32</b>	<b>85</b>	<b>37</b>
24.										
”	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>15</b>	<b>7</b>	<b>62</b>	<b>27</b>	<b>147</b>	<b>64</b>
25.										
”	<b>16</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>92</b>	<b>40</b>	<b>64</b>	<b>28</b>	<b>45</b>	<b>20</b>
26.										
”	<b>4</b>	<b>2</b>	<b>8</b>	<b>4</b>	<b>40</b>	<b>18</b>	<b>98</b>	<b>43</b>	<b>75</b>	<b>33</b>

27. ?( )											
	%		%		%		%		%		%
53	23	133	58	25	11	15	7	2	1		
28. ?( , )											
						”					
						”					
	%		%		%		%		%		%
163	71	182	80	6	3	95	42	63	28	5	2

- ”  
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 ” ”  
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 , 4 5

- ” ”  
 ”  
 - 59% ,

- (4, 5, 6, 7) 4 5  
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, ” ” 45% ,  
 ” ” 44% ,

” ”  
 - ” ”



				%		%		%		%		%	
		1.		2	1	6	3	29	13	100	44	91	40
		2.		2	1	6	3	21	9	96	42	103	45
		3.		1	0	3	1	20	9	69	30	135	59
		4.		4	2	7	3	24	11	96	42	97	43
		5.		3	1	6	3	28	12	91	40	100	44
		6.		1	0	4	2	23	10	97	43	102	45
		7.		2	1	6	3	36	16	93	41	91	40
		8.		1	0	5	2	13	6	77	34	132	58
		9.		0	0	4	2	39	17	102	45	82	36
		10.		1	0	5	2	39	17	96	42	87	38



- ” ”

- ” ”

3 4 (40% )

, 36%

- ” ”

” ” (28%

, 35% , 24% , 10%

, 4% )

- ” ”

” ” 50%

- ” ”

” ”

” ” 43%

, 29% , 17%

- ” ”

15:

			%		%		%		%		%
	15.	5	2	21	9	69	30	89	39	44	19
	16.	2	1	4	2	24	11	88	39	109	48
	17.	5	2	21	9	75	33	85	37	42	18
	18.	8	4	16	7	91	40	81	36	32	14
	19.	8	4	22	10	55	24	79	35	64	28
	20.	1	0	7	3	30	13	75	33	114	50
	21.	6	3	19	8	66	29	99	43	38	17

22. ? ( )									
	%		%		%		%		%
148	65	191	84	105	46	74	32	2	1

### 1.1.2. Основна анализа на резултатите од анкетниот прашалник за директори

16:

				,		
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			%		%		%		%		%
1.		0	0	0	0	1	5	3	15	16	80
2.		0	0	1	5	0	0	6	30	13	65
3.		0	0	0	0	1	5	10	50	9	45
4.		0	0	0	0	1	5	5	25	14	70
5.		0	0	0	0	1	5	6	30	13	65
6.	( , ) ,	0	0	1	5	6	30	10	50	3	15
7.	- ( )	0	0	0	0	1	5	14	70	5	25
8.	,	0	0	0	0	1	5	4	20	15	75
9.		0	0	0	0	0	0	9	45	11	55
10.		0	0	1	5	4	20	10	50	5	25

( )

- ”
- ” / ”,
- ” / ”.
- ”.

(42%)

17:

			%		%		%		%		%
1.		0	0	0	0	1	5	9	45	10	50
2.		0	0	0	0	0	0	2	10	18	90
3.		0	0	0	0	1	5	4	20	15	75
4.		0	0	0	0	0	0	4	20	16	80
5.	/	0	0	0	0	1	5	1	5	18	90
6.	/	0	0	0	0	0	0	3	15	17	85

7.	0	0	0	0	2	10	14	70	4	20
8.	0	0	0	0	0	0	5	25	13	65
9.	0	0	0	0	1	5	9	45	9	45
10.	0	0	0	0	0	0	6	30	14	70
11.	0	0	0	0	2	10	4	20	14	70
12.	0	0	0	0	5	25	10	50	5	25
13.	? ( )									
	%		%		%		%		%	
14	70	10	50	5	25	6	30	1	5	

### 1.1.3. Основна анализа на резултатите од анкетниот прашалник за родители



18:

		%		%		%		%		%
1.1	1	1	1	1	2	1	24	16	121	81
1.2	1	1	2	1	4	3	50	34	92	62
1.3	4	3	4	3	27	18	56	38	58	39
1.4	2	1	3	2	6	4	36	24	102	68
1.5	11	7	18	12	27	18	46	31	47	32
1.6	6	4	7	5	18	12	48	32	70	47
1.7	5	3	15	10	20	13	55	37	54	36
1.8	13	9	24	16	28	19	54	36	30	20
1.9	12	8	18	12	19	13	70	47	30	20

1.10	7	5	9	6	12	8	47	32	74	50
1.11	7	5	7	5	29	19	44	30	62	42

					,					
		%		%		%		%		%
2.1	8	5	16	11	44	30	55	37	26	17
2.2	6	4	23	15	20	13	59	40	41	28
2.3	9	6	15	10	41	28	53	36	31	21
2.4	20	13	20	13	25	17	42	28	42	28
2.5	2	1	2	1	6	4	50	34	89	60
2.6	16	11	16	11	16	11	48	32	53	36
2.7	? ( )									





20:

					,					
		%		%		%		%		%
1.	7	5	1	1	11	8	31	22	89	64
2.	2	1	3	2	18	13	19	14	97	70
3.	82	59	28	20	11	8	11	8	7	5
4.	8	6	8	6	17	12	35	25	71	51
5.	7	5	3	2	17	12	28	20	84	60
6.	4	3	8	6	12	9	36	26	79	57
7.	4	3	7	5	9	6	26	19	93	67
8.	4	3	3	2	11	8	22	16	99	71
9.	5	4	4	3	10	7	27	19	93	67

10.	3	2	3	2	9	6	29	21	95	68
11.	2	1	6	4	11	8	28	20	92	66

### 1.3. ВКУПНА АНАЛИЗА ЗА ПОТВРДУВАЊЕ ИЛИ ОТФРЛАЊЕ НА ХИПОТЕЗИ СО КОРИСТЕЊЕ НА ПОДАТОЦИ ОД РАЗЛИЧНИТЕ ИНСТРУМЕНТИ

1.

1

10.

( )

21:

	1	0	3	8	34
	1	2	1	10	36
$\chi^2 = 3,118 \quad df = 4 \quad p < 0,05$					



5.

21

$$\chi^2 = 3,118 < \chi^2_{0.05} = 9,488,$$

0.05,

91%

92%

(91%

92% )

2

.10.

( )

22:

	1	2	1	10	36
	1	1	5	11	25
$\chi^2 = 4,53 \quad df = 4 \quad p < 0,05$					



6:

22

$$\chi^2 = 4,53 < \chi^2_{0.05} = 9,488,$$

0.05,

. 92%

84%

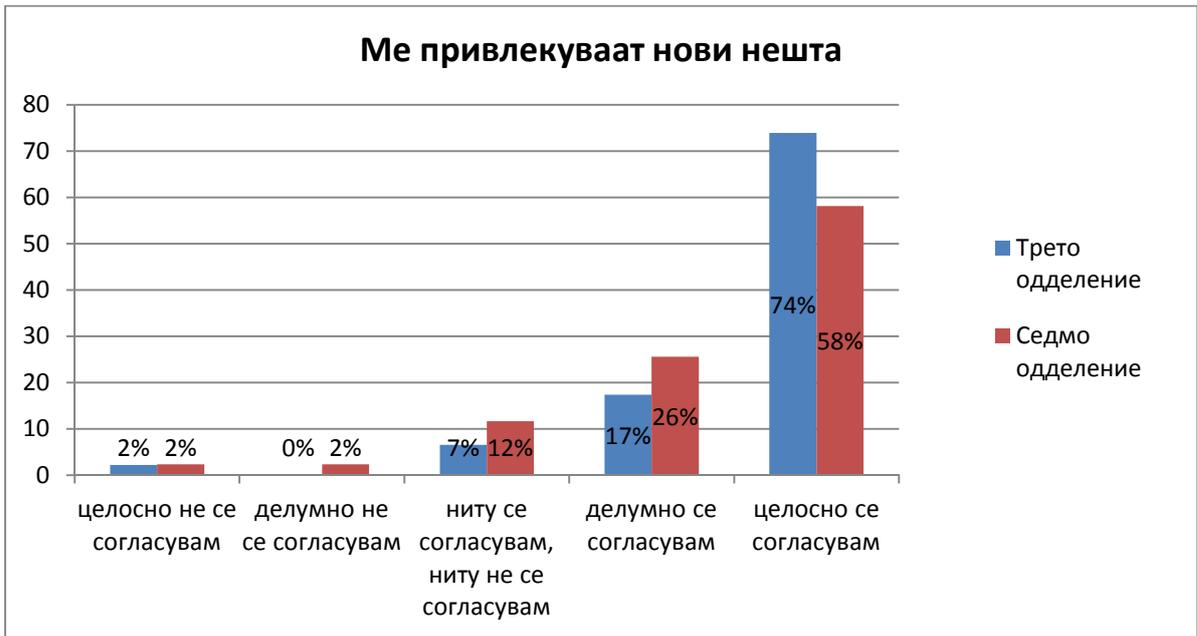
3

.10.

( )

23:

	1	0	3	8	34
	1	1	5	11	25
$\chi^2 = 3,249 \quad df = 4 \quad p < 0,05$					



7:

23

$$\chi^2 = 3,249 < \chi^2_{0.05} = 9,488,$$

0.05,

91%

84%

4

.11.

)

24:

	0	1	2	7	36
	1	2	2	8	37
$\chi^2 = 1,249 \text{ df} = 4 \text{ p} < 0,05$					



8:

24

$$\chi^2 = 1,249 < \chi^2_{0.05} = 9,488,$$

0.05,

, (93%

90%

)

.

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5

. 11.

(

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25:

	1	2	2	8	37
	1	3	7	13	19
$\chi^2=9,481$ $df = 4$ $p<0,05$					



9:

25

$$\chi^2 = 9,481 < \chi^2_{0.05} = 9,488,$$

0.05,

74% , (80% )

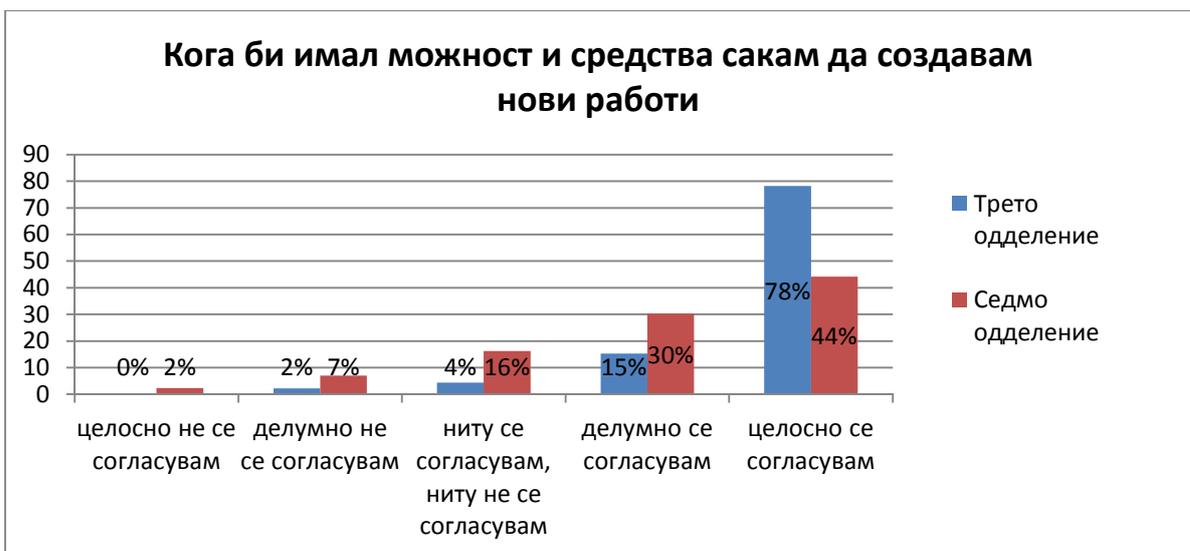
6

. 11.

)

26:

	0	1	2	7	36
	1	3	7	13	19
$\chi^2 = 11,745 \text{ df} = 4 \text{ p} < 0,05$					



10:

26

$$\chi^2 = 11,745 > \chi^2_{0.05} = 9,488,$$

0.05,

93%

74% .

( , )

( , )

),

2.

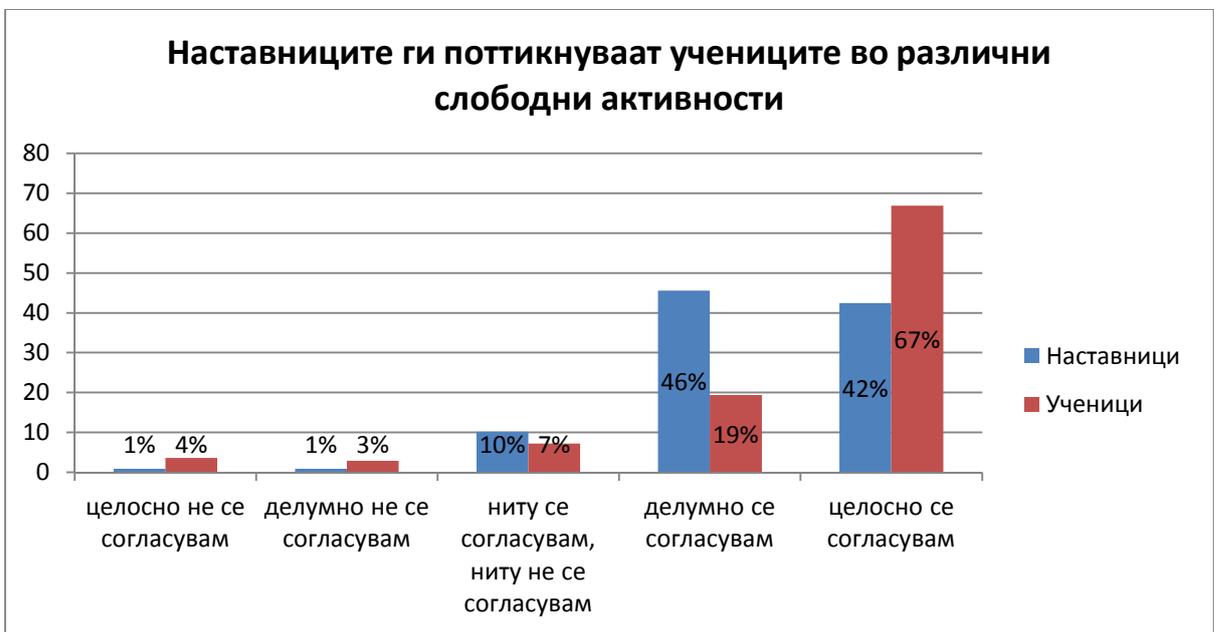
14 .

9.

è

27:

	2	2	23	103	96
	5	4	10	27	93
$\chi^2 = 32,671$ $df = 4$ $p < 0,05$					



11:

27

$$\chi^2 = 32,671 > \chi^2_{0.05} = 9,488,$$

0.05,

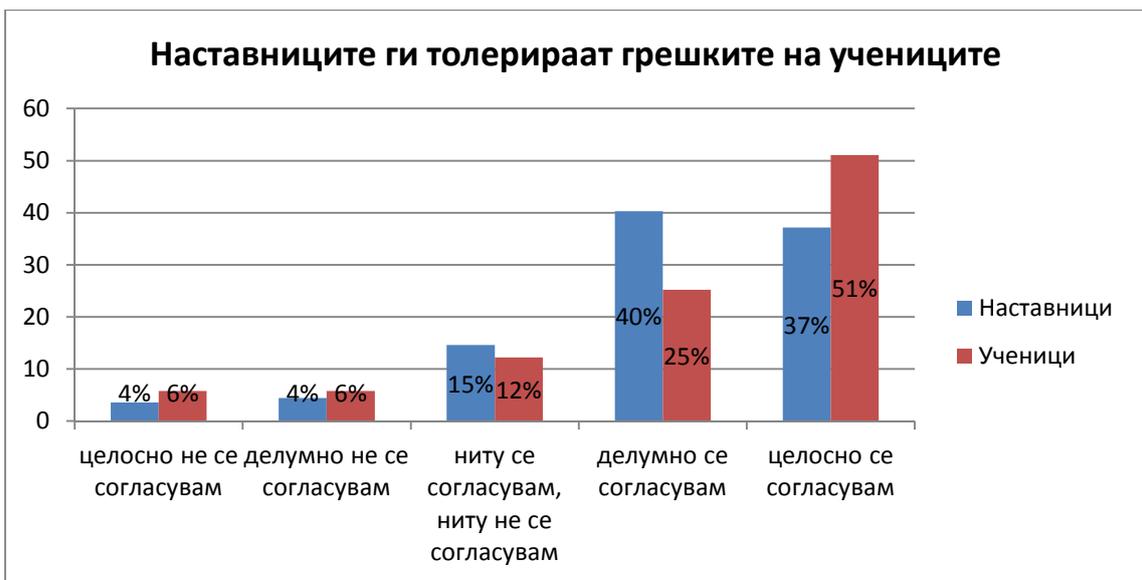
67%

20.

4.

28:

	8	10	33	91	84
	8	8	17	35	71
$\chi^2 = 11,222 \text{ df} = 4 \text{ p} < 0,05$					



12:

28

$$\chi^2 = 11,222 > \chi^2_{0.05} = 9,488,$$

0.05,

(40%)

21.

3.

29:

	1	5	16	79	125
	82	28	11	11	7
$\chi^2 = 246,113$ $df = 4$ $p < 0,05$					



13:

29

$$\chi^2 = 246,113 > \chi^2_{0.05} = 9,488,$$

0.05,

79%

90%

”

”  
(48%

)

, 40%

,  
 ”  
 ,  
 ?” :  
 (3%), (71%), (28%) (80%), (2%).

3%.

3.

3.1.

1.

( )

1.

( )

30:

	2	6	29	100	91
	0	0	1	9	10
$\chi^2=2,072$ $df = 4$ $p<0,05$					



14:

30

$$\chi^2 = 2,072 < \chi^2_{0.05} = 9,488,$$

0.05,

, 84%,

, 95%,

2.

( )

2.

( )

31:

	2	6	21	96	103
	0	0	0	2	18
$\chi^2=14,912$ df = 4 p<0,05					



15:

31

$\chi^2=14,912 > \chi^2_{0.05} = 9,488,$

0.05,

87%

3.

( )

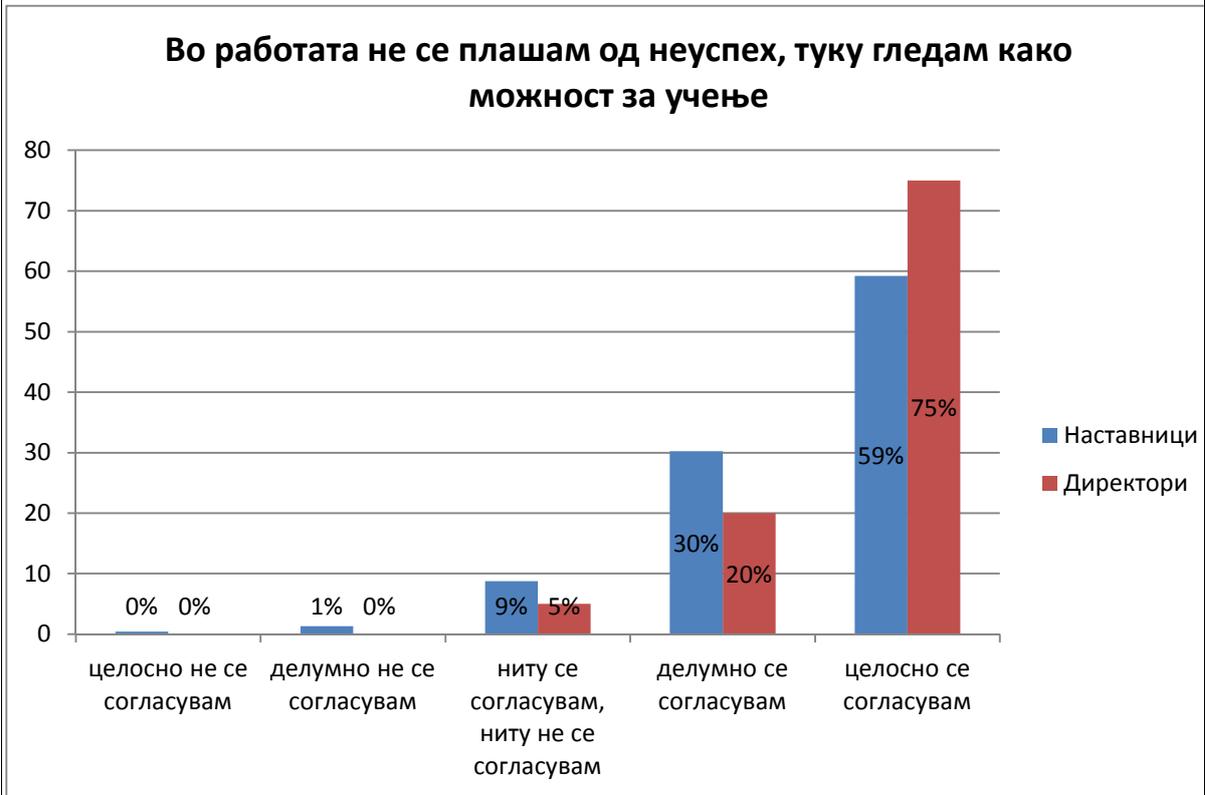
3.

( )

32:

	1	3	20	69	135
	0	0	1	4	15

$\chi^2 = 2,076$   $df = 4$   $p < 0,05$



16:

32

$\chi^2 = 2,076 < \chi^2_{0.05} = 9,488,$

0.05,

, 89%,

, 95%,

8.

( ).

6.

/

).

(

33:

	1	5	13	77	132
	0	0	0	3	17
$\chi^2 = 5,924$ $df = 4$ $p < 0,05$					



17:

33

$$\chi^2 = 5,924 < \chi^2_{0.05} = 9,488,$$

0.05,

, 92%,

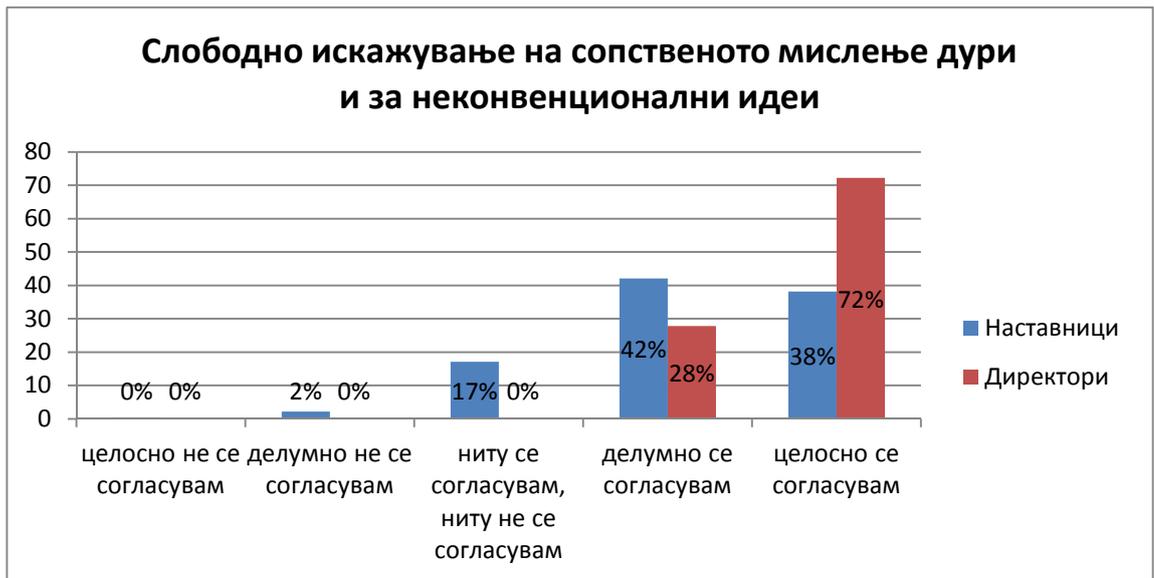
, 100%,

10.

8.

34:

	1	5	39	96	87
	0	0	0	5	13
$\chi^2=9,149 \quad df = 4 \quad p<0,05$					



18:

34

$$\chi^2=9,149 < \chi^2_{0.05} = 9,488,$$

0.05,

(80%)

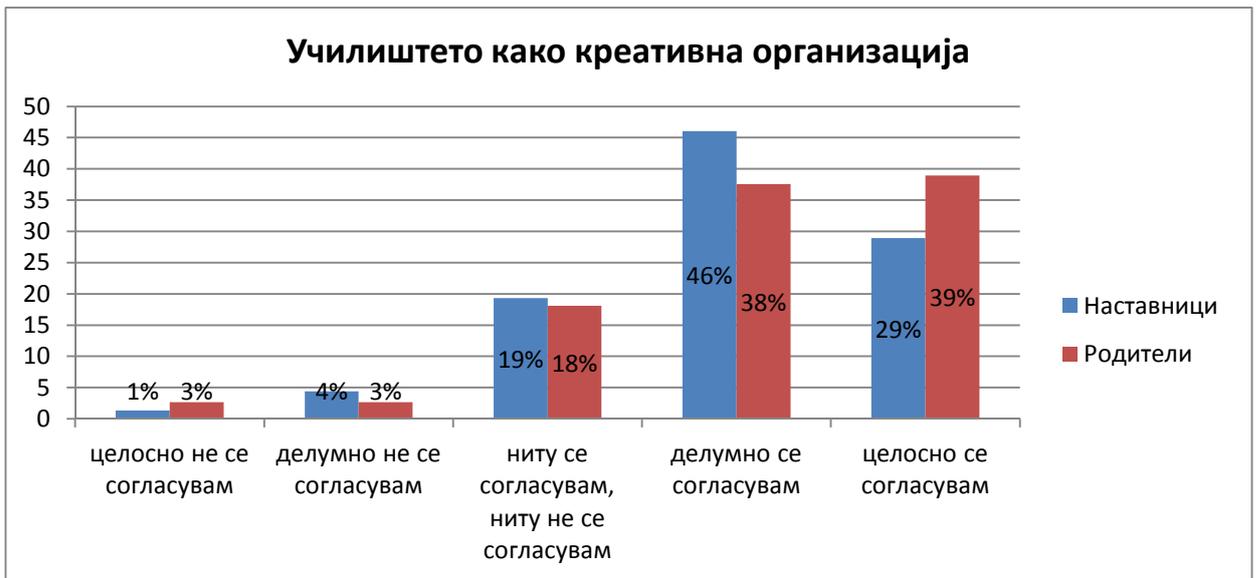
(100%)

12.

3.

35:

	3	10	44	105	66
	4	4	27	56	58
$\chi^2 = 5,919$ $df = 4$ $p < 0,05$					



19:

35

$$\chi^2 = 5,919 < \chi^2_{0.05} = 9,488,$$

0.05,

75%

77%

( )

,

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3.2.

15

(„

”),

”

37%

),

30%

17

”

”

” (37%)

(39%)

”

(30%

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30%

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”

”

” (33%).

40% , 28%

” ”

” ”

(48% , 70% )

” ”

21

(,, ,

”)

” , 70%

” , 53%,

” 43%

29%

(,,

— ?”)

( ,

84% , 86 % 50%



## ДИСКУСИЈА

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, ), ( , ).

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,

(King),

(68%)

, 66%

Runco, (1990)

79%

90%

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## ОГРАНИЧУВАЊА НА ИСТРАЖУВАЊЕТО

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## ЗАКЛУЧНИ СОГЛЕДУВАЊА

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(Craft, 2005).



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■ ... ,

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## KORISTENA LITERATURA

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