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ATTITUDES OF STUDENTS OF TEACHER EDUCATION FACULTIES IN SERBIA ON THE CONCEPT OF QUALITY SCHOOL

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students' emancipatory role.

Abstract. In order to answer the question of how to make education better in the society of the digital era, it is important to consider the attitudes and opinions of student teachers towards the characteristics of a quality school. For that purpose, the research was conducted whose goal was to determine the attitudes of students of teacher education faculties, student teachers, on the concept of a quality school as well as on the emancipatory role of students and teachers necessary for the work in a quality school. The research was conducted on a sample of 1,044 students of teacher education faculties in Serbia. The Likert scale of attitudes was applied in the research. The paper presents the results of research on the concept of a quality school that would lead every student to success. It was determined that the emancipatory role of students is best seen through the extent to which they are actively engaged in their own evaluation of their achievements; how much they prepare during their studies to accept the features of a more efficient conception of a school in which every student will succeed. The results provide a very reliable basis in modeling a quality school and effective teaching that would encourage students and lead them to success according to their individual abilities.

Introduction

Our research is focused on students' attitudes about the concept of a quality school. Rapid scientific and technical-technological changes lead to rapid changes in work and business processes that intensify, become more efficient, and of better quality. The function of the faculty is to educate students to live and work in knowledge society organizations whose basic values are the applicability of knowledge, active attitude towards professional development, and continuing education (Andrews & Higson, 2011; Person & Rosenbaum, 2005; Zelloth, 2009). Teachers will be able to use the acquired knowledge during university education in everyday life and future professional work, all with the aim of improving and shaping the existing system of upbringing and education (Каменарац & Андре, 2010). This obliges the school as a creator of knowledge, not only to follow but to be a leader of innovative knowledge. Innovations are a condition for the school not to lag behind social and technological advances in a reality that is evolving intensively every day (Вилотијевић & Мандић, 2015). Traditional school and reproductive teaching in the digital age do not sufficiently encourage the development of innovative changes in education. Incentives for abandoning traditional models of education—abandoning formal educational frameworks and finding new educational models—come from different areas of pedagogical work (Matović, 2000; Савовић & Јевтић, 2000). All of them suggest that education should imply the acquisition of permanent competencies, relying on creativity, innovation, and personal autonomy. Important characteristics of individuals that influence its realization in individual and social life, and which are at the same time a criterion for directing the development of its competence, are: autonomy, tolerance, participation, openness, and flexibility (Ђуришић Бојановић, 2007; Gojkov, 2004). The professional competencies that students, future teachers, acquire during their university education are the main factor of productivity, competitiveness, and quality of future work.

Today's school is at a turning point, both in terms of the organization and the content of upbringing and education, and the further development and character of the teaching process. It is static in its organization, the content of

education is fragmented, and the teaching process is of a reproductive character. Therefore, it is necessary to completely overwrite the traditional form of the school in a complete creative and critical transformation that will be based on a new paradigm of development. It is in this foundation that many unknowns and traps are hidden, many possible misconceptions and deviations, improvisations and imitations, possible radical ambitions, but also retrograde stagnation (Pivac, 1995). Therefore, it is necessary to scientifically restructure the internal organization of the school by using existing scientific results and applying various forms, methods, and procedures in the teaching process. The goal of a quality school cannot only be for the teacher to teach, but, above all, for the student to learn and the teacher to be a leader and collaborator (Ђорђевић, 2006). Đorđević (Ђорђевић, 2006) also believes that teaching and learning are not two parallel and externally connected processes, but two sides of a unique, complex teaching event in which measures and actions of teachers and actions and activities of students depend on each other, while supporting and promoting each other. Proponents of a quality school also shift the focus of work from competition to cooperation. The ability of an individual to work in a team with others—to exchange ideas and skills with others as well as to cooperate in resolving conflicts—is one of the most important competencies in the 21st century. Continuous encouragement of students to surpass their peers has significant consequences for the social and emotional development of students (Шевкушић Мандић, 2006). This is one of the reasons why cooperative learning is being insisted on more and more. Ševkušić Mandić (Шевкушић Мандић, 2006) also cites Deutsche's definition, which says that the cooperative social situation is a context in which an individual can achieve a goal only if everyone in the group achieves that goal. Achieving that goal, individuals are said to be interdependent in an advancing way. Vincent Okonj (in Вилотијевић & Мандић, 2016) succinctly points out the weaknesses of today's school, which are a product of Comenius' conception: a) encyclopedism, which burdens students' memory instead of preparing students for work; b) education is a closed circle, it has a final character instead of opening the way for further education; c) teaching and the teacher are authoritarian, coercion is applied instead of preparing the student for life in a democratic society.

Overcoming existing problems and achieving a quality school is possible by abandoning what is outdated and obsolete, by introducing new and efficient content of the education, methods, and procedures. Traditional teaching is characterized by giving importance to teaching, memorization, and verbal understanding. Learning should involve much more than memorizing facts, rules, principles, and laws. It must contain an understanding as well as an understanding of the methods by which the most significant areas of knowledge were created (Ђорђевић, 2012).

A large number of previous researches were focused on the examination of factors that are related to success in learning and the performance of the teaching process. The results most often pointed to various psychological and other characteristics of the child as the main factors (personality traits, gender, age, abilities, etc.), but numerous elements of the school environment should not be neglected as an important link in this process. In addition to research, teaching practice also indicates that the number of these elements is large, so the organization of teaching, teaching content, physical conditions, school equipment for teaching, family support, etc., can also be highlighted (Ђигић, 2013). However, as already mentioned, one of the most important elements is the teacher. The positive and negative behaviors of teachers largely determine the effectiveness of work in the classroom and significantly affect student achievement, as well as interpersonal relationships between students and teachers, and student satisfaction with the teacher and with the teaching practice.

The research related to the assessment of the quality of teaching in schools in Serbia, when devising the strategy of building the quality of education in teaching, could be briefly presented as follows: the teaching practice in our schools is inconsistent with modern tendencies in teaching, whether they are determined based on modern conceptions of education in classes or relevant educational documents (Mitrović & Radulović, 2014). This assessment was based on data collected in several empirical studies. Data on teaching in our schools—teaching methods, assessment practices, literacy development, etc.—were collected through research in which the basic methodological procedure involved observation, description, and analysis of teaching practice, and the selection of data for analysis, the analysis and assessment itself was carried out by the researchers.[3] The elements for the strategy were also derived from another empirical research which examined teachers' evaluations of the quality of their own work (Stančić, 2014). Although this source represents an examination of the teacher's perspective, its focus was not on the teachers' view of the quality of teachers and teaching in the existing practice. The importance of teachers and their perspective in a quality school was based on previous research. We will judge how teachers perceive the quality of teachers' actions and teaching based on their perception of teachers' actions in current practice and on the basis of comparing their perception of practice with what they consider to be good teacher actions. The decision to specifically investigate the teacher's view of the 'typical' and 'ideal' teacher and through the analysis and comparison of these two images to conclude about the quality of teaching, means that the teacher is the focus of this research in two ways: as an object of research (typical teachers in our schools, their understanding of the actions of a good teacher); and as a

[3] For data on these researches, their results, and interpretation see Митровић, 2006; Mitrović, 2014; Radulović & Mitrović, 2015.

feature of the methodological approach (research of the teacher's perspective). We mentioned earlier that the reason for studying the teacher's view of a quality school is based on the understanding that quality cannot be understood without their perspective. Emphasizing the importance of teachers is characterized by numerous works on education and contemporary educational documents. Researchers often stress that the learning and achievement of students depend on the teacher (Goe, 2007; Goe & Stickler, 2008; Rivkin et al., 2005; Wenglinsky, 2002), even when they admit that it is not known exactly which qualifications, characteristics, and behavior of the teacher are the most important (Goe, 2007; Goe & Stickler, 2008). *The Strategy for the Development of Education in Serbia until 2020* (*Стратегија развоја образовања у Србији до 2020. године*, 2012) discusses the quality of teachers not only as one of the components of the quality of education, but also as the cause of the poor results of students on international and national tests, it even claims that "it is clear to everyone that they are the key factor in student success" (p. 181). We believe that this assessment is exaggerated and insufficiently argued, because research shows that student achievements are the result of a complex set of different factors; therefore, quality in education should be viewed systemically (Mitrović & Radulović, 2014; Pavlović Breneselović, 2015). A quality school implies quality work of teachers, because we see the work of teachers as a component of the quality of education.

New circumstances demand a teacher-creator who will give up their transmission role and become a collaborator, advisor, and guide to students. The student must get out of the passive and move into a subjective position, and the school, in accordance with the requirements of emancipatory pedagogy, must help them become an autonomous, self-determining person who influences the educational process and participates in planning and evaluating their own work.

The aim of the research was to determine the attitudes of student teachers about the concept of quality school as well as the emancipatory role of students and teachers to work in an efficient school necessary for the teaching process.

Method

The research sample was stratified and randomized. The blend of intentional and unintentional samples contributed to its greater reliability. The random sample allows the probability that each respondent from the population will be selected in the sample. The selection of examinees from each subgroup of the population was performed using a table of random numbers. The basic features of the sample resembled the basic set from which it was taken. This contributed to its representativeness and reliability. The research sample included 1,044 students of teacher education / pedagogical faculties in Serbia. Of that sample, 778 are females and 266 males; of that, 337 are second-year students, 374 third-year

students, and 333 fourth-year students. The Likert scale of attitudes was applied in the research. The answers on a five-point scale range from strongly agree to strongly disagree. Based on the obtained results, the distribution of students' answers included in the research sample was determined. Data were processed using descriptive statistical procedures in the SPSS software.

The survey and the scaling technique were used in the research. Within these techniques, the following instruments were applied: a questionnaire on students' attitudes and opinions on a quality-innovative school; and a scale (questionnaire) about students' attitudes, about their perception of the organization of teaching in a quality-innovation school.

The questionnaire on students' attitudes and opinions on the quality-innovative school was created in the form of a Likert summation scale. The items referred to different aspects of quality-innovative schools. These claims represented the hallmarks of quality schools. The instruments were created based on the study of several sources about a quality school, the roles and competencies of teachers. Responses on the scale range from strongly agree to strongly disagree. In this way, we could determine the cumulative values for each unit. Based on the obtained results, the distribution of responses of all students included in the research sample was determined.

The validation of this instrument was performed on a convenient sample of respondents. After the item analysis and the calculation of statistical values, the final instrument used in this research was created. The data were processed using descriptive statistical procedures in the SPSS software. The authors used calculations of arithmetic means (M), Fisher's coefficient (F), and significance level $< 0.05 < 0.01$ (Sig.).

Results and Discussion

We researched students' attitudes about the important features of a quality school that would more optimally meet the current needs of students and lead them to success. We were interested in whether the students, who are preparing for the teaching profession, have positive attitudes towards the characteristics of the concept of a quality school. The results are shown in Table 1.

Table 1. Characteristics of a quality school

	M-value	Rank
Application of innovative teaching models.	3.96	9
The school is a learning institution.	4.08	5
The school is a research laboratory.	3.96	8
The school is an institution of cooperation and trust.	4.07	2
The school is in constant developmental changes.	3.92	13

At school, everyone has enough time for others.	3.93	10
Teachers deal with the child, and less with the subject.	3.81	15
Teachers are primarily educators.	4.07	6
The school groups must be small enough to be effective.	4.09	3
The school is a community of teachers and students that connects trust and respect.	4.12	4
The emancipatory role of students is expressed in the school.	3.93	11
Evaluating and obtaining feedback is daily.	4.01	7
Powerful and diverse sources of knowledge are used.	4.96	1
Students use reminders to evaluate their achievements in front of the teacher.	3.93	12
In the school, a small number of teachers in one class organize the work of several subjects.	3.91	14
The school works in one shift. Students complete all obligations during the day at school.	3.80	16

Students' attitudes towards the characteristics of the concept of quality school. The presented values of arithmetic means (M) indicate very positive attitudes towards all features of the concept of quality school. The values of arithmetic means range from M 3.80 to 4.96 from the maximum possible grade of 5. Student teachers primarily point out that powerful and diverse sources for independent acquisition of knowledge can be used in a quality school (M = 4.96). Independent acquisition of knowledge is the first on the list of important characteristic of the concept of quality school. At the center of pedagogical work in a quality school is the independent work of students. The use of different sources for acquiring innovative is one of the important requirements of modern didactics and teaching methodology.

Student teachers believe that the school must be an institution of cooperation and trust (M = 4.07). This is primarily important for the institutions that educate young individuals. Trust and cooperation are effectively managed by acquiring knowledge and other values. This feature of the quality school concept is in the second place on the scale. In order to achieve a more effective educational process, a quality school must divided the students into small enough groups, i.e. 20–24 students, in order to organize intensive interactive teaching. It is a condition for getting to know students better, to diagnose and monitor their development. A quality school, as the respondents believe, must be a community of teachers and students (4.12), which connects trust and respect. This feature is on the fourth place of the scale. In such circumstances, the school can be modeled as a learning institution (4.08), in which everyone learns, not just students. One of the conditions for a quality school is not to lag behind social progress; it is an imperative of a learning society in which the modern school realizes its pedagogical function. This feature is on the fifth place of the ranking scale. In a

quality school, especially in the lower grades of primary school, teachers should first and foremost be educators who provide intellectual, moral, and social instructions. This feature is in the sixth place of the ranking scale. Respondents ranked continuous feedback in the seventh place (4.01). Monitoring and evaluation, as a way of obtaining feedback, must take place continuously, i.e. every step of pedagogical activity must be followed. The class should be organized so that during it, and in the end in particularly, students know what knowledge they acquired, and the teacher should have a clear picture of the knowledge of his students. The system is the connection of parts into a harmonious whole. Feedback must follow every step of the teaching process, and in order for it to be successful, students must receive real-time feedback on their achievement. Only in this way can they correct mistakes in learning in time, can confirm what they have learned well and in the end they can be successful. The current traditional school is the most vulnerable in this aspect.

The school valorizes student achievement with a large delay, separating it from the learning process. That is the reason for its great failure. They experience failure more often than success. The school, as the respondents point out, must be a laboratory where students experiment, research, discover knowledge, the truth known and unknown to them, In such a school, laboratory, there is a real, true interaction, not only between students themselves, or between teachers and students, but also between the subject of learning, action, source, subject of learning and the subject who learns. This characteristic, the concept of quality school is on the eighth place of the ranking scale (M = 3.96). A quality school must be innovative enough. The application of innovative models of teaching is a condition for the school to surpass the traditional organization and to constantly surpass the previous, insufficiently effective concept of its work. Although this feature is on the tenth place of the ranking scale according to the average M-values, it approaches the score M = 4, which clearly speaks of its important place on the list of quality school features (M = 3.96).

Students' attitudes towards quality school characteristics by year of study. The senior students of teacher education faculties are considered to be sufficiently introduced into the problems of school and educational practice. Furthermore, they are able to think about the concept of quality school and efficient teaching from the point of view of their experiences in education, and additionally also theoretically. We were interested in whether the respondents, considering the years of study, have different perceptions and special attitudes towards the characteristics of the concept of a quality school. We assumed that there were no statistically significant differences in students' attitudes towards the characteristics of a quality school in relation to the years of study. In response to this task, we calculated certain values which are given in Table 2.

Table 2. Characteristics of a quality school – year of study

Features of an efficient school	Year of study			F	Sig.
	II	III	IV		
	M				
Application of innovative teaching models.	4.09	4	3.75	4.816	0.008
The school is a learning institution.	4.15	4.25	3.84	7.034	0.001
The school is a research laboratory.	4.02	4.15	3.73	8.027	0.000
The school is an institution of cooperation and trust.	4.06	4.42	3.84	12.846	0.000
The school is in constant developmental changes.	3.97	4.07	3.72	4.686	0.010
At school, everyone has enough time for others.	4.10	3.99	3.71	5.450	0.005
Teachers deal with the child, and less with the subject.	3.93	4.01	3.59	7.022	0.001
Teachers are primarily educators.	4.02	4.32	3.86	9.906	0.000
The school groups must be small enough to be effective.	4.09	4.23	3.94	3.235	0.040
The school is a community of teachers and students that connects trust and respect.	4.02	4.27	3.97	4.327	0.014
The emancipatory role of students is expressed in the school.	3.97	4.07	3.76	3.762	0.024
Evaluating and obtaining feedback is daily.	4.01	4.18	3.83	4.611	0.010
Powerful and diverse sources of knowledge are used.	3.93	4.11	3.85	3.391	0.034
Students use reminders to evaluate their achievements in front of the teacher.	3.98	4.06	3.76	4.007	0.019
In the school, a small number of teachers in one class organizes the work of several subjects.	3.97	4.03	3.73	3.673	0.026
The school works in one shift. Students complete all obligations during the day at school.	3.88	3.96	3.57	5.012	0.007

M (arithmetic mean); F (Fisher's coefficient); Sig. (significance level <0.05 <0.01)

Observing the results, as a whole, we see that the average values range from M = 3.57 for the item *The school works in one shift. Students complete all obligations during the day in the school.* given by 4th year students up to M = 4.42 for the item *The school is an institution of cooperation and trust.* shared by 3rd year students. M-values indicate that students express positive attitudes towards the characteristics of the concept of a quality school of the future. It is interesting to note that the opinion that the school should create conditions for students to complete their obligations at school and not have homework, so that they can achieve richer social relations in the family and not be hindered by previous homework, is in relation to all other claims in all three generations of students which received the lowest grades. It can be stated that the discussed item does not exceed the average value of 4 (M2 = 3.88; M3 = 3.96; M4 = 3.57), but is very high.

Differences in the assessment of the characteristics of a quality school were found between students of different years of study. Data on these differences are shown in Table 2. Applying the multiple correlation procedure (Multiple Comparisons, Dunnett T2), the differences between the examined groups of students were determined. Table 2 shows the obtained statistically significant differences between students of different years of study in the assessment of certain important features of a quality school. Senior students generally express a lower degree of agreement with statements that reflect a quality school, compared to 2nd and 3rd year students. The grade of the offered features of a quality school generally decreases with the age of the students: the higher the year of study, the lower the grade. Does student learning become more critical with time, or is it something else? How did study programs affect students with their content at teacher education faculties? This logical assumption should be checked in further research.

Our expectations that there are no statistically significant differences in students' attitudes about the characteristics of the concept of quality school in relation to the year of study have not been confirmed. Namely, it was determined that there is a statistically significant difference in students' attitudes towards the characteristics of the concept of quality school in relation to the years of study: the higher the year of study, the less agreement with the offered characteristics of the school. Senior students express the lowest degree of agreement with the characteristics of the quality school concept.

Students' attitudes towards quality school characteristics by place of study. In this part, our task was to determine the attitudes of students from different faculties. Namely, some faculties operate in large urban areas while most of them operate in smaller cities. We were interested in whether there are differences in the attitudes of students towards the characteristics of the concept of a quality school in the place of study. We assumed that there were no statistically significant differences in students' attitudes towards the concept of a quality school in relation to their place of study. The results and calculated values are given in Table 3.1.

Table 3.1. Assessment of important features of a quality school – place of study

VARIABLE		Interactive independent	Application of innovative work models	Everyone learns at school	The school is a research laboratory	The school is an institute of cooperation and trust	The school is in constant developmental changes	At school, everyone has enough time for others	Lectures are a rarity	Teachers deal with the child and less with the subject	Teachers are primarily educators
Belgrade	M	4,76	4,67	4,54	4,43	4,49	4,57	4,59	4,57	4,51	4,56
	N	127	127	127	127	127	127	127	127	127	127
	SD	0,462	0,535	0,602	0,674	0,602	0,584	0,634	0,612	0,641	0,663
Užice	M	4,00	3,91	4,16	4,08	4,24	3,85	3,95	3,91	3,71	4,04
	N	114	114	114	114	114	114	114	114	114	114
	SD	1,167	1,001	1,035	0,884	1,058	1,066	1,021	0,983	1,062	0,999
Jagodina	M	3,93	3,98	4,23	4,07	4,26	3,82	3,85	3,76	3,79	4,11
	N	91	91	91	91	91	91	91	91	91	91
	SD	1,209	1,085	1,096	1,093	1,063	1,347	1,299	1,241	1,197	1,048
Sombor	M	3,43	3,60	3,74	3,65	3,86	3,65	3,69	3,64	3,75	4,00
	N	77	77	77	77	77	77	77	77	77	77
	SD	1,081	1,067	0,894	1,010	1,109	0,997	1,029	0,887	1,015	0,946
Vranje	M	3,74	3,77	3,49	3,45	3,96	3,96	3,38	3,11	3,47	3,83
	N	47	47	47	47	47	47	47	47	47	47
	SD	1,132	1,047	1,177	1,138	1,285	1,160	1,243	1,238	1,266	1,257
Leposavić	M	2,87	3,13	3,00	3,13	2,73	3,33	2,80	3,13	2,93	3,07
	N	30	30	30	30	30	30	30	30	30	30
	SD	1.106	1.042	1.486	1.279	1.363	1.269	1.064	.730	1.015	1.202
NO Vršac	M	3.80	3.67	4.33	4.00	4.13	3.80	4.20	3.47	3.67	3.93
	N	30	30	30	30	30	30	30	30	30	30
	SD	.847	1.093	1.093	.983	1.332	.847	1.064	.973	1.422	1.202
NO Novi Pazar	M	3.56	2.89	4.33	3.78	3.89	2.78	3.78	2.67	3.67	3.67
	N	18	18	18	18	18	18	18	18	18	18
	SD	.856	.583	1.085	1.060	1.231	1.060	1.166	1.085	1.188	.686
In total	M	3.98	3.95	4.09	3.98	4.12	3.93	3.94	3.82	3.85	4.08
	N	534	534	534	534	534	534	534	534	534	534
	SD	1.125	1.047	1.070	1.022	1.113	1.108	1.126	1.086	1.117	1.031

Table 3.2. Assessment of important features of a quality school / place of Teacher Faculty Education (continued)

VARIABLE		The school and classes are small enough	School-community of teachers and students	In school, the emancipatory role of the student is expressed	Evaluation and feedback	Various sources of knowledge are used	Students self-evaluate their achievements	In evaluation, students use reminders	A small number of teachers organize work from several subjects	The school works in one shift	Spatial organization according to inform. paradigm
Belgrade	M	4.61	4.60	4.54	4.72	4.46	4.54	4.57	4.51	4.55	4.59
	N	127	127	127	127	127	127	127	127	127	127
	SD	.605	.608	.699	.530	.560	.560	.572	.628	.559	.554
Užice	M	4.05	4.18	3.89	4.04	4.01	3.85	4.11	3.96	3.84	4.18
	N	114	114	114	114	114	114	114	114	114	114
	SD	1.046	.888	.919	.856	.926	.989	.966	1.034	1.187	.983
Jagodina	M	4.21	4.26	4.05	4.00	3.90	4.04	3.89	3.89	3.90	4.11
	N	91	91	91	91	91	91	91	91	91	91
	SD	1.028	1.042	1.079	1.220	1.116	1.074	.994	1.140	1.230	.924
Sombor	M	3.77	3.69	3.69	3.81	3.90	3.65	3.58	3.58	3.73	3.83
	N	77	77	77	77	77	77	77	77	77	77
	SD	1.134	1.195	1.115	1.236	1.046	.997	1.128	1.092	1.096	1.105
Vranje	M	3.55	3.57	3.45	3.34	3.85	3.43	3.43	3.64	3.43	3.85
	N	47	47	47	47	47	47	47	47	47	47
	SD	1.299	1.281	1.486	1.221	.955	.903	.950	1.092	1.543	1.142
Leposavić	M	3.27	2.87	3.27	3.27	3.07	3.20	3.20	3.00	2.20	3.13
	N	30	30	30	30	30	30	30	30	30	30
	SD	1.311	.819	.868	1.143	.944	.925	1.186	1.114	.847	1.224
NO Vršac	M	4.07	4.13	3.80	3.73	3.33	3.60	3.67	3.60	3.07	3.53
	N	30	30	30	30	30	30	30	30	30	30
	SD	1.202	1.106	1.064	1.015	1.028	1.102	1.028	1.037	1.363	1.332
NO Novi Pazar	M	4.33	4.22	3.22	3.33	3.78	3.44	3.22	3.78	3.22	3.89
	N	18	18	18	18	18	18	18	18	18	18
	SD	.840	.943	1.263	1.188	.943	1.097	1.263	.943	1.263	.900
In total	M	4.09	4.10	3.94	4.02	3.97	3.92	3.94	3.92	3.81	4.08
	N	534	534	534	534	534	534	534	534	534	534
	SD	1.081	1.056	1.084	1.100	.982	1.005	1.040	1.062	1.237	1.029

From the results shown in Tables 3.1 and 3.2, it is possible to notice that all features exceed the limit of the arithmetic mean M=3 of respondents from all teacher education faculties except in Leposavić, where several items are below 3.00. In total, the sum of the arithmetic mean of all items and their M-values indicate that students show strong attitudes towards the characteristics of the concept of quality school.

Respondents from Belgrade and Jagodina express strong views where the arithmetic mean is 4.068 in Belgrade, and somewhat less in Jagodina, 4.002 is the most common. It follows from this that the proposed concept of a quality school, which was evaluated and supported by student teachers from the mentioned faculties, is acceptable and supported. Student teachers from other faculties also have positive attitudes where the arithmetic mean value is very close to 4.00 (Užice 3.998, Vranje 3.834, NO Vršac 3.776, NO Novi Pazar 3.775, Sombor 3.612, and Leposavić 3.03). Students teachers, i.e. students of all teacher education faculties expressed very positive attitudes where the arithmetic mean value is around 4.00, except for students from Leposavić whose attitudes have the value of 3.030.

Statistically significant differences were found in the attitudes of student teachers from different places of study according to the stated characteristics of a quality school.

Conclusion

Students who study in Belgrade have the highest marks for all the offered characteristics of a quality school, and thus the most positive attitude towards all the features of the concept of a better and more successful school. In almost all characteristics, the average grade of students from Belgrade is over 4 (*Interactive independent work of students.* M=4.76). The lowest grades were given by students from Leposavić (*The school is an institution of cooperation and trust.* M=2.73).

Based on the findings, it is possible to conclude that the social environment has a certain influence on the attitudes of the respondents towards the characteristics of a quality school. It is logical to assume that the information of future teachers about the quality of school work and the necessary changes also affects their perception of the concept of a quality school.

Therefore, students of teacher education faculties in the total research with their positive attitudes strongly support the concept of a quality school that would lead students to success according to their abilities through effective pedagogical work. The assessment of the offered features of an efficient school of the future generally decreases with the age of the students, the higher the year of study, the lower the mean value. Statistically significant differences were found in the attitudes and opinions of student teachers from different places of study according to the characteristics of the school of the future. In general, students who study in Belgrade have the highest grades about the school of the future,

and thus the most positive attitude towards all features of the concept of a quality school, while the lowest grades were given by respondents from Leposavić. Respondents in total express positive attitudes towards the characteristics of the concept of a quality school. The M-values of the respondents' attitudes are high, and at some faculties (Belgrade, Jagodina) they exceed M=4.00 and approach the optimal limit value (5.00). It was found that there are statistically significant differences according to the place of study. Respondents studying in larger urban areas have more positive attitudes towards the concept of a quality school. Also, it was found that there is a connection between the year of study and the strength of students' attitudes: students of lower years of study have more positive attitudes towards the characteristics of the concept of a quality school.

Based on the obtained results, it was determined that there are statistically significant differences in the attitudes and opinions of respondents towards the concept of quality school in relation to the year and place of study. The higher the year of study, the less agreement with the concept. The place of study has an impact on the strength of attitudes and opinions of respondents on the concept of quality school. These differences do not call into question the manifestation of their positive attitudes towards the concept of a quality school, because it is only about their intensity. However, the question arises as to whether students adapt to a traditional school with years of study or there are some other factors that should be explored. In any case, it is unlikely that over the years of study, their critical attitude only towards the characteristics of the concept of a quality school grows, because it is more realistic to expect such an attitude to manifest itself towards a traditional school.

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Ставови студената учитељских факултета у Србији о концепту квалитетне школе

Резиме

Да би се одговорило на питање како образовање учинити квалитетнијим у друштву дигиталне ере, значајно је сагледати и ставове и мишљење студената, будућих учитеља, према обележјима квалитетне школе. У ту сврху спроведено је истраживање чији је циљ био да се утврде ставови студената учитељских факултета о концепту квалитетне школе, као и о еманципаторској улози ученика и наставника неопходних за рад у квалитетној школи. Истраживање је спроведено на узорку од 1044 студента учитељских факултета у Србији. У истраживању је примењена Ликертова скала, а приказани су резултати истраживања о концепту квалитетне школе која би сваког ученика водила до успеха. Утврђено је да је еманципаторску улогу ученика најбоље сагледати кроз то колико су они постали актери сопственог вредновања својих постигнућа, односно, колико се они у току студија припремају да прихвате обележја ефикасније концепције школе у којој ће сваки ученик у њој бити успешан. Резултати пружају доста поузданy основу у моделовању квалитетне школе и делотворне наставе која би ученике подстицала и водила до успеха према њиховим индивидуалним могућностима.

Кључне речи: мишљење студената; концепција; школе; еманципаторска улога ученика.