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RESEARCH ARTICLE

The Reflective Teacher and the Social Competences of Students in North Macedonia

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ARTICLE INFO	ABSTRACT
	The reflective teacher is the paradigm that can create assumptions for the successful and complete development of students' social competencies. Through the teacher's actions as a reflective practitioner, good practices will be established for nurturing social uniqueness, social integrity and the quality of social life in developing societies and systems. The social competencies of students and of every person in general are a driving force for the development and success of each individual. With this paper, we try to fill a gap in the theory and practice that concerns the influence of teachers on the development of students' social competencies. Therefore, in the theoretical part of the paper, we are focused on synthesizing and criticizing the knowledge about teacher reflexivity as a paradigm of contemporary teaching and learning. We are particularly interested in theoretical assumptions about students' social competencies. The empirical part of this paper is aimed at testing the general hypothesis of the research: "Reflective teachers respect "situated" learning and teaching in the development of students' social competences more than less reflective teachers". A total of 403 primary and secondary school teachers as a sample in the research were divided into two strata "more" and "less" reflective teachers, according to previously determined criteria. They expressed their opinions and attitudes in a previously developed questionnaire. We believe that for the successful achievement of the mission of our and other developing educational systems, it is important to examine the role of the reflective teacher on the development of students' social competences in order to provoke teachers' reflexivity and initiate appropriate and desired affective development of students. The paper highlights the need to encourage teachers' reflexivity in applying situational approaches to the development of students' social competencies.

INTRODUTION

Students' social competences are a rarely researched phenomenon, especially in the educational systems of countries that aim to follow the so-called "advanced" systems that promote and nurture the dominance of cognitive goals, the development of competencies and work-based learning. Solutions are often uncritically taken without their appropriate adaptation in the specific country. In the paper we discover and highlight an attempt to return the focus to the affective maturity of students through the reflective teaching of the teacher. The power of the reflective teacher is presented through situational teaching as a contemporary, contextual, authentic and original approach for the development of students' social competences.

Considering that the tendencies of curricula are increasingly focused on competencies, on respecting and developing student potentials with a focus on their orientation and guidance towards an appropriate job, in this paper we have undertaken research on the challenge called the social

competences of students. It is particularly important that in the paper we rely on the reflexivity of teachers as a potentially important factor for the promotion, support and development of students' social competences.

In the theoretical part of the paper, we elaborate and critically analyze contemporary approaches and solutions related to students' social competences. We also appropriately theoretically treat the teacher's reflexivity.

The empirical part of the paper is focused on examining the opinions and attitudes of the so-called "reflective" and "less reflective teachers" in relation to the development of students' social competences based on the specific needs of students in primary and secondary schools caused by educational situations and the adaptation of reflective teachers to the social needs of students in primary and secondary schools caused by newly emerging educational situations.

II. LITERATURE REVIEW

In this section, we will critically review contemporary understandings of the concepts of reflective practice and reflective teacher in relation to teaching and learning, and we will also focus on the theoretical analysis of students' social competences.

2.1. Teacher reflexivity as a paradigm of teaching and learning

In their book Reflective Practice for Teaching in Lifelong Learning[1], authors Rushton I. and Suter M. devote most of their work to reflective practice. Referring to the term reflectere to bend back used by Hanks (1979: 1227) with the meaning 'to think, meditate or ponder', the authors say that "...reflective practice deals with the teacher reflecting, meditating or studying during the day, about the last session, about the needs of the student during the break, the fruitful discussion that arose around a newspaper article or the pile waiting to be graded, etc. In other words, reflective practice deals with the everyday practice, the challenges and victories of the teachers' working day while the context..."[2] is different.

Ghaye T. describes six ideas for reflective teaching practice:

"Reflective practices help us to understand the connections between what we do (what we call our practice) and how we can improve our effectiveness (by developing our practice).

Reflective practices also help us to understand the connections between feeling, thinking and doing. How we feel affects how we think. This affects what we actually do.

Reflection is often described as "structured" or organized thinking. So you would think about it. Perhaps about your feelings, because your work is influenced by emotions.

You can understand your practice by looking back – but work needs to be lived forward. Looking back on your experiences and learning from them is important – but reflecting on the past can be limited by what we can remember and what happened.

It is important to use the power and potential of reflection to help you identify, develop and enhance what you can do, not just what you cannot. It is important to look at your strengths. It is not always necessary to first analyze the problematic aspects of a particular situation or experience.

Reflection can be triggered by many things. One thing is the question. It is important to know the difference between a "deficit-based question" and a "strengths-based question". The latter can be called a "positive question".[3]

For Iliev D. "One of the ways of direct monitoring, checking, evaluating and criticizing the curriculum is the reflective action of the teacher."[4] According to Elliot J. "from the perspective of reflective pedagogy, the curriculum is always in the process of emergence. It develops in and through the

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[1] Rushton I. and Suter M. (2012). *Reflective Practice for Teaching in Lifelong Learning*, Open University Press, p. 1
[2] Ibid

[3] Ghaye T. (2011). *Teaching and Learning through Reflective Practice*, *A practical guide for positive action, Second edition*, Routledge. p. 1,2
[4]Илиев Д. (2021). *Дидактика за родители*, Кочани: Европа 92, стр. 225

pedagogical process."... "The separation of research from teaching implies a division between teaching and curriculum development." [5]

Christopher Jones further continues and says that: "...reflection can be seen as a mirror to see images or impressions of oneself in the context of the specific situation in a thoughtful and realistic way." [6] "Actually, the reflexivity of the teacher must be upgraded with the new experience in which the beginning and ending of the teaching process will be pupils` action researches". [7]

Gai's thinking is interesting about the kind of help that reflective practice can give us:

"Affective learning- which helps us learn through feelings and emotions;

Cognitive learning- which helps us think differently, perhaps more creatively;

Positive action learning- which helps us turn what we think and feel into action, which is ethical, moral and empowering;

Social learning- which helps us learn from and with others." [8]

2.2. Social Competences of Students

Social competences or so-called social intelligence is a discipline that in modern science is studied from the perspective of a large number of newly created scientific disciplines. In her book Video games and social competence, the author Kowert Rachel specifically describes social competences through several approaches:

"sociometric (status among equals),

quality and quantity of relationships,

functionality of results and

social abilities as an approach." [9]

Covert describes social skills in the words of (Rubin, Bukowski, & Parker, 2007) as "...the specific abilities that motivate and contribute to effective communication, such as perspective-taking, communication, empathy, regulation of affective behavior, and problem-solving." [10]

In her book Social Competence in Children, author Margaret Semrud-Clikeman points out that: "Social competence is the ability to understand the perspective of another in relation to a particular situation and to learn from past experience and apply it in a constantly changing social life. The ability to respond flexibly and appropriately defines a person's ability to cope with the social changes that are before each of us. Social competence is the foundation on which expectations for future interactions with others are built and on which children build perceptions of their own behavior. Social experiences are intimately related to emotional competence. It is rare for social competence to be presented without a corresponding emotional function that is also presented." [11]

Hutchby I. and Moran-Ellis J. pay special attention to children's social competences. According to them, "...children are not as innocent or incompetent as ideologies of childhood usually portray, but they are active agents who possess and can bring complex social competences to bear on their side. On the other hand, the dynamics of social enabling and limiting: children's competences are placed

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[5] In: Илиев Д. (2006). *Акциони истражувања во образованието*, Битола: Педагошки факултет-Битола, стр. 253

[6] Johns C., (2013). *Becoming a Reflective Practitioner*, Fourth Edition. John Wiley & Sons, стр. 1

[7] Iliev D., Cvetkova Dimov B., Atanasoska T. (2014). The Quality of Pupil Action Researches in the Light of Research Paradigm, *Procedia - Social and Behavioral Sciences*, *Volume 116*, *21* February 2014, Pages 3902-3904 and at the same time indexed on the *ScienceDirect*, *Scopus* and *Thomson Reuters Conference Proceedings Citation Index*, Italy, https://doi.org/10.1016/j.sbspro.2014.01.863

[8] Ghaye T. (2011). *Teaching and Learning through Reflective Practice*, A practical guide for positive action,*Second edition*, Routledge, p. 3

[9] Повеќе во: Kowert, R. (2015). *Video games and social competence*, Taylor & Francis, p. 18-26

[10] Kowert, R. (2015). *Video games and social competence*, Taylor & Francis, p. 21

[11] Semrud-Clikeman M. (2007). *Social Competence in Children*, Springer Science_Business Media, p. 2,3

in a specific social context in which there may be differently structured and variably motivated efforts that limit, and at the same time encourage, the competences that children are allowed to manifest."[12]

It is useful for this article to emphasize the elements of social competences that, after extensive analysis, Semrud-Clikeman M. lists and explains: "...social perceptual abilities (interpretation of facial expressions, gestures, and voice prosody) are related to problems in social reciprocity", "the ability to accurately send and receive emotional messages", "the ability to accurately understand and recognize facial expressions", "the ability to learn, to see things from another perspective, to manage one's behavior, and the ability to work in cooperation with others", "problem orientation and skills for solving them", "creating a point of view" and for this the necessary understanding of "the desires and beliefs of the other", but also "the establishment of understandable social transactions as well as the establishment of the identity of the individual through successfully negotiated social exchanges."[13]

Iii. Purpose of the Research

The aim of this research was to identify the respect for some aspects of situational teaching for the development of social competences among students by teachers in primary and secondary schools.

The general hypothesis of the research is: "Reflective teachers respect "situated" learning and teaching in the development of students' social competences more than less reflective teachers". We have collected data for testing the general hypotheses by checking the two sub-hypotheses. "Reflective teachers more often deviate from planned activities when implementing teaching to develop students' social competencies based on the specific needs of students caused by educational situations" and "Reflective teachers often adapt to the social needs of students caused by newly emerging educational situations in learning and teaching".

3.1. Research questions

Are there similarities and differences in teachers' opinions about their influence on the development of students' social competences based on the specific needs of students in primary and secondary schools caused by educational situations?

Are there similarities and differences in teachers' opinions about their adaptation in teaching to students' social needs caused by newly emerging educational situations?

IV. METHODOLOGY

4.1. Sample

The research sample consists of a total of 403 teachers, of which 247 are primary school teachers and 156 are secondary school teachers. According to the structure of the education system in North Macedonia, these are primary school teachers (classroom teachers and subject teachers) who work with students aged 6 to 14, while secondary school teachers work with students aged 14 to 18. The selection of teachers was made by random sampling, from 12 primary and 8 secondary schools that were previously selected according to the so-called convenience sample.

Table 1 Structure of the research sample

	More reflective	Less reflective	Total number
Primary school teachers	103	144	247
Secondary school teachers	53	103	156
Total number of teachers	156	247	403

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[12] I.and H. & Moran-Ellis J. (2005). *Children and Social Competence: Arenas of Action* (Ed.), The Falmer Press, Taylor & Francis Inc, стр. 8

[13] Повеќе во: Semrud-Clikeman M. (2007). *Social Competence in Children*, Springer Science_Business Media, p. 6-8

A procedure was conducted with the selected teachers to identify their reflexivity, after which they were divided into two strata: more reflective teachers and less reflective teachers. Since this article is part of a larger research, we would like to briefly elaborate on the process of determining a teacher's affiliation with the so-called group of "reflective teachers" and group of "less reflective teachers".

We created an instrument in which we asked questions with which the teacher assesses himself/herself whether he/she is reflective, the teacher assesses which of the other colleagues is reflective and the teacher gives a qualitative description of his own characteristics that make him a reflective teacher. The purpose of this questionnaire was to examine the teacher's personal perception of his own reflexivity, the teacher's perception of the reflexivity of his colleagues and to discover the characteristics that make a teacher reflective. It helped us to make two strata of respondents: more reflective teachers and less reflective teachers.

With the wording more reflective teachers and less reflective teachers, we wanted to indicate the need to respect the teacher's autonomy in making decisions, respect the teacher's need and desire to be or not be reflective, and perhaps cause the need for the teacher to think about promotion of its reflexivity.

At the same time, the more reflective teacher stratum included those teachers who declared themselves to be reflective, those teachers who were simultaneously assessed by other colleagues to be reflective and those teachers who were assessed to be reflective by the majority of students in their class. The results of this process were creation of two stratums of samples. The reflexive teachers as stratum is elaborated through the statements: "I plan reflexively; I respect every student; I always cooperate with my colleagues; I share experiences with colleagues; work closely with parents; I am involved in school activities; I am involved in local community activities; I attend courses and seminars; I make teaching aids; I use contemporary literature to prepare the lecture; the students realize the teaching themselves; I share materials with colleagues; I conduct internal trainings for colleagues; I study constantly; I plan according to the program; I cooperate with colleagues; I go to seminars; I use other learning sources; I am constantly improving myself; the students help me in the implementation of the lesson; participate in the planning of the school plan for professional development; I plan my own professional development plan; I learn from the students; I learn from my parents; I learn from colleagues; I work on school projects; apply in projects of an international character; I collaborate with colleagues from other schools; I officially contact colleagues from other municipalities; I work in expert committees; I respect the characteristics of students; I take care of consistent implementation of the curriculum; I apply modern teaching aids and aids; I use teaching methods in a modern way; I use the forms of teaching work in a modern way; I pay attention to the creations of the students; the personal characteristics of the students are my priority in my work; I help in the professional development of colleagues; I cooperate with the professional services in the school; I respect my fellow students; I give professional advice from colleagues; I receive professional advice from colleagues; I write professional papers; I respect the work of everyone in the team."[14]

4.2. Research Instruments

The research is quantitative, comparative and transferable. It is based on the survey procedure using a questionnaire. The questions are aimed at examining the quantitative forms of practicing reflective behavior of the teacher in the development of students' social competences in terms of similarities and differences in teachers' opinions about their influence on the development of students' social competences based on the specific needs of students in primary and secondary schools caused by educational situations and adaptation in teaching to students' social needs caused by newly emerging educational situations.

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[14] Note: The explanation of the selection of strata of teachers in terms of their reflexivity is taken from the paper: Farizi F. & Iliev D. (2023). *Contextual reflectiveness of the teacher in the implementation of teaching for the development of students' social competencies*, UCD: 37.011.3-052.015.31 Original scientific paper, https://eprints.unite.edu.mk/1418/1/Education%202023_final-74-80.pdf

4.3. Data Collection Procedure

The data collection procedure took place after the previously performed selection of the research sample. After a procedure for selecting schools for our research was carried out, after previously obtaining consent from the principal of each school, using the so-called random selection by lottery model, we selected the teachers.

Data on the opinions and attitudes of the teachers were collected using Google Forms. All teachers were previously informed about the research procedure, the purpose of the research and the significance of their answers for the quality of the results. The respondents were emphasized the anonymity of the answers and the respect for the ethical dimension of the research in relation to the obtained results and their interpretation. Because of that, participants' identities were kept confidential, and personal information was coded to ensure privacy. The questionnaire was conducted in Macedonian and Albanian, since in some of the schools the Albanian language is also spoken and used. Two weeks after sharing the link to the questionnaire, the respondents had the opportunity to respond to it.

4.4. Data Analysis

The survey data were processed using the following procedures: tabulation, average values, frequency, arithmetic mean and standard deviation. The analysis of the results is done by strata and comparison of the values of the arithmetic means and standard deviations of the responses of the respondents from each stratum. The interpretation of the results provides an explanation of the opinions, establishes similarities and differences and perceives perspectives in the development of the social competences of the students.

V. RESULTS

By testing the two sub-hypotheses, we examined the general hypothesis of the research. The processing of the results and the interpretation of those results are done below in the text, by comparing the opinions of the "more reflective" and "less reflective" teachers, especially for primary and secondary schools.

5.2.1. Development of students' social competences based on the specific needs of students in primary schools caused by educational situations

Teachers responded by choosing one of the options Never, Very Rarely, Sometimes, Often and Always for each statement through a Likert-type question. Table 2 presents the processing of data on the opinions of more reflective and less reflective teachers in primary schools regarding the changes in teaching that different situations make on students. This was done by calculating the weighted value of the arithmetic mean of the teachers' responses for each of the statements.

Table 2 Opinion of teachers in primary schools on the impact of changes that different situations make on students during the implementation of teaching

	More reflective teachers in primary school 103		Less reflective teachers in primary school 144	
	χ	σ	χ	Σ
I respect what has been planned.	4.515	0.500	4.354	0.931
I respect what has been planned, but I also take into account the needs of the students.	4.388	0.657	2.688	0.740
I respect what has been planned, but I also take into account the specific social needs of the students that arise under the influence of the new situation in the classroom.	4.592	0.630	2.472	0.942
What I have planned is only a rough outline, and the activities are based on the specific social needs of the students	3.835	0.464	1.840	1.159

that arise under the influence of the new situation in the classroom.				

The results of the responses of more reflective teachers in primary schools, presented in the table above, show that:

The value of the arithmetic mean (4.592) of the responses of more reflective teachers in primary schools shows that the majority of teachers respect the planned, but also take into account the specific social needs of students that arise under the influence of the newly created situation in the classroom. In other words, the majority of teachers always do this.

The average smallest number of more reflective teachers in primary schools, as seen from the value of the arithmetic mean 3.835, often have the planned only as a sketch-orientation, and the activities are based on the specific social needs of students that arise under the influence of the newly created situation in the classroom.

The highest value of the standard deviation 0.657 is found in the responses of more reflective teachers in primary school for the statement I respect the planned, but I also take into account the needs of the students. with, conditionally speaking, the largest differences between teachers.

The range of the values of the standard deviation of the responses of more reflective teachers in primary school (from 0.464 to 0.657) shows that in relation to all statements, teachers have equal or similar differences in perception.

The results of the responses of less reflective primary school teachers, presented in the table above, show that:

The value of the arithmetic mean (4.354) of the responses of less reflective primary school teachers shows that the majority of teachers respect the planned, but also take into account the specific social needs of students that arise under the influence of the newly created situation in the classroom. In other words, the majority of teachers do this often.

The average smallest number of less reflective primary school teachers, as seen from the value of the arithmetic mean 1.840, often have the planned only as a guideline, and the activities are based on the specific social needs of students that arise under the influence of the newly created situation in the classroom.

The highest value of the standard deviation 1.159 is in the responses of less reflective teachers in primary school for the statement My plan is only a rough outline, and the activities are based on the specific social needs of students that arise under the influence of the newly created situation in the classroom. with, conditionally speaking, the largest differences between teachers.

The range of the values of the standard deviation of the responses of less reflective teachers in primary school (from 0.740 to 1.159) shows that in relation to all statements, teachers have equal or similar differences in perception.

5.2.2. Development of students' social competences based on the specific needs of students in primary schools caused by educational situations

Table 3 presents the processing of data on the opinions of more reflective and less reflective secondary school teachers regarding the changes in teaching that different situations make on students. The processing was done in the same way as for the previous question.

Table 3 Opinion of secondary school teachers on the impact of changes that different situations make on students during teaching

	More reflective teachers in secondary school 53		Less reflective teachers in secondary school 103	
	χ	σ	χ	σ
I respect what has been planned.	4.925	0.328	4.796	0.509

I respect what has been planned, but I also take into account the needs of the students.	4.245	0.580	2.757	0.940
I respect what has been planned, but I also take into account the specific social needs of the students that arise under the influence of the new situation in the classroom.	4.000	0.434	2.058	0.954
What I have planned is only a rough outline, and the activities are based on the specific social needs of the students that arise under the influence of the new situation in the classroom.	4.434	0.765	2.272	1.367

The results of the responses of more reflective teachers in secondary schools, presented in the table above, show that:

The value of the arithmetic mean (4.592) of the responses of more reflective teachers in primary schools shows that the majority of teachers respect the planned, but also take into account the specific social needs of students that arise under the influence of the newly created situation in the classroom. In other words, the majority of teachers always do this.

The average smallest number of more reflective teachers in primary schools, as seen from the value of the arithmetic mean 3.835, often have the planned only as a sketch-orientation, and the activities are based on the specific social needs of students that arise under the influence of the newly created situation in the classroom.

The highest value of the standard deviation 0.657 is found in the responses of more reflective teachers in primary school for the statement I respect the planned, but I also take into account the needs of the students. with, conditionally speaking, the largest differences between teachers.

The range of the values of the standard deviation of the responses of more reflective teachers in primary school (from 0.464 to 0.657) shows that in relation to all statements, teachers have equal or similar differences in perception.

The results of the responses of less reflective primary school teachers, presented in the table above, show that:

The value of the arithmetic mean (4.840) of the responses of less reflective primary school teachers shows that the majority of teachers respect what was previously planned.In other words, the majority of teachers always do so. The value of the standard deviation of this statement, 0.460, shows that teachers are certainly unique in their responses.

On average, the smallest number of less reflective teachers in primary schools, as seen from the arithmetic mean value of 2.718, sometimes respect the planned, but also take into account the specific social needs of students that arise under the influence of the newly created situation in the classroom.

The largest value of the standard deviation 1.575 is in the responses of less reflective teachers in primary schools to the statement My plan is only a rough outline, and the activities are based on the specific social needs of students that arise under the influence of the newly created situation in the classroom. with, conditionally speaking, the largest differences between teachers.

The range of the values of the standard deviation of the responses of less reflective teachers in primary schools (from 0.460 to 1.575) shows that in relation to the stated statements, teachers have large differences in their responses.

5.2.3. Adaptation of reflective teachers to the social needs of students in primary schools caused by newly emerging educational situations

Through the teachers' responses, we examined the second separate hypothesis "Reflective teachers often adapt to the social needs of students caused by newly emerging educational situations in learning and teaching." The processing principle is the same as in the previous questions. Teachers chose one of the offered options Never, Very rarely, Sometimes, Often and Always for each statement regarding the situations that arise during learning and teaching focused on the development of students' social competencies. Table 4 presents the processing of the opinions of more reflective teachers and less reflective teachers from primary schools on respecting newly emerging educational situations in learning and teaching during the implementation of teaching.

Table 4 Opinion of teachers in primary schools on respecting the social needs of students caused by the newly emerging educational situations

	More reflective teachers in primary school 103		Less reflective teachers in primary school 144	
	χ	σ	χ	σ
I respect what has been planned.	3.408	0.614	4.792	0.538
I respect what has been planned, but I also take into account the needs of the students.	3.913	0.625	3.083	0.854
I respect what has been planned, but I also take into account the specific social needs of the students that arise under the influence of the new situation in the classroom.	4.097	0.583	3.208	0.686
What I have planned is only a rough outline, and the activities are based on the specific social needs of the students that arise under the influence of the new situation in the classroom.	3.757	0.689	2.264	1.323

The results of the responses of more reflective teachers in primary schools, presented in the table above, show that:

The value of the arithmetic mean (4.097) of the responses of more reflective teachers in primary schools shows that the majority of teachers respect the planned, but also take into account the specific social needs of students that arise under the influence of the newly created situation in the classroom. In other words, the majority of teachers do this often.

On average, the smallest number of more reflective teachers in primary schools, as seen from the value of the arithmetic mean 3.408, sometimes respect the five-step plan in terms of the social needs of students.

The highest value of the standard deviation 0.689 is in the responses of more reflective teachers in primary schools for the statement What I have planned is only a sketch-orientation, and the activities are based on the specific social needs of students that arise under the influence of the newly created situation in the classroom.

The range of the standard deviation values of the responses of more reflective primary school teachers (from 0.583 to 0.689) shows that with respect to each of the statements, teachers have equal or similar differences in perception.

The results of the responses of less reflective primary school teachers, presented in the table above, show that:

The arithmetic mean value (4.792) of the responses of less reflective primary school teachers shows that the majority of teachers respect the previously planned. In other words, the majority of teachers always do so.

The average smallest number of less reflective primary school teachers, as seen from the arithmetic mean value of 2.264, often have the planned only as a sketch-orientation, and the activities are based on the specific social needs of the students that arise under the influence of the newly created situation in the classroom. In other words, the majority of teachers rarely do so.

The highest value of the standard deviation 1.323 is in the responses of less reflective teachers in primary school for the statement My plan is just a sketch-orientation, and the activities are based on the specific social needs of the students that arise under the influence of the newly created situation in the classroom. with conditionally speaking the largest differences between the teachers.

In relation to the first three offered options, according to the range of the values of the standard deviation of the responses of less reflective teachers in primary school (from 0.538 to 0.854) the teachers show similar differences in the responses, while they differ the most in the responses regarding the statement My plan is just a sketch-orientation, and the activities are based on the specific social needs of the students that arise under the influence of the newly created situation in the classroom. with conditionally speaking the largest differences between the teachers.

5.2.4. Adaptation of reflective teachers to the social needs of students in secondary schools caused by newly emerging educational situations

Table 5 presents the summary processing of data on the opinions of secondary school teachers regarding respect for newly emerging educational situations in learning and teaching during the implementation of teaching.

Table 5 presents the summary processing of data on the opinions of secondary school teachers regarding respect for newly emerging educational situations in learning and teaching during the implementation of teaching.

	More reflective teachers in secondary school 53		Less reflective teachers in secondary school 103	
	χ	σ	χ	Σ
I respect what has been planned.	4.811	0.391	4.971	0.168
I respect what has been planned, but I also take into account the needs of the students.	4.981	0.136	1.922	0.360
I respect what has been planned, but I also take into account the specific social needs of the students that arise under the influence of the new situation in the classroom.	2.377	1.169	1.913	0.904
What I have planned is only a rough outline, and the activities are based on the specific social needs of the students that arise under the influence of the new situation in the classroom.	1.358	0.826	1.903	0.407

The results of the responses of more reflective teachers in secondary schools, presented in the table above, show that:

The value of the arithmetic mean (4.981) of the responses of more reflective teachers in secondary schools shows that the majority of teachers respect what was planned, but also take into account the specific social needs of students that arise under the influence of the newly created situation in the classroom. In other words, the majority of teachers always do this. With very similar values of the arithmetic mean 4.811 is the statement I respect what was previously planned, which also points to the practice of this option by teachers.

The average number of more reflective teachers in high school, as seen from the value of the arithmetic mean 1.358, My plan is only a guideline, and the activities are based on the specific social needs of students that arise under the influence of the newly created situation in the classroom, which would mean that the majority of teachers never go beyond the last option.

The highest value of the standard deviation 1.169 is in the responses of more reflective teachers in high school for the statement My plan is only a guideline, and the activities are based on the specific social needs of students that arise under the influence of the newly created situation in the classroom.

The values of the standard deviation show that most teachers are unique in that they respect the plan, but also take into account the needs of students (0.136). The range of standard deviation values of the responses of more reflective secondary school teachers (from 0.391 to 1.169) shows that with respect to each of the statements, teachers have large differences in perception.

The results of the responses of less reflective teachers in secondary schools, presented in the table above, show that:

The value of the arithmetic mean (4.971) of the responses of less reflective teachers in secondary schools shows that the majority of teachers respect what was previously planned. This would mean that the majority of teachers always do so.

The values of the arithmetic mean of the responses of less reflective teachers in secondary schools 1.922/ 1.913 and 1.903 show that the majority of these teachers have a similar attitude towards each of the stated statements, an attitude which means that they very rarely take into account situational changes in the implementation of teaching in the implementation of social values among students.

The lowest value of the standard deviation 1.168 is in the responses of less reflective teachers in secondary schools for the statement I respect what was previously planned, in which teachers are unique in their responses.

According to the values of the standard deviation, less reflective teachers in high school differ most in the statement I respect what is planned, but I also take into account certain changes that have occurred under the influence of the newly created situation in the classroom (0.904).

VI. DISCUSSIONS

From the above in relation to the first sub-hypotheses, it can be seen that there are several differences between more reflective teachers and less reflective teachers in primary schools in terms of the influence of educational situations on the teaching behavior of the students. One of the differences is that more reflective teachers take into account all the offered variants of situational teaching more than less reflective teachers in primary schools. At the same time, for each of the listed situational teaching options, more reflective teachers are more individual in their responses than less reflective teachers.

From the above, it can be concluded that there are several differences between more reflective teachers and less reflective teachers in primary schools in terms of the impact of educational situations on the teaching behavior of students. One of the differences is that more reflective teachers take into account all the offered variants of situational teaching more than less reflective teachers in primary schools. At the same time, for each of the listed situational teaching options, more reflective teachers are more individual in their responses than less reflective teachers.

From the analysis and interpretation of the teachers' responses, it can be concluded that more reflective teachers, in greater numbers and to a greater extent, take into account educational situations during teaching, which is in line with confirming and accepting the sub-hypotheses Reflective teachers more often deviate from planned activities when implementing teaching for the development of students' social competences based on the specific needs of students caused by educational situations.

As for the testing of the second sub-hypotheses, it can be seen that there are several differences between more reflective teachers and less reflective teachers from primary schools in terms of the influence of educational situations on the teacher's behavior towards the social needs of the student during the implementation of the lesson. One of the differences is that more reflective teachers take into account all the offered variants of situational teaching more when respecting the social needs of the students, unlike less reflective teachers in primary schools. At the same time, for each of the listed situational teaching options, more reflective teachers are more individual in their responses than less reflective teachers. Unlike more reflective teachers from primary schools, less reflective teachers are dominated by work in relation to the social needs of the students based on previously planned activities.

From the above, it can be seen that there are both similarities and differences between more reflective teachers and less reflective teachers in secondary schools in terms of the influence of

educational situations on the teacher's behavior towards the social needs of the student during the implementation of the lesson. There is a similarity between them in respecting the previously planned, with a great unity of the responses of the teachers in both. However, there is a significant difference in taking into account the needs of the students, which is highlighted by the more reflective teachers in secondary schools.

From what has been stated regarding this sub-hypotheses, it can be concluded that more reflective teachers from both primary and secondary schools, in addition to respecting previously planned activities, also take into account other options for respecting situations that have influenced the teaching and learning process, and are reflected in the development of the social needs of students.

Therefore, we can freely conclude that the sub-hypotheses that Reflective teachers often adapt to the social needs of students caused by newly emerging educational situations in learning and teaching is accepted.

Based on the findings obtained regarding the two sub-hypotheses, we conclude that the general hypothesis "Reflective teachers practice more situational teaching in developing students' social competencies, unlike less reflective teachers" is confirmed.

Authors' Contributions

F.F. and D.I. developed the research idea, prepared the methodological framework of the empirical research. F.F. coordinated the course of the research and did the theoretical research. D.I. developed the theses for the theoretical part of the research and studied the literature on the same. Q. O. supervised and regulated the data collection process in the research and took care of the ethical dimensions of the research. L.M. participated in the design of the questionnaire and data processing. Everyone checked and approved the paper.

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