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The Concept of Inter-Institutional Support of Tutoring in Primary Education

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Abstract: In order to improve the quality of education for pupils from the Roma population, the paper "The concept of inter-institutional support of tutoring in primary education" focuses on ways to improve cooperation of inter-institutional support in this area. Specifically, it addresses how to improve educational achievement in the classroom and the role of the tutor as a necessary condition for the successful realization of this concept, as well as the tutor's indispensable place in schools and his significance to the primary education. The main goal of this research is to ascertain the concept of tutoring with inter-institutional support of Roma pupils in elementary school. Both qualitative and quantitative elemental analyzes are present in the study, and the following research methods are applied: surveying and interviewing, followed by both qualitative and quantitative analysis of the collected research data. This study has established the concept of cooperation of primary schools with the relevant institutions, and as a result, models for its effective execution have been developed. Creating this kind of extra learning through tutoring is quite responsible and requires careful preparation, clear communication and requires the involvement of expert teams made up of practitioners and specialists. The manner in which work materials are provided, consultation over the implementation of tutoring, sharing of student data, and the necessity of class organization all showed notable differences. It is imperative to make investments in teaching and innovation, but more than anything, this issue needs to be institutionally supported so that people will trust in the progress made.

Keywords: Tutoring, Inter-institutional support, Pupils from the Roma population, Inclusive education.

Introduction

Tutoring in the Republic of Macedonia is considered a young profession, and it is one of the necessary prime mover branches in the educational process, especially in primary education, which produces the acquisition and addition of knowledge and acts as an intermediary between the school and the family. Of great importance and benefit is the use of the possibility of cooperation between tutors and students from the Roma population who have certain difficulties in learning.

The motivation for writing this paper is to show the need and importance of the profile of the tutor and the concept of the tutoring work, because there is no doubt that the term tutor is very rarely found in our primary schools. Hence the need to analyze the concept of inter-institutional support and to describe the current situation of tutors in the primary education of students from the Roma population. The resources for the research problem are insufficient, there are several researches and publications, but they are only partially focused on this problem. Tutoring is still an unfamiliar concept to many, and this feature is so important to students.

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In the context of a more detailed elaboration of this scientific paper, it is necessary first to present the concept of tutoring by different authors. Behr (1990, p. 9) defines tutoring as "the supervision of students that is privately organized and funded by parents outside of regular school hours. According to Krüger (1991), tutoring should mean "classroom or community, but extracurricular, more or less regular and most often temporarily aimed at supplementing the deficiencies in the performance of classroom instruction. Kowalczyk and Ottich (2006) also defines tutoring as classes that take place after school hours, in addition to regular school hours, more or less regularly and often temporarily, and aim to ensure success after school hours and are used to teach thematic units. (Dohmen et al., 2007)

The Role of the Tutor in Primary Education

A tutor is a person who provides educational support to students who show weakness for a subject taught at school. Therefore, it is of great importance that the relevant institutions pay sufficient attention to these pedagogical staff, in order to develop the name and function of the tutor's profile, which will be significantly involved and integrated among the students from the Roma population in the school, in order to create conditions for the development of communication and cooperation between the teacher, the tutor and the student. Tutors are tasked with connecting students' prior knowledge, life experience, and their interests to desired goals and plan instruction according to students' developmental characteristics. They are persons who should plan and prepare teaching activities and learning materials for students adapted to their needs, help students to understand the contents more easily by consulting teaching strategies that are appropriate to the subject, and by using materials, resources and modern technologies to make the subject more accessible. Among these students from the first to the fourth grade, there are difficulties that are highly expressed, whereby a program is necessary that will be directed with expert support from experts - tutors, to improve the language barriers and weaknesses in recognizing the letters, which complicate the process of reading and writing.

According to the Education Strategy for 2018-2025, within the framework of primary education, priorities have been set for ensuring the quality and effectiveness of primary education in accordance with European best practices for increasing the efficiency of the learning process in primary schools through individualized attention to students, integration into society and the system of basic education for pupils from the Roma population, and general priorities have been set in the system of basic education to improve the educational achievements of students. According to another interpretation "...the general goal of this strategy is to achieve cooperation and coordination between all competent institutions and individuals involved in the educational system in the direction of providing equal conditions and opportunities for quality education to all children..." (Strategy for the Roma population in the Republic of Macedonia, 2014). Inter-institutional level of tutoring must be prioritized in schools where there is a need for it to be effective. The exchange and acquisition of good practices, through analysis and discussion, are an opportunity and relevance to the intended goals set in the Strategy, which is a product of the effective and collaborative work of society, teachers and tutors.

The Concept of Tutoring in Primary Education

The concept of inter-institutional tutoring is built on a relationship based on collegial work and trust that develops between teachers in the school. It is based on teamwork and a joint effort to improve and acquire new innovative teaching skills in order to improve the learning process among students from the Roma population. One of the tools that can encourage and contribute to the formation of a team spirit between the tutor and the teacher is the continuous improvement of the quality of the educational process and the implementation of a program of inter-institutional support is when the tutor knows the internal rules of work of the school in which he works, the specific school needs and procedures, the educational and moral values promoted by the school.

Successful education is a complex concept, which depends on many segments and needs the involvement of relevant institutions as a result of inter-institutional support. Education has many issues and challenges that need to be continuously explored and overcome through innovative pedagogical approaches, more appropriate resources, greater mobility, and developing ways of better preparing for improved knowledge and developing language skills.

These are difficulties that the most Roma students may face, but there are also much bigger obstacles that need to be overcome, which are more specific to their particular situation from a cultural and economic point of view, and should be properly identified and given additional support. In this way, through institutional support, by developing strategies, a care and support system for students from the Roma population is also being developed.

The Non-Governmental Sector - Actor of Inter-Institutional Support

Non-governmental organizations that deal with the issue of education of pupils from the Roma population and implementing tutoring are not wide enough. Those non-governmental organizations that are already facing this issue can be summarized as having a wide range in the seriousness of this problem. With the fact that tutoring is a taboo topic for teachers and students, and even more so for parents, there is increasing interest in the media and in general among the general public. Hence, tutoring should be used and considered as a true partnership with the participation of the school, teachers, tutors and non-governmental organizations as part of inter-institutional support. Cooperation between primary schools with non-governmental organizations, with learning support centers can take place through direct support of students, support of parents/guardians, support of educational staff and support of the wider social community.

Resource services offered by non-governmental organizations (Non-Governmental Organization: Roma Resource Center and Sun in the Republic of Macedonia) in primary schools are hiring tutors, educational and personal assistants, experts for work in inclusive teams, support of educational staff for the promotion of the skills and competencies for working with students from the Roma population, the possibility of preparing a modified curriculum, providing consultation services for all actors of inter-institutional support, etc. Schools supported by the non-government sector have the services and equipment to meet the needs of students with a high level of support, enabling them to focus on their individual needs.

Method

The main goal of this research is to determine the concept of inter-institutional support of tutor work in primary education. It is necessary to describe the inter-institutional support of tutoring work with students from the Roma population, the justification and importance of this function. The research is also aimed at examining the concept of functioning between the teachers, the school, the tutor and the non-governmental organizations, their attitude and the reciprocal tolerance and cooperation of the additional tutoring work as an extracurricular activity.

Consequently, a general hypothetical framework is derived from the goal, which reads:

X0 - The concept of inter-institutional support of tutoring work in primary education has a positive effect on enriching the approach to learning through various resources and models for individualized support of students.

According to the general hypothesis, three separate hypotheses are drawn.

X1 - There is a difference in the way of constructing the micro-method models for the extracurricular tutoring work according to the specific needs, interests and opportunities of the students from the Roma population by all concerned parties.

X2 - The models of educational support of the non-governmental sector result in the improvement and advancement of additional tutoring support among students from the Roma population.

X3 - There is a difference in the concept of cooperation that is realized between non-governmental organizations, primary schools and tutors.

This paper is characterized by qualitative and quantitative features. The following research techniques are used in the research: surveying and interviewing, while the obtained research data are processed with qualitative and quantitative analysis. In accordance with the set tasks, relevant scientific methods are used in research in order to obtain relevant scientific knowledge: analysis, synthesis, abstraction, generalization, induction and deduction. Research by its nature is descriptive, empirical, contemporary, qualitative, quantitative and individual. For those reasons, three target groups were included in the research, among which are 111 tutors, 131 classroom teachers and 2 non-governmental organizations. Instruments used in this research are a questionnaire for tutors, a questionnaire for class teachers and an interview protocol with representatives from non-governmental organizations.

Results and Discussion

In the following, the results of the research are shown, that is, the data was processed in a qualitative and quantitative way, and some of the questions are presented tabularly or graphically. From the survey questionnaire for tutors and the data obtained from the research, to the question "Do you have a specific model,

plan or specific measures for educational support of tutoring work with students from the Roma population?", a low number with only 22 (19.81%) of the tutors declared that they have a specific model, plan or specific measures for work, preparing them according to the educational models and plans from the Ministry of Education and Science, almost half of the respondents 52 (45.85 %) declared that they do not have a specific model, but they have a work plan that they prepared according to the diagnostic tests done at the beginning of the school year and according to the individual needs of the students. Contrary to this claim, one third of them 37 (33.33%) declared that they do not have any specific model, plan or specific measures for educational support of tutoring work with students from the Roma population and prepare them immediately before the start of additional tutoring hours in a contract with the teacher and the teaching content that was covered during the week. According to the interviews conducted, the non-governmental organizations say that they are mostly guided by the guidelines given by the tutor and the school, and they support them in a way by creating diagnostic tests to diagnose the previously acquired knowledge of the curriculum of students from the Roma population, at the beginning of the school year, in order to eliminate the known and focus on the unknown.

Through the summarized data from the interviews of the non-governmental organizations and their qualitative data processing, to question number 4 from the interview "Does your organization have a specific model, action plans and/or specific measures for educational support of students from the Roma population, and in what way do you prepare the models for work and do you cooperate with the tutor and the school (teachers / pedagogue / professional service) in creating them?", non-governmental organizations say that the tutoring program is a model developed by the Roma Resource Center and Sonce from Tetovo with the support of the Roma Educational fund from Budapest. This model has become applicable on a wider scale which shows that tutoring indeed as a model shows results for students who show poorer educational results.

They state that they do not have specific models for extracurricular plans and programs for tutoring support for educational support of students from the Roma population, and most of the time they are guided by the directions given by the tutor and the school, according to the tutor's general assessments, how fast the pace of development and mastering the teaching contents is taking place. But they have conceptualized more measures and plans, and they aim for the concept of tutoring through inter-institutional support to take place smoothly and successfully.

- With the tests to diagnose the currently acquired knowledge of students from the Roma population, made by professional experts who support non-governmental organizations, the tests are implemented at the beginning of the school year, with the aim of eliminating the known and focusing on the unknown to facilitate the process and work of the tutor. Towards the end of the tutoring period and the school year, the weaknesses shown in the first diagnostic test are tested again.
- Part of the participants of the non-governmental organizations shared information about the plan and taking measures that are primarily aimed at building the self-confidence and responsibility of the students from the Roma population that they should have towards the school and themselves.
- As part of these plans and measures, the emphasis is transferred through the organization of trainings for teachers and tutors with the motive of providing new teaching skills and strategies that should make them good and skilled in teaching and extracurricular practice to improve the quality of teaching in elementary schools.
- Non-governmental organizations provide consulting services for all concerned parties of the concept, ie. support between tutors, teachers, professional teams in the school, representatives of non-governmental organizations, students from the Roma population and parents of these students.
- Provision of all kinds of services, equipment and technical devices for basic school supplies to students from the Roma population.
- They have members ie. professionals (mediators) working in inclusive teams, who help to carry out any communication and maintain the level of interest between all parties concerned. The mediator in the non-governmental organization is the one who maintains support between tutors, teachers, professional teams in the school, representatives of non-governmental organizations, students from the Roma population and parents of these students.

From the above qualitative processing of the answers from the interviews of the non-governmental organizations, the second hypothesis is confirmed. In addition to the fact that they have not developed a concrete model with an extracurricular plan and a program of educational support for tutoring support, by which tutors should be guided, they have conceptualized measures and plans that will contribute to smooth and successful tutoring as a result of smooth communication between non-governmental organizations, tutors, teachers, schools and parents. In conclusion, after interpreting the results of all questions from all parties concerned, non-

governmental organizations do not have a specific model for the tutors to work with, and they are mostly guided by the guidelines given by the tutor and the school.

The third, last hypothesis interprets the concept of cooperation between non-governmental organizations, teachers and tutors. According to the interviews conducted with the two non-governmental organizations on the first question "How often do you meet with the tutors?", the obtained data were processed in a qualitative manner. They consider that representatives and project managers or mediators are always present in the school before the start of the tutoring hours and after the end of the tutoring hours. They consider the most common reasons for cooperation to be for consultation regarding the implementation of tutoring, or certain problems that arise during the implementation of tutoring. And as forms of cooperation between non-governmental organizations, tutors and the school, representatives of non-governmental organizations consider participation in meetings organized by non-governmental organizations, through direct communication and by submitting a non-written report on the tutoring work. When asked "How often do you meet with teachers?", the representatives and project managers or mediators are always present during the month and they have had more than 10 meetings with teachers. With the quantitative data of the tutors, the question about the time interval how often the tutors meet with the non-governmental organizations, shown in (Figure 1), half of the respondents, 52 (45.85%) met four to eight times during the tutoring period and almost a third of them, 37 (33.33%), had consultations up to three times during the tutoring period.

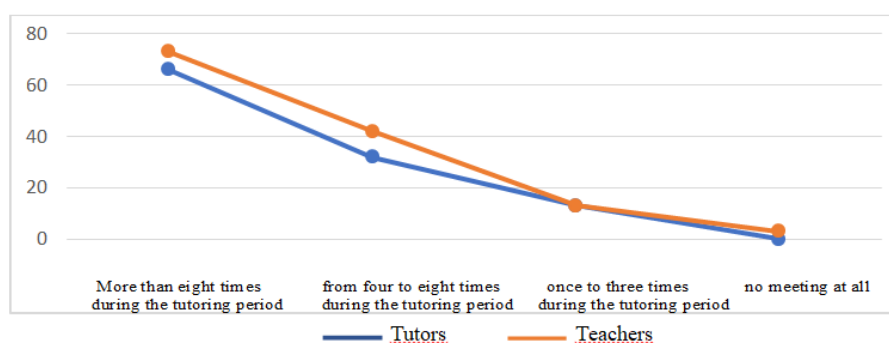


Figure 1. Frame for realizing meetings through inter-institutional support

In order to examine whether there is a significant statistical difference in how often meetings between tutors and teachers are realized, the data obtained from tutors and teachers were analyzed using Hi-square. Based on the calculated value of the Hi-square test, which is 3,071 - at the level of significance ($p < 0.05$), for three degrees of freedom it can be concluded that there is no statistically significant difference in the representation of meetings achieved with the realization of the concept of inter-institutional support.

Table 1. Reasons for realized meetings at the inter-institutional level

Answer categories:	N	%
a) provision of work materials	12	3,11 %
b) mandatory meetings, meetings organized by the non-governmental organization	21	5,44 %
c) consultation regarding the implementation of tutoring	100	25,91 %
d) problems that arise during the implementation of tutoring	74	19,17 %
e) sharing information about the student's success	39	10,10 %
f) sharing information about the regularity of students in tutoring	85	22,02 %
g) exchange of record lists of students	55	14,25 %
In total	386	100 %

The data obtained from (Table 1) and the question with the possibility to choose more alternatives from the categories of answers are processed the reasons for the meetings with the teachers, tutors and non-governmental organizations for the additional tutoring. The largest number of surveyed respondents, 100 (25.91 %) had a consultation regarding the implementation of tutoring, 85 (22.02 %) shared information about the regularity of students at tutoring, 74 (19.17 %) of them shared problems that arise during the implementation of tutoring and 55 (14.25%) exchanged record lists of students. The percentage of the other categories of answers for causes and consultations with teachers is low, of which 39 (10.10%) of them shared information about the student's success, 21 (5.44%) of them participated in mandatory meetings, meetings organized by the non-governmental organization and 12 (3.11 %) provided materials for work needed in tutoring classes. According to the interpreted data, the last hypothesis is confirmed, although there is no statistically significant difference regarding the questions "How often do you meet...". However, there is a significant difference in the form of

cooperation between all parties concerned, such as the provision of work materials, mandatory meetings, meetings organized by the non-governmental organization, consultation regarding the implementation of tutoring, problems that arise during the implementation of tutoring, sharing information about the student's success, sharing information about the students' regularity of tutoring and exchanging student record lists. The concept of the tutoring work as a result of the support from the relevant institutions, according to the interpreted data, takes place uninterrupted by tutors, teachers and non-governmental institutions. Overall, the cooperation between tutors, teachers and non-governmental organizations enriches educational strategies by offering different perspectives of specialized support for the comprehensive development of students from the Roma population and a more comprehensive approach that contributes to the development of adapted programs. This cooperation is essential for meeting the diverse needs of students and preparing them for future challenges.

Conclusion

Through the summarized data from the survey questionnaires and the conducted interviews with representatives from non-governmental organizations, with the analysis of the answers and opinions, it is concluded that the tutoring work has a positive effect on the determination of the concept for the realization of inter-institutional support of the tutoring work with students from the Roma population. The officials of the relevant institutions have the same attitude towards this profession, they consider it very necessary and useful. The importance of the role of the tutor can be seen in the immediate help offered to students from the Roma population, although tutoring is a long-term, difficult process and requires time, cooperation and experience by the tutor. It is considered that in the future we can expect the popularization of this tutoring profession, not only in primary education with students from the Roma population, but in education in general and for everyone, in primary education, secondary education and higher education. With the realization and ascertainment of the increase in the efficiency of the tutoring work with students from the Roma population, in addition to the above-mentioned positive aspects, which make this concept continuous and successful, there are also certain disadvantages that the relevant institutions face.

For that purpose, inter-institutional support should more intensively inform all parties concerned and encourage and activate for a more successful society and better educational inclusion. Tutoring extracurricular work would be even more successful if it is implemented when the parties involved really believe in what they are doing and the expected effects. Taking into account the collected data, in terms of negative interpretations for the implementation of tutoring, aspects related to communication and cooperation at the inter-institutional level should be directed and presented, which are believed to be overcome with better resources, guidance and coordination of the school. In conclusion, the cooperation between tutors, teachers and non-governmental organizations plays a key role in enriching the practice at the institutional level, providing practical experience and encouraging the comprehensive development of students from first to fourth grade. By utilizing the resources offered by non-governmental organizations and all parties concerned, an individualized medium is created that supports learning according to the different needs of students. This concept of cooperation at the inter-institutional level not only offers additional resources in the direction of improving the achievements of students from the Roma population, but also promotes and creates an inclusive educational system.

Considering the novelty of the tutor's profile for professional insertion in the education system, it is normal that there is a lack of models of work and practice for the effective implementation of tutoring, a series of procedures and additional resources and materials to support activities during additional tutoring from all parties concerned as a result of inter-institutional support. In tutoring, it is necessary to innovate, invest, and above all, this problem should not be left out and isolated, but on the contrary, it should be supported, to believe in what is achieved. It is the right time to emphasize inter-institutional cooperation, because mutual support is the key to real solutions.

Recommendations

The following are ideas, suggestions and recommendations for further steps that need to be taken and supported inter-institutionally with all parties concerned of the educational system, in order to further develop and advance the effectiveness of tutoring work in the overall education in general. The need to upgrade the professional development, competencies and skills of tutors, teachers and representatives from non-governmental organizations is of great importance, and should be carried out through enriched communication and exchange of views with teachers from the school, increased participation in meetings for the exchange of views and

experiences with teachers from the school, increased participation in workshops, visit to trainings, visit to conferences, participation in round tables.

The following is a small part of the proposals that can serve to develop the concept of inter-institutional support, i.e. to increase communication and cooperation between tutors and teachers, to increase communication and cooperation between teachers and non-governmental organizations, a basic actor in inclusive education, to increase the need from the mandatory meetings to transfer information about the progress and work of the extracurricular tutoring work, to improve and increase the way of sharing information about the student's success, to share information about the regularity of the students' tutoring and to exchange student record lists in order to develop the modified extracurricular program for each school year separately in primary education and education with the help of experts and teachers from practice who will ensure the involvement of experts in the development of an individual educational plan for tutoring. Creating this kind of additional learning, through tutoring, is quite responsible, but also problematic, which requires precise, comprehensive and concise planning. State institutions should show more interest in this topic, improve and increase the effectiveness of educational achievements by creating motivation of students with extracurricular tutoring work.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS Journal belongs to the authors.

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