

Teacher-Student Cooperation and Communication in Higher Secondary Education in Kosovo

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Abstract

Communication and teacher-student cooperation are fundamental aspects of individual development and relationship-building. Communication is a highly diverse interpersonal act, offering unlimited possibilities for the expression of speaking and interpretation skills. It plays a crucial role in shaping relationships, whether personal or institutional, ensuring they are built in a structured, pleasant, and mutually acceptable manner. Ultimately, the quality of communication determines the level of relationships established among school governing bodies, the community, teachers, and students, as well as school personnel. In essence, a strong culture of communication in education must be fostered, serving as a key motivator for all school-related stakeholders to collaborate in achieving the best possible academic outcomes. The purpose of this research is to explore how teachers can engage in effective, professional, and constructive cooperation, fostering an undisputed professional authority not only among students but also within the broader community.

Methodology: This research was conducted using several methods adapted to the nature of the study. Given its primarily theoretical focus, descriptive and analytical methods formed the foundation of the study's approach.

Results: The most frequent responses were gathered from principals, teachers, and students, who indicated that principals tend to exercise their authority beyond what is necessary.

Conclusions: It is essential for teachers and students to actively participate in various initiatives, such as lectures, courses, and other activities, to enhance awareness among all school stakeholders regarding the importance of effective, skillful, and professional cooperation.

Keywords: Cooperation, communication, teachers, students, school