South-East European University
Faculty of Language and Literature

Master Thesis

"The discrepancy between professors' and students' attitudes and perceptions towards critical thinking in the classroom"

A case study at the South-East European University in Tetovo, North Macedonia and the University of Prishtina "Hasan Prishtina" in Kosovo"

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ABSTRACT

The aim of this study was to identify the level of correlation between attitudes and perceptions about critical learning. Examine reports of differences in student attitudes and perceptions with teachers on critical thinking and identifying potential differences between the University of Pristina and the South East European University. A total of 100 subjects were included in this research. This sample includes 20 professors from Kosovo and Northern Macedonia, as well as 80 students from these two countries. The first hypothesis in this study, although consistent, is as follows: "There is an important correlation between attitudes and perceptions about critical learning," the correlation analysis r = .568 **, p = .000 has been done. These results are statistically significant and support this hypothesis. The second hypothesis is followed by: "Students compared to their teachers report different attitudes and perceptions about critical thinking", the analysis of the t-test was done. In attitudes, professors have shown a higher average than students, but this difference between them is not significant. Also in the perceptions the professors have shown a higher average than the students but this difference between them is not significant and does not support this hypothesis. While the third hypothesis of this study concludes by stating that: "There are significant differences in attitudes and perceptions about critical thinking between students in Kosovo and those in northern Macedonia," the analysis of the t-test was done. There are no differences in attitudes between Albanians and Macedonians. Whereas in perceptions Macedonians have shown a higher average than Albanians but this difference between them is not significant and does not approve of this hypothesis.

ABSTRAKT

Qëllimi i këtij studimi ka qenë që të identifikohet niveli i ndërlidhjes në mes të qëndrimeve dhe perceptimeve për të mësuarit kritik. Të ekzaminohen raportimet për dallime në qëndrime dhe perceptime të studentëve në raport më mësimdhënësit për të menduarit kritik dhe të identifikohen dallimet potenciale në mes të Universitetit të Prishtinës dhe Universitetit të Evropës Juglindore. Në këtë hulumtim janë përfshirë gjithsejtë 100 subjektë. Në këtë mostër janë përshirë 20 profesor nga Kosova dhe Macedonia e Veriut, si dhe 80 studentë nga këto dy vende. Hipoteza e parë në këtë studim ndonëse sjellë përputhshmëri vijon si: "Ekziston ndërlidhje e rëndësishme në mes të qëndrimeve dhe perceptimeve për të mësuarit kritik", është bërë analiza e korrelacionit {r= .568**, p= .000}. Këto rezultate në aspektin statistikor janë të rëndësishme dhe i japin mbështetje kësaj hipoteze. Kurse hipoteza e dytë përcjellët me: "Studentët në krahasim më mësimdhënësit e tyre raportojnë qëndrime dhe perceptime ndryshe për të menduarit kritik", është bërë analiza e t-testit. Tek qëndrimet profesorët kanë shfaqur mesatare më të lartë së studentët por ky dallim mes tyre nuk është signifikantë. Gjithashtu edhe tek perceptimet profesorët kanë shfaqur mesatare më të lartë së studentët por ky dallim mes tyre nuk është signifikantë dhe nuk e mbështet këtë hipotezë. Ndërsa hipoteza e tretë e këtij studimi përmbyllet duke theksuar se: "Ekzistojnë dallime signifikante në qëndrime dhe perceptime për të menduarit kritik në mes të studentëve në Kosovë dhe atyre në Maqedoninë e Veriut", është bërë analiza e t-testit. Tek qëndrimet nuk ka dallime të shfaqura në mes shqiptarëve dhe maqedonasve. Kurse tek perceptimet maqedonasit kanë shfaqur mesatare më të lartë së shqiptarët por ky dallim mes tyre nuk është signifikantë dhe nuk e aprovon këtë hipotezë.

А П С Т Р А К Т

Целта на оваа студија беше да се идентификува нивото на корелација помеѓу ставовите и перцепциите за критичко учење. Испитајте извештаи за разлики во ставовите и перцепциите на студентите со наставниците за критичко размислување и идентификувајте ги потенцијалните разлики помеѓу Универзитетот во Приштина и Универзитетот на Југоисточна Европа. Вкупно 100 испитаници беа вклучени во ова истражување. Овој примерок вклучува 20 професори од Косово и Северна Македонија, како и 80 студенти од овие две земји. Првата хипотеза на оваа студија беше: „Постои важна корелација помеѓу ставовите и перцепциите за критичко учење“, направена е анализа на корелација {r = .568 **, p = .000 е. Овие резултати се статистички значајни и ја поддржуваат оваа хипотеза. Втората хипотеза на оваа студија беше „Студентите во споредба со нивните наставници известуваат за различни ставови и перцепции за критичкото размислување“, направена е анализа на т-тестот. Во ставовите, професорите покажаа повисок просек од студентите, но оваа разлика меѓу нив не е значајна. Исто така, во перцепциите, професорите покажаа повисок просек од студентите, но оваа разлика меѓу нив не е значајна и не ја поддржува оваа хипотеза. Додека третата хипотеза на оваа студија беше „Постојат значителни разлики во ставовите и перцепциите за критичкото размислување помеѓу студентите во Косово и оние во северна Македонија“, направена е анализа на т-тестот. Нема разлики во ставовите меѓу Албанците и Македонците. Додека според перцепциите, Македонците покажаа повисок просек од Албанците, но оваа разлика меѓу нив не е значајна и не ја одобрува оваа хипотеза.

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I. INTRODUCTION

Study context: Critical thinking as a whole has emerged over the years or centuries ago. As empirical research has concluded that teachers perceive students' critical thinking as a qualitative form that will provide their intellectual stimuli. Students' attempts and processes of critical thinking were perceived as the level of their ability to present their views analytically and from the perspective most accessible to them. Reasonable thinking in a reasonable form is an indicator of the high level of cognitive and metacognitive development of students. The context of this study, therefore, focuses on the discrepancy between the attitudes and perceptions of teachers and students about critical thinking.

***The reasoning of the study*:** This study is conceived and structured in this way as such it will bring information which is the discrepancy between the attitudes and perceptions of teachers and students about critical thinking. On the other hand, this study is of particular importance as it explores these concepts in two Western Balkan universities and it tends to identify and highlight potential differences between students and professors from the Republic of Kosovo and that of North Macedonia.

It is therefore relevant to study these factors and to determine appropriate variable objectives that are both measurable and testable and easily comparable to studies in the relevant field. This study is very important for both the Kosovars and the North Macedonians context as based on the information the two universities that are the focus of the study are in transition and continuous according to the Bologna system and promoting the student in the centre.

The purpose of the study: will be to realise by respecting, specifying and quoting the contributions of authors according to academic rules, ethical issues related to participants while

respecting their confidentiality and to contribute to the enrichment of research of this spectrum with emphasis on specific attitudes and perceptions about critical thinking.

The objectives of the study: are to identify the level of correlation between attitudes and perceptions about critical learning. Examine reports of differences in student attitudes and perceptions with teachers on critical thinking and identify potential differences between the University of Pristina and the South East European University. This study will try to reconfirm what has been identified during the literature review between the process of creating variables and testing the hypothesis that guides this research. Theoretically, this research will review the literature relevant to these variables highlighting the most acceptable definitions and findings.

II. LITERATURE REVIEW

2.1. The important role of teachers in the classroom

The role of the teacher in the classroom is not simply a perception of what was done decades ago. But his role over time has evolved, has been transformed but also has changed in the good sense of the word. Therefore today the role of the teacher is important and crucial in the management of the classroom. Initially, the evaluation and considerations for the school institution changed, now considering it as an institution of great value and national importance. The teacher within the class is seen not only as a manager but also as a promoter of the development of the operational plan that has as an epilogue the realisation of academic objectives and that is teaching-learning and fair transmission in the simplest, fastest and most quality way relevant to students.

The idea is that the objective of teachers is to have the right goal and that is the correct understanding of the information and knowledge that they trace or disclose to students. And not only that they have to maintain a positive climate during their lecture and through this conception, but they should also reflect within the classroom like the sunlight that falls uniformly in a given space showing the impact of tracing the student in a way versatile and effective.

A functioning school considers its attending student as a complete subject and who is there for a specific goal or objective that he or she has previously given to himself or herself.
But to reach this stage of inadmissibility and demand, it is essential to properly engage and take seriously this work by the teacher who is the face and personality of transmitting knowledge, evaluator but also analytical and critical of reason within the educational institution.

With all of this managing and directing a classroom throughout the lecture is a challenge for a teacher. He must be extremely prepared for the teaching or study unit he teaches. He should even have additional knowledge from other perspectives of the same field or nature with a focus on what he has to convey to his audience. In addition, a teacher must have such a presentation that his / her teaching has a quality in teaching-learning, is reflective and logically accessible by students. These attributes or qualities only strengthen the role of the teacher in his classroom or lecture hall. (Matthew Allen, 2012), gives clear input on planning and creating reasoning as in the paragraph below:

> Although in practice, reasoning, knowledge, research, and analysis are all inextricably bound together, it is also true that, from time to time, we divide our reasoning tasks up in a way that allows us to sit down and prepare an analytical text containing arguments and explanations. What we have learnt about reasoning so far makes us much more effective in such preparation, and this chapter briefly discusses two ways in which we can go about it. However, always remember that the key to good reasoning is not a 'method' or program of steps to follow but an *attitude*—a keenness to think things through. The advice that follows is designed principally to 'jog' your mind into this sort of keenness and should be applied judiciously, based on the particular skills and needs that apply to you as an individual smart thinker (p.120)

Also during this process not always things go according to pre-planning, they can manifest more unexpected and predictable things. It is therefore extremely important that for this segment it is easily possible for the teacher to be prepared and to face them, to direct them towards an epilogue with a positive connotation and to return them to the intended and intended tracks for development… Such a situation is not simple but it can be complicated, but the teacher must

manage it more professionally and without producing negative effects or changing the learning atmosphere. Therefore, the way the teacher leads the class is considered as one of the significant elements but also that gives him the attributes of an expert in the field to which he belongs.

Given that the school as an institution is a developmental, dynamic environment to achieve positive objectives, the teacher is considered the main promoter of articulation, realisation and achievement of these parameters. Making dozens, but in some cases, hundreds, students so that their focus is on what you say is quite challenging and responsible because the process can be interacted by asking questions, seeking answers but also giving different opinions. In such cases, the role of the teacher is to possibly find a common denominator that is reasonable, factual but also convincing all the time by providing evidence.

2.2 Critical thinking

One of the special ways of thinking is critical thinking which flows from the metacognitive fields and deep cognitive operations that operate and are processed by the human brain. This form of thinking has been valued and conceived as important for over 200 years. Critical thinking was originally the object of study to discover how the brain works in different circumstances and life situations where thinking is the first step before physically acting on a particular job or issue. The conclusion corresponding to our definitions Kalletffirs, (2014) states that: “Critical thinking is thinking but in a different way. Many people describe this process using terms such as analytical, thoughtful, questioning, probing, non-emotional, organised, innovative, Socratic, logical, methodical, not taking things for granted, examining, details” (p.3).

As a high cognitive process, critical thinking is a continuous process and strict intellectual and personal action that requires skills to implement, examine and evaluate information by updating it, changing or reflecting on it. Such an approach requires a level of self-confidence, knowledge of information and concepts as well as how to react to situations that potentially arise.

(Matthew Allen, 2012) declares as in the following that:

> The reasoning is something we already do: all of us have learnt, in one way or another, to think and to reason, to make connections and see relationships between various events and attitudes in our world. So, being a smart thinker is not about becoming a different sort of person, but about *improving* skills that you already have. The way to achieve this goal (and the main emphasis within this book) is to become explicitly aware of the analytical processes involved in reasoning. If you do, then you will be able to analyse complex issues more deeply, understand and process information more effectively, and communicate your ideas convincingly (p.6)

On the other hand, according to philosophical views or perspectives from the philosophers of antiquity to those of modern times, the domain of critical thinking focuses on hypothetical thinking, which is therefore complex and as a result is characterised by qualitative features of a person manifested by individual behaviour and actions… The main notions and definitions of critical thinking characterise it as a form of application with objective reasons as a rational level of thinking which is sifted, well-conceived and analysed in detail before appearing or presenting to others. This form of thinking, among other things, requires the careful collection and analysis of problems that are the object of focus as well as drawing rational conclusions and assessments.

Butterworth the Thwaites (2016), asserts that: "If critical thinking did just mean judging, wouldn't that mean that anyone could do it simply by giving an opinion? It takes no special training or practice to pass a judgement" (p.7). Critical thinking, among other things, is a process of self-esteem that a person does to himself or herself. This way of thinking also focuses on the person who only through real critical thinking can come to know the strengths or advantages he possesses as well as the limitations or qualities of weakness that he may have. On the other hand, the process of thinking and that of learning are seen as developments that strongly and uninterruptedly correlate with each other. It is even conceived that critical thinking is a qualitative cognitive segment that helps pupils, students but also others too easily and quickly prove capable and make decisions that are reasonable in certain situations or situations.

This form of thinking, among other things, enriches people with knowledge and skills to show positive results and performance in every area of life but with special emphasis on young people who are in school or attending university. Another specificity of critical thinking has been found by various references and that is metacognition. This quality of the man is when the individual values and judges his thinking.

This cognitive ability is also perceived more as a clear operational spectrum to evaluate and analyse the thinking of others. All of this can be done by acting consciously and managing and controlling yourself concerning what you are saying or doing. Even in this aspect critical learning is the proper way of acting and striving that is usually seen and focused on people who strive to do good and positive things.

The moment we look at and analyse the definitions and definitions and conceptions of critical thinking can first of all result in the emergence of an idea or vision of the qualities of a person who thinks by analysing and critically.
This form of thinking is usually applied and done by curious people, researching, are in the process of developing things, therefore, knowledge and information before saying it they evaluate it radically and treat it with synthetic look and care in a good aspect thinking. But in critical thinking, an important process is also the aspect of interpreting it than in a fair and relevant way. This means he has to argue well and accurately, making the opinion as persuading as possible to others.

Therefore, the general mental ability of a person incorporates critical thinking as one of the determining factors for success and performance in school, studies, work but also in the rational management of time within life with busy and very dynamic activities. Critical thinking or the person with a critical mind is curious about information, is well informed, confidential but also with open ideas and thoughts but also prepared to the maximum for feedback when dealing with criticism, prejudices but also to compromise his opinion critical if it as such does not summarise objective accuracy.

Among other things, people with critical thinking rush to solve complex problems by making themselves available to the truth by seeking relevant information. They even focus on selecting the right conditions and requirements to identify solutions to certain problems. When it comes to critical thinking, we must keep in mind that at that moment the human brain is maximally focused on thinking straight to offer alternatives in solving the problems and troubles that people face and should give a positive epilogue. Part of critical thinking is avoiding negative thoughts and focusing or prioritising positive thoughts.

First of all, it is required to take the best possible steps or actions in making decisions against problems and challenges. Critical thinking as a special cognitive form is always available to learn, deeply analyse the information that is accessible to implement in solving life problems by thinking clearly, seriously and analysing in detail his activity in the function of obtaining information for a reasonable choice.
(Stella Cottrell, 2005) claims as follows:

> In critical thinking, it is important to identify what are reasonable assumptions and what are not. This can depend on the context, such as the intended audiences: will they share the same assumptions and background knowledge? If the example about oil on the beach was written in a book aimed at people learning English, there might be words such as *oil slick* which the author would need to explain (p.86)

2.3. Students' attitudes and perceptions of critical thinking in the classroom

The most discussed topic in the field of education for both pupils or students in universities is whether they try to learn and give critical thinking. Unexpectedness is measured, evaluated and seen through their presentations, research and works. But most of all some argued that critical thinking should not be specified because it should not be a separate process as it is considered natural that all people do it constantly.

Critical thinking is generally seen as a very complicated concept to be explained and detailed in front of others, it is defined by teachers and as such can be used to assess certain skills and objectives with particular emphasis on those in the spectrum of academic performance.

Critical thinking is valued as a skill that is incorporated into cognitive brain operations and that results in the specification of the level of analysis. So it is a component that includes with special emphasis the creation of relations and the implementation of relevant information relevant to the work and the achievement of positive and required results.

Critical thinking in the context of classroom learning or by students is specified and organised and conceived as the ability to come to conclusions and conclusions by identifying potential errors but also analysing to overcome limitations or implications that may or have appeared in the context of problem-solving. Critical thinking in students with special emphasis includes the perception of information that the field will say in front of the audience and the professor but each time having the focus on how his opinion will be perceived by colleagues and the academic moderator present.

In this respect, the student's perception is usually focused on the teacher's consideration and perception, how much the opinion will be taken as relevant, whether it will receive criticism, or will receive a positive evaluation, whether his opinion will raise questions and sub-questions, the answers to which may go beyond the plan and program of the lecture. The idea is that teachers can be directed at lecturing relevant concepts and skills to result in a lesson as effectively as possible but students during the lecture want to give their contribution with critical and analytical ideas and thoughts.

2.4. Teachers' attitudes and perceptions of critical thinking in the classroom

Since perception is considered as the process in which important messages are received, it is, among other things, the format of how we interpret our experiences, whether visual, auditory or even cognitive. But as psychological development, perception is not only influenced by motivation but is also influenced and determined by the social and individual goal that man has.
Within the perception, man is not entirely indifferent but constantly he or she creates assumptions that are measurable and testable in search of the correct answer to what is happening around him or the situation in which he finds himself.

There are several forms or alternatives of how critical thinking can be directed or instructed. For example, if we are learning a teaching material or unit, we can focus on a general summary of what we have read and recapitulate a meaning of it in the simplicity of our summary conception or emphasising only a few components that will be assessed as relevant by that lecture. Therefore, the initial approach or step is that we are required to acquire that material to create skills and knowledge for the process of critical thinking about it.

It is estimated that teachers 'perception influences students' behaviours, reactions and personal perception. Therefore, the critical point of view of teachers and students can be challenged and contradicted. All of this can happen to the purpose of a lecture. Mortgages teachers will want, just as they have mastered the material in question, to pass it on or convey it to the students, but they later may have different opinions and specific material providing arguments or facts that they may claim to be relevant and function of proving what they emphasise.

2.5. Developing critical thinking through classroom debate

Critical thinking is very important in classroom teaching as the classroom environment also plays an important role in encouraging students to think critically and analytically by perceiving and evaluating critical thinking more accurately. But all this depends on the willingness and willingness of teachers and students to implement critical thinking in the classroom as a form of thinking. Critical thinking is seen as one of the most basic skills and attributes that have revealed the interest and focus of researchers but not only.

Critical thinking in the classroom is fundamental and elementary to the functioning, reasoning, elaboration and summarisation of ideas. Among other things, it should be done openly without prejudice, but with different opinions, it can be accepted or even denied by others.

Therefore, this form of thinking in school or university environments have shown the possibility of involving students in the process of building a common understanding of important ideas and concepts, giving special role and importance to the active creation of meanings, ideas and concepts. So redesigning and reformulating images or images from specifics and details can be done by separating personal thoughts from the many perspectives and ideas that are or maybe in

the classroom especially during the debate with the incorporation into more critical teaching and academic issues.

Among other things, it is considered that the discussion of various issues in the classroom represents or creates a psychological climate that includes permanent reflection of the concepts and the issues themselves which in principle are the subject of critical discussion or perception.
Therefore, the qualities or potential of critical thinking consists or more specifically correlates with social variables. From this, we can understand that strengthening the potential and ability to think critically can be greatly stimulated through academic techniques or alternatives and one of them is the classroom debate between students and the teacher.

The debate in this should focus on different but also specific aspects and qualities such as the content of the fact, the level of spoken communication and the types of arguments that are offered. Concentration on counter-arguments and objection, on the other hand, makes critical thinking in the sense of counter-arguments more severe.
Hence, a debate as an effective attribute for achieving academic goals and objectives should integrate the arguments and apply them to the topic of sustainability and resilience.

2.6. Philosophical view of critical thinking

Critical thinking is interpreted in various forms and ways, always judging on the quality of thinking and emphasising the importance of considering problems and concepts in a logical and reasoning way. For this reasoning, it incorporates attributes such as clarity, accuracy, precision, objectivity, consistency, as well as other grounded and important features and elements.
We often hear about the importance of learning critical thinking skills, especially for students and teachers. However, the information we receive the least is the most effective techniques for teaching these skills and how teachers can apply them in the classroom - with an emphasis now that schools are forced to provide additional instruction for the development of lessons and academic lectures. Teachers should make every effort to change their work practices into connotations to support the promotion and development of critical thinking during the class or academic discourse.

They must strongly and decisively support critical thinking so that pupils or students are not mere reproducers, but examine, create, select, interpret and debate facts, data or ideas given in relevant materials. With this we can conclude that critical thinking can be grouped as a higher-order thinking skill, in which critical thinking is an understandable and focused performance in thinking in situations such as problem solving and contexts, making important decisions, interpreting and analysing hypotheses that may arise that are in principle measurable and testable.

The development and application of critical thinking skills beyond the classroom is the main goal of educational institutions. Critical thinking in the classroom, among other things, involves more than gathering information or processing it afterwards, but also identifying, analysing and evaluating information to create active and functional knowledge.

Such teaching is relevant or acceptable at this time as the best and proper teaching habit. Studies show that inactive, well-organised and well-thought-out lessons, learning is much more effective and productive. If we start from the goal of an ordinary classroom, where it is taught silently or without creating activism, then the types of active learning, can achieve great results in the field of developing critical thinking.

2.7. Concepts of critical thinking

The skill and the most advanced level of critical thinking are manifested by exploring the possibilities of possible conceptual changes to achieve the intended objective and goal. In this connotation, changes are represented by high mental or cognitive values and operations.

On the other hand, the concept of critical thinking is the most valuable effort in the education system with the strong relationship between teaching and learning. Critical thinking transforms the level of a classroom into a public opinion that takes thoughts on what makes it displayed and relatively important. Paul et al. (2006), expresses as below:

> To develop as a critical thinker, you must come to terms with this human power of the mind to create concepts through which we see and experience the world for it is precisely this capacity of which you must take charge if you are to take command of your thinking. You must become the master of your conceptualisations. You must develop the ability to mentally remove this or that concept from the things named

> by the concept, and try out alternative ideas. As general semanticists often say: The word is not the thing! The word is not the thing! If you are trapped in one set of concepts (ideas, words), you can think of things in only one way. Words and things become the same in your mind (p. 23)

This means that students should properly ask questions or give their opinions, as well as define focuses and goals, analyse core issues and draw clear conclusions, expand and strengthen objective reasons, to know the hypotheses and the aspect they seek to derive through the research questions from which they consist and are formed.

(Paul, Elder, & Paul, 2006), found as follows: Why is critical thinking so important?

> The Problem: Everyone thinks. It is our nature to do so. But much of our thinking, left to itself, is biased, distorted, partial, uninformed, or downright prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated (p.xviii)

2.8. Weaknesses in critical thinking abilities

Throughout consequential aspects of using the creativeness of one's mind by playing with words variously or shifting from one position to another, we frequently encounter difficulties or simply feel deep inside a weakness where we lack to look onto something deeply yet conveying it eloquently. (Cottrell, 2005) found the following:

> Weaknesses in critical thinking abilities may stem from attitudes to criticism, and anxiety about potential consequences. Barriers associated with attitudinal and affective responses to critical approaches were considered in this chapter. Sometimes, it is sufficient to become more aware of these barriers and to recognise the blocks to effective thinking, for the anxiety to subside. If you find that these difficulties persist, it is worth speaking to a student counsellor about your concerns. They will be familiar with such responses and may be able to help you to find a solution that fits your circumstances.

> Developing good critical thinking skills can take patience and application. On the other hand, the rewards lie in improved abilities in making judgements, seeing more easily through flawed reasoning, making choices from a more informed position and improving your ability to influence others (p.16)

2.9 Arguments vs Explanations

There is no genuine critical thinking without argument. The argument, as a logical approach to a certain phenomenon, circumstance or relationship, is the basis for stimulating debate and generally creating a more functional and useful relationship between the professor and the student. In general, bringing the argument to the debate allows building different approaches which may even be in conflict with each other or complement each other.

This precondition is disagreement or even agreement between arguments becomes the cause to make critical thinking deeper and more comprehensive. All these become functional and very useful in the classroom, respectively in the professor-student relations. The more different arguments, approaches and interpretations are brought up, the better it will be for critical thinking because it will be more complete, more persuasive and still more useful.
On the other hand, in the continuation of the professor-student relationship in the classroom, the explanation as mental action is an additional and very important factor that enriches and clarifies critical thinking.

By performing such a function, explanation, at the same time becomes necessary in two directions. First by clarifying the argument, he enriches critical thinking. Therefore, the clearer the argument, the more interactive it becomes the aura created in class. And secondly, by clarifying the argument, the explanation becomes the inevitable and necessary part without which critical thinking not only loses value but can also devalue to the point of dulling and devaluing critical thinking. (Sinnott-Armstrong, 2018), allegations are as follows:

> “Reasons do not need to be strong or firm and can support what we already believed, so this change allows weak reasons as well as proofs of the Pythagorean theorem to count as arguments. The statements that present a

> reason are called premises. The proposition that they are supposed to be a reason for is called a conclusion. Hence, we can say that an argument is a connected series of premises intended to present a reason for a conclusion" (p.145-146)

We are the ones whom all our lives look for explanations that have to do with those that we want to know, but also to understand concrete and deep. We are dealing with the explanations that occur during a lesson in class where the student seeks clarification about a term or about a particular issue, and here we have to do with the argument and the explanation while seeking clarification about the uncleared issue.

But we are not dealing with just one argument from the student to the teacher, also vice versa. This happens as a result of the interaction of society and advancement in society, which implies the teacher giving a certain topic while asking in return a summarise of what you learnt. Arguments are those that have to do with a certain fact, where a certain individual has the right to argue but also to demand an argument from another.

(Foresman, G. A., Fosl, P. S., & Watson, J. C. (2017) claim as in the following:

> Moreover, not all sets of sentences that lead to statements claimed to be true are arguments. For that reason, often a critical thinker will find himself or herself trying to determine whether or not a set of claims is, in fact, an argument. For example, *explanations* often seem like arguments. But there is a deep difference between the two. Explanations are sets of claims that function to establish *how* or *why* something is the case. Arguments, in contrast, undertake to establish *that* some claim, normally a claim in question, is true. It's very different, for example, to explain *how* extraterrestrials have made their way to Earth from arguing *that* extraterrestrials have made their way to Earth – through both might involve presenting a flying saucer. Arguments show that something is the case. Explanations show how or why something is the case.
>
> Explanations are easily mistaken for arguments because in many respects the two share stylistic similarities. Much like an argument, an explanation will include a single claim upon which all the other claims bear. In an explanation,

> this claim is called an explanandum, and the remaining claims, called the explanans, are used to account for ("explain") the explanandum. Because an explanandum is a claim like any other, it is true or false. But an explanation is in no way concerned with establishing or supporting the truth of the explanandum. Instead, the truth of the explanandum is already accepted or presupposed (p. 12-13)

Truth is based on facts. Clarifications are found in every social circle. We have the best example in a classroom, where explanations are always numerous and are always fundamental and clear. The class examines the topic "Are we humans the factor of the destruction of nature"? Here we must rely on the argument and in its clarification, the Mediterranean begins and gives a solid argument and an explanation that makes you think about how the matter went so far. This is an oblique intertwining that cannot always happen voluntarily it happens even without our consciousness the moment we speak or explain through words.

3.0 Vagueness vs ambiguity

Critical thinking should be neither vague nor ambiguous, otherwise, it loses its relevance and impairs the quality of the student-professor report. But vagueness and ambiguity must be seen as part, both actively and inevitably, of the process of clarifying and deepening critical thinking. This does not mean that the more vagueness, or the more ambiguous, the better for critical thinking and the better for the student-professor report.

On the other hand, what determines the uncertainty must be unceasingly sought, as a precondition to avoid it. Often ambiguity is determined by the lack of arguments, facts or even the lack of inclination to present the circumstance in all its complexity without complicating it. Consequently, the identification of ambiguity must be an active and unstoppable part, because that is the only way to clarify critical thinking. According to Foresman et al. (2017), Giving vague and imprecise descriptions is one of the vicissitudes under surreal conclusions we often declare with strong conviction on their validation. Ambiguity leads to misunderstanding of the audience whereas the speaker knows exactly what the words were meant for.

It is not uncommon for vagueness and ambiguity to be confused with each other, and it is not easy to distinguish them properly. This is because they both have some elements in common. But ambiguity is different from vagueness. The more we can distinguish, that is, to understand where we are dealing with ambiguity and where we are dealing with vagueness, the better it is for critical thinking and the prosperity and functionality of the professor-student relationship.

While vagueness has more to do with its tendency or lack to properly present an opinion, circumstance or argument, whereas ambiguity has more to do with the mental calculation made by the recipient of the opinion. This receptor calculation, for various reasons, can determine a meaning, different from what it aspired to. Therefore, in both cases, more discussions, more exchange of facts and more arguments in class and not only, is the basic premise for critical thinking to perform its positive function.

3.1 The benefits of the critical thinking challenge

Critical thinking is an inseparable part following us more and more in our lives where we are surrounded by people of high intelligence and that intelligence is based on the meaning of deep and contra-versional. The society increasingly advancing and becoming daily straightforward and unambiguous reiterates the need for change and enhances the ability of understanding and viewing components, with simple thoughts which are superficial and few are those who are reflecting it correctly at the right time.

Expanding critical thinking because of a point raised pays off the benefit of the doubt to prove right or wrong one's asking. Regardless of the fear of expressing a simple issue, the benefit behind finding the courage and confidence to talk, illustrate and protect ideas is a challenge that only the brave, only the ones who see further and deep can rely upon and take on the risk worthy to exhale.

Thus, critical thinking is not gained it only brings us its components to form our character but not by sitting alone and exploring our thoughts but developing together with society and with life Itself.

3.2 Interference vs Assumption

(Paul, Elder, & Paul, 2006), claim as in the following paragraph that:

> ***Inference:*** An inference is a step of the mind, an intellectual act by which one concludes that something is true in light of something else s being true, or seeming to be true. If you come at me with a knife in your hand, I probably would infer that you mean to do me harm. Inferences can be accurate or inaccurate, logical or illogical, justified or unjustified.
>
> ***Assumption:*** An assumption is something we take for granted or presuppose. Usually, it is something we previously learned and do not question. It is part of our system of beliefs. We assume our beliefs to be true and use them to interpret the world about us. If you believe that it is dangerous to walk late at night in big cities and you are staying in Chicago, you will infer that it is dangerous to go for a walk late at night. You take for granted your belief that it is dangerous to walk late at night in big cities.
>
> If your belief is a sound one, your assumption is sound. If your belief is not sound, your assumption is not sound. Beliefs, and hence assumptions, can be unjustified or justified, depending upon whether we do or do not have good reasons for them. Consider this example: I heard a scratch at the door. I got up to let the cat in. My inference was based on the assumption (my prior belief) that only the cat makes that noise, and that he makes it only when he wants to be let in. The reasoning of these two people, in terms of their inferences and assumptions, could be characterised in the following way.

Person One	Person Two
Situation: A man is lying in the gutter.	**Situation:** A man is lying in the gutter.
Inference: That man is a bum**.**	**Interference: That man requires help.**
Assumption: Only bums lie in gutters.	**Assumption:** Anyone lying in the gutter needs help (p.31-33)

Research questions:

- What is the level of correlation between attitudes and perceptions about critical learning?
- Do students report differences in attitudes and perceptions to teachers in critical thinking?
- Are there any differences in attitudes and perceptions towards critical thinking between students in Kosovo and those in North Macedonia?

IV. Hypothesis:

- There is an important correlation between attitudes and perceptions about critical learning.
- Students compared to their teachers report different attitudes and perceptions about critical thinking.
- There are significant differences in attitudes and perceptions of critical thinking between students in Kosovo and those in North Macedonia.

V. METHODOLOGY

5.1 Participants

The total number of participants who are involved in this research is 100 subjects, of which 50 students from the University of Pristina and 10 professors from this university while 30 students were from the South-East European University and 10 professors from this university... The sample is selected through the stratified method in terms of the number of students from both equal universities. The research was conducted by implementing a questionnaire online.

5.2 Instrument / questionnaire

The structure of the questionnaire in this research has been closely related to the two biases about attitudes and perceptions towards critical thinking by students on the one hand and professors on the other. The questionnaire was constructed according to Licked's model and suitable for creating study variables. The questionnaire was anonymous and remained confidential.

5.3 Research design

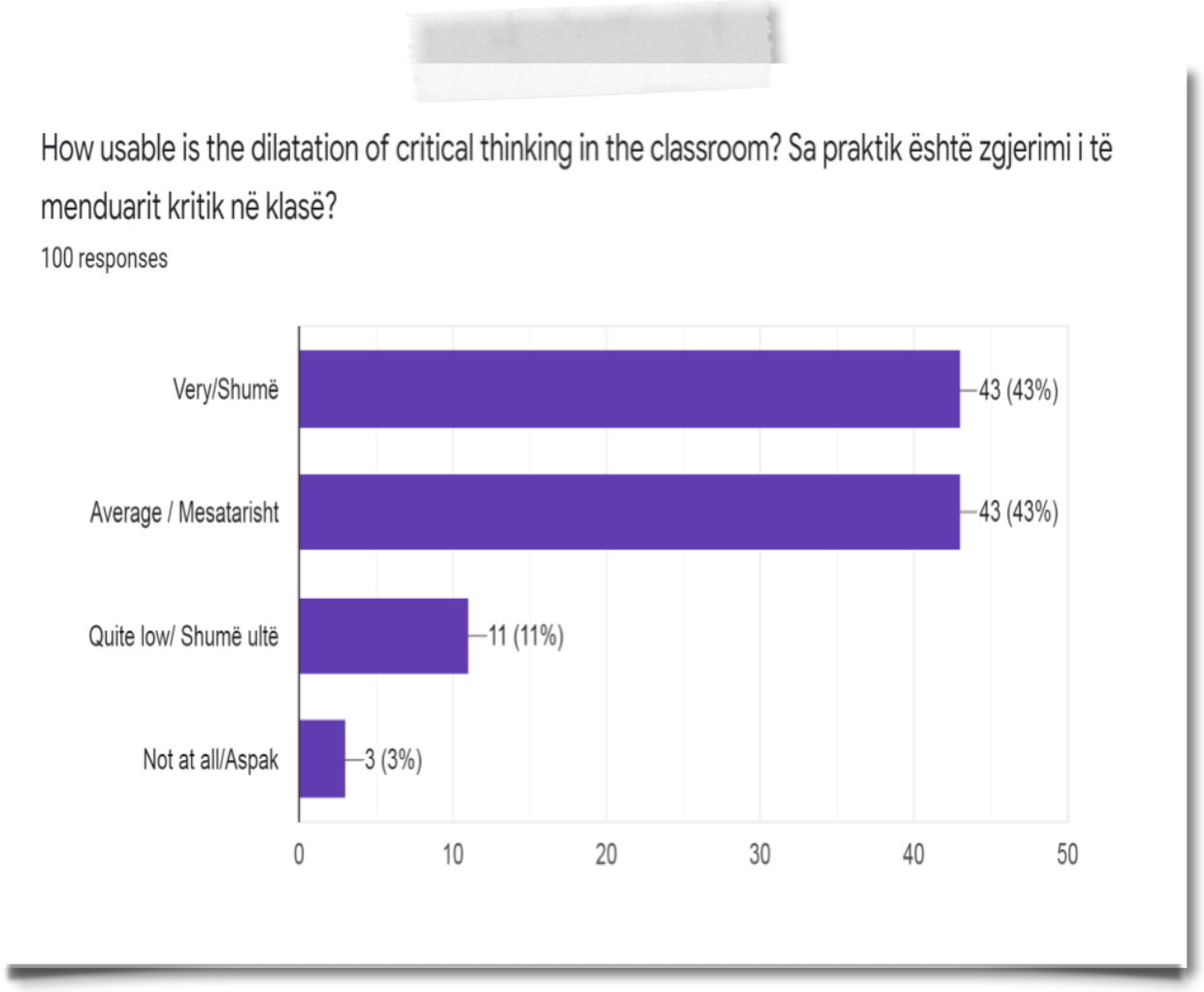
This research is of the quantitative type in which the correlational design was used by which the degree of correlation between the variables was discovered. Then the differences between students and professors are looked at and the t-test analysis will be used. The study variables are perception and attitudes to critical thinking.

5.4 Procedures

To implement them with the questionnaires of this study, first, the approval of the working mentor for the measuring instrument was obtained, then the targeting and contacting of the participants who were selected virtually due to the global pandemic of the COVID-19 coronavirus started. SPSS statistical program was used for data presentation, processing and analysis. During the realisation of this study, the rules of citation and reference according to the APA model and the relevant academic rules were strictly followed.

VI. RESULTS AND DISCUSSIONS

Graph 1. Expansion of critical thinking in the classroom



Thinking meets the set parameters up to a certain level. One can conceive of this as the basis of critical thinking in three types by saying that critical thinking is focused and goal-oriented thinking. This definition can incorporate or include all examples of critical thinking.

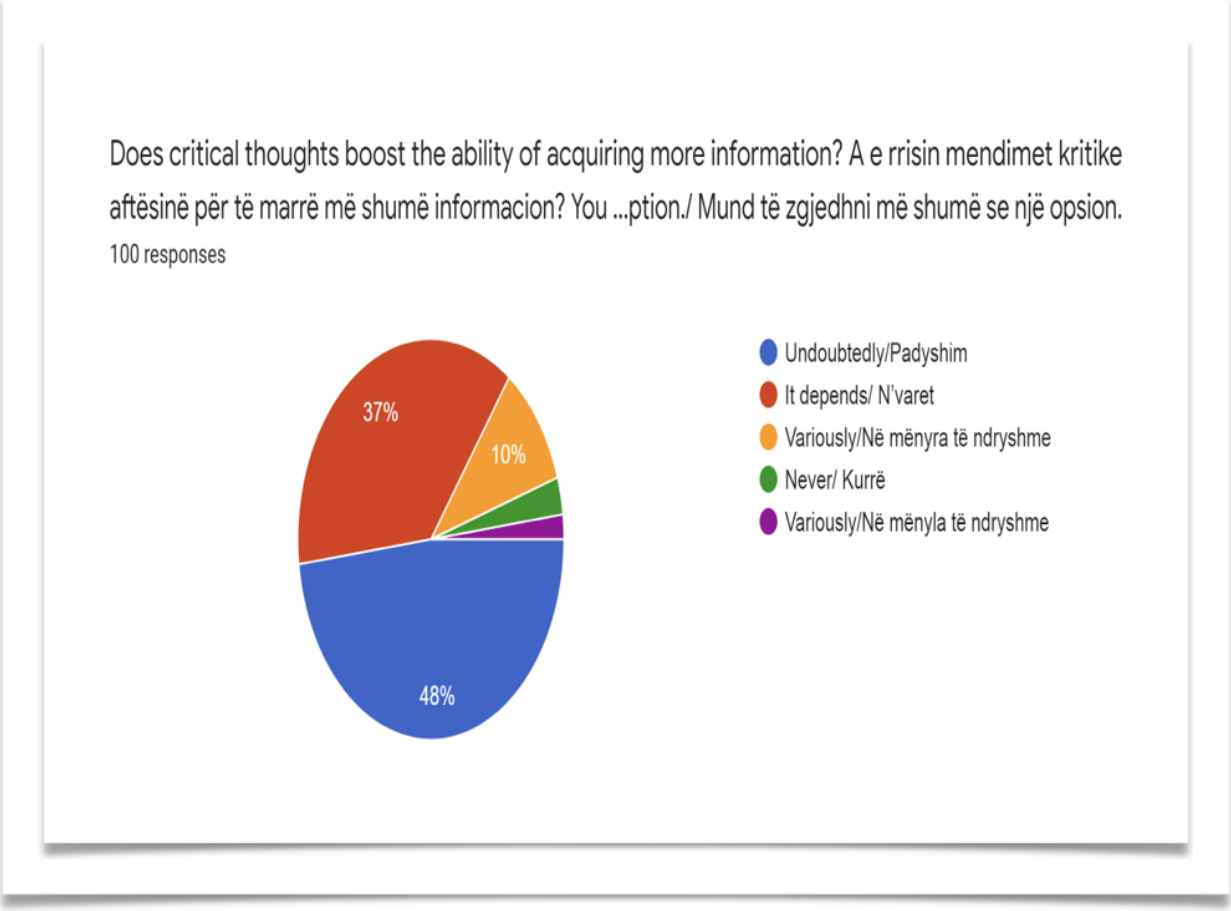
Reasoning from an indisputable ideological or theoretical perspective, therefore, considers critical thinking as one of the highest forms of cognitive thinking or well thought out and analysed.

Theories of thinking can be seen or evaluated as a set of thoughts and assumptions about the definition in this definition. In terms of theories, they must be facilitated to be stored and simplified in the function of our attention and as such positively affect our emotions, interpretations, behaviours and actions. Likewise, we have come to see standards of such issue that practical theories dominate over theoretical ones as proven with the summaries of answers as in the following:

Outcomes directly onto hypothetical questions most of the times give us data to proceed and analyse variously.

To the question: How usable is the dilatation of critical thinking in the classroom? 43% of participants found the first alternative as very reliable and likely preferred likewise, their answered was rated highly with the “very much” given alternative. Interesting input were put into the other option who 43% respondents also considered this question being answered moderately, much less of the percentage to the relevance to create different balance at such issue on question 11% of the respondents answered very low and 3% chose not to answer at all. From this level of reported responses, we can conclude that for the most part the expansion and dissemination of critical thinking in educational settings is at a good stage of promoting and implementing critical thinking in the classroom as an alternative to interacting and discussing ideas and concepts from the simplest to the most complicated remarks such mindset put into interaction allow students to develop insights and resourcefulness.

Graph 2. Critical thoughts increase the ability to get more information



Critical thinking is, among other things, a selection of the form and quality of communication, of access to data and information in particular. With it we transform, we create, we elaborate.
Thinking critically means analysing and selecting information, ideas and concepts. Based on these critical thinking directly affects the increase of the comprehension, acquisition of the ability for us to process, receive, give and analyse more information. Access to it is limitless. Students should incentive paradoxically ways to stimuli thinking out of the box. All confide in the ability to boost it within us, deeper and deeper.

Such a phenomenon is not in the segment of education or the classroom but whenever it wants in everyday life. If more information is obtained on various issues but of interest to human life, goals and intentions, then the individual will be more reasonable, more relevant, more innovative in terms of behaviours and actions towards the main factors influencing the conception of

thoughts. But also the perfectionism and accuracy of the information with which he serves and manipulates them.

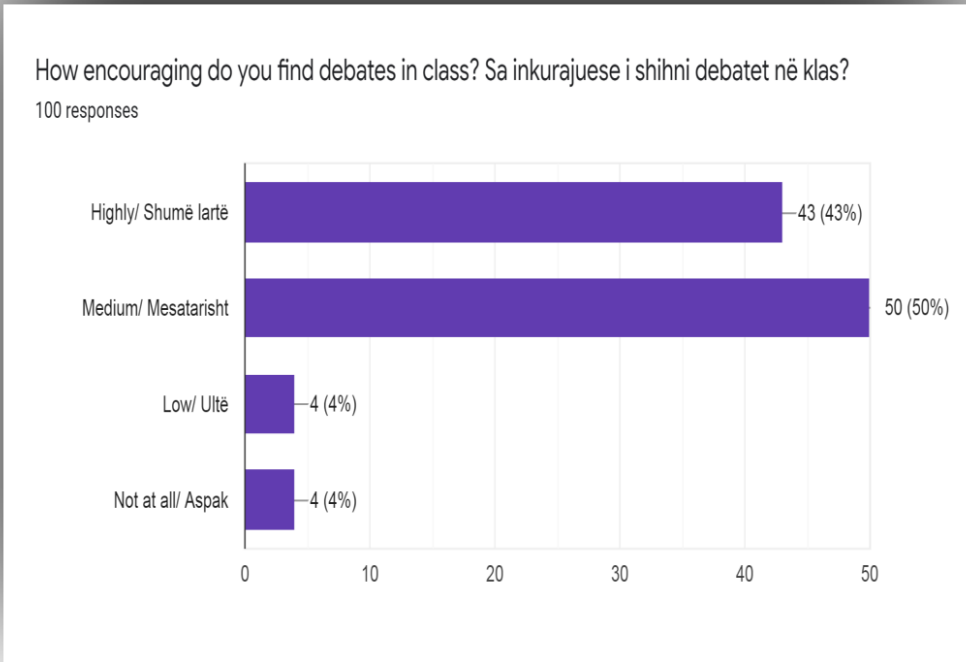
In these positions of thinking the human demand for information and its capacity to be supplied will be correlated with important cognitive and metacognitive factors. This means that when human logic is put into operation it directs its objectives towards a goal.

Critical thinking enhances the ability to get more information by giving meaning to the search or information, empowering it, simplifying it and making it acceptable.

Critical thinking enhances the ability to receive more information and directs our high-level mental operations, especially those of understanding, thinking, and other forms of computation that are clearer and more consistent.

To the question: Does critical thoughts increase the ability to get more information? 48% answered unequivocally, 10% answered subordinate, 10% answered 10% in different ways, 2% never answered and 2% in different ways. Most about half of them reported that critical thinking is an important factor in raising the level of serviceability and obtaining more detailed information. But a significant proportion of these participants have given their opinion that not all critical thoughts increase the ability to receive information.

Graph 3. Encouragement of debate in class

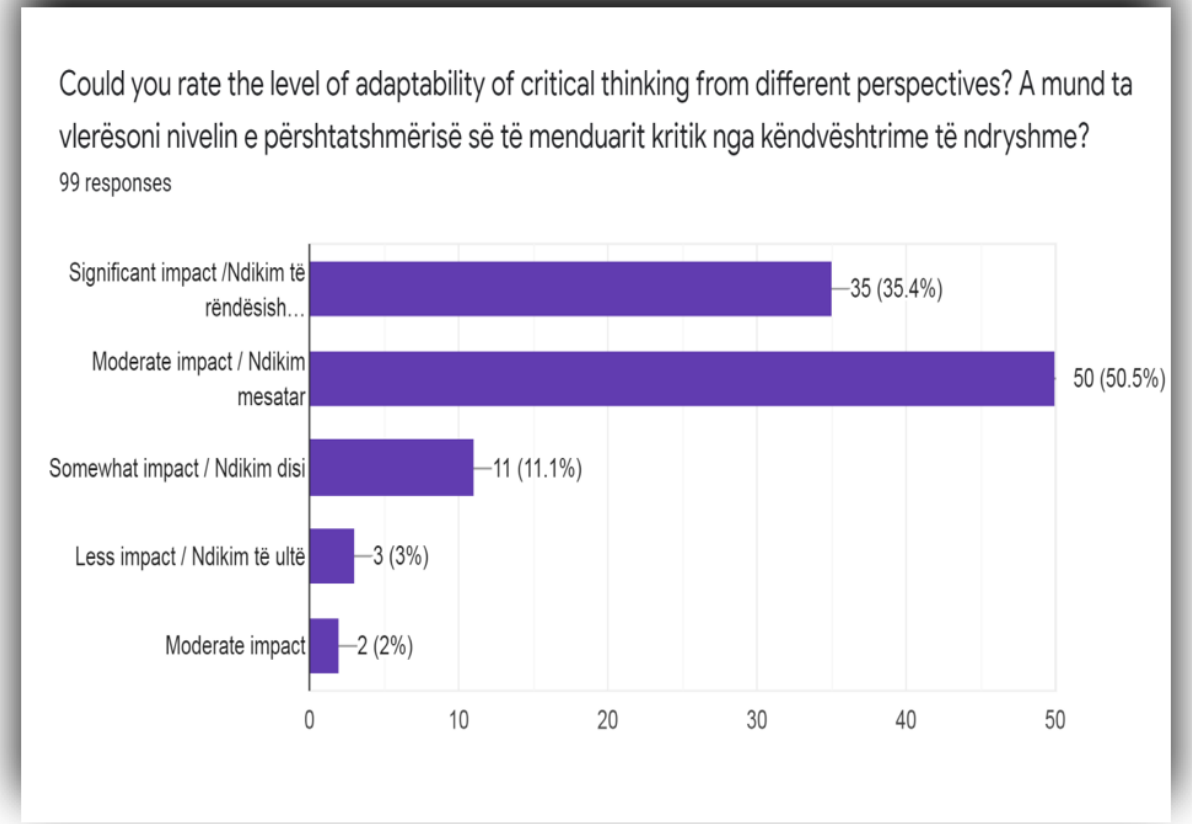


Specific questions draw specific results of any research. The important role respondents play is to prove either close or far a reasonable issue yet undiscovered or put at matter and inquiry. Summoned debates adhere practices of one's belief are determinant of encouragement to do so in class. Undoubtedly, professors' are key to it.

Having considered that, to the question: How encouraging do you find classroom debates? 43% of participants answered with the given alternative of "very high" likely to prove what might have thought it's their positive outcome, nonetheless a 5% more of the respondents found no problem not to consider this alternative on the highest rank so 50% decided to answer moderately, furthermore, 4% answered low and 4% did not answer at all. From the self-reporting results in this research, half of the subjects included in the study see the moderate impact of encouraging debate in the classroom. However, a considerable part of them considers the

encouragement of class debate as very high, but not the outmost. It is known that classroom debate encourages interaction but incorporates ideas, thoughts and visions from different perspectives of approach and critical thinking on different aspects.

Graph 4: Evaluation of critical thinking from different perspectives



To the question: ***Could you rate the level of adaptability of critical thinking from different perspectives?***

If we as a society are in a room and there we have to work on an article that appeared 50 years ago, it only shows a part of the period, that we are asked to think about what was there or what could possibly happen at that particular period of time.

Everyone in class must dive deeper into their opinions, albeit, if we all agree with one opinion preferably true what's the point of brain functioning varyingly.

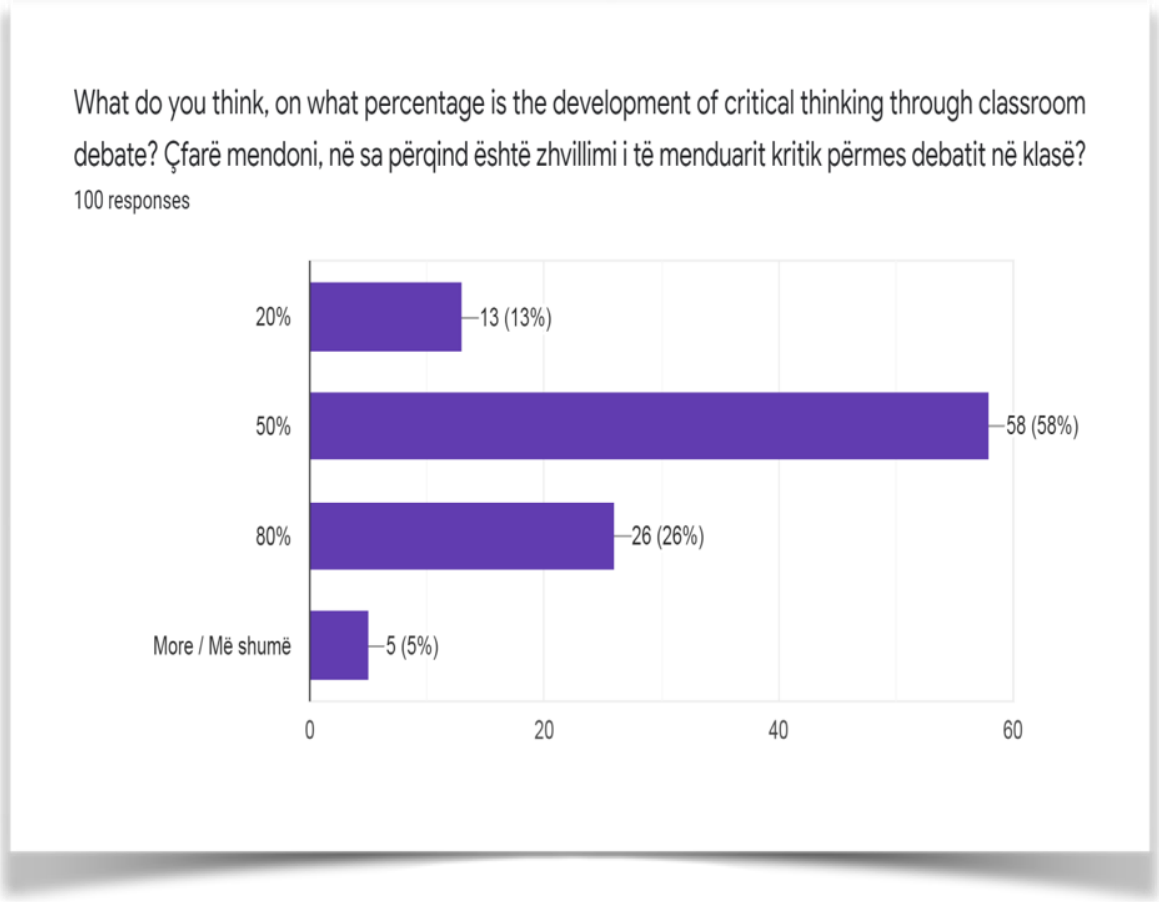
We need to listen carefully to what has given that thought, distinguishing important things from unimportant ones. We need to understand the ideas of complicated thinking and thinking about how to address it. 35.4% of the respondents answered with significant impact, by the virtue of opening the mind more than we are prepared and gathered to say.

50.5% of respondents responded with average impact, on the grounds that the moment someone thinks differently, the gates open and the thought returns to you. But, were it not for the different opinion or critical thinking, the mind of everyone would not have been effective either even not on the majority of thinking onto the highest scale of adaptability sometimes.

11.1% responded with a “neutral impact," 3% of the participants responded with “low impact” and 2% responded with very “low impact”. From the self-reporting results, we can conclude that the degree of appropriateness of critical thinking from different perspectives is seen with average influence mainly. Perspectives, how we see it differ a lot, but it should not be said that we are wrong, because there is a possibility that on tiny little opinion to find more on here and there someone addresses differently whether on what horizons they enter.

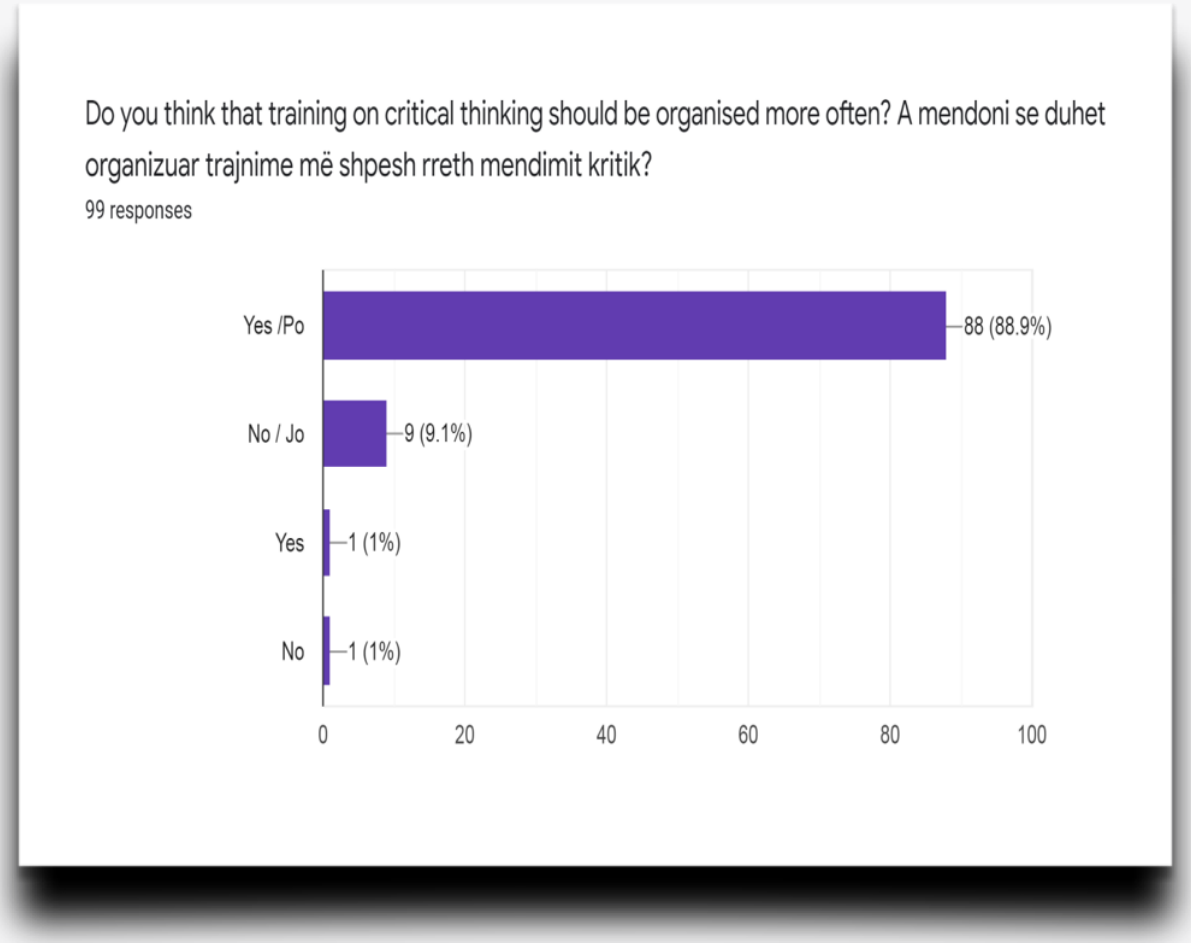
From the self-reporting results, we can conclude that the degree of appropriateness of critical thinking from different perspectives is seen with average influence mainly.

Graph 5. Development of critical thinking through classroom debate



To the question: What do you think, in what percentage is the development of critical thinking through class debate? 13 respondents stated “20%," 58 participants stated “50%," 26 participants stated “80%” and 5% of participants went with the last given alternative of “more”. Half of the participants have a perception that critical thinking is stimulated through tactical thinking in the classroom. Despite any occurring within class, to fully access the development of critical thinking in classroom, professors and students must collaborate deeply to make it happen, otherwise it would fail miserable if one part does not held the end of the bargain, because energy and interactivity must be at the highest percentage containing the elements of interactive debates to allow students dive and explore more on what its served on their plate by the most crucial element in class, as only a good professor can extract from any situation created.

Graph 6. The organisation of training for critical thinking



When it comes to interpreting something, articulated in the best possible we frequently force our way of critically leading a point we believe appropriate and genuine.

To the question: Do you think that training on critical thinking should be organised more often? 89.9% of the participants answered with the option “Yes," alluding that trainings give a huge hint and boost to prepare thoughts accumulated in mind to be expressed later in words. Graphically explaining that it may glimpse like a puzzle searched to find. Surprisingly enough, 10.1% of the respondents answered with the alternative “No," meaning trainings on critical thinking do not ned to be organised often. Here by the context that there is no much needed for such previous

preparation. What hinders critical thinking that does not make it happen is, Egocentrism, Arrogance and Intolerance, One-sided Experiences.

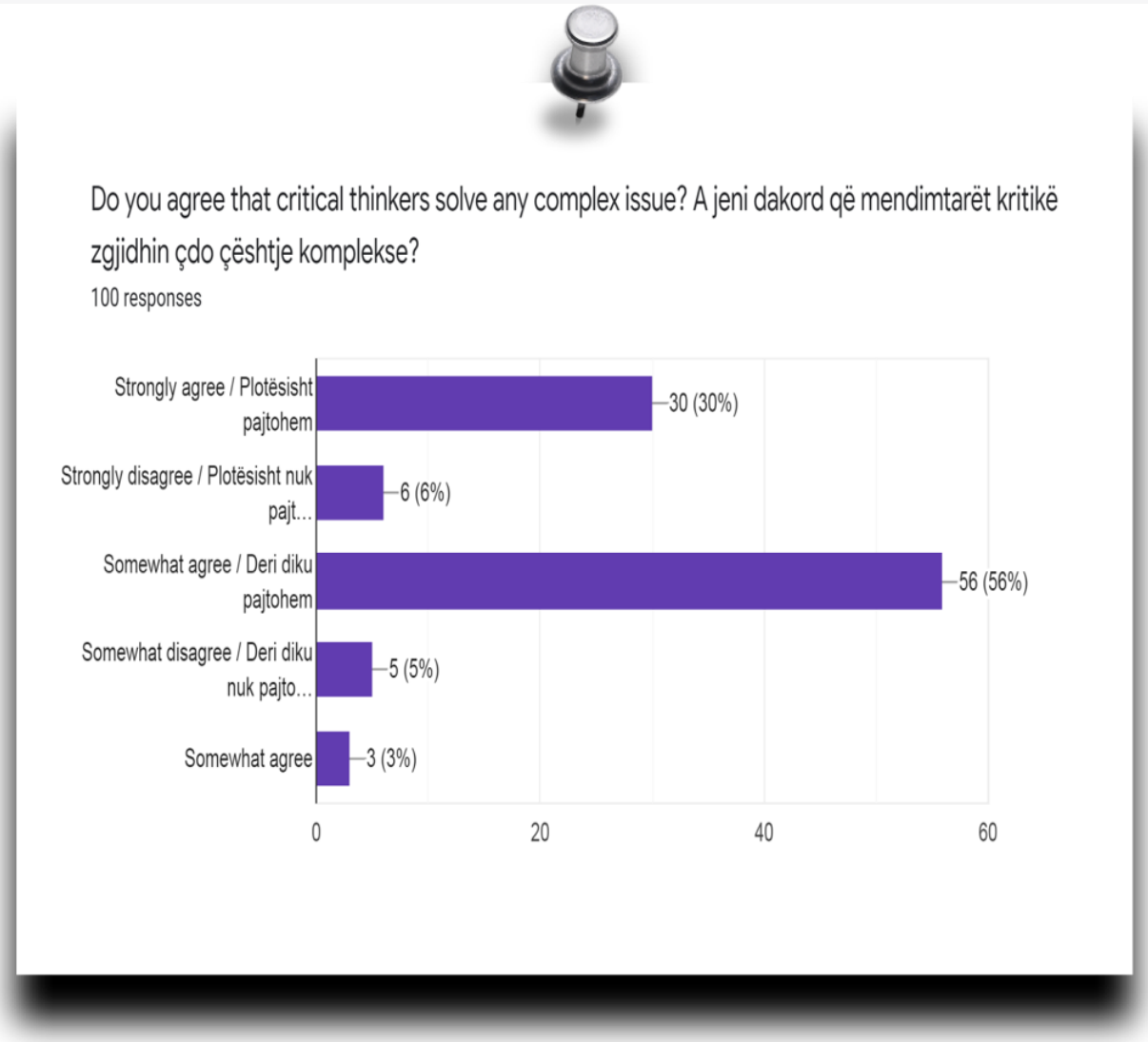
Nonetheless, majority gave the verdict that in life, critical thinking is necessary, because it only fills a new horizon in the mind and increases intelligence, because none of us are the same, in each us there is something good and different to discover.

The moment you decide to ask questions, and get the answer, you actually start thinking.

Critical thinking makes one think, and see things in a broader context, and capture things with a different eye.

Trainings will have to occur often, because the offer chances to bring productivity to people and infinite space, in the human mind and increases intelligence by using and doing it simultaneously. From what has been reported in this research. The great need for organising training for critical thinking has also been highlighted. This necessity of training for critical thinking is not only for the school aspect but also for other environments and circumstances where the spirit of critical thinking should be present.

Graph 7. Solving complex issues by critical thinkers



If in space occurs a rare phenomenon that has never happened before, here the great and critical thinkers, try to decipher in themselves how it came, what brought it, and why it happened. These three questions require extensive elaboration, if it is without something out of the ordinary that came from the sky below, then and the sky took on a different colour their thoughts can only be correct in their mind because it is very complex it is for the time being seen that it has never happened before such thing that has happened, and here it conflicts with the question above whether they can solve any complex issue, again depending on the nature of the problem we take an example with. Regarding the question: Do you agree that critical thinkers solve any complex issue? Whatever the problem, critical thinkers try to simplify the issue in their minds, and then

turn to the masses. 30% of the participants answered with the alternative to “strongly agree”, 6% “strongly disagree," whereas 56% of the participants “somewhat agreed” and 5% answered to “somewhat disagree”. Be that as it may, if they speak without egocentrism, they can choose any issue because the opinion complements the opinion of the other and thus the whole issue takes its form.

It is not in vain that it has been said that a critical approach to each work is problematic but also the discussion will produce quality and productivity and will shape things in the best possible way, more fluently and more understood by others who can approach later.

Therefore, with special emphasis on the school and academic aspect, where some give critical ideas, proposals and concepts throughout the debate are critical thinkers whose goal and purpose is the realisation of delicate and complex issues.

Solving complex issues by critical thinkers is not something simple, but this work requires, among other things, having sufficiently credible accurate information and of particular importance to then give things direction and other meanings. More specifically to find ideal solutions to complex issues throughout the discussion that can take place on various issues.

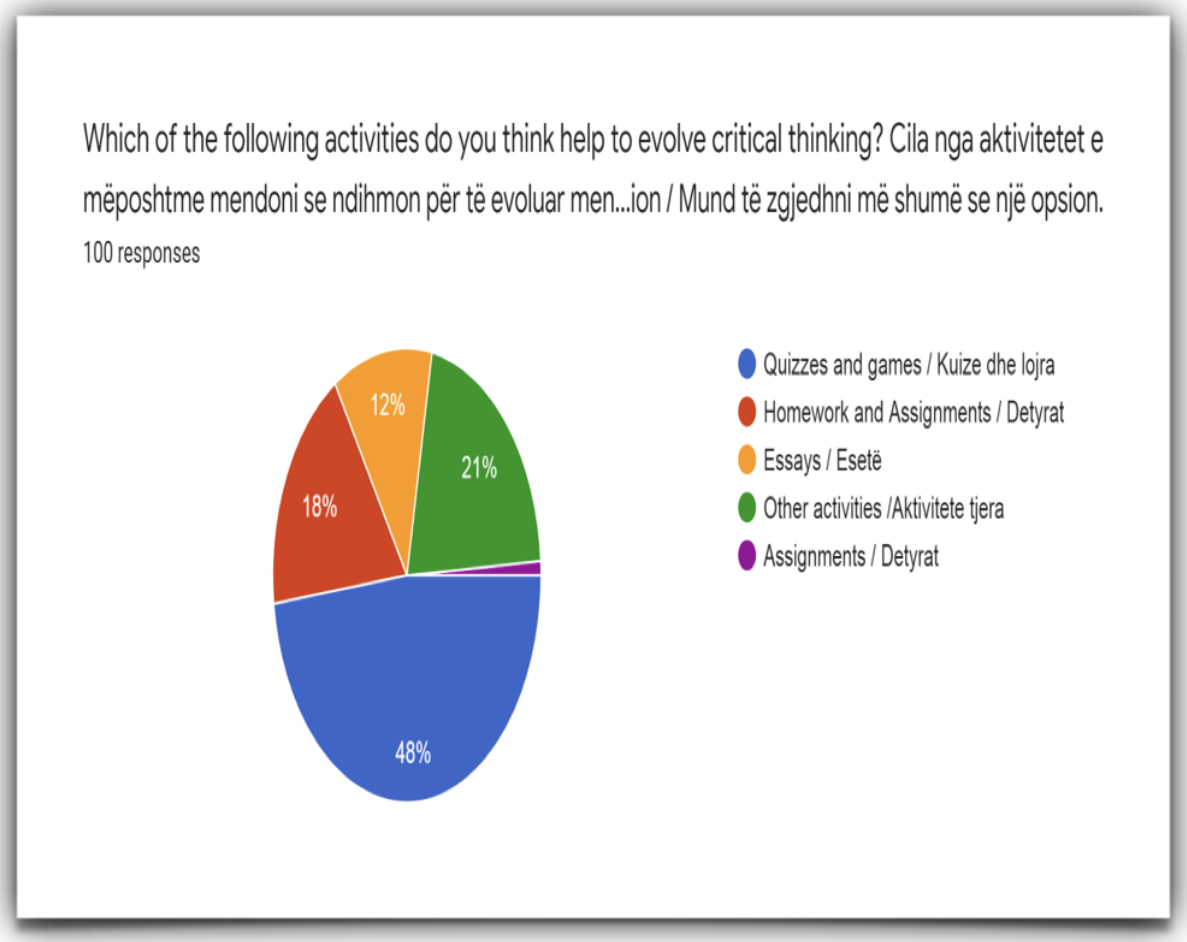
Solving complex issues by critical thinkers in academic terms means providing alternatives, setting up scientific hypotheses which are measurable and testable to give the right answer about the topic or lecture that may be the subject of treatment, elaboration and analysis…

The solution of complex issues by critical thinkers is a segment of critical thinking that finds inclusion but also application in every aspect of human, social, political and institutional life. Even a simple problem cannot be solved without having a critical mind in advance which offers an alternative purpose and clear and definite vision.

People's daily life is that they face and constantly face expected and unexpected challenges which can be complicated, whether on the road, in institutions, at work or even in the family. Solving and dealing with them can only be possible with a fair, objective analysis based on critical thinking.

Despite all this, skepticism has been reported among the respondents of this research regarding the fact that critical thinkers contribute to the solution of complex issues.

Graph 8. Evolution of critical thinking



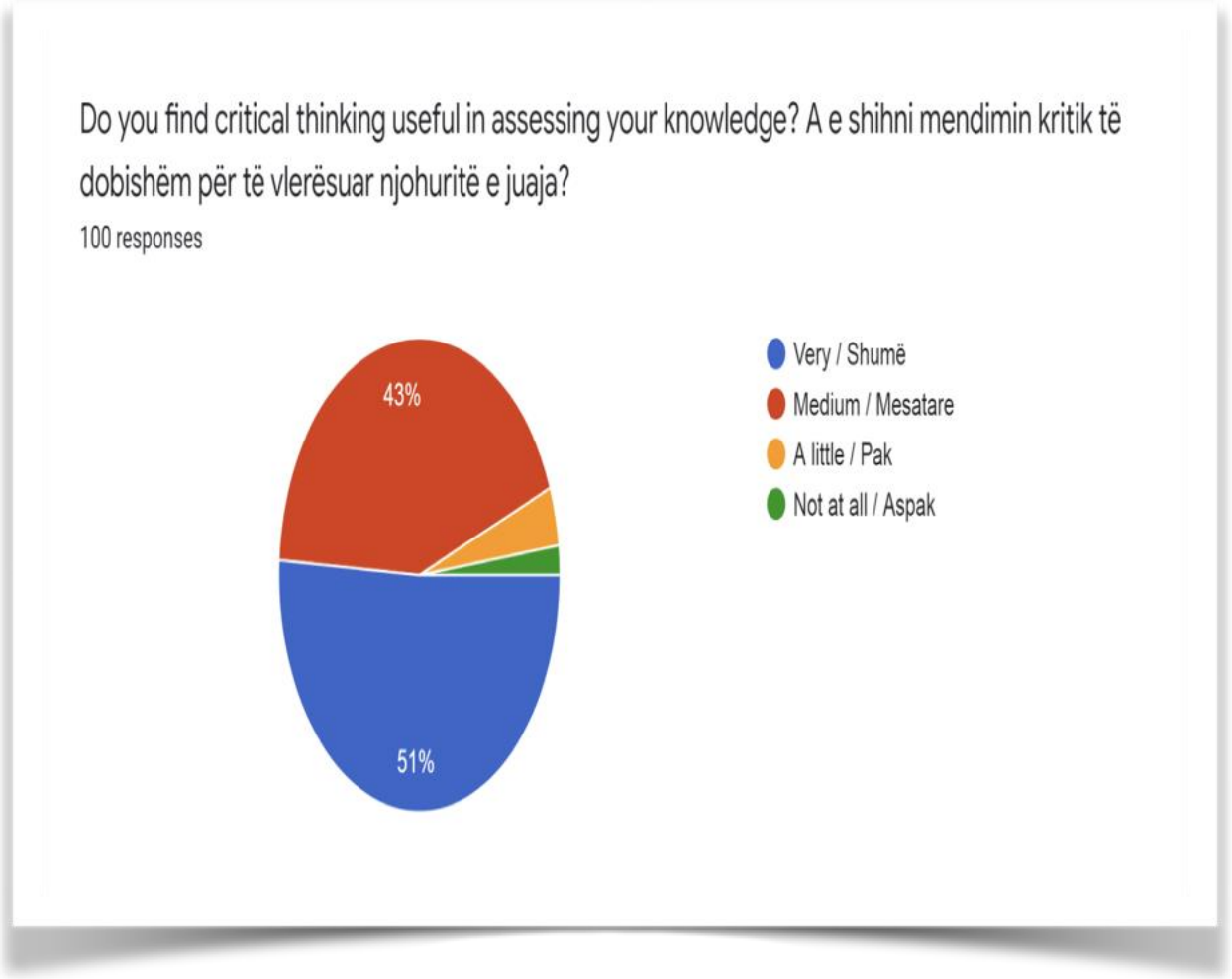
Alternatives can have an impact on the evolution of critical thinking. Based on the question: Which of the following activities do you think helps to evolve critical thinking? With the options given in the graphic above, 48% of participants answered “quizzes and games," 18% of participants answered with the alternative of “homework," and 12% of participants answered with the alternative of “essays” moreover, 21% of participants answered more likely with the “activities” and 1% answered tasks. Quizzes and games, evidently were mentioned because these both make us think. In a quiz if the question for the two groups is asked and it is the same at this moment the critical thinking enters the middle of the race, because it is only a correct answer and

makes them think more, if one answers but not correctly, it is entered here again in the puzzle, the other part showed clearly not the formulated the correct answer.

Even in games, a football team has important game tomorrow, and during the day the coach of this team has thought about how to play with the lineup to win has thought so much that victory is certain. And before the game, the basic formation appears and the opponent sees him, at that moment he starts to think again, this is critical thinking, which always makes you think where you have said enough, Thinking a lot about the game, this is the nature of critical thinkers, in the label it seems negative "critical" but if you study it, you see that it is also positive.
The coach took a look at the lineup they had published but he started thinking again the formulations in the field.

Also essays and assignments, other activities also these play a role to stimulate and evolve such growth and progress.

Graph 9. The usefulness of critical thinking in assessing new knowledge



Aspects of critical thinking in the classroom are essential links to freedom of expression and democracy. But in academic terms, they constitute an important and extremely valuable segment for the professional and intellectual development of generations. This fact corresponds to the fact that students or pupils should identify their views different from others, without giving them prejudiced senses but including them as part of the discussion in dialogue.

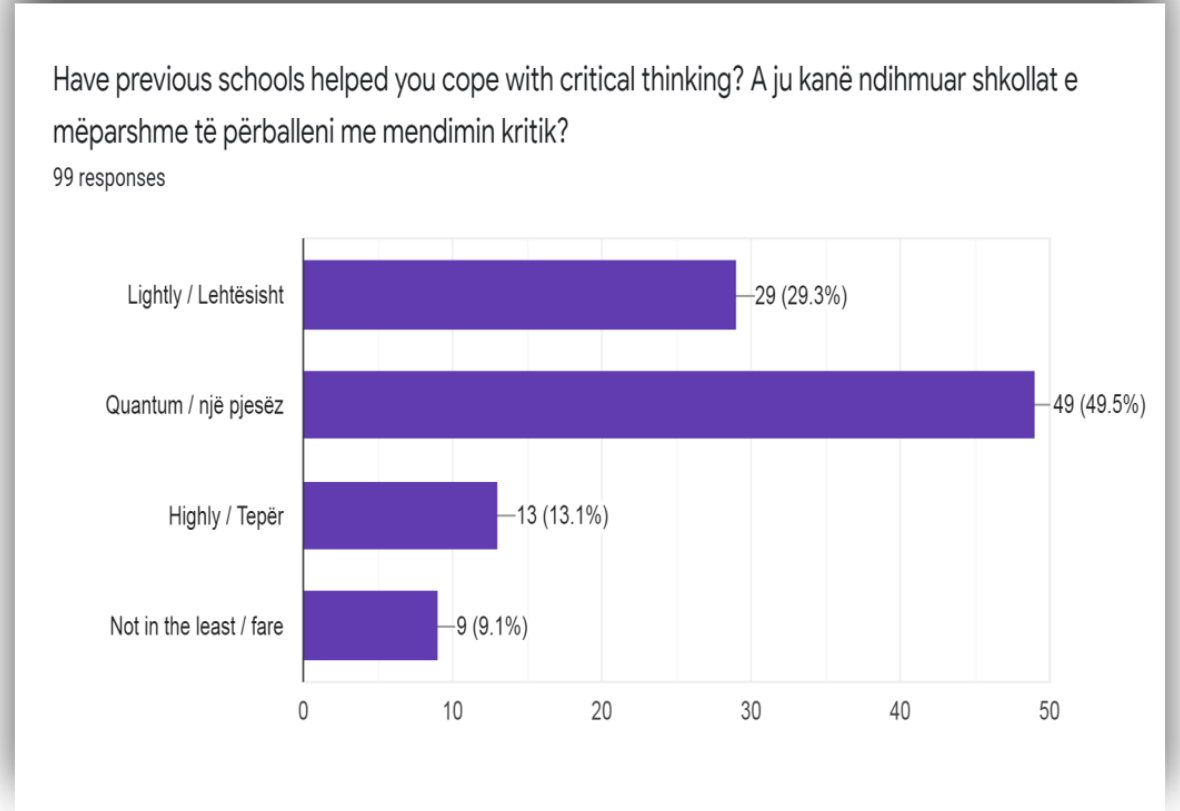
The segment of aspects of critical thinking among others includes one aspect or more areas of critical and analytical thinking, during a lesson. Aspects of critical thinking in the classroom, therefore, include understanding the connections between reported or spoken ideas, defining the importance of facts and arguments that result from expressing critical thinking.

Assessing knowledge furthermore, the recognition and construction of all the components within leads to justification and analysis hypothetically of the main critical thinking ideas.

Related to the question: Do you find critical thinking useful to assess your knowledge? 51% of participants answered “highly," 43% of participants answered “moderately," 4% of participants answered the “little” option and 2% of participants did not answer at all. Respondents of this research have identified critical thinking as a very important factor to measure and evaluate people's information in terms of its relevance and importance.

Because what we learn what we read seems to be that chances to possibly having acquired a lot of knowledge, are just the moment we start imaging, there we notice that there is still more space than what we have read and learned, one has to manage its wholeness, where to bring improvisations as it is putting well thought also to strengthen and improve it constantly for opening new gates of space not just dwelling on the past ideas ordinarily.

Graph 10: Early schooling and critical thinking

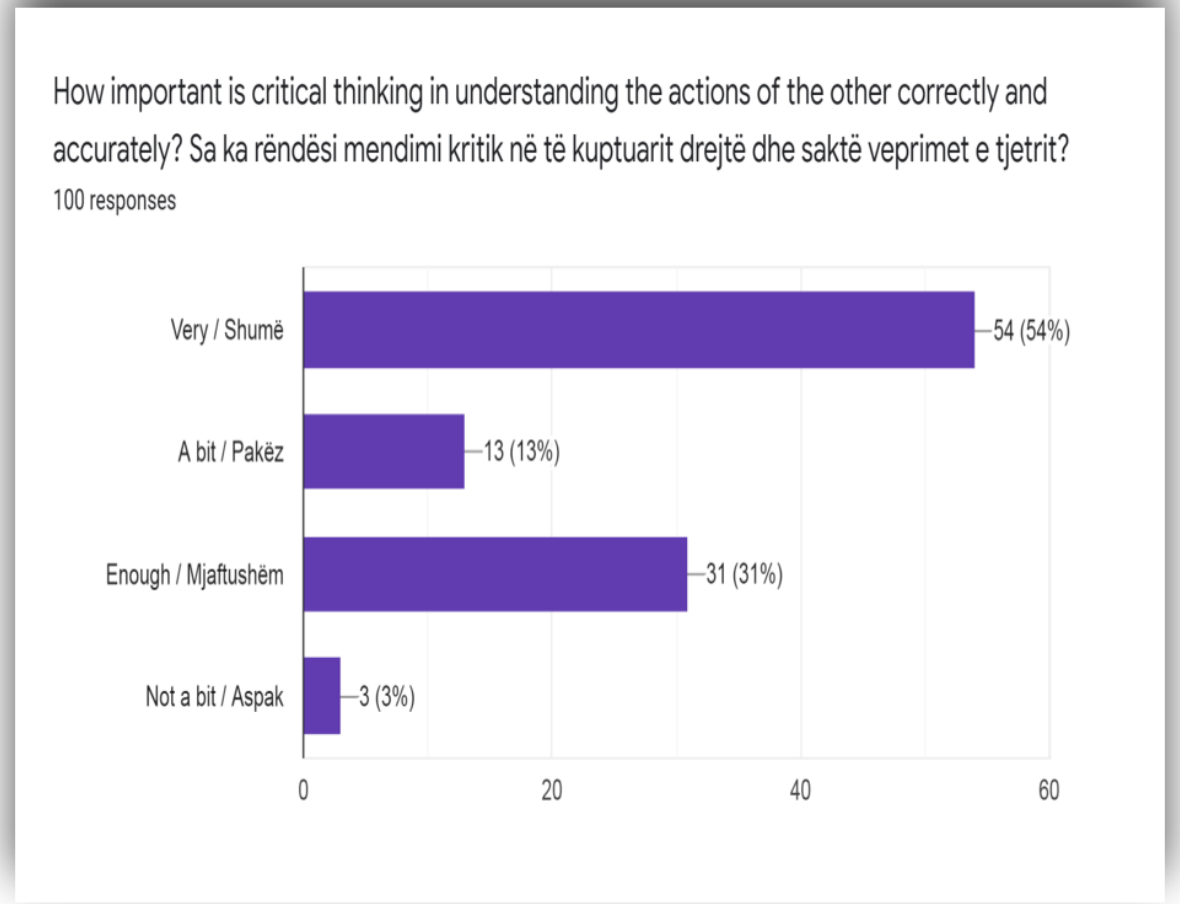


To the question: Have previous schools helped you cope with critical thinking? 29.3% of participants answered with the alternative given as “easily," 49.5% of participants answered with the option “in part”, while 13.1% answered “highly” and 9.1% are answered not at all. Of course previous experiences lead them to give such conclusions.

Initially realising the beginning of critical thinking in adulthood, further during high school and beyond, one might get confused and does not particularly understand what critical thinking is. Howsoever, Accessing something during the moment with a more complex approach pushes spontaneously with a different approach.

From the level of answers provided it is concluded that previous education to most of the participants included in this study has partially influenced in terms of dealing with critical thinking.

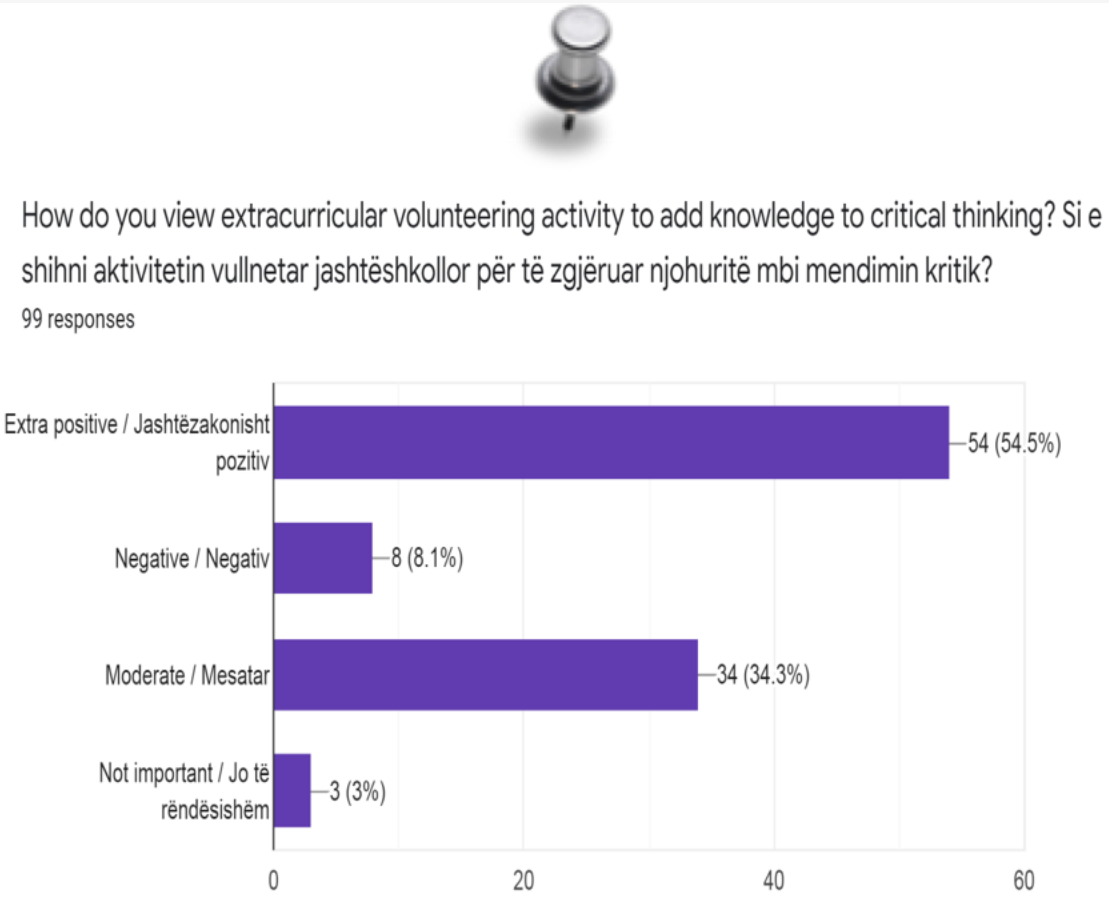
Graph 11. The importance of critical thoughts in thinking towards the actions of others



To the question: How important is critical thinking in understanding the actions of the other correctly and accurately? 54% of the respondents answered with the first and highly alternative who said a “lot," 13% answered with “little,” whatsoever, 31% of the participants decided to go with “enough” option and 3% answered with “not a bit”.

While there is no doubt that it is crucial and it matters a lot, critical thinking helps us find a way with what the other is speaking or writing, we need to listen carefully if one's talks or even if writes we need to see sometimes beyond the lines to understand what is more into it critically, using the positive aspect of criticism into realising and distinguishing important matters while being able to separate from unnecessary information.

Graph 12: The importance of critical thinking in understanding others correctly



To the question: How do you view extracurricular volunteering activity to add knowledge to critical thinking? 54.5% of the respondents stated "extremely positively," 8.1% of the participants have gone with the alternative of "negatively," furthermore, 34.3% of the

participants shared the opinion with “moderately” and 3% of them stated “unimportantly” as the answer they found least viewing volunteering activity to add knowledge to critical thinking.

The relevance of critical thinking in the most reasonable and objective sense of the other's actions is valued as very important and positive. Overall the result of this question extracurricular activity is seen as important factors in disseminating knowledge of critical thinking as a cognitive and academic wealth of expression.

Open questions give hints of what we seek to find further than giving options or alternatives, likewise as listed below, several formulations from the respondents will be presented.

Note: The questions in the questionnaire were given in two languages English and Albanian, relying on several answers, which were also added in Albanian which enabled students and professors to explain their ideas freely and comfortably, direct answers will be translated into the text listed below the main question.

Why do students need good critical thinking skills? Pse studentët kanë nevojë për aftësi të mira të të menduarit kritik?

- Because it makes it easier to analyse different situations or issues and makes it possible for the student to have a more realistic perception of events that characterise different aspects of their lives.
- To learn more about different classroom ideas for a good issue.
- To deepen the knowledge about what they study.
- To develop their personality and to learn to know things from different angles to arouse interest in certain issues!
- Because it is necessary for the future, to learn more, to increase the level of knowledge.
- To understand better.
- In this way, they're more prepared to make the right choices for themselves and the society around them.

- For problem-solving and avoiding obstacles.
- To be smarter.
- To make it easier for them to resolve situations, conflicts, problems, events through which we go and are challenged and to have easier management of them. So that they can expand their knowledge and understand the context of theory in academia.
- To expand horizons.

- On problem-solving and other solutions in life!
- Because critical thinking is essential to solving things in a fair and right way.
- To perform better in school, to be more creative and more decisive.
- For many reasons.
- Because it is needed for practice.
- Critical thinking as considered to be a skill, is likely to empower in general people tho Jude reasonably on important issues.
- Because the answers they have to mark we have to be quite clear and Santa.
- To develop your brain.
- Because it is necessary.
- Because critical thinking develops the mind a lot and makes it more reasonable for debates to communicate.
- Need for reasons students are the mainstay!
- They need it because there is a lack of inspiration and care from competent people.
- No answer.
- Because critical thinking helps in everyday life, in solving problems, conflicts.
- For many things.
- Because they develop knowledge and create rational approaches to various phenomena that are evident in our social daily life.
- Because of the positivity that will give life to the future.
- Students need good critical thinking skills as the younger generations have to be the ones to decide independently.
- Making such a decision should be based on rationalism and objectivity, which enables critical thinking.
- Because it is the best possible way of perfection!

- Since critical thinking is like an independent thought, which brings new ideas and at the same time problem solving without being influenced by most say.

- Because it helps them understand the situation or the topic they talk or think about better and also having an opinion is always good especially when you share it with others.
- To be more aware, how / where to criticise …To be more active through some discussions, to express the right thoughts, to be more innovative.
- Critical thinking is important for students as it gives them the ability to think in the right way and solve problems more efficiently and methodically.
- Critical thinking usually is considered to give a hand to students on understanding problems in a more profound way, also it is such a way to think rationally and distinctly. Because it helps us as students in our flexibility and learning ability.
- Students have to cope with a ton of different things every day of their lives, whether at school, home or outside, so I think that critical thinking would help them to sort of deal with those things in a much more effective and easier way.
- They need to not criticise at all, we see in SEEU only one group.

When has critical thinking skills been helpful to you? Kur kanë qenë të dobishme për ju aftësitë e të menduarit kritik?

- They have always been useful, but it should be noted that critical thinking skills play a very important role especially during my studies.
- Mostly in university.
- Forever.
- In everyday life, also in solving practical problems.
- In many cases, especially in decisions for a long-term choice.
- In any debate or lecture!
- From the age of 9 years.
- They always are!

- In lectures.
- Almost always.
- When I had to make an important decision on my work career.
- In many cases, in the professional and personal field as well.
- In every situation which required unconventional problem solving
- Often
- To find different opinions on the issue.
- In many situations!
- In cases where a solution was needed
- It helped me improve the way I express my ideas in a more logical and structural form.
- Yes.
- Yes, at professor Izet's subject.
- Every day we receive information from the most diverse so we have to think logically for obtained information. Critical thinking is simply the ability to think logically before believing something we read or before taking action therefore critical thinking is important every day.
- Of course, they were friends, in class, in quizzes.
- Rarely.
- Every-time
- In the beginning, it was from many training sessions that I was with different NGOs that had focus and training in critical thinking, but also in studies the forms of debates that we had were useful.
- Not a debate
- Considering that students in earlier times could not express themselves through electronic networks now have it easier.
- Never!
- No Answer
- In debates, in my elections, etc.
- At no-point.
- Infrequently

- In situations where such a phenomenon has been forced to be applied as experience practice.
- Mostly in debates, but also in everyday life it helps me a lot.
- I think that in any circumstance without exception critical thinking skills are useful!
- Critical thinking has always been something very important to me because through critical thinking we can very easily approach any topic.
- In some debates at school or when I talked to someone about some serious topics.
- In different situations ...
- Through some participation in debates
- In many cases during studies but also during daily life.
- Sometimes.
- I have been in a lot of situations where I had to make connections between ideas, and the only solution was critical thinking, which helped me to solve problems more efficiently.
- Through friends debates.
- Every time I had to decide anything and everything.
- Choosing which university, faculty and field of study to go to.
- Never

Give examples of how you can use critical thinking skills in your daily life, tutoring, and school life. Jepni shembuj se si ju personalisht mund të përdorni aftësitë e të menduarit kritik në jetën tuaj të përditshme, tutorin dhe jetën shkollore.

- I try to include critical thinking in almost all my daily activities, trying through critical thinking to be as efficient as possible in every daily activity, with special emphasis on my professional commitments.
- I would do more games and quizzes and tasks so we could look at the reviews of our colleagues in everyday life. We can use critical thinking to solve our problems more easily, to be more far-sighted, etc.
- Criticism makes you realise your mistakes, think differently etc!

- Based carefully on the events we have in real life, critical thinking is the essence of a society's advancement.
- To judge better.
- Whenever I am faced with a dilemma on how to proceed in a new situation/environment, I usually prefer educating myself on the matter at hand, carefully planning steps, getting as much input as I possibly can from all parties involved and implementing a plan based on the above-mentioned steps.
- Critical thinking helps me make decisions at work based on personal experiences and those of others.
- Media literacy, for example, I can easily distinguish between facts and opinions, fake news and misinformation.
    - Critical thinking can be used to solve disputes between any form of relationship, to evaluate decisions taken, to measure injustice, etc.
    - Making decisions, evaluating better, practising self-reflection, etc.
    - Today during the lesson I read a story to the students and after reading we had an open debate about the story.
- I mostly use critical thinking skills where I think they need and should be used, and think critical thinking helps me expand my knowledge and think more!
- One should not develop too much brain in the society we live in, because it risks not being understood!
- I think that on any topic I can give a critical logical opinion.
- I have no comment because in the Balkan countries critical thinking is not respected.
- No!
- It is not at all necessary to use critical thinking
- Through debates etc.
- Through education, individuals manage to get concrete knowledge about certain professions, but some do not manage to be formed as people, i.e. education in such cases has a role only by contributing to professionalism without achieving the goal and education of certain individuals.
- I used the skills of critical thinking in the faculties (while answering the questions of the professors), for every day (at work) etc.

- In everyday life, we achieve it by getting involved in any topic that has to do with us or with topics that currently interest us.
- Meanwhile, in school life, critical thinking makes the lesson develop interactively and not remain passive.
- I can use it as a strength of mine ...
- Asking different questions, analysing problems from different perspectives, etc.
- Deciding what I want to do with my life and my career, planning everything in a way that would help me with my academic achievements, knowing how to distinguish and prioritise the things that give me the best benefits and outcomes.
- No comment!

VII. *CONCLUDED RESULTS*

Correlations

		Attitudes towards critical thinking	Perceptions towards critical thinking
Attitudes towards critical thinking	Pearson Correlation	1	.904**
	Sig. (2-tailed)		.000
	N	100	100
Perceptions towards critical thinking	Pearson Correlation	.904**	1
	Sig. (2-tailed)	.000	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Tabel 1. The correlation between attitudes and perceptions about critical thinking

To test the first hypothesis of this study "There is an important correlation between attitudes and perceptions about critical learning," a correlation analysis was made between the variable created for attitudes towards critical thinking and perceptions about critical thinking [r =. 904 **, p = .000]. These results are statistically significant and support this hypothesis.

Group Statistics

	Profession	N	Mean	Std. Deviation	Std. Error Mean
Perceptions towards critical thinking	Student	80	6.61	2.00	.22
	Professor	20	7.90	2.97	.61
Attitudes towards critical thinking	Student	80	12.05	4.39	.49
	Professor	20	16.10	6.75	1.51

Tabel 2. Differences in attitudes and perceptions about critical thinking between students and professors

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Perceptions towards critical thinking	Equal variances assumed	5.656	.019	-2.315	98	.023	-1.28750	.55604	-2.39093	-.18407
	Equal variances not assumed			-1.836	23.488	.079	-1.28750	.70124	-2.73645	.16145
Attitudes towards critical thinking	Equal variances assumed	7.306	.008	-3.277	98	.001	-4.05000	1.23604	-6.50289	-1.59711
	Equal variances not assumed			-2.549	23.173	.018	-4.05000	1.58916	-7.33607	-.76393

To test the second hypothesis of this research "Students compared to their teachers report different attitudes and perceptions about critical thinking", the analysis of the t-test was performed. For perceptions of critical thinking the results of the t-test are [t =-2.315, p = .023]. Students reported average (M = 6.61), while professors reported average (M = 7.90). For attitudes towards critical thinking the results of the t-test are [t =-3.277, p = .001]. Students reported average (M = 12.05), while professors reported average (M = 16.10). These results are important and support this hypothesis.

Group Statistics

	Universiteti	N	Mean	Std. Deviation	Std. Error Mean
Perceptions towards critical thinking	University of Pristina	50	5.88	1.41	.18
	South-East European University	30	8.35	2.51	.39
Attitudes towards critical thinking	University of Pristina	50	10.73	3.34	.43
	South-East European University	30	16.05	5.81	.91

Tabel 2. Differences in Attitudes and Perceptions of Critical Thinking between Kosovo Students and Those from Northern Macedonia

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Perceptions towards critical thinking	Equal variances assumed	16.277	.000	-6.259	98	.000	-2.46667	.39409	-3.24873	-1.68461
	Equal variances not assumed			-5.633	55.541	.000	-2.46667	.43793	-3.34411	-1.58923
Attitudes towards critical thinking	Equal variances assumed	9.773	.002	-5.795	98	.000	-5.31667	.91743	-7.13728	-3.49605
	Equal variances not assumed			-5.232	56.268	.000	-5.31667	1.01610	-7.35194	-3.28139

To test the third hypothesis of this research, "There are significant differences in attitudes and perceptions of critical thinking between students in Kosovo and those in northern Macedonia.", The analysis of the t-test was performed. For perceptions of critical thinking the results of the t-test are [t =-6.259, p = .000]. Students from Kosovo reported average (M = 5.88), while students from Northern Macedonia reported average (M = 8.35). For attitudes towards critical thinking the results of the t-test are [t =-5.633, p = .000]. Students from Kosovo reported average (M = 10.05), while students from Northern Macedonia reported average (M = 16.05). These results are important and support this hypothesis.

VIII. CONCLUSION

Critical thinking as a whole view has been introduced over the years or several centuries ago. As empirical research has concluded that teachers perceive students' critical thinking as a qualitative form that will provide their intellectual stimuli. Students' attempts and processes of critical thinking were perceived as the level of their ability to present their views analytically and from the perspective most accessible to them. Reasonable thinking in a reasonable form is an indicator of the high level of cognitive and metacognitive development of students.

The context of this study, therefore, focuses on the discrepancy between the attitudes and perceptions of teachers and students about critical thinking. This study it is tried to reconfirm what was identified during the literature review. This study is conceived and structured in this way as such it will bring information about teaching and critical thinking. On the other hand, this study is of particular importance as it explores these concepts and highlights potential differences for critical thinking. It is therefore relevant to study these factors and to determine appropriate variable objectives that are both measurable and testable and easily comparable to studies in the relevant field.

This study is very important for the Kosovar context as there is not much research specified in this regard.

This study was conducted by respecting, specifying and citing the contributions of authors according to academic rules, ethical issues related to participants while respecting their confidentiality and to contribute to the enrichment of research in this spectrum with special emphasis on attitudes and perceptions about critical thinking. It is not enough just to know, but you also have to act. In a democratic system, people are required to act, which is a system of real and equal opportunities for all, but to achieve it, all people must be able to notice the problems they face. in everyday life to face the knowledge competition and to gain new knowledge which with great dedication can be achieved.

The first and most important place and institution where the virtues of a personality can be tempered is the school, which aims for the student in the future to be an active citizen who will advance society by contributing to it.
In today's development conditions the concept of teacher, teaching and school has changed a lot. Teachers are seen as key agents of disseminating knowledge and learning. Many teachers state that it is difficult to achieve to encourage all students to learn.

To test the first hypothesis of this study "There is an important correlation between attitudes and perceptions about critical learning," a correlation analysis was made between the variable created for attitudes towards critical thinking and perceptions about critical thinking [r =. 904 **, p = .000]. These results are statistically significant and support this hypothesis.

But students seldom maintain the processes by which their professors question texts, interpret contradictions of phenomena or works of art, or discover patterns in seemingly chaotic evidence.

To test the second hypothesis of this research "Students compared to their teachers report different attitudes and perceptions about critical thinking", the analysis of the t-test was performed. For perceptions of critical thinking the results of the t-test are [t =-2.315, p = .023]. Students reported average (M = 6.61), while professors reported average (M = 7.90). For attitudes towards critical thinking the results of the t-test are [t =-3.277, p = .001].
Students reported average (M = 12.05), while professors reported average (M = 16.10). These results are important and support this hypothesis.

Students are often assigned assignments that require such skills, but the problem of acquiring the terms skills is left to the student’s ingenuity, good luck, and local ability.

However, the results of the study conducted by us are not with the theoretical findings and findings from other international oriented studies. To test the third hypothesis of this research, "There are significant differences in attitudes and perceptions of critical thinking between students in Kosovo and those in northern Macedonia.", The analysis of the t-test was performed. For perceptions of critical thinking the results of the t-test are [t =-6.259, p = .000]. Students

from Kosovo reported average (M = 5.88), while students from Northern Macedonia reported average (M = 8.35). For attitudes towards critical thinking the results of the t-test are [t =-5.633, p = .000]. Students from Kosovo reported average (M = 10.05), while students from Northern Macedonia reported average (M = 16.05). These results are important and support this hypothesis.

During the realisation of this paper, it was concluded that for the most part the expansion and dissemination of critical thinking in educational settings is at a good level of promoting critical thinking in the classroom, interaction and discussion of ideas from the simplest to the most more complex.

Most about half of them reported that critical thinking is an important factor in raising the level of ability to serve and obtain more detailed information. However, a considerable part of them considers the encouragement of class debate as very high. When we know the fact that the debate in the classroom encourages interaction but also, thoughts from different perspectives on critical thinking on aspects related to it. From the self-reporting results, we can conclude that the degree of appropriateness of critical thinking from different perspectives is seen with an average impact on the students and professors surveyed.

The great need to organise training for critical thinking has also emerged. This necessity of training for critical thinking is not only for the school aspect but also for other environments and circumstances where the spirit of critical thinking should be present. But scepticism has been reported among respondents to this research about how critical thinkers contribute to the resolution of complex issues. About half of the participants consider that quizzes and games are the ones that stimulate critical thinking the most.

Respondents of this research have identified critical thinking as a very important factor to measure and evaluate people's information in terms of its relevance and importance. From the level of answers provided it is concluded that the previous education of most of the participants included in this study has partly influenced in terms of dealing with critical thinking.

Overall the result of this question extracurricular activity is seen as important factors in disseminating knowledge of critical thinking as a cognitive and academic wealth of expression.

The importance of critical thinking in the most reasonable and objective sense of the other's actions is valued as very important and positive.

By analysing different situations or issues makes it possible for the student to have a more objective perception of events that characterise different aspects of their lives. Since critical thinking is like independent thought, it is valued to bring new ideas and at the same time solve problems without being influenced by others.

The results of the study conducted are significant as no significant ethnic differences were identified. But even in other international research, this issue has not been sufficiently researched.

IX. RECOMMENDATIONS

- It is recommended that such research be conducted in the future by candidates for the master's degree in philological and social sciences.
- It is recommended that future research include other study variables related to critical thinking.
- It is recommended that in other studies there be more participants involved in the research.
- It is recommended that critical thinking be a lecture or subject in each university but also high schools and gymnasiums.
- It is recommended that young people, especially students read more books to strengthen critical thinking.
- It is recommended that critical thinking be part of every educational, developmental, scientific but also a political aspect.

X. RESTRICTIONS

- This study was limited in terms of participants because it included only 100 subjects on the Google forms platform.
- Another limitation has been the lack of review of the literature relevant to the concepts treated more specifically in citations, as the objective of this paper has been that before shooting the concepts is mainly done from a personal perspective.
- Another limitation has been the lack of books, especially those in the Albanian language regarding critical thinking.

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XII. QUESTIONNAIRE\ PYETËSOR

Dear professors and students, this questionnaire is for research purposes to find out "The discrepancy between professors' and students' attitudes and perceptions towards critical thinking in the classroom" This questionnaire does not ask you for any of your data and the same will remain confidential. This questionnaire takes about 10 minutes of your time. Please feel free to choose the right alternative for you!

Të nderuar profesorë dhe studentë, ky pyetësor është për qëllime kërkimore në mënyrë që të zbuloni "Mospërputhja midis qëndrimeve dhe perceptimeve të profesorëve dhe studentëve ndaj mendimit kritik në klasë". Ky pyetësor nuk ju kërkon ndonjë nga të dhënat tuaja dhe e njëjta vullnet mbeten konfidenciale. Ky pyetësor merr rreth 10 minuta nga koha juaj. Ju lutem mos ngurroni të zgjidhni alternativën e duhur për ju!

1. How usable is the dilatation of critical thinking in the classroom? Sa praktik është zgjerimi i të menduarit kritik në klasë?
2. Very/Shumë
3. Average/Mesatarisht
4. Quite low/ Shumë ultë
5. Not at all/Aspak

2. Does critical thoughts boost the ability to acquire more information? A e rrisin mendimet kritike aftësinë për të marrë më shumë informacion?

You can choose more than one option./ Mund të zgjedhni më shumë se një opsion.

a. Undoubtedly / Padyshim
b. It depends / N'varet

c. Variously / Në mënyra të ndryshme
d. Never/ Kurrë

3. How encouraging do you find debates in class? Sa inkurajuese e shihni debatet në klas?

a. Highly/ Shumë lartë
b. Medium/ Mesatarisht
c. Low/ Ultë
d. Not at all/ Aspak

4. Could you rate the level of adaptability of critical thinking from different perspectives? A mund ta vlerësoni nivelin e përshtatshmërisë së të menduarit kritik nga këndvështrime të ndryshme?

a. Significant impact / Ndikim të rëndësishëm
b. Moderate impact / Ndikim mesatar
c. Somewhat impact /Ndikim deri diku
d. Less impact / Ndikim të ultë

5. What do you think, on what percentage is the development of critical thinking through classroom debate? Çfarë mendoni, në sa përqind është zhvillimi i të menduarit kritik përmes debatit në klasë?

e. 20%
f. *50%*
g. *80%*
h. *More /më shumë*

6. Do you think that training on critical thinking should be organised more often? A mendoni se duhet organizuar trajnime më shpesh rreth mendimit kritik?

a. Yes/ Po
b. No/ Jo

7. Do you agree that critical thinkers solve any complex issue? A jeni dakord që mendimtarët kritikë zgjidhin çdo çështje komplekse?

a. Strongly agree / Plotësishtë pajtohem

b. Strongly disagree / Plotësishtë nuk pajtohem

c. Somewhat agree / Pajtohem deri diku

d. Somewhat disagree /Nuk pajtohem deri diku

8. Which of the following activities do you think help to evolve critical thinking? Cila nga aktivitetet e mëposhtme mendoni se ndihmon për të evoluar mendimin kritik? You can choose more than one option / Mund të zgjedhni më shumë se një opsion.

a. Quizzes and games / Kuizet dhe lojrat
b. Homework and Assignments / Detyrat
c. Essays / Esetë
d. Other Activities / Aktivitete tjera

9. Do you find critical thinking useful in assessing your knowledge? A e shihni mendimin kritik të dobishëm për të vlerësuar njohuritë e juaja?

k. Very / Shumë
l. Medium / Mesatare
m. A little / Pak
n. Not at all / Aspak

10. Have previous schools helped you cope with critical thinking? A ju kanë ndihmuar shkollat e mëparshme të përballeni me mendimin kritik?

o. Lightly / Lehtësisht
p. Quantum / Një pjesëz
q. Highly / Tepër
r. Not in the least / fare

11. How do you view extracurricular volunteering activity to add knowledge to critical thinking? Si e shihni aktivitetin vullnetar jashtëshkollor për të zgjeruar njohuritë mbi mendimin kritik?

s. Extra-positive / Jashtëzakonisht pozitiv
t. Negative / Negativ
u. Moderate / Mesatar
v. Not important / Jo të rëndësishëm

12. How important is critical thinking in understanding the actions of the other correctly and accurately? Sa ka rëndësi mendimi kritik në të kuptuarit drejtë dhe saktë veprimet e tjetrit?

w. Very / Shumë
x. A bit / Pakëz
y. Enough / Mjaftushëm
z. Not a bit / Aspak

13. Why do students need good critical thinking skills? Pse studentët kanë nevojë për aftësi të mira të të menduarit kritik?

_____

14. When has critical thinking skills been helpful to you? Kur kanë qenë të dobishme për ju aftësitë e të menduarit kritik?

_____

15. Give examples of how you can use critical thinking skills in your daily life, tutoring, and school life. Jepni shembuj se si ju personalisht mund të përdorni aftësitë e të menduarit kritik në jetën tuaj të përditshme, tutorin dhe jetën shkollore.

_____