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Factors Impacting General Mathematics Success for First-Year Business’ Students: Evidence from Albania

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Abstract

One of the benefits of good education is that it enables individuals to contribute to the development and improvement in the quality of their life, their communities and the nation as a whole. Students’ achievements in mathematics in high school are prerequisites for admission into university and have a significant effect on their academic performance in university. In addition, mathematical and quantitative skills create possibility for better chances for employment, higher wages and higher productivity on job. Thus, mathematics learning and students’ performance in mathematics receive considerable attention from educators, teachers and parents and is important to identify the factors that could influence students’ mathematics achievement to help them improve and make substantial academic progress. This study aims to investigate factors associated with business student’ success in General Mathematics course. The population of the study consists of business students attending first-year at the Faculty of Economy, at University of Tirana for 2012/2013 academic year. Using the simple random sampling, 143 business students were randomly selected and completed a questionnaire during the first week of June 2013. The questionnaire included questions about student characteristics, family characteristics and high school characteristics. The binary logistic regression was used to estimate the impact of lecture attendance, study hours, working status, average grade in mathematics in high school, father education level, mother education level and monthly family income on final examination success. The results indicated that lecture attendance, average grade in mathematics in high school, study hours and working status were statistically significant variables that influenced their final success in General Mathematics course. These findings suggest that, primarily, institution and lecturers must find out ways to increase student performance, and to motivate students for better performance. Enhancing student participation should be a crucial aspect of administration, in order to improve performance. At the same time, the lecturer should also create a good learning environment, to motivate students and engage their interest about the course.

Keywords: attendance, study time, working status, education level, logistic regression

1. Introduction

Quality of education improves the quality of human resources and is directly related to increased individual earnings and productivity, and economic growth. Educational quality is typically measured by higher achievement in examinations. In the learning process significant influence have families, communities and peers as well as formal institutions; and social, economic and cultural factors influence the extent to which family members support children’s classroom learning.

Determinants of student performance have attracted the attention of academic researchers from many areas. They have tried to determine which variables impact student performance in positive and negative direction. Determining the factors that affect the student performance is important, because, primarily institutions and lecturers have to find out ways to increase student performance, and to motivate students for better performance. In order to do this, first they need to determine which factors play significant role in student performance.

Socio-demographic factors such as age, income, gender, psychological factors such as motivation, stress, study strategies, and other factors like study hours and understanding the language of instruction are among the factors that could play substantial roles in students’ academic success.

A number of studies have shown that there is a strong link between mathematical background and performance in Economics and Finance units, and hence overall performance in the degree. Lagerlof and Seltzer (2009) found that, consistent with previous studies, the level of and performance in secondary school mathematics has strong predictive power on students' performances at university-level economics. Butler et al. (1994) studied the effect of Calculus on learning intermediate microeconomics and macoehomics and found a positive and significant association between intermediate microeconomics, but failed to establish the relationship with macroeconomics. Mallick and Lodewijks (2010)
found that higher level mathematics (with calculus) and economics in high school can increase the marks in first year introductory economics subject significantly.

The purpose of this study was to identify and analyse the factors that influence academic performance in General Mathematics course for first-year business students. This study contributes towards unraveling those significant determinants of students’ performance that need to be addressed. The findings of this study may also be applicable to related courses (those that require the application of Mathematics knowledge) with high failure rates.

2. Literature Review

Many studies have been carried out to identify and analyse the numerous factors that affect academic performance in various centers of learning. Their findings identify students’ effort, previous schooling, parents’ education, family income, self motivation, age of student, learning preferences, class attendance and entry qualifications as factors that have a significant effect on the students’ academic performance in various settings (Mlambo, 2011).

According to Uyar and Gungörmuş (2011), grade point average, high school type, age of the student and attendance were significant variables which influence student performance. Grade point average, high school type, attendance had positive influence on student performance, whereas age of the student had negative influence. In their study, Hijazi and Naqvi (2006) found that class attendance; mother education and study hours had significant impact on student performance. Class attendance and mother education had positive impact on student performance, while study hours had negative impact. Olatan (2012) in his study found significant association between high school results and student performance, and between family income and student performance. Among the factors affecting students’ grades according to Kara et al (2009) significant factors were gender, SAT score, number of hours worked, and number of missed classes, while the number of hours per week spent on studying for the class was not significant. Moreover, gender and SAT score had positive effect on students’ grades, while the effect of number of missed classes and number of hours per week worked at a job was negative. The findings of Erdem et al., (2007) indicated that, the type of high school, residence of the family, number of sisters/brothers in school, and weekly study hours were statistically significant and positively related to the cumulative grade point average. The variables gender, father education and mother education were statistically significant and negatively related to student performance.

3. Research Methodology

The study population consists of business students in the 2012-13 academic year attending first-year at the Faculty of Economy, at University of Tirana. Using the simple random sampling, 143 students (N = 450) were randomly selected and completed a survey at the last week of the second semester. The questionnaire included personal questions about age, gender, number of hours per week using computer, current working status; questions about general mathematics course such as lecture attendance, study hours; questions about high school such as average grade in mathematics, residence, and type; and family characteristics such as monthly income and parents’ education level. The outcome variable was the grade in General Mathematics course, which was obtained from the lecturers of the course. STATA was used to perform logistic regression analysis.

A logistic regression model with a dichotomous response of success or failure was modeled. Success was defined as earning a final grade of 5 or higher in the mathematics course. Students who received a final grade of 4 were considered to have been unsuccessful. For the analysis, the response was coded as 1 or 0, respectively. The independent variables of the logistic regression model were dummy variables that indicated the characteristics of the students: lecture attendance coded 1 if the student attended more than ten lectures (weeks) and 0 otherwise; study hours coded 1 if a student spent averagely more than 5 hours learning mathematics during the weeks of the semester and 0 otherwise, working during the semester coded 1 if the student worked and 0 otherwise, and average grade in mathematics in high school coded 1 if the average grade was more than 8 and 0 otherwise. Other independent variables were dummy variables that indicated family characteristics such as monthly income coded as 1 if the monthly income of the family was more than 60,000 leks and 0 otherwise; father education coded 1 if the father education level was university or more and 0 otherwise; and mother education coded 1 if the mother education level was university or master and 0 otherwise.

Logistic regression is recommended over linear regression when modeling dichotomous responses and allows the researcher to estimate probabilities of the response occurring (Lemeshow and Hosmer, 2004). The logistic regression equation takes the following form
\[ \ln \left( \frac{p}{1-p} \right) = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \cdots + \beta_k x_k \]

where \( p \) is the estimated probability of success, and \( x_1, x_2, \ldots, x_k \) are independent variables.

The estimated probability of the response occurring or success (\( p \)) divided by the probability of it not occurring or not success (\( 1-p \)) is called the odds ratio. Maximum likelihood method is used to estimate the odds ratios of the model. Values of odds ratios higher than 1 indicate positive association between the variables, odds ratios equal to 1 indicate no association, while odds ratios lower than 1 indicate negative association between each independent variable and the dependent variable of the model.

4. Results

Majority of the students in the sample were females (89%), 19 years old (83%), have attended an urban high school (91%) and a public high school (89%). Around 38% of students spend more than 5 hours every week using computer, mostly for projects, home-works, and social networks. Only 14% of them spend time working during the week and 78% of them had average grade in mathematics in high school more than 8. Around 46% of the students had family monthly income more than 90,000 leks; mother education level was high school for 43% of the sample, whereas father education level professional high school for 35% of the students. About 60% of the students did not take a passing grade in General Mathematics course.

Four logistic regression models were estimated to identify the variables associated to success in the General Mathematics course in the sample. The first model had three variables, lecture attendance, study hours and working status. In the second model was added average in mathematics in high school, in the third model was added the variable monthly income, and in the fourth model were added the father education and mother education. All four models were statistically significant at 5% level. Pearson correlation coefficients between independent variables were lower that 0.57.

Table 1. Results of logistic regression models (odds ratios), \( n = 141 \).

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
<th>Model 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture attendance during the semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 10 lectures</td>
<td>3.20*</td>
<td>3.04*</td>
<td>2.14*</td>
<td>2.82*</td>
</tr>
<tr>
<td>Ten or less lectures</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Average study hours during the weeks of the semester</td>
<td>3.29*</td>
<td>2.10*</td>
<td>2.46**</td>
<td>2.97*</td>
</tr>
<tr>
<td>More than 5 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five or less hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working during the weeks of the semester</td>
<td>2.11*</td>
<td>2.14*</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Yes</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average grade in mathematics in high school</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>More than 8</td>
<td>2.13</td>
<td>2.31</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Eight or less</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly family income</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>More than 60,000</td>
<td>2.82*</td>
<td>2.83*</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Less than or 60,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father education</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>University +</td>
<td>0.52**</td>
<td>0.73</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Secondary or less</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother education</td>
<td>1.05</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University +</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary or less</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: * indicate p-value < 5%, ** indicate p-value < 10%.

The results of the logistic regression model 1 indicated that the variable lecture attendance was statistically significant at 5% level, that is students attending more than 10 lectures were more likely (OR = 3.3) to receive a passing grade in General Mathematics, when other variables remain constant. The other variable, study hours was significant at 5% level, indicating that students that spend in average more than 5 hours to study mathematics during the weeks of the semester had more chances (OR = 2.11) to pass the final exam. The other variable, working during the semester was not significant.
Results of the logistic regression model 2 indicated that the variables lecture attendance and study hours were statistically significant at 5% level. The other variable, average grade in mathematics in high school was significant at 5% level, indicating that students with average more than 8 in high school were more likely (OR = 2.83) to pass the exam than students with average lower than 8. The other variable, working during the semester was not significant.

Results of the logistic regression model 3 indicated that the variables lecture attendance and average grade in mathematics in high school were statistically significant at 5% level. The other variables, study hours and working during the semester were significant at 10% level. The variable, average monthly family income was significant at 10% level, that is students with average family monthly income more than 60,000 leks had less chances (OR = 0.51) to pass the final exam.

Results of the logistic regression model 4 indicated that the variables lecture attendance and average grade in mathematics in high school were statistically significant at 5% level. The other variables, study hours and working during the semester were significant at 10% level. The variables, average monthly family income, father education level and mother education level were not significant.

It was concluded that lecture attendance, average grade in mathematics in high school, study hours per week during the semester and family monthly income had significant impact on final success of General Mathematics for first-year business students.

5. Discussion

The data analysis of the study highlighted significant linear association between lecture attendance, average grade in mathematics in high school, study hours during the weeks, working during the semester and family monthly income and final success of General Mathematics course for first-year business students.

The attendance of lecture was positively associated with student success in the General Mathematics course. A number of studies have examined the relationship between students' attendance and academic performance, generally finding that attendance impact significantly the academic achievement (Cohen and Johnson, 2006; Kirby and McElroy, 2003). In a recent study, Alja (2013) found that business students that attend the lecture of the Business Mathematics had more chances to receive passing grades.

The number of study hours per week during the semester was positively and significant associated with the success. This finding was in support to the study of Erdem et al (2007). Unlikely previous studies of, Hijazi and Naqvi (2006) that found that study hours had negative impact on student performance, and Kara et al (2009) that found that the number of study hours per week was not significant.

Many students are involved with part time work to provide money for current living expenses. The current study findings indicated that working during the semester was positively related to final success. This might be due to the fact that working students take more responsibilities than other students, so they look at education as seriously. This finding was consistent with the studies of McInnes and Hartley (2002) and inconsistent with the findings of most studies that have found negative associations of student work with academic performance and subsequent educational attainment (Kara et al., 2009; Stern et al., 1997; Stern, et. al., 1995).

High school grade point average is also important as predictors of performance at other levels of education (Kuncel et al, 2005). According to the study of Anderson et al. (1994), students who received better scores in high school also performed better in college. The average grade in mathematics in high school was also significant and positively associated with student success in the General Mathematics course. This finding was consistent with the studies of Uyar and Gungormus (2011) and Olaitan (2012).

The home environment and economic status of a student have always been recognized as important determinants of student achievement. Family monthly income was found negatively significant in this study. This finding was inconsistent with the study of Goldhaber and Brewer (1997) that found a positive relationship between family income and math achievement.

The results of this study indicated that parents’ education level was not significantly associated with student success. Father education level was negatively associated whereas mother education level was positively associated with success of the students in the course. This finding was inconsistent with the findings of the study of Erdem et al (2007) that, father education and mother education were statistically significant and negatively related to the cumulative grade point average, and the finding of Hijazi and Naqvi (2006) that mother education had significant and positive impact on the student performance.
6. Conclusions and Recommendations

The educational performance of the students is one of the main factors of their success in the future. Thus, focusing on the effective factors in students’ success is one of the vital factors in higher education system and this is the reason why many research papers have been published about these factors. One of the important factors that have been frequently referred is the essential differences among the students’ personal characteristics which are effective in their efficiency in learning.

The results of logistic regression models indicated significant linear association between lecture attendance, average grade in mathematics in high school, study hours during the weeks, working during the semester and family monthly income and final success of General Mathematics course for first-year business students.

At the beginning of the semester, students should be informed of the empirical relationship between class attendance, study hours, working status and performance. Based on these findings enhancing student participation should be a crucial aspect of administration, in order to improve performance. Classes scheduled between 10 a.m. and 3 p.m. have better attendance, thus scheduling classes, particularly core or required courses, during these hours is strongly recommended (Devadoss and FoltzSource, 1996). To encourage attendance, instructors may assign a certain percentage of the total marks to lecture attendance. To encourage the study of the subject during the semester, instructors may assign a certain percentage of the total marks to home-works, quizzes and projects. Excessive financial stress and working odd jobs affect students’ academic performance; therefore, students need to be counseled to attempt to find work related to their studies or to seek financial aid to alleviate their financial burden (Devadoss and FoltzSource, 1996). These findings have important contribution to the university administrations, policy makers, students and students’ families in terms of providing them which factors have impact on student success. Also, the lecturers should create a good learning environment, to motivate students and engage their interest in the course.

This study examined the impact of some factors on the student success. Other factors such as student self-motivation, stress, entry qualifications, study strategies, instructor and understanding the language of instruction was not examined. In future research, these factors can be examined.

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The Girls are Better at Language Learning: A Comparative Approach

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Abstract

The sex plays a very important role in language learning when compared to opposite sex. Some factors such as; cognitive, social and educational are essential for better learning foreign language. Each factor functions differently in boys and girls. But the girls have the combination of all factors when compared to boys. This study investigates the motivational factors for English language learning of Albanian private school students (girls). The qualitative and quantitative methods were employed together. A questionnaire was distributed among class 10 and 11 students to obtain data. The study was carried out in second semester of academic year in two separate schools requesting anonymity. The results reveal that private school students (girls) have more instrumental and intrinsic motivation for English language learning, by dint of its usefulness in career planning and also students’ utilitarian approach for learning English language. The limitation is that less students participated in the questionnaire. If there were more than 300 participants, it would increase the reliability of the study. For further study, more participants should be considered. This research revealed that private school students’ (girls) motivation towards English language learning is better than boys, because Girls have a combination of social, cognitive and educational factors that affect better foreign language learning.

Keywords: Language Learning, Motivation, Sex, Private School.

1. Introduction

The role of the sex seems very important in language learning in terms of motivation of the students. Not only motivation, achievement, and attitudes of the students, but also cognitive, social and educational factors are considered very essential in language learning. With the aid of those factors, the researcher wants to identify the role and effect of them for better command of the language learning through comparing both boys and girls.

The effect of each factor influences in various ways for boys and girls. Actually, girls take into account the whole factors, but boys consider some of the factors while learning language. Comparing boys and girls in language learning are important due to individual and gender differences and expectations from learning goals. We need to know between the relations of the above-mentioned-factors and gender differences for finding fruitful outcomes in terms of motivation of both students.

The present gathered data explains very meaningful results for the study such as; girls are successful and more motivated in language learning when compared to boys due to having a combination of social, educational, cognitive, motivation, achievement, and attitudes factors. And the girls give emphasis on the whole factors due to their inborn characteristics.

Individual skills make themselves felt in language learning. Especially, through four learning methods such as; reading, speaking, writing, and listening. The girls definitely demonstrate more achievements in those language learning methods because of their integrative attitudes towards a particular language learning. Whereas, the boys are likely to show instrumental reason due to their utilitarian attitudes towards the language.

On the other hand, the girls have natural feature for speaking more than boys. This characteristics might channelize girls to learn language better and more motivated to a target language than boys. This inherent feature gives more opportunities to girls and direct them to do their best, because intrinsic and extrinsic factors draw the attention of the students to satisfy and obtain their learning achievements with the help of motivation and cognitive approaches and also through the effects of social, educational influences.

Motivation affects performance in learning process. The study treats motivation of the students in terms of gender difference. Learning language becomes a must for the development of the countries.

Albania is aware of the importance of language learning and its benefits for the development of the country, and foreign languages mainly English appears very important for international relations, because with the help of a foreign
language, the countries increase their relations with other countries. Therefore, many students wanted to learn languages, and it becomes a government policy. Moreover, motivation of the students play important role, due to necessity of learning language and also without motivation, language learning is considered very difficult.

Demand for language learning increased and private institutions appeared as requirement to meet the demand of language learning. Name of the private schools and their priorities as the medium of teaching increased the motivation of the students for language learning. Increasing the motivation of the learners is needed to make learning process easy. Otherwise, this learning process is likely to be challenging for teachers.

The present study utilized both quantitative and qualitative methods for collecting data. The methodology was questionnaire to compare single-sex schools for collecting data. The gender was considered an important factor for motivation in separate school environment.

Even though motivation is an abstract concept, but the ‘motivation is an abstract, hypothetical concept that we use to explain why people think, behave as they do.’ says Dömyei, Z. (2001, p:1). Single sex schools provide successful outcomes in learning process in terms of motivation.

Single sex schools appear essential for long term academic achievements, and better motivation. Especially, the students are coming from rural areas become more successful in learning language.

2. Literature Review

“The most effective way to get insight into the learning process is to study the learners’ attitude and motivation towards learning English language.” Besides, “learning can only happen if certain affective conditions, such as positive attitudes, self-confidence, low anxiety, exist and that when these conditions are present input can pass through the affective filter and be used by the learner.” says Gömleksiz, M. N. (2001).

According to Cavallo, Rozman, Blinkenstaff, & Walker, (2003) “Achievement motivation is students’ motivation toward performance goals (such as earning high grades, getting praise, or performing better than other students) or toward learning goals (such as learning something new, learning for the sake of learning, or improving oneself).” Because, “Achieving motivation lets the learner a desire to learn a language.” expresses Gömleksiz, M. N. (2001).

On the other hand, According to Glynn, S.M., et, al., (2007) the female students are “more likely to attend class on time, sit in the front of the class, take notes, study the textbook, and study in an organized way—all behaviors associated with a relatively high motivation to learn.” Also, the ‘girls’ tend to demonstrate significantly more positive attitudes than boys do, recognizing also that they are more successful in learning languages than boys.” states Muhammad, A., et. al., (2013). He adds that the “motivation to learn is “a student’s tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits from them.”

This present study deals with gender motivation and its main factors for motivating students better in learning process.

Because, the “gender is supposed to have an important effect on attitude and motivation and learning process.” expresses Muhammad, A., et. al., (2013).

3. Discussion

Foreign language plays important role for communication and international relations everywhere in the world. To learn a foreign language requires more attention and motivation and the contribution of learning a foreign language to the development of the country is clear in this global world.

As side effect of the global world, Albania is also trying to improve its relations with many foreign countries and also organizing various international meetings and conferences. In this regard, foreign language is a must for it. So, many students are likely to learn it in a quick way due to the practical value of English language, Therefore, students’ attention and motivation are necessary for better command of language learning process.

If the number of people who speak English is more, then it will improve international relation with different countries and contribute too much to the development of the country. That’s why not only private schools but also single sex schools both for only boys and for only girls appears another good option to meet the demands of learning English language, especially it is good for the students who are coming from rural areas and middle class families.

Moreover, for academic purposes and job finding reasons, many students across Albania make plans to go abroad
to reach their target learning and target money making due to practical value of English Language or other languages. Eventually, both girls and boys have practical reasons for learning a foreign language which provides them academic career, money, awards, and job.

4. Research Questions

1. Single-sex schools motivate girls more than boys in terms of long-term academic achievements.
2. Girls are more motivated than boys towards learning English.

5. Research Methodology

A combination of both qualitative and quantitative methods were used to collect data. Two well-known Albanian private schools (single sex) which requested anonymity were selected to get productive outcomes. A 31-item survey questionnaire was used for the participants to assess the motivation of them towards learning English Language.

Both primary and secondary data were taken to figure out motivational factors to learn language in private school environment. The questionnaire methodology enriched this study to obtain due data. 235 non-English students including girls and boys participated in the survey to find out their appropriate option in the motivation. Gender was taken as demographic information. The survey questions were adapted from Glynn, S. M., & Koballa, T., R., Jr. (2006) and earlier it was developed by them. SBSS statistics 21 version was utilized to get due data for the present study.

6. Limitation of Study

Two separate schools one for all all girls and one for all boys were taken for the questionnaire in order to find out motivation of the students towards language learning in order to better understand how and why the female students are more motivated to learn language when compared to male students in a private single sex school environment in Albania, but if more than two schools were considered then there will be more opportunities to compare male and female students to obtain more reliable data in the study. So, for next study regarding single sex school, the researchers need to treat more schools while applying a survey regarding motivation in language learning.

7. Findings

Motivation Scale (MS) was piloted with reasonable results. The present study aimed to examine the gender differences of the male and female students regarding their behaviors and motivation towards learning English Language, and SPSS (version 20) as used to collect data. Language learning is complex process and the students need motivation to overcome this process for better command of the target language. Especially, learning English language is a must in this global world.

Table1: Female Students

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Earning a good English Language grade is important to me</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td>1</td>
<td>.8</td>
<td>.8</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2</td>
<td>1.7</td>
<td>2.5</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>17</td>
<td>14.2</td>
<td>16.7</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>98</td>
<td>81.7</td>
<td>98.3</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>1</td>
<td>.8</td>
<td>99.2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
According to frequency data, the result shows that female students are better at English language learning than male students when compared in terms of motivation of language learning. The frequency data are seen for female students as 98 percent, they strongly agree to get better grades when compared to male students and it is seen 86 percent as frequency data. Because, single-sex school environment is good at providing more positive outcomes for academic achievement, and also for long-term educational outcomes, more than that it is clear that those types of educational environments support future academic achievements that include career aspirations for girls, says Mael et. al., (2005).

Moreover, Mael et. al., (2005) states the importance of single-sex education for academic interest, for it provides socializing, and adds that this type of education gives emphasis on grades & leadership, but less importance on money and attractiveness regarding relationships with both male students and female students.

8. Conclusion

The present study demonstrates that Albanian students learn English well, when they are motivated, and they are better motivated in single sex school environment. Motivation is essential for learning language. Because, “Studies on motivation show that motivated learners are more successful in second language acquisition.” says Gömleksiz, M. N. (2001).

According to this study, the researcher says based on the present study; single sex school is a good option for motivation of the students, both in language learning and other academic achievement. In this environment, the female students are motivated than male students.

This study suggests that a single sex school learning environment makes the students more motivated when compared to co-education in terms of gender difference. Accordingly, motivational strategies will be different from co-education. Actually, no researcher can say that there is a supernatural method in motivation, but suitable strategies in terms of motivation might be preferable to make the target students motivate and to create a positive learning environment with the help single-sex school based strategies.

The study offers that the curriculum designers in Albania should consider separate syllabus for females and males for better command of language learning process through putting into account the single sex school environment.

References


Issues of Gradability in Albanian Language Traditional Studies

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Abstract

This paper is about some structures of the comparative degrees unspecified in the book of Grammar I of the Albanian Academy of Sciences. A considerable number of grammar books deal mostly with formal examples referring particularly to some elements of a synthetic or analytic character, which are the classical cases of these categories. However, we think that this process has not been studied from the semantic approach, at least in our theoretical studies. The cases, where we may not find the classical structure, for instance of a comparative degree, are numerous, nevertheless semantically it is obvious the fact that there is a comparison process in a particular structure, such as the example taken from Albanian, “Kjo ndërtesë është e madhe, por kjo tjetra është gjigande” (This is a tall building but the other is huge). While studying the classification treated in our grammar, we think that there are some particular groups of the comparative degree, which are not described sufficiently, such as “shkalla krahasore e ultësisë” (the comparative degree of descending) where there is not any difference between the relative and superlative degree of descending progression. For example Ai është më pak i lodhur se unë; Ai është më pak i lodhur nga të gjithë. (He is less tired than me. He is less tired than all persons). The majority of examples to be found in the grammar books are affirmative statements. Whenever there are negative statements, the structure of the comparative degree semantically imply the comparative degree of descending, as it is the case in this particular example, Ai nuk është aq i lumtur sa unë (He is not as happy as I am). As a result this paper aims to characterize gradability as the main characteristics of adjectives based on the semantic level. A similar methodology includes other cases which have not been mentioned before by the previous traditions. In this way the number of adjectives having the ability to be gradable is increased and secondly, it clarifies the semantic aspect and the structure of its realization along its scale.

Keywords: gradability, absolute, relative, comparative degree, adjective, adverbs, presupposition, pragmatic context, semantic level

1. Insights on the Category of Degree from Various Sources

The traditional category of degree in Albanian language is considered as a process which is a characteristic of word classes such as adjectives and adverbs.

If we refer to the main university text, mainly the publication of the Academy of Sciences of Albania, Grammar I (2002:172), we notice that the degree is considered as a morphological grammatical category which expresses “…the degree to which a certain feature of a given object is displayed…”.

The scholar Ali Dhrimo (1972:148), who is also the main contributor of this chapter in the book Grammar I, in one of his articles concerning the definition of the category of degree, refers to German and Russian literature when mentioning the definition given by Ahmanova, mainly: “The degree is the notion of scale when defining the semantic content of one or the other category of words” (We can see that the concept is quite wide in this definition and more restricted than the first.)

On the other hand, Dhrimo (1972:148) refers to the German scholar Jung who considers the category of degree as “a specific change that the adjective undergoes and which allows for the distinction between the adjective and the noun”. (Nevertheless, this definition is secondary as compared to the first two, since it considers this category as a formal phenomenon).

One of the well known French grammar “Le bon usage” (Maurice Grevisse, DUCULO, 1980) gives the following definition with regard to the category of degree, “a quality which is displayed as the most dominant one in a higher or
lower degree. On the other hand, the existence of the quality can be seen (considered) even without a comparison to itself or to others. *(Chapter III, Degrees of Signification (Degrés de Signification dans les Adjectifs Qualitatifs)).

On the basis of this definition the same book firstly, makes a division between the absolute degree (where the positive and superlative degree are included, where they do not account for a genuine comparison) and the relative degree, where the comparative degree with its respective divisions are included.

On the other hand, both consulted English grammar respectively the Contemporary Grammar of English Language (Quirk, Randolf, Greenbaum, Leech, Svartnik) and Huddleston & Pollum (Cambridge Grammar of English Language, Cambridge University Press, 2002) provide for a semantic explanation regarding the gradability of adjectives. The Contemporary English Grammar (1985) treats the units used to express the category of degree, as modifiers of the adjectival heads, which can have the category of degree. (It should be mentioned that this Grammar considers the degree in the context of the semantic criterion of gradable and non-gradable adjectives, along with two other criteria: Static/dynamic and inherent/non-inherent, as mentioned above).

Mainly, the Contemporary Grammar of English Language (Quirk, Randolf, Greenbaum, Leech, Svartnik, 1985:265 states that the existence (or absence) of the degree is one of the criteria to be taken into consideration for the classification of adjectives at the semantic level. Regardless of this statement, this grammar describes the above mentioned cases, however, without dealing with them from a more profound semantic analysis.

With regard to the category of degree David Crystal, the author of the Linguistics and Phonetics Dictionary (2008) defines, “degree (n) – a grammar category that is used to specify the level (the extent) of comparison between adjectives and adverbs (Crystal 2008:159). Further, when clarifying the meaning of comparison (Crystal 2008:117), he immediately deals with the formal aspect without dealing in details with the semantic component.

According to Grammar I, the category of degree is a characteristic of qualitative adjectives whose meaning allows that the feature denoted by these adjectives may be expressed at various degrees or of relational adjectives used with a “figurative” meaning. (With regard to the term “figurative” there has not been given any explanation of a semantic, stylistic or pragmatic nature).

From the start we encounter some difficulties regarding an inherent classification of the main division of adjectives based on the semantic criterion, which defines two groups, qualitative and relational adjectives, since there are not any clear criteria at least to identify the cases when we go from relational to qualitative adjectives. The distinction between the qualitative and relational adjectives is made on the existence of the degree, antonymic pairs and type of nominalization, i.e. on the basis of morphological features, at least as the book refers to them, while other studies argue that these features are of a semantic domain.

A specific characteristic of Albanian language, according to the same reference (Grammar I) it is the fact that the degree category does not consist of synthetic elements, “but it is formed with analytical means constructed, as a rule, with lexical elements”. This definition is not also clear, not only with regard to the terminology that is used but also substantially, since we think that this process consists of particular semantic components which are realized within typical syntactical structures, whose components cannot be considered as merely analytical means (according to the same book, these components have semantically faded, still we cannot say this for at least some of them, respectively shumë, mjaft, pak, jashtëzakonisht, tepër (very/many, few) modifying the superlative degree.

Dhrimo (1972:173) highlights that “… the form of each degree is directly related to morphology (to the relevant morphological indicators). According to him, the analytical means are expressed with lexical means which gradually do not stand alone and are turned into particles. As mentioned above, in addition to the particle “më” (more) which is not an element of the sentence and comparative conjunctions, the other elements are considered as adverbs (aq, kaq, shumë, pak, tepër) (so, as, very few etc), which are considered by the traditional grammar as sentence elements.

Certainly there is no doubt that these “lexical units” have a close dependency relation with the Adjectival heads (adverbial). Nevertheless, the recent terminology codified by Grammar I regarding the notion of analytical means, leaves these elements out which are defined as above in the relevant literature. These elements are treated there as adverbs or as particles (particle “më” (more)) with an adverbial function.

Further, Grammar I makes the division in three groups, which are already known as the positive, comparative (equative comparative, relative and absolute ascending comparative and comparative of descending degree)¹ and the superlative degree.

¹ Equative comparative: Ai është aq i mirë sa edhe e motra. (He is as good as his sister)
Relative ascending comparative: Ai është më i dashur se i vëllai (He is more loving than his brother)
Absolute ascending comparative: Ai është më i zgjuar se të gjithë moshatarët e tij. (He is clever than his peers)
Comparative of descending degree: Ai është më pak i shkathët se kusheriri i tij. (He is less agile than his cousin)
E. Hysa (1972:133) states that “the terminology used for the degrees of adjectives and adverbs is not uniform both in the Albanian and foreign literature. Thus, in Albanian the term “degree of comparison” is used in a broad sense, where along with the comparative degree, we have the positive and the absolute superlative degree, which at a linguistic level do not express any type of comparison. The French grammar “Le Bon Usage” also states that the positive and superlative do not involve any comparison, therefore, they should be classified under the same group that was named the absolute degree and the comparative was named as the relative degree.

In relation to the degrees there have been debates, where the positive degree has been considered by different scholars as the unmarked “standard conventional degree” in contrast to the other marked degrees (Hysa 1972:133).

In this context he takes as an example: “Ai është më i ri se ti” (He is younger than you) and adds that “if the sentence did not have any comparison, both persons would be able to be compared not only to the quality young but also to the quality old”. (Hysa 1972:135)

In our opinion this is not a solid argument to neglect the positive degree as the standard, particularly in the comparison processes. It is true that the comparison could be made not only with the adjective young but also with the adjective old, or with other adjectives (such as big, small etc). This is a normal thing, since these types of adjective are part of the valence patterns of the heads in the relevant noun phrases (they are bounded complements) or as Bochnak and Bogal-Allbrighten state, they are part of their potential semantic property for these structures (Bochnak- Bogal-Allbrighten 2013: 5). Since the majority semantic properties are capable of being compared (we are going to specify the term below) they all account for these structures, which are quite normal for the Albanian language. If we were to shift into a pragmatic reasoning, these structures would represent one of the speech acts group, mainly the representative one (May 1977:34).

According to Leech (1983:128) “these speech acts (the representatives) are statements for the state of affairs in the world and as such they bear the truth or false value. This is their purpose; they should certainly try to match the world so that it is true”.

Thus, we are talking about an act which is designed on the basis of the truth condition (in the best case). The above mentioned sentence, under the context of this projection includes not only a quality but several ones which are comparable and are part of the human cognition. On the other hand, again in the light of pragmatics, this fact is highlighted even more if we refer to another pragmatic element, i.e. presupposition.

When Levinson (1992:167) describes the presupposition, he refers to the modern logic philosophy of Frege (1892), Russell (1905) and Strawson. Further, he states that “presupposition aims to seize at least a part of our pre-theoretical intuition about what has been said or presupposed (in the linguistic sense of the word) when we speak” (Levinson 1992: 181).

Among the initial elements that distinguish an inherent presupposition is to use the method of negation. (A well known example from Russell: “The King of France is clever/is not clever”. The negation in this case allows us the basic presupposition that firstly there should be a monarchy regime and there should be a king).

Lakoff (1972) viewed presupposition in the comparative structures. In this way, the presupposition, which is the basis of these acts (i.e. the sentences where there is a comparison), should consist of the substance of the positive sentence. Thus, the sentence that was mentioned above “He is (/is not) younger than me” has as its basic presupposition the fact that we are both within the human cognitive domain which is about our life timeline (the youth and the others following this age, since for childhood we use other adjectives).

On the other hand, as we will observe in the following section, the antonyms that Hysa mentions, young/old are implicitly part of the two end-point concepts of gradable adjectives. (In the following section we shall mention some views on antonymy as part of a gradable process).

Similarly, Dhrimo accepts the existence of a positive degree by mentioning that “we should understand the positive degree as the statement of the quality of an object, as such, we mention this degree as a characteristic of the object but without mentioning the extent to which it is displayed at that particular object (the scale)” (Dhrimo 1972:150)

On the basis of this explanation the negation does not negate the quality as an entity but its presence at the relevant object. Still, his concept about the traditional positive degree is too far from the present concept related to the unmarked forms of gradable adjectives, which could express the senses of the degree.
2. Remarks on the Albanian Traditional Studies in the Category of the Degree of Adjectives

Traditional studies in Albania have provided a significant place for the comparative degree as formed with analytical means, describing some of its structures. However, if we study more profoundly the methodology that it is used, we could observe that the formal aspect of the analysis prevails, as compared to the semantic analysis in different cases. There are also some structures that are not included or pose problems regarding the formal and semantic classification. (We already mentioned some examples above).

According to Grammar I, the basis of the comparative degree is the comparison between one or two units in two or more elements; or the comparison with the same quality in the same element but at different times and conditions; with the same quality compared to the whole class; one or more qualities of the same object compared to one another (Grammar I: 173).

The means used to realize this degree usually include the adverbs such as, aq, kaq, pak (so, as, few), the particle with an adverbial function më (more) and the comparative conjunctions se, sa, si (than) etc.

The relevant means and structures are explained for each group focusing more on the analytical elements and on the presence or absence of the other part of the comparative structure. Even within the same classification, which is in line with the classical traditional approach (without referring to the recent studies), we have observed that there are often debatable cases and it is almost impossible to interpret the structures that we come across in speech.

There is a traditional distinction between the relative ascending comparative degree and absolute ascending comparative degree but we do not find a similar distinction in the comparative degree of descending, regardless of the available examples (më pak i ëmbël se ailmë pak i ëmbël se të gjithë të tjërët, (less sweet than him/less sweet than the rest).

The examples provided in Grammar I are only statements and the negative and interrogative sentences are not mentioned (He is not as smart as he seems to be. This sentence would entail the fact that he is smart but less than he is thought to be).

Further, although the context has been mentioned in some cases, it has not been analyzed deeply and the standard conditions of comparison are not described. For instance the following structures: Kjo ndërtesë është e madhe, po kjo ëmërja është gjigante (This building is tall but the other is huge); Kanë gjatësi të njëjtë. (They are of an equal length); Kishte renë borë e madhe (It had snowed a lot); la dha të qarit me sa fuqi kishte. (He burst into tears) are not discussed at all.

In order to identify the above-mentioned remarks, we were based on the recent studies in other languages, where there have been numerous studies on the meaning of gradable predicates, comparison structures and other similar structures related to them.

In the realm of theoretical studies, these issues are a characteristic of the semantic and pragmatic level, yet, closely related to the concrete realization at the morphological-syntactical level in different languages.

As Bolinger (1971) states, “gradability is a significant semantic property, whose influence extends beyond adjectives to other lexical categories. It is a property not only of adjectives but of nouns, verbs, adverbs and even prepositions. The same fact has also been stated by Sapir 1944.

Perhaps the greatest challenge when dealing with the comparison structures and the notion of gradability is related to the fact that the meaning of gradable predicates is highly dependent on the context (Bochnak & Bogal-Allbrighten, 2013:2). When dealing with gradability, as it was also observed at Kennedy & McNally (2005), Paradis (2012), Toledo & Sassoon (2011), the main goal is to define the contextual standards closely related to the truth conditions but not separated from the specific contexts (Kennedy & McNally 2005:9).

This line of the argument leads us towards an important term for this type of analysis, mainly the standard of comparison closely related to the context. The classical example to illustrate the notion of this standard of comparison is the sentence Michael Jordan is tall. Still, we should bear in mind that the comparison in this case is also relative to a comparison class of objects which are similar in some way or another. That is to say, we are comparing the height of Michael Jordan to the normal parameters of other basketball players, which are not relevant for the other people. (We are discussing gradable adjectives, which also have their traditional comparative degree)

In this context, gradability can also be observed at the predicates (gradable adjectives) which are often found without their classical degree modifiers (the traditional analytical means of Albanian language, which were mentioned above, such as the adverbs, or a particle etc.). This process has not been treated so far in the Albanian studies. On the contrary, the superficial absence of modifiers and the presence of the meaning of the category of degree in these predicates have been discussed extensively by different researchers in other languages.
As von Stechow (1984) states, an unmodified AdjP (adjectival phrase), currently has a degree morpheme null pos, (for the positive form) whose function is to relate the degree argument of the adjective to an appropriate comparison standard.

This statement certainly refers to gradable adjectives and it confirms the cases that we brought up for discussion, in particular related to adjectives such as: gigand, i mrekulueshèm, i fundit (huge, wonderful, recent) or antonymic sentences of the kind this is small but this is big, which have not been studied by Albanian scholars.

According to Kennedy (1999), the category null pos codifies the standard relation, which holds of a d category for the cases when it meets a comparison standard for a G adjective, in relation to a comparable class defined by C, a variable of individual properties whose value is determined by the context.

Kennedy & McNally (2005) also state that the codifying value of this morpheme is context bound and there are the semantic properties of the adjectives which determine the value of the modifiers. Toledo & Sassoon (2011:145) also agree and they further explain that the value of this unit should be determined by means of quantification within their counterparts. It is further mentioned that completely different, should be interpreted “different in every respect” rather than different in degrees.

The above studies illustrate the detailed analysis from a semantic perspective not only to identify the semantic properties of adjectival heads, but these properties are considered in the context of semantic valence as selective in terms of their modifiers, which should be determined by the semantic variable of the adjectival head part of the specific comparison standard. (This type of study is useful for a better acquisition of the structures in question, since they define a clear regularity. Certainly, in our studies we do not find any trace of similar analysis but rather a description without any sufficient explanations of the structures. Their existence has not been justified as well as their position along the range of the scale.

3. Some Proposed Approaches for the Study of the Degree of Adjectives

Another essential distinction which has not been treated in the Albanian studies is related to the semantic research of the internal semantic properties of scalar adjectives and determining the minimal and maximal limits within these properties.

The degrees of adjectives have been distinguished on the basis of three elements: a set of degrees consisting of the measurement values; a dimension measurement indicating the type of measurement (value, temperature, speed, volume, length etc.); and an ordering relation. (Kennedy & McNally, 2005; 13)

The ordering relation has been considered as one of the criterion when distinguishing antonymic pairs such as: i gjatë/i shkurto; i zbrazëti/i mbushur; i shtrëntë/i lire; i pastër/i pisët; i bukurë/shëmtuar; i gjerë/i ngushtë (long/short; empty/full; expensive/cheap; clean/dirty; pretty/ugly; wide/narrow etc.), which are part of the same specific context (tall/short are part of the length but characterise opposite directions of this measurement).

Based on the dimensional criterion we could distinguish those adjectives which are part of the same direction (negative or positive) but belonging to different dimensional groups. Thus, we could make the distinction between tall and agile since the adjective tall is part of the length dimension and the adjective agile is part of the mobility dimension, as a result these adjectives cannot be compared in the same comparative structure.

`Ai është më i gjatë se i lëvizshëm. (He is taller than agile)
`I është po aq i gjatë sa dhe i lëvizshëm. (He is as tall as agile)

Another important distinction would be the identification of scales on the basis of the semantic extremes that they represent. Therefore, we would have open scales, which need their minimal and maximal elements and closed scales which have their minimal and maximal elements (Kennedy & McNally, 2005:15). Thus, we make the distinction between these adjectives: i mbushur, i mbyllur, i padukshëm (full, closed, invisible) and i gjatë, i shtrëntë, i vjetër (tall, expensive, old). (The first group comprises adjectives that characterize the open scale where the second group includes the closed scale one).

This type of distinction is based not only on their meaning but also on the modifiers to be used with them. The open scale group can be used with modifiers such as: gjasëm, përgjithësisht, komplet, plotësisht (half, generally, completely, and wholly) etc., and the closed scale one cannot be used with these modifiers, especially when talking about something huge, somebody dead or alive. (When talking about modifiers, particularly the last two make the feature move towards the maximum end. In particular structures, in Albanian, they should be analysed on the basis of the specific comparison standard, for example the notion of full can have a different interpretation by a physician or by ordinary people. On the basis of these comparison standards we could distinguish totally/nearly closed adjectives. The
second group of adjectives is not usually modified by the above modifiers since their meaning places them in the extreme ends.

Depending on this restriction, adjectives may be grouped into totally open scale adjectives (which do not have a maximum/minimum level, but tend to go towards these levels) and closed scale adjectives. The latter depending on the minimum or maximum could be grouped into lower closed and upper closed scale adjectives. (Kennedy & McNally 2005:17).

At first sight it may seem that the same division identified by Kennedy and McNally coincides with the Albanian classification of the degrees into ascending and descending comparative degree, found in Grammar I. In fact, the classification made by Albanian scholar does not entirely coincide with the above classification, since the Albanian examples refer to comparative structures of qualitative adjectives where modifiers such as *more tired/less tired* are present. The classification of Kennedy and McNally refers to gradable adjectives with or without modifiers and to their semantic properties.

Still the above classification had its own problems since it did not reflect accurately the minimum and maximum (positive and negative). As a result, closed scale adjectives referring to the minimum were called adjectives of totally open scale; those adjectives that were at a midpoint and never reached the minimum or maximum but came close depending on the direction of the scale were termed lower closed scale adjectives; and the adjectives moving towards the positive were termed as upper closed scale adjectives; and the last group which met the maximum were totally closed scale adjectives.

Thus, on the basis of this reasoning we could say that the adjectives standing on a positive direction would select the above mentioned modifiers whereas the opposite could not be possible. The following structure would not be accepted:

* Ai është komplet i shkathët. (He is entirely agile)
* Qumështi është gjysëm e derdhur. (The milk is half poured)
* Ai duket pjesërisht i gjatë. (He seems partially tall)
* Ai u bë plotësisht i famshëm. (He became totally famous)
* Shtëpia ishte 100% e zhurmshme. (The house was 100% noisy)

Kennedy & McNally (2005) also identified some modifiers whose presence or absence would support the fact that some adjectives belonged to the above mentioned groups. These were the modifiers *slightly* and *perfectly*.

In this sense the adjective *tall* which belongs to the totally open scale cannot accept these modifiers:

*slightly tall/perfectly tall

The group of lower closed scale accepts only the modifier *slightly dirty*

The upper closed scale accepts the modifier *perfectly clean*

The group of totally closed scale accepts both modifiers *slightly and perfectly closed*

(Assaf Toledo & Galit W. Sassoon, 2011:135). However, in Albanian the way modifiers are selected from the adjectival phrase is not as restricted as in English because we find even these structures in Albanian: *pak i pisët/shumë i pisët; pak i pastër/shumë i pastër/jashtëzakonisht i pastër* etc.

Based on this classification the relative and absolute adjectives are determined. (This is too far from the classification that “Le Bon Usage” grammar makes)

An adjective A is interpreted as relative according to a standard contextually bound only if the degree A is linguistically open. If A is associated with a closed scale, the restrictive standard (endpoint, non-contextual) would be at function to interpret A. Wheras the absolute adjectives would refer to the closed scale group.

However, the classification of Kennedy & McNally (2005) has its own problems as identified by Assaf Toledo & Galit W. Sassoon, (2011:137), since the relative adjectives are dependent on the context and extend along the open scale, while the absolute ones are often restricted in their endpoints (minimum/maximum) without taking into consideration the context. Still, both groups are contextually bound depending on their specific standards.

Toledo and Sassoon (2011:137) argue that this fact is supported by the presence of the *for-phrase* establishing the reference with the contextual standard. Its presence is merely grammatical, only in the case of the relative adjective *tall* (He is tall for a child at his age). Thus, we notice that when it restricts the contextual standard of absolute adjectives, it is not part of the construction. We cannot say:

* Ai është i mbushur për një bidon. (It if full for a bottle)
* Ajo është e pastër për një pjatë kuzhine. (It is clean for a kitchen plate)
According to Toledo & Sassoon (2011:140) absolute adjectives are contextually influenced. As it will be shown in the following sentences which have the absolute adjectives clean (the maximum standard) and dirty (the minimum standard) in different contexts (as we observed above with the adjective tall) acquire a different degree.

My house is clean.
The operation theatre is clean.
The floor of the house is clean.
The floor of the operation theatre is clean.

The standard of cleanliness and dirtiness do not have the same comparison standard in their respective sentences. We know that in the context of a hospital, clean should be at the maximum points, whereas in the context of the house the adjective could be potentially at any point of the scale. This supports the fact that in Albanian, the classic structures of comparative are to be found only within the context of the house (më i pastër se, më shumë i pastër se, shumë i pastër) and we can even find the negative direction along the range më pak i pastër.

Toledo & Sassoon stress that gradable adjectives, relative/absolute, function within comparison standards, thus, they are influenced by the context. The semantic distinction between the Albanian ascending (sometimes descending) relative comparative degree and the descending absolute comparative is based on the two types specified by Lewis (1986). The first one is a set comprised of counterparts of the same individual and the second type comprised of an extensional category of that individual.

Thus, in this context we could say that the main distinction if we were to refer to relative and absolute adjectives, this is related to the fact that absolute adjective are usually part of the counterparts of the same individual, whereas relative adjectives are part of the extensional category of the individual, where there are different members of the same class.

Toledo & Saassoon (2011:146) provide the following examples:
X është plot. (x is full) means that -x- as full as it can be (x- cannot be fuller).
X është i gjatë. (X is tall) it does not mean as tall as it can be, in comparison to the other variants of the same adjectives)

As above, the semantic features of the adjective provide for regularity, restriction when selecting specific modifiers, which has led to their grammaticalization where më is not considered as an adverb but as a particle.

In this framework, Paradis (2001:2) uses different terms to describe the process where the content domain (semantic properties) restricts the schematic domain (the formal realization). The concept of boundedness/unboundedness, previously seen at verbs and nouns (aspective verbs and countable/uncountable nouns) is suggested to be related to the schematic domain, where the semantic property of the adjectival head restrict the modifiers.

Based on this distinction, we could talk about scalar modifiers (very, fairly in English, shumë, pak, më aq, kaq in Albanian), which are unbounded and totality modifiers (perfectly, absolutely in English and plotësisht, komplet in Albanian) which are bounded. The modifiers of the first group (unbounded) determine a particular position but not the endpoint on the range of the scale. The modifiers of the second group (bounded) determine a value exactly specified at endpoints.

Paradis (2001:7) proposes two criteria to classify adjectives; firstly, depending on the type of degree modifiers adjectives may combine with; secondly, depending on the type of oppositness involved in the conceptualization of the adjectives.

The second criterion is quite interesting, since the antonymic relations are reflected on the schematic domain. On the basis of this distinction we have scalar adjectives, such as i bukur, i mirë, i njohur (pretty, good, known). These adjectives move along the scale and they never reach the endpoints of the scale. In Albanian this group falls under the ascending/descending relative/absolute comparative degree and the superlative one. They refer to the semantic properties of length, speed, weight etc). The Albanian sentences which may seem as paradoxical: As e madhe as e vogël (neither big nor small), as i gjatë as i shkurttër (neither tall nor short), as i ri as i vjetër (neither young nor old) fall within this continuum of scale, which are described by the scalar adjectives. (In some cases scalar adjectives are referred to as implicit comparative degree) (Paradis 2001:7) Moreover, this group of adjectives is combined with unbounded modifiers.

The second group includes extreme adjectives, as i mrekullueshëm, i tmerrshëm, i magjishëm (wonderful, terrible,
magical). This group is modified by bounded modifiers such as, *totally, completely, absolutely*. They often represent the endpoint of opposition, thus they are not part of the movement from the minimum to the maximum.

The third group refers to limit adjectives such as: *i vdekur, i gjallë, i vërtetë, i fundit* (dead, alive, true, last). This group of adjectives are unmarked and not modified due to their semantic restrictions. They stand at both endpoints of the scale. The antonymy plays here the main role for their identification.

Albanian structures such as: *I gjallë a i vdekur të shkosh atje* (dead or alive you should go there) are paradoxical from the semantic aspect but they are acceptable from the stylistic aspect. In this context, they are idioms used in the meaning of the adverb *patjetër* (by all means). Normally these adjectives are characterized by relations such as: either ...

4. Conclusions

As above, gradability is an inherent feature of the adjective and it is part of its semantic level. The detailed analysis of the semantic properties of adjectives, on the basis of the above-mentioned concepts, would change the current classification of adjectives (qualitative and relational) and on the other hand, it would specify the exact position of each degree (at their endpoints or midpoints). In this way we could talk about gradable/ungradable adjectives.

Further, the analysis of semantic properties of adjectives determines the type of modifiers to be used with them. In our opinion, the concept of boundness/unboundness may be successfully applied to adjectives since it influences the classification of adjectives and their type of modifiers.

With regard to the concept of antonymy, it extends the traditional classification by increasing the number of adjectives which could be viewed as gradable. On the other hand, this supports the implicit superlative degree (unmarked).

The limit group of adjectives (mentioned above) clarifies better the meaning of the traditional positive and superlative degrees.

The current notion of comparative degree is based generally on the schematic domain without taking into consideration the content domain. This has caused problems in the correct classification of gradable/non-gradable adjectives, traditional positive, comparative and superlative degree in Albanian.

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Abstract

This study aims to identify the factors that make students' learning better in educational environment through a case-based reasoning learning. The students are learning well with the help of similarities between previously distinct problems. It is considered as reasoning by analogy. The qualitative approach was used in this study to clarify he factors for understanding reasoning in relation with educational learning. This study gives the importance of reasoning by analogy and making the learning process interesting and also making the learning a success through comparing the explanations and views of Paul Thagard and the Prophet Muhammad. Actually, the teacher is considered as facilitator and facilitates the learning process for better examples and instructions to help the students get the points. The necessary data for the study were collected from the written views of Paul Thagard and the Prophet Muhammad’s approach in this regard. As the limitation of present study, we can say that we could not make any questionnaire or interviews with any professors and lecturers for increasing the reliability and validity. The results demonstrate that the teachers should use reasoning by analogy in learning process to make students interested and better learned for fruitful outcomes overall. Therefore, this positive approach will make students understand and learn easily and also increase the students’ motivation for successful learning outcomes.

Keywords: Analogy, Reasoning, Learning process, Case-based learning, Outcome.

1. Introduction

Man who is in the process of learning from the moment he was born learns about everything he has needed and wondered about in his lifetime. There is a direct relationship between man, the most precious being who has the ability to learn, and the concept of learning. Every other living being apart from human comes to the world with the equipment necessary for their lives whereas man acquires these abilities and skills later. This being whose effort to learn never ends maintains this process which he begins in family environment also in school, streets and in the circle of friends. (Keyifli, 2012)

The information needed by an individual and the methods by which these can be taught have always occupied people’s minds. It cannot be denied that the learning method preferred while meeting the needs of individuals for learning with the system of formal and non-formal education influences the positive behaviors expected from the individual. Many teaching methods such as case study, discussion method, explaining method, question answer, problem solving, displaying and practicing and trip and observation have been developed in order to make this aim real and achieve the quality expected from education.

This writing emphasizes on the teaching method of compare and contrast, which is known as analogy as well and developed by Paul Thagard, and it will relate the past to these days by giving examples of how Muhammad the Prophet of Islam (P.B.U.H.) used this method effectively while explaining the orders and prohibitions of Allah to those who believed in Him and educating them in the sense of morality. Also, this strives for giving new ideas to the teachers.

Teaching, which is as old as the history of prophecy, started with Adam (P.B.U.H), the first human and prophet, and continued with the other prophets. Adam the prophet and all the subsequent prophets did their teaching duties
according to the characteristic features of their tribes. The most important duty of the prophets is actually tablig (announce) and tabyin which means to explain the announced truths. (Nahl: 44)

2. Literature Review

Learning can be defined as lasting behavioral changes that occur in the natural development of an individual as a result of his interactions with the environment. It is part of the natural development of the individual. (Kaya, et al., 2013) & (Witrock, 1977) approaches to the concept of learning from a different angle: a behavioral change in "meaning, knowledge, abilities, attitudes "dependent on duration. Mayer (1987), Woolfolk (1990) and Gayna (1985); consider it as a change that offers a certain permanence. Learning is not formed as a result of other factors such as growth, sleep, medicine etc and is not temporary and there is a period of time of permanence.(Şendurur, 2001). According to the constructivist theory it can be defined as an active process of interpretation in accordance with previously acquired knowledge and experience. (Kesercioglu, 2004).

These changes in behavior dependent on duration result in certain methods. According to the scientific method, it is the entire amount of the studies that are conducted regularly to understand and emphasize, interpret and offer solutions to the issues and problems that arise and may arise in the environments where we live.

During the education process, a lot of teaching methods based on learning theories have been developed. Learning methods can be listed in the following way: Case narrative, discussion method, description method, questions and answers, solving the problems, demonstration and practice, observation. (Ünal, T. Y). Method: Procedure. In science, a plan to access a certain result, the followed paths.

The method of this path is the path that leads to the purpose that is way it should be well-thought, analyzed and well planned. Otherwise the teaching job would be too complex like seeking a way out of the maze. (Ünal, T. Y).

3. Discussion

One of the effective methods that will allow the individual to learn the essential, practical conveyor is the analogy method. Analogy as a teaching method is seen in the teaching methods of Prophet Muhammad (P.B.U.H). In this study, we compare the opinions of Paul Thagard and the approaches of the Prophet Muhammad (P.B.U.H) and the prophet's exemplary applications as a descriptive manner.

Before learning the analogy method learning strategies can be classified like the followings: Repetition, meaning, organization, comprehension monitoring, emotional strategies. Elaboration strategy is the activity of learning by integrating the new and knowledge that existed in the memory for a long time. Analogy is a method that is located within the signification strategy.

Analogy method: (analogy, comparison) Analogy is the method of explaining in different ways by giving as an example an event. (Dinçer, T. Y). Analogies are depictions of understanding of new knowledge. Ausubel (1969), Gagne & Briggs (1974) in their study indicate that association of the prior knowledge and the new one will make learning more meaningful.

The information of the individual's past in the literature is accepted as analogous while the new information is accepted as the goal. The findings obtained as a result of the studies support that the analogies increases the students' interest, curiosity and motivation (Keller, 1983), it supports conceptual change (Dagher, 1994) and it is an effective means of establishing relationships between concepts (Stepich & Newby, 1988) & (Kesercioglu, 2004).

When this method is used correctly and has achieved its goal it stays for a long time in the individual's long-time memory. Teachers use analogies to simplify concepts and less familiar systems, and to embody abstract concepts with concepts that are more familiar.

One of the modern representatives of this method Duit (1991) gives as an example the relationship of the objects when passing from source information to new information. To stimulate his theory he gives as an example the likeness of atom to solar system. According to Holyoak the new events that will be learned, can be compared to the ‘source information’ by installing relationships and building bridges. At the same time method is a tool to create a basis for discussion and to solve the problems. (Ekici, 2007).

With analogy as the method of learning, some considerations are to be taken into account. The goal should be well established, and a known analogy should be used for the unknown notions. If the target is abstract being or concept a concrete analogy should be used, a person's past should not be underestimated. Mintzes and his colleagues (1997) together with TWA model have generated six models of analogies such as: General analogy, bridge analogy, multiple
analogies, anecdotal analogies, case-based reasoning analogies and student generated analogy. (Kesercioğlu, 2004).

It is the most appropriate method in students understanding of abstract concepts. Explaining one event with their own expressions and internalizing it provides advantages. While considering the students as active this way also develops the creativity features. The knowledge except of the classical way of learning are learned with other kind of method. While drawing attention to the topic it also provides motivation. Establishing one connection between scientific language and everyday language facilitates learning (Yoldaş, T. Y).

The rise of man and the society they make up, their progress and their coming to a certain level is based on the education of the individual and society. (Yoldaş, T. Y). We know that monotheistic religions together with the first man have transmitted to us the messages of Allah.

It is seen that these divine orders that come to prophets as revelations in the form of words and behavior are later on turned into practices. When prophets are considered from a wide spectrum as leaders or guides they have not only been an example with their behaviors but they also have been leaders in an invention.

They have not only had the duty of warning people but also pioneered in some of the greatest inventions that would shed light to civilizations. For instance Prophet Noah with the art of carpentry gave the first ship gifts to humanity, prophet Joseph made the first clock, Prophet David with treatment of iron and armor making and Prophet Idris with finding of the needle has contributed to the art of tailoring. In this sense, prophets have been instrumental in the progress of civilization because beside dealing with world affairs, they have also taught people professions that will be useful to humanity. (Bayraktar, 1984).

In order to fulfill their duties they are seen to have successfully completed them by acting according to the orbit of revelation. In the name of “shaping” their community we witness in each prophet certain methods according to the addressee and individuals they are to speak to. Contact Person recognition, drawing attention of the audience with interesting questions, questions and answers, repetition, explanation by giving examples are some of the methods. (Soysaldaşı, T. Y).

Information about the social, economic, cultural religious background and also how to approach to the addressed, what methods will be given, to what amounts is important when explaining people religion. If guidance and their mission of showing the true path was done without taking into consideration these conditions it would have been worthless. (Yargıcı, 1998) Heavenly books have benefited from the similar methods that prophets have followed. In particular in Matthew’s Bible in the narrative part about God and the afterlife obvious analogies are encountered, meanwhile we can frequently see them in the Qur'an.

The meaning of term, the only thing that doesn’t manifest in reality is Tezka, preacher, incentives, Zecca, the signs, an approval transaction, approximates to man's mind what is meant, noticeable meaning, are some of the examples that are meant in Quran. (Altun, 2006) When we compare good and bad, "Good is always likened to a tree that has strong roots, high branches and always gives fruits" and bad word " is likened to a tree that its body is uprooted from ground, and there is no place where to hold". (İbrahim, 24:26).

If we would give some examples from the analogies in Bible, the concept of God is used in their daily life for the cases analogy that is done. " No one can serve (worship) two masters. He will love one and will hate the other or he will adhere one and despise the other. You can’t worship both God and money. For this reason in telling you ‘don’t worry for “your food and drink” and “your clothes” for your body. Isn’t soul more important than food and body more important than body? (Matt 6:24-25).

When we have a look at holy books such as Quran we come across to many teaching methods verses. We have the unlawfulness of alcohol with the gradualist method. (Nahl 67 & Nisa 43 & Maide 90, 91 & Bakara 219), when they asked for the owner of the asset is used question and answer method. (En'am 12). It has remembered the history of previews prophets remind these reasons and give lessons. (Yusuf 111), the facts of hereafter life are eternal life. (Ankebut 64) & (Bayraktar, 1984).

Prophets have taken into account the structure and location of their community's cultural, economic, sociological structures when they communiqué to them. To make the issues that they preached easier to understand and permanent in their minds there are possible enabled methods. And Muhammad (pbuh) that is the descriptive of the Quran has used the same methods that are used in Quran in his preachers. In Quran and Hadith are used similar methods and the aim is the same.

" The real wrestler is not the one that his back doesn't come to the ground and beats his opponents in wrestling but the one who dominates his soul when he is angry. (Buhari, Edebb 102; Müslim, Birr, 106) In this hadith the importance patience is expressed by introducing two opposite things.
“Allah is pleased with the repentance of his servant as much as man is pleased when he has lost his camel in desert and he finds it again” (Buhari, Deavat 4; Müslim, Tevbe 1) 

The importance of repentance and istiğfar has been described with the similarities of these two events.

"Some of the people that will enter Paradise their heart are like bird". (Müslim, cennet 27) 
compering a belivers heart with a bird is illustrated method for the consideration gives trust in god. Believers In loving each-other, protecting each-other showing compassion and mercy for each-other are similar to the functioning of the body.

Because, if a limb is sick all other limbs will suffer with insomnia and fever with it. (Buhari, salat 88; Müslim, Birr 65) 
Solidarity with each other Prophet Muhammad (P.B.U.H) has been likened to the functioning of the body, has established similarity between two states. For the same topic in another hadith Buhari likened as interlocking parts of a building, to be understood the topic he has showed it by interlocking his fingers. (Buhari, Salat 88 & Müslim, Birr 65)

4. Conclusion

People know what they are coming to life as different. But during all the life he shows effort and struggle. If we would express it with other words “he learns from the cradle to the grave”. This learning sometimes happens in a systematic way within school atmosphere and sometimes during the everyday life.

To progress and develop the society and to move on and go forward on the steps of civilization should not be underestimated the role of holy books and the prophets. In Holy Texts and in the words of Prophets by taking in consideration the society’s understanding, the economic, cultural and social situation there is explained with different kind of methods.

Between these methods the method of analogy especially abstract concepts, facts and events are used frequently for understanding. This method is more evident in the words of the Prophet Muhammad.

He has tried to explain topics and advices related to morality, repentance, solidarity, patience, confidence, compassion, etc. that some people would find them difficult to understand by giving examples and comparing with their own life style.

The same method has been used often recently to explain the science. In learning situation this learning is realized by comparing the individual’s past experiences with already known cases and the cases that are similar to the new topic that will be learned.

In the study, this method is proofed to have benefits such as facilitating learning and that the learned knowledge would be more memorable, the students would be more active and creative, it would improve thinking in one other way and would establish one connection between science language and everyday language.

As a result we may say that the analogical method is one of the most important methods in effective learning and this method together with the usage of the prophets and Holy books is paralleled used nowadays as one teaching method.

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Albania Government and It’s Challenges in Progressive Tax Implementing

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Abstract

Horst Dieter Vesterhoff (economic adviser to three German chancellors) said that a tax system should meet at least three conditions. First, the state to bring enough income must be based on the solvency of citizens and should not impede or dissolve desire to work, to do investments or research and further discoveries. Progressive tax is one of the key points of the new government. Progressive taxation is a type of tax system that is designed to put the greatest tax burden on those who make the most money. The main reason for establishing progressive taxes is to achieve fairness in taxation, at least according to some. Theoretically, those who make little should pay very little in taxes, while those who make more should pay more. How many of ways the progressive taxation can work? In the US, the income tax paid per year by citizens is progressive. It is based on income levels, and as these income levels rise, so do tax levels. It’s a complicated system, where the next portion of income above a certain level is taxed at a higher percent. A progressive tax system allows a government to collect a larger amount of tax revenue, which, can be used for the benefit of public services, such as education, welfare and medical assistance. From the above, the question naturally arises, is Albania’s prepared to implement successfully progressive tax? Based on this question in this article I would like to do a synthetic analyses of fiscal system during last 15 years in Albania and identifying what are advantages and disadvantages of progressive tax implemented by stressing the opportunity of government on this process.

Keyword: progressive tax, flat tax, comparison, government, welfare

1. Introduction

The notion of taxation has been known since the establishment of states. A social organization, as primitive as it may be, requires sufficient financial means to accomplish its goals. Taxes are a substantial means of providing the financial resources of a country. They occupy the leading place in the public income of modern countries. The great part of our neighboring countries and countries with quite a similar economic situation as ours are applying flat tax. So as to improve the economic situation and the fiscal administration, since 2008 Albania is applying the flat tax system. Previously Albania applied another tax that was progressive tax. Flat Tax or Progressive Tax – a dilemma that is frequently discussed by the specialist of the field, leaves room for debate and provides no definite answers. Different countries apply different economic policies and, as the data have shown, they obtain different results from the application of different policies.

2. The Effects and the Performance of the Implementation of Flat Tax in Albania in 2007-2013

Personal income tax was one of the most hated taxes from the fiscal evasion in Albania. Fiscal reforms of 2007 basically changed the tax structure, replacing the progressive tax rates with a unique degree of 10 %, for all kinds of personal income.

Albania, in about 5 years of experience with flat tax, there were positive results from the collection of additional revenue from personal income tax, as a result of the implementation of the flat tax. Thus, from 1.1 % of GDP this tax covering 4 years before applying progressive tax amounted to an average of 2.2 % of GDP after the flat tax application.

The formula applied to every penny of tax on salary earned was heavy with unfairly high taxes wages of employees with low incomes, such as those of the health sector, the education sector and the manufactured sectors where is used the cheap labor. The flat tax is introduced in July 2007, to 10% for all employees, for social and economic reasons:

1. Application of the flat tax to reduce informality in the labor market in Albania;
2. Application of the flat tax to be consistent with regional tax policies to attract foreign investors.

To proceed further with tax cuts, last incentives was that of May 2013 that all employees with salary and under
thirty thousand leke exempt from paying 10 % tax.

Passing from progressive to flat tax system has been an important step in our country's economy, but this type of flat tax failed any of his goals.

1. Informality in the labor market continues to be a problem in Albania;
2. At 8 years flat tax application is not a study done, which connects investments increase in Albania with flat tax concerning personal income tax.

3. Economic Benefits of Progressive Tax System

In 2001, Premier Gordon Campbell announced that the government would revitalize the provincial economy, invest in education and invest in health care. Campbell decreased the taxes of large corporations. At the present moment, the corporate income tax in BC is 13.7% down from 16.5% in 2000 (Ramsey), while in Canada is around 21%, down from 28% from the year 2000 (Canada 83). There have been great cuts in corporate taxes since 2001. Unfortunately, that does not help the economy. The amount of money economized by those large corporations is likely being invested outside of BC, if invested at all. For this reason, the provincial government has lost billions of dollars in revenue, which only aggravated the provincial debt. Also, with lower taxes, the large corporations were enabled to become more predominant in the province. When you take into consideration the huge amount of money lost in the taxes, in investments and large cuts in the public sector, it is not hard to understand why the provincial debt increased by about 3 billion dollars.

Campbell argued that by reducing those corporate taxes, the province would be attracting investments and “revitalizing” the economy. Clearly, Campbell is either ignorant of economics or simply corrupt, since even a basic knowledge of economics would show him that the way to invest is by decreasing the taxes of small business to stimulate the local economy, while increasing the taxes of large multinational corporations in order to force them to raise their prices, which would help making small businesses even more competitive. Decreasing money supply could also increase investment, although that is only possible in the federal level.

If costs of living are high and the income tax system is not progressive, there will be lots of people who will work in many jobs just to survive, which is not attractive to corporations since the wages are high and the demand is low. With underfunded public services the situation is even worse, as it increases costs of living. For instance, with higher tuition fees, students often have to loan more money, which reduces their purchase power. In this scenario, even if the corporate taxes are very low, large corporations with the ability to invest in other places will prefer to invest where there are lower wages and higher demand. A progressive tax system would fix that. This is the system in place in the Scandinavian countries, as well as many other developed first world countries. In this system, the poor pays little while the rich pays more. This increases the purchase power of the poor, while increasing the amount of cash flow which would be otherwise stuck in the riches’ savings. The same applies to corporate taxes for small businesses and large corporations. With lower taxes for small businesses, they are able to compete against the large corporations.

If the government adopts a progressive tax system, there will be an increased tax revenue, which could be used to pay the debt as well as increasing expenditure in the heavily underfunded public services such as education, health care and welfare. A progressive tax system would also encourage small local businesses, which would expand the economy. It would also increase the purchase power of a great majority of the population, which would even further expand the economy.

4. Three Reasons Why We Need Progressive Tax Rates

Conservatives have two central tenets in their tax reform agenda. The first is to simplify the tax code by eliminating tax expenditures – government spending through the tax code – that come in the form of deductions and exemptions. The second is to move from a progressive income tax to a flat income or consumption tax. But conservative politicians often conflate these goals, suggesting that “simple” and “flat” are one in the same. Tax expenditures are what complicates the tax code, not progressive rates. While we should aim to eliminate expenditures, especially those that benefit those who are relatively well off, progressive tax rates are justified economically and morally for these reasons:

4.1 Efficiency

What is the optimal amount of public goods and services the government should provide? If the government creates a
rule that says everyone must pay an equal share of their income, revenue will be restricted to the rate that the lowest earning workers can afford to pay.

Consider the case of a married couple with drastically different earnings. One spouse earns $40,000 per year, while the other earns $400,000 a year. If the couple goes Dutch, they will restrict their shared consumption. However, if the couple adopts a rule that the higher earning spouse pays more, then they can enjoy a higher level of shared consumption. This means they will consume a better house, better car, and better lifestyle.

4.2 Happiness

Advocates of progressive taxation often say “Rich people can afford to pay more.” What they really mean is that $100 means more to a person making $5,000 a year than it does to a person making $500,000 a year. This means that allowing poor people to keep a larger share of their income will result in a happier society than making everyone pay the same rate.

4.3 Justice

If people deserved most of their income, there would be a good case that they should be able to keep it. However, people don’t morally deserve their income because almost everyone’s income results largely from factors beyond their control. For example, the poorest Americans are richer in absolute terms than the richest Indians. This isn’t because Americans are that much more hardworking than Indians, but because Americans have access to a superb set of institutions and a grand scale of specialization and trade within our borders.

The knowledge and technology we have that allows us to be rich is the result of a multi-millennia human project and social cooperation. Other factors — such as our genes, parents’ income, our order of birth, year of birth, and even month of birth — have enormous impact on our future earnings.

Because people don’t morally deserve their income, it means that society can fairly ask the wealthy to pay more. Doing so allows us to produce more public goods and services that benefit everyone, while creating a more happy and just society than if we asked everyone to pay the same. But, we still need to be concerned about incentives. We don’t want to make rates so progressive or so high that they make it unattractive for people to be productive. Fortunately, this is an empirical question, and all the evidence suggests that the wealthiest among us are doing quite well, and their lot is improving.

4.4 The advantages of the progressive tax

1. It is reasonable- as under progressive taxation the rate of taxation rises as the taxable income rises hence people from higher income group are asked to bear the heavier load.
2. Progressive taxation is fruitful- this form of taxation is beneficial for the government as the income yield is comparatively more than any other form of taxation.
3. Progressive taxation is cost-effective- the cost incurred for collecting the taxes doesn’t rise along with the rate of tax.
4. Brings about equality in income sacrifice- under progressive taxation there is an equality of income sacrifice amongst all tax payers. this is owing to the fact that the law of diminishing utility is applicable with money as well. with every rise in earnings the marginal value of money decreases. therefore, a rich individual doesn’t feel the pinch while paying a certain amount of tax. so by levying him more income tax he can be requested to make equivalent sacrifice.
5. Reduction of income inequalities- this form of taxation helps to a certain extent in reducing inequalities in wealth distribution. furthermore, equal circulation of income will result in raised well being of the society, as the richer individuals will forfeit only their comforts, whereas the poor individuals will be capable of satisfying their necessities to a better degree.

All these advantages of progressive taxation make it an important arsenal for the government for collecting revenues which decides the growth and development of the country.
4.4.1 The advantages of the implementation of progressive tax in Albania

After the fall of communism, many countries applied the system of progressive income tax, which was earlier applied in Western Europe. But it soon turned out to be a system that discouraged economic growth.

Progressive tax is one of the key points of the new Albanian government in 2014. Progressive taxation is a type of tax system that is designed to put the greatest tax burden on those who make the most money. The main reason for establishing progressive taxes is to achieve fairness in taxation, at least according to some.

Progressive tax tends to reduce the consequences of taxation on individuals with low paying capacity by disproportionally shifting it to individuals with a higher paying capacity (richer people). When progressive tax was applied in Albania, different rates applied to different income groups. In this case progressivity described a distribution effect on income or cost referring to the progression of tax rate percentage. At first glance, it seemed that progressive tax made all citizens sacrifice equally and that state exercised the same pressure on all of them. Progressive tax intended to wrongly fight against inequality among people by trying to generate greater equality.

5. Conclusion and Recommendations

Flat tax policy is a doubled-edged sword likely to produce either positive or negative consequences.

The benefits of a lower flat tax may be a short term if not associated with other advantages. Progressive tax systems are designed to subject a larger percentage of income to taxation for individuals, households and businesses with larger incomes, while lowering the tax burden on those with lower incomes. According to Progressive Policy Institute, the debate between flat and progressive tax systems is robust, with valid arguments on each side. Progressive taxes carry significant benefits to economically disempowered households and society as a whole.

A progressive tax system would also encourage small local businesses, which would expand the economy. It would also increase the purchase power of a great majority of the population.

There are many versions and formulas for applying progressive or flat tax, or a combination of both, and they require a thorough study based on best statistics and experiences of other European and World countries.

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Learning Languages without Grammar

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Abstract
This article presents how natural approach is effective in teaching or learning language using this Natural Approach learners will be able to elicit the language like small children are learning their mother tongue in their family. Many language teachers of English, Turkish and Arabic insist on the structure of the language, they claimed that it should be firstly taught the grammar then the learner will be able to learn and use it. This paper examines Stephen Krashen, and Tracy David Terrell's The Natural Approach. Whereas well-given examples of Communicative Approach that was developed by Robert Langs MD, in the early 1970's. The results show that learners should get input in the current language. By using and practicing the input, language learners will get improvement. The work presented here was profound implications for future studies of language learning and may help solve the problem of practicing foreign language.

Keywords: natural approach, comprehension-based language, communicative approach

1. Learning Languages without Grammar

This article discusses about how languages can be taught and learned. Lemonick (1994) wrote in Time magazine, an article with a title “How man began”. The bold argument in the article was: “No single, essential difference separates human beings from other animals” (Lemonick, 1994). Some linguistic scientists claim that communication is done via speech. It is the most important distinguishing between humans and animals. Lieberman (1998) sustained: “Speech is so essential to our concept of intelligence that its possession is virtually equated with being human. Animals who talk are human, because what sets us apart from other animals is the ‘gift’ of speech” in his book, Eve Spoke (Lieberman, 1998).

If we are looking through history, it can be understood that the human being firstly got in touch with each other by speeches many thousand years ago. The written form of languages just appeared in the years 3500 BC. Whereas the structure of languages can be seen in the last some hundred years. Our rich and sophisticated communication sets us apart from other creatures on our planet.

2. Natural Approach

It is an approach in which real communication is the basis of class activities and within a short time a learner can communicate with native speaker of that target language. It does not require the ability to communicate or grammar-translation, audio-lingual and different eclectic cognitive-based methods. It produces skills that suits exactly what is taught (Khattak & Asrar, 2007).

There are three principles in Natural Approach to language acquisition: (1) the classroom activities must cultivate acquisition (activities which promote learning might be assigned as homework. (2) No correction of speech errors directly. (3) The learners can respond in either the target language, or their native language or a mixture of the two. The most important principle is that acquisition activities that are provided in the class because these activities allow the progress of communicative abilities in addition to fostering the kind of knowledge that result from conscious cognitive learning exercises (Khattak & Asrar, 2007).

According to Stephen D. Krashen (1982), independent ways of developing competence in the second languages are: acquisition and learning. “Acquisition is a subconscious process that is similar to the way that children develop ability to speak in a first language. Learning is the conscious knowledge of grammar rules and their application to verbal
production in a second language" (Stephen D. Krashen, 1982).

The basic principles of the Natural Approach (Terrell, 1977) is listed as following: 1) Beginning language instruction should focus on the attainment of communicative competence (immediately) rather than on grammatical perfection. 2) Instruction need to be designed modifying and improving the students developing grammar rather than at building language experiences based upon grammar-one rule at a time. 3) Teachers should provide students with opportunities to acquire language naturally rather than in a forced classroom environment. 4) Affective factors should precede cognitive factors during language learning experiences. 5) Acquisition of vocabulary is the key to comprehension and oral production (Terrell, 1977).

As stated by Terrell (1977), “a student with a large enough vocabulary can comprehend and speak a great deal of L2 (second Language) even if his/her knowledge of the grammatical structure is nonexistent”.

Krashen’s (1982) monitor theory claims that oral proficiency is not cognate to high scores on standard grammar tests, a fact conventionally looked out over by language educators who claim to have communicative competence as a target but perpetuate to evaluate progress only in the cognition of grammar rules (Stephen D. Krashen, 1982). Nowadays all the national or international English Exams lead the students the rules of grammar to get a certificate, to pass to university or to be applied to a position.

Some state that learned rules can be acquired through practice. This credence seems to refer to the three-part technique of cognitive approaches: explication, practice and application. The follower of cognitive approaches, Chastain (1976) believe that comprehension of the rule must precede its use. The cognition of grammatical principle can precede its acquisition. Whether, it promotes acquisition probably depends on the cognition style of the acquirer. Research shows that acquisition takes place under certain conditions. In the communication situation: (a) the focus is on the message; (b) the acquirer must understand the message; and (c) the acquirer must be in a low-solicitousness situation (Khattak & Asrar, 2007).

Hatch (1979) gives the following tips for the speech to be understood by the listeners: slower rate (clear articulation, diminished contraction, long pauses, extra volume, exaggerated intonation); understandable vocabulary (high-frequency vocabulary, less slang, few idioms, high use of names of referents instead of performs); marked definitions (explaining a term that the speaker doubts the learner will know, repetitions, gestures, pictures); simplification of syntax vis-à-vis the meaning (simple propositions, focus on topics, repetition and restatement, less proverbs’ modification, helping the learner complete utterances); discourse techniques (giving a possible answer within the question, yes-no question, tag question) (Hatch, 1979; Khattak & Asrar, 2007).

Children learn their native language eliciting before they start to speak (Fraser, Bellugi, & Brown, 1966). In reality, competence of all speakers in comprehension gives birth to competence in production. Winitz and Reeds (1973) estimate that in the first language acquisition ‘comprehension’ comes before a sentence generating approximately a year. “This sequence of development—comprehension first, production second—is a functional property of the human brain which should not be violated in language instruction.” (Winitz & Reeds, 1973)

How to make intelligent conjectures profit in the early stages of acquiring language. The major components are: (1) a context; (2) gestures and body language cues; (3) message to be comprehended; (4) a knowledge of the meaning of the key lexical items in the utterance. Grammatical signals are not usually crucial to the comprehension task of beginning students (Khattak & Asrar, 2007).

Snow (1979) notes that “children figure out rules underlying syntactic by using the cues provided by the meaning of the adult’s utterance”. Following Snow (1979) describes the process for children exactly as the natural approach suggests for adults: “knowledge of the meaning of important lexical items plus knowledge of what is likely to be said about those entities or actions given the situation enable the child to guess correctly what the utterance means. This implies of course that the child must be a good guesser, but also that the adult must say the kind of things the child expects to hear” (Snow, 1979).

In his writing Fries (1945) takes the opposite view: “in learning a new language, then, the chief problem is not at first that of learning vocabulary items. It is, first, the mastery of the features of arrangement that constitute the structure of the language.” (Fries, 1945)

Natural Approach is based on Asher’s (2009) Total Physical response in which the teachers ask students to perform certain action, such as close your eyes. Another Technique, which is useful in the first few days of class, makes use of the students’ names and descriptions. The following is an example of ‘teacher talk’, that is, comprehensible input:
What is your name? (Ammy.)
Everyone look at Ammy. Ammy has long, black hair. What is the name of the student with long, black hair? (Class responds with a name only.) What is your name (selecting another student)? (Henry.) Look at Henry. Does Henry have long hair? (Use gestures to contrast long and short.) (Class responds, no.) Is his hair black? (No) Is it brown (use context and gestures)? (Yes.) Henry is the student with short, brown hair. What is the name of the student with long, black hair? (Ammy) And the student with short, brown hair? (Henry) This activity can be continued using physical characteristics (positive attributes only) and clothing colors and some simple descriptions (Khattak & Asrar, 2007).

3. Communicative Language Teaching

What is communicative language teaching? (CLT)
When we are asking the language teachers this question they would possible say that this is methodology of choice in teaching. However, when we give present and give the detailed explanation of what “communicative” means, its explanation verifies wide. Does CLT mean teaching conversation, the absence of grammar in a classroom or an insistence on open-ended discussion activities, which requires the main points of the course? What do you understand by communicative language teaching or learning?

The following statements below characterize communicative language teaching: (a) effective language learning way is through using it, but not learning the structure of it (b) grammar is unnecessary in language teaching (c) impact of communication is essential in language learning (d) errors in speaking a language are not important (e) CLT is only interested in teaching and speaking (f) classroom activities ought to be meaningful and everyday communication (g) dialogs are not useful (h) accuracy and fluency are the target in CLT (i) CLT is usually described as a method of teaching (Jack C. Richards, 2006). Communicative Language Teaching can be considered as a set of principles about the target of language teaching how learners learn a language, the ways of classroom activities that best fits learning depends on the teacher and the learner’s ability and capability.CLT pioneers have become interested in integrating form-focused instruction with communicative activities (Wong & Barrea-Marlys, 2012).

One of the essential goals of CLT is to improve fluency in language use. “Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication according limitations in his or her communicative competence” (Wong & Barrea-Marlys, 2012). Since the language classrooms are places where learners are intended to be prepared for survival in the real world. There should be a correlation between classroom activities and real life. The Pedagogs argued that class activities should be as far as possible mirror the real world and use real world or authentic sources as the basic for classroom learning. These studies provide evidence that each competence plays a significant role in the acquisition of communicative competence. However, teachers seem to deemphasize grammar accuracy in their CLT classrooms (Wong & Barrea-Marlys, 2012). Whereas Clark and Silberstein (2005) argued:

Classroom activities should parallel the ‘real world’ as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium. The purposes of reading should be the same in class as they are in real life. Others criticized that it is not important if classroom materials themselves are divided from authentic texts and other forms of input, as long as learning processes they facilitated were authentic (Jack C. Richards, 2006).

4. Conclusion

While people are speaking their native language or foreign language, none of them are firstly making up sentences in their mind then produce it. Normally, the output of language, it does not matter if it is native or foreign language is coming out according to elicit or input of target language. By listening, watching and reading we do the input of a language. Especially while you are reading a book logically you may think that you did not get anything at all, but while you are speaking the words, phrases and sentences are coming out unconsciously from your lips and mouth. Natural Approach uses different techniques and activities in source to provide comprehensive input. In teaching language, communicative activities are applied by Natural Approach, considering in different activities such as games, role- play, dialogs, group work and discussions.

As it is mentioned before there are three genetic phases identified with the approach: (1) preproduction-developing listening skills (2) early Production- learners struggle with the language and make many errors which are corrected based on content and not structure (3) extending Production- promoting fluency through a variety of more challenging activities”(Stephen D Krashen & Terrell, 1983).
To have language acquisition the language processing should be given to the learner the correct comprehensive input from the teacher. We hope that this writing will guide the language teachers to teach their target language to their learners in a natural way without too much of effort.

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Participle I of German Language and its Corresponding Forms in Albanian Language

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Abstract

The verbal system of different languages has often been object of study of various linguists. A particular interest in these studies have been infinitive forms of the verb, which are widely studied with regard to their method of construction, their morphological particularities and their syntactical functions. They are not only studied as part of the verbal system of a particular language, but have also been subject to comparative studies between different languages. The purpose of these studies was to find common points and differences between infinitive verbal forms of different languages, viewing them as a morphosyntactic category, studying the combination of their verbal features with those of other parts of speech and studying their syntactical functions. The comparisons are made between languages of the same family and also between languages of different families. This paper is centered on two Indo-European languages such as German and Albanian and intends to make an approach to one of the infinitive verbal forms of German with standard Albanian. The German language recognizes three forms of infinitive verbs: infinitive, participle I or present participle and participle II or past participle. In this paper as mentioned is studied one of the infinitive verbal forms of German language, the participle I, with a view to finding its responsible forms in Albanian, to find which infinitive forms of Albanian corresponds to the participle I of the German and which other grammatical tools respond to him in the standard Albanian language. The participle I of German language is multifunctional and its functions are covered by various grammatical tools in the Albanian language, which play almost the same functions as in German. To make such an approach is used an extensive literature in both languages and examples that illustrate the theoretical material has been extracted by German literary works, which have been translated into Albanian language.

Keywords: The participle I, syntactic functions, responsible forms, grammatical tools

1. Participle I

Participle I is generally defined as a nonfinite verbal form, which has features of the verb and the adjective. In the German language dictionary DUDEN participle I is determined as verbal form, which takes place between the verb and the adjective. (Duden 2001:1185) It is named as a verbal form that summarizes features of the verb and adjective, but it has also adverb features.

Other grammarian call the participle I word that stands between words (Mittelwort) (Eisenberg 1994: 69; DUDEN 1998: 190) as it stands between the verb and adjective.

Participle I possess basic verb valence, so the ability to get other syntactic constituents. (Helbig / Buscha 2001: 100) Participle I also possess the relative tense category, the category of verb diathesis and can be declined as adjectives, when they play the function of an attribute. (Helbig/Busch 2001; Engel 1988)

The german language recognizes three forms of nonfinite verbs: infinitive, participle I or present participle and participle II or past participle. (DUDEN 1998/ Engel 1988)

2. Formation of the Participle I

Participle I is formed by adding suffix -d to the infinitive of verb. (Helbig/Busch 2001; Engel 1988)

*arbeiten* - *arbeitenden* (working) *singen* - *singing*

It presents the action and the state expressed by the verb from which it is derived, as continuous, unfinished. (Helbig/Busch 2001; Dreyer/Schmitt 2000)

*Er tanzte.* (he danced) *Er kam tanzend herein.* (he came in dancing)

In relation to the finite verb it presents continuous active processes, they occur simultaneously with the action
expressed by the conjugated verb. Although it is called present participle it does not express the present, but simultaneity with the conjugated verb. He expressed a neutral tense and habitually it refers to the tense expressed by the finite main verb. In its predicative use it presents anteriority or posteriority in relation with the finite verb. (Engel 1988: 431)

Er sagte erläuternd… (Ai thoshte duke shpjeguar… / he said explanatory…)
Er sagt erläuternd… (Ai thotë duke shpjeguar… / he says explanatory…)
Er hat erläuternd gesagt… (Ai ka thënë duke shpjeguar… / he has/had explanatory said…)

Participle I is connected with nouns or verbs, connection which can be further expanded with other parts of the sentence or syntactic constituents. These expanded participle form constructions, which in the german language are called participle constructions. (Helbig/Buscha 2001, Rath 1971)

… einen über die Knie reichenden Gurtkittel… (… një përparëse me rrip, që i arrinte mbi gjunjë… / one over the knee reaching coat)
… wo … Herr Albin mit hängenden Mundwinkeln und weltmännisch wegwerfenden Bewegungen die Karten handhabte. (… ku zoti Albin i zotëronte letrat me cepat e buzëve varur dhe me lëvizje mondane, që duken sikur hedhin tutje. / where Mr. Albin with drooping corners of the mouth and urbane dismissive movements handled the cards.)

3. The Syntactic Functions of the Participle I

The grammarian distinguish three syntactic functions of participle I: predicative function, adverbial function and attributive function. (Helbig/Buscha 2001:583)

Predicative function

In the predicative function refers participle I or the participle construction to the finite verb. They can have a free word order. By predicative constructions are expressed two actions, the one is expressed by the finite verb and the other by predicative. Predicative constructions can be paraphrased by subordinate clauses or coordinate clauses with the coordinating conjunction dhe (and). (Helbig/Buscha 2001:585)

Settembrini war teilnehmend (Setembrini ishte pjesëmarrës/ po merrete pjesë/ Setembrini was participating)
… so Auge in Auge, die seinen seien … flackernd… (kështu sy më sy, të sajët ishin vezullues / eye to eye, her eyes were twinkling)
… sagte er tief aufseufzend. ( Tha duke psherëtirë thellë / dhe psherëtinte thellë. / he said, suspiring deeply)
… und trat dann sanft blickend zu seinem Vater. ( … hyri duke vështruar të atin butësisht./
… and then went looking softly for his father)

To the particle I as predicative corresponds in the Albanian language the nonfinite form of gerund ( blickte ihn lachend… / e shihte duke qeshur). It has the same function as the participle I of german language and can be paraphrased by coordinate clauses with the coordinating conjunction dhe (and) (und trat dann sanft blickend zu seinem Vater. ( … hyri duke vështruar të atin butësisht / dhe shihte të atin)

The adverbial function

The adverbial constructions as well as the predicative constructions refer to the finite verb of the sentence. Between the participle I or the construction with the participle I and the verb which it refers to, needs to have accordance of the semantic features. If this accordance lacks then lose these constructions their adverbial character.

The adverbial constructions have a free word order. They may change their position without transforming the meaning of the sentence.

… blickte ihm lachend und kopfschüttelnd ins Gesicht. (… e shihte në fytyrë duke qeshur dhe duke tundur kokën / looked him in the face, laughing and noding his head.)
… blickte ihm lachend … / und danach lachte…. (… e shihte dhe qeshëve / looked at him and laughed)
Lachend und kopfschüttelnd blickte er ihm ins Gesicht… ( Duke qeshur e duke tundur kokën e shihte në fytyrë… / looked him in the face, laughing and noding his head…)

By the adverbial constructions there is an action expressed by the finite verb, an action which is further characterized by the mood, tense, cause etc. of the action expressed by the verb. The adverbial constructions can be paraphrased by a subordinate sentence which conjunction indicates corresponding semantic relations between main sentence and subordinate sentence. These relations are: modal, temporal, causal, conditional, concessive. (Helbig / Buscha 2001; Dreyer/Schmitt 2000)

…nahm …. kurz aufsitzend wieder Platz. ( Zuri sërish vend duke ndenjur drejt…. / took place
… junge Leute… kamen trällernd herein. ( … të rinjtë hynë duke kënduar me zë të lartë / young people … came humming in)
... klang ... jämmernd (... tingëllonte si ankuese / si ankim / si ankesë.... / sounded yammering)

Neben ihnen fiel ein Wasser ... gurgelnd und plätschern zu Tal. (Pranë tyre rridhte ujë ... duke gurgulluar dhe duke u përplasur / Next to them flowed water gurgling and splashing down into the valley) ... sagte Joachim erläuternd ... (... tha Joachim duke shpjeguar... / ...Joachim said explanatory...)

Wiedemann, speicheld und blutend, zeigte das Phänomen... (Wiedeman duke pështhryrë e duke nxjerrë gjak tregonte fenomenin / tek pëshhtynte e nxirnte gjak / wiedemann spitting and bleeding told the phenomenon)

Und der Hofrat klopfte abwechselnd links oben an der Brust und etwas weiter unten. (dhe këshilltari trokiste gishtat here majtas lart në kraharor dhe herë disë më posthtë / the councilor knocked the fingers alternating left at the breast and a little further down)

To the participle I as adverb corresponds in the Albanian language the nonfinite form of gerund (erläuternd – duke shpjeguar) , which has almost the same functions as the participle I of the german language. Also corresponds to him a substantive with preposition or substantives without prepositions (jämmernd – duke u ankuar / ankim / ankesë).

There are also cases in which the context of the sentence, by leaving out the participle I, elucidates its meaning. ( Und der Hofrat klopfte abwechselnd links oben an der Brust und etwas weiter unten. / dhe këshilltari trokiste gishtat here majtas lart në kraharor dhe herë disë më posthtë)

**Attributive function**

Participle I or participle constructions refer to a noun and are placed between the noun and its article. They have an obligatory or fixed word order and do not change their position, because a different order of the parts of the sentence would change or break the meaning of the sentence. Participle I or participle construction as an attribute can be substituted by a relative sentence maintaining the sentence meaning. ( Helbig/Buscha 2001, Rath 1971; Franco Vazquez 1985; Mallo Dorado 2006; Dreyer/Schmitt 2000)

Between the participle or the participle construction and the noun, which it refers to exist an accordance of semantic features. If this accordance lacks then lose the constructions their attributive character.

Ein ... gaumig sprechendes Mädchen... ( Një vajzë, që fliste me grykë… / A ... girl speaking with cleft palate… or a girl, who speaks with cleft palate)

... ging mit einer wegwerfenden Handbewegung hin. ( ... iku me një lëvizje dore sikur hidhte dicka tutje. / went with a wave of the hand )

Die beleidigenden Worte (fjalë fyese / insulting words)

Das nahestehende Fräulein (zonjusha, që rrinte pranë / the miss next to me)

Eine schwebende Achtsamkeit ( vëmendje e lëkundur / që lëkundej / unstable attention)

If participle I as attribute is a participle or an adjective this is a question that creates debate between various linguists. Some linguists are the opinion that exits real and unreal participles. (Mariller 1994; Eisenberg 1994; DUDEN 1998 ) To find similarities and differences between participles and adjectives needs to analyse semantic, lexical und syntactical attributes of both groups, but this was not part of this paper. In this paper participles as attribute are considered participles not adjectivs as they are considered by many other linguists.

In the Albanian language corresponds to the participle I as an attribute a relative clause ( ein sprechendes Mädchen – një vajzë, që flët) , or another subordinate sentence (... ging mit einer wegwerfenden Handbewegung hin. / ... iku me një lëvizje dore sikur hidhte dicka tutje.) This role can be played also by a verbal adjective (die beleidigenden Worte / fjalë fyese: eine schwebende Achtsamkeit / vëmendje e lëkundur) that is another corresponding form of participle I.

As well by the participle as adverb there are also cases in which the context of the sentence, by leaving out the participle I, elucidates its meaning.

4. Conclusions

To the participle I in the adverbial and predicative function corresponds in the Albanian language the finite verbal form of gerund, while in its function as attribute correspond to him various grammatical tools. One of them is the relative clause also the verbal adjective, in other cases can be a noun accompanied or not by a preposition the corresponding form o the participle I in the Albanian. There are also cases in which the participle I lacks in the sentence and it is presumed.
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Why Does a Teacher Need to Facilitate the Learning? : A Comparative Study

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Abstract

The aim of this study is to identify the factors that make students' learning better in educational environment. The qualitative method was utilized in this study to find out due data for explaining the factors for better learning. This study expresses the importance of facilitating and making the learning be loved by the students through comparing the explanations and views of John Dewey and the Prophet Muhammad. Because, the teacher needs to help the students how to learn in learning process and also the teacher should know how to make the lesson be loved by the students, but not to be hated. The data was collected from the written views of John Dewey and the Prophet Muhammad’s approach in this regard. The limitation is that we could not make any questionnaire or interviews. If those were done with some professors the reliable data were collected. The results reveal that the teachers should approach the students like mother and father while teaching. Thus, this approach will make students learn easily and also make the students motivation high and better towards learning.

Keywords: Motivation, Approach, facilitate, be loved, learning

1. Introduction

Learning requires a teacher to help the students understand the learning materials. What the teachers observe in the learning environment, many students do not stay passive but active.

Thus, the teachers need to create an environment that pushes the students to learn the learning materials. This beneficial environment can give a scope for the students to participate in learning materials. Participation is likely to help the teacher for better guidance that can enhance performance and success of the students.

Firstly, in another word, as the nature of prophet’s duties: “Allah has sent a messenger like a teacher”. So the profession of prophet was education and training of society, to accept the prophetic mission and make people believe it.

Education should be by knowing the structure of society and era we live, keeping in mind the requirements and needs any improvement activities to be done.

Nowadays students firstly we must make them love the lessons, to help and faceplate them in good manners otherwise student may hate both teacher and lesson and as a result he will not achieve and will fail. Teacher shouldn’t behave just as an officer that does his job regarded with the curriculum and after lesson gets away, but behaving as a parent providing them help, love and facilitating things would be more useful during the processing of course.

Of course as it happen usually extremism is not good, even in our students they shouldn’t find everything ready, when we help them we should keep the balance otherwise students will become lazy and want to find everything ready. They might thing that we don’t need to study hard and whipping effort however our teacher will help us, and could not make mental exercise (think a lot). Again, not helping them and letting them alone to study may push them to pessimism and may not succeed. They might become despair and then give up.

In this aspect, the soft language, a friendly face and an optimistic heart facilitate students to success in the training course.
2. Literature Review

The "teacher is a facilitator of student learning, and his/her interventions diminish as students progressively take on responsibility for their own learning processes." Hmelo-Silver, C. E., et, al., (2006,p.24). And he adds that "The facilitator guides students in the learning process, pushing them to think deeply, and models the kinds of questions that students need to be asking themselves"

Hmelo-Silver, C. E., et, al., (2006,p.24) expresses that "the facilitator must continually monitor the discussion, selecting and implementing appropriate strategies as needed."

On the other hand "No longer is the teacher seen predominantly as a dispenser of information or walking tape recorder, but rather as a facilitator or manager of the students' learning" and "The teacher's role is not to inform the students but to encourage and facilitate them to learn for themselves using the problem as a focus for the learning" says Crosby, R. H. J. (2000,p.339) and he adds that "The increasing availability and use of learning resource materials also brings with it the need for the teacher as a learning facilitator."

Then he gives more information as follows: "It is the responsibility of the teacher to facilitate student use of the resources by overcoming any deficiencies in the materials and by integrating them into the curriculum." Crosby, R. H. J. (2000,p.339).

"For classroom interaction to be facilitative it must therefore break from this pattern and offer learners greater participation rights which give them the potential to take more initiative and hence responsibility for their own learning." and "facilitator–learner interaction allows the learner to have a larger say in who says what to whom and when. Thus, learners may (or may not) use this freedom to take more responsibility for their own learning." emphasizes Clifton, J. (2006.P.143).

"Teaching presence begins before the course commences as the teacher, acting as instructional designer, plans and prepares the course of studies, and it continues during the course, as the instructor facilitates the discourse and provides direct instruction when required." Anderson, T., et al.(2001.p.5).

Teacher "emphasizes the personal nature of teacher student interactions. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in students the capacity for independent action and responsibility. Works with students on projects in a consultative fashion and provides much support and encouragement". Grasha, A. F. (1994.p.143).

3. Discussion

Regarding approaches and teaching, the following appears very meaningful. The prophet's stance on an issue and his actions are overlapped with his discourses, the result is seen as extremely positive in the image as a trainer with his companions.

A companion named Maviye b. Hakem es-Sulemi says: "I have never seen a teacher who is more beautiful and better in education than the Messenger of Allah, He scolded me, nor beat or insulted".

Abu Hurairah (R. A.) says:
One Bedouin one day pissed in Prophets (P.B.U.H) mosque.
The people that were in mosque got angry they shouted at him and wanted to hit him, and almost they hit him.

There upon the Prophet (P.B.U.H) gave them this command: Leave him, pour a bucket of water where he urinates, and clean. You have been sent as a facilitator, not as complicate.

Otherwise students will hate the course, in this point our Prophets advice is very important for teachers for the behavior they should have towards students;"Make it easier, do not make it difficult, Gospels, don't make them hate".

I think that is important to say and read some of his facilitators training methods and the importance that he has given to Education. The Prophet has attached great importance to education and training. In His action sand words has knowledge, learning, teaching, and he gives very importance to students and teachers. In the hadith literature there are hundreds of hadith that encourage education and training, and also hundreds that revile against ignorance.

Easing thing is not something that can occur immediately of course. To make things easy firstly the trainer or educator must know his students in all aspects. His weak sides, his family and his educational aims and objectives, only in this way you can help him.

Teacher-student relationship in terms of traditional classroom environment has always been an important factor in
student’s achievement. Teacher should always follow his student’s instant responses to lessons. But in web-based teaching it’s not showed the same convenience. For this reasons we should give basic methods or programs that student can discover their best way to learn. Teachers should design the course in a way to include different methods of teaching forms for student with different methods of learning forms. Educators should endearing, not to hate and must facilitate. Our Prophet (P.B.U.H) recommends us to ingratiate and facilitate.

Besides, Dewey (1897) explains it:

“The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these. Thus the teacher becomes a partner in the learning process, guiding students to independently discover meaning within the subject area.”

But, there should a balanced relation between the students and the teacher. If the lesson goes on just according to traditional method in which the teacher has a dominant role which shows an authoritarian behavior and the students are like just listeners, or the learning occurs just in student-centered fashion, both of them looks very harmful for not the teacher and the students.

Therefore, the teachers should know the importance of potential flow and find equilibrium in learning process for better performance. Thus, John Dewey says that “we must take our stand with the child and our departure from him. It is not the subject-matter which determines both quality and quantity of learning.” (Dewey, (1902). p.13-14). Actually, this situation makes clear the role of the teacher in learning environment.

Teacher’s role is a facilitator and facilitating the learning materials according to the understanding level of the students in relation learning materials. But the teacher keeps in mind that there should be a balance between teaching the learning materials and considering the desires, interests and experiences of the particular student in learning environment. Learning and experiential education are related, but not synonymous with experiential learning.

4. Conclusion

If the teachers really know their role and become facilitator, then expected and promising future generations are likely to be educated under the hand of real facilitators (teachers). Because, in case, the teachers are taking the role of facilitators, the students feel themselves very comfortable and ready for learning process. It is clearly known that the students can learn better with facilitating approaches not by force.

As Dewey (1897) explains that:

"Hence it is impossible to prepare the child for any precise set of conditions. To prepare him for the future life means to give him command of himself: it means so to train him that he will have the full and ready use of all his capacities; that his eye and ear and hand may be tools ready to command, that his judgment may be capable of grasping the conditions under which it has to work, and the executive forces be trained to act economically and efficiently. It is impossible to reach this sort of adjustment save as constant regard is had to the individual's own powers, tastes, and interests-say, that is, as education is continually converted into psychological terms."

On the other hand, The Prophet Muhammad (P.B.U.H) has advised promoting tolerance and patience and to follow facilitator methods in education, not to use violence and anger.

In this sense in one of his Hadith he says: "Teaching makes things easier, do not tough, don't speak when you get angry", and the last phrase he has repeated it three times.

In fact, facilitating approach creates a scope for both students and teachers not hating from learning/teaching, but loving the learning/teaching process and it also helps the students/teachers learn the learning materials smoothly or teach smoothly, as a result the learning occurs without showing any uninterested and avoidance for the learning materials from both sides teachers and students.

In this regard, the views of the prophet Muhammad and the views of John Dewey go along with each other and help the teachers how to behave in learning environment towards the students for fruitful teaching/learning.

Learning takes place in an environment and learner's perspectives are important to create a congenial learning environment. But, it is not easy to create a positive learning atmosphere, if the teacher does not know how to behave towards the students and let them tell their ideas. Because, learning is likely to be fruitful, if the teacher becomes a
facilitator and facilitates the learning process.

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Schools and Implementation of Innovations as Active Element in Practice

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Abstract

This paper interlocks methods and forms of contemporary work in organizing learning from teachers with innovations in teaching behaviours that stimulate learner sense of active participation in learning, developing critical thinking, analysis and action for quality and effective learning. Innovations in the learning process, have a very important role in enriching the learning experiences, therefore, these activities help students to motivate, increase knowledge, skills, attitudes, values, and awakens interest for discussion. The purpose of this paper was to give an overview of the existing implementation of innovations in our educational institutions by teachers and to assess how teachers are aware of the role and importance of innovation in the learning process. Survey research questions were: Are the innovations applied in educational institutions by teachers, and how their application affects the creative activist and personality development of students? We used some of the basic methods through which we have researched this problem quite significantly in primary education institutions of Kamenica and the technique that is applied was that of the survey through a questionnaire for teachers. The research sample consisted of 100 teachers of urban and rural schools, such as two middle schools from urban of the Kamenica town, three from the rural municipality of Kamenica, Kosovo. From the survey results, we have concluded that the primary schools in the municipality of Kamenica little work in this direction despite the fact that a number of teachers have been trained, but they are all making efforts to implement innovations in the learning process. Teachers were of the opinion that to implement innovations in teaching technical, material conditions are needed and that teachers are aware of their importance and the positive effects they bring to the student. Recommendations from this study will probably raise the awareness of all participants of the school life and to contribute to comprehensive discussion that is being developed for education reform in our country, in taking initiatives for systematic implementation of innovations in teaching where beneficiaries will be the students, education in general and society.

KeyWords: education institutes, innovation, implementation, teachers

1. Introduction

"The main purpose of education is to create people who are capable of doing new things, not simply repeating what other generations have done- people who are creative, inventive and discoverers. The second goal of education is to form minds which can be critical, to verify and not to accept anything that is provided to them."

In this paper we treat the problem about implementing innovations in learning by educational institutions, to give innovations greater importance in teaching, and to prove the organization way of educational institutions in their implementation in practice.

Seeing that educational institutions are among the major factors that can rightfully influence in persuading teachers in the implementation of innovations in teaching, then we have shown the idea to destine to these institutions in doing something more in this direction.

This paper was accessed, by reason that, as from within and outside our educational institutions we are surrounded by multiple types of innovations, but, nevertheless institutions act as deaf and almost they do not deal at all with enrichment and implementation of learning innovations.

Daily school practices have shown that bringing innovations from the outside - inside from the institutional side as well as from teachers and students, makes us walk more with time.

Research question of the survey was: How much do the educational institutions influence in the implementation of teaching innovations in the classroom? We used some of the basic methods, especially quantitative methods through

which we have researched this problem quite significantly in primary education institutions of Municipality of Kamenica. Meanwhile, as a measure instrument of teachers’ attitudes, we have applied the technique of the survey – the questionnaire. As a sample of the survey we took 100 teachers of both, 50 from the urban schools and 50 from the rural schools of th Municipality of Kamenica. From the survey results we concluded that educational institutions of Kamenica deal quite a few with the implementation or enforcement of instructional innovations.

The research objectives were: educational institutions to be informed about the impact of educational innovations as a soothing element to operate in practice, and providing clearer information about the implementation form of innovations in school.

1.1 Purpose of the study

It is to contribute to the discussion that is being developed for education reform in our country, encourage responsible institutions to think about and to take concrete proceedings in the reform of the concept, organization, content, tools, forms and working methods in schools and in other institutions that deal with educational work.

The main purpose that led me to deal with this problem is the hypothesis that: Educational Institutions of the Municipality of Kamenica, is misdoubt that pay quite a bit attention to the importance in implementation of innovations in their schools. For this reason, I wanted to investigate and verify the implementation of innovations by educational institutions, with a full reason for this paper to have a positive impact to institutions, to give greater importance in the implementation of innovations in school practices.

1.2 Methodology and research techniques

During this research we used quantitative methods through which we have researched this problem quite considerably generalizing and analyzing the paper about the impact of institutions on the implementation of innovations as an operative element in practice.

From the survey data, we compared the numerical results obtained between elementary schools of Municipality of Kamenica taking into account the comparison of teachers of the urban schools with those in rural areas about the impact of educational institutions in the implementation of innovations as an operative element in practice. And finally we have presented data collected from the respondents (teachers).

To come more easily to research data, we have used the questionnaire for the teachers mentioned above, as a technical procedure to measure the teachers’ attitude connected with the reports of the impact of educational institutions in the implementation of innovations in school -class.

Population of this problem consists of all primary school teachers of Municipality of Kamenica, but, since in these schools the same school practice is treated, therefore, have not seen considerable for all teachers to be surveyed, and for this reason, we have studied this problem through the sample.

Our selected sample consisted of a total of 100 teachers divided into two groups, of which one group was from the city, and the other from villages. City group consisted of 50 teachers of the elementary school: “Fan S. Noli ”Kamenica. The second group also consisted of 50 teachers of the two elementary schools, such as: (PMLS) “ Skënderbeu” in Hogosht and" Rexhep Malaj " in Topanica.

2. Analysis and Interpretation of Survey Results

Between different social environments, there may be differences in terms of work, learning and academic success in general, and at the same time regarding the degree of implementation of innovations by the educational institutions in teaching practices. Therefore, this time we intend to know how much educational institutions have affected the organization and creation of conditions to implement the introduction of innovations in educational practices and what were teachers’ thoughts about this issue.

This kind of description enabled us to gain real knowledge about our schools commitment to the implementation of innovations in teaching.

On the first question: Does your institution possess any working strategy for the introduction innovations in school-classroom? Of the 100 teachers that were involved in the research, 4% by urban area, stated that their schools possess enough working strategy about the introduction of innovations at the school, also from rural area 4% responded the same. Therefore, 62% of urban areas and 60% rural areas stated that their schools possess somewhat working
strategy, but the differences between them were 2%. While 34% of the urban area stated that related to these strategies we do not know anything, and from the rural area 36%, so the differences were 2%, which means that most of the teachers of the two areas, about these strategies, almost gave the same opinion stating that the schools where they work, do not possess sufficient working strategy about the introduction of innovations in teaching.

Graph no. 1. Attitudes and differences of teachers from the two area related to institutional strategies over the introduction of innovations in school – classroom

In the question: *Do your school institutions have ever required for the introduction of innovation in teaching?* Of the 100 teachers involved in the research from the two areas, 8% of the urban area declared that our institutions have asked us to introduce innovations in teaching, while those of rural areas were 6%. Differences in this response between these two areas were 2%. Whereas, 12% of the urban area and 16% of the rural area, have stated that educational institutions rarely require the introduction of innovations in teaching, and the differences were 4%, while 80% of the urban area stated that educational institutions never require the introduction of innovations in teaching, while form the rural area declared 78% of them, the differences were 2%. From this we understand that the attitudes and differences of the two school areas related to institutions requirements about introducing innovations in teaching, were almost extinguished, or with no interest at all to make such a request.

Graph no. 2. Attitudes and differences of teachers of the two areas related to the requirement of educational institutions about the introduction of innovations in teaching.

In the question: *Do you think that educational institutions should engage more in introducing innovations in teaching?* Of the 100 teachers involved in the research, 50% of the urban area had stated that educational institutions should engaged more in the introduction of innovations in teaching, whereas 54% of the rural area has responded the same, while the differences were only 4%.

Therefore, 42% of the urban are and 44% of rural area, had stated that there is no need to expect always just from educational institutions, while their differences were 2%. For this matter, 8% of the urban area and 2% of rural area denied completely, but the differences were 6%.

From these very similar teachers’ statements of the two areas, it is clear that educational institutions are required to engage more about introducing innovations in teaching, but is not expected only from educational institutions.
Graph no. 3. Attitudes and differences of teachers of the two areas related to their commitment to introducing innovations in teaching.

In the following question: Do you think that educational institutions are obliged to bringing innovations in school learning-classroom? Of the 100 teachers involved in the research, 48% of the urban area has declared that educational institutions are obliged to bringing innovations in school learning-classroom, while 42% of the rural areas answered this question, and the differences were 6%. Therefore, 34% of the urban area and 36% of the rural area, stated that institutions are partially obliged to do so, and the differences between them were 2%.

While 18% of the urban area stated that school institutions are not obliged, as while 22% of the rural area had declared so, and differences were 4%, which means that we are dealing with that educational institutions are obliged for this, but it does not mean that others are not.

Çka do te thotë se, këtu kemi të bëjmë me atë se institucionet shkollore janë të obliguara për këtë, por nuk do të thotë se të tjerëve nuk ju takon.

Graph no. 4. Attitudes and differences of teachers related to institutional obligations about bringing innovations in teaching.

In the last question: Do you need institutional support that will give you help in the implementation of educational innovations in school and classroom? Of the 100 teachers involved in the research, 84% of the urban area and 92% of rural area stated that we need institutional support in the implementation of educational innovations, and their differences were 8%.

Therefore, 10% of the urban area and 4% of the rural area had stated that we do not need much support, but their differences were 6%. Whereas 6% of the urban area had declared no, and 4% of the rural declared so, and the differences were 2%. From these very similar statements of teachers to the two areas, it is clear that the majority of them think that they need institutional support on the implementation of teaching innovation.

Graph no. 5. Attitudes and differences of teachers of the two areas related to institutional support in implementation of teaching innovations.
3. Conclusion

Needs to investigate and change the situation in education, in the framework of our education system, have recently been closer to the tendency for the advancement of the primary education.

Most teachers both areas on these strategies almost have given the same opinion stating that schools where they work do not possess sufficient and do not organize strategy work about the introduction of innovations in teaching. From this we understand that very few educational institutions are concerned to work and require teachers in implementing innovations in teaching, which means that educational institutions have little or no knowledge about implementation and their importance in practice. Therefore, from the results obtained it is clear that the teachers of the two school areas are seeking from the educational institutions the introduction and the practice of innovations in teaching. But that does not always mean we should expect something new only from educational institutions, but it should happen also by others, as by school administrators, community, student, and especially by the teacher.

Regarding this problem institutional support should be more active and always primarily about cooperation, understanding and interest to make teaching more interesting, more attractive and more fun.

Based on the research data we observe that our educational institutions care very little about the organization of the introduction of innovations in the learning process.

Although teachers are aware that educational institutions are being quite a few interested in this matter, they are still likely to introduce innovations in the learning process seeing reasonable that they can positively influence students' increasing interest for a discussion and practical action classroom.

However, teachers have understood that innovations are necessary for a modern school, but a part of them are still questionable because very few are supported, encouraged or supported by institutions.

Attitudes and differences between the two school areas were almost roughly similar, because of the fact that survey shows that: As urban schools, as well as rural schools, have given approximately the same opinion in the question of non institutional support on the implementation of innovations in school practices.

Regarding teachers’ attitudes and differences of the two elementary schools of the two school areas of Municipality of Kamenica, regarding their opinions about the organization and implementation of innovations in the learning process, educational institutions have to take a step more quickly about the positive changes that must happen quickly if we want to move in the right direction.

4. Recommendations

Based on the final analysis of this research, we are obliged to propose some of the proceedings that we think educational institutions should run, which would be beneficial to the students, school and society in general. Therefore, the results of this research we have issued the following recommendations:

- To implement innovations from all school subjects.
- To raise the initiatives by relevant institutions in agreement with faculties of education for perfection in order to ensure the systematic training of teachers in addition to undergo changes in the education system.
- To fortify the schools with new techniques and instructional technology, providing the global network, the Internet, to reach quickly the new information.
- To implement new work strategies, that would bring favourable success in comparison with the traditional teaching.
- To harmonize innovation in relation to learning contents by creating a more sprightly and diverse classroom in order the learning process to be more attractive to students.

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The Contribution of Values Education Activities that are Applied in Tirana Haxhi Mahmud Dashi Madrasa: A Case of Albanian Education System

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Abstract

The present study aims to identify education, training activities, and the rehabilitating of the students with different lost values. As in many countries, many debates are scheduled about the importance and the role of these values which are lost values in education system in recent years in Albania. Therefore, a detailed examination is needed in the curricula and practices of education system to discover the values that should be gained by individuals and the differences in understanding or mentality about values. In this study, A research was made about the models of education structures that are used in Tirana Haxhi Mahmud Dashi Madrasa, in relation with it how we can equip respective students with the right understandings of values which are changing day by day depending on the changing of the world. The participants of this research are the teachers and students of Tirana Haxhi Mahmud Dashi Madrasa. In this study, both both qualitative and quantitative methods were utilized. At the same time the method of semi-structured interviews was used. In order to determine the subject, the school director, some teachers and students were interviewed and different discussions are made about the influence of this kind of activities on students. At the end of the study, the results demonstrate that the big role of extra-curricular activities in the development of universal and moral values of the students are put into practice in the education system of Tirana Haxhi Mahmud Dashi Madrasa. The limitation of this research was the effect and influence of these activities are limited, because the study was not focused on each and every student for measuring the degree of this effect. This research reveals that it is beneficial to introduce the importance of these activities in development of the system through considering as they are universal values among new generations and also they are being changed rapidly proportional to any change in the world. Therefore, the whole administrations should consider those values in order to put in the official curricula, and they should also organize and apply this kind of activities in order to give students a healthy and right mentality regarding universal values.

Keywords: Madrasa Education, Universal Values, Moral Values, Curricula

1. Introduction

Education is the name of the attitude taken against things that people encounter throughout life. There can be done very different definitions according to this meaning. For, every second of an average of 70 years of human life refers to education.

Education is the leading activity of changing human behavior. Is society's effort to transfer the culture, values and lifestyle to the new generation. These is not only an activity that is done in schools, it's a process that lasts a lifetime.

Socrates asserts that the purpose of education is to train non-dogmatic, non-prejudictive, open-minded, self-righteous individuals in society, who believe in universal values and truths.

According to Plato the purpose of education is by educating good and honest citizens to achieve a society and state of justice. According to John Locke, the purpose of education is to educate people to progress happiness and well-being of the society. Good character comes from good breeding habits and virtuous actions. Ulusoy, K., et. al., (2012).

As in every science there is an objective, one of the most important objectives of education is the process of changing human behavior. If we would describe briefly the definition of education, we can describe it as the shaping and development process of behaviors, within the field of education, of an individual living in a society. Ulusoy, K., et. al., (2012) If this process is done in the framework of a specific plan it's called formal education, and if it's out of a plan it's called informal education.

Formal education is the education given in schools and school like educational institutions. Informal education is the education achieved by itself within the family or professional groups, without a plan or systematic.
2. Literature Review

The word value is defined in many different ways. These definitions are derived from the Latin word "valere", which means "to be precious", "to be strong".

Values are the standards put by people to define the good, honest, beautiful and the ugly. In other words, they are the shared criteria and ideas indicating what social behaviors are good, right and deserved. Özkalp, E. (2005)

Value can be defined as abstract things such as manners, way of life, beliefs, covering all areas of life, that the members of the society pride themselves for having them.

Values are behaviors accepted and agreed upon by most of the people. In other words, they are beliefs and rules guiding our behavior. Öğuz, E. (2012).

Genç and Eryaman say that values are the generalized basic moral principles or beliefs, required and accepted by the majority of members to provide and accurate of their assets, unity, operation and continuation in a particular social group or community, reflecting their common feelings, thoughts, goals and interests. Genç, S. Z., et. al.,(2008.p.89-102).

The world in recent years is changing very quickly. Therefore our lives are changing too. As a result of this change topics related to us are changing according to the importance they have in our lives. People that experienced this rapid transformation show different ideas and attitudes in society.

The attitude varies from their quickly adaptation or non-adaptation. Changes due to technology are faster and easier to adopt. Bur changes due to our habits, character are more slowly and painful. Especially the way of life, habits and the language used between generations are very different.

Values education tries to educate individuals with international values and to prepare them for the likely potential problems. Doğan, İ. (2007).

This project of worldwide proportions inspired by the new religious movement called the Brahma Kumaris World Spiritual University incorporates twelve values (unity, peace, happiness, hope, humility, simplicity, trust, freedom, cooperation, honesty, courage, love). The LVEP website lists 54 countries where values education projects are undertaken. "Living Values Education" is supported by UNESCO.

According to Kirschenbaum values education helps to improve values. (1994: 14). Helps people to establish a satisfactory life. To help others is part of the nature of values education.

Values education aims to help others by transferring knowledge, skills, attitudes and values gained in educational institutions to them. Also aims contribution to the good of society and helping young people to live a more moral life and to be satisfied from their lives. " to want goodness and compassion for people and other living groups " are two objectives of values education. Ulusoy, K. (p.34).

3. Discussion

The value is the name of that what holds society together and makes life worth living. Value is what we feel it's absence when we lose it. Therefore, it's important the description and adoption to new generations. It should take it's neccessary place in both, family and social life, in an informal way, as well as should take place in formal education, getting applied in schools.

Since the creation of mankind there are experienced very serious changes, and we are still experiencing a process of changes following each other in every area. These one after another developments have led to certain changes in mankind. These developments have led to a change in the value judgments of people and in the perception of value. These developments are affecting human behavior and making difficult their adaptation to society. Social changes occurring as a result of developments in the scientific and technological field, are causing differences and problems in the perception of values in society. In this process, despite the rise in the living standards of humanity, on the other hand value problems arise and ultimately social structures are damaged.

This rapid change in the world, intensity and aggressivity of the competitive environment, resort to many different methods in obtaining success, orientation from large families to small ones, childrens instead of having a physical contact with friends by the games they play in the street, they often stay away from parents attention, under the supervision of carers, brings as result a grown up sitting in front of the TV and living a non-social life.

As a result, there grow generations of pure self-interest, selfish, remote from love and sharing. In a society where the majority of the young generation is educated with this mentality, it will take both financial costs, as well as considerable time, to solve problems that may occur in family and society.

It's of a main importance to follow the developments and figure out according to what and how people shape their
value judgements, thus to make right decisions about society and help new generations to gain values that can integrate them to Society. Especially nowadays when compared to past periods there is a very serious development of the mass media, where written and visual publications have an important role in the constitution of human values.

Therefore, coping with these changes and culture conflicts, can be gained to our new generations through helpful value models and an effectively and accurately planned education in schools or in different environments. The basic concept of this training and qualifying is the concept of value.

Albanian curriculum and assessment tools, reading and writing, memorizing, general understanding and so on are programmed to develop skills. Individual abilities, communication skills, teamwork, reasoning ability and imagination do not take part in curriculum and aren't measured in some way. Whilst in today's world and in business people are evaluated and taking a privileged status to such talents. Therefore, our curriculum and assessment tools should give place to this new values.

In modern societies where the responsibilities and functions of school became more important, another issue that needs a particular focus is the requirement to keep the essence of the culture of the society and to provide continuity. Of course, this society's value judgments are carried and adopted to new generations through education. In this period where everything is changing so rapidly, people see their life fading away in front of the wild waves. This values are the ones to save us from this raging waves and take us to the coast of salvation.

Fichter explains the functions that performing of values bring to society in the following way. Values:

a) Is used as an available tool for individual's and association's social value trial.

b) Focuses people's attention on objects of material culture seen as requested, useful and important.

c) Ideal ways of thinking and behaving are indicated by values.

d) Guide people in choosing and performing their social roles.

e) Direct individuals to make things right and refrain from non-approved behaviors.

f) Values also function as vehicles to solidarity between people that share similar values.

g) Meydan, H. (2012, p.14)

3.1 What Are The Characteristics of Values?

Values have a number of features according to their type and nature and according to their visibility and acceptance in society.

1. Cultures vary from community to community, according to cultures. Values in the same society can change over the time.

2. Values are behaviors that community appreciate. Dökmen, Ü. (2007, p.60)

3. Value is a belief: Rokeach specifying that values like all other beliefs, possess cognitive, affective and behavioral elements, lists the following attributes:

a) Value is an information-cognition related to desired (designed) and comprehension of desired. For a person to have a value, it means that cognitively he knows how to act properly.

b) Values are emotional, because a person has positive or opposite, confirmatory or opponent feelings that doesn't attend about it.

c) Values are behavioral, because when people take action, it has a feature that directs to behavior.

d) Values are truths that have costed to society. The form changing with the time constitute the basis of changes in the social structure. Ramazan, G. (2013, p.45-46).

3.2 How values are classified?

Although understanding of the common values of humanity, due to differences in societies and different cultures value classifications have been made. In studies on values there are five classifications generally accepted that attract attention. These; Values Inventory of Rokeach, Classification of Values of Morris, Classification of Values of Spranger, List of Values of Kahle and Theory of Values of Schwartz.

Bilgiseven classifies values differently, according to spiritual and material. Spiritual values are values like accuracy, helpfulness, that society esteems objectively and collectively. Bilgiseven, A. K. (1977).

According to another classification values are divided depending on if it's moral or not. Moral values include such as the respect to each other of people within the community, courtesy, keeping promises etc.

Values that are not moral do not carry such necessity. They express the values an individual wants and likes to do.
For example the individual personally appreciates listening to classical music or reading good stories. But it does not have to do them all the time. (Ramazan, G. Ü. (2013.p.50).

Spranger has divided the values into six main groups. These are: aesthetic, theoretical (scientific), economic, political, social and religious value groups.

a. Scientific Value: It gives importance to truth, knowledge, reasoning and critical thinking. Human has scientific values and is experimental, critical, rational and intellectual.

b. Economic Value: It gives importance to useful and practical. Indicates that economic value needs to be heeded in life.

c. Aesthetic Value: It gives importance to symmetry, harmony and shape. The individual sees life as a variety of events. Thinks of art is a necessity for society.

d. Social Value: It is essential to love others, help and not be selfish. The highest value is human love. This individual offers love to people. Is kind and sympathetic. Is not selfish.

e. Political Value: There is personal power, influence and fame above all. Mainly it's related to power.


According to Spranger another important person with a different view regarding values is Schwartz. According to Schwartz values are divided into individual and cultural. The values of the individual level, are treated according to their importance in guiding people's lives. The unit on a cultural level review is the cultural group (nations, ethnic groups) itself. Öğuz, E. (2012).

Çekin says that Schwartz by value intents beliefs. Values are associated with purposes of the individual and behaviors that are effective in reaching these objectives. Çekin, A. (2012).

Öğuz Schwartz indicates that in his studies he made studies determining the contents of value and created value's category. In Schwartz's Values Inventory was asked to make a choice of values from a 57 value list and and to list it according to it's importance in giving a direction to individuals lives.

Schwartz collected this data from 63 countries and approximately 60,000 people. Schwartz, at the result of this study divided these values into 10 value type in an individual level. These values are power, achievement, hedonism, stimulation, self-control, universalism, benevolence, tradition, conformity and security. Öğuz, E. (2012.p.1309-1325).

Ethem Başaran also makes a different value classification. According to him, values are structures changing depending on person and society member's acception. Social values are not equal in society in terms of nature, prevalence and power. In this respect, we can divide them into four. These:

1. Essential values; are important to the majority of community members and constitute the essence of culture, they are strong, core values. This change of values in society makes radical changes. For example, if the words constituting the essence of language are replaced by foreign words, language is disrupted.

2. Special values are used according to a locality, profession, according to subjects of interest. For example, teachers must act according to their profession's tradition and according to the values of the status community gives to them.

3. Optional values; are the values that are available anytime and anywhere for the members of society. This value is expected to be followed by the society, but when it's not followed the person is not condemned. For example, today is not condemned when people get married without wedding. This applications are mostly related to compliance with the conditions.

4. Provisional values are values used a particular period of time, by a particular fraction of society, a followed fashion.

These values can come from other societies or can be created by a fraction of society. Are appreciated by the community, used for a certain period and then become invisible. As it's seen in the annual change of clothes. Çavdarci, M. (2002.p.3).

3.3 What are examples of Values Education?

In various parts of the world is possible to see activities related to values education. In the following page we are going to touch upon activities made in Australia. There effective values education is realized in this form:

1. One of the objectives of Education in Australian schools is the improvement of attentiveness of students, respect, and values of cooperation.

2. To flourish consistent behaviours, outspokenness, by practicing in school. And to embrace the values of
school and community.
3. To strengthen the relations between families and school community (schoolboard, teachers, pupils) by working in partnership with pupils.
4. Pupils should be supported during their education, we should help them discover themselves, give them security must ensure them that their own values are in the same time the values of school and the entire community. Ulusoy, K.& Dilmaç B. (p.35)

For example in America in 1995 was prepared a program under the name "Values Education Program" which initiated "The call to values". A program that tried to fight the diseases of our century like increasing of violence worldwide, social problems, lack of respects for others. Oğuz, E. (2012.p.1311).

3.4 What Are The Objectives of Values Education?

Discovering people innate abilities, revealing their angelic direction, provide development in all of the aspects of their personality are the objectives of values education. That’s why we must provide them with accurate information about proper and improper manners and behaviours. If this is done development of their good trends from their disposition will happen and stable resting against evil tendencies will be easier.

The training activities are applied in schools for a certain number of objectives. It may change a little from a school to another but generally education objectives are the same. The objectives are as follow:
1. Education of individuals in accordance with the understanding of the overall values of the community
2. Education of benignant individuals for community and the entire humanity.
3. To help self-recognition
4. Recognition of the ability of people and aspects of being useful to society
5. Education of morally mature, with good character, good conscience and unselfish individuals.
6. Having a values thinking based on tolerance.
7. Education of environmentally conscious citizens, etc.

3.5 How values education should be given?

Values education consists of a number of mutually supportive elements. For more healthy upbringing generations these elements must be coordinated. Any lack or imperfection in these elements effects the success of education activities.

1. School activities
2. Class activities
3. Activities that must be done by family

3.5.1 School activities

In recent years different countries have included values education in their education curriculum. Various activities were made to teach pupils national and international values. Activities related to the development of practical applications has begun. These education program includes topics like love, respect, honesty, sharing, cooperation, tolerance, cleanliness, refrain from violence, helping those in need.

Many vital issues are gone with the effect of modern life. Parents struggle to teach these moral values to their children. The program and activities makes improvement possible.

Oğuz related to the values that should be taught in schools has proposed different ones. This was as a result of research. Oğuz, E. (2012). Bennet proposes values like pity, self-control, responsibility, friendship, work, courage, courage, resistance, honesty, sincerity. Ryan proposes values like justice, prudence, courage, confidence, hope, kindness, sense of duty. Responsibility, respect, tolerance, common sense, self-control, compassion, cooperation, courage, honesty, justice and democratic values are proposed by Lickona. Oğuz, E. (2012.p.1312).

After the school values education programs and activities, implement of activities are also needed mechanism that would help supporting activities and program. Also these mechanisms will recommend keeping the rules.

Seminars and presentations should be organized to administrators, teachers and pupil groups who should promote values education.

Teachers, pupils and parents must be informed about activities. They can be informed by school newspaper, school website, billboards, banners, and weekly or monthly school newspapers.
Also activities about values education should be part of school club activities curricula. The attention of the persons concerned in this matter or media can be attracted by common activities with well-known personalities from the arts and media community or sports.

3.5.2 Class activities

In all grades one or more representative must be elected. The elections will make the organizations more fruitful. The organizations in other hand will improve pupils individual and social responsibility.

Classroom activities that will be held in a year must be arranged in parallel with the curriculum. This arrangement plays a complementary role in learning.

Development of students' communication activities, training and education activities on behalf of socialization along with the execution of such activities is important.

Things that must be done for an effective values education:

1. Helping others, understanding pupils and implement of care and compassion values. To adopt them such values as to make the best, to act honestly, trustworthiness, integrity, respect, responsibility and tolerance.
2. Teacher’s objective must be: improvement of life and democratic structure in Australia and value the diversity in Australian schools.
3. The school should be open to the values society. Schools should be able to enforce these values in a consistent manner.
4. To gather students and school staff, school staff (parents and school community ) must think what to do to transfer the responsibility to implement and strengthen the flexibility of values.
5. To help pupils discover themselves and encourage them, to explain to them in the best way that school and community has values.
6. Different models, forms and strategies must be shown to teachers and then deliver to them the most appropriate trainings tools and resources.
7. Applicable approaches in values education must be analized whether meets or not with the results. Australian government schools teaches learning support values and including values. At the same time these schools gives to student the opportunity to explore values on political and social issues behind various social attitudes. Ulusoy, K., & Dilmaç, B. (2012,p.35).

In the center of values education are teachers. They perform education. Consequently, teachers before performing must be informed about a number of issues. Also must be required from them to undergo certain training. By Ulusoy in education of values, teacher needs to know the issues that are listed as follow:

a. Be a model,

b. In the classroom should create a “common social fabric”,

c. By giving each responsibility, should contribute to the development of their moral.

d. Encourage pupils, by using penalizing values can be taught.

e. Pupils should recognize the possibility of deciding,

f. Pupils should be given the opportunity to share,

g. Should be encouraged to work in partnership,

h. Discussion and sharing environment should be created. Ulusoy, K., & Dilmaç, B. (2012,p.36).

4. Research Problem

In this research, we have been using the qualitative research method in order to make clear the usefulness of our school. These researches are the ones that use techniques such as survey, meetings, document analysis, information gathering etc. Yazar, T. (2012,p.61-68). We have been trying to find solutions the following problems:

1. What kind of behavior model do the activities we are organizing on value education represent?

2. What are the purposes of these activities for our beloved Albania?

4.1 The purpose and importance of research

The purpose of this research is to analyze the activities organized under the name of value education. Such activities are held inside our schools environments as well as outside. On the other hand, it defines the way in which other institutions...
might use these values for further good of the Albanian education.

4.2 The content of research

Research has been made about education values at Tirana Haxhi Mahmud Dashi Madrasa in the period in an academic year in 2013-2014. These activities have taken place within the school surroundings while the rest has taken place abroad in collaboration with various organizations that are in town.

4.3 The collection data-info

Technique is used as a method of meeting and analysis of documents. In the technique of meeting or conversation that is one of Qualitative research in most cases relies on communicating with words, individual perspectives, experiences and feelings of people. (Kaymakcan, R., 2012)

4.4 The research method

This method has benefited from the qualitative researches in the definition of the references, in the gathering of information as well as in the processes of analysis.

5. The Values Education Activities Held in Tirana Madrasa

Albania before meeting democracy was formerly closed to the outside Europe. After meeting with democracy it had a structure looking for ways to integrate with modern world.

In recent years, by winning the right to move free within the European Union Albanian integration to Europe has made significant progress towards. However, these positive developments has emerged different aspects which are nowadays spoken among people who are not very hopeful about improvements. Issues such as unrest among families, divorces, violence against women etc. has frequently emerged in TV news. In fact, Albanian People analyses very good the changes that occurred in the structure of society in a short time and cannot give a meaning to all this.

Despite the fact that has a rise in the number of divorces, family is a very important human value in Albania. So contradictory. Women are crowns but we see everyday how many exercise of violence occurs. People do not pay attention to cleanliness of the streets, the people at a certain age and in responsible positions are disturbed by what we mentioned. The main issues to be discussed here is how this trend will be controlled and how the new generation can be grown up better. In the whole world a single response can be given to this question: Education.

According to Genç and Eryaman respond to the evolving trends of the information society of today and schools are in need for a new face and identity. Educated people are the largest capital of information society. Schools as institutions have the potential to shape people. That’s why the content and objectives of schools must be rethought. Genç, S. Z., & Eryaman, M. Y. (2008).

If training programs are shaped in accordance to needs of generation and requirements of the age the success of these programs is very high. Nowadays dynamic, practical life convenient training programs are preferred more than static ones. Technology and society with the alteration of the structure brought out changes to programs. Programs themselves are up to these changes.

Those who did not plan or implement the changes cannot get rid of characterized as others. With the increasing number of these products their behavior, understandings are going to be considered normal. In this way community changes without requests.

Still Genç ve Eryaman starting that information is everywhere, they say that it is not possible to confine the boundaries of certain institutions express. Therefore, we must transfer knowledge of the schools from just transferring information into generating information institucions. This generating information will improve analyze and problem solving skills at individuals. Genç, S. Z., & Eryaman, M. Y. (2008).

Therefore, in Albania as it is in the whole world is essential for Albanian education system to grow bodily and mentally health balanced pupils, who have independent and sturdy frame of mind, and are respectful to human rights and universal values, aware of responsibility for their nation and society.

In line with this aim and ideal, schools organize and implement training programs. As stated above, schools and teachers have a big responsibility. They must protect our values that in recent years are leading to extinction, and must
transfer these values in a healthy way to new generations.

Tirana Haxhi Mahmud Dashi Medrasa is realizing the planning of dynamic program as well as their application in practice. Education at this school more than a simple educational activities aimed achieving the target behavior which consists of planning and implementation. School activities are organized into "Weeks" logic. Ex: History week, Environmental week, Languages week etc. When the relevant week in the annual activity planning comes planning staff person, group or classes schedules a variety of events for 5 days.

Located in the position of deputy director at school in the beginning of the new year as of the beginning of the planning and practices aims to help pupils to become individuals integrated into society, harmonious, loving environment.

These activities are given below with an outline.

These activities are shortly given below.

6. Activities that Give Social Responsibility.

a. **Visiting hospice nursing.** The students of “Tirana Haxhi Mahmud Dashi” madrasa visit the hospice nursings of the city and give presents to old people who live there. The aim of this activity is to give to students the feeling of responsibility and to make the old people feel themselves as a part of this community where each of us take part. After taking permission from the administration of the hospice nursing, the students perform a short show with songs and plays. By this way, the residents of the hospice nursing enjoy a different day in their lives.

b. **Visiting the orphanages.** Another activity is similar to the first one, to provide the integration between students and orphans.

c. We tried to share their sadness and joy by performing competitions, singing songs all together, playing games and giving presents to each of them. Mr. Unal, our English teacher, during the last two years showed a great model of sacrifice by sending to the orphanages the remaining foods which were prepared for our students. Even his students helped him during this activity, so they were a part of this social responsibility project.

d. **Give the hand of help.** Is a programme that aims to help poor families by using the students and the help of class teachers. The students were informed about this activity, and after that the organizer committee was founded by the students and the teachers. Then the activity was explained to everyone in the school, by this way each one could be part of this activity by giving a hand of help for poor families. Generally these donations were foods and clothes. With the help of the municipality of the town poor families were identified and finally the donations were delivered.

e. **Do not forget your brother.** Donating blood for patients of leukemia by cooperating with the authorized people of The Red Cross of Albania is another activity of our school students who have the permission of their families for doing this. By being part of these activities the students become conscious of being a helpful individual of this society.

7. Activities that AIM Environmental Awareness.

a. **My environment.** One of the most important problems in Tiran is environmental cleanliness. Tirana Haxhi Mahmud Dashi Madrasa tries to make possible students being conscious about the importance of environmental cleanliness. So, every term of our students clean the roads and the places where they live. At the same time articles about the importance of this activity are prepared.

b. **A Green World.** The director of the Tirana Haxhi Mahmud Dashi Madrasa, Ömer Çalış starts to explain the activities with the words of the Prophet Muhammad. “Plant the tree if you have time, even during the doomsday”. Ahmed b. Hanbel, Mûsned, III, 184, 191.For this reason, the activities are very important for the students of Tirana Haxhi Mahmud Dashi Madrassa, to plant trees and protect green. Due to the fact that “a green world” is a new project, for this reason at the beginning, the school has organized an essay contest about the love of the tree; protecting green etc. The school has also displayed pictures and poems about a green world in order to draw the students’ attention. As a symbolic, the students have planted trees to the school yard at the beginning of the week.

8. Activities Towards Values
a. **Dear teacher, dear mother.** Due to the important values of teachers and parents, teacher’s and mother’s days are celebrated during the two days. In Albania the 7th march is celebrated as a teacher’s day and the 8th march is celebrated as a woman’s day. That is why, it is possible to see pictures at the school during these days which describe the importance of mothers and teachers. That week, a programme is organized and the female staff and the female personnel are given presents. The retired teachers and personnel are visited, who worked before at this school. Regarding the importance of being teachers and mothers, dramas are played and articles are read.

b. **Love for the country,** the week of the history. For the state and country love, in order to represent the beauty of Albania, a history week and geography week is organized. During these weeks the students display the folk dances that belong to their regions, they dress their regional costumes and they also show their regional food and meals. Besides, they also demonstrate their regional traditions. I also attended one of the programmes. They showed how the engagement and weeding ceremony arranged in the north part of Albania. These activities remind the people and the students of the beauty of those forgotten ceremonies.

c. **I like languages.** Currently, the education is given in three languages at the Tirana Haxhi Mahmud Dashi Madrasa. The science subjects in English, some social subjects in Albanian and the religion subjects are taught in Turkish. The school principal states that languages are very important due to the fact that languages are very essential at this school. For this reason, twice a year language weeks are organized at the school. Some activities are done during these weeks such as: seminars, competitions and sketches. The principal again states that one can only see languages activities within that week, they invite the state schools, at the same time they do some activities together. The principal continues stating that such activities draw students’ attention towards languages. Languages are important instruments among people in order to communicate and to have dialogues and the students present what they learn and they also gain their self confidence.

d. **My dear book.** In order to make the students gain the reading habits and love of the reading, during some periods of the year, students read books for 15 minutes under the supervision of the teachers before the first lesson starts in the morning. On the other hand, sometimes at the end of the term and sometimes during the holidays the students come together under the supervision of the teachers and the students read books and they also discuss the read books. We can also say that the teachers record the number of books that the students read and spend time on reading. This is another kind of activity.

e. **To be an exemplary.** The most effective method in the education is visual learning. This kind of learning has a direct relation with the human nature. The most important social theory of learning is learning from the modeling. We can claim that the most important difference of the teachers of the Tirana Haxhi Mahmoud Dashi Madrasa, is being a model towards the students. Well, during our interviews we focused on the fact that the teachers inside the school and outside the school should follow the principles. According to the teachers a model teacher is like in the position of a prophet. The living style of prophets have been taken an example from the people or they pay attention to the living style of prophets (their influence on people come from this and they always lead an exemplary life). That is why, the teachers, who take such responsibilities, should have such life and behaviors in order to be more effective on the students. Tirana Haxhi Mahmud Dashi Madrasa Administrators and teachers, before beginning their operations on education values, have come to a consensus in the following way. Before making activities, to teach students certain values, to turn them into their behavior, they believed in the necessity to manifest an exemplary behavior should be within the school, or outside the school. Their persistence in their learning model was stemmed by the important thinker of the Islamic world Fethullah Gülen’s idea that a movement which is “Examples from himself” has a higher chance of being successful. On the other hand, for the development and persistence of the values of family members and all school employees, always the same attitudes and behaviors are required to be exhibited in a “consistent” format. To do this, we should provide that students, primarily educators and all staff, are believed to be right, good and trusting people. During education, the love and trust shown to the child, will give comfort to the educators as well as to people who are to be educated. According to the studies, a person, in order not to lose the love and trust of a loved one or someone who loves him, they should firstly like his behavior. In the event of the continuation of this, that person, in time, should develop his personality in a direction that they would desire. Of course, in the opposite case, the child, as he continues his undesired behavior,
sometimes is able to make the opposite of what people he doesn’t like tell him to do. Aydın,M.Z.(2010).

f. Organizing activities describing the lives of exemplary people. The teachers described above schedule campaigns to watch movies telling the lives of people who lived in Albania or abroad that lived for or were useful to mankind, theatrical productions and read novels. In this way, people who live their lives in pursuit of a value will serve as good examples and are believed to contribute positively to education activities. (Watching “The Green Way” cinema or Gandhi Movie, etc.)

9. Conclusion and Findings

As a result, the period in which we live, is a period with rapid changes, a period in which changes that took years in the earlier centuries occurring a very short time. Social changes that are known by us as a general law are the longest changes.

But nowadays, within a very short time, many social changes take place in an average human life. Especially in societies that are new to this development, these changes are experienced much faster. We are living up to these changes, from the music we listen to our way of life, from some of our traditions to human relations.

For the process of change cannot be avoided, what we should do is make it more controlled. One of the most appropriate places for this to be done is the schools. In particular the education system of the period until the end of high school is very important in the growth of our generation. The education is given and the behavior is gained in these places. When preparing the curriculum, for each course according to the nature of that course, we should be focused on the behavioral attitudes to be transmitted to the students, giving books etc. Activities should be determined this way.

Implementing thoughts like this to our lives, our generation will be able to protect itself against the ruthless change of the behavioral attitudes to be transmitted to the students, giving books etc. Activities should be determined this way. Implementing thoughts like this to our lives, our generation will be able to protect itself against the ruthless change of time; they will be able to select the most appropriate way for themselves.

References


Üstün Dökmen, Küçük Sevay, Sistem Yanyönlü, İstanbul 2007, s.60 .


Evaluation Criteria and Analysis of Overall Success of Students in Secondary Schools of Anamorava

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Abstract

Overall success of the students at the end of the school year is an important aspect of reflection of student achievement based on their skills and learning skills, and successful or failed work of the overall student throughout the school year. In this paper student assessment system is included and the analysis of their overall success in schools of Anamorava Region for four academic years 2009/10, 2010/11, 2011/12 and 2012/13. The purpose of this study was to determine the extent and differences overall success of students in vocational schools and gymnasiums in three municipalities. The methods of this study include a critical review and analyses of student achieve success. Findings from the data analysis show that there are differences between high school student success and Professional, also between municipalities. We distinguish the municipality of Gjilan, where excellent success showed a higher percentage of students of Gymnasium in comparison with two other municipalities. This study is based on statistical data derived from the Municipal Director of Education of the three municipalities.

KeyWords: Evaluation system, success of students, high schools

1. Introduction

Education, as the one of the fundamental areas of development of a country, even in Kosovo is being given more importance in order to progress and its development by adapting to modern demands for a modern and advanced education with an increase of the quality of education. An important aspect of the field of education is the evaluation of students which shows students’ achievement throughout the school year that is presented with assessment. "Success in learning can be presented in synthetically form (cumulative), analytical (differentiated, individualized) and in their combination. Success in the synthetic form is presented with a cumulative grade-numbered from 1 to 5, with words (insufficient, sufficient, good, very good, and excellent)..... Through the analytical evaluation in concrete and more accurate, the qualitative level of knowledge adaption is presented. "(Shatri, 2006:449). Evaluation of students' achievement in different countries is caused by different assessment ways. In pre-university education in Kosovo the assessment is made by marks from one to five and in descriptive way for the selected subjects. Insufficient success of students represents the grade 1, sufficient success of the student presents grade 2, grade 3 represents the good success achieved by students, grade 4 represents the very good success achieved by students and grade 5 represents the excellent success achieved. Kraja (2009) related to the evaluation criteria states "For each mark there is a certain criteria. It is useful for the evaluation criteria to be defined by educational representatives, for each subject. These requirements affect the integration of teachers’ opinions to evaluate students. This affects in the avoidance of subjectivity in the evaluation of students and increases the sense of responsibility. "(Kraja, 2009:328). The general success of the students at the end of the school year is an important aspect which reflects the overall state of students achievement in their work based on commitment, analytical skills and their skills throughout the school year, for a better success accomplishment. Rukiqi, 2012 in his book "Balanced teaching " in his study made by an analysis of student success in the physical education subject, of a class in Kosovo and a class in Sweden emphasizes that "The analysis that I made in a class of Kosovo with 19 students show that about 79% of students had a grade 5 which shows a total diversion from the normal distribution, directly we can conclude that there is a major error in the evaluation criteria. The same analysis I did in Sweden with a classroom with 18 students and the percentage of students with the highest grade is approximately
around 11% (Rukiqi, 2012:100). The study is based on statistical data of the overall success of students from municipal Directory of Education of the three municipalities for the school years 2009/10, 2010/11, 2011/12 and 2012/13, analyzing the success of all students in secondary education, as in the general direction also in the professional one.

The purpose of this study was to determine the extent and differences of the overall success of students in vocational schools and gymnasiams in three municipalities. Objective of this study was: analysis, comparison and verification of the existence of differences between students’ success in vocational schools and high schools as well as between municipalities; Let's reflect students' success of Anamorava region.

2. Analysis and Interpretation of Statistical Data of the Overall Success of Middle School Students For the School Years 2009/10, 2010/11, 2011/12 And 2012/13

Analysis of the overall success of middle school students at the municipal level in three municipalities: Gjilan, Kamenica and Viti is made on the basis of statistical data obtained from these municipal directors. Below the data of students overall success for the school years 2009/10, 2010/11, 2011/12 and 2012/13 are presented.

Table 1: The success of high school students at the end of the school year 2009/10

<table>
<thead>
<tr>
<th>The school year 2009/10</th>
<th>Students number</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Sufficient</th>
<th>Reiteration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gjilan</td>
<td>7453</td>
<td>2331</td>
<td>33.96</td>
<td>1612</td>
<td>21.63</td>
<td>1433</td>
</tr>
<tr>
<td>Kamenica</td>
<td>2112</td>
<td>477</td>
<td>22.58</td>
<td>498</td>
<td>23.58</td>
<td>645</td>
</tr>
<tr>
<td>Viti</td>
<td>2860</td>
<td>547</td>
<td>19.12</td>
<td>540</td>
<td>18.88</td>
<td>698</td>
</tr>
<tr>
<td>Total</td>
<td>12425</td>
<td>3555</td>
<td>25.22</td>
<td>2582</td>
<td>21.06</td>
<td>2955</td>
</tr>
</tbody>
</table>

From the table 1 we see that, of the total number of 12425 students in three municipalities of Gjilan, Kamenica and Viti, during the school year 2009/10, with excellent success have passed 3555 students or 25.22 per cent, with very good success have passed 2582 students or 21.06 per cent, with good success have passed 2955 students or 25.52 percent, with sufficient success have passed 2698 students or 23.9 per cent and 635 students or 5.1 percent of them have repeated the grade, where among those students who have repeated the same grade, students without being evaluated are included. From these data we see that the percentage of students with excellent success is the same as that of students who have successfully passed well and precedes, then the percentage of students with insufficient success, while the lowest percentage is that with very good success by not considering the percentage of students who repeated the grade. Seeing the data for each municipality separately we note that a higher percentage of students with excellent success belongs to the municipality of Gjilan, Kamenica and then finally Viti. Also it is worth mentioning that for rational reasons we could not present all the data separately for vocational schools and gymnasiams, but we can say that high school students have shown better success compared to professional schools and that students of Gjilan gymnasium compared with the two municipalities have shown better success during this school year.

Table 2: The success of middle school students at the end of the school year 2010/11

<table>
<thead>
<tr>
<th>School year 2010/11</th>
<th>Students number</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Sufficient</th>
<th>Reiteration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gjilan</td>
<td>7681</td>
<td>2812</td>
<td>36.61</td>
<td>1521</td>
<td>19.8</td>
<td>1797</td>
</tr>
<tr>
<td>Kamenica</td>
<td>2065</td>
<td>539</td>
<td>26.1</td>
<td>447</td>
<td>21.65</td>
<td>624</td>
</tr>
<tr>
<td>Viti</td>
<td>3063</td>
<td>689</td>
<td>22.49</td>
<td>556</td>
<td>18.15</td>
<td>771</td>
</tr>
<tr>
<td>Total</td>
<td>12809</td>
<td>4040</td>
<td>32.4</td>
<td>2534</td>
<td>20.97</td>
<td>3192</td>
</tr>
</tbody>
</table>

Source: Municipal Directorate of Education Gjilan, Kamenica and Year-Students’ success of the municipal level schools.
As we can see from table 2 of the total of 12809 students of the three municipalities, for the academic year 2010/11 excellent success have shown 4040 students or 28.4 percent of them, then good success have shown 3192 students or 26.26 percent of them, sufficient success have shown 2333 students or 19.87 per cent of them and in the end ranks the very good success, students 2524 or 19.87 per cent. Number of students respectively their percentage who have repeated their grade was 720 or 4.87 percent. Through this school year students of the municipality of Gjilan, compared with the two other municipalities, have shown a better excellent success, while students of the municipality of Kamenica have shown very good and good success, better than the students of the municipality of Gnjilane and Viti.

Table 3: The success of middle school students at the end of the school year 2011/12

<table>
<thead>
<tr>
<th>School year 2011/12</th>
<th>Students numbe</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Sufficient</th>
<th>Have reiterated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stu</td>
<td>%</td>
<td>Stu</td>
<td>%</td>
<td>Stu</td>
<td>%</td>
</tr>
<tr>
<td>Gjilan</td>
<td>7759</td>
<td>3177</td>
<td>35.76</td>
<td>1472</td>
<td>18.97</td>
<td>1768</td>
</tr>
<tr>
<td>Kamenica</td>
<td>2006</td>
<td>469</td>
<td>23.38</td>
<td>453</td>
<td>21.58</td>
<td>753</td>
</tr>
<tr>
<td>Viti</td>
<td>3048</td>
<td>742</td>
<td>24.34</td>
<td>476</td>
<td>15.62</td>
<td>728</td>
</tr>
<tr>
<td>Total</td>
<td>12813</td>
<td>3986</td>
<td>27.83</td>
<td>2381</td>
<td>18.72</td>
<td>3249</td>
</tr>
</tbody>
</table>

Source: Municipal Directorate of Education Gjilan, Kamenica and Year-Students’ success of the municipal level schools

In the table 3 presented above the data of the success of the students during the school year 2011/12 is presented. Excellent successes have shown 3986 students or 27.83 per cent of the total number of students enrolled 12813. Very good success have shown a total of 2381 students or 18.72 percent of them, good success have shown 3249 students or 28.07 percent, sufficient success have shown 2724 students or 21.81 per cent, while 473 students or 3.56 percent of them have repeated the grade. These data indicate that the excellent success ranks first, then the good success, sufficient and in end the very good success, without introducing the low success. If you look at the data of the excellent success, we conclude that the municipality of Gjilan precedes the highest percentage, then Viti and Kamenica. The highest percentage of the very well and good success has the municipality of Kamenica and a higher percentage of the sufficient success has Municipality of Viti. The highest percentage of those who have repeated the grade among the three municipalities had the Municipality of Viti.

Table 4: The success of middle school students at the end of the school year 2012/13

<table>
<thead>
<tr>
<th>School year 2012/13</th>
<th>Students number</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Sufficient</th>
<th>Have reiterated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stu</td>
<td>%</td>
<td>Stu</td>
<td>%</td>
<td>Stu</td>
<td>%</td>
</tr>
<tr>
<td>Gjilan</td>
<td>7551</td>
<td>2673</td>
<td>35.40</td>
<td>1482</td>
<td>19.63</td>
<td>1795</td>
</tr>
<tr>
<td>Kamenica</td>
<td>1868</td>
<td>426</td>
<td>22.81</td>
<td>449</td>
<td>24.04</td>
<td>627</td>
</tr>
<tr>
<td>Viti</td>
<td>2640</td>
<td>639</td>
<td>24.20</td>
<td>453</td>
<td>17.16</td>
<td>744</td>
</tr>
<tr>
<td>Total</td>
<td>12059</td>
<td>3738</td>
<td>27.47</td>
<td>2384</td>
<td>20.28</td>
<td>3166</td>
</tr>
</tbody>
</table>

Source: Municipal Directorate of Education Gjilan, Kamenica and Year-Students’ success of the municipal level schools

Table 4 gives us these data: Of the total of 12059 students, with the excellent success have passed 3738 students or 27.47 per cent of them, with the very good success 2384 students have passed or 20.28 percent, with the good success have passed 3166 students or 26.51 percent, with the sufficient success have passed 2281 students or 19.96 percent of them. The number of students in this school year that have repeated the grade is 490 or 3.78 percent. Higher percentage of the excellent success of students has the Municipality of Gjilan, then Viti and Kamenica. A higher percentage of the very good successes have shown the students of Kamenica and then those of Viti. With the sufficient success precedes the municipality of Viti. Regarding percentage of students who have repeated the grade, the Municipality of Kamenica
has the lowest percentage in comparison with two other municipalities.

### 2.1 Comparative data of the success of students from three municipalities

**Table 5:** Comparative data of student success in % for four school years

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<tr>
<th>School year</th>
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<th>Good</th>
<th>Sufficient</th>
<th>Have reiterated</th>
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<td>2009/10</td>
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<td>21.06%</td>
<td>25.52%</td>
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<td>2010/11</td>
<td>28.40%</td>
<td>19.87%</td>
<td>26.26%</td>
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<td>2011/12</td>
<td>27.83%</td>
<td>18.72%</td>
<td>28.07%</td>
<td>21.81%</td>
<td>3.56%</td>
</tr>
<tr>
<td>2012/13</td>
<td>27.47%</td>
<td>20.28%</td>
<td>28.51%</td>
<td>19.90%</td>
<td>3.78%</td>
</tr>
</tbody>
</table>

In Table 5 comparative data of the students’ success in three municipalities during the school years 2009/10, 2010/11, 2011/12 and 2012/13 are presented. From these data in percentage we have an increase of the excellent success, where in 2009/2010 year we have 25.22 percent excellent success, a percentage which increases to 28.40 percent in the school year 2010/11, then in 2011/12 year have a slight decrease with 27.83 per cent and in 2012/13 year to 27.47 percent. If we compare the above data for the very good success, we will see that from the academic year 2009/10 to 2011/12 we have a percentage decrease by 21.6 percent to 18.72 percent, while in the school year 2012/13 we have a percentage increase in 20.28 percent. The percentage of students with a good success in the academic year 2009/10 was 25.52 percent, in the school year 2010/11 the percentage rises to 26.26 percent, in the school year 2011/12 to 28.7 percent and in the academic year 2012/13 we have also a slight increase with 28.51 percent. If we compare the data for the sufficient success and for the ones who have repeated the grade, we note that from the academic year 2009/10 until the academic year 2012/13 there was a decrease in the percentage of this success.

**Graph 1:** Comparative data of the excellent success in % of high school students from three municipalities

Based on the data in Figure 1 we see that during the school year 2009/10 in municipality of Gjilan, the percentage of students with excellent success was 42.36 per cent; in the municipality of Kamenica 30.27 percent and in municipality of Viti was 30.27 percent. In the academic year 2012/13 we have an increase of the percentage of students with excellent success in the municipality of Gjilan in 49.10 percent; in the municipality of Kamenica we have a percentage reduction in 28.42 percent and in municipality of Viti the excellent success had an increase in 33.37 percent. From the data in the table above we see that the largest percentage of the excellent success is in the municipality of Gjilan.

**Graph 2:** Comparative data in % of students’ success for the school years 2009/2010 and 2012/13
Based on the data of the graph 2 and comparing these data for school years 2009/10 and 2012/13, shows that during the school year 2009/10 excellent success have shown 25.22 percent of students compared with 27.47 per cent of students that have shown in 2012/13, and we have a growth rate of 2.25 percent. In 2009/10 the percentage of the very good success was and 21.06 per cent, whereas in the academic year 2012/13 was 20.28 per cent where we have a difference of a decline percentage, decline for 0.78 per cent. In the academic year 2009/10 the percentage of the good success was 25.52 percent with a total of 12,425 students compared with the number of students 12,059 in 2012/13 with a difference of reducing the number of students 366 students, with an increase of 2.99 percentage percent. In 2012/13 year there was a decrease in the percentage of the sufficient success 19.96 percent compared with the school year 2009/10 where we had 23 percent, with a difference of reducing the percentage of 3.04 percent. The percentage of students who did not pass the grade in the school year 2009/10 was 5.10 per cent while in the school year 2012/13 it was 3.78 percent, with a difference of percentage reduction 1.31 percent. With this it is proved that students’ excellent success of professional school is lower than of students in high schools, but we do not have any big difference of this success.

3. Obtained Conclusions from the Analysis of Student Success

- Excellent success and good success have shown approximately an equal percentage of school students for the four academic years, and a percentage nearly approximate of students have shown very good and sufficient success.
- In the school year 2009/10, from the total number of 12425 students, an excellent success have shown 3555 students or 25.22 per cent of them, a very good success have shown 21.06 percent, a good success 25.52 percent, a sufficient success 23.9 percent, that is implied that we do not have a significant difference in percentage of students at all levels of evaluation.
- In the academic year 2012/13 we have a percentage increase for 2.25 percent of the excellent success, for the very good success we have a difference of percentage decrease of 0.78 percent, for the good success we have a difference of the students’ number decrease, 366 students, with a percentage increase 2.99 percent, for the percentage of the sufficient success we have a decrease difference of the percentage of 3.04 percent and for them who did not pass the grade, we have a decrease difference of the percentage of 1.31 percent.
- The school year 2010/11 was a school year that is characterized by a high percentage of the excellent success of 28.4 percent in comparison with other school years.
- The year 2012/13 caught us with a decrease in the percentage of students who have not passed the grade of 3.78 percent, compared to the school year 2009/10 where we have 5.10 per cent of them, which indicates a greater commitment of students in learning.
- From the data of success of the students of vocational schools and gymnasiums we have noticed that there is a difference of the success of these two directions, where high school students in four school years have shown a better success than students of vocational schools, which makes us pose the questions which should be studied: Why the success of students in vocational schools is lower than in gymnasiums? What are the main factors of the lower success in vocational schools?

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https://www.google.com/#q=uspjeh+u %C4%8Denika&start=10 [seen 1/9 2014]
Ethnic Stereotypes and Personality Traits in Multinational University Students

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Abstract

The purpose of this paper is to consider personality traits as the factors of social perception determining the characteristics of ethnic stereotypes and prejudices in multinational university students. Based on an analysis of the published data we suppose that such personality traits as self-confidence and aggression are connected with the peculiarities of the social perception in general and ethnic perceptions in particular. A total of 95 respondents took part in the research, including 36 young men and 59 young women. All the respondents were the first, second and third year Russian students of various departments of the multinational university (PFUR). The age of the respondents is from 18 to 21 years, the average age is 19 years. The self-confidence and aggression levels were measured by the Questionnaires developed by A. Krupnov (Krupnov, 2008) in accordance with the System-Functional Model. The features of the ethnic stereotypes of Russian students were measured by the technique of the Semantic Differential (Osgood, Suci, Tannenbaum, 1957). We used a modified version of the semantic differential called “Personal Differential” (Fetiskin, Kozlov, Manuilov, 2002). The Mann–Whitney U-test and regression analysis were used for statistical analysis. Summing up the results of the study, it can be concluded that the characteristics of the ethnic stereotypes and prejudices of the Russian students are more associated with the degree of self-confidence they have, rather than aggressiveness.

Keywords: personality traits, System-Functional Model, social perception, ethnic stereotypes, prejudices, multinational university

1. Introduction

In the twenty-first century the academic mobility of students is growing all over the world including Russia. So the study of various factors of cross-cultural communication and adaptation of international students is very relevant.

The study of this problem has a special importance for a multinational university such as the Peoples’ Friendship University of Russia (PFUR). PFUR, established in 1961, is a unique educational space in which the representatives of about 140 countries of the world (450 peoples and nationalities) are trained. The mission of PFUR is to unite people of different nationalities, races, and religious beliefs with the help of knowledge, and also to educate youth capable of working successfully in any country of the world.

The team at the PFUR Center for personality studies has conducted a number of basic and applied studies on ethnic characteristics and personality traits, cross-cultural communication and adaptation of international students from different parts of the world (Chebotareva, 2011; Kovalenko et al; Maslova, 2011; Novikova, 2010; Novikova, Novikov, 2013 etc).

These studies are mainly based on a holistic and functional approach to analysis of personality and behavior, developed by professor Alexander Krupnov (Krupnov, 2006; Krupnov, Novikova, Kozhukhova, 2013). This approach provides the opportunity to explore not only separate aspects of some phenomenon, but whole systems, taking into account the hierarchy and interaction of their components. A number of psychodiagnostic and correctional programs have been developed in this way (Krupnov, 2008; Novikova, Belovol, 2010; Krupnov, Novikova, Kozhukhova, 2013).

Now the team at the PFUR Center for personality studies investigates the causes and prevention of ethnic tensions in a multicultural educational environment.

The purpose of this study is to consider personality traits as one of the factors determining the characteristics of ethnic stereotypes and prejudices.
Based on an analysis of published data (Ekehammar, Akrami, Gylje, 2004), we have identified some personality characteristics that can be associated with features of social perception, for example: self-esteem, empathy, confidence in the world, self-confidence, personality traits (authoritarianism, intolerance, and aggressiveness). Therefore people with developed self-acceptance, empathy, tolerance and confidence in the world, but without the excessive self-esteem and without a tendency for authoritarianism will have a more unprejudiced perception of the communication partner.

So we suppose that such personality traits as self-confidence and aggressiveness are connected with the peculiarities of social perception in general and ethnic perceptions in particular.

In our research of self-confidence we use the System-Functional Model of organization of the personality traits developed by the professor of the PFUR A. Krupnov (Krupnov, 2006; Krupnov, Novikova, Kozhukhova, 2013). Within the framework of this approach the personality trait is studied as a complete and systematic formation. The two blocks are singled out in its structure: the motivational-meaningful, including the attitudinal-target, motivational, cognitive and productive components in its structure, and the regulatory-dynamic, containing the emotional, dynamic, regulatory, reflective-evaluative components of the personality trait. Each component contains two variables (table 1).

First of all, the motivational-meaningful provides the selection and priority of these or those incentives (sociocentric or egocentric), the depth and accuracy of the semantic values (profund or superficial awareness), the sphere of the character traits application in the subject kinds of activity (objectness) or in self-expression, self-development of the subject (subjectness). Thus the leading strategy of functioning of the given subsystem is the subject’s choice of dominating senses, orientations and promptings by the principle “both this and that, but something to a greater degree”.

The regulatory-dynamic subsystem represents the unity of the dynamic, emotional and regulatory variables. Thus the majority of them consists of bipolar, internally opposite (oppositional) attributes; therefore, the variables of the regulatory-dynamic subsystem are conventionally divided into “harmonious” and “non-harmonious”. The basic function of this subsystem, first of all, is connected with the maintenance of regulatory-energetic basis of personality traits.

At the same time between the specified subsystems of personality traits, there exist specific relations depending on its actual/certain traits. This fact gives the grounds to assert that the indissoluble unity of these subsystems defines the specific structure and the nature of the various personality traits which ensure both the active and the adaptive functions in the communication and the activity of the subject (Krupnov, 2006; Krupnov, Novikova, Kozhukhova, 2013).

With reference to aggressiveness the system-functional model is particularized as follows (table 2). From the motivational-meaningful side the aspiration of the subject to display aggressiveness in interpersonal interaction differs in the orientation of motivation (sociocentric or egocentric), the sphere of application of the result of aggressive behavior (object or subject sphere), the level of awareness of aggressiveness as a personality property (profund or superficial). From the regulatory-dynamic side the same aspiration can be characterized by the orientation of emotional experiences (affectivity or reflectivity), by volitional regulation (internal or external), by forms of aggression manifestation (physical or verbal) and also by the character of problem situations in which aggression is shown (operational and personal difficulties).

The basic hypothesis of this study is: self-confidence and aggressiveness are connected with the peculiarities of social perception in general and ethnic perceptions in particular.

2. Method

The self-confidence level was measured by the Questionnaire developed by A. Krupnov (Krupnov, 2008) in accordance with the System-Functional Model (table 1). The Questionnaire consists of 8 Sections and renders possible to diagnose various components and variables of self-confidence. The Questionnaire includes 112 points: 7 questions for each variable from 16. The subject uses the quantitative scale from 1 to 7 to answer the questions.

The aggressiveness level was measured by the Questionnaire developed by A. Krupnov in accordance with the System-Functional Model (table 2) in T. Nechepurenko’s modified version (Nechepurenko, 2009). The questionnaire consists of seven Sections and renders possible to diagnose various components and variables of aggressiveness. The Questionnaire includes 98 points: 7 questions for each variable from 14. The subject uses the quantitative scale from 1 to 7 to answer the questions.

The features of the ethnic stereotypes of Russian students were measured by the technique of the Semantic Differential. The semantic differential method was developed by the famous American psychologist and psycholinguist Charles Osgood (Osgood, Suci, Tannenbaum, 1957). This method allows us to identify the associations between the objects in the consciousness and the unconscious of a person.

We used a modified Russian version of the semantic differential called “Personal Differential” (Fetiskin, Kozlov,
Manuilov, 2002). This version includes 21 bipolar scales. We asked the respondents to estimate a “typical student” from Africa, Latin America, China, and Russia on the suggested scales.

The Mann–Whitney U-test and Student’s t-test for independent samples was used for statistical analysis.

A total of 95 respondents took part in the research, including 36 young men and 59 young women. All the respondents were the first, second and third year Russian students of various departments of the multinational university (PFUR). The age of the respondents is from 18 to 21 years, the average age is 19 years.

3. Results

At the first stage of the study, we identified the contents and the orientation of the ethnic stereotypes (Novikov, Novikova, 2011). In general, all the ethnic stereotypes are beneficial. It is very important that in the stereotypes about international students the positive qualities dominate. It is “kindness” for African students, “conscientiousness” for the Chinese students, “responsiveness” for Latin American students.

At the second stage of the study, we identified the two “extreme” groups of students differing in the orientation of their stereotypes in the sample. For this purpose, we used a statistical Mode. We conventionally named the selected group as “prejudiced” and “unprejudiced” students.

The “prejudiced” group included 16 students who have had the predominance of 1, 2, 3 point marks (the negative pole of the scale). The “unprejudiced” group included 16 students who have had the predominance of 7-point marks (the positive pole of the scale).

We compared the indicators of the self-confidence and aggressiveness variables in groups of the “prejudiced” and “unprejudiced” students (tables 3-4).

Table 3 shows that the “prejudiced” students have higher indicators of the main self-confidence variables: Sociocentric Motivation, Egocentric Motivation, Profound Awareness, Objectness, Sthenic Emotions, Asthenic Emotions, and Internal Regulation. Accordingly, the “prejudiced” students are more motivated and interested in the demonstration of confidence, while there are no differences between the groups at the behavioral level.

We suppose that the “prejudiced” students have somewhat excessive self-esteem and overconfidence. According to the literary data, excessive self-esteem may be one of the factors of a more critical attitude towards others.

In the Table 4 we can see that there is only one significant difference between the “prejudiced” and “unprejudiced” students in the indicators of the aggressiveness variables. The “unprejudiced” students have higher indicators of the Superficial Awareness of the aggressiveness.

So, the "unprejudiced” students have more superficial ideas about the aggressiveness, often interpreting it as an incorrigible trait associated with hereditary factors, etc. We assume that they will be more justified in their manifestations of aggressiveness and be more tolerant to aggressive behavior.

4. Conclusions

Summing up the results of the study, it can be concluded that:

1. the Russian students of the PFUR have rather favorable ethnic stereotypes about foreign students;
2. the characteristics of the ethnic stereotypes and prejudices of the students are more associated with the degree of self-confidence they have, rather than aggressiveness;
3. the obtained data should be used in the training sessions on intercultural communication and adaptation;
4. the prospects of further research is the study of other personality traits, the use of additional diagnostic and statistics methods, expanding the sample as well as conducting a similar study on a sample of the international students of the PFUR.

References


Tables

### Table 1: The System-Functional Model of organization of the personality traits by A.I. Krupnov

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### Table 2: The System-Functional Model of organization of the aggressiveness by A.I. Krupnov

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Table 3: Statistical evaluation of differences in the indicators of the self-confidence between groups of the “prejudiced” and “unprejudiced” students

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<tr>
<th>Self-Confidence variables</th>
<th>The “prejudiced” students (n=16)</th>
<th>The “unprejudiced” students (n=16)</th>
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Table 4: Statistical evaluation of differences in the indicators of the aggressiveness between groups of the “prejudiced” and “unprejudiced” students

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Appendixes

This research was kindly supported from the Russian Foundation for the Humanities, project № 13-06-00673 (“Formation of cross-cultural interaction experience in students in the system of class and extracurricular activities”).
Chronological Overview of Islamic Vocabulary in the Dictionaries of Albanian Language

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Abstract

The Islamic terminology in the Albanian language has its origins very early, since about 500 years ago, a time that coincides with the start of the process of Islamization of the Balkans. Islam, Islamic culture and traditions brought by the Ottomans, brought a new style of living and were accepted by most of the Albanians, in all their lands (today: Albania, Kosovo, Macedonia and Montenegro). This process was accompanied by borrowing the Islamic terminology, which since five centuries returned to a natural ingredient of the Albanian language. This terminology, which found itself within the Albanian vocabulary, presents some interesting features, for the way it was adopted to the lexical and grammatical features of the Albanian language. Since in the beginnings, the Albanians were familiarized with its use, but due to the historical circumstances, the use of this terminology had its ups and downs. In this paper, we will try to give a complete picture of the use and misuse of this terminology in a chronological sequence. For this, we have observed how this terminology is presented in the greatest lexicographic works of the Albanian language. This study is divided into four (3) parts: 1. Islamic terminology in the documents before the written Albanian language (X- XIX century) 2. Islamic terminology in the dictionaries in the communist period (1944-1991) 3. Islamic terminology in the Albanian dictionaries after democracy (1992-2013)

Keywords: terminology, dictionaries, Islamic, chronological

1. Introduction

Albanian Islamic terminology has its origins very early, since about 500 years ago, a time that coincides with the start of the process of Islamization of the Balkans. Islamization, Islamic culture and traditions introduced by the Ottomans, brought a new style of living and were accepted by the majority of the Albanians, in all their territories (today: Albania, Kosovo, Macedonia and Montenegro). The process of incorporation of the Turkish-Oriental borrowings, which lasted for nearly five centuries, emerges as a colorful artwork, that interlocks historical, cultural, ethnographic, linguistic and literature issues. This is not simply a borrowing of words and their meanings in the language that they were introduced. Initially the Albanian language, due to historical circumstances explained earlier, generally borrowed words that express meanings of concepts previously unknown to it. This happens in all languages. Later, these words were accepted and have been embraced in mass, because they were used intensely in the social and administrative everyday life. Once admitted, used and adopted, the Turkish-Oriental borrowings also began to be elaborated into the Albanian language. This is a chain reaction, which continued for a very long time. This process was accompanied by borrowing the religious Islamic terminology, which throughout five centuries was transformed to the main factor of the Albanian language. This terminology, which found itself within the Albanian vocabulary, presents some interesting features, for the way it adopted the lexical and grammatical aspects of the Albanian language. "Islamic Lexicon in the Albanian language is very broad; it is among the oldest oriental borrowings; is among the most stable, because the very nature of religion is stable."1

Since early the Albanians were familiarized with its use, due to historical circumstances, the use of this terminology had its ups and downs. "Terminology is one of the most complex areas in all fields of knowledge and this is a known fact. Except that, the religious terminology interlocks additional difficulties, especially at a time when a nation has

1 Mehdi Polisi, The Islamic Lexicon integral part of the Albanian vocabulary, Terminology Islamic Academy of Sciences and Arts of Kosovo, Pristina, 2006, p. 89.
different religions, such as the Albanian people. And it's not just the fact that in different religions come different influences from religious sciences in the languages, let us call them the source or major factor, but also for the fact that traditions are not the same among different religions and because, in addition to direct impacts, many terms have been translated through another language, like it had happened, for instance, with some Islamic religious terms, that have entered in the Albanian language from Turkish language.” 2

To properly address the depth of this issue, it should be taken into account that the use of Islamic terminology by the Albanians has had three basic problems:

The separation of the Albanian nation in about a century in different Balkan countries.

The existence between Albanians of more than a religion, and therefore the presence of some sermons and some religious terminologies.

Denial of Islam and atheism for a period of 45 years.

"In terms of Islamic lexicon (Arabic and Persian), it entered in the Albanian language through the Turkish language (as a mediated language) and directly from the Arabic language, especially from the recognition and translation of the Arabic-Islamic literature from the Albanian ulama.”3

In this paper, we will try to create a complete picture of the use and misuse of this terminology in chronological sequence. For this, we have observed how this terminology is presented in the lexicographic masterpieces of the Albanian language. The paper contains three parts, according to historical stages through which have passed not only its use, but also the documentation of the writings of Islamic terminology and vocabulary of the Albanian language.

2. Islamic Terminology in the First Documents of the Albanian Written Language (X-VI century) and the First Dictionaries of the Albanian Language (XVII-XIX century)

First it should be noted that the Albanian language is a language relatively recently documented. Furthermore the first documents of the Albanian language are fully Catholic versions. This is also one of the reasons why Islamic terminology lacks documentation, which, before the document writing, had long since been turned into part of the daily conversational and religious discourse of the Albanians.

- Dictionary of Franc Bardhi (1635). In this Glossary, the number of Turkishness is not too small, but among the 73 Turkishness noted by Bardhi, only one belongs to Islamic terminology:
  - kurban / kurban4
- Bogdani’s work (1685). In this work there are more Turkish-Oriental words, about 94. Bogdani’s characteristic is the considerably use of the Islamic religious terminology: dervish, imam, bajram, sacrifice etc.5
- In the Da Lecce Dictionary (1702) out of 1700 words, about 376 of them belong to the Turkish-Oriental source. In this Glossary there are some words that belong to the Islamic lexicon: dervish, imam, bajram, kurban, Qaba6 etc.
- In the Albanian-Greek dictionary of the folklore collection "Bëleta shqypëtare" of Thimi Mitko (1878) consisting of 1000 words, 505 words are found to be orientalisms and Turkishness. This Dictionary summarizes mainly the South Albanian dialect. From the Turkish-Oriental borrowings, about 48 words belong to the Islamic terminology, such as: hoxhë, bajram, din, dua, gjynah, Hajmali, hata, hyri, iman, inqar, jezit, këmët, kurban, lanet, lugat, melaiqe, njet, ogur, pejgamber, qamet, rahmet, sulltanenvruz, shëjtan, shëjtja, xhehenem, xhind, insan, hakikat, shejtan, din, haram7 etc.
- "The Rii Fialuer of Shcypes" of the "Union" society (1908). The Union society was founded in 1899, giving a major contribution to the publication of books in Albanian language with the Latin alphabet, not only with religious character, but also academic, cultural and linguistic. This dictionary is among the most important works of our lexicography and as Jup Kastrati finds in the "History of Albanian grammar", is one of the best in Albanian lexicography until the publication of the Vocabulary of the Institute of Science (1954).

2 Isa Bajçinca, "Problems of religious terminology and language culture." the Islamic terminology, the Academy of Sciences and Arts of Kosovo, Pristina, 2006, p. 117.
3 Mehdi Polisi, The Islamic Lexicon integral part of the Albanian vocabulary, terminology Islamic Academy of Sciences and Arts of Kosovo, Pristina, 2006, p. 84.
4 Lindita Xhanari (Latif), Turkishness and their semantics Albanian dictionaries, Tirana 2012.
5 Lindita Xhanari (Latif), Turkishness and their semantics Albanian dictionaries, Tirana 2012.
6 Lindita Xhanari (Latif), Turkishness and their semantics Albanian dictionaries, Tirana 2012.
7 Lindita Xhanari (Latif), Turqizmat dhe semantika e tyre në Fjalorët e shqipës, Tirana 2012.
The dictionary has 13,798 words and their spelling and grammar is based on Shkodra dialects. For our study purposes, this dictionary is of crucial importance, since in contrast to Thimi Mitko’s vocabulary that conveys mainly words from the South Albania, it allows us to study Turkisms and Orientalism, together with the Islamic terminology, even in the North Albanian dialects. On the other hand, designed to be a dictionary, it features a large variety of linguistic phenomena and linguistic developments in the field of borrowings as well. In this dictionary there are about 1,675 orientalisms and Turkishness. Among them are about 131 words that belong to Islam, which indicates that this lexicon was an integral part of the Albanian language and was used broadly, e.g.: hoxtë, bajram, mevlud, din, nevruz, dua, gjynah, terikat, hajmali, hata, hyri, iman, inqar, jezik, kimet, kësmin, kurban, lanet, lugat, melaiqë, nijet, ogur, pejgamber, qamet, myezin, myfti, kalif, minare, vekfë, rahmet, taç, tespihe, selamet, sultannevruz, shejtan, sheriat, xhener, xhehenem, xhind, namaz, abdest, zeqat, hadis, haxh, ajet, dua, myslyman, minare, kuran, qitap, imam, sure, namaz, muhib, taksirat, minare, ramazan, vaz, xhemat, zeqat, sadaka, mafili, bismilah, suni, tasdik, xhebrall, mynafik, miraxh, muhammed, qamet, inqar, islam, azab, allah.


For historical reasons known to all of us, the Albanian nation for about a century had been divided among several nations. This division, with negative consequences in many respects, unquestionably influenced the field of Oriental studies and the one of the Islamic terminology.

It is worthwhile to mention the macabre fact of the monstrous denial of religion and return to a godless, atheistic communist regime of the majority of the Albanians in the Balkans. This painful historical fact had consequences for the science of the oriental studies, as well. Minimally, over 45 years of atheistic regime, all madrasahs were eliminated and the University of Tirana, who remains among most qualitative universities of Albania, never allowed the opening of oriental studies, namely the proper branches of Turkish and Arabic, theological studies of Islam, etc., which would have also been the core of the development of scientific thought in oriental studies.

This political, moral, social, scientific stalemate etc, (call it as you want, as we can put tens of epithets to this phenomenon), resulted in the distancing of linguistic and philosophical science of the Albanians, from the Ethnic Albanians remained outside national borders. The few remaining Albanian scholars were persecuted in their studies. It is noteworthy to mention the bitter fact of the publication of the work of T. Dizdari, many years after his death, from a foreign foundation, not by the Academy of Sciences and Institute of Albanology, which even after communism did not stand up to the responsibility to meet the needs of the science, at the meantime it should have been an honor to publish his work at the time it was written. Here are also included those scholars who were forced to adapt to the system silently, without resisting pressure, such as the group of the so called researchers who degraded the study of ancient manuscripts of the Albanian language with Arabic alphabet, as worthless and undesirable literature, labeling it as a creation of drunkards, voluptuaries, taverns etc. Briefly, the Orientalistic adopted the status of the “forbidden fruit”, by the touching of which you would be burned or disfigured as a scholar and as a man, emerging from oneself and writing the opposite of scientific beliefs, finishing as a prey of the atheist morality.

All these have created a vacuum that even now, while there is a Turkish branch of the University of Tirana since 1996-1997, the oriental studies are not only are unsupported, but also restrained in their developments. This is the main reason that rightfully Prof. Dr. Mehdi Polisi states:

“Because of the political and ideological circumstances within the Albanian territory, the Islamic vocabulary for a certain time (the communist period) has been declining, it has been used with great reserve; and instead the Albanian word is used, that due to the specificity, in no way can cover its meaning; and then it is not represented in the Albanian language dictionaries, even when it is represented, it is given the ideological coloration and, what is worse, explained in a subjective, unscientific and unprofessional manner, missing the right attitude.”

Since the beginning of the Communist regime, due to the atheist ideology it represented, a special allergy of the Islamic terminology was acquired. This was reflected in the language campaigns for cleaning the Albanian Vocabulary from the Islamic terminology. In all the dictionaries of this period, especially those designed by the Institute of Albanology after 1970, thus, after the dictatorial state had destroyed the mosques, Tekke, and madrasas all over Albania and after having killed, jailed and deported all the imams and mullahs, the state began fighting the religious terminology, first in books and dictionaries, and then to the Albanian mentality. This vacuum had some devastating consequences and stages:

8 Lindita Xhanari (Latifi), Turqizmat dhe semantika e tyre në Fjalorët e shqipes, Tiranë 2012.
9 Mehdi Polisi, the Islamic Lexicon integral part of the Albanian vocabulary, terminology Islamic Academy of Sciences and Arts of Kosovo, Pristina, 2006, p. 84.
• First, the Islamic terminology in the Albanian dictionaries began to evaporate. (This became immediately apparent, especially in dictionaries of 1981, 1982, 1985). This phenomenon was not isolated only in the Albanian Explanatory dictionaries, but also in the dictionaries with two or more languages, dictionaries for children etc.  

Whenever began the campaigns of collection of words for the draft of comprehensive dictionary, especially after the Orthography Congress of the Albanian Language (1972), the Islamic terminology was avoided and eliminated purposely. Its users were called reactionaries and enemies, and their families were followed by the curse of killing and incarceration.

• Second, a part of Islamic terminology, which was well known by the Albanian Muslims started to be replaced with synonymous words from the Albanian language, and therefore the real meaning of them got distorted and misunderstood. Here we are introducing three examples, just for illustration, because the monstrous travesty made to Islamic terminology does not deserve to be written and contaminate any paper:
  - Qur’an (according to the explanation in the Vocabulary of 1984) - "The book that contains the dogmas of the Muslim religion and various mythical legends"
  - Kurban (according to the explanation in the Vocabulary 1984) "cattle slaughtered when you start building a house, allegedly to bring prosperity"
  - Islam (according to the explanation in the Vocabulary 1984) - "Religion that according to the legend was created in VII century by Muhammad and that spread and protects the Kuran dogmas"

• Third, and what constitutes the biggest fault, the Islamic terminology in those vocabularies started to be explained based on atheistic communist ideology, and was transformed to the disparagement of mockery of official posts of Islamic denominations, Kuran or Islamic religious holidays.

Fortunately, the opposite has happened to the Albanians that are residing outside of Albania, like in Kosovo and Macedonia. Despite the difficulties of another aspect, already nationalistic, these scholars, for several reasons asses as important the following:

- Education in Madrasah.
- Education in Oriental branches in Turkey, Belgrade or in Arab countries.
- Existence of Oriental Branches for a long time, etc.

They have about 30-40 years that successfully handle the burden of Albanian Oriental Studies. These studies appeared in many different forms and in the process of continuous evolution. It is worthy of mentioning the contributions of renowned professors such as professor Polis starting with the doctoral thesis of Orientalism in Macedonian Albanian dialects and continuing with the transcripts of the work of Sami Frasheri and also with the scientific contributions on issues of Islamic terminology. What also needs to be mentioned is the voluminous work done by Prof. Memishaj for developing a large Arabic-Albanian vocabulary, the commendable work that Prof. A. Ismaili has made with Logos publishing house, in the publication and dissemination of Islamic literature, and many other such contributions.


After 1992, due to new political and social developments, especially because of the freedom of religion, the situation began to change and of course the attitude towards Islamic terminology appeared totally different. Nowadays a large number of words have entered such as: ahiret, ajet, Allah, arasat, azab, azrail, din, exhel, gjynah, hair, hallall, haram, hyri, iman, islam, jahudi, kader, kaur, kijamet, Kuran, melaiqe, Muhammed, mysliman, Pejgamber, qafir, qamet, qitap, syi, xhebrail, xehenem, xhenet, aksham, amin, Bajram, Bismilah, dua, elham, ezan, hafiz, hatib, Hoxt, ibadet, iqindi, Kurban, Mevlud, namaz, minare, namazjagh, Qabe, Ramazan, sabah, sadaka, saf, salat, sarek, sexhade, sofa, sure, syfyr, teqe, vaiz, vakt, vaz, xhamat, xhuma, iftar, zeqat etc.

A good part of them are included in the 2006 Albanian language Dictionary. About 300 words of the Islamic terminology are used daily in mass. However there is still much to be done. Now we are faced with other problems:

- First, we have the freedom to use, but still have difficulty explaining the terminology in explanatory dictionaries. Often there are attempts to translate the Islamic terminology in the Albanian language, but in many cases it has resulted unsuccessful. "Indeed, Islam as a religion, but also the Islamic sciences, because

10 Ramiz Zekaj, "Islamic terminology in Albanian language dictionaries," Islamic terminology, the Academy of Sciences and Arts of Kosovo, Pristina, 2006, p. 53.

11 Ramiz Zekaj, "Islamic terminology in Albanian language dictionaries," Islamic terminology, the Academy of Sciences and Arts of Kosovo, Pristina, 2006, p. 55.
of their features and specifications has its own terminology, different from any other terminology. And, it is only that one that is able to express messages of the Islamic truth and bring the man to it. It would be simplistic but wrong to say that the Islamic terminology is Arab terminology, Turkish, Persian or a national language, although it is mostly Arabic etymology, in reality it is adopted as the Islamic terminology, and as such, it is embraced around the world through Islam, while not excluding any local specifications.  

Second, since Albanians, for known historical reasons, are spread in several Balkan countries, there is a need to unify the Islamic terminology in all variants of Albanian spoken by Albanians, wherever they are. "It is an urgent need that the Albanian literature have a unique Islamic terminology respecting the specificities of the resources of the Islamic religion, to rely on sources of Islam, the Qur'an and the Islamic tradition."

Third, due to the existence of several religions in Albania, there is a risk of the unity of the Islamic terminology with the terminology of other religions in the explanatory dictionaries of the Albanian language. This initially requires urgent drafting of a detailed Vocabulary of the Islamic terminology in the Albanian language and then the cooperation among Islamic theologians and Albanians linguists, including the precise meanings of this terminology in Albanian explanatory dictionaries. The scholars of Madrasahs' and Islamic faculties may help on this. "The arrival of a new generation educated in Madrasahs and Islamic Faculties has made possible that oral and written religious recognize qualitative increase of expression and a trend and effort for its development and consolidation."

5. Conclusions

This lexical wealth should be an integral part of the Albanian dictionaries, having acquired the status of an important lexical fund, which belongs to the daily discourse, of the most of the Albanians in the Balkans. "The Albanian language has shown that it has the possibility to realize the spiritual and material demands of the Albanians, and that among the ancient times has proven that there are opportunities to bring the divine world closer to the believers, not only with its potential, but also with the tendency for assimilation, modification and the adaptation of the foreign linguistic material."

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Pupils’ Self-Esteem in the Early Years of Education within Different Interventions

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Abstract

Finland, with the population of 5.3 million inhabitants, has a very high standard education system. Kindergarten and class teachers get their education at universities. Kindergarten teachers study up to the bachelor’s degree (180 credits) and class teachers up to the master’s degree (300 credits). In the past, it was common that these two groups worked separately and hardly had any co-operation. In recent years, it has been noticeable that the gap between these two institutions along with the teachers working in them has narrowed. One explanation can be that administrators have started to see young children’s education as a continuum. Recently, in Finland has been made a significant reform concerning education: early childhood education has been moved in most of the communities from the social welfare administration to the administration of education. A remarkable renovation has also been the idea of putting pre-primary and primary education into the same building. In Finland, every child has an opportunity (in theory) to attend a kindergarten but children are obliged to start school during the year when they turn seven. It has been discussed if children should start school earlier because ca. 98 % of the six-year-olds already participates in pre-primary education. Another main question has been how to make the transfer from kindergarten to school easier for a child.

Keywords: self-esteem, early years of education

1. Theoretical Framework

In Finland, National Core Curriculum for Pre-primary Education 2010 (NCCPE) and National Core Curriculum for Basic Education 2004 (NCCBE) are the two important documents, which with the Acts rule the education. At the beginning of their education children differ in many ways; some are quick learners, some need extra hours to learn. For this reason, we have to be aware that not only the learning process is important but also a pupil’s motivation towards learning. From the very beginning, we should enhance pupils’ self-confidence as learners. It means that we have to build a supporting and positive learning environment, where everyone feels safe and secure. This has to start already at the very beginning of children’s learning path. In the core curriculum of pre-primary education is said: “It is important to strengthen children’s healthy self-esteem with the aid of positive learning experiences and to provide opportunities for diverse interaction with other people” (NCCPE, p. 16.) The mission of basic education presents a similar idea: “Basic education must provide an opportunity for diversified growth, learning, and the development of a healthy sense of self-esteem, so that the pupils can obtain the knowledge and skills they need in life, become capable of further study, and, as involved citizens, develop a democratic society” (NCCBE, p. 12).

“A child’s healthy self-esteem will be strengthened with the aid of positive learning experiences and encouraging feedback, while also providing opportunities for diverse interaction. Attention shall be paid to the early identification of learning barriers and difficulties. It is necessary to recognise factors relating both to individual children and to the implementation and operating environment of pre-primary education.” (NCCPE, p.16.)

Since the idea is that early childhood education and care, pre-primary education, and basic education form an integrated continuum enhancing a child’s overall development, municipalities should provide different flexible forms of education. On page 18 in NCCPE it has been said: “Any support needs in terms of growth and learning are met by differentiating instruction, through co-operation between teachers and by modifying pre-primary groups in a flexible
manner.” These two documents (NCCPE and NCCBE) were in main role when constructing the interventions described in this article.

Healthy self-esteem and good motivation are two important facts connected to learning. First, we have to define the term self-esteem. The task is not easy, since there does not exist common agreement of its meaning. One of the most well-known researchers in this area is Rosenberg (1979) who has claimed that “self-esteem is based on self-assessments of qualities that are perceived as important or psychologically central by individuals”. His conceptual definition of self-esteem was thus seen as one-dimensional approach, and it was understood as global self-esteem. Tafarodi and Milne (2002) argue that there are at least two dimensions – self-competence and self-liking, and that there is a lack of formal recognition of this duality. This is based on their literature survey covering different definitions, theories and models of self-esteem. Reasoner (1992) had already ten years before Tafarodi’s and Milne’s work found over a hundred definitions of self-esteem. There are many reasons why it is so difficult to reach agreement in conceptualizing self-esteem. The following quotation from Reasoner (2010) reveals well the complexity of the term: “some have seen it as a psychodynamic, developmental process; others have approached it from the perspective of the cognitive-behaviorist in terms of various coping strategies; others have viewed it from the position of a social psychologists in terms of attitudes; while others have focused on the experiential dimensions of self-esteem as a humanistic psychologist.”

According to Reasoner (2010) there is a general agreement that self-esteem includes cognitive, affective, and behavioral elements. This has a connection to Bloom’s (1976) idea about the holistic view of a learner. Hewitt (2007) defines self-esteem as the affective or emotional dimension of self-objectification. He states that the concept summarizes both positive and negative attitudes pupils may have towards themselves, and it appears to have a connection with mood. This raises a question: how stable self-esteem is when we are assessing pupils’ self-esteem during their early years of education? Self-esteem starts to develop already at home before children enter formal education. To enhance children’s self-esteem, adults who are supervising them need a strong and healthy self-esteem themselves.

The theoretical background of our study is based on the five-stage model of self-esteem by Michele Borba (1989; 1994) and Robert Reasoner (2010). According to them strong, healthy self-esteem is built on five building blocks: security, selfhood, affiliation, mission and competence. Sense of security means that a person (in this case a child) has a feeling of strong assuredness; he or she feels comfortable and safe. A child also knows what is expected of him or her, and he or she is able to depend on other individuals in different situations, and he or she comprehends rules and limits. Sense of selfhood is a feeling of individuality, which means that a person is acquiring self-knowledge that includes an accurate and realistic self-description in terms of roles, attributes and physical characteristics. Sense of affiliation is a feeling of belonging, acceptance or relatedness. It is also a feeling of being approved of, appreciated and respected by others. Sense of mission is a feeling of purpose and motivation. It can be seen also as self-empowerment through setting realistic and achievable goals. It means that a person is willing to take responsibility for the consequences of one’s decisions. Sense of competence is a feeling of success and accomplishment in things that are regarded as important or valuable. A person is aware of one’s strengths and he or she is also able to accept one’s weaknesses. The model can also be called an empowerment cycle. Parents and teachers play an important role in enhancing children’s self-esteem.

Figure 1: The five-stage model of self-esteem

2. Interventions

During the academic years 2010 – 2011 and 2011 – 2012 the Finnish National Board of Education funded the JEKKU
project (Flexible start in early years of education) in which six municipalities in south-western Finland built a network to ease children’s transfer from kindergarten to school environment. The interventions were: (1) Flexible groupings and teachers’ co-operation, (2) Home-school partnership, (3) The fluent continuum from pre-school to school, (4) Active co-operation between different parties at transition stage, (5) Flexible school start, (6) Three years for first and second grade, (7) Reading marketplace, (8) Word hunt, and (9) Fairy tale in the back bag. These interventions were constructed based on the ideas of NCCPE and NCCBE.

The aims of the first intervention were: to carry out the three-stage support, teachers’ well-being, and shared teaching. The first grade teachers, teaching aids and a special education teacher shared the responsibility. Since all the first grade classes were located along one hallway, the teaching personnel could group pupils according to their qualities and learning skills, or all pupils could be taught in one group. This model allowed using the teachers’ strengths efficiently. The aims of the second intervention were: to create new models that enhance the support of the adults working with children, to enhance the co-operation with guardians and the personnel of day care, school, child health clinic, school health care, and the community, as well as to promote the detection of the need for early support. The location of the school at the center of the village gave the idea to gather members from above mentioned groups to deepen their partnership. Also the kindergarteners, the first and the second graders worked at the same school building. The aims of the third and the fourth interventions were to create a more flexible and open co-operation between pre-school and primary groups, make the transfer from pre-school to school easier, and to enhance working motivation and joy of the personnel. Since these schools were located in the same municipality teachers and other school personnel could cross the borders and work side by side creating reading circles, drama workshops, active mathematic lessons etc. The main idea of the fifth intervention was that all the children can start their education during the year they turn seven and no one’s school start is postponed. The aim is to support a child who has difficulties in learning by using multi-professional help and peer learning. The focus of teaching is that each child is seen and heard. Also music, dance and movement therapy is used as a method to attain a peaceful learning environment. The main aims of the sixth intervention were to give a pupil three years to cover the content of the first and the second grade. Special attention is paid in enhancing social skills, working skills, and learning strategies. The aims of the seventh intervention are much the same as previously mentioned but learning to read and to write was especially emphasized. Language skills are learned in groups that support a child’s individual needs. The aims of the eighth and the ninth interventions were: to prevent reading and writing disabilities, reading stories every day to increase children’s vocabulary and story composing skills.

3. AIM of the Study

Several studies related to the project were conducted by the department of teacher education in Rauma, one of them is reported in this article. The main research aim was to find out how healthy pupils’ self-esteem is at the beginning of their education. The specific questions are: (1) Are there differences in the boys’ and the girls’ self-esteem? (2) Are there differences between different intervention groups?

4. Instrument and Data

A 50-item quantitative self-report questionnaire was constructed based on the five-stage model of Michele Borba (1989) and the ideas of self-esteem of Robert Reasoner (2010) measuring security, selfhood, affiliation, mission, and competence. The questionnaire was child friendly with agree and not agree options. The overall score range was 0 – 50, and a subscale score range 0 – 10. The reliability of the instrument was good 0.82 (Cronbach’s alpha coefficient). Altogether 503 children (251 boys and 252 girls) were tested. The testing took place at the spring semester 2011. At the time of testing 8 % of children attended pre-school, 63 % first grade and 29 % second grade. The children were from 6 to 9 years old. The main interest in this article was to find out if there are differences in the self-esteem of the pupils attending different interventions. The nine interventions mentioned above were divided into three groups: Flexible (n=354), Reading (n=99), and Three-year (n=50) group. The first five interventions described above formed the Flexible group, the interventions 7 – 9 the Reading group, and the sixth intervention (there were several schools) was named the Three-year group.
Table 1: Examples of statements in five subscales of self-esteem questionnaire

<table>
<thead>
<tr>
<th>SENSE OF SELF-ESTEEM</th>
<th>ALL</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>t-value</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security</td>
<td>7.99</td>
<td>7.62</td>
<td>8.10</td>
<td>-3.49</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Selfhood</td>
<td>7.93</td>
<td>7.55</td>
<td>8.32</td>
<td>-4.74</td>
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<td>-4.12</td>
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<td>7.71</td>
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<td>7.54</td>
<td>-4.16</td>
<td>&lt;.001</td>
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5. Results

Firstly, the focus was on pupils’ (n=503) self-esteem and if there are differences in the boys’ (n=251) and the girls’ (n=252) self-esteem.

Table 2: Means, standard deviations, and t-test values between boys and girls in self-esteem

<table>
<thead>
<tr>
<th>SENSE OF SELF-ESTEEM</th>
<th>MEANS</th>
<th>STANDARD DEVIATIONS</th>
<th>T-VALUE</th>
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<td>7.41</td>
<td>1.65</td>
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</table>

As Table 2 shows, children seem to have very positive and healthy self-esteem at the beginning of their education. In all five areas of self-esteem, the girls score more positive than the boys, the difference being statistically significant (p=.004 – .000). Within the both genders, the highest scored subarea is affiliation and the lowest competence.

In the next table 3 is shown the results between Reading (n=354) and Flexible (n=99) groups, and between the different genders. In the Three-year group, the number of the pupils was so small that it was left out of this comparison, and only the mean value of the whole group is presented.

Table 3: Boys’ and girls’ sense of self-esteem in reading and flexible groups

<table>
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<th>SENSE OF SELF-ESTEEM</th>
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<th>T-VALUE</th>
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<td></td>
<td>girls</td>
<td>7.29</td>
<td>7.63</td>
<td>-0.42</td>
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</tbody>
</table>

Reading group: boys=144, girls=113 Flexible group: boys=176, girls=125
The reading group (X=39.65, s=6.74) and the flexible group (X=39.51, s=6.05) do not have a statistically significant difference in the self-esteem. In the Reading group (Table 3) there are no statistically significant differences between the boys and the girls in different senses of self-esteem. However, in the Flexible group statistically significant differences can be seen between the two genders in selfhood, affiliation, security, and mission. The mean of the Three-year group was much lower (X=36.53, s=6.49). The self-esteem of this group differed from the other groups at the level 0.05 (F=3.268, p=.039). The box plots in Figure 2 show the differences of the groups in the whole self-esteem and in each five senses.

Figure 2: Box plots between three intervention groups in self-esteem

It is important that the learning environment is safe. The results show that the girls felt safer at school than the boys (Table 3). In addition, the pupils in different intervention groups seem to differ in the sense of security. The maximum score 8.43/10 was attained in the topic group “Fairy tale in the back bag” in which the main objectives were to enhance the pupils’ literacy skills and co-operative learning. In this school, the overall self-esteem was the best (41.09/50). Also the two other schools concentrating on reading scored high in the sense of security. One class in the three-year group had the weakest sense of security (6.82/10) as well as the overall self-esteem (34.10/50). The Fairy tale group scored highest in selfhood (8.56/10), the lowest score being in one of the three-year classes (6.33/10). In average, all pupils scored highest in the sense of affiliation, the mean variation being 7.46 - 9.27. This is an interesting result, since both the lowest and the highest scores were attained by pupils in the classes of the Three-year group. In the fourth sense of self-esteem, mission, the highest score was attained in the Word hunt group (8.42/10) and the lowest score (6.00/10) in one
of the Three-year classes. Among the five stages of self-esteem, the competence scored lowest, the variation being from 6.25/10 (in the Three-year group) to 7.87/10 (in the Flexible start group).

The following figures illustrate Pearson’s correlation coefficients between different senses of self-esteem.

**Figure 3:** Pearson’s correlation coefficients between different senses of self-esteem

The correlations show that in the Reading group the sense of affiliation correlates strongly with the sense of selfhood, the sense of competence, and the sense of mission. Also the correlation between the sense of mission and the sense of competence is stronger in the Reading group than in the Flexible group. All the correlations are significant at the 0.01 level (2-tailed) except the correlation between selfhood and competence in the Three-year group. In this group security did not correlate significantly with other four senses of self-esteem. In the Flexible group, the Reading group and among all the pupils the sense of security did not correlate with other senses as strongly as shown in the figures above.

6. **Conclusion**

Children have a very healthy self-esteem at the beginning of their education. Looking at the results closer, it is interesting to notice that the strongest building block of self-esteem is the sense of affiliation (Borba 2000), which is also called the sense of belonging (by Reasoner 2010). This means that the children have started to understand what friendship means. They also enjoy working in a team and are comfortable in group settings. Some of the groups were small and the testing took place at the end of the semester. Consequently, the children had already had time to learn to know their peers and teachers. This could be the explanation for the positive result. The sense of affiliation correlates strongly with the sense of selfhood, which is also called as identity (see Reasoner 2010). It is obvious that if a child has a positive self-concept and a strong sense of self it reflects how he or she behaves in a group. These years (age 6 – 9) are important in forming one’s individuality. At this stage, a child is sensitive and reflects his or her behavior with others similar age. Also the feedback given by adults is important. Children have to learn also to accept criticism and to acknowledge their own weaknesses and strengths.

According to Borba (1989; 1994) the sense of security is the most important in building one’s self-esteem. Security means trust as well as physical and emotional safety at home and at school. The results of this study show that the sense of security is positive but there is something that makes children to give also negative answers. Since the children were at the beginning of their academic education, there is so much new they have to learn; new rules, how to behave in a new learning environment, how meet new adults etc. The correlations show that the sense of security had the weakest connection to any other senses of self-esteem.

The sense of mission, which is also called the sense of purpose plays an important role in a child’s learning. Already at a very young age it is possible to teach children how to set appropriate goals for themselves. In setting these goals, parents and teachers play a significant role; they have to encourage children to think about their learning. There is a strong connection between the sense of mission and the sense of competence, which Reasoner (1992) sees similar as self-efficacy, the concept used by Bandura (1986). Although the sense of competence seemed to be positive, it was the lowest of all five senses of self-esteem. This result is understandable since the children are just learning to learn. Making choices and decisions, identifying options, and applying problem solving skills at this early age can be very hard.

The results of the study showed that different learning settings can enhance the self-esteem of children as seen in
reading interventions. The Flexible group was too wide to tell the effectiveness of a certain intervention and the Three-year group was too small to draw any conclusions. Consequently, more analyzes are needed.

References


The Teacher Anxiety Scale: The Study of Validity and Reliability

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Abstract

Teaching Anxiety Scale developed by Parsons (1973) is still considered the most effective way of measuring Teaching Anxiety, for both pre-service and in-service teachers. The purpose of the present study was to explore the validity and reliability of the Albanian version, of the Teaching Anxiety Scale applied to student teachers. Data in this study were collected from a total number of 92 students enrolled in the third year of the Bachelor study program: “Elementary Teacher” and “Preschool Teacher”. Measurements were made at two stages of development Pedagogical Practice. Descriptive statistics, principal component with varimax factor analysis, and Scree Test were used to explore the data analyses. Results revealed that the Albanian version of the Teaching Anxiety Scale had high reliability coefficient which was $\alpha = .97$ (before practice) and $\alpha = .95$ (after practice), as estimated by Cronbach alpha coefficient. Factorial analysis found that, items of the teaching anxiety scale yielded a single factor with an eigenvalue of 16.52 and the unifactor solution accounted for 57% of the total variance.

Keyword: Teaching Anxiety Scale, Teaching Anxiety, Student teachers, Validity, Reliability.

1. Introduction and Theoretical Framework

Considerable evidence exists that anxiety can impair performance in a variety of tasks. It suspected that this evidence extends to impairment of teaching performance as well. Teaching Anxiety Scale (TCHAS) was designed by Parsons (1973), to provide a tool for measuring anxiety specific to the task of teaching. Although it was designed in 1973 is regarded today as the most effective way to measure teaching anxiety. Many researchers as: Cheung & Hui (2011), Al-Mehrzi, Al-Busaidi, Ambusaidi, Osman, Amat & Al-Ghafri (2011), Woullard (2003), Pigge & Marso (1997), Williams (1991), have applied the Teaching Anxiety Scale, TCHAS - Parsons (1973), as a measuring instrument in their studies.

This instrument is available:

- On the Internet:
  http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED079330


The TCHAS contains a variety of self-report statement about teacher reactions to teaching. These reactions are two general kinds: first, emotional responses to a variety of different situations related to teaching, and second, attitudes toward teaching as a profession. 1

Parsons (1973) reports that:

“Extensive testing of the scale shows that (1) the TCHAS is a measure of teaching anxiety; (2) that the TCHAS measures reliably some quality distinct from what either the Manifest Anxiety Scale (MAS) or Test Anxiety Scale (TAS) measures; (3) that the TCHAS is stable (.95) over short periods of time; (4) that the validity of the TCHAS is not merely an artifact of similarities in method measurement; (5) that pre-service teacher responses teachers as observed and interpreted by their teaching supervisors; (6) that teaching anxiety as measured by the TCHAS is a unitary variable, and (7) that over several studies, anxiety as measured by the TCHAS consistently decreases as experience in teaching increases” (p. 21).

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1.1 Teaching Anxiety Scale

The TCHAS was developed initially at Stanford University in two equivalent forms TCHAS (1) -25 and TCHAS (2) -25 for use with pre-service, intern teacher. More recently, several slightly altered versions of the TCHAS (TCHAS (1)-24, TCHAS (1)-28, and TCHAS (1)-29) were made available for use. An attempt to increase the appropriateness of the TCHAS content for the study of in-service teacher resulted in the addition of three slightly altered version: TCHAS (1)-24, which is TCHAS (1)-25 minus item 16; TCHAS (1)-28, which is TCHAS (1)-24 plus four item; and TCHAS (1)-29 which is a composite of all items in TCHAS (1)-25 and TCHAS (1)-28. TCHAS (1)-29 has an advantage of being scored in a number of ways, depending upon the kind of teacher.

Since, on all forms of TCHAS, all the statements are presented with a 1-5 choice option format, from low agreement with an item (1 = "never") to high agreement with an item (5 = "always"). Other middle –range options are "infrequently", "occasionally" and "frequently" 2- 4 respectively. Approximately half of the items are phrased negatively (in terms of admission of anxiety); for examples: "I'm worried whether I can be a good teacher." A high degree of agreement with this negatively phrased item is scored "high anxious". The other items are positively phrased, for example: "I feel sure I can be a good teacher." A high degree of agreement with positively phrased items is scored "low anxious" (Parsons, 1973:1)

Approximately half of items are phrased positively and half are phrased negatively, reverse scoring of positively phrased item responses is used in order procedure item score with consistent meaning. After reverse scoring has been performed, a high score on all items reflects a high degree of admitted anxiety. Reverse scoring is accomplish by the following procedure: "1' s" are rescored "5' s"; "2' s" are rescored "4' s"; "3' s" remain the same; "4's" are rescored "2' s"; and "5' s" are rescored "1' s". The total TCHAS scale score is then calculate by summing the item scores.

1.2 Reliability and Validity of Teaching Anxiety Scale (Parsons, 1973)

All the alpha coefficients indicated that the internal consistency of TCHAS is high from .87 to 0.94. Confirmation of this high internal consistency was provided by Gregory (1976) who reported reliability measures of .87 and .86 for samples of 520 and 401 student teachers (p. 207). If so William Tattersall (1979) used the teaching anxiety scale, and resulted that TCHAS (Parson, 1973) had internal consistency as pre test (.87) and post-test (.91).

A factor analysis was done on the TCHAS by Parson. The items for the teaching anxiety were subjected to principal-components factor analysis to determine whether they represented a single construct. These items yielded a single factor with an eigenvalue of 4.20 and the unifactor solution accounted for 30% of the total variance. All items loaded between 0.27 and 0.72 with a mean of 0.53 on the factor, thus TCHAS results with the single factor structure. A similar single-factor structure was found by other studies (Albusaidi & Aldhafri, 2009).

2. Method

2.1 Participant

The sample of this study consisted of 92 students enrolled in the third year of the Bachelor study program: "Elementary Teacher" and "Preschool Teacher". 95 % are female and 5% are male. 84% of the samples are at the age of 22. 60% are students in Elementary Teacher program study and 40% are students in Preschool Teacher program study.

2.2 Procedures

Since TCHAS is not used in any similar study in Albania, and the source in the literature is available in English translation and adaptation was used in Albanian. After the translation process, which was made by a lecturer of English at the University, was taken expert opinion on the validity of the content.

Measurements were made at two stages of development Pedagogical Practice, at the end of serial practice and the end of 8-week practice.

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2.3 Data analysis

The collected data were analyzed using Statistical Package for Social Sciences (SPSS), version 17th software. TCHAS reliability was evaluated using Cronbach’s alpha and the internal consistency. For the structure validity of the scale, principal axis factor analysis with varimax rotations and Screen Test was used.

3. Results and Discussion

3.1 Reliability analysis of the TCHAS

Reliability is the degree of compliance that provides instrument with participants. To assess the reliability of Teaching Anxiety Scale was used Cronbach’s alpha. Coefficient Cronbach’s alpha is used to assess the reliability of the instrument as a whole and to test the reliability score for each category, but not for dichotomous responses. TCHAS complements this condition. Each item on the Teaching Anxiety Scale requires a response by choosing a level of five choices (1 for “never”, 2 for “infrequently”, 3 for “occasionally”, 4 for “frequently”, 5 for “always”).

The Teaching Anxiety Scale have resulted in a high coefficient of reliability, as before practice ($\alpha = .97$), and after performing pedagogical practice ($\alpha = .95$). Henson (2001b), has recommended that for general research purposes, reliability should be at least 0.80. According to Field (2005), this is a good level of internal consistency.

Table 1: Results of Cronbach’s alpha coefficient

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<th>After practice</th>
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<tr>
<td>TCHAS</td>
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By inspection of the item correlations containing TCHAS, it was concluded that there is no correlation under .30 and correlations generally ranging by moderate to strong (see Table 2).

Table 2. The correlations between the 29 items of TCHAS

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</table>

* Correlation is statistically valid at the 0.01 level (2-tailed).
3.2 Factorial analysis of TCHAS

The 29 items of the TCHAS (Parsons, 1973), which was adapted in Albanian were included in a factorial analysis (Principal axis factoring with varimax-rotation), to identify possible factors associated with teaching anxiety.

It is proven if the data are suitable for conducting factorial analysis. The sample included in this study exceeds the minimum ratio 1 to 5 (5 persons for a variable), defined by Tabachnick and Fidell (2007). Index Kaiser-Meyer-Olkin for sample suitability for conducting factorial analysis was .93. This index is significantly higher than the minimum level .6, allowed to perform factorial analysis of defined by Kaiser (1974). Bartlett’s Test, resulted statistically valid (p < .05) (see Table 3). The data are suitable for conducting factorial analysis.

Table 3. KMO and Bartlett's Test

<table>
<thead>
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<th>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</th>
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Factorial analysis of 29 items revealed three factors with a characteristic value (eigenvalue) over 1, which explain respectively 57%, 7.7% and 3.7% of the variance. By inspection of the Scree Test (Catell, 1996), it was concluded a clear interruption after the second component (Figure 1).

Figure 1. Scree Test

This was later supported by the results of the Parallel Analysis, which showed that there are only two factors with a characteristic value (eigenvalue) that exceed the corresponding values of the data matrix generated randomly for the same number of variables and one the same sample size (29 variables x 92 respondents). Based on this, factorial analysis was repeated with two factors. It failed to point out the presence of the simple structure where the two components show a number of variables to strongly correlation with each of them.

So, the structure factor was not distinguishable and therefore, was judged the best solution for this sample teaching students was a single factor. For this reason, factorial analysis was conducted again and was requested to be extradited only one factor. This factorial analysis showed that, all items in the Teaching Anxiety Scale correlation with this single factor that explained 57% of variance with a characteristic value (eigenvalue) of the 16.52 (see Table 4).

Table 4. Total Variance Explained

<table>
<thead>
<tr>
<th>Component</th>
<th>Initial Eigenvalues</th>
<th>Extraction Sums of Squared Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>% of Variance</td>
</tr>
<tr>
<td>1</td>
<td>16.523</td>
<td>56.976</td>
</tr>
<tr>
<td>2</td>
<td>2.223</td>
<td>7.667</td>
</tr>
<tr>
<td>3</td>
<td>1.071</td>
<td>3.692</td>
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<tr>
<td>6</td>
<td>.770</td>
<td>2.656</td>
</tr>
<tr>
<td>7</td>
<td>.742</td>
<td>2.560</td>
</tr>
<tr>
<td>8</td>
<td>.644</td>
<td>2.219</td>
</tr>
</tbody>
</table>
Extraction Method: Principal Component Analysis.

Correlations between the items and the factor ranging from 0.55 to 0.88 (see Table 5.)

Table 5. Component Matrix

<table>
<thead>
<tr>
<th>Item</th>
<th>Component 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>.693</td>
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<tr>
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<tr>
<td>28</td>
<td>.604</td>
</tr>
<tr>
<td>29</td>
<td>.729</td>
</tr>
</tbody>
</table>

Extraction Method: Principal Component Analysis.
a. 1 component extracted.
Factorial analysis found that, items of the teaching anxiety scale yielded a single factor with an eigenvalue of 16.52 and the unifactor solution accounted for 57% of the total variance. A similar factorial with a single factor is identified as well and in other studies (Parsons, 1973; Albusaidi and Aldhafri, 2009).

Findings about the validity and reliability of the Teaching Anxiety Scale (Parson, 1973), Albanian version, are an added contribution to of the research literature in Albania. It is recommended to use this scale, in similar studies in Albanian reality.

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Moving from a Culture of Punishment to one of Understanding in English Secondary Schools

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Abstract

This paper describes the challenges encountered in managing and developing counselling services in two English Secondary schools over the last ten years. During this time schools in England have undergone enormous change, partly initiated by the economic crisis and also by new educational legislation being implemented by a non-ministerial government department for Her Majesties Chief Inspectors of schools in England (Ofsted). Teachers struggling with the changes, feel under enormous pressure to deliver high academic results with very little space left over for thinking about and supporting the more challenging students. Pressure and stress has grown and as a way of trying to manage in this difficult situation, teachers have taken up an authoritarian role that has generated a more punishing culture. The result is that students in trouble receive negative attention instead of being given understanding and support resulting in many of them being excluded from school. Support for these students within this, sometimes, unsympathetic context is provided by the counselling service, which tends to be used as a place to dump students who cannot be managed in the classroom. With so many young people being referred for help, a trainee counsellor’s clinical placement programme was introduced to increase the availability of counselling support. A more thoughtful and child centred culture in both schools was generated with the help of the counselling service so that staff teams could begin to think collaboratively about each child’s emotional, behavioural and social needs to support them to stay in school to achieve their full academic potential and have a successful future.

1. Introduction

The source of this paper came from work carried out by the author in three different secondary schools in England. This included conducting individual and group counselling, managing counselling services, working with multidisciplinary teams, co-ordinating an Inclusion Panel, collaborating with teachers and supervising and training trainee counsellors. This focus is on schools with students who have emotional, behavioural and social difficulties that interfere with their learning. They are at risk of under-achieving, being excluded and having possible future mental health difficulties.

Facilitating change in schools and enabling students to engage in education is best achieved by valuing the importance of their relationships and supporting teachers and students to think differently. These students spend so much of their lives within the educational context, it is important to them. So, rather than punishing and excluding, teachers learn to translate what is going on for them to understanding their behaviour as a communication about their distress.

2. Ongoing change in the schools

Facing the on-going task of trying to manage the changes initiated by the economic crisis and Ofsted has put teachers under enormous pressure to deliver high academic results and to keep every child in education. If a child has special needs the school is responsible for putting special support in place. This is sometimes just a box ticking exercise. Families are handing their children over to schools with the expectation that they no longer need to take responsibility.

In England every child is required to be in education until the age of 18. Schools are constantly assessing, measuring and monitoring teachers and students. Teachers’ workload has increased. They work longer hours. Their salaries have been frozen and strikes are more regular.

3. Effect on Teachers, Students and their Families

Teachers say they feel stressed, devalued, unsupported and demoralised. They are also frustrated by the educational system because it has moved too far towards academic attainment and too far away from thinking about how to bring up
happy and confident children who feel hopeful about the future. Schools report an increase in families experiencing economic and social difficulties brought on by the economic crisis. In some families both parents are working longer hours and spending less time as a family to talk and share. Children report that they do not feel able to talk to their families about how they are feeling because they do not want to upset them or add to their stress. Families are ringing the school to share the stresses and strains of family life and their anxieties about their children.

4. Introduction of Counselling Services into Schools

Counselling services were introduced into all three schools because of an increase in students presenting with serious emotional, behavioural and social problems. These presenting problems included being on the verge of permanent exclusion, exhibiting challenging behaviour, refusing school, breaking the rules and pushing boundaries, not engaging in education and many other complex family issues. These were acting as barriers to learning and developing healthy relationships. Teachers said they did not have the time, knowledge or skills to support these students.

Providing a counselling service can also sometimes create an unconscious idea or wish in schools that it is possible to make students all better in an instant and return them to their teachers, cured and ready to behave and learn. The counselling service was at times used as a place to dump these more challenging and difficult students whom they were unable to manage. Like individuals, schools develop defences against difficult emotions, which are too threatening or painful to acknowledge and some times project them in to students and or counselling services. These emotions may be a response to the strain of the economic crisis and Ofsted's change of policy (Obholzer & Roberts 1994). When counsellors try to discuss a student’s progress with teachers they would often struggle to hear or understand how the student was feeling. It is possible that these teachers felt they had failed the student by referring them to counselling and then felt competitive when the counsellor shared a student’s positive progress.

5. Earlier Project to include ‘Hard to Reach Students in Education’

In 2005 while working in a large comprehensive secondary school in London a project was set up by the author and funded by Wandsworth Council for students aged between 14-15, who were identified by the school as not engaging in education and training (NEET). These students were at risk of being permanently excluded and leaving school without qualifications.

Teachers were very concerned about this group of students and did not know how to help them. The students continuously pushed the boundaries and truanted from school. There were an increasing number of incident reports, exclusions and challenging behaviour, breaking the law, displaying confrontational and angry behaviour towards teachers and a total disregard for authority and rules. Teachers discovered that no amount of punishment made any difference to their behaviour.

This was the start of beginning to think with teachers, what might be needed in order to be able to understand these students so that they could stay in in school and fulfil their potential and have a successful future. It was also the first time that the counselling service had introduced the idea into the school about working collaboratively with the teachers, meeting regularly and thinking together about each student’s individual needs, rather than punish and exclude them.

The project identified that in order to understand these students it would be imperative to help the students to talk about their family life, which can affect their school life. Families are children’s first experience of relationships; they learn from their primary caregivers how to regulate their emotions and behaviour. Bowlby (1969, 1973) found that the quality of this relationship was particularly evident at times of stress, such as when students are in a conflict, experiencing difficult emotions and not listening to authority or following rules. Students who have not experienced good enough parenting will not manage these situations calmly and will find it difficult to feel safe or trust the situation or adult. Instead they will get angry and walk away.

Many of these students came from families who were not well-educated and left school without qualifications. They had bad experiences at school and were very negative. For generations their families had experienced economic and social deprivation and exclusion. Many had experienced domestic abuse, substance misuse, poverty, jail and bereavement. They felt excluded and angry at society.
6. **Aim**

The aim was to provide the students with a group and counsellor to help students think about their emotional and behavioural difficulties that impacted on their school life. A support network was constructed for the students by including their teachers, families, carers and professionals from outside agencies. It is imperative, when working with ‘hard to reach’ students, that adults keep in contact with each other to talk about their experience of these students. In this way, students are most likely to receive the most appropriate support to improve their academic achievements and their relationships with others. Various interventions were used to engage with these students to discover the barriers that might be preventing them from achieving their full academic potential.

7. **Inclusion Group**

One of these interventions was a counselling group, which was intended as a first step in changing this vicious cycle. By giving these students the opportunity to talk about their experiences it was thought that they would find it easier to stay in school. The group was mixed boys and girls from different ethnic backgrounds. They met once a week, for one hour during school time.

In the group students did talk about how they felt about school and home. They also explored how their behaviour might impact on their schoolwork and their relationships with teachers and investigated what triggers their negative behaviour. This process gave them tools for managing and resolving conflict with teachers and family members by practising in the group. The group also provided an opportunity for the counsellor to observe and experience how teachers in the class might experience these students. This then enabled the counsellor to help the students to start making changes to their behaviour by feeding back how their behaviour was experienced in the moment and working on finding different ways to communicate and learning how to share their feelings with teachers.

8. **Project Outcomes**

As the group developed and the students began to trust each other, they shared more personal stories about their families and lives outside of school. They came to realise that they shared similar worries and concerns and were not alone with their problems. They also reported that they found the group very helpful and felt comforted by other student's sharing similar concerns and feelings, which helped them feel less alone. They particularly felt relieved when they discovered that other students also shared the same concerns and problems as themselves.

Almost all students made very good use of the interventions. There was a significant reduction of incident reports and only three exclusions since the group started. There was a clear reduction in truancy and an increase in attendance, academic achievement and improved relationships with staff and other students.

9. **Further Interventions**

The counsellor also acted as a mediator between teachers and students, helping teachers to think about different ways of managing difficult behaviour and understand why students might be ‘misbehaving’.

Ideally it would have been useful parents and carers to be included more in the process but this was a task that the school needed to take up. There appeared to be a resistance from the school possibly because these families were also very challenging to work with. If it is possible to include parents in the process there is a better chance of change for the students.

To ‘maintain the loop’ teachers met with the counsellor to discuss progress, possible further support needed and the level of behaviour expected from the student if they are to continue receiving education. It is important that student from chaotic family backgrounds have the experience of teachers and counsellors working together for their benefit. It is also important that students can trust that the counsellor will keep confidentiality and sustain their therapeutic relationship.

10. **Supporting Teachers towards Understanding**

Schools are committed to educating students and helping them to reach their full academic attainment. It is quite common particularly when students reach their teenage years that their capacity to learn is interrupted because they
experience emotional and or social problems which are displayed through inappropriate behavioural such as smoking cigarettes/marijuana, lack of motivation and disturbing the learning of others, negative about learning, a disregard for rules using their phones in front of staff, not listening or following teachers instructions and not contributing positively to school or the wider community.

Students’ attitude to school and learning can be improved if teachers are able to have a healthy curiosity and understanding about their students and what might be going on in their lives outside of school that is leading to them to exhibiting challenging behaviour such as worried or angry about something going on at home or at school, relationship problems with friends and/or family members, not meeting families expectations, concerns about growing up and the future, going to University and moving away from family to a new school or country.

11. How can Teachers hold in mind Academic Targets and be more Child Centred?

In 2007 a programme was designed to provide teachers with the skills, knowledge and attitude to work within a more child-centred approach (Bomber 2007), with students between the age of 11-16, who were experiencing emotional, behavioural and social problems.

One of the primary needs of students is to feel emotionally secure and to have an adult who is able to ‘hold them in mind’ (Winnicott 1964). Being considered by another person is a fundamental developmental need. Having another person who is able to help make sense of one’s challenging behaviour and put words to feelings is crucial. Without this attention it is very difficult to engage in learning. Adolescence is a time to experiment with challenging the authority of adults, develop independence and revise and/or reject former ideas. Through these turbulent times, students need the reassurance of an adult who can lay down firm boundaries and be consistent with them.

The aim of the programme was to provide teachers with some emotional literacy for the classroom to create a more understanding culture rather than getting into conflicts with students and throwing them out of class. The programme also acknowledges that it is important that students follow the rules and teachers provide students with boundaries but that teachers also try to understand why it might be difficult for particular students to follow rules and not listen to authority. It is also helpful if teachers are able to illustrate alternative ways of handling conflict and challenging behaviour and be open to wondering out loud about how they might be feeling and put words to these feelings.

The programme also provided knowledge of child development and theory such as attachment difficulties and how trauma and loss can affect a child’s ability to learn (Bowlby 1973). Patrick Casements thoughts and theories around ‘the internal supervisor’ would also be introduced and the capacity to learn from our mistakes and experience reparation when working with young people (Casement 2003, 2002). It is important for teachers to be non-judgemental, reflective, empathic, able to listen, thoughtful, respectful and to work hard to understand how it feels to be a student.

The best training takes place in schools throughout the day-to-day work. Schools are lively environments full of a variety of people all contributing to school life. This can be an ideal place to learn from each other, contribute as a team and to share good practice with each other. With all this richness, the school did have resources available, both inside and outside, to support them with these difficult students that would reduce the pressure and stress. If they did they would not have to just rely on the counselling service.

Teachers also need support. A Strategy Group for teachers to think about practical ways of managing difficult behaviour together and a Support Group where issues with students can be shared would not only help teachers but would also help students in difficulty. It might also be helpful to set up a group for parents to enable them to share their experiences and difficulties with their children. The group could also be a place where they could offer help and support to each other.

12. Creating a Collaborative Understanding

(Crowther 2003) A culture is growing in schools ‘to do something’ rather than try to understand how these changes might be affecting teachers and students. Teachers have resorted to a more authoritarian role that has created a more punishing culture. This need to do something is driven by anxiety, which in times of stress can inhibit teachers’ ability to think (Smith 2010) and understand what the more challenging and vulnerable students might be experiencing, especially if the student is also anxious. When people are stressed it is very difficult to listen to each other and think about what the other might need and to be supportive.

These schools either punished students or referred them to the counselling service, creating a good and bad split (Hinshelwood 1994) in the school. I wondered whether there was a more collaborative way for the teachers and the
counselling service to work together to create a supportive team around the school and student and to ensure that external influences did not prevent students from feeling included in education and reaching their potential.

In 2008 the author designed and setup an Inclusion Panel in one of the secondary schools in Sussex. The panel consisted of professionals from both inside and outside the school. It included teachers, the counsellor, educational psychologist, school nurse, neighbourhood youth worker, heads of year, pastoral assistants and the educational welfare officer. This panel provided the school with a diverse resource of professionals to work with their more challenging students.

One of the unique aspects of the panel was that it met regularly, created a more coherent and collaborative team that could confidentially discuss each student’s needs and monitor their progress. Teachers worked hard to understand and support students who were causing concern rather than just excluding them from school and enforcing a punishment. Instead together they created a safety net of support around the students.

The experience was that if a team of professionals can think and work collaboratively together on a student’s behalf then the student could feel understood and cared for. We found that this shifts their attitude to learning and increases their ability study as is demonstrated in the following case study.

13. Case Study

The following is a Case Study that demonstrates how the Inclusion Panel collaborated to ensure that a student received the appropriate support to enable her to stay in school and improve her self-esteem.

The student, Amanda, a 13 year old, was referred to the panel by the assistant head, who had a history of dealing with her sisters and had no success with keeping them in school. He was also very concerned that Amanda was at risk of repeating this family pattern of being permanently excluded. She regularly truanted from school, had difficulty controlling her anger and was struggling to sustain healthy relationships.

Amanda is the youngest of four girls who have all been permanently excluded from school. Her sisters also truanted and displayed antisocial behaviour both in school and in the wider community. Her parents left school with no qualifications and did not support the school or the idea of their daughters needing to leave school with qualifications.

When the Inclusion Panel met, teachers and various professionals shared their experience of Amanda both at school and home. This provided the team with a picture of the whole child, rather than only the badly behaved child. Once the information had been shared the Inclusion Panel then identified what support Amanda would need.

The team referred her to counselling so that Amanda had a confidential place to talk about her struggle with being unable to engage in learning while also sustaining her ‘bad girl’ image and acceptance from her peer group. She felt that the school did not care about her and experienced staff as being negative towards her because of how her sisters behaved in school.

The Educational Welfare Officer was also assigned to monitor her truanting from school and to liaise with the family if she did not turn up to school. Her Head of Year and Pastoral Support Assistant worked hard to build a positive relationship with Amanda’s family, so that the family could begin to experience school as a place that could support Amanda and the family, rather than fight with it.

Her teachers were made aware that Amanda had shared that she wanted to change but felt that she was tarred by her older sisters’ bad attitude and behaviour in the school. The teachers were helped by the counsellor to recognise what might act as a trigger for Amanda when she misbehaved in class. We discovered that quite often it was because she did not understand and felt embarrassed to ask the teacher.

14. Professional Safety Network

A safety net was created for Amanda through networking and collaborating with teachers and other professionals. It provided her with the experience of adults working together and thinking about her, possibly for the first time in her life. During lessons Amanda regularly took up leadership roles, such as organising a trip to theme park and co-ordinating a recycling project in the school. The deputy head, who had referred Amanda, told the Inclusion Panel that he had seen big improvement in her attitude to learning and her maths skills. Her attendance, behaviour and grades also improved. After addressing her emotional needs Amanda was able to embrace education rather than reject it, providing her with a sense of achievement and good self-esteem.
15. Outcome of the Work

If professionals are able to network and collaborate with each other, they can create a safety network for students so that staff will have a better chance of helping students, like Amanda, to stay in school and work towards reaching their full potential.

16. Impact of Pressures and Changes on the Counselling Service

Every year more teachers are experiencing and seeing the benefits of students attending counselling so the waiting list for counselling has increased so students are having to wait for longer periods of time to see a counsellor. There has also been an increase in students presenting with mental health issues, depression, thoughts of suicide, severe anxiety and self-harm. Because of the severity of the referred problems, this sometimes means that the counsellor needs to work for longer with these students, which further extends the waiting list. The counselling service has also seen an increase in the number of students being referred with psychosomatic symptoms such as panic attacks, physical illnesses and pain.

17. Trainee Counsellor Placement Programme

As a way of adapting and managing the increasing number of young people being referred to counselling and so that students could see a counsellor as quickly as possible, a trainee counselling placement programme was introduced. This has been running for the past four years and has not only offered support to the school and students but also to the senior counsellor. Both the senior counsellor and manager of the service were responsible for offering the trainee counsellors trainee opportunities and fortnightly supervision.

18. Trainee Support through Supervision

Supervision is a word that is often used for management of staff but in this context it describes a place for counsellors to meet to talk about their work as required by our professional bodies. Supervision also provides the opportunity to develop counselling skills and knowledge and is also a space for thinking about each student’s emotional needs and identifying any additional needs that could be addressed by professionals either inside or outside of the school. We then work very closely with these professionals to form a wider safety net for these students. At both of the schools, the trainee counsellors attend supervision fortnightly in a group.

19. Supervision for teachers

Working with vulnerable and challenging students and their families can be very difficult as it often means dealing with other people’s problems and anxieties. There have been times when teachers have approached me with a concern for a student but their judgement has been clouded because the situation they have been asked to deal with is similar to what is going on in their own lives (Plant&Smith 2009). These teachers have reported that they found it very helpful having someone to talk to confidentially to get some clarity about dealing with their concern around the young person. This has led me to start discussions about providing supervision for teachers or other professionals that work with students with schools and the therapeutic service.

20. Creating a Culture of Support

Although there are counselling services for individual students or groups of students, there is something important about working in developing a culture in a school where the teachers also actively contribute to developing students’ emotional wellbeing and self-esteem. Teachers can really make a difference in the lives of their students.

According to the Department for Education and Skills (DfES), schools are one of the main possible sources of ensuring emotional wellbeing and resilience in children particularly for those who have experienced difficulties in their lives. The West needs to think about changing their quick fix culture of punishment and to encourage the persistence and resilience in ourselves that we want these students to have.
21. Conclusion

This paper demonstrates the importance of providing supportive spaces for understanding within the school context to ensure that students achieve their full potential. It is possible that similar support mechanisms could be provided with good effect within the Albanian context.

As in the UK, it seems that classrooms are filling up with an increasing numbers of distressed children that leave teachers feeling disempowered and de-skilled as they attempt to teach. Tension rises, stress increases and unfortunately many good teachers leave the profession as a result. Every student wants to be understood but this can be difficult for teachers to hold on to (Bomber 2007). The intention would be for trainee teachers to join a supervision group and to equip them with the skills, knowledge and attitudes necessary to understand and support students who are experiencing emotional, social and academic difficulties to fulfil their potential and have a successful future. The supervision process is a way of:

- Enhancing each trainee’s interpersonal skills so they have more emotional resources available to them in the classroom
- Supporting each trainee with putting child development theory into practice so they can test out what they are learning and get informed feedback from the supervisor and fellow trainees
- Supporting trainees with any challenges that inevitably arise in their school placements
- Enabling feedback from schools to be shared with trainees so they can learn from it.
- Providing them with the emotional literacy to understand how students might be feeling and also behaviour management techniques.
- Offering the possibility of exploring organisational (school setting) problems and learning about school systems, protocols and policies

The supervision process would facilitate good working relationships between the schools, the training college and the trainee teachers. It would also enhance teaching skills, increase confidence and promote safe practice for the schools, students and trainee teachers.

Following a discussion with Mr Ahmet, Director at Beder University, an idea was floated that trainee teachers in Albania might benefit from supervision/mentoring programme based on the ten years experience of this author.

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The Values and the Problems of the Natural Heritage of the Region of Elbasan

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Abstract

Various studies, among them geographical ones, like the application of the new concepts on the Natural Heritage, since 1990, helped in the construction of the biodiversity protection strategy, which served as a basis for providing legal support conservation and management of Natural heritage for identifying and proposing new protected sites, which now accounts around 16% of the territory of Albania and are represented by the six categories of protected areas provided by the IUCN. Studies continue to expand about the protected areas and preparation of their management plans. In this context, particular importance have the studies of the natural heritage for particular regions of the country. Our article has the object of study of Natural Heritage of the region of Elbasan, concentrating mostly on the natural monuments of this region. This article makes evident this valuable asset emphasising in this way the scientific, ecological, cultural, spiritual and touristic values of its sites: in the many problems of the protected areas and it analyses and proposes the application of better models in the management with the propose: the protection and regeneration of the values, their return in a source of scientific information, in didactic laboratories and ecological and patriotic education notably in attractive tourist objects with the intention of the stable development of the region.

Keywords: Natural Heritage, natural monuments, regeneration, tourist objects, region.

1. General Considerations

The study, evaluation, the protection and management of the Natural and Cultural Heritage constitutes an urgent need to avoid the harmful consequences toward this Heritage of the latest development in the world and in Albania, like: globalisation, the massive displacement of people from mountain areas toward the fields and otherwise the galloping urbanization with major enviromental problems. ¹

Like the new concepts aplicated in Albania after the 1990 the Natural heritage ² is considered an unique value of biotic and abiotic area transmitted in generations. It is composed by objects, habitats, specific ecosystems, special or unique, relic, endemic or in danger to dissapear. Being with these charasteritics they have scientific values, cultural didactic and touristic ones. These special values are preserved and protected not only with the forms and laws that are applicable to common natural heritage, but also with special laws. In these the human activities are exercised to protect and identify their values, that are expressed in the rich biodiversity and unique landscape.

The content of re-conceptualisation, evaluation and management of the natural heritage that is expressed with the protected areas³ it gives to the geography a broad base of study, the ability to run the planes of management of this Natural heritage.

So geographers in developed countries, but also in Albania, are indisputably part of the group of specialists that are concerned with the study and management of natural heritage, providing valuable contribution in the evidentation and scientific justification for the status of natural heritage natural sites, in the aplication the best models of management of sites for their return to scientific source, in didactic laboratories, environmental and patriotic education, especially the

¹ Qiriazi P. Tavanxhiu. V. " Natural Heritage - Innovation studies and the curricula of Albanian geography " Albanian Studies, Geography 2013.
² IUCN (1994) Guidelines for the protected area and management categories . CNNP with the assistance of WCMC. IUNC, Gland, Switzerland and Cambridge . UK
³ Initially the concept of protected area included only biodiversity, but now much more: biodiversity, landscape beauty, rare geological formations, particular forms of relief, hydrographic values, rich cultural traditions, artitekturore, etc. archaeological treasures. Already the protected area is qualified as land space, water or ground water, with particular values and protected by law, special regulations that restrict the presence of human activity and manage the scientific method.
return of natural heritage sites in tourist facilities, with the purpose of sustainable development. 4

It is the time when our Natural Heritage must be saved, so rich and diverse but in the same time is in danger from the natural factors and mostly by anthropogenic ones in the conditions of the rapid and chaotic development of the prolonged transition. 5 In the same time it must be appreciated for the touristic development in our country, considered a priority in the stable development. In Today conditions of globalization, it is noticed the decline of the tourism industry of the sea and the sun while the tourism of the particular interest, that includes the natural and cultural heritage, is going to a stable and rapid development. The visitors of this Natural and cultural heritage are in search of educational experiences around the culture, history and local nature, choosing to stay in small and qualitative hotels to test the traditional kitchen and buying characteristic and artisan products.

The condition of the Natural heritage, the damage of its sites mostly after the 1990 and the narrow concept, worried the researchers of the Albanian nature. For this reason they began to work for the study and the real valuation of them, applying the today’s concept of the natural heritage from the IUCN. An important step in the recognition and protection of the natural monuments marks the study of " The strategy of the defence of Albanian Biodiversity" and " The Natural Monuments -cadastre, their protection and preservation". 6 The author of this publication was in the same time his collaborator.

Nevertheless the results of these studies, for the Albanian Natural Heritage are problematic for their scientific character legislativ and institutional one. To help on the resolving of these problems the work is in the way for the preservation, mapping study sites with special natural values of the country, the state and their problems, to determine the protective measures and ways of using them for research purposes, didactic and tourist. 7 Successes were recorded in the monuments of nature studies, published in the form of monographs and electronic format. 8 There were showed the natural monuments of the country, values, problems, concerns, and on the basis of a special program, also was created the computerized monument of natural landmarks, the first of its kind in the country.

Different studies among them and geographical ones after 1990 in Albania, helped in the construction of the strategy for the protection of the biodiversity that served as the basis for providing legal support conservation and management of natural heritage, to identify and propose new protected sites, which now accounts for around 16% of the territory of Albania and represented by the six categories of protected data by IUCN: 2 strictly protected reserves, 15 national parks, 697 natural monuments, 22 natural reserves managed, 5 protected landscapes, 4 managed resource areas and 1 regional park. 9

The Studies continue for the expansion of the protected territories also the preparation for their management plans to. There have been made proposals to the extent of 20% for the protect areas of our country, getting closer to developed European countries. In this context, particular importance are studies of natural heritage for particular regions of the country. The object of the article is our national natural heritage of the region of Elbasan.

2. The Natural Heritage of the Region of Elbasan

The region of Elbasan lies in the central part of Albania; in several tectonic zones with lithological composition of different geological structure (terrigenous, carbonate, evaporate, magmatic) lies partly in the flat, but hilly and mountainous of the country, ie with different hypsometric large levels; in three climatic zones: Mediterranean plains, hilly and mountainous Mediterranean, in some watersheds, land and plant generations.

In this region are studied, proposed and approved 19 natural monuments and managed nature reserve of “Qafe Bushi”. But recent studies have shown that it is completely possible the further expansion of the protected area. 10 This relates to the special geographical position of the region. 11 As all of Albania, located in the region of overlap band that is influenced with tropical latitude average, sea and land, low and large heights, conditioned by putting the country on the

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5 Agenda for a sustainable and competitive European tourism" (COM (2007)0621) ("Agenda 21")
The path of migration of many creatures from the north south and vice versa; is related with the evolution of his nature, which is too long and complex, full of events, along with traces and consequences of natural and ecological, that are preserved in the current landscape, diverse and interesting too. All these have created highlighting of the natural diversity, the special values of natural heritage much more than are studied and identified so far, many others deserve the status of the protected area, but they should be studied with details and on this basis they should be argued and proposed for inclusion in the list of such property.

3. The Monuments of the Nature of the Region

Nature monuments are of different types: 3 geo-monuments, 3 hydro-monuments and 13 bio-monuments. Following are some features of these monuments differentiated according to their categories. In geo-monument category, according to the new concept are included: geological objects (exposure or unique fossils, geological formations and rare structures), geomorphological objects (microforms, relief forms and landscapes created or modeled by wind, ice, snow, frost, rivers, sea or lake waves, erosion of natural causes and intensified by man, etc.). Important place in this category occupies forms of karst underworld: wells, Stern and caves. Geo-monuments of our study region are associated with karst process, developed in gypsum and limestone, as surface and the underground forms. They have scientific geomorphological, aesthetic, didactic, ecological values.

They are:

- Hinka e kosoves. It is stated in Dumre, near the rural road that goes toward the village of Kosovo. Represents karst funnel, formed in gypsum - triasit permon. Its diameter reaches about 50 m and 30 m depth. At the end of her blotter ponor, where water depth is lost in run off. They point to the continuation of the karst.
- Mali i Gradishtes. It is stated in the southeast of Belesh. Also known as the "Rock of Gradishta". Represents the activity waste gypsum karst of permo-trias. It is about 350 m high and several hundred meters long and 100 m wide. The Uvala is surrounded by karst areas. In the crest there are archaeological remains of a prehistoric settlement, and residents to have labeled "Gradishta" then "city".
- The cave of Graceni. It is stated near the village Gracen. Formed in limestone of Crete, is not yet fully explored. The known length is about 20 m.

In hydro-category monuments are considered: karst lakes, vast resources and interesting karst, mining and thermo-mineral hot steam explosions, waterfalls, wetlands, etc. Hydro category monuments of our study region are associated with karst process, developed in the dome plateau gypsum and geothermal processes. They have scientific value (hydrological, biological), aesthetic, didactic, ecological. Hydromonuments These are:

- Seferani Lake. It is located near the village of Seferan in Dumre. Constitutes karst lake formed in plaster, by merging several karst funnel, filled with water after blocking ponor with clay at the bottom of this funnel. There the area is 87.5 ha, average depth 4.5 m, while the largest 20.8 m, length 2.05 km, width up to 500 m. Forms the lake ecosystem, with rich vibrant world. The water lilies are distinguished, in spring turning to a thriving garden.
- Branch Lake. It is located near the village of Fierza in the dome plateau, about 160 m above the sea level. Karst lake is about1600 m long, 300 m wide, 17.9 m deep, while the surface 37.4 ha. It is among the most beautiful ones in Dumre and is special for the lively and the rich world founded there. The water temperature in winter is 7.8 to 8 °C. Up to 15 m depth, it has dissolved oxygen content in water is 1.5 mg / l. Below this depth, acid appears sulf-hydro.
- The Spa sources of the Hibrait. It is located in the upper stream of Thermal Bath Complex, about 200 m above sea level. Resources are thermo mineral temperature around 400C, content of dissolved salts and gases. Long used to treat diseases of polyarthritis, arthritis, rheumatism etc.. There are hotels and medical service facilities, add improved in recent years. Nearby is the oak forest, natural monument.

In the category of bio-monuments are included rare occurrences of biodiversity such as trees, groups of trees with interesting crown or early stage; habitats consisting of virgin vegetables or characteristic of living and rare creatures, endangered, endemic. Our region's bio-monuments are related with research groups isolated trees or trees, which are known for the large size, early age, virgin habitats, rare plant communities, etc. They have scientific value of biological, aesthetic, religious tourism. These bio-monuments are:

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12 Natural monument is the subject of nature with unique values: scientific, ecological, cultural, historical, aesthetic, didactic, religious, habitat of rare species, endemic, threatened or of special importance to the area of 50 ha.

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• **Dushku i Lleshanit.** It is located in the Lleshan village, near the road to Gjinari municipality of the same name, about 1000 m above sea level. Represents a separate wood, aged 250 years, height about 21 m, trunk circumference 120 cm to 240 cm. There are 32 branches of regular shape of crown circumference about 92 m.

• **Mështekna Zavalinës.** It is located near the village Zavalinë municipality of the same name, 1000-1170 m above sea level. Represents the birch forest (7.5 ha) of trees aged 130 years, height about 16 m, trunk diameter to 22 cm. Is damaged by logging.

• **Pisha e fushe Kuqes.** It is located in the field in the village Gjinari, 920-1000 m above sea level. Represents black pine forest, with 2 ha area, old trees and young, with 18-20 m height, trunk diameter of 38-50 cm, age 149-158 years.

• **Dushku i Kishes.** It is located in Gjinari near the village church, 900 meters above sea level. Represents a 300 years oak apart in age, height 22 m, diameter 210 cm, 670 cm trunk circumference. 9 branches that form a crown form with 82 m circumference, damaged by natural factors.

• **Lisat e Pashtreshit.** It is located near the village of Pashtresh, Gjinari municipality, about 700 above sea level. Oak trees make up a well-preserved, with 16-18 m height, trunk diameter of 68-70 cm, age 200-250 years. Nearby are the ruins of a church.

• **Mani i Zi i Joronishtit.** It is located in the Joronisht village, municipality Zavalinë, represented by wood dangling craze. Nobody knows how it is well situated. There are 320 years of age, height 8 m, diameter 72 cm trunk circumference of 226 cm. 4 its subsidiaries form the perimeter crown ombrellero 26 m.

• **Rrepet e Byshekut.** It is located in Shushicë village, about 175 m above sea level. Some of the groups are plane trees (0.4 ha), with 18-22 m height, trunk diameter of 50-90 cm, age 500-600 years. Nearby are several sources that are visited by residents of Elbasan. Beets are damaged by natural factors, the age of the fires.

• **Rrobulli i Zeleshnjës.** It is located near the village of Zeleshnje in the municipality of Gjinari, 1650-1700 m above sea level. Rrobulli forest area represents the 1.5 ha. Is also known as Stan Verçes forest. The height of the tree is 18-20, 35-40 cm diameter trees, while their age is about 100-120 years.

• **Rrapë i Bezistanit.** It is located in the center of the city of Elbasan, 120 m above the sea level. 500 -year-old, it has a round crown, with four branches of perimeter 30 m, height of 20 m, diameter of trunk circumference 110 cm and 700 cm. Under his crown are developed: shopping, meetings, assemblies, etc.

• **Rrapë i Vojvodës.** It is located in the eastern part of Elbasan, near the Martyrs Cemetery, 130 m above sea level. There are 600 years of age. Is damaged by natural factors and man. The height was 23 m (cut over 3 m from the ground), trunk diameter of 173 cm and 180 cm circumference. 5 branches form a crown with 30 cm circumference. Its trunk is hollow. There are 2-3 seedlings.

• **Rrapë i Gurrës së Labinotit.** It is located in the village of Labinot near the Labinot municipality of the same name, 820 m above sea level. There are 120 years of age, regular crown and well maintained, serving as a meeting point for residents and resort, because it is near the karst source of Labinot Gurus. The height is 16 m, trunk diameter of 94 cm, while its circumference 194 cm. Over 20 branches form a crown with 42 m circumference.

• **Frasheri i Madh ne Polis Valë.** It is located in Polis in the neighborhood of the village of Val Polis. Wood ash is between shrubs. It is 20 meters tall and old age, has natural damage.

• **Pylli aluvial i shushiçës.** It is located to the left of the river Shkumbin Shushiçë near the village and the municipality with the same name. The woods represents more hygrophilous (willows, raspishtë etc.), over 15-20 years.

The Values of the monuments of nature of the study region are related to the specificity of action and natural factors that have conditioned a clear distinction from other objects of nature. These values are numerous, unrepeatable and irreversible for our nature and society:

• Irreplaceable source of information for many sciences; resource for scientific research;

• Source culture for people of different professions and ages;

• Irreplaceable teaching tools, pupils and students in these natural laboratories receive and specify true scientific knowledge;

• Recognising the value of the protected monuments of nature, they become a source of ecological education for the citizens.
If the natural monuments are maintained and protected, if they are carefully studied, defined and propagated their values, then they can not be a small source of financial income. Tourists are interested to be known with the curiosities of nature. So they visit them with pleasure paying in this way the tax of this visit.

In our study of this category of protected areas the attention was devoted on the spiritual values of its sites, exploring their relationship with the legend, the pagan religious rites, or historical events. The present research have identified more spiritual value of nature monuments. But these results should not be considered final. Rather it should work in this direction in the future because in this way it is known well and preserved the history of our world that is very spiritual, and is evidenced further our national identity, our rich traditions and monuments of nature can become more interesting to be visited by tourists. Among these values we emphasize:

- The monuments of nature give spiritual satisfaction for all visitors to enjoy and understand their values, especially aesthetic. The sensations when looking at Graceni are unforgettable that arise at Gracenit karst cave of wonders and mysteries of the underworld crystals, when visiting Lake Branch of Seferani or, especially in the time of blooming water lilies, Kosovo karst sink, or the mountain of the Gradishta, which rises like a giant castle on septic fields surrounding Hibrajt thermal springs, secular beets in the center of villages and the city of Elbasan.

- Rrapi i Bezistanit is in the center of the city of Elbasan and Labinot Gurres, Lleshanit oaks and the Church of Zeleshnje Rrobull, the Black craze of Joronishit is turned back in symbol, in identificator for residents. This served as the starting point for the growth and expansion of the township, in the shadow of them are developed, and held conversations, meetings and large assemblies, where decisions are important for the life in the downtown, or the whole region. Their values are transmitted from generation to generation, becoming an integral part of the spiritual world community's strong ties to his spiritual abode. Nobody goes in mind to intend to harm the monument but in the contrary to always show special care, everyone will feel themselves badly if any 'crazy' would undermine the “century plane”, or damage the symbol of their city.

4. The Natural Managed Reserves of Qafë Bushi (500 ha)

This reservoir is located in the mountainous extremely rugged, in the two slopes of the mountain ridge of Qerret, at heights of about 500-600 m to about 1400 m, in the stream of the watersheds of Kuturmani and Xibrakes. Its territory is composed of diverse geological, ultrabasic and limestone mixed with each other and with tectonic contacts between them. The reserve has value as a representation of the oak forest, accompanying flora and fauna characteristic of this type of forest. It used to chase the wild boar (Sus stanza), rabbit, etc. They have also eco-tourism values.

5. Some Problems of the Region's Natural Heritage

5.1 The natural managed reserves of Qafë Bushi

The problems associated with this reserve it is related with the erosion rather developed, which is conditioned by the geological features of the building, the landscape and climate, but also by human intervention, which has been damaged and exhausted. This erosion is not the same development. According to its degree of development are distinguished: the suburbs and inside the reserve. Erosion in the suburbs is very intense, especially in western and southern outskirts, where vegetation as a result of human activity (there are several villages), is degraded scrub stage, even Graminace stage, but not missing completely the open surfaces. In these surroundings are all forms of surface erosion and concentrated, as runlets, streams, ravines, streams and sliding torrential old and new. On the river’s erosive of Xibraka, which it is famous for the steep incline of the bed and the watershed. the river in many sectors, is highly erosive. This stream is temporary, has water only during heavy rainfall when more flow takes the form of raging mud, eroding the river and banks. In the river there is no built mountain ambush or other disposition. This further increases its vulnerability. The river and other forms of erosion from the suburbs tend to penetrate inward, following the trend of increasing human interference inside the reserve. This intervention has different forms: cutting the forest, use of oak leaves for winter feed for livestock and overgrazing. This interference is more intense in the vicinity of residential areas. It is the main cause of degradation of vegetation and intensive erosion, posing a real threat to vegetation degradation and erosion of progress in terms of interior and reservoir heights.

This part of the reserve is covered with fairly dense vegetation, mostly high forest, not degrade, or with a very small degradation. It also relates to the erosion of the weak, so insignificant, that takes place in the interior of the reserve.
The only erosive processes that take place in this part are falling gravitational craggy. But the extent of damage to vegetation is still small, because vegetation is thick and high forest. As mentioned above, this part compromised by erosive forms of penetration of the hinterland towards the center. In these conditions, we would recommend:

- Discipline of human intervention in the territory of the reserve and its surroundings.
- Detailed survey of all problematic sectors where operating speed the process of erosion and sectors most threatened by him.
- On the basis of surveying, to study and to determine the protective measures.

5.2 The monuments of nature

Studies, documentation and our field workers protected areas, forests and nature dashamirsve indicate that protected areas across the country, and the region of Elbasan, are facing many problems and too disturbing for the present and future. These problems relate to the action of natural factors (floods, landslides, earthquakes, natural aging of bio etc.), but rather with human activity:

- Lack of understanding of the concept of natural heritage values of its importance, for the identification and protection paths;
- Deficiencies in the preparation of plans and strategies for the recognition, protection, management and use of science for sustainable development values of protected areas;
- Deficiencies in the legal and institutional support, infrastructure and financial resources;
- Damage to measure the values of protected areas: abusive cutting of forests, indiscriminate hunting of wild animals and vehicles prohibited deliberate fires,
- Building chaotic, disturbing the ecological balance of some protected areas;
- Lack of experience and training for management of protected areas according to current concepts etc..
- Particularly significant problems have the monuments of nature, which are outside the attention of local authorities, who did not know the nature of the values of the territory it administers. Otherwise how do you explain that there is no monument to the nature of the plane tree of Bezistani downtown Elbasan are labeled "Monument of Culture". Outside attention to these monuments are the makers and implementers of strategies and programs for tourism development in the region. No missing case of damage to monuments of nature. This will emphasize the case of drying the Voivode plane, speed of construction and concreting of land around its root. If they continue, will soon disappear forever precious natural values and irreversible. This, among other things, talks about the many shortcomings of public awareness of one's opinion on all levels of the value of its monuments of nature.

6. Conclusions and Recommendations

Drawing on new concepts of natural heritage in the region of Elbasan are identified, studied, proposed and declared 19 monuments of nature and wildlife reserve managed “Qafa e Bushit”.

Natyrae region, the development of long, complex, with unique geographical position, against knit continental marine impacts, the lower areas of high migration in the way of living things, is rich with diverse and unique site, to be expansionated for continue studies of the area of protected natural heritage site.

In nowadays the research is to identify more spiritual value of nature monuments. But in this direction will work hard in the future. Because so well known and preserved history and our world was very spiritual, and root evidenced further our national identity, our rich traditions and monuments of nature become more interesting to be visited by tourists,

Natural heritage of the region of Elbasan faces with numerous problems, such as damage and destruction of its sites; lack of scientific management plans, funding etc. Deficiency recognition of new concepts appreciation of natural heritage for sustainable development of the drafters of enforcement this development strategies etc.

Protecting the natural heritage, as a more complex process, requires the recognition and application of new concepts of ecological, social, economic, political, participation of many partners as actors: state bodies, local community residents, seeks assistance from all citizens. It is realized through: legal and institutional support, formulation of appropriate policies and strategies, preparation and implementation of programs of study.

Attention should be paid to scientific management of natural heritage sites in the region, applying best models of
this order management, protection of natural values, return to source scientific, didactic and laboratory in environmental education and patriotic; their integration plans and programs of sustainable development the region, turning the facilities and tourist center in a more attractive for sustainable tourism development. Special attention should be given to public awareness of the value of protected areas and the expansion of participation of the population in the region’s heritage management etc..

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Zakat Assessment for Agricultural in Malaysia: Rules, Fatawa, and Practices

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Abstract

This paper aims to analyze the assessment of agricultural zakat among farmers in Malaysia based on manuals, fatawa and practices of various zakat institutions in Malaysia. According to the rules the assessment of agricultural zakat is made after deducting the production costs or farming cost. However, the fatawa issued by most of the states in Malaysia does not allow the farming costs such as fertilizers, plowing seeds, harvesting and transportation to be deducted, let alone, the living costs of the farmers. Nevertheless, the zakat assessment for income shows otherwise, where one’s living costs are allowed to be deducted from one’s gross income. Based on content analysis on secondary data as well as primary data, the discussions in this paper are divided into three sections. Firstly, this paper reviews in brief the classical works on production costs and living costs as the background of this research. Secondly, this paper examines the present zakat assessment method for agriculture as practiced by the zakat institutions in Malaysia. Thirdly, this paper intends to analyze the agricultural zakat assessments that ought to be practiced, by taking into account the classical works and types of agricultural zakat of today. It is therefore important to note that, by taking into consideration the type of agriculture nowadays, there is a strong and urgent need for a re-evaluation of the agricultural zakat assessment. In addition, the meaning of zakat itself is taking the assets from the rich to be distributed to the poor and not otherwise.

Keyword: zakat assessment, fatawa, production cost, living cost

1. Introduction

In Malaysia, agricultural produce or crops that subject to zakat assessment can be divided into two categories. Firstly, crops which are consumed as staple food and secondly, crops which are cultivated commercially. Crops which are consumed as staple food are subject to agricultural zakat assessment, while, those cultivated commercially are subject to zakat for business income.

Rules for assessment of zakat for both agricultural incomes are described in Manual Pengurusan Pengiraan Zakat. This manual serves as a reference in determining the standardized assessment of zakat in Malaysia (JAWHAR, 2008). According to the manual, the assessment of agricultural zakat is made after deducting the production costs or farming costs, which include cost of plowing, fertilizing, pesticides and harvesting.

In contrast, the fatawa issued by most of the states in Malaysia does not allow the production costs to be deducted, let alone, the cost of living of the farmers. On the other hand, the zakat assessment for income allows the deduction of one’s living cost from one’s gross income. As such, the differences in the assessment do trigger some important questions such as, why there are differences in the zakat assessment for agricultural produce and assessment on employment and why this was the case? What are the reasons for not allowing the deduction of production costs in the zakat assessment, especially crops cultivated commercially? Are the reasonable assessment of agricultural zakat does not allow the deduction of production costs especially for crops that are cultivated commercially?

Based on content analysis on secondary data as well as primary data, the discussions in this paper are divided into three sections. First, this paper reviews briefly classical works on production costs and living cost as the background. Second, this paper examines the present zakat assessment methods for agricultural produce as practiced by the zakat institutions in Malaysia. Third, this paper intends to analyze the agricultural zakat assessments that ought to be practiced by taking into account the classical works and types of agricultural zakat of today.
2. Cost of Living and Production Costs

In the Holy Qur'an, it was mentioned in general, that zakat is compulsory on agricultural income. Among others is Allah said, “Eat of their fruit when they ripen, but pay the due thereof on the day of their harvest” (al-An'am, 6: 141). According to Ibn Kathir (2001: 239), Muhammad b. Ka’b said that eat from the dates and grapes they produce, Allah said next, but pay the due thereof on the day of their harvest. Mujahid also commented, when the poor people are present (on the day of harvest), give them some of the produce. The method of zakat assessment on agricultural produce is assessed based on the surplus and more than the needs. Allah mentioned in the Holy Quran:

“And they ask you what they ought to spend (infaq). Say: That which is (spare) beyond your needs” (al-Baqarah, 2: 219).

In addition, Ibn Kathir (1993: 132) mentioned, “and they ask you what they ought to spend”, Ibn Abbas said that this aya means, whatever you can spare above the needs of your family. This is also the opinion of Ibn Úmar, Mujahid, Ata, Ikrimah, Sa’id b. Jubayr, Muhammad b. Ka’b, Al-Hasan, Qatadah, Al-Qasim, Salim, Ata Al-Khurasani and Ar-Rabi b. Anas. Muslim reported from Jabir, Allah’s Messenger said to a man as follows:

“Start with yourself and grant it some charity. If anything remains, then spend it on your family. If anything remains, then spend it on your relatives. If anything remains, then spend it like this and like that (i.e., on various charitable purposes)” (Ibn Kathir, 2001: 133).

In classical literature, the cost of living is debated with reference to the debt issues. Among others is Abu Úbayd (2006) in kitab al-Anwal. For instance, Abu Úbayd reported from Ibrahim b. Sa’d, from Ibn Shibab, from Ibn Said Al-Yazid, the Caliph Úthman b. ‘Affan, the Caliph Úthman’s Messenger said to a man as follows:

“This is the month of zakat. Whoever is indebted, he should first pay his debt, so that he may be able to pay his zakat (if due). Whoever has not (zakat-able) possession, no zakat will be taken from him. However, he can do so voluntarily. Who will pay his zakat nothing will be taken from him in the next year before the start of this month. Ibrahim: here by month means the month of Ramadan (in which zakat is paid)” (Abu Úbayd, 2006: 372).

Abu Úbayd (2006) has discussed this Hadith in detail, focusing on two main issues, which are cost of plantation and cost of living. With reference to these costs, Abu Úbayd reported from Jabir Ibn Zayd said as follows:

“İbn ‘Abbas concerning a person, who spends the amount the amount loaned on his family or land, said that he would pay the loan taken for land (i.e, he would deduct it from zakat). Ibn Úmar concerning such person said that he would pay the loan spent on himself or his family” (Abu Úbayd, 2006: 424).

Abu Úbayd (2006) argued that the cost of production and cost of living can be fully deducted from the gross agricultural produce. Similar views were shared by Ibn Úmar and Ibn Abbas where the cost of plantation is deductible from the gross income. Based on the argument by Abu Úbayd (2006) it can be concluded that farming costs and living costs are allowed to be deducted from the gross income. This was due to the fact that Ibn Úmar allow the deduction of living costs while Ibn’ Abbas allows the deduction of farming costs. Actually, Abu Úbayd holds the view of Ibn Úmar which can be traced from the conclusions made by Abu Úbayd as follows:

“If it is known that the owner of the land is actually indebted, the zakat will not be taken from his produce of land, and it will be exempted from him because of his loan. This is according to the opinion of Ibn Úmar, Ta’us, ‘Ata and Makhul. This is in accordance with the Sunnah also because the Prophet (peace be upon him) has prescribed that zakat will be taken from the rich and distributed among the poor. How can zakat be collected from a person is indebted equal to his possession, i.e. he has no possession and is entitled to receive zakat? How is it possible that he may be rich as well as poor at same time? Moreover, he (the indebted person) is one of the beneficiaries of zakat (i.e. Gharim) and is entitled to receive zakat in two capacities (i.e. being poor an indebted)” (Abu Úbayd, 2006: 425).

According to Abu Úbayd (2006) zakat is to be taken from the rich and distributed among the poor. In addition, question trigger on how zakat is collected from a person who is indebted? Is it possible that the person may be rich as well as poor at same time? Abu Úbayd (2006) further argued that indebted person is one of the beneficiaries of zakat and is entitled to receive zakat in two capacities (i.e. being poor an indebted). Additionally, it was also the views from Iraqi’s
Islamic scholars who hold the opinion of Ibn Úmar, Tawús, Áta and Makhul (Abú Úbayd, 2006: 424).

As mentioned by Yusuf al-Qaradawi (1999), Ibn ‘Abbas views debts spent on the land must be paid back first, but views from Ibn Úmar is both debts on farming and family must be deducted. Both of them agreed that debts on farming are deductible, but both disagree on deducting debts for family and personal use. He concluded that the decision made by Prophet varies according to the difference in effort expended in irrigating the land.1

3. Agricultural Zakat Assessment in Malaysia: Rules and Fatawa

The method of agricultural zakat assessment was described in Manual Pengurusan Pengiraan Zakat published by Jabatan Wakaf, Zakat dan Haji (JAWHAR) in 2008. Minister in the Prime Minister Department, Dr. Ahmad Zahid Hamidi expressed his hope that the manual will served as a guide to all the states in Malaysia. He expressed his hope as follows:-

“I very much hope that this Manual Pengurusan Pengiraan Zakat adopted and used as a guide by all the State Islamic Religious Council in zakat assessment. Any rules or procedures will be more beneficial if it is practiced regularly, rather than just arrange it nicely in the book” (JAWHAR, 2008, ii).

In addition, he further stressed that with the application of the manual, the standardization and coordination of the zakat assessment could be realized (JAWHAR, 2008). Zakat on agricultural can be further categorized into two parts. First, is the consensus (ittifaq) zakat on agriculture, which is paddy and second, the disensus zakat such as rubber and palm oil. Paddy is subject to agricultural zakat assessment even though it was bred commercially whereas rubber and palm oil is subject to business zakat assessment should it bred commercially. The “consensus” agricultural zakat are based on working capital and therefore the plantation costs are irrelevant for the “disensus” agricultural zakat assessment.

Based on the rules issued by JAWHAR for the “consensus” agricultural assessment, the assessment are made based on the net income or net agricultural production. In general, there are four types paddy plantation costs which are allowed to be deducted. First, the cost of fertilizers dan pesticides; second, rental cost (if any); third, labor cost and harvesting cost; and forth, transportation cost which has been borne.

Nevertheless, most of the states did not use the manual issued by JAWHAR as reference. For instance, The Mufti of Selangor, after the discussion with Jawatankuasa Perunding Hukum Syara’ has issued fatawa on 22nd May, 2001, which mentioned the zakat on paddy stood at 5% from the gross income without having to deduct the production cost or farming cost. The rationale is that the farmers need to bear high production or farming cost including water for the irrigation as well as machineries, so that they can produce good quality paddy.2

However, on 12th September, 1999, the Jemaah Ulama’ Majlis Agama Islam dan Adat Istiadat Melayu state of Kelantan has issued fatawa pertaining to zakat on paddy which are cultivated on project basis, as follows:-

1) Zakat are compulsory on the owners of the land who plant the paddy on big scale or on project basis based on the adequate nisâb (minimum threshold) after deducting the project management cost incurred by the implementing agencies.

2) For the purpose of coordinating and facilitating the payment of zakat, the implementagcy can pay the zakat on behalf of the land owners after obtaining consents from the respective land owners.

On the other hand, individual farmers who plant the paddy commercially are not allowed to deduct the costs of plantations from the gross income. However, there are states such as Penang, Perlis and Sarawak which allow the deduction of the plantation costs from the gross agricultural produce. The zakat assessment manual does not indicate the cost of living when debating about zakat assessment on

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1 Irrigation is the most component cost for agriculture in early Islam. Reported from Jabir that the Prophet said as follows: “The Prophet said, “On a land irrigated by rain water or by natural water channels or if the land is wet due to a nearby water channel Ushr (i.e. one-tenth) is compulsory (as Zakat); and on the land irrigated by the well, half of an Ushr (i.e. one-twentieth) is compulsory (as Zakat on the yield of the land)” (al-Bukhari, Hadith No. 560).

2 The Jawatankuasa Fatwa State of Terengganu is agreed that zakat rate of 10% are imposed on the farmers who watered the plant using the water from the drain or trench, irrigation and such rate are imposed because the farmers need not have to suffer or work hard in getting the water and have no intention to use manpower to get the water for the plant. In the matter of tax payment paid to the government, namely “irrigation tax”, the rate is not burdensome and therefore, the rate remain unchanged. In addition, the Jawatankuasa confided that for rented land, the rental cost are not allowable for deduction from the agricultural income that are subject to zakat as zakat are imposed on the agricultural income itself.
paddy. In other words, this exhibits that the cost of living are not allowed to be deducted from the gross income of paddy. Therefore, this explains why most of the states in Malaysia follow the same method (Asmak Ab Rahman et. al, 2010). Nonetheless, state of Perlis allows the deduction of cost of living from the gross agricultural produce apart from the production costs. The cost of living consists of cost of living for oneself, spouse, childrens, contributions to parents and other expenses such as housing and vehicles.3

In contrast, the assessment of zakat on income allows the deduction of cost of livings from the gross income (JAKIM, 2008). The cost of living are divided into four types. First, the basic needs such as shelter, clothing, food and etc. Second, the expenses incurred for oneself, spouse, children, parents and other dependents such as siblings, adopted children, servant and etc. Third, saving account open with the institutions who pays zakat on behalf of the depositors such as Lembaga Tabung Haji, and fourth, compulsory contributions such as Employee Provident Fund, where the contributors does not have full possession on the fund until its maturity.

4. Practices of Agricultural Zakat Assessment in Malaysia

Based on the arguments in the Holy Quran, views from Ibn Úmar, Abu Úbayd and the practices on the assessment of zakat on income, is it fair and reasonable to deduct the the cost of the plantations and cost of living from the gross income or gross agricultural production? What actions should be taken by the State Religious Council to overcome these issues?

The rules by JAWHAR mentioned that the zakat is assessed based on the net income or net agricultural production. The rates of zakat is subject to the method of irrigation used. For instance, for plants that are watered naturally with rain water, the rate is 10% and for plants which are not naturally watered, such as using manpower to fetch the water, or have to pay for the water, the rate has been fixed at 5 percent. However zakat rate of 7.5% were imposed for the plant which are watered 50% naturally and 50% with manpower.

Most of the farmers in Malaysia pays zakat based on the gross income, and the difference is only on the rate of zakat imposed. For instance, farmers in the state of Selangor pays zakat at a rate of 5 percent based on the gross income without deducting the production costs or farming cost and this was due to the fact that the farmers need to bear high plantation or farming cost including the service of watering the plant as well as the usage of the equipments, in order to get good and quality paddy. Jawatankuasa Fatwa Negeri Selangor has issued this fatawa on 22nd May, 2001.

Similarly, farmers in the state of Perak also contributes zakat at a rate of 5 percent from the gross income. This is in line with the fatawa issued by Jawatankuasa Fatwa Negeri Perak on 2nd November 2010. In contrast, farmers in the state of Trengganu contributes zakat at a rate of 10% from the gross income. This is consistent with the fatawa issued by Jawatankuasa Fatwa Negeri Terengganu on 2nd June, 1990. The basis of this fatawa is that, the farmers need not have to struggle and have no intention to use manpower to get the water for the plant.

On the other hand, farmers in the state of Kelantan pays zakat at a rate of 10 percent or 5 percent depending on the source of water used, either rain water or paid water. The cost of plantation or farming are not deductible from the income. Zakat is still need to be paid even though the farmers suffer losses due to natural disaster such as flooded.4

Generally, for one season, the cost of planting the paddy is between RM3,000 to RM3,500 per hectare and the agricultural produce is between RM6,000 to RM7,000 per hectare. In order for the farmers to earn a profit, the output per hectare should be more than 4.5 tonnes per hectare, failing which, they will suffer losses. In assessing the zakat, the cost of production or cultivation the paddy should be deducted from the gross income, as stressed by Wan Mohd. Fadhli Wan Mamat sa follows:5

"I think the cost of plantation should be deducted based on two reasons. First, the farmers need quite a substantial amount of capital for each season. Second, the costs involved such as seeds, fertilizers and pesticides are keep on increasing."

A total of 10 farmers who plant the paddy between 20 - 25 hectare were interviewed. The practices of agricultural zakat assessment among the farmers can be categorized into three. First, zakat assessment of 10% on gross income.

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5 Interview with Wan Mohd. Fadhli Wan Mamat, Agriculture Engineer from Kemubu Agriculture Development Authority (KADA) on 3rd February, 2014.
The production cost or farming costs as well as living costs are not deducted from the gross income. It was found that three farmers follow the zakat assessment of 10% on gross income. Second, zakat assessment of 10% on net income. The production cost or farming costs as well as living costs are deducted from the gross income. It was revealed five farmers follow this assessment. Third, the zakat assessment of 10% from the net income, excluding only the cost of production. It was noted that only two farmers follow this type of assessment.

Five farmers agreed that cost of production and cost of living should be deducted from the gross income when paying for zakat. The reason behind this was due to the fact that for paddy which is planted commercially the farmers need to bear quite substantial amount for the costs of production. Cost of living should also be deducted due to the rising cost. Mustapha Mamat mentioned as follows:6

“The cost of plantation or farming should be deducted in paying the zakat. High plantation or farming cost need to be borne by the farmers who planted the paddy on big scale or on commercial basis. In fact, these costs are keep increasing. Cost of living is the cost that should be deducted first. This was due to the rising cost of the overheads, such as bills and other daily needs.”

There are three farmers agreed that cost of plantation should be deducted from the gross income when paying for zakat. However, they disagree on the deduction of the cost of livings. Nor Azmi Mahmud mentioned as follows:7

“All this while, the cost of plantation are deducted in arriving at the zakat amount, because we need to bear high plantation cost. I feel that the cost of living should not be deducted because it is our responsibility to pay for our needs, which is not related to the paddy cultivation process”.

Similarly, Abdul Hadi Abdul Rahman stressed that cost of living should not be deducted, as the cost of living is the responsibility of the head of family. Abdul Hadi Abdul Rahman mentioned as follows:8

“I feel the cost of living should not be deducted as it does not relates to the paddy cultivation process dan it is understood that the cost of living is our responsibility as the head of the family”.

Three farmers disagree to deduct the cost of plantation and cost of living in paying the zakat. The reason being, this has been their practice when the zakat on agriculture. The rate of zakat used was 10%. In detail, Masdira Hamat mentioned as follows:9

“I do not agree to deduct the cost of plantations and cost of livings in paying the zakat on agriculture. This has become my habit to pay zakat on paddy based on the gross income without deducting any costs.”

It has been a practice all this while not to deduct the cost of plantation and cost of living in paying the zakat. Hassan Daud argued as follows:10

“I do not agree to deduct the cost of plantations and cost of livings in paying the zakat. This is because, zakat on paddy should be paid without deducting any costs at all. We have been practicing this since the time of our parents, where zakat on paddy should be paid out of the gross income.”

Majority of the Muslim scholars (Ulama) are of the opinion that the cost of plantation should be borne by the farmers, though the farmers viewed that these costs are allowed to be deducted. The scholars viewed that the cost of production should not be deducted as there was no ‘nas’ or ‘Hadith’ that stated that cost of plantation should be deducted when paying for zakat. The ‘nas’ or ‘Hadith’ only stated the rate of zakat of 5% or 10% based on the type of irrigation used (Wahbah al-Zuhaily, 1994).

On the other hand, Ibn Kathir (2001) has explained matters pertaining to the cost of living. He has put forward the opinion of Ibn Abas. Ibn Khatir (2001) further confided that Ibn Úmar, Mujahid, Ata, Ikrimah, Sa’id b. Jubayr, Muhammad b. Ka’b, Al-Hasan, Qatadah, Al-Qasim, Salim, Ata Al-Khurasani dan Ar-Rabi b. Anas shared the same view. Therefore, allowing the cost of living to be deducted from the paddy income serves as a strong foundation.

6 Interview with Mustapha Mamat, who plants the paddy for 30 hectare on 3rd January, 2014.
7 Interview with Nor Azmi Mahmud, who plants the paddy for 30 hectare on 7th February, 2014.
9 Interview with Masdira Hamat, who plants the paddy for 25 hectare on 8th February, 2014.
10 Interview with Hassan Daud, who plants the paddy for 23 hectare on 11th January, 2014.
The above was supported with the views from Ibn Úmar who allows the expenses incurred for family. In other words, the cost of living is deductible from the paddy income, let alone, the *nafaqah* expenses is the responsibility of the head of the family and this *nafaqah* expenses should be the priority in the family before spending on other expenses. This was based on the narration by Jabir, where Prophet mentioned as follows:

"Start with yourself and grant it some charity. If anything remains, then spend it on your family. If anything remains, then spend it on your relatives. If anything remains, then spend it like this and like that (i.e., on various charitable purposes)" (Ibn Kathir, 2001: 153).

The actual needs of the cost of living is subject to the current situation. In other words, the amount of the cost of living must be determine by qualified personal, with the consent by the government.

Abu Ubayd mentioned that Ibn Úmar if of the opinion that the cost of paddy plantation is allowable for deduction and the same view were shared by Ibn Abbas. In fact, Úmar Ibn Abd. Aziz has wrote a letter to the Governor of Palastin, Abdullah Ibn Auf to collect the amount of zakat by deducting the kharaj tax.

The comment from Abu Ubayd seems to be very interesting where Prophet described that zakat are taken from the rich and distributed to the poor. Therefore, it is not possible for someone who is indebted and does not possessed any property to become the zakat payer and also it is not possible for someone who may be rich as well as poor at the same time. In fact, the indebted person is actually the recipients (*asnaf*) of zakat.

As such, Yusuf al-Qardawi (1999) argued that cost of plantation should be first deducted as it caused burden to the farmers. He further confided that burden and cost are the factors that influences the determination of the law (*hukum*). For instance, the irrigation method used influences the determination of the rate for zakat on agriculture. The rate on zakat varies due to the factors of burden and cost. For example, for the irrigation method that used equipments or manpower, the zakat rate has been fixed at 5 %.

In the state of Perlis, the practice of zakat on agriculture allows the cost of plantation as well as cost of living to be deducted from the agriculture income and other states’ religious council should review the practice by state of Perlis and should follow suit. This suggestions was based on the sources from the Holy Quran, view from Ibn Úmar, Hadith from Jabir and the practices of the assessment of zakat on income. The State Islamic Religious Councils in Malaysia should have realized and aware of this issues.

5. **Conclusion**

Two conclusion can be derived from the above discussion. First, based on the argument from the Holy Quran, views from Ibn Úmar, Abu Ubayd and the practices of the assessment of zakat on income in Malaysia, it is fair and reasonable to allow the deduction of the cost of plantation and cost of living from the gross income of paddy.

Second, apart from the above, the assessment of zakat on agricultural income should allow the deduction of plantation cost as nowadays most of the agriculture project are done commercially. The impact of not allowing the deduction of these costs might affect the transformation of the farmers from being zakat receiver to zakat payer, especially during the hardship such as natural disaster.

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**References**


The Role of Derivation and Compounding in the Process of English Language Acquisition

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Abstract

The communicative approach in this day and age is focused on communication as the most important, and even the single route in learning a foreign language. The advantage of communicative approach is that pupils and students learn the language naturally through practice, nevertheless, this approach neglects derivational as well as word-formation rules which assist pupils to create new words from the existing words they know, thus, to increase their vocabulary, creativity and their independence. Because of the universality of languages, always there are similarities in word-formation rules of the two languages being involved in the process of teaching (L1 & L2); a fact which enables pupils to transfer derivational awareness of their mother tong (L1) in support of the second language (L2) acquisition. On the other hand, because each language has its own characteristics, there always are differences, which hamper the foreign language acquisition. In such cases, theory and practice should be considered necessary for pupils, and, consequently, additional focus should be given especially to derivational rules. Yet, the difference between derivational and word-formation rules between the two languages being involved should be decisive in determining the amount of time spend on word-formation. In this essay the focus has been given to the similarities and differences between English and Albanian word-formations. As it is demonstrated, there are similarities in derivation and compounding of the two languages. After that, there are dissimilarities. In the end there is reached the conclusion that Albanian pupils and students would have need of only some more time spend on word-formation, and, in particular on English derivational rules.

“Traditional approaches to language teaching tended to place morphological issues (word-formation) at the forefront. In recent times, however, with the arrival of the communicative trends, the learning and teaching of languages no longer focuses on the description of the language itself and, as a corollary, on morphological issues, but on language as a means of communication. As a result, the emphasis is no longer given to morphological issues (word-formation), but to meaning and use of words in communicative situations. In our opinion, this has led to an undesirable disregard for the internal structure, the form, and the correct or accurate production and productive creation of words.” [Balteiro, I. 2011, 26]

Derivation and Compounding are important components in the process of second language learning; even “word-formation mechanisms and rules appear at least as important and necessary for non-native speakers as for native speakers” [2011, 26]. Through them we create new words, thus, this way we enlarge our vocabulary by creating new words which derive from the existing words we know. Balteiro, I. [2011, 28] demonstrates in his work “that a typical educated speaker of Turkish, with a lexicon of approximately 20,000 noun roots and 10,000 verb roots, could dispose of more than 200 billion words based on this lexicon”, thus, word-formation rules “allow the learner’s independence and autonomy” [2011, 28].

In this essay I shall demonstrate the necessity of incorporating word-formation’s rules in the grammar books used in high schools and Universities. Pupils need to learn the word-formation rules which have the same importance with exercises about derivation. The principal argument in this essay - based on the similarities and differences between Albanian and English word-formation - is that Albanian pupils and Students would require only some more time spend on morpheme’s combination rules of English word-formation, mostly on affixes.
In English there are derivation rules which determine the change of the grammatical category of the word in the process of affixation. These rules are summed up below, however, in derivational exercises we may add simpler rules like: suffix (-ize) combines with nouns (hospital) to give verb (hospitalize). The information for the combinations that each morpheme, essential to be given in the requirement of the exercise, enters helps pupils in solving the exercise as well as in learning and memorizing these rules. Though exercises in grammar books may require simpler rules, below we have presented the derivational rules which explain even the multiple level of word structure as well as determine the correct affixation in complex structures.

1. Verb plus suffix gives noun
2. Adjective plus suffix gives noun
3. Noun plus suffix gives verb
4. Noun plus suffix gives adjective
5. Prefix plus adjective gives adjective

In the case of the word (organizational) we have multiple levels of the word structure. Although complex, this word has a structure according to the derivational rules.

1) The third rule allows the verb (organize) to consist of a noun (organ) and an suffix (-ize)
2) The first rule allows the noun (organization) to consist of a verb (organize) and an suffix (attion).
3) The fourth rule given above allows adjective (organizational) to consist of a noun (organization) and a suffix (al).

In some other cases the internal structure of a complex word is not obvious. The word (unhappiness) may be analyzed as:

1) Adjective (happy) plus suffix (-ness) to give noun (happiness)
2) Prefix (-un) plus noun (happiness) to give noun (unhappiness)

By considering the properties of the prefix (un-) we can say that (un-) combines quite freely with adjective (happy), than the adjective (unhappy) combines with the suffix (-ness) to give noun (unhappiness). The steps in process of affixation for (unhappiness) are as follows:

1) Prefix (un-) plus adjective (happy) to give adjective (unhappy)
2) Adjective (unhappy) plus suffix (-ness) to give noun (unhappiness) [Shqerra, E. 15, 2009].

Hence, in order to ensure that the proper suffix appears in each structure, pupils and students who study English as a second language have to consult these derivational rules of English language.

Our focus in this essay, in addition to the derivational rules, is on the comparison of the word-formation of Albanian and English languages for the reason that, as Keifer, M. J, & Lesaux, N. K. [2008, 3] argue, “the students first language (L1) proficiency influenced the transfer of the morphological awareness in support of the second language acquisition. White (2000) and Grass & Selinker (1983/1992) brought forth arguments that... the acquisition process constructs an implicit mental representation of language so that they are able to make contrasts between L1 and L2”. Keifer, M. J, & Lesaux, N. K. [2008, 3] argue that pupils and students can transfer their morphological knowledge of their first language (L1) to the second language (L2) because of the similarities that languages have with each other, thus, making easier the process of the second language acquisition. Keifer, M. J, & Lesaux, N. K. [2008] studied Spanish-speaking English language learners. Our study is focused on Albanian-speaking English learners, so, our concern is over the similarities as well as over the contrast of the two languages.

First, there are lexicon similarities in the process of affixation in the two languages. We can mention the derived word (erresire, darkness). In Albanian language suffix (-sire) combines with adjectives (i erret) to give nouns (erresire). In English also, the corresponding suffix (-ness) combines with adjectives (dark, happy) to give nouns (darkness, happiness). There are similarities even in the compound words of these two languages. Among the many similarities we can mention verbal compounds. In Albanian we have adverb (mire) plus verb (pres) to form a verbal compound (mirepres). The same process is in English: adverb (well) plus verb (come) gives verbal compound (welcome) [Shqerra, E, 60, 2009].

Prefixes in both languages usually do not change the grammatical category of the word with which they combine. In English language prefix (un-) combines with adjectives and participles to give adjectives and participles: (unfair, unassuming, unexpected). Prefix (mis-) combines with verbs, abstract nouns, participles without changing the grammatical category of the word: (misinform, misconduct, misleading). Prefix (-mal) combines with verbs, abstract nouns, participles, adjectives to give verbs, abstract nouns, participles and adjectives: (maltreat, malfunction, malformed). In Albanian language prefix (per-) combines with verbs, nouns, adjectives and adverbs to give verbs, nouns, adjectives and adverbs: (perforcoj, permase, i perfakte). Prefix (pa-) combines with nouns to give nous (pakenaqesi).
Suffixes in both languages as a rule change the grammatical category of the existing word. In Albanian, noun plus suffix (-ar) gives noun (vrehtar). Verb plus suffix (-s) gives noun (blere- bleres). Adjective plus suffix (-sire) gives noun (erresire). In English we have adjectival forming suffixes (-ful, -less, -ly, -like, -y, -ish, -ian) which combine with nouns to give adjectives (useful, childless, cowardly, childlike, hairy, foolish, Darwinian). Here we can mention verb forming suffixes and adverb forming suffixes which change the grammatical category of the existing word [5-20, 2009].

Conversion, very common in English, is similar with words formed without affixes of Albanian language. Through conversion a new word is created without altering the shape of the existing word by the process of affixation in both languages. In English we have (butter, water) as nouns and (butter, water) as derived verbs. Even though it is a characteristic of English, we do have words formed without affixes in Albanian language. The verbs (quill, krimp, kyc, ndrysh) are created from corresponded nouns of Albanian language as [quilt(i), krimp(i), ndryshk(u)]. Therefore, conversion is almost the same in both languages; it changes the grammatical category of the existing word (from noun to verb) in both these two languages. The difference between the conversions of the two languages is mostly phonetically. In English language there is a shift in stress in cases when we have a noun derived from a verb. The stress shifts from the last or the second syllable at the verbs to the first syllable in the derived nouns [5-22, 2009].

We can maintain that the similarities between word-formation’s rules of the two languages “influence the transfer of derivational awareness in support of the second language acquisition” [Keifer, M. J. & Lesaux, N. K. 2008, 3]; therefore, the part of the theory similar in the two languages, instructed step by step to pupils and students of a second language, facilitates the second language learning because they use their proficiency in their first language in support of the second language acquisition. As Balteiro, I. [2011, 31] upholds “learners acquire and learn more easily (1) those lexical items whose prefixes are either identical or at least similar to those in the mother tongue”.

On the other hand, there are and differences between word-formation of the two languages which evoke difficulties for pupils; thus, make the second language acquisition a difficult task. In this part of the essay we shall present the differences between the word-formation of the two languages. It has been concluded that the dissimilarities generally are due to the characteristics of Albanian word-formation which do not exist in English word-formation.

There are lexicon differences between the two languages: in English we have preposition (after) plus noun (thought) resulting in (afterthought). Its equivalent in Albania (mendim i mevonshem) is not a compound noun. In English we have adjective (good) plus –ing participle (looking) resulting in (good-looking). Its equivalent in Albanian (i pashem) is not a compound word [50-65, 2009].

There are many characteristics of Albanian word-formation which do not exist in English word-formation. In Albanian language, some words, though they seem as if are created by prefixes, are created by adding the former article (nyje e perparme) (i) to the participles of the corresponding verbs and are thus a characteristic of Albanian language. So, the adjective (i perdredhur) is created by adding the former article (i) to the participle (perdredhur). The use of the former article is more evident to the adjectives (i perbuzur, i pergjakur, i perkrahur) which are created by adding the former article (i) to the participles of the verbs (perbuzur, pergjakur, perkrahur). Another characteristic of Albanian word-formation, which does not exist in English word-formation, are words formed by adding a prefix and suffix simultaneously. In such cases, the prefix and suffix must stay in order for the word to attain its meaning: pergjithesoj, perfundoj, zbukuroj, pegenjeshtroj. In such cases we cannot remove the prefix or the suffix. (Pergjith) cannot stand as a word in Albanian, nor can (gjithesoj) [5-40, 2009].

In the compounds of English language, the first element modifies the second and it is the second element which defines the word’s meaning; thus an (apple-tree) is a tree and a (tree-fruit) is a fruit. In most of Albanian compounds the first element modifies the second as in (kryeqytet, qytet i kreut) which is a city (qytet). In other cases the second element modifies the first as in (kokeshkemb) where (shkemb) modifies the noun (koke) and the compound’s meaning is determined by the first element (koke) [5-40, 2009].

Another characteristic of Albanian language are the attached words (fjalet e pernhjitura). They have an imperative meaning as in (kushtrim). Attached words are created historically by the people as (kushtrim) which is created by (kush eshte trim). An additional characteristic of attached words (fjalet e pernjgjitura) is that they cannot be divided in two words like other compound words, so (dosido) cannot be divided into (do si do).

Blends, Clipping and Backformation are mostly traditional in English language; however, there are cases of them in Albanian language. Blends are words created from parts of two existing words as (motel) which is created by (motor hotel). Clipping is the process whereby a new word is created by shortening a polysyllabic word. The shortening may occur at the beginning of the word as in (phone) created by (telephone), at the end of the word as in (photo) created by (photograph) and at both sides of the word as in (flu) created by (influence). In Backformation, a new word is created by shortening the existing word. Cases of Backformation include (donate) created by (donation) [5-40, 2009].
The dissimilarities between the two word-formations more often than not belong to Albanian word-formation, making it easier for Albanian pupils to learn English word-formation. Albanian word-formation has its own characteristics, as the former article (nyja e perparme), and attached word (fjalet e përmjitur), which are not part of English word-formation. Words formed by adding a prefix and suffix simultaneously is another characteristic of Albanian language which is not part of English word-formation. In English compound words the first element modifies the second. In Albanian the first element modifies the second, but there are cases when the second element modifies the first. On the other hand, the characteristics of English word-formation, like Bleds, Clipping and Backformation, even if infrequently, belong to Albanian word-formation. For this reason, Albanian pupils and students do not encounter many difficulties in learning English word-formation. The major difficulties are in the process of affixation and root combination, with the earlier being the most onerous.

Balteiro, I. [2011, 32], who seems to be the proponent of traditional approaches, reaches the same conclusion over the importance of the word-formation rules, but, in a way, the role of the theory (word-formation rules) seems to be overemphasized. Even though he mentions that learners creative power – improved by the knowing the word-formation rules – may produce words not completely accurate in all occasions, his conclusions do not mention the importance of derivational exercises used by communicative approach.

“We may conclude that (1) conscious and appropriate teaching of word-formation rules and their particular mechanisms help learners to be autonomous and produce accurate formations or lexical items, as the prefixes in the corpus have proved. (2) The learners’ native language plays an important role in the study of L2 morphology, as it is often used as a starting point to form similar derived units in the L2. (3) Concentration on those morphological and semantic differences between L1 and L2 prefixes contributes to effective learning and, consequently, to increase the learners’ lexical production. In spite of this, it cannot be disregarded that, once taught (4) learners may use their creative power to form words they have probably never encountered before (i.e. non-entrance, non-human, non-married) but these may not necessarily and in all occasions be completely accurate…we believe that the similarities and dissimilarities among English affixes (in this case, prefixes), as well as those dissimilarities between English and Spanish prefixes, should determine the amount of time to be spent on this area and on each prefix” [Balteiro, I. 2011, 32].

My argument, however, is in accordance with Traugott’s conclusion, theory coupled with practice. As Traugott, E. [1980] argues, “Derivational morphemes, as we have seen, are unpredictably restricted in their combination, and unpredictable in their effects on meaning. Hence, not only do speakers have to learn the meaning of all morphemes individually, they also have to learn what combinations each morpheme enters and what each of these combinations means. The grammar has to capture these idiosyncratic facts“. The role of word-formation rules to this end is indispensable, but, as indicated earlier from the lexicon differences of the two languages, we may conclude that morphemes are unpredictable in their combinations; hence practice is indispensable, but, coupled with word-formation rules.

Finally, as Balteiro’s, I. [2011, 32] concludes, “the similarities and dissimilarities among English affixes (in this case, prefixes)” along with the dissimilarities between English and Albanian prefixes (word-formation) ought to be an important factor in deciding about the time required to be spend on word-formation.

To conclude about the time needed to be spent on word-formation’s rules we have to be based on the similarities and differences of the word-formations of the two languages. As it was concluded earlier, the dissimilarities between the two word-formations more often than not belong to Albanian word-formation, making it easier for Albanian pupils to learn English word-formation. The focus has to be given mainly on affixes. Here should be said that English language has more affixes than Albanian language. This fact would call for more efforts from Albanian pupils and Students to get used with them. What's more, even though there are similarities between English and Albanian affixes, English has different rules in their combinations compared to Albanian language. Hence, Albanian pupils would require only some more time spend on morpheme’s combination rules of word-formation, mostly on prefixes.

References


The Interdependence between Young Students’ Reading Attitudes, Reading Skills, and Self-Esteem

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Abstract

Learning to read is young students’ main goal during the first school years. Reading skills are an important tool that they need to become academically successful. A child who does not learn to read and comprehend different texts in the early school years has severe difficulties also in studying other school subjects. The study described in this article aimed to find out what kind of self-esteem, reading skills and attitudes towards reading and studying children have during their first two school years. To measure children’s self-esteem we used a questionnaire of 50 items (see Manuscript Soininen & Merisuo-Storm). Students’ reading skills were assessed in the second grade with a reading comprehension test. They read a nonfiction text of a squirrel and answered questions related to the text. Answers to the easiest questions could be found in the text but when answering the most difficult question the students had to make connections that are not clearly expressed in the text. It means that they had to be able to “read between the lines”. To find out what kind of reading attitudes the first and the second graders have towards reading we constructed a questionnaire including 17 questions for all pupils and five extra questions for the second graders. The questionnaire covers four different areas: 1) attitudes towards reading, 2) attitudes towards studying, 3) attitudes towards social reading, and 4) feeling of competence. The scale used in the questionnaire is a Likert-type 1–4 (agree–disagree). 563 children (281 boys and 259 girls) took part in the study. The results show that children’s self-esteem correlates significantly with their reading comprehension skills (r = .310, p = .000), reading attitudes (r = .419, p = .000), and attitudes towards studying (r = .384, p = .000). The students who have good self-esteem have good reading skills and positive attitudes towards reading and studying. When looking at the different parts of the self-esteem questionnaire, the strongest correlations are between students’ selfhood and attitude towards studying (r = .376, p = .000) as well as between affiliation and attitude towards studying (r = .348, p = .000). This indicates that children, who are confident and happy being what they are as well as get well along with their peers, enjoy studying. Even more often than those children who are conscientious or have a high feeling of competence. The results show that students’ self-esteem has a strong effect on their learning and attitudes. However, when we know how important it is for the first and second graders to acquire good reading skills, it is also possible that learning to read has a positive effect on young students’ self-esteem. Therefore, it is essential that the teachers support the positive development of each student’s self-esteem as well as reading skills and attitudes.

Keywords: reading attitudes, reading comprehension, self-esteem, first and second grade

1. Introduction

The European Union unveiled in September 2012 the final report of EU high-level group of experts on literacy (http://ec.europa.eu/education/literacy/what-eu/high-level-group/documents/literacy-report.pdf). According to the report, in Europe one in five 15 year olds and nearly 75 adults lack basic reading and writing skills. Consequently, they have difficulties in getting employed and therefore have a great risk of poverty and social exclusion. In addition, as Mullis, Martin, Kennedy, Trong, and Sainsbury (2009) point out, ability to read is fundamental to each person’s intellectual development. Good literacy skills are in today’s digitized world more essential than ever before. They improve people’s lives and promote knowledge, innovation and growth. Countries, which have a large number of students who lack basic reading skills at the age of 15, are likely to be held back in the future. Investments aiming to improve all citizens’ literacy skills are beneficial also from the economic point of view. They produce concrete gains as well for individuals as for society. (OECD, 2013; The final report of EU high-level group of experts on literacy, 2012.)

In Finland it is taken for granted that all citizens are literate. Also international assessments (PISA; PIRLS) have shown that Finnish students have excellent reading skills. PISA assessed the reading skills of 15 year old and PIRLS 10–11 year old students. The PISA2012 report explains what is behind Finnish students’ good reading skills. Early detection
mechanisms, such as students' individualised assessments by class and special education teachers, make it possible to identify struggling learners. Consequently, the students get necessary support early on and are able to continue their education at the same pace as their peers. However, it is important to pay attention to the fact Finnish students' performance in the last PISA (in 2012) and PIRLS (in 2011) was — although still very good — not as good as it had been in the previous assessments. (Kupari, Sulkunen, Vettenranta, & Nissinen, 2012; Mullis et al., 2009; OECD, 2013.)

There is a significant gender gap in the results of the reading assessments mentioned above. Girls outperform boys in reading almost everywhere. This gender gap is especially large in some high-performing countries, where almost all the low achievers in reading are boys. A disquieting result is that between PISA 2000 and PISA 2012 the gender gap in reading performance widened in 11 countries. Low-performing boys are heavily over-represented among the group of the students who fail to show basic levels of reading literacy. PISA results indicate that to be able to fulfil one's potential one needs determination, motivation, and confidence in oneself. Low achievers have a low level of engagement in reading. Students can only achieve at the highest levels when they are motivated to work and believe that they are in control of their success and capable of achieving at high levels. To close the gender gap in reading performance, new ideas aiming to attract interest and engagement among boys in literary culture and helping them to find pleasure in reading are badly needed. (OECD, 2013; Välälärvi et al., 2007.)

The goal of the present article is to examine what kind of reading skills and reading attitudes the first and the second graders have and if there is an interdependence between students' skills, attitudes and self-esteem. In addition, it aims to find out if there is a difference in the girls' and the boys' results.

2. Learning to Read

Skilled reading can be defined as the ability to read accurately and fluently and to comprehend what is read. Although children acquire reading literacy through activities and experiences in various environments, young students' reading skills and attitudes towards reading literacy develop mainly at home and in school. (Suggate, Schauhency & Reese, 2013.) According to Luke and Freebody (1999), effective literacy utilizes a variety of practices. Their Four Resources Model of Reading includes four abilities that a reader needs: 1) coding competence, 2) semantic competence, 3) pragmatic competence, and 4) critical competence. As a code breaker (coding competence) a reader breaks the code of written texts by recognizing and using fundamental features in the text. As a meaning maker (semantic competence) a reader takes into account each text's interior meaning systems in the comprehension process. When acting as a text user (pragmatic competence) a reader uses texts functionally by taking into account the different cultural and social functions that various texts perform. As a text critic (critical competence) a reader analyses texts critically keeping in mind that texts are not ideologically neutral but represent particular points of view.

Because becoming literate is such a complicated process, young learners need support when aiming to fulfill various challenging expectations. It is important to give children opportunities to make choices about their literacy learning. When they are allowed to read material that is relevant to their lives, they become engaged and proficient readers who enjoy reading. (Sanacore, 2012.) For young children, kindergarten is the learning environment that supports their emerging literacy skills. If there are available in several places, reading and writing materials, children can use them any time they want independently. Possibilities for literacy activities enhance the development of children's skills – especially activities that include interaction between adults and children during reading, group work and play. (Ball & Gettinger, 2009.)

Teachers' knowledge of language and literacy development is essential in creating high-quality interactions. Children's literacy development requires a strong physical and psychological literacy environment. The role of preschool teachers is central in ensuring that literacy-enriched environments succeed in promoting children's literacy development. (Guo, Justice, Kaderavek & McGinty, 2012.) It is also important to keep in mind, that what kind of picture a child constructs of himself or herself as a learner is largely based on the feedback he or she gets from the teacher. If learning is easy and the child gets experiences of success and positive feedback, his or her confidence in himself or herself as a learner strengthens. (Cunningham & Cunningham, 2002.)

Fluent reading is more than fast reading. It includes accuracy, automatic word identification, decoding with facility, and expressiveness in reading. These support the reader's comprehension of the text. On one hand fluent reading makes comprehension of the text easier and on the other hand comprehension supports aspects of fluency such as pacing. Consequently, a fluent reader reads with ease of word recognition, appropriate pacing, phrasing, and intonation. A non-fluent reader has difficulties in understanding a text. Rapid word identification and the construction and integration of meaning are essential in the reading process, but for a non-fluent reader word identification demands mental capacity
that would be needed for the comprehension process. (Hurry & Doctor, 2007; Kuhn, Schwanenflugel & Meisinger, 2010; Schellings, Aarnoutse & van Leeuwe, 2006.)

3. Reading Comprehension

Understanding the meaning of a text is the primary purpose of reading. However, reading comprehension is a complex process. The reader constructs meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text. Reading is thinking cued by written language. A skilful reader finds several pieces of information in the text that make the understanding easier. The text is an intermediary between reader and text. When creating the text the writer has used certain words, phrases, syntax, and style. The reader utilizes these elements when constructing meaning for the text. In addition, the reader uses elements from other texts he or she has read recently. This means that the texts he or she reads affect his or her development as a reader. (Blair-Larsen & Vallance, 2004; Goodman, 1996; Pardo, 2004; Scharer, Pinnell, Lyons, & Fountas, 2005.)

It is important that children learn already during their early school years to read and critically evaluate information from different sources. They should be given frequent opportunities to read also informational texts and acquire skills that they need at school when reading subject area textbooks. (Brozo, 2010.) They should learn to use appropriate comprehension strategies in different reading situations, such as previewing, activating prior knowledge, predicting, making connections, monitoring, organising, summarising, questioning, and visualising. These strategies are necessary because they can supply access to knowledge that is beyond young readers’ personal experience. A skilful reader is able to decide which strategies to use depending on the content of the text and its level of difficulty. (Barton & Sawyer, 2003; Bimmel & van Shooten, 2004; Dougherty Stahl, 2004; McLaughlin, 2006.)

Interest in the content of the text has an effect on reading comprehension. It seems that boys are more affected by the interest level of the reading material than girls. If a boy is interested in the content of a text he wants to understand what he is reading. This in turn will stimulate processes that are important in comprehension, for instance, making inferences based on text and reader’s previous knowledge. Nevertheless, girls understand both fiction and non-fiction better than boys, and the difference between the two genders’ skills becomes even more significant in higher grades. One explanation may be that many boys lack ability to read texts effectively; they do not read texts from the beginning to the end but dip in and out. Because there will be several occasions when boys have to read and understand texts that they do not find interesting, it is necessary to teach them adequate reading strategies. (Oakhill & Petrides, 2007; Prado & Plourde, 2011; Topping, Samuels, & Paul, 2008.)

4. Reading Attitudes

If a child has developed a positive attitude towards reading already before entering school it will, through its influence on his or her engagement and practice, have a positive effect on the future development of his or her literacy skills (LaCour, McDonald, Tissington & Thomason, 2013; McKenna, Kear, & Ellsworth, 1995). Accordingly, several studies have shown that reading engagement or the time students spend reading for pleasure correlate significantly with their reading achievement. A child who values reading wants to explore various literacy situations, and has reasons to use reading in a meaningful way. (Brozo, Shiel, & Topping, 2008; Wigfield & Barbosa, 2008.) As was mentioned above, boys’ reading skills are not as good as girls’ skills and girls succeed better than boys in every area of literacy. The differences in their literacy skills are mainly due to their different attitudes towards reading. These in turn, are a result of gender differences in values, goals and out-of-school activities. To decrease the gender gap, new ideas that seek to attract interest and engagement among boys in literary culture and that help them to find pleasure in reading, are badly needed. (Välijärvi et al., 2007.)

Researchers have examined issues of students’ motivation for reading and reading achievement from different perspectives. Lynn and Mikk (2009) found differences in boys’ and girls’ activities at school and at home. Girls spend more time reading and boys using computers and DVD players. Chiu and McBride-Chang (2006) looked at gender differences in reading achievement and reading enjoyment using the PISA data set and they found that enjoyment mediated 42% of the gender difference in achievement.

In order for any type of reading instruction to be effective, students need to be attentive and engaged when learning. Although they are taught in the same way, boys and girls may spend different amounts of time engaged in literacy activities. This is a result of the differences in concentration, interest and preference for different types of activities. Consequently, it is important to explore what types of learning environments are motivating especially to boys...
and what kind of reading instruction is effective in focusing their attention. During the school years, students’ investments in schoolwork decline. For some students – especially male students – this may be a result of lagging behind in school. Various studies have shown that the relations between developments in investment and achievement are somewhat stronger for boys than for girls. (Honstra, van der Veen, Peetsma, & Volman, 2013; Logan & Johnston, 2010.)

When aiming to break through the decline of reading motivation when children grow older, one should focus on enhancing autonomous reasons for reading, which means that children read because they enjoy it. However, one has to keep in mind that different motives for reading may be central when children are reading in their leisure-time or at school. Even if they lack spontaneous interest in reading but consider reading relevant or important they can be motivated to engage in reading activities. When teachers’ goal is to create a positive reading climate among their students, they should give them opportunities to make choices, offer good reasons for doing things, recognize students’ interests, and give them support and help when they need it. This helps to break through the declining trend in reading motivation throughout children’s educational career. (De Naeghel, Van Keer, Vansteenkiste, & Rosseel, 2012.)

5. Methodology

The goal of the study was to examine what kind of self-esteem, reading skills, and reading attitudes the first and the second graders have and if boys and girls differ in these aspects. In addition, it aimed to find out if there is interdependence between students’ self-esteem, skills, and attitudes. In this article, the focus is in students’ reading skills and reading attitudes. The results of the self-esteem measurement are presented in the manuscript by Soininen & Merisuo-Storm. When the reading measurements were conducted the first graders had been studying reading only for a couple of weeks. Therefore, only the second graders’ reading skills could be assessed with a reading comprehension test. However, all the students took part in the reading attitude measurement.

Altogether 291 children (141 boys and 150 girls) took part in the reading comprehension test. At that time, they had studied in the second grade from two to five weeks and they were 7–8 years old. They read a nonfiction text of a squirrel and answered questions related to the text. Answers to the easiest questions could be found in the text but when answering the most difficult questions (questions 3 & 4) the students had to make connections that are not clearly expressed in the text. It means that they had to be able to “read between the lines”. The students answered three questions by writing and one question (question 2) by ticking the right alternatives from a list. In addition, there were three words picked from the text (question 5) and the students were asked to choose a synonym for each of these words from three alternatives. (Figure 1.)

![Reading comprehension test](image)

**Figure 1.** Reading comprehension test

To find out what kind of reading attitudes the first and second graders have towards reading we constructed a questionnaire including 17 questions for all pupils and five extra questions for the second graders. The questionnaire covers four different areas: 1) attitudes towards reading, 2) attitudes towards studying, 3) attitudes towards social reading, and 4) feeling of competence. The scale used in the questionnaire is a Likert-type 1–4 (agree–disagree). Both instruments have a very good internal consistency with Cronbach’s alpha of 0.90 in the first-grade-version and 0.89 in the
second-grade-version.

Also this measurement was done during the first weeks of the school year and 563 children (281 boys and 259 girls) took part in it. About half of the pupils studied in the first grade (n = 267; 136 boys and 131 girls) and the other half in the second grade (n = 296; 145 boys and 151 girls). At that time the students were 7–8 years old. When filling the questionnaire the students gave their opinions of several issues related to reading and literacy learning.

The questions were worded in such a manner as to be unambiguous and easy to understand. When answering a question the student ticked the one of the four teddy bears placed above the question that best illustrated his or her opinion about the asked matter. The expressions on the bear's faces are easy to understand (Figure 2). The very happy teddy bear means that the student loves to do what he or she is asked about or considers it very easy, the smiling teddy bear means he or she does it with pleasure or considers it easy, the tired and unhappy teddy bear means he or she would not want to do it or considers it difficult, and the repulsed teddy bear means he or she would hate to do it or considers it very difficult. The very happy teddy bear is assigned a score of three. The repulsed teddy bear receives a score of zero. In order to confirm that all students had understood what they were expected to do, the researcher and the class had talked about how the teddy bear felt in each picture. Moreover, the children answered, supervised by the researcher, one extra question before they started filling the questionnaire.

Figure 2. Four answer alternatives and the pictures related to them

The first seven questions are the same in the first and the second grade questionnaires. The purpose of these questions was to find out what kind of opinions the students have towards reading. The second section includes five questions. They are in both questionnaires related to same themes although there are slight differences in wording. For instance, in the first grade questionnaire is asked ‘Do you like to learn to read?’ and in the second grade questionnaire ‘Did you like to learn to read?’. In the third and the fourth part of the questionnaire the second graders have more questions than the first graders. Opinions about social reading are examined with three questions in the first grade and with five questions in the second grade. The number of the questions related to student’s feeling of reading competence is three in the first grade questionnaire and five in the second grade questionnaire. As there are 17 questions in the first grade questionnaire the maximum score for the first graders is 51. In the second grade questionnaire the number of questions is 22 and maximum score is 66.

6. Results

6.1 Reading comprehension

As was mentioned above, the second graders read a non-fiction text of a squirrel. After that, they answered questions related to the text. The easiest to answer were the two questions that children answered by choosing right alternatives from a list. More than half of the students (66%) were able to find right synonyms to all the three words picked from the text. Equally many students (65%) found all the three materials that the squirrels use when building their nests. However, 15% of the boys and 9% of the girls had chosen at least two incorrect alternatives. The question, “What are the differences in squirrel’s summer fur and winter fur?” indicates that there are more than one difference. Still, less than a third of the students (30%) had mentioned both differences: colour and thickness.

To be able to answer the most difficult questions the students needed to make connections that are not clearly expressed in the text. They were asked: “Where are the seeds of a pine and fir tree?” and “Why does the squirrel hide its food?”. Nevertheless, 15% of the girls and 11% of the boys answered the question about the seeds correctly and 27% of the girls and 19% of the boys the question about the food correctly. This shows that several children have already after one school year very good reading comprehension skills. Therefore, it is important that the teacher gives them reading material and exercises that are difficult enough. This ensures that also their skills develop during the literacy lessons.
These skilled readers were more often girls than boys (t=-2.25, p=.025). Although the boys had answered other questions almost as well as the girls, the girls aggregated scores of the reading comprehension test are significantly better than the boys scores (t=.275, p=.006).

6.2 Reading attitudes

The results of the reading attitude measurement show that in the first and the second grade students' opinions about reading and reading related activities were in average positive. However, in the first grade the boys' opinions were significantly more negative than the girls' (t=-4.81, p=.000) but in the second grade the difference was not significant.

While in the first grade questionnaire the maximum aggregated score is 51, the mean value of the boys' scores is 35.0 (SD 11.1) and the mean value of the girls' scores 40.7 (SD 8.2). More than half of the girls (56%) and more than one third of the boys (39%) had very positive attitudes (51–40 scores). Only five boys (4%) and one girl (1%) had very negative attitudes (0–10 scores).

In the second grade questionnaire the maximum aggregated score is 66. The mean value of the boys' scores is 47.4 (SD 11.4) and of the girls' scores 50.1 (SD 9.6). One quarter of the boys (24%) and more than one third of the girls (38%) had very positive attitudes towards reading (66–55 scores). Only three boys (2%) and one girl (1%) had very negative attitudes (15–20 scores).

Almost half of the students loved reading in general. In the second grade an eager reader proved to be as often a boy (48%) as a girl (49%). Nevertheless, in the first grade only 38% of the boys but 59% of the girls had equally positive opinions about reading. The goal of the first part of the questionnaire was to clarify what reading materials and reading related activities children like most. Both girls and boys gave most positive answers when they were asked about visiting a library. Almost all students (96%) had ticked one of the two most positive alternatives. The answers showed also that in both grades the girls' opinions about getting a book as a present (t=-4.85, p=.000; t=-3.85, p=.000) and reading fairytales (t=4.71, p=.000; t=5.47, p=.000) were significantly more positive than the boys' opinions. In the first grade 13% and in the second grade 6% of the boys stated that they hate getting a book as a present. Nevertheless, the boys enjoyed reading comics and non-fiction books.

The purpose of the second part of the questionnaire was to find out what kind of attitudes the first and the second graders had towards studying. They proved to be slightly less positive than the attitudes towards reading. Furthermore, it seems that in the beginning of the first grade the girls had significantly more positive attitudes towards studying than the boys (t=-4.24, p=.000) but in the second grade the difference between the two genders was not significant. However, there were still boys and girls who did not like studying. In the second grade the aggregated scores of this section vary between 0–15 and 11% of the students had very negative attitudes (0–4 scores).

The first graders liked doing exercises in literacy lessons more often than the second graders. In the first grade, 39% of the boys and 57% of the girls loved doing them. However, already in the autumn of the first school year one quarter of the boys (24%) and 8% of the girls hated them. In the second grade, only 33% of the boys and 37% of the girls loved doing them and 33% of the boys and 18% of the girls hated them. The difference between the two genders was significant in both grades (t=-4.12, p=.000; t=-2.73, p=.007). In both grades the students liked homework even less and the boys disliked doing them significantly more often than the girls (t=-4.33, p=.000; t=-2.34, p=.000). In the first grade 25% of the boys and 7% of the girls and in the second grade 20% of the boys and 11% of the girls hated them. However, more than a third of students (39%; 34%) in both grades loved doing them.

Students' attitudes towards social reading were measured for instance with questions "Do you like to talk about books with other students?", "Do you like to tell about a book you have read to other students?", "Do you like to do exercises in literacy lessons with another student?", and "Do you like to read aloud in class?". In both grades, the girls had significantly more positive attitudes towards social reading than the boys (t=-3.94, p=.000; t=-3.06, p=.002). They were for instance, significantly more often willing to do exercises with another student (t=-4.12, p=.000; t=-2.73, p=.007). In both grades the students liked homework even less and the boys disliked doing them significantly more often than the girls (t=-4.33, p=.000; t=-2.34, p=.000). In the first grade 25% of the boys and 7% of the girls and in the second grade 20% of the boys and 11% of the girls hated them. However, more than a third of students (39%; 34%) in both grades loved doing them.

The purpose of the last part of the questionnaire was to find out how strong feeling of reading competence the students have. They were asked how easy it is (or was) to learn to read and how easy it is to read, understand and remember texts they read. In the first grade in the middle of the learning process there is very little difference in the girls' and the boys' opinions. Almost half of them (45% of the boys and 49% of the girls) find learning to read very easy.
However, it is not easy for all students and 17% of the boys and 4% of the girls said that it is very difficult. In the second grade, 42% of the boys and 37% of the girls remembered that learning was very easy and only 4% of the boys and 3% of the girls remembered that they had great difficulties in learning.

In the second grade the boys assessed their reading skills higher than the girls. Most of the students (81% of the boys and 75% of the girls) stated that reading is very easy. Only 6% of the boys and 2% of the girls found it difficult. In addition, about half of the students had found that understanding the texts they read at school was very easy (54% of the boys and 49% of the girls). Only 13% of the boys and the girls found understanding difficult or very difficult. More than half of the boys (63%) and about half of the girls (49%) considered understanding the meaning of the words in a text very easy. Only 2% of the students found it very difficult. The students felt that most difficult was to remember the contents of a text they had read. Only about one third of the students (35% of the boys and 31% of the girls) thought that it was very easy. About one quarter of them (24% of the boys and 23% of the girls) found it difficult or very difficult.

There is a strong correlation between the students' assessment of their ability to understand the texts they read and to remember the contents of those texts ($r = .389, p = .000$).

It is interesting to compare students' opinions of their reading skills with the results of the reading comprehension test. It is obvious that the boys had high confidence in their own reading skills. However, the reading test shows that they had assessed their skills better than they actually were. The girls had assessed their skills much more realistically. It is also interesting that although the boys valued reading and reading related activities less than the girls their feeling of reading competence was higher than the girls'.

### 6.3 Interdependence between reading attitudes, reading skills, and self-esteem

There is a strong correlation between all parts of the reading attitude questionnaire. The students who had a positive attitude towards reading enjoyed also studying ($r = .594, p = .000$) and social reading ($r = .605, p = .000$). Similarly, the students who had a positive attitude towards studying liked to do reading related activities with other students ($r = .722, p = .000$). Especially for the boys, the feeling of reading competence was significantly related to their attitudes towards studying ($r = .413, p = .000$). Those boys who had high confidence in their skills enjoyed schoolwork.

Equally, in the second grade there was a strong correlation between students' self-esteem, reading attitudes, and reading comprehension skills. The students who had a good self-esteem had a positive attitude towards reading ($r = .419, p = .000$) and good reading comprehension skills ($r = .320, p = .000$). These students were also happy to do reading related activities with other students ($r = .340, p = .000$). It seems that for the boys good self-esteem is even more closely related to their attitudes towards studying ($r = .453, p = .000$) than for the girls ($r = .323, p = .001$).

According to Borba (1989; 1994) and Reasoner (2010) strong, healthy self-esteem is built on five building blocks: security, selfhood, affiliation, mission, and competence. All of them correlated strongly with students' reading skills and attitudes. This was the case especially for the boys. For the boys their feeling of security had stronger relations with their attitudes towards studying ($r = .270, p = .000$) than for the girls ($r = .167, p = .076$). Also the other building blocks of self-esteem are more closely linked in the boys' than in the girls' results. For instance, selfhood and attitudes towards studying (boys: $r = .462, p = .000$; girls: $r = .291, p = .002$), selfhood and social reading (boys: $r = .462, p = .000$; girls: $r = .302, p = .001$), affiliation and attitudes towards studying (boys: $r = .423, p = .000$; girls: $r = .286, p = .005$), and mission and attitudes towards studying (boys: $r = .347, p = .000$; girls: $r = .286, p = .003$).

### 7. Conclusion

The first school years are an important phase of a child's life. The children's experience of this phase has a far-reaching effect on their attitudes towards school and it shapes their view of themselves as learners for years to come. The teacher has an important role when a child assesses himself or herself as a student. If a child gets positive experiences and feedback when studying he or she becomes more confident as a student. The school should be an environment where every child gets support he or she needs from adults. Children are willing to do also demanding tasks if they work in an environment, which supports each student individually. Motivation and achievement beliefs are important especially when tasks become more challenging. Also the motivation of those students whose skills are well developed may decrease if they have to do exercises that are too easy for them. (Georgiou, Manolitsis, Nurmi & Parnila 2010, 7–8; Pakarinen, Kiuru, Lerkkanen, Poikkeus, Siekkinen & Nurmi 2010, 295.)

When filling the reading attitude questionnaire the students gave the most negative answers when they were asked to give their opinions about homework and exercises during literacy lessons. The boys had even more negative
opinions than the girls. It would be important to consider what kind of tasks would interest the students – especially boys. The students should also get individual tasks that are interesting and of proper level of difficulty. In addition, a student should not be doing same kind of tasks day after day. A large variety of different tasks motivates and also develops students’ skills broadly. Especially boys do not want to do tasks that they do not consider meaningful. Teachers could plan exercises and homework together with students. They might want to read for instance articles in sport magazines, manuals of some device, TV-guides, or stories in comic books and do exercises related to them with pleasure. Interesting tasks develop students’ reading skills and positive attitudes much more effectively than the tasks that they find unattractive.

The results of the study show that students’ self-esteem has a strong effect on their learning and attitudes. This is the case especially for the boys. However, when we know how important it is for the first and the second graders to acquire good reading skills, it is also possible that learning to read has a positive effect on young students’ self-esteem. Therefore, it is essential that the teachers support the positive development of each student’s self-esteem as well as their peers, enjoy studying. Even more often than those children who are conscientious or have a high feeling of competence.

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Formimi Psikosocial i Mësuesit dhe Roli i Tij në Mësimdhënie

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Abstrakt

Ky punim synon të ngërthejë një nga problematikat e rëndom në sistemin arsimor në Shqipëri, qoftë në atë parauniversitar apo universitar. Roli më se i domosdoshëm i psikologut shkollor në secilën shkollave tona duhet jo vetëm të përhendetet nga i gjithë komuniteti i lidhur direkt apo indirekt me sistemin arsimor, por duhet të mbështetet dhe të promovohet si një vlerë e shtuar që patjetër duhet të kryejë më së miri funksionin e vet në vendin që i përket. Në mungesë të një fryme krejtësisht pranuese të rolt të psikologut të shkollës, ku shumë mësues, prindër apo nxënës janë skeptikë ndaj tij, një problem tëjetër po aq pengues është edhe formimi i duhur psikosocial që mësuesit duhet të kërkohen. Një formim i tillë duhet të jetë pjesë integrale e formimit të përgjithshëm të mësuesit krahas formimit disiplinor të cilit ai i përket. Ky kriter i formimit psikosocial të mësuesit duhet parë me përparësi në përmbytjen e tij, çka ndikon në përmirësimin e punës së vetë mësuesit me ambientin e tij të punës, por edhe ndihmon dhe lehtëson punën e madhe dhe praktikisht të vështrirë për t’u pëmbushur të psikologut shkollor. Nga këto dy pikënisje, formimi i duhur psikosocial i mësuesit duhet të jetë pjesë e formimit të disiplinor të cilit ai i përket. Ky kriter i formimit psikosocial të mësuesit duhet parë me përparësi në përmbytjen e tij, çka ndikon në përmirësimin e punës së vetë mësuesit me ambientin e tij të punës, por edhe ndihmon dhe lehtëson punën e madhe dhe praktikisht të vështrirë për t’u pëmbushur të psikologut shkollor. Nga këto dy pikënisje, formimi i duhur psikosocial i mësuesit duhet të jetë pjesë e formimit të disiplinor të cilit ai i përket.

Fjalë kryçe: psikolog shkollor, mësues model, mësues toplist, formim disiplinor, formim psikosocial etj.

1. Hyrje

Punimi i mëposhtëm na paraqet një segment të problematikës së diskutuar gjerësisht në ambiente akademike për rolin e psikologut shkollor gjithmonë e më të domosdoshëm në shkollat tona. Krahas rolit të padiskutueshëm të tij, një funksion mbështetës dhe ndihmës për psikologun dhe rolin e tij e luan edhe mësuesi. Gjithëseçili prej mësuesve të trupës pedagogjike në shkollat tona duhet të ketë një formim të përgjithshëm psikosocial krahas atij disiplinor të lëndës përkatëse. Gjatë shqyrtimit të këtyre problemeve kam patur kryesisht para pranimit të psikologut disiplinor të lëndës përkatëse. Gjatë derdhësisë së mësuesve të disiplinor, mësuesi e cili përket mësuesit duhet të ketë një formim të përgjithshëm psikosocial krahas atij disiplinor të lëndës përkatëse. Gjatë shqyrtimit të këtyre problemeve kam patur kryesisht para pranimit të psikologut disiplinor të lëndës përkatëse. Gjatë shqyrtimit të këtyre problemeve kam patur kryesisht para pranimit të psikologut disiplinor të lëndës përkatëse. Gjatë shqyrtimit të këtyre problemeve kam patur kryesisht para pranimit të psikologut disiplinor të lëndës përkatëse. Gjatë shqyrtimit të këtyre problemeve kam patur kryesisht para pranimit të psikologut disiplinor të lëndës përkatëse. Gjatë shqyrtimit të këtyre problemeve kam patur kryesisht para pranimit të psikologut disiplinor të lëndës përkatëse.

2. Vështrim Panoramik i Mësuesit në Lidhje me Disiplinën e Vet

Kjo çështje tenton të shohe nga afër pikat e funksionit të mësuesit që ndikojnë direkta te nxënësi, si disiplina e secilit të disiplinës, karakteristika e tij, metodat që përdor, efekti tek nxënësit, temat që pëzgjedh si dhe diversiteti në klasë. Të gjitha këto duhet të shihen me një sy sa kritik aq edhe mbështetet dhe dashamirës në mënyrë që nxënësit tanë ta kenë shkolë në nga ambiet më të dashura të perëndhës në të cilën e ndjekin. (Skinner, E., & Bbelmont, M., 1993).

2.1 Mësuesit e disiplinave të ndryshme

Në sistemin tonë arsimor, qoftë në atë universitar apo parauniversitar ka një tendencë drejt profilizimit dhe konsolidimit të mësimdhënies sipas kritereve të shpallura dhe arritjeve të çdo tjetër. Nëse marrim mësuesit e sistemit parauniversitar në kollat 9-vjeçare dhe ato të më të mesme, vërejmë se ndarja e mësuesit është e ndryshme. Kjo ndarje është iaçka në mënyrë që nxënësit të jenë të dhëna të mësimdhënies, që përdor ndryshme metodat dhe efektiviteti teknik të tjerët. Të gjitha këto duhet të bëhen së njëjtëssë nën e mund të mësuesi të ndryshme disiplinë në tërë dhe në tërë të cilës dhe të njihen së deshurojëMadhëshme. (Skinner, E., & Bbelmont, M., 1993). Në këtë situacioni, mendoj se është e nevojshëm kërkoni ndërdisiplinar të rëndësishëm për mësuesit të disiplinave të ndryshme, ka të rëndësishëm bashkëpunimi edhe me prindin.

2.2 Mësuesi toplist dhe mësuesi model

Një çështje tjetër që mësuesit hasin në punën e tyre të përditshme është përballja me vlerësimin e tyre nga vetë nxënësit, nga analizët e disiplinave në rrethoren e disiplinave të secilit të disiplinës. Kjo çështje është iaçka në mënyrë që nxënësit të jenë të mësimdhënies, që përdor ndryshme metodat dhe efektiviteti teknik të tjerët. Të gjitha këto duhet të bëhen së njëjtëssë nën e mund të mësuesi të ndryshme disiplinë në tërë dhe në tërë të cilës dhe të njihen së deshurojëMadhëshme. (Skinner, E., & Bbelmont, M., 1993). Në këtë situacioni, mendoj se është e nevojshëm kërkoni ndërdisiplinar të rëndësishëm për mësuesit të disiplinave të ndryshme, ka të rëndësishëm bashkëpunimi edhe me prindin.
afatgjata, çka reflektohet si pasojë në punësimin e tyre të ardhshëm si mësues. Kështu që në përfundim të rezultateve vlerësuese të lektorëve vërehet një dallim i prerë i lektorëve që renditen në krye të listës së mësuesve të parapëlqyer nga nxënësit. Rasti është analog për ka një hendek konceptual, pasi për nxënësin e shkolës 9 – vjeçare apo të mesёs kriteret matëse të vlerësimit janë shumë subjektive për shkak të vetë moshës së tyre; si dhe priren të kenë përgjigjejo shumë cilësisë nga ndjekë e përgjigjeve që kanë për qëllim matjen e cilësisë së orës së mësimit. Në këtë vëzhgim janë marrë për bazë pesë shkolla nga ku tre janë 9 – vjeçare dhe dy të mesëm të qytetit të Durrësit dhe Elbasanit.

Krahas këtyre rezultateve të pyetësorëve të shtrirë në të dy nivelet e arsimit, kemi edhe rezultatet për mësuesin model. Në sistemin parauniversitar mësuesi model shtet kryesisht tek mësuesi i Letërësisë, që pasohet nga mësuesi i Fizikës për shkolat e mesme; ndërsa për shkolat 9–vjeçare mësuesi i Gjuhës Amtare apo ai i Gjuhës së Hujë që pasohet nga mësuesi i Matematikës. Shohim se në vlerësimin e tyre, nxënësit vlerësojnë më shumë për shkak të vetë moshës së tyre, pasohet nga pritjet e mësuesve të parapëlqyer nga nxënësit. Rasti është analog për të ndryshojëse në vlerësimin e tyre, por në krye të nxënësve të mesëm e mësuesve të shkollave të mesme dhe në shumicën e rasteve janë krahasues në gjuhëm.

2.3 Formimi psikosocial i mësuesit

Një element i rëndësishëm që lidhet me fokusin e këtij punimi është edhe vlerësimi i aspektit psikosocial të mësuesit, si një element i rëndësishëm që duhet të mishërohet tek mësuesit, konsiderohet i njohur si bazë shumë të rëndësishme të formimit të mësuesit, krahas atij profesional, edhe aftësinë për t’i qëndruar pranë nxënësve dhe të tjerëve që mund të dhënojnë më shumë kohë për t’i bërthimi i ndryshme. Një mësues që ndihmojë në mbështetjen e nxënësve të mësuesit në klasë e i cili shënojë karakterin e tyre, ka ndryshëm intensitet të këtij aspekti. Këtijnjëve të mësuesit poshtë shkollat e mesme, por pas që do të përfshirëm, shumë të gjithë mësuesit, që janë në mësuesi, më shumë të kritikojnë përgjithinjëse të mësuesit që janë në mësuesi në shkollat e mesme dhe të mesëm.

3. Vështrirësitë e Përfshirjes së Psikologut

Sipas vëzhgimeve në terren, vërehet se debatat dhe diskutimet që rëndom zhvillohen në orët mësimore nëpër shkollat e ikur ishin më të përgjigjshme për mësuesin, si dhe priten për të ndryshuar pranë nxënësve dhe të tjerëve që mund të kërkojnë ndryshëm taksime për këtë mësimor. Një mësues që shërbejë në dispozicion për të parapëlqyer nga nxënësit, edhe më pak e jepet më shumë të rëndëshme aspektë. Një mësues që shënojë një rëndësi më të lirë në dispozicion për të ndihmojë në mësueshëm shprehje në dispozicion për të shërbejë më pak të gjithë. Në këtë rast, mësuesit mbështetin nxënësin, që janë në mësuesi në klasë dhe në mësueshëm dispozicion për të ndihmojë në ndryshëm procese dhe që mund të mëlykë të jepet më shumë të rëndëshme dispozicion për të shërbejë më pak të gjithë, si dhe priten për të ndihmojë në mësueshëm dispozicion për të ndihmojë në ndryshëm procese dhe që mund të mëlykë të jepet më shumë të rëndëshme dispozicion për të shërbejë më pak të gjithë.
shkollës mendoj se roli i mësuesit në këtë plan është mjajt i rëndësishëm. Këtu i referohem jo vetëm mësuesit kujdestar por edhe mësuesve të disiplina e ndryshme. Duke patur parasysh që mësuesit e lëndëve shoqërore kanë hapësira më të mëdha në orët e tyre, qoftëtë, koheziviteti i referohet aspektit të të qenurit i vetëm për shkak të profesionit. Kështu duke dëshiruar të jetë të mirë për të përforësh nga më të mëdha në fasilitar nga këto mësues. Mësuesi mund të jetë të mirë në fonde të ndryshme, duke që të jetë në këtë plan është më të mirë për të përkuptur. 

Këto arsye janë më se të favorshme për të çuar në masa konkrete ndaj këtyre nxënësve problematikë. Në rreth 85% të rasteve, mësuesit preferojnë t'i përjashtojnë këta nxënës nga pjesa e klasës me arsye të cilat janë të këtë plan. Këto etiketë janë mjaft të dëmshme për vetë ndërtimin e personalitetit të vërejtë një tendencë drejt etiketimit të nxënësve, si: nxënës i keq, rrugaç, i shthurur, i pandreqshëm, vagabond, kohë, çka është më e rëndësishme. Në shumicën e rasteve të evidentuara si problematike nga mësuesit e intervistuar ato që duhen ndjekur, nëse ato janë të këtë plan, mëseuesit të tjerë duken të ndjekur në numrin e nxënësve. Në masa e dominuar, mëseuesit duhet të përgatitet për të çlaruar me shqyrta të ndryshme nga mësuesit. Në këtë studim, mëseuesit e këtij termi i referohet më të gërmueshëm në mënyrë që të përforësh nga më të mëdha në raste të të përkuptuar.

3.1 Rritja psikosociale e nxënësve.

Sipas sa shihet në tjetër studim, por jo vetëm, që më se i domosdoshëm bashkëveprimi mes mësuesit dhe psikologut të shkollës jo vetëm në për të udhëzuar raste specifike apo problematike, por edhe për të synuar drejt një kështu të përkuptuar se më të mirë dhe më të përkuptuar, të më të qëndruar në mënyrë që të jetë më të këtë plan. Për më tepër, mësuesit i përdorin gjithë po këtë etiketë, ndërsa nëse ato janë të këtë plan, mëseuesit duhet të përgatitet për të çlaruar me shqyrta të ndryshme nga mësuesit. Në masa e dominuar, mëseuesit e këtij termi i referohet më të gërmueshëm në mënyrë që të përforësh nga më të mëdha në raste të të përkuptuar.

Këto arsye janë më se të favorshme për të çuar në masa konkretë ndaj këtë plan. Mësuesit të tjerë duken të ndjekur në numrin e nxënësve. Në rreth 85% të rasteve, mësuesit preferojnë t'i përjashtojnë këta nxënës nga pjesa e klasës me arsye të cilat janë të këtë plan.
Mësuesit duhet të hëqin dorë nga mënyra përsashuese e nxënësve të tillë, dhe në bashkëpunimin me psikologun e shkolës duhet të kërkojnë për të gjetur arsyet e një aktitet të vjet në të. (Pugach, & Seidl, 1995). Nëse mbaqë parasysh se në çdo fëmijë fshihet një artist i pazuburan, ky duhet të bëhet lajtësë i profesionit tonë. Zbulimi i anëve pozitive dhe kultivimi i vlerave e një aktitet të vjet në të është më e rëndësishme apo për shkak të vlerësisë e gjithës së tillë grafike do të ngjallte interes dhe debat në të njëjtën kohë, çka rëndësishëm sa ai i mësuesit, prindit dhe vetë nxënësit për mbarëvajtjen e tij, atëherë ky trekëndësh e nevojshëm psikologut për të ushtruar profesionin e vet. Psikologu shkollor ka rolin e vet të rëndësishëm dhe duhet të shërbimet e dhënë më efikas, duhet menduar që t`i jepet vendi që i takon dhe gjithë hapësira mbuluar 2 mijë nxënës të shpërndarë edhe në shkollat e ndryshme në zonat rurale është e pamjaftueshme. Në raste të grindjeve apo përleshjeve fizike mes nxënësve; si dhe do të uljei numri i rasteve të ofendimit të mësuesve nga nxënësit. Të gjithë këta faktorë sjellin buzën e ashpërse të shqyrtjes së nxënësve të etiketuar “problematikë” që nuk janë gjë të tjerë se ai i mësuesit, por se një formë e ashpër e mospranimit të realitetit ku jetojnë.

Mësuesit duhet të hënë dorë nga mënyra përsashuese e nxënësve të tillë, dhe në bashkëpunimin me psikologun e shkolës duhet të kërkojnë për të gjetur arsyet e një aktitet të vjet në të. (Pugach, & Seidl, 1995). Nëse mbaqë parasysh se në çdo fëmijë fshihet një artist i pazuburan, ky duhet të bëhet lajtësë i profesionit tonë. Zbulimi i anëve pozitive dhe kultivimi i vlerave e një aktitet të vjet në të është më e rëndësishme apo për shkak të vlerësisë e gjithës së tillë grafike do të ngjallte interes dhe debat në të njëjtën kohë, çka rëndësishëm sa ai i mësuesit, prindit dhe vetë nxënësit për mbarëvajtjen e tij, atëherë ky trekëndësh e nevojshëm psikologut për të ushtruar profesionin e vet. Psikologu shkollor ka rolin e vet të rëndësishëm dhe duhet të shërbimet e dhënë më efikas, duhet menduar që t`i jepet vendi që i takon dhe gjithë hapësira mbuluar 2 mijë nxënës të shpërndarë edhe në shkollat e ndryshme në zonat rurale është e pamjaftueshme. Në raste të grindjeve apo përleshjeve fizike mes nxënësve; si dhe do të uljei numri i rasteve të ofendimit të mësuesve nga nxënësit. Të gjithë këta faktorë sjellin buzën e ashpërse të shqyrtjes së nxënësve të etiketuar “problematikë” që nuk janë gjë të tjerë se ai i mësuesit, por se një formë e ashpër e mospranimit të realitetit ku jetojnë.
Në mbyllje të këtij punimi, sipas literaturës së shfrytëzuar, por mbi të gjitha sipas të njohur dhe për çdo mësimdhënëse, mezuesi është një profesion kompleks dhe me një përfshirje më të gjerë sesa vetëm lidhur me tematikën e trajtuar, sjell në vëmendje edhe një herë rolin që ka formimi psikosocial i mesuesit në mbërëvajtjen e procesit mësimor. për këtë arsye, por jo vetëm, mezuesi duhet të ketë një formim sa më të gërë dhe enciklopedik, çka rrit kureshtjen e nxënësve për mësim. nëse mesuesi është shumë i afërt dhe i përfitueshëm vetëm dhe vetëm për lëndën që jeton, atëherë ai e ka të vështirë të bëjë orën interesante. përveç kësaj, një nivel shumë i largë i mesuesit, në disa raste të shtresët e për ndryshëm numër të mësimdhënësh për të kapur ai në nivel aq të largë. Nga ana të tjerë, një mesuesi po kaq i afërt, por që e ndihmojë nëse mbi informacione pafund, është një herë enciklopedik për jo i mërzitshëm, ka më shumë që të ketë efikacë më të mirë mësimdhënësi së mesëve. Një nga sfidat e përmbledhur në vëmendjen e mësuesit vërehet të jetë thelbësor, jo vetëm se sjell dobitë e veta në kuptimin dhe përballjen me problemet që ndikojnë direktpër në përfitueshëm të nxënësve; por sepse mësimdhënësi mund të jetë një transmetues i mirë që të shokollëk, mesuesi mund të shihet si interlocutori më efikas me nxënësit dhe përballshëm në këtë proces, të shërbyeshëm në këtë pas dite. Si mundet një mësimdhënësi të jetë mbresëlënës? mësimdhënësi sjell në kujtesën e afatgjatë dy ekstreme mesëvesh: ose mezuesi i rreptë dhe shumë kërkues, ose mësimdhënësi që i ka kaluar më shumë dashuri për jetën dhe për librin. Në të dy rastet është i domosdoshëm i qytetarëve mësuesi psikolog të shkollës për të gjitha arsyet që janë të jetuara në nëncështjen e mësimdhënësit, si dhe të mund të pranë të jetë pas dite. Si mund të fitojë nxënësit në mësim? Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit. Sfida më e fortë i mbetet institucione që lidhen në mënyrë të drejtëpërdrejtë me profesionin e mësimdhënësit.
aktualë dhe me psikologët e shkolave për të parë nga afër problemet e tyre.
Në përfundim, shpresoj që ky punim të vijë sado pak në ndihmë grupeve të interesit dhe mbetem në kërkim të përballjes së ideve të reja dhe diskutimeve të gjera lidhur me këtë çështje.

Referenca

Education Policy and Ethnic Relations in Malaysia: The Socio-Economic Perspectives

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Abstract

In Malaysia, as well as other countries, a national education system and a common language has become one of the most important cultural elements by which diverse culture groups can come together. It can form the foundation for a Malaysian national identity. In fact, the early move had been made before independence particularly through two reports, i.e. the Razak report and the Rahman Talib report. According to the Razak report 1956; "The ultimate objective of education policy in this country must be to bring together the children of all races under a national education system in which the national language (Malay language) is the main medium of instruction". Moreover, from a different point of view, we may argue that apart from the objective of unification, there was also an underlying economic motive in choosing Malay as the national language. The aim was stated by the Barnes Committee’s Malay Education Recommendation of 1951 which wanted to encourage and enable the Malay community to occupy its rightful place in the mixed society of Malaysia. The manifestation of economic motives in the educational realm are reflected from the educational inequalities in which the Malays feel they had historically and at present an unfavoured position against the non-Malays who were far advanced. Policy makers and conflict management scholars have devoted a great deal of energy to try to explain the situation and the way this type of conflict can be remedied. Within the framework of socio-cultural dimension language and national education are important elements of the problem of Malaysian social and political system. Therefore the objective of this paper is to determine and to analyse the link between education and socio-economic factors, particularly where the language of instruction is concerned, has made education an ‘emotional and contentious’ issue in ethnically divided Malaysian society.

Keywords: Education Policy, National Language, Ethnic Relations, National Unity, and Conflict Management.

1. Introduction

“Education plays a central role in any country’s pursuit of economic growth and national development. There is no better predictor of a nation’s future than what is currently happening in its classrooms. In today’s global economy, a nation’s success depends fundamentally on the knowledge, skills and competencies of its people. It is no surprise that nations with higher education levels tend to enjoy greater economic prosperity. Education is also fundamental to nation building and unity. It provides individuals with the opportunity to improve their lives, become successful member of the community and active contributors to national development.” (Malaysia Education Blueprint 2013-2025).

Before independence, the education system in Malaysia according to Milne and Mauzy (1986) can be divided into three tiers. Firstly, the most remarkable consisted of English-language primary and secondary schools, attended mostly by the children of the Malay aristocracy and wealthy urban Chinese and Indians. According to M.Bakri Musa (2013) there was the attitude of Malay parents who thought sending their children to English schools was tantamount to turning them into white man and, horror of horrors, Christians. Secondly, the secular Malay-medium primary school system, which the British established and supported (they also recognised and assisted the Malay-Arabic Quranic schools). The aim of this kind of school was to keep rural Malay youth as peasants. There is no secondary Malay schools system. Finally, the third tier was composed of vernacular Chinese and Indian (Tamil) schools. The Chinese established, oversaw, and financed their own primary and secondary schools.

Apart from the difference of the medium of instruction, the education system was also characterised by disparity in many aspect such as curriculum, syllabus and orientation. Such a situation was unhealthy for the future of Malaysian society. The link between education and socio-cultural factors, particularly where the language of instruction is concerned, has made education an ‘emotional and contentious’ issue in ethnically divided Malaysian society (Milne and Mauzy 1986).
2. Education and Socio-Economic Perspectives

With regard to the above discussion, in the postindependence period we witness a crucial change that the government has made in the education programmes. In Malaysia, as well as other countries, a national education system and a common language has become one of the most important cultural elements by which diverse culture groups can come together (Wan Hashim, 1983, Enloe, 1968). It can form the foundation for a Malaysian national identity. In fact, the early move had been made before independence particularly through two reports, i.e. the Razak report and the Rahman Talib report. According to the Razak report 1956;

"The ultimate objective of education policy in this country must be to bring together the children of all races under a national education system in which the national language (Malay language) is the main medium of instruction, though we recognise that progress towards this goal cannot be rushed and must be gradual" (Report of The Education Review Committee, 1960).

Furthermore, under the independence constitution of 1957, Malay was made the national language, with English to remain in continued official use. In this regard, John Lowe (1960) argued that under the socio-cultural dimension, the non-Malays are on the defensive and the Malays on the offensive. However, the leaders of the Alliance party, in 1956 reached a consensus and agreed to the Education Act of 1957 under which;

1. each ethnic community to conduct its own schools using its own language for teaching;
2. because Malay is the national language, the Chinese and Indians schools must teach Malay as a subject;
3. the approach in history, geography and other textbooks must be a Malaysian, not a Chinese or Indian one.

The endorsement of the above report by the leaders of the Alliance party through the process of musyawarah (or the consensus-seeking approach) indicated that the use of the Malay language as a tool of unification has been recognised officially 1(without putting in jeopardy the use of other languages).

Moreover, from a different point of view, Enloe (1968) and Wan Hashim (1983) argued that apart from the objective of unification, there was also an underlying economic motive in choosing Malay as the national language. The aim was stated by the Barnes Committee's Malay Education Recommendation of 1951 which wanted to encourage and enable the Malay community to occupy its rightful place in the mixed society of Malaya. The manifestation of economic motives in the educational realm are reflected from the educational inequalities in which the Malays feel they had historically and at present an unfavoured position against the non-Malays who were far advanced.

Manifestation of the statistics of enrolment at the higher learning institutions made the Malays fear for their future in their own country. For instance, at the University of Malaya, enrolment in 1966-1967 showed that 70 percent was non-Malay, and furthermore, the faculties of engineering, science, and medicine were 98% , 93% and 84% non-Malay respectively. At the University of Technology of Malaysia (formerly The Technical College) in Kuala Lumpur enrolment was 90 percent non-Malay (Esman 1972).

Therefore, after the May 13th, 1969 riots, the ruling party Alliance (which is led by the UMNO) was insistent that education would more fully reflect the intended Malay basis of society. This idea had multiple objectives, among other things to promote cultural unity, as well as to provide the device for Malays to “catch up” in education and economic pursuits (Milne and Mauzy, 1986). Gradually, beginning in July 1969, the government implemented the use of the Malay language as the main medium of instruction in all types of government-aided schools. To enhance this drive and to educate the Malays, government formulated the policies of quotas and scholarships, for university enrolment. Furthermore, government also established a number of universities to meet those objectives. The aftermath of this action was that Malay enrolment at tertiary institutions increased from about 20 percent in 1962 - 64 to more than 65 percent in 1975 (Milne and Mauzy, 1986).

In response to the above move the non-Malays, particularly the Chinese and Indians, feel their cultural heritage has to be maintained. To some extent the defenders of Chinese education contend that its “essence” (e.g., socialisation into Chinese culture) can never be captured in another setting, an education. Since the government is busy remediing the Malays’ backwardness, various Chinese groups successfully promoted the conversion of Chinese secondary schools

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1 This fact has been guaranteed by the government as firmly stated in the government official year book that the Malay Language is the National Language of the country. It was declared the official language in Malaysia in 1967 following the passing of the National Language Act by Parliament. The government promotes the use of the national language to foster national unity. An effective way of developing the national language is by making it the medium of instruction in schools and the institutions of higher learning in the country, besides being the official language in government administration. However, the people are free to use their mother tongue and other languages. English as the second language is widely used in business.
to independent status to resist the conversion to Malay. The certificates from these schools have strong economic backing recognised by the Chinese business network, by Taiwan, and by some Western universities. Likewise, according to the study by Milne and Mauzy (1968),

"there were record enrolments in Chinese primary schools in 1970s (specifically, a 21 percent upsurge in 1971 - 1978). This trend has continued despite the fact that facilities and qualified staff are lacking; indeed, the Democratic Action Party (the Chinese leading opposition party) in 1984 accused the government of ignoring the needs of Chinese primary schools in order to lower their effectiveness preparatory to converting them. Another decade-long Chinese effort was directed to the establishment of an independently financed Chinese-medium Merdeka University or (independent university). This effort was finally defeated when the Malaysian High Court ruled in late 1981 that it was “not expedient” in the national interest, and a subsequent appeal was rejected”.

Moreover, according to Preliminary Report of the Malaysia Education Blueprint 2013-2025

"the proportion of Chinese students enrolled in National Type (Chinese) Schools increased from 92% in 2000 to 96% in 2011. The shift for Indian students was even more dramatic, showing an increase from 47% to 56% enrolment in National Type (Tamil) School. As such, 90% of students in National Schools are now ethnically Malay.”

As has been emphasised earlier, socio-economic status is one of the important element in the educational realm. This is particularly relevant to the case of the inter-ethnic issue in Malaysia. Hirshman (1974) notes that education is usually considered as the ‘imparting of greater skills or job qualifications.’ Under these circumstances Hirshman (1974) continued that education is one of the parameters for social mobilisation.

According to Esman (1972) and Chopra (1974), Malay political, professional, and intellectual leaders fear for that Chinese economic dominance is reinforced by a growing dominance in the modern technologies, which are a complementary source of social power. Some Malays ask whether their control of government will be sufficient to counteract the rapid growing Chinese power in education and in the modern economy and whether, in addition to their efforts to foster Malay entrepreneurship and educational opportunity, direct government intervention is required to correct these imbalances, even at the risk of reduced efficiency and lower rates of economic growth.

3. Education and Restructuring the Society

This measure aims to avoid the identification of ethnicity with particular forms of economic activities as well as residential location. The plan outlines policies and programmes to ‘modernise rural life’

2 Under this programme the government is not suggesting the rural sector be neglected, but the old subsistence rural economy must go. It must be transformed and modernised. According to Ghazali Shafie, thought should be given to organising the various rural areas and running them as so many different corporations with the land as capital in the corporation. This would promote large scale planned mechanised farming and the profits would go back to the farmer as it would to any shareholder of a company in proportion to the land which he/she has put at the disposal of the corporation.

The plan outlines policies and programmes to 'modernise rural life', encourage a rapid and balanced growth of urban activities, provide improved education and training programmes at all levels, and above all ensure the creation of a Malay commercial and industrial community in all categories and at all levels of operation in order that within one generation Malays and other indigenous people can be full partners in the economic life of the nation. The measures to promote and increase Malay participation in commercial and industrial community had been done through direct government intervention and control. In this regards, Lee Hock Guan (2013) argue, the government has also continued to award student scholarships and loans on a largely ethnic-based income-blind basis, including through the National Higher Education Fund Corporation (NHEFC), Public Service Department (PSD) and especially Majlis Amanah Rakyat (or the Council Trust of the indigenous People).

Further, the government established new urban centres in the less developed areas by introducing industries and other facilities. Educational programmes were launched aimed at enabling Malays and other indigenous people to enter commerce and industry at the technical, professional, executive and managerial levels. The government had encouraged non-Malay firms and foreign owned enterprises to provide expanded opportunities for Malay participation as well as enable them to be given training at all levels. Particular arrangements were also planned for joint ventures between Malays and non-Malays and others in this area. By this means it is hoped that the expertise, experience, and markets of the established organisations will be made available to the fledgling Malay firms (Foreign Affairs Malaysia,1971).

In the further development, the role of education in raising productivity and income level has long been recognised.
As such, Ragayah (2013) emphasise that the New Economic Policy focused on education as a means to eliminate poverty and restructure society. This objective was to be attained through the development of appropriate education and training programmes to raise the supply of trained manpower and direct incentives as well as administrative measures to boost their participation in the modern sector. While the Chinese and Indians also advanced in their educational attainment, the two decades of the New Economic Policy saw a tremendous growth of Malays being educated at all levels – primary, secondary and tertiary – and in all fields. Educational programmes, including university enrolment quotas, scholarship and other educational subsidies, helped Malays improve their wage-earning capacity, which led to a reduction in poverty incidence.

A firm target was set that by 1990, Malays should own and operate 30 percent of the modern commercial and industrial sectors. Malay ownership and control of share capital was to rise from 2 percent in 1970 to 30 percent in 1990, the non-Malay share from 23 percent to 40 percent and the foreign share was to be reduced from 62 percent to 30 percent (Datar, 1983). In order to achieve this target the government was fully aware of the problems facing it in the implementation of the programmes and projects, therefore, the government established a special unit - the Implementation, Coordination and Evaluation Unit (ICEU) - which is working directly to monitor the progress in the implementation of the said plan (Foreign Affairs Malaysia, 1971).

Although the role of education policy as a tool in the restructuring of the employment pattern so as to reflect the ethnic composition of the population has made a significant achievement, imbalances in employment continue to exist with regard to the specific restructuring targets particularly at the professional and managerial as well as technical and skilled occupations. According to the report of Second Outline Perspective Plan (OPP2), despite the fact that the Malay employment in the manufacturing sector has improved as indicated above, they were more concentrated at the lower ranks of occupation. Moreover, the Malay accounted for only about 26 per cent of the total professional and managerial employees and about 36 per cent of the total technical and supervisory employees in the sector. Generally, in the professional and technical category almost half of the 60.3 per cent Malay employments were in the nursing and teaching professions. In certain high-paying registered professional jobs such as architects, accountants and doctors, the Malay only made up 29 per cent of the total in 1990. In the administrative and managerial category, the Malay employment was about 33.3 per cent while the Chinese dominated with about 58.7 per cent and 5.3 per cent for the Indians.

4. Conclusion

Based on the scenario above, the policy of preference, which has been given a structured expression in the form of the education policy in general does not aim at ethnic domination or supremacy. In this regards, Cheng Taik emphasise that, it merely seeks on the one hand to overcome the historical backwardness of the Malays and to lift them up to a level at which they will be able - without further handicap - to compete equally with the immigrant ethnicity while on the other hand the government has guaranteed under the Federal Constitution that no particular group will experience any loss or feel any sense of deprivation. For instance, in the Federal Constitution, Article 153 contains safeguards for the legitimate interests of the Chinese and other ethnic groups. Whilst preference is afforded to the Malays in trade, industry or education, it is not intended to oust the existing participants. As a result, the education policy practically transformed the socio-economic structure of the nation.

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Migration as a Challenge for Albanian Post Communist Society

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Abstract

Migration is a global phenomenon caused not only by economic factor but many others like social, political, cultural, environmental, health, education etc. It generally takes place from the area of less economic opportunities and retarded social development towards developed and fast developing areas. But in Albania this phenomena was quite different from the other society. By the end of stricter communism regime and the raise of democratization process in Albania, brought out huge challenges for Albanian society. One of these challenges was the movement of people as the cause of internal and international migration phenomena. The 'open border' toward all countries in the world, especially toward Western ones during 1990’s was a quite new phenomena for Albanian society, that cause drastic, rapid, inevitable and unplanned changes in the population. This happened as the result of many reasons. Such as the forbidden of moving outside Albania and the curiosity of 'what is around' was one of reasons to migrate. Also, forbidden of movement of people for continuing their life, within Albania were as push factor to form the internal migration. Although economical, political, education and socio-cultural beneficiaries were some of push factors for internal and international migration in Albania. The objectives of this articles are going to be focus on analyze of internal and international Albanian migration during post communist period till nowadays. During analyze of this phenomena is going to take into consideration social changes, social capital and its effect on the Albanian society challenges.

Keywords: Migration Phenomena; Social changes; Social Capital; Albanian Post Communist Society

1. Introduction

The collapse of communism in the Balkans brought about significant political, economical and socio-cultural changes. Albania was one of the countries influenced by these changes, which became internationally pluralist country after establishing of the democratic political system. During 1990-s the end of the communist regime and the raise of democratization process helped Albanian society to become 'open border’ toward other countries of the world, especially toward Western countries. This situation formed the contact of Albanian state with other states in the world. This phenomenon was quite new and had complex consequences of the Albanian society. The transition process occurred during a period of economic and political unrest and led to social and demographic changes accompanied by large flows of people within and out of the country. This process, which has been caracterized by economic and political unrest, led to social and demographic changes accompanied by large flows of people within and out of Albania. Massive exodus occurred over this period, mainly to the neighbouring countries such as Greece and Italy. This was a stereotype exodus incomparable with any of the other former communist countries. ‘The most visible exoduses were in July, 1990, when several thousand Albanians took refuge in foreign embassies in Tirana, and from March to August, 1991, when boats almost submerged by dense crowds of shabbily dressed Albanians, crossed the Adriatic to Italy. Over the same period thousands of Albanians walked across the mountains from southern Albania into northern Greece’ (De Waal; 6).

The process of migration, both internal and international one, has increasingly been seen as involving economic, political and demographic changes, as well as processes of urbanization and modernization. Migration has profound social, cultural and economic consequences for individuals, families, communities, society, regions and the country as a whole. The effect of migration is reflected in the population decreasing and the massive urbanization of some areas and de-urbanization of others, increased differentiations among social and economical stratifications that reflect to the integration of migrants, dynamic changes in the gender and the age or demography of the population. So this reflects to the dynamic changes within a society. The process of migration, both the internal and international one, has increasing been seen as involving economic, political and demographic changes as well as processes of urbanization and modernization in Albania. Migration has profound social, cultural and economic consequences for individuals, families,
communities, society, regions and the country as a whole. The role of migration is reflected in young and middle age population decreasing and in the massive urbanization of some areas and de-urbanization of others, as well as a decrease in the population of rural regions. This period increased social and economical stratifications of urban areas relatively with integration of migrants, social and cultural transformation of the regions, brought about changes in dynamism of the age structure of the population. Therefore, it is very important to point out that migration has been one the most dynamic features of the Albanian transition. In this article it is going to be analyzing migration phenomena and its challenges in home society. Also this article discusses Albanian migration phenomena and analyzes its effects of social changes and social capital in society.

2. Migration Phenomena and its Challenges in Home Society

Migration all over the world is the excepted as documented or undocumented people movement, which are effected by political incorporation, economics, politics or historical associations. Until relatively recently, there were few scholars working on migration phenomena and its issues. However the number of contemporary studies had been increased by the fact that any research on immigration almost certainly flows over disciplinary boundaries. By the beginning of the 21st century, international population movements had evolved into five discernible migratory systems, each one characterized by a rough stability of migrant flows across time and space. In general, the flows of people within these systems parallel flows of goods, capital, and information that are partially structured by international politics’ (Massey; 15).

Migration is a very complex phenomena in the perspective of socio-cultural and economic life. Human migration is the movement of people from one country to another for the purpose of taking up permanent or semi permanent residence, usually across a political boundary. For thousands of years people have migrate to search for food, survive conquer frontiers, colonize new territories, escape from war zone or political authorities and look for new and more rewarding and existing opportunities. People can either choose to move or voluntary migration and be forced to move or involuntary migration. According to a widely used definition, migrants are persons who have been outside their country of birth or citizenship for a long period of time and stay there for different reasons. On the migrant side, one can usefully distinguish three main groups: economic, forced and family migrants, which is a distinction based on the motivations for leaving one’s country of origin. According to me, migrants could not be classified on just three groups because there are so many people who are not forced to migrate but they want to leave their countries for political reason (such as political transition), for education and for a better socio-cultural activities. Engle claimed that migration is often cast as a “problem” to “control” in the domestic politics of richer countries, heightened by recent concerns with “national security” (Engle; 25). Also in social sciences, the term ‘migrant’ spread an underlying definitional imprecision that blurs the respective fields of study, socio-cultural and policy-making as well as the linkages between these. So we can claim that migration is the moving of people internally within countries, or internationally between countries from sending to receiving countries. This moving may be for the short or long term, for economic, political, cultural or social reasons. It may be regular/legal or irregular/illegal. ‘Migration all over the world is the excepted as documented or undocumented people movement, which are effected by political incorporation, economics, politics or historical associations. But unfortunately the prevailing approach of national policymakers is accordingly one of managing the flow of migrants (Lucas; 71) driven by domestic concerns rather than more global interests or the interests and rights of migrants. The intergovernmental body, the International Organization for Migration (IOM), works under the banner of ‘Managing migration for the benefit of all’ and has gained significant support from governments (Jolly & Bridge; 29).

Ravenstein saw migration as an inseparable part of development, and he asserted that the major causes of migration were economic. Migration patterns were further assumed to be influenced by factors such as distance and population densities. According to Hein people are expected to move from low income to high income areas, and from densely to sparsely populated areas, that is, the general notion that migration movements tend towards a certain spatial-economic equilibrium, has remained alive in the work of many demographers, geographers, and economists ever since and, as we will see, is also the underlying assumption of push-pull theories (Hein; 4).

Different theories of migration (such as Push and Pull Theory; Neo-Classical Equilibrium theory; Historical Structural Theory; Transnational Migration Theory etc), which mainly focus on the causes of migration and the feedback mechanisms through which population movements, are perpetuated. So the causes and consequences of migration are strongly interrelated, and part of the same general processes of social and economic transformation, the circumstances that cause migration will equally affect migration on development in sending societies. For this reason we can say that migration phenomena’s complexity can be seen also to definitions above. And the complexity is multidimensional and varies according to migration flood/wave each society.
The scholarly debate has tended to separate the developmental determinants and effects or impacts of migration artificially from more general processes of social including economic change. There is a clear need to study migration impacts in their wider societal context, and to see how migration as: A process which is an integral part of broader transformation processes embodied in the term "development"; but also has its internal, self-sustaining and self-undermining dynamics; and impacts on such transformation processes in its own right (Hein; 2). So, is very important to say that emigration play a very important role not just for reorganization of life, but for society’s cultural, social, economical and political perspective.

The complexity of migration trends in the twenty-first century cannot be ignored. In the past, most migrants came from countries with colonial and specific bilateral arrangements to European and other economical development countries. But the migration profile has been changed during the last decade. There has been a rapid increase in the diversity of migrants as a result of a more interconnected world, with continued economic disparities. The increase in the number of sending countries has resulted in a new ‘super-diversity’ in Europe, with many disparate communities composed of small groups made up of many different nationalities. So consequently to this we can claim the other face of complexity of migration phenomena. The flow of migrants to Europe has also become more complex in terms of movement and legal status. After the fall of communism and the opening of borders of Albanian state, another factor affected the rise of migrations flows. This factor was and still is globalization. Globalization is changing the nature of the migration journey.

According to Hans de Hein, one-way voyages to a new country of settlement, the type of migration which populated the New World, are giving way to more temporary and flexible movements, and a new generation of migrant globetrotters. With cheaper communication and travel, migrants have greater opportunities to maintain links with their home-countries, and ‘return’ and ‘circular’ migration is becoming increasingly commonplace. In Europe particularly, an increasing proportion of the migrant population is ‘transnational: that is to say, people working in one country while maintaining a family and social life in another (Hein; 26). According to this perspective is very evident and important to say that the problematic form of migration is reflected to the social relation of one society. So migration is very benefit for the economical conditions but its reflection or symptoms causes the social anomies for receive and hosted societies too. This phenomenon is seen in social identities of migrants, such as they have e feeling of not belonging in the hosted society but even in their own state. So this feeling is mostly related with integration according to policies of receive countries and sometimes this application may not be totally voluntary.

Migration phenomena’s complexity derives from a number of factors. According to Vullnetari these factors may include origin or destination country perspectives, macro or micro analyses, discipline based approaches, concerns over short or long term impacts, varying types of migration and development spatially and over time and, not least, various ways of measuring the two. (Vullnetari;35). Increasing interdependencies of social, economic and political aspects require an approach that takes these global interdependencies into account, but also embeds the analysis in a specific social and geo-historical context relevant to the study. So as conclusion it is very important to say that, migration is a complex phenomena that appears with multi-dimensions in society.

3. Albanian Migration: Its Effects on Social Changes and Social Capital in Society

3.1 Albanian Migration and Social Changes

Migration, whether rural to urban or international, has emerged as the most common livelihood coping strategy in Albania, and has served as an important escape valve for unemployment and other economic difficulties brought on by the transition to a market economy. ‘Driven by these dire economic conditions, and facilitated by geographical proximity and the lure of Western affluence transmitted through Italian television channels’ (Ma; 7), many Albanian households perceived migration, whether temporary or permanent, as an effective strategy for sustaining and improving their economic livelihoods. This view was amply reflected in the government’s complacent position towards emigration, which was seen, at least initially, as a means of exporting unemployment and importing wealth (Azzarri & Carletto; 2)

According to sociological view of migration, it is very important to say that, Albanian migration phenomena has an extremely dynamic nature, the main objective of this paper is to analyze and understand Albanian migration and its effects on social changes and social capital of the society. Overall, migration in Albania continues to be a very dynamic and all-pervasive phenomenon, with the majority of Albanian households having experienced some form of migration since 1990 and one third of households having at least one split-off household member currently living abroad. Striking changes in both the magnitude and composition of the flows are still occurring at an impressive pace, with new patterns
emerging over the past few years, and old patterns stabilizing or transforming, in response to changing conditions in the main host countries and as part of a natural maturation of the migration process.

The migration process has been dynamic over two decades in Albanian. For example the outflows following the collapse of the pyramid saving scheme in late 1996, international migration appears to be tapering off. Although migration is likely to continue at a sustained level for years to come at least as long as economic differential remains with the neighboring countries it is obvious that the outbreak of domestic crises and sudden shocks have been behind the two large migration epochs over the past 20 years. Also the reflections of migration flows in Albanian society has been effected its structure and its social capital. As pointed out, the flow of migration effects the socio-demographic characteristics of migrants have been changing over time. The movement of people in and out of Albanian has been effect the structure of society. A new organization of society has been caused many social problems and new social phenomena in Albanian society.

An important element to be taken into consideration is also the suggesting an overall deterioration of the human-capital quality of more recent flows: less educated and older migrants appear more likely to migrate in recent years, in addition to an ever-increasing number of women (however the latter have higher educational levels, on average, than men). Excluded from these patterns is migration to destinations other than Greece and Italy. These other destinations continue to attract better educated and potentially more productive migrants, mostly from Tirana and other large cities. Thus, two clear flows emerge, with increasingly less educated migrants from rural areas seeking a better life in Greece and Italy. These other destinations continue to attract better educated and potentially more productive migrants, mostly from Tirana and other large cities. This means that social institutions are not functioning well. For examples Albanian families in which one or two member of the family migrate while the others stay in their home country. This phenomenon can be observed also with respect to the Albanian migration.

The role of migration is reflected in the population decreasing and the massive urbanization of some areas and de-urbanization of others, increased social and economic stratifications of urban areas related to the integration of migrants, social and cultural transformation of the regions, changes in the gender and the age structure of the population and even the dynamics of social changes. The situation of overpopulation or depopulation has been caused the reorganization of society structure based on these demographic inequalities. The transition process in Albania reflects, for the most part, ‘society depression’. This means that social institutions are not functioning well. For examples Albanian families in which one or two member are migrants, appear to have different social problems. From the effect of these social problems it may be called as ‘depressively’ situation of family. Therefore, when one parent migrates, the other (that could meet the partner after a very long period of time and could not participate as an active family member in family life) has to play both social roles as father and mother. This situation has anomic impact on children and even on the parents themselves. Also it may be identified as a situation that causes the social and personal identity anomies. But on other hand, it is important to stress that remittances sent by the migrants help to maintain the family’s economic life and also increase the inputs into the Albanian economy as a whole. As a conclusion it is important to stress that migration has been one the most dynamic features and very complex phenomena for the Albanian transition.

The flow of young people as a work force outside Albania forms the lack of population dynamism and anomies in socio cultural structure of Albania. The anomalies reflect also in social cohesion and development of society. Extremely demographic changes loose the focusing on control of population in home country. But another dynamic that reflect on the positive manner is the economic growth and prosperity from the remittances of migrants. This makes possible the country development and also has social and economic impacts. These impacts bring out the national growth and development and also the political stabilization. So it is important to stress those migration phenomena of Albanian society brought out positive and negative social changes from its dynamical structure.

Another challenges stem from migration’s impact on the reorganization of social structure. The flow of young people as a work force outside Albania leads to the lack of population dynamism and anomies in the socio-cultural structure of Albania. The anomalies are reflected also in the social cohesion and development of society. But also, on other
hand, migration has a positive impact on the economic growth and prosperity, due to remittances of migrants. This enables the country’s development and also has social and economic impacts. These impacts bring about the national growth and development and also political stabilization. So it is important to stress that migration in the Albanian society brought about both positive and negative changes in its dynamical structure.

3.2 Albanian Migration and Social capital

Social capital has been treated as one of the most important topics in recent years in social sciences and has many theories about it. The reason why this term has been so much study is that social capital contains elements of social life (which are numerous) and elements of culture, economy, politics etc. Even the sociological study of social capital is plentiful in number and dimensions. Besides links the individual with family and kin (tribe) creates individual links to various individuals and groups to facilitate social life but also to continue the daily social life (Aydemir; 97). This occurs not only because of dynamics of sociology as a science but also of social dynamics and diversity in social and cultural elements. These elements have been identified by as the social truth by Bourdieu. One of these elements is the phenomena of emigration and integration of emigrants in host societies. Boudieu in ‘Forms of capital’ book, states that social capital is formed of three main resources that are economic, cultural and social. (Bourdieu; 3). For Coleman, social capital is a major way to understand the link between social environment, cultural and individual contributions (Coleman; 120). Further arguments Coleman social capital has focused on taking into account the resource group that is present in family ties and social organization of society. These reflect the socialization and education of children in the family and social environment (Coleman; 45). Putman considers social capital as ‘networks / network, norms and trust’ that enable the participation of individuals in a community (Putnam; 66). Gould considers cultural capital as an important part of social capital, which means that when a community gathers under cultural elements (celebrations, rituals, intercultural dialogues, etc.) add / strengthen ties, co-participation and networks (Gould; 69).

In the broader sense, the social connections to social capital, displayed a power potential that can be activated at any time to achieve common objectives and expectations of society. Social ties represent huge potential to build social capital for social structure, form the link between social institutions consistently have the ability to build and rebuild social values, have the operational capability to form the principles of legality of reciprocity between individuals and solidarity to enable collaboration and individual consultation. ‘In some way you can rephrase social potential as a key element in the construction of shared social identity and tonic connections between the individual and the community’ (Aydemir; Tecim; Likaj; 7).

In other words, social capital is building connections between individuals and the community, which focuses on the formation of connections based on trust between the people and strengthening the social construction of community and society. Social capital functions based on: individual skills, knowledge and abilities of building links and social networking groups. Putman, explains social capital contains ‘elements of social organization such as trust, norms and nets’ that improve the efficiency of society by facilitating interaction action. (Putnam; 167)

Figure 1: Components of social capital (Cherti; 44)

According to above figure, the main components of social capital and social network are connections, support and social control, joint obligations. All these rates in component form social networks that ‘are catalyst’ for social interactions on the same network. Also one other important element is ‘trust’. ‘Faith’ corporate at all levels of social norms, in fluctuations that may incur society. Faith is dependent on the type of network and the nature of the development of links within these
networks. So in short we can say that social capital is multi-dimensional functions of its interdependent elements leading to the continuation of solidarity in a society. According to the sociological approach to the individual choice to emigration emphasizes the relevance of certain factors, such as social organization, especially the networks of knowledge and family links that can be found in the migratory chain (Venturini, 2004; 13). But this issue sometimes may influence the fade of faith in social environment.

Although, analyze of social capital in Albanian society by taking into consideration the migration phenomena, is very important to claim that there are huge anomies on its application in everyday life. In Albanian society, social capital takes a very important place, but in its application have been seen very absences of this structure. By the migration of many people (especially some person from one family) and by the movement of people from one region to another one (especially from rural region toward urban region) social network connection are fading, social control is very low and social support is not applicable. The element of faith, most of the time could not be taken into consideration. Also, after migrating to form the social ties is not so easy. Social ties have a huge potential to build social capital for social structure, form the link between social institutions consistently have the ability to build and reconstruct social values. Migrants from social ties according to feeling of ‘belonging’ to some culture’s or same origin’s group. All these issues appear the fade of social capital and its problematic situation caused by migration phenomena in Albanian society.

Social capital, in the form of strong social ties and kinship, facilitates the migration of members of the group. Especially, in relatively poor societies where social events and beliefs are usually based on tribal ties and social capital ‘connector’ (bonding). These links are the primary source to achieve access / connectivity on international migration. This connection enables national immigration through marriage, for providing information and assistance finding housing and work etc. Often migrants and their children, prefer to marry a partner of their country with the same ethnic origin and sometimes even from the same location (town or village) (Hein;15). Society is a structure consisting of values and social relations of mutual. So is important to note that the study of common principles of life becomes inevitable. One of common bases of some society is social capital as an important element of social structure, its implications in everyday life and values, norms and traditions that form the lifestyle in the society. ‘These important elements such as values, norms, social institutions, traditions and behaviors form the basis of social connections. These elements give life to a society (Aydemir, 2011: 75). Different elements form the diversity within a society, such as the migrant’s social and cultural background. Also these elements change by the inputs and outputs that migration phenomena influence in social structure.

4. Conclusion

Migration (in and out of Albania) involves a series of events that can be challenge for society. Sometimes, the process involves uprooting, being separated from traditional values, being placed in new social and cultural different situations of society. Also these changes may be appearing in the huge social changes and the fade of social capital of social structure.

Migration phenomena impact s also on the reorganization of social structure. The flow of young people as a work force outside Albania leads to the lack of population dynamism and anomies in the socio-cultural structure of Albania. The anomies are reflected also in the social cohesion and development of society. The social changes come out of migration phenomena reflect and effect the family structure too.

Another important element of social structure of a society is social capital. In this study the social capital takes a very important place during analyzing of migration phenomena. For this reason is not wrong if it may be claimed that its application have been seen very absences of this structure. By the migration of many people (especially some person from one family) and by the movement of people from one region to another one (especially from rural region toward urban region) social network connection are fading, social control is very low and social support is not applicable. As conclusion, is very important to stress that migration phenomena has caused the drastic social changes in Albanian society and had been reversed the social capital according to the anomic situation that have been appeared.

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Investigating the Essential Factors on Students Motivation through Comparing Boys and Girls in Terms of Instrumental & Integrative Motivation in EFL Classrooms

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Abstract

The aim of this study is to identify and examine Albanian's private secondary school students' instrumental motivation towards learning English as a second language. Instrumental motivation was considered inclusively, but integrative motivation in general terms. The present study employs a quantitative approach in relation with collecting data by a survey which has questionnaire aiming to measure the motivational factors on the students in single-sex environment and its useful outcomes regarding English language teaching. The questionnaire was developed by Glynn, S. M., & Koballa, T., R., Jr. (2006) and adapted from it. As the demographic information, just gender was requested in the questionnaire. In this study, the questionnaire was utilized in two different selected single-sex secondary private schools separately (girls and boys) in Albania to identify motivation for learning English. A 31-item survey was done based on classroom-administration to find out interest and inclination of the students towards learning English and to clarify how they were motivated instrumentally.

Keywords: Motivation, Private School, Single Sex Education, Environment, Lingua Franca, Command, Demand, Single-Sex, Coeducation

1. Introduction

Motivation affects students’ performance in language learning environment. This present study deals with instrumental motivation and the gender in English language learning process. The findings will be discussed and views will be put forward.

Albania increases its relations with other countries, and the importance of an international language such as English appears essential for improving those relations with the world. Actually, an international language is called a lingua franca. As lingua franca, English language learning becomes a must for international relations. That’s why, many people wanted to learn this language, and motivation of the learners started to play an important role not only in Albania but also in the world too.

Motivation might be instrumental and integrative, and necessary in teaching environment where the latest demands in relation with learning English language augmented and also private schools try to meet the demands for learning that language. Increasing the motivation of the learners is needed to make learning process easy. Otherwise, this learning process is likely to be challenging for teachers.

In this study, quantitative method was used for collecting data. Besides, questionnaire methodology was regarded for comparison of single-sex schools to collect data. Single-sex teaching environment seems more productive in language teaching. The latest demands regarding learning English is analyzed in private school environment in relation with motivational factors that require better learning for better command of English. Therein, gender difference was considered and integrative and instrumental motivation was compared in EFL environment.

Evidences demonstrate that single sex schools have fruitful impact for motivation of the students. The gender is considered differently through taking into account the learning environment. In fact, motivation is an abstract issue. Dörnyei, Z. (2001, p:1) states that “motivation is an abstract, hypothetical concept that we use to explain why people think, behave as they do.”

This study suggests that for long term academic achievements, single sex schools should be established. Because, single sex schools are expected and demanded from existing parents to meet the demands for learning this lingua franca. As a result, instrumental approaches motivate learners’ more than integrative motivation.
2. Literature Review

The existing literature enables necessary data for this research. Regarding motivation, Muhammad, A., et. al., (2013), states that “The most effective way to get insight into the learning process is to study the learners’ attitude and motivation towards learning English language.” Besides, Mehmet N. G. (2001), says “learning can only happen if certain affective conditions, such as positive attitudes, self-confidence, low anxiety, exist and that when these conditions are present input can pass through the affective filter and be used by the learner.”

Instrumental and integrative motivations explain this study effectively. Actually, teachers need to find ways to motivate their respective students. Mehmet N. G. (2001), expresses that “Motivation depends on the social interaction between the teacher and the learner.” and says more about it such as; “The success of a teacher in second language acquisition in school affects directly the success of learners.”

On the other hand, Mehmet N. G. (2001) expresses that “The choice of teaching strategy has an effect upon the motivation and interest of the student. The manner in which the teacher approaches the teaching strategy will have an effect upon motivation: an enthusiastic approach is more likely to motivate than a dull approach.”

Cavallo, Rozman, Blinkenstaff, & Walker, (2003) says that “Achievement motivation is students' motivation toward performance goals (such as earning high grades, getting praise, or performing better than other students) or toward learning goals (such as learning something new, learning for the sake of learning, or improving oneself).” Mehmet N. G. (2001), says that “Achieving motivation lets the learner a desire to learn a language.”

Glynn, S.M., et, al., (2007) states that the female learners are “more likely to attend class on time, sit in the front of the class, take notes, study the textbook, and study in an organized way—all behaviors associated with a relatively high motivation to learn.” More than that, Muhammad, A., et. al., (2013), expresses that “girls’ tend to demonstrate significantly more positive attitudes than boys do, recognizing also that they are more successful in learning languages than boys.”

According to Glynn, S.M., et, al., (2007), the “motivation to learn is “a student's tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits from them.”

This present study suggests instrumental motivation while teaching/learning language. Muhammad, A., et. al., (2013), says more and states that “Gender is supposed to have an important effect on attitude and motivation and learning process.”

3. Discussion

In international relations for better communications and also in academic careers, English Language as Lingua Franca plays a considerably important role at home and abroad. Additionally, the motivation of learning this language deserves attention as well, for it contributes too much to the nation’s economy.

This study demonstrated that Albanian students were motivated towards learning English instrumentally. Especially, girls showed high level motivation when compared to boys. On the other hand, instrumental motivation might help them reach their academic goals and students’ participation in the study in private schools appears instrumentally due to practical value of English Language and learning English is relevant to their life as well.

Today, Albania tries to organize various international conferences, of course; a Lingua Franca is needed to communicate and establish relations with the other world. But, because of side effects of communism people could not learn English and also limited numbers of English speaking people as tourists are visiting Albania. Then, Albanian people cannot have opportunities to get in touch with tourists to improve their English. If English is spoken by large number of people here, activities and contacts with other countries will increase in this country. Hence, private schools play a significant role in terms of language teaching. Thus, the contribution and benefit of private schools is apparent.

Albanian students have a better realization of English Language as Lingua Franca, and its opportunities. When students make future plan, English becomes their consideration and it is regarded as international standard for future plan. Lingua Franca is essential for going abroad to acquire international education. For that reason, students opt for English medium school or English medium universities to realize their ambitions, but those educational institutions are limited.

Further, student exchange programs and graduating from foreign universities are considered prestigious and encourage students to improve the English Language. That’s why; students’ approaches for learning English Language are instrumental in Albania. If the teachers help the learners how to improve this Lingua Franca and make them see the benefits of this language, then the students will enhance their language proficiency due to practical value of English.
Language and for their academic achievements. Therefore, both males and females have substantially stronger instrumental reasons for learning English that enables them academic achievements, future jobs and travel abroad.

Research Questions:
- Single-sex schools have positive effects on students for long-term academic achievements.
- Albanian students are motivated more instrumentally than integratively towards learning English.

4. Research Methodology

235 non-English students out of both girls and boys were selected to complete a questionnaire to find out factors of their motivation for learning English. Two prestigious private school of Albania were sampled. Qualitative and quantitative data were used to assess and evaluate students’ performances in relation with language learning motivation. As methodology, survey research was used. A classroom-administered survey was regarded to obtain easy, simple, efficient, and productive outcomes. The participants were assured of their anonymity and brief information was given about the research. The data regarding the study were then obtained through different statistical analyses.

Primary and secondary data were considered to assess and evaluate the Albanian private educational environment in secondary private school. A 31-item survey questionnaire was used for students to evaluate the motivation of the students towards English Language Learning in private school education instrumentally, before now, the questionnaire was developed by Glynn, S. M., & Koballa, T., R., Jr. (2006) and adapted from it. As the demographic information, just gender was requested in the questionnaire.

A self-completion questionnaire of this study was handed over and answered by the respondents. SBSS statistics 21 version was used to obtain data, just only 120 were considered as valid and reliable.

5. Limitation and Significance of Study

Instrumental motivation scale was mainly designed to identify students’ motivation instrumentally, in case of single-sex education and to know which sex was more motivated than the others while learning English Language, when compared to boys and girls.

While conducting the pilot studies in secondary schools, two main constraints were faced; firstly, the study was conducted at the end of second semester in May when many school exams and public exams were held. Secondly, the study was targeted to be done among more than 300 hundred students to ensure validity and reliability of it.

The study was conducted among a group of 240 male and female secondary school students who are mostly successful language learners with inclusion of some moderately language learners. However, the results obtained from the study showed reliable findings. In the pilot study, the participation of more successful language learners helped to ensure reliability and validity of the study.

6. Findings

Instrumental Motivation Scale (IMS) was successfully piloted with plausibly good results of reliability and factor analysis; various issues regarding motivation were identified to be discussed in this section.

As the present study aimed to examine the gender differences of the participants concerning attitudes and motivation toward learning English, the researcher has analyzed the data through SPSS (version 21). As factors, attitude and motivation have been used as dependent variables and gender was as independent variable. All statistical data were to investigate the gender differences and motivational factors in terms of learning language.
### 6.1 Frequency-1

#### Table -1-A

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<td>.8</td>
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#### Table -1-B

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### 6.2 Frequency-2

#### Table -2-A

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<td>.8</td>
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<tr>
<td>Total</td>
<td>120</td>
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#### Table -2-B

<table>
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<td>.8</td>
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<tr>
<td>The English Language I learn is relevant to my life.</td>
<td>1</td>
<td>.8</td>
<td>.8</td>
</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
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</table>
In relation with frequency data determined, and as in Table-1-A and Table-1-B, and also in Table-1-A and Table-1-B concerning “instrumental motivation”. The frequency data is 77 and 57 for the female students who state that “I think about how learning the English Language can help my career”. And also the statement such as “The English Language I learn is relevant to my life”. In case, it is compared to male students, the frequency appears as 55 and 40. It is clear to say that female students are motivated more instrumentally than boys in Language learning.

6.3 Frequency-3

Table -3-A

<table>
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<td>45</td>
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<td>56.7</td>
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<td>50</td>
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</tr>
<tr>
<td>F</td>
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<td>99.2</td>
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</table>

I put enough effort into learning the English Language.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<td>.8</td>
<td>99.2</td>
</tr>
<tr>
<td>M</td>
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</tr>
<tr>
<td>Total</td>
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6.4 Frequency-4

Table -4-A

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<tr>
<td>2</td>
<td>41</td>
<td>34.2</td>
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<tr>
<td>F</td>
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</table>

I am concerned that the other students are better in English Language.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.8</td>
<td>.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
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<td>100.0</td>
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</tbody>
</table>
As it is clearly understood in frequency data determined as Table 3-A and Table 3-B, and Table 4-A and Table 4-B regarding “integrative motivation”, the frequency value appears as 50 and 6 for female students who express that “I put enough effort into learning the English Language”. And also in the statements such as, “I am concerned that the other students are better in English Language”. But, the frequency for male students is seen as 52 and 4. In case, it is compared to female students. According to these findings, we can say that Albanian students are not motivated interactively.

The responses from obtained data show that many students were motivated to learn English Language, not only it is relevant to their careers, but also they consider it relevant to understand the world.

Mael et. al., (2005) emphasizes that single-sex education imparts more positive outcomes in terms of academic achievement, and for longer-term outcomes, the achievement is not easily obvious and also adds that this type of education results in future academic achievements such as career aspirations for girls.

Besides, Mael et. al., (2005) says that single-sex education draws more attention of the students to academic interest than in socializing, and adds that this education places more importance on grades & leadership, but less importance on money and attractiveness in relation with both males and females.

7. Conclusion

The findings show that Albanian students learn English due to instrumental motivation, such as; practical reasons for personal achievements, present value of Lingua Franca and providing better future career for students. Mehmet N. G. (2001) says that “Studies on motivation show that motivated learners are more successful in second language acquisition.”

The recent demands for learning English language in the private school classroom environment in secondary school enable motivations to be analyzed. The finding indicates that co-education is not a good option for motivation of the students in language learning and for other academic achievement. It suggests that there should be a separate learning environment in terms of gender difference to motivate students for better language command.

The study recommends that various research activities to be conducted concerning the evaluation of students’ motivation instrumentally, while preparing language teaching/learning curriculum with the aid of effective motivation strategies. The finding shows that Albanian students are motivated in an effective and viable way with the aid of instrumental motivational approach.

So far, there is no a supernatural method for motivating language learners, whereas some motivational strategies might be appropriate to learners and those strategies can affect language learners positively. Besides, the abstractness of motivation makes it difficult for teachers, but, critical approaches in relation with learners’ motivational models are necessary for the course of an academic program.

References


Determinants of Poverty in Albania

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Doi:10.5901/jesr.2014.v4n2p157

Abstract

Poverty is a widespread phenomenon in all over the world. Measurement and analysis of poverty is needed to identify the poor, the nature and extent of poverty and its determinants, and to assess the impact of policies and welfare programs on the poor. Based on Albania Living Standard measurement Surveys (LSMSs) data, after an overall improvement of the main indicators measuring the poverty from 2002 to 2008, the percentage of population living in poverty has increased by 15.4% from 2008 to 2012 (INSTAT and World Bank, 2013). The results of LSMS 2012 data indicated an increase of poverty in both urban and rural areas, and the increase was higher in urban area. The aim of this study is to identify the determinants of poverty in Albania, at the household level using a questionnaire. The objectives of this research were: to measure the level of poverty of the sample population, to determine the potential factors that impact poverty and to evaluate their impact on the level of the household’s welfare and poverty status of the household using econometric modeling. The data were collected during November 2013, and direct interviews were conducted with 215 households living in rural and urban area. Two regression models were estimated based on the collected data, a log-linear model with the logarithm of per capita monthly consumption as the dependent variable and a logistic model with poverty status as the dependent variable, and a set of economic and demographic variables as the explanatory variables. It was found that the variables that impacted the per capita consumption of the household and the poverty status of the household were household size and residence. Poverty alleviation efforts should be made to improve the social and demographic characteristics of the households, since the number of the poor is increased in both urban and rural areas. To reduce poverty, great attention must be paid to the manufacturing sector, agriculture and tourism.

Keywords: household, consumption, headcount, econometric modeling, Albania.

1. Introduction

Poverty is a multidimensional and complex phenomenon and is related not only to the income or consume, considered as monetary dimension of poverty, but also to non-monetary dimensions such as education, health, gender equality, water supply, etc. Poverty is caused by many factors and brings several effects which influence the lives of people considered to be poor. The influence of the factors varies from one place to another, because many countries have different development possibilities. The influential factors of poverty level are not only economical, but also social, political, cultural, geographical, etc.

Measurement and analysis of poverty is needed to identify the poor, the nature and extent of poverty and its determinants, and to assess the impact of policies and welfare programs on the poor. In general, poverty can be expressed as deprivation in well-being. Poverty can be defined both in terms of income deprivation and inadequacies in a number of non-income measures of welfare such as education, health and access to basic services and infrastructure. The focus of this paper was the absolute poverty. Absolute poverty is defined as the inability of people to meet their basic needs. A measure of absolute poverty is the headcount index rate, which indicates the number of people below the poverty line. There exists different line of poverty. For the situation of Albania, where the extension of the informal sector makes the estimation of incomes difficult, more adequate is the poverty line based on consumption expenditures. The poverty line in Albania has been estimated equal to 4,891 Lek per capita per month. A household is considered as poor if its per capita consumption expenses falls below a minimum level (poverty line) necessary to meet the basic food and non-food needs.

Economic and social development is necessary for achieving poverty reduction. Sustained high rates of economic growth are a prerequisite to reduce poverty. Albania economic growth slowed down sharply in 2012. Following an average real GDP growth rate of 3.4% in the preceding three years, the Albanian authorities estimate that annual real GDP growth was 1.6% in 2012 (European Commission, 2013). The slowdown reflects low consumption. In 2012, the...
mean per capita real consumption was decreased by 8% compared with 2008, from Lek 9,731 in 2008 to Lek 8,939 in 2012 (INSTAT and World Bank, 2012).

After continuous reduction of poverty from 2002 to 2008, the LSMS 2012 data indicated an overall increase of poverty in Albania from 2008 to 2008 and the increase of poverty was higher in urban area (INSTAT and World Bank, 2013). To develop strategies for poverty reduction must be identified the factors that are strongly associated with poverty and that could be influenced by policy changes. The determinants of poverty can be macroeconomic or microeconomic. This study was concerned with microeconomic variables and characteristics.

The aim of the study was the identification of the factors influential on household poverty in Albania, by using a recent questionnaire. In this study the factors affecting poverty were analyzed with respect to two econometric models. The objectives of this research were: to measure the absolute poverty rate, and to identify the determinants of absolute poverty of household in Albania.

2. Poverty Trends in Albania According to LSMSs Data

After an overall improvement of the main indicators measuring the poverty from 2002 to 2008, the headcount rate index, reported as percentage of population whose real per capita monthly consumption falls below the poverty line (Lek 4,891) was increased by 15.4% from 2008 to 2012 (from 12.4% in 2008 to 14.3% in 2012) (INSTAT and World Bank, 2013). While in 2008, roughly 200,000 out of about 575,000 poor people in 2005 were lifted out of poverty, around 30,000 people had fallen in poverty in 2012 (from 373,000 poor people in 2008 to 402,000 poor people in 2012).

The analysis of poverty by area of location, from 2002 to 2005, indicated the reduction of poverty by 42.5% in urban area and about 18% in rural area. From 2005 to 2008 the urban headcount poverty rate decreased by 10%, whereas the rural headcount poverty rate decreased by around 40%. The results of LSMS 2012 survey data analysis indicated that poverty was increased in both urban and rural areas, and the increase was much higher in urban area. The headcount rate of poverty was increased from 14.6 in 2008 to 15.3 in 2012 in rural area and from 10.1% in 2008 to 13.6% in 2012 in urban area. The headcount poverty rate was reduced more in the rural Mountain areas (INSTAT and World Bank, 2013).

Based on LSMS 2002 and LSMS 2005 data, the rank of the strata according to the poverty rate was: Mountain, Central, Coastal and Tirana. The decrease of poverty was larger in Tirana (more than 50%) and Mountain (about 40%), followed by Coastal (about 20%) and Central (17%). Comparing 2005 and 2008 surveys results, the Central has had the largest reduction of poverty (about 50%), followed by Coastal, whereas the Mountain has experienced a slight increase in poverty, widening the distance with other areas. The rank of strata according to the poverty rate in 2008 has changed to: Mountain, Coastal, Central and Tirana. In 2012, the Mountain has had a sharp decrease in poverty by 42.5% compared to 2008. This reduction in poverty possibly was a consequence of the movement of the population and the continuous movement of the Mountain population toward other regions. Tirana has had the highest increase in poverty by 44% from 2008 to 2012, followed by Coastal with 35% and Central by around 17%. In 2012, the rank of strata according to the poverty rate was: Coastal, Mountain, Central, and Tirana.
The mean per capita real consumption was Lek 7,801 in 2002, Lek 9,105 in 2005 and Lek 9,731 in 2008. The mean per capita consumption was increased by 16% from 2002 to 2005, by 7% from 2005 to 2008, evidencing an improvement in the welfare of the country. In 2012, the mean per capita real consumption (with 2002 year prices) was decreased by 8% compared with 2008, from Lek 9,731 in 2008 to Lek 8,939 in 2012, indicating a deterioration of country welfare.

Table 1. Consumption expenditures patterns by main groups

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<th>Nonfood</th>
<th>Utilities</th>
<th>Education</th>
<th>Durables</th>
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</thead>
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<td>4,906</td>
<td>1,655</td>
<td>958</td>
<td>177</td>
<td>105</td>
</tr>
<tr>
<td>2005</td>
<td>5,160</td>
<td>2,457</td>
<td>1,087</td>
<td>275</td>
<td>128</td>
</tr>
<tr>
<td>2008</td>
<td>5,280</td>
<td>2,519</td>
<td>1,447</td>
<td>432</td>
<td>56</td>
</tr>
<tr>
<td>2012</td>
<td>5,047</td>
<td>2,013</td>
<td>1,482</td>
<td>338</td>
<td>59</td>
</tr>
</tbody>
</table>

Source: INSTAT database

Considering the absolute value (in Lek) of the per capita expenditures per month, from 2002 to 2005 the Albanian households have increased more the expenditures for education (55%) and non-food consumption (49%), and also have increased (but less) the expenditures for durables (22%), utilities (14%) and food expenditures (5%). This is an important indicator of welfare improvement in Albania. From 2005 to 2008, Albanian households have increased the expenditures for education (57%) and utilities (33%). The increase in the education expenditures indicated a higher quality of life in Albania. The increase of poverty, from 2008 to 2012, was accompanied by a decrease in consumption expenditures for education (21.8%), non-food (20%), and food (4.5%), and a slight increase in the expenditures for durables (5.3%) and utilities (2.4%).

3. Literature Review

Poverty still is a critical problem threatening the whole world, and researchers in both developed and developing states have largely been interested in this issue. Many researchers have focused on their studies to the factors affecting poverty in addition to determining its limits. A number of studies have studied the factors that can contribute to one’s poverty status, either using the characteristics of the household as a whole or that of the household head as possible determinants of household poverty. Household level determinants of poverty generally rely on the household level data. Age, gender of the household head and educational level are generally found to be the most important determinants of poverty. Sekhampu (2013) using logistic regression analysis to identify the factors influencing household poverty status found that household size, employment status and age of the household head were significant predictors of poverty. Cuesta-Nepo and Pizzolito (2011) showed that with respect to absolute poverty limit, the effective factors on poverty were age, gender and the level of education. In their study, Achai et al. (2010) concluded that educational attainment of the household head and residence were important variables explaining the poverty. Fouareg and Layte (2003), in their
research exhibited that education level and the numbers of household members were effective on poverty. Geda et al. (2001), in their study about absolute poverty in Kenya, found that the residence, gender, the sector of employment of the head of household, education level and household size affected poverty.

Most of the studies about poverty in Albania rely on the expenditure and consumption data and thus use the poverty line computed from the Albania Living Standards Surveys data using the cost of basic needs method. While literature on poverty measurement is by now relatively developed and abundant, there are very few studies dealing with finding the determinant or causes of poverty. In the report of World Bank (2003) about poverty in Albania, results of multivariate analysis using LSMS 2002 data confirmed high correlations between education, higher shares of members with secondary and higher, large households, number of children, share of family members unemployed and poverty. In their study, Audet et al. (2006), using LSMS 2002 data, found that the education level of the household’s head, household size and residence were significant factors explaining poverty in Albania. In the report of World Bank (2007), using LSMS 2005 data, was found that poverty was correlated with household size, age and education. Mastromarco et al. (2010), using LSMS 2005 data, found high correlations between gender, low education level, household size and poverty. Myftaraj (2011) using LSMS 2008 data, found the following variables as the key determinants of poverty: household size, residence, education level and age of household head.

4. Research Methodology

The study population consists of families living in Tirana, Durrës and Korça. Using a simple random sampling, 215 families living in urban and rural areas was completed a questionnaire during November 2013. In the questionnaire were included questions about demographics characteristics of the household head such as age, gender, education level, employment status and the sector of employment, and family data such as household size, residence, average monthly income and average monthly consumption expenditures. Also they were asked if they consider themselves poor or non-poor.

Two econometric models were estimated, a log-linear regression model and a logistic regression model on the potential determinants of poverty in terms of household’s characteristics. The dependent variable of log-linear regression model was the logarithm of per capita household total consumption expenditures. There exists considerable debate about whether to use income or consumption to measure household welfare. The economy of Albania is largely rural and income is not accurately measured, so income poverty in Albania is estimated on the basis of a consumption-based measure (World Bank, 2003). The dependent variable of logistic regression model was the poverty status of the household, coded 1 if the per capita consumption of the household was below the poverty line (Lek 4,891) and coded 0 otherwise. Logistic regression is recommended over linear regression when modeling dichotomous responses and allows the researcher to estimate probabilities of the response occurring (Hosmer and Lemeshow, 2004).

The set of the explanatory variables chosen as possible determinants of poverty were: age of household head (in years), education level of household head (1 = secondary or higher, 0 = otherwise), employment status of the household head (1 = employed, 0 = otherwise), gender of the household head (1 = male, 0 = female), household size (total number of members in the household) and residence (1 = urban, 0 = rural).

5. Results

Average age of household head of the sample was 41.6. Majority of household heads (41%) have age between 30 and 40 years old and followed by them 40 to 50 years old (31%). The proportion of female headed household was 46 percent. Average household size was 5.02. Forty-five percent of households have less than 4 members followed by families with 5 members (25%). Average of schooling years of household head was 9.1. About 36% of the household heads have completed 8 years of education and only 10% have completed university. Majority of them lives in urban area (69%) and have a paid job (71.5%). Among the employed household heads, 68% were working in private sector.

Among the sample household heads, 18.6% declared that they are poor. By comparing the poverty status according to poverty line with poverty perception, resulted that 11.6% of the poor declared that they are not poor, and 52.4% of non-poor declared that they are poor. The data of consumption expenditures of the household indicated that the mean of total consumption of the sample was Lek 47,385, respectively Lek 47,224 in urban area, and Lek 47,743 in rural areas. Percentage of households in the sample living in poverty, with per capita consumption below Lek 4,891, was 12% in urban area and around 36% in rural area.

The results of the log-linear regression model indicated that the model fits the data well. The regression model is
statistically significant at 1% level (F(6,208) = 14.1, p-value = 0.000) and Adjusted-R2 = 26.87 indicating that 26.87% of dependent variable was explained by the independent variables of the model. The assumptions of the OLS method were all satisfied. The significant variables were, not surprisingly, household size and residence. It was not expected that the sign of the coefficient of the variable employment status to be negative, because an employed member of household will increase income level of the household and this tendency will directly alleviate poverty.

Table 2. The results of log-linear model of per capita consumption

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Coefficient</th>
<th>OR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age in years of household head</td>
<td>-0.0065</td>
<td></td>
</tr>
<tr>
<td>Education level of household head</td>
<td>0.0645</td>
<td></td>
</tr>
<tr>
<td>Employment status of household head</td>
<td>-0.08972</td>
<td></td>
</tr>
<tr>
<td>Gender of household head</td>
<td>0.04836</td>
<td></td>
</tr>
<tr>
<td>Household size</td>
<td>-0.17657*</td>
<td></td>
</tr>
<tr>
<td>Residence</td>
<td>0.13622***</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>12.1476</td>
<td></td>
</tr>
</tbody>
</table>

Note: * significant at 1% level, ** significant at 10% level

The results show that the coefficient on household size was negative and statistically significant at 1% level. This means that larger families have a propensity to have lower levels of per capita consumption. Households living in urban areas have a positive coefficient and statistically significant at 10% level, showing differences in welfare. In terms of household with female head, there is no evidence that female headed households have lower or higher consumption. The age of the household head and the education level were not significant variables in the model. The regression model results do not provide evidence that attaining higher levels of education will increase household welfare.

The robustness of the determinants of poverty was checked by estimating a logistic regression model. The estimated logistic regression model was statistically significant at 1% level (LR chi2(6) = 44.5, p-value = 0.000). Pseudo R2 was 20.9 and the percentage of cases correctly classified was 82%. According to Hair et al. (2009), the classification accuracy should be at least 25% greater than that achieved by chance. The odds ratio (OR) indicates the ratio of the probability that the household to be poor to the probability that the household to be non-poor.

Table 3. The results of logistic regression

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Coefficient</th>
<th>OR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age in years of household head</td>
<td>-0.019</td>
<td>0.96</td>
</tr>
<tr>
<td>Education level of household head</td>
<td>0.115</td>
<td>1.12</td>
</tr>
<tr>
<td>Employment status of household head</td>
<td>1.187</td>
<td>3.28**</td>
</tr>
<tr>
<td>Gender of household head</td>
<td>-0.277</td>
<td>0.76</td>
</tr>
<tr>
<td>Household size</td>
<td>0.484</td>
<td>1.62*</td>
</tr>
<tr>
<td>Residence</td>
<td>-1.129</td>
<td>0.32*</td>
</tr>
<tr>
<td>Constant</td>
<td>-3.381</td>
<td></td>
</tr>
</tbody>
</table>

Note: * significant at 1% level, ** significant at 5% level

The results of logistic model indicate that household size, residence and employment status of the household were significant variables, whereas age in years, education level and gender of household head were not significant in explaining the household poverty status. Household size, residence, education level and employment status of household head have odd ratios greater than one, which means that these variables were positively associated with the probability of being poor. On the contrary, age and gender of the household head have odd ratios lower than one, which means that these variables were negatively associated with the probability of being poor. The variable household size was significant at 1% level, and provided evidence that the larger households were more likely to be poor (OR = 1.46) than others. The residence was significant at 1% level, and indicated that, urban households were less likely to be poor (OR = 0.32) compared to rural households. The employment status of household head was significant at 10% level in the logistic model. This means that households with employed heads had more chances (OR = 3.28) to be poor compared to other households.
6. Discussion

The results of two regression models showed that the household size, residence and employment status were the most important determinants of household poverty. Education, age and gender of household head showed no significant relationships with poverty status.

In this study, the age of household head was not significant and was negatively associated with the probability of being poor. This result is consistent with the findings of the multivariate analysis in the study of Achia et al. (2010). The age of the household head was negatively related to the probability of being poor according to Sekhampu (2013). Also, in the report of World Bank (2007) was found negative correlation between age and poverty in Albania. Myftaraj (2011) found that age of household head impacted positively the welfare of the household.

Education level of the household head in this study was not significant to poverty. Education level was negatively related to the probability to be poor, but not significant in the study of Sekhampu (2013). This finding was inconsistent with results of the study of Achai et al. (2010) which concluded that increases in educational attainment of the household head had an important impact on reducing the probability that a household was poor, and Geda et al. (2005), who concluded that higher education level was associated with a lower probability of being poor. Audet et al. (2006) found that the education level of the household’s head was a significant factor explaining poverty where lower levels of education indicate higher poverty levels in Albania. In the reports of World Bank (2003, 2007) was found that poverty in Albania was negatively correlated with education. Myftaraj (2011) found that households with secondary or higher education level of heads were less likely to be poor.

The employment status of household members is also a key determinant of poverty. The results of this study, indicated that the households with employed heads was more likely to be poor than other households. Ramon et al. (2004) concluded that the employment status of the head of household is important as it determines household income. Sekhampu (2013) found that employment status negatively affected the probability to be poor.

Several studies have discussed the phenomenon of the feminization of poverty, which is said to exist if poverty is more prevalent among female-headed households than among male-headed households. In this study the gender of the household head was not significantly correlated to poverty. This finding was consistent with the World Bank (2007) report; female headed households were not more likely to be poor. Geda et al. (2005) reported that households headed by males have a lower probability of being poor and Mastromarco et al. (2010), found female heads were more likely to be poor.

Household size was an important factor in determining the poverty in this study. Size of household was found not significant when included in the multivariate analysis in the study of Achia et al. (2010). In their study, Audet et al (2006) found that household size affected negatively household expenditure and that large households were more likely to be poor. In the report of World Bank (2007) was found positively association between household size and poverty in Albania, and the same result was found by Sekhampu (2013), Myftaraj (2011), World Bank (2003) and Greda et al. (2001).

Residence of the household was another important determinant of poverty. The findings of this study indicated that urban households were less likely to be poor compared to rural households. This finding was consistent with the finding of Myftaraj (2011), Achia et al. (2010), and Audet et al. (2006). Audet et al. (2006) and Myftaraj (2011) also found that households living in rural zones negatively affected household expenditure.

7. Conclusions

Poverty trends in Albania, based on Albania LSMS surveys data analysis, indicated an overall poverty increase due to global financial crisis and the slow-down of economic growth. The increase of the incidence of poverty was higher in urban area.

The results of two econometric models indicated that household size and residence were the factors that influence the welfare of the households in the sample. From the results of log-linear regression model it can be concluded that sample families with higher number of members had lower consumption per capita, and urban households had higher consumption expenditures per capita. From the results of logistic regression model it can be concluded that larger families were more likely to be poor, urban households were less likely to be poor, and surprisingly, households with employed heads were more likely to be poor. Education, age and gender of household head showed no significant relationships with poverty status.

These results have important policy implications for design and implementation of poverty reduction strategies.
Poverty alleviation efforts should be made to improve the social and demographic characteristics of the households, since the number of the poor is increased in both urban and rural areas. To reduce poverty, attention must be paid to the manufacturing sector, agriculture and tourism.

The findings of this study have some limitations. First, the sample of the households was small and do not included all the regions of Albania. Second, this study examined some of the determinants of poverty. Other factors such as health within the household, education index of the family, household structure, dependent ratio, female-male ratio, number of employed members in the household, house conditions and household assets such as dwelling ownership, land, livestock, etc, were not examined. In future research, these factors can be examined and a large dataset must be obtained.

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Migration and Educational Situation in Socio Geographical Space of Municipality of Kamez

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Abstract

After the '90s, the suburban area of Kamez has been affected by a massive, rapid, abusive internal migration, not controlled by the state structures. The decision-making authorities were unprepared to host such a large mass of population, thus the consequences are numerous and chained, serious, some irreparable and with negative effects. Here we face a savage urbanization which has led not only to the misuse or physical consumption of the geographic space, but also to sharp social and economic problems. A sharp social problem, consequence of these uncontrolled demographic movements is also education. The education system has undergone a reform process, which although slowly, is particularly affecting the educational plans and programs, aiming to adapt them with the requests of a democratic society based on a market economy. The government has also faced serious problems of the educational infrastructure inherited from the past, extended from the demographic changes, primarily from the internal movements of the population and to a considerable extent, caused by the damages incurred especially during 1991 and 1997. The transition problems have increased the phenomenon of school dropout or non-enrollment considerably, significantly worsening the indicators of average duration of education and school enrollment rate. The positive indicators are particularly low for the poorest areas and strata of the population. The significant population growth is not followed by the establishment of new schools, which fortunately, recently are part of the development strategies. The lack of specialized schools and lack of specific programs have worsened the social situation of children with special needs. The public education service suffers from quality problems related to the lack of teaching aids, serious lack of teachers' requalification, outdated or rigid teaching methods, content problems etc. Education is a key factor in the sustainable and long-term development. The progress in education increases the society's emancipation degree, contributes to the improvement of competences for the active population, reduces morbidity, mortality, reduces the fertility coefficient and therefore better living conditions. Key words: structure of population by educational level, educational infrastructure, illiteracy, summer and specialized schools, school drop out etc.
1. Migration in the Municipality of Kamez

After years 1990 the peripheral area of Kamez was affected by a massive interior migration (population is increased about seventeen times in ratio with that of year) fast, abusively, and uncontrolled by state structures. This found the executive organs unprepared to systemize such a large population so the consequences were numerous and serious and consecutively where a part were irreparable and with negative effects. At this point we are before a severe urbanization which except others caused the physical misuse or consumption of geographical space.

The incomers profiting from lack of legislation, were established in the territory of ex farm, without applying any of the most elementary urbanization rules and out of the law. The inhabitants coming mostly from rural areas of North Region and established in an urban and peri-urban territory caused social economical conflicts, environmental ones, conflicts of properties, social tensions and insecurity for life integrity etc.

Kamza and especially Bathore is a bad example of misusing geographical area for which there must be made professional tests, debates, and multidisciplinary discussions in order not to allow such developments happen again in the future.

![Chart 1. Rhythm of population of Municipality of Kamez increasing during the period 1994-2009](image)

Comparing the rhythms of population increase in two periods 1994-2001 and 2002-2009 we notice the highest rhythm of population increase is in year 1995-1996 with 254.6%. Here it is registered even the highest number of population coming and this year we have the transfer of organization from commune level to that of municipality.

From the interviews made the reasons of emigration they mention are numerous, like the economical – social factor, the educational one, health, cultural, blood in feud, for a better living etc.

2. The educational situation in the Municipality of Kamez

Education is a key factor of stable and long term development. The progress in education influences to the scale of emancipation of society, it contributes to the master of competences of active population, to reduce of morbidity, mortality, in lowering of fertility coefficient.
Chart 2. Part of population 25 years old and over according to educational level Municipality of Kamëz

Regarding the education of population of the Municipality of Kamez in total, the percentage of population that has made the elementary school and the compulsory one is about 61% of population. Similarly from INSTAT (year 2000) the percentage of population without education in the Municipality of Kamez was 4%, today it is noted an increase of uneducated population with 3%. From the studies made (World Bank) there is a non-linear ratio between children who live in urban areas and rural ones and more in remote mountainous areas. In these rural remote areas the percentage of children who are registered in the first grade and who complete the primary education is very low compared with the percentage of children in urban or not remote rural areas. So, in low education of incoming population have influenced not only the difficult economic, social, natural conditions but even the quality of teaching, and here there is the lack of teachers with pertinent education, lack of suitable conditions for teaching and because of small number of schools.

Nationally there is not a sensitive difference between females and males at school and of their educational level.

Regarding the Municipality of Kamez it is the same situation. The difference between educated males and females is approximately 1%. This proves the emancipation of society and the emancipation of females in this society.

The education system is subjected to a reformation process, though a slow one, which has affected especially the teaching plans and curricula and has aimed its adoption to requirements of a democratic society, basing on economy of market. The Government has also encountered big problems of educational infrastructure, inherited from the past, and deepened from demographic changes, above all because of interior movements of population and considerably caused from damages submitted mainly during years 1991 and 1997. The problems which have accompanied the transition period have caused the serious increase of the phenomena of leaving school or not even registering at school, aggravating sensitively the indexes of average extension of school and of rate of registration in school. The indexes mentioned above are especially low for the areas and poorest classes of population.

According to a study of the World Bank, the reduction of level of registration at school is reflected in the index of average extension of school. This index in 1989 was 11,6 years but up to 1998 it fell to 9,5 years which means that a loss on average of two years of education for a decade. Meanwhile, in the number of students who follow the higher studies there is an increase, from 10 to 17 percent comparing with year 1990.

The number of gypsy pupils who frequent the school is 179. The greatest number is reached at 9 years school in Valias (65 pupils) followed by that in Zall-Mner with 43 gypsy pupils.

According to the Educational Office of the Municipality of Kamez from 2007 and in continue a series of policies are taken in assistance of analphabet people and of gypsy children in order to integrate them. Some of them are as following:

- Removal of fines to parents who have unregistered children at school age and free registration of them.
- Opening of summer courses
- Providing teachers who know gypsy language
- Awareness campaign by volunteer teachers and Foreign Civil Social Organizations who have given a great
help like CO-Plan, Global Care, AIBI (Bathore), Women in Global Action, Caritas Albania etc.

Another big problem not only for the Municipality of Kamez but for all our country is leaving school. The reasons of leaving school are various for various levels of education. In general they reflect the changes at request and offer. In preschool education leaving is related to closure of public institutions. The number of kindergartens in 2000 was reduced with 42 percent comparing to that of year 1990 (66 percent in urban area and 34 percent in rural one) nationally (according to Ministry of Education). The high levels of unemployment for females also influence to reduction of request.

All the children who abandon the low cycle of school and do not come back any more remain illiterate. As a result of these positive radical transformations in education during these years the quality of pupils in the town of Kamez is raised. This is showed even by the increasing number of pupils who abandon high school is low from year to year and this is possibly related to the fact that feeling adults make them conscious for the school values and for the fact that the higher educational level means a chance to get a better job and as a result a better life.

Except the big problem of abandoning school we have the other problem of leaving by pupils and this is in a high percentage especially for the schools of the Municipality of Kamez. Pupils leave from schools of the Municipality of Kamez as a result of searching for a higher educational standard transferring to public or private schools of the Municipality or elsewhere.

Problematic is the situation concerning the average number of pupils per class (according to schools). It is noted a high number of pupils in the 9-years education and especially in high schools. For the 9-years education the highest number of pupils for class is at School Center of Kamez and Bulçesh where the average number of pupils per class is still high. This large number of pupils per class in high schools brings numerous problems not only in teaching aspect but even other problems of age because they are in a very delicate age and they need a special attention which is impossible to have with classes with such a number of pupils.

The sensitive growth of population has not been accompanied by the proper number of building new schools which fortunately is made part of development strategies. The average number of pupils per class, at 9 years schools is 30-32 pupils while for high schools this number goes to 37-45 pupils per class. The vocational high school presents a more problematic situation with average number of pupils per class (24 pupils).

Regarding the number of teachers during last years it is noted an increase of number of teachers in total and in areas.

The lack of specialized schools and lack of special curricula have aggravated the social situation of children with special needs. The public educational service suffers from quality problems, which are related to absences of teaching instruments, serious absence in requalification of teachers, of old methods or limited teaching methods, problems of content of books etc. The quality of low cycle of education in rural areas, in remote areas or peri-urban ones is low. (referring to World Bank).

But we have to underline that during the last years in the Municipality of Kamez it is reached a high progress regarding the improvement of social life of community and especially in education, comparing it with previous years. Though in 2006 there were 8 objects (schools, kindergartens) in total, in 2013 they reached in 23 objects including new schools and kindergartens together with the restored ones. During this time 9 schools of 9 years cycle and of high school education have been built, restored, and completed with contemporaneous standards and supplied with labs and relevant cabinets, with gyms, and with other accessory premises for a normal development of teaching process. Three new kindergartens have been built in Kamez, Zall-Mner and in Bathore. The new schools and kindergartens are all located in the neighborhoods of the city like in: Qender-Kamez, in Bathore, Laknas, Valias, Zall-Mner, Bulçesh, covering this way all the territory of the municipality. Like in the other public investments like the roads and the other objects in service of community, even the new schools and kindergartens are overall investments.

Except the construction of new educational objects, a great job is also done with reconstructions and with restoration of interior and exterior premises of existing schools and kindergartens.

Thanks to all this work Kamza aims to reduce the overload of classes, from 40-50 pupils to 32 pupils per class, according to standards provided. Moreover, the third shift, which till recently operated almost in all schools, impeding the normal learning process is already removed. As a result of these positive radical transformations in education during these years the quality of pupils in the town of Kamez is raised. This is showed even by the increasing number of
students from Kamez who study in different universities of the country.

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Multi-Dimensional and Functional Approach to the Intercultural Adaptation Study

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Abstract

We believe it is important to do holistic, systematic study of intercultural adaptation. Our approach is based on the theoretical proposition of the multi-dimensional and functional organization of behavioral acts and human activities developed by A.I. Krupnov. It allows investigating not only separate aspects but the whole system, considering hierarchy and interaction of the components constituting the adaptation. According to this theoretical model six most important areas of psychological adaptation to a new culture were identified: operational and dynamic, motivational, cognitive, emotional, regulatory and productive aspects. In addition, since the intercultural adaptation is inextricably linked with the concept of ethnic tolerance, we investigated the relation of this personality trait with the selected aspects of intercultural adaptation. Our empirical research involved 351 first year students of Russian university arrived from different regions of the world (40 countries). According to our theoretical model, for each aspect of intercultural adaptation special psychodiagnostic techniques were picked up. In total 14 techniques were used. This research made it possible to reveal the ratio of the intercultural adaptation various aspects. Factorial analysis in general approved our theoretical model. It showed that in the intercultural adaptation general psychological structure all studied aspects of intercultural adaptation are relatively independent. Central place in this structure belongs to the emotional intelligence and communicative tolerance. The intercultural adaptation peculiarities of the students from different regions are determined not only by the level of the analyzed adaptation aspects development, but also by their specific correlations.

Keywords: intercultural adaptation, migrants, adaptation styles, social distance, stress coping strategies, life goals, social intelligence, emotional intelligence, self-regulation, ethnic tolerance.

1. Introduction

Active migration processes have become an integral part of the modern world. Psychology and allied sciences are actively exploring problems of intercultural adaptation. In this area has been accumulated a lot of knowledge, although often only certain aspects of this phenomenon studied.

We believe it is important to do holistic, systematic study of intercultural adaptation. Multi-dimensional and functional approach we propose to study the problem of cross-cultural adaptation was developed by the Russian psychologist Alexander Krupnov (2006, 2009) for the analysis of personality traits and activities. The approach has been actively tested and developed by Krupnov's Scientific School and proved its effectiveness in exploring not only separate aspects of the considered phenomenon but a holistic and an integral system considering its hierarchy and interaction of its component parts (Bojko, 2013; Volk & Akimova, 2010; Kudinov, S.I. & Chzhan Pan Hao, 2013; Lykova & Karaverdo Intriago, 2010; Maslova, 2011; Novikova & Ibadova, 2009; Novikova, 2010; Chebotareva, 2011, 2012, 2013).

According to this theoretical model six psychological areas responsible for adaptation process characteristics were distinguished. The operational and dynamic aspect includes stylistic characteristics of the adaptation process, in particular inter-ethnic cooperation and stress coping strategies. The motivational aspect of adaptation involves the adaptants’ life goals, long-term plans, depending on which they choose adaptation styles. It is clear that, for example, that the adaptation styles and results of students studying abroad in order to become good specialists at home vary significantly from those who are considering studying abroad as a form of tourism or an opportunity to work abroad. Also, various adaptation characteristics vary depending on individual purposefulness, awareness of their goals in life, etc.

The cognitive aspect of adaptation also plays a significant role. It is important to consider a system of person's understanding of certain intercultural situation, his or her own ideas about their place and role in this situation, and their ability to analyze a variety of social situations.

The understanding of the situation is closely related to the attitude to it, i.e. the emotional aspect of adaptation. It
also takes into account the person’s ability to understand and regulate his or her emotions and the others’ emotions, to understand the specifics of emotional expression in other cultures.

Many researchers believe that the regulatory aspect is the key one in the social and psychological adaptation. Naturally, in intercultural adaptation it is important to consider the level of the person’s main regulatory processes development. But it is important to consider them in relations to other aspects of adaptation.

The productive aspect includes the rates of adaptation successfulness, the degree of person’s satisfaction with his or her adaptation, the presence or absence of maladjustment signs.

In addition, since the intercultural adaptation is inextricably linked with the concept of ethnic tolerance, we think it was important to investigate the relation of this personality trait with the selected aspects of intercultural adaptation.

2. The Research Methods

According to our theoretical model, for each aspect of intercultural adaptation special psychodiagnostic techniques were picked up. In total we used 14 techniques.

The operational and dynamic aspect was assessed by the techniques: “Types of Ethnic Identity” (G.U.Soldatova, S.V.Ryzhova), “The Indicator of Stress Overcoming” (D. Amirkhan, translated and adapted on Russian N.A. Sirotina and V. M Jaltonsky). The motivational aspect was regarded with “The Test of the Life Meanings Orientations (D.A.Leontiev). The cognitive aspect was investigated with “The Scale of Base Convictions” (R. Janov-Bulman), “The Scale of Social Distance (E.Bogardus in T.G. Stefanenko modification), “Who am I ?” – Technique of 20 questions (M. Kun, T. McPartland), “The Social Intelligence Measurement” (J. Guilford). The emotional aspect was measured with “The Questionnaire of Emotional Intelligence” (D.V. Lusin) and the techniques “Gnosis Facialis Foto” (J. Merten, J. Spang). For investigating of the regulatory aspect the questionnaire “Style of Self-control” (V.I. Morosanova) was used. The productive aspect was assessed with the techniques “Adaptation” (A.I. Krupnov) and “The Person’s Adaptation to New Social and Cultural Environment (APSCE) (L.V. Yankovsky in modified version of T.G.Stefanenko, M.S.Panova). The level of students’ tolerance was measured with “Tolerance Index” (G.U. Soldatova, O.A. Kravtsova, O.E. Khukhlaeva and I.A. Shaigerova) and “Diagnostics of the General Communicative Tolerance” (V.V. Bojko).

The statistical significance of the differences between studied groups of the students was estimated by means of nonparametric Kruskall Wallis test. Also we used Multiple Range Tests, with which the variables received for students from different regions were compared by pairs. For revealing the gender specifics of adaptation of students from different regions we investigated joint influence on indicators of adaptation of factors of region and gender by means of the multifactorial dispersive analysis (MANOVA). For revealing the correlations of various aspects of intercultural adaptation with its productivity we used Spearman’s rank correlation coefficient. For research of the structure of adaptive characteristics of foreign students and specifics of such structures at students from different regions we used factorial analysis. This article summarizes the results of these statistical studies.

3. Sample

351 foreign students studying in Peoples’ friendship university of Russia were included into the empirical research sample. Among them there were students from 5 regions of the world: Asia (80 persons), Africa (61), South America (69), Middle East (81) and the Central Asia (60), from 49 countries. All examinees were students of the first years of 9 different faculties. Among examinees there were 189 men and 162 women. Ages of examinees were from 17 to 25 years old, the average age - 21.3 years old.

4. Results and Discussion

The aim of this stage of the study was to identify the nature and the psychological mechanisms of foreign students' intercultural adaptation through the assessment of its different aspects intensity and interaction.

At first the general characteristics of the foreign students’ intercultural adaptation should be considered. In operational and dynamic aspect of adaptation can be seen a wide scatter in the data on all tests’ scales, what is the evidence of variety of ethnic identity forms at foreign students. Leading ethnic identity type for most foreign students is a positive ethnic identity, that is, on average, foreign students accept their own ethnicity and have positive attitudes towards other ethnic groups. However, next in intensity goes an ethnic indifference, and then – an ethnic bigotry. Accordingly, in the sample, there are many students with blurred ethnic identity, for whom ethnicity is irrelevant (perhaps
indirectly it also demonstrates the favorable level of adaptation). And there are a certain number of students who worry about their ethnicity and ready for extreme measures for its protection.

In stressful situations, mostly foreign students take an active and constructive position, they tend to analyze situations and discuss them with different people to choose the best solutions, to act purposefully and persistently for achieving their goals, they may, if necessary, seek the help from others, though often they may "get away from problems" as well.

Motivational aspect of foreign students' adaptation is characterized by equilibrium of focuses on achieving their life goals and on enjoying the process of life. Not all foreign students are convinced that it is possible for humans to control their lives, to decide freely and to implement the decisions. Although mainly these students consider themselves strong personalities with freedom of choice enough to build their lives in accordance with their objectives and representations about life meaning. Apparently, such characteristics are due, firstly, to the fact that students who have chosen study abroad, really, basically are more strong personalities, more conscious of their goals in life. And secondly, the uncertainty in the life controllability may be associated with some problems in cross-cultural adaptation.

In the cognitive aspect, we also may see the data that are consistent with the motivational aspect characteristics. The highest rate among the scales obtained by methods of "Scale of Base Convictions" has a scale of "I value". However, many international students have no illusions about the global justice of world order, do not believe that success comes only to the deserving people.

Qualitative analysis of the method "Who am I?" results showed that in general, foreign students indicated a positive image of themselves. Ethnic identity in the majority of them is not actualized. Students from all the regions, except Central Asia, rarely mentioned any social roles that may indicate an identity crisis associated with uncompleted process of social adaptation in the new environment. The most frequently mentioned roles were "student", "human", "family member", "man / woman". In the foreign students' responses almost never we could meet characteristics describing their attitude toward Russia, the process of adaptation, except for a few references to the non-acceptance of the Russian weather or about acquaintance with the Russian language and culture.

The foreign students' social intelligence evaluation showed the indicators below the average. That is, foreign students often have difficulty with perception of nuances (the meanings) of verbal signs and with interpretation of nonverbal cues, at least, accepted in European and Northern American culture. They find it difficult to assess accurately the holistic situations of interaction, so they can behave inappropriately in such situations. At the same time the foreign students' ability to anticipate future actions of people based on the analysis of real situations of communication in general is well developed. They are well able to build a strategy of their own behavior in order to achieve their goal, know the models and the rules of behavior in certain social groups.

The emotional aspect of intercultural adaptation study showed that on average, foreign students emotional intelligence is at the average level, although a wide scatter in the data were noted, i.e. in the sample there were people with a very low general level of emotional intelligence, as well as with very high level. It is interesting that among the test subscales average maximum score was obtained on a scale of "other people's emotions managing". That is, the majority of foreign students believe that they have a highly developed ability to influence other people's emotions. However, the other abilities that make up emotional intelligence are much less developed. In general, foreign students' interpersonal intelligence is higher than intrapersonal, and emotions managing is higher than emotions understanding. Perhaps this ratio suggests that in a situation of intercultural interaction foreign students show the tendency to manipulate other people instead of conducting real open interpersonal interaction.

Analysis of the foreign students' facial gnosis ability showed that foreign students better recognize the joy, which was the most positive emotion in the entire list of emotions in the test. Recognition of the astonishment was on the second place. Perhaps this is one of the most important emotion for the intercultural communication that helps to assess, whether your interlocutor understands you. Maybe that's why students from different cultures are well aware of this emotion. Following is sadness / grief. Perhaps, good recognition of this emotion due to the fact that it is usually quite strong in manifestation. Although while one of the interlocutors experiences this emotion some tension in dialogue arises, perhaps that's the reason why the emotion is recognized worse than joy. The foreign students recognize disgust, fear, anger and contempt worse (on average less than a half of the correct answers). Perhaps this is due to the fact that different cultures have different attitudes with regard to manifestations of these emotions, and apparently different ways of their manifestations.

Regulatory aspect of the foreign students' intercultural adaptation is characterized by the average intensity of the main regulatory personal properties and processes. Among separate regulatory processes flexibility, the abilities for planning and changing the activity are expressed stronger, abilities for modeling and evaluating the activity are less
developed. In the productive aspect of the foreign students' intercultural adaptation to Russia the average general level of intercultural adaptation is noted. Generally the students are satisfied with their stay in Russia, have a positive attitude towards others, have a sense of social security and belonging to a new society. They are determined to expand their social ties and they are confident in their abilities, focused on respecting the current environment social norms. Perhaps this accepting of the new environment is determined not by internal changes, but by external adjustment. But maybe, for students who after some time will return to their homeland, such strategy is optimal.

Among the negative trends the nostalgia are most pronounced, although its intensity is below average. But it should be mentioned that a number of the students intercultural adaptation studies conducted in People's Friendship University (Maslova, 2011; Novikova, 2010; Chebotareva, 2011, 2012, 2013) showed that a high level of nostalgia (as homesickness), cannot be considered a sign of maladjustment, on the contrary, it usually directly related to the successfulness of intercultural adaptation, at least for short-term migrants. Maybe reducing the overall level of mental tension due to a stay in a new culture takes off some psychological barriers, and increases the level of reflexivity, allows students understand better their internal condition.

The study of tolerance draws us to the conclusion that the foreign students usually show an average level of tolerance in various fields. They are more tolerant to different unconventional social groups and less tolerant to other ethnic groups. The foreign students' intolerance may be manifested primarily in categorical or conservative assessment of others, in inability to hide their negative feelings.

Factorial analysis of the structure of the foreign students' cross-cultural adaptation in general confirms the correctness of the theoretical model proposed. The factors were grouped mainly on the previously identified aspects.

The first factor includes all the components of emotional intelligence. The second included with a negative sign all indicators of intolerance in interpersonal communication. The third factor is the ability to facial gnosia. The fourth factor is the life meaningfulness and the fifth - the basic beliefs in benevolence and meaningfulness of the world and the value of their own "I". The sixth factor all the difficulties in adaption (negative scales of adaptation techniques) formed. The seventh factor combined positive scales of adaptation techniques, i.e. adaptability and tolerance. And the eighth factor included the overall level of social intelligence and the indicator of the situation dynamics understanding together with the proximity of social distance with the majority of the studied regions.

Thus, in the general psychological structure most studied aspects of intercultural adaptation are relatively independent. The emotional intelligence and communicative tolerance have the central place in this structure. To a large extent the success of adaptation is associated with tolerance, and the closeness of the social distance from the other cultures correlates with the social intelligence. Cultural, gender and individual differences in intercultural adaptation manifested not only in its various aspects intensity, but also in the specific relationships between the components and in specific in the overall structure of adaptation.

5. Conclusion

Thus, a holistic multidimensional analysis of the foreign students' intercultural adaptation in Russia shows that the overall picture is quite prosperous, but large scatter in the data of the general adaptation successfulness and almost all aspects of adaptation must be taken into consideration. It means that besides successfully adapting students there are also those who are experiencing serious difficulties.

The different adaptation aspects comparison revealed that some students show ethnic identity style transformation toward either the ethnicity blurring or extreme ways of its protecting. Although most students use rather constructive coping strategies, they as well often avoid problems, "close eye on them."

The regulatory aspect of adaptation as maybe the most obvious, on average, at foreign students is represented quite well. In other aspects some contradictions was highlighted that can cause difficulties in adaptation. In particular, the inconsistencies are observed in the motivational and cognitive aspects. The foreign students are well aware of their goals in life and consider themselves quite able to fulfill them, but they are not quite sure in the life controllability in general. They have a generally positive image of "I", although the decrease in the number of social roles in their self-images presupposes an identity crisis. Foreign students also have difficulties in interpreting social situations on the basis of verbal and nonverbal signals accepted in European culture. The foreign students often have difficulties in understanding emotions not only of others but also their own, but they are confident in their ability to influence the emotions: their own and the other's as well. That may create the situation of misunderstanding in their relationship.

There are also some personal factors that complicate adaptation. In particular, the foreign students have relatively
low level of tolerance, they show greater tolerance towards representatives of various social groups than of other cultures; in intercultural interaction they may exhibit categorical assessments of others and they hardly restrain their negative emotions.

In the general psychological structure most studied aspects of intercultural adaptation are relatively independent. The emotional intelligence and communicative tolerance have the central place in this structure.

The analysis using the multi-dimensional and functional approach showed that such holistic analysis helps to understand better the process of cross-cultural adaptation and the degree of its successfulness. This research made it possible to create a holistic picture of the intercultural adaptation, to reveal the ratio, interaction and hierarchy of its various aspects.

In the programs of psychological and pedagogical support for the foreign students and other migrants this approach allows the use of an impact not only on the regulatory aspects of adaptation, but also on its other components, such as motivation, emotion, cognition, including self-consciousness.

References


The Role of Playing into the Development of the Pre-School Children's Linguistic Skills

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Abstract

Children of different age-groups pressupose a harmonic and conditioned development of their linguistic peculiarities and features. The contexts these linguistic peculiarities have been developed as well as their implications are greatly promoted through playing games which have an important role in the children’s linguistic formation. Relevantly, the object of this study focuses on the development of the 4-5 age-group children by means of playing games: Our study has been oriented over the following issues: - The features of the linguistic formation for the 4-5 age-group children. - The selected models of the games influencing the development of the children's abilities in these evolution fields. - Identification of the relevant indicators related with the children’s linguistic abilities by applying the model of games for this age-group. Methods to be used are those of investigation, observation, assessment, analyses and synthesis. Our research has been based on the concrete understanding of children's features in the pre-school institutions as well as on modelling the games that improve speaking for this age-group. The results generated by applying those models have been presented to the relevant pre-school teachers in Elbasan County, Albania.

Keywords: linguistic formation, assessment model, games, symbolic language, 4-5 years age-group.

1. Introduction

1.1 Understanding Child Development as a Process.

Child development is an all-round process, including the entire changes occurring to individuals in the course of their lifetime. The concept of development in children involves the cooperation of physical, emotional, cognitive and social development fields, making possible for more and more complicated levels of motions to be realized as well as enhancing children's thinking, communication and cooperation with other people in the surrounding ambiance. Considering the concept in a wider dimension, development includes growth, change, communication, learning, the motion towards autonomy as well as assuming the proper role in society. (Jareg, 1994:38).

However, the child development occurs with a social ecological frame. This means that it occurs in a variety of environmental contexts, classified in interpersonal, social, and cultural level; with various factors having an essential role. Some of the main factors impacting the child’s health are natural, (genetic, heredity) and environmental, (Save the Children, 2007: 38-39). In order to understand child’s development, its main fields should be determined first, including the physical, emotional and cognitive development (the last is linked with linguistic skills, intelligence, thinking processes and the skills to manage and give solutions to difficult situations as well as social development.

1.2 Linguistic development and its features in 4 - 5 yrs-old children.

Language is an important element of communication and its acquisition is vital to each individual in the society. As such, it embodies, at least, three main ideas: the language is a par excellence means of communication, the school promotes its further and more qualitative development and third, language learning is promoted solely by the children’s need to communicate with others. By perfecting their acquired linguistic knowledge, children shape their own opinions. (Plangarica 2002 : 27-28)
However, communication occurs even in the absence of the wordy language, (non-verbal communication through symbols, gestures and mime). Children, regardless of their cultural descent, come to the world prepared to communicate by means of sounds, gestures and words. (Tahsini et al. 2012: 16-17).

Some of the main features in pre-school children, regarding the linguistic development, include abilities to understand spoken language, the variety of the vocabulary, use of various grammatical forms, communicative deftness, the interest in reading books, abilities to express their ideas in writing etc.

Such abilities for this age group of children would include: clearly pronouncing both words and sentences. Using more than 1500 words in their vocabulary. Using 4 – 5 words clauses and sentences giving details, i.e. I need to read my book. Pronouncing consonants l, s, r, v, z, j, c, h, sh, th correctly. Using magic words in their proper place and time. Using verbal expressions when speaking or telling stories. Listening to storytelling or short accounts attentively and answering to questions around them. Communicating freely with other children and with adults. Having the concept of time and space. (Kamani, Mato 2004 : 25-29, 45-49)

1.3 Role of playing in the pre-school children linguistic development

Playing is one of the main activities for children, linked directly with their instinctive life. In other points of view, it is defined as a preparatory exercising to the adult life and as a constant and punctual verification of the gained experience, by means of which they realize their equilibrium with the surrounding environment. Having their imagination as a simulative function, which is one of the mantel development indicators; it acts freely in the reality, by adjusting to their needs. Creation of an ambiance reach with toys and promoting their attempts to “investigate” the world, make up premises developing their cognitive development. This development is mirrored in the in general changes in the children’s mental activities, as well as especially in other elements suchlike the memory, reasoning, perception, logic, etc. Cognitive abilities are gained wile interacting with others in the surrounding ambiance. Children of this age progress in observing, interacting and processing information.

Each game, however simple it is, is featured by intentive motoric participation and commitment, by means of which children integrate their psycho-motoric skills and gain new knowledge. As such, it favors not only their physical development but the linguistic, social and spiritual ones as well. The use of the daily non-formal activities and playing have been considered as possibilities to develop children’s vocabulary, as an improvement of their daily language, the ways of storytelling or commenting events, their thinking processes, fantasy and imagination.

2. Application Procedure

Considering all that has been said about the role and importance of applying games in different fields of child’s development, the purpose of this study is to evidence the development level of certain linguistic indicators through playing as a motoric element. The study was realized in the course of observing pedagogical practices of the pre-school students department, Faculty of the Education Sciences, at the “Aleksandr Xhuvani”, Elbasan University (EU), academic year 2011-2012. About 280 4-6 age group children partook in the study, all from about 12 pre-school institutions of Elbasan city and county. The selected kindergartens were in Elbasan town, including the pilot kindergarten, No. 5, Kindergarten No. 12 and Kindergarten No. 4, in Kuqan, Katund i Ri and Shushice villages, all in their respective primary schools. Moreover, participating were the Librazhd town kindergartens, Kindergarten No. 1 and 2, the Gramsh town No. 1 and 2 kindergarten, Perrenjas town kindergarten, Belesh municipality kindergarten installed in the “Halit Uruçi” 9-year school. The study was also supported by the interest groups, such as the work group with the authors of this study and the manager of the pilot kindergarten Ms. Lira Ballhysa, the supporting group, consisting of the pre-school teachers in the kindergartens involved in the study, as well as the pre-school department students.

Some of the study identified indicators, reflecting the formation of linguistic abilities for this group-age children, are the ones connected with the application of the speaking, writing, reading, hearing and seeing strategies, in which the children need to activate all the five main senses which impact the communication improvements directly.

2.1 Models of Playing

1. The game “My name is special”, intends to enhance children to write their names according to the model showed by their teacher. (Mato et al. 2010 : 100-102). Method: on a colored sheet of paper the teacher lists all children group’s names in capital letters and reads them aloud. S/he shows each the first letter of their
Results drawn brought us to the following conclusions:

1. The game: “Me and my family”, intends to develop speaking and fine motoric skills. (Mato et al. 2010: 110). Method: A day in advance, the teacher has ordered children to bring a photo of their family to the kindergarten. Photos are stuck on a large piece of cardboard. S/he urges children to draw their family members as they fantasize about them and describe them in words. S/he explains the concept of the family, as a commune of individuals living together and having common interests. Children use simple sentences.

2. Method: Figurative illustrations with well-known characters for children suchlike The Snow White, The Princess, The Santa Claus, (on the eve of the New year), etc, have been selected in advance by the teacher. Children are urged to retell the stories they know in advance, since they have heard them by their parents or have read them somewhere or they are told by their teacher. Such figurative illustrations can be used by the teachers even for newly told stories, heard for the first time. After the teacher narrates them the children are urged to retell the events and distinct the various parts of narration suchlike the introduction, the narration body and the conclusion. Children are urged to use verbs in past tense in the narration process. This way of storytelling can be perceived as a game in which children switch each other to finish the story, by passing the ball to the consecutive classmate.

3. A game intending to develop speaking abilities by retelling a well-known story via figurative illustrations. (Tahsini et al. 2012: 141-143). Method: Figurative illustrations with well-known characters for children suchlike The Snow White, The Princess, The Santa Claus, (on the eve of the New year), etc, have been selected in advance by the teacher. Children are urged to retell the stories they know in advance, since they have heard them by their parents or have read them somewhere or they are told by their teacher. Such figurative illustrations can be used by the teachers even for newly told stories, heard for the first time. After the teacher narrates them the children are urged to retell the events and distinct the various parts of narration suchlike the introduction, the narration body and the conclusion. Children are urged to use verbs in past tense in the narration process. This way of storytelling can be perceived as a game in which children switch each other to finish the story, by passing the ball to the consecutive classmate.

4. A game intending to develop the speaking, writing and fine motoric skills. (Mato, Grillo 2003: 163). Method: As many pieces of written papers have prepared as the number of the children partaking in the game. In one of them is written the name of a male animal, in the other the name of its counterpart female animal, (or, the children are asked to draw their favorite animals). For instance: tomcat – cat, cock-hen, ram-sheep, bear – she-bear. The pieces of paper are inserted into a glass vessel and the children are invited to take one of them. Once they read the paper they should imitate the animal loudly. Once this is over the children are divided in pairs (tomcat-cat and so on).

5. A game to develop the speaking and hearing skills via the use of words imitating various noises in the nature (objects, natural phenomena, animals etc), (Mato et al. 2010: 137-139). Method: Children are invited to play the game “Listen to and describe sound as they are heard” They are invited to listen to the wind blowing outside, or to recreate other noises heard in their ambiance. Children reproduce and describe different noises as they hear them. They are assisted to use descriptive sound-imitating words suchlike chirping, meow-meow, oink-oink, etc. Symbolic games or, the mimic ones, intend to enhance communication, transmission of the message by means of gestures and body motions. (Kamani et al. 2004: 79). Method: In the first learning situation games with children are improvised, with each of them taking the role of a child, i.e. the blind one, the clumsy one, the one who cannot speak and cannot understand the language, etc while participating into the game. Children are directed to blindfold themselves and try to find the classmate which gave them the ball. Also they are encouraged to understand the message via gestures and the language of signs. In the second learning situation, the body as a whole is to be used, with its movements, trying to convey the messages and responding by imitating physical, spiritual and emotional situations i.e. big, small, fat, thin, happy, sad, angry, surprised, dreamy, etc.

Following this is the format of observation and assessment of the linguistic abilities in which the field indicators development results for the 4-5 yrs-old children have been reflected. To draft the format we have been based in the leaflet “Observe and Estimate” (Zisi, Selmani 2009: 6, 10), a document which has been built basing on the standards achieved in the pre-school system.

3. Results and their Interpretation

Other than statistical data, the intention of the study was to frame problems relating to child development, which obviously reveal the following question: what are the conclusions and their interpretations? In the field of linguistic formation, which essentially is promoting language learning in group, through the need to communicate with others, the results drawn brought us to the following conclusions:

1. By means of the game “My name is special” which intended to incite children write their names according to the model shown by the teacher, about 95% of the children can identify their name as well as can write it after the model offered by their teacher, using capital letters. They can identify the first letter their name commences with, as well as identify their age and gender. This is a satisfying indicator showing the scale of
2. About 89% of the children describe their family members through figurative descriptions, using clauses to make the descriptions with more than four words. This indicator asserts a good level of the descriptive abilities, using physical and emotional qualifiers in their descriptions.

3. About 72% of the children can retell an event happening very closely in time, i.e. in the morning or yesterday), in the game intending to develop linguistic abilities, further enrichment of their vocabulary and sentence patterns, by means of storytelling. This is a relatively good indicator. Children face difficulties in preserving logical continuity and in some cases into using the narration cohesive structures properly.

4. About 83% of the children can retell a generally known story by watching figures (by identifying the story introduction, the narration body and the conclusion). This is also a good indicator, divulging that events are better memorized through visual perception and figurative illustrations help children to preserve the logical fluency in narration, by further enriching their vocabulary and using time and place adverbs suchlike: at the end, later on, in the ends etc.

5. In the game intending to develop the speaking abilities through storytelling a generally known story via figurative illustration, about 91% of the children could use past time verbs. This is a very good indicator regarding the use of the cohesive verb patterns, by means of which the characters' actions and events in narration become more dynamic.

6. In the game for developing of speaking and writing abilities, about 97% of the children could name the animals, could write the animals' names written by the teacher, by imitating them and know to create the male-female pairs. This is a good indicator regarding animal naming and creating their gender pairs.

7. About 94% of the children could name five colors, (red, yellow, blue, green, orange), and can realize coloring figurative illustrations. This is another satisfying indicator regarding the development of the linguistic abilities via fine motorics.

8. 76% of the children can recite rhymes by using words imitating certain noises in nature, (objects, natural phenomena, animals). This is a relatively good indicator about learning verses by heart and reciting them as well as for the memorization of the sound-imitating words.

9. In the symbolic games or differently said, - the mimic ones, intending to enhance communication, transmission of the messages by means of gestures and bodily motions, children were placed in situations representing different scales of difficulties, making the achievement levels for this age group to be varying. Direct imitation has been proposed in the first situation, (imitation has been realized by sketching the object). About 84% of the children communicate by means of their hands and bodies. In the second situation, with a greater scale of difficulty, direct imitation has been proposed, (imitation of action). About 71% of the children communicate in group, by understanding the message and responding to it by reverse imitation i.e. big/small, fat/thin, angry/smilely, etc. The second indicator shows that symbolic games should be applied widely in the teaching process, in order to bring variety in communication.

4. Conclusions and Recommendations

1. In our study we tried to bring forth a simple and functional model for the assessment of the linguistic formation in pre-school children (4 – 5 yrs-old age group) through playing. Since games cover a considerable part of the curricular activities in different aspect of child development, we have offered this model to be used by the pre-school students and teachers in their work with children.

2. The models of the games selected by us were received and realized satisfactorily by the children. This is a fact showing that they are realized with the proper methodic and scientific criteria, and impact not only the further enrichment of children's experience but even the progress of these abilities in the respective fields of child development. The study also showed that the selected models of games were fully understood and administered by the supporting group – the teachers and students, which further convinced us that these games can serve as an assessment model for the children's abilities in these two fields of development.

3. In the field of linguistic development the results showed a good level. The reason is that the children's linguistic formation for this age group has a background and is urged by their need to communicate. However, the children's linguistic development should be understood as an ever growing process, which must pass through its own development stages in time, (from one month to the other, in the course of the school year), always considering the different level of knowledge linked with the social ambiance the children belong to.
pre-school teachers should apply various techniques to compensate inequalities resulting in children, to help them acquire and understand a base vocabulary in communication. Games consist to be one of the techniques contributing to the improvement of children communication.

References


Table 1. Summary table containing the observation and assessment results for some of the Elbasan county kindergartens.

<table>
<thead>
<tr>
<th>Fields of development</th>
<th>Observed behaviors</th>
<th>Assessment in percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Linguistic and communicative abilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identifies his/her name</td>
<td>266</td>
<td>14</td>
</tr>
<tr>
<td>2. Describes family members by using clauses with more than four words.</td>
<td>249</td>
<td>31</td>
</tr>
<tr>
<td>3. Retells an event that has occurred in a short time hence. (today, yesterday).</td>
<td>202</td>
<td>78</td>
</tr>
<tr>
<td>4. Retells a generally known story by watching figures (identifies introduction, the narration body and conclusions).</td>
<td>232</td>
<td>48</td>
</tr>
<tr>
<td>5. Uses past tense verbs.</td>
<td>255</td>
<td>25</td>
</tr>
<tr>
<td>6. Names the animals by creating male-female pairs).</td>
<td>244</td>
<td>36</td>
</tr>
<tr>
<td>7. Names five colors (red, yellow, blue, green, orange).</td>
<td>263</td>
<td>17</td>
</tr>
<tr>
<td>8. Recites rhymes by using words imitating certain noises (objects, natural phenomena, animals)</td>
<td>213</td>
<td>67</td>
</tr>
<tr>
<td>9. Imitates by means of figures (indirect).</td>
<td>235</td>
<td>45</td>
</tr>
<tr>
<td>10. Imitates by means of action (direct).</td>
<td>199</td>
<td>81</td>
</tr>
</tbody>
</table>

Graphic presentation of Table 1.
The Impact of Risk Behaviors on Violence among High School Students

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Abstract

Current research suggests that the knowledge of the associations between adolescent risk behaviour and delinquent behaviours such as fighting at school or violence among peers is conceptually and empirically inadequate to substantially provide a base of assessment of adolescent health and risk. The aim of this paper is to contribute towards the knowledge and findings about the relationships between adolescent risk behaviours and violent behaviours among adolescents in an educational setting. From a developmental perspective, links between such behaviors in adolescence are discussed and investigated in light of a psychosocial stress model. This report summarizes results from Youth Risk Behavior Survey (YRBS), the 2011 national survey, conducted among students aged 12-18 in grades 9–12. A total of 15,364 students completed the national survey in 2011 where (N = 7656, 49.6%) were male and (N = 7708, 50%) were female students. Bivariate and multivariate logistic regression analyses showed that the odds of fighting at school are increasingly greater as children’s frequency of carrying weapon at school ($\beta = 1.77$, SE = .08), playing videogame and watching TV scores separately increase among different races. When all four predictor variables were considered together, they significantly predicted whether or not a student would fight at school, ($\chi^2 = 478.67$, df = 5, N= 14059, p < .001). Finally, conclusions for future research, behavioral interventions and educational policies on adolescent health are provided.

Keywords: YRBS study, risk behaviors, violence, adolescent

1. Introduction

Adolescence is a transition period characterized by a rapid development when young people acquire new knowledge and skills and are faced with many new situations (Boyce et al., 2008; and Hurrelmann & Richter, 2006). As adolescents go through many physical and emotional changes, they are faced with many pressures and challenges as well, including disadvantages of using technology, the social media, peers using weapons, and academic and behavioral problems. Some risk behaviors such as spending extended hours on watching TV, playing videogame for many hours and carrying weapons or guns at school, established during adolescence can influence the adolescents’ social relationships with the others at school. Such adverse behaviours create the roots of a behavioral pattern that might have long-lasting effects at a high cost to the health of young people.

School is such an important social and learning environment influencing not only educational outcomes but also social and behavioral ones. Research shows that children who are not engaged with learning or who have established poor relationships with peers and teachers, are more likely to get involved in socially disruptive and conduct behaviors (Bond, Butler, Thomas, Carlin, Glover, Bowes, & Patton, 2007). Those children who stay more isolated and more engaged with the social media and technology or those who get involved with behaviors such as holding weapons at school are more likely to develop adverse behaviors that may influence others’ health as well. Risk behaviour is considered any behaviour that might have undesirable consequences which increase the probability of harm and loss (Cairns and Cairns, 1994). Although there is a vagueness in the literature about the concepts related to risk behaviour, there is a consensus that such behaviours are directly or indirectly related to health, adverse behaviours and inadequate psychosocial adjustment (Hurrelmann & Richter, 2006).

Children from different races may show interest on risk-taking behaviors and violent ones at school. Most of the young children, who get involved with the juvenile justice system, usually come from low income single-parent homes found in poor neighborhoods and have high rates of learning problems, mental health issues, and behavior problems. The juvenile justice system reports that one child every 21 seconds is arrested in the US. Children of color ages 10-17 represent only 16 percent of the overall child population ages 10-17, but make up 34 percent of children arrested, 38 percent of children adjudicated, and 68 percent of children in residential placement (Children’s Defense Fund, 2014). Incarcerated youth are at increased risk of physical abuse, sexual assault and suicide. There are better choices than...
incarceration that work for children, keep communities safe, and are more cost-effective. Diversion programs, treatment programs, after-school reporting programs, and family support programs help keep children out of trouble.

Adolescents show a tendency to become either more dependent or independent on various factors and peers. Interactions with peers who show deviant behaviors or who are more socially isolated might result in adolescents getting more involved with risk behaviors during this period.

This work is built on the theoretical basis of social control theory (Gottfredson & Hirschi, 1990). This theory claims that problem behaviors in adolescence are attributed to developed conduct problems early in life. Gottfredson & Hirschi (1990) characterize delinquents who are predisposed to become as such in childhood as those lacking self-control, or being more impulsive, insensitive and risk-taking. They claim that low self-control can result in criminal behavior only when such an opportunity is present. The lack or the presence of self-control is found in childhood and that is where the problem behaviors first emerge. This study focuses on understanding young people’s risk behaviors and their impact on developing problem behaviors such as violence. This work seeks to identify and discuss the extent of these habits or risk behaviors and highlight the need for preventive action to “turn this vulnerable age into an age of opportunity”. The aim of this work is to (a) examine the various linkages between risk behaviors and violence in adolescence; and (b) provide intervention and policy implications of the findings.

2. Method

2.1 Sampling Procedure and Sample

The Youth Risk Behavior Surveillance System (YRBSS) is conducted by the Center for Disease Control and Prevention and it monitors six categories of priority health-risk behaviors among youth and young adults: 1) behaviors that contribute to unintentional injuries and violence; 2) tobacco use; 3) alcohol and other drug use; 4) sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) infection; 5) unhealthy dietary behaviors; and 6) physical inactivity. In addition, YRBSS monitors the prevalence of obesity and asthma. YRBSS includes a national school-based Youth Risk Behavior Survey (YRBS) conducted by CDC and state and large urban school district school-based YRBSs conducted by state and local education and health agencies. This report summarizes results from the 2011 national survey, 43 state surveys, and 21 large urban school district surveys conducted among students aged 12-18 in grades 9–12. A total of 15,364 students completed the national survey in 2011 where ($N = 7656, 49.6\%$) were male and ($N = 7708, 50\%$) were female students.

2.2 Measures

**Predictor variables: Carrying weapon.** The respondents reported their weapon carrying during the past 30 days. Weapon carrying was assessed by asking respondents if they had carried a weapon such as a gun, knife, or club during the past 30 days (from 1 = 0 days to 6 = 6 or more days), this variable was collapsed into a dummy variable (1 = yes, 5.1\%; 0 = no, 94.9\%). **Watching television.** The respondents reported the number of hours they watched television on an average school day (from 1 = no watching television to 7 = 5 or more hours per day), this variable was collapsed into three categories (1 = no television, 27.9\%; 2 = 1-2 hrs/day, 36.4\% and 3 = 3 or more hrs/day, 35.7\%). **Playing videogames.** The respondents reported on the number of hours they spent playing video or computer games or used the computer for something that was not school-related (from 1 = no playing video or computer game to 7 = 5 or more hours per day), this variable was collapsed into a dummy variable (1 = once or more, 66.8\%; 0 = never, 33.2\%). **Race/Ethnicity.** The respondents reported their race or ethnicity by selecting one option out of five categories. This variable was collapsed as well into a dummy variable (1 = white, 40.8\%; 0 = other, 59.2\%).

**Dependent variable. Fighting at school.** Fighting was assessed by asking respondents how often they had been in a physical fight during the last 12 months (from 1 = 0 times to 8 = 12 or more times) and this variable was collapsed as well into a dummy variable (1 = once or more, 12.1\%; 0 = never, 86.3\%).

2.3 Data Analytic Strategy

We used SPSS 20.0 to analyze the data. Bivariate and multivariate logistic regression analyses were conducted to investigate if there is a relationship between youth risk behaviors and race on violence at school. Firstly, we collapsed both predictor and outcome variables to meet the assumption for the logistic regression analyses which predicts a
dichotomous dependent variable when the independent variables are either dichotomous or normal/scale. We also checked for multicollinearity. Because tolerance and VIF scores are not available through the logistic regression command, linear regression analyses were conducted and the results showed that all the variables were approximately .87, with an adjusted $R^2$ of .042, so there was no multicollinearity.

3. Results

Results from the bivariate logistic regression are presented in Table 1 which shows the crude odds ratios (CORs), and 95% Confidence Intervals (CIs). The results showed that when each predictor variable was entered alone in the model, it significantly predicted whether or not a student fought at school: ‘carrying weapon at school’ ($\beta = 1.77$, SE = .08), ‘watching television (1)’ ($\beta = .07$, SE = .07), ‘watching television (2)’ ($\beta = .25$, SE = .07) ‘playing videogame’ ($\beta = .11$, SE =.06), and ‘race/ethnicity’ ($\beta = .45$, SE =.06). Table 1 presents the crude odds ratios for each predictor variable which suggest that the odds of fighting at school are increasingly greater as children’s frequency of carrying weapon at school ($\beta = 1.77$, SE = .08), playing videogame and watching TV scores separately increase among different races. Results showed also that youth who watched television for 3 or more hours a day had an increased risk for fighting at school compared to those youth who had not watched television, but there was no increased risk for those who watched television for 1-2 hours/day compared to non-television watchers.

Table 1: Bivariate Logistic Regression Predicting Who Will Fight at School

<table>
<thead>
<tr>
<th>Variable</th>
<th>$B$</th>
<th>SE</th>
<th>CORs</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrying weapon</td>
<td>1.77</td>
<td>.08</td>
<td>5.81</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Watching TV (1)</td>
<td>-.07</td>
<td>.07</td>
<td>.68</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Watching TV (2)</td>
<td>.25</td>
<td>.07</td>
<td>.74</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Playing videogame</td>
<td>.11</td>
<td>.06</td>
<td>1.19</td>
<td>0.001</td>
</tr>
<tr>
<td>Race</td>
<td>-.45</td>
<td>.06</td>
<td>.62</td>
<td>&lt; .001</td>
</tr>
</tbody>
</table>

Results of multivariate logistic regression analyses shown in Table 2, report that when all four predictor variables were considered together, they significantly predicted whether or not a student would fight at school, ($\chi^2 = 478.67$, df = 5, N= 14059, $p < .001$). The odds of fighting at school were increasingly greater as children’s frequency of carrying weapon at school, playing videogame and watching TV scores together increase while controlling for races.

Table 2: Adjusted Odds Ratios (AORs) and 95% Confidence Intervals (CIs) for Predicting Violence at School—United States, YRBS, 2011

<table>
<thead>
<tr>
<th>Variable</th>
<th>Fighting at school AORs</th>
<th>CIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrying weapon</td>
<td>5.88</td>
<td>4.98</td>
</tr>
<tr>
<td>Watching TV (1)</td>
<td>1.07</td>
<td>.93</td>
</tr>
<tr>
<td>Watching TV (2)</td>
<td>1.28</td>
<td>1.12</td>
</tr>
<tr>
<td>Playing videogame</td>
<td>1.11</td>
<td>.99</td>
</tr>
<tr>
<td>Race</td>
<td>1.57</td>
<td>1.44</td>
</tr>
</tbody>
</table>

4. Discussion

Evidence gathered over the last two decades shows that disadvantaged social environment and habits are associated with increased behavior risks. Understanding the nature and the function of risk behaviours and their link with violent behaviors helps at developing intervention programs that could provide alternative behaviors which are healthier and fulfill similar needs of adolescents. YRBS study findings show how young people’s health changes as they move from childhood into adolescence and their impact on various social and behavioral outcomes. They can be used to monitor young people’s behaviors and determine effective behavior improvement interventions.
In fact young people are often neglected as a population group in health statistics, being either aggregated with younger children or with young adults. Little attention has been paid to social environment and habits related to violent behaviors in this group. Adverse behaviours and health experience during this critical period has short- and long-term implications for individuals and society. Life-course approaches to behaviour interventions highlight adolescence as critical in determining adult behaviour in relation to issues such as substance use, carrying weapons, playing videogame for extended hours and so on.

This work has been developed to increase knowledge and understanding around violent behaviors in adolescence from the perspective of risk behaviors allowing researchers, policy-makers and practitioners to convene to analyse data, review policies and interventions and formulate lessons learnt. Specific objectives are to document, analyse and increase knowledge and understanding by: (i) translating research on young people’s behaviors into policies and action within and beyond the health and education sector; (ii) scaling up intersectoral policies and interventions to promote young people’s health; and involving young people in the design, implementation and evaluation of policies and interventions.

The findings presented in this report can contribute to WHO’s upcoming strategy for Europe, Health 2020, which is being developed through a participatory process involving Member States and other partners, including the European Union and its institutions, public health associations, networks and civil society. The objective is to ensure an evidence-based and coherent policy framework capable of addressing the present and forecasting future challenges to population health. It will provide a clear common vision and roadmap for pursuing health and health equity in the European Region, strengthening the promotion of population health and reducing health inequities by addressing the social determinants of health. Part of the work being taken forward to drive the Health 2020 vision is a major review of the nature and magnitude of health inequalities and social determinants of health within and across European countries.

Young people’s health choices, including eating habits, physical activity and substance use, change during adolescence. Health inequalities emerge or worsen during this developmental phase and translate into continuing health problems and inequalities in the adult years (12,13). These findings have important implications for the timing of health interventions and reinforce the idea that investment in young people must be sustained to consolidate the achievements of early childhood interventions (9). This is vital for individuals as they grow but is also important as a means of maximizing return on programmes focused on investment in the early years and reducing the economic effects of health problems.

References


Implementation of Some Didactic Innovations in Teaching and Learning Process

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Abstract

Recognizing the problems of school related to enhancing the quality of learning, while understanding, thinking, and judging on this field of study we think that teaching innovations are one of the main keys through which can be changed the quality of learning for students at schools. For this reason, this paper is dedicated to improving the quality of student learning in school through implementation of new schemes of teaching, contemporary learning techniques and strategies, research topics, theoretical analysis and practical generalizations. This paper will consider some practical issues of teaching methodology with the main focus on the student, a process which represent a vital practice of student-teacher relationship through which skills, values, deep and sustainable competencies are acquired by students. The practice of teaching focusing on the student has allowed us to promote successful techniques and strategies to achieve specific learning goals, which is reflected in improved quality of learning and students' final scores. Through the models that will be presented in this paper we will prove the effectiveness of the strategies and techniques used during the learning process–on the students. This practice has allowed us to make a selection and a typological classification of these techniques and strategies finding at the same time their right place in the teaching practice, and strongly associating each one of them to the objective it can achieve. Interaction of the technique with specific targets makes the process of teaching to go through the procedural steps and escalates the achievement of the objectives from the lower level to the highest one. The teacher responsibilities have already been seen and should be seen in the new professional contexts which contain in itself creative and inventive skills and competences.

Keywords: didactic innovations, teaching methodology, contemporary strategies and techniques.

1. Introduction

Teaching and learning today are considered as a significant approach to the structure and content of the curriculum. Nowadays learning can not be considered a unique and independent process from alternative environments where the student has the opportunity to express himself anywhere. Teaching students on the basis of competencies and levels of learning increasingly is emerging globally in education. For students the learning process is almost an architecture, which must be built step by step and should pass from one level to the other through contemporary schemes, strategies and techniques that offer concrete achievement standards (competences).

Working through use of levels, for teachers it is possible nowadays to effectively use teaching and learning strategies by considering the individual needs of the students and focusing the teaching process on students, making him an active participant in the teaching and learning process.

The rapid development of information technology has introduced to the teaching process new learning spaces. A number of problems have emerged which connect didactics with many other disciplines or areas, creating an interaction among subjects, as a basic principle in the learning process.

Recently it has been discussed dynamically on these relationships and about the teaching process. These new relationships and professional features in the teaching profession have been called by Piaget as the essence of education, "the main purpose of education is to create men who are capable of doing new things, not simply repeating what other generations have done, people who are creative, inventive and discoverers" (Piaget, 2005 Tirana)

Finding creative and innovative ways in education today is a matter of increasing the quality and performance of each student. In order to make it more concrete this contemporary concept, in this article we will focus on finding some new teaching spaces, which lead us towards achieving the scope of this paper.

Teaching for learning is an evident approach nowadays in the structure and content of the curriculum. The student passes from one level to another, step by step. Working with levels it is possible for teachers to effectively use teaching and learning strategies by really keeping the spotlight on the student, making him an active participant in the process of teaching and learning methodology.
For this purpose The National Education Strategy states: "Teaching methodologies in the elementary education include using style and teaching models that ensure students' active participation in the selection and use of information by promoting personal responsibility, initiative, reflection, independence of judgment, self-esteem, cooperation and equality." (MASH, 2012, page 21)

Further in this document another issue is evidenced related to the quality of learning "Teachers and students increase their work to improve the quality of teaching and learning exactly based on the quality of information provided by these judgments. This serves to increase the reliability of assessments of teachers, parents, colleagues and community ... " (MASH, 2012, page 22). For this purpose in connection with the role of teachers in the teaching and learning process Piaget states: "the role of the teacher is to form in the mind of students a tool, a method to allow the latter to understand the world " followed by the phrase "Education is like medicine: an art, which relies - or should be - relied on certain scientific knowledge" (Piaget, 2005, Tirana, page 14)

The methodology used in the paper entitled "Implementation of some didactic innovations in the teaching and learning process" is supposed to highlight his intent in the general practice of the Albanian school regarding the teaching and learning process, a practice that is in the deep process of reform, recognizing the results day by day. Student - centered teaching as a progressive movement of recent practice teaching in the Albanian school, based on experimented projects for this purpose such as "Developing critical thinking through literacy" (SOROS, 1997-2004), Global Education, (Unicef 1994- ongoing), Interaction in Class (Save the Children, 2004-2013, etc). Through these projects are provided new teaching and learning practices that have produced results and have become part of the teacher's work.

Teachers in the Albanian schools are employing a whole set of techniques and strategies that enable them to achieve successful teaching practices. Based on this new educational environment we have experimented and used work materials and observations. Also we have contacted teachers and students to support the findings of this paper.

Specifically are being studied all documents obtained from the above project.
- We have analyzed more than 50 teacher’s journals to highlight their level of use of new methods related to the teaching process focused on the student.
- We have studied classified and grouped strategies and techniques by the service they provide.
- We have observed lessons and conducted surveys on teachers.

2. Research Issues

2.1 The teaching process focused on the student as a process through which earned values

The teaching process before the year 1994 (in Albania) was performed according to traditional and classical method, the students in the class listened the teacher while the student would reproduce what he hard from the teacher. In this way the class was a group of individuals where the student was not allowed to have the spirit of cooperation, and where work started with the initiative of the student becoming after it collective, thus creating a closed related social life.

So the students themselves create something deeper, a general education attitude oriented toward global cooperation. Global education requires an over haul of the entire teaching process. The most important impact of teaching affects the student attitude and vision for its future, in order to feel (or not) as part of the society where he lives.

Referring Michael Fullani "I ask the question: What would happen if we considered the student as a person or entity, whose opinion counts for introducing and implementing reforms in school?" ... "Educational change, on overall, is a phenomenon associated with people connected with each of the individuals as a student. Every educational change, even the education in general, will fail, if (for them) there will not be a meaningful role in this enterprise. "(Fullani, 2001, page 230)

In order that educational changes can include as much as possible the innovation, today more and more the teaching process is oriented toward a contemporary teaching process focused on the student .

Goodlat (1984) says that "the teaching process seems to improve when students are active, understand what is expected of them, when their work is evaluated, when they recognize quickly their mistakes and receive instructions for improving their work" (Fullani, 2001, page 236)

In didactics the teaching process is considered as a process that merges "art and science" "Teaching as "art" is based on the teacher’s intuition and actions during the process of making the curriculum flexible, accessible, vibrant, and interactive. Teaching as "science" is dictated by the position of the authors of the curriculum and the direction that they have given the subject content in certain subjects." (Gjokuta, 2009, page 263)

If the classic teaching was focused on the teacher and the curriculum, the new teaching process is based primary
on students leaving the teacher behind. This situation impacts the schools, to implement this reform going from theory to practice by mean of using active school methods.

"If the purpose of education is to form autonomous human beings, then learning based on verbal transmission and authority should disappear. Active school methods are the ones that emphasize the importance of the principles of freedom, of the activity and interest of the child, with the aim to achieve his development" (Piaget, 2005, page 10)

In active methods the behavior relationship created between teachers and students become interactive and affect the personality of students. The teacher is important in children's education. The performance of the learning process depends on the performance that he would consider during the interpretation of the learning process, in which the student should be an active experimenter, seeking and finding solutions. The teacher can facilitate the process by offering opposite suggestions and leads finally in the solution of the problem.

Not in vain in contemporary psychological and pedagogical literature, we read that the teacher should be aware that in addition to learning contents (e.g. scientific knowledge) the teacher uses different voice tones, gestures, movements, etc., that are included in teachers' performance and to what we call the "warmth and enthusiasm" that the teacher uses in class.

The teacher should transform the class in learning and assignment activities including all components of reading, speaking and writing. "Learning time should be seen differently: as a cake which students divide into learning activities between reading, speaking and writing. To succeed in this kind of teaching, the teacher should know very well the individual features of students in regard to their learning styles." (Gjokuta, 2009, page 266)

The teacher should be demanding and should have a good knowledge of innovative teaching. The teacher should not be a presenter of traditional methods, instead should promote scientific research work based on the idea that in order to understand there should be created simultaneously authors and actors in the implementation of a process. "to become a better teacher, it means having more confidence, when deciding on teaching issues, having as well the commitment to further improve..." (Fullani, 2001, page 194)

Interactive teaching as a concept can be summarized in the form of some didactic terms, which constitute in itself inseparable integrating links of the teaching process. Everything in the class is developed and is done based on the to students' needs and interests.

For this purpose the teacher makes preparation for the organization of the teaching process bringing diverse didactic innovations. The more time spent on the preparation and development of the teaching plan, the greater are the chances for a successful and qualitative work in teaching and learning process.

The teacher, in order to be successful in achieving the teaching class, should be careful in drafting a functional structure which helps the teaching process, considering at the same time that for each phase he should determine the objective, starting form the minimal objective and step by step moving to objectives of higher levels. At the moment when an objective becomes feasible by all means it does not exist anymore and the next objective becomes minimal.

Daily planning of the class represent a high intellectual-cognitive activity by which the teacher determines the teaching purposes, sets the targets to be achieved, and evaluates the means that should be used for the class. Today’s principles in various subjects are closely related to each other as general didactic and scientific principles, and also specific principles that make possible changes and innovation in the teaching process. Educational institution, according to Piaget is "to create minds that can be critical, can verify, and not to take for granted everything that is given".

### 2.2 For a functional structure of the class

In order for the teacher to achieve an effective class, should take into account the composition of the class during the determination of the objectives, and recognize at the best the affective side of the student. "To respect and promote the dignity of the child is one of the core values of our school. This is also for us the starting point of we can build a common vision and where we can focus our training program to our staff" (School of learning, Discipline fifth, page 149)

To achieve a practical understanding of a teaching structure should it be ERR or PNP we would stop and analyze in terms of all the services it can offer to the reorganization of the teaching process during a normal class in many ways, like:

- Formulation of objectives;
- Finding appropriate techniques for each objective;
- How to enable integration;
- The combination of communication skills within the subject and among subjects;
- Timeliness and finding the appropriate resources for each step of this structure.
The teacher before building the class structure should:
- Have correctly determined how long students will need to acquire new knowledge within an hour lesson.
- What emotional state we will create to children while working with them?
- Do the latter have the pleasure to be involved in this work and to easily adopt the proper values?
- Is it the functional to use the target?
- Can the student access in a wide interaction concepts and activities after the acquisition of this objective?

Effectiveness grow much more if it can be achieved to inter-relate better the teacher work with what students can do. We should emphasize that teaching objectives are not realized only because the teacher has them in mind, or have wrote them in the journal. "This kind of thinking affects the way you communicate with students. You can use several different teaching techniques (to suit different types of students) and you can create new challenges and difficulties with which the students will face, in order to overcome their limits. Through these methods students can also understand which are their strengths and weaknesses. Consequently due to this way of teaching, the school system constantly communicates with the student" (School of Learning, Discipline fifth, page 149)

We are considering as a model a class structure and all its components.

Table 1:

<table>
<thead>
<tr>
<th>Structure Phase</th>
<th>Objectives</th>
<th>Strategies/Techniques</th>
<th>Relationship</th>
<th>Skills that are developed</th>
<th>Key Words</th>
<th>Time</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction / Invocation:</td>
<td>- e.g. Distinguish names in a text of 5 sentences</td>
<td>Think/work in pairs/ tell others</td>
<td>Reading and Language</td>
<td>Reading, Writing</td>
<td>Name gender decline</td>
<td>10'</td>
<td>Text notebook schedule</td>
</tr>
<tr>
<td>Or Preparation for learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding, Or Construction of knowledge (Content Processing)</td>
<td>Analyze characteristics of the name forms during decline</td>
<td>Insert, Table of concept</td>
<td>Reading and Language</td>
<td>Reading, Writing</td>
<td>Name gender decline</td>
<td>25'</td>
<td>Text Video wall</td>
</tr>
<tr>
<td>Reflection Or Reinforcement (Consolidation of teaching)</td>
<td>Compare the decline of male from female names</td>
<td>Venn Diagram</td>
<td>Reading and Language</td>
<td>Reading, Writing</td>
<td>Name gender decline</td>
<td>10'</td>
<td>Schedule</td>
</tr>
</tbody>
</table>

For every objective the teacher is required to find one or more techniques or strategies that he finds suitable in relation to relevant objectives. In the same way you should follow for each step of the table structure analyzing objectives, strategies, techniques, relationship, skills that are developed, keywords, time and the sources etc. The preparation of the Albanian language teacher for a class does not end here. Once the above table has been prepared it needs to be broken down all activities that will be carried out.

If we would like to breakdown the structure in stages and steps, it is worthwhile to make an additional comment about the closed relationship and interaction of the elements of teaching. Accordingly the breakdown of a class may be reflected by the following table:

Table 2:

<table>
<thead>
<tr>
<th>Steps</th>
<th>What will the teacher do?</th>
<th>What will the student do?</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Here will you develop all the activities that will make the teacher for the achievement of the objective 1: Breakdown the objective through the technique that will be used which allows for a combination of views. In order to achieve this technique the teacher writes or prepares in advance some open questions and asks students to respond in writing to them... The teacher puts students in pairs (two desk mate) This technique makes students reflect on the text and to shape their opinions. The teacher leads, directs, guides. This step must be connected to the respective objective. If the connection is not done the class is considered failed.</td>
<td>Students follow the steps that they need to follow according to the teacher recommendation. Students in small groups of pairs prepare questions and seek answers Students are engaged in the learning activity. To have more accurate answers students work in pairs and try to achieve together as correct as possible answers Finally of each pair group is represented by a discussion present their ideas about the answers to the given questions.</td>
<td>10'</td>
</tr>
<tr>
<td>Think/work in pairs/ tell others</td>
<td>- The teacher distributes white sheets across working groups explaining how students will act. It is an analysis technique that promotes the analyses of concepts, facts, occurrence and serves a lot in learning Albanian language, considering also aspects related to this subject such as speaking, writing, grammar, etc. The teacher talks, discusses, exchanges ideas by checking workgroups. The teacher manages, organizes coordinates, promotes, stimulates, and supports. This step must be connected to the respective objective. If it is not connected the class is considered to have failed.</td>
<td>Clearly define what the student will do. Working groups work independently, among them by discussing and arguing over class work</td>
<td>25</td>
</tr>
<tr>
<td>Insert Table of Concept</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 3 Diagram Venn
The two questions on which to build the Venn diagram are:
1.-What are the similarities between...?
2.-What are the differences between them?

During this phase, the teacher listens carefully to students’ responses, reacts positively to any response by approving and objecting by students using incentives
-The teacher manages, organizes coordinates, promotes, supports and give tasks
-Teacher involves students in assessment and self-assessment.

Students draw the Venn diagram highlighting the similarities and differences of the part. They refer, argue demonstrate and compare their jobs.
Intensive involvement in this process brings a spirit of cooperation among students

2.3 Grouping techniques and strategies

According to the literature and research in the field of using techniques and strategies we have achieved a sorting and grouping as below presented.

This grouping allows and provides for teachers an easy way in finding those techniques and strategies according to the aim used in the structure of the class. These techniques and strategies are not invented by us, but are researched and grouped by experimented projects, which have already been turned into real schools, in the practice of education in Albania. It is expected that teachers fit better with them and use them appropriately in the structure of a lesson. For this purpose, the following table provides help in placing them right during the teaching process.

Table 3: Grouping techniques and strategies according to the service they offer

<table>
<thead>
<tr>
<th>Research Techniques</th>
<th>Working Group</th>
<th>Asking in class</th>
<th>Writing</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>Discussion</td>
<td>Asking techniques</td>
<td>Two-party journal</td>
<td>INSERT</td>
</tr>
<tr>
<td>Project</td>
<td>Small working group</td>
<td>DRTA/DLTA</td>
<td>Save the last word for me</td>
<td>Know/I want to know/Learn</td>
</tr>
<tr>
<td>Excursion</td>
<td>Combining Techniques</td>
<td>Wall Exhibition</td>
<td>Kubimi</td>
<td>Concept table</td>
</tr>
<tr>
<td>Survey</td>
<td>Think/ Work in pairs/ your friend</td>
<td>Author questions</td>
<td>Kliasteri</td>
<td>DRTA &amp; DLTA</td>
</tr>
<tr>
<td>Experiment</td>
<td>Playing roles &amp;</td>
<td>Playing roles</td>
<td>Fiveverses</td>
<td>Groups</td>
</tr>
<tr>
<td>Findings</td>
<td>-Group Experts</td>
<td>Exploration</td>
<td>Concept Table</td>
<td>Minilesson/ School newspaper</td>
</tr>
<tr>
<td>Solution of the problem</td>
<td></td>
<td></td>
<td>Wall Exhibition</td>
<td></td>
</tr>
</tbody>
</table>

2.4 The sensitivity of teachers in using of techniques and strategies during the teaching process focusing on the student

In connection with the use of techniques and strategies for teaching interactive we have communicated with teachers through a questionnaire. We have collected different opinions about their attitudes, regarding the use of these strategies and techniques nowadays, which guide the teaching process focused on the student.

3. Teacher Questionnaire

3.1 Content

<table>
<thead>
<tr>
<th>1. Description</th>
<th>Not at all</th>
<th>little</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much importance YOU give to the class structure?</td>
<td>0</td>
<td>0</td>
<td>10%</td>
<td>70%</td>
<td>20%</td>
</tr>
<tr>
<td>Does the teaching concept focusing on the student foster student creativity?</td>
<td>0</td>
<td>0</td>
<td>10%</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>Is it the teaching process focusing on student concept applicable to you?</td>
<td>0</td>
<td>0</td>
<td>20%</td>
<td>50%</td>
<td>30%</td>
</tr>
<tr>
<td>Does the application of these methods for you cause the increase of the learning goals?</td>
<td>0</td>
<td>0</td>
<td>20%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Student’s results are ...?</td>
<td>0</td>
<td>0</td>
<td>20%</td>
<td>70%</td>
<td>10%</td>
</tr>
<tr>
<td>Does the teaching methods and techniques enable the integration between different subjects?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Are the students active while using these techniques?</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Does the interaction with other subjects occurs?</td>
<td>0</td>
<td>0</td>
<td>30%</td>
<td>50%</td>
<td>20%</td>
</tr>
<tr>
<td>Do you have difficulty in using other techniques?</td>
<td>0</td>
<td>30%</td>
<td>40%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Are you trained by specialist for the acquisition of these techniques?</td>
<td>0</td>
<td>30%</td>
<td>50%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Do teachers use traditional methods?</td>
<td>0</td>
<td>20%</td>
<td>40%</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>How many teachers use techniques according to the teaching structure?</td>
<td>0</td>
<td>30%</td>
<td>30%</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>Are these methods working with a large number of students?</td>
<td>0</td>
<td>30%</td>
<td>30%</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>Do you have the material basis for the implementation of these methods?</td>
<td>0</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>
2. In the following table, express the percentage of using the different phases of this table in the preparation of your journal?

<table>
<thead>
<tr>
<th>Structure phases</th>
<th>Objectives</th>
<th>Strategy/technique</th>
<th>Interaction</th>
<th>Developing expressions</th>
<th>Key words</th>
<th>Time</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>70%</td>
<td>30%</td>
<td>30%</td>
<td>10%</td>
<td>10%</td>
<td>40%</td>
<td>10%</td>
</tr>
</tbody>
</table>

3.2 Analysis of the questionnaire

Number of people interviewed: 50 teachers of elementary Schools system in the city of Tirana.

Of course, the above questionnaire needs feedback from all teachers that implement the curriculum of teaching the Albanian language in schools. This is an experience that should remain open and be continuously enriched. Many years of working productivity is significant and touchable.

Referring to statistics issued by the questionnaire, are clearly evidenced all the strengths and weaknesses of these interactive methods. Teachers say that students are very active and interested in this way of working because they have complete freedom of thought and understanding. Also working in groups in the classroom creates playing roles and brings into another working environment. This way is encouraged critical thinking and understanding by students. All students are active, creative and engaged in providing ideas and opinions. Also working in groups in the classroom creates playing roles and brings into another working environment. This way is encouraged critical thinking and understanding by students.

As can be noticed from the table the most positive results are in favor of the principle of integration, despite the reluctance or not acquisition of the innovation due to being attractive from the traditional methods. 50 % of teachers have welcomed the introduction of new innovations, where the teaching process focused on the student increases their creativity.

Also it was noticed that older teachers have lost patience to use new techniques during the class. There are teachers who spend time talking about topics which fall out of curricular or about their personal experiences. Approximately 35 % of teachers misinterpret the new methodology by allowing students to read on their own. 70 % of them do not find the correct technique for adapting it to the subject target. 30 % of teachers use appropriate and correct combination strategies. 40 % subject teachers make fair distribution of time in the learning process by using the teaching process focused on student. 40 % of teachers use a clear structure for teaching.

70 % of teachers do not select the correct teaching strategies according to the learning objective, despite that they are trying to include these techniques in their learning journal.

Teachers feel that by the use of these innovations is often difficult to manage teaching time, which lasts 45 minutes. Textbooks are not designed to work that way. Unfortunately the reading texts contain prominently story and fairytales with an extremely outdated moral, with pedagogical apparatus rather old, with vocabulary and language that belongs more to history and less to the one used today, those types of lecture texts, which make the student feel tired and develop just a little the fantasy and thought for the future.

Teachers say they do not have adequate cabinets and didactic teaching tools. Teachers say they in order to be motivated in their work there should in place occasional trainings in teaching methodology focused on the student, where teachers themselves should be stakeholders in the change process.

"The ultimate goal of change in education: teachers should see themselves as "stakeholders" who have put at risk something from their own process to the success of the system as a whole, by searching the meaning, as an unachievable key of this success." (Fullani, page 408)

4. Results

- Knowledge and application of contemporary models requires professional development for teachers and learning during all their life. It requires exchange of best practices in daily activities, sharing experiences.
- Improvement of teaching and learning requires new forms and professional skills.
- The teaching process focused on the student should provide didactic materials that help teachers in their work.
• The education system requires motivated teachers who have a new mentality. To plan means to think in advance, to project, to draw exactly, the model, to design, to write etc.
• If we want to change the quality of teaching and learning we should concentrate our preparation for the class toward finding these solutions. In the journal models is found the contemporary teaching model. The student thinks, works, evokes, builds, designs, draws, solves problems, compares, analyzes, collaborates with his fellow in the group, refers, argues, and learns.
• Open Teaching model - the process in which the students and the teacher must be both at the same time authors and actors in applying a teaching type, where the roles of the two parties appear more diverse.
• Never should be underestimated the new updates that the student brings during a class, because their individual work period is the biggest achievement for all their hard work and not to forget that these works make the class interesting.
• The teacher should become a positive role model, to be followed by students in the correct use of standard language.

References

The Construction of Professional Knowledge: A Comparative Study of Social Assistants and Mediators

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Abstract

This work is centred on the dynamics of identity and professional development of two socio-professional groups; namely, Social Assistants and Mediators. It takes as its point of departure the characterisation of these socio-professional groups and their professionalization. The professionalization of the social groups matches the dynamics of identity development and presupposes social recognition of their professional knowledge and competences that are built in situations of real work and professional socialization (Dubar, 1997; Wittorski, 2008). Schön's (1996) "epistemology of professional practice" is paramount in this context, as theoretical knowledge and learning developed in formal training settings are insufficient for their professional daily work. The study of a qualitative nature was carried out using case studies in four countries - two in Europe and two in Latin America – Portugal, France, Brazil and Argentina. It had as its principal objectives the identification and analysis of the dynamics of identity and their articulation with the construction of professional knowledge in two socio-professional groups, which have been the subject of an increasing social visibility. The research strategies that we favoured were phenomenological and ethno-methodological, which turned out to be the two fundamental techniques for collecting information; namely, documentary research and biographical interviews. This methodology allowed us access to the socio-historical processes and subjective experiences of the participants with respect to their dynamics of professionalisation and in this way we could understand better the continuities and/or gaps in the processes in relation to their construction of identity. In order to analyse the data collected we turned to the emerging characterisations, a structural analysis of discourses and continuous comparison, when searching for evidence in the construction of the interpretative text. As the principal results of the study, we would stress the singularity of each one of these socio-professional groups taking into account their origins, their socio-historical processes and the theoretical and ethical assumptions that have structured their identities. Taking, as a reference, the geographical and cultural variable, it was not possible to find any significant differences in or between any of the groups, which indicates a consistent specific and cross-disciplinary professional ethos. Also evident was the particularity and relevance of professional knowledge in the assertion and professional development of both the Social Assistants and the Mediators.

Keywords: Professional Knowledge, Social Service, Mediation, Dynamics of Identities.

1. Introduction

The studies about the processes of professionalization recognize three fundamental dimensions and structuring of professional groups: specialization (specific activity), structure (mobilization of characteristic knowledge) and professionalism (particular function) (Demazière & Gadéa, 2009). These three dimensions are interactive and are connected with learning and professional knowledge.

Professionalization is a process of updating and renewal of the epistemological foundations of a profession and the training for its practice (Tardif, 2000), through which professional knowledge represents one of the essential elements for the visibility of professional groups and the expression of professionalism of the individuals, who are part of that group.

According to Roche (1999, p. 35), questions related to professionalization gain special relevance “in the moment in which knowledge does not guarantee in a linear way the competency or professionalism of individuals in an economic and social context that knows profound changes”. From this it is important to pay attention to: i) questions of professional development in close relationship to the processes of external and internal change for the subjects, who appeal, among other things, to the acquisition and mobilization of the many experiences incorporated in competencies suited to the complexity of their contexts and situations; ii) training and lifelong learning; iii) formal initial training and continuous

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training in its many contexts and iv) reflective practices.

In this domain, one can highlight the contributions of the field of Educational Sciences and, in particular, Psychology of Education, Pedagogy, Curricular Studies and the Sociology of Education. These fields raise questions about training and learning in articulation with models of learning in adults, reflective practices and social, personal and professional development and also the construction of identity with particular reference to the works of Dominiqué (1990), Zeichner (1993), Schön (1996), Barbier (1996), Boutinet (1998), Pastré (2011) and Sacristán (2013).

The study presented here focuses on two professional groups: Social Assistants and Mediators. Although their processes of professionalization are distinct, the professionals of both groups recognize the importance of professional knowledge in their daily work and in their socio-professional visibility.

2. Professional Knowledge: Theoretical Standing and Condition of Identity

The situations that characterize current contexts – social, organizational and professional – are incompatible with an initial training for the whole of life and with enrolled models of training that have an exclusive technical, instrumental and objective rationality. The scientific-technical solutions for problems of another nature lead often to disregard, in the training processes, of the reflective dimension about the psychological and socio-institutional mechanisms, which structure representations and professional identities.

Boutinet (1985, p. 13) emphasizes, in this respect, that “if we limit ourselves solely to thinking about (professional) pre-training we lay ourselves open to how difficult is the connection between proposed technical learning and the evolutionary demands of occupations and professions. For many years these occupations enjoyed a remarkable stability. Now this is not the case today”. On the other hand, the “reflective practice movement” (Zeichner, 1993) highlights the importance of reflection in and about professional practices, as well as the necessity of educating for the construction and production of knowledge. Schön (1996) refers to this in the same way, when he substantiates the importance of reflection and advocates an ‘epistemology of professional action’, as a synthesis of the dichotomy between theoretical and practical knowledge or, according to him, the dilemma of rigor and relevance. According to the author (Idem, p. 205), the model of applied sciences appears incomplete for explaining practical competencies in divergent situations by proposing in its place “an epistemology of professional action that is implicit in the artistic and intuitive process and which some practitioners make concerning participation in situations of uncertainty, instability, singularity and conflict of values”.

To be or become a professional corresponds to integration in a particular group that claims knowledge and competencies and aspires to be efficient, responsible, autonomous and competent (Demazière, 2009). This way, professional identities are, simultaneously, the result of representations about professional practices and contexts and fundamental resources in these same practices, thus assuming particular importance for training and learning in this dynamic of the constructing and reconstructing of identities.

Also the articulation between theoretical and practical knowledge and the possibility and capacity for reflecting about professional practice, individually and jointly; namely, with work colleagues, are important conditions in the construction of professional knowledge. Reflection becomes an essential element in the development of experience in articulation with the construction of identity and the revelation of a ‘capable subject’ (Pastré, 2011, p. 124) - “a subject, who position him/herself through action before positioning him/herself with knowledge and who uses this knowledge, as a resource for guiding his/her action”.

The professionalization path of Social Assistants and Mediators enroll both socio-professional groups in a process in which professional action precedes specific and specialized training. In this sense, although knowledge of action has preceded training certified specifically for such action, we know that specialized training of quality, certified and recognized and which can be communicated socially and professionally is a relevant condition in the processes of the professionalization of socio-professional groups and of their social and professional recognition. This aspect is especially important both in the competitive context of the market for work and employment and for the professional groups studied here, to a great extent. Competition between them for the socio-professional spaces that they occupy, for the knowledge that they mobilize or say they mobilize and for the recognition that they dispute at the social level exists. Once that they register themselves in a large group designated as ‘social workers’, they are heterogeneous at the level of training, status, career and positions occupied (Ion & Tricart, 1985; Autés, 1999; Chauvière & Tronche, 2002).

The dynamics of professionalization of both socio-professional groups correspond to distinctive processes, which come across nowadays in contexts of group assertion and visibility, which are also different. However, they share objectives and socio-professional spaces with common frequency. Moreover, both are registered in the designated ‘professions of relationship and service’ (Gorz, 1991; Autés, 1999; Dubet, 2002; Silva, 2003), which value moral qualities
“founded on a professional habitus shaped by qualities of the subject” (Silva, 2007, p. 47) and of knowing how to be. The work of the Social Assistants and Mediators, as well as the specific competencies of their participation, have a large component of indeterminateness, which are accompanied by a difficult objectification and measurability both inside and outside of the professional group.

These characteristics of professionalism of both groups allows them to carry out their duties with a certain level of autonomy but it makes harder their objetification and the legitimization of their practices (Silva, 2007). This is a rationality particularly valued in the competitive society in which we live but one which is connected “in a way that is contradictory with the logic of professionalism founded on service and objective delivery” (Silva, 2007, p. 47). According to Gorz (2001), social work belongs to the category of activities that, though they create a value of use in the market, are impossible to measure or to maximize profit, since they define their acts and objectives according to the needs of others.

The work of Social Assistants and Mediators is marked by the art of personal contacts and relationships (Ion & Tricart, 1984) that, when integrated in the framework of bureaucratic organizations, like Social Security or Justice, ends up by translating itself into administrative-relational know-how in the interface between the world of regulations and everyday life (Ion & Tricart, 1984; Silva, 2007). This explains the difficulty that these professionals have in stating what they do - a “structural difficulty or impossibility, which is related with the construction of practices in which the purpose finds itself profoundly linked to the strategy of action” (Silva, 2007, p. 48). In this comparative study between Social Assistants and Mediators, the former favor instrumental objects – communication, dialogue, service, team work, research, whereas the latter identify with objects that are preferentially analytical – analysis, recognition, discovery, construction with bridges, ties and justice, as will be documented in the presentation of the results.

3. Methodology: Objectives, Methods and Sample

This investigation focused on the identification of identity dynamics in connection with the construction of professional knowledge and on a comparative analysis between two socio-professional groups: Social Assistants and Mediators. From the objectives of the defined investigation we would highlight the following: i) to identify the working language, professional knowledge, competencies to be learned, mobilized and developed by the professionals; ii) to examine the processes related to the construction of knowledge and expression of professional identities.

A qualitative methodology (Huberman & Miles, 1991; Denzin & Lincoln, 1994) was considered and this was guided by the interpretative paradigm. Phenomenology, symbolic interaction and ethno-methodology constituted the principal methodological strategies considered for the gathering, analysis and interpretation of the information. The mobilization and links between different theoretical perspectives, which shared common and complementary methodological features (Tesch, 1990), permitted access to the phenomena under study in distinctive ways and of a more profound nature, through the combining of written information, records of a historical, normative, theoretical and scientific nature with oral, unique, biographical and contextualized information. In the choice of information we favored documental research and in depth biographical interviews. The documental research focused on legal, technical and specifically scientific bibliographic documents about each of the professional groups, which were published in the different countries involved in the study. The biographical interviews centered on specific aspects and moments from the biographies of the subjects interviewed and particularly about feelings about work and the way it was carried out.

The study concerned comparative case studies, of professionals in several countries: Portugal, France, Argentina and Brazil.

Table 1 - Total number of subjects interviewed: by professional group and country

<table>
<thead>
<tr>
<th>Professional Group Country</th>
<th>Social Assistants</th>
<th>Mediators</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Brazil</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>France</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Portugal</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>10</td>
<td>24</td>
</tr>
</tbody>
</table>

Eight case studies were carried out - two in each country - and a total of 24 subjects were interviewed, as shown in Table 1 above. The research covered a sample of maximum variation in which the following indicators were considered: age, sex, training pathway, professional experience and experience of training in the area.
4. Results

4.1 Knowledge about Professional Activity in the Working Contexts

The biographical interviews carried out with the Social Assistants and Mediators revealed their difficulty of explaining about their work, which was shown to cover a varied range of activities and the diverse nature of fundamental resources covered by fields of theoretical knowledge, experiential learning, working conditions and personal conditions and characteristics.

Diversity of resources was identified as important for the work that they carried out, which required a balanced appreciation of theoretical knowledge and experiential learning, as well as personal conditions and characteristics (particularly those shown by the Mediators). To these they added in a significant way their working conditions of a variable nature, which reveals the specificity that they recognised in their work and its complexity. This was further reflected in their difficulty of saying what they do, which can - in certain measure - explain knowledge and unspoken learning and its invisibility on the part of Social Assistants and Mediators, which thus affects their social recognition.

Table 2 shows the diversity of resources and the necessary and important learning for the work of Social Assistants and Mediators mentioned in their biographical interviews.

Table 2 – Nature of resources and important working knowledge

<table>
<thead>
<tr>
<th>Nature of Resources</th>
<th>Social Assistants and Mediators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Knowledge</td>
<td>Theoretical and disciplinary learning</td>
</tr>
<tr>
<td>Experiential Knowledge</td>
<td>Experiential and contextual learning</td>
</tr>
<tr>
<td>Working conditions</td>
<td>Ethical learning</td>
</tr>
<tr>
<td>Personal conditions and characteristics</td>
<td></td>
</tr>
</tbody>
</table>

The previous table identifies a differentiated group of resources that, besides learning of a diverse nature, presumes equality in working conditions and essential individual conditions in the organization and optimization of the real work of these professionals. From the group of necessary conditions identified the following stand out:

- **Material conditions** – financial resources, institutional resources, human resources and spatial resources.
- **Methodological conditions** – evaluation, supervision and records; communication; knowledge to deal with differences; personal organization.
- **Socio-pedagogical condições** – teamwork; good (co-ordinator) co-ordination of work; freedom to make decisions; professional recognition.
- **Ethical-moral conditions** – ethical commitment; commitment to the public; to have hope; to be sensitive.

To the diversity of conditions identified, as important for the work that they carried out, they added groups of knowledge of a varied nature that were organized into theoretical knowledge, contextual knowledge and ethical knowledge. The Social Assistants and Mediators emphasized differentiated knowledge. The Social Assistants were guided more by action and intervention and the Mediators were more centered on understanding and communication, which is coherent with the field of activity of each of these professional groups.

As one can see, the work of these professionals assumes, besides theoretical and technical knowledge, autonomy and judgment. According to Tardif (2000, p.7), “the matter is not only standardized technical knowledge, whose operational modes are codified and known in advance, for example, in the form of routines, procedures or recipes. On the contrary, their professional knowledge actually demands a bit of improvisation and adaptation to new and unique situations that demand professional reflection and judgment, so that one can not only to understand the problem but organize and clarify the desired objectives and the means to be used to achieve them”. In other words, the work presumes a process of production, characterized by a certain degree of indeterminateness and technicality, since these professionals demand not just the mere mobilization of knowledge but the making of judgments in situations of action (Tardif, 2000). In the same sense, Begon and Mairese (2013, p. 42) recognize that, “in all the activity they progress real processes of creation - more or less hidden or explicit, which gives them a lively and significant character”, which is present in the productive and constructive dimension of activities. These activities are expressed through various forms of autonomy that are mobilized by the individual, who inspires their style and generic assumptions of action (Clot, 2008) and which the actor has difficulty in explaining verbally.

The resources, knowledge, learning and actions explained by the Social Assistants and Mediators interviewed
reveal the multiplicity of conditions that they consider necessary to mobilize in the activities that they develop, which constitute a complex puzzle of diverse pieces that requires creative articulation. That is to say, "the knowledge valued and mobilized in work is connected with the way how they interpret and experience this matter that occurs in the arena of virtuosity of everyday work. Comparison to the world outside and to others reveals the importance of the ethos of virtuosity, while also demonstrating a specific approach to work, the conditions of its realization, as well as knowledge and the possibility of recognition by others - a recognition that is particularly relevant for the dynamic of the construction of identity" (Silva, 2007, p. 167).

Therefore, knowledge acquired in the field of initial training becomes insufficient in the management of everyday work, so the mobilization of an shrewd intelligence (Dejours, 1993) is indispensable for the management of uncertain, unpredictable and unexpected events, which on being experienced need to be shared and puts into words that are not only cognitive appropriations but also affective.

4.2 Mobilization of Learning and Construction of Professional Knowledge

The professional knowledge identified by the respondents, which at times was difficult to communicate in an organized, rational and understandable way, remains and recovers itself in the competencies and capacities recognized as necessary by the Social Assistants and Mediators. Returning to what was referred above about the meaning and importance of professionalism, which were taken together as characteristic of professional groups and the individuals, who are integrated in them and their special connection with professionalization, various authors refer to the way how the people work (Bourdoncle, 1991; Chauvière & Tronche, 2002; Dubar, 2002) and particularly to the capacities, competencies, rationalization of knowledge, as well as conditions of visibility and affirmation for social recognition. This results in the visibility and the quality of what they do and in their social significance, which was found to be associated with an intention to adapt and adjust to the new times, including the demands of modernization (competition and competitiveness) that both the political-financial and educational representatives appropriate and disseminate. The importance attributed to knowledge mobilized in work and to the qualities of the workers assumes, according to Stroobants (1994), the recognition which for the latter represents an important value.

In the biographical interviews of the Social Assistants and the Mediators, the competencies and capacities identified by both professional groups is - in large measure - coincident knowledge i.e. the capacity to communicate and to listen, the capacity for self-evaluation and the capacity to manage time. Whereas the different capacities highlighted by both groups were: the capacity for planning, negotiation and analysis and capacity of engagement and commitment for the group of Social Assistants and the capacity for empathy, understanding and presentation for the Mediators.

The organization of knowledge, the competencies identified and their allocation to the domains of personal, social and emotional competencies - the domains especially relevant in field of intervention of both professional groups discussed here - can be read in Table 3. This shows that the main tendency is the identification of social competencies for the Mediators and a specific differentiation in the personal competencies of Social Assistants and Mediators, as well as in the emotional competencies, where commitment is especially stressed by the Social Assistant group and understanding by the Mediator group.

Table 3 – Knowledge and Competencies recognized by the Social Assistants and Mediators

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical</td>
<td>Contextual</td>
</tr>
<tr>
<td>SocialAssistants</td>
<td>Social sciences; social service; educational sciences</td>
</tr>
<tr>
<td>Mediators</td>
<td>Social sciences; communication sciences; educational sciences</td>
</tr>
</tbody>
</table>
The linkage between knowledge and the competencies identified by the interviews with both socio-professional groups permits one to recognize a continuity between knowledge and competencies and to perceive the relationship between contextual knowledge and the social competencies of the Social Assistants and the Mediators, as well as between ethical knowledge and emotional competencies.

The quotations that are transcribed below show how much interaction between the acquisition and mobilization of knowledge is essential in the process of appropriation, reconstruction and improvement in the practices and knowledge required for them to be mobilized:

“Practice is a privileged space, where one can search for knowledge and start this intervention, afterwards it can be deepened theoretically in the University” (Brazilian Social Assistant).

“The experience of having done the mediation allows me to speak about her in training contexts; thus practice permits us to evaluate and organise our… a new discourse. It is a phase of learning” (Portuguese Mediator).

The words from the interviews reveal the meaning and importance of the ‘epistemology of professional action’, which Schön (1996) advocates, and the process considered by them in the acquisition, mobilization, appropriation, production and reconstruction of pertinent knowledge for an action. They verify a special importance of sharing, supervision and reflection, for appropriation and (re)development and an essential condition for the integrated synthesis of theoretical and practical knowledge.

The process of (re)construction of knowledge and competencies identified by the Social Assistants and Mediators interviewed presumes an acquisition of knowledge, the mobilization of knowledge in professional practice, the appropriation of this knowledge for reflection, sharing, supervision and evaluation and reconstruction of knowledge and production of new knowledge in an interactive and dialogical dynamic. According to Pineau (2013), this process translates into a construction in interchange and into the development of a reflexive practice with the production of knowledge of two types: experiential and formal.

The communication, exchange and socialization of knowledge is an aspect especially appreciated by professionals of both groups, giving notice of the continuity and relevance of communication, as well as in their work activities. The activity becomes an “obligatory passage” (Faïta & Donato, 1998) for the mobilization, appropriation and production of knowledge and competencies.

Professional development is associated with training, learning and the competence of the professionals. As the right designation indicates, it has underlying it the process of construction and development of a responsible, autonomous and competent professional, thus constituting an important element in affirmation and recognition professional identity. Also it is a condition expressed and repeated more and more in official and scientific discourses and by organizations associated with the quality of professional performance and to the expected and visible results of their work. Professional development assumes, besides initial training that permits access to the profession, a continuous updating of necessary and pertinent knowledge for the appropriate carrying out of work and, consequently, for a good professional performance. This performance of the professionals does not only depend on relevant and mobilized knowledge in the real contexts of their activity but also from a set important, material and emotional conditions, which contribute to the organization and rearrangement of knowledge in specific action situations.

The activities of the Social Services and Mediation presume relationships and interaction, attribution of words to reality, which make them operational (Autés, 1999). Their work occurs and is said in words and in communication combined in different ways and tenses of the verbs to speak, listen, communicate, understand, negotiate, analyze, compromise, etc which explains the importance of communication and language (verbal and non-verbal) in their professional actions. Communication constitutes for these professionals what Dubet (2002, pp. 262-263) calls “the salt of the service”, “the heroic space”, “the place of an authenticity considered impossible in other registers of action”, thus making a reference to the professional ethic.

Their work stands back from instrumental rationality, from a strict relationship between means and ends or from the execution of pre-defined and quantifiable acts, It emphasizes a person-to-person relationship and the taking of positions about what is true and what is just (Autés, 1999; Gorz, 2001). In this sense, it falls to stress that Social Assistants and Mediators do not determine “their actions solely according to criteria of efficacy but also by ethical assessments” (Autés, 1999, p. 246). The reference to ethics, which is present in their praxis, involves these professionals personally at the limits of subjectivity, as for Social Assistants they are proved in their ethical-political commitment and for Mediators in their understanding and neutrality.
The importance attributed to learning and training is strongly associated to its relevance for carrying out real work, thus favoring access to relevant knowledge for action, which constitutes, simultaneously, an opportunity for their professional development and for personal fulfillment.

5. Conclusions

Various studies and authors, as mentioned in this article, have shown that knowledge acquired in initial training is not sufficient and, often, becomes impracticable for managing everyday work. The contexts of work are places of experimentation and proof of the capacities and competencies of professionals and of their judgment by others (colleagues, users, hierarchies…). These become ‘arenas of skills’ and an expression of an ‘ethos of virtuosity’ (Dodier, 1995) on the part of professionals. Dodier (1995) further stresses even though the work activity is, simultaneously, self-knowledge that one explores by acting and through recognition by others at the same the work contexts are places of production and recognition of knowledge, which is essential in the construction of the identity of people. The work contexts constitute opportunities for the reconfiguration of the knowledge of specialists (scientific knowledge) in more or less original productions that are looking to restore the cognitive complexity of the logic of action.

In the professions that deal with relationships, as is the case of the Social Services and Mediation, it is particularly important to mobilize what Déjours (1993) calls ‘shrewd intelligence’, which permits the management of the uncertain and unpredictable, which is manifest in unique and/or unexpected happenings. These happenings, which are experienced by the professionals, need to be shared, put into words that express not only cognitive adaptations but also subjective and affective experiences.

What some authors denote as ‘communities of practice’ (Nóvoa, 2008) or ‘commission of cases’ and ‘supervision’ (as referred to by some of the professionals interviewed) are recognized contexts that are especially suited for learning and development of the professional. They are contexts that allow better sharing and understanding of a common language (between workers in the same office), the reflection about an action and the contextualization of knowledge, because they constitute a space-time dimension in which the work becomes the object of words and thinking, reflection and sharing of experiences. In these contexts the feeling of ownership and professional identity grows stronger, which is essential in the appropriation of knowledge, in the transformation of practices and in professional development.

This investigation showed the availability and interest of the professionals for learning and their own professional development, which recognized the necessity of learning more and about diverse domains, as well as the setting of that learning in distinct contexts including formal contexts, such as universities, and in contexts where their work in interaction with colleagues occurs.

The competencies that Social Assistants and Mediators consider relevant to learn about show their enrollment in an epistemology of professional action. This enrollment also reveals that the necessary professional knowledge for the specificity of professional practice is, at the same time, plural and heterogeneous, personalized and positioned (Tardif, 2000). In other words, professional expertise does not give rise to mere applied science but to knowledge that is socially positioned and locally constructed, which needs to be reflected, suitable and shared in the community of the professionals in the same office, so that it can be communicated publicly and have social visibility.

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Albanian Women of Macedonia in Political Life

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Abstract

The democratization of a country is measured by the level of representation of different groups of society, especially women. Women comprise half of the electorate, and everyone agrees that Albanian women in Macedonia are politically underrepresented. Despite the political and legal efforts, yet they are not present in political life. The impact factors are: the lack of education, their huge daily engagement in households, poverty and lack of employment. These factors are reinforced by the patriarchal mentality, as a result of which women are not engaged in politics and they have no ability to engage in politics, and as a result the decisions are made on her behalf in various forms, including the phenomenon of family voting. Albanian women in Macedonia are positioned in the margins of politics, a position which is completely invisible and without decision-making influence. Their exclusion is an indication of mentality and the traditional way of life of the Albanians in this country and complete inequality of women in family and society. Through forms of power and gender domination, women’s activity in political life is limited. The purpose of this research is to draw the attention of society, especially of the Albanian men in Macedonia, that the inclusion of women in political decision-making is one of the elements that must be changed in the way politics is done, because its absence hinders the achievement of consolidated democracy according to the concept of liberal democracy. In this article we will discuss the reasons that affect the women’s involvement in politics. The cultural and historical factors have their role in creating the conditions for the participation of women in public life in the past and during the post-communist transition period when they were completely neglected. The research is based on the use of mixed methodological approach (structured interviews, free conversations and statistical analysis). This paper attempts to provide answers to the question about the place, role, and incorporation of Albanian women in politics, and in the context of democratic processes of Albanian family and society in Macedonia. This research has proven that Albanian women in Macedonia are politically more marginalized than for e.g. the women of Macedonian community.

Keywords: politics, Albanian women, participation, emancipation

1. Hyrje

Fati i femrës nuk është produkt i një fatalizmi, por i një civilizimi patriarkal, i cili femrës ia përcaktoi vendin dhe pozitën në këtë botë. Arsyjea pse femrat nuk kanë arritur më thellë të nje rbe të ndryshëm të mbështetjet botën, rrethin nga natyrë e saj. Ajo lind e lirë, me potencial të njëjta për të dëshmuar si qenje individuale njerëzore. Dikush tjetër i azurron të drejtat e saj, e ai ia imponon robërinë. Edhe atëherë kur në mënyrë abstrakte i pranë të drejtat, shprehia e gjatë (traditë zakonet) e pamundësojneq të që ato të gjejnë shprejtje konkrete në jetë (Simone de Bouvoir). Nën Republikën e Maqedonisë me gjithë përpjekjet e shumta të aktorëve të ndryshëm të shqiptarëve për të gjetur një zgjidhje për të fuqizimin e gruas shqiptare, prapëseprapë, hallka që i lidh gratë votuese me gratë në politikë ende mungon. Sa herë që afrohen zgjedhjet, raktivizohen dhe sfhëjtohet problemi i jopërfaqësimit të femrës shqiptare në politikë. Përfaqësimi i një aspekti të marrëve të shqiptarëve në Maqedonisë po fusin më shumë në selektimin e vendas dhe forumeve të tyre. A thua kemi të bëjmë me një emancipim real të politikës shqiptare ndër ne, apo me një funksion sa për sy e faqe, për të thithur sa më shumë vota nga ky grup votuesish?

Shqëria shqiptare në Maqedoni është një qëndrë e tradicionalisë, sepse grupa e shqiptare të mëdha ka aktivitet e familjes, shtylla e vendosjes, ndërsa në politikë gratë akoma janë dekor politikë. Edhe pse gjendje po ndryshon, gratë edhe kur punojnë apo janë bashkëpjesëmarrës në kërkueshëm dhe familjes apo kur mbulojnë makina posta minimalisht të ndërteshme shqërirore, asnjëherë nuk kanë dorë të lirë në vendimtarë. Kjo gjendje nxjerr në sipërfaqë vendin dhe rolin që ato realisht e posedojnë në shqëri dhe politikë. Shkollimi i femrës shqiptare duket se ka hapur rrugët...
që gratë të jepin kontributin e tyre në familje, dhe në shoqëri dhe në instancat më të larta shtetërore. Me demokratizimin e arsimit sipërbor, sidomos hapjen e Universitetit Shtetëror të Tëtovës dhe atë të Evropës Juglindore, shumë femra shoqiptare kanë fituar tituj dhe gradat shkencore, andaj rol i tyre në shoqëri, në zhvillimin e demokracisë, pjesëmarrjen dhe vëdëmarrjen në politikën publike, pije të ishte më të theksuar.

Pavarrësisht punësimit apo nivelit të shkolimit, shoqëria patriarchale ka përcaktuar shumë detyra për gruan në kuadrët e rrit të rolit gjinor, e që lidhen me shtëpinë dhe familjen. Punësimiti në shumicën e rasteve, nuk e ka ligjrat gruan nga shumë oblige, përkundrazë më shpesh paraqet edhe një obligim shtesë. Në përgjithësi, gratë e papuna, që përmbajnë shumicën e grade shoqërtarë në Maqedoni, kanë orë të parakarë të punën bregje, bëjnë edhe për të mirëmveturët e tyre në jetën shoqërore dhe politike, ku duhet të zënë vend meritor. Realiteti është krejtisht ndryshe. Për mund të vlerësohet se edhe në Maqedoni është krijuar bindja që gratë duhet të trajtohen njëlloj me burrat në se 34% e qytetarëve janë deklaruar se bota përgjithësisht do të ishte planeti më i mirë për jetesë, sikur gratë të më të begatë. Roli i grave duhet të jetë njësia si në familje. Një hulumtim i realizuar më 2013 në Maqedoni ka sugjeruar që pjesëmarrja e grave si në biznes, ashtu dhe në politikë rritet, pasuron, dhe siguron një biznes dhe shoqëri më të fortë, familjet e tyre do të rëndësojnë, bashkë me ato do të ekspandohen përpara dhe do të qytetërohet edhe shoqëria. Statistikat tregojnë lidhjen. Nëse femrat kanë një shans për të punuar dhe të fitojnë si partnerë të plotë dhe të barabartë në shoqëri, gjinore nuk është vetëm një gjë e mirë për t'u bërë. Nëse gratë janë të arsimuara, të lira nga dhunë, familjet e tyre do të rëndësojnë, ndërsa dominimi i burrave në politikën mbetet një çështje dhe të të ngjashmërisht me traditën, amfili, kjo dominim arrin deri (Sokoli, M& Danaj, L. S. & Picari, B., 2006).

2. Fuqizimi i Gruas Qëndron në Arsimimin dhe Emancipimin e Saj

Së pari duhet kuptuar se çështja e gruas nuk është çështja konkurimi apo e marrajsej së puhuhet, por çështja e barazisë, dhe së dyti, është çështja arsimimi dhe emancipimi. Çështja e grave, bashkë me një sërë çështjesh të tjera, njihen në përgjithësi, sa herë që ka ndonjë gjarje që ka të bëjë lidhur me gratë, Tetë Marsi, zgjidhet, etj. Disa thonë që gratë kanë problemin e prezencës në sferat e larta të vendëmarrjes, andaj duhet intervenuar cilësisht. Të tjerët thonë, që gratë kanë nevojë për më shumë lirinë, që të bëjnë atë që duan pa ndjerë të detyruara. Disa thonë që gratë kanë nevojë për më shumë arsimim, përgjithësi, pasaj kështu për të ndihmuar, të lehën, etj. Por këto sugjerojmë duket që gjithë të drejtë dhe, në këtë rëndësi të jeshohet të kërkohet, secila e rëndësishme për të ndihmuar dhe për ndërkohës në tërë të jetës, të vendosur nga vendi, konteksti dhe koha. Hulumtimet e shumta të kësaj fushe vijnë në përfundime se problemi i grave është një problem kompleks, duke u nisur nga natyra e saj, tradita, përjashtimi, diskriminimi, etj. Nëse femrat kanë fituar titujt dhe gradat shkencore, ndërsa gratë të japin kontributin e tyre në familje, në shoqëri dhe në instancat më të larta shtetërore. Me demokratizimin e listave. Dallimi i madh i pagave në dy nivelet e pushtetit, dikton në cilësinë e përfaqësimit të grave. Partitë politike, janë të interesuarë që gratë që hyjnë në listë në zgjidhjet të jetës persona të dëgjueshem të partisë. Me përjashtime të vogla, gratë që hyjnë në politikën, nuk përfaqësojnë ofrojnë, por burrat, sepse propozimet për përshkrij irën pikërisht nga burrat. Në kuvented komunale në frashtorën vend, situata edhe më e rëndë. Përveç mungesës së përmbajtjes për të përfaqësuar koncepte e arsimit dhe vogla, me pa mungërisht, nëse kanë që të jepin çështje për probleemet e grave në vendin ku jetojnë. Në të jëgata kundërvendos shumë të smajshëm dhe të tërët. Atëherë ç’duhet bërë për ta teqkaluar këtë problem?! Natiyrisht që nuk mjaftojnë festat ku meshkujt bëjnë striptise për gratë të Tiranës, kur burrej bëjnë drekën në Prishtinë, apo kur burrej e Tetovës u blejnë (një herë në vit) lule dhe shtatë, besohet se mund të mbështetën pjesën e tërët. Strukturat kulturore, tradicionale e modern, qofshin marrëdhëniet sociale ose marrëdhëniet në familje, etj, reflektojnë një mentalitet domini. Më e rëndësishme të jetës, këtë problem? Një proces i mirë ndihma që nuk mjaftojnë festat ku meshkujt bëjnë striptise për gratë të Tiranës, kur burrej bëjnë drekën në Prishtinë, apo kur burrej e Tetovës u blejnë (një herë në vit) lule dhe shtatë, besohet se mund të mbështetën pjesën e tërët. Strukturat kulturore, tradicionale e modern, qofshin marrëdhëniet sociale ose marrëdhëniet në familje, etj, reflektojnë një mentalitet domini. Më e rëndësishme të jetës, këtë problem? Një proces i mirë ndihma që nuk mjaftojnë festat ku meshkujt bëjnë striptise për gratë të Tiranës, kur burrej bëjnë drekën në Prishtinë, apo kur burrej e Tetovës u blejnë (një herë në vit) lule dhe shtatë, besohet se mund të mbështetën pjesën e tërët. Strukturat kulturore, tradicionale e modern, qofshin marrëdhëniet sociale ose marrëdhëniet në familje, etj, reflektojnë një mentalitet domini. Më e rëndësishme të jetës, këtë problem? Një proces i mirë ndihma që nuk mjaftojnë festat ku meshkujt bëjnë striptise për gratë të Tiranës, kur burrej bëjnë drekën në Prishtinë, apo kur burrej e Tetovës u blejnë (një herë në vit) lule dhe shtatë, besohet se mund të mbështetën pjesën e tërët. Strukturat kulturore, tradicionale e modern, qofshin marrëdhëniet sociale ose marrëdhëniet në familje, etj, reflektojnë një mentalitet domini. Më e rëndësishme të jetës, këtë problem? Një proces i mirë ndihma që nuk mjaftojnë festat ku meshkujt bëjnë striptise për gratë të Tiranës, kur burrej bëjnë drekën në Prishtinë, apo kur burrej e Tetovës u blejnë (një herë në vit) lule dhe shtatë, besohet se mund të mbështetën pjesën e tërët. Strukturat kulturore, tradicionale e modern, qofshin marrëdhëniet sociale ose marrëdhëniet në familje, etj, reflektojnë një mentalitet domini. Më e rëndësishme të jetës, këtë problem? Një proces i mirë ndihma që nuk mjaftojnë festat ku meshkujt bëjnë striptise për gratë të Tiranës, kur burrej bëjnë drekën në Prishtinë, apo kur burrej e Tetovës u blejnë (një herë në vit) lule dhe shtatë, besohet se mund të mbështetën pjesën e tërët.
shumicën e rasteve, nuk e ka liruar gruan nga shumë obligime, përkundrazi është edhe një obligim shtesë. Le të mos detyra për gruan në kuadër të rolit gjinor, e që lidhen me shtëpinë dhe familjen (Ibrahimi, Xhylije, 2013). Punësimi në demokratik të konsoliduar. Pavarësisht punësimit apo nivelit të shkollimit, shoqëria patriarkale ka përcaktuar shumë sa kohë femrat nuk do të angazhohen në sferën publike, e veçanërish t atë politike, nuk mund të flasim për një rend rendit demokratik në shoqërinë shqiptare në Maqedoni dhe i faktit se procesi i demokratizimit është i papërfunduar. Për në politikë, pozicion në të cilin është tërësisht e padukshme. Mospërfshirja e tyre është një tregues i mosfunksionimit të familjar. Si rrjedhim, femra shqiptare në Maqedoni është pozicionuar larg nga ngjarjet e rëndësishme të vendimmarrjes. Ky kërkim ka treguar se rritja e përfshirjes së femrës shqiptare në politikë, këtu në Maqedoni, mund të arrinë me rrjedhjen e punësimit (63%), arsimimin (78%), shkëputjen nga mënyra tradionale e të jetuarit (78%), rrjedhë e aktivitës dhe organizimit të femrës (72%), etj. Nga ana tjetër, mbë 90% e ekzemplarit janë të mendimit se gruajtët duhet të merren me politikë; se femra ndihmojë pastaj të mëndim politikë brenda familjes. Mënyra e drejtimit i femrës kërkohet gjatë publikimit i crimeve të familjes dhe diçka në vdiqje. Nga çështja e shumë rëndësishme, femra nuk mund të angazhohet në politikën e rëndësishme. Dukë u bërë me pak fjalë të shumë, duke u bërë me kërkime për ndihmë të artë. Nga ana tjetër, pjesëmarrja e femrës në politikë mund të jetë e mënyrëshëm dhe të përkonsiderohet si një çështje e rëndësishme.

Pjesën tjetër të problemmit, më e madhe për nga pesha për shkak të përjetgjësisë, e përbojnë gratë në politikë. Subjektet politike fillojnë të preokupohen me çështjen e përfaqësimit të grave, pak kohë për të përplirit të listave. Dallimi i madh i pagave në dy nivelet e pushetit, dikton në kualitetin e përfaqësimit të grave. Shumica e subjekteve politike, janë të interesuara që gratë që hyjnë në listë në zgjedhjet e përgjithshme, të jenë sa më të dëgjueshme. Në nivelin lokal situata është edhe më e rëndëse. Përveç mungesës së përgratjet për të përfaqësuar koncepte e programe politike, ato nuk janë në gjendje as në të njohin çështjet e apo të jepin zgjidhje për problemet e grave në vendin ku jetojnë. Prandaj, gratë është të rëndësishtë që të punohet me gratë, jo vetëm një ndihmë për kandidimit, por qysh në ditën e parë pas përfundimit të zgjedhjeve (Darcy, R., Sulvan Welch, & Janet Clark., 1994). Meqenëse në ambientin patriotikal angazhimi në politikë është edhe një detyra shtesë për gruan, e cilë edhe ashtu është të stërmarguar me obligime rreth familjes dhe shtëpisë, do të duhej menduar për lehtësisë që do i t’ia mundësonin këtë angazhimi. Një nga këto zgjidhje do të ishte ndarja e një buxheti brenda subjektit për ofrimin e shtëpimeve për përkuqiesjes ndaj femijëve, gjatë kohës kundër këto grua janë të angazhuara në ndonjë aktivitet. Konkluzioni më i përgjithshëm mbi problemën e faktorizimit të femrës shqiptare që ishte në pranorë e grave në politikë është edhe në ujërë dhe se një pjesë e tyre kanë më tepër një funksion estetik se sa politik. Shembujt që i hasim në jetën e përditshme janë të shumtë dhe mjaft pronësorë nga mediozem në skruarë apo ato vizuë. Shumë më lehtë kërkohet përgatitjet e një pedagog, se sa një pedagog, një doganier se sa një doganiere, një politikan se sa një politikanet, etc. Besojmë se gjeqyjet e apo të jepin zgjidhje për të dy gjinit të të njihni të rëndësisëm për të krijuar një shqiptare të përkujtë të këtë kohë të ndihmuara në ndonjë aktivitet. Konkluzioni më i përgjithshëm mbi problemën e faktorizimit të femrës shqiptare që ishte në pranorë e grave në politikë është edhe në ujërë dhe se një pjesë e tyre kanë më tepër një funksion estetik se sa politik.

Literaatura


Gratë edhe pse ndonjëherë mbulojnë poste minimalisht të rëndësishme, asnjëherë nuk kanë dorë të lirë në vendimarrje, ta luajnë gratë që janë më pak të korruptuara.


The Role of Empathy in the Learning Process and Its Fruitful Outcomes: A Comparative Study

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Abstract

The aim of this study is to identify the role of empathy in learning process and to make students get involved in it and obtain fruitful outcomes in this direction. The qualitative method was used in this study to find out due data for explaining the positive effects of empathy for better learning. This study emphasizes the importance of empathy and its influence for making the learning process fruitful through comparing the explanations and views of Carl Rogers and the Prophet Muhammad. Actually, when the teacher approaches the students with empathy, he teaches the students not only how to use empathy towards other people but also they demonstrate empathy towards animals. The data were collected from the written views of Carl Rogers and the Prophet Muhammad’s approach in relation with empathy. The limitation is that we could not make any questionnaire or interviews. If those were done with some professors the reliable data were collected. The results explain that the teachers should approach the students like mother and father while teaching. Thus, this approach will make students learn easily and also make the students motivation high and better towards learning.

Keywords: Empathy, learning process, outcomes, approach, positive effect

1. Introduction

Nowadays, the methods used in education are changing rapidly according to the circumstances in relation with the activities of learning and teaching in a qualified way in order to reach the success. Every discipline in science has significance how and which methods should be used in its respective field (Şeker, 2010, p.91).

Generally, during the education term the methods are expressed as a facilitator in order to solve a problem, to conclude an experiment, and a way to be followed how to learn or teach a particular topic. So, the method that is selected plays an important role in fulfilling the aim and gaining the behaviors we want (Sevindik, 2010,. p. 3).

The aim of education is to train people who know how to reach the information, how to use the information that he learned and to produce new information by using this information and also to use it in daily life. Another topic that we should emphasize is the people that carry out the education. School program, tools and supplies, school buildings are very important in developing the education, but the most important thing is teaching. So, to achieve the goal, teachers must be qualified in their subject and should know very well which method to use and how to use (Alıcıgüzel, 1999, p.123).

Teacher should take into consideration the students' logical and emotional behaviors, mental evolution level and motivation level to be successful in selecting the right method. And, he should use the results from the researches done previously. Actually, to have a good relation and communication with students can be done, just with a suitable method relevant to the content.

In this study, we state and give examples about the empathy method developed by Carl Rogers that is widely used in education, and how the Prophet Muhammad (P.B.U.H) used this method to reach the perfection in morality for the people who follow him, and also just to give some new ideas to teachers.

Teaching profession is as old as the profession of the prophet hood, as it started with the first human being Prophet Adam and continued with other prophets. Knowing all human dispositions, Prophets have used all effective
methods to guide their people in the right way.

2. Literature Review

We can define empathy as the action of putting oneself in one’s place, to understand his emotions, his thoughts in the right way and up to today it has been defined by a lot of researchers (Dökmen, 2001, p.135).

According to Tuncay and İ, Ancient Greek Philosophers have articulated their understanding of empathy as the active joining with the others emotional and spiritual experience that comes from word "empatheia". Relay on its linguistic roots on Ancient Greek the concept of empathy is basically is scientific accumulation of 19th and 20th century (Tuncay and İ, 2009, p.40).

Dökmen says that the German psychologist Teodor Lipps in 1897 defines the concept of "einfühlung" reflection of a person in an object, and feeling himself in it, and in this way taking that object inside and understanding it (Dökmen, 2001, p. 339-340).

According to Anar einfuhlen; “to feel the feelings of the person you have before you” is used firstly from the German Philosopher J. G. Herder. Declaring that human gaining the skill of penetrating to nature consciously, he adds that empathy has created a mystic union between human being and nature (Anar, 2013, p. 27).

G.B. Hunsdahl has an article related to development of history and source of Einfühlung. He identified that the term empathy has been used for the first time in English by Titchener. According to Hunsdahl, Titchener has translated the word "empathia" from Greek to English in "empathy" in 1909 (Anar, 2013, p. 27).

Hofman defines empathy as an ability of putting yourself in someone’s shoes, feeling what he feels. According to Adler; empathy is looking through the eyes of others, hearing through the ears of others and feeling through the heart of others (Demir, 2012, p. 108)

Batson and his friends draw attention to relevant scientific publications that have been done in empathy between the years 1950-1970 by many researchers through using different definitions. There is absolutely a consistency between the definitions which are highlighted. The first name that comes to our mind when we think about empathy is Carl Rogers. He is known about his researches that he has done in Communication empathy in psychotherapy. The definition that Rogers puts forward is empathy in 1970 which is being used still in nowadays (Dökmen, 2001. P.135). According to Carl Rogers ‘empathy is “putting yourself into someone’s position, understanding his thoughts and feelings” (Tuncay and İ, 2009, p. 42).

3. Discussion

The definition of empathy that we use today has been reached as a result of changes in many years. Before Rogers, empathy has been discussed in very different ways. One of first users of this concept is the German psychologist Tpeodor Lipps, he has defined the word “einfühlung” in 1897 “to reflect yourself into an object, to feel yourself in it and in this way you understand it better”. In his later studies, he says that among objects “einfühlung” may arise even in perception of human. And, when we come to 1909 the word “einfühlung” that is in German is translated from the ancient Greek word “empatheia” to English as “empathy” (Dökmen, 2001, p. 339-340).

Batson and his friends take our attention that if we compare relevant scientific publications of empathy in different years, it is defined in different ways as well, and there isn’t consistency between the definitions. When we examine this claim about the definition of empathy in publications over the years, now it is seen that there are three basic stages. We can express this stages as follows: The empathy from the beginning until 1950’s, it has been taken as a qualified scientific concept, “measurement of empathy” has measured how people perceive each other's personality traits.

In 1960’s it has been highlighted both the scientific dimension and emotional dimension of empathy. In these years as “empathy” was accepted as “to put you in someone else”. In 1970’s the third stage started. Comparing this period with 1960’s empathy has been used in narrower rate, to understand ones emotions and to convey it to him was called “empathy” (Dökmen, 2001, p. 340-341).

Rogers gains an indispensable place to counseling psychology in clinic field empathy, the development of social psychology, counseling and school psychology and communication have been done a lot of studies, and there is a large accumulation of knowledge for this topic (Dökmen, 1987, p. 185; & 2001, p. 134).

Researchers have shown that empathy apparently made a positive contribution in interpersonal relationships and social cohesion, not only in psychology but also it can be used in all areas in our daily life. These individuals who have these skills understand the thoughts and feelings of interlocutors correctly. Empathy is known as a facilitator in
interpersonal relationships, so it is used in a variety of professionals in order to improve their empathic skills in training that they provide. One of the professions that is provided this training is teaching (Ercoşkun, et. al., 2006, p. 208).

Teaching is one of the professions where interpersonal relationships are in an intense way. So, it is a very important relation between teachers and students. In one way showing empathy, teachers become a good model to students, and it provides to understand them better. In this case, the good teacher-student relationship affects students to get positive achievements. In some researches, Dökmen has conducted that in classes the teachers show high-level understanding and empathy, and motivation of students and also the achievement levels are higher (Ercoşkun, et. al., 2006, p. 209).

Again we learn from the researches that empathy doesn’t have a positive impact only in daily life but also it affects positively the moral development in students. If someone harms something we can draw their attention to the damage they caused. If we can teach them how to put themselves in

The aim of education is to train perfect people and this mission is on the shoulders of teachers partially. Prophecy teaching profession as being so old, firstly it started with Prophet Adam and continued with and followed by the other prophets.

Knowing the human nature in perfect way, prophets were sent to the tribes (people) regarded with the characteristics of that tribe to fulfill their duties of teaching, to convey their Ummah (people) to the right way, prophets used all the effective ways of teaching. Firstly, they lived in their life’s as it was reported from God as original and after that, they taught the others. And, when they were teaching to people, they used the right method concerning their ability of understanding.

Developed by Carl Rogers the method of empathy is widely used in education. The prophet Muhammad (P.B.U.H) was sent to train people and address them the moral and humanitarian aspects through the method of empathy. In Quran is reported as Prophet Muhammad was teaching as follows: “Just as We sent to you a messenger from among you, who recites Our revelations to you, and purifies you, and teaches you the Book and wisdom, and teaches you what you did not know” (Al-Baqarah 2/151).

Hz. Muhammad (P.B.U.H) has left no gaps in education with the training style that he used. History testifies his success with the personalities that he raised, where they become from people that buried their own daughters alive to sensitive people that they would not harm even an ant (Bozali, 2014).

Hz. Muhammad (P.B.U.H) is the best person to be taken as exemplary in Islam. Having also the highest morality The Prophet Muhammad (P.B.U.H), he trained his people through the behaviors by living it, he was a proof of the highest morality living. To build a society of people with good virtuous, Hz. Muhammad (P.B.U.H) has lived an emphatic life, and has given the examples of empathy during his whole life (Çetin, 2010, p. 33).

If we examine the Hadith sources, we can find Hadith that speaks about particular period but also there are a lot of hadith that speak about empathy in general to whole humanity (people). In this context, the definition of Carl Rogers relevant to the three basic elements that constitute to empathy, would be the right place to give some examples of words, behavior’s and applications from the life of Prophet Muhammad (P.B.U.H).

According to Dokmen; in definition of Rogers “ Putting oneself instead of a person and looking through events from his perspective, understanding that persons feelings and thoughts correctly, feel it and convey this process to him” we will see that there are three main stages (Dökmen, 2001, p.135).

Firstly: If a person wants to understand his interlocutor, to detect events like him should put itself in his shoes and should look through things from his perspective (Dökmek, 2001, p. 135).

Signing at this point in a hadith Prophet Muhammad (P.B.U.H) associates empathy with the iman (faith), he says: “If one of you doesn’t desire for his brother what he desires for himself would have not believed” (Budak and Çetinkaya, 2008, p. 81).

Describing the point of view and nature of Islam for this world, and to increase the positively the vitality of interpersonal communication emphasizes the need of thinking others. Here, it draws a portrait of individuals with good morals and sensitive that doesn’t want for his brother what he doesn’t want for himself, and asks for his brother what he asks for himself. As principle of this hadith, it includes a warning, it focuses attention to the negative effects that selfishness will do to a person’s faith (Altun, 2006, p. 100-101).

Secondly: in order to be deemed to have empathy you should understand your partners thoughts and feelings correctly. Scientific and emotional, empathy has two basic components. It’s not enough only to understand someone’s feelings and thoughts. Understanding what your interlocutor think is qualified cognitive activity and feeling the same emotional is a sensing quality activity (Dökmen, 2001, p.136).

As in all religions, Islam also commands individual consciousness which includes respect to God, through making
people conscious with the aid of commands and prohibitions. The prophet Muhammad (P.B.U.H) also explained the benefits and harms through persuasion and make people see the wisdom of the orders and as well as prohibitions. While doing that empathy was used as an effective training method. Empathy can establish the right person, he does not like the fact that things will not be welcomed by others has shown that we can understand in practice (Çetin, 2010, p.34)

A teenager named Culeybib, one day the Messenger of Allah came, "allow me to commit adultery, because I will not be able to endure," he said. The reaction was found there differently by the prophet.

The prophet as he is the embodiment of compassion and mercy let the young man sit down nearby him and listens to him very carefully. He was fascinated with the breath of the prophet smelling like heaven. The prophet asked the young man:

"Would you like such a thing done with your mother?
- May my father be sacrificed for you, Oh Messenger of Allah, I would not.
- No man does not want done such a thing to his mother.
- Would you like some one to make it to your daughter such a thing?
- I never would like such as thing, may my soul be sacrificed for you.
- No man does not want such a thing for their daughter.
- Would you like it with your aunt such a thing?
- No, I do not want.
- No one at home with her daughter, sisters, aunts, and wants to do adultery (Musnad, 5/ 256, 257)" (Çetin, 2010, p. 34-35).

Our Prophet (P.B.U.H) lets a young man speak even about unlawful things, later on, the prophet tries to convince him not to do this unlawful behavior. While he was listening to the young man, he was making think about the same situation, in case his beloved ones are in the same situation, therefore he was making him think about possible results through empathy. Very soon, he understands the feelings of the young man, then channelize him to close friend to solve his marriage problem, because with the help lawful way there is possibility to pleasure from life.

Third: Empathy is the way to understand the feelings of the person, then to give the message that you understand his feeling through words and behaviors. Even if you understand fully, but you did not explain it how you understand, the process is not finished yet (Dökmen, 2001, p.137).

Lack of empathy will cause self-centered lifestyle that is unwelcome in today’s society, even it happened in the past. The prophet Muhammad (P.B.U.H) inspires the people how to be sensitive to the people around him and to teach them the responsibilities of togetherness and also living together.

The prophet Muhammad (P.B.U.H) said: “A neighbor sleeps with hunger, while you sleep with full stomach, that is not one of us.” through which he admonishes the insensetive people a bit harshly and the prophet makes awareness about hunger and puts responsibility on neighbourhood towards people in their situations (Altun, 2006, p. 103).

4. Conclusion

Empathy teaches the teachers, parents, and the other people the way how to feel the other people feel in the same fashion. Because, it is not possible to make people have same feelings and same experiences in the lives, but it is possible to put yourself in others’ shoes to feel what they feel. Actually, putting yourself in on place is the behaviour human being not animals.

If teachers develop a better way how to feel the students feel, then they can teach better than before. If the people do not put themselves in somebody’s place, there is possibility for to be selfish for them.

Empathy contributes too much to education due to its positive results seen teaching and training activities in educational environment and told by many teachers and trainers. Teachers shoud find various ways to develop empathy for many reasons, so that they can make their students think about the others. It is not possible to put everything into practice but empathy makes itself felt everywhere.

Therefore, this study suggests that feeling is a best way for beginning to learn in many things. Especially, empathy is likely to work in classroom environment, since the teachers cannot take their respective students everywhere to teach, but through developing the way empathy the students put themselves in the place of other, and as a result they start learning.
Reference


Legal and Institutional Framework on Training of Civil Servants in Albania - Developments over the Years

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Abstract

The civil service system is relatively new in Albania. Its normative origin dates back to 1996, when the civil service was for the first time established and regulated by law. This law aimed to regulate the work relations of the employees of the public administration, central and local, at the same time institutions that function based on an annual budgetary provided by the State. In 1998 was adopted the Constitution of the Republic of Albania, which includes a specific provision on civil servants. Following the entrance into force of the Constitution, a new law on civil servants was adopted in 1999, which guaranteed the protection of civil servants rights as employees of public administration from State institutions in the role of the employee the civil service law by establishing specific protection mechanisms. According to the Civil Service Law of 1999 the recruitment process is based totally on individual merits and is carried out through an open competition. Among the rights of civil servants is the right to be trained for the tasks they are expected to perform even when probation period. In addition, civil servants should be offered continuous and paid training activities in connection to their job position. The institution that offered such training and was responsible for the initial and continuous training of civil servants was TIPA, under the supervision of the Department of Public Administration. In June 2006, Albania signed in Luxemburg a Stabilization and Association Agreement (SAA) with the EU members. The cooperation between the EU and Albania in the framework of the SAA shall focus on the implementation of transparent and impartial procedures of recruitment, human resource management, and career development in the public service both in the central and local public administration. As part of the national plan for the implementation of the SAA in public administration a new civil service law was approved in May 2013, which became effective recently. The new law provides for a School of Public Administration which will provide better quality training to civil servants aiming at increasing the skills of civil servants of various categories. Thus, this paper will present an historical overview of developments in civil service in Albania by focusing on the training element of civil servants, its achievements over the years, but also problematic issues observed. The authors will analyze the legal, sub legal and institutional framework in place and will present their conclusions by making reference to regulation of training activities for civil servants in some European countries legislation with a longer legacy in civil service. Furthermore, the authors will present their opinion on how should the legal framework should be improved in this area.

Keywords: civil servant, training, Training Institute of Public Administration (TIPA), Albanian School of Public Administration (ASPA), civil service law, training curricula.

1. Introduction

The civil service system is relatively new in Albania. Its normative origin dates back to 1996, when the civil service was for the first time established and regulated by law. This law aimed to regulate the work relations of the employees of the public administration, central and local, at the same time institutions that function based on an annual budgetary provided by the State. For the rest of work relations and categories of employees other than civil servants the Code of Labour of the Republic of Albania was applied. Based on the 1996 law the categories of civil service included the political office holders. In 1998 was adopted the Constitution of the Republic of Albania, which includes a specific provision on civil servants. The terminology used in the Constitution differs from that of the law adopted in 1996. This is understandable

given that the 1996 law on civil service was adopted at a time when no consolidated text named as Albanian Constitutional existed. Instead, several laws issued at different time periods were recognised as the Albanian Constitutional Package and in which civil servants were not mentioned at all.3 As a general rule of legislative technique, the terminology of the Constitution must be respected when laws and bylaws about specific areas are issued.

2. Training Institute for Public Administration

The previous Civil Service Law of 19994 and also the new their respective job on a regular basis, at the expense of the State. For the purpose of offering training to civil servants it was established the Training Institute of Public Administration through a Council of Ministers Decision.5 The Training Institute of Public Administration (TIPA) has been created, as an institution under the supervision of the Council of Ministers. Its mission was to support the improvement and reform of a sustainable and professional civil service through qualitative and comprehensive training and development. The Institute ensures the professional training of the civil servants, which includes:

a) Training during the probation period;

b) Training for career development;

c) Training for professional adaptation, in cases of changes in the job position criteria;

d) Specialized training on performing specific duties (tailored training).

3. Vocational Training Planning at Central and Local Levels

The creation of training curricula and offering of qualifications are, on the one hand, a basic right of civil servants and, on the other, one of the obligations of the employer toward its employees. This important process should be carefully planned, based on different approaches that mirror the careful identification of training needs of these employees. It should be underlined that the proper performance appraisal could provide very useful and detailed input for planning and implementing training for each civil servant.

In a study of the Council of Europe in Albania it is noticed that several important actors are involved in the process of assessing training needs of civil servants. Their direct supervisors seem to play a dominant role, as the most active in the process, in 78% of districts and 61% of municipalities.6 According to the statistics of the Report of the CoE in Albania, the human resources units; 67% - districts and 33% - municipalities seem to cooperate closely with the respective civil servants and provide valuable input into training needs assessment. Despite the positive complementary efforts toward training needs assessment, again, according to this Report, the planning of training needs is poorly designed, because annual training plans are reported as being designed only in 33% of the regions and only in 27% of the municipalities. When it comes to the cooperation with the Training Institute for Public Administration (TIPA) the situation is reported to be even worse; only 16% of the municipalities and none of the regions resulted to have submitted the annual plan to the TIPA.7 A similar negative situation has been observed in budget planning for training. Thus, this Report, as overall evaluation of the vocational training for civil servants states:

“It is a segmented and chaotic process and the lack of formal planning and accompanying budget is evident.”


4 Article 20 of the Law no.8549, dated 11 November 1999 “On civil servant’s status” and Article 38 of the Law no.152/2013 “On civil servant”


7 Ibid.
4. The Commitments of Albania in the Framework of the Stabilization Association Agreement with the European Union

In June 2006, Albania signed in Luxemburg a Stabilization and Association Agreement (SAA) with the EU members. This Agreement consists of four pillars: political dialogue and regional co-operation, trade provisions concerning the progressive liberalization of exchanges until a free trade zone is established between the parties, community freedoms, and finally, co-operation in fields of priority, especially in justice and internal affairs.

Article 111 of Chapter VIII of the SAA “Cooperation Policies” focuses on public administration. The objective of this article is to ensure the development of an effective and responsible public administration in the country, which would support the practical application of the rule of law. Thus, the co-operation between the EU and Albania in the framework of the SAA shall focus on the implementation of transparent and impartial procedures of recruitment, human resource management, and career development in the public service both in the central and local public administration.

The signing of the SAA is only the first step towards the reform of the public administration, so that Albanian public administration standards meet the requirements of the European Union. This process requires professional civil servants, who can guarantee independence, integrity, transparency, and the application of the principle of public services. These civil servants deserve at the same time to have their rights respected, protected and redressed by the relevant state bodies, when they are violated.

The Progress Reports on Albania over the years note, among others, that "The Civil Service Law regulating public administration is in place, but it is not applied systematically. ... The absence of sound accountability mechanisms in public administration increases the opportunities for bypassing established procedures. ... Frequent replacements of civil servants are undermining the independence of the civil service and increase the opportunities for bribery of public officials. Overall, the public administration continues to stabilise, but the lack of transparency and accountability in appointments is endangering its independence." Thus, more commitment and concrete work is required by the Albanian State institutions so that the Albanian public administration be considered sustainable and professional which would count for recognizing Albania the status of the EU candidate country.

5. Establishment of the Albanian School of Public Administration Under a New Law on Civil Service

Until May 2013 there have been two previous unsuccessful attempts to amend the Civil Service Law of 1999, but due to the fact that this kind of law requires a qualified majority to be approved the proposed amendments remained only proposals. It has been foreseen under the short term priorities of Albania to amend the Civil Service Law of 1999 during the years 2005-2006. The third attempt for legal changes in the civil service field started in late 2010 and continued during the year 2011. A new draft law on civil service in Albania was prepared based on the legal assistance of SIGMA and this draft has been submitted to the Parliament in September 2012 while the draft was passed in plenary session of the Parliament only on 30 May 2013, one month before the general election in Albania when wide consensus was reached among political parties represented in the Parliament. When passed in the plenary session, upon proposal of the opposition forces of that time the 1st October 2013 was proposed to be the date for the entrance into force of this law, while the rest of the provisions were passed quickly without debate by the members of the Parliament. The approval of this law was called a success by all political parties represented in the Parliament as a step forward for the integration of the Albania into the European Union and as a fulfillment of one of the main priorities that European Union had imposed on Albania.

The new Civil Service Law of 2013 provides for the establishment of the Albanian School of Public Administration (ASPA). As a matter of fact, the previous Council of Ministers established this School in April 2013 through a Council of

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8 Entire text of the SAA and more information on it can be found at www.mie.gov.al
9 For illustration purposes an excerpt of the 2008 Progress Report on Albania – chapter on “Public Administration”; Rapporteur for Albania Mr. Libor Rouček
10 “Plan of the Government of Albania for the Approximation of Legislation and Implementation of the Stabilisation and Association Agreement” approved by the Council of Ministers through Decision no. 314, dated 13.05.2005. It is related more specifically to the observation of Article 110 of the Stabilisation and Association Agreement
11 SIGMA (Support for Improvement in Governance and Management) is a joint initiative of the European Union and the OECD.
12 The new Law on Civil Service approved on 30 May 2013 was published in the Official Journal on 7 June 2013.
Ministers’ Decision. Thus, currently this School exists, but comprises as personnel only the personnel inherited by its predecessor Training Institute of Public Administration (TIPA). The School has new premises, but it is in a stalemate due to the fact that the new civil service law has not be effective until 26 February 2014 when the Constitutional Court’s Decision on the effectiveness of the new Civil Service Law of 2013 was published in the Official Journal and the necessary secondary legislation for the functioning of the School has only been approved by the current Council of Ministers in March 2014. Moreover, its training curricula should be revised and eventually approved in accordance with this School’s mission and vision for various categories of civil servants. The establishment of the ASPA was listed among the objectives of the Cross-Cutting Strategy for the Public Administration Reform 2009-2013. Currently, it exists as a subordinate structure of the Ministry of Interior as a central public institution, with headquarter in Tirana. In fact, following recent legal initiative of the Council of Ministers this structure is proposed to be a subordinate one to the newly created Ministry of Innovation and Public Administration. The ASPA will have administrative and academic autonomy and its aim is the vocational training of civil servants, as well as any other individual, national or international, who is not part of the civil service and that meets the required criteria. By vocational training is understood the in-depth training program of candidates for the category of the top-level management civil servants, members of the Top-level management Corps and the continuous vocational training program for civil servants, as well as any other individual outside the service. This School will have its own budget which will be determined as a separate budget line under the budget of the Ministry of Interior (if the Council of Ministers’ initiative for legal amendments to the new CSL will be approved it will pass as a subordinate structure of the Ministry of Innovation and Public Administration). This School will have a director for leading its everyday activities and a governing board of 9 members. The Board will be composed of representatives and senior officials from line ministries, local government, DoPA, universities, civil society and business, as defined by the Decree of the Council of Ministries. The Council of Ministers made a change to the draft secondary legislation for the ASPA by reducing the number of its steering board members from 12 to 9, which means also a reduction of costs for the functioning of this School and by not including in this board a foreign expert, which was objected when the Department of Public Administration organized consultative meetings with stakeholders of public administration in December 2013 before submitting the final version of the secondary legislation to the Council of Ministers for final consideration and eventual approval.

In determining the selection and vocational training policies, ASPA is obliged to co-operate with the DoPA. The ASPA’s director should be appointed and dismissed in accordance with the criteria and rules established for members of the Top-Level Management Corps (TMC). By way of exception, ASPA-s Director is appointed by the Council of Ministers, upon the proposal of the Minister of Interior, until the new CSL becomes effective. The ASPA has a duty to provide vocational training as follows:

a) Thorough in-depth vocational training program, which trains the candidates for being members of TMC;

b) Continuous vocational training program of civil servants of all categories, as well as any other individual outside this service. Its students will be selected from civil society, business, and individuals outside the civil service, are obliged to pay a fee to attend training programs of the ASPA.

Meanwhile, the Council of Ministers during the month of March 2014 has approved a decision for the further regulation of the steering board of the ASPA. It has been published in the Official Journal, which means that it is effective from the publication date. It should be mentioned that the approved version of the Council of Minister’s Decision differs from the draft version which provided that the Albanian School of Public Administration (ASPA) should appoint two representatives to the National Permanent Commission for the selection of the employees to the Corps of High Level

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15 Article 8, Law no. 152/2013, dated 30 May 2013, “On civil servant”

16 The Training Institute for Public Administration created by the Civil Service Law of 1999 did not have such a large mission; it offered training only for State administration employees, not outsiders from the private sector.

17 The authors have participated in the consultative meeting organized by the Department of Public Administration in December 2013 with the stakeholders of public administration and civil service.

18 Article 9, Law no.152/2013, dated 30 May 2013, “On civil servant”

19 Council of Ministers Decision no,138, dated 12 March 2014, “On the rules for the organization and functioning of the Albanian School of Public Administration and training of civil servants”
Civil Servants (TMC), and one of these persons is a foreign expert. But this draft decision did not provide for the criteria the foreign expert selected by the ASPA should fulfill and one this should have been “good command of the Albanian language” and/or since this person is a foreign citizen, whether he has been provided with work permission in Albania. Moreover, the 2-year mandate of the National Permanent Commission might not match with the period of time the foreign expert stays in Albania, which would mean that the ASPA should appoint another foreign expert to this Commission. In addition, the ASPA might have been in difficulty to create a pool of foreign experts that qualify to become member of the National Permanent Commission for the selection of the employees to the Corps of High Level Civil Servants. What would happen if ASPA received no applications from foreign experts? These might have been some of the reasons why the approved and final version of the Council of Ministers Decision on the formation, duties and functioning of the ASPA does not foresees the participation of a foreign expert in the steering board of this School.

6. Training of Civil Servants in other European Countries

The continuous and qualitative training of civil servants is considered essential in the competitive European labour context. Since the private sector is much more flexible than the public one, where civil servants are employed, the former should be composed of structures that combine efficiency with the uniform and legalistic nature of hierarchical organizations. Civil servants need to be equipped with an enhanced access to IT information, qualification programmes, and become more performance oriented. Many European States with a former communist regime after political, economic and legal system changes have introduced the civil service in their respective public administration and have paid particular attention to the qualification of civil servants. Thus, Russia in 1995 through a Presidential Decree has established the Russian Academy of Civil Service with a wide network of regional branches, which offers training courses mainly for mid and top level civil servants. From 2004, funding from the State budget of civil servants’ post entry training has been increasing with overall positive impact on the quality and results of training programmes. Similarly, the Czech Republic established in June 2001, an Institute of Public Administration, as a structure affiliated to the Office of the Government in order to provide training for the employees of the central government agencies. Training institutions or schools of public administration commonly and traditionally exist in many EU States such as in Italy – Scuola Superiore della Pubblica Amministrazione (Higher School of Public Administration) and in France – Ecole nationale d’administration ENA (National School of Administration) with the specific mission of providing qualified and tailored training to civil servants of different levels and categories. Training of civil servants, in view of the human motivation theory of Maslow, helps them to reach self-fulfillment, capability and adequacy of being useful and necessary in the world.

7. Conclusions

The new civil service law aims at specifying some blurred provisions of the civil service law of 1999, such as the effects of a Civil Service Commission’s decision and at differently regulating certain aspects of the civil service law of 1999 proven to be either costly for the State budgets such as one vacancy one competition procedure or subjective such as the selection of the winner of a competition procedure by the immediate superior of the future civil servant, not necessarily the first ranked in a competition procedure.

A positive novelty of the new civil service law is the establishment of the Albanian School of Public Administration, not only because by establishing this School the Albanian government fulfilled an objective of the Cross-cutting Strategy

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20 Point 2, letter ‘b’ of the draft Council of Ministers Decision for the establishment and functioning of the ASPA published for several months since December 2013 on the web page of the Department of Public Administration www.pad.gov.al under the link ‘të reja’ (news)
22 Christoph Demmke and Timo Moilanen, Civil Services in the EU of 27 – Reform outcomes and the future of the civil service, Peter Lang Publication, Frankfurt, 2010Page 248
24 Ibid, page 118
26 Ibid, page 193
for Reform in Public Administration (2009-2013), but because this School will offer short and long term training for civil servants of all categories and especially top level managers should first successfully complete this School in order to be appointed in high level civil service positions.

Albania is among those Balkan states that are on the path to integration into the large European family. Its efforts for the institutionalization of the co-operation with the EU were successfully accomplished in June 2006 when a Stabilization Association Agreement was signed in Luxembourg. This Agreement is of particular importance for Albania in order to attain the status of the candidate country. It entered into force on 1 April 2009, thus, after three years from its signature, which means that Albania should consider the acceleration of its efforts for its proper and full implementation.

The SAA agreement is based on the respect of democratic principles and of human rights, respect for the principles of the international law, rule of law, and the principles of the market economy as enshrined and proclaimed in some key international documents such as the Universal Declaration of Human Rights, European Convention of Human Rights and in the Helsinki Final Act.28 Under Title VIII of the SAA “Policies of co-operation”, the Article 111 is dedicated to the public administration.29 This specific provision provides for the obligation of Albania to establish an effective and responsible public administration which seeks to implement the rule of law principles. Thus, the bilateral co-operation between the EU and Albania is based and focused on the transparent and impartial recruitment procedures, management of human resources, and career development in the public services sector both at the central and local administration levels.30 In fact, the signature of the SAA is only the first step for the comprehensive reform of the Albanian public administration with the sole goal of attaining the standards set forth through the principles of the European administrative space. This implies the inclusion of professional civil servants, who guarantee the independence, integrity, transparency and the implementation of the principle of service toward the public. On the other, hand this obligation means that the Albanian State should strive and guarantee the rights of civil servants as stipulated in the relevant legislation, including the right to be trained, by putting in place the necessary mechanisms for the realization of such purpose. Proactively responding to the Article 111 of the SAA the Albanian Council of Ministers approved in 2008 the Cross Cutting Strategy for the Reform of Public Administration 2009-2013, as part of the National Strategy for Development and Integration.31 Currently, among the priorities of Albania is the strengthening of public administration and the civil service to be able to afford the integration challenges ahead by correctly implementing the legislation on public administration and civil service.32

While the new civil service law was drafted with international support, it can unfortunately not be seen as a directly applicable piece of legislation, because most of the implementation of this new law will, to a considerable extend depends on the secondary legislation which has been drafted and approved as of 1 April 2014, including the secondary legislation for the functioning of the Albanian School of Public Administration. Since the secondary legislation for the organization and functioning of the Albanian School of Public Administration has been approved last month, the relevant steering structures should be swiftly established and the necessary personnel of this School should be again swiftly hired, the training curricula for various categories of civil servants should be drafted and approves so that this School starts to function as such as soon as possible. In addition, its proper functioning is also linked to the long term qualification of Corps of High Level Civil Servants (TMC), who should successfully pass the training at this School in order to preserve their job position as High Level Civil Servants. Therefore, it remains to be seen whether the new civil service law and the pertaining secondary legislation will prove to be more effective that the one of 1999, with regard also to the specialized and qualitative training provided to civil servants of various categories in the State administrative of central or local levels.

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28 Article 2 of the SAA, accessible at http://www.mie.gov.al/
29 Article 111 of the SAA
30 Ibid
31 Accessible at http://www.mie.gov.al/


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Law no.152/2013, dated 30 May 2013, “On civil servant”


Council of Ministers’ Decision no.315, dated 23 June 2000 “On the establishment and functioning of the Training Institute for Public Administration and training of civil servants”


The Awareness of High School Teachers on their Instructional Leadership Roles¹

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Abstract

The aim of this study is to examine the level of high school teachers' awareness on instructional leadership roles according to their perceptions. The sample of this study was composed of high school teachers in Beylikduzu and Buyukcekmece districts in Istanbul. The participants were administered by 'Demographic Questionnaire' and 'The Instructional Leadership Roles of Teachers' questionnaire developed by the researcher. The data were analyzed by SPSS 20 program. The questionnaire were converted to a scale by verifying reliability and validity statistics. The results includes the frequencies, the percentages and the means of the teachers' awareness on instructional leadership roles. The variations of teachers' awareness on instructional leadership roles according to demographic variables were tested by independent samples t-test and ANOVA. The results shows that high school teachers' awareness on instructional leadership roles were high level in all sub dimensions.

KeyWords: Leadership, Teacher Leadership, Instructional Leadership Roles

1. Introduction

Leadership, which has appeared as a result of societies's need of people who will drag them in a certain direction, has gained more importance nowadays and it is being mentioned in all areas. As education is an important factor of changes and coping with the problems that arise in these cases, it has been inevitable that teachers exhibit leadership manners in this changing and constantly renewed social life (Can, 2007, p. 164-165). Teachers should be leaders who are enterprising, can renew and manage themselves, capable of taking decisions, internalize and comment on educational values and who are able to undertake the responsibility of this. As a matter of fact that the teacher has such characteristics of creativity, directivity, effectiveness, leadership and so on will carry today's students into the knowledge-based society of the future (Bostancı, 2011, p. 216).

1.1 Instructional Leadership

Instructional leadership is the competency of being able to plan and organize educational and instructional activities effectively and undertake active roles and develop them by performing leadership in the learning process and developing and sharing an educational vision. The main purpose of instructional leadership is the arrangement of the school environment as one which is productive and completely towards instruction (Erdoğan, 2004, p. 88). Teacher leadership is the skills and qualifications the teachers of the future should have (Urbanski and Nickolaou, 1997, p. 248; Hoyt, Price and Emrick, 2010, p. 404; Johnson and Snyder, 1986). A leader teacher is one who is perfect in his or her class, continuously learn as a student does, can also exhibit talent and performance outside the school, is involved at the center of changes to raise the quality of education and who possesses leadership skills. The main objective of the teacher leadership is to improve the quality of education (Hook, 2006, p. 13).

1.2 Teacher Leadership Roles

As a result of studies in the regarding literature, the teacher's instructional leadership roles are specified in the following

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¹ This study has been constructed from the master degree thesis titled "A Study On High School Teachers For Their Instructional Leadership Roles And Their Approaches Toward The Restricting Factors Of Instructional Leadership" written by Bilal Aygun.
ways (Bostancı, 2011; Can, 2006; Gökyer, 2004; Gümüşeli, 1996; Sümbül, 1996; Şişman, 2004):

1. Defining, announcing and sharing the vision and mission of the school
2. Planning, implementing, supervising and evaluating the instruction
3. Creating a positive teaching-learning climate and classroom culture
4. Monitoring and rewarding students’ development and success
5. Individual transformation and professional development of teachers
6. Supporting the development of other teachers and being a model
7. Adapting to environmental and social values
8. Providing support of the environment and society

1.3 Problem

What is the high school teachers' awareness of instructional leadership roles and and the level of realizing such roles?

1.4 Purpose

The purpose of this study is to determine at which level do high school teachers in a certain environment perform instructional leadership roles.

1.5 Importance of the Research

Because of the adolescent characteristics, it is more suitable to conduct the research in high schools. As high school teachers perform leadership and are a role model for high school students, it is regarded as important that they be aware of instructional leadership roles and exhibit such roles.

It is expected that the research will contribute to any programs to be organized in terms of training and improving teachers through in-service training sessions and training qualified leader teachers.

2. Methods

2.1 Research Model

As this research is descriptive in nature, the general screening model was used. Scanning models are the research approaches aiming to describe an existing situation in the past or present situation as it is (İslamoğlu, 2009, p. 85).

2.2 Procedure

415 teachers constitute the sample group who are chosen as conformity sampling among the teachers working in public and private high schools in Beylikdüzü and Büyükçekmece districts of the city of İstanbul, Turkey. Research findings have been collected by using a 5 point Likert-type questionnaire and a demographic variables form. After applying the factor analysis and validity and reliability studies, the questionnaire was turned into a scale named "Teachers' Instructional Leadership Roles" and the relevant assessments were made on this scale. In the factor analysis of variables related to instructional leadership roles, a strong factor structure is obtained, the obtained factor loadings explain 61.4% of the total variance in all the variables. The fact that factor loadings are high indicates that questions share a common variance with other questions (İslamoğlu,2009). It was found out that the KMO value is 0.895 and Cronbach’s coefficient alpha is 0.909. In the analysis of the collected data SPSS 20 software package was used.
3. Conclusion

Table 1: Demographic Variables

<table>
<thead>
<tr>
<th>Demographic Variables</th>
<th>Frequency (N:415)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>203</td>
<td>48.9</td>
</tr>
<tr>
<td>Female</td>
<td>212</td>
<td>51.1</td>
</tr>
<tr>
<td>Graduation Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate degree</td>
<td>4</td>
<td>1.0</td>
</tr>
<tr>
<td>Bachelors</td>
<td>319</td>
<td>76.9</td>
</tr>
<tr>
<td>Master</td>
<td>87</td>
<td>21.0</td>
</tr>
<tr>
<td>Doctorate</td>
<td>5</td>
<td>1.2</td>
</tr>
<tr>
<td>School Type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General high school</td>
<td>30</td>
<td>7.2</td>
</tr>
<tr>
<td>Anatolian high school</td>
<td>150</td>
<td>36.1</td>
</tr>
<tr>
<td>Science high school</td>
<td>20</td>
<td>4.8</td>
</tr>
<tr>
<td>Private high school</td>
<td>86</td>
<td>20.7</td>
</tr>
<tr>
<td>Religious high school</td>
<td>30</td>
<td>7.2</td>
</tr>
<tr>
<td>Vocational high school</td>
<td>99</td>
<td>23.9</td>
</tr>
<tr>
<td>Professional Experience</td>
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<td></td>
</tr>
<tr>
<td>1-5 years</td>
<td>72</td>
<td>17.3</td>
</tr>
<tr>
<td>6-10 years</td>
<td>73</td>
<td>17.6</td>
</tr>
<tr>
<td>11-15 years</td>
<td>118</td>
<td>28.4</td>
</tr>
<tr>
<td>16-20 years</td>
<td>83</td>
<td>20.0</td>
</tr>
<tr>
<td>21-25 years</td>
<td>43</td>
<td>10.4</td>
</tr>
<tr>
<td>26 and more</td>
<td>26</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td>415</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2: Teachers’ Level of Implementing Instructional Leadership Roles

<table>
<thead>
<tr>
<th>Instructional Leadership Roles of Teachers</th>
<th>Average (X)</th>
<th>Standard Deviation (SD)</th>
<th>Implemented Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Defining, announcing and sharing the School Vision and Mission Statement</td>
<td>3.87</td>
<td>0.91</td>
<td>High</td>
</tr>
<tr>
<td>2  Planning, implementing, supervising and evaluating the instruction</td>
<td>4.23</td>
<td>0.76</td>
<td>Very High</td>
</tr>
<tr>
<td>3  Creating a positive teaching-learning climate and classroom culture</td>
<td>4.41</td>
<td>0.65</td>
<td>Very High</td>
</tr>
<tr>
<td>4  Monitoring and rewarding students’ development and success</td>
<td>4.2</td>
<td>0.8</td>
<td>Very High</td>
</tr>
<tr>
<td>5  Individual change and professional development of teachers</td>
<td>4.11</td>
<td>0.81</td>
<td>High</td>
</tr>
<tr>
<td>6  Supporting the development of other teachers and being a model</td>
<td>4.21</td>
<td>0.84</td>
<td>Very High</td>
</tr>
<tr>
<td>7  Adapting to environmental and social values</td>
<td>4.31</td>
<td>0.73</td>
<td>Very High</td>
</tr>
<tr>
<td>8  Providing support of the environment and society</td>
<td>2.49</td>
<td>1.26</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>3.98</strong></td>
<td><strong>0.845</strong></td>
<td><strong>Very High</strong></td>
</tr>
</tbody>
</table>

That teachers have higher awareness sizes in instructional leadership roles is consistent with the results of other research (Akbaşlı, 2011, p.75-90; Bostancı,2011; Armstrong,2013; Sümbül,1996, p.605; Şişman,2011, p.160).

When teachers' instructional leadership roles are evaluated in terms of demographic variables, in terms of "Gender" a significant difference was not observed. This may be interpreted in such a way that female and male teachers do not evaluate the issue of instructional leadership not on the basis of gender but on the basis of their professions. On the other hand, regarding the dimension of 'individual transformation and professional development of teachers', with the perceptions of male and female teachers, there were significant differences in favor of male teachers. It can be considered that this difference is associated with the negative impact of women's responsibilities at home on their professional progress.

When teachers are evaluated according to their "Graduation Degrees ", it has been found that they are aware of their instructional leadership roles and they perform the manners of these roles at high levels. In this study, it has been seen that five teachers who have the doctoral degrees appear to have a higher awareness, unlike the other teachers, in planning and implementation of education and instruction in the classroom and being compatible with the environment and society and taking support of the social environment.

That teachers who are engaged in academic study in their own fields and who did master's and doctorate studies
have increased leadership skills and high awareness is also supported by a lot of researches in the literature.

When the evaluation of teachers is examined in terms of "Professional Experience", regarding the dimension of "Defining, announcing and sharing the vision and mission of the school" it is seen that teachers with 1-5 years of experience and teachers with 26 years and above experience have high level of awareness, whereas the rest groups have a medium level of awareness. The reason for the level differences can be considered to derive from the fact that in the early years of work teachers are dynamic and sensitive in making the requirements of teaching and from the self confidence which 26 years of professional experience has brought. Especially, thinking that this dimension is mostly the roles of principals may be another cause.

When teachers’ evaluations are analyzed according to "School Type", it is observed that they are aware of their instructional leadership roles and perform the manners of these roles at a high level, but the dimension of "Monitoring and rewarding students’ development and success" at a low level. Teachers' having classes more than enough and their formal class schedules' occupying all their time create time constraints, and the excess number of students in classes is a barrier to perform the role of monitoring and rewarding students’ development and success (Ozdemir ve Yalin, 2000, p.185). When the school types and the size of the scale are compared separately by the ANOVA test, it is observed that Anatolian high school teachers exhibit significantly different manners from teachers in other institutions in one dimension (Professional transformation and development of teachers); private school teachers in two separate dimensions of ("Creating a positive teaching-learning climate and classroom culture" and "Providing support of the environment and society"), and the teachers of religious high school in the rest four different dimensions. This situation may be associated with differences in corporate structure and functioning of public and private high schools. It can be said that at private schools, school structure and functioning is more flexible and more focused on organizational development and effectiveness. These findings are consistent with the results of Beycioğlu and Aslan (2010 ) study. However, there is not enough work with the field literature regarding the religious high school teachers who make a positive difference in this study.

4. Implications

It can be suggested that teachers having high levels of awareness in eight different dimensions of leader teachers can be given the status of leader teacher and take an active role in major projects related to education in education units (Ministry, provincial, district and regional education directorates).

It can also be suggested that school administrators involve teachers in the decision-making process of defining the vision and mission of the school, identifying, sharing, developing and applying the aims of the school in an active.

When editing in-service training, Ministry of Education and local organizations can prepare programs which can develop instructional leadership by taking into account the needs of teachers and education and the the conclusions and implications of scientific research.

References


Perception of Students about the Rights and Responsibilities of Citizens: The Case of Kosovo

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Abstract

Even in Kosovo, as in other countries, students are agents of change. They have good ideas to change the world around them. Therefore, we must make efforts to strengthen the students' ideas of rights and responsibilities to all people. Students, who are the part of the changes, first will change themselves and later they will change the area where they live. The main purpose of this paper is to present the students' perceptions regarding the rights and responsibilities of citizens. This study will be based on the results of a survey which was carried out in lower secondary schools in Kosovo. The research was performed in rural and urban schools. In the research were involved eighth grade students. Students are selected randomly. In this study were used qualitative and quantitative methods. Questionnaires have been the main instrument of research. Besides questionnaires, were made interviews with teachers. Since students are important agents who affect social change, then the outcomes of this research are very important and these will contribute to create a clear picture regarding the beliefs and attitudes of students to the rights and responsibilities of citizens. This study will assist in the promotion of justice and equality between different groups in our society. Also, to create clear ideas of students and increase their awareness of the importance of rights and responsibilities of citizens in our democratic society an important role has some other factors. In this regard, an important contribution can also provide schools, teachers, parents, textbooks and curricula. Finally, we must mention that Kosovo's schools are being a serious effort to educate young people about the rights and responsibilities of different groups in society. Fostering and developing civic understandings, skills, values, and participation have always been important goals for the schools. Schools reach almost all children and young people.

Keywords: Students; Citizens; Rights; Responsibilities; Schools.

1. Introduction

Kosovo is undergoing deep transformation in the education system. To assist transformation in the system of education should be solved the goals to focus on. Taylor and Fratto (2012) have concluded that the goals you choose to focus on should help you transform your learning environment for your students and restore, if necessary your passion for teaching. You owe in to your students and to yourself (p. 32). One of the reasons to transform the education system is because demands of the new millennium for the purpose of preparation young people are different from those who lived in the past.

According to Taylor and Fratto (2012) “We also use the shift to 21st century learning environments as the example for change taking place in your classroom and school (p.30). We are living in a unique time in education, and we need to progress from what we know and are comfortable doing to leading 21st century skills in our classrooms. You may choose to focus on creating new communication methods for yourself, your students, and their parents. Another possibility could be creating collaboration methods for students that allow them to not only work together within the class, but also branch out to the community and students across the world (p. 32)".

To fulfill all these requirements which help transformations in education, priority issue for Kosovo society is to educate young people about the rights and responsibilities. However, first of all, students should first learn what democracy is and then understand what are their rights and responsibilities and how they should participate critically and contribute in the democratic society. Christenson et al. (2001) has expressed their beliefs by saying that: “democracy is more than a way to elect government officials or demand rights and services. Learning about democracy involves more than rote memory of government structures. It requires both the development of skills and a change in consciousness that comes from practical experience and theoretical reflection. The public work approach recognizes self-interest as a powerful motive to participation. With self-interest come the controversy, differences, and need for compromise that citizens bring to the public arena (p.96)”. Equality, social justice and liberty are closely related to each other. As the
Barber (1993) says: “There will be no liberty, no equality, no social justice without democracy, and there will be no democracy without citizens and the schools that forge civic identity and democratic responsibility.” There is only one road to democracy: education (America Skips School, Harper’s Magazine, p. 46).

Therefore, the Kosovo education system is essential to ensure Citizens education. However, the question is: How to reach this goal? Who are the key actors that help in this regard (matter)? How might students in the educative institutions best learn to understand and participate in this regard? What should the schools teach and what must teachers know in order to teach these rights and responsibilities in effective and responsible ways?

Through this paper an attempt is made to answer these questions and other questions, too. This will be carried out based on the outcomes of the research performed in primary schools in Kosovo. Survey has been organized within the project "The concepts of citizenship among primary school students in Kosovo".

The "The concepts of citizenship among primary school students in Kosovo", has been conducted jointly by the three institutions, Kosovo Education Center (KEC), University of Zurich (Switzerland) on Teachers’ Education and the Faculty of Education of the University of Pristina.

The paper "Perception of students rights and responsibilities of citizens: the case of Kosovo ", aims to inform everyone regarding the attitudes and beliefs of students about their rights and responsibilities. This paper is important due to its outcomes. The research results indicate a serious effort to institutions and other persons who are responsible for the education of young citizens in Kosovo on the spirit of democratic principles. In future, also the results of this research will serve teachers to focus seriously on raising students’ awareness of the importance of education on their rights and responsibilities. The paper will also serve young researchers to make comparative studies in the field of civic education in general, as well as provide them education about their own rights and responsibilities in particular.

2. Education on Rights and Responsibilities

Education for civil rights and responsibilities helps the overall development of a democratic society. Therefore, it is in the interest of the individual and society that these rights and responsibilities be understood and well developed. Otherwise, where no social restraint exists, anarchy reigns. That is not freedom; it is a jungle without rules or ethics. Civilization demands both freedom and responsibilities.

As in many countries in the world as well as here in Kosovo, human rights are guaranteed by law. According to the Constitution of Kosovo, Article 21 [General Principles] rights and fundamental freedoms are indivisible, inalienable and inviolable and are the basis of the legal order of the Republic of Kosovo. Republic of Kosovo protects and guarantees the rights and freedoms stipulated in this Constitution. Everyone has the obligation to respect human rights and fundamental freedoms of others. Article 7 [values] constitutional order of the Republic of Kosovo is based on the principles of freedom, peace, democracy, equality, respect for human rights and fundamental freedoms and the rule of law, non-discrimination, property rights, environmental protection, social justice, pluralism, separation of state powers and the trade economy.

Besides the Constitution of Kosovo, in the recent years in Kosovo, in this regard, substantial assistance provided documents derived from responsible institutions of Kosovo education, i.e. Curriculum Framework of Kosovo, administrative guidelines, education development strategic plan, etc. Through all these documents and many others continuous efforts are being made to raise awareness about the role and importance of education on rights and responsibilities of citizens. According to these documents, the schools, the teachers but also other relevant factors, whether parents or civil society in general, must be engaged in educating young people in the democratic spirit. Also, content of civic education gives a specific contribution to educating young people about the rights and responsibilities. This course provides ample knowledge and informs us (notify) with the essential requirements of effective citizenship.

To meet the challenges facing the new education system, the roles of teachers in Kosovo are being reconnected. To reach this goal, everyone regarding the attitudes and beliefs of students about their rights and responsibilities.

Becoming a reflective educator and realizing where we started and where we have come, why we learn to develop and improve our profession and trying to improve quality and efficiency in preparing our young people, teachers are the main key to making the necessary transformations in education. First of all, students need to learn what democracy is and then understand what are their rights and responsibilities and how they should participate critically and to contribute in the democratic society.
According to Christenson et al. (2001) “democracy is more than a way to elect government officials or demand rights and services. Learning about democracy involves more than rote memory of government structures. It requires both the development of skills and a change in consciousness that comes from practical experience and theoretical reflection. The public work approach recognizes self-interest as a powerful motive to participation. With self-interest come the controversy, differences, and need for compromise that citizens bring to the public arena (p.96)”.

Education and training of young people to respect the human rights besides being closely linked to the education system, it also depends on the level of a society's culture. Education is not a private matter. There is always a cultural context. There can be no definition and development of self apart from culture. The broader the context of enculturation is, the better the prospects for education and for a self capability to participate comprehensively in the human conversations. So, the dilemma for education as the hope for sustaining a balance between individuality and civics (devotion to civic interest and causes) is its very nature.

We can finally say that a society can be free only when the rights of its citizens are respected. Rights always go together with responsibilities. “Strengthening rights is dependent on strengthening the connections, conceptually and behaviorally, between rights and responsibilities.” (Dyck A. J. 2005). When we have rights, we will also have responsibilities. Responsibilities are the things we should do because they are right or necessary.

3. Research Methods

For the realization of the research are used mixed, qualitative and quantitative methods. This combination of methods was made taking into account the objectives of the research. Also for the realization of this study we have used the appropriate literature.

The instruments used in this research were questionnaires for students and questionnaires for teachers. The questionnaire was developed in 2009 when its pilot was conducted in four elementary schools of Pristina city. This is done in the first phase of research. Besides eighth grade students, at this phase of the research are included some teachers of civic education. Teachers who answered the questionnaires have been selected at random, regardless of age and gender. In the second phase a field research was done. The research included 1700 students belonging to different nationalities (Albanian, Serbian, Roma, Ashkali, Bosnian and Turkish). The study included eighth grade students from a total of 142 primary schools of Kosovo, urban areas (49.4%) and rural (50.6%).

The research reflects the perceptions of students regarding the concepts of citizenship. The students have given their opinions on various issues relating to the rights of ethnic groups, respect for gender equality, school, teachers, friends, etc. After completion of the field work a data base is established. Later, for data analysis was used the SPSS program. Statistical data is also presented in graphics.

For the realization of this paper, we have singled out only some of the responses that students have shown in certain sections of the questionnaire. Questions and answers of the students which are analyzed and presented in this paper are directly related to the topic of this paper. The questionnaire includes a total of 12 sections. We are mainly focused on the detailed analysis of data arising from section: rights and responsibilities. However, besides that, some questions of other sections are analyzed: citizens and society; school curriculum; class. (See Tab. 1.)

<table>
<thead>
<tr>
<th>Tab.1</th>
<th>Table of sections and questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section</td>
<td>Title of Section</td>
</tr>
<tr>
<td>F</td>
<td>Rights and responsibilities</td>
</tr>
<tr>
<td></td>
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<tr>
<td>A</td>
<td>Citizens and society</td>
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<tr>
<td>J</td>
<td>School curriculum</td>
</tr>
<tr>
<td>M</td>
<td>Classroom</td>
</tr>
</tbody>
</table>

4. Analysis Result

This section will reflect the data received from the students’ responses to the questionnaire. These data presents
perception of students regarding the rights and responsibilities of different groups in society and the main factors affecting the education of rights and responsibilities of citizens. From the section titled: The rights and responsibilities, we will analyze the responses from students and their perception emerges for: equality between men and women, the right to proper education for all ethnic groups living in Kosovo; the rights for education of children of poor families, as well as to encourage members of different ethnic groups to participate in elections and win the competition for political positions.

To understand the students' perception regarding equal opportunities between men and women to participate in government, students who have been surveyed in Q (F1) gave the following answers: most of the students 82.9% said "completely agree" 12.1% said "partly agree" 3.1% of them "do not agree" while only 1.0% of students said "strongly disagree". If we consider the responses of respondents in general, then we can conclude that students have a perception, belief and positive attitudes towards gender equality. However, despite these results derived from this research, gender inequalities are evident in Kosovo society. Recently, the researches done in this regard provide the indicating data that the rate and percentage of girls' enrollment at lower levels of education does not differ much from that of men. However gender differences go alongside increasing the level of education. As we go further towards the education levels, the number of male students increases and the number of female students reduces.

This data requires a serious commitment of institutions and competent persons. As a society we need to focus on public awareness regarding the importance of educating girls in order to achieve gender equality. On the contrary, equal participation of men and women in government, in our opinion cannot be productive. Only women and men with authentic education can establish a government and lead a country that will ensure political equal opportunities for women as well as men. Education for gender equality should achieve through school programs, textbooks and courses that create a broad cultural background, so that young people will have sufficient knowledge about the role and importance of gender equality. This means that schools, curriculum and teachers are important factors that contribute in eliminating gender differences. (See Chart No.)

Chart No.1. Data from Q (F1)

Data from Q (F2) is: 81.2% of students said "totally agree" 14.8% said "partly agree" 2.4% of them "do not agree" while only 0.5% of the students have said "strongly disagree". From analysis' results are observed perceptions of students for the opportunities that should be provided to all ethnic groups living in Kosovo for proper education. The availability of young students for support to ethnic groups is clearly noticed. In this regard, it is certain that the subject of civic education has played a significant role, which is taught in schools of different levels in Kosovo. According to Musai, B (2003) "Preparation of a democratic society citizens who think critically and are able to solve problems, from those of closest environment, in local, national and global levels, are aware of today's education process " (p. 9). The process of education and the construction of a European society require that national citizenship be supplemented by European citizenship so that students feel themselves as European and world citizens. Due to this reason, our citizens must respect the rights of all ethnic groups living on its territory. (See Chart No. 2.).
Results emerged from Q (F3) are as follows: 88.1% of respondents said they "completely agree", 8.2% said "partly agree", 2.2% of them "do not agree", while only 0.4% of students said "strongly disagree". If we consider these results as positive from the field, then we can conclude that the young people of Kosovo are being prepared to be direct participants in the development of true democracy in the country where they belong. A fact should be noted, if a democratic state does not care for its' poor people, then it is not such a state. Where there is no care for the poor, it can be talked about aristocracy, but in no way could be talked about democracy. Democracy means that the state cares for the poor precisely. Children of poor families should be provided with proper education because it is one of the basic conditions of democracy. (See Chart No. 3.)

Chart No. 3. Data from Q (F3)

Data from Q (F10) are as follows: 38.9% of respondents said "completely agree", 41.6% of them "partly agree", while 13.1% of them "disagree" about the idea that members of ethnic groups should be encouraged, to compete in elections, to win political positions, whereas only 3.8% of respondents said they "strongly disagree".

As Chapin J. R. (2006) says, many organizations and various institutions should improve civic education in the schools. Among their concerns is the number of young people who do not vote and who are disengaged from civic and political institutions. In addition, some young people are not informed or do not understand how to participate fully in their democratic society. On the positive side, more young people believe in helping others through community services and volunteering (p. 213). (See Chart No. 4)

Chart No. 4. Data from Q (F10)
The results from the Q (A1) are also very interesting. The majority of respondents are aware that in a democratic society everyone should have the right to express his opinion freely. By the respondents 82.6% said they "completely agree", while 14.6% of them stated "I agree", 1.1% of them said "disagree", whereas only 0.4% of students said "strongly disagree". (See Chart No. 5)

Chart No. 5. Data from Q (A1)

The results from the Q (A8) are as follows: 66.1% of respondents said "totally agree", while 28.6% of them stated "agree", 2.1% of them said "disagree", while only 1.1 % of students said "strongly disagree". (See Chart No. 6). According to Nelson et al. (2004) Dewey recognized social conditions constantly change and schools always have to adjust to new demands placed on communities. When social problems overwhelm community resources, schools are expected to lend strength and assistance (p.468).

Chart No. 6. Data from Q (A8)

The results arising Q (A10) are as follows: 62.5% of respondents said "strongly agree", while 29.2% of them stated "agree", 4.1% of them said "disagree", while only 1.5% of the students said "strongly disagree". Tolerance should be taught in the classroom. The classroom environment must celebrate tolerance, diversity, honor human rights, teach multiple perspectives, develop interconnectedness and interdependence, practice co-responsibility, and experience the global society. According to Brown, S. and Kysilka, M. (2002) as the world is brought into the classroom, the students must go out into the world. All ethnic groups living in a same country and in other countries in the world must be tolerant of each other if they want live together. Teachers have a responsibility to help their students prepare for the world in as many ways as possible. Part of this responsibility is to help students be actors rather than spectators in their world. Projects that involve change in local conditions, for instance, are ways to give students voices outside the classroom (p. 20). (See Chart No.7)
Chart No. 7. Data from Q (A10)

The values of the outcomes of Q (A17) are as follows: 58.8% of respondents said "strongly agree", while 31.0% of them stated "agree", 5.7% of them said "disagree", while only 1.5 % of students said "strongly disagree". A good schools and curricula can contribute to producing good citizens. We should believe in the vital importance of schools and curricula instruction, both to prepare students to become responsible, thoughtful, participating citizens and to provide students with the basic skills that they need to function in our society. (See Chart No. 8)

Chart No. 8. Data from Q (A17)

Results arising from Q (J1) are as follows: 76.1% of respondents said "strongly agree", while 19.0% of them said "partly agree", 3.2% of them said "disagree", while only 0.8% of the students said "strongly disagree". These results have shown us that the schools have learned their students to understand people who have different opinions. The idea of connecting school learning with involvement in the wider community is not new. Increasingly, teachers have come to appreciate the inherent value of student involvement in the wider community as a planned part of the larger social studies curriculum. In recent years, national, state, and local efforts to involve students in various service activities in schools and communities and related community agencies have been founded by federal and state monies (Allen and Stevens (1998, p. 91). (See Chart No. 9)

Chart No. 9. Data from Q (J1)

Results arising from Q (M5) are as follows: 15.1% of respondents said "never", while 20.9% of them said "rarely", 34.9% of them said "sometimes", while 27.4% of students said "often". These results have shown us that students should be encouraged more by teachers to discuss with people who have different opinions. Teachers need to encourage students
to discuss relevant issues with people and they should ask them to reflect on those discussions.

According to Banks, J. A. (1994 b). “Teachers help their students to become “social critics who can make reflective decisions and implement their decisions in effective personal, social, political and economic action” (p. 152). Also, Brown and Kysilka (2002) believe that: “As informed citizens of the classroom, school, local community, or world, students then work for personal and societal change. Students are thus empowered to make curriculum decisions, to work out of the curriculum, and to go beyond it. The curriculum becomes the process, progress, and product of making a better world for all. (p. 117). (See Chart No. 10)

Chart No. 10. Data from Q (M5)

5. Conclusion

Kosovar society aims to be a democratic society. To achieve this goal it requires civic education of young people. Only a proper education, will directly impact on democratic civic education of students in our country. By education, people should be helped towards development to the extent where they realize that human rights are important and should be respected and protected by law. Also, citizens of Kosovo, whose purpose is the development of a democratic society should recognize and respect the rights and responsibilities of different social groups.

This research done in the field and analysis of various data derived from this research are evidence indicating that our schools have already acquired a good experience in this regard. This fact raised some hope about student’s civic education in Kosovo. In other hand, the good thing is that teachers and students posses enough books which contain human rights knowledge and activities, where a special, long-term and professional contribution has been given by local bodies as well as international ones. Students through civic education must learn to integrate principles for civics in their daily lives. They must learn to be tolerant ant to change the way by which they should evaluate the various social problems.

In the end we can say that we hope that this paper will help teachers to find ways of teaching powerful civic education that teachers and their students will find enjoyable, rewarding, and meaningful. Civic education can be taught creatively and thoughtfully. As a result of teachers efforts, students may find that civic education is their favorite subject. More important, through their civic education instruction, the students will acquire the necessary knowledge, skills, and values to participate as active citizens in their society and the global community.

References


Task-Based Video Use for the Improvement of English Stress and Intonation in a Stress-Free Environment

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Abstract

The current study aims at examining the effects of videos on the development of English stress and intonation of first grade EFL learners in an ELT Department at a public university in Turkey. 44 EFL learners were participated in the study on the voluntary basis. 24 learners, who are assigned as the test group, were given a list of videos and an online tutoring program and related assignments as a supplement to a 3-hour Listening and Pronunciation course each week. 20 learners, the participants of the control group, were requested to attend only the classes and do the regular assignments. The study conducted through eleven weeks during the fall semester at the department. The total number of the hours that all the participants attended the course was 33. As for the test group, the studying hours, including the class hours, was calculated as approximately 110 hours during the term. The participants’ development in spoken English was compared with the control group. Comparison was realized through two ways. First, the participants were pre- and post-tested by two experienced raters of pronunciation. Then they were given a questionnaire to investigate their pronunciation learning experiences and attitudes towards the development of pronunciation through videos (featured films, short films etc.) and the online program. The findings of the study indicate that videos were much more effective in improving the EFL learners’ ability to produce and perceive different stress and intonation patterns in words, phrases and sentences than through the online tutoring programs. The findings also reveal that the students feel more comfortable themselves in a self-study for the improvement of intonation and stress in English.

1. Introduction

A number of resources on ESL/EFL pronunciation promote teaching nonnative speakers (NNSs) suprasegmentals to improve the intelligibility of their speech. Thus, that suprasegmentals play a crucial role in communication and proper intonation provides a high percentage of speech intelligibility. As language learners, we may expose a native speaker (NS) speaking English with perfectly intelligible consonants and vowels and with standard grammatical forms; and yet we may have the greatest of difficulty in understanding because the intonational patterns were entirely unnatural and strange to us and completely misinterpret the person’s speaking. Related research show us that ‘giving priority to the suprasegmental aspects of English not only improves learners’ comprehensibility but is also less frustrating for students because greater change can be effected” (Mecnerey and Mendelson, 1992: p.120). Similarly, Morley (1991), Brown (1995), Clennell (1996), and Celce-Murcia, Brinton, and Goodwin (1996) provide theoretical evidence about pronunciation instruction. Although these resources base their statements on a theoretical understanding of prosody in discourse, they offer little, empirical evidence to support their claims about how suprasegmentals affect the intelligibility of nonnative speech. A close look to related research shows that either there have been very few studies so far which test the effectiveness of computer-assisted pronunciation training or the studies which provide empirical evidence about the use of videos in language classroom mostly focus on the development of reading and listening skills other than pronunciation (Seferoğlu, 2005; Garza, 2008). Therefore, the teaching aspect of pronunciation, including stress and intonation has frequently fallen behind that of the four basic skills in English. The importance of the issue is apparent that phonological competence is also one of the sub-categories of linguistic competence which is seen as a pre-requisite for language mastery according to Common European Framework of Reference (CEFR) for languages (Council of Europe, 2011). In other words, an EFL teacher is supposed to be able to help herself and her students respectively with both the perception and production of the target sounds and sound system. However, especially in teacher education, pronunciation training seems to be one of the neglected area among the competency development of teacher trainees.

Therefore, the current study aims at investigating the development of English word stress patterns and intonation of EFL learners- junior ELT trainees- through videos. The significance of the study could be handled in a triangulative manner. One is related to its empirical nature since the field is lacking empirical evidence to support the importance of
pronunciation instruction. Secondly, the participants of the study hold the great importance since they are teacher trainees who would be unique sources of the target language in a NNS environment. As a third consideration, the research design of the current study is partly action research which is mostly neglected type of research in teacher education studies.

The research questions of the study as follows:
1. Are videos effective in improving the pronunciation skills, namely intonation and stress, of EFL learners?
2. How does the videos help improve the pronunciation skills of EFL learners?
3. How do the students feel about the improvement (or not) of their pronunciation?
4. Does the students’ pronunciation improve after using the videos?
5. Does the students’ pronunciation improve after using the online tutoring program?
6. Is there any difference between the groups (who watch videos and who do not) in their development of pronunciation skills?

2. Literature Review

Among suprasegmental features, intonation and stress are the crucial elements for language acquisition and learning. In the related domain, ‘intonation’ is defined as the variation of pitch when speaking, the ‘music’ of a language and the important element of a good accent. In other words, English has a number of intonation patterns which add conventionalized meanings to the utterance: statement, question, surprise, sarcasm and teasing. ‘Stress’ is also referred to as a relative emphasis that may be given to certain syllables in a word and the similar patterns of phonetic prominence inside syllables. In many languages, changing the stressed syllable can also change the meaning of a word; in English, it is also realized to change the types of words (i.e. noun-verb pairs). Besides the aforementioned linguistic definitions, with a sociolinguistic point of view, they are seen as a set of phonological features that “seem to be crucial as safeguards of mutual intelligibility in interlanguage talk” (Jenkins, 2002, p. 96).

In related research, it is clear that many non-native speakers of English from different linguistic backgrounds have difficulty mastering the intonation and stress in English (Pennington and Ellis, 2000, Jenkins 2000 and Jenkins 2002). They experience two major problems with intonation and stress: misplacing and putting them everywhere in spoken discourse. In both cases, the EFL learners violate the communicative procedures and misinterpret the message and are, thus, misinterpreted too. Since such suprasegmentals play a crucial role in communication, their instruction should be involved in almost all educational curriculum of EFL settings. When we examined the related research, especially psycholinguistic literature, we show that NNSs frequently violate the appropriate use of intonation and stress in the target language and this affect the processing and comprehension of the listener. This also causes the NSs negative evaluations as stated in Pennington (1994, p.8): “…as a basis for deciding which features to teach, research is needed to identify those phonological features to which native listeners attend most and react most strongly”.

In order to become competent in these phonological features, there are many ways of instruction (Levis and Grant, 2003). These are ranged from self-study and teacher instruction to the use of audios/videos and online tutoring programs. As well known, using videos in the classroom is widely recognized as an important resource for language teaching. Garza (2008) draws our attention to increasing number of foreign language programs beginning to integrate video materials into their curricula to optimize the student’s comprehension of several features of the target language. In the literature, there is also a consensus that videos are more intrinsically motivating than audios made for EFL/ESL teaching since they embody the notion that ”a film with a story that wants to be told rather than a lesson that needs to be taught” (Ward & Lepeintre, 1996, p.28). Stemplekski (2000) states that the realism of movies provides a wealth of contextualized linguistic, paralinguistic and authentic cross-cultural information, classroom listening comprehension and fluency practice. Through films, using longer pieces of discourse to allow students to practice stress and intonation is also beneficial, since most pronunciation books provide short, limited contexts for practicing the suprasegmental features. As a consequence, videos provide opportunity of being exposed to different native speaker voices, slang, reduced speeches, stress, accents, and dialects and they offer endless opportunities for pedagogically sound activities for developing fluency.

3. Method

The present study, basically a qualitative case study, adopted an action research approach. Action research which is systematic enquiry done by teachers (or other individuals in the teaching/learning environment) to gather information
about-and subsequently improve-how they teach, and how well their students learn (Mills, 2003). Recently, action research, which is mostly used in basic EFL classes, has gained popularity in the field of teacher education. Over time, traditional teacher education, which did not emphasize student-centered classrooms, started to lose its value and something was felt to be missing. Burns (2005) notes that educational development is to do with the intention of improving the instructor’s classroom practice. It is also added that carrying out an action research project contributes much to a lecturer's understanding of her students' and their achievement as a result of changing his/her conceptions of teaching. This change is defined as "a change essential for sustained pedagogical development" (p.58). This study also hold a task based language learning approach (TBLL) since the learners are given tasks to complete upon the videos they watched (Pica, Kang, and Sauro, 2006). As mentioned earlier, videos may yield other types of activities and actions that can be incorporated into the classroom setting, here TBLL is integrated with the use of movies for more beneficial practices in the language classroom. While carrying out this action research study, the researcher employed pre-tests and post-tests, semi-structured interviews, open-ended questionnaires, diaries and observation techniques to monitor the outcomes and evaluate the learners' progress. Based on Hashemi's (2012) study reflecting on mixing methods in applied linguistic research, the current research attempts to employ "...concurent embedded design" (QUAL data are collected within the QUAN design, between pretests and posttests, and interpretations are based on...QUAL data)” (p.207).

4. Participants

After randomly selecting the participants from the population, a pre-test data elicited from all the subjects in the study before assigning them to groups. This step allowed the researcher to make sure that learners in the groups are at roughly the same level of language development to begin with. 44 EFL learners participated in the study on the voluntary basis. Their ages ranged from 19-24. 32 of them were female and 12 were male. They were at their first year at an ELT department in a Turkish state university. Forty four students were randomly divided into two groups. Of the participants, 20 learners, assigned as the participants of the control group, were requested to attend only the classes and do the regular assignments. 23 learners, who are assigned as the test group, were given a list of videos and online tutoring programs and related tasks as a supplement to a 3-hour Listening and Pronunciation course each week. One learner could not be involved in the study due to some personal reasons. As for the comparison, both of the groups participated in the pre-test and post-test process throughout the study. The informed consent form was taken from all of the participants for the ethical considerations of the study.

As for the researcher part, there were two more participants of the study: Phil and Arosa1. They were involved as outsiders for negotiation in the research process during two phases: the selection of videos as consultants and the data analysis section as raters. In the data analysis, the raters and the researcher analyzed the performances according to the checklist prepared beforehand. The checklists consisted of information related to the learners' performances on the intonation and stress patterns of words, phrases, sentences used in the given videos and tasks.

5. Procedures

As for the selection of videos, the researcher consulted two qualified EFL teachers, Phil and Arosa who are native speakers of English. Choosing the right film for a particular level of students is the prerequisite to make use of the merits of viewing the videos. Since then, mostly content films are selected both to motivate the learners and to be able to reflect on their real life situations (see Appendix A). While selecting the films, the edited and customized authentic videos were preferred as they consist of more appropriate suprasegmental features. The appropriateness of content and the comfort level of students were taken into account in the selection process. The comprehensibility is the other criterion of selection of the videos for the purposes of the current research. Because it is important to choose videos that balance dialog with a high degree of visual support, appropriate speech delivery, clear picture and sound, and standard accent. Moreover, the words, videos and films, were used interchangeably throughout the study as both address the focus of the study.

Before getting into video viewing and the task part, all of the participants involved in pre-test procedures. A perception task, a paragraph reading task and a talk task were administered both at the beginning and at the end of the course. In the perception task, the participants were given a series of underlined words in sentences and contextualized sentences, and asked to choose the common stress and intonation patterns in them. In the paragraph reading tasks, same contextualized sentences were used. As for talk task, the participants were asked to watch a video 'Love in the

1 The pseudonames of the raters as outsiders-with ethical considerations
Past’ and, in pairs, they were requested to discuss on what they had listened and video-record it. The video is chosen as it consists of different intonation and stress patterns produced by the characters in the film. For the video-recording, all the equipments were provided by the researcher. The records were handed to the researcher in a DVD format and kept by her till the end of the data collection procedure. According to their performance on the pre-test, the participants were approximately placed in the same level. The procedures in this study were simplified and modified forms of those used by Kuo (2004). The modifications and changes were done according to the status of participants of the current study as they are adult learners in an EFL context.

After conducting the pre-test, the participants, who were in the test group, were then given a list of movies with additional series of tasks. In pairs, the participants were then asked to do the following:

1. Watch each film segment at least twice on the basis of the schedule given by the researcher and identify the difficulties experienced in relation to pronunciation features in the diaries.
2. Watch the last film on the schedule and act it out in pairs and video-record it and hand it to the instructor.
3. Use the online tutoring program where is needed. Completing the task procedures, the participants were given an open-ended questionnaire evaluating the process they were involved in. After then, 10 of the participants in the test group were interviewed. As for the analysis, first, following the content analysis of the responses to each given statement, the units of analysis emerged from the data were identified. Second, under those main categories, the researchers formed the sub-categories on the basis of the clusters of recurrent themes in the data.

6. Findings and Discussion

Many of the anxiety-provoking factors reported by the participants involved in similar studies appeared to be generated by various speaking activities normally encountered in a language class. With an effort to use videos as both a self study and a supplement to the given course, the study also attempts to overcome the anxiety level of EFL learners. Learners in EFL classes frequently report a feeling overwhelmed and anxious when speaking, perhaps due to either immature vocabulary and grammar or inadequate and immature pronunciation and, thus, these feelings result in failure. Therefore, the current study aims at improving the pronunciation skills of EFL learners in an anxiety-free way. Throughout the study, all of the participants were gone through the tasks which are requested according to the groups they are involved in. The overall performance across the tasks produced between two groups of students were analyzed and reported (Table 1). Then, learners’ attitudes towards intonation and stress learning through videos were analyzed.

<table>
<thead>
<tr>
<th></th>
<th>Perception Task</th>
<th>Paragraph Reading</th>
<th>Talk</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Test</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Group</td>
<td>70%</td>
<td>65%</td>
<td>55%</td>
<td>65%</td>
</tr>
<tr>
<td>Test Group</td>
<td>70%</td>
<td>61%</td>
<td>57%</td>
<td>63%</td>
</tr>
<tr>
<td><strong>Post-Test</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Group</td>
<td>75%</td>
<td>70%</td>
<td>65%</td>
<td>70%</td>
</tr>
<tr>
<td>Test Group</td>
<td>87%</td>
<td>78%</td>
<td>78%</td>
<td>81%</td>
</tr>
</tbody>
</table>

Table 1. Comparison of Overall Performance across the groups (Pre and Post Tests)

As can be clearly seen from Table 1, the average scores for the three tasks for the control group increased slightly from the pre-test to post-test, from 65 percent to 70 percent. On the other hand, the mean scores of the test group performance through the tasks considerably increased from 63 percent to 81 percent. In other words, the data of the questionnaire mean us that there are not a large amount of difference between the test group and experimental group in the pre-test. They seem to be approximately in the same level at the beginning of the treatment period. It also shows that the tasks limited to classroom assignments and the practice within the class hours seem not sufficient in improving the important components of language skills such as intonation and stress. On the other hand, as it seems always valid, much time devoted to language learning seems to be benefited in all aspects of it. It is especially significant where language learners should concentrate on the requirements of phonological competency. Moreover, the findings of the post-test across the groups seem to be in line with the findings of the similar studies that search for the better ways of pronunciation instruction (Jenkins, 2002; Garza 2008, Chen, 2012). When individual analysis was applied across the

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2 http://www.sounds.bl.uk
tasks given to the participants as pre- and post-test procedures, it is clear that the learners in the experiment group have gained much progress in the ‘talk’ task (from 57 to 78 per cent). It may result from the fact that each film in the task file has different examples of interaction from diverse contexts.

The results obtained from the questionnaire data also revealed that the participants in the test group believe the importance of using films as audio-visual materials while learning the suprasegmental features of the target language such as intonation and stress patterns. Unfortunately, the small size of the test group made it difficult to draw statistically significant conclusions. However, it seems to show how powerful the videos on the improvement of intonation and stress patterns which Chun (1998) diagnoses as the neglected areas on the way to communicative competence. Qualitatively, the interview data also support the findings of the post-test and the questionnaire. Throughout the interviews, participants assert the effectiveness of the use of films to enhance their pronunciation skills both in general and with specific emphasis to intonation and stress system in English. Anecdotes driven from the most striking interview data state that:

“...through the weeks... I realized my errors, the stress on the wrong place...the stress on suffixes precedes a long pause..I was terrible, however I did not know it...”

“...-ical, -ate, ion, for instance technological, I really say that as technological, in the wrong run...First, I realize it in the film ‘Student Power’, when I am comparing my pronunciation...now I have the ability to recognize different accents...[such as] a Bulgarian accent”

“I sound Turkish when I am speaking English...it is apparent in the video-recordings...in the last task...even not like my partners' intonation in the questions...at last I understood why I sound strange to my Erasmus-mate.”

As it is stated earlier, suprasegmentals also contribute to sociolinguistic competence. Chun (1998) suggests that intonation contributes to our interpretations of utterances as polite or impolite and that it marks the role of the participants' relationships in a conversation. The findings from the questionnaire support this idea as follows:

“I had the opportunity to compare my speech at the beginning and at the end...it is really developed. Especially, when I ask a question, I really ask a question...not like a casual statement. Thereafter I am deliberately kind while I am requesting something in English”

“...years later in my English career [], I feel how I sound to the NSs, ...sure they laugh at me when I use my Turkish-like intonation and stress in my speech...the most powerful moment is too see how I can reach the limits of native-like speech...it is not hard at all, I am gonna continue...listen, diagnose and speak...”

Through self study, the films were advocated by the participants since they decrease the anxiety level and increase the level of motivation of NNSs in perception and production level (83%; n.19). This finding is in line with the findings in Wörde's (2003) study where the researcher investigated the perspectives of students' foreign language anxiety. Interviewees draw our attention to the motivating quality of the videos by mentioning as:

“...films at home, it was amazing...no stress...there is stress but on words not on me..., no anxiety both while listening and speaking...I felt safe while producing the [suprasegmental] features...”

“...I feel frustrated when I speak in front of the audience...watching films and [performing] the tasks beforehand...later feeling safe and comfortable in classroom production.”

When the students were asked about the effectiveness of the online tutoring programs, most of them (74%; n.17) claim that they did not find it very useful but artificial when compared to films studied. They also indicate that films serve real and authentic language and consist of much more interaction in them, and thus motivating as it is in the studies of Clenel, 1996; Jenkins, 2002; Levis and Grant, 2003 and Garza, 2008. A few of the participants (26%, n.6) found it very beneficial as long as studied regularly. When the individual results of these learners are examined, it is clearly seen that they've utilized the programs only once or twice during the term.

7. Conclusion

The current trends, as the standardization of English language, like ‘English as a lingua franca’ and ‘English as an international language’, compel the policy makers, material writers and accordingly EFL/ESL teachers to produce an environment for standard English. As for standard English that is understandable by everyone, teaching suprasegmental features would be one of the priorities of the language teaching curriculum. Studies similar to that of the current one exploring other linguistic variables such as intonation, word stress, and various segmental features would also help us to more fully understand internationalization of the language and be ready for its implementation. Such insights can
enhance our understanding of prosodic features in English, help us set pedagogical priorities, and provide guidelines for helping teachers and other EFL/ESL learners achieve intercultural communicative competence in English. Thus, the learners, with global perspective, will have the chance to ‘share’ their messages without misinterpretations and communication failures in intercultural dialogues throughout the world. This could also provide them to embrace ‘diversity’ in international settings as both learners and language teachers.

Broadly speaking, pronunciation is not solely the only key to effectiveness of language perception and production. However, a broad perspective that acknowledges the various roles that pronunciation features play in providing meaning in discourse would enhance both the quality and the number of the studies, programs and materials in the related domain. The current study aimed at increasing the perception and production of pronunciation features through films in order to have a high degree of communicative competence by EFL teacher trainees. It also provided evidence that the use of videos in the form of controlled self-study contributes significantly to the development of intonation and stress patterns in English, and it strengthened the broadly stated claims in the pedagogical literature on ESL/EFL pronunciation. Consequently, "making the most of movies in language classrooms" should be adopted as a motto for teachers who defend the merits of films as a powerful tool for language acquisition. This motto also refers to the utilization of real life captures through films in the language classrooms. In other words, teachers need to make the most of learning opportunities by means of films to justify the use of edited and customized authentic films in combination with the kind of communicative and interactive tasks. Thus, those kind of interactive combinations which may work well in EFL classrooms seems to serve as a rationale for further relevant research.

Certainly, there would be number of limitations that need to be acknowledged and addressed regarding the present study. The basic limitation for the study is the number of the participants since they are not truly representative of the population of EFL students in Turkey and could not represent the actual picture of using films for better pronunciation although it is not an issue of generalizability. The other limitation of the study might be the time limitation that individual analysis of the participants takes longer time by the raters since it requires both watching and listening the extracts repeatedly. Therefore, individual in-depth analysis of the participants’ improvements on the research issue and even the comments made by the raters as native speakers would be evaluated as the topic for further research.

References


Appendix A

Timetable: Films/videos Used in the Treatment Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Videos</th>
<th>Focus Area (I: intonation; S: stress)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week</td>
<td>'Love in the Past' given by the researcher in a DVD format and Video-recording</td>
<td>None</td>
</tr>
<tr>
<td>2nd week</td>
<td><a href="http://learnenglish.britishcouncil.org/en/word-street/indoor-sports">http://learnenglish.britishcouncil.org/en/word-street/indoor-sports</a></td>
<td>I: conventionalized meanings to the utterance: fear, trial, surprise, question and S</td>
</tr>
<tr>
<td>4th week</td>
<td><a href="http://learnenglish.britishcouncil.org/en/film1">http://learnenglish.britishcouncil.org/en/film1</a></td>
<td>I &amp; S: presentations</td>
</tr>
<tr>
<td>5th week</td>
<td><a href="http://learnenglish.britishcouncil.org/en/film2">http://learnenglish.britishcouncil.org/en/film2</a></td>
<td>I &amp; S: presentations</td>
</tr>
<tr>
<td>7th week</td>
<td><a href="http://learnenglish.britishcouncil.org/en/magazine-articles/student-power">http://learnenglish.britishcouncil.org/en/magazine-articles/student-power</a></td>
<td>I &amp; S: Extensive reading and narratives</td>
</tr>
<tr>
<td>8th week</td>
<td><a href="http://film-english.com/1328">http://film-english.com/1328</a></td>
<td>S: advanced level vocabulary check</td>
</tr>
<tr>
<td>10th week</td>
<td>Video-recording</td>
<td>None</td>
</tr>
</tbody>
</table>
Reflection on Doing Qualitative Research: Interviewing Silent Women

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Doi:10.5901/jesr.2014.v4n2p234

Abstract

Work-family balance has become one of the most researched topics in the work and family literature. Deemed as an emotion-laden topic, investigation of the issue poses challenges and obstacles. This paper describes the challenges the researcher experienced in collecting data for her doctoral dissertation on work-family balance experience of professional Omani women, in the Sultanate of Oman. Situated in a culture where women were historically described as 'the silent one', getting them to open up about their experience poses an additional challenge. Ethnographic open-ended interview had been used as primary data collection tool.

Keywords: Work-family Balance; Interview; Women

1. Introduction

It has been well-argued that work-family balance is an emotion-laden issue. It is potentially sensitive and not easily spoken about (Shaffer et al., 2011). It is also dynamic and complex thus cannot be gauged by quantitative instrument (Carlson et al., 2009). Qualitative approach therefore begins to take dominant place due to its strength in soliciting women's perspective and understanding experience in context (Chang et al., 2010; Gilgun, 2012). The approach however does not promise a painless research process.

2. Ethnographic Interview

Ethnographic interview is one of the prominent data collection tools in the qualitative study of work-family interface. It was chosen to be the data collection tool in the study of work-family interface experience of professional Omani women. The choice was due to the objective to understand the experience as situated in Omani culture. Culture provides system of meaning that constructs social arrangement (Bradley and Kor, 1993).

There are some features that distinguish ethnographic interview from the non-ethnographic ones. First, it is often conducted as a product of established rapport (O'Reilly, 2009). This rapport allows interviews to be informal and open-ended, which happen rather naturally than being imposed on them. Second, the informality also implies that there is substantial investment of time, since the researcher cannot always delve straight into the topic and leave, like formal, pre-arranged interviews (ibid, p.127). Duration of an ethnographic interview therefore may vary which can be as short as few minutes or as long as hours. Time is invested not only to build rapport, but also to maintain the relationship. This is important especially when there is always need to return to the interviewees as for in-depth investigation. Third, the informal nature of the interview easily turns it into conversation where exchange of views is enabled (ibid, p.126). This encourages reflexivity on both the researcher and the researched where both have time to delve more deeply, to express their feelings, to reflect, and even to expose their ambivalences. In the light of constructive interpretive ethnographic interview, the interview tends to elicit strong emotions. Fourth, it is normally in-depth and minimally structured so much so that the interviewees are empowered to shape the interview's direction and content (Fielding, 2006). This creates space for the interviewee to focus and elaborate intimate details, recall events, and discuss things that would not be discussed in other circumstances. This feature is distinct as in this type of interview both questions and answers are indeed ‘discovered’ by the interviewees (Westby, 1990).

3. Work-family Balance and the Spousal Support

Strain in work-family interface has been identified as due to several factors. Increasing material aspiration for higher quality goods and service have either forced or aspired women to work (Blair-Loy, 2010; Clarkberg, 2010). The new
global economy that leads to fierce competition in various industries also has resulted in an increase of long work-hours (Bailyn et al., 2001) and permeability of boundary between work and family domains (Wajcman et al., 2008; Beninger, 2010). Although both men and women suffer from the strain, substantial number of studies suggests that women bear heavier brunt than men (Fuwa, 2004; Tan, 2008; Blair-Loy, 2010).

Women are known with their strategies to achieve balance. Many choose to limit the number of children in order to return to work when the last child gets to school age (Hakim, 2000). Some continue working while having children, but limit their commitment to work. Women also tend to, - or socialized to choose motherhood-friendly professions in order to integrate work and mother roles (Hakim, 2006). However, albeit the trade-off, balance cannot be achieved single-handedly. Support and cooperation, be it at work or at home are very much needed to alleviate the work-family stress, as well as to enhance work-family balance.

Studies on support at home name spouse/husband, parents, friends, domestic helpers, and neighbours as sources. However, substantial number of literature focuses on spousal or husband’s support considering him as what is termed as ‘the significant other’ (Abendroth and den Dulk, 2011). Several studies show that while women may have various sources of support, spousal support frequently emerged as the critical support in reducing family to work conflict (Aycan and Eskin, 2005).

Literature on work and family conceptualized two types of support: emotional and instrumental. Emotional support refers to caring behaviour towards the wife’s experience in her work-family interface (Nasurdin and Hsia, 2008). This kind of support is expressed by showing concern, by listening to grudges and complaints, and by giving advice, thoughts and guidance. A woman who feels emotionally supported perceives the presence of care and concern from her husband as she shares her experiences and feelings (Burke, 2006). Instrumental support refers to the actual doing that eases the work-family tension. It is the tangible support that a woman receives from her husband like help in household chores and childcare, financial assistance, and when the husband takes leave to attend to their sick child or when she herself falls ill. Instrumental support eases the burden of family demands and enables people to focus at work, whereas emotional support enhances feelings of self-efficacy both at home and at work (Parasuraman et al., 1996). Women who receive spousal support have been found having low family to work negative spill-over, thus lower work-family conflict than those who do not (Nasurdin and Hsia, 2008). Those who have spousal support also have better psychological well-being and higher marital satisfaction (Parasuraman et al., 1992).

4. Omani Women and Spousal Support

Studies revealed that culture shapes the way people manifest their support, or support is actually manifested differently according to societies. In individualist societies like Sweden (Forsberg, 2009) and UK (Lu et al., 2010; Sümer et al., 2008), where gender egalitarianism is high, it appears that spousal support is manifested through sharing domestic chores. Both husband and wife run the household together where each of them can and do prepare meals, attend to their children, prepare them and take them to school. Childcare task and statutory leave are shared between husband and wife.

In collective society like Omani, gender-based identity is well-defined where husbands are the bread-winners while women are the homemakers (Al-Barwani and Albeely, 2007). This division is partly traditional as women always have other female relatives living in the same household. To date it is not uncommon to find a household with three generations living under the same roof. To women this is an advantage as they can help each other in domestic chores like cleaning, cooking, and childcare. Although men do take part in childcare and household tasks, it is done more in their past time thus their share is relatively minimal. Many fathers for example do not feel the need to take to take paternity leave as there are other family members attending to the wife and the new born. However as more and more women work away from their family, husbands’ support becomes vital. While there are men adjusting to the situation, some are reluctant to review the boundary of gender role division. A columnist in a local newspaper (Oman Daily Observer, 7th May, 2013) warned:

*If you have allowed the women to have the wings and go to where they have never been, then the men will have to do the house works and should not care if they are called lesser men or ‘inferior’. (p.31)*

Husband doing house works therefore implies various interpretations. While it is definitely a cherished instrumental support to working women, to others, it is a threat to male supremacy.
5. Interviewing the Silent Women

In general, Oman offers a conducive atmosphere for women to success in many aspects. It has always been liberal in its attitude towards women. It is one of the early Gulf States which encourage women to participate in politics when in 1991, the Sultan nominated the first two women as members of the newly reformed council called Oman Consultative Council (OCC). Then, although Kuwait and Bahrain had already had such council, formed in 1963 and 1973 respectively, neither of them had women member. Oman was also the first Gulf state granting its women the right to vote and stand for public office (Al-Haj, 1996). Omani women enjoy more freedom than other Arab sisters in the region. Women behind wheels are typical. They can have license and drive cars. There are women taxi drivers and heavy vehicle instructors. Abaya - the black dress is the customary dress, but women can wear other outfits as long as they are socially appropriate.

In spite of these, the country is conservative at heart. J.E. Peterson, Arabian Peninsula and Gulf expert wrote in 2011, that ‘Omani society is perhaps the least changed of all the GCC states’ (p.105). Tribalism governs local lifestyles where men have the upper hand than women and no major decisions are taken unless after consulting others. Men are considered guardians of women thus many decisions concerning women’s lives should be upon the consent of their husbands, or fathers or male relatives (Al-Talei, 2010). In many occasions, there are still many women who seldom leave their houses unescorted by male kin.

In Arab culture, especially in the Gulf region, social visits are heavy (Al-Lamki, 2010). Weekends are especially dedicated to visit parents, relatives and friends. Visits can be of different reasons and occasions; wedding, birth, funeral, people who are coming from or going for long journey, and people who are ill. Looking at this social practice, it appears that there is high level of social transparency where people share their feelings and thoughts. However in reality, unless they know each other well conversations are kept plain and superficial.

Omani women have been described as ‘the silent one’ by travellers in Oman in the past. Wendell Phillips (1971) who made several trips into the Oman Peninsula and South Arabia between 1953 and 1963 noted that the women always outnumbered the men in terms of population but their existence was mainly domestic. Eickelman (1993), who visited Oman several times between 1979 and 1988, observed that postpartum period (murabbiya) was the heaviest time where women would gather and meet. They however, would neither speak of the birth experience nor the child. In fact, the conversations would casually be on something else like ‘a new machine embroidery stitch for pantaloons, a visit to the recently opened Qaboos university in the capital area, even some mild joking or teasing about who is pregnant’ (ibid, p.662).

One may criticise that this is peculiar only to foreign eyes, and that these accounts are outdated. However current literature indicates that this silence culture prevails and it has become subject of criticism even by the locals especially the young and educated ones. One of them, Zainab Mohamed Jabur (2008) in her doctorate thesis on Omani women’s experience writing in English articulated:

In the Middle East, women, relative to men, have few avenues to express their ideas, and their voices are typically not heard. When Arab women generally, and Omani women specifically, start writing, they have to consider the power of control in its different forms as they choose each idea they cover and each expression they use. (p.1)

Selecting what and what not to say is typical behaviour in collective society. People in collectivist cultures in general are expected to exercise self-discipline, control their emotions, and remain calm and collected even at distress (Hofstede, 1997). Citing from another example, women in collective societies are expected to refrain themselves from expressing grievances even if the disfavoured situations occur frequently (Haj-Yahia and Sadan, 2008). Complaints are considered emotional thus ungrounded, challenging the authority and defying stability. The ultimate objective of the silence is to preserve the stability and the cohesiveness of the society.

6. Challenges

This cultural trait has posed challenges in the research process, particularly in the data collection process. In the study of work-family interface among professional Omani women specifically, the researcher found that the silence are attributed by four main factors.

a) First, safeguarding family’s dignity or good name is an obligation. Although it is expected of from every social member, the expectation is heavily imposed on women (Al-Talei, 2010). Because of this it is particularly challenging to record their issues of support from family members and spouse. It is a virtue to acknowledge family’s support, and even to exaggerate it, but only those with strong personality have the courage to talk about it openly. Women who discuss issues which involve family members can easily be perceived as...
gossiping or back-biting – or worst of all, disclosing ‘family secret’ (Haj-Yahia and Sadan, 2008).

b) Second, which is related to the first, many of them are married to their cousins. Consanguineous marriages, especially amongst the first cousins are typical in this society even among the educated and professionals (Peterson, 2011; Islam, 2012). It is preferred and respected due to its social and economic advantages. Socially, the marriage simplifies pre-marital negotiations, strengthens family ties, promotes family stability, and offers greater compatibility. Economically, the marriage reduces dowry and preserves property within families (Islam, 2012). In the researcher’s study, majority (8 out of 10) of the interviewees are married to their cousins through family arrangements. They did have choice whether or not to agree to the arrangement but many chose to accept it for variety of reasons. Some felt it was better to marry people they knew or people they grew up with than to marry people they did not know at all, or have little knowledge about, even though the cousins are less educated, and earn less than them. Some accepted the arrangement as the cousins are compatible with them – professional and high educated. Being married to cousins or close relatives lead to either two scenarios. First, when they were inquired about their spousal support, they felt hesitant to talk about it as they would actually be talking about their kin who they grew up with. It would be the same case if they were inquired about their parent in-laws, who are actually their uncles and aunts. Talking about them especially if they were perceived as unsupportive would certainly make them ill at ease. Second, it could be that due to the close relationship the participants knew that their spouses were raised in household where boys are not allowed to do women’s work. As such, although they reported feeling stressed, they neither showed any wish nor expectation for spousal contribution in domestic chores. They knew from the beginning that they would have to arrange for other sources of support when they need one.

c) Third, in collective societies especially, women are naturally raised to tribute success to others, but blame their own selves for failure (Haj-Yahia and Sadan, 2008). From interviews, the researcher found that women who perceived having difficulties managing work-family interface tend to take it as their personal failures – their inability to manage, their lack of parenting skill, and their fatigue; while those who are satisfied attribute their work-family facilitation to support from others – young healthy parents, and/or supportive husbands (who prepare breakfast, help children in studies, put children to sleep etc.). Women readily acknowledged support from their spouses but hesitant to admit experiencing issues due to lack of support from spouses. Instead they tended to blame themselves and express it as their ‘incapability to manage’. Some professional women in the study perceived that expectations of domestic duties from their spouses as unacceptable and none of them ever blame the spouses for not taking part in domestic chores. Women also do not expect spouses to help them in domestic chores as they are perceived as women’s and not men’s jobs.

d) The fourth challenge was the issue of consent and gatekeeper. There were potential participants who initially eager to take part in the study and agreed to be interviewed but later had second thought and eventually withdrew from the study. None of them explained the reason of the withdrawal and the researcher did not persist out of respect to their decision. Later the researcher learnt that actually they had been ‘advised’ not to participate in the study either by their colleagues or spouses. There were two cases where women were approached through their spouses who were acquaintances to the researcher’s spouse. This happened when the researcher tried to enrich data by gathering them from those of different professional backgrounds. Perhaps, due to the unestablished rapport both attempts failed. One insisted that her participation should not be more than ticking answers in questionnaire sheet while the other put condition for the interview not to be tape-recorded as to ‘avoid potential repercussions’.

7. Recommendations

Based on the notes gathered throughout the data collection process, few rules of thumb can be used for future guidelines especially to women researchers who plan to embark in the same research topic applying qualitative interview.

a) Build rapport. Rapport is extremely important, and this must be established by the researcher personally. The researcher found that those who have known the researcher for some time were the most open participants. Work-family interface issues can be very personal that realities cannot be uncovered if the researcher was a stranger.

b) Also, in attempt to gain participants from different professional backgrounds the researcher had asked her husband to introduce her to his acquaintances’ wives. This did not turn out well. It was found that those who were recommended by him hesitated and refused to be interviewed lest what was shared would leak to the
males.

c) Take time and give time. First of all, time is very important as rapport takes time to establish (O’Reilly, 2009). Due to this, rapport with potential participants is best established long before the data collection endeavour, and the task becomes much easier with those who have known the researcher for some time. Second, while Omans are friendly and approachable, being working and having heavy social obligations may limit their time for long interviews. It is important for researchers not to hustle the participants to fit into their frame.

d) Informed consent is important. It is crucial for researchers to be transparent about their research objectives and technique, as well as policy on confidentiality. In this silent culture people rather withdraw from the collaboration than asking for clarification or express their suspicion. It is important for researchers therefore to thoroughly explain their research motives. Westby (1990) advised those who use ethnographic interview to remind the interviewee of the intention and objective of an interview from time to time. This would assure the interviewees that their participation is valuable and their information is confidential.

e) Explain the motive of questions. Compared to paper-and-pencil questionnaire, in-depth open-ended interview is a less popular research activity, as it can be intimidating. However, the researcher found that the participants felt more involved and grew more understanding when the researcher informed the motive of a question. For example, ‘Does your husband mind changing your baby’s diaper? I am asking this because if he does not, I suppose you can focus on your work at home, or at least you can relax when you are tired’. Without the explanation, the participants may easily feel the interview as interrogation session. Not every question needs to be explained, though. However, after knowing some of them, the participants would understand that every question was genuinely academic.

8. Conclusion

Interviewing is a culture-embedded process. To ensure the success of a research endeavour, a researcher must be sensitive to the cultural background of the interviewees and the cultural aspects of the study especially when the researcher is a foreigner. Researching an issue in foreign context demands a researcher to equip herself not only with the literature on the study but the culture per se as well. As daunting as it might be, it is the only means for rewarding journey.

References


Laboratory Classes in Chemistry Texts of Secondary Level and Issues of their Quality Improvement

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Abstract

It is well known that the acquisition of knowledge in natural sciences in school is closely related to the training of practical capabilities of the students. Even chemistry, as a natural science discipline is related to this factor. The 9th year Albanian scholar system, during the teaching process, encounters a wide range of problems of different nature. Their evidenitation, as well as the difficulties that are met during the training of practical capabilities of the students, is the main goal of this paper. A whole study of the altertexts demonstrates the difficulties encountered by the students during the laboratory classes. The wide variety of chemicals in laboratory works mentioned in different textbooks makes it very necessary the standartization process. Another issue for the authores is if the experiments and the suggestions presented in each text book are the most representative for each topic. The organization way of laboratory classes/works is another issue to be considered when studding altertexts. Taking in consideration the time of experiment development, the number of the students present in class, as well as the the time to complete the results and discussion for each experiment, this paper propounds some ideas in order to improve this important teaching component. Based on the experience of foreing contries, that the experimental work should not be limited only during the class time, it is suggested that giving experimental taks for homework would serve not only for the enforcement of the practical capabilities of the students, but also for the better assimilation of chemical knowledge. Focusing on specific topics, it is clearly evident that not all the teaching themes can be illustrated experimentally. The impossibility of experimental realization of chemical knowledge, as a consequence of the lack of the materials, makes it necessary the use of better experiences. Using of internet or computer confrontes the implementers with a variety of difficulties which will also be analized in this paper.

Keywords: Chemicals, experiment, teacher, curricula, student, visualization

1. Hyrje

Në formimin e nxënësve në sistemin 9 vjeçar një rol të rëndësishëm luán edhe edukimi shkencor. Njohja e rrugëve dhe metodologjive, si dhe synimi drejt një përvetësimi sa më të mirë të njohurive të fituara në këto shkenca, përbën një objektiv të vëzhdueshëm të të gjithë kohrave. Në morinë e disiplinave natyrore që zhvillohen në këtë cikël, edhe kimia ka rolin e saj. Në sistemin 9 vjecar ajo zhvillohet nga klasa e shtatë deri në të nëntën, me një ngarkesë që ndryshon nga 35 orë në klasat e shtatë dhe tetë, në 70 orë në klases në nëntën.

Si çdo shkencë natyrore, gjykuar edhe nga specifikat e saj shkencore, gjatë mesimdhënies së saj, në realitetin e sotëm nuk mund të mendohet si një disiplinë mësimore pa komponentin praktik laboratorik. Edukimi praktik në këtë disiplinë nuk lidhet vetëm me përvetësimin më të mirë e dijeve teorike që do të fitohen, por edhe me aspekte të tjera që krahas aftësimit praktik të nxënësit lidhen edhe me edukimin e dëshirën drejt profesioneve të shkencave të natyrës dhe atyre teknike pak të vlerësuara në realitetin tonë të sotëm shqiptar.

Qëllimi kryesor i këtij punimi është të analizuar këtij praktik i përvetësimit të nxënësve gjatë procesit të mesimdhënies. Ky qëllim realizohet nëpërmjet një analizë të detajuar të karakteristikave kryesore të mesimdhënies në lëndën e këtij në nivelin 9-vjecar. Kjo analizë shqënohet edhe me evidentimin e vështrësive praktike të këtij procesi, fokusuar në vështrësë në këtë fshat nga ana e mësuesit, sikurse edhe në vështrësë në përvetësimin e njohurive kimike nga ana e nxënësit. Analiza e hollësishtme e tekstove të këtij dhe problemeve në mesimdhënies konkludoj në dhënien e sugjerimeve të rëndësishtme për rritjen e efektivitetit në këtë proces si dhe të aftësive praktikë të nxënësve.
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2. Karakteristika të Përgjithshme të Mësimdhënies së Kimisë
Zhvillimet e sotme të shoqërisë dhe teknikës nxjerrin në pah rëndësinë e teknikës dhe karakterit aplikativ të çdo shkence
në përgatitjen e gjeneratave të reja në përballimin e sfidave të së ardhmes. Në fund të fundit, kjo përbën dhe thelbin e
edukimit në përgjithësi. Duke e parë problemin e rritjes së nivelit të përvetësimit të njohurive të nxënësve, është e qartë
se përvetësimi i njohurive mësimore është i lidhur me bashkërendimin e të gjithë faktorëve që lidhen me këtë proces. Në
këtë realitet domosdoshmëria e aftësimit praktik laboratorik merr një rëndësi të dorës së parë pasi plotëson një detyrim.
Disa prej veçorive që karakterizojnë këtë mardhënie në realitetin tonë mësimor:
1. Karakteri eksperimental i kësaj disipline. Si cdo disipline natyrore, kimia konsiderohet si nje shkencë e
mirëfilltë eksperimentale.Në një shkencë eksperimentale eksperimenti duhet të zërë vëndin që i takon. Nxitja
e punës eksperimentale qartëson kuptimin e temave mësimore dhe zhduk pasivitetin që krijon një orë
mësimore, ku gjithçka lidhet vetëm me fjalën. Kur flasim për eksperimentin kimik në sistemin nëntë vjecar
duhet të kemi parasysh si eksperimentin masiv, ashtu dhe atë demonstrativ. Shtjellimi i koncepteve nëpërmjet
eksperimentit, i vetive të përbërjeve në shqyrtim, nxit dëshirën e nxënësve në drejtim të kësaj lënde. (Gjatë
zhvillimit të eksperimentit demonstrativ në kimië e klasës së tetë, u vërejt se përvetësimi i njohurive të reja në
klasë u rrit rreth 17-25%).
2. Baza materiale dhe laboratorike. Gjykuar në karakterin eksperimental të kësaj shkence, nuk mund të
mendohet eksperiementi kimik pa një bazë materiale dhe laboratorike që të mundësojë ilustrimin
eksperimental të materialit teorik nëpërmjet eksperimentit demostrativ, si dhe të bërit e proçesit mësimor sa
më aktiv. Ballafaquar me realitetin tonë shkollor, konstatohen mangësi në sigurimin e bazës materiale dhe
laboratorike. Pavarësisht arritjeve në kohët e fundit, realiteti shkollor veçanërisht në shkollat publike, ka
nevoja për plotësime të mëtejshme. Mungesa e bazës materiale mësimore në orën e kimisë, shpesh në mjaft
shkolla, veçanërisht në ato të zonave rurale, e shkëput këtë disiplinë shkollore nga karakteri eksperimental
dhe e bën në mjaft raste të vështirë në përvetësim.
3. Altertekstet, literatura ndihmëse dhe mësimdhënia së kimisë. Dihet që realiteti i sotëm shkollor karakterizohet
nga diversiteti i teksteve, ku shumllojshmëria e ofruar duhej të krijonte mundësi për një konkurencë ç’ka do të
çonte drejt përmirësimit të cilësisë. Numri jo i vogël i këtyre teksteve, pavarësisht dokumentit bazë miratuar
nga ministria sjell vështirësi që lidhen me sigurimin e bazës së nevojshme material dhe zgjedhjen e
eksperimenteve më përfaqësuese. Gjithashtu, literatura ndihmëse për mësuesin është e pamjaftueshme për
formimin profesional praktik eksperimental. Në këto kushte, forumet profesionale mësimore në realitetin tone,
do të bënin të mundur shkëmbimin e ideve, mendimeve në realitetin tonë ku botimet në ndihmë të shkollës
dhe mësuesve të kimisë janë të pakta.
4. Vendi i punëve laboratorike në mësimdhënien e kimisë. Duke u ndalur në punët laboratorike të paraqitura në
disa prej teksteve të kimisë që zhvillohen në sistemin nëntë vjeçar, dallohet një numër i vogël i orëve të
karakterit laboratorik në to. Një shkencë eksperimentale nuk mund të ndërtojë veprimtarinë e saj të
mbështetur kryesisht në materialin teorik, por elementet teorikë duhet natyrshëm të jenë produkt i
përfundimeve të nxjera nga praktika eksperimentale.
3. Problemet dhe Vështirësitë në Mësimdhënien e Kimisë
Duke u ndalur në veçoritë e sipërpërmendura, plotësimi i të cilave do të rriste cilësinë e mësimdhënies, ndeshemi me një
sërë vështirësish të cilat bëhen faktor pengues në drejtim në realizimin e suksesshëm të objektivave mësimore dhe
edukative. Njohja këtyre vështirësive ndihmon jo vetëm në fokusimin e tyre, por në të njëjtën kohë edhe në minimizimin e
atyre shkaqeve që realisht mund të konsiderohen të pashmangshëm në realitetin e sotëm mësimor gjatë zhvillimit të
kësaj lënde. Duke bërë klasifikimin këtyre vështirësive me të cilat ballafaqohemi, në këtë lëndë veçojmë:
1. Eksperimenti kimik dhe nevoja për unifikim, nevoja për njohje dhe llogaritje shpenzimesh. Jemi një vend i
vogël me mangësi të mëdha të trashëguara të bazës materiale. Shpërndarja e shumtë e shkollave të sistemit
9-vjeçar dhe në mjaft raste, mungesa e infrastrukturës, si laboratorë apo mjedise pune, shkakton vështirësi.
Pavarësisht përpjekjeve pozitive, veçanërisht në kohët e fundit, është pothuajse e pamundur plotësimi tërësor
i këtyre nevojave. Në aspektin didaktik nuk mund të ketë mësim të kimisë pa eksperimentin kimik.
Standardizimi i eksperimenteve bazë do të bënte të mundur menaxhimin më të lehtë të nevojave të çdo
shkolle, dhe gjykuar nga numuri i nxënësve, fiksimin e shpenzimeve optimale për zhvillimin e aktivitetit
laboratorik.
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2. Kërkimi i rugëve të reja të aplikimit të eksperimentit kimik në shkollë. Duke u ndalur në këtë komponent konstatojmë që eksperimenti kimik zhvillohet në formën e tij demonstrative apo në formën e tij masive. Mështetur në përvojat e vendeve të tjera, eksperimenti kimik mund të kryhet edhe në kushtet e shhëpës, ku me mjete të jetës së përditshme, lehtësisht mund të zhvillohen një kathë eksperimentesh që do të lehtësonin edhe punën e mësuesit dhe realizimin e kuptimit të temës së dhënë. Nga ana tjetër, shfrytëzimi i përvëvojave të shkollave të tjera do të mundësojnë pasurimin me suksesshëm të përvëvojave të shkollave të tjera, duke u ndalur në njëkohësisht ndërmthonte dhe njëkohësisht do të mirë një përvëvojësim më të mirë të njohurve për përmbanë të dhënë. Nëpërmjet tyre, mund të përshkruhet më edhe më lehtësisht me shërbyjet e tërësive, mënyrë e mësuesit dhe realizimin e kuptimit të temës së dhënë. Nga ana tjetër, shfrytëzimi e këtës mësimdhënies së problematike të përkrahura në këtë kohë disiplinë.

3. Metodologia e eksperimentit kimik në shkollë. Realiteti i sotëm kërkon dhe efektivitetin e zhvillimit praktik të orës së laboratorit. Kjo përshkohet edhe në klasat publike ku klasat janë në rëndësish të mëdështëse 40 nxënës dhe njësia e laboratorike për kryerjen e punëve të klasës janë përmbajtje e vogla. Një ndërprerimi ndonjëtësh, ndërmjet që të përkohën dhe mëndorin mësimdhënien e kimisë, do të krahësrohen më shumë vathësisht në disiplinën e kimisë. Këto vathësisht ndihmon mësuesit në arritjen e objektivave rreth temës së dhënë, dhe njëkohësisht mund të ndihmojnë se dhëmbësitet e njëkohësisht nëpërmjet të dhënëtarëve dhe të ndryshëm pasurim të këtë disiplinë disipline. Në disipline të mësimdhënies së kimisë do të krahësrohen më shumë njëkohësisht dhe përkohësisht në zhvillimin e disiplinisë sëkimisë disiplinës së kimisë. 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i kimisë ballafaqhet me vështrësi gjatë zhvillimit të një pune praktike në këtë lëndë. Për një eksperiment masiv me tërë klasën, mësuesi duhet të ketë ide të qarta për një eksperiment, sa do të zgjojë interesi në nxënësve, sa e ushqen materialin e ri apo ilustron materialin teorik të mësuar më parë, sa i ndërlikuar është dhe si është përshatshmëria e tij të moshën dhe formimin e nxënësës, cila është shkalla e rezikshmërisë së tij, sa kimakte harxhohen në zhvillimin tërësor të tij, cila është koha që do t'i kushtohet komponentet e të vogla të ndërtimit të punës eksperimentale me eksperimetin masiv.

c. Zgjedhja e ekspermenteve më përfshiqëses. Mbështetur në intervista me mjafët prej mësuesve të kimisë konstatohet fakti që mjaft nga eksperimentet e zhvilluara, qoftë edhe për mungesë tën bazës material, nuk janë ata që lidhen me një tematikë të caktuara apo në funksion të zëvendësimit të materialit teorik. Është detyra të mësuesit që zhvillon në mungësi këtë të vazhdojë interesin e nxënësve, sa e ushqen materialin e ri apo ilustron materialin teorik të mësuar më parë, sa i ndërlikuar është dhe si është përshatshmëria e tij të moshën dhe formimin e nxënësës, cila është shkalla e rezikshmërisë së tij, sa kimakte harxhohen në zhvillimin tërësor të tij, cila është koha që do t'i kushtohet komponentet e të vogla të ndërtimit të punës eksperimentale me eksperimetin masiv.

d. Pamundësia e mbulimit me eksperimentin kimik të kapitujve kryesore të lëndës. Duke u ndalur në përvoja në drejtim të aftësimit praktik të nxënësve lehtësisht vihet re që në internet ofrohen një numër shumë i madh eksperimentesh, të cilat mund të kryhet praktikisht pa ndonjë vështrësi të madhe. Pamundësia e realizimit të ekspermenteve nxënësës apo dhe nga mësuesi në mënyrë të drejtë për ndryshme laboratorit, bën që me efikasitet mund të kërkojnë rrejtje të reja të aftësimit praktik, si dhe të përdoren këto materiale metodiko-ekspermentale alternative. Zhvillimi i pasazheve në eksperimente të caktuara kimike në përputhje me programin dhe paraqitje në kohë e tyre do të kryhet në mënyrë të drejtë dhe të përbërë e rëndësishëm, cila është pjesa e që ndihmon ndryshëm ekstremitet e Përtej të materialit të disponueshëm në këtë shkencë, cila do të përkthethet nga interneti.

e. Njohja e shpenzimeve dhe gjetja e rugëve më të përshtatëshme. Në analizën e mësipërme rrejt përdorimi laboratorit dhe eksperimenti kimikës, sinteti shpetët e mësuesve u konsideron në strukturë të mëtejshme dhe të fshatërave. Në gjuhë të mësuesve, rrejt zhvillimi kimik ndryshëm duke dëshmuar për ndryshëm tempat e rëndësishëm, cila do të përkthethet nga interneti. Në analizën e mësipërme, që ndihmon në njohjen më të plotë të mekanizmit të zhvillimit të tyre, do të përkthethet nga interneti.


5. Përfundime dhe Sugjerime

Në basë të analizës së mësipërmë, vihet re sa ka një lidhje të ngushtë ndërmjet mësuesit dhe nxënësit, për një përvetësim si më të mërë dhe aktiv të kimisë në shkollat e nivelit 9-vjeçar të përmirënësisht të mësimdhënies. Në mësimdhënies, nga ato që shërben në mungësi mësimdhënies, të mësimdhënies që ndihmon nxënësit të zhvilloni në mësimdhënies, shërben në mungësi mbështetjes së mësuesve. Në mësimdhënies, nga ato që shërben në mungësi mësimdhënies, shërben në mungësi mbështetjes së mësuesve.
mësimdhënien e kësaj lënde sugjerojmë sa më poshtë:

1. Rishikimi i kurrikulës duke i lënë më shumë hapësirë ekspermentit kimik në shkollë. Nëpërmjet rishikimit të saj sigurohet krijimi i mundësive për më tepër hapësirë për ekspermentin kimik. Mbi bazën e këtyre materialeve mund të rishikohen edhe tekstet ekzistuese nën frymën e kurrikulës së re. Në to mund të përcaktohen ekspermentet bazë që lidhen si me atë masiv, ashtu dhe me ekspermentin demonstrativ. Gjykojme që ky përcaktim do të ndihmonte më pas edhe shkollat në përgatitjen e materialeve kryesore për zhvillimin e punës eksperimentale. Në kuadrin e këtij rishikimi, ekspermente të kimike mund të lihen edhe si detyra shtëpje që mund të zhvillohen me material të jetës së përditshme. Në kuadrin e dokumenteve të përgatitura mund të përgatiten dokumente ndihmues për zhvillimin e kurrikulës ku ti i kushtohet edhe rëndësi organizimit të zhvillimit të punëve të laboratorit në lëndën e kimisë.

2. Ngritja e laboratoret e kimisë aty ku ato nuk ekzistojnë dhe pasurimi i tyre. Gjykuar nga rëndësia e laboratoret kimik në përvetësimin e njohurive kimike, domosdoshmërisht duhet të punohet në ngritjet e laboratoret e kimisë nëpër shkollat. Për këtë arsye, mund të përgatitet një dokumenti që të lidhet me kriteret që duhet të plotësojë një laborator në një shkollë në një nivel të caktuar dhe mbi bazën e këtij dokumenti të synohet më pas me etapa plotësimi i tyre deri në aritjen e një standardi. Nuk mund të ketë nivel në shkollë pa përgatitjen me nivel në shkenca të natyrës. Nuk mund të ketë nivel të shkencave të natyrës pa laborator dhe bazë materiale. Gjithashtu, pasurimi i laboratoret e kimisë duhet të jetë angazhim i gjithkohshëm.

3. Aftësimi që në shkollë dhe pas saj në drejtimin të njohjes dhe përdorimit të teknikave të ekspermentit kimik në shkollë. Realizimi i detyrave të mësipërme kërkon të ketë me përkushtim ndaj profesionit dhe që sakrifikojnë për të. Përgatitja e tyre fillojë që në bankat e shkollës. Dihet që mësues përgatitjen pothuajse në të gjithë universitetet e vendit të ftonë për të. Dukur u ndalur në programet mësimore të tyre, veçanërisht në ato të formimit professional, putje e disiplinave të tilla mësimore si “Eksperimenti kimik në shkollë” ndihmon në zhvilljen e mësuesve të mësimisë të nxënësve.

4. Kualifikimi i mësuesve në vazhdimësi ku pjesë e tij duhet të lenë dhe teknikat e ekspermentit kimik në shkollë. Mbi u ndaluar në këtë pikë do të bënte të mundur përmirësinin e cilësisë të mësuesve dhe për njëdhjetë dhe rëndësi e aftësimit praktik të nxënësve.

5. Përgatitja e ekspermenteve standarde në ndihmë të shkollës. Sikurse edukimi mbështetet mbi standard, edhe në disiplinën e kimisë duhet të të përgatiten ekspermenteve standart përfaqësues, në mënyrë që të shërbejë në ilustrimin e materialit të rë torik. Mbi bazën e caktimit të këtyre ekspermenteve, mund të përgatiten paketat nëpërjmet të cilave të krijohen mundësi për zhvillimin normal të këtyre ekspermenteve duke shumë ndryshëmisë gjatë ndryshimit të teknikeve dhe duke ulur koston.

6. Përgatitja e materialeve në ndihmë të ekspermentit kimik në shkollë. Edukimi i përgjithshëm ka nevojë të mbështetet me materiale ndihmëse. Kërkimi i këtyre materialeve nuk duhet të pritur gjithmonë nga ministria apo strukturat e saj. Grumbullimi i përvojave, shfrytëzimi i tyre dhe pasurimi i tyre në vazhdimësi do të përcaktohet në jëqtetë nëpër të cdo shkollë. Tashmë në internet në forumet e të mësuesve mund të gjenden materiale pa fund. Grumbullimi pasurimi i mësuesve në një investim i mirë që mund të marë mbështetë me kalimin e kohës.
Assessment Aspects in the Master of Second Level in Foreign Language Teaching

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Abstract

The purpose of this study is to investigate the effect of assessment practices in students' final grade in the course Teaching Methodology, a subject in the Master of Second Level (MSL) program in foreign language teaching in the Faculty of Foreign Languages at Tirana University, more specifically in English and Italian branch (N = 247). The sample was chosen based on convenience. In order to judge on the impact of: lecture attendance, seminar attendance, portfolio assignments, course assignment and final examination, was kept rigorous evidence of the points collected from students for each of the above aspects of assessment throughout the first semester of the academic year 2010-2011. By processing and analyzing the data, it resulted that from the statistical point of view, these assessment components exhibit significant positive relationship with the final grade in this subject, namely: lecture attendance (.53), seminar attendance (.72), portfolio assignments (.72), course assignment (.67) and final exam (.70). Likewise, these variables positively predict the final grade of the course. In particular, lecture attendance (R2 = 21.2 %), and the course assignment (R2 = 9.1 %) proved to be predictive of the final grade. Furthermore, portfolio assessment (R2 = 9.7 %) affects positively the final achievements because it is a way of inviting students to learn systematically and practically and an opportunity for the lecturer to assess students based on their output.

Keywords: students' assessment, assessment techniques, portfolio assignments, students' autonomy, students output

1. Introduction

Only if we expand and reformulate our view of what counts as human intellect will we be able to devise more appropriate ways of assessing it and more effective ways of educating it.

Howard Gardner

Education in Albania has undergone many changes over the last two decades. In our country, as in many developed countries constructivist models are gaining ground and are facing the traditional methods of transmitting information. Constructivism is a theory that explains how people learn (Musai, 2005). This theory has attracted considerable attention in the field of education, as it is considered a natural, relevant and effective way of learning. The term constructivism is quoted by Marlowe and Page (2005, p. 7) as: a) a process and result of questions, interpretation and analyses of information; b) the use the information to develop thinking, understanding concepts and ideas through their construction; c) combination of current experiences with previous ones and what we know about the subject.

Although constructivism is regarded as a theory of teaching and learning, it has its impact on student evaluation as well. My study focuses on several aspects of constructivist assessment. The constructivist learning goal is to build understanding by developing critical thinking skills and not by learning facts by heart. In a constructivist auditorium the purpose of assessment is to help the lecturer understand the level of students' mastery of concepts and skills when students' progress is monitored throughout the process of teaching. For this reason, assessment of student progress in audiences where is used a teaching methodology based on constructivism, requires the development of a range of assessment techniques in order to enable thinking and knowledge building rather than evaluate the student at the end using a standardized test where the later will demonstrate what is the level of factual knowledge learned. (Biggs & Tang, 2007).

Jonassen (1991, p. 28-33) presents ten points associated with accurate assessment in the constructivist theory: 

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1. Technology will advance the constructivist issue.
2. Student’s evaluation will need to be based on the score and have the student at the center.
3. Assessment techniques should be developed in order to reflect learning outcomes.
4. "Grades" should be used only when they are needed.
5. Portfolio assignments should be available.
6. Self-assessment and peer-assessment should be used as well as the assessment by the instructor.
7. Performance standards should be developed.
8. The assessment system should be developed in a way that can provide meaningful information.
9. Students should record and collect their work as part of their portfolio.
10. The focus should be on the originality rather than on the repair, as it is important to assess learning by constructing knowledge rather than focusing on the product.

However, we should not forget that it is essential to identify meaningful, acceptable and clear criteria for building knowledge.

2. Active Participation in the Learning Process

One of the characteristics of constructivist learning is collaborative learning. Learning in this way not only reinforces social skills that prospective teachers really need, but at the same time maximizes the opportunity to learn as a result of using synergy (Musai, 2008). Working time in the auditorium is very precious and should be appreciated as such. In the teaching methodology of this course was programmed the use of group work and other interactive learning techniques. For this reason in this study practice special attention was given not only to active seminar attendance (a tradition in our university system where seminar attendance is considered more important than lecture attendance) but also to lecture attendance.

3. Portfolio Assessment

One of the techniques used in the continuous assessment of students, that is based on the theory of "learning by doing" is Portfolio assessment. This assessment technique is a process that combines reflection and documentation of learning (Musai, 2003). Portfolio assignments help students to be engaged in a continuous reflective and collaborative analysis of learning. It focuses on results that aim to improve not only learning, but also the assessment of learning. The portfolio, enables the documented evaluation of course objectives, gaining experience in applying the knowledge acquired, making the student independent, giving him/her the opportunity to take over the responsibility for his/her learning, developing creative skills and preparing him/her for a future career (Zubizarreta, 2004).

On the other hand, in order to be truly effective, this assessment technique requires a detailed academic planning from the instructor that has to be done in advance. We can mention here the planning for the assignments that will be included in the portfolio based on the objectives that are expected to be fulfilled by each assignment, the time for the realization of outputs, the format type, the method of work, the criteria for assessing each of them, as well as the assessment weight not only of one assignment but of the portfolio as a whole in the final assessment (Biggs & Tang, 2011).

Portfolio assessment also known as learning portfolio can be used in almost all disciplines, bearing in mind that it should be modeled to suit the needs of different outputs and different formats (Zubizarreta, 2004).

4. Course Assignment

Course assignment is primarily conceived as a summary of the skills and abilities acquired by the student during the course. It aims to encourage the student not only to implement the knowledge obtained, but above all to reason and structure creatively and to be able to transfer information. (Biggs & Tang, 2007)

5. The Purpose of the Study

The purpose of this study is: a) to investigate the relationship that exists between variables such as: lecture attendance, seminar attendance, portfolio assignments, course assignment and final grade; b) the impact (weight) of the following variables: lecture attendance, seminar attendance, portfolio assignments and course assignment, in the final exam score.
and in the final grade.

6. Methodology

6.1 Sample

The sample of this study was selected from the first-year students of the Faculty of Foreign Languages attending the Master of Second Level in foreign language teaching. They were students of English and Italian branch (N = 247) that were selected based on convenience. The subject selected for the realization of the study was ‘Teaching methodology’. This course consists of two modules, namely: Critical Thinking and Teaching Methodology. This is a course with a specific practical character, where students are expected to acquire the skills and abilities that will help them to enhance their performance as future teachers, preparing them for effective teaching. In order to judge on the impact of some assessment forms such as: lecture attendance, seminar attendance, portfolio assignments and course assignment, was kept rigorous evidence of the points students had taken in each of the above aspects for 8 groups in total. 5 groups belonged to the English language branch (N = 169) and 3 groups to the Italian one (N = 78). In total N = 247 out of which 85% were female (f / 211) and 14% male (m/36).

The study was conducted during the period November - March of the academic year 2010 -2011.

6.2 Assessment Procedure and Data Collection

The method of assessing students throughout the semester was programmed in advance, based on the six levels of knowledge in Bloom’s taxonomy (Bloom, 1956) as you can see further on:

Table 1. The weight for each assessment component

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Percentages</th>
<th>The level of knowledge, skills and abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N 1</td>
</tr>
<tr>
<td>Active participation in lectures²</td>
<td>10%</td>
<td>√</td>
</tr>
<tr>
<td>Active participation in seminars³</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>20%</td>
<td>√</td>
</tr>
<tr>
<td>Course assignment</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Final exam</td>
<td>50%</td>
<td>√</td>
</tr>
</tbody>
</table>

6.3 Lecture and Seminar Attendance

Lecture attendance was given 0.16 points for every class attended, since students had to attend 60 seminar classes throughout the 15 weeks. Seminar attendance was given 0.33 points for every class attended, since students had to attend 30 seminar classes throughout the 15 weeks.

6.4 Portfolio Assessment

Furthermore, the content of the assignments that would be part of the portfolio was programmed based on course objectives. The students had to hand in 10 assignments based on the topics that would be covered during 15 weeks. On the first page of the portfolio were attached the course objectives and for each assignment that was completed the students had to mark the course objectives that it met.

The portfolio is completed with the instructor’s assessment at the end of the semester (before the exam students are acquainted with the portfolio assessment).

² In the course has also been included group work not only to practise teaching methods, but also to practise critical thinking skills during the lecture. Thus we are not talking only about mere participation, but for group work in which each student has a role and a personal responsibility in front of the group.

³ In the course has also been included group work not only to practise teaching methods, but also to practise critical thinking skills during the seminar. Thus we are not talking only about mere participation, but for group work in which each student has a role and a personal responsibility in front of the group.
6.5 Course Assignment Assessment

For the course assignment were followed these evaluation criteria:

- For the correct formulation of objectives of a lesson and for making up no less than three questions that develop critical thinking, 2 points.
- For building the structure of a lesson, 2 points.
- For the logical reasoning of the structure that was built, 2 points.
- For reasoning related to critical thinking skills that the student can develop in this class based on a text chosen by the student himself, 2 points.
- For the coherence between the objectives, methods selected in the structure and methods of assessment, 2 points.

6.6 For the Final Exam

The final exam had a total of 50 points which were divided proportionally according to the modules as follows:

Table 2. Number of questions and points according to the levels of thinking

<table>
<thead>
<tr>
<th>Module: Methodology</th>
<th>Weight in assessment</th>
<th>Nr. of questions and points</th>
<th>The levels of knowledge, skills and abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50%</td>
<td>q 1 10p</td>
<td>N 1   N 2   N 3   N 4   N 5   N 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>√   √   √   √</td>
</tr>
<tr>
<td></td>
<td></td>
<td>q 2 5p</td>
<td>√   √   √</td>
</tr>
<tr>
<td></td>
<td></td>
<td>q 3 10p</td>
<td>√   √   √   √</td>
</tr>
<tr>
<td>Module: Critical thinking</td>
<td>50%</td>
<td>q 1 5p</td>
<td>√   √   √   √</td>
</tr>
<tr>
<td></td>
<td></td>
<td>q 2 10p</td>
<td>√   √   √</td>
</tr>
<tr>
<td></td>
<td></td>
<td>q 3 10p</td>
<td>√   √   √</td>
</tr>
</tbody>
</table>

6.7 Analysis of Data

The data collected throughout the first semester for each of the variables planned for assessing students, were processed with the SPSS statistical program. For the analysis of data were used elements of descriptive and inferential statistics. For all the cases of assessment variables (lecture attendance, seminar attendance, portfolio assignments, course assignment, final grade) scores were grouped into five categories of unrepeatable intervals. To determine the relationship between the assessment components; lecture attendance, seminar attendance, portfolio assignments, course assignment, final exam with the final grade, cross tabulations were used. To determine the strength of the relationship between assessment components, achievement in the final exam and final grade were used correlation coefficients by Davis4 (1971). Whereas to determine the impact of assessment components in the final exam score but also in the final grade of the course Teaching methodology and Critical Thinking, regression analyzes were performed using Enter method. In this paper are reported those results that were statistically reliable.

7. Results

7.1 Assessment Variables and the Final Exam in this Course

7.1.1 Participation in the Lecture

Descriptive analysis of cross tabulation showed that there was a relationship between students’ academic achievement and the assessment variable of lecture attendance, which means that students who have managed to collect points as a result of active participation in lectures, have had a better final mark compared to the other students who have not participated actively in lectures. More specifically, students who have not attended lectures have had lower scores. 62.5

4 The meaning of values of the correlation coefficient according to Davis (1971) is: .70 and higher indicates very strong correlation; .50 -.69 indicates substantial connection (significant); .30 -.49 indicates a moderate correlation (average); .10 -.29 shows a weak correlation; .00 -.09 shows insignificant correlation.
% of the failing students, belong to those who have not attended the lectures at all. Out of 27 students with poor attendance of lectures, 22.2 % have failed the course, 14.8 % scored ‘poor’ and 14.8 % scored ‘good’. Out of the 39 students with a sufficient attendance of lectures, 12.8 % have failed, 5.1 % scored ‘poor’, and 25.6 % scored ‘good’. Out of 92 students with good attendance of lectures, 30.4 % of them scored ‘excellent’ 50 % scored ‘very good’ and 13 % scored ‘good’. Only 2.2 % of students with good attendance have failed the course. Out of 79 students with good attendance of lectures 48.1 % scored ‘excellent’, 41 % scored ‘very good’ and 6.3 % scored ‘good’. We notice there are not any failing students. Graph 1 clarifies the results analyzed above.

Graph 1. Lecture attendance and the final grade

7.1.2 Seminar Attendance

The descriptive analysis of cross tabulation between seminar attendance variable and final course grade variable indicated that the final achievement expressed in the form of the grade has a very positive relationship with the frequency of seminar attendance by students. As you can see from data analysis, all students who have not attended seminars have failed; the same was true for 75 % of students with poor seminar attendance, also for 25 % of students with a sufficient seminar attendance. Concerning the students with a very good attendance in seminars it was noticed that they also have scored ‘very good’ in the final assessment. For example; 52.1 % of students scored ‘very good’ and 28.8% scored ‘good’. For more see Chart 2.

Graph 2. Seminar attendance and the final grade

7.2 Portfolio Assignments

Descriptive analysis of cross tabulation through frequency and percentages indicated that there is a positive relationship between the students’ points from portfolio assignments and final assessment with a grade. If it is compared with the variable of seminar attendance, it becomes clear from the frequencies and percentages that the accumulation of more points in portfolio assignments, results in higher scores in students grades.

The data showed that 84 % of students that failed the course had no assignment in their portfolio. Whereas out of the students who had done very well in portfolio assignments, 38.8 % have achieved ‘excellent’ in the final grade, and 51 % have achieved ‘very good’. Out of students who had done well in portfolio assignments, 52.4 % have achieved ‘very good’ in the final grade and 33.3 % have achieved ‘good’. A clearer perspective of these results can be seen in graph 3.
Graph 3. Students’ points from portfolio assignments and the final grade

7.3 Course Assignment

From the statistical analysis was noticed a positive relationship between the students’ points in the course assignment and the final result expressed in grade. From frequencies and percentages obtained by the cross tabulation of these two variables we can say that out of 55 students who have handed in no course assignment, 29 % have failed the course, 20 % scored ‘sufficient’, 25 % scored ‘good’, 25 % scored ‘very well’, and there was no student who scored ‘excellent’. On the other hand, out of the students who have done very well in the course assignment, 45.8 % scored ‘excellent’ even in the final assessment, and 49.4 % scored ‘very good’. Out of students who have done well in the course assignment, 27.8 % have scored ‘excellent’ in the final assessment and 58.9 % of them have scored ‘very good’.

Graph 4. Course assignment’s points and the final grade

Descriptive analysis showed that nearly one in four students have managed to score ‘excellent’ and almost one in two students have managed to score ‘very well’. Thus, nearly three-quarters of the students have achieved high scores. Only 7.29 % of students have failed the course. This satisfactory result that was achieved is related to the advance planning of the course, but also to the assessment criteria that was communicated to students at the beginning of the course.

Graph 5. Distribution of values according to students’ results in the final grades
In order to study the strength of relationships between assessment and achievement variables in the final exam and the final grade of the course, correlation analyses between these variables were conducted. The data showed the existence of positive relationships in all the cases. The assessment components showed weak to moderate correlation to the final exam and a stronger correlation (from substantial to strong) to the final grade. More specifically, the analysis showed a weak correlation between final exam and lecture attendance \( (r = 0.24) \) as well as between final exam points and portfolio assessment \( (r = 0.23) \), but they were statistically significant. Furthermore, the correlation between the final grade and lecture attendance was substantial \( (r = 0.53) \) whereas the correlation between final exam points and portfolio assessment resulted strong \( (r = 0.23) \).

The final grade resulted to have moderate correlation with seminar attendance \( (r = 0.30) \) and course assignment \( (r = 0.32) \) meanwhile the relationship resulted to be strong between the final grade and seminar attendance \( (r = 0.72) \) and substantial between the final grade and course assignment \( (r = 0.67) \).

**Table 3.** The relationship between the assessment criteria, final exam points and final grade

<table>
<thead>
<tr>
<th>The assessment variables</th>
<th>Final exam points</th>
<th>Final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture attendance</td>
<td>0.24*</td>
<td>0.53**</td>
</tr>
<tr>
<td>Seminar points</td>
<td>0.30*</td>
<td>0.72***</td>
</tr>
<tr>
<td>Portfolio assignment's points</td>
<td>0.23*</td>
<td>0.72***</td>
</tr>
<tr>
<td>Course assignment's points</td>
<td>0.32*</td>
<td>0.67***</td>
</tr>
<tr>
<td>Final exam points</td>
<td></td>
<td>0.70***</td>
</tr>
</tbody>
</table>

*Note: * \( p<0.05 \), ** \( p<0.01 \), *** \( p<0.001 \)*

To study the influence of the following variables: lecture attendance, seminar attendance, portfolio assignments and course assignment in the final exam points, 4 regression analyzes were conducted using the Enter method. In the first block was included lecture attendance \( (1 = lecture attendance) \), in the second block was included seminar attendance \( (2 = seminar attendance) \), in the third block was included portfolio assignments \( (3 = portfolio assignments) \), and in the fourth one, the course assignment \( (4 = course assignment) \). The data processing showed that lecture attendance positively affects the final exam points \( \beta = 22 , t = 15.05 , p < .001 , R^2 = 28 \% \), seminar points \( \beta = 19 , t = 3.06 , p < .01 , R^2 = 26 \% \), portfolio assignments \( \beta = 29 , t = 5.02 , p < .001 , R^2 = 7.2 \% \), course assignment \( \beta = 35 , t = 7.74 , p < .001 , R^2 = 7.7 \% \).

**Table 4.** Regression analysis to predict the final exam points from the other assessment components

<table>
<thead>
<tr>
<th>Predicting variables</th>
<th>( \beta )</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture attendance</td>
<td>.22***</td>
<td>5.15</td>
</tr>
<tr>
<td>2. Seminar points</td>
<td>.19**</td>
<td>3.06</td>
</tr>
<tr>
<td>3. Portfolio assignment's points</td>
<td>.29***</td>
<td>5.02</td>
</tr>
<tr>
<td>4. Course assignment's points</td>
<td>.35***</td>
<td>7.74</td>
</tr>
</tbody>
</table>

*Note: * \( p<0.05 \), ** \( p<0.01 \), *** \( p<0.001 \).*

To study the influence of the following variables: lecture attendance, seminar attendance, portfolio assignments, course assignment and final exam points in the final grade, a total of 5 regression analyzes were conducted using the Enter method. In the first block was included lecture attendance \( (1 = lecture attendance) \), in the second block was included seminar attendance \( (2 = seminar attendance) \), in the third block was included portfolio assignments \( (3 = portfolio assignments) \), in the fourth block was included the course assignment \( (4 = course assignment) \) and in the fifth one, the final exam points \( (5 = final exam points) \). It was found that lecture attendance affects positively the course final grade \( \beta = 16 , t = 5.35 p < .001 , R^2 = 21.2 \% \), the points from the portfolio assignments \( \beta = 32 , t = 8.82 p < .001 , R^2 = 9.7 \% \), the points from the course assignment \( \beta = 25 , t = 7.7 , p < .001 , R^2 = 9.1 \% \) and the final exam points \( \beta = 50 , t = 17.92 , p < .001 , R^2 = 21.2 \).
Table 5. Regression analysis to predict the final grade from the other assessment components

<table>
<thead>
<tr>
<th>Predicting variables</th>
<th>β</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture attendance</td>
<td>.16***</td>
<td>5.35</td>
</tr>
<tr>
<td>2. Seminar points</td>
<td>.07</td>
<td>1.85</td>
</tr>
<tr>
<td>3. Portfolio assignment’s points</td>
<td>.32***</td>
<td>8.82</td>
</tr>
<tr>
<td>4. Course assignment’s points</td>
<td>.25***</td>
<td>7.7</td>
</tr>
<tr>
<td>5. Final exam points</td>
<td>.50***</td>
<td>17.92</td>
</tr>
</tbody>
</table>

Note: *p<0.05, **p<0.01, ***p<0.001.

8. Discussion

Based on the findings it results that assessment is an activity that must be addressed and planned very carefully. Every detail of assessment must be planned carefully since the beginning of the course so that everything is measured correctly enabling not only the achievement of course academic objectives but also the maximization of each student’s learning. As expressed by Halpern (2003, p 38) "We should always keep in mind that we are lecturing for the future, when we will not be present - and we are preparing our students to analyze the real world that is unpredictable and not simply for the traditional final exams."

In this study, the assessment of student achievement was planned by using five different assessment variables so that knowledge, skills and competences planned in the course objectives could be achieved at a high level by most of the students. Results showed that three-quarters of the students achieved high scores in the course final assessment, which was expressed in grade. Only a small percentage of students failed the course. Researchers who are dedicated to the study of qualitative teaching have concluded that the use of as many variables in assessing students increases the chances to improve the quality of learning but also the possibility of being as near as possible to a fair assessment of students (Biggs and Tang 2011).

The study also found that the achievement of students in the final examination, which was a summary of all the knowledge, skills and abilities planned, where the questions were categorized and designed according to the levels of thinking in Bloom taxonomy (1956) correlates positively with variables planned for student assessment, starting from weak correlations with lecture attendance and portfolio assignments to moderate correlations with variables like seminars attendance and course assignment. Regarding the correlation of the above assessment variables with the final grade of the course it was noticed that the strength of their relationship varied from substantial for lecture attendance and course assignment to strong correlation in the case of seminar attendance, portfolio assignments and final exam. It means that the more students attend auditoriums and the more they try to meet obligations as in the case of portfolio assignments and course assignment, the higher will be their achievements in the final exam as well as in the final course grade.

Findings from the analysis of cross tabulation clarified in more detail some facts relating to the assessment variables taken into consideration in this study such as: 62.5 % of the students that failed, had not attended lectures. Similarly, 22 % of the students scored ‘poor’. On the other hand, 48.1 % of students with a very good attendance of lectures have scored ‘excellent’.

Seminar attendance also resulted significant and positively associated with students’ final achievement. For example, all the students who have not attended seminars have failed the course, the same can be said about 75 % of students with a poor attendance of seminars whereas 52.1 % of students who scored ‘excellent’ had a very good attendance of seminars. It is important to take into consideration the fact that during the seminars were discussed various issues of literature and group work was used to meet the course objectives. Also, students consulted the lecturer and their peers about the assignments that would be part of the portfolio. This has enabled students to exchange their experiences, to make a critical analysis of their work, which was followed by student reflection on the improvement of their output.

Portfolio assignment resulted to have a significant and positive relationship with the final grade. More specifically 84 % of students who failed to take the course had not handed in any assignment for their portfolio whereas 85.7 % of students who had done ‘well’ and ‘very well’ in portfolio assignments, have also scored ‘excellent’ in the final assessment. These results show the importance of the students’ work throughout the semester, with the aim to realize their output in the portfolio and the impact that these outputs have had in their final results expressed in grade. While concerning course assignment, 29 % of students who had handed in no course assignment resulted to have failed the course. Also students who had done ‘very well’ in the course assignment constitute 49.4 % of students who scored ‘very
good in the final assessment.

The impact of these assessment variables is significant in predicting the final grade of the course, particularly, lecture attendance ($R^2 = 21.2\%$). Furthermore, portfolio assessment ($R^2 = 9.7\%$) and course assignment ($R^2 = 9.1\%$) proved to be predictive of the final grade. In pedagogical practice at universities, special attention is paid to active participation. In all study programs is clearly specified the necessity of students’ attendance in the lesson process by setting the threshold of absences up to $25\%$. The same importance is given to course assignment, which in many programs constitutes a requirement for students’ admission in the final exam. More specifically, this paper has tried to point out the weight and importance of the organization of assessment forms, such as portfolio assignments, which is not often encountered in assessment practices Bachelor programs, Master of First Level programs or Master of second Level programs. Portfolio assignments affect positively the final achievement, since it is a way of inviting students to learn systematically and practically as well and an opportunity for the lecturers to assess students based on their products. One of the reasons of portfolio assignments impact can also be the students’ continuous metacognition in their work with the portfolio, which helps them to define more clearly what they have learned and what they still do not know or cannot do properly concerning their progress in the relevant field.

9. Conclusions

Students’ achievements in a particular course are associated with many factors, some of which are not up to the instructor, but the way the course is planned, forms of teaching and techniques selected for their evaluation and their clarification for the students at the beginning of the course increase students’ chance of success. The study revealed that portfolio assignments have a significant impact on students’ academic achievements and this empirical evidence may serve to recommend to instructors at university level to use this technique for assessing students. Even the researchers Biggs and Tang (2011) estimate that portfolio assignments constitutes a great opportunity to help students become more systematic in their learning, to take more responsibility for their progress, to enable them understand their strengths and weaknesses, to help them define the challenges and the work they must do in the future in order to minimize weaknesses, and most importantly, continuous research enables their increase of autonomy in learning.

In Albania, to the author’s knowledge, there have been conducted no studies of the quantitative aspect related to the assessment components of teaching in universities. Even in the world literature such studies are very rare. Data from this study will be useful for students to create a clear idea of the work ahead, enabling them to predict results based on empirical data, but also to their lecturers who based on these findings will be more careful in the assessment of each variable they will use for student’s evaluation. This study, however, has several limitations. Firstly, the sample was selected based on the researcher opportunities for realizing the aims of the study. For that reason we would recommend similar studies conducted methodologically. Secondly, being peculiar from the methodological point of view, the findings of this study cannot be compared with previous studies in the field of assessment of student achievements.

Literatura

Halpern, D. F. (2003) To the University and Beyond: Teaching for Long-Term Retention and Transfer Change, pp. 37–41
Teaching a Foreign Language in a Multicultural Context

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Abstract

Today, teaching a foreign language in a multicultural classroom is a real challenge for the teachers. They have to cope with many obstacles and difficulties while facing an increasing number of diverse multicultural classes. This study aims to examine the language teaching strategies that a teacher should take into consideration while interacting in a multicultural context. Certainly there is a need to enhance the quality of teaching in such environments. In doing so, a teacher should know and understand very well the cultural diversity and recognize the differences among the various cultural and ethnic groups. Affective intercultural communication helps creating and maintaining an environment that encourages good interpersonal relations in class. The article will also consider the influence of native languages in learning a foreign language. The cultural diversity causes differences in perception and ways of learning a foreign language. Since everyone has the right to get equal education, it is very important that teachers should avoid discrimination on the basis of cultural background, language, and ethnicity. Instead, they should foster tolerance and mutual respect in the class.

Keywords: Foreign language, Cultural diversity, Ethnicity, Intercultural, Native language, Multicultural, Interact.

1. Introduction

Today, the population of the world is changing rapidly. The movements of the population from one place to another and interracial marriages have contributed in creating a mixed culture society. The large urban areas are becoming more cosmopolitan and smaller ones are also welcoming different ethnicities. This has undoubtedly influenced the education process. In many places, it is very rare to find homogenous classes. Since the major goal of public education is to enable all children to reach their full potential, (Bennett 2001, p.172) it is the duty and the responsibility of the teachers to enhance the quality of teaching. It means that all students should be subject to equal opportunities in education process. Teachers should be well prepared and trained to meet the educational needs of their students.

As Bennett (2001, p.172) underlines that cultural socialization and sense of ethnic identity influence the teaching and learning process, one should accept the differences in races, cultures, religions, and gender in order to overcome communication barriers. In order to improve or draw new programs one should know his audience (Kuri&Zekaj 2011, p.108). According to Bennett (2001, p. 173) culture refers to a society’s shared beliefs, social values, world-views, and preferred standards of behaving. It is their democratic right to maintain and preserve such values. So it is the duty of teachers to understand and appreciate human diversity while teaching in a multicultural context. During the history there have been many struggles to protect the rights of various ethnic groups regarding education. One of them is the United Negro Improvement Association (UNIA) which still has the largest membership of any African American political organizations (Chapman 2004, p.424). They protested against segregated districts, asked for the same privileges and advantages in education system and for the need of change in curricula (Chapman 2004, p.428).

In her study Capella-Santana (2003, P.188) suggests that multicultural attitudes and knowledge can be changed positively during a teacher preparation program. So if we plan a well -designed multicultural education course in which teachers from different cultural backgrounds share multicultural issues, it would bring positive changes in multicultural attitudes and knowledge of the teachers (Capella-Santana 2003, P.188).

2. Strategies Employed by Teachers

As we know ethnically mixed classes provide a real challenge for the teacher. Gregory & Jones (2009, p. 776)
highlighted the main concern resulting from the internationalization of higher education to be the balancing of professional capability with the requirements of a heterogeneous class. To overcome this concern lecturers use several strategies. According to Gregory & Jones (2009, p. 776) there are four main strategies employed by the teachers:

1) Distancing. It is ideas-focused and structured. In this strategy lecturers tend not to adapt the student needs but instead they keep the focus on ideas in a structured, non-flexible approach.

2) Adapting. It is both ideas-focused and flexible. Lecturers tend to be flexible and change some of their methods and strategies in order to be more inclusive.

3) Clarifying. It is both people-focused and structured. Lecturers tend to make the subject as clear as possible so that students with various needs are fully aware of what is required of them.

4) Relating. It is both people-focused and flexible. Lectures tend to take into consideration the differing needs of individuals and groups and the emphasis is on the development of teacher-student and student-student relationships.

5) Source (Gregory & Jones (2009, p. 776)

In various situations lecturers can choose the strategy which best can suit the circumstances and context of the class.

3. Reviewing Multicultural Literature

When choosing a multicultural text teachers should avoid discrimination on the basis of cultural background, language, and ethnicity. Instead, they should try to be as inclusive as they can. Yoon & Simpson & Haag (2010, p.116) have set several important criteria when reviewing multicultural literature. The main three of them are:

1. Ideology through inferred messages
2. Representation of all people
3. Promotion of critical pedagogy

Figure 1: Shows the suggested criteria and guided questions needed to take into consideration when reviewing multicultural literature. (Yoon & Simpson & Haag 2010, p.116)

The course selection is very important when teaching in multicultural classes. Teachers should be as much inclusive as they can. Text-books should include a wide variety of text. They should include books that promote cultural pluralism or even go beyond the messages coming from the books.

4. Native Language

Native language influences the way how we learn a foreign language. Languages may have similar or different grammatical structure. They might have common or completely different vocabulary. In addition, the nonverbal communication among diverse cultural groups may also be different.

We associate the meaning of a word with our experience and traditions, so the same word might be perceived differently among members of different cultural groups. According to Wade, S.E.&Fauseke, J.R.& Thompson,A. (2008, p.405) we construct situated meanings for words from word associations, which become part of our value-laden theories of the world, or cultural models. All conceptions of cultural value systems share the premise that different cultures propose many distinct answers to essentially the same questions posed by the generalities of the human situation.
(Bachmann 2006, p. 724). By using the same language people become members and representative of their communities. Thus language promotes identity and membership of an individual.

There should be a distinction between spoken and written language when considering the influence of native language in learning a foreign language. This is mainly because of their particular characteristics. There are some languages, such as Arabic language which in their written form are completely different from many other languages. So, there should be paid greater attention to such language diversities. As Rodrigues (2002, p. 1017) highlighted, there is a resistance of teachers to learning to teach for diversity. He categorized this resistance into two types: resistance to pedagogical change and resistance to ideological change (Rodrigues 2002, p. 1017).

5. Conclusion

As the word is heading evermore towards globalization, there is a greater need for multicultural education in today's society. In order to fulfill the obligation for equity in education, the teachers should be well aware of the needs and cultural background of their students. It is the teacher's duty to enhance the quality of teaching and to serve his/her students unbiased. To achieve that one should understand very well the cultural diversity.

An ideal multicultural classroom appreciates different cultures, ethnicities, languages, religions and values. Teachers should employ various strategies in order to overcome barriers regarding these issues. They should promote intercultural communication among students and between students and teachers. Selection of the text books should be inclusive to all cultures and avoid discrimination of minority groups. Multicultural programs should be designed to help teachers from diverse ethnicities share their beliefs and opinions.

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The Impact of Risk Behaviors on Violence among High School Students

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Abstract

Current research suggests that the knowledge of the associations between adolescent risk behaviour and delinquent behaviours such as fighting at school or violence among peers is conceptually and empirically inadequate to substantially provide a base of assessment of adolescent health and risk. The aim of this paper is to contribute towards the knowledge and findings about the relationships between adolescent risk behaviours and violent behaviours among adolescents in an educational setting. From a developmental perspective, links between such behaviors in adolescence are discussed and investigated in light of a psychosocial stress model. This report summarizes results from Youth Risk Behavior Survey (YRBS), the 2011 national survey, conducted among students aged 12-18 in grades 9–12. A total of 15,364 students completed the national survey in 2011 where (N = 7656, 49.6%) were male and (N = 7708, 50%) were female students. Bivariate and multivariate logistic regression analyses showed that the odds of fighting at school are increasingly greater as children's frequency of carrying weapon at school ($\beta = 1.77$, SE = .08), playing videogame and watching TV scores separately increase among different races. When all four predictor variables were considered together, they significantly predicted whether or not a student would fight at school, ($\chi^2 = 478.67$, df = 5, N= 14059, p < .001). Finally, conclusions for future research, behavioral interventions and educational policies on adolescent health are provided.

Keywords: YRBS study, risk behaviors, violence, adolescent

1. Introduction

Adolescence is a transition period characterized by a rapid development when young people acquire new knowledge and skills and are faced with many new situations (Boyce et al., 2008; and Hurrelmann & Richter, 2006). As adolescents go through many physical and emotional changes, they are faced with many pressures and challenges as well, including disadvantages of using technology, the social media, peers using weapons, and academic and behavioral problems. Some risk behaviors such as spending extended hours on watching TV, playing videogame for many hours and carrying weapons or guns at school, established during adolescence can influence the adolescents' social relationships with the others at school. Such adverse behaviours create the roots of a behavioral pattern that might have long-lasting effects at a high cost to the health of young people.

School is such an important social and learning environment influencing not only educational outcomes but also social and behavioral ones. Research shows that children who are not engaged with learning or who have established poor relationships with peers and teachers, are more likely to get involved in socially disruptive and conduct behaviors (Bond, Butler, Thomas, Carlin, Glover, Bowes, & Patton, 2007). Those children who stay more isolated and more engaged with the social media and technology or those who get involved with behaviors such as holding weapons at school are more likely to develop adverse behaviors that may influence others' health as well. Risk behaviour is considered any behaviour that might have undesirable consequences which increase the probability of harm and loss (Cairns and Cairns, 1994). Although there is a vagueness in the literature about the concepts related to risk behaviour, there is a consensus that such behaviours are directly or indirectly related to health, adverse behaviours and inadequate psychosocial adjustment (Hurrelmann & Richter, 2006).

Children from different races may show interest on risk-taking behaviors and violent ones at school. Most of the young children, who get involved with the juvenile justice system, usually come from low income single-parent homes found in poor neighborhoods and have high rates of learning problems, mental health issues, and behavior problems. The juvenile justice system reports that one child every 21 seconds is arrested in the US. Children of color ages 10-17 represent only 16 percent of the overall child population ages 10-17, but make up 34 percent of children arrested, 38 percent of children adjudicated, and 68 percent of children in residential placement (Children’s Defense Fund, 2014).
Incarcerated youth are at increased risk of physical abuse, sexual assault and suicide. There are better choices than incarceration that work for children, keep communities safe, and are more cost-effective. Diversion programs, treatment programs, after-school reporting programs, and family support programs help keep children out of trouble.

Adolescents show a tendency to become either more dependent or independent on various factors and peers. Interactions with peers who show deviant behaviors or who are more socially isolated might result in adolescents getting more involved with risk behaviors during this period.

This work is built on the theoretical basis of social control theory (Gottfredson & Hirschi, 1990). This theory claims that problem behaviors in adolescence are attributed to developed conduct problems early in life. Gottfredson & Hirschi (1990) characterize delinquents who are predisposed to become as such in childhood as those lacking self-control, or being more impulsive, insensitive and risk-taking. They claim that low self-control can result in criminal behavior only when such an opportunity is present. The lack or the presence of self-control is found in childhood and that is where the problem behaviors first emerge. From a developmental perspective, links between such behaviors in adolescence are discussed and investigated in light of a psychosocial stress model (Cohen & Wills, 1985). Evidence suggests that psychosocial stress may increase risk for psychosis, especially in the case of cumulative exposure. A heuristically useful framework to study the underlying mechanisms is the concept of “behavioral sensitization” that stipulates that exposure to psychosocial stress-such as life events, childhood trauma, or discriminatory experiences may progressively increase the behavioral and biological response to subsequent exposures (van Winkel, Stefanis & Germeyns, 2008). This study focuses on understanding young people’s risk behaviors and their impact on developing problem behaviors such as violence. This work seeks to identify and discuss the extent of these habits or risk behaviors and highlight the need for preventive action to “turn this vulnerable age into an age of opportunity”. The aim of this work is to (a) examine the various linkages between risk behaviors and violence in adolescence; and (b) conclude with intervention and policy implications of the findings.

2. Method

2.1 Sampling Procedure and Sample

The Youth Risk Behavior Surveillance System (YRBSS) is conducted by the Center for Disease Control and Prevention and it monitors six categories of priority health-risk behaviors among youth and young adults: 1) behaviors that contribute to unintentional injuries and violence; 2) tobacco use; 3) alcohol and other drug use; 4) sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) infection; 5) unhealthy dietary behaviors; and 6) physical inactivity. In addition, YRBSS monitors the prevalence of obesity and asthma. YRBSS includes a national school-based Youth Risk Behavior Survey (YRBS) conducted by CDC and state and large urban school district school-based YRBSs conducted by state and local education and health agencies. This report summarizes results from the 2011 national survey, 43 state surveys, and 21 large urban school district surveys conducted among students aged 12-18 in grades 9–12. A total of 15,364 students completed the national survey in 2011 where ($N = 7656, 49.6\%$) were male and ($N = 7708, 50\%$) were female students.

Measures

2.2 Predictor variables: Carrying weapon.

The respondents reported their weapon carrying during the past 30 days. Weapon carrying was assessed by asking respondents if they had carried a weapon such as a gun, knife, or club during the past 30 days (from 1 = 0 days to 6 = 6 or more days), this variable was collapsed into a dummy variable (1 = yes, 5.1%; 0 = no, 94.9%). Watching television. The respondents reported the number of hours they watched television on an average school day (from 1 = no watching television to 7 = 5 or more hours per day), this variable was collapsed into three categories (1 = no television, 27.9%; 2 = 1-2 hrs/day, 36.4% and 3 = 3 or more hrs/day, 35.7%). Playing videogames. The respondents reported on the number of hours they spent playing video or computer games or used the computer for something that was not school-related (from 1 = no playing video or computer game to 7 = 5 or more hours per day), this variable was collapsed into a dummy variable (1 = once or more, 66.8%; 0 = never, 33.2%). Race/Ethnicity. The respondents reported their race or ethnicity by selecting one option out of five categories. This variable was collapsed as well into a dummy variable (1 = white, 40.8%; 0 = other, 59.2%).

Dependent variable. Fighting at school. Fighting was assessed by asking respondents how often they had been in
a physical fight during the last 12 months (from 1 = 0 times to 8 = 12 or more times) and this variable was collapsed as well into a dummy variable (1 = once or more, 12.1%; 0 = never, 86.3%).

2.3 Data Analytic Strategy

We used SPSS 20.0 to analyze the data. Bivariate and multivariate logistic regression analyses were conducted to investigate if there is a relationship between youth risk behaviors and race on violence at school. Firstly, we collapsed both predictor and outcome variables to meet the assumption for the logistic regression analyses which predicts a dichotomous dependent variable when the independent variables are either dichotomous or normal/scale. We also checked for multicollinearity. Because tolerance and VIF scores are not available through the logistic regression command, linear regression analyses were conducted and the results showed that all the variables were approximately .87, with an adjusted $R^2$ of .042, so there was no multicollinearity.

3. Results

Results from the bivariate logistic regression are presented in Table 1 which shows the crude odds ratios (CORs), and 95% Confidence Intervals (CIs). The results showed that when each predictor variable was entered alone in the model, it significantly predicted whether or not a student fought at school: ‘carrying weapon at school’ ($\beta = 1.77$, SE = .08), ‘watching television (1)’ ($\beta = .07$, SE = .07), ‘watching television (2)’ ($\beta = .25$, SE = .07) ‘playing videogame’ ($\beta = .11$, SE = .06), and ‘race/ethnicity’ ($\beta = .45$, SE = .06). Table 1 presents the crude odds ratios for each predictor variable which suggest that the odds of fighting at school are increasingly greater as children’s frequency of carrying weapon at school ($\beta = 1.77$, SE = .08), playing videogame and watching TV scores separately increase among different races. Results showed also that youth who watched television for 3 or more hours a day had an increased risk for fighting at school compared to those youth who had not watched television, but there was no increased risk for those who watched television for 1-2 hours/day compared to non-television watchers.

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>SE</th>
<th>CORs</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrying weapon</td>
<td>1.77</td>
<td>.08</td>
<td>5.81</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Watching TV (1)</td>
<td>-.07</td>
<td>.07</td>
<td>.68</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Watching TV (2)</td>
<td>.25</td>
<td>.07</td>
<td>.74</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Playing videogame</td>
<td>.11</td>
<td>.06</td>
<td>1.19</td>
<td>0.001</td>
</tr>
<tr>
<td>Race</td>
<td>-.45</td>
<td>.06</td>
<td>.62</td>
<td>&lt; .001</td>
</tr>
</tbody>
</table>

Results of multivariate logistic regression analyses shown in Table 2, report that when all four predictor variables were considered together, they significantly predicted whether or not a student would fight at school, ($\chi^2 = 478.67$, df = 5, N= 14059, $p < .001$). The odds of fighting at school were increasingly greater as children’s frequency of carrying weapon at school, playing videogame and watching TV scores together increase while controlling for races.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Fighting at school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AORs CIs</td>
</tr>
<tr>
<td>Carrying weapon</td>
<td>5.88 4.98 6.93</td>
</tr>
<tr>
<td>Watching TV (1)</td>
<td>1.07 1.28 1.63</td>
</tr>
<tr>
<td>Watching TV (2)</td>
<td>1.11 1.28 1.47</td>
</tr>
<tr>
<td>Playing videogame</td>
<td>1.57 1.44 1.78</td>
</tr>
<tr>
<td>Race</td>
<td></td>
</tr>
</tbody>
</table>
4. Discussion

Data from a nationally representative sample of 12-18 year old boys and girls indicated that fighting at school are increasingly greater as children’s frequency of carrying weapon at school, playing videogame and watching TV scores separately and together increase among different races. Evidence gathered over the last two decades shows that disadvantaged social environment and habits are associated with increased behavior risks. Understanding the nature and the function of risk behaviours and their link with violent behaviors helps at developing intervention programs that could provide alternative behaviors which are healthier and fulfill similar needs of adolescents. YRBS study findings show how young people’s health changes as they move from childhood into adolescence and their impact on various social and behavioral outcomes. They can be used to monitor young people’s behaviors and determine effective behavior improvement interventions.

In fact young people are often neglected as a population group in health statistics, being either aggregated with younger children or with young adults. Little attention has been paid to social environment and habits related to violent behaviors in this group. Adverse behaviours and health experience during this critical period has short and long-term implications for individuals and society. Life-course approaches to behaviour interventions highlight adolescence as critical in determining adult behaviour in relation to issues such as substance use, carrying weapons, playing videogame for extended hours and so on.

This work has been developed to increase knowledge and understanding around violent behaviors in adolescence from the perspective of risk behaviors allowing researchers, policy-makers and practitioners to convene to analyse data, review policies and interventions and formulate lessons learnt. Specific objectives are to document, analyse and increase knowledge and understanding by: (i) translating research on young people’s behaviors into policies and action within and beyond the health and education sector; (ii) scaling up intersectoral policies and interventions to promote young people’s health; and involving young people in the design, implementation and evaluation of policies and interventions. The findings presented in this study can contribute to different organizations’ upcoming strategies for Europe, Health 2020, which is being developed through a participatory process involving Member States and other partners, including the European Union and its institutions, public health associations, networks and civil society. The objective is to ensure an evidence-based and coherent policy framework capable of addressing the present and forecasting future challenges to young people’s behaviors.

Young people’s behavior choices, including technology dependent habits, engagement with the social media, substance use and weapon use, change during adolescence. Risk behaviors emerge or worsen during this developmental phase and translate into continuing social and behavior problems.

Besides the strengths of this study, there are limitations as well. The data used from the YRBS study included only students who were at school, excluding those who were not in school, we cannot generalize the results to youth who did not attend the school. Another limitation of this study is that the findings do not draw any causality between youth risk behaviors and delinquency, only indicating that as youth displays more risk behaviors they are more likely to be involved with fighting and violent behaviors at school.

Future research is needed to investigate further why some risk behaviors such as carrying weapons at school, watching TV or playing videogame among youth put them at risk for delinquency. These findings have important implications for the timing of behavior interventions and reinforce the idea that investment in young people must be sustained to consolidate the achievements of early childhood interventions. This is vital for individuals as they grow but is also important as a means of maximizing return on programmes focused on investment in the early years and reducing the economic effects of behaviour problems.

References


Common Cultural Turkish words in Albanian and Greek languages

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Abstract

The Balkans has a very important place in human civilization. In history, the Balkans has been the cradle of many cultures and hosted many nations. Greeks and Albanians living in these lands are oldest nations. Then, by the arrival of the Turks, these three nations became neighbors in the Balkans. Turkish, Greek and Albanian nations where influenced by each other. This interaction is to be seen mostly in cultural area. This interaction was more effective in the field of language, especially during the Ottoman period. Many words were transferred from Turkish to Greek and Albanian during this period. Some Greek words were also transferred to Turkish and Albanian. Many words are commonly used, particularly in cultural areas and they are still used. Common words used in these areas Kitchen, tailoring, shipping, customs, weddings and other cultural aspects are indicators of a common culture. In our study, Turkish, Albanian and Greek common Turkish words which reflect the common cultural elements will be handled. We will also discuss the words which reflect the common cultural elements.

Keywords: Turkish, Albanian, Greek, common words, culture

1. Introduction

Language is one of the most important features that separate man from other assets. Human beings as thinking give names to objects and some concepts and created the language. The language is occurred by the agreement. It has been the most powerful means of communication between people. Since very ancient times, researchers made many different definitions about the language. One of these definitions is sufficient. According to Ergin, "The language is a natural tool of understanding among the people. It has its own rules and develops in these rules. Its base was established unknown periods of history. It is a secret agreement which occurred from sounds. It is also a social institution. (Ergin, 2008:3)

Culture encompasses everything from the food, drink, dress, style of living up to moral values. It was the most important elements that make up society since the first human being. In general, culture which is considered as the main identity of a nation's has been incorporated with the language. According to the definition of UNESCO; “that in its widest sense, culture may now be said to be the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only the arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs”. (UNESCO, 1982:2)

Many disciplines interest in culture from language to literature, anthropology, history etc. Because every branches of science that are interesting in human being evaluated their own culture which developed in it. Gökalp who is referring to this fact says about the culture:

"Culture is a compatible collection of religion, morality, law, mind, aesthetics, language, economics and philosophy about only one nation life. On the other hand, civilization is the sum of a common social life of many nations which are the same level of development. (Gökalp, 1997:25)

In time, people form their own cultural world according to the conditions of their culture, the rights and freedoms, geographical, physical and spiritual conditions. What are they more engaged in their region these cultural items keep in the place in their culture. There are a lot of cultural differences between nomadic society and sedentary society. Human beings have needed making a name each new object or notion. This nomenclature is sometimes taken from one language to another, sometimes the folks made it into their own language.

In generally, all material and moral elements that are into the culture of a nation are reflected in their languages. In this respect, there are some words that show each elements of the culture and provide information about this culture.
This also means that culture has influence upon the language and language is the main elements which reflect cultural elements.

Since the time immemorial, the relationship between language and culture has attracted the attention of sociologists and linguists as well. Language and culture, studies on the relationship between language and society has given rise to a new discipline called ethno linguistic. Sapir who is considered the founder of the "Ethnic linguistics" rejected the idea of transferability of the cultural characteristics one culture to another independently from the people. Sapir focused on the correlation between the individual's perception and cognitive faculties in order to explain that people who have the different behaviors, language and cultural background. (Moore, 2004, p.89-90 in Öğuz, 2011:134).

According to Kaplan who said that in a very tight relationship between language and culture: "Every nation creates language and culture for centuries. In the meantime, it flows like a river that passes through land takes some of the elements from the earth. Every civilized nation’s spoken and written language has many words and phrases that were transferred from encountered civilizations. In this regard, the language of every nation is almost a summary of the history of the nation lived through the ages." (Kaplan, 2011:152).

According to Aksan who said “Language contains all the elements of culture": “If one foreigner who doesn't know Turkish and has been in neither Anatolia nor other Turkic countries learns Turkish in anywhere all over the world can acquire a lot of information on the Turkish culture and is able to recognize that culture by just studying Turkish vocabulary. (Aksan, 2011:21)

"Through all its verbal and non-verbal aspects, language embodies cultural reality." “Language is a system of signs that is seen as having itself a cultural value. Speakers identify themselves and others through their use of language; the view their language as a symbol of their social identity. The prohibition of its use is often perceived by its speakers as a rejection of their social group and their culture. Thus we can say that language symbolizes cultural reality." (Kramsch, 2003:3).

In this study, we will focus on Turkish linguistic elements in Greek and Albanian languages. These works have been used in the determination of Turkish words in Greek:

- **Common Turkish and Greek Idioms and Proverbs** (Türkçe Ve Yunancadki Ortak Deyim Ve Atasözleri) written by Herkül Milas,
- **The dictionary of Turkish Words That Transferred Other Languages** (Türkiye Verintiler Sözlüğü) written by Güzay Karaoğlan,
- **Turkish Cultural Words in Balkan Languages** (Balkan Dillerindeki Türkçe Kültür Kelimeleri) written by Hatice Aksel
- **The Evaluation Of The Joint Vocabulary In Turkish And Greek In Point Of The Cross-Cultural Interaction** (Kültürelarasi Etkileşim Bağlamında Türkçe ve Yunancadaki Ortak Sözcürlüğünün Değerlendirilmesi) written by Mustafa Yaşgın

In the Albanian, in order to identify the determination of Turkish words into Greek and Albanian languages we benefited from these works:

- **Dictionary of Orientalistic Words in Albanian** (Fjalor i Oriantalizmave Në Gjuhën Shqipe) written by Tahir N. Dizdari
- **Turkish Words In Albanian Language And Comparing Them With Other Balkan Languages** (Mbi Huazimet Turke Në Gjuhën Shqipe Krahasuar Me Gjuhët E Tjera Të Ballkanit) written by Lindita Latifi xhanari
- **The Evaluation Of The Joint Vocabulary In Turkish And Greek In Point Of The Cross-Cultural Interaction** (Kültürelarasi Etkileşim Bağlamında Türkçe ve Yunancadaki Ortak Sözcürlüğünün Değerlendirilmesi) written by Mustafa Yaşgın
- **The Sound Changes in Turkish Words in Albanian Language** (Türkçenden Arnavutçaya Geçen Kelimelerdeki Ses Değişmeleri) written by Adem Balaban

In this study, we firstly determined which cultural titles shall be and which words shall be collected under these titles. In the distinction made by the fields of cultural elements, the linguistic elements are listed in alphabetical order under these titles. When we are choosing the words, we preferred them which are used in daily language.

One language’s influence on other language is not to be only their own linguistic elements. Sometimes linguistic element is transferred to other language as a meaning; sometimes new indicators are produced in that language according to affecting language. In such cases, linguistic elements can be changed but cultural indicators are not changed. In this study, we tried to show examples of Turkish linguistic indicators in Albanian and Greek languages.

When we show examples in these three languages, tried to give in Greek, Albanian and Turkish forms due to phonetics and morphologic changes in these words. Furthermore, English forms of these words are also given to the
2. The Relationships between Turkish, Greek and Albanian

Turks migrated from the steppes of Central Asia into Europe during the emigration of the nations. At the end of this migration, Turks who settled in Europe, including the Balkans interacted with other nations living there in many areas. The interaction which started at this period rose to the highest level during the Ottoman period. This interaction has been most effectively on language and culture fields. Especially during the Ottoman period, Turkish and Turkish culture has influenced many Balkan languages and cultures. This interaction occurred mostly in Serbian, Bosnian, Albanian and Greek. In particular, Serbian, Greek and Albanian transferred many words from Turkish.

Karaağaç explains that there are approximately 3000 Turkish words in Greek at his study of “Dictionary of Turkish Words in Other Languages (Türkçe Verintiler Sözlüğü)”. (Karaağaç, 2008:LXIV). According to the researchers working on the Turkish words in Greek, these numbers ranged from 1500-3000. According to Karaağaç, the presence of Turkish words in Greek is 3000 in the study of Kukقيد in 1960. This number is 1968 in the study of Georgidas in 1974. There are Turkish words in “Etymological Dictionary of Giagkoullis” in 1994. (Karaağaç, 2008:LXIV)

Exchanging the word was not unilateral. At the same time, Turkish also transferred Greek words. According to Karaağaç, the number of these words are 900 in Konstantinos’s study in 1960 and this number is 597 in Tzitzilis’s book published in 1987. (Karaağaç, 2008:LXIII)

There are also many Turkish words in Albanian which affected by Turkish. According to Dizdari, the number of these words is 4406. (Dizdari, 2005:4)

As it is seen, to be used very common word shows that these three nations affected each other in terms of culture. Language which is a carrier of culture transferred cultural values from one society to another due to these cultural words. This cultural transfer and approaches are observed not only the linguistic level but also many areas such as lifestyle, social life etc. "In Turkish and Greek communities, the conclusions can be obtained from the common linguistic indicators as well as behavior is reflected in the social and cultural factors. (Yağbasan, 2010:369)

Any foreign word in a language carries marks its cultural layer. According to Aksan, “The word related catering, cuisine and nutrition shows the layout of feeding in a community. The foreign names within the one language’s vocabulary bring out the effects of other culture." (Aksan 1998:66)

In the history, the Turks, Albanians and Greeks lived together as neighbors a long time. As a result of these relationships languages and cultures influenced each other. According to Aksan, sharing the same geography plays linguistically an important role in this interaction. Aksan expresses it like this:

"As a conclusion of the sharing of the same geography by different communities, the continuity of the words exchange is observed in the historical process. Moreover, it may be witnessing that the situation that are explained above changes the face of the languages." (Aksan, 1998:139).

According to Yağbasan who is referring to this issue, "The neighborhood is an undeniable fact that the effect of the existence of the relationship. Geographical and theological neighborhood and proximity makes exchange between the languages natural." (Yağbasan, 2010:371)

3. Cultural Items

Every nation lived in a system of customs, their faith, morals, law, education etc. in the historical process. This lifestyle and worldview provided that every nation has its own culture. Culture which contains a number of items in their own culture influenced them as well as they have developed through life style and philosophy of life. Major elements of culture include:

a. Language,
b. Religion,
c. Education,
d. Economics,
e. Technology,
f. Social Institutions
g. Traditions And Customs,
   a. Moral Values
   b. Art,
c. Literature,
d. Folklore,
e. Music
f. Symbols
g. Taboos And Ceremonies
Many researchers have made various divisions on the reflection of the cultural elements to the linguistic indicators. We try to give our own classification because capacity of this study was not sufficient to count them.

1. Plant names
2. Animal Names
3. Food culture
4. Goods, material or object words
5. Maritime-related words
6. Argo words
7. Business and Money, weight, number and size
8. Everyday cultural (abstract) words
9. Urban Planning, building, building materials and related words with hand tools
10. Nomenclatlon words
11. Games - fun words
12. Military (war and peace) concepts and words
13. Business, Occupational and Vocational names; Vocational Equipment and Supplies
14. Geographical terms
15. Clothing and Finery, Fabrics, Leather, Rope, Embroidery and Accessories
16. Terms of Medicine and Health, Human and Animal limbs
17. Paint, Color, Fragrance and Cosmetic

4. Turkish Cultural Words in Greek and Albanian

Turkish words in Greek that are still being used in the present, distribution of these words are possible to tabulate the following way. Yağbasan made a classification on the daily used words. (Yağbasan, 210:71)

Table 1: Classification on the daily used words.

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Cultural Topic</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plants (vegetables, fruit), and the presence of food</td>
<td>99</td>
</tr>
<tr>
<td>2</td>
<td>Goods, material or object words</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>Street (slang) language words</td>
<td>37</td>
</tr>
<tr>
<td>4</td>
<td>Seafood and seafood related words</td>
<td>32</td>
</tr>
<tr>
<td>5</td>
<td>Cultural frequently used words in some mixed</td>
<td>31</td>
</tr>
<tr>
<td>6</td>
<td>Everyday cultural (abstract) words</td>
<td>24</td>
</tr>
<tr>
<td>7</td>
<td>Everyday (concrete) words</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>Building, construction materials and hand tools related words</td>
<td>28</td>
</tr>
<tr>
<td>9</td>
<td>Nomenclatlon words</td>
<td>18</td>
</tr>
<tr>
<td>10</td>
<td>Games - fun words</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>Military (war and peace) concepts and words</td>
<td>14</td>
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<tr>
<td>12</td>
<td>Theological words and phrases</td>
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<td>13</td>
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<td>14</td>
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<td>16</td>
<td>Animal names</td>
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<td>17</td>
<td>Element words</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>430</strong></td>
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</tbody>
</table>

According to the study which is studied by Aksel on the all Balkan languages, Albanian, Turkish and Greek words used in the distribution of co-culture are as follows: (Aksel, 2005:12) (Aksel, 2005:12)
Table 2: The cultural topics which Albanian, Turkish and Greek words are used

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Cultural Topic</th>
<th>Number of Words Used in Albanian</th>
<th>Number of Words Used in Greek</th>
<th>Number of Commonly Used Words</th>
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<tbody>
<tr>
<td>1</td>
<td>Urban planning, construction, building elements and materials</td>
<td>96</td>
<td>63</td>
<td>54</td>
</tr>
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<td>2</td>
<td>Business, occupational and vocational names; vocational equipment and supplies</td>
<td>148</td>
<td>122</td>
<td>116</td>
</tr>
<tr>
<td>3</td>
<td>Household and kitchenware</td>
<td>140</td>
<td>84</td>
<td>77</td>
</tr>
<tr>
<td>4</td>
<td>Clothing and finery, fabrics, leather, rope, embroidery and accessories</td>
<td>110</td>
<td>89</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>Food and beverages, spices</td>
<td>44</td>
<td>37</td>
<td>23</td>
</tr>
<tr>
<td>6</td>
<td>Plant names</td>
<td>65</td>
<td>64</td>
<td>47</td>
</tr>
<tr>
<td>7</td>
<td>Animal names</td>
<td>31</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>Business and money, weight, number and size</td>
<td>62</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>9</td>
<td>Horses and horse teams</td>
<td>21</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Terms of medicine and health, human and animal limbs</td>
<td>37</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>Metals, stones and chemical substances</td>
<td>33</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>12</td>
<td>Paint, color, fragrance and cosmetic</td>
<td>14</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>Verbs</td>
<td>42</td>
<td>15</td>
<td>8</td>
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<tr>
<td></td>
<td>Total</td>
<td>843</td>
<td>523</td>
<td>473</td>
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According to classification of the above, we offer the following to set an example for the list from a portion of the detected words. We tried to choose the words very different cultural areas to give an idea of the general.

4.1 Plant names

<table>
<thead>
<tr>
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<th>Greek</th>
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<td>Bamje</td>
<td>Bania</td>
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<tr>
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<td>Çay</td>
<td>Çaj</td>
<td>Tsai</td>
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<tr>
<td>Hurma</td>
<td>Hurma</td>
<td>Hurma</td>
<td>Hurmas</td>
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<td>Karanfil</td>
<td>Karafil</td>
<td>Karafili</td>
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<td>Fasule</td>
<td>Fasoula</td>
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<td>Musmula</td>
<td>Mushmula</td>
<td>Mousmoulaf</td>
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4.2 Animal Names

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<td>Haivani</td>
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<td>Tiger</td>
<td>Kaplan</td>
<td>Kapilan</td>
<td>Kaplani</td>
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<tr>
<td>Monkey</td>
<td>Maymum</td>
<td>Majmun</td>
<td>Maymu</td>
</tr>
<tr>
<td>Goat</td>
<td>Keçi</td>
<td>Keci</td>
<td>Katsika</td>
</tr>
<tr>
<td>Stork</td>
<td>Leylek</td>
<td>Lejlek</td>
<td>Leleki</td>
</tr>
<tr>
<td>Coyote</td>
<td>Çakal</td>
<td>Çakall</td>
<td>Cakal</td>
</tr>
<tr>
<td>Nightingale</td>
<td>Bülbül</td>
<td>Bilbil</td>
<td>Bülbül</td>
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4.3 Food Culture

<table>
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<th>Greek</th>
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<td>Baklava</td>
<td>Baklavas</td>
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<td>Byrek</td>
<td>Bourek</td>
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<td>Halvah</td>
<td>Helva</td>
<td>Hallvë</td>
<td>Chalva</td>
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<tr>
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<td>Kadayf</td>
<td>Kadaif</td>
<td>Kadafi</td>
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<tr>
<td>Cream</td>
<td>Kaymak</td>
<td>Kajmak</td>
<td>Kaimaki</td>
</tr>
<tr>
<td>Meatball</td>
<td>Köfte</td>
<td>Qofte</td>
<td>Kafta - Kefedes</td>
</tr>
<tr>
<td>Rice</td>
<td>Pilav</td>
<td>Pilaf</td>
<td>Pilafi</td>
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4.4 Goods, Material Or Object Words

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<thead>
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<th>Greek</th>
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</thead>
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<td>Xham</td>
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<td>Çardak</td>
<td>Çarpe</td>
<td>Tsurapis</td>
</tr>
<tr>
<td>Socks</td>
<td>Çorap</td>
<td>Flikhan</td>
<td>Filizani</td>
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<tr>
<td>Cup</td>
<td>Fincan</td>
<td>Kuti</td>
<td>Kouti</td>
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<td>Kutu</td>
<td>Perde</td>
<td>Berdes</td>
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<td>Perde</td>
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4.5 Maritime-Related Words

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<td>Octopus</td>
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<td>Oktapod</td>
<td>Tsurapodi</td>
</tr>
<tr>
<td>Gilt-Head/Bream</td>
<td>Çipura/Koc</td>
<td>Çipura</td>
<td>Tzurapi</td>
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<tr>
<td>Mussel</td>
<td>Midye</td>
<td>Midhje</td>
<td>Miza</td>
</tr>
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4.6 Argo Words

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<td>Budalla</td>
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<td>Rip</td>
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<td>Çapkên</td>
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<tr>
<td>Infamous</td>
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<td>Rezili</td>
<td>Rezil</td>
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4.7 Business And Money, Weight, Number And Size

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<th>Greek</th>
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<td>Dinar</td>
<td>Dinar</td>
<td>Dhinario</td>
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<td>Haraç</td>
<td>Haraç</td>
<td>Hartsi</td>
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<td>Kira</td>
<td>Qira</td>
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<td>Money</td>
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4.8 Everyday Cultural (Abstract) Words

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<td>Ashik</td>
<td>Asikis</td>
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<td>Bereqet</td>
<td>Bereket</td>
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<td>Kallaballëk</td>
<td>Kalabaliki</td>
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<td>Dert</td>
<td>Derti</td>
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<td>Oh</td>
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<td>Sevda</td>
<td>Sevda</td>
<td>Sevdas</td>
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</table>

4.9 Urban Planning, Building, Building Materials And Related Words With Hand Tools

<table>
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<tr>
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<th>Greek</th>
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### 4.10 Nomenclature Words

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<td>Baba, Atë</td>
<td>Babas</td>
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<td>Bey</td>
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<td>Beis</td>
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<td>Afendis</td>
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<td>Hamall</td>
<td>Hamalis</td>
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<td>Mysafir</td>
<td>Musafiris</td>
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### 4.11 Games - Fun Words

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<td>Karagjoz</td>
<td>Karagoz</td>
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<td>Çifteteli</td>
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<td>Zurnas</td>
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<td>Saz</td>
<td>Saz</td>
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### 4.12 Military (War And Peace) Concepts And Words

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<th>Greek</th>
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</tr>
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<td>Ferman</td>
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<td>Firmani</td>
</tr>
<tr>
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<td>Fiseki</td>
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<td>Dyfek</td>
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### 4.13 Business, Occupational And Vocational Names; Vocational Equipment And Supplies

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<td>Çoban</td>
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<td>Esnaf</td>
<td>Esnaf</td>
<td>Sinafi</td>
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<td>Haliyash</td>
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### 4.14 Geographical Terms

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<td>Hartis</td>
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<td>Dounya</td>
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<td>Hava</td>
<td>Havas</td>
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<tr>
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<td>Bora</td>
<td>Bor</td>
<td>Bora</td>
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</table>
5. Conclusion

The Turks, Albanians and Greeks who lived next to each other in the history. They are influenced from each other and influenced each other in terms of the language and culture. During the Ottoman period, this interaction has occurred mostly Turkish and Turkish language influence on the others. In this interaction, many of Turkish words were transferred to Greek and Albanian. Turkish quoted words in Greek and Albanian moved to the Turkish culture to Greek and Albanian culture. In our study, 473 Turkish words with a common cultural value have been identified. These Turkish words are classified under the headings of culture and are given their spellings in Greek, Albanian and English. As shown in the above, the majority of the elements of Turkish cultural words in Greek and Albanian show that these nations have common values in many cultural fields.

These days which people are othering some people under the pretext of the smallest issues and people are increasing feelings of hatred, people should meet at least one of the commons and work to make the world a happy and peaceful. To accomplish this is not to be keeping alive some negative and false things in history but can be achieved with an emphasis on good things in history.

In this subject all scientists should be in the role. Some inaccuracies in history are not related to nations but they should be given to person. These errors were usually made by those who have been living at the time administrators and intellectuals. In fact, they were also person and could make some mistakes. These mistakes should not cost a whole nation, they should not transformed into hatred between nations.

Instead of hatred, fights and war, some common features that arising from the partnerships with number of lives. These are the cultural, linguistic common features. The issue will serve two nations to approach and to love each other.

Pulling attention to the existence of a number of linguistic and cultural partnerships between the two nations will serve to keep alive the friendship between the two nations. This situation also will contribute to world peace.
References

Ergin, Muharrem. (2008) Türk Dili Bilgisi, Bayrak Basım Yay., İstanbul,
UNESCO, Mexico City Declaration on Cultural Policies World Conference on Cultural Policies, Mexico City, 26 July - 6 August 1982.
Methodical Aspects Applied into Teaching Motoric Activities to 10-15 Years Old Schoolchildren

Ardian Shingjergji

Elbasan University " Aleksandër Xhuvani ",
Faculty of Education Sciences,
Email: ardianshingjergji@gmail.com

Doi:10.5901/jesr.2014.v4n2p271

Abstract

Teaching motoric activities during the physical education classes comprises an important methodical aspect of the teacher’s work, relying on the didactic principle of adjusting the teaching materials and means as well as the standards of the physical, intellectual and motoric abilities in children of different ages and genders. Being intimately aware of the realities in which the physical education classes take place in some of the 9-year-schools, in Elbasan Town, the object of our study and analyses have been the problems encountered with the methodical activities of the teachers instructing 10 – 15 age-group children, as in the following: The schoolchildren’s role and their readiness in acquiring motoric activities. The constitution of the motoric wonts and their relations with the structure of motoric activities. The psychological aspect of teaching motoric activities. Methods used in this study include surveying, observation, communication and measurements. Understanding and evidencing these problems will first of all, serve to teachers working with this targeted age-group of children as well as to the preparation of the physical education students at the Faculty of Education Sciences.

Keywords: methodical aspect, motoric activity, physical readiness, physical ability, motoric wonts.

1. Introduction

Teaching motor actions to schoolchildren is a long and complicated process, requiring the involvement of both teachers and students and aiming to reach specific instructive, educative and health objectives. However, the success for a better acquisition of the curricula or the lack of success thereof, depends on providing certain conditions constituting the teaching process precursory “platform”. Among other conditions we can mention the disposition of the teacher and students as well as the availability of the didactic and instructive means.

The teachers’ general thought is that students are always inclined to learn. This assertion is true but with some exceptions. The observations, surveys and questionnaires used to understand the teaching –learning process in physical education classes show that the only students amply inclined to learn are the ones who have gained a certain motoric experience, have the proper physical development, be it cultivated or “nature-gifted”, as well as demonstrate obvious and affirmed diverting interests to deal with physical exercises and sports. The greatest part of the students does not show to be willing to learn motor actions. In these terms, we can say that it belongs, first of all, to the physical education teachers to promote the students physical, motoric and psychological readiness to acquire new knowledge.

Teaching motor actions requires students to possess a certain level of physical qualities, (suchlike speed, deftness, strength and resistance). In terms of the teaching practices, prior to commencing the classes teaching motoric activities, teachers preliminarily try to understand the development level of the students’ physical qualities, (however, studies show that only 40-50 % of teachers try to understand them). In cases the development level of the physical qualities is unsatisfactory, teachers plan more time and make more means available to help them acquire the proper physical preparation. In our schools this has been achieved during the classes’ preparatory phase, during regular classes, by providing extracurricular assignments, (10% of the teachers manage to realize this aspect), as well as during other free time sports activities. Regarding the students’ motoric readiness, surveys and observations to the teaching processes show that the level of acquisition of the motoric activities curricula depends in a great scale on the level of the students’ formation as well as on the scale of their orientation. If they have sufficient and right perceptions of the main elements of the motoric activities, it will not be difficult for them to match motor actions introduced with their previous orientation base, (selected synthesis). The students’ motoric perceptions take shape gradually during time their motoric experience increases. At the end of their school age, only children who have developed their experiences, in terms of
performing motoric activities can exercise combined motor actions and their compound elements. (Dobler, 1961, Lewin, K, 1967). The rest of the children who cannot do those actions (50 – 60% of them), display non-sufficient motoric experience and do not possess certain movements of motoric combination, during their school years. If on the contrary they have been object to the multi-annual and effective teaching of the motor actions they are able and inclined to fulfill the combinations of motoric exercises. (Schreiter, 1963, Blume, 1965). Psychological readiness makes up another aspect of the development methods in education at school. It presupposes the motivation of the students’ motor actions, in their learning process. In the physical education, teaching process is successful when reaching objectives persist as dominating motif in the course of the exercising actions. However, the motives, (those with positive tendency), are not usually inherited by students, they are cultivated by since early childhood in their families and later on by their teachers. Teachers realize it by “taking advantage” to their cognitive, amusing, healthy and affirmative interests. The teacher should intend to link the realization of certain objectives not only with the students' narrow interests but even with the group ones. It is only by this way that teaching motives become dominant and motoric exercising renders conscious and active.

At the 9-year schools there are many examples encouraging teaching motives. In the races of sports activities among parallel classes and schools, the success of the group depends on the qualitative level of the acquiring motor actions by each single individual.

In order to ensure a sufficient level of the students' psychological readiness in the teaching process, the teacher selects certain motor actions having stimulative scale of difficulty and at the same time to guarantee their physical and health safety.

2. Results and Discourse

2.1 Role and the impact of the physical readiness in the qualitative acquisition of the motor actions.

10 yr-old students begin their fifth grade physical education class not only with specialist teacher but even with a series of changes in their bodily motoric system, in their physical physiological and psychological indicators. In Table 1.2, have been presented some of the main (average), physical and psychological indicators for the group-age of the 10 – 15 yr-old students.

The assessment of the students’ physical growth has been done on the bases of the harmony among the main anthropometric indicators suchlike: the weight, bodily height, and the chest perimeter. As a rule, the students featuring average anthropometric indicators feature the physiological indicators and the physical and motoric abilities at the same level, too. The opposite occurs with students featuring under-average and lower indicators. The difference among the students with high physiometric indicators, and those with average level indicators varies from 11-32%, whereas the difference among students with average level indicators and the ones with lower level varies from 9 – 33%.

Their motoric experience, as compared to the first grade pupils (6 years old), is greater but is still continues to be insufficient as compared to the eighth grade students. In the years of the 9-year school cycle they learn more new motor actions in disciplines such as athletics, gymnastics as well as in other sports games. A natural question derives from all this: Do the 10 – 15 students have the physical readiness to successfully acquire the physical education curricula?

The observations made by us, (the leading pedagogue and the physical education students, Faculty of Education, “Aleksander Xhuvani” University) with some schools in Elbasan Town, divulge that there are some motor actions that students can be executed only in the conditions of a sufficient level of development in their physical abilities such as the strength, velocity, resistance, elasticity. A feature of the content of the physical education curricula for the V – VIII grade students are exercises with dynamic, kinematic, as well as mix ones, (dynamic-kinematic). The dynamic feature of motor actions is clearly reflected in the dominance of the strength features, (static, locomotor, velocity and the resistant strength) especially in athletics and gymnastics. In sportive games, there are, generally, mixed-structure motor actions, in which the physical abilities and kinematic elements (angles, amplitudes, rhythm, and trajectories) often are alternated with each-other, in the motion qualitative execution priorities, (Kacurri, A. 2000).

What are our data regarding the students’ physical readiness? To answer those questions we should refer Table 3, which reflects the physical readiness average level data for the 10 – 15 age group students, according to the curricula disciplines expressed in %.

As data confirms, the students do not have the necessary physical readiness to acquire various motor actions qualitatively, which brings out the need for a differentiated treatment. More acute results are obtained regarding the physical preparations of V-grade students, since the number of the new motor actions, compared to the VI-VIII grades, is
more numerous. Also, from our observations and conversations we have ascertained that there are many teachers who think (and act), that the motoric elements predicted by the V-grade curricula should be acquired within the same academic year. This makes them to haste and pay more attention to the technique alone, while forgetting the physical preparation as well as the fact that the motoric elements further imperfection goes on gradually in the successive grades.

2.2 Formation of the motoric wonts and deftness and their relations with the structure of the motor actions.

The following have resulted from the observation of the teaching process regarding the formation of the students' motoric wonts and deftness:

First, the quality of perceptions regarding the goals and the ways to achieve them is conditioned by the level of the suitability of the motoric action to be taught.

In fact, the students’ motoric envisioning are formed on the bases of the knowledge given by the teacher as well as their own experiences. Our observations show that in 40-50% of the cases, there exist no clear envisioning in the students’ memory about the motoric tasks and the ways to resolve them. Among many cases we are bringing, as an instance, students who have never jumped over the vaulting horse, have never exercised on gym tools, (gym iron bars and parallels). The issue is more acute with the V-grade students, (partly with those of the other grades), who do not have correct envisioning for the greatest part of the motor actions, regarding the aim and the ways they should be executed.

What did we notice and how do our teachers resolve this problem in their daily practice? In order to make motoric tasks as suitable as possible, about 40% of them plan and realize differentiated motor preparation, by using exercises similar or approximate to the real ones or special exercises. In other cases which do not use this methodic choice, the students do not result to acquire motor actions effectively.

Second, in the first phase of the teaching process, the tests for the motor actions do not result to have the proper result. In most cases, such a result is for the second phase, as well and this is because students do not understand where the success of their efforts depends on, (what are the crucial elements and what ways the second-hand elements are connected to the execution of the motor actions). Especially for the V-Grades, for instance, it results that students cannot execute the backward somersault, because they do not know that rolling speed should increase too much while the bodily weight is transferred on the shoulders’ horizontal axis. It has been noticed that, there is inconsistence among the verbal and concrete (visual), cognition, material cognition, (auxiliary exercises) and natural cognition (exercising), which brings a vague orientation base and makes up the cause the students cannot realize motoric tasks. In this aspect, there is no doubt that assistance provided by the teachers takes a crucial importance, in the form of instructions so that students strengthen their orientation base and realize their motoric tasks successfully.

2.3 The psychological aspects linked with the teaching of the motor actions.

Some of the most salient psychological elements observed in the teaching of the motor actions to 10-15 yr-old students is the attention, remembering and motoric restraining which comes as a consequence of the protective reflexes. These psychic phenomenona, which emerge in different levels and ages, condition the differentiation in teaching motoric motions. The physical potential is conditioned by the psychical condition. (Antonelli, Salvini, A., 1989). To this regard the following cases are presented:

First case: control of the motoric objects and situations by the students.

The experienced teachers know that the difficulties of accomplishing the motoric tasks depend on the volume of the objects and situations students are faced with. These are psychical operations requiring optimal levels of attention’s dispersal and mobility. It results from our observations that 30-40% of the students are able to consciously control all the motoric elements. What are the ways out teacher act during the teaching process? They divide exercises in logical sequences, teaching them one at a time. Then they make their gradual unification until the motor actions have exercised as a whole. At first sight it looks right but it is noticed that there are many students who cannot perform them correctly. The main cause is that teachers haste to teach the whole set of the elements making their possession very difficult.

Second Case: volume and the speed of information.

The suitability of the motoric task depends too much from the volume of its compound elements. This volume is consequently linked with the students’ ability to memorize only the optimal portions of this information. The answer is product of limited situation analyses (Sabiene, F., Rossi, B., Cortili, G., 1986). For the beginners, the information analyses take longer to be perceived and understood, only to be gradually improved while the motoric experiences
increase.

Our observations show that despite age, gender and the lack of experience, our teachers are oriented solely by using their intuition. So, i.e. the long jump with 2–3 steps run than with 4-6 steps actually serves to increase the speed of the neuro-muscular sensitivity but not to the attention dispersal into its compound elements. Here the differentiation is almost absent.

Third case: protective reflex and the motoric refraining.

In the physical education curricula there are such motor actions as jumping over the vaulting-horse, exercises in gym tools, etc, bearing even the risks of physical safety. Sensing the risk makes up the main cause generating self-protective reflexes, the result of which are awkward motions to slowdown and even to complete interruption. The students’ learning suitability for exercises is significantly low in cases when risk presence is increasing in them. What results from our observations to the teaching classes is that most of the teachers do not pay the proper attention to this problem. In all cases when they have increased efforts to minimize the unsuccessful motor actions and have increased the safety conditions, the students have accomplished their motoric tasks more correctly.

3. Conclusions and Recommendations

1. The successful teaching of the motor actions depends on both the teachers and students’ cooperation, aiming to achieve teaching, educating and health objectives of the curricula.

2. Being successful in acquiring the curricula motoric tasks depends on the teachers and students’ readiness as well as on the availability of the didactic and teaching means. The methodic and organizing progress of the classes should secure the students’ physical, motoric and psychological readiness.

3. The observations accomplished to the physical education classes testify that teaching and acquiring motor actions requires a sufficient level of physical abilities. This is the reason why the teachers should plan, time and again, a period of time to be dedicated solely to the students’ preliminary physical preparation, so that they acquire the necessary minimum of their physical readiness.

4. The students’ motoric preparation should suit to the specific features of the motor actions so that they understand the logic of the motions and focus their attention on the main points of their successful execution.

5. Checking the objects of motoric situations and the speed of information depends too much on the level of the students’ psychomotor abilities whereas the protective reflexes depend on the scale of getting impressed and the safety during the execution of the motor actions.

6. We believe that identifying, understanding and discussing the problems presented in this study will serve the physical education teachers in 9-year schools in their didactic process as well as to the students of this profile at the Faculty of the Education Sciences in the course of their work in the future.

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### Table No.1 Indicators of the Physical Growth in 10 – 15 yrs-old Children (average)

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<thead>
<tr>
<th>Age (yrs)</th>
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<th>Girls</th>
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<td>Height</td>
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<td>Weight</td>
<td>Height</td>
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<td>138.2</td>
<td>67.1</td>
<td>33.7</td>
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<td>48.5</td>
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### Tabela No.2 Frekuenca e pulsit të nxënësve 10 – 15 vjeçarë (në 1 minutë)

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<td>15</td>
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### Table No. 3 The average Level of the Students’ Readiness, Grades V – VIII (according to specific disciplines %)

<table>
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<td>80</td>
<td>90</td>
<td>80</td>
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<td>50</td>
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<td>3. Hurling</td>
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<tr>
<td>II . Gymnastics</td>
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<td>60</td>
<td>65</td>
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<td>80</td>
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<tr>
<td>3. Jumping</td>
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<td>40</td>
<td>50</td>
<td>60</td>
<td>15</td>
<td>20</td>
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<td>III . Sport Games</td>
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<tr>
<td>1. Basketball</td>
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<td>75</td>
<td>80</td>
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<td>3. Handball</td>
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<td>70</td>
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Migration and Educational Situation in Social Geographic Area of Lapraka

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Abstract

Physical–geographic and social economics conditions have made Tirana too attractive for the population of different territories of our country. Eleventh unit is chosen for living by incomers due to the appropriate regional position, due to free existing areas and also lower rents etc. This is the mean reason why the population number is increased every year indicated by natural increase and migratory movements. Also in this unit, the increase of population’s number is associated with numerous social and economic problems. Multiple arrivals of the population and their concentrations in the eleventh municipal unit are not associated with the establishment of educational facilities for which the locals need. Normal conditions of housing and infrastructure enhance the quality of citizen’s life and thus facilitating contribution to sustainable development. Community participation in everyday activities is essential for living. Very helpful in this direction are the degree of education and training to individuals, as for the ordinary citizens and members of the community as well as the professionals. The education is the right way to stay away from the poverty, and the book is the right choice to follow this way. So the education is the main factor for a long term sustainable development. Progress in education affects the growth of the level of emancipation of society, contributes to the perfection of the powers of the active population, reduction of morbidity, mortality, and in fertility reduction coefficient. It is the duty of all levels governance to not allow the degradation of the situation to the point that people lose hope to improve their children’s lives.

Keywords: Structure of the population by educational attainment, illiteracy, summer camps ect.

1. Hyrje

Tirana e pas vitzë 1990 ishte e papërgatitur për të përballuar ndryshimet e mëdha politike, sociale dhe ekonomike dhe sot mund të thuhet se Tirana është një këndvështrim ekonomik, social, kulturor dhe arsimor, varfëria, papunësia, droga, fëmijët në rezik, prostitucioni, dhuna në familje, braktisja e të moshuarve janë probleme të dukshme dhe në rrjete me të cilat duhet të përballet qeverisja vendore në Tiranë.

2. Migrimi dhe Situata Arsimore- Sociale ne Laprakës

Kushtet e favorshme fiziko- gjeografike dhe social-ekonomike e kanë bërë Tiranën kaq atraktive për popullsinë e trevave të ndryshme të vendit tonë. Hapësira sociogeografike e Laprakës është më e përgjegjshme për banorë dhe qytetarë të qytetit. Njësia Bashkiake 11, numri i popullsisë ka ardhur duke u rritur nga viti në vit, e ndikuar nga shtimi natyror edhe nga lëvizja migratorëve. Integrimi i popullsisë në Njësia Bashkiake 11, konsiderohet një fenomen normal dhe relatvisht i shpejtërë për vetë faktin se të ardhur të përkohëshëm rreth 75% të popullsisë së njësise në Tiranë. Njësia Bashkiake 11 është më i lartë më të shpesh të kësaj situate si rrugën më të mirë në UserID. Njësia Bashkiake 11 është më i lartë më të shpesh të kësaj situate si rrugën më të mirë në UserID. Njësia Bashkiake 11 është më i lartë më të shpesh të kësaj situate si rrugën më të mirë në UserID.
përsa i takon viteve mesatara të shkollimit për personat mbi 15 vjeç, duke qënë nën nivelin mesatar të këtij treguesi për qytetin më shumë se njësitë e tjera.

Grafiku 1 : Vitet mesatara të shkollimit për popullsinë mbi 15 vjeç, sipas Njësive Bashkiake, 2001 Burimi (INSTAT 2001)

Po këto njësi karakterizoheshin nga një përqindje e lartë e personave me arsim tetëvjeçar, gjë që padyshim ka ndikuar në treguesin e viteve mesatara të shkollimit. Nga anketimet e kryera, për njohjen e situatës 10 vjet më pas rezulton se përqindja më e madhe e popullsisë mbi 25 vjeç i përkët kategorisë së arsimit tetëvjeçar.


Lëvizja e madhe e popullsisë, krijimi i zonave të reja urbane, shtimi i numrit të popullsisë, emigrimi, kanë bërë të mundur rritjen cdo vjet të numrit të nxënësve, rreth 2000 në vit (Zyra e Përkujdesit Social, Bashkia Tirane), gjë që shtron domosdoshmërinë e përmirësimit dhe të kompletimit të infrastrukturës arsimore për të gjithë nivelet. Zona e Njësisë Bashkiake 11 ka 4 çerdhe me 219 fëmijë, 4 kopshtet me 597 fëmijë, 5 shkolla 9-vjeçare me 5 390 nxënës dhe 1 shkollë të mesme me 5 390 nxënës. Bashkia e Tiraneve me fondet e kredisë CEB, po ndërton një shkollë të re të mesme në Lagjen Bregu i Lumit. Aktualisht, gati të gjitha godiat e kopshteteve dhe shkollave të kësaj njësie janë rikonstruktuar dhe përsërisur në të gjithë nivelet. Shkolla e mesme e Bregut të Lumit është në situatë të qëndrueshme për të gjithë nivelet. Ndërsa në shkollën "Ahmet Gashi" para shumë vitesh jështë më të përdorimi të mbështetë, gjë që padyshet nga disa nga vendet e rreth të Bashkisë Bashkiake 11. Njëse 9, 7, 10, janë në situatë të përdorimi të mësuesve që të përkasin një shkollë të mesme. Njëse 11, për shumë vitesh janë në situatë të përdorimi të mësuesve që të përkasin një shkollë të mesme. Njëse 11, për shumë vitesh janë në situatë të përdorimi të mësuesve që të përkasin një shkollë të mesme.
Çerdhja 11 "Fluturat" është në kapacitetë të limituara, për shkak të zënies së godinës nga një familje dhe nga vetë administrata e Njësisë 11. I vetmi rikonstrukson që i është bërë godinës në vitin 2002 i përket murti të jashtëm të saj. Problemi kryesor që haset në çerdhet e Njësisë është aspekti arsimor i edukatoreve, ku një pjesë e madhe e tyre nuk e kanë arsimimin përkatës, shkollën e mesme të Mjeksisë për ndihmë-mjekë.

Tabela 1. Infrastruktura arsimore në Njësinë 11 Burimi. Drejtoria arsimore rajonale Tiranë

Shumë fëmijë janë të ekspozuar ndaj papunësisë, dhunës brenda familjes, braktisjes së shkollës, punësimit tyre. Prandaj ata detyrohen të braktisin shkollën. Gati të gjithë fëmijët të cilët braktisin ciklin e ulët dhe nuk rikthehen në shkollë mbeten me siguri analfabetë. Prezencë e 1034 fëmijëve analfabetë në kryeqytet flet për atë që analfabetizmi, i konsideruar i zhdukur në Shqipëri, tashmë është rishfaqur (Zyra e Përkujdesit Social, Bashkia Tiranë). Braktisja e shkollës shoqërohet me efekte negative afatgjatë, ndaj kërkohet të njihen e vlerësohen me realizëm, për të nxitur marrjen e masave të shpejtë të rezultative, duke i mbështetur me projekte social-arsimore, për këto arsye është e domosdoshëm ndërhyrja me projekte social-arsimore të veçanta për çdo Njësi Bashkiake


e fëmijëve në nevojë, fëmijëve të ardhur, romë dhe egjyptianë në shkollat verore.

**Tabela 2.** Numri i analfabetëve në disa shkolla në Tiranë *Burimi*. Drejtoria arsimore rajonale Tiranë

<table>
<thead>
<tr>
<th>Emri i shkollës</th>
<th>Njësia Bashkiakte</th>
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Në Njësinë Bashkiakte 11 zhvillon aktivitetin sportiv "Shqota Sportive Lapraka" që është në të gjitha aktivitetet futbolistike që nga mosha 10-18 vjec, si dhe me vendim të Këshillit Bashkiak është krijuar ekipi i futbollit "Lapraka 11 ", që do të marrë pjesë në katagorinë e tretë.

*Kinema* "Lapraka" është vendosur në katin e parë të një pallat në rugën kryesore. Aktualisht është jashtë funksionimit.

**Foto2.** Kinema "Lapraka"

Kërkesat për shërbime sociale për një popullsi me karakteristika dhe nevoja kaq të ndryshme janë shumë komplekse dhe specifike në llojin e tyre. Aktualisht sot në Tiranë operojnë gjithsej 59 qendra sociale nga të cilat 4 publike dhe 55 private, të cilat ofrojnë shërbime sipas problemve dhe fushave specifike të ndërfryjtëse, të cilat janë si më poshtet;  
1. Qendra sociale që ofrojnë shërbime për fëmijët;  
2. Qendra sociale që ofrojnë shërbime për gruan dhe familjen.  
3. Qendra sociale që ofrojnë shërbime për moshinë e tretë.  
4. Qendra sociale që ofrojnë shërbime për të rinjtë  
5. Qendra sociale që ofrojnë shërbime për aftësinë e kufizuara.
Qendra sociale private ofrojnë një numër të madh shërbimesh, të cilat nuk janë të shpërndara në mënyrë të drejtë dhe sipas nevojave. Kjo ka ardhur si pasojë e mungesë së orientimit, si dhe për arsye të mundësive për marrjen e ambjenteve me qira. Sic shihet dhe nga paraqitja tabelare në Njësinë Bashkiake 11 vepron vetëm Qendra Ditore/Semi-rezidenciale për Fëmijët e Rrugës, që është e vendosur në Ndërmarrjen Metalike “Tirana” me një sipërfaqe totale 1100 m², ku sipërfaqja e përdorur për qendrën është 607 m². Qendra ditore/rezidenciale ofron shërbime integreuese dhe rehabilituese për fëmijët e rugës. Në këtë qendër trajohen rreth 300 fëmijë të moshës 0–18 vjec. Kategoritë e fëmijëve të rugës që përfshihen janë: fëmijët që lypin, fëmijët që punojnë, fëmijët që rrezikojnë të braktisin shkollën etj. Qendra rezidenciale është gjithmonë në pritje të fëmijëve të braktisur apo të dhunuar dhe i akomodon fëmijët deri në gjetjen e një alternative më të mirë për mirërritjen e tyre. Shërbimet që ofrohen janë shërbime: këshillimi, edukimi, higjeno-sanitare, shëndetësore dhe psiko-sociale në rastet e abuzimeve të rënda.

Tek potenciali human, që është i pranishëm në këtë njësi vlerësohet veçanërisht pjesa e konsiderueshme që zë popullia në moshë te re, e cila është e interesuar për një të ardhme sa më të mirë. Nëse këtyre njerëzë do t'u ofrohen mundësi më të mirë, arsimi dhe pune, ata do të luajnë rolin parësor në ecurinë e zhvillimeve të ardhshme.

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Organization of the Learning Process and Motivation of the Students by their Teachers’ in Educational Institutes

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Abstract

Motivation of the students by teachers during the learning process is an important aspect of mutual interest to students and teachers. The teacher as a relevant factor in the learning process, with his presentation and dedication, makes students become motivated for cooperation and involvement throughout the learning process, making clear, stimulate and encourage them in terms of analysis and critical thinking and profit sense of confidence. The research aimed to study and to reflect the attitudes of students and some of their opinions toward the organization of the learning process and toward the ability of teachers of motivating them to be active and interested throughout the learning process, and to compare estimates of the attitudes of high school students in two different municipalities. Research question of the study was: How do students estimate the organization of the learning process and teachers’ engagement towards raising their motivation to participate actively in the learning process? Do we have differences in students’ attitudes? Among the techniques that were applied in this study was the survey, which was conducted through a questionnaire for students. Analysis of the data from this survey indicates a low level of awareness of the teachers’ for their motivational and supportive role they can have during the learning process. The data obtained from this study will probably lead us to increase the awareness of teachers to make efforts to encourage students to independent work skills, develop critical thinking and sense of self-confidence by creating cooperation, respect, and stimulation, and as the primary to estimate truly based on understanding of the ability of students to analysis that leads to their motivation to participate for the entire teaching process in the future for a better quality of effective learning.

Keywords: students’ attitudes, teachers, high schools, motivation, learning process.

1. Entry

Student motivation for learning is a very important aspect which occupies a special place in the educational work of teachers. Increasing student motivation depends mainly on ways of bringing innovation by the teacher during the learning process, with a change of teaching, systematic and realistic assessment, stimulation of student abilities and skills, gaining confidence and mutual respect.

So as a key factor in raising student motivation is the teacher, where "His role and function today is a source of knowledge, transfer of knowledge, student coach, guide, spotter, instigator, consultant, assistance, heuristic." (Murat, 2005:5). We should see the need for possible changes, namely the teacher is the one who should be working to come up to change, creating enough space to students, so that students think critically, analyze and respect others opinion. Dedication to the students' attention, the personality respect and the creation of persuasion to judge us and credibility are some parameters that engage the interest of students to work actively throughout the learning process."Self trusting is the basis of creation of the mood and receiving students’ attitude in learning. The aim of this strategy is to support the students build confidence and trust in themselves for to effectively work in teaching" (Musai, 1999:743).

Based on daily school life especially in motivating students and increasing interest to learn, a greater commitment from teachers is required, to take concrete steps in finding the best possible ways to encourage and motivate students in order to increase interest in learning.
2. Methodological Organization of the Study

2.1 Aim of the study

The purpose of this study was to study and reflect the attitudes of students and some of their opinions towards the organization of the learning process and the commitment of teachers to motivate students to be active and interested in learning during the whole learning process, and to compare evaluations of the students’ attitudes to school in two different municipalities.

2.2 Research questions of the survey

Research questions of the survey were:

1. How do students evaluate the education process and teachers commitment towards raising their motivation to participate actively in learning?
2. Do we have differences in students' attitudes?

2.3 Objectives of the study:

1. To analyze, compare and point out the opinions and attitudes of students toward engaging teachers towards their motivation for learning.
2. To provide recommendations to raise the awareness and readiness of teachers for possible changes, for flexibility by creating enough space for students to analyze, think critically and raise interest in finding different ways of communication.
3. Critical review of the literature

Numerous researchers in their general thoughts see the teachers as a relevant factor which with his work and his actions helps in increasing the motivation of students to participate actively in the learning process, so to be a subject in it. Teachers are those who:

With a good governance, mutual cooperation, guidance and encouragement of students, the teacher creates the proper conditions for them to act as a subject in school, in learning. *(Murati, 2004:440)*

Also, the support and stimulation of students by teachers is an important prerequisite which affects in increasing the motivation and growth indicator of their interest in learning. According Jashari (2005:104), Teacher should support students, to know precisely when to help and when to criticize or extol them in order to motivate them. When their progress is remarked then the teacher should allow carry them forward and to have privileges.

Shpend Rukiqi, says that "The teacher must be ready at any moment to show the student's journey. In other words to show up till where he has reached and how much he has to do "*(Rukiqi, 2012:98)*. Musa (1999) in his book "Psychology of Education" describes "Knowing the result promotes learning." When the subject is known by the results it achieves, favours any kind of learning process.

So, recognition of the result, promotes positive energy to the students encourage that he from his side responds the feedback information to advance the learning process *(Musai, 1999:743).* Thus, Kraja (2009) states that: "Motivation belongs not only to students but also to others. Students feel the weightiness of the note. *(Kraja, 2009:330).*

With a critical analysis of relevant literature, we see that the teacher is the relevant factor and influential in raising the motivation of students, who without a good management of the learning process and with stimulation, realistic assessment, support the creation of the trust would not create incentives and encourage student interest for that subject.

3. Research Methodology

This study was conducted in two secondary schools in different cities, Gjilan, Kamenica, where the attitudes have been reflected and students’ opinions were taken of school students in research. In the survey a total of 320 students participated. Among the techniques applied was the survey, which was conducted through questionnaire.

The questionnaire contained 24 questions designed by the Liker level; I strongly disagree, I disagree, I agree and I strongly agree and closed questions. We asked some participants in the study to give some of their opinions on certain issues which they feel should be discussed.

1. Data, analysis and interpretation of the data obtained during the research. The table shows the total number
From the analysis of data presented in the table above we note that in general students are not satisfied with the commitment of teachers in motivating them for an effective learning and have differences between responses to the findings given in the table. In this table are presented some data from survey questions, which will be interpreted and reflected graphically.

In the question 1: the teachers give us explanations and cooperate in during the lesson. Of the 320 participating students in the research 84 or 26.2 percent of them had said that they completely disagree, 117 or 36.6 percent of them responded that they do not agree what we note that 62.8 percent of them are not satisfied with the cooperation of teachers during the teaching process. Teachers as a leading player in the development of the learning process should create a positive working atmosphere in the classroom, cooperating with the students so it would increase the interest of students for learning and at the same time it would increase the students’ success.

In the question 2: Teachers give us enough time to answer. About 58.4 percent of the students or 187 of them completely disagree and disagree with the opinion that teachers give them enough time to answer, while 133 or 41.6 percent think otherwise.

**Table 1** Data summarized on students’ perceptions toward their motivation by teachers The Legend: St-Student

<table>
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<tr>
<th>No.</th>
<th>Main Findings</th>
<th>St.</th>
<th>%</th>
<th>St.</th>
<th>%</th>
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<th>%</th>
<th>St.</th>
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<td>1</td>
<td>Teachers give us explanations and collaborate in the learning process</td>
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<td>Teachers give us enough time to think about the answer</td>
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<td>22.5</td>
<td>115</td>
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<td>89</td>
<td>27.8</td>
<td>44</td>
<td>13.8</td>
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<td>3</td>
<td>Teachers give us the opportunity to question, discuss, express freely our opinions</td>
<td>79</td>
<td>24.7</td>
<td>122</td>
<td>38.1</td>
<td>93</td>
<td>29.1</td>
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<tr>
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<td>Teachers pay attention to all students and does not discriminate</td>
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<td>21</td>
<td>121</td>
<td>37.8</td>
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<td>Teachers do not help enough students who have learning difficulties</td>
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<td>8.7</td>
<td>72</td>
<td>22.5</td>
<td>134</td>
<td>41.9</td>
<td>86</td>
<td>26.9</td>
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<tr>
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<td>Teachers during the evaluation are affected by other teachers grades and this makes us disappointed</td>
<td>38</td>
<td>11.9</td>
<td>99</td>
<td>30.9</td>
<td>118</td>
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<td>Teachers evaluate based on sympathy, recognizing family and going to their private courses</td>
<td>53</td>
<td>16.6</td>
<td>74</td>
<td>23.1</td>
<td>117</td>
<td>36.6</td>
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<td>8</td>
<td>Teachers behave well, are realistic during the evaluation and this motivates us</td>
<td>61</td>
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<td>123</td>
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<td>Teachers make learning attractive by bringing innovation to encourage us more in learning</td>
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<td>25.6</td>
<td>122</td>
<td>38.1</td>
<td>86</td>
<td>26.9</td>
<td>30</td>
<td>9.4</td>
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Table 1 Data summarized on students’ perceptions toward their motivation by teachers The Legend: St-Student

Graphic 1: Graphic presentation of the summarized data on student perceptions in % over cooperation, explanations, possibility of the questions, discussion and expression of opinions

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In the question 3: Teachers give us the opportunity to ask, discuss, and express our opinions freely. A considerable number of 201 students or 62.8 percent of them do not fully agree or disagree with this statement, while 119 of them or 41.2 percent completely agree or agree that teachers give the opportunity to engage in the learning process.

Giving the opportunity to question, discuss and express opinions by teachers increases the students’ motivation to be active participants in the learning process and also they are given a positive energy to further interest in learning. The teacher is the one who creates a warm climate in the classroom by giving students the opportunity to ask, discuss freely so to students inspires a supportive and motivating thought.

In the question 4: Teachers pay attention to all students and do not discriminate. The majority of students participating in research 188 or 58.8 percent of them completely disagree and disagree, that teachers pay attention to all students and does not discriminate, while 132 of them or 41.2 percent deny such a thing. From this we see that there is a belief among students that teachers’ attention to all students is lacking and that there are differences by them. Differences and not focused attention to all students affects their motivation to learn anything, they feel disappointment in their depth, and the breaking of their personality. So teachers need to devote attention to all students and not differ in order to make everyone feel equal.

In the question 5: Teachers do not help enough students who have difficulties in learning. Based on the results presented in the table, 100 students, or 31.5 percent of them completely disagree and disagree, while 220 students or 68.5 percent of them deny such a thing. Teachers as designers of the learning process should provide assistance to these students so that to them he inspires hope and a greater interest for an effective and qualitative learning. The following graph presents the percentage differences in the level of compliance.

Graph 2: Graphic presentation of the data on students’ perception in % over the dedication of attention to students.

In the question 6: Teachers during the evaluation are affected by other teachers’ grades which make us disappointed. 137 students or 42.8 per cent of them responded with strongly disagree and disagree, while 183 students or 57.2 percent of them said that they agree and fully agree that teachers evaluate based on other subjects grades. This shows that still lacks ethics of appreciating by teachers and that evaluation should not be based on the others evaluation, but based on the student’s abilities he possesses.

In the question 7: Teachers evaluate based on sympathy, recognizing family and going to their private courses. Based on data derived we note that 127 students or 39.7 per cent of them were for alternative strongly disagree and disagree while 193 students or 60. 3 per cent were expressed against. A high percentage indicates a thoughtlessness work of teachers. Teachers should be aware of the consequences that their wont brings to students, especially in the emotional life and development of their personality and disinterest in learning. The following graph shows the differences in the level of compatibility.

Graph 3: Graphic presentation in % of the data on perception of the student over evaluation.
Teachers behave well, are realistic during the evaluation and this motivates us.

From the data derived we note that, 184 students or 57.5 percent of them completely disagree or disagree, while 136 students or 42.4 percent of them agree and completely agree. These data highlight the teachers as poor evaluators, with not good behavior, not motivational to students, which creates a sense of dissatisfaction and interest for effective learning.

Teachers make learning attractive bringing innovation that encourages us to learn more. Of the total number of students participating in the research 204 or 63.7 per cent were of the opinion that teachers bring innovation in teaching which the conduct of innovation, the incentive of creativity, would encourage more their interest in being active part during the learning process.

3.1 Students’ opinions

- I do not like the biology teacher, because she misbehaves with us, ask us difficult, requires a lot from us, during the evaluation she ask the lessons which we were previously estimated with, asks from us to say lessons the same as in the book, she is boring, she just explains and does not make the lesson interesting.
- We have teachers who do not help students who have “learning difficulties”, they work only with the same students, do not give us the proper clarification, they criticize us.
- Very few teachers behave well with us, are willing to help us, try in every way to make the process learning interesting, understand us, does not discriminate students, call us in names, and this prompted us to love at every care courses and learning process.
- There are some teachers that give us notes every hour just to keep quietness in the classroom, and it makes the class monotonous.
- Teachers are not to blame, we students are not interested in learning, we make noise, do not listen to teachers, they do not have concretization equipments for science subjects, we do not have laboratories so that teachers are forced to explain, then the number of students in classes is very large and it is impossible to evolve the lesson.

4. Conclusion and Recommendations

Analysis of the data from this survey indicates a low level of awareness of the teachers for their motivational and supportive role that can play during the learning process. Based on the survey data we see that students do not appreciate the commitment of teachers to raise their motivation in participating actively in learning and in organization of the learning process. There is still the traditional way of teaching, but we should not always blame the teacher, but we should take into account the conditions in which he works and operates. Comparing the perceptions of students from both schools have noted that we do not have differences in their responses. Based on the perceptions of students, teachers are not sufficiently involved in the process of teaching; they are not cooperative and supportive, lack of teaching methodology because bringing innovation in learning and their actions increase to student the motivation and interest to be active during the learning process. So that all teachers should make maximum effort to satisfy the needs of students, to be more cooperative, to evaluate based on analytical skills, critical thinking and on skills of the students, to stimulate their work, so that the interest in learning will increase joining forces to a quality learning lesson. This study will probably lead us to increase the awareness of teachers for a greater commitment in terms of increasing student interest in learning, to make efforts to encourage independent work skills to students, develop the critical thinking and the sense of self-esteem by creating a spirit of cooperation, respect, and stimulation, principally to evaluate truly based on the understanding of the student’s ability for analyzing and to create a mutual trust between the two pairs, which leads to their motivation in participating through the entire learning process in the future for a better quality and effective learning.

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Analysis of School Attachment among Students of a Boarding High School in Albania

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Doi:10.5901/jesr.2014.v4n2p287

Abstract

When students feel connected to school and have strong relations with their teachers and peers, they are more likely to be successful and prevent misconducts as they have more tendency in staying longer at school, spending more time with their peers and teachers which (in)directly have effects on their academic achievements. Research conducted in this study is oriented on a data of both qualitative and quantitative results obtained from 95 samples at Hafiz Ali Korca Boarding High School in Kavaje, Albania. The results of the collected data indicate that school belonging is a gradually evolving sense through students of first year to the students of last year at this specific boarding school. The study also shows that there is a strong correlation between school attachment and family, teachers, peers and facilities of the school. Data is collected through questionnaires, and two case studies which are implemented through quasi-experiment. The students chosen for case studies are of two specific problems; a) a student that had difficulties in overcoming with language barriers due to his regional background as he had to get used to a new school setting far from his family, b) a student that has to stay at school dormitory while he had his home within city, thus suffered from loneliness, and find it difficult to relate himself with school at the very beginning.

Keywords: attachment, misconduct, gradually evolving, boarding school, correlation, language barriers.

1. Introduction

Research conducted on the subject has been using different terminology to present the topic; attachment, bonding, connectedness, engagement, and belonging. Attachment and bonding are more commonly used, thus in this study these two will be used in general to refer the topic. Some researchers study school engagement while others examine school attachment, and still others analyze school bonding. (Libbey, 2004) Students from different regions of Albania that have to live in an educational institution, not only for school time but also for after school times as they have to live in dormitories, experience different problems and encounter myriads of factors that shape their social and psychological well beings which are definitely subject to study as in investigating factors affecting student`s relation with school in terms of school bonding or attachment in Kavaje High School. Stating the importance of school attachment, one should also see the other side of the coin as alienation can be the other indicator since significant number of students may be experiencing alienation from school (Schulz & Rubel, 2011). In this study, the factors that increase school attachment, like modern facilities, friendly atmosphere, teacher friendly orientations, family support etc. are to be investigated in one of the high schools in Albania, thus results may reflect implications for other schools of the same kind but overall generalizing may need more data from other schools in Albania as well. On the other hand, there are other studies that have reached generalized results in terms of school bonding; if students feel safe at school they tend to indicate higher performances in terms of academic achievement (Milam, Furr-Holden, & Leaf, 2010). However, this study is quite vital in its field as educational success is correlated with school bonding and it’s the first research conducted through ‘Attachment Theory’ in one of the boarding schools in Albania in which elements affecting students’ achievements are also to be investigated as to have the findings reflected through the results of the research.

The literature reflects a consensus on the fact that student’s strong relation with school are more likely to achieve success. The schools-as-communities perspective provides a popular explanation for school-disruptive behavior, stating that interpersonal bonding at school and feelings of school belonging prevent misconduct. (Demanet, et. al, 2012) When students feel connected to or have strong bonds to their schools, they are more likely to experience academic success. (Bryan et. al, 2012) The literature also emphasizes the reason behind the usage of substance as the lack of attachment. Research widely affirms that school bonding is a protective factor for adolescent substance use. That is, when youths have positive experiences and ties to school, they are less likely to participate in illegal behaviors, such as drug and alcohol use (as cited in Shears, et. al, 2006).
The aim of this study - together with cumulative data on the subject - is to present a unique approach to school attachment through a school in Albania as objectives and research questions require. To state the importance of school connectedness in terms of cognitive-affective structures used by the child to build viewpoints of the world, self, and others (Kennedy, 2004) in providing a vital framework to comprehend the impacts of attachment, thus we shouldn’t neglect the social emotional development (Kennedy, 2004) from the perspective of attachment theory as agreed by many others as well (Blum, 2002; Bryant, Schuelenberg, O’Malley, Bachnian, & Johnston, 2003; McNeely, Nonnemaker, & Guo, Hawkins, HiU, & Abbott, 2001).

2. Schooling and Counseling System of the Boarding High School in Albania

Hafiz Ali Korca is one of the five schools of `Sema Foundation` which is located in Kavaja, and has been actively open since 1998. Education is for 3 years, mainly based on three languages; Albanian, Turkish, and English. The science subjects are taught in English, social subjects are in Albanian and Turkish.

Counseling process and yearly planned curriculums that will help students improve their educational talents and reach academic success in Hafiz Ali Korca High School are categorized into three groups according to students’ grades of 10th, 11th, and 12th parted into nine subclasses. Academic achievement and related outcomes are correlated with students’ interactions with extracurricular activities in building positive relationships (Dumais, 2009a, 2009b; Fredricks & Eccles, 2008). The plans for academic success and psychological motivational activities that aim to provide a helpful atmosphere for students, together with other material facilities such as internet, labs, and sports center are all used throughout the year with planned weekly, monthly, and finally yearly meetings. In other words, a student’s improvement is observed through different perspectives which starts with his arrival at grade 10 and finishes with his departure at grade 12. For schools to succeed, they must use the best teaching technology to improve academic competence, as well as reduce the barriers to learning represented in delinquency and drug use (Catalano, et. al, 2004).

Annually revised and innovated curriculums and yearly plans are prepared respectively for each grade, subject and department. The counseling related plans are also prepared according to aforementioned criteria with a difference of inclusion of students with special talents or extra care needed students if there are any. Two fundamental pillars; education and counseling are the basics of the schooling system which are designed to adapt facilities of the school to match students’ needs. Curriculum and yearly plans are prepared by department chairmen with consultation of professionals. Traditionally designed methods are not so effective in developing conceptual understanding of the subject matter. Because traditionally designed instruction were dependent on teacher exploration without consideration of students’ preconceptions (Pabuçcu, A., & Geban, Ö. 2012). Annual activities, like periodical parents meetings of each class, picnics, summer trips to abroad and visits to historical places in certain times are mentioned in the academic calendars of the yearly plans.

One of the major flexible as well as effective activities organized by the teachers is paying visits to student’s home as to make contact with parents and family members, thus improvising a more particular approach to the student’s characteristic development. Family involvement in support with peers, teachers and school is one of the vital factors in strengthening students’ bonding with school (Sciarrà & Seirup, 2008; Stewart, 2008; Stewart, 2003; Zaff, Moore, Papillo, & Williams, 2003). Such a visit is not only for telling parents about their child’s marks or exam results; it’s also a mutual exchange of ideas in achieving student’s academic success through parents involvement in terms of motivation and a second control mechanism.

3. Analysis of Data

The survey implemented in the study as measurement strategy is suited to the type of outcome to be measured as the intervention serves students in grades 10th-12th who demonstrate various level of attachment to school, including various outcomes depending on the types of survey questions as reflected in the table below:

Table 1: Indicates measurement strategy in obtaining data and outcome dimensions.

<table>
<thead>
<tr>
<th>Outcome Dimensions</th>
<th>Survey Questions (question numbers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings about being in school</td>
<td>1-5</td>
</tr>
<tr>
<td>Interest in learning</td>
<td>6-11</td>
</tr>
<tr>
<td>Attitudes towards other students</td>
<td>12-16</td>
</tr>
<tr>
<td>Attitudes towards teachers</td>
<td>17-22</td>
</tr>
<tr>
<td>Questions not matching an identified outcome dimension</td>
<td>23-27</td>
</tr>
</tbody>
</table>
The survey contains various statements about students’ school life, and was implemented to 95 samples at the boarding high school in Kavaje, Albania. Reverse coded questions are 4, 10, 13, and 18. Questions 26 and 27 are used to obtain qualitative data, however 25th question is specifically asked for students’ grades. The results generally indicate a gradually evolving sense of attachment among students as 10th grades reflect less attachment compared to 12th graders. Positive responses among 12th graders are up to 53% whereas among 10th graders it is 34%. Below is the figure that shows positive responses of the 10th and 12th graders, 11th graders are not estimated as they weren’t used for overall calculation, only 2 students were included:

![Figure 1](image1.png)

**Figure 1:** Indicates school attachment percentages according to their grades.

The question regarding the mentoring program of the school received highly positive responses indicating strong attachment of the students as the 26th survey question reflects:

4. **Do you enjoy the mentoring program?**

![Figure 2](image2.png)

**Figure 2:** Indicates the significant difference in favor of ‘yes’ as positive response.

The highest indicator- among other obtained data- reflected in figure 2 as ‘‘yes’’ and ‘‘no’’ also demonstrates strong correlation between SEN, facilities, peers, school setting, staff and other influential elements of school attachment as it is also reflecting student’s sense of safety, findings suggest that students’ sense of safety may be positively linked to academic achievement through their prior academic achievement (Bryan et. al, 2012) as student’s sense of safety is linked to school connectedness; ‘‘How much I like school,’’ indicates an outcome of academic achievement; a measure of students’ attachment to school, had the strongest effect on academic achievement (Bryan et. al, 2012).

Questions in the survey were mainly parted into 4 groups of different outcomes as mentioned in Table 1. Following measurements are based on one of these four dimensions. The five types of questions on student’s feelings about school are to measure student’s self perception in school attachment both in manners and beliefs (Maddox & Prinz, 2003). The results obtained from the survey questions related with the feelings about school are of aforementioned five question types reflecting following numeric values:
Table 2: Indicates percentages for 5 question types of feelings about being at School.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0%</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
<td>9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>20%</td>
<td>13%</td>
<td>7%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Neutral</td>
<td>11%</td>
<td>28%</td>
<td>20%</td>
<td>12%</td>
<td>18%</td>
</tr>
<tr>
<td>Agree</td>
<td>51%</td>
<td>39%</td>
<td>38%</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>37%</td>
<td>14%</td>
<td>31%</td>
<td>43%</td>
<td>31%</td>
</tr>
</tbody>
</table>

The indicators at this table are quite significant as they are reflecting students feelings about being at school, in other words the results are quite important in understanding students’ personal perceptions of their connectedness to school. Internalizing such perceptions of attachment also brings up the idea of “students in caring school communities feel that they make important contributions: hence, they are given a certain amount of influence in the school's activities and decision-making process” (Demanet, et. al, 2012).

5. Case Study I

Proposed Measurement Method focuses on: Change in Behavior as the student was from the northern region of Albania whose arrival to school was a big step in terms of getting involved to a very new setting of the central Albania. The preventive effect of school bonding on deviancy has been replicated by many studies (Demanet, et. al, 2012) as in this particular study we encounter one of them. He had problems of feeling connected to his peers, teachers, and personnel of the school in general as everything was new to him. His major problem was that he was also weak in English and had problems in communicating with his teachers. The preventive effect of establishing strong social and emotional connections at school on student deviancy is thus well-established in research (Demanet, et. al, 2012). Thus a change in behavior through the methodologies elaborated in the case study was expected at the end of the school year.

a. Identification of the Problem

The student I wanted to contact with was a 10th grade student who came from Peshkopia - a far region of Albania. He had French in his previous school, and had no English private courses. When first arrived to his school in Kavaje, let alone learning a new language, he had problems in adapting to a new atmosphere where everything was new for him; school, friends, teachers, and most difficult thing for him, reported himself, was living in the dormitory as it was first time he had to stay away from his family. “Jessor and colleagues’ used the phrase “positive orientation to school” to measure student attitudes and motivation toward school and learning” (Libbey, 2004).

My first contact with the student, regarding my research, was by the allowance of the school principle as I explained my reasons for asking some questions about his problems of learning English. Apart from above mentioned problems the most difficult thing for him was that he couldn’t understand the teacher as he was speaking only English during the lessons. At such a point one must follow professional approaches. “School psychologists have traditionally focused on assessment, prevention, and intervention strategies for a myriad of factors that influence school performance” (Kennedy, 2004). He also mentioned about his enthusiasm for learning English at the very beginning, but seeing the other fellow students more active and better than him caused pessimist thoughts in him which turned into lack of confidence by the time reported by his teacher regarding on his test results. Enhancement of performance based on skills such as assessment, prevention, and intervention require profound adaptive and maladaptive knowledge (Kennedy, 2004).

b. Intervention Outcomes

First and foremost, a student in a case like this, should know that it is not his fault that he fell behind the others, and he wasn’t to blame for not knowing something he hadn’t studied before. Student voice is an important element in enhancing teacher attachment, thus there should be “items that ask whether students can design independent projects and teachers listen to student suggestions” (Libbey, 2004). On the other hand, he should be well aware of the fact that he has to double study compared to the others, but he should take this as a motivation not a burden on his shoulders. He should also have constant contact with his teacher and be open to extra material which is for his own benefit. He should be determined in reaching the goals set by the teacher, and eager to receive more assignments, because the more he learns the better he would feel in terms of self-confidence, and he would feel pleasure from his life. The level of the students should be considered as well as individual learning styles’ as to avoid deviant peer
influence, thus “it is noteworthy that influence occurs especially when friendship bonds with deviant peers are quite cohesive” (Demanet, et al, 2012). but a teacher should put more emphasis on teaching the general level of the class. If the general average is intermediate, then the teacher should use a course book addressing to that level in general.

c. Teacher and Peer Attachment

A well prepared teacher in terms of lesson plans, objectives, and practices that are to be conducted in the lesson is quite essential but requires more preparation time. “School counselors should collaborate with other educational stakeholders (i.e., teachers, administrators, school staff, parents/guardians, and community members) to proactively build school commitment beliefs early in high school as well as tackle early signs of a lack of student commitment.” (Bryan et. al, 2012). A good lesson should have at least three objectives in order to reach all levels of the class. The first one is to address the weak learners, another one for the average learners, and the final one for the strong learners. In other words, if you are teaching colors, main colors should be learned even by the weakest ones, some of the mixed colors should be taught to the average ones, and abstract colors could be taught to the strong learners. To eliminate deficits in learning there should be orientation programs for incoming freshmen, freshmen, sophomore students that indicate below levels in subjects they reflect deficits as to make sure students have school bonding in avoiding misconducts such as truancy, drug usage, drop outs, etc. (Bryan et. al, 2012). Assignments should also be given according to their levels and objectives set for their learning. Evaluating their homework should also be done through objectives. A teacher may feel like dividing the class into groups related their levels, but this may not be a good idea as it may cause differences to get deeper and deeper and it is against the unity of the class. Pairing the students would bring more satisfactory results in terms of learning.

d. Extracurricular Activities

An extra lesson with weaker ones is the most essential method in getting the weaker ones to reach the upper levels. Paying a visit to the family would also bring better results as parents’ involvement would bring more motivation and determination. Certain parental factors are predictive of attachment security throughout development (Kennedy, 2004). A success scheme could be drawn together with family and the student. On the other hand, ups and downs are inevitable as it is a long course of study that may require even years.

e. Discussion on Case Study I

The chosen student for the case study is of those who have been suffering from aforementioned problems, but the methods elaborated in the case study could help him and his likes to overcome the problems. But involving school staff and parents would make it more practical in realizing attachment for the target students.

6. Case Study II

a. Identifying the problem

The student I have had contact with is a 12th grade who is supposedly getting ready for the final exam that will designate his future. His father is a businessman who is running a restaurant and has lots of fields full of grapes from where they produce wine, and have their cellar filled with different quality and type of wine. The surprising fact is that he is quite skillful in doing what his father has been doing, and very eager in going on with the same job which may sound quite normal, but as a 12th grade, and based on his ambitions, and father’s expectations for future his motivation in studying is almost zero. His father has elevated expectations from him in terms of studying in technology of nutrition, and “him stating same thing with his father is putting me as a teacher in quite a difficult situation as I have to motivate him for the coming exam that will decide on his wanted career which requires quite hard work.” reported his Chemistry and class teacher. As to achieve beneficial outcomes in order to buffer misconducts the schools as communities should provide “a broad line of inquiry advocating that schools should be organized as caring school com-munities.” (Demanet, et. al, 2012)

b. Dealing with the Problem

I asked him for a kind of interview, or let’s say an invitation for a coffee to talk about his motivation and his current status in his studies. My first goal was to make him understand the vitality of the situation as he had lots of absences from class, and had very low points in exams. This case study is rather to study on the individual level of school attachment as “few studies have tested specifically whether the effects of school belonging act at the individual or the school level.” (Demanet, et. al, 2012)
I told him about the need for studying and that he had to make some sacrifices to achieve success in his life. He agreed with me and said that he was well aware of the situation, but couldn’t give up on some of his habits, like hanging out with friends, spending too much time on internet, mobile phone, and such other habits that young students at his age suffer from. He also added that he didn’t need to study as he had enough money to get wherever he wanted. I told him that money is just a tool which might be shaped and used into a way of reaching our goals.

c. Family involvement
In such a case like mine, I would suggest what I did, as I wanted to have a meeting with the family to share the burden of the responsibility with the closest people in his life. The meeting went better than with what I had expected. His father was very pleased with the topics I brought up in terms of motivating him for the exam, and his future. We made an agreement on helping him by some restrictions, such as less time on the internet, no more going out without parents’ permission, and most importantly he would stay in dormitory until the end of the year as to increase cooperative learning (RE Salvin, 1980; RE Salvin, 1991) and make sure that ‘‘students from differing abilities and backgrounds are provided the opportunity to work together in teams’’ (Catalano, et. al, 2004).

d. Intervention Outcomes
As stated above, he had some disciplinary problems at school which were at a risky level. He had absence, low marks, and some behavioral problems against his friends and some teachers. Classroom observations and study time observations were used to enhance teacher and peer attachment in order to avoid misconducts. Involvement of students in classroom activities provides positive reinforcement for prosocial behavior, and setting clear guidelines for appropriate behavior (Catalano, et. al, 2004). I had a talk with the principles, his math’s, and literature teachers as they are key subjects for the final exam. To have things under control, we decided to send reports of his exams to the family, and have the father visit him at school to check on the improvement.

e. Limitation on Case Study II
To sum up, we are still in the process of getting results as the exam will be held after two months, meanwhile I will be in constant contact with the student and the family. As of now he seems to be motivated, indicating better implications of coming to the class on time, and getting slightly better results than before. In order to achieve success, a more professional help could bring better results at the end of the year.

7. Conclusion
The overall results obtained through analysis of survey data, observations, and case studies indicate a high rate of school attachment at this specific boarding high school in Albania. On the other hand, the significant difference between 10th grades and 12th grades (53% to 34%) is quite essential in understanding the gradual evolving of the attachment. The majority of negative responses were given on food as the 27th survey question (27. Is there anything else you would like to tell us about your school life?) got 17 negative responses on food out of 95 samples. The school administration may give more importance to this results in order to decrease such beliefs and foster positive responses.

Each individual has his/her own traits, especially when it comes to teaching where differences are to be lessened or at least blurred in order to emphasis unity and reach every person in the class. On the other hand, differences are to be reflected as variety of values. Apart from above mentioned ones, some students may have had private courses and some may fall behind compared to the strong learners; some may have come from different regions of the country where teaching conditions weren’t very well; different backgrounds, gender and age differences are some of the other elements that effect students personal perceptions and their attachment to the new school. For schools to succeed, they must use the best teaching technology to improve academic competence, as well as reduce the barriers to learning represented in delinquency (Catalano, et. al, 2004).

References

Research on Adolescence, 75, 361-3.


Abstract

In the time when culture is becoming more powerful consumed, changes are being made fast and radical in every segment of society, life styles are becoming more visible, more distinct and much more intriguing even for methodologists, who, more and more, for the research treatments have styles of living and methods and new methodology strategies. Sociology as a social science, through social context, follows the changes, explains trends and tries to understand the structure of social reality. This research represents a preliminary effort of the insight of understanding and essence of life style of the youth generation of albanians in Macedonia, phenomena and process of living in global conditions, a little or not at all explored in our areas. In this work is examined the usage of quantitative methodology, through ethnographic access and talking technique (deep life interview), in the context of researching the interdependence of life style and free time, physical activity and everyday life of the albanian youth generation from Macedonia. The research firstly claims to offer answers for the importance of physical activity in the life style of elderly, and secondly, could the material status, educational degree, marital status affect in the living style of albanian youth show high scale. Without any doubt, albanian youth show high scale of interest and motivation for physical activity and healthy life style, as they highlight physical activity and sport as their basic postulate for the healthy life. The research has shown that sport and physical activity, to the albanian youth generation from Macedonia, neither closely pursue life style trends. The results from this research suggest a multidimensional access of studying the life style of the youth generation of albanians in Macedonia, because they are less, they impose further researches.

Keywords: methodology, qualitative research, life style, albanian youth.

1. Hyrje

Qëllimi i këtij punimi është të hulumtoj stilin e të jetuarit të rinjve shqiptarë në R.e Maqedonisë, të ofrojë përgjigje të qarta mbi prijet e mundyrën e të jetuarit të rinjve. Kërka e gjatë e tranzicionit, papunësia e lartë, mugesa e perspektivave ka reflektuar thelë në jetën dhe mundyrën e të menduarit dhe jetuarit të rinjve shqiptarë në Maqedoni. Si kornizë teorike për këtë kërkim është shfrytëzuar Teoria e aksionit të arsyshëm (Theory on Reasoned Action, http://www.med.upenn.edu/hbehe4/part2-ch4-theory-of-reasoned-action.shtml), duke parashtruar një model hipotetik në të cilin në bazë të gënjdrimeve, vlerësimi i rezultateve të sijelljes, motivimi për të përmushur indikatorët mbi sjelljen për sportin, aktivitetin fizik dhe shëndetësin, si edhe gëndrimin mbi mundyrën e të jetuarit të shëndetshëm. Në këtë model indikator plotësues janë përshkëruar edhe ndryshoret mbi vlerat, intereset për sport dhe interisi orënotëse. Nëpërmjet stilit jetësor reflektohet mënyra e të jetuarit, reflektohen vlerat dhe gëndrimet individuale duke ndërtuar ndjenjën e identitetit. Stilit i të jetuarit është kategori individuale por i kushtetëzar nga mjedisi social. Konceptuar si të tillë, Chaney, 2003:23, stilin jetësor e vë në racion në plotësim të nevojave individuale. Autorë të kësaj problematike shoqërojnë se stilet jetësore janë veçori të kohës sone, si model veprimi i zgjedhjes personale dhe ndihmojnë për të dalluar individet midis tyre, identitetet, statuset, veçantit dhe dallimet shoqërore. Konstekstualizimi social dhe jeta e përditshme në kuaër të bashkëkohësisë paraqet sfidën e një shkallë më të lartë. Sociologu i cili shfrytëzon gjasjen cilësore vendoset brënda vet kërkimit, bisedat janë të detajuara, me qëllim të marrjës të sa më shumë informacione, dhe përshkrimet intensiv të kontekstit dhe ngafrjes, të cilat zhvillohen në ambient natyrore, në vendin e punës, në ambiente pushimi, familje, shkolë, etj. Nocioni mund të përdoret në sferat më të ndryshme të jetës shoqërore dhe në shkallën më të ndryshme të kuptimit dhe përplëshimit, i tillë stilis jetësor së shpejti nuk do të kërë kurrëfërë rëndësise dhe njëkohësisht do të përfrushjë gjithçka (Kolundriq-Tomiq, 1998:9). Rritja e interesimit të sociologëve për kërkimet e stilit jetësor në vitet e 80-90-të të shkukullit të kaluar, sidomos në vendet e zhvilluara, erdhis si pasojë e forcimit të marrëdhënies shoqërë dhe individuatitetit të theksuar, të cilat në vend të identifikimeve grupore, i zhvillojnë dhe e theksqohin individualetin, intereset dhe zgjidhjet personale. Stilis jetësor, si një masë shumë dimenzionale e sijelljes, bazohet në një numër më të madh të sjellejeve

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specifique individuale, përbën numër të lartë të observimit ose reaksionit duke ofruar shkallë të lartë të sigurisë të rezultateve të gjetura.

Në kërkim kanë marrë pjesë 450 pjesëmarrës nga mosha 16 vjeçe deri në moshën 26 vjet. Mostra është e qëllimshme, dhe në më të kanë hyrë të rjintë shqiptarë të R. Maqedonisë, sipas gjinisë, profesionit, degës së studimit apo shkolësisë. Në këtë kërkim shqyrtohen përdorimi i metodologjisë cilësore, nëpërmjet qasjes etnografike dhe teknikës së bisedimit (intervistës të thëllë jetësore), si një strategji e përzier metodologike, në kontekst të hulumtimit të stilit jetësor të rjine, kërkimi mbështet ndërrëvënësinë e kohës së lirë, aktivitetit fizik dhe përditëshmëria e të rjine në R. e Maqedonisë, në përpijkjet e të kuptuarit të zhvillimit, dinamizmit jetësor, lidhjeve të tyre me mjaqtë, qëndrimet e tyre mbi politikën, besimet fetare, pritjet nga jeta, e ardhmja, dëshirat, kërkesat dhe kënaqësësitë apo pakënaqësitet me sfiqat e kohës. Qëllimi i qasjes cilësore në këtë kërkim është të përhershëm rëfimi të jetuarit e të rjine në formën bimorë, pa e prishur përditëshmërinë e saj nga anë e humlutuesit, duke e vënë theksin trajtimit të tërësishëm, me të gjitha segmentet dhe format e shfaqjes së tij. Këto dimensione të jetuarit dhe stilit jetësor të rjine do të shpjegohen nëpërmjet modëlit të sjelljes, si shpjegim ekspresivë (sjella në kohën e lirë dhe ekzemplarët e konsumit); sjellja interaktive (rethi i kontakteve, përkatësia dhe format e interakcionit, për shembull mënynja e shqërorizimit, përdorimi i celularit, sjellja në vendin e punës; sjellja evakuuese (vlerat orientuese, qëndrimet, tradita kulturore dhe afinitetet, për shembull, qëndrimet fetare, politike, patriotike, qëndrimi ndaj muzikës, etj., dhe të sjelljes kognitive: të vetëvjerjeturit, dhe të vërejturit të botës sociale.

2. Stili Jetësor i të Rjineve në Shqiptarë në r. e Maqedonisë

Të kuptuarit të stilit jetësor në këtë kërkim është konvergjent, i orinetuar në mënynë të barabartë të treguesit e jashtëm në bazë të analizës të orientimeve, vlerave dhe të përijëve të rjineve. Kërkimi ka provuar se tre fusha shqërorë, 1) kultura (si koha e lirë), 2) orientimet vlerësuese, dhe 3) bukurat si konsum, kanë ndikim të ndërshëll gjatë përçakimit të stilit jetësor të rjineve. Në ndihmën e ndryshoreve mbi orientimit të sjelljes nga së paku katër sfera themelore të jetës së të rjineve shqiptarë në Maqedoni si është shkollës fakulteti, familja, koha e lirë dhe aktiviteti shqëror, variable me të cilat maten kënaqësitet nga komponentat: shqërorizimi, nevojat kulturore dhe kreative, nevojat ekzencionale, me ndihmën e të cilave janë hetuar më shumë stilë jetësore të rjineve shqiptarë në Maqedoni; stilë i angazhimit intelektual, stilë tradicional, sporti dhe kultura fizike, raportet konflitkuze me prindërët, ndërtueshme, dhe amullisë, ngjashmit e fetar, politik, konsumi dhe moda. Në këtë kërkim janë trajtuar edhe veçrontë sociodemografike dhe ato të personalitetit.

Kërkim ka provuar se për analizën e stilit jetësor të rjineve shqiptarë megjithëse vendimtare janë sjellja dhe orientimi, ndërsa së stile jetësore e të njohur të jetuarit, stilë jetësor në negjëshëm dhe amullisë, stilë jetësor i besimit fetar, stilë jetësor i kufitkut “me prindërët”, stilë jetësor në konsum dhe privilegjet dhe stilë jetësor i angazhimit politik. Ndërtakët stilet jetësore më pak të pranishme të rjineve shqiptarë, janë stilë jetësor i angazhimit intelektual, stilë jetësor i sportit dhe aktiviteti fizik, stilë jetësor i sjelljes dhe pavarësimit.

Tabela 1: Mostra e pjesëmarrësve

<table>
<thead>
<tr>
<th>Numri i pjesëmarrësve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Djem</td>
</tr>
<tr>
<td>Vajza</td>
</tr>
<tr>
<td>Nxënësitë e shkolësisë së mesme- (viti III dhe IV-të)</td>
</tr>
<tr>
<td>Student</td>
</tr>
<tr>
<td>Të punësuar</td>
</tr>
<tr>
<td>(deri në moshën 26 vjeçare)</td>
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</table>

<table>
<thead>
<tr>
<th>Të gjithë pjesëmarrësë</th>
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<tbody>
<tr>
<td>450</td>
</tr>
<tr>
<td>220</td>
</tr>
<tr>
<td>230</td>
</tr>
<tr>
<td>100</td>
</tr>
<tr>
<td>220</td>
</tr>
<tr>
<td>130</td>
</tr>
</tbody>
</table>

3. Përfundimi dhe Rekomandimet

Rezultatat e fituara sugjerojnë për gjithë ndërlikueshmërinë e stileve jetësore dhe korrelacioni me ndryshore dhe dallimin e pritur nga elementet e ndryshme në raport me gjinisën, shkolën dhe profesioni. Indikatorët e interesit për sport devijonjë mjaftueshmë nga normalja, por janë rezultate të pritura: Ekzemplari ka treguar shkallë më të lartë interes, jo për lojërët sportive, por për lojërët e fatit. Hulumtimi ka provuar atë që të gjithë e dinin, se të gjithë të rjintë nga 16 vjeç e më lartë pothuaj për çdo dite luajnë ndonjë lojë fati, më shpesh bastore sportive. Të rjintë shqiptarë vazhdojnë të pëlqejnë futbollin, si sport numër një, sportet tjera radhiten pa ndonjë prioritet. E rëndësishme është se edhe vajzat nuk devijonë...
Pozitivët pse të rinjtë përdorin internetin, sepse pëlqejnë të diskutojnë në kenë qasje në internet, pavarësisht vendbanimit apo gjinis
që rijnve shqiptar

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The Effects of the Effective Use of the New Information and Communication Technology in the Classroom

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Abstract

In the last decades there have been steps forward in the use of Information and Communication Technologies (ICT) in the classroom. The teachers have changed their traditional way of teaching and the students their traditional way of learning. The teachers and students are pleased with the new information and communication technologies because they see a number of advantages that help them a lot in the teaching and learning process. The students are using the technology as a tool or support for communicating with their teachers and among them. Hence they are in an active role rather than in passive role of the recipient of information transmitted by the teacher, textbook. The students make choices how to generate or obtain and display information. On the other hand, the teacher plays the role of the facilitator, provides guidelines, suggestions, etc. Furthermore, the students and teachers are aware of the fact that these new forms of the teaching and learning process present some disadvantages that should be well taken into consideration. Thus, this paper presents the many advantages and some disadvantages of ICT in explaining the new material, the new methods developed in order to satisfy the growing needs of the students in search of more knowledge.

Keywords: active role, facilitator, increased motivation, information and communication technology, self-esteem, teaching and learning process.

1. Introduction

This article attempts to explore the problem of introducing ICT into EFL lessons. A large number of educational institutions in many parts of the world have exclusively begun introducing the integration of computer technology into teaching. The diversity of learning programs continue to shift and change according to the demands of society. Nevertheless, since the development of communicative skills, language learning requires social interaction between the teacher and the students and among the students themselves, the use of computers has for a long time been regarded only as a support tool with regard to certain skill areas (Brandal, 2005). Information, Communication and Technology (ICT) could be a complement to conventional teaching of English among students who learn English as a foreign language. English and ICT have become essential skills for a vast amount of non-native English speakers to ensure full participation in the information society, (Jung, 2006) which is directly related to the wide spread of English and ever growing technological advancements today. Internet and modern technology has brought the world together wherever the students are. Previously there was some doubt regarding the technology in the classroom assuming that technology was replacing teachers. But technology - ICT is not a replacement for teachers and if it is used properly, it can be very affective and effective in the EFL classroom. Students and teachers perceive that both English and computers are tools in the learning and teaching process.

2. What is ICT and How Can it be Used in Teaching English as a Foreign Language?

ICT stands for Information, Communication and Technology, which emerged in the 1980’s. The acronym ICT which is the combination of both terms Information and Communication, were put together in order to emphasize the merging of both technologies. This phrase is also used to describe a range of technologies in order to gather, store, retrieve, process, analyze and transmit information (Internet Advisory Board, 2008). ICT use in general terms is any use of “computing devices such as desktop computers, laptops, handheld computers, software, or Internet in schools for instructional purposes” (Hew & Brush, 2007, p. 225). Thus it refers to the use of technology by teachers for instructional preparation,
The Effects of ICT use for Teachers

A. Advantages of ICT use for teachers

The teachers can play a crucial role in relation to the quality of students’ learning, and they are the ones that decide what actually takes place in the individual classroom. The use of technology in teaching such as World Wide Website, multimedia presentation tools and so forth can offer a number of benefits. There is no doubt that the role of the teacher is of paramount importance in the process of integrating ICT into the classroom. ICT provides a variety of different approaches as well as learning styles that reinforce the material delivered in other formats. These are useful tools helping the teachers in using different interactive techniques.

In a blended learning environment that uses ICT tools, it is easier for the language teacher to use different approaches with students and accommodate different learning styles and the different needs of fast or slow language learners.

ICT allows teachers to organize their teaching in an efficient manner. With technology, teachers can visualize the abstract concept and create the real world simulations. ICTs not only help students understand the topic better, but they can save the teachers’ time for explaining the abstract matters to students.

Technology provides teachers with a wide range of resources that are useful for their teaching. If they have limited time for developing the teaching materials, they can directly go to the website and select any materials or topics that meet their needs. Usually, the already available resources can offer more than what is needed by teachers.
Technology can also help teachers develop networks with other teachers from different parts of the world who share similar interests or who have the expertise in a certain field. They can help teachers discuss with their colleagues, solve their teaching problems and, therefore, enhance their professionalism.

EFL teachers use ICT tools for preparing teaching materials and activities to be used in teaching pronunciation (Lee, 2008), grammar (Al-Jarf, 2005), vocabulary (Tsou, Wang, & Li, 2002), listening and speaking (Hochart, 1998), communication skills (Lee, 2002), reading (Akyel & Ercetin, 2009), and writing (Chikamatsu, 2003).

Learning applications prepared by teachers or commercially produced ones such as drills, tutorials, and computer-based tasks are used in the classroom to promote collaborative learning of English skills (Beatty & Nunan, 2004).

EFL teachers use computer-mediated-communication (CMC) or software as a tool for making authentic and meaningful communication. Therefore technology can provide learners with a range of authentic materials and tasks that have a positive influence on their autonomy.

Another benefit of the use of ICT is the opportunity that ICT-based tools give to language teachers so that they can tutor their learners more effectively. With the help of ICT tools and the constantly growing number of available educational resources language teachers are able to give individual and personalized guidance to the learners.

B. The obstacles of the teachers

Teachers experience the obstacles to successful integration of ICTs in their teaching on a daily basis. Many teachers are afraid of using ICT tools due to different reasons. It has been suggested that the development of teachers' positive attitudes toward ICT can be a key player in reducing teachers' resistance to computer use that is associated with computer anxiety.

Some teachers think that the class will be noisy. The students will not be focused on their task, but will take every opportunity to start browsing the Web at will, find some sites, and play games, playing around and wasting time, etc. But students will be students. Some wish to obtain the new knowledge, others will always try to play truant. The teachers have to accept the situation and have to do their best. But if students are trained and understand that ICT is a tool, a source of knowledge, they will listen to the teacher and follow the steps suggested by him. Time limit is a concern for the teachers. It is time-consuming to produce such materials and keep them up to date so that the pupils have new challenges and can progress into exercises constantly offering revision of new vocabulary, grammar and other topics.

The teachers are afraid of the new technology. Probably the language teachers are not so good at it and have the fear of showing the lack of knowledge in front of their students. They are anxious of not having the appropriate skills about computer, computer ownership, and frequency of computer use (Baloglu & Cevik, 2008). It is assumed that computer anxiety can be a barrier to basic computer skills and teachers with higher levels of computer anxiety might experience difficulties in using computer in their classes and thus would avoid that. Despite a strong desire of teachers to use ICT in their classes, sometimes they cannot use it to increase the quality of teaching and learning due to lack of essential ICT skills.

The absence of adequate help or technical support to facilitate teachers' technology mediated teaching is another factor which may hinder teachers' teaching. Different researchers have revealed that many teachers, when having some difficulties with the technology equipment being used, had to give up using it because there was no one available to help deal with the problems. The lack of technical staff was considered by teachers as one of the main obstacles in their successful use of technology based pedagogy.

Teachers’ age and teaching experience is another barrier found by the researches. ICT use decreases with age and teaching experience of teachers and those younger teachers incorporate ICT tools into their teaching more than their older counterparts (Inan & Lowther, 2010). It is evident in the literature that teachers’ age and experience are related to their lack of computer knowledge and skills in terms of computer-based or computer-managed instruction and lack of enough training to exploit effective ways of integrating instructional technology into language teaching. Previous research (e.g., Pamuk & Peker, 2009) shows that teachers who are above middle age and who did not have much formal computer training in their high school or college education are more likely to exhibit computer anxiety than younger teachers and this can be reflected in their limited use of ICT use in the classroom.

Another fear of the teachers is related to the logistic aspect, to the operation and functioning of the technology. They know that sometimes the internet crashes. In such a case, the language teacher has to be prepared to continue the process doing other exercises, or using other techniques to manage the class.

The integration of ICT into the regular school curriculum is another obstacle. The teachers know that there is quite a rigid plan, a curriculum they have to follow, as well as a strict school timetable. All the teachers have to deal with the same problems: how to include and integrate ICT, search for information, new types of lessons, international projects and...
other types of cooperation-communication, into their usual work so that they don’t harm the educational process.

4. The Advantages of ICT use for Students

ICTs are valuable since they seem ideal for promoting the student centered teaching and learning through the access they provide to sources of information and arenas for interaction. Language classrooms are increasingly turning into blended learning environments that focus on active learning. Active learning advances the learning process and thus raises the quality of the language learning experience. Jonassen et al. (1999) define technology-enhanced meaningful learning as active, authentic and cooperative. In the last decade, changing conceptions of learning and rapid technological advances have been accompanied by changes in language teaching and learning. Blended language learning uses multiple teaching and guiding methods by combining face-to-face sessions with online activities and utilizing a mix of technology-based materials. The growing use of ICT in blended language learning environments has changed the face of language teaching and learning in a beneficial way and will continue to do so along with future technological innovations.

The use of several media–audio, video, authentic contexts and real-world experiences help language learners with different learning styles to assimilate the content according to their needs. The ICTs are used in compliance with the students' level of competence, skills and tasks.

ICT–and the Internet in particular–provides language learners with the opportunity to use the language that they are learning in meaningful ways in authentic contexts. The Internet provides an easy and fast access to the use of current and authentic materials in the language being studied, which is motivating for the language learner. Such authentic materials include online newspapers, webcasts, podcasts, newsroom video clips or even video sharing websites such as YouTube, etc. Language teachers can ask learners to access the information online, thus helping them learn with current and real-time materials.

Another motivating language learning opportunity using ICT is provided by chat rooms and virtual environments where the language learner can practice not only the written use of the language, but also practice speaking and pronunciation, without the fear of making mistakes.

Another advantage is the increase of motivation. The students having shown less initiative in carrying out the assignments, have shown more motivation when they are asked to conduct their duties using different forms of ICT. Some teachers think that students' motivation is increased as a result of student satisfaction with the immediate feedback provided by the computer and the sense of accomplishment and power gained in working with technology.

ICT experience must be pleasant, rewarding, important and without coercion. It's a more facilitating atmosphere in the classroom. The students can more easily comment, commenting on each other’s work, offer assistance, and discuss what they are doing. Students feel relaxed in their classes, they do not feel the stress because technology provides different ways in which students can demonstrate what they understand, for example by programming a simulation to demonstrate a concept rather than trying to explain it verbally. Enjoyment is a part of effective learning, thereby raising the learners’ interest, increasing personal discovery, generating enthusiasm and the desire to learn, as a result promoting an interest to improve the learners’ motivation. Students love working with ICTs and especially using ICTs as instruments to aid in the development of their language skills. Researches have shown that tasks that involve variety and diversity are more likely to facilitate an interest in learning. Students are likely to accept the use of ICTs if they find them useful and easy to use.

Studies done on the use of ICTs claim that pupils using them are motivated to stay on task longer and that they take pride in their achievements using the materials. Researchers have found out that students using them are more dedicated and committed to the tasks compared to the students in classes that don’t use ICTs.

Enhancement of student self-esteem is reported a very good advantage. Both the increased competence they feel after mastering technology-based tasks and their awareness of the value placed upon technology within their culture, lead to increases in students’ sense of self-worth. The teachers see more confidence in the students and it’s not just computers, it’s a multitude of things, but they can do things on the computers that most of their parents can’t do and that’s very empowering and exciting for them. Students clearly take pride in being able to use the same computer-based tools employed by professionals. Students gain a sense of empowerment from learning to control the computer and to use it in ways they associate with the real world.

Students are able to handle more complex assignments and do more with higher-order skills because of the supports and capabilities provided by technology.

Another effect of technology cited by a great majority of teachers is the opportunities it affords to students for
cooperation and collaboration among them. Language teachers are introducing ICT-enhanced language learning projects, including simulations, between their students and groups in other countries, thus widening the language learning perspective into that of learning about the cultural context of the language being used. Previously, students or classes would write letters or later even e-mails to each other. Today, using ICT they can skype or chat online, where they can not only write to each other in real-time, but also see each other and speak to each other online. Students are thus able to write, read, speak, listen, and react to a conversation using ICT as part of the language learning process. They are motivated to communicate and collaborate with peers to produce common products. These beneficial ICT-enhanced language learning activities call for the teacher to organize and monitor them, although in a blended language learning class the overall role of the teacher has changed from the traditional authoritative role to that of a facilitator.

Peer tutoring is another benefit. When the students work together in pairs or small groups using technology on different projects, they are inclined to cooperate together, help each other and tutor each other. This is done for many reasons. One very important reason is that the group can be successful only if all group members are doing their respective work. So they help each other a lot at the computer.

Improvement of language skills and increase of communicative skills are achieved through the ICT use. These skills are related to handling information and the language through which it is conveyed in the stages of searching, analyzing and processing information (Lanni, 2005). When ICT use is accompanied with other skills, students benefit and gain much more than what was expected. Jarvis (1998) believes that by integrating basic IT skills in the EFL classroom, the students are developing language skills and are equipped with technology skills as well.

On-line debate is an excellent medium for generating social construction of knowledge. According to Elia (2007) “ICT …plays apart in fostering intercultural competence”, which is a part of learning a second or foreign language.

Talented pupils are provided with a new environment that challenges their knowledge and less talented ones are given the chance to “catch up” by repeating exercises which they did not manage on their first attempt, perhaps at home.

ICT use improves learning English along with convenience and efficiency. The use of ICT may lead to: a greater interest and involvement in learning; greater self-esteem; determination to achieve specific tasks; spending more time on the learning task; trying to do better than one’s peers; and achieving more control over one’s own learning.

5. Conclusions

In the technological revolution and the information age, using technology in teaching English becomes “a fact of life” (Chapelle, 2001, p. 1, in Jung, 2006) and becomes a part of the broader reality of life at the 21st century.

ICT helps to improve the teaching and learning process for students learning a foreign language. The types of technologies can improve teaching and learning by increasing teacher and student efficiency and reaching different learning styles.

The success of ICT when implemented in the foreign language classroom depends on the teacher and the students. It is very important that the teacher is well versed in using the tools surrounding ICT in order to fully take advantage of the benefits that ICT offers compared to a conventional classroom. The need for teacher intervention is essential to avoid leaving the technology to control the lessons. The teacher needs to see the real effect ICT materials have on the learning process. Furthermore, there should be an appropriate balance between hands-on and other work and the motivational aspects of using ICT will be effective only with appropriate planning and guidance from the teacher.

ICT has enormous potential to improve learners’ achievement by expanding students’ learning experience, increasing motivation, enhancing enjoyment and interest, facilitating collaboration, fostering learner autonomy, enhancing self-esteem, increasing commitment to the learning task, promoting global understanding, developing language skills if it is used effectively in the context where learning takes place. Students have events under their personal control and are given the opportunity to do tasks that involve variety and diversity.

Any successful implementation of new technology in education requires the development of the teachers and students positive attitudes toward it.

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Role of the School Psychologist in the Inclusion Education from the Teachers’ Point of View: A Case Study

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Abstract

The aim of this paper is to analyze the role of the school psychologist in the inclusion education from the teachers’ point of view. We use a qualitative methodology by the analysis of 50 questionnaires addressed to the teachers of different elementary and secondary schools in the region of Elbasan (Albania). The school psychological services in Albania have become an essential need of the society supported by a legal framework, which supports the entire restructuring process. Despite this, problems of education in schools have faced difficulties because social phenomena such as: inclusion, bullying and drugs that today are diverse. Even the students with special needs are facing a lot of problems related mainly to their acceptance by the other students in the mainstream classes. In Albania the inclusion in education is still in its first steps although we have a good legal framework. Actually there is not an appropriate infrastructure for the special need students and even the reconstructions or the constructions of the new schools are bypassing this special infrastructure.

Keywords: psychology, inclusion, education, special needs, students

1. Introduction

Inclusive education means that all the students are welcomed by their neighborhood schools in appropriate age, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. The inclusion process increases the participation of students in the school, and lowers the exclusion from cultures, curricula and communities of local schools. It enables the restructuring of the cultures, policies and practices in the school so that they respond to diversity of the students in the area where they live.

The inclusion process reduces the barriers to learning and the participation for all students, not just those students with handicaps or called with special needs persons. Learning through efforts to overcome the obstacles allows the participation of special students to make changes for the benefit of other students in a larger scale.

The inclusion in education is the process of including special need students in common schools. This can be done adapting the environment with all its components in accordance with the needs of each child with SN1, but also adapting social components enabling to have the spirit of a community acceptance. The recent European studies have also enabling and setting a parallel between social relationships and experiences waging a principled connection between the concept of inclusion and that of normalization.

The concept of inclusion today is driven by the social model which means that the SN phenomenon is not a factor that hinders the progress of this model in socio-economic, cultural and educational.

Inclusive education is a process that enables all children, including marginalized groups, learn and participate effectively in the process of learning in public schools. For this reason all schools and the Albanian education system must change to adapt to the diversity of student needs.

Implementation of inclusive education is the right of every person to education, so it aims to provide optimal conditions for learning and developing all students, regardless of individual differences they have. This is a big enough challenge for all teachers and administrators of education and further. Also, inclusion is to increase participation in the learning process and involvement in the game of all children and young people, is the support of various structures to make them better respond to general training, interests, experience, knowledge and skills of students.

As stated above, inclusive education is achieved only when the learning environment is the same and does not

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1 Special Needs
create differences between ordinary students and those with SN.

In the inclusion process the school psychologists play a very important role. The school psychologists are often involved in the evaluation of students and therefore are involved in discussions and decisions on the type of school that should follow these children. School psychologists are also involved with research, development and evaluation of inclusion initiatives working with students, families, community and support staff to improve the educational experience. To prove the efficiency of research results on the process of inclusion school psychologists work in individual or group level.

2. The Albanian Experience from Segregation, Integration and Later to the Inclusion

About the 1960s in Albania we see early efforts to have an institutionalized treatment of children with SN. First it became possible to open some special classes for deaf and blind children.

Their expansion in Tirana led to the creation of a National Institute which after many years managed to split into two separate institutions, one for blind children and one for deaf children.

For children with significant development problems, mental retardation, etc., the Ministry of Health created several residential centers. In the recent years these institutions have passed under the Ministry of Labor and Social Affairs.

To cope with the multiple outs from school, under an 8-year compulsory education system, after the 1970s, was felt necessary to establish in the country's main cities some special schools for children with mild mental disabilities and for those schools were drafted by special curricula.

In Albania, for the children with SN, actually are in function 6 special schools (Tirana, Durres, Elbasan, Vlora and Korca), three residential centers in Shkodra, Tirana and Sauk (Tirana) and two national institutions (Tirana).

Despite the work and achievements of these institutions in time, we cannot say that in Albania there was a genuine special education system in terms of organization and functioning. Less severe cases, which comprise the largest number and for those with learning difficulties, parents try to put them in public education schools closer to their peers.

The current law neither prohibits nor guarantees such action. Practice has shown that there is a wrong perception on the part of teachers regarding inclusive classes, because of the special needs of the students with SN. The opening of special schools affected negatively to the teachers by legitimating somehow the removing of these children towards the special schools.

The parents were faced with dilemmas and problematic situations, going from their rejection to the secret abandonment of this category of children in the class, "legalizing" segregation and exclusion in children's education.

Even the part that finally reaches to be registered by the pressure of parents in ordinary classrooms, after one or two years of lessons abandons the school because of the bitter experiences that they pass in them. The reasons that go in favor of this cause – effect relationship of this situation is that teachers feel unprepared for this process, are untrained, lack adequate infrastructure and teaching materials basis.

The medical model for persons with disabilities seems still to dominate the social model.

In 1998-1999 comes to a messy situation in this area, given that even the Albanian state had failed to fully stabilize because of the situation created a year ago\(^2\), but despite this situation, it seems clear awareness of all opinion for a new change in the relationship with these children by further democratize the Albanian society by holding a new attitude to socialize as much as these children.

The reality in the Albanian schools shows that despite the lack of the conditions and with a large number of students in classrooms, there are many instances where ordinary school teachers hold in their classes and treat with inclusion methods children who represent various disabilities.

Despite efforts to achieve the maximum, we should emphasize, that their actions have failed to bring about changes in working practices and methods used in the classroom.

In Albania there is not an appropriate infrastructure for the SN students and even the reconstructions or the construction of the new school are bypassing this special infrastructure.

In the 1990’ is talked for the first time in Albania about integrating practices in both form and content. After the 2000, under vigorous democratic transformations in our country are changing even the attitudes of parents, teachers and the community in order to educate these children.

For social reasons, parents increasingly are addressed to common schools making children an equal part of these

\(^2\) In 1997 Albania experienced a civil turmoil
school communities, also the methodologies that place in the center the child facilitate more classroom work, deploying these children in that they are able to realize better.

They are aware of their children's opportunities and have increased the demands and claims for a better treatment and education of their children within the mainstream schools considering this not as a privilege, but as a human right that should enjoy everyone.

In this situation, as submitted above, one of the most significant aspects that occasionally rise from educators and experts in the field is the lack of preparation of teachers for special education problems and lack of specialist support services.

In the preparation of new teachers are totally neglected these aspects. The year 1998 marks the initiative of training of teachers and school leaders for this problem, but it certainly was not enough to say quite symbolic. Many school failure, school dropouts etc., are explained by the failure of teachers and the school in general.

So to find the best solutions is the most convenient moment to fight for a new vision. Since our requirements in this area are large enough the need arise to be contemporary and should be thought and worked hard on how to create more of a good school for where every individual, with or without SN, to feel like a valuable and welcome members.

In parallel with suitable reorganization that facilitate their conditions in classrooms must also change the attitudes of teachers and all public opinion and to train teachers to better cope with the problems.

Little by little, this process quite naturally shifted from segregation to integration to date for inclusion speaking. This process has started gradually, introducing different practices. Another very important direction is the training of teachers and school psychologists currently served through RED³ and various NGOs.

Mainstream schools have reserves and numerous opportunities that can be put into motion. Special schools should be turned them on resource centers to support common education to meet the many needs of our society today.

3. The Situation of the Psychology Service in Albania

Besides the school reform in both form and content, the school psychological services couldn’t stay out of attention as an innovation of the last decade in the country. This service became an essential need of society supported by a legal framework, which supports the entire restructuring process. Problems of education in schools have faced difficulties because social phenomena such as: inclusion, bullying and drugs, today are diverse.

Therefore, in these conditions, the school needs for technical assistance in the field of psychological service, which evaluates the entire school community. The school psychologist is the center of gravity in this service offering solution alternatives and keeping direct relationships with students, teachers and community. The school psychologist also practices in school environment psychological, social and emotional approximations to the children.

3.1 What is the role of the school psychologist?

Instruction no. 16 dated 24/07/2012 for the 2012-2013 school year in Secondary Education dedicates a special place on school psychological services, and among others emphasizes the participation of all stakeholders by coordinating the work in such a way that the relationship teacher-psychologist achieve proper results in working with students with SN as follows:

1. Responsible institutions should take measures to consolidate school psychological services and implement all the tasks of the psychologist pursuant to instruction number. 18 dated 21.04.2008 "On the functioning of school psychological services in Secondary Education".
2. The school psychologist should be engaged in addressing the problems related to ensuring the right to education with focus children with SN.
3. All schools that receive this service should raise support group of the psychologist for solving problems that arise.
4. According to the legal framework and School Psychologist Manual (Tirana 2006), school psychologist performs a range of services for which it designs and implements individual programs preventing risks and

³Regional Education Departments
problems that threaten the difficult students or those failing in school.

Also seeing that such students' tolerance and understanding is in very low grades, he tries to promote these qualities to them, trying to emphasize the appreciation of diversity within the school community. Also according to the manual, one of the key points of the psychologist's role is to cooperate with the teaching staff and parents of students in order to create a friendly spirit and a healthy environment in school. Here we will include even the consultations which have a very important role. School psychologist collaborates with teachers and parents to find more successful and effective solutions for students' behavioral problems.

He helps others understand, for example the adolescent development and how this affects the learning stage and behavior. According to the aforementioned legal framework as well as the manual in question, the psychologist organizes consultations by preventing these problems and in the end of his work makes assessments where determines whether the service practices and learning in school are appropriate or not. The school psychologist attends to student academic skills and capacity to learn and also it determines the level of socio-emotional and mental health status of students and learning conditions in schools.

4. Methodology and the Results of the Research

This study is a qualitative research made by the interpretation of the questionnaires by the excel computer program. This study was conducted with the participation of 50 teachers of different elementary and secondary schools in the region of Elbasan (Albania).

The aim of this study was to assess the role of the school psychologist in the process of inclusion from the teachers’ point of view. This process is directly related to what our school offers today to enhance the quality of psychology service and also takes place in the range of techniques and strategies for the successful realization of the educational process in inclusive schools.

The analysis of questionnaires of the teachers, where the first question was regarding the recognition of psychological services, indicated that 94% of them claimed that this service exists and in 6% of cases they emphasize that this service is not recognized by them because not all rural areas have this service or the quality of the service is poor.

The second question, if you ever had a conflict with students in the classroom have you ever seek the help of a psychologists, only 6% of teachers say they have sought the help of a psychologist while 94% of them deny to contact a psychologist. From here we can emphasize that teachers still do not have a clear idea of the duties and functions of the psychologist and this is due to a relatively poor job of psychologists who in many cases are almost fictitious.

Third question, about teachers' collaboration with psychologist on issues like: the recognition of the needs of students, identifying conflict or design programs that encourage motivation, teachers in 56% of cases say that they have difficulties in recognizing the needs of students, in 22% of cases have problems in identifying conflicts and in 22% of cases in designing programs that encourage motivation.

Fourth question, if you felt the need of a psychologist for the education of students with SN, and if so, where it consisted, teachers answered that in 34% of cases they have felt the need of a psychologist while in 66% of cases they do not have felt the need of the presence of a psychologist.

Fifth question, whether school psychologist pursues under a joint plan the progress of these students with SN, according to the analysis of the results we have in 61% of cases that the school psychologists follow a plan with students, in 31% of cases say that psychologists do not follow a plan and in 8% of cases they do not know if they follow or not a joint plan with them.

Sixth question, on the suspicion that in any case you have been de-conspired by a school psychologist, all teachers respond negatively in all cases. This shows that teachers have almost a blind faith regarding school psychologists. In fact it would be premature to draw any conclusions or recommendations at this point because the number of cases that teachers report to school psychologists is relatively low.

Seventh question, whether your school psychologist has treated various training topics, teachers respond on 44% of cases that the psychologists have treated different training topics while 56% of them deny having received different training.

Eighth question, what is the average number of students with SN in classrooms where teachers teach classes, they respond that the average number of students with SN is 1-2. Is understood that this number is set by law and the number of students with NS in a common class should not be higher than 2.

Ninth question, if the classroom environment is not suitable to work with students with SN and how will you react in
this case, 50% of teachers responded that they would accept it, 36% responded that they would try to regulate it and only 14% say they would find another solution. From the answers we notice that most teachers would accept it even though the environment is not suitable, and in fact it shows a deficit by them who really in this case should seek to remedy it.

Tenth question, when some of the students with SN do not go well with others how would you react, teachers in 70% of cases responded they will be mediators, in 30% of cases will find another solution.

Eleventh question, if you try to include students with SN in the conversation, but some of them remain silent, what would you do in such a case, the 34% of teachers responded that they would leave them alone while, the rest of 66% said they would include them in the conversation. In fact we should note here that depending on the type of the disability there will be taken the decisions to include or not the student in conversation when he remains silent.

Twelfth question, how do you behave when students with SN make mistakes, in 70% of cases the teachers respond that will point out only the typical mistakes and then discuss them together, while the responses of: immediate correction, taking notes and discuss with each student, finding another solution have equal respective weights by 10%.

Thirteenth question, of how will you react when students with SN are not fluent, in 50% of cases teachers responded that will try to work at their own pace, in 30% of cases will strive to promote less, in 14% of cases find another solution and only in 6% of cases stated that will interrupt them with courtesy or would give the word to more fluent students.

Fourteenth question, of how will you react when students with SN are not effective, 44% of teachers say they will try to prove this through conversation, 42% say that they would later explain the problem they have and only 7% will try to find another solution.

Fifteenth question, if you have attended training or workshops related to the SN issues, only 18% say yes, while the remaining 82% deny to be trained or take seminars on SN issues. In fact, according to our study we recommend that training and workshops for teachers should be more frequent especially in the treatment of students with NS.

Sixteenth question, which institution has offered these training, teachers in 68% of cases responded that these trainings are offered by NGO and only 32% from the Regional Education Departments. It is to be noted that the University "A. Xhuvani" does not offer training on this issue.

Seventeenth question, if there is any resource information center in your school, all teachers responded that these centers are lacking in their schools.

Eighteenth question, how satisfied are you with the conditions with which you work with students with SN, most teachers (41%) said they were somewhat satisfied, 34% said they were satisfied, 7% not at all satisfied while 5% are very satisfied.

5. Conclusions

- In Albania, for the children with SN, actually are in function 6 special schools (Tirana, Durres, Elbasan, Vlora and Korca), three residential centers in Shkodra, Tirana and Sauk (Tirana) and two national institutions (Tirana).
- Instruction no. 16 dated 24/07/2012 for the 2012-2013 school year in Secondary Education dedicates a special place on school psychological services, and among others emphasizes the participation of all stakeholders by coordinating the work in such a way that the relationship teacher-psychologist achieve proper results in working with students with SN.
- According to the legal framework and School Psychologist Manual (Tirana 2006), school psychologist performs a range of services for which it designs and implements individual programs preventing risks and problems that threaten the difficult students or those failing in school.
- From the analyze we can emphasize that teachers still do not have a clear idea of the duties and functions of the school psychologist and this is due to a relatively poor job of the school psychologists who in many cases are almost fictitious.
- From the analyze the teachers need to collaborate with education psychologists about: in 56% of cases when they have difficulties in recognizing the needs of students, in 22% of cases when they have problems in identifying conflicts and in 22% of cases in designing programs that encourage motivation.
- According to our study we recommend that training and workshops for teachers should be more frequent especially in the treatment of students with NS.

4 The only Public University in Elbasan city
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Kate Chopin: Beyond Local Color to Feminism

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Abstract

The aim of this study is to give a portrayal of the late nineteenth century American author Kate Chopin from her early local color stories to her more daring feminist stories. Kate Chopin became known to the American reading public of the early 1890’s through her Louisiana tales in Vogue, the Century, and the Atlantic. With her two collections of short stories Bayou Folk (1894) and A Night in Acadie (1897) she gained national recognition as an outstanding short story writer of the local color school. Her stories do indeed effectively evoke the atmosphere of her enchanting Southern localities. Yet her interest was not so much idyllic localism as what she termed in one of her essays “human existence in its subtle, complex, true meaning, stripped of the veil with witch ethical and conventional standards have draped it.” Soon editors started turning down a number of her stories because the women in her stories were becoming more passionate and emancipated. When her masterpiece The Awakening appeared in 1899, she thoroughly shocked her readers. In St. Louis, the author’s own city, the book was banned and she herself ostracized. The bad reviews silenced her as a writer and after her death five years later she was quickly forgotten, but today she is considered as a prophet of the 20th century feminism.

Keywords: Local Color, Feminism.

Kate Chopin (the name is pronounced in the French way) was born as Catherine O’Flaherty on 12 July 1850 in St. Louis, Missouri. She was the daughter of an Irish immigrant father and a St. Louis French mother. After her father’s death in 1855, Kate’s great-grandmother, Mme. Charleville, became the person who influenced her the most. Conversing with her in French, this wise old lady taught her to face life without embarrassment or self-consciousness, and not to judge people on appearances. At the Academy of the Sacred Heart, the young girl was exposed to Catholic teachings and a French emphasis on intellectual vigor. Through these influences, she became thoughtful and open-eyed, an omnivorous reader and an inquisitive observer. She was greatly interested in the careers of writers, particularly in that of Mme. De Staël. At the age of twenty she married Oscar Chopin, a French Creole and went to live in Louisiana. (The Creoles were pure blooded descendants of French and Spanish colonists. Their society was more European than American, with a more open sexuality even though discrete.) The couple were happy and enjoyed their growing family. When Oscar’s business failed they moved in Cloutierville, a hamlet in Natchitoches Parish. During her years in this remote part of Louisiana she became immediately acquainted with the Cane River Creoles, Cajuns and Negroes. (The Cajuns were descendants of French settlers whom the British had expelled from Nova Scotia in the eighteenth century.) The Chopin’s family plantation was later to provide the setting for Kate Chopin’s first novel. After Oscar’s death she moved back to her mother’s home in St. Louis together with her six children. Frederick Colbenheyer, her family doctor and very close friend seems to have been the only one who could help her. Under his influence she stopped being a practicing Catholic and took up her study of Darwin, Huxley and Spencer. Later he suggested she try to write fiction and in 1888 she hesitatingly began two stories. At the same time she studied the works of others. She particularly admired Sarah Orne Jewett and Mary E. Wilkins Freeman. But it was the French writer Maupassant who affected her more deeply. “Here was life, not fiction. Here was a man who had escaped from tradition and authority, who… in a direct and simple way… [gave us his] genuine and spontaneous…impressions”. (Kate Chopin, The Complete Works of Kate Chopin [CW], Seyersted. ed. 2006, p. 700-701)

We do not know how long she kept up her studying of style. To be honest her first novel At Fault is not free from the stage trappings which she said Maupassant had taught her should be banned from all good fiction. But even if her technique was still rather crude when she started this novel in 1889, her visions on literature and life were not. In one of her essays entitled Confidences she speaks of having made her “own acquaintance” during the period immediately following her mother’s death. Though we can only guess at what opened her eyes to her real self- a fulfillment of her literary ambitions or possibly a liaison- we know that thirty-eight-year-old Kate Chopin was a very mature woman when she turned to writing in earnest with At Fault. Certainly, her attitudes are markedly consistent through practically her
whole oeuvre.

Many of the views which informed Kate Chopin’s fiction from the start are suggested in her essays of the middle 1890s. She insisted here that no author can be true to life who refuses to pluck from the Darwinian tree of knowledge and to see human existence in its true meaning. To her nature was amoral, playing with man, and morality was man-made and relative. In her view, man is basically the same today as he has ever been, that is, ruled by imperative, immutably selfish drives. To her art was incompatible with a thesis and with a zeal for reform. “Human impulses do not change” Kate Chopin reported, and when Aeschylus is true today, one reason is that he does not deal with local color or with social problems which by their very nature are mutable.” (CW, 2006, p.693) As for herself, Kate Chopin concentrated on the immutable impulses of sex and Love, and Whitman and Maupassant were two of the authors who spoke most deeply to her, probably because they acknowledged the existence of Eros and because they had helped to extend the literary limits to the treatment of sex. Though she leaned to the French school, she believed that American writers with their “wider and more variegated field of observation” might equal and perhaps even surpass the French authors, “were it not that the limitations imposed upon their art by their environment hamper a full and spontaneous expression” (Seyersted, 1980, p.89)

In May, 1889, Kate Chopin offered her first completed story to the Home Magazine. Her next two tales appeared at the end of 1889. In September, 1890, she brought out her first novel At Fault in St. Louis at her own expenses. In reviewing the novel, St. Louis critics paid tribute to the author’s style, but criticized the book on moral grounds.

Stimulated by her modest success, Kate Chopin soon finished a second novel. All we know about it is that a number of publishers refused it and that she later destroyed it. She had more luck with her stories, which soon appeared locally, then in national children’s magazines, and finally -from 1893- in such well-known eastern periodicals as Vogue, the Century and the Atlantic. She reached the high point of her public success in 1894 when Bayou Folk, her first collection of short stories came out. In it were included half of the fifty tales and sketches she had then written. After the publication of Bayou Folk, Kate Chopin was welcomed in more than a hundred press notices as a distinguished local colorist. (Local Color refers to fiction that came to prominence in the USA in the late nineteenth century and was devoted to capturing the features and peculiarities of a particular locality and its inhabitants- their distinctive dialect, history and customs).

The sudden national fame inspired Kate Chopin to write “The Story of an Hour”, a most remarkable account of a woman who exclaims “Free! Free! Free!” (CW, 2006, p. 353) when she hears of her husband’s sudden death. A month later Kate Chopin declared in a diary entry that she would now be willing to “forget the past ten years of [her] growth- real growth and with a new perfect acquiescence join Oscar were it possible for him to come back to earth”. The story and the diary entry suggest that Mrs. Chopin may have felt repressed in her marriage, perhaps because of an unfilled literary ambition, and that the success of Bayou Folk gave her a release from her frustration. What is certain is that her subsequent writings reflect an increasing self-confidence and daring. “The Story of an Hour” was refused by the editor of the Century, no doubt because he felt it lacked “ethical value”. The reason why editors now turned down a number of her stories was very likely that her women became more passionate and emancipated. The heroine of “Two Portraits”, for example, insists on giving herself “when and where she chooses” (CW, 2006, p.463). When A Night in Acadie, Kate Chopin’s second collection of short stories was published in 1897, it received less notice than its predecessor. The critics again praised her art, but they objected the sensuous ambiance of the book.

By 1897, Kate Chopin had written three novels and nearly a hundred stories and sketches. A large number of her works are set in Natchitoches, which she made her special literary province, and inevitably they have many traits in common with the local color literature of her time. Discretely, yet forcefully, she evokes her particular locality with the enchanting Cane River atmosphere, the quaint idioms, and the charming idiosyncrasies of the Natchitoches people. But even though she concentrated on what was then a distant, exotic community, she never emphasized the strange or remote; and though like George W. Cable and Grace King she commanded a wealth of local material, she did not join them in focusing on old Creole days. She was concerned with the living present rather than the past, with universal rather than regional aspects of life, and the fact that she gave only a few early stories to certain Southern issues which necessarily affected her, suggests that she wanted to free her mind of them and move on to more timeless or immutable matters.

Her women particularly were objectionable to the editors. Her very first, Paula Von Stoltz of “Wiser Than a God”, refuses the “labor of loving” (CW, 2006, p.45) which a man wants to impose upon her, and becomes instead a famous pianist. In thus opposing the traditional female duties and limitations. She is a female who insists on the active transcendence of a subject rather than the passive immanence of an object, on an existentialist authenticity obtained through exerting a conscious choice, giving her own laws, and making herself her own destiny. Mildred Orme of “A
Shameful Affair" is another illustration of this type of woman. She rejects the role of the passive, innocent party who makes no advances in sexual relations and demands instead the responsibility of an active subject. The new force which was freed in Kate Chopin through the success of Bayou Folk is seen particularly in her heroines who live out their strong impulses. She saw and understood all aspects of the female psyche, and her particular interest was woman's awakening to her true nature, whether traditional, emancipated, or a mixture of the two. In "Regret" she describes how the middle-aged Manzelle Aurélée all of a sudden realizes what she has missed by not having children. The heroine of "Athénaïse" is an example of the young woman who marries before she is ready. She runs away, but Cazeau, her husband, fetches her back. On the way they pass a "solitary oak-tree, with its seemingly immutable outlines, that had been a landmark for ages" (CW, 2006, p. 433) and Cazeau suddenly recalls how his father had captured Gabe, a runaway slave, near this spot. Athénaïse runs away again, but only to hurry back to her husband when she realizes that she is bearing his child. As the song comes to the bird, she is now awakened to motherhood and passionate wifehood.

In spite of its "happy ending", this tale is on a deeper level a protest against woman's condition. Athénaïse's realization of the futility of rebellion against a social and sacred institution" (CW, 2006, p. 431) is supported by the story's subtle symbolism. Cazeau's name stands for casa or chateau in which a woman lives her hemmed-in existence, and his stern manner and jangling spur stand for the authority which forces her to submission. Athénaïse is indirectly compared to a slave. Gabe then represents the Archangel Gabriel, the herald of pregnancy; and the oak tree represents marriage and motherhood, woman's immutable destiny which makes her the tree of life. Kate Chopin returned to this subject in The Awakening, her most profound treatment of the fundamental problem of what it means to be a woman. The novel has much in common with Madame Bovary, a story which relates how the heroine, is caught in the romantic syndrome of the supposedly great noble, undivided, transcendent love, and like the other heroine, is seduced by a rake after the departure of the more decent young man who has stirred her.

The crucial point is how this event affects the two women. Emma Bovary, of course, continues her self-dramatization, tying to confirm to models and gaining little insight into her own nature as she more and more frenetically attempts to escape her dull environment. Whereas Edna Pontellier, the heroine of The Awakening, has awakened in full to an imperative craving for sex, for independence and for clarity and self-knowledge. For her, all return to past submission and all continuation of self-delusion is impossible. Instead of blaming the rake she accepts her animalism, feeling neither shame nor remorse. She realizes that sex is largely independent of our volition. And just as Edna makes no attempt to suppress her sexual desire, she does not hesitate to throw off her traditional duties towards her family. She realizes she is unable to live as the inessential adjunct to a man, as the object over which man rules. "I give myself where I choose," (CW, 2006, p.992) she declares when Robert, her young man, suggests he might ask her husband to set her free. What she craves to be is an independent subject, to dictate her own destiny. "I would give up the inessential, I would give my money, I would give my life for my children; but I wouldn't give myself" (CW, 2006, p. 929) Edna explains to her friend. In other words, it is less important for her to live than to have a self, to be able to exert a conscious choice which can bring out her own essence.

Edna thus believes that she can direct her own life. But she comes to acknowledge a responsibility towards her children to spare them the stigma her kind of life would attach to them. Seeing that we are pawns in the hands of procreational nature, and how patriarchal society condemns particularly a freedom-seeking woman who neglects her children, she inevitably finds her power to dictate her own life to be illusory. Wanting her own way at all cost, she chooses the supreme exertion of her life: she takes her own life.

Mrs. Pontellier's defeat lies in the fact that she cannot integrate her demands with those of society. Her victory is her awakening to consciousness and authenticity. Earlier she had "wanted to swim far out, where no woman has swum before." (CW, 2006, p. 893) Now she swims to her death, thinking of the clanging spurs of an officer who had attracted her awakening to consciousness and authenticity. Earlier she had "wanted to swim far out, where no woman has swum before." (CW, 2006, p. 893) Now she swims to her death, thinking of the clanging spurs of an officer who had attracted her awakening to consciousness and authenticity. Earlier she had "wanted to swim far out, where no woman has swum before." (CW, 2006, p. 893) Now she swims to her death, thinking of the clanging spurs of an officer who had attracted her awakening to consciousness and authenticity. Earlier she had "wanted to swim far out, where no woman has swum before." 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The *Awakening* was published on April 22, 1899. It was immediately condemned all over America. While the critics called the novel a brilliant piece of writing, they violently attacked it on moral grounds. The novel was taken out of circulation at the St. Louis libraries, and Mrs. Chopin was shunned by some of her friends and denied membership in a local arts club. When her third collection of stories was turned down by her publisher a few months later, she evidently felt herself a literary outcast, and her writing, which had slowed down after *The Awakening*, was soon to cease altogether.

Kate Chopin today is highly praised not only as an outstanding local colorist but also as a predecessor of the twentieth century feminism, because she was the first woman writer in America to accept sex with its profound repercussions as a legitimate subject for serious fiction. In her attitude towards passion, she represented a healthy, matter-of-fact acceptance of the whole of man. She was familiar with the newest developments in science and in world literature, and her aim was to describe – unhampered by tradition and authority- man’s immutable impulses. Because she was vigorous, intelligent, and eminently sane, and because her background had made her morally tolerant and socially secure, she could write with a balance and maturity, a warmth and humor not often found in her contemporaries.

Mrs. Chopin was influenced by the feminism of Madame de Staël and George Sand and the realism of Flaubert and Maupassant. Yet she is independent and original. She turns to aspects of the feminine condition which were taboo to the two women and of little interest to the two men, even introducing an existentialist philosophy which foreshadows Simone de Beauvoir. Though she describes many women who are perfectly happy in conventional marriage, she has a number of heroines who demand freedom and an authentic existence.

Kate Chopin was too much of a pioneer to be accepted in her time and place. She lived and wrote approximately three quarters of a century before her time. So long as she confined her work to innocuous local-color stories, her contemporaries accepted her work and indeed praised it. But when she dared to expose the conflicts raging inside of wives and mothers, her contemporaries insulted her personally and, even worse, banned her novel. Today, however, Chopin’s reputation stands high. Critics have found in her work traces of romanticism, realism, naturalism, existentialism and feminism. Actually, however, Kate Chopin stands alone, a solitary figure among all those “ism’s”. Clearly Flaubert and especially Maupassant influenced her. Certainly Hawthorne, Melville, Poe, Emerson, and most importantly Whitman helped to shape her responses to life. Undoubtedly, her works contain traces of the romantic, transcendental, local-color, realistic and naturalistic movements. But Kate Chopin transcends her sources and influences to create a body of work that speaks in its own voice. That voice represents the plea of the twentieth century feminism.

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Case Assignment Reconstructed Model of Noun Phrases Predicate Arguments in Albanian Language

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Abstract

This article aims at dealing with Albanian case category and most importantly with the assignment of Nominative, Dative and Accusative case. Syntactically, each noun phrase used in one of the abovementioned case forms within a certain sentence bears also the corresponding subject, direct object and indirect object function. As so within the generative point of view these noun phrases, being assigned these cases and at the same time bearing the above syntactic functions, are targeted as verbs argument (internal or external). It is obvious that case assignment will be treated basically from the generative point of view, explaining that the Generative Linguistics represents a relatively current linguistic theory which from ’50s up to now it has been subject to a continuous and long study and restudy process undergoing objections and challenges aiming at its amelioration and its internal and external layer unification. We are quite aware, that this new linguistic theory it has been successfully applied in the linguistic layer of western countries whereas in the Albanian linguistic domain it is in its first steps toward adaptation and introduction. As a result the article I intend to present will focus on the assignment of Nom, Acc and Dat. case and the case assignment model (inherent or structural) they belong to. Let us highlight here that the early generative analysis concerning case assignment, proposed two such models inherent (dative case) and structural (nominative and accusative). But within the contemporary studies we have come across that such a division does not exist anymore (concerning these three cases) because all the above cases assigned to noun phrases verb arguments belong to structural case assignment model.

Keywords: Noun phrase, internal argument, external argument, inherent case, structural case, thematic assignment.

1. Introduction

Struktura e brendshme e fjalisë varet nga informacioni që ndodhet në leksikun tonë mendor i cili përbëhet, jo vetëm nga lista e fjalëve të leksikut projektohen në sintaksën/ strukturën e fjalisë. Në mënyrë të vegjëtë struktura e fjalisë varet kryesisht nga marrëdhëniet që vendosen midis predikatit, i pranuar si bërthama organizuese e fjalisë, dhe sintagmave emërore të njohura si argumente të këtij të fundit, të cilat nga ana tjetër plotësojnë më të njihet argjend si tjetër prej tyre. Pra, sa më sipër përmbledhjet më së mirë më i parim nëse me Projektit të Planit të gjuhës, nëse më ndodh me formulat kimike, si për shembull me formulën kimike të ujit H₂O që për formimin e një molekule ujë kërkohet prania e 2 atomeve hidrogjen dhe 1 atomi oksigjen, edhe për një fraze të formuar dheve të nevojshme që një folje predikat X të shoqërohet nga 1, 2 ose 3 sintagma argumente. Përzgjedhja dhe numri i argumenteve të predikatit lidhet ngushtë me termin “valence”, term që në gjuhës sa ndryshëm nga shqipja më të përcaktohet, jo vetëm nga lista e fjalëve të leksikut projektohen në sintaksën/ strukturën e fjalisë. Në mënyrë të vegjëtë struktura e fjalisë varet kryesisht nga marrëdhëniet që vendosen midis predikatit, i pranuar si bërthama organizuese e fjalisë, dhe sintagmave emërore të njohura si argumente të këtij të fundit, të cilat nga ana tjetër plotësojnë më të njihet argjend si tjetër prej tyre. Pra, sa më sipër përmbledhjet më së mirë më i parim nëse me Projektit të Planit të gjuhës, nëse më ndodh me formulat kimike, si për shembull me formulën kimike të ujit H₂O që për formimin e një molekule ujë kërkohet prania e 2 atomeve hidrogjen dhe 1 atomi oksigjen, edhe për një fraze të formuar dheve të nevojshme që një folje predikat X të shoqërohet nga 1, 2 ose 3 sintagma argumente. Përzgjedhja dhe numri i argumenteve të predikatëve varet nga karakteristikat semantike të tyre, pra nga numri i argumenteve që ata kanë për të përmbyshur valencat e tyre. Në varësi të valencës ose më saktë numrit të argumenteve foljet i klasifikojmë4 si më poshtë:

**Fole zero valente:** Bubullin. Vetërin. Ky grup foljesh përgjithësisht emërtën dukuri atmosferike dhe nuk shoqërohet nga asnjë argument. Haset më tepër në gjuhët flektive si shqipja pasi në gjuhë analitike si anglishtja prania e SE argument i jashtëm subjektështë i detyrueshmë.

**Folje njëvalente:** eci, shkoj, etj. Foljet i këtij grupi i foljesh të përgjithësisht konsiderohet si argument njëvalent. Një fraze të formuar nga një argument skalohet nga 1 argument dhe 1 folje të menjëhershëm. Dëtime të këtij argumenti konsiderohet si argument njëvalent.

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1 Parimi I Projektimit I Chomsky (1982;29) sipas Rami Memushaj “Gjuhësia Gjenereativeve”, 2008, fq 140
2 Dhima T. “Mbi klasifikimin e foljeve sipas valences”, Kumtese në Seminarin Nder kombetar per gjuhen, letersine dhe kulturen shqiptare, Prishtine 2002
3 Po aty
Foljet dyvalente: shoh, dua, lexoj, etj. Foljet e këtij grupi shoqërohet nga dy SE argumentë.

Foljet trevalente: jap, dhuroj, etj. Foljet e këtij grupi për të plotësuar kuptimin semantik të tyre kërkojnë praninë e tre SE argumentë.

Përça i përket strukturës argumentale të predikatit, pran janë L. Heageman3 ofron krahasimin e mëposhtëm: "Predikatet janë si një dramë ku është përcaktuar numri i roleve dhe ato duhen caktuar aktorëve. Argumentet e predikatit janë si rolet e përcakuar në dramë ku përdor në mënyrë të skenë të një rol i duhet caktuar një aktori. Gjatë sfaqes së dramës nuk duhet të ketë pjesë të cilat nuk u janë caktuar aktorëve si dhe nuk duhet të ketë aktor të cilit nuk i është caktuar një rol. Por në një dramë përpër numrit të aktorëve është përcaktuar dhe karakteri i secilit aktor, d.m.th secili aktor i është caktuar një rol i vërtetë."

Një krahasim i tillë shërben për të na bërë të ditur se, përveç njohurive që folën ka mbi numrin e argumenteve të një predikati, ai gjithashtu mbart një informacion të plotë përsë i përket rolij të tematikë së e caktuar nga secili argument. Si role tematike kryesore njihen ai i vepruesit, temës, përfituesit. Këto role tematike këto u caktohen SE argument të cilës në strukturën e fjalisë kryejnë përkatësisht funksionet sintaksore të subjektit, kundrinorit dhe kundrinorit të zhderjët. Shembull

1. Djal (veprues) dhe dhuroj një kukull (temë) motrën (përfitues).

Doli tani kemi pranuar si caktues të roleve tematike foljen predikat, në shembujt e mëposhtëm do të shohim se për caktimin e rolit tematik të vepruesit caktues predikat është i pamjaftueshëm:

Shembull
2.a Agimi texhamin
2.b Agimi texhakun

SE argument "Agimi" në shembujt e mësipërme nuk i caktohet i njëjtë rol tematik, pasi në shembullin (2.a) atij i caktot i rolit tematik i vepruesit ndërsa në shembullin (2.b) caktot i rolit tematik i vepruesit. Në këtë kontekst, përmbledhjen se SE argument, të cilën e caktot i rolit tematik i vepruesit në shembujt e mësipërme nuk i caktohet i njëjtë rol tematik. Nëse ato i caktot se cilat nuk i caktohen të dhërci, ato do të caktohen në një strukturë që të kërkoni i caktuari aktorëve të cilës i përcaktohet i vepruesit. Një argument i cakte i një rol tematik i vepruesit i caktohet të vepruesit, pasi të dhërci, ato do të caktohen në një strukturë që të kërkoni i caktuari aktorëve të cilës i përcaktohet i vepruesit.

Këto argumente të predikatit qofshin të jashtëm apo të brendshëm; subjekt apo kundrinor për të bërë të dukshme në strukturën e fjalisë, pra në varësi të Parimit të Visibilitetit ose Kushti i Dukshësisë, u duhet caktuar rasë, përkatësisht rasë emërore, rasë kallëzore, rasë dhanore.

Një këtë pjesë të përnimit do të është të kërkoheshëm analizës rasëcaktuese e cilës bazohet në rrosjes së përkaktim të caktuan e shtatër të cilat nuk nuk ndryshojnë karakteristikat e foljeve të tjera, pasi të dhërci të përkut dhe të caktuan rasë, pasi të dhërci të caktuan rasë të ndryshme në strukturën e fjalisë, pra në varësi të Parimit të Visibilitetit ose Kushti i Dukshësisë. Një argument i caktohet i një rol rasor SE argumenti, pasi të dhërci i caktohet i një rol rasor SE argumenti, pasi të dhërci i caktohet i një rol rasor SE argumenti.

Ndihmëse të cilat nuk ndryshojnë karakteristikat e foljeve të tjera, pasi të dhërci të përkut dhe të caktuan rasë, pasi të dhërci të caktuan rasë, pasi të dhërci të caktuan rasë, pasi të dhërci të caktuan rasë, pasi të dhërci të caktuan rasë.

Faza e parë – deri në fund të viteve '80, ku koncepti gjenerativist mbi rasën nuk shfaqet i shkëputur nga ai tradicional, pasi për realizimin e saj shihen si kusht për caktimin rasor lidhet sintaksore të drejtimit.

Faza e dytë – pas viteve '90, fazë kjo ku koncepti gjenerativist mbi rasën i caktohet në strukturore të cilat duhet të përshtatet diku në pemën strukturore. Një argument i caktohet i një rol rasor SE argumenti, pasi të dhërci të caktuan rasë, pasi të dhërci të caktuan rasë, pasi të dhërci të caktuan rasë, pasi të dhërci të caktuan rasë, pasi të dhërci të caktuan rasë, pasi të dhërci të caktuan rasë.

2. Caktimi Rasor se Argumente deri në Vitet '80

Çdo fjali e thjeshtë, sipas gjühësisë gjeneratore, është identifikuar si frazë më një strukturë më ndërlikur se ajo e sintagmave foljore.6 Për të vërtetuar sa më sipë do të bazohemi, së pari te ekzistenza e foljeve ndihmëse të cilat nuk sfaqet i pemën strukturor të cilat nuk sfaqet karakteristikat e foljeve të tjera, pasi ato gjithmonë do të duhet të shoqërohen nga një pjesore

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Shembull
3.a Djali lexoi librin
3.b Djali e ka lexuar librin

Në këta shembujt vërejmë se nuk kemi asnjë ndryshim përsa u përket roleve tematike që u caktohen SE argumentë (Djali-veprues; librin-temë), fakt që dëshmon mbi paalfësinë e foljeve ndihmëse për të caktuar role tematike.

Së dyti, që fjalia paraqet një strukturë më të ndërilikuar se çka ofron struktura SF dëshmohet edhe nga prania e detyrueshme e subjektit edhe në rastet kur ai nuk përmbën argument të foljes, pra nuk kërkohet prej saj. Për këto raste i referohemi ndërtima mbështetje me folje zerovalente të gjuhës angleze të cilat e kanë të detyrueshëm praninë e impersonal-it me funksionin sintaksor të subjektit. Për këto ndërtime, për arsye tashmë të cituara, ky subjekt –it nuk mund të realizohet brenda projekcionit SF, pasi nuk kërkohet nga folja.

Së trejt, një fakt që nuk është asnjë ndryshim për saj do të realizohet në këtë strukturë midis SE subjekt dhe prania e subjekt të fjalisë. Nga faktet e radhitura përmbledhim se folja vendoset në vetë të të gjuhës shqip që shihet edhe mbi se SE subjekt nuk shprehet. Pra SE “djali” fillimisht do të realizohet në projekscionin e specifikuesit të projekcionit SF pozicion ky në të cilin atij i caktohet roli tematik i vepruesit dhe më pas ai do të zhvendoset drejt një pozicioni specifikuesi më lart u caktohet duke iu bashkuar projekscionit maksimal SEpt në kokën eptimor të cilin do të relativohet nga mbresat foljeve dhe foljeve të mbarës. Për këto ndërtime, për arsye të cituara, që shihet edhe mbi se SE subjekt nuk shprehet.

Sipas Hipotezës së Subjektit të Brendshëm8 pranohet për të gjitha gjuhët (qofshin këto sintetike; sintetiko-analitike ose analitike) realizim i projekscionit për të caktuar rezultatet, të cilët që të jashtëm do të mbrohet brenda projekscionit SEpt në kokën eptimor të cilin do të mbrohet brenda projekscionit SEpt në kokën eptimor të cilin do të mbrohet brenda projekscionit SEpt.

Nga ana tjetër SE argument i jashtëm për të marrë këtë rezultat do të mbrohet brenda projekscionit SEpt në kokën eptimor të cilin do të mbrohet brenda projekscionit SEpt.
sërisht koka eptimore e projeksonit SEpt për arsyen e vetme të mospërmbushjes së Kushit të Drejtimit. 

Ashtu sikundër pasqyrohet edhe në skemën e mësipërme SE argument i brendshëm kundrinor i drejtë do të realizohet në pozicionin motër me kokën F0 të projeksonit SF, ku ky i fundit shërben si barierë për drejtimin e kësaj SE nga koka Ept0. Mosrealizimi i drejtimit të SE argument i brendshëm nga koka Ept0 çon në përfundimin se rasa kallëzore caktohet nga koka F0 e projeksonit SF dhe, së dyti SE argument i brendshëm i drejtë marrë këtë rrjitet realizohet në pozicionin motër me këtë të fundit (SE; SF). 

Përveç foljeve një dhe dy valente kemi edhe folje trevalente të cilat për plotësimin e kuptimit të tyre këkoinjë pranën e tre argumenteve, një të jashtëm dhe dy të brendshëm. 

Shembull. 
4.a Djali i dhuroi një kukull motrës. 
Dhuroj: Kush dhuron (identifikojmë subjektin) 
Çfarë dhuron (identifikojmë kundrinorin e drejtë) 
Kujt ia dhuron (identifikojmë kundrinorin e zhdrejtë) 

Nga sa cituaq edhe më sipër, ky argument i dytë i brendshëm sintaksorësh përfaqëson kundrinorin e zhdrejtë dhe sipas rafshit semantik atij i caktohet roli tematik i përfittuesit. Me këto karakteristika semantiko-sinaksore lidhet edhe caktimi i rasës dhanore. 

Duke ndjekur të njëjtën logjikë që ndodhëm edhe me caktimin e rasës kallëzore SE argument të brendshëm kundrinor i drejtë, shtyjemi të pranojmë se folja trevalente (dhuroj) përveç rolit semantik të përfittuesit i caktohet i kësaj SE (motrës) edhe rasën dhanore. Pra, rasa kallëzore dhe rasa dhanore caktohen brenda projeksonit SF sipas strukturës X' të mëposhtme: 

Skëmë 1

Modelet e mësipërme të caktimit rasor u sfiduan më tej dhe pas viti 90 ato iu nënshtruan edhe ristrukturimeve në vijim. 

3. Caktimi Rasor në Konfiguracionin Specifikues-Kokë

Gjatë fazës së dytë të zhvillimit të konceptit gjenereativist mbi rasën, e cila përkon me periudhën e shkëputjes së teorisë së rasës nga drejtimi tradicional dhe përfrshjen e saj në konceptin gjenereativist, na vjen një argumentim krejt i ri nga Chomsky mbi caktimin e rasëve të mësipërme SE argumente të foljes. Ky rikonceptim bazohet dhe i jep më shumë rëndësi kategorisë së përshtatjeve duke e pranuar atë të vjen kategoritë përjasaj e të larguarin e treguesve rrasorë. Ky propozim bazohet në faktin se si rasa ashtu dhe përshatja përëshkët mekanizmat kryesor për shprehjen e marrëdhënieve gramatikore. Në vijim, Chomsky propozon dy rafshëve përshatjeve: atë të caktimit të rasës emërore SE argument i jashtëm subjekt dhe dhe atë të caktimit të rasëve kallëzore dhe dhanore SE argumentë të brendshëm kundrinor i drejtë dhe kundrinor i zhdrejtë. Këtyre dy rafshëve përshatjeve e përjasaj 3 projeksonë funksionale të përshatjeve përkatësisht: sintagma e përshatjes së kryefjalës SPpKr, sintagma e përshatjes së kundrinorit të drejtë.

9 Me drejtim do të kuptohet: A drejton B nëse A m-komandon B dhe asnjë barrier ndërhyjn midis A dhe B; Projeksonet maksimale shërbejnë si ballotë për realizimin e drejtimit. Si drejtes shërbejnë kokat e sintagmave

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Sipas gjenerimit X’ të ofruar në këtë skemë vihet re se SE subjekt “djali” filimish realizohet në pozicionin Spec SF për të marrë rolin tematik të vepruesit, më tej ai do të lëvizë drejt pozicionit Spec SEpt për të licensuar treguesit morfolojik dhe përfundimisht zhvendoset drejt pozicionit të specifikuesit të projekzionit SPRKd në të cilin i caktohet rasa emërrore. Nisur nga dy modelet e përmendura deri tani mbi caktimin e rasës emërrore, çka është universale dhe e përbashkët qëndron në faktin se caktimi i kësaj rase realizohet në një pozicion specifikuesi (qoftë ky SpecSEpt apo SpesSPKr), pra brenda konfiguracionit specifikues-kokë. Ky model caktimi rasor i cili lidhet pashmangshmërisht me realizimin e SE argument i jashtëm në pozicionin e specifikuesit për të marrë rasë emërrore njihet si caktim rasor strukturor.

Ky aplikim i caktimit të rasës emërrore do të shtrihet edhe më gjerë duke përfshirë edhe caktimin e dy rasave të tjera kallëzore dhe dhanore, pasi të tre këto SE bashkohen nën një emërues të përbashkët “argjendet e tërheqjes” i cili ndikon në analizën rasëcaktuese të tyre.

Pra, për analogji të caktimit të rasës emërrore propozohet gjithashtu lindja e një projekzioni tjetër funksional, sintagmës së përshtatjes të kundrinori të drejtë SPRKd i cili gjenë jo ndërmjet projekzionet SEpt dhe SF. Në pozicionin e specifikuesit të këtij projekzioni do të realizohet SE argument i brendshëm kundrinor i drejtë pas zhvendosjes së saj nga pozicioni motër i kokës F₀ me qëllimi caktimin e rasës kallëzore.

Shembull.
5.a Djali morri lapsin.

Skëmë 3

Një projektim i tillë shfaq probleme, pasi zhvendosja e SE argument i brendshëm kundrinor i drejtë nga pozicioni [SE; SF] drejt pozicionit të prejardhur SpecSPR, duke kapercyer pozicionar bazë të SpecSF, përbën shkelje të Parimit të
Lëvizjes së Shkurterë\textsuperscript{10}.

Në këtë kontekst, Chomsky propozon hipotezën e ndarjes së projeksonit SF në dy projeksione të tilla funksionale të shënjuara Sf më e lartë dhe SF më të ulët (të cilat janë përgjegjëse për caktimin e rolete tematike) dhe midis tyre do të gjenë qëjët projeksoni funksionale i përshtatjes së kundrinorit të drejtë përgjegjës për caktimin erasës kallëzore.

Skemë 4

Një projektimi i tillë edhe pse në dukë teqëp i përshtatshëm mbetet i dyshimtë pasi ai eleminon projeksonin bazë [SE;SF] të gjenë rëzultatit të SE argument të brendshëm kundrinor i drejtë dhe pranë si pozicion bazë të realizimit të kësaj SE atë të specifikuesit të Sf më të ulët.

Në mbështetje të sa më sipër si dhe duke pranuar si hipotezën e ndarjes së SF dhe lindjen e projeksioneve funksionale të përshtatjes së SE argumentit të brendshëm SPRKd po Chomsky shkon më tëj duke e zgjerojë aplikimin e mësipërme për qëllimin e SE argumentit të brendshëm SPrKd.

Shembull

6.a Djali i dhuroi një kukull motrës.

Nisur nga parimi i Hierarkisë së Projeksioneve me qëllim garantimin e lidhjes midis kokave \( f^0 \) dhe \( F^0 \) përkatësisht të projeksioneve Sf dhe SF sa herë që do të hasim një f të vogël aq herë projeksoni Sf do të shërbejë si zgjerojë i SF më të ulët. Në këtë kontekst ndërimit të argumetëve të analizohe në më poshtë:

Koka foljore si bashku me dy argumetën e saj të brendshëm (\textit{dhuroi një kukull motrës}) do të shihet si një fjalë e thjeshtë e pazgjerojën ku argumën i brendshëm kundrinor i zhdrejtë do të luajë rolin e subjektit duke u gjenënjë në pozicionin Spes Sf, ndërsa SE argument i brendshëm kundrinor i drejtë do të mbetet gjenënjë në pozicionin e saj bazë [SE;SF]

Skema 5

Ky projeksion si rezultat i gjenë rëzultatit të dy projeksioneve funksionale të përshtatjes së argumenteve të foljes të gjenënjë ndërmjet projeksonit të brendshëm kundrinor i zhdrejtë të marrë rasë kallëzore) dhe më pas atj SPRKzh (në pozicionin e specifikuesit të së cilit do të realizohet SE argument i brendshëm kundrinor i zhdrejtë për të marrë rasë dhanore).

\textsuperscript{10} Abney S. \textit{The English noun phrase in its sentential aspect}, 1987
Skemë 6

Projeksioni i arritur deri tani do t’i bashkëngjitet projeksionit Sf në kokën F të së cilit do të realizohet një kategori foljore e zbrazet ë me kuptimin e foljes shkakore “bëj" duke bëri që ndërtimet me folje trevalente të analizohen:

7.a Djali i dhuroi një kukull motrën – Djali bëri që motrën të ji jepe një kukull. Në pozicionin e specifikuesit të këtij projeksioni do të realizohet SE argument i jashtëm për të marrë rolin tematik të vepruesit. Më tej ky projeksion do të bashkangjitet projeksionit SPrKr dhe përfundimisht atij SEpt sipas skemës së më poshtme

Skemë 7

Sipas kësaj nënçështjeje të dytë të caktimit të tre rasave kryesore, emërore, kallëzore dhe dhanore, ajo çka përmbën avantazh krahasuar më caktimin rasor prezantuar në pjesën e parë të punimit është unifikimi i caktimit rasor sipas modelit strukturor. Caktimi i rasave emërore, kallëzore dhe dhanore SE të cilat përfaqësojnë argumentet e foljes realizohet tanimë në konfiguracioni specifikues – kokë.

Për caktimin e këtyre rasave SE përkatëse argumentë (qoftë i jashtëm apo të brendshëm) duhet të realizohen në një pozicion specifikuesi (SpecSPrKr; SpecSPrKd, SpecSPrKzh) fakt ky që në bind mbi modelin strukturor të caktimit rasor që secila prej tyre shfaq.
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Bilingualism – An Advantage when Taught in Childhood

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1. Introduction

The more languages you know, the more doors are opened for you.

Whether at home, daycare centers or schools, the teaching of a second language must take an important place. Ruth Tobias, professor at the Languages University in Germany says, "The learning of new languages is the foundation of developing a wider and fresh thinking" Her opinion states that if one knows more than his/her native language, has granted himself many opportunities.

2. Bilingualism Over Centuries

Bilingualism over the centuries has been considered as an advantage. Upper - class families or kings would send their children to teachers, who would teach them philosophy, diplomacy as well as other foreign languages, such as: Latin, Greek etc.

This tendency of Language learning has been inherited over the centuries. Various kingdoms hired teachers for their children, not only for the art of war, but for other languages too, in order to prepare them to face different policies in the future

The researcher who developed the study has a personal experience with bilingual children as well as contacts with families with this experience, thus marriages of people from different nationalities and migrated families having to teach their children not only their native language but that of the country they moved to.

3. Hypothesis

To explore the matter of study one comes to conclusion that this study relies on this hypothesis: “Bilingual children have more advantages than single language children”

4. Literature Assay

This chapter features researches of various studies, articles, reports and political documents closely related to the subject. To present a wider frame of bilingualism and its advantages on our global society, political documents, articles and reports within and outside Albania has been consulted with.

5. Children’s Multilingualism

Multilingualism is beautiful and precious. While learning a language the children automatically get to know its culture too. As they attend professional schools in the future or whether they get to travel into various places, they will realize the sensibility and value of the learned language at their very young age.

Multilingualism in Europe, whether into the society or education, it is becoming more and more a reality; one happens to find a language mixture into workplaces or school classes, consequently a mixture of cultures. There are various heterogeneous groups at schools to learn a specific language or follow the school subjects. There are often some classes and heterogeneous groups into europeans schools nowadays which seem to affect the school's identity, but on the other hand they stimulate and enrich at the same time the school’s curriculum.

Teachers and students are often faced with challenges of teaching or explaining the languages. At the same time
they are offered an opportunity and unimaginable chances to make the class more interesting and get adapted with the multilingual didactics, by getting out from the traditional; to see and share new culture in the class, where the later is described in the relevant language, thus an adequate adaption for the group they are teaching. The new language didactics must adapt to the new phenomenon in a scientific way and get defined in a new way.

The practices and experiences from schools who are motivated or have an experience into bilingualism and from the pioneering of other countries where these methods have been applied, have a great importance in curriculum adaption and the incorporation of new methods. To make the learning of language possible, thus bilingualism, and make the teaching more attractive, adapted methods, media and the intervention of auxiliary methods are used.

6. Multilingualism Promotes Development

One is lucky to have a second language, moreover when that language is mastered by the child or by a person as if it were his/her native language. Consequently one is assured that the culture of the language is known too. The prejudices also disappear and a mutual understanding is achieved. Such skill is recently more and more demanded even by companies and careers where to know a second language is a requirement to start a job. Individuals who were raised with bilingualism find it pretty easy to learn a new language whereas, apparently, it does not seem that easy for other individuals who did not have this opportunity on their early age.

More and more we hear it said that people who grow up bilingual, are more likely to learn more superficially or experience confusion in mind. These prejudices do not stand, moreover it is already proven that multilingualism stimulates growth and development. Such children have a high concentration and it is easy for them to learn a new language in the future. These children are likely to be secure in themselves and have a strong character. They are capable to make new friends without hesitation or fear, even as they make new friends they seem to do it very easily and effortlessly.

7. How Does Language Learning Function

Children tend to better and easily learn new languages in their first eight years of life. At the age of 3-6 years, one of the things that children find entertaining is to learn new things and this can happen without strain. Everyone in their life gets at least one native language as a gift, effortlessly, but lucky are those who have been given the opportunity for more than one. Small children, observe or study the languages with more focus and attention in their own way. Their hear what and how their parents speak and so their are unconsciously influenced by language and culture. Children have the ability to understand a language very quickly and often without actively using it.

Since the age of one and a half children understand more than you are actually telling them. Even though sometimes it seems as if the child does not actively respond, language is still there and the child practices it and while he/she speaks, it improves it. Children are surrounded by languages, even though they are different. They can recognize and understand the different languages at their early age. Bilingual children differentiate and recognize which language they will be using. They do not need extra time to master and be fluent in both languages.

8. Child to Learn Two Languages Simultaneously

If you want to teach two languages to your child, then your positioning is crucial. You should feel confident in that language yourself in the first place, whether you are a teacher, parent or a daycare educator. Only by doing this, your child can feel confident. It is not smart to just try and teach a language to a child. The language needs to be his/her world and life experience. Once the language is experienced by the child, only then the child really learned it.

A child learning a language, should hear it frequently, or he/she will forget it otherwise. Do not attempt to translate the word, for example, the chair – stuhl. Speak to the child in the foreign language.

Be careful! As you speak or make sentences, try to not build them into both languages. The use of language depends on were it is used, for example, while at the grandparents, with a babysitter, in the daycare, at school, in the car etc. What it is important is that the child knows how to speak and use that language, thus to speak continuously, the rest will happen naturally. In these circumstances it is important for the child to create a good and positive relationship with the person who is learning the language from, in order that the language learning becomes fun and perceived by him as something good.
9. The Culture of Education and Theories that Oppose Bilingualism

If we were to review the five classical counter-arguments for the multilingual education:

1. Multilingual education is harmful because it interferes with the learning process. - This method does actually interfere with the learning, but for a good intention: the language learning as well as the subject will be reinforced.

2. Multilingual education hinders native language learning. – It is not exactly clear how this can happen. The number of hours when a language is spoken is not the only factor of language learning. The social environment and the ability of students also play an important role.

3. Multilingual education slows down the capacity of learning – I think I have given enough indication that it is the opposite.

4. Multilingual education is beneficial for immigrants’ children and not for domestic ones. – It is true that with similar methods of Integrated Learning of Language Content, good results have been achieved in the children of immigrants. This would be a pretty good reason for the spreading of this learning method.

5. Today the children are almost multilingual when they finish their school. – This contradicts the reports of most countries in Europe.

Additionally, learning a language seem to offer interesting insights for the theory of learning that language as well as the social and cultural environment. We can hope that the experiences of Integrated Learning of Language Content in different countries will enrich the studies on language learning through the matter of the subject. Obviously a series of organizational problems are still present: the education of language teachers should be more intense. The curriculum of Integrated Learning of Language Content must be developed and more research on the impact of environmental factors should be made. Despite this, the teaching of languages through teaching subjects seems to be the only way to overcome the present crisis of language learning, as it may well be a response to the demand for a new multilingual Europe citizen.

10. Development of Bilingualism in Children

While talking about bilingualism in the early childhood, the cognitive development has the same importance as the language development. This is an aspect that must not be ignored.

As we talk about bilingualism, we are also talking about a complex subject, because we are talking about the language development in children, thus for different categories of phonology, vocabulary and at the same time we should consider the grammatical and semantic development. On the bilingual development some aspects will be considered that will be relevant to the topics that will be addressed. The language development to start with, is the same, whether monolingual and bilingual, since the human development itself is such on every stage. It differs from one person to another. It is independent or unlimited.

All children with normal development pass the language learning phase sooner or later. In the first year, children not only do they learn a number of words, but also consonants of his/her native language, and this makes it possible for the child to understand his/her language and ignore consonants of other languages. Thus, children get trained or train their speaking senses, which they use when they need something via various specific sounds or calls, to express what they want or how they feel.

At the end of the first year and at the beginning of the second year, the child learns a few words, and so his development by producing words, accelerates at the end of the second year. The child starts to connect the words together by easily expressing his/her need. By using all the vocabulary and knowledge that he/she owns, develops the words and their grammatical order. This is the stage when the child develops further his/her knowledge. During the second year and the sixth year of life the language develops more specifically, as the child learns the basis of sentences construction. (Cunningham-Andersson, 2004, pg. 45).

On the fifth and sixth year of the early development the grammatical elements take shape, thus we can say that the language primary system is shaped on the first five years. On the fifth year the majority of children are good speakers of the native language.

At this time the children are able to master a good vocabulary and sentence construction. In terms of brain development, the brain finishes its task during puberty, later the learning of the languages becomes a reasonable task (putting one’s self to work in learning another language). After puberty, the brain reacts in such a way as to lay the foundation of language learning ability, but these foundations are not laid further than articulation or than the ability to
articulate. Children who are bilingual from birth listen and learn two languages, so they grow up with two languages. The learning and the development of the bilingual children is the same as that of the other children, but they tend to develop more skills than monolingual children. They develop a personal skill since their second year of life. (this is scientifically proven). Such children are able to separate both language system and use them during their development. The child becomes aware of both language systems. There is a research and discovery that comes from Ruke Dravina, who studied the development of her children into two languages: Swedish and Lithuanian. She stated that her child on his third or fourth year of age was able to use different languages and separate one language she knew from the other. The special thing is that the child was aware of the change and distinction of these language systems. Although her child was capable to separate the two languages, he is still capable to use them actively. (Lambeck, 1984, f. 86; Nawveck, 2005, f. 55; Cunningham - Andersson, 2004, pg. 47.)

A child born with bilingualism and who has a normal development is able to translate word from one language to another since at the age of three. He also becomes sensitive for other foreign languages too, when he/she is confident on his/her bilingualism. Bilingual children are more sensitive to the sounds of other languages (by observing the development of my two children, who grow up with two languages, Albanian and German, and I notice that they are more keen to learn other languages, and this happens effortlessly for them.

11. Optimal Age for Language Learning

One can often hear people and parents ask, “What is an optimal age for my child to learn a foreign language?” As we saw above, the children who learn two languages simultaneously on their early age, they use that part of the brain that would function for one language, whereas the adults need to “open another recording area” on the brain, which sometimes seems hard for them to do.

According to the Foreign Language Linguists, Development Psychologists and Neurobiologists the thesis which proves that the preschool children are able to learn other languages without any strain, is valid. We previously mentioned that the children in their early age, can learn in a complete natural way and not with any particular awareness of what and which language they are actually learning.

The art of learning new languages is not something mandatory for them, but if their parents, Babysitters, grandparents speak to them in more than one language, the fact that children are able to absorb and imitate sounds of a certain language makes them capable and without any specific effort to learn, memorize and speak that language or even two languages at the same time, without any problem, or hesitation due to grammar.

They are more accurate than adults, who have to learn the language at a older age, where in addition to the above facts, such as “opening a separate space” in their brains, a factor which makes it difficult to speak a language, is the reluctance or hesitation that they (the adults) have. The later are aware that they can make mistakes or pronounce the words erroneously resulting into a misunderstanding by their coospeaker. These hesitations hinder their communication and consequently they do not improve further their language.

So, learning languages at an early age, as mentioned above, has advantages not only in the development and training of the child to later learn other languages more easily than those, who learn on their older age, but it makes the child more sensible toward various cultures. Such children usually are more tolerant and understandable into the global society than those raised with one language or never was out of their village or town. Here we can mention some prominent names, who in their interviews, when they were asked about their childhood or background, have shared that they were proud that their parents belonged to different nationalities and that they brought with them cultures and custom along with their language, which made it easy for them to integrate into our today’s global society.

When talking about the meaning of a certain word or its pronunciation, we of course understand that parents who speak two languages (and have a different geographical background) when they give birth to children and speak to them in both languages simultaneously, or when grandparents from both sides, uncles, aunts speak their languages without any strain in places where these children are growing, it does the latter, to equally and naturally perceive either language, culture or behavior as well.

Although there are people who try to educate their children into bilingualism, it is important to note that studies show that a person must present himself to a child with one language, or one language in a specific environment or context, since the one person one language part has been more prevalent and respectively more studied, it does not preclude the other part, which shows us that if a language is taught in a particular environment or place at an early age, has as much value as the first part. And at the same time each parent should speak his/her native language.

Maurice Gramond also followed such principle. In one of his letters in 1908, after his son was born, he
recommends that parents should each speak his/her native language. "In my research I have noticed that it is more efficient to use the forementioned system. If parents talk to their child, which I will call S., in different languages, respectively German and Albanian, it does not bring confusion, but at the age of 7, as the family goes on vacation to Italy, at some friends for a week, it was noticed that the child S. not only was he using his body gestures, but started using some simple sentences in Italian, a language that he had previously only sporadically heard from friends or visitors who would come to visit their home.

In case of bilingual children, who live in the same area or in a certain state for a long time and they go to a kindergarten or at school on that country, the language of that country seems to predominate. Whether in the case of the child S., or even in other cases with other children, it turns out that the language of the country where he is attending the kindergarten or school predominates, but it is advisable for the family to systematically deal with the other language which seems more ignored.

So, it is important for both languages to dominate as much as they would without the attendance of a school of a certain language, because the child can directly and effortlessly learn both languages, whether from his mother, or his father. Even in cases where a child seems to have weakened on one language, it is very important that parents, if they want that language to have the same weight in their children, they should motivate them to travel to the place of the "weakened language", so that contact with the language, whether the language of father or mother, to remain and deepen more.

A good method would be the friendship group or family who have children of the same age and where parents have the same profile. So if family is unable to travel to the place of the "weakened language", their child can associate and play with peer friends, who speak the same language, thus easily maintaining it. At them time not only the language is maintain, but the culture and custom too.

As the bilingual speakers who speak the same language meet, it is observed that people do not focus on their dialogue to speak only one language, thus the language they know or that the whole group knows, but instead they “jump” from one language to the other, altering it accordingly. This change is called Code -- Switching and is a unique feature of bilingual speakers.

12. Conclusions and Recommendations

After this study and many other studies from foreigner scholars related to this field, we realize that if bilingualism is taught in the early age, and if the school class the children attend is in 2 languages, this target group has more advantages in society than children who will need a certain time to integrate due to their lack of relevant language or any other mass used language, such as English.

Since parents are responsible for the education of their children, they should be careful, sensible and clear on what they will be choosing for their children and their future, before their children come to life. This does clearly emerge from the study that, the sooner is started to teach the child another language, the better for the development of the brain, the development of the child himself and in the cultural and social aspect. As we can see, the professor Ruth Tobias was right when she stated, "The learning of new languages is the foundation of developing a wider and fresh thinking".

13. Suggestions for Further Studies

It is appropriate to say that it would be very constructive to deepen the studies on this matter. Albania has many study fields on this matter, either by studying the national minorities, or refugees who have migrated to other countries, or even married couples with their children under the influence of bilingualism.

After these studies one can come up with more in-depth findings on the impact of bilingual advantages in Albania and benefits as a result of this effect.

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Arshi Pipa as a National and International Figure
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1. Arshi Pipa: Academia and the Relentless Struggle of the American-Albanian Scholar and Writer

In “The Columbia Literary History of Eastern Europe since 1945” (Columbia University press, New York, 2008), Harold B. Segel states that Arshi Pipa published a series of books of more-or-less scholarly nature that sought to expose the Albanian dictatorship in the way that Paul Goma sought to expose the Romanian tyranny under Nicolae Ceausescu through his fiction (Segel, 2008). That was undoubtedly one of the aspects of Arshi Pipa’s work, most of whose volumes in the English language being either a contribution to Italian studies – such was the case for Montale – or a dedication to the exposure of the richness and faults of the Albanian culture, literature, and contemporary politics to the English speaking audience.

Our paper approaches the multilateral personality of Arshi Pipa (1920-1997) by observing him as a national as well as an international figure. Due to the nature of the conference, more details and arguments will be presented in the published paper, and only a brief account of our findings and considerations are going to be introduced now.

Arshi Pipa was, undoubtedly, an Albanian writer, poet, literary translator, and political writer. But he was more than that. Having a multicultural education, holding a degree on philosophy from Florence University in Italy, and fulfilling the requirements of the professorship of North-American Colleges, his scholarly work includes a cultural studies component which has either passed in silence or been misinterpreted. Originating from a country which is a significant crossing path of western and eastern civilizations, such as Albania, and being educated both in a catholic school during mornings and a Muslim school (medrese) during afternoons throughout his childhood, excelling in philosophy in Florence, Italy, and teaching in the North-American Universities in 1970s, his body of English writing on Albania and Albanian culture was bound to be an epitome of the practice of cultural studies exercised on the aforementioned field of inquiry. Despite his probably better recognition for introducing the Italian poet Eugenio Montale to the English-speaking academia (Pipa 1968), followed by Montale who was awarded the Nobel Prize in literature in 1975, Pipa’s main academic focus and preoccupation continued to remain the Albanian Studies and Culture as he wanted the english-speaking academia to be introduced to them.

2. The Albanian Writer and Communism

In one of his writings on Faik Konica, Pipa states: we support the belief that the key to the art of a writer stands on his own personality” (Pipa 1944). Pipa’s work my well be better comprehended within the frame of his academic upbringing. Nor are the actual social and historical circumstances in which he had to write and communicate through his work of any less significance. (The Gulags of Former Eastern European Dictatorships are not exactly the ideal “writer’s corner” to produce any kind of literary or philosophical written paper).

Our paper approaches his multilateral personality, especially his ideology and anti-Stalinism by examining his intellectual personality as well as taking a systematic view on his corpus of publications. We support the thesis that- in his work- two dimensions permeating his written papers can be traced: firstly, the patriotic dimension which is fundamental in most of his publications in the English language. And secondly, but of no lesser significance than the former is that of internationalism and multiculturalism of that kind that overcomes the narrow-mindedness of the old-fashioned nationalism and views the Albanian culture and politics from a very broad perspective, a perspective rooted in the western thought which Pipa learned from Italian philosophers in his youth and crafted to perfectionism through the spirit of academic discipline of the Cultural Studies which he researched and adopted in the later years.

The denouncement and exposure of Stalinism and dictatorship of Albania to the English-speaking academia,
indeed permeates most of his writing and research papers. This component brings together in a very easily notable manner both the aforementioned dimensions: the nationalistic and internationalist one.

At an early age, by the end of World War II, when he was in his twenties, he published essays on some emblematic figures of the Albanian culture, such as Migjeni, Noli, Fishta and others (Pipa 1944). What we note “in common” to all the profiles he writes about, is that Pipa views them, examines them, hails them and in more then one case calls them “Missionaries”, missionaries of patriotism, missionaries of enlightening their people. Not only does he highly appreciate this component when observed to other writers, but he himself takes the role of a missionary in his later writings. Being a “missionary to your people” and an “educator to your nation” becomes another component that permeates all of his publications. The special position of an “educator of your people” bears in itself a strong element of internationalism. His essays and research papers in the English language offer complete evidence on this.

As a highly cultivated scholar with a degree in philosophy and as a distinct philosopher himself, he could not but observe the issues and concerns of his mother-land from a perspective much broader than that of a simplistic nationalism. However, the spirit and the international strata that can be noted in his publications do have a purely political component, which has either been passed in silence or misinterpreted.

After examining the scholarly writing of Pipa for more then ten years now, we have come to the conclusion that the work of Pipa, whether it is in poetry, essays, philosophy, literary studies, Albanology and politology is characterized by:

1. A commitment to patriotic issues like the ones that deal with the national case as well as problems of the Albanian nation. These writings are characterized by the spirit of an education that Pipa believes should be given from a philosopher to his people, once by teaching them about the literary criticism and literary taste or gusto, once by recounting them about the horrors of prisons and dictatorship, somewhere by teaching them how to escape from communism, and somewhere else by understanding the personalities of the Albanian culture.

2. The pervasive ideology of all Pipa’s works is characterised by an extremely democratic and humanitarian ideology, as expressed somehow openly in “An outline on the concept of life”, or elsewhere in the thoughts of the scholar when he deals with the problems of national culture, that are in principle covered almost all over his works. This democratic and humanitarian ideology has all the features of a western academic style of Marxism expressed in the issues of culture. Probably, the only elitist thing in him is the the Il Gusto Letterario that originates in his talent, and is cultivated through a variety of good readings (see “Montale e Dante”), and even teachings from great philosophers like Bergson, Kroče, Viko, De Sanctis etc.

3. The largest volume of his work consists of writings where the problems of Albanian culture are seen from a western multiculturalists perspective, like in the case of Migjeni where the effects of Albanian culture are investigated, but similarly at De Rada and in folklore alike. The Albanian authors obviously appreciated by him the most are De Rada, Migjeni, and Noli, all three seen as both an expression of the multiculturalism era and of the country where they come, a multiculturalism which is expressed through the instruments of literature, poetry and that can be noted even in their creative personality.

4. His research papers on Italian studies, successfully conducted in American universities and written in the English language, indeed demonstrate his trend towards multiculturalism. Here he takes this feature further on to another stage, so moving himself to the world of western academia, which is by his own definition fundamentally international.

This section aims to outline the intellectual biography of Pipa through a critical analysis of his writings and speeches that show his commitment to use research, academic writing, and volumes of studies in order to expose the athe- time-unknown aspects the Albanian dictatorship system to the western world. Due to the nature of our speech, the examples can not be but limited (the full published paper is going to provide elaborate details and arguments) and focus is narrowed down to the anticommunist element permeating Pipa’s work.

"And I have sworn upon my brother's blood
to fight Stalinism no less than Fascism
to the last drop of my blood"

The above verses belong to the "Autobiografia" ("Autobiography") poetry taken from the book entitled the same. This edition of poetry in several languages was made ready for publication in 1988. At that time Pipa was in his 60s, and this collection of poetry was like a testament to him. As the author claims, those writings were composed in 1970-1971 by which time Pipa had returned to Italy to carry some scientific research. It is no doubt that such verses help us create his intellectual biography, and they are a self-evident portrayal of the anti-dictatorial dimension that covers all of his work, be
it the creative, or the scholastic one.

Indeed, Pipa's anti-Communism marks a personality value and an extraordinarily progressive courage. In a piece of study or creative work, that can not be a value per sé; the main values of a scholarly work lying mainly on the scientific apparatus and its use, methodology and analytical skills, just like the values of a work of art lie in the basic qualities of art and in the notion of literature, rather then pure content. But comprehending Pipa's work does require an understanding of his anticommunist dimension that is noticeable everywhere in his work.

In 2008, Harold B. Segel, who published "The Columbia Literary History of Eastern Europe since 1945 ", in the publishing house of the Columba University, New York, dealt with Pipa in the 6th chapter of his work, under the title "Writers behind bars / the East European literature of prison from 1945-1990." According to Segel, since the collapse of the former Soviet Union, the western world is increasingly understanding the endless network of prison camps known as "gulags", that existed in the grand state. It was the work of Soltzenicini that would open a window on what was happening in these camps, but what did really happen in the other European countries of the socialist camp was a different story. The dictatorship model operating in most of these countries would make us understand the truth about such concentration camps only after the overthrow of those regimes. In this chapter the author tries to explore the nature of these camps and prisons, by mainly focusing on Eastern European writers convicted there. This is firstly reached by throwing light over the circumstances that led to the imprisonment of certain writers, and on the other hand by examining the impact that the prison experience had in the literary production of such authors, be it in the field of fiction or in other writings that aimed to denounce what was happening indeed (expository literary output). When everything is already said and done in relation to these camps, as Segel notes, there will be namely the literary community of Eastern Europe that will have presented the most vivid and touching writings about such prison camps. It is precisely on this fact where Segel bases his entire chapter "writers behind bars."

Through this approach Segel's portrayal starts with Romania, continues with all the countries and authors of Eastern Europe, and concludes with the Democratic Republic of Germany. In this overview, Albania comes second after Romania. According to the author, this is not because of the size of the country, but because when it comes to the conditions of the prison camps during the regime of dictator Enver Hoxha, Albania is the closest country to Romania. Despite being more educated than Ceausescu, Hoxha was equally violent in all of his policies. Finally, just like in the case of Romania, the main target of the secret police, the Security, was the small intellectual elite.

Arshi Pipa is the first writer discussed in this piece of work, firstly because of chronological reasons, but most importantly because of his deep hatred towards Hoxha's regime and communism in general, which made him publish, while in exile, a series of books based on research studies that aimed to expose the Albanian dictatorship. At this point, Segel finds strong parallels between the personality of Arshi Pipa in Albania and that of Paul Goma (l. 1935) in Romania. Paul Goma is the most famous dissident of Ceausescu's Romania and the first Romanian writer who threw light on the way how Romania was transforming to a huge prison camp in 1948-1964. What Goma did through his literary work on the Ceausescu's dictatorship, Arshi Pipa carried out in exile through his scholastic work. Segel notes that if Albanians produced no imprisoned dissident or student of a productivity literary rate and level comparable to Paul Goma, due to the underdevelopment of Albanian society under Hoxha's regime and because of the prolonged violations that he caused to the writers, it still does not mean that other author and writing should be underestimated. In fact, the opposite is true, and Pipa is an example of this. While in exile, he published a series of books based on a scholarly nature that aimed to expose the Albanian dictatorship to the West similarly to the Romanian writer, Goma, who tried through his literary work, to expose the Romanian tyranny under Ceausescu. Segel calls Pipa a talented and courageous writer and then proceeds by giving some biographical data about his poetic work and studies in the realm of Italian Studies.

Neli

... A peasant he was from Central Albania, 
Plagued by malaria, rheumatism, an unhealed 
knee wounded while a guerrilla fighter, 
when his brothers were killed. 
Suffering also from hunger 
for having left at home 
three motherless children 
in care of his old folks. 

Yet in such need and misery 
I never saw or heard him 
complain, get angry, envy
the guy receiving a parcel, speak badly of the others,
let alone quarrel with them
for an inch of room on the floor,
and generous to the point
of undergoing torture
not to denounce a fellow
who was not even a friend.

In prison much I learned
not found in books. Humanity
plucked bare of feathers
I saw, and was disgusted.
Yet something else I saw,
the like of Neil, No scores,
the good seeds of perhaps
a better future.
So I accepted life,
and could live out my fate

Pipa reached the highest possible position that he was committed to not only as an anti Stalinist but also as a champion of democracy all over the Albanian territories. So he devoted himself to the cause of human rights of the Albanian population in Kosovo. He published two major political studies on this topic: "The political development of Albanian state, 1912-1962" in 1962, and "Studies on Kosovo" published in the English language in 1984.

Considering that the more lengthy published paper of this honorable conference will provide chances for more elaborate arguments and details, I would like to end on a conclusive note. As his fellow colleagues at the University of Minnesota put it in his obituary,

“Arshi Pipa was an outstanding teacher. A former student remembers him as a gentleman and humanitarian: "His sincere admiration for the property of Dante, Petrarca, Leopardi, Pascoli, Ungareti and Montale influenced all his students. His analytical method didn't have a label, nor did it need one. It was born of his intelligence, education and passion for poetry. his insightful criticism of my work, though often acute and sever, remains, even today, very valuable. I treasure most the respect he paid to my parents when my brother died."

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Këshillimi Motivacional në Fushën e Shëndetësisë

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Abstrakt

Per të vendosur një komunikim të mirë është e nevojshme para së gjithës së vëzhgosh cilin person kërkohet, në të gjithë globalitetin e tij, duke patur parasysh rëndinë që problemi i shëndetit përbën për personin. Përmbërsimi i komunikimit me personin e semur do të thotë të njohëse aspektet e të ndryshme të personalitetit të tij ku operatori sanitar i përplasjet me modalitete interaktive që konsiderojne nevoja e ndryshme dhe përgjigjet emocionale verbale dhe joverbale. Është e rëndësishme të kërkohet të ndihmojë të ndryshëm në mënyrën e ndryshme në të të gjithë globalitetin e tij, duke patur parasysh rëndinë që problemi i shëndetit përbën për personin. Këshillimi i motivuar qëndron konform kritereve të: përballimi, ndryshimi, autonomia.

Fjalëkyc: komunikim, këshillim motivacional, pacient, operator sanitar.
duke u ndërri i gjithëpushtetshëm. Një mendje e angazhuar për t’u mbrojtur, nuk është e disponueshme për hyrjen e asnjë informacioni, as në pranimin e ndryshimit.

2. Metodologjia

Tema e studimit të zgjedhur është kryesisht teorik duke u bazuar në grumbullimin, përgjegjësi dhe revizionin e literaturës, dokumentave, në përshkrimin e materialit të grumbulluar me metodë historike, krahasuese.

3. Rezultatet dhe Diskutimet


3.1 Bazat Teorike të Intervistës Motivacionale

William Miller i njohur si ekspert në trajtimin e alkoolizmit, kryente supervizionë në punën e psikologëve të rinj norvegjez, të cilin ishin të impresionuar nga mënyra se si ai trajtojë pacientët duke i kërkojë “metodën e tij”. Shkruante Miller në punimin e tij: “...të gjitha dëshmitet terapeutike i atribohen pacientit, mohimit, rezistencës, mungesës së tij të motivimit… në të kundërt, të gjitha sukseset i atribohen karakteristikave të programit apo cilësisë së operatorit një sistem atritesh tepër komod për operatorin”: nëse gjërat shkojnë mirë, merita është e operatorit, nëse shkojnë keq faji është i pacientit. Përkundrejt ketij parimi të përshkruar në mënyrë “mizore”, Bill Miller në punimin e tij kreu një operacion kërkuar: vendosi në qendër pacientin dhe i ktheu operatorin rolin që i takon, atë të asistimit, favorizimit dhe të udhëheqesit, ndryshe nga ai i të qenit zot që nxit ndryshimin përmes proçesit ku ky i fundit është eksperti dhe tjetri një subjekt pasiv. Ky është thelbi i intervistës motivuese, forca, efikasiteti i saj; por vetëm se këtij parimi teorik iu shtuan një metodë praktike koerente dhe e riprodhueshme, duke u bërë e matshme dhe me mundesi aplikimi në fusha të ndryshme sociale dhe shëndetësore.


2. Teoria e vetëperceptimit të Bem – pohon se në situatat kur persona janë të pavendosur mbi një sjellje, janë të pritur t’u besojnë pozicionin e njohur të argjendojnë e argumentojnë.
3. Teoria me në qendër klientin të Carl Rogers – sipas tij, “një pranim i plotë dhe i pakushtëzuar” është në vetëvete një proces terapeutik. Empatia e Rogers (“mirëkuptimi, përkushtimi jo posesiv, mungesë gjykimi”) realizohet përmes procesit relacional të dëgjimit refleksiv. Dëgjimi refleksiv që nuk është thjesht kthim, por shinimi i kuptimeve, gjithashtu instrument për të shmangur blokimet dhe kurthet në komunikimin. Transformimi i dëshiruar arritet përmes përdorimit të teknikave që kanë parasysh vizionin e botës së pacientit, në një atmosferë empatie, mikpritje dhe besimi.

Teknikë e tillë lind si rezultat i tre kushteve kryesisht: 1. studimet mbi përbërësit efikas të ndërhyrjes së shkurtër
2. modeli i ri i procesit të ndryshimit i përpuan nga Prochaska dhe DiClemente
3. vizioni mbisambivalentë e pacientit si sintom i konfliktit trajtim-shmangie

3.1.1 Përbërësit Efikas të Ndërhyrjes së Shkurtër

Përkufohet si ndërhyrje e shkurtër një ndërhyrje që realizohet në 4 intervista me kohëzgjatje të ndryshueshme nga pak minuta në një orë. Objektivat e ndërhyrjes së shkurtër janë:
1. motivimi i pacientit për t'u nënshtruar trajtimeve me kohëzgjatje më të madhe
2. moderimi i konsumit
3. realizimi i ndërprejjes, shkëputjes

"Përbërësit aktiv" të ndërhyrjes së shkurtër sipas autorëve (Miller, Sanches) janë:
- Feedback
- Përgjegjshmëri
- Këshilla (Advertising)
- Lista e alternativave (menu of topics)
- Empatia
- Vetëefikasiteti (Self-efficacy)

3.1.2 Ndryshimi Sipas Modelit Prochaska dhe Di Clemente

Në modelin e Prochaska dhe Di Clemente tre janë aspektet thëlbësore që duhen konsideruar:
1. fazat e ndryshimit
2. proceset e aktivizuar
3. nivelet e perfshira në vetë ndryshimin

Fazat që vijnë përgrat procesit të ndryshimit janë:
- Precontemplation: e karakterizuar nga munges ndërgjegjshmëri të nevojës për ndryshim
- Contemplation: e karakterizuar nga shfaqja e sjelljeve ambivalente drejt vartësisë, që e bëjnë subjektin të aftë për të analizuar anët pro dhe kundër të sjelljes së tij, por jo për të vendosur ne favor të ndryshimit.
- Determination: shfaqja e dëshirës per të bërë diçka, por që nuk konkretizohet me plane veprimet e caktuara.
- Action: veprimi drejt realizimit të planeve që syjonë ndryshim.
- Maintenance: ku subjekti kërkon të ruajë të fiksuara rezultatet e aritura.
- Relapse: rikthimi në gjendjen fillestare.

3.1.3 Proceset e Ndryshimit

Proceset e ndryshimit mund të përkufizohen si "tipe aktivitetesh të ndërmarrë ose të jetuara nga personi kur ndryshon mënyrë të menduar, të sjellurit përballë një problemi të caktuara" (Spiller, Scaglia, Ceva).
Trajtuar nga Miller dhe Rollnick (1994), Intervista e motivimit, teknika të këshillimit për problemet e alkolit dhe të vartësive të tjerë" fq.31

3.1.4 Ambivalenza

Shpesh motivimi i personave që kërkojnë ndihmë për probleme të vartësisë duket i lëkundshëm dhe përshtypja që kanë operatorët është që pacienti alternon me shpejtësi momente kur dëshiron ndryshimin me momente kur kundërvihet me energji. Pikërisht, për problemet e vartësisë alkolistë, tosikodipendentë, qëndrojnë të lidhur me sjelljen e tyre edhe pse i njohin rrezikut dhe dëmet që ajo sjell. Në raste të tilla, reagimi instiktiv i operatorit është që pacienti alternon me shpejtësi momente kur dëshiron ndryshimin dhe renditur seri argumentash në favor të ndryshimit. Teknikat e përdorura në intervistën e motivimit kanë si qëllim menaxhimin në mënyrë të dobishme të ambivalencës në këshillimin (Miller, Rollnick, 1991, fq.55).

Sipas autorëve, ambivalenza konsiderohet "normale, e pranueshme, e mirëkuptueshme" pasi i mundëson operatorit të shoh më qartë kompleksitetin e dilemës sesa "të sulmojë mostrën e mohimit". Ambivalenza interpretohet si sintom konflikti (në veçanti si konflikti i tipit tërheqje-shmangje) sesa të atribuvar "një patologjie vartësie të caktuar" apo "mekanizmave mbrojtës të një çrregullim karakteristik" (mohim, racionalizim, projektrim) (Miller, Rollnick, 1991, fq.63-64).

Duke shfaqur së atribuvar vetëm fenomene "negative" pacienti si mohimi dhe mungesë motivimi, e detyron operatorin të ketë parasysh sjelljen e vetë dhe të zhvillojë në çdo kohë një të një një sforcim për të vendosur në vendin e klientit-pacient me emocionet dhe ndjenjat e atij që kërkon ndihmë. Për të përmbushur analizën e konfliktit është e rëndësishme që operatori të shoh më shumë të cilës së rëndësishme si (punë, familja, shëndeti) për dikë të fshatër paqet apo aspak rëndësi. Gjithashtu, duhet të thotë se të ndihmojë pacientin në zhvillon emocionale pasi sipas këshillimit, nëpërmjet të cilës së atribuvar visqëja të cilën është të rëndësishmë e punës së këshillimit, operatori mund të përdorë teknikët e jaqes së cilës së atribuvar të ndihmojë në zhvillon emocionale pasi sipas të cilës së atribuvar të ndihmojë në zhvillon emocionale pasi sipas të cilës së atribuvar të ndihmojë në zhvillon emocionale pasi sipas të cilës së atribuvar të ndihmojë në zhvillon emocionale pasi sipas të cilës së atribuvar të ndihmojë në zhvillon emocionale pasi sipas të cilës së atribuvar të ndihmojë në zhvillon emocionale pasi sipas të cilës së atribuvar të ndihmojë në zhvillon emocionale pasi sipas të cilës së atribuvar të ndihmojë në zhvillon emocionale pasi sipas të cilës së atribuvar të ndihmojë në zhvillon emocionale pasi sipas të cilës së atribuvar të ndihmojë në zhvillon emocionale pasi sipas të cilës së atribuvar të ndihmojë në zhvillon emocionale pasi sipas të cilës së 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Për sa i përket kontekst komunikues spitalor duhet patur parasypsh marrëdhënia me personin që jeton në kufizim të lirisë...
së tij dhe i nënshtrohet kushteve që kanë të bëjnë me çfarë dhe kur të hajë, çfarë veshje të ketë, kur të flejë, çfarë ilaçe të pijë, kur të dali nga dhoma apo me kë të ndajë etj. Për sa i përket ambjentit komunikues (Berceli, et al., 1999) nënvizon si komunikimi rezulton e influencuar nga faktorë të jashtëm dhe aspekte që i paraprijnë siç janë:

- ku jemi
- me kë jemi
- sa veta jemi
- çfarë raportesh kemi me të tjerët
- motivi i takimit
- siguria e vetes
- besimi ne vetvete
- personaliteti

Flitet për “setting apo kontekst të brenshëm” kur i referohemi qëndrimit të brenshëm të operatorit, që ka të bëjë me “disponueshmërinë”, “të qenurit i hapur” me pacientin në atë moment në atë vend.

3.2.1 Komunikimi i diagnozës

Komunikimi i diagnozës respekton rregullat e komunikimit të një lajmi të keq. Një lajm i keq është një informacion që modifikon në mënyrë drastike dhe negative vizionin e personit me infekcionin Hiv/Aids apo sëmundje tumorale. Detrya e profesionistit konsiston ta bëjë më pak traumatile kalimina nga percepcesi i realitetit të pacientit (realiteti subjektiv) me gjendjen reale (realiteti objektiv). Janë pesë motivet që argumentojnë nevojën për të komunikuar lajme të këqija (De Santi et al., 2007; Baile et al., 2000):

1. Është e drejtë e pacientit – njohja e diagnozës dhe prognozës përfaqësojnë kushtet e nevojshme për të qënë të ndërjugëshëm në pjesmarrjen dhe vendimarjen e kurimit.
2. Përfaqëson një nga detyrat e profesionistit – si ata që punojnë në spital, dhe mjekët e familjes.
3. Është detyrim për operatoret të shëndetit – në veçanti të mjekut për të komunikuar pacientit diagnozën të përcaktuar nga motivacione juridike, deontologjike dhe etike.
4. Lehtëson procesin e përshatjes ndaj sëmundjes – literatura përmend shumë studime që evidentojnë efektet positive të një komunikimi korrekt ndaj personave me Hiv/Aids për sa i përket kuptimit të informacionit. (Maynard, 1996; Buton et al., 1995; Ford et al., 1996).
5. Përmirëson cilësinë/sasinë e të dhënave të grumbulluara në anamnez.

3.2.2 Si të Komunikojmë Lajme të Keqija

Në modelet për të komunikuar lajme të këqija, të përdorura në onkologjisë janë:

- Modeli i mos-komunikimit: më i përhapur kryesisht në vendet mesdhetare me kulturë latine.
- Modeli i komunikimit të plotë: tipike në vendet anglosaksone si USA, Kanada, Australi dhe Europa veriore.
- Modeli i komunikimit të personalizuar: sugjerohet si më i preferuari, ku sintetizon protokolle të ndryshme të njohura rishtazi në literaturë si:
  b. Protokoll i Girgis dhe Sanson-Fisher – dokument me udhëzime mbi komunikimin e lajmeve të keqija. (Girgis e Sanson-Fisher, 1998)
  c. Protokoll i Okamura – dokument me udhëzime për t’i komunikuar pacientit të vërtetëm të adoptuar në Japoni nga National Cancer Center dhe spitale të tjera. (Okamura et al., 1998)
  d. Protokoll i Buckman i quajtur SPIKE – inicialet e 6 hapave kryesore që përbëjnë ndërhyrjen nga eksplorimi i njohurive dhe pritshmërive të pacientit deri në komunikimin e të vërtetës duke respektuar ritmin dhe vullnetin e pacientit. (Baile et al., 2000).

3.2.3 Sugjerime mbi Komunikimet e Lajmeve të Keqija

Sipas Tuberi (Tuberi, 2005) sugeron:

- Flisni me gjuhë të thjeshtë dhe të qarte.
- Pyesni veten: “Çfarë do të thotë ky lajm për pacientin?”
- Takohuni fillimisht në një “terren të qetë” (lereni pacientin t’ju rrëfeje historinë i tij dhe gjërat që ai njeh).
- Mos e kërkoni një kurrikulum i një kohë të ndryshme, duke ndihmë ju të zbarrohen rregullat e ndryshme me pacientin.
- Të vlerësimi gati për të vëzhguar, për të marrë dhe t’ju përgjigjen emocionike të pacientit.
- I njohni së bashku me pacientin për të bërë pyetje, dhe bëni dhe ju pyetje.
- Shmangni ashpërsin, të qënurit i drejtë dhe mos shkatërroni të gjitha shpresat.

Antonio Alfano në vëllimin e tij Komunikimi shëndetësor në shërbitjet shëndetësore dhe sociale (Alfano, 2001) identifikon 10 regullat të tjera për të përmirësuar komunikimin me pacientit:

1. Mos shprehni kurrëshmëri kërkohet njëkohësisht.
2. Kur filloju i gjuhës dhe komunikimit, duke kërkuar pacientin, duke shmequr së bëri gjeste që mund të学期qëndrojnë.
4. Përsërisni nëse nevojitet informacionin disa herë në mënyrë të kërkohet, sidomos nëse persona që dëgjon kur një nivel të ulët formimi.
5. Planifikoni diskutimin në mënyrë të tillë që përvetësimit të jepen si në fillim dhe në fund të takimit.
6. Për çështjet që të quhet, përdorni shembuj që kurrë më më të mësimit të ndihmë për të kërkohet pacientin.
9. Sigurohuni që pacienti të ndihmë ta të më të më të mësimit të ndihmë për të kërkohet pacientin dhe familjarë të tij.
10. Shprehni çështjet që të kërkohet pacientin dhe familjarë të tij.

3.3 Formimi dhe Trajnimi

Nevoja për trajnime specifike për një përgatitje të duhur psikologjike të operatorëve është gjerësisht e njohur. Mungesa e përgatitjes së vështirës së psikologjike të psychologut është të qëndrohet në kohë të ndryshme. Mungesa e përgatitjes së fjalëve të rëndësishme së ndihmë për të kërkohet pacientin dhe familjarë të tij, të rëndësishme së ndihmë për të kërkohet pacientin dhe familjarë të tij.

3.3.1 Strategji Komunikimi Efikas

1. Pyetje të hapura: Shembuj: “Më thoni diçka më shume rreth dhimbjeve tuaja” “Për çfarë informacionesh keni më tepër nevojë të dini?”; “Mund të më jepni një shembull?”
2. Inkurajime minimale: “Humm”; Ah-ah; “Po”; “Dhe?” pohuni me kokë apo anohuni drejt bashkëbiseduesit.
3. Parafrazim dhe përsëritje: “Ju po më thoni se u shqetësuar pacienti” “Ju propozua përdorimi i morfinës kundër dhimbjeve” “Kështu i qëllëka është kështu…”
4. Përfundimet

Intervista e motivimit është një tipologji këshillimi që e ka zanafillën nga counselling i marrëdhënieve. Fushat e aplikimit ku kjo metodë gjen jetë janë:

- fillimisht si ndërhyrje nga vartësitë si alkoli, drogat, 1985
- në promovimin e stitve për një jetë të shëndetshme
- duhanpirja
- në promovimin e screening

Intervista motivacionale synon përballjen, ndryshimin, autonominë. Ndryshimi ka tre karakteristika: 1) të qenurit gati; 2) të deklaruarit i disponueshëm; 3) të dish ta bësh.

Intervista motivuese është tipologji counselling që bazohet në aleancën terapeutike midis mjekut dhe pacientit, është e strukturuar në kohe, fillon me një analizë të pyetjes, është e aplikuese jo vetem në këm por edhe në fushën e parandalimit sekundar dhe terciar. Është e zbatueshme nëse që të dëgjitet dhe të shënjetë në ndryshim të poshtëm të fetit të ndryshimit të pacientit. Pacienti duhet siguruar se jeta e tij do të ndryshojë për jo vetëm negativisht, dhe kjo i komunikohet. Ndërtimi i aleancës para çdo lloj ndërhyrje, trajtimit, përmes dëgjimit krijon besimin tek pacienti. Gjithashtu dhe operatori i shëndetësisë duhet të ketë besim në atë që bën dhe si e bën, dhe tek pacienti për të cilin duhet të kujdeset. Operatori duhet të tregohemi të kujdesshëm ndaj adhurjes pasurisë, çdo operator duhet të punojë me pikat e fshehur, të nënvlerësuar nga pacienti ku ky i fundit duhet mirekuptuar. Komunikimi që kërkojne të përk骰ëse për të të cilin duhet të kujdeset janë:

1. efikasiteti – bazuar në plotësimin e objektivave
2. të qenurit i duhur – individualiteti midis komunikuesve dhe kontekstit
3. përshkaktimëria – sasia e komunikimit të nevojshme, e tjeshtë dhe koerente
4. vlerësimëria – matja e cilësisë midis komunikimit verbal dhe komunikimit joverbal
5. fleksibiliteti – komunikim jo shumë i ngurtë, i vrazhdë, por as shumë miqësor

Tre pyetjet kyçe që i referohen çdo lloj komunikimit janë: Kush komunikoni? Mbi çfarë komunikohet? Përse komunikohet? Aspektet e bashkëbiseduesit që duhen njohur janë:

- Gjinia
- Mosha
- Sa profesionista të tjerë ka takuar? (mjek, infermier, psikolog etj)
- Niveli i formimit arsimor, kulturor
- Qendrimet, sjellja

Zonat që duhen eksploruar:
- Ndjenjat
- Ideet
- Pritshmërët
- Kontekstit
- Çfarë ndjen pacienti?
- Si ta interpretojmë çfarë po ndodh?
- Çfarë pritni të ndodhë?
- Çfarë ka ndryshuar prej kohës kur jeni sëmurur?

Ambjentet organizative të përshira në counseling dhe intervistën motivuese janë dy:
1) setting i brenshëm (duhet të jetë i mbrojtur, sigurues, duhet të heshtim çdo lloj zhurme për të dëgjuar problemet e tjëntit, distanca nga pacienti parashikohet 50 cm)

2) setting i jashtëm (përcaktohet kultura, vlerat personale, gjendja emocionale)

Aleatët dhe armiqtë e komunikimit janë: mekanizmat mbrojtës, barrierat komunikuese, kanalet pamore, dëgjimore, kinestetike të komunikimit (gjuha përçohet përmes 5 kanaleve sensoriale që mbledhin informacionin nga realiteti). Çdo individ ka kanalet ndjesor të tjërkëtë të privilegjuar dhe duhet kerkuar përshtatja me kanalin sensorial të tjërkëtë të zgjedhur. Faktori kohë është deciziv për një komunikim sa më të mirë. T’i japësh kohë pacientit mundëson ndërtimin e një marrëdhënies të mirë terapeutike, duke marrë më shumë informacione klinike mbi sëmundjen. Foljet që duhen përdorur gjatë intervistimit, këshillimit janë: dëgjoj, krahasoj, qartësoj, fokalizoj, inkurajoj, pasqyroj, përmshedh. Foljet që duhen shmangur janë: refuzoj, kundërshtoj, përkrah, imponoj opinionet e mia. Disa prej rekomandimeve mbi komunikimin mjek-pacient janë:

- Pacienti a më kupton?
- E pyes nëse më ka kuptuar drejt
- Mos dhënia e informacionit, lajmit përmbushur
- Jepni kohë pyetjeve
- Mbani një komunikum të thjeshtë
- Bëni pyetjeve nga pacientit
- Të dëgjoni informacionin e mbështetur
- Të përgjigjesh emocioneve të pacientit.

Treguesit e cilësisë së counselling: vendi (studio); pozicioni (të ulur pranë); kohëzgjatja (10min); gjuha (e thjeshtë dhe e kuptueshme).

Disa nga rregullat e përgjithshme të një edukate të mirë në komunikimin me pacientët dhe familjarët e tyre parashikojnë kritere si:

- prezantimi emër, mbiemër, kualifikimi i mjekut kurues
- i drejtohemi me ju
- shmanget të fulture në grup në pranë të pacientit
- mbahet mend emri i pacientit
- pacientët thirren me emrin që dëshirojnë
- shmanget të flisni me pacientin në këmbë
- mbani kontakt pamor të vazhdueshëm
- mos përdorni fjalë të vështira, pak të kuptueshme

Këto rregulla të një edukate të mirë, shpesh të papërmendura, të ditura, luajnë një rol të rendësishëm në ndërtimin e aleancës terapeutike dhe aderences ndaj kurimit. Aplikohen jo vetëm me pacientë të sëmurë me Hiv/Aids apo sëmundje terminale, por me çdo pacient në çdo lloj kontekst shëndetësor. Shpesh keto rregulla pengohen nga kohë e kufizuar institucionale, kultur komunikuese prevalente midis mjekëve. Qëllimi i tyre është se pacientët dhe familjarët e tyre duhen trajtuar me respekt dhe edukatë.

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The Added Value of ‘Instructional Simulation Practices’ in Teaching International Relations and European Studies (IRES)

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Abstract

Instructional simulation practices represent a milestone in the educational methodology of most western universities by harmonizing equal balance between theory and practice. This paper will describe and assess the positive role that simulation practices offer towards better acquisition of the theoretical input during the undergraduate academic courses in the discipline of International Relations and European Studies (IRES). It will investigate and identify the need for academic integration of simulation activities in the core academic courses shedding light on the discrepancies of the current academic practice at in Albania, simultaneously, highlighting the advantages of instructional simulation towards in-depth learning versus surface learning of theory. The paper will be conducted through utilizing observation method with the contrastive textual analysis of the theoretical and empirical data, thus providing an argumentative exhibition and credible insights on the necessity of simulation practices to be intertwined with the academic compulsory curricula for better comprehension of the IRES theoretical concepts. It will draw on the successful experiences applied by international academic initiatives and upon their advantageous value to engage students in analytical learning, critical thinking and eloquence, building public speaking models, seeing the correlation between scientific knowledge and the tangible testable hypotheses on the empirical level. Unfortunately, the traditional Albanian higher education suffers from an unbalance between the massive theoretical input of the academic curricula - in our case study to the discipline of IRES - with the transfer, implementation and active learning of the theories of international relations and theoretical approaches to European Union. Therefore, incorporating and practicing instructional simulation at the undergraduate academic courses of IRES implies equipping the future political leaders, international negotiators, European delegates and prospective Albanian experts of international organizations with the scholastic knowledge and the relevant social interactive skills.

Keywords: simulation, international relations and European studies, active learning

1. The Promotional Role of Simulations in Higher Education

Tell me, I forget.
Show me, I remember.
Involve me, I understand.

Chinese Proverb

Although educators have been designing, applying, assessing and exploring educational simulations for around 50 years, yet, there are no commonly accepted definitions of an instructional simulation or of its many variations. Hertel and Millis have made an attempt to define educational simulations as ‘sequential decision-making classroom events in which students fulfill assigned roles to manage discipline specific tasks within an environment that models reality according to guidelines provided by the instructor’. ¹ They emphasize in the first chapter the reasons why simulations further educational goals highlighting that simulations guarantee the traditional educational goals of knowledge transfer, skill development and the application of both knowledge and skills. Moreover, simulations teach the methods and strategies involved in the discipline, introduce students to significant organizations in the field, and provide more realistic interactions with other disciplines, and with people and organizations in the real world beyond the classroom.²

As the above top cited Chinese proverb implies, students tend to grasp concepts more easily when they are actively involved in the learning process; even more so, if they are assigned independent tasks to achieve the academic

² Ibid
objective. This substantial role of simulation has already been identified and applied by western universities. For instance, the University of the West of England has undertaken the Simulation in Higher Education Project (SHE) which was shortlisted in the Outstanding ICT Initiative of the Year category of the Times Higher Education Awards in 2010. The ultimate goal of this project is to successfully relate theory to practice thus, catalyzing students’ careers in the domains such as law, social work, planning, architecture, medicinal subjects, and many more.

Moreover, current developments in technology have offered opportunities to students to experience simulations on highly sophisticated cases. The emergence of highly up-to-dated technological infrastructure has been implemented to create a virtual world where students can experience events of the past and the present. The importance of this project has been emphasized by placing it under the framework of the E-learning Development Unit, which works with colleagues across the university to help with developments in curricula and delivery that use ICT. Similarly, Herbel and Millis accentuate the added value of simulations as problem-based units of learning that are set in motion by a particular task, issue, policy, crisis or problem. The implicit or explicit problem improvised in the simulation will be settled out by the students themselves through abundant density of interaction and negotiations.

Narrowing the research focus to the simulation practice in IRES, I bring as an early illustration the University of Maryland, USA, where ICONS evolved out of the Program in Global Issues established at this university in the early 1980s. The purpose of the program was to teach students about the “interdependence of global issues and the behavioral interdependence of nations” using simulation methodology. Likewise most other international universities, in this case study has been placed a great emphasis on integrating information technology into curricula giving rise to instructional technology and instructional in the IRES discipline.

Despite immense changes having undergone ever since its beginnings, the ICONS simulations have retained the same fundamental form of finding connections between the real world, the diplomatic arena over those problems where states have noticeable differences in interests and capabilities. Nonetheless, there remain gains to be achieved through cooperative action. Till the end of the Cold War the typical scenarios of these simulation activities encompassed ‘high politics’ level including START, NATO, Middle East, Sino-soviet Summit and Afghanistan. The end of the Cold War marked the launch of new simulation practices being transformed to the same rhythm of transformation in international relations. The exercises of educational simulation reflected these new evolvements focusing on issues like global warming, human security, environmental security, food security, global trading system, terrorism, European integration.

The Simulation of “International Relations of South East Asia” from the IRES domain will be an illustrative case study of the structural designing and empirical implementation. Referring to the said case study, students are divided into the role of diplomats from South Eastern Asian countries. They are provided with the preliminary insightful descriptions on the trade issues the region is being faced with. Despite the tangible rapid regional growth, the Association of Southeast Asian Nations (ASEAN) has been facing great internal challenges as economic disparities and equal access to basic services. Moreover, security and infrastructure deficiencies have already accelerated the region exposure to terrorism, crime, and public health crises. Currently, ASEAN has negotiating with Japan, China, and South Korea to create an ASEAN+3 pacts to increase global competitiveness. With increasing connections between countries, new cooperative approaches are needed to address the issues that after acquisition of the conceptual scenario outlining the preliminary negotiation issues to be discussed students will improvise round table discussions as representatives of their countries.

The instructor is accountable for administrating the simulation and providing feedback to the students. At the third stage - the process - students are provided with a brief scenario and they have to conduct independent research that will be represented at the negotiation simulation. The negotiation phase of the simulation itself lasts from 3 to five weeks. Through this interactive model students decide themselves on the negotiation directions, on the rhythm and climate of negotiations. Finally, regardless reaching a mutual agreement or not, the salience of the process is rather the in-depth

3 University of the West of England Available at the following link http://www.uwe.ac.uk/elearning/she/ Accessed on 26 March 2014
4 Ibid
7 Ibid
8 University of Maryland , USA , “International Relations of Southeast Asia” Simulation http://www.icons.umd.edu/education/simulations /catalog/international-relations-of-southeast-asia#.UzLm_PIdXOU Accessed on 26 March 2014
9 Ibid

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understanding of the process of international negotiations. The ultimate impact of simulation practices in international relations is boosting the development of elaborative and sophisticated representations of the international systems.

With regard to European Studies track, a best-tailored academic module is given at the Undergraduate Program of Newcastle University in the UK, entitled European Union: Decision-Making Simulation. By examining this module for our research purposes, it aims at making students familiar with the European Union institutions like the Commission, the European Parliament, and simulate how each representative member state makes decisions at the EU level. The course is designed in a very symmetric manner combining theoretical lectures on EU regulatory mechanism with the group discussion, paper writing and finally the EU simulation practical session by any team in the class. Moreover, the module has incorporated some video seminars to demonstrate EU parliamentary sessions from real group meetings, briefings and decision-making at high EU level.

In brief, the rationale beyond any simulation practice is not only to provide students with immense knowledge on IRES but to enable them to research independently for the subject matter, to enhance their distinctive selective skills in voluminous sources, to build up team spirit and tolerance in committee meetings. Back to theatrical interpretation, Hertel and Millis maintain that much of what is successful outside of the academic environment can be extended to undergraduate instruction with careful curriculum design. The following section will be a brief chronicle of the higher education inspirational approach in Albania during the communist regime.

2. Faulty Educational Philosophy in Communist Rule

The inclusion of simulation into the academic connotes even more significance for the Albanian higher education which for half a century was totally under communist ideology constraints. Typical of dictatorships, the indoctrination of communist ideology was achieved through ‘invasion’ of brain by treating students and academic elite as ‘mechanic parrots’ in service of the political credo of that regime. While focusing upon the legacy of communist regime in higher education, ever since its establishment in 1944 the communist government prioritized in its agenda not only the national scale education, but in particular, its pure reflection of communist ideology. Indisputably, the sole goal of the regime was not only to wipe out illiteracy in the country, instead, to transmit to Albanian youth the principles of communism as interpreted by the party, and finally to educate the children of all social classes on the basis of these principles.

For instance, the 1946 communist constitution made it clear that the regime intended to bring all children under the control of the state. All schools were soon placed under state management. At the same time, due to the lack of specialists in many fields of knowledge, a lot of young people were sent abroad to the countries Albania had diplomatic relations. In particular, the 1946 Reform on Education Law explicitly accentuated that the Marxist–Leninist principles would permeate all school texts. In addition, the utter Soviet conceptual orientation was consolidated by 1950s with concerns to both communist ideological propaganda and central government control. Even the three higher institutes founded in 1951; the Higher Pedagogic Institute, the Higher Polytechnic Institute and the Higher Agricultural Institute all were built up upon Soviet models. Significantly, the core school textbooks were absolutely Soviet translations engendering Soviet teaching methods, curricular and ideological mainstream.

Undoubtedly the educational culture of higher education inherited by communist regime does not provide any incentives towards reconciliation with the Western higher education philosophy. The Special Report on the Future of Higher Education in Post–Communist States states that “universities in the post-communist states have not developed an atmosphere and environment that would allow their faculty and students to engage in the free exploration and development of ideas that is, or should be, characteristic of higher education”.

Moreover, it highlights that critical thinking and open classroom discussions are often discouraged because most professors and students have, yet, - cited by the report, - a deeply embedded fear of being punished for saying what they

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10 Newcastle University, Undergraduate Study, Political Science track module on European Union: Decision-Making Simulation, 2014 Available at the following link and accessed in March 2014. http://www.ncl.ac.uk/undergraduate/modules/module/POL3063/
11 Ibid. For complete syllabus and assessment methods see the above link.
14 Ibid
15 Special report, The Future of Higher Education in Post-Communist States, Interactivity Foundation and George Washington University, USA 2011, p7
really think.\textsuperscript{16} Therefore, it strongly recommends 'the cultivating of freedom as the key to nourishing higher education and innovation in the post-communist states. Driven from the pedagogic interest, while tracing back the half a century lack of critical thinking in Albanian higher education system, it results that deeply flawed thinking has been rooted in the teaching methods, and consequently, the fostering of the independent thought and knowledge transfer into the students has been delayed.

Consequently, the academic elite itself demonstrated 'faulty models of pseudo-critical thinking as they simply propagandized flawed reasoning by playing the tune of the communist party ideology. In addition, the educational environment in universities does not retain any tradition conducive to critical thinking, interactive methodology and empirical role playing of the massive theoretical input. Hence, the cultivation of a culture of independent critical thinking, unbiased by any political ideology demands urgent curriculum amendments, and tailored interactive programs to enhance the independent analytical discourse.

3. The Study of International Relations Theory

International relations theory entails the development of conceptual frameworks and theories to facilitate the understanding and explanations of the events and phenomena in the international arena. In addition, it offers analysis and information on the associated policies and practices.\textsuperscript{17} The international relations discipline was officially displayed after the World War I as a necessity to avoid future mass conflicts and, thus, aspiring to settle sophisticated international conflicts through peaceful negotiations and common understanding.\textsuperscript{18} Moreover, new conceptual frameworks and theories are required to improve diplomats’ understanding of international policies and practices.

The major of International Relations and European Studies was first offered at the public university of Tirana in the beginning of the year 2000 within the department of philosophy at the Faculty of Social Sciences. This academic enterprise came as a response to the pressurizing need of Albania to prepare its future political elite, and in particular, its experts to conduct foreign relations to the best benefits of the country. Moreover, the country’s aspiration for European Union membership constitutes an immediate incentive and prerequisite measure for the preparation of qualified human capital to guarantee the smooth adaptation and adjustment to European diplomacy.

International relations theories act as a pair of colored sunglasses, allowing the wearer to see only the salient events relevant to the theory.\textsuperscript{19} The three most popular theories treated by students in this discipline are realism, liberalism and constructivism.\textsuperscript{20} International relations theories can be divided into "positivists/rationalists" theories which focus on a principally state-level analysis, and "post-positivists/reflectivists" ones which incorporate expanded meanings of security, ranging from class, to gender, to post-colonial security. Nevertheless, two positivist schools of thought are most prevalent: realism and liberalism though increasingly, constructivism is becoming a major influential mainstream.\textsuperscript{21} Moreover, students will be exposed to four strata of analysis: system level, state level, organizational level, and individual level. At the first stratum of theoretical analysis students examine state behavior in the vein of the overall international system level. They study the relationship between the two variables where the international system is the cause and the state behavior is the accordingly effect. Consequently, any alteration of the international system will automatically lead to adjustments and change of the individual state behavior. As a matter of fact, what constitutes the key variable is the power possessed by the state. This level of analysis might explain the relationship between two blocks during COLD war, and, currently the humanitarian interventions in Kosovo, where the system is perceived as unipolar with a most powerful state imposing the changes to other states’ behavior.\textsuperscript{22}

Furthermore, globalization trends might be well elaborated through the study of worldwide regimes, - rule governed activities within the international system.\textsuperscript{23} The twentieth century has mostly witnessed the rise of regimes to a global level phenomenon having states acknowledging a set of rules and institutions that attempt to facilitate

\textsuperscript{16} Ibid, p 12-13
\textsuperscript{17} What is International Relations Theory? Http://www.irtheory.com Accessed on 12 March 2014
\textsuperscript{18} Ibid
\textsuperscript{19} John Baylis, Steve Smith and Patricia Owens, The globalization of world politics, Oxford University Press, Fourth edition, 2008, p 4
\textsuperscript{20} Jack Snyder, “One World, Rival Theories, Foreign Policy, 145 , 2004, p.52
\textsuperscript{21} Christian Reus-Smit, "Constructivism." Theories of International Relations, ed. Scott Burchill ... [et al.], Palgrave 2005, pp 209-216
\textsuperscript{22} Ibid http://www.people.vcu.edu/~wnewmann/468theory.htm
international relations in the world arena. In particular, by being exposed to theoretical literature, students and future diplomats or practitioners will better understand the complicated contemporary world politics being accumulated in huge piles of literature. They will also reflect and perceive the intriguing overlapping between politics and economy at high rank world politics. The economic interdependence and the free market regulatory systems will be provided through theoretical frameworks at regional level like the European Union single market, and at global level like The World Trade Organizations.

The state level analysis examines the foreign policy behavior of states in terms of state characteristics. For example, some researches in IR argue that all democracies behave in a common manner; democracies do not run into conflict with each other. Again students need to be facilitated to understand democratization process. However, some other theoreticians take a special research interest precisely at the different behaviors of weak or strong states; states that comprise the core of European hegemony like Germany or France vs. states that are considered as the sole superpower assisting fragile democracies in tough regions, like the US. To illustrate this claim, the state level of analysis might explain the US intervention in Iraq as a function of the missionary quality of US foreign policy.

Organizational level analysis examines the way in which organizations within a state function to influence foreign policy behavior. States don't make decisions. Organizations bargain with each other to create a foreign policy that is a compromise between competing organizations. This level of analysis for example, might look at the Iraq war and try to explain it by examining the interests of the US military, the department of defense, the state department, and central intelligence agency.

Lastly, the individual level analysis focuses on people whose decisions make foreign policy. Scholars of IRES and students will have to study the psychology of the political leader in order to contemplate the decisive political role at world level politics. For instance, this analysis might look at the roles of different leaders. This level of analysis might explain World War II by examining the role of Hitler. It provides insightful argumentation on the distinctive role of prominent leaders like Gorbachev to mark the end of the Cold War. Furthermore, this level of analysis encompasses elaborate treatment of cognitive theories with the scope to reveal the correlation between leader's personality traits and foreign policy decision making.

Definitely this enormous literature on the theoretical framework turns a challenging piece for the undergraduate students newly enrolled into the Bachelor programs. Being beginners in this major of study, they are desperately in need of practical and empirical contextual situations extracted from international relations and European Studies in practice. In other words, the knowledge transfer process requires exposure to tangible models, real international organizations by role playing accordingly the member states. Hence, the following section will concentrate on the promotional function of instructional simulation at higher education. It will examine from a comprehensive cross-disciplinary, yet theoretical and empirical spectrum, - the significant impact of instructional simulation in teaching IRES university programs in Albania.

4. Applying Simulation in the Albanian IRES Domain

The necessity for good, reasonable and critical thinking has become absolutely a most fundamental human need. In the contextual framework of political transformations in the early 1990s, the reform on higher education has been one of the most prioritized prerequisites for European integration agenda of any government in Albania. The educational reforming measures consisted of adaptation of the Western university model; placing the independent critical thinker-student at the center of the higher education programs. On the contrary, the previous Eastern educational philosophy placed the teacher on the educational spotlight imposing his/her believes to the students. Therefore, in the vein of academic adjustments towards Western norms, the interactive methodology has been extremely accentuated by the educational central authorities. These institutions along with international organizations and foundations were aware of educational philosophy in Albania: pure mechanic memorization of propagandistic facts by the students.

To illustrate the international contribution into Albanian academic reforming, - the Civic Education Project has been among the first actors. It was launched in Albania during the 1993-1994 academic years with one Visiting Faculty Fellow at Luigj Gurakuqi University in Shkodra. After one semester, this lecturer moved to the capital, Tirana, which

24 Ibid
25 John Baylis, Steve Smith and Patricia Owens, The globalization of world politics, Oxford University Press, Fourth edition , p 3-4
26 Professor Bill Newman, - Political Science Course. Available at http://www.people.vcu.edu/~wnewmann/468theory.htm Accessed in March 2014
27 Civic Educaion project, Open society Institute, Headquarters in Budapest http://www.civiceducationproject.org/legacy/countries/see/index.html Accessed in March 2014
became the focal point of CEP activities during the next two years. CEP Albania operated at the University of Tirana, Aleksandër Xhuvani University in Elbasan, the Albanian Magistrates’ School, and Luigj Gurakugi University. In the 2000-01 academic year, CEP expanded to three new departments — the newly created Department of Political Science, the Department of British and American Studies, and the Department of Journalism, all at the University of Tirana — and in particular it worked closely with Aleksandër Xhuvani University in Elbasan. 28

Apart from teaching in domains of law, political science, cultural studies and history the CEP fellows have made huge contributions to curriculum development, outreach activities attempting to build a cross-disciplinary approach to teaching. In addition to their teaching, CEP Fellows in Albania were active in curriculum development, outreach activities, and in bringing an interdisciplinary approach to teaching at these universities.29 Every academic year CEP arranged national and regional project activities like in 2000 the Balkan Debate Forum in Sofia where students simulated parliamentary debates treating salient political themes.

In these academic initiatives students from Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Greece, the Former Republic of Macedonia, Romania, Slovenia, Turkey and Yugoslavia simulated in parliamentary teams standing for the national interest of their representative countries. This was an attempt to compensate for the lack of International Relations study programs in most of these countries, and in our case study of Albania.30 Among other activities are to be mentioned the simulation entitled “South East European Economic Cooperation: Negotiation of a Free Trade Are on Agricultural Products”. This simulation aimed at training South-Eastern European students to negotiate on a free trade area for agricultural products, hence playing the role of European Studies program familiarizing non EU member countries with the concept of free market economy, the abolishment of tariff barriers for the common European market not to the detriment of small or poor countries.31

Another simulation practice organized by the CEP program in Albania was the Parliamentary Debate Tournament held in Belgrade in February 2002 with the participation of university students from the region. The simulation activity again reshaped the bargaining skills even among post-ethnic conflicts areas aiming to ameliorate the political climate and reduce future ethnic clashes among young generations. However, this several days negotiation simulations cannot substitute for the academic theoretical course on Peaceful Settlement of Conflicts. Regardless the limited theoretical lecturer input, these simulations were excellent empirical practices that attempted to expose Balkan students to real political science scenarios, to role models and decision-making dilemmas anticipating their professional challenges in the future.

A second practical illustration is the activity called Model European Union Albania which has performed three simulation practices by now and, from 3th of May to 11th of May 2014, it will be holding the fourth one. This European simulation is supported by the European Commission through the Youth in Action Program. 32 Its principal goal is the promotion of youth participation in democratic processes, familiarization and importance of the European Parliament elections, and above all, active citizenship in the decision making process. In lieu of the MEU 2014, students will play the roles of Ministers of the Member States of the EU, European Parliament MEPs, EU Commissioner and journalists.33 Through role playing students will gain independent researching skills, will set foot on ground in terms of international organizations behavior and performance. Finally, they will take the opportunity to put into practice their vast theoretical knowledge on European Union and institutionalism literature. This program by European Commission aims to boost success at Political Sciences, Diplomacy and European Legislation students in Albania by offering an improvised forum to communicate freely, to take decisions and to evaluate a member state responsibility.

However, this one-week annual simulation does not provide adequate space for the outnumbered students of International relations and European Studies departments at the numerous universities of Albania. Therefore, this Model European Union simulation should be integrated into the academic curricula of the Bachelor programs. This successful model should be taken as an illustration by professors who lecture the fields, thus, providing exposure and access to all.

28 Ibid
29 The author of this research paper, I have been an active member of this project ever since its first launch in Albania till graduation from Central European University in 2004.
30 As the author of this article I draw on my personal experience as a student where I participated as Albanian representative in several activities of the CEP program at Alexander Xhuvani University in Elbasan, Albania.
31 Again I refer to my personal experience as active participant and representative of Albania in this international simulation.
33 Model European Union http://www.mladiinfo.eu/blog/2014/03/28/model-european-union-at-the-european-week-in-tirana-albania/#ixzz2xWVoIMeY
students to see how international organizations work in practice. Through placing these simulation practices, which are introduced successfully by the CEP program of Open Society Institute and European Commission, in the compulsory curriculum programs the natural harmonization of theory with tangible practice will be achieved par excellence.

Furthermore, simulation academic courses have proved conducive to active and critical learning in other crucial majors of study like Economics, Business Administration and Management, Marketing, and Finance. I refer to Business Communications: International Case Studies in English by Cambridge University press which is a book and a course conveyor at the same time. This case study method-book is based upon the approach applied at Harvard Business School making the shift from teacher-centered to student-centered. The students are required to reveal their knowledge of business to stand for their positions in the case studies, to expand their repertoire of communications by developing team work, group work, and critical-analytical problem solving skills. In addition, each case is a complete unit and is pedagogically fragmented to bring a logical cohesion in the solving of the case.

Similarly, the conceptual framework and ultimate objective of instructional simulation in IRES fall into the same pillars. As already emphasized in the previous sections, students gain vast accumulated knowledge through theoretical core courses of the academic programs. Simulations like business case studies improvising will bridge the successful knowledge transfer to empirical level. Their added value to enhancement of academic interaction, boosting of active learning and critical and analytical thinking merges as the most immediate academic measure to be taken officially in the core curriculum.

5. Conclusion

This paper investigated and examined the need of Albanian higher education to harmonize theoretical input with instructional simulation practices. It first provided a theoretical framework on the added value of simulations in higher education in general. Then, it narrowed its focus on the discipline of International Relations and European Studies highlighting the intrinsic sophisticated correlation of the massive literature thus identifying the need for practical role playing to better grasp the abstract theory. Next, the communist indoctrination legacy was analyzed to reinforce the huge gap of independent critical thinking by students and scholars as ideal models. Afterwards, the research described the experience of simulation practices in Albania. They have mostly been sporadically preformed through the open Society initiative at Civic Education Project and, the current one the Model Europeans Union supported by European Commission.

However, despite shaping the warming up communicative environment, these one-week international simulations turn to be limited and insufficient based on the following already exhibited argumentation. First, though relatively a new discipline in Albanian higher education, the literature on IRES has grown dramatically fast likewise the accelerating pace of political, social, economic and cultural transformations at the global scale. Therefore, students of this major of study find themselves overloaded and bombarded with a massive flow of information and theoretical concepts. Students have to assess those theories by referring to the relevant historical evidence that supports them. Unlike natural sciences, in social sciences scholars, students and practitioners cannot conduct experiments because their subject matter is about nations: Instead they can interpret these concepts through usage of historical literature and contemporary case studies.

As argued by many academicians and scholars the negative legacy of communism ideology embedded deeply in the heart of university system, demands for practical contextual learning through instructional simulation as an indisputable tool to promoting analytical understanding and interpretation of the theory. To sum it up, instructional simulation will serve as the best empirical mechanism to engage students in deep learning rather than a classical lettera per lettera theoretical interpretation of the international relations and European events. Academic courses pursuing the structural and scope framework of NATO Youth Summit, the Model European Union Youth Simulation, the Arab League of Nations Simulation, the United Nations Simulation Sessions, should become a mandatory integral part of the academic curriculum for IRES undergraduate programs in Albanian universities.

35 Ibid, p VIII
36 Ibid, p IX
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Method for Economic Assessment of Regulatory Impact (Ria) in Albania. 
Advantages and Disadvantages of Economic and Inference Methods

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Abstract

The World Bank in its paper Governance Matters III (2003), refers to the Rule of Law as “the extent to which agents have confidence in and abide by the rules of society.” The indicators measured by the World Bank attempt to measure the success of a society in developing an environment in which fair and predictable rules form the basis for economic and social interactions. However, by the early twenty-first century it became clear the importance of the quality of laws and regulations for development. Then, “regulatory quality” started to be considered one of the pillars of good governance by most authors. In the World Bank papers published in 2003 and 2006, six indicators were considered to measure the level of governance of 199 countries: (1) Voice and Accountability; (2) Political Stability and Absence of Violence; (3) Government Effectiveness; (4) Regulatory Quality; (5) Rule of Law and (6) Control of Corruption. Regulatory Impact Assessment (RIA) is a tool which informs decision making in the public sector. It involves an analysis of the benefits, cost and risks of proposed actions by government. By providing information on the likely consequences of introducing a new law, RIA helps improve the effectiveness of government policy. Once the political decision has been taken to pursue a particular objective, RIA can be used to develop alternative policy options and to select the measure that will meet the objective in the most effective and efficient manner. The choice of preferred option will be based on a comparison of the expected positive (benefits) and negative (costs) impacts of each option. Referring above I would like to suggest same economic and inferential method that can be used from Albanian policy maker showing the advantages and disadvantages of using of methods in case of Albania.

Keywords: Impact Assessment, regulatory reform, decision, impact assessment.

1. The current system of RIA in Albania

The proposed RIA system for Albania is based on the principle of implementing a ‘customised, simple and operational RIA system’ that is workable in the current environment and which has the capacity to evolve over time. Albania has an Explanatory Memorandum as an important part of the law drafting process (Law no. 9000, 30th January 2003). According to the Council of Ministers Decision no.584, 28th August 2003, the Explanatory Memorandum should be produced for all regulations and covers the following:

- The aims and objectives of the draft legal act;
- Explanation of how the draft law is related to the country’s development strategy and policy objectives;
- Assessment of possible benefits, economic costs and level of effectiveness;
- Problems of enforcement;
- Conformity with existing laws and harmonization with EU legislation;
- Details of persons and institutions consulted and contributing to the drafting process;
- Specification of institutions and/or bodies responsible for enforcing the legal act.

In addition to the Explanatory Memorandum, the draft law should be accompanied by a Budgetary Assessment to include:

- Total amount of annual expenses for implementation of the act;
- Analysis of budgetary expenses for first three years of implementation;
- Where public funds are used, an indication of budgetary allocation.

The existing procedures require a Ministry to submit the draft law (together with the Explanatory Memorandum and Budgetary Assessment) for comment to the Ministry of Justice, the Ministry of Finance and the Ministry of Integration. The draft should also be sent to the Ministry of Economy, Trade and Energy if there is a significant economic content. The draft should also be sent for comment to other Ministries where the draft law is judged to relate to a particular
Ministry’s area of responsibility.

The draft law is revised in the response to the comments received from Ministries and is submitted by the proposing Ministry to the General Secretary of the Council of Ministers (legislative and coordination department). The General Secretary of the Council of Ministers may refer the draft back to the proposing Ministry; before passing it forward to the Inter-ministerial Committee.

The Explanatory Memorandum and the related Budgetary Assessment represent an embryonic Regulatory Impact Assessment. METE, the Council of Ministers and other state organs are convinced that this process offers great potential for evolving into a RIA system. However, this would require modification as well as capacity building in order for it to work effectively, leading ultimately to the creation of more effective policies and legislation.

2. Monitoring and Evaluation of the Regulatory Reform

Monitoring and evaluation of Regulatory Reform is intended to identify factors of success or failure of the regulatory management process and to define priority areas for further reform. The exercise participates also in the visibility of the government efforts.

The Systematic monitoring and evaluation of the regulatory reform is included in the long term objectives of the GoA1 and tools to conduct the related activities are already specified.

- Reports prepared by institutions involved in the implementation of the Action plans.
- Business surveys.
- Self-Assessment with the use of the specific tools (filling up of forms by regulators, group meetings, evaluation against the background of best international practices).

The monitoring and evaluation of the regulatory reform was also an individual measure planned in the Action Plan on Regulatory Reform for 2007 but it has been postponed until the BERIS Project provide the necessary support to design the monitoring and evaluation system.

Nevertheless, in the absence of any specific technical support, the DTP at the METE has already demonstrated its capacity to monitor the effectiveness of certain outputs of the Regulatory Reform2. An ad-hoc methodology based on the analysis of samples has been implemented to verify on the spot that recommendations of the Task Force concerning the removal or the simplification of licensing requirements have been duly and uniformly implemented by the responsible public authorities (after the entry into force of the amendments to the relevant regulations on licensing requirements).

Among other monitoring activities of the DTP, worth mentioning also the routinely progress reports on the implementation of the annual Action Plans which are prepared before each meeting of the Task Force on Regulatory Reform.

Furthermore, as a kind of reference to a “peer review”, it is clear that priorities of the GoA to deliver results within the Regulatory Reform refer implicitly to the quantitative indicators 3 of the annual IFC/World Bank Doing Business reports4. Further steps to design other indicators to capture broader objectives of the Regulatory Reform do not prevent the continuing use of the Word Bank tests which have the merit to represent the concrete situation of entrepreneurs on the ground and are comparable over time and across various countries.

To some extent, this review produced at the initial stage of the implementation of the BERIS Project with methodological elements drawn on OECD experience may be considered as the first contribution to the monitoring and evaluation system of the Regulatory Reform in Albania. Nevertheless, this contribution based mainly on desk research with limited resources had only modest ambitions. By the end of 2009, the BERIS Project is due to implement a specific activity to design and support the implementation of a monitoring and evaluation system for the Regulatory Reform and the RIA in Albania. Moreover, another assessment of the GoA’s Regulatory Reform capacities will be made before the phasing out of the BERIS Project in 2010.

The prerequisite to further refine this methodology (with adjunction of ad-hoc questionnaires) or to adopt another official methodology is contingent on the concept of regulatory quality to be defined by the GoA because the international experience shows that indicators of regulatory quality may vary from one country to another. Those indicators relate to

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1 Point 1.3 of the Annex 2 to the Prime Minister Decree No. 157 of 15.03.2006 On “Approval of the Action Plan on the Regulatory Reform to improve business climate”.
2 Two monitoring rounds have been carried out.
3 Time needed, administrative and financial costs and number of procedures necessary to comply with certain administrative requirements.
4 www.doingbusiness.org
policy objectives and the progress expected in building up the administrative capacities to manage regulatory tools such as RIA and consultations with stakeholders.

3. Economic Valuation Methods and Discounting

There are three main stages in the application of economic valuation to impacts. The first involves the identification of the potential benefits (positive impacts) and costs (negative impacts). The second stage involves the valuation of the identified costs and benefits in economic terms. Third, since benefits and costs that occur at some time in the future are less valuable than those that accrue in the present, the procedure of discounting is used to convert impacts accruing in different time periods into equivalent values.

4. Financial Appraisal and Discounting

In financial appraisal the benefits are given by the revenue receipts from the project outputs and the inputs are given by the costs (expenditures) of production. Market prices are therefore used as the unit of valuation.

The first step in the financial appraisal is to calculate the project's cash flow. This is done by recording on an annual basis the revenues and expenditures for the entire life of the project. The difference between the yearly receipts and expenditures is the net cash flow. Cash received in the future is less valuable than cash received immediately. The reason for this is simply that money received in the future rather than the present represents an opportunity cost, in terms of the income that could have been earned by investing the funds in an interest bearing account or revenue earning productive activity. This is why borrowers have to compensate lenders for the income they are forgoing, by paying a rate of interest. The rate of interest therefore reflects peoples' preference for money in the future; i.e. it represents individuals' 'rate of time preference'.

In order to combine each year's net cash flow into a single aggregate figure, they need to be converted into equivalent terms. This is done by the process of discounting, which converts future values into an equivalent present period value.

5. Economic Appraisal

If markets were perfectly competitive, they would produce an economic efficiency outcome, and financial and economic project appraisal would be identical. But we know that perfectly competitive markets seldom, if ever, exist in the real world. The result is that market prices diverge from economic efficiency prices.

There are two main types of market failure which cause market prices to diverge from efficiency prices – imperfect competition and externalities. Most markets are characterized by a degree of imperfect competition. For example, the competitive market may be prevented from emerging by collusion among a small number of major producers preventing other firms from entering the market. Externalities occur when an economic activity has an impact on someone other than the consumer or producer. Environmental damage is one common type of external cost. On the benefit side, training and human capital improvements benefit society as well as the individual.

6. Economic Valuation Techniques

There is a range of economic valuation techniques. The choice of technique will depend on the particular impact under consideration and on the availability of data. In some instances, it may be possible to apply several techniques to the valuation of the impact, which can provide a useful cross-check on the reliability of the estimates obtained. Many ‘missing’ market values occur in the environmental benefits and costs, and the remainder of this annex discusses the use of valuation techniques in relation to environmental impacts.

There are three main ways of calculating economic values: (i) Using market prices; (ii) Using information on individuals' preferences; (iii) Benefit transfer.

Valuation using market prices: Change in productivity: This method values environmental change by observing physical changes in the environment and estimating what difference they will make to the value of marketed goods and services. This approach is applicable in calculating direct and indirect use value. Water pollution can reduce fish catches,

5 A Guide to undertaking Regulatory Impact Assessment and completing the Explanatory Memorandum
and air pollution can affect the growth of crops. In both instances, the environmental impact reduces marketed output, which may be valued using market prices.

**Human capital cost valuation:** This method may be used to value the impact of environmental hazards on human health. Environmental ‘bads’ such as air and water pollution or the use of pesticides reduce the quality of the human capital stock, and therefore lower the economy’s productive capacity. To apply the human capital cost method it is first necessary to determine the relation between the hazard and human health, by expressing the health impact in terms of premature death, sickness or absenteeism. Sickness can then be valued using medical and health care costs. Absenteeism is valued in terms of lost earnings (this assumes that earnings measure the contribution that the absent worker would have made to output).

**Valuation using information on individuals’ preferences:** Often it will not be possible to link the environmental impact to a change in marketable output. In these cases, the willingness to pay has to be estimated indirectly, using a range of other techniques, such as:

- **Replacement cost or preventive expenditure method:** The economic value that individuals attach to the environment can sometimes be inferred from the cost of preventing unwanted environmental impacts, or of restoring an asset to its original state after it has been damaged. For example, the costs of air pollution-related acid depositions could be estimated using the costs of restoring damaged physical infrastructure, or the costs of soil erosion could be estimated using the costs of providing preventive terracing.

- **Contingent valuation method:** The contingent valuation method (CVM) relies on direct questioning of people to determine their willingness-to-pay valuation of an environmental impact. A detailed description of the environmental impact is provided, and interviewees are then asked what they would be willing to pay (WTP) for a hypothetical environmental improvement, or to accept (WTA) as compensation for an environmental deterioration. The contingent valuation approach may, in principle at least, capture the total economic value (use and non-use components), whereas other techniques may only provide estimates of direct or indirect use value.

- **Surrogate market valuation method:** Whilst an environmental good or service may not be traded directly, it is sometimes possible to find a good or service, related to the non-marketed environmental item, that is sold in markets. In this situation, the individual may reveal his or her preference for both the market and non-market good or service when making a purchase. It may then be possible to separate-out the environmental component of value from the observed market price, and in this way use this component of market price as a ‘surrogate’ for the environmental value.

There are two main techniques which have been **used for applying the surrogate market method:** travel cost method and property value (hedonic price) method. **Travel cost method** Many natural resources (e.g. a national park or lake) are used for recreational purposes. The travel cost method bases its valuation on the money and time costs of visitors to such recreational facilities.

**Property value (or hedonic price) method:** The hedonic price method is based on the idea that differences in property prices can be used to infer the value which individuals attach to the difference in environmental quality between properties. For example, the difference in the price of two properties which differ only in, say, the local air quality, will provide a measure of the value which people give to difference in air quality. Even when properties differ in other ways, it may still be possible (though it is a complex task) to uncover the implicit prices of environmental quality using statistical techniques to separate out the contribution of each factor to the total market price.

**Benefit transfer.** Benefit transfer involves deriving estimates of economic value in one context for use in a different context, where the data required for the estimation are not readily available. For example, the value of health damage from air pollution in one city might be used to estimate health costs from air pollution in a different city or, more controversially, the values derived in one country might be transferred for use in a different country. Though this can provide quick and low-cost estimates, it is subject to a number of limitations.

Refining above the OECD has generalized in a table the use of different economic methods as below. (OECD, Recent development 2006)
7. Inferences Methods

Beside of above mention methods we judged that an alternative method of economic evaluation that can be used is one of inferential method, “Difference to Differences” or “Before and After” methods. This two methods are based on the comparisons of effects of regulation because of regulation implementation.

*Differences to Difference methods*. Operation of the method is shown in the graph. This method consists in selecting a key variable which is able to express the success of the intervention. The graph below present an example that tell how the inferencial method operate.

Since the work by Ashenfelter and Card (1985), the use of difference-in-differences methods has become very widespread. The simplest set up is one where outcomes are observed for two groups for two time periods. One of the groups is exposed to a treatment in the second period but not in the first period.

The second group is not exposed to the treatment during either period. In the case where the same units within a group are observed in each time period, the average gain in the second (control) group is substracted from the average gain in the first (treatment) group. This removes biases in second period comparisons between the treatment and control.

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6 Evaluation and Impact Assessment of Business Climate Development, Péter Futó Institute of Sociology and Social Policy Corvinus University, Budapest, 2011
group that could be the result from permanent differences between those groups, as well as biases from comparisons over time in the treatment group that could be the result of trends. Inference based on even moderate sample sizes in each of the four groups is straightforward, and is easily made robust to different group/time period variances in the regression framework. With repeated cross sections, we can write the model for a generic member of any of groups as

\[ Y = \beta_0 + \beta_1 dB + \delta_0 d2 + \delta_1 d2 \cdot dB + \epsilon \]

where \( y \) is the outcome of interest, \( d2 \) is a dummy variable for the second time period. The dummy variable \( dB \) captures possible differences between the treatment and control groups prior to the policy change. The time period dummy, \( d2 \), captures aggregate factors that would cause changes in \( y \) even in the absence of a policy change. The coefficient of interest, \( \delta_1 \), multiplies the interaction term, \( d2 \cdot dB \), which is the same as a dummy variable equal to one for those observations in the treatment group in the second period. The difference-in-differences estimate is

\[ \delta_1 = (\bar{Y}_{B,2} - \bar{Y}_{R,1}) - (\bar{Y}_{A,2} - \bar{Y}_{A,1}) \]

Inference based on even moderate sample sizes in each of the four groups is straightforward, and is easily made robust to different group/time period variances in the regression framework. In some cases a more convincing analysis of a policy change is available by further refining the definition of treatment and control groups.

Based on above, conclude that there are a lot of methods for economic and impact evaluation of regulatory reforms. The question stands Albania Capacity are prepared for using the different methods of assessing the impact of regulatory reform...... ??

8. Conclusion and Recommendation

RIA now is a problem to be solved that ask for all elements of government to improve the way that ensure regulatory efficiency, effective protection for citizens and reduced opportunities for corruptions.

Experience of regulatory reform in OECD countries indicates however that economic performance in the international competitive environment call for broader objectives of good governance to change the administrative culture towards the transition from “state-led to market-led” economic growth.

Improving the quality of regulatory decision making is the core of Albanian development. By insuring a method for improving the quality of regulatory decision making, RIA can assist policymakers in addressing regulatory needs in Albania.

Taking into account the existing capacity constraints in the Albanian public administration, the immediate launch of a comprehensive system of RIA launch of an RIA light system is more favourable for Albania conditions as actually happened in Albania.

Based above we recommends setting up a centre for economic and social research for gathering and analysing dates for most important fields in interest of decisions makers. This centre will be the fundamental rink that will help decisions- maker with quality and coherence information and analyses.

It was said in substance that South East European Countries have no other choice than to accelerate regulatory reforms beyond the stage of simplification of regulation, because the international context is changing rapidly and other regions in the world are competing vigorously.

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A Language Course Within the Scheme of Socially Responsible Teaching: ELT Trainees’ Expectations

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Abstract

The current study aims at investigating ELT teacher trainees’ expectations from a GILE-based course (Global Issues in Language Education) conducted in a large state university in Turkey. The course was offered in the ELT program for the first time as an elective to increase trainees’ awareness on global issues while improving their language skills. A quasi-experimental research design was adopted to investigate trainees’ expectations from the course. Data were collected via a questionnaire administered before and after the course was implemented to compare the trainees’ expectations from and views about the GILE-based course. All of the fourth-year ELT trainees (N=28) enrolled in the course contributed to the study. The qualitative and quantitative analysis of data indicated that the participants had positive attitudes towards the inclusion of environmental issues in foreign language learning and teaching. However, only a minority of teacher trainees considered GILE as essential for language teacher training. The findings were discussed in relation to foreign language teaching education.

Keywords: GILE, SRT, language teacher education, ELT, environmental education

Introduction

The current study aims at investigating ELT teacher trainees’ expectations from a GILE-based course (Global Issues in Language Education) conducted in a large state university in Turkey. The course was offered in the ELT (English Language Teaching) program for the first time as an elective to increase trainees’ awareness on global issues while improving their language skills. As part of the critical pedagogy (Freire, 2005), Socially Responsible Teaching (SRT) has been one of the concerns in language education. However, this has not been reflected in most language teacher education programs.

The inclusion of this elective course in the ELT program is an attempt to integrate SRT and GILE into language teacher education and thus to contribute to the linguistic and social development of ELT trainees. Teacher trainees’ views on this newly-introduced GILE-based course are prominent as it would contribute to the development of the aforementioned course as well as other similar courses as part of SRT philosophy. This would, in turn, help maintain efforts to make future language teachers socially aware and responsible citizens.

Literature review

SRT is one of the reflections of Critical Pedagogy, which highlights the need to develop students’ critical stance towards their own education and society (Freire, 2005). This, as argued by Critical Pedagogy, would allow students to be active participants in the transformation of their society as socially aware and responsible individuals. According to Freire (2005), education is not a means to transfer information. Rather, it is an act of cognition. He thus strongly opposes the banking model of education where students are the passive recipients of information. Teachers and students are the cognitive actors in a learning situation. Like Dewey, Freire also relates the act of knowing to inquiry (Deans, 1999). Accordingly, inquiry is necessary for men to be truly human. As Freire (2005) states “Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry men pursue in the world, with the world, and with each other” (p. 72). Hence, a view that considers the learners as “empty containers” to be filled by the teachers will do injustice to the process of learning. As Shor and Freire (1987) explain learning involves "action, critical reflection, curiosity, demanding inquiry, uneasiness, uncertainty—all these virtues are indispensable to the cognitive subject, the person who learns!" (p. 8). From this point of view integration of SRT topics to education would help learners...
to think critically on global issues, create opportunities for reflection, trigger curiosity on issues concerning the society and the world, help develop an understanding on these issues and encourage learners to take part in solutions to those problems.

Within the framework of all these, ‘Global Education’ (GE hereafter) has emerged as an approach which invests efforts in developing ‘the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world’ (Fisher and Hicks, 1985, p. 8). GE attempts to bring about this development through a ‘change in the content, methods and social context of education in order to better prepare students for citizenship in a global age’ (Kniep, 1985, p.15).

The content of GE consists of global issues ranging from environment, development and human rights, to peace and conflict, race, gender, health and education (Hicks and Bord, 2001). These global issues have found their ways into different fields of study such as ‘peace education, environmental education, development education, and human rights education’ (Peaty, 2004, p.15).

Global issues have also attracted considerable attention in foreign language teaching as the focus of foreign language learning and teaching has shifted from rather structure-based approaches to communication and meaning-based ones (Gürsoy and Sağlam, 2011). This shift has necessitated the presentation and practice of language within meaningful contexts, and the contents of GE have thus constituted one of the frames of reference for the teaching and learning of foreign languages meaningfully. Aside from providing meaningful and natural contexts for the teaching and learning of foreign languages, the use of global issues in foreign language education might aid in the culmination of ‘the knowledge, skills and commitment required by world citizens to solve global problems’ (Cates, 1990, p.41). As the citizens of the world, global problems are our responsibility. The results of the drastic changes in the world’s climate, loss of land, deforestation, poverty, reckless use of energy etc. are some of these problems that have an effect on global community. In one of the most recent reports on the impact of global warming scientists claim that global warming is not just showing its effects on polar bears, but the danger is immediate and local, the results of which will be hunger, disease, drought, flooding, refugees and war (Yahoo News, 2014). Due to these alarming changes on the earth’s ecological system and the rapid loss of energy sources, it becomes one of the responsibilities of education to help individuals to develop an understanding and create an awareness regarding global problems. Foreign language education is one of the fields of study which provides appropriate conditions for the integration of global issues as contexts into the learning environment within the framework of Theme-based Approach. The learners thus not only develop their language skills but also use the language to communicate meaningfully within contexts derived from global issues. Moreover, such an approach would help learners to develop an awareness, skills and positive attitudes towards these issues.

As stated before, Global Issues in Language Education (GILE) have sparked interest as a relatively recent approach in the field of ELT, resulting in the rethinking of the main objectives and missions of English teaching (Cates, 1997). However, it seems that foreign language teacher education has so far failed to focus on global perspectives as a way to promote teacher trainees’ development as both globally, socially and linguistically competent future teachers. The foreign language teacher education within the context of the current study is no exception and is characterized by lack of foci on global issues. If we, as foreign language teacher educators, are to empower our teacher trainees with the knowledge and skills as globally aware individuals and language teachers, the infusion and integration of global issues into foreign language teacher education programs should be customary and more than lip-service.

As a response to the lack of foci on global issues in foreign language teacher education in Turkey, a new initiative was taken, and as part of a larger research project, an elective GILE-based course was included in the ELT program of a large state university within the framework of Socially Responsible Teaching (SRT). The main incentive for the inclusion of this GILE-based course was to initiate-and substantiate-efforts to integrate global issues into foreign language teacher education and thus to contribute to the linguistic and social development of ELT trainees. The current research was then undertaken to evaluate the aforementioned GILE-based course, as perceived by ELT teacher trainees and posed the following research questions:

1. What do the ELT trainees expect from a GILE-based course in a foreign language education program?
2. Have the ELT trainees’ expectations been met after taking the GILE-based course?

It was hoped that the answers to those questions would provide a firm basis for the development of the newly-introduced GILE-based course and similar other courses in language teacher education programs and would, in turn, help maintain efforts to make future language teachers socially aware and responsible citizens. Also, earlier studies that have aimed to investigate ELT teacher trainees’ awareness about and attitudes towards global issues provide support for the integration of global issues into foreign language teacher programs (see Arkan, 2009; Cates, 1997; Erten, 2004;
These studies indicate that although ELT teacher trainees have an awareness on environmental issues, as part of GILE, they do not take necessary actions to prevent these problems (Sağlam & Gürsoy, 2010) and that they have mildly positive attitudes towards environmental education but strong tendency to integrate it into language lessons (Gürsoy & Sağlam, 2011). Moreover, some studies even argue that environmental education should start as early as pre-school or primary school (Şimşekli, 2004; Erten, 2004) while the children are in the process of developing value judgments and beliefs. Supporting this view several studies argued that environmental issues can be used as a context for child ELT learners as well (Gürsoy, 2010; Gürsoy, 2012).

Methodology

A quasi-experimental research design was adopted to investigate the trainees’ expectations from the course. Data were collected via a questionnaire administered before and after the course was implemented in order to compare the trainees’ expectations from and views about the GILE-based course.

Course Description

As a new initiative in the ELT program the GILE-based course drew on “Theme-based Language Learning” as an approach to improve language skills and aspects of the participants by using environmental problems as a context. The course was offered within the fall term in 2013-2014 academic year, and one of the authors in the current study carried out the lessons. The class met two lesson hours once a week. Throughout the course, videos and a textbook that was developed for the aforementioned larger project were used. The textbook consisted of a variety of language skills and vocabulary activities related to topics on environmental issues, however, due to constraints on class time, not all of the planned classroom activities were completed. This constituted one of the limitations of the study, which was discussed in detail in the conclusion part. The “Home” documentary prepared by Yann Artus-Bertrand was used as the main audio-visual material throughout the course. The documentary basically talks about the diversity of life and focuses on the human threats to the ecology of the Earth. The textbook used contained activities regarding the content of the documentary. Several other documentary films were also used to supplement the main material.

Participants

All of the fourth-year ELT trainees (n=28) enrolled in the course contributed to the study. Demographic data on the participants revealed that only three out of 28 were a member of an environmental organization and almost half of them (n=13) took the course because it was a better alternative to another elective course offered. 10 of the participants were male, 18 of them female.

Instrument

The research was carried out in two phases. The first phase aimed to understand ELT teacher trainees’ expectations from and views about a language course that used environmental problems as its major and organizing theme. Data were collected via a pre-questionnaire developed by the researchers through an extensive literature review. The questionnaire consisted of two parts. In the first part were open-ended questions that asked the participants to state their views about the possible benefits of a GILE-based course and to talk about their expectations from it. The second part was designed as a five-point Likert-scale and attempted to gain insights into the participants’ environmental awareness and expectations from the course. The second phase of the study was carried out at the end of the academic term. The questionnaire used in the first phase of the study was modified and re-administered to reveal ELT trainees’ views after the GILE-based course.

The current study yielded both qualitative and quantitative data. In order to analyze the qualitative data, the participants’ responses to the open-ended questions in the pre-questionnaires were first read thoroughly by the researchers, and a coding scheme was developed. The qualitative data in the post-questionnaires were analyzed in light of the same coding framework to make a comparison possible between the participants’ responses to the pre-and post-questionnaires. All qualitative data were also described in the form of frequencies. As the number of the participants is smaller than 30 (N=28), a non-parametric test was used to analyze the data. Thus, in order to compare the participants'
responses to the pre-and post-questionnaires, the Wilcoxon signed-rank test was used, which is a non-parametric test procedure used to compare two sets of scores that come from the same participants when the use of the dependent t-test is not appropriate (Can, 2014). The means and medians of the participant responses were also calculated.

Findings

As mentioned earlier, the current study produced both qualitative and quantitative data. In what follows, the findings of the quantitative data are first presented. This is followed by the report of the findings from the qualitative data presented according to each questionnaire item in the pre-and post-questionnaires.

Findings from the Quantitative Data

The analysis of the quantitative data indicated that there were no statistically significant differences between the pre- and post-questionnaire results (z= -0.62, p > 0.05). However, in an item by item comparison statistically significant differences were found in four of the items of the questionnaire (item 1 (z = -2.45, p > 0.05), item 2 (z = -3.34, p > 0.05), item 3 (z = -3.08, p > 0.05) and item 4 (z = -2.80, p > 0.05)). When the means of these items are analyzed, it can be said that there is a decrease in the post-questionnaire (see Table 1)

Table 1. Comparison of Pre- and Post-test means and modes

<table>
<thead>
<tr>
<th>Item</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>3.82</td>
<td>3.03</td>
</tr>
<tr>
<td>Item 2</td>
<td>3.96</td>
<td>3.17</td>
</tr>
<tr>
<td>Item 3</td>
<td>3.89</td>
<td>3.00</td>
</tr>
<tr>
<td>Item 4</td>
<td>3.92</td>
<td>3.14</td>
</tr>
</tbody>
</table>

Findings from the Qualitative Data

The qualitative data in the current study consisted of the participants' responses to the open-ended questions in the pre- and post-questionnaires. In the pre-questionnaire, there were a total of five questions which aimed to gain insights into the ELT trainees’ expectations and views of a GILE-based course before it was implemented. The post-questionnaire included 4 questions which attempted to reveal the participants’ views after the course was completed.

When asked in the pre-questionnaire what they thought they would be learning in the GILE-based course, the majority of the students stated that the course would develop their ‘world knowledge’ (n=17) and ‘environmental awareness’ (n=16). As can be seen in Table 2, these were followed by, in descending order, ‘learning how to develop their own students' environmental awareness’, ‘speaking’, ‘listening’, ‘reading’, and ‘geography’. The two of the participants reported that they did not have an idea about what they would be learning in the course. One of the participants, on the other hand, said that the course would not contribute to his/her development of environmental awareness.

Table 2. ELT trainees’ expectations from the GILE-based course before it was implemented

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I will develop my environmental awareness.</td>
<td>16</td>
</tr>
<tr>
<td>2. It will develop my world knowledge.</td>
<td>11</td>
</tr>
<tr>
<td>3. I will be learning about cultural and natural richness in the world.</td>
<td>6</td>
</tr>
<tr>
<td>4. I will be learning how to raise my own students' environmental awareness.</td>
<td>4</td>
</tr>
<tr>
<td>5. My speaking skills will be developed.</td>
<td>2</td>
</tr>
<tr>
<td>6. My listening skills will be developed.</td>
<td>2</td>
</tr>
<tr>
<td>7. My reading skills will be developed.</td>
<td>1</td>
</tr>
<tr>
<td>8. I will be learning about geography.</td>
<td>1</td>
</tr>
<tr>
<td>9. I don't have an idea.</td>
<td>2</td>
</tr>
<tr>
<td>10. This course will not contribute to the development of my environmental awareness.</td>
<td>1</td>
</tr>
</tbody>
</table>
In the post-questionnaire, the participants were asked to state this time what they thought they had learned in the GILE-based course. As shown in Table 3, nearly most of the participants reported that their ‘knowledge of vocabulary’ (n=17) and ‘world knowledge’ (n=17) were developed. These were the responses which ranked the highest of all the others. One of the trainees provided no response.

Table 3 ELT trainees’ views about the GILE-based course after it was implemented

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My knowledge of vocabulary has been developed.</td>
<td>17</td>
</tr>
<tr>
<td>2. My world knowledge has been increased.</td>
<td>17</td>
</tr>
<tr>
<td>3. My environmental awareness has been raised.</td>
<td>5</td>
</tr>
<tr>
<td>4. My knowledge of environment has been refreshed.</td>
<td>2</td>
</tr>
<tr>
<td>5. My speaking skills have been developed.</td>
<td>1</td>
</tr>
<tr>
<td>6. My listening skills have been developed.</td>
<td>1</td>
</tr>
<tr>
<td>7. My reading skills have been developed.</td>
<td>1</td>
</tr>
<tr>
<td>8. I am now more interested in documentaries.</td>
<td>1</td>
</tr>
<tr>
<td>9. I have learned how to integrate environmental issues into language teaching.</td>
<td>1</td>
</tr>
<tr>
<td>10. I haven’t developed environmental awareness.</td>
<td>1</td>
</tr>
<tr>
<td>11. I don’t have an idea.</td>
<td>1</td>
</tr>
</tbody>
</table>

Another question in the pre-and post-questionnaires asked the participants to state their views about the integration of environmental issues into foreign language classes and to explain their reasons for their answers. As indicated in Table 4, 22 of the participants reported positive ideas about the use of environmental issues in language classrooms. Four of them disagreed with the idea that environmental issues should be part of foreign language classes. Two of the trainees recommended that environmental issues be dealt with in a separate course. There was only one participant who was not able to offer a specific view.

Table 4 ELT trainees’ views about the integration of environmental issues into foreign language classes: Pre-questionnaire

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Environmental issues should be within the scope of foreign language classes.</td>
<td>22</td>
</tr>
<tr>
<td>2. Environmental issues shouldn’t be within the scope of foreign language classes.</td>
<td>3</td>
</tr>
<tr>
<td>3. Environmental issues should be a separate course.</td>
<td>2</td>
</tr>
<tr>
<td>4. I am undecided.</td>
<td>1</td>
</tr>
</tbody>
</table>

When asked to explain why environmental issues should be within the scope of foreign language classes, the participants mentioned the following, as indicated in Table 5.

Table 5 ELT trainees’ views about why environmental issues should be integrated into foreign language classes: Pre-questionnaire

<table>
<thead>
<tr>
<th>Environmental issues should be within the scope of foreign language classes, because this would...</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. provide the ground for theme-based language instruction.</td>
<td>9</td>
</tr>
<tr>
<td>2. develop environmental awareness.</td>
<td>8</td>
</tr>
<tr>
<td>3. contribute to the development of language skills.</td>
<td>2</td>
</tr>
<tr>
<td>4. offer motivating and interesting content.</td>
<td>2</td>
</tr>
</tbody>
</table>
5. develop vocabulary knowledge.
6. promote intercultural understanding and communication.
7. facilitate cultural awareness.

In the post-questionnaire data, an increase was observed in the number of the participants who agreed that environmental issues should be infused into foreign language learning and teaching (n=26). Two of the participants did not offer any response (Table 6).

**Table 6.** ELT trainees’ views about the integration of environmental issues into foreign language classes: Post-questionnaire

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental issues should be within the scope of foreign language classes.</td>
<td>26</td>
</tr>
<tr>
<td>No response.</td>
<td>2</td>
</tr>
</tbody>
</table>

In the post questionnaires, the participants mentioned the following as to their reasons for the integration of environmental issues into foreign language classes (Table 7):

**Table 7** ELT trainees’ views about why environmental issues should be integrated into foreign language classes: Post-questionnaire

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>help us develop environmental awareness.</td>
<td>22</td>
</tr>
<tr>
<td>provide the ground for theme-based language instruction.</td>
<td>5</td>
</tr>
<tr>
<td>develop vocabulary knowledge.</td>
<td>4</td>
</tr>
<tr>
<td>contribute to the development of language skills.</td>
<td>2</td>
</tr>
<tr>
<td>contribute to the development of critical thinking skills.</td>
<td>1</td>
</tr>
</tbody>
</table>

In another question in the pre-questionnaire, the participants were asked to mention their reasons for why they decided to take the GILE-based course. 13 of the participants reported that they took it to shy away from the other elective courses offered at the department. For 11 of them, their incentive for taking the course was to learn about different cultures. The other reasons stated by the participants ranked, in descending order, as in the following (Table 8):

**Table 8.** ELT trainees’ reasons for taking the GILE-based course: Pre-questionnaire

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t want to take 'Pragmatics'.</td>
<td>13</td>
</tr>
<tr>
<td>I would like to learn more about different cultures.</td>
<td>11</td>
</tr>
<tr>
<td>It looks like an interesting lesson.</td>
<td>10</td>
</tr>
<tr>
<td>It is a new elective course offered in the department.</td>
<td>9</td>
</tr>
<tr>
<td>It looks like easy to pass.</td>
<td>7</td>
</tr>
<tr>
<td>I am interested in global issues.</td>
<td>4</td>
</tr>
<tr>
<td>I'd like to develop my speaking skills.</td>
<td>3</td>
</tr>
<tr>
<td>It is similar to Geography.</td>
<td>3</td>
</tr>
<tr>
<td>I'd like to develop my environmental awareness.</td>
<td>2</td>
</tr>
<tr>
<td>It will be an audio-visual course.</td>
<td>1</td>
</tr>
<tr>
<td>It will involve different types of materials.</td>
<td>1</td>
</tr>
<tr>
<td>I liked the content of the lesson.</td>
<td>1</td>
</tr>
<tr>
<td>I'd like to make others aware of environmental issues.</td>
<td>1</td>
</tr>
</tbody>
</table>
In the post-questionnaire, the trainees were asked to state if their reasons for taking the GILE-based course matched with the course content and activities. As shown in Table 9, most of the trainees articulated that the course met their initial expectations to a large or some extent and that the course content and activities matched with their reasons for taking it. Seven of them, on the other hand, reported the reverse. Four of the participants did not provide any response.

Table 9: ELT trainees’ views about if the course met their initial expectations: Post-questionnaire

<table>
<thead>
<tr>
<th>View</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a large extent</td>
<td>10</td>
</tr>
<tr>
<td>To some extent</td>
<td>7</td>
</tr>
<tr>
<td>It did not meet my expectations</td>
<td>7</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
</tr>
</tbody>
</table>

In the post-questionnaires, the participants also expressed their ideas about why the course content and their expectations matched or did not match with each other. Some of the trainees who reported that there was not a mismatch between the course itself and their initial expectations mentioned the following (Table 10):

Table 10: ELT trainees’ views about the match between their initial course expectations and the course content: Post-questionnaire

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will be able to develop my students’ environmental awareness.</td>
<td>1</td>
</tr>
<tr>
<td>I developed my own English</td>
<td>1</td>
</tr>
<tr>
<td>My speaking skills were developed.</td>
<td>1</td>
</tr>
<tr>
<td>My reading skills were developed.</td>
<td>1</td>
</tr>
<tr>
<td>I developed my vocabulary knowledge.</td>
<td>1</td>
</tr>
</tbody>
</table>

The trainees who reported a mismatch between their own initial course expectations and the course itself expressed the following as their concerns (Table 11):

Table 11: ELT trainee views’ about the mismatch between their initial course expectations and the course content: Post-questionnaire

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>We could have watched more videos.</td>
<td>6</td>
</tr>
<tr>
<td>A variety of topics could have been used.</td>
<td>4</td>
</tr>
<tr>
<td>There was overemphasis on reading.</td>
<td>4</td>
</tr>
<tr>
<td>There was overemphasis on vocabulary.</td>
<td>4</td>
</tr>
<tr>
<td>There should have been more speaking activities.</td>
<td>3</td>
</tr>
<tr>
<td>We could have joined environmental protection activities.</td>
<td>2</td>
</tr>
<tr>
<td>There was little emphasis on the development of world knowledge.</td>
<td>1</td>
</tr>
<tr>
<td>There should have been more listening activities.</td>
<td>1</td>
</tr>
<tr>
<td>There wasn’t a focus on how to teach environmental awareness.</td>
<td>1</td>
</tr>
<tr>
<td>There was an overemphasis on environment.</td>
<td>1</td>
</tr>
<tr>
<td>There should have been a variety of activities.</td>
<td>1</td>
</tr>
<tr>
<td>There was an overemphasis on language, not on a theme.</td>
<td>1</td>
</tr>
<tr>
<td>Geography could have been one of the themes to study.</td>
<td>1</td>
</tr>
</tbody>
</table>
The other question included both in the pre-and post-questionnaires was concerned with the ELT trainees’ views about the possible contributions of the GILE-based course to their own development as future language teachers. In the pre-questionnaires, nearly all of the participants (n=27) agreed that the course would contribute to their own development.

Table 11a. ELT trainees’ views about the contributions of the GILE-based course: Pre-questionnaire

| 1. The course will contribute to my development. | 27 |
| 2. The course will not contribute to my development. | 1 |

When asked to explain in what ways it might foster their development, the participants mentioned the following, in descending order:

Table 11b. ELT trainees’ views about the contributions of the GILE-based course: Pre-questionnaire

| 1. It will develop my world knowledge. | 14 |
| 2. It will help me develop my own students' environmental awareness. | 8 |
| 3. It will develop my own environmental awareness as a prospective teacher. | 5 |
| 4. It will develop my knowledge of environment-related vocabulary. | 5 |
| 5. It will develop my speaking skills. | 4 |
| 6. It will contribute to my language development. | 3 |
| 7. It will help me integrate environmental issues into language education. | 2 |
| 8. It will develop my listening skills. | 2 |
| 9. It will develop my writing skills. | 1 |
| 10. It will develop my reading skills. | 1 |
| 11. It will develop my pronunciation. | 1 |
| 12. It will develop my critical thinking skills. | 1 |
| 13. It will encourage me for being a member of environmental organizations. | 1 |

In the post-questionnaires, the participants were asked to respond to the same question about the possible contributions of the GILE-based course. Most of the trainees (n=26) stated that the course positively contributed to their personal and professional development.

Table 12. ELT trainees’ views about the contributions of the GILE-based course: Post-questionnaire

| 1. I have developed my vocabulary knowledge. | 14 |
| 2. I have learned how to develop my students' environmental awareness. | 8 |
| 3. I have developed my reading skills. | 3 |
| 4. I have developed my world knowledge. | 3 |
| 5. I have developed environmental awareness. | 2 |
| 6. I have an idea now about topic/themes to use in my own classes. | 2 |
| 7. I have developed my speaking skills. | 1 |
| 8. I have developed my pronunciation. | 1 |
| 9. It will help me in KPSS. | 1 |
| 10. I can use the textbook we have used in this course. | 1 |
| 11. I have developed my language awareness. | 1 |
According to half of the trainees (n=14), the course greatly contributed to the development of their vocabulary knowledge. This was followed by the development of environmental awareness (n=8).

Table 12a ELT trainees’ views about the contributions of the GILE-based course: Post-questionnaire

<table>
<thead>
<tr>
<th>(N=28)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The course has contributed to my development.</td>
</tr>
<tr>
<td>2. The course hasn't contributed to my development.</td>
</tr>
<tr>
<td>3. No response.</td>
</tr>
</tbody>
</table>

Discussion

The findings from the quantitative data indicated that in the overall comparison of the pre- and post-questionnaires, there were no statistically significant differences. Thus, it can be argued that the participants’ initial expectations from the GILE-based course were met at the end of the course. However, a more detailed analysis of the findings showed that there were statistically significant differences between four of the questionnaire items, which indicates a change in the participants’ views. In Item 1, the teacher trainees stated that the course would play an important role in developing their awareness on environment and environmental protection. Although, in both questionnaires, the means indicated that the trainees agreed with this item, the number of the participants who agreed with it was decreased. This decrease was also apparent in the qualitative data. The analysis revealed that the number of participants who stated that the course contributed to their environmental awareness was decreased. In addition, in the open-ended questionnaires, the majority of the trainees indicated that the course content would help them develop their world knowledge. This expectation seems to be met as there was not any change in the number of the participants who reported that the course would contribute to the development of their world knowledge before and after the course was implemented. Interestingly, at the beginning of the course, none of the trainees mentioned the development of their vocabulary knowledge as one of the possible contributions of the course, yet at the end of the course the majority thought that their vocabulary knowledge expanded. In both questionnaires, the trainees agreed that the course would help them with the ways to develop environmental awareness in language lessons. Yet, again the number of the trainees who agreed with the item decreased in the post questionnaire. The trainees also thought that the course would show them the ways to raise their own students’ environmental awareness. By the end of the course, fewer trainees agreed with the issue. According to the qualitative findings, the majority of the participants think that environmental issues should be within the scope of foreign language lessons. In the post-questionnaire there was an increase in the number of trainees who thought so. To support their ideas, they mentioned that this would create opportunities for theme –based teaching and help develop environmental awareness of their prospective students. This result is promising in that it is an indication of ELT teacher trainees’ awareness of the benefits of contextualized language learning as well as of the significance of using environmental topics for teaching a foreign language. However, quantitative results suggested that the trainees needed specific instruction to implement environmental education in their classes as they were not satisfied with the fact that the GILE-based course does not cover methodological aspects.

Finally, according to the quantitative data, in the pre-questionnaire, more trainees expected that the course would help them develop their social responsibility, whereas, in the post-questionnaire this expectation was met according to fewer participants. It is interesting that only these four items are related to their self and future career as the items were mostly concerned with the integration of environmental awareness into ELT and the development of environmental awareness. The rest of the items inquired the contribution of the course to the participants’ language skills development and the content of the course.

According to the responses given in the open-ended part of the questionnaire, almost all of the participants agreed that the course contributed to their personal and professional development. However, some of the areas of development were different from what they expected at the beginning of the course. When they started the course, half of the participants thought that the course would help them develop their world knowledge, yet only three of them agreed that this was achieved by the end of the course. The number of participants who thought that the course would help them develop their prospective students’ awareness did not change in each questionnaire. However, although, at the beginning of the term, the majority did not expect that their vocabulary knowledge would expand, half of the participants...
claimed that the course helped them develop their vocabulary knowledge by the end of the course. A few trainees also had some expectations regarding the development of their speaking skill, but this expectation seemed not to be met.

These results indicate that the trainees hold positive views about the integration of global issues (especially environmental issues) into their own education as a tool for both personal and professional development. As the content of the course was not designed as a methodology course to teach methods and techniques to integrate environmental issues into the ELT curriculum, the change in some of the trainees’ expectations seems to be reasonable. On the other hand, the difference in the participants’ expectations regarding the contribution of the course to the development of their environmental awareness can be a result of the course materials. As the major video and text material used in the course was the “Home” documentary, the content and discussions centered on the topics presented in these materials. However, the responses to the open-ended part of the questionnaire pointed to the participants’ preference for a variety of topics, along with the ones included in the course.

Another finding worth mentioning in the quantitative data was related to the trainees’ reasons for selecting the course. According to what most of the participants reported in the quantitative part of the questionnaire, they decided to take this course only because it fit their schedule. This finding itself seems to be an important indicator of the participants’ lack of awareness when selecting a GILE-based course. It can thus be inferred from this finding that the participants’ main concern was not to develop their language skills and environmental awareness. The fact that the responses remained the same in the post-questionnaire is also important to understand the participants’ incentive to be enrolled in the course. The qualitative data also support all these findings. Almost half of the trainees reported that they took the course because they did not want to take the other elective courses which they thought might be difficult to succeed in. Some others also mentioned that they took the course because it was a new course offered at the department and it seemed interesting. It might thus be argued that the trainees did not make informed and conscious decisions for taking the GILE-based course. This might be explained on the trainees’ lack of knowledge of the course and the course content, because it was a new course offered at the department.

In the post-questionnaires, the participants also stated that they were expecting a variety of topics and video materials to be used in the classes rather than a focus on a single documentary. A few participants complained about the over-emphasis on reading and vocabulary, and some mentioned that they expected to do more speaking activities. Such mismatches between the course content and the trainees’ expectations are valuable in re-designing the course for the following academic year.

Concluding remarks

The findings from the research are valuable in that they provide insights for course designers. It seems that although the participants did not have sound reasons to take the course at the beginning of the term, it helped them develop professionally by creating an awareness regarding the integration of global issues into the ELT curriculum and by helping develop their linguistic skills. Their feedback on the course content such as the use of a variety of topics and materials and more emphasis on the development of speaking skill are of importance when selecting the materials and activities for the future implementation of the GILE-based course.

Although the small number of participants and the constraints on time in the implementation of the course do not allow us to make claims as to the generalizability of the results, the current study also seems to indicate that the integration of global issues into the foreign language teacher education programs within SRT might aid in the development of ELT trainees’ environmental awareness and linguistic skills. This information could therefore be a genesis of act for taking similar initiatives to develop GILE-based courses at foreign language teacher education programs.

References


The Comparison of Private and Public School Principals' Curriculum Management Behaviours

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Abstract

The purpose of this study is to compare the private and public secondary school principals' behaviours on curriculum management. The most important goal of the learning and teaching activities carried out in schools is to transform the necessary knowledge, skills and behaviours to student who are the indispensable input of the education system, in order to cultivating them for society in a healthy and adequate way. Educational program is a document that consisting of lesson time, learning outcomes that students need to gain, course topics, methods and techniques. At the head of teaching and learning activities in schools, there are school administrators who are responsible for managing and implementation of programs. On the behind of successful schools, there are qualified principals who lead the teaching and learning process by taking an important role on planning, implementation and coordination of the curriculum. So far, very few studies have been investigated the school administrators about managing the curriculum. The success of a school is directly related to how the school administrator manages and implements the curriculum. The participants of this study consist of all primary school principals in the North Cyprus. From a population of around 121 school principals, 90 randomly selected principals was completed the questionnaire, 82 form public, 8 from private schools. The “School Principals’ Curriculum Management Behaviours Survey” is used in spring semester of the academic year of 2013-2014. After the data is collected, principals’ perceptions of their curriculum management behaviours determined through statistical analysis. Statistical Package for Social Sciences (SPSS version 18) will be utilized to carry out statistical procedures while examining the obtained data. The two samples t-test with percentages was applied and a non-significant difference on the curriculum management behaviours of public and private primary school principals is found.

Keywords: Curriculum management, principals, management behaviours, primary school, and North Cyprus.

1. Introduction

Curriculum is the academic system that imparts knowledge and skills to students in a school environment. More specifically, curriculum refers to what is written to be taught, and what is tested at different student levels. Schubert (2003) defines curriculum as the contents of a subject, concepts and tasks to be acquired, planned activities, the desired learning outcomes and experiences, product of culture and an agenda to reform society. Curricula act as a mentor for both principals and teachers in a school environment. In this sense, besides the importance of the preparation of curriculum, it has a great importance of managing and implementation of the curriculum on behalf of achieving the program objectives. One of the responsibilities of school principals as an instructional leader is to manage the implementation of curriculum (Şişman, 2004). Glassman (1984) defined the instructional leader as: (a) leading instructional improvement and innovation, (b) developing educational goal consensus in the school, and (c) guiding staff development efforts at the school level. Besides, Southworth (2009) identified instructional leadership as learning oriented leadership and he asserted that leadership becomes “more potent when it focuses on developing students' learning and strengthening teaching”. A good instructional leader should set clear goals, manage curriculum, monitor lesson plans, allocate resources and evaluate teachers regularly to promote student learning and growth. According to Hallinger and Murphy (1985), instructional leadership framework consists of three main components: a) defining the school mission, b) managing the instructional program, and c) creating a positive school climate. There are mainly four instructional leadership skills that principals must have to demonstrate: a) serving as an instructional resource, b) effective use of resources c) communication skills d) being visible and accessible (Smith & Andrews, 1998). Portin (2000) identified three areas previously not included in the descriptions of the principal’s role: (a) entrepreneurial skills for fund raising, (b) political leadership skills, and (c) societal services challenges. Curriculum management skills also included and listed on the top of lists of the being a good instructional leader. Thus, as an instructional leader, principals
need to manage the curriculum. The main purpose of curriculum management is to control and organize the curriculum so that all students who follow the curriculum will get the most out of their education. Besides, a good curriculum management requires using all the knowledge and skills that the curriculum proposed is transforming to the learners so that to contribute to society in a meaningful and beneficial way.

School administrators have important duties and responsibilities on the understanding, developing, and implementation phases of curriculum that are vitally important in terms of teaching and learning process. New developed curriculum will have the chances to be implemented to the extent that school administrators are ready to fulfill this responsibility. Furthermore, school principals can contribute to the development and implementation of curriculum up to the extent that show the instructional leadership skills (Can, 2007). In the success of a curriculum, it is extremely important for the school administrators to have the knowledge, skills, attitudes and values that the curriculum requires. Crum and Sherman (2008) in their research study pointed out that the effective schools demonstrate relationships between leadership focused on outcomes and student success.

The private schools and public schools have some common similarities and differences. In their study, Alt and Peter (2003) reviewed national studies of public and private schools by conducting longitudinal studies collected in 1988, 1998, and 2000, and they found that public and private schools have similarities and differences. Public schools were considered different from private schools in that they had different levels of bureaucracy. Private schools: (a) selected students and were selected by parents, (b) had teachers who were not unionized, (c) raised revenues from tuition and donations, (d) were part of a smaller bureaucracy, and (e) were not required to participate in federal and state mandated educational policy initiatives (Alt & Peter, 2003).

The public education system in North Cyprus is highly centralized, organized by the Ministry of National Education and Culture (MONEC) which is the main stakeholder that is responsible for the enforcement of educational laws and the preparation of new legislation. All the public schools are financed from government funds, while private schools raise their funds primarily from tuition and fees. Private schools are administered by private individuals or bodies, but supervised by the Ministry. Both public and private education is started in pre-primary level; continue to primary school, general secondary, technical and vocational secondary schools. Developing of curricula for all grade level is the duty of Board of Education and Discipline which is located under the MONEC of North Cyprus. Implementers of the developed curriculum are mainly teachers and principals. The flexibility feature of the curricula, which is characterized as the most important feature of the curriculum design let the principals to modify and change the implementation process of curricula. Thus, this is directly related with the ability of the principals. Most of the good schools are categorized in according the students’ achievement scores on the standardized tests and the availability of resources and opportunities for students. Therefore, the popularity of private schools in North Cyprus is inclined in last years. Families believe that the private schools are filling gaps in North Cyprus’s state-run education system. However, it should be noted that the success of a school is directly related to how the school administrator manages and implements the curriculum. A well-managed curriculum depends on the success of school administrators’ implementation of that curriculum. Therefore, it is required to examine the school administrators’ curriculum management behaviours and propose the feedback and suggestions for improvement of curriculum management process to have more effective schools based on the resulted data.

Problem

The purpose of this study is to compare the private and public primary school principals’ behaviours on curriculum management. The following are the research questions of the study:

- **Research Question 1:** How is the curriculum management behaviour (planning, application, evaluation) of the public primary school principals in North Cyprus?
- **Research Question 2:** How is the curriculum management behaviour (planning, application, evaluation) of the private primary school principals in North Cyprus?
- **Research Question 3:** Is there a significant difference between the public and the private primary school principals’ behaviours on curriculum management behaviour (planning, application, evaluation)?

Methodology

In this part, research methodology, data collection instrument, data collection procedure, sample and data analysis is
presented. The survey method was used in order to compare the public and the private school principals' curriculum management behaviours. Survey method is an investigation that uses question based or statistical surveys to collect information about the participants’ opinions, interests, skills, and attitudes in relation to a situation or event (Karasar, 1994; Tuckman, 1994).

Participants

The participants of this study consist of all primary school principals in the North Cyprus. The universe of the study consists of all teachers who work as a principal in all districts in North Cyprus. The questionnaire was sent to all the principals in five districts of North Cyprus: Lefkoşa, Gazi Mağusa, Gîme, Güzelyurt, and İskele. Among all public primary schools principals, N = 82 public primary school principals and all of the private primary school principals (N = 8) were participated in this study. Some of the principals from the public primary school did not respond to the request for completing a survey and declined it. The response rate for the study was 94 % for public school principals and 100 % for the private schools principals. This response rate is considered as a high percentage of response in the North Cyprus context. Table 1 shows the distribution of schools (principals) to the districts and the number of participants.

<table>
<thead>
<tr>
<th>Districts</th>
<th>Public School Principals</th>
<th>Private School Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Invited</td>
<td>Completed</td>
</tr>
<tr>
<td>Lefkoşa</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Gazi Mağusa</td>
<td>29</td>
<td>21</td>
</tr>
<tr>
<td>Gîme</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Güzelyurt</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>İskele</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

In summary, from a population of around 95 school principals, 90 primary school principals were answered the questionnaire, 82 form public, 8 from private schools.

Data Collection Instrument:

The “School Principals' Curriculum Management Behaviours Scale” developed by Ergüneş and Mercan (2011) was used in order to collect the data from the principals in spring semester of the academic year of 2013-2014. The survey scale is included 25 items which were grouped into the following three main areas: planning, application and evaluation. The main purpose of the “School Principals' Curriculum Management Behaviours Scale” which had been developed for principals and other school leaders is to find out the school principals’ curriculum management behaviours on different dimensions namely; planning, application and evaluation. Thus, it includes (3) specific dimensions of curriculum management behaviours (i.e.: a) curriculum planning, c) use of curriculum, d) evaluation of curriculum. On the basis of this scale, principals are asked to respond if they perform these issues that fall into the corresponding behavioural dimensions. A three Likert-type scale provides a range from “No”, “Partly” and “Yes”. The questionnaire is considered to be very reliable since its reliability coefficient was calculated as $r = 0.953$ by developers of the questionnaire.

Data Collection Procedure

Before the research study was implemented, permission to conduct research in the areas studied was requested and obtained from the Ministry of National Education of North Cyprus in December 2013. The researcher was distributed all the scales to all schools in all the districts on different days at the middle of February 2014, and after two weeks later, the beginning of March 2014, the researcher visited the same primary schools once more to collect the given surveys from the principals. In total, the researcher was spent one month to collect the data from the respondents.

Data Analysis
In order to compare the public and private primary school principals’ curriculum management behaviours, two groups were identified for the study, public and private primary school principals. Responses to the “School Principals’ Curriculum Management Behaviours Scale” from these two groups were scanned into the Statistical Package for the Social Sciences for Windows (SPSS) software for analysis using appropriate statistical tests. Besides, descriptive statistic was used for demographic variables, such as type of school, and they were compared to scale attributes or perceptions (Fink, 2003).

Results

In order to answer the basic problem and the research questions of the study, data were analysed to find out the differences between the public and private primary school principals’ behaviours on curriculum management. This chapter is organized in terms of the three specific research questions posed in introduction part. First, the 90 volunteer principals’ descriptive demographic statistics will be reported. Then, descriptive and inferential statistical analysis of the research questions and null hypotheses will follow.

Demographic Variables

The first section of the questionnaire contained eight demographic questions which established the independent variables of this study. In order to describe the public and private primary school principals’ descriptive personal information, descriptive statistics was used for both groups.

Table 2. Descriptive statistics of private and public primary school principals

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Public School</th>
<th>Private School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>55</td>
<td>67,07%</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>27</td>
<td>32,93%</td>
<td>30</td>
</tr>
<tr>
<td>Job Experience</td>
<td>1-5 year</td>
<td>0</td>
<td>0,00%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>6-15 year</td>
<td>12</td>
<td>14,63%</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>16-25 year</td>
<td>65</td>
<td>79,27%</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Over 25 year</td>
<td>5</td>
<td>6,10%</td>
<td>8</td>
</tr>
<tr>
<td>Experience as a Principal</td>
<td>1-3 year</td>
<td>15</td>
<td>18,29%</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>4-6 year</td>
<td>18</td>
<td>21,95%</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>7-10 year</td>
<td>32</td>
<td>39,02%</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Over 10 year</td>
<td>17</td>
<td>20,73%</td>
<td>18</td>
</tr>
<tr>
<td>Field of Graduation</td>
<td>Classroom teaching</td>
<td>75</td>
<td>91,46%</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Branch teaching</td>
<td>5</td>
<td>6,10%</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>2</td>
<td>2,44%</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 2 provides frequencies and percentages of the gender, number of years the subjects have been serving as teacher in the field of education and the overall number of years they have been employed as administrators. Both the public and the private primary schools principals, the major gender is male with the percentage 67, 07 % and 62, 50 % respectively. The majority of public primary school principals (79, 27%) have been at their job experience between 16-25 years. Similarly, the majority of private principals have the same year job experience (62, 50 %). Besides, in both groups of principals the great majority were graduated from the classroom teaching department, 91, 46 % of public primary school principals and 62, 50 % of private primary school principals.
The curriculum management behaviour (planning, application, evaluation) of the public primary school principals

The first research question was answered through descriptive statistical analysis of the public primary school principals (N = 82) responses on the “School Principals’ Curriculum Management Behaviours Scale”. Table 3 presents the mean and standard deviation for each of the 25 management behaviours.

Table 3. The Curriculum Management Behaviour of the Public Primary School Principals

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>X</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>I follow and review the scientific studies and developments related with education</td>
<td>2.40</td>
<td>0.45</td>
</tr>
<tr>
<td>I review the opportunities of my school in terms of the objectives of the curriculum</td>
<td>2.80</td>
<td>0.56</td>
</tr>
<tr>
<td>I prepare a curriculum management plan</td>
<td>2.45</td>
<td>0.55</td>
</tr>
<tr>
<td>I prepare a curriculum management plan together with administrative assistants and teachers</td>
<td>2.48</td>
<td>0.60</td>
</tr>
<tr>
<td>I review all the courses’ curricula</td>
<td>2.90</td>
<td>0.48</td>
</tr>
<tr>
<td>I remind the goals, aims, and objectives of the program to the teachers at the very beginning of the academic year, make them to discuss.</td>
<td>2.92</td>
<td>0.47</td>
</tr>
<tr>
<td>I compare the skill and competence domains of the program with the teachers’ skills and competences.</td>
<td>2.82</td>
<td>0.49</td>
</tr>
<tr>
<td>I asks teacher to identify the missing competences of the at-risk students</td>
<td>2.60</td>
<td>0.53</td>
</tr>
<tr>
<td>I try to find out the school’s opportunities during the implementation process.</td>
<td>2.95</td>
<td>0.64</td>
</tr>
<tr>
<td>I use the school’s opportunities during the implementation process.</td>
<td>2.90</td>
<td>0.47</td>
</tr>
<tr>
<td>I organize the “instructional material and resource provider and developer” team</td>
<td>1.80</td>
<td>0.65</td>
</tr>
<tr>
<td>I prepare a working plan together with the “instructional material and resource provider and developer” team</td>
<td>1.90</td>
<td>0.49</td>
</tr>
<tr>
<td>I observe the implementation of each lesson due to program of guiding to implementation and supervision</td>
<td>2.00</td>
<td>0.47</td>
</tr>
<tr>
<td>I share my observation results with teachers and team leader teachers and develop caution proposals.</td>
<td>2.40</td>
<td>0.48</td>
</tr>
<tr>
<td>I decide the evaluation model for the implementation of the curriculum</td>
<td>2.52</td>
<td>0.64</td>
</tr>
<tr>
<td>I check the relevancy of the general approach of the program with the assessment procedures.</td>
<td>2.80</td>
<td>0.51</td>
</tr>
<tr>
<td>I make the inappropriate assessment and evaluation tools and methods extracted from the curriculum.</td>
<td>2.73</td>
<td>0.60</td>
</tr>
<tr>
<td>I evaluate of the assessment and evaluation results of the students and make the comparison to the objectives of the curriculum</td>
<td>2.65</td>
<td>0.63</td>
</tr>
<tr>
<td>I explain the school’s objectives in parent-teacher meeting</td>
<td>2.30</td>
<td>0.48</td>
</tr>
<tr>
<td>I develop a school development organization team in parent-teacher meeting</td>
<td>2.50</td>
<td>0.56</td>
</tr>
<tr>
<td>I assess the quantitative and qualitative adequacy of tools and resources for teaching process.</td>
<td>2.56</td>
<td>0.52</td>
</tr>
<tr>
<td>I ask the teachers to explain parents what kind of skills will gain the students, and ensure the parent involvement for selecting a branch lesson</td>
<td>2.10</td>
<td>0.53</td>
</tr>
<tr>
<td>I supervise the social club activities, and organize the attendance and community expense of the students.</td>
<td>2.20</td>
<td>0.51</td>
</tr>
<tr>
<td>I do meeting in order to determine what kind of extra-curricular activities are needed.</td>
<td>2.70</td>
<td>0.56</td>
</tr>
<tr>
<td>I check the level of achieving the extra-curricular activities to the objectives.</td>
<td>2.54</td>
<td>0.60</td>
</tr>
</tbody>
</table>

The public primary school principals received the highest mark on the item “I try to find out the school’s opportunities during the implementation process.” with $X_{\text{mean}} = 2.95$ where the highest mark is 3. Besides, the items “I use the school’s
opportunities during the implementation process” with mean value $X_{\text{mean}} = 2.90$, and “I remind the goals, aims, and objectives of the program to the teachers at the very beginning of the academic year, make them to discuss” with mean value $X_{\text{mean}} = 2.92$ received the high mean value from the public primary school principals. On the other hand, the public primary school principals received the lowest mark on the item “I organize the ‘instructional material and resource provider and developer’ team.” with the mean value of 1.80. In addition, the mean value of the items “I prepare a working plan together with the “instructional material and resource provider and developer” team” and “I observe the implementation of each lesson due to program of guiding to implementation and supervision” received the lowest mean value 1.90 and 2.00 respectively. The overall mean value of the public primary school principals was calculated as 57.60 out of 75, where 25 is the lowest value of the scale. Thus, the total percentage of the primary public school principals’ curriculum management behaviour is equal to %76.8.

The curriculum management behaviour (planning, application, evaluation) of the private primary school principals

The second research question was related to identify the private primary school principals’ behaviours on curriculum management. The private primary school principals (N = 8) responses on the “School Principals’ Curriculum Management Behaviours Scale” was analysed through descriptive statistical analysis. Table 4 presents the mean and standard deviation for each of the 25 management behaviours.

Table 4. The Curriculum Management Behaviour of the Private Primary School Principals

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>X</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>I follow and review the scientific studies and developments related with education</td>
<td>2.50</td>
<td>0.46</td>
</tr>
<tr>
<td>I review the opportunities of my school in terms of the objectives of the curriculum</td>
<td>2.85</td>
<td>0.54</td>
</tr>
<tr>
<td>I prepare a curriculum management plan</td>
<td>2.55</td>
<td>0.58</td>
</tr>
<tr>
<td>I prepare a curriculum management plan together with administrative assistants and teachers</td>
<td>2.45</td>
<td>0.62</td>
</tr>
<tr>
<td>I review all the courses’ curricula</td>
<td>2.93</td>
<td>0.48</td>
</tr>
<tr>
<td>I remind the goals, aims, and objectives of the program to the teachers at the very beginning of the academic year, make them to discuss.</td>
<td>2.98</td>
<td>0.57</td>
</tr>
<tr>
<td>I compare the skill and competence domains of the program with the teachers’ skills and competences.</td>
<td>2.86</td>
<td>0.49</td>
</tr>
<tr>
<td>I asks teacher to identify the missing competences of the at-risk students</td>
<td>2.92</td>
<td>0.48</td>
</tr>
<tr>
<td>I try to find out the school’s opportunities during the implementation process.</td>
<td>2.45</td>
<td>0.64</td>
</tr>
<tr>
<td>I use the school’s opportunities during the implementation process.</td>
<td>2.45</td>
<td>0.47</td>
</tr>
<tr>
<td>I organize the “instructional material and resource provider and developer” team</td>
<td>2.15</td>
<td>0.56</td>
</tr>
<tr>
<td>I prepare a working plan together with the “instructional material and resource provider and developer” team</td>
<td>2.10</td>
<td>0.46</td>
</tr>
<tr>
<td>I observe the implementation of each lesson due to program of guiding to implementation and supervision</td>
<td>2.00</td>
<td>0.57</td>
</tr>
<tr>
<td>I share my observation results with teachers and team leader teachers and develop caution proposals.</td>
<td>2.45</td>
<td>0.47</td>
</tr>
<tr>
<td>I decide the evaluation model for the implementation of the curriculum</td>
<td>2.55</td>
<td>0.64</td>
</tr>
<tr>
<td>I check the relevancy of the general approach of the program with the assessment procedures.</td>
<td>2.83</td>
<td>0.52</td>
</tr>
<tr>
<td>I make the inappropriate assessment and evaluation tools and methods extracted from the curriculum.</td>
<td>2.73</td>
<td>0.60</td>
</tr>
<tr>
<td>I evaluate of the assessment and evaluation results of the students and make the comparison to the objectives of the curriculum</td>
<td>2.65</td>
<td>0.65</td>
</tr>
<tr>
<td>I explain the school’s objectives in parent-teacher meeting</td>
<td>2.60</td>
<td>0.48</td>
</tr>
<tr>
<td>I develop a school development organization team in parent-teacher meeting</td>
<td>2.50</td>
<td>0.56</td>
</tr>
</tbody>
</table>
I assess the quantitative and qualitative adequacy of tools and resources for teaching process. 2.65 0.52
I ask the teachers to explain parents what kind of skills will gain the students, and ensure the parent involvement for selecting a branch lesson. 2.70 0.53
I supervise the social club activities, and organize the attendance and community expense of the students. 2.20 0.53
I do meeting in order to determine what kind of extra-curricular activities are needed. 2.75 0.51
I check the level of achieving the extra-curricular activities to the objectives. 2.46 0.63

The private primary school principals received the highest mark on the item “I remind the goals, aims, and objectives of the program to the teachers at the very beginning of the academic year, make them to discuss” with X = 2.98 where the highest mark is 3. Besides, the items “I review all the courses’ curricula” with the mean value X = 2.93, “I asks teacher to identify the missing competences of the at-risk students” with mean value X = 2.92, and “I use the school’s opportunities during the implementation process” with mean vale X = 2.89 received the high mean value from the private primary school principals. On the other hand, the private school principals received the lowest mark on the item “I observe the implementation of each lesson due to program of guiding to implementation and supervision” with the mean value of 2.00. In addition, the mean value of the items “I organize the “instructional material and resource provider and developer” team” and “I prepare a working plan together with the “instructional material and resource provider and developer” team” received the lowest mean value 2.15 and 2.10 respectively. The overall mean value of the private primary school principals was calculated as 67.25 out of 75, where 25 is the lowest value of the scale. Thus the total percentage of the private primary school principals is equal to % 89.7.

The difference between the public and the private primary school principals’ behaviours on curriculum management (planning, application, evaluation)

Research question three states that “Is there a significant difference between the public and the private primary school principals’ behaviours on curriculum management behaviour (planning, application, and evaluation)?” To answer research question three, the null hypotheses (H0 RQ3: There is no significant difference between the public and the private primary school principals’ behaviours on curriculum management (planning, application, evaluation)) was tested using a two samples t-test between percentages which investigates the differences of the independent variable (IV) of school type (public or private) to each of the 25 behaviour items of the survey.

Table 5. The Comparison of the Public and the Private School Principals’ Behaviours on Curriculum Management (planning, application, evaluation).

<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School</td>
<td>82</td>
<td>57.60</td>
<td>10.25</td>
<td>0.840</td>
<td>88</td>
<td>0.403</td>
</tr>
<tr>
<td>Private School</td>
<td>8</td>
<td>67.25</td>
<td>8.853</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p > 0.05

The two samples t-test between percentages was conducted to compare the management behaviours of public and private school principals. There was no significant difference in the scores for public primary school principals’ curriculum management behaviours (M = 57.60, SD=10.25) and private school principals (M = 67.25, SD = 8.853) conditions; t (88) = 0.840, p = 0.403. These results suggest that the school type (public/ private) does not have an effect on principals' curriculum management skills. Specifically, this two samples t-test between percentages results suggest that the private primary school principals and the public primary school principals approaches as a leader to the management of curriculum does not change according to school type. However, the mean value of the survey for the private primary school is greater than public primary school principals which shows that the private primary school principals presents more curriculum management behaviours than the public primary school principals. The non-significant results from the two samples t-test between percentages may be caused by the small sample size of the private school principals, but unfortunately this number represents all population of the private primary schools in North Cyprus. It is believed that when the sample size of the private primary school principals is getting larger the difference will be more significant. That is to say, the larger samples increase the chance of significance is because they more reliably reflect the population.
mean.

Discussion

This research study examined the difference on curriculum management behaviours of primary school principals while comparing the public and the private primary school principals. There are lots of research studies which concentrated on the principals’ leadership behaviours but rarely research studies conducted on leadership skills which focus on the curriculum management. Besides, this research topic is also new in North Cyprus. Based on the results of the study, findings indicated that the both the public and private primary school principals have positive perception of their curriculum management behaviours. This finding corroborated that of Ergüneş and Mercan (2011) which revealed that the primary school principals’ perception of their self-evaluation on curriculum management skills. Therefore this finding indicates that principals express that, they believe that they possess proper leadership skills on the curriculum management. The public and private primary school principals have classroom management behaviours more or less in similar ways. The results of the first research question indicated that the public primary school principals mostly possess the behaviour that they try to use the school's opportunities during the implementation process. On the other hand, the most common behaviour for the private school principals is related to reminding the goals and aims of the program to the teacher at the very beginning of the academic year.

The behaviour which the views of the public and the private primary school principals are in agreement is the behaviour of observing the implementation of each lesson due to program of guiding to implementation since this item was received the least mean value both from public and private primary school. Both the public and the private school principals rated the minimum value for that behaviour, which is they do not possess that behaviour during the implementation process of the curriculum. Probably, this has to explain by the laws and regulations of National Education system of North Cyprus since the island’s education system is centralized, thus all the regulations are valid for all the primary school in the North Cyprus. Neither the National Education Law nor the Teacher Law support this behaviour, put in another way, observing of each classroom to control the implementation of the curriculum is considered as a “rude behaviour” in school culture of North Cyprus, since the teachers are perceived as an expert. Besides, Teachers Union is powerful in North Cyprus, they are supporting teachers and acting against to any violations of teacher rights, and so in practice if teachers are not feeling comfortable of being observed by principals, they may freely reject this behaviour.

The last research question was stated in order to investigate if there is any difference between the public and the private primary school principals’ curriculum management behaviours. Although the private primary school principals reported a higher mean value of curriculum management behaviours by communicating goals and aims of curriculum at the beginning of the school year, reviewing all the courses curricula and emphasizing on at-risk students, the significant difference was not reported between the public primary school principals. As stated in results section, this might be related with the small sample size of the private primary school principals; however this small sample size represents all population size in North Cyprus.

The result of this study is similar to that of Pashiardis (2010) who revealed that principal received a high mean score of 3.17 out of 4 in the area of curriculum development and management in south side of Cyprus which refers that principal effectively directs and integrates curriculum designed for children with special needs. Peariso (2011) in his research study was found similar results with this study, such as that high school principals frequently engaged in instructional and curriculum management leadership behaviours.

On the other side, there are some studies that they found not similar results with this study (Alimi, Alabi, Ehinola, 2011; Staples, 2005). For examples, Staples (2005) was found out that the public and the private school principals were similar in many ways in relation to the demographics and the work environment, but it was reported a significant number of public school principals reported that they spent considerable time on the managerial leadership behaviours of Monitoring Student Progress, Supervising Teaching, and Managing Curriculum, behaviours related to assessment and accountability.

The following recommendations were made based on the findings of this study for practice and for further research studies. Firstly, this study may be taken as recommendation for the improvement of curriculum management behaviour. Also, school principals should be encouraged participating in workshop, in-service train sessions or conferences which are organized by the MONEC of North Cyprus. The following recommendations are for the further research studies; further research should be carried out in order to examine the relationship between the descriptive variables (such as gender, year of job experience, professional qualifications) and the curriculum management behaviours. Besides, there is
a need to conduct more comprehensive research studies related to identify the roles of stakeholders in the area of curriculum management in North Cyprus, preferably qualitative research studies. Finally, experimental type of research studies can be conducted in order to identify the real impact of curriculum management skills on the effectiveness of school achievement.

References

Anxiety/Depression And Academic Achievement In Adolescents In Prishtina

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Abstract

Numerous empirical studies suggest that psychological difficulties of children and adolescents are negatively correlated with academic achievement. The main purpose of the study is the recognition level of emotional problems—anxiety and depression to an adolescent school sample in Prishtina and their relation with academic achievement. A sample of the school population (219 children aged from 10 years to 18), 38.8% boys and 61.2% girls have completed instruments: Revised Children Manifest Anxiety Scale (RCMAS) and Depression Self-Rating Scale for children. 15% of cases have resulted in anxiety and 22.1% with depression. Results showed that anxiety and depression have no significant correlation with success at school while having significant positive correlation between them (r=.56, p<.00) with great effect size. Nonsignificantly students with depression had a poor success and those with anxiety had better success. Also the results showed statistically significant gender differences in the level of anxiety and depression. Women have more anxiety (r=.24, p<.00) and depression (r=.20, p<.01); in both cases the effect size is small. The multiple standard regression analysis of academic achievement as the dependent variable and gender, age, anxiety and depression as independent variables resulted in a significant statistical model (R²=.216, F(5,131)=6.598, p<.00). However, the model describes only 21% of shown success variance, significant unique contribution have given gender (β= .17, p<.04), residence (β= .24, p<.00), age (β=-.19, p<.02) depression (β= -.24, p<.01) and anxiety (β=.20, p<.03). These results have important implications in the context of addressing anxiety and depression with the goal of improving academic achievement.

Keywords: academic achievement, anxiety, depression, students, Prishtina.

1. Background

1.1 Anxiety, depression, academic success

Experiencing emotional states such as anxiety and depression is a universal phenomenon (Spielberger, 2006). Anxiety is one of the most common psychological disorders in school-aged children and adolescents worldwide (Costello, Mustillo, Erkanli,Keeler & Angold, 2003). The prevalence rates range from 4.0% to 25.0%, with an average rate of 8.0% (Bernstein & Borchardt, 1991; Boyd,Kostanski, Gullone, Ollendick & Shek, 2000). Anxiety is associated with substantial negative effects on children's social, emotional and academic success (Essau, Conradt & Petermann, 2000) and with negative sequelae: poorer academic performance and higher rates of school drop out (Ialongo, Edelsohn, Werthamer-Larsson, Crocket & Kellam ,1994; Ialongo, Edelsohn, Werthamer-Larsson, Crocket & Kellam ,1995; Kusche, Cook, Greenberg , 1993).

The depressive syndrome in young people has been estimated at 10 to 30% by some researchers (Hammen & Rudolph, 2003). Edwards and Holden (2001) found that among college students seeking counseling services, anxiety and depression were ranked first and third as presenting problems.

Performance in academic life demands all aspects of well-being, those that include physical, social, emotional, spiritual, and psychological well-being (Crystal, Chen, Fuligni, Stevenson, Hsu, Ko, Kitamura, & Kimura, 1994).

1.2 Literature review: anxiety, depression and academic success

Numerous empirical studies suggest that children's psychological difficulties are negatively correlated with academic achievement. Previously it has been known that anxiety plays significant role in student's learnings and academic...
performance (Tobias, 1979). According to Owens (2012): "a finding that schoolchildren and adolescents experiencing high levels of anxiety or depression are at risk for poor academic performance (Hembree, 1988) has been replicated in many countries including South Africa, Finland, Australia, the UK, Germany, the USA, and others".

The majority of the research literature in this area has tended to focus on anxiety rather than depression, a fact which is reflected in the extant meta-analyses on anxiety and test anxiety (Ergene, 2003; Hembree, 1988; Ma, 1999). The researches show that psychological problems like anxiety and depression affect academic achievement inversely; especially the high level of anxiety has more damaging effect on academic achievement and can lead to lower academic performance and poorer working memory function; because school tasks that involve more working memory are greatly affected (Owens et al., 2012). In same time this effect is due to poor school attendance and the negative behavior (Hughes, Lourea-Waddell & Kendall, 2008). Similarly, in research carried out by Von Ameringen et al. (2003), results suggest that children and adolescents with anxiety problems suffer greater risk of failing academically, of dropping out of school, and of not aspiring to higher education, when compared to the normal population. In this line, results from Mazzone et al. (2007) reveal a statistically significant association between high level self-reported anxiety and poor academic performance. Thus, children with high levels of anxiety were more likely to have school grades in the failure range, as compared to children with low scores in anxiety.

Ialongo et al. (1995) followed first grade children for 4½ years and found that the children who were in the top third of self-reported anxiety symptoms were 10 times more likely to be in the bottom third of achievement in the fifth grade. Moreover, research findings suggest children and adolescents with anxiety problems are at increased risk of underachieving in school, dropping out of school, and/or not pursuing higher education compared to the general population (Kessler, Foster, Saunders & Stang, 1995; Von Ameringen, Mancini & Farvolden, 2003).

Regarding depression in children and adolescents the results of the studies showed that there was an inverse relationship between academic achievement and depression. Moreover, several researchers have linked depressive disorders or symptoms to underachievement (e.g., PuigAntich et al., 1993). Adolescents with depression are at increased risk for impairment in school and educational attainment (Asarnow, Jaycox, Duan, LaBorde, et al., 2005). This notion was then supported by Zaid, Chan, and Ho (2007) in the study on emotional disorders among medical students in one of the Malaysian private colleges found that students who experienced depression had a lower academic performance.

Eisenberg, Golberstein, & Hunt (2009) stated that detailed descriptive analysis of association between mental health and academic outcomes in college showed depression as a significant predictor of lower GPA (Grade Point Average) and co-occurring anxiety and depression have an additional negative association with GPA. Students who experience mild or moderate symptoms of depression or anxiety also demonstrate more academic difficulties and lower GPA than non-depressed students (Locke, 2009; Deroma, Leach, and Leverett, 2009). Certainly, clinical depression is often associated with both an inability to concentrate and intrusive ruminative thoughts (Nolen-Hoeksema, 2000) which are likely to reduce available cognitive resources. Many clinical descriptive reports suggested that depression may be a contributing factor to poor academic performance (Fine & Carlson, 1994). It is noteworthy that other researchers have found no connections between internalizing symptoms and poor academic performance (e.g., Reinherz et al., 1993).

2. Aims

In this study, it is aimed to estimate the levels of depression and anxiety to a sample of adolescents in Prishtina and their correlation with academic achievement. At the same time it will be analysed socio-demographic factors such as age, gender and residence and their correlation anxiety, depression and academic achievement in adolescents.

The scope of this research is to answer the following questions:

1) Do the anxiety levels of students show a significant difference according to their age, gender and residence?
2) Do the depression levels of students show a significant difference according to their age, gender and residence?

3) Do the academic success levels of students based on GPA show a significant difference according to their age, gender and residence?

4) Do the academic success levels of students based on GPA show a significant difference according to their presence of anxiety?

5) Do the academic success levels of students based on GPA show a significant difference according to their presence of depression?

6) Do the levels of anxiety and depression can predict academic success levels of students based on GPA?

3. Method

The population of this descriptive study, carried out to identify depression, anxiety and the academic success levels of students of the primary and secondary schools in Prishtina kapital city of Kosovo. The data were obtained by using The Revised Children Manifest Anxiety Scale (RCMAS) and The Depression Self-Rating Scale for Children that were applied to students in the school, between 15 and 30 January in 2014. In terms of the accessibility the study group consists of 219 students randomly selected, aged 10-18 years. The sample was constructed by students of primary and lower secondary schools of Pristina region. School population regarding the gender composition was 38.8% boys and 61.2% girls. 85.4 % of samples come from urban areas and 14.6% from rural areas. Regarding to academic achievement students are classified as follows: excellent, very good, good, enough, not enough. In Kosovo in pre-University education grades are from one five. The classification is done based on the average mark of self-reported by students in the end of research.

3.1 Instruments

To measure anxiety and depression are used: Revised Children Manifest Anxiety Scale (RCMAS) and Depression Self-Rating Scale for Children. These two questionnaires are transalated in Albanian language by Martin Asshauer, Merita Osmani & Ziberi.

Revised Children Manifest Anxiety Scale (RCMAS) is a 28-item self-report inventory used to measure anxiety in children, for clinical purposes (diagnosis and treatment evaluation), educational settings, and for research purposes. The RCMAS consists of 28 Anxiety items and was developed by Reynolds and Richmond (1978) to assess “the degree and quality of anxiety experienced by children and adolescents” (Gerald and Reynolds, 1999, p. 323). Wisniewski, Mulick, Genshaft and Coury (1987) examined the test-retest reliabilities of the RCMAS with 161 children in Grades 6 to 8. Analyses of retesting after one and five weeks indicated “good reliability” (Pearson correlations from .60 to .88, significant at p < .01, p. 67) and an insignificant difference between test and retest mean raw scores. These results would support the stability of the scale over brief periods. With retesting after a substantial longer period, nine months, Reynolds (1981) found a .68 correlation between RCMAS Anxiety Scale scores for 534 children in Grades 4 to 6. This would be indicative of relatively high temporal stability. The RCMAS is suitable for individual or group administration, by clinicians, researchers or teachers, with 6 to 19 year old children. Each item is given a score of one for a “yes” response, yielding a Total Anxiety score. A score above 18 has been suggested as indicative of possible depressive disorder. In this study the reliability of the scale was assessed using Cronbach alpha coefficients. Cronbach's alphas for the 28 items of Depression Self-Rating Scale for Children were .84. Thus showed that has good internal consistency.

The Depression Self-Rating Scale for Children was developed in 1978 as part of a Masters of Philosophy Thesis at the University of Edinburgh. The Depression Self Rating Scale (DSRS) is an 18-item self-report measure for children (Denda, Kako, Kitagawa, & Koyama, 2006), which has been used in a range of cross-cultural contexts (Denda, Kako, Kitagawa, & Koyama, 2006). This instrument records symptoms over the past week. Items are presented as statements, e.g. “I sleep very well.” Responses are a 0 'mostly', 1 'sometimes', 2 'never'. Scores are then added. A score above 15 has been...
suggested as indicative of possible depressive disorder. Author reported test-retest reliability coefficient of 0.80 and a split-half reliability of 0.86 (Birleson, 1981). Further studies have found split-half reliabilities ranging from 0.61-0.85 and alpha coefficients ranging from 0.73-0.90 (Birleson, 1981). This measure has moderate concurrent validity and demonstrated discriminative validity with acceptable sensitivity and specificity (Birleson, 1981). In this study the reliability of the scale was assessed using Cronbach alpha coefficients. Cronbach’s alphas for the 18 items of Depression Self-Rating Scale for Children were .75. Thus showed that has good internal consistency.

Students’ GPA was accepted as the indicator of their academic success.

3.2 Data Analysis

The data analysis was performed using SPSS 21.0 software package and Microsoft Excel 2007. Since the scores obtained by study group from the scales don’t show a normal distribution, non-parametric tests were used. Thus, Mann-Whitney U test was used to analyze whether student’s anxiety, depression and academic success levels differ significantly according to tenderand residence. Kruskal-Wallis H test was used to analyze whether student’s anxiety, depression and academic success levels differ significantly according to their age-group and to analyze whether academic success levels differ significantly according to their anxiety and depression levels. The multiple standard regression analyze is used to etamine predictive poker of anxiety, depression, age, gender and residence in the academic succes levels. The results obtained from analysis are summarized in the finding section.

4. Results

4.1 Anxiety and depression

Results showed that 15.7 of cases resulted with anxiety; by sex 3.4% are boys and 12.4% are girls. With depression are 22% of sample; by sex 4.7% are boys and 17.4 are girls.

Based on found correlations we have some statistically important differences in anxiety and depression level by gender, age and location. Gender is in significant positive correlation with anxiety (r=.24, p<.00), which means girls have correlation with highest levels of anxiety and in this case the effect size is small. (Tab.1). Also in case of depression gender is in positive significant correlation with highest levels of depression (r=.20, p<.00), where girls have correlation with highest levels of depression and in this case the effect size is small. (Tab.1).

Chi-square test (me Yates Continuity Correction) indicates that we have significant association between gender and depression presence, X2 (1, n= 163) =7.028, p= .008, phi = .22. This has a small effect size. From this analysis we understand that in cases with depression 81.8 % are girls and 12.8 % boys. We don’t have significant association between gender and anxiety presence. Also, we don’t have significant association between residence and anxiety / depression presence.

We calculated the Eta to estimate association between age and depression presence; in this case Eta=.022 and in case of anxiety eta=.016. This is a small effect size in both cases.

It is used Man-Whitney technique for testing differences between groups within variables by sex. Therefore Mann-Whitney test has found that there are statistically important differences between girls (Md=11; N=98) and boys (Md=10; N=65) in depression level; U=2601.500, Z=-2.841, p < .04, r = .21 (this is a moderate effect size). With this technique there are not found differences in anxiety level. Also there are not found differences in case of location.

Table 1. Intercorrelations, Means and Standard Deviations for variables (N=132)

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Sex</th>
<th>Residence</th>
<th>Age</th>
<th>Success</th>
<th>ANXIETY</th>
<th>DEPRESSION</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
</table>

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### 4.2. Success at school

In terms of academic achievement, students are classified as follows: excellent were - 58.8%; very good-15.5%; good-19.6%; enough - 4.1 % not enough - 2.1 %.

Gender is in significant positive correlation with success in school (r=.20, p<.01), where girls have correlation with highest levels of success (Tab.1). In this case the effect size is small. Residence is in positive significant correlation with success in school (r=.32, p<.01), where students from city have correlation with highest levels of success (Tab.1). In this case the effect size is medium. Age is in negative significant correlation with success in school (r=-.20, p<.01) where younger ages have correlation with highest levels of success (Tab.1). In this case the effect size is small.

To investigate the report between success and gender we have used Kendall-Tau analysis. It indicates that we do not have significant association between them. (161) =.314, p<.00. But Kendall Tau analysis has found positive significant association between success and residence. This means that students from urban areas had better success. This is a medium effect size.

### 4.3. Anxiety, depression and success at school

Results showed that anxiety and depression don't have significant correlation with school success but have positive significant correlation between each other with big effect size (r=.58, p<.00) (Tab.1). Non significantly the high level of depression was in correlation with lowest success. In case of anxiety we have positive non-significant correlation where the highest level of anxiety resulted with the highest level of success.

The multiple regression analysis with academic achievement as a depended variable and gender, residence, age, anxiety and depression as independent variables resulted in a model with statistical significance (R²=.216, F(5,131)=6.598, p<.00) (Tab.2). However, the model describes only 21 % of shown success variance, where significant unique contribution have given gender (β=.17, p<.04), residence (β=.24, p<.00), age (β=.19, p<.02) depression (β=-.24, p<.01) and anxiety (β=.20, p<.03). (Tab.3).
Table 2. Arithmetic average, standard deviation and correlations between success at school and gender, residence, age, anxiety, depression

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
<th>Sex</th>
<th>Residence</th>
<th>Age</th>
<th>Anxiety</th>
<th>Depression</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Success (GPA)</td>
<td>4.17</td>
<td>1.09</td>
<td>.06</td>
<td>.328</td>
<td>-.293</td>
<td>.104</td>
<td>-.093</td>
</tr>
</tbody>
</table>

**Predictor variables**

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
<th>Sex</th>
<th>Residence</th>
<th>Age</th>
<th>Anxiety</th>
<th>Depression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>1.61</td>
<td>.49</td>
<td>-</td>
<td>-.104</td>
<td>-.044</td>
<td>.243</td>
<td>.203</td>
</tr>
<tr>
<td>Residence</td>
<td>1.84</td>
<td>.37</td>
<td>-</td>
<td>-</td>
<td>-.349</td>
<td>.023</td>
<td>.023</td>
</tr>
<tr>
<td>Age</td>
<td>14.38</td>
<td>2.38</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>.055</td>
<td>.067</td>
</tr>
<tr>
<td>Anxiety</td>
<td>12.28</td>
<td>6.43</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>.580</td>
<td>-</td>
</tr>
<tr>
<td>Depression</td>
<td>11.55</td>
<td>5.36</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 3. Summary of standard regression analysis gender, residence, age, anxiety and depression while predicting success at school

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>SE B</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>.383</td>
<td>.184</td>
<td>.170</td>
</tr>
<tr>
<td>Residence</td>
<td>.712</td>
<td>.249</td>
<td>.242</td>
</tr>
<tr>
<td>Age</td>
<td>-.091</td>
<td>.039</td>
<td>-.197</td>
</tr>
<tr>
<td>Anxiety</td>
<td>.036</td>
<td>.017</td>
<td>.208</td>
</tr>
<tr>
<td>Depression</td>
<td>-.049</td>
<td>.020</td>
<td>-.241</td>
</tr>
<tr>
<td>Constant</td>
<td>3.865</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: $R^2=.216$, F(5,131)=6.598, p<.00

So Kruskal Wallis test found that there are not any statistical differences between the groups by success in school. Kruskal-Wallis analysis performed on groups by school success showed that there are not any significant differences in depression level between groups (not enough success, n=4: enough success, n=8: good success, n=31: very good success, n=28: excellent success, n=103: excelent success) X2 (4, n=174)=7.996, p=.092. Cases with bad success had the highest median (Md=15.5) comparing to other groups (Md=10.5), (Md=11), (Md=12) dhe (Md=10).

Kruskal-Wallis analysis performed on groups by success in school showed that there are not any significant differences in anxiety levels (not enough success, n=4: enough success, n=8: good success, n=36: very good success, n=27: excellent success, n=101) X2 (4, n=176)=5.227, p=.265. Cases with good success had highest median (Md=14), comparing to other groups (Md=13), (Md=13), (Md=9) dhe (Md=8). Overall, groups with higher success had higher level of anxiety.
5. Limitations

A limitation is the measure of academic success based on only student’s self-report average of their marks. However, it should be noted that there is empirical evidence (meta-analysis) which suggests that self-report of marks’ average reflects good actual performance (Kuncel et al., 2005). In fact, Chi-square test showed that academic achievement of study are statistically higher than official reported marks in years 2004-2005 in Kosova’s level $X^2 (4, n=219)=32.029, p<.00$ (MASHT, 2008).

6. Discussions and conclusions

Finding of a higher level of depression than anxiety are interesting; but however as prevalence are in range of findings from different known researches (Bernstein & Borchardt, 1991; Boyd, Kostanski, Gullone, Ollendick & Shek, 2000; Hammen & Rudolph, 2003); in the other side their presence in our case with big effect size is something accepted in research literature (Costello, Mustillo, Erkanli, Keeler & Angold, 2003).

Findings that these disorders are often present in girls (Rutter, et al., 2008, Costello, Mustillo, Erkanli, Keeler & Angold, 2003) based in correlations they are verified only for depression and not for anxiety with association and difference between groups statistical analysis.

Findings of higher of depression than the anxiety are interesting but however as prevalence are in range (Strahan, 2003) to most of the research findings, but in some cases contrary to most of the research findings, Preiss and Franova (2006) found no effect of gender on academic achievement of school students.

Findings that anxiety and depression have no significant correlations with success in school despite that students who had more anxiety and those who had less depression had better results in school, they hadn’t achieved statistical significance in comparative and differences between groups analysis; thus showed that relationship between academic performance and anxiety /depression symptomatology is complex; and as Ormord (2000) stated “anxiety and academic achievements has been a difficult relationship to clearly elucidate”. This goes in line with findings of one longitudinal study in community (Reinherz, Giaconia, Pakiz, Silverman, Frost, & Lefkowitz, 1993). Overall all the variables as gender, age, residence, anxiety and depression each gave predictive power of success.

Despite of these findings we are sure that understanding the relationship between psychopathology and academic performance may have implications for devising counselling interventions directed at the negative effects of psychological distress on students’ learning outcomes.

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Code-switching: Beliefs and Attitudes of Albanian pre service English teachers

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Abstract

Code switching is a phenomenon mostly seen in bilingual and multilingual situations. It happens all the time in language classes. There has been a lot of discussion and research on how much this should be allowed. The common questions that arise are why language teachers choose to shift from one code to the other, how much this is conditioned and affected by students language ability and how this can be exploited to teach language communicatively. A better understanding of the role of code switching in language classes will make student teachers more aware of this phenomenon. They will be able to use a variety of language activities in the class to teach language skills and metalinguistic strategies. A study was carried out about beliefs and attitudes of Albanian pre service teachers on the above mentioned questions. 80 first year students in the Teacher Education Master program were given a semi structured questionnaire with items on their experience and reflections. They wrote about the actual use of the mother tongue in the English classes, the reason of its use and the advantages and disadvantages of code switching in the language class. The paper presents the data from this study, an analysis and concludes with discussion and suggestions of how to deal with this issue in language teacher education programs and in the classroom practice.

Keywords: Code switching, teacher education, language classes, native language.

Introduction

Foreign language teaching is an important subject of our school curricula, where English is the first foreign language taught. In order to meet students’ needs for communicative language learning it is important to improve the quality of language teaching through improving the quality of teacher education. One of the issues which concerns language teachers and teacher educators is code switching, i.e. the use of mother tongue in the class. Code switching is a phenomenon mostly seen in bilingual and multilingual situations out of the class. Usually, bilinguals mix the two languages they are fluent at when they speak. We hear Albanians that mix Albanian and Turkish, Albanian and Italian or Albanian immigrants mixing Albanian and English. This is a common phenomenon and used by bilinguals to contextualize talk in interaction. Sociolinguistics is the most common field of linguistics in which studies of code switching are conducted, but it is a phenomenon that widely occurs in language teaching as well, usually in monolingual classes such as the case of Albanian schools. Numan and Carter define this term as “a phenomenon of switching from one language to another in the same discourse” (2001). It happens all the time in language classes. When students do not know a word or how to express their ideas they use words from their mother tongue. In addition teachers use it in the class not only in elementary education, but also in higher education. This is a known fact in our schools and the discussions and research focus on why language teachers choose to shift from one code to the other, how much this is conditioned and affected by students language ability and how this can be exploited to teach language communicatively.

Literature review

Code switching has been defined as “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems of subsystems.” (Gemperz, 1982). Code switching is also defined as the insertion of a word or phrase of a language other than that being spoken into a single sentence, or the movement back and forth between two languages or dialects. Trudgill states that “speakers switch to manipulate or influence or define the situation as they wish, and to convey nuances of meaning and personal intention” (Trudgill, 2000). Cook (2000) in his definition states that it is “going from one language to the other in mid speech when both speakers know the same two languages” Myers-Scottons (2006) general definition of code switching is “the use of two languages varieties in the
same conversation. Thus code-switching is not random because there are certain important structures where codeswitches do occur or do not occur. And it is not just ‘forgetting’ a word, it is an active choice to achieve a social or linguistic aim through conversational strategy. Code switches show competence not incompetence.

Why do people switch codes

Seen from a sociolinguistics perspective code switching performs a variety of functions such as to emphasize a particular point, to substitute a word in place of unknown word in the target language, to express a concept that has no equivalent in the culture of the other language, to reinforce a request, to clarify a point, to express identity and communicate friendship, to ease tension and inject humour into a conversation, to introduce certain topics (Baker, 2006).

First, it is used to hide fluency in the second language. Second, code-switching is used to show switching from informal situations to formal situations. Third, code-switching is used to exert control, especially between parents and children. Fourth, code-switching is used to align speakers with others in specific situations.

Code switching is a way of modifying language for the sake of personal intentions, such as building interpersonal relationships among members of a bilingual community, bridging gaps with interlocutors who share the same ethnocultural identity. It is a strategy employed by bilinguals.

Why do teachers switch codes

Many of the reasons why code switching happens in a bilingual environment exist in a language class as well. In every day practice it is seen that in all levels of education L1 is widely used, sometimes unconsciously for different reasons in addition to the ones that make bilinguals switch codes.

In foreign language teaching literature there are controversial opinions regarding the use of L1 in the class.

Code switching has been frowned upon for two reasons. First, using L1 in the class is considered as a delaying factor to language acquisition and contrary to the natural way of learning the language. Learners may become dependent on teachers’ code-switching. They may not develop their skills of guessing and inferring from the context. It might also influence the way learners communicate in the foreign language later. Second, code switching has been considered as a strategy used by poor language learners and teachers that use the mother tongue to conceal their language deficiency.

As the class is a language community that aims at creating possibilities for its members to learn and use language by providing meaningful input to them, it is logical that the same ‘rules’ that function in a bilingual setting will work here. Cook (2001) says “Teachers should be clear in their minds that they are usually teaching people how to use two languages, not how to use one in isolation….Rather, the aim is people who can stand between two viewpoints and between two cultures, a multi-competent speaker who can do more than any monolingual.”

Code switching serves some basic functions which may be beneficial in language learning environments.

The teachers use code-switching in language classrooms, according to Jacobson (1983) to provide students with sufficient input in the two languages for them to derive grammatical and lexical information, to help students of different language levels to understand the explanation, to provide a way of establishing equal prestige for both languages within the classroom setting, and then is likely to encourage a balanced distribution of the two languages, and to keep the students on task.

Usually English teachers code switch in order to explain grammar. By using the mother tongue, i.e. by switching codes the teacher helps students to transfer their knowledge in the mother tongue into the foreign language so “a teacher can exploit students’ previous L1 learning experience to increase their understanding of L2” (Cole, 1998). The teacher also uses it to signal the transition from one stage of the lesson to the other, to give instructions, to manage the class.

Thus code switching in a language class has the function of topic switch, affective functions, and repetitive functions.

Students switch codes to find the equivalent of the unknown words of the target language to overcome the deficiency in language production, to keep their conversation going on. They also use code switching to emphasize or reinforce what they want to say or the message taken. They repeat to understand the language input better and to show the teacher that it is clearly understood by him.

A number of studies see code switching in classrooms not only just normal but useful tool of learning. As Cook (2001) stated that bilinguals always shift from one language to the other, and foreign language learners always translate
in their minds, why we must not use translation in the class. Studies have shown that code switching is used as an effective strategy to achieve a number of communicative and metalinguistic ends, to understand concepts and to explore their ideas.

**Research questions**

The study was based on the following research questions with the aim of analyzing pre service teachers' belief and attitude to code switching.

Why do language teachers choose to shift from one code to the other, in other words why do they shift from English to Albanian or vice versa?

How much is code switching conditioned and affected by students language ability?

**Methodology**

The study is both a qualitative and quantitative research. The data were collected form the questionnaires which consisted of 21 items, seven on beliefs about code switching, seven on functions of use of code switching in the class and seven others on factors affecting code switching. These statements highlighted the functions of code switching and participants had to tick the one they evaluated better.

Open ended questions consisting of three items, which demonstrated students' opinions based on personal experience and reflections.

**Participants**

The participants involved in this study are 80 teacher students attending the first year of the Master', in English Language Teacher Education, in the Faculty of Foreign languages, University of Tirana. They have taken the Bachelor degree, have a good mastery of language, with an average age of 22.5 years. Only 10 work as teachers, while others have had sporadic teaching experience in private language courses.

**Data analysis and discussion**

The findings from the questionnaires and the open ended questions reflect the opinion and belief of the students regarding code switching in class.

Table 1 consists of seven items regarding statements on code switching.

<table>
<thead>
<tr>
<th>Statements on code switching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How often do you think Albanian should be used in the English classroom?</td>
</tr>
<tr>
<td>never 5%</td>
</tr>
<tr>
<td>2. Code switching and its effects in learning English</td>
</tr>
<tr>
<td>- Mixing Albanian and English helps me to learn English better 70%</td>
</tr>
<tr>
<td>- Mixing Albanian and English hinders my progress in English helps 30%</td>
</tr>
<tr>
<td>3. Code switching and teacher's image among students</td>
</tr>
<tr>
<td>- I respect teachers who use Albanian in class 45%</td>
</tr>
<tr>
<td>- I do not respect teachers who use Albanian in class 55%</td>
</tr>
</tbody>
</table>

The results show that most students are in favour of L1 use in the class.
4. Code switching and its effect on Albanian language
- It helps me to understand the difference between languages 80%
- It helps me to be aware of borrowings in Albanian 50%

5. Code switching and its effects on learning
- Teaching in English increase my chances of having a better performance in grammar, reading 40%
- Teaching in English and Albanian increase my chances of having a better performance in grammar, reading 60%

6. Code switching and learning of new words
- It helps to remember the new words 40%
- It helps to understand new words better 70%

7. What makes you decide how much code switching to use in the class?
- Students’ level of language 80%
- Their attitude in class 30%
- Lesson learning objective 59%

When must we use Albanian in the class?

In answer to the open ended questions most of the participants (80%) reported that they strongly agree to the use of L1 in . They also think that is useful tool in checking their comprehension. They write that code switching not simply saves them time but gives a clear meaning of the item taught.

65 of the participants see the translation of words, phrases and sentences as the first step to text comprehension, mother tongue can be used to explain meaning as well.

Code switching is important in class management, they write that it is used to keep discipline, to introduce an activity, to promote class activities, to negotiate meanings, to praise and encourage or to criticize.

How should code switching be exploited?

The students strongly agreed that the use of L1 must take up most of the time. It should be used in clarifying meaning in different discussions, in explaining new items. This must be according to the language level of students.

How much should a teacher use L1?

They value the cases when L1 is used to aid the teaching and learning, but not as the main teaching language. They value teachers that code switch for pedagogical aims.

The second part of the questionnaire is made up of seven items regarding the functions of code switching in class.

Table 2. Functions of use of code switching in the class

<table>
<thead>
<tr>
<th>No</th>
<th>Function of code switching</th>
<th>N respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Check comprehension</td>
<td>80</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>Highlight important points</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Teach grammar and abstract words</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Manage class</td>
<td>80</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>Give instructions</td>
<td>80</td>
<td>28</td>
</tr>
<tr>
<td>6</td>
<td>Maintain discipline in class</td>
<td>80</td>
<td>24</td>
</tr>
<tr>
<td>7</td>
<td>Save time</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>
About 97% of teacher students report that the L1 is mainly employed to teach grammar and abstract words. This is a much favored function of the L1 in foreign language class and the purpose is to make the class be more time-cost efficient and easier to be understood, that is why 100% of them see as its function, saving time. As to other functions of the L1, 50% report Albanian is used to highlight important points, 52% of them to check comprehension, 28% of them to give instructions and 24% of them to organize tasks and classes.

Table 3. Factors affecting code switching

<table>
<thead>
<tr>
<th>No</th>
<th>Factors affecting code switching</th>
<th>N</th>
<th>respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers’ foreign language proficiency</td>
<td>80</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Students’ proficiency</td>
<td>80</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Teaching methods used</td>
<td>80</td>
<td>70</td>
<td>87</td>
</tr>
<tr>
<td>4</td>
<td>Teaching activities conducted</td>
<td>80</td>
<td>68</td>
<td>85</td>
</tr>
<tr>
<td>5</td>
<td>Class size</td>
<td>80</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>Lesson content</td>
<td>80</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>Learning objectives</td>
<td>80</td>
<td>40</td>
<td>50</td>
</tr>
</tbody>
</table>

Regarding factors that affect code switching all participants agree in 100% of the cases that teachers’ and students’ language proficiency are the reason of code switching. The other factors mentioned in order were methods used by teachers noted by 87% of the participants, teaching activities conducted by 85%, class size by 75%, lesson content by 60% and learning objectives by 50%.

In answer to the first open ended questions “When must we use Albanian in the class?” most of the participants (80%) reported that they strongly agree to the use of L1 in . They also think that is useful tool in checking their comprehension. They write that code switching not simply saves them time but gives a clear meaning of the item taught. 65 of the participants see the translation of words, phrases and sentences as the first step to text comprehension, mother tongue can be used to explain meaning as well.

Code switching is important in class management , they write that it is used to keep discipline, to introduce an activity, to promote class activities, to negotiate meanings, to praise and encourage or to criticize. Regarding the question of how to exploit switching The students strongly agreed that the use of L1 must take up most of the time. It should be used in clarifying meaning in different discussions, in explaining new items. This must be according to the language level of students.

They value the cases when L1 is used to aid the teaching and learning, but not as the main teaching language. They value teachers that code switch for pedagogical aims. They are against the overuse of mother tongue in the class. Participants of the study mentioned other cases they thought suitable to code switch in the class such as giving instructions; questioning and giving answers; criticism; telling jokes; praising; translating; providing hints; giving opinions.

Conclusion

The findings from these study show that teacher students recognize the functions of code switching in class and have a positive attitude to it.
Code switching exists in language classes. L1 has been used in language classes even in time when it was strictly banned. Code switching is a supporting element in communication of information and in social interaction; therefore serves for communicative purposes in the way that it is used as a tool for transference of meaning.

The participants in this study believe that code switching plays an important function in language learning and teaching. In an educational environment where the students and teachers share the same language it is easier for the teachers and students to switch codes. They consider that is important to introduce new topics, to explain new items, especially grammar, to manage classes, to give instructions, to transmit meaning, to praise and encourage students.

Students use code switching to clarify ideas, to repeat, to bridge gaps in communication.

CS is a teaching strategy in EFL classrooms for the different functions it serves in teaching a foreign language. L1 use in EFL classrooms should not be discouraged; rather, it should be allowed to help students in learning a foreign language.

References


Corporate Social Responsibility in Islamic Banking Institutions in Aceh: Analysis Of Criteria And Perception

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ABSTRACT

The concept of corporate social responsibility (CSR) emerged in the West in 1970s’ and had become an emerging issue of discussion among the researchers. The concept of CRS was initiated on humanitarian grounds which can be traced back to human norms, and culture in the West. It becomes questionable when the same concept, based on western paradigm, is adopted and implemented for the Islamic banking institutions. Islamic banks are assumed to follow their own worldview concept of welfare rather to rely on conventional CRS concept. This paper attempts to identify the alternate concept of CSR in the Islamic perspective. Notwithstanding, the alternate concept of CRS for the Islamic banking institutions, the study also investigates customers’ perceptions of the Islamic Banks in Aceh towards CSR. The study is divided into two phases. The first phase of the study is theoretical and based on library materials. Content analysis method has been used to investigate the material and deduce results. The second phase is based on interviews with experts and 400 customers’ responses about their perceptions regarding CSR in Islamic Banking Institutions (IBIs) in Aceh. The findings of the study can be summarized as: there is no direct verse or tradition of the holy prophet regarding CSR however, there are plenty verses which show that individuals and institutions are responsible for any damage they caused to the society or environment. Findings of the study suggest that the concept of CSR is different from traditional paradigm. The CSR concept in Islam is practiced in three areas of responsibility; first, responsibility to God second, responsibility towards the people, and third, responsibility to the environment. These three levels are supported by the basic principles of monotheism (tauhid), the caliphate (khilafah), justice, brotherhood (ukhuwwah) and maslahah. The study used six criteria based on 34 items to measure CSR performance of the IBIs. These are namely; Syariah compliance, equality, working responsibility, the guarantee of prosperity, the guarantee of environmental sustainability and charity for preservation of virtue. Findings of the second phase of the study indicate that the customers’ perceptions regarding the Syari’ah banking CSR practices in Aceh are high. The customers make Syari’ah compliance criteria as the main criteria in the selection of the IBIs.

Keywords: Islamic Corporate Social Responsibility, Islamic Banking, Criteria and Perception

I. Background

Bowen (1953) defines Corporate Social Responsibility (CSR) as a corporate decision impart benevolence to the community, but Fredrick (1960) defines CSR as the use of community resource, economic and human beings as a whole to maximize the productivity of society in addition to corporate profits and corporate owners. The concept of corporate social responsibility (CSR) is the responsibility of corporate to create a sustainable economic development through the effort of improving the quality of life and environment (Dusuki and Dar 2005; Hay and Gray 1974; Obaloha 2008).
According to Corroll (1999) CSR is described to be pyramid liked, where the economic responsibility generates to corporate responsibility, followed by a responsibility to the laws, ethics and the last is charity. Dashrud (2004) concluded that there are five dimensions often used in CSR definition; these are namely environmental, social, economic, stakeholder, and charity.

There are variants existing definitions, but it can be concluded that CSR is a form of corporate commitment aimed for economic development by improving the quality of life in economy, society and the environment. In other words, CSR provides local society with active series of corporate activities as part of the effort to boost the economic welfare of the community as a whole. Some countries had established CSR in their Act as an obligation to corporations.

The concept of CSR began in the West in 1970s and discussions on the concept of CSR often revolved around the view that is founded on the norms, cultures and beliefs of the West, especially from Europe and America. Western perspective of CSR has become the core principal for corporates to run CSR programs in developing countries in general and Islamic countries in specific. However, the concept of CSR can be constructed and resourced also from the culture and norms of society such as Middle East, Southeast Asia and East Asia or beliefs, for instance Islam, Buddhism and Hinduism. Every culture, norms and beliefs of certain communities have different philosophies and epistemologies on the form and practice of CSR.

In comparison, Islamic Banking Institutions (IBIs) one of the corporation of finance is obliged to carry out CSR programs based on Islamic values, as opposed to the Western form of CSR. However, the most important thing is CSR by IBIs should be a form of accountability to Allah (SWT), humans and the environment. Therefore, CSR of IBI must be Shari'ah compliant. The IBI's, CSR programs must appropriately touch the aspect of human rights of society in order to generate a better economy and in addition the alleviation of poverty. The CSR programs should not be a mask for the pursuit more profits (The Economist, 2005) or desire of corporates to legitimize laws for the corporates’ operation. (Rizk, et al., 2008: 306).

This study aims to identify the concept of CSR in Islamic perspective. The study has the following three objectives:
1. To analyse and develop CSR criteria for IBIs.
2. To analyse the customers perception of Aceh Muslim toward the IBI’s CSR
3. To investigate the relationship between bank selection with perception of customers of Syari'ah banking in Aceh related to the practical criteria of CSR in IBIs.

The study is divided into two phases. The first phase of the study is theoretical and the method involves analysing ‘contents search’ from the library while the second phase is in the form of empirical research.

II. Literature Study on The Concept of Islamic CSR

In general, studies on CSR before mainly focused on the form of CSR in Western societies. Trend of CSR studies in the West are definitely influenced by ethical values, culture and beliefs of Western society, particularly Europe and America. Bowen (1953); Carroll (1976, 1991, 1993, and 2004); Davis (1960 and 1973); Freeman (1984); Watrick and Cochran (1985); Wood (1991); Donaldson and Dunfee (1994); Donaldson and Preston (1995); Smith (2000); Post, Lawrence and Weber (2002); Birch and Moon (2004) are some of the figures who contributed to the studies mentioned above. They found that the values and culture that flourished in Western became the standard model of CSR.

Conventional Worldview of the concept of CSR, developed in the West, is totally different from the concept of CSR in Islam. The CSR in Islam is developed on the basis of tasawwur (worldview) and epistemology of Islam, which is the principle basing itself on corporate philosophy according the Al-Qur'an and Sunnah. Whereas the CSR in the West reflects the Western values and culture. Therefore, the concept of Islamic CSR requires Islamic principles and values. The concept of Islamic CSR is also considers accountability for Islamic corporates.

The concept of CSR in Islamic perspective has been conducted by some researchers such as Ekawati (2004), Mohammed (2007), Irwani and Dusuki (2007), Dusuki (2008), Zinkin and William (2010). These studies have been carried out not only to explore the concept of CSR in Islam but also to compare with conventional CSR in the UN Global Compact.

Ekawati (2004) conducted a study to explore the concepts of zakat and CSR in Indonesia’s. Both zakat and CSR have the same crucial goal to enhance social welfare in a society. She approves zakat as an instrument for corporates to implement CSR. Mohammed (2007) tries to explore CSR from the aspect of Islamic philosophy. He concludes that social responsibility in Islam is built on four basic principles; unity, justice, free will and responsibility. This work was an early study that laid the foundations on Islamic CSR paradigm.
According to Dusuki (2008) the basic concept of CSR is based on the concepts of khalifah (vicegerent) and paradigm of taqwa (piety). The concept of vicegerent denotes that mankind is the representative of Allah on earth and as such Allah has entrusted mankind with stewardship of Allah's possession. It means the corporate business works endowed by the power of Allah must be conducted in accordance with the laws of Allah. On the other side, the corporations are trying to make profit for shareholders, while also trying to maintain and develop the economic resources of society, covering issues such as good environmental practices, safety, charitable contributions, social benefits and avoidance dangerous activities.

The conceptual framework of Islamic CSR introduced by Mohammed (2007) and Dusuki (2008). It became the basic reference to develop further Islamic CSR models. Mohammed (2007) and Dusuki (2008) reflect a broad paradigm of Islamic business practices adherence to the principles of shari'ah. But Dusuki and Irwani (2007) include the effects of maqasid shar’ah (the objectives of Islamic law) and maslahah (public interest) in the concept of CSR. The CSR practices are divided into three categories; essentials (dharuriyyah), necessities (hajiyah) and luxury (tahsiniyyah). These categories of maslahah can be used by corporations or management to consider the facts and situation changes when implementing CSR which can provide a better framework for managers in dealing with conflicts of interest that may arise from stakeholders (Dusuki and Irwani, 2007: 1). They have also provided details about the CSR, using the maqasid al shari’ah and maslahah. The study provides guidance to corporate managers to implement CSR according to the considerations of the three categories of maslahah.

However, these studies did not provide a framework of CSR criteria in Islam explicitly. They also did not measure how the concept of CSR was disclosed in line between concept and implementation in the field with a quantitative approach. The development of Islamic CSR criteria and its implementation may contribute to the concept and help in designing optimal policy agenda for corporations.

### III. Principles and the Underlying Concepts of Islamic CSR

The discussion of social responsibility is frequently mentioned in the Qur'an. Al Qur'an always credited business success and economic growths to be highly influenced by ethical business practices. Beside emphasis on the relation of moral aspect to business activities, Islam also concerned about profit in the business. Both these aspects were affirmed by the Prophet Muhammad (PBUH) (Malik, 795, 2:980). This hadith concludes that minimum wages should allow a worker or employee to obtain good food and feasible clothing, reasonable amount for himself and his family without having to work hard (Yusuf, 2008: 151).

Environmental sustainability is one of the social responsibilities of each human and business corporation. Responsibility to environment was mentioned in al Qur'an in Chapter al-Baqarah, 2: 205: "Give full measure when ye measure, and weigh with a balance that is straight: that is the most fitting and the most advantageous in the final determination" (al Isra, 17: 35). This means harmonizing and integrating material well-being with moral-spiritual values, which in turn determines their fate in this world and in the hereafter. It provides a number of values for shaping social life and clarifies the status of human beings and their position in relation to the rest of creation. Furthermore, it defines the nature of human beings' relationship with Allah, with each other and with the natural environment (Dusuki, 2008: 15-17). This will produce a godly paradigm concept of CSR practices that focus on maintaining human dignity, freedom of work, justice and recognition of individual rights, beliefs and responsibilities.

6 Parish of taqwa (piety) means a person is imbued with a strong understanding that their role in this world is to manage and develop the world in accordance with the shari’ah. This means harmonizing and integrating material well-being with moral-spiritual values, which in turn determines their fate in this world and in the hereafter. It provides a number of values for shaping social life and clarifies the status of human beings and their position in relation to the rest of creation. Furthermore, it defines the nature of human beings' relationship with Allah, with each other and with the natural environment (Dusuki, 2008: 15-17). This will produce a godly paradigm concept of CSR practices that focus on maintaining human dignity, freedom of work, justice and recognition of individual rights, beliefs and responsibilities.

7 "Give full measure when ye measure, and weigh with a balance that is straight: that is the most fitting and the most advantageous in the final determination" (al Isra, 17: 35)

8 "A worker/employee is entitled to at least get good food and clothing with a decent size and is not burdened with ability to work outside the limits. (Malik, 795, 2: 980) - hadist narrated by Malik ibn Anas"

9 "And when he turns his back, His aim everywhere is to spread mischief through the earth and destroy crops and cattle. But Allah loved not mischief"(Chapter 2:205)

10 In Islam, the word has two meanings sadaqah. Sadaqah first significant donation to charity, and required that both voluntary donations as charitable contributions.
Muslim is to help others throughout charitable contributions and donations and stinginess is abomination in Islam. Benevolent loan (Qard hasan) can also bring double benefits for individuals and corporations. It can create a positive image for individuals and corporations as well as getting a new business network formation, which may result in increase in profits. In terms of sadaqah, The Prophet Muhammad (PBUH) said in a hadith narrated by Salman bin Amir, "Alms for the poor is charity. And the charity to family has two advantages, namely the rewarding for Allah and strengthening brotherhood" (Narrated by Tirmidhi, 1993: Hadith No. 653). Both Al Quran and hadith mentioned above demonstrate the concept of social responsibility and justice has long existed in Islam.

Even though the verses of Qur'an and the hadith do not directly point out to CSR but there are numerous verses in the Qur'an and hadith which explain the obligations of individuals to bear the needs of others. Hence for individuals that come together to create a corporate has the obligations to help the public and give benefits to others. The existence of corporation were viewed by jurists such as Shafi'i, Ahmad bin Hambal, Ibn Hamid al-Ghazali, Ibn al-Faraj, Ibn Al Jawzi which occupied a position as fard kifaya. Corporations can do what individual find hard to do, corporation can bear and take care the interests of the larger community, such as foundation (Ibn Taymiyya, 1314H).

In fact CSR corporate not only bears and cares for living creatures around them, but more than that, CSR is the obligation of humans to comply with Allah's laws. Allah has commanded humans to obey Him, and a form of obedience to Allah is to ensure the survival of human kind and the natural surroundings (Chapter al Dzaariyat, 51; 56). The existence of Muslim on earth is to accomplish two tasks; first, to be an obedient servant to Allah and second is to become the fair caliph. The relationships between the two main tasks are in line and should not be separated from one another. Each individual has an obligation to make all events of his life as a form of perfect devotion to Allah. In this case, the concept of worship is necessary to be understood in a broader sense. This means that apart from the specific worship of ritual of piety, each individual is required to perform other common rituals of all the activities that bring about the welfare of man and nature in compliance with certain conditions, with right intentions and have to ensure that those actions allowed in the shari'ah (Suhaila binti Abdullah, 2008: 64-68, Zahari bin Mahad Moses, 2008: 77-78, Abdullah al Mushilhi and Shalah al Shawiy, 1998: 161). As a vicegerent, humans are entrusted to manage this environment which involves relationship among human beings and relationships with other Allah’s creations, including animals, plants and the environment. Al Mawdudi interpreted meaning of the word "vicegerent" as "representative of Allah on earth" (Abu al-A'la al Maududi, n.d:16-23). This supported by Ibn Kathir and he explains humans purpose of ruling the earth (khalilaif al Ard) in verse 6; 165; is as executors for the prosperity of the earth from time to time to be utilized by future generations (Ibn Kathir, 1996: 185). As the vicegerent of Allah on earth humans do not have absolute freedom to do whatever they want. Mankind must act within the authority delegated to him by Allah.

Both interpretations quoted by al Maududi and Ibn Kathir about the meaning of vicegerent, gives a clear picture of the duty of every human being to be responsible to Allah as the Giver. Accountability as representative of Allah requires that people take care of nature and all its contents for the salvation of man himself and the survival of other creatures of Allah. Individuals are entrusted to guard themselves and escort from the various forms of fraud.

Therefore, based on the discussions above the position of CSR in Islam is one of the essential human tasks which are a mandate from Allah. On one hand CSR is the obedience to Allah, on the other hand it serves as a human responsibility as the vicegerent of Allah on earth. Therefore, those who were bestowed with talents or power and high position by Allah are obliged to help other humans in order to ease the burden on those who face poverty and disability.

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11 Qard Hasan is good credit to whom, who do not take advantage. Total amount of loan repayment is accordance with the loaned property.
12 In the Al Qu’ran, Allah mentions in at least 64 section, which describes an important donation to charity. As of 2:43, 83, 110, 177, 215, 263, 264, 270, 271, 273, 274, 276, 277, 280, 4:77, 114, 162, 5:12, 45, 55, 7:156, and others.
13 Fard kifayah mean anything societies are obliged to possess, though the task of acquiring them may be left to certain individuals or groups. Implicit in the meaning of this category of knowledge or obligation is that without it a society would lack something that is important to its well-being.
14 "I have only created Jinns and men, that they may serve Me." (Chapter al Dzaariyat, 51; 56)
15 "It is He who hath made you (His) agents, inheritors of the earth: He hath raised you in ranks, some above others: that He may try you in the gifts He hath given you: for thy Lord is quick in punishment: yet He is indeed Oft-forgiving, Most Merciful". (Chapter al An’am, 6: 165).
16 “O David! We did indeed make thee a vicegerent on earth: so judge thou between men in truth (and justice): Nor follow thou the lusts (of thy heart), for they will mislead thee from the Path of Allah: for those who wander astray from the Path of Allah, is a Penalty Grievous, for that they forget the Day of Account”. (Chapter Shaad, 38; 26).

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Hence, Islamic CSR obligations are the responsibility of individuals who come together in one corporate to give a positive impact for the environment in order to empower the weak and to preserve natural surroundings. The abandonment of CSR obligations may cause the anger of Allah and incur punishment. In contrast implementing CSR will give birth to pleasure and comfort in formation of cooperative and intimate relationships between the corporate and community.

CSR activities in Islam have clear demarcations between permitted and forbidden which are fixed indicators determined by *shari’ah*. CSR activities cannot change permitted (halal) to forbidden (haram) or vice versa. From another side, the accountability of afterlife arises from an understanding of *taqwa* to produce different values in the implementation of CSR. Islamic CSR has its basis on the philosophy of *Al Qur’an* and *al Sunnah* as it provides guidance about various activities regarding life, including CSR practices. Islamic CSR must be understood as part of *shari’ah* compliance. Islamic CSR is to be practiced in line with the principles of *al Qur’an* and *al Sunnah* and not just merely fulfill *al kifayah* (obligatory upon community) and giving a positive image to corporate, but also as a method to alleviate poverty.

Principles of CSR in the Islamic perspectives from previous studies can be reviewed and summarized as below:

Table 1: Principles of CSR Practices from the Islamic Perspective

<table>
<thead>
<tr>
<th>Researchers</th>
<th>Islamic Principles of CSR in Practices</th>
<th>Research Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ekawati (2004)</td>
<td>1. Zakat as an instrument of CSR</td>
<td>To explore the relationship between zakat, CSR and community development at Bank Muamalat Indonesia</td>
</tr>
</tbody>
</table>
| Mohammad (2007) | 1. Unity of Allah  
2. Justice  
3. Free will  
4. Responsiblity | To expose the Islamic paradigm of CSR and compare with conventional CSR. The study also looks at how the values of CSR practiced by Islamic banks using in depth interviews with managers of Islamic bank. |
2. Taqwa (Piety) | To review and produce the concept of CSR in Islam and compare with CSR in the west. |
| Dusuki dan Irwani (2007) | The practice of CSR is divided into three categories:  
1. Emergency (essentials)  
2. Interest (necessary)  
3. Luxury (embellishment) | To provide guidance for corporate managers to implement the CSR programs in consideration of *maqasid shari’ah* and *maslahah*. |


The principles that have been discussed in the previous studies can be concluded by three principles of Islamic CSR. The principle of unity (Mohammed, 2007), the principle of Justice (Mohammed, 2007), the principle of Caliphate (Dusuki, 2008). The zakah can be used in the CSR practice Ekawati (2005). However, zakah is not one of the CSR principles. While the concept of free will and responsibility as state by Mohammed (2007) and *taqwa* mentioned by Dusuki (2008) were the effects that arise when the principles of unity, justice and the caliphate were applied they are not principles which can stand alone.

Principle is defined as base, initial, basic rules (Suryadi, 1980: 190). According to Juhaya (1995: 69), principle is the beginning that is the point of departure (*al-mabda*). Principle is a universal truth that naturally exists in Islamic law.

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17 "It is He who hath made you (His) agents, inheritors of the earth: He hath raised you in ranks, some above others: that He may try you in the gifts He hath given you: for thy Lord is quick in punishment: yet He is indeed Oft-forgiving, Most Merciful!". *(Chapter al An’am, 6: 165)*
and the starting point of its construction. It is a basic legal form and produces all branches (Juhaya, 1995). It can be concluded that a base or fundamental is used as the basis for the foundation of work practices.

The position of the implementation of Islamic CSR can be categorized into three dimensions. Firstly, it is the relationship of responsibility to Allah. Secondly, the relationship of responsibility to humanbeing. And the last is the relationship of responsibility towards the environment.

To realize the three links at Islamic CSR practice on IBIs, it require the principles that are inter-related to each other, that is the principle of unity of Allah, caliphate, justice, brotherhood, and creation maslahah (public benefit). The implementation of Islamic CSR principles in the IBIs and the positions of the responsibilities based on three relationships that must be played by a Muslim can be described in the following Figure 1:

**Figure 1:** The implementation of Islamic CSR principles to IBIs

![Diagram showing the implementation of Islamic CSR principles to IBIs](image)

Figure 1 explains that the implementation of CSR is the manifestation of three strong relationships that intertwined among each other; relationship with Allah, human relationships and relationship with nature. To optimize these three relations in the implementation of CSR, it must be guided by the principles of unity of Allah, caliph, justice, solidarity. The four principles are aimed at realizing the end of the fifth principle which is the creation of maslahah (public benefit) for humans and the nature. Creating maslahah in IBIs is a key goal in implementing all the functions of Islamic banking transactions included in the implementation of Islamic CSR. All implementation of CSR in Islamic banking transactions should be guided by halal outlined by Islam and abandon any prohibition as prevented in Islam. All of these principles are practiced with the sole purpose of perfect devotion to Allah SWT.
Implementation of Islamic CSR principles in IBIs, based on Qur'an and Sunnah in the whole Islamic banking activities, will be a vehicle to drive the economy in a right direction.

IV. Criteria and Instruments of CSR in Islamic Banking Institutions (IBIs)

The criteria which have been studied by researchers are assembled in a conceptual framework. This conceptual framework can be used as the standard in the implementation of CSR in IBIs. In general, social responsibility in Islam can be categorized into three forms of relationship responsibilities. Firstly, it is the relationship of responsibility to Allah. Secondly, the relationship of responsibility to human beings. And the last is the relationship of responsibility towards the environment. To realize the three links at Islamic CSR practice on IBI, require the five principles that are inter-related to each other, that is; the principle of unity of Allah, caliph, justice, brotherhood, and creation maslahah (public benefit).

From the five principles six criteria can be obtained and 34 items as instruments to measure corporate social responsibility in the IBIs. Six criteria's of CSR in IBIs come out from deep reading of numerous literatures and understanding from Qur’an and hadith namely, (1) Shari’ah compliance; (2) equality, (3) responsible attitude; (4) guarantee of welfare; (5) guarantee of environmental sustainability and (6) charity for preservation of virtue.

The 34 items that can be instruments measuring these criteria are:

First, the criteria of Shari’ah compliance have five items: (1) Instruments IBI compliance with shari’ah; (2) Financing IBI compliance with shari’ah; (3) IBI’s investment in halal products; (4) Avoiding profit from non-halal; (5) Selections of customer according to shari’ah

The Syari’ah compliance criteria and five items to measure those criteria are based on the interest to keep all IBIs’ products and investment lawful as outlined by the Qur’an. There are many verses describing these obligations, Allah says in verses al-Mu’minun: 51; al-Baqarah: 188, 275, 278, 279, and al-Nisa’: 10.

The prophet Muhammad PBUH said in hadith:

"Searchin the halal is obligatory on every Muslim." (Narrated by Ibnu Mas’ud).

In banking and finance, all forms of transactions are possible, unless there is any clear evidence or injunction banning a transaction. Therefore each transaction in IBI must be based on shari’ah in instruments, financing schemes, investment and customer selection.

Second, the criteria of equality has four items; (1) The existence values of brotherhood; (2) Excellent services; (3) Avoid discrimination and (4) Have the same opportunity

Equality in life has been described in the Qur’an, in chapter Ali ‘Imran, 3: 103, al-Anfal: 62-63, al Mukminun; 23:8, al Hujurat; 49:13. The verses explain that the people living in various communities have the duty to respect and cultivate the values of brotherhood with human being in various activities.

The prophet Muhammad (PBUH) said in various hadith:

"The glory of a believer is because religion, dignity is at the intellect and position is dependent on ethic" (Narrated Baihaqi).

"Allah loves when you do a job to work correctly and properly" (Narrated by Baihaqi).

Third, the criteria of responsible in work has eight items; (1) Trust, (2) Working accordance with the limitations and responsibilities, (3) Fulfill every contract demand; (4) Transparency; (5) Optimal for using time and expertise; (6) Reducing the adverse impact of the investment; (7) Integrity in the work; (8) Fair competition and (9) Accountability.

Responsibility in work is something very important in the Muslim life. Every employee must show responsible attitude not only to his/her employer but more than that to Allah also. He will be asked in the Hereafter of what he had done in the world. Obligation to be responsible in their jobs have described at numerous verses in the Holy Qur’an in Surah al Maidah, 5:2, al Munafikun, 63:9, Al Baqarah, 2: 237, Al Baqarah, 2: 195, al Qashash: 77, al Nahl, 16:97. While in sunnah, Muhammad (PBUH) said;

"Muslim traders who are true and trusted in trading are with the martyrs on the Day of Judgment" (Narrated by Ibn Majah dan Tirmizi).

"Jabir bin Abdullah said that the Rasulullah PBUH said; Allah loves to his servants who acts politely and considerately when selling, buying or reclaiming debts." (Narrated by Ibnu Majah)
Fourth, the criteria of guarantee of welfare has six items; (1) place of work; safe and comfortable, (2) Free will, (3) Eligible of Wages; (4) Training and Education; (5) Work does not exceed the limits and time; (6) Profit and loss sharing; (7) Insurance for employee.

Islam is very concerned in giving guarantee of welfare for the people who are involved in every jobs. The relationship between employers and workers, staff and manager must have regulation with the norms of compulsory specific guidelines for creating both sides fairly and qualified. This is the order of Allah in the Qur'an, as mentioned in Surah al-Nahl 16: 90. The Prophet Muhammad (PBUH) also said:

“A worker / employee is entitled to at least get food, proper clothes and not be burdened with the job beyond his ability” (Narrated by Malik, n.d: 2:980).

“It is not a Muslim who was sleeping in a gorged while his neighbour is in conditions of hunger” (Narrated by Bukhari).

Fifth, the criteria of guarantee of environmental sustainability has four items; (1) To ensure that investment does not harm the environment, (2) Involve actively in protecting the environment, (3) Educating employees about environment threats (4) The used of recycled materials to fulfill needs of the IBIs.

The relationship between humans with nature is very close and cannot be separated. Interaction with nature is part of evidencing the greatness of Allah for making the universe to support human being. Allah describes this at the Qur'an in chapter Rum, 30: 41. al Baqarah, 2: 204-206 and al-A `raf 7: 56.

Sixth, the criteria of charity for preservation of virtue has five items; (1) The selection of investors to support the activities for social welfare, (2) Alleviate social problems (such as opening the welfare funds and donations) (3) Support and help fund welfare (such as helping to fund education, social donations, and ease the life of orphan) (4) Playing the role of welfare without looking solely for profitability, and (5) The empowerment of communities through IBIs products (such as Qard hasan, financing micro-economics to poor families and small businesses).

Islam highly recommends humans to give welfare assistance to anyone in need and who are unable to work. The Qur'an explains a lot about this. Among them are found in chapter al Nahl, 16:71 and 75, al Maidah, 5; 2, Al Taubah, 9; 71. In addition, Prophet Muhammad (PBUH) said:

"Anyone who doesn't love mankind, it's not loved by Allah" (Narrated by Bukhari, Muslim).

"Abu Huraira said, Rasulullah has said: Those who seek to help widows and the poor are similar in rank to those who fight in Allah, pray at night and fasting during the day” (Narrated by Bukhari).

Islamic criteria of CSR in IBIs can be related with stakeholders and CSR principles of Islam can be shown in table 2 below:

Table 2: Criteria, Item and Relationship with Stakeholder and Principle of Islamic CSR

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Item</th>
<th>Islamic Banking Stakeholders</th>
<th>Islamic CSR Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shari’ah compliance</td>
<td>1. Instruments IBIs compliance with shari’ah</td>
<td>Worker and shareholders</td>
<td>Unity</td>
</tr>
<tr>
<td></td>
<td>2. Financing IBIs compliance with shari’ah</td>
<td>Shareholders, worker and customers</td>
<td>Unity, caliphate and justice</td>
</tr>
<tr>
<td></td>
<td>3. IBI’s investment in halal products</td>
<td>Shareholders, workers and customers</td>
<td>Unity, caliphate and justice</td>
</tr>
<tr>
<td></td>
<td>4. Avoiding profit from non-halal products and services</td>
<td>Workers and Shareholders</td>
<td>Unity and caliphate</td>
</tr>
<tr>
<td></td>
<td>5. Selection of customer according to shari’ah</td>
<td>Shareholder, worker and customer</td>
<td>Unity, caliphate and justice</td>
</tr>
<tr>
<td>2. Equality</td>
<td>1. The existence values of brotherhood</td>
<td>Shareholder, worker, community, customer</td>
<td>Brotherhood, justice</td>
</tr>
<tr>
<td></td>
<td>2. Services excellent</td>
<td>Shareholder, worker, community, customer</td>
<td>Brotherhood, justice</td>
</tr>
<tr>
<td></td>
<td>3. Avoid discrimination</td>
<td>Shareholder, worker,</td>
<td>Justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Have the same opportunity</td>
<td>Shareholder, worker, community, customer</td>
<td>Justice, brotherhood and creation of maslahah</td>
</tr>
<tr>
<td>3.</td>
<td>Responsible in work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Trust</td>
<td>Workers, customers</td>
<td>Unity</td>
<td></td>
</tr>
<tr>
<td>2. Working accordance with the limitations and responsibilities</td>
<td>Worker</td>
<td>Justice</td>
<td></td>
</tr>
<tr>
<td>3. Fulfill every contract demand</td>
<td>Workers and customers</td>
<td>Justice</td>
<td></td>
</tr>
<tr>
<td>4. Transparency</td>
<td>Workers, customers and shareholders</td>
<td>Unity</td>
<td></td>
</tr>
<tr>
<td>5. Optimal for using time and expertises</td>
<td>Workers</td>
<td>Justice</td>
<td></td>
</tr>
<tr>
<td>6. Reducing the adverse impact of the investment</td>
<td>Workers and customers</td>
<td>Unity, creation of maslahah</td>
<td></td>
</tr>
<tr>
<td>7. Integrity in the work</td>
<td>Workers, customers, and community</td>
<td>Unity and justice</td>
<td></td>
</tr>
<tr>
<td>8. Fair competition</td>
<td>Workers, customers and shareholders</td>
<td>Justice, creation of maslahah and brotherhood</td>
<td></td>
</tr>
<tr>
<td>9. Accountability</td>
<td>Workers, customers, shareholders and community</td>
<td>Justice, creation of maslahah and brotherhood</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Guarantee of welfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Place of work safe and comfortable</td>
<td>Shareholders and workers</td>
<td>Unity, caliphate and brotherhood</td>
<td></td>
</tr>
<tr>
<td>2. Free will</td>
<td>Worker, shareholder and customer</td>
<td>Caliphate</td>
<td></td>
</tr>
<tr>
<td>3. Eligible of Wages</td>
<td>Workers</td>
<td>Justice and brotherhood</td>
<td></td>
</tr>
<tr>
<td>4. Training and Education</td>
<td>Worker, customer and community</td>
<td>Caliphate</td>
<td></td>
</tr>
<tr>
<td>5. Work does not exceed the limits and time</td>
<td>Worker</td>
<td>Justice and creation of maslahah</td>
<td></td>
</tr>
<tr>
<td>6. Profit and loss sharing</td>
<td>Shareholders, customers and community</td>
<td>Justice and brotherhood</td>
<td></td>
</tr>
<tr>
<td>7. Insurance for employee</td>
<td>Shareholders and workers</td>
<td>Justice, Caliphate and brotherhood</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Guarantee of environmental sustainability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To ensure that investment does not harm the environment</td>
<td>Workers, customers and nature</td>
<td>Unity and caliphate</td>
<td></td>
</tr>
<tr>
<td>2. Involve an active in protecting the environment</td>
<td>Workers, Shareholders and community</td>
<td>Unity and caliphate</td>
<td></td>
</tr>
<tr>
<td>3. Educating employees to care for and treat the environment</td>
<td>Shareholders, workers</td>
<td>Unity and caliphate</td>
<td></td>
</tr>
<tr>
<td>4. The used of recycled materials to fulfill needs of the IBIs</td>
<td>Workers, Shareholders</td>
<td>Unity, caliphate and creation of maslahah</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Charity for preservation of virtue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The selection of investors to support the activities for social welfare</td>
<td>Workers, Shareholders</td>
<td>Unity, caliphate and creation of maslahah</td>
<td></td>
</tr>
<tr>
<td>2. Alleviate social problems by opening the welfare funds and donations</td>
<td>Shareholders, workers and community</td>
<td>Brother, creation of maslahah</td>
<td></td>
</tr>
<tr>
<td>3. Support and help fund welfare (such as helping to fund education, social donations, and ease the life of orphan)</td>
<td>Shareholders, workers and community</td>
<td>Brother, creation of maslahah</td>
<td></td>
</tr>
<tr>
<td>4. Playing the role of welfare without looking profitability</td>
<td>Shareholders, workers and community</td>
<td>Brother, creation of maslahah</td>
<td></td>
</tr>
<tr>
<td>5. The empowerment of communities through IBIs products</td>
<td>Worker and community</td>
<td>Brother, creation of maslahah</td>
<td></td>
</tr>
</tbody>
</table>
Table 2 above reflects the relationship between the criteria of CSR, stakeholders IBI’s with Islamic principles of CSR. It is a network that cannot be separated from one another. Each criterion has an impact on the stakeholders; and each criterion is based on the principles derived from al Qur'an and al Sunnah.

The description on the criteria and items to be included as Islamic CSR instruments can be used as the conceptual framework for the implementation of CSR in IBI (see Figure 2). The conceptual framework can be described as a series of IBI’s activities in performing all banking transactions with appropriate responsibility to Allah, human being and in ensuring environment sustainability. This three dimensions of responsibilities are to be implemented with the fourth principles which are unity, caliphate, justice and brotherhood. And fourth principle is intended to create the fifth principle which is the creation of maslahah to humans and the environment.

The creation of maslahah is the main purpose of the IBI in performing of all the functions of banking transactions. While the six criteria for CSR at IBI is to ensure that operational IBI occupies the terms and implement syari'ah correctly. Thus, the objective of IBI’s to provide greater social impact within the environment can be achieved (IAIB 1990, Wahbah Zuhaili, 2003, Sudin Haron, 2005).

The conceptual framework in the implementation Islamic CSR in IBI described above can be seen in Figure 2:

![Conceptual Framework: Implementation of Islamic CSR in IBI](image)

V. Research Method and The Instrument of Survey

The second purpose of this study was to analyze the customers perception of the Islamic Banking was in Aceh to CSR and to assess the relationship between bank selection with perception of customers Syari'ah banking in Aceh about
practical criteria CSR of IBIs. To achieve the this purpose, survey was done on 400 costumers of IBIs in Aceh to gather views and their perceptions of CSR at IBIs in Aceh.

To minimize the bias element that can emerge from this survey used a structured questionnaire with a few closed questions carefully constructed. Questionnaire using several scales of measurement, nominal scale, ordinal and interval used to determine demographic and background information of customers such as gender, age, education level and income.

To measure customers' perceptions, Likert scale was used to be suitable. Scale scores seen answer to give more focused, clear and facilitate the customers to answer the questions posed (Zikmund, 2000: 300). Given the scale of 1 to 6 to reflect customers' views on whether a statement "strongly disagree", "disagree", "do not agree", "somewhat agree", "agree" and "strongly agree".

Scale 6 is a progressive scale of nature. It is used for two reasons. First, the customers are those who are directly involved with the subject of study. The subjects of the study which become samples were users IBIs. Therefore subject of study trying to provide feedback a positive or negative against questions are lodged and there is no reason for them to be neutral. On that basis, there is no option to be neutral given in the scale answer. Second, the use of the scale of 6 a score of this is to avoid customers of continue to be neutral if given options 'uncertain' in the scale answer. So by using a scale 6 score this, he can verify the answer of customers reached mean research. The high scores reflect positive perceptions and support, while inferior score reflect negative perception and not support (Anderson. Et.al, 1983:253).

The stage of the perception on practice of CSR IBIs measured by using a scale 6 score, namely the score 1 strongly disagree so as to score 6- strongly agree. The categorization the level of perception of a questionnaire is based on the value of the score at least namely the score at least among 1.00 until 2.60 please is considered low. Score min between 2.61 to 4.20 is also considered a simple and score min 4.21 until 6.00 is considered high. It is as expressed by Husein Umar (2005).

The content of the questionnaire was designed based on criteria and IBIs CSR items that have been first get confirmation of two experts who found as customers to give legality18 to a questionnaire so as to achieve the purpose and objective research. Before the final draft of the questionnaire form is mailed to the true customers, path study conducted to test a questionnaire so worthy of and deserving of instruments. Based on the answers of the customers in path research some modifications made to modify a questionnaire before passing research actually on the participants who became a sample.

VI. Research Method and The Instrument of Survey

As discussed at the begining, that the methodology of the study is divided into two parts. The first part was consist of conceptual development of CSR in Islamic context while this part is consist of emperical evidences about people perception about Islamic CSR. This portion investagates what are the perceptions of Muslim customers about CSR, in Aceh about the Islamic Banking institutions? Moreover, the study assesses the differential in perception of Muslim customer in Aceh toward CSR criteria in Islamic Banking. To achieve this purpose, a survey was conducted to collect information about these aspects from 400 Muslim costumers to investigate their views and perceptions of CSR toward IBIs in Aceh. The questionnaire using several scales of measurement such as nominal scale, ordinal and interval scale to determine demographic and background information of customers such as gender, age, education level, income etc., that has been confirmed by two experts to give legality19 to a questionnaire so as to achieve the purpose and objective research.

To measure customers' perceptions, Likert scale was used. Scale scores answers more focused, clear and facilitate the customers to answer the questions (Zikmund, 2000: 300). Given the scale of 1 to 6 to reflect customers' views on whether a statement "strongly disagree", "disagree", "do not agree", "somewhat agree", "agree" and "strongly agree". The high scores reflect positive perceptions and support, while lower score reflects negative perception and no support (Anderson. Et.al, 1983:253). The categorization the level of perception of a questionnaire is based on the value of

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18 Substance validity is known with content validity which doing by a group of expert who is researching the scale and agree that the items which contain in the scale may delegate items which is related with the draft will be measured. This page like is proven by Sabitha.

19 Substance validity is known with content validity which doing by a group of expert who is researching the scale and agree that the items which contain in the scale may delegate items which is related with the draft will be measured. This page like is proven by Sabitha.
the score at least namely the score is between 1.00 until 2.60. Minimum score is between 2.61 to 4.20 is considered a simple and score min 4.21 until 6.00 is considered high (Husein Umar, 2005).

Data Collection

The study was conducted in June and July 2011. The specific criteria customer IBIs in Aceh who became a sample of study is; customer who has usual used one of facilities IBIs, customers who are Muslim and the last who settled in Aceh. Mmethod of experiments used is convenience of sampling to select customers IBIs20. Customers IBIs that satisfy characteristics as a participant who came to visit IBIs selected when time 09.30 am until 04.00 am set as random customers. There were 16 (sixteen) IBIs in four regions / cities across while we selected three zones for survey. Zone 1: Banda Aceh (9 IBIs); Zone 2: Greater Aceh (2 IBI) and Zone 3: Lhoukseumawe / North Aceh (5 IBIs). All banking institutions available in zone 4 (four) cities and districts in Aceh, which is the highest has banking offices of IBIs in 3 (three) zones

VI. Analysis of Muslim Customers Perceptions

Customers’ Profile

Profile of the customers shows information about the customers’ sex, age, level of education, marital status, jobs and average monthly income. The details are shown in the Table 3.

Table 3: Customers Profile of IBIs (N = 400)

<table>
<thead>
<tr>
<th>Profile</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>194</td>
<td>48.5</td>
</tr>
<tr>
<td>Woman</td>
<td>206</td>
<td>51.5</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 – 20 year</td>
<td>26</td>
<td>6.5</td>
</tr>
<tr>
<td>21 – 30 year</td>
<td>218</td>
<td>54.5</td>
</tr>
<tr>
<td>31 – 40 year</td>
<td>107</td>
<td>26.8</td>
</tr>
<tr>
<td>41 – 50 year</td>
<td>37</td>
<td>9.3</td>
</tr>
<tr>
<td>50 Years old and upward</td>
<td>12</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Marital status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unmarried</td>
<td>169</td>
<td>42.3</td>
</tr>
<tr>
<td>Married</td>
<td>219</td>
<td>54.8</td>
</tr>
<tr>
<td>Widower /widower</td>
<td>12</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>The highest stage of education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary school</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>Juniors high school (SMP)</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td>Senior high school (SMA)</td>
<td>84</td>
<td>21.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>70</td>
<td>17.5</td>
</tr>
<tr>
<td>The young scholars</td>
<td>206</td>
<td>51.5</td>
</tr>
<tr>
<td>Scholar</td>
<td>33</td>
<td>8.2</td>
</tr>
<tr>
<td>Doctors (PhD)</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Job Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unemployed</td>
<td>20</td>
<td>5.0</td>
</tr>
<tr>
<td>student/university student</td>
<td>73</td>
<td>18.2</td>
</tr>
</tbody>
</table>

20 The selection method was based on two reasons. First, the list and the number of users of the bank is something that is rather difficult obtained from the institutions that can give trouble for getting a framework sampling (Khan et al., 2007). Second, a number of bank user is something difficult so very difficult for getting the right number of population.
Private employees & 80 & 20.0 \\
An accomplice kingdom & 121 & 30.3 \\
Institutions not kingdom & 3 & 0.8 \\
State-owned / regional (BUMN/BUMD) & 5 & 1.2 \\
Entrepreneur & 68 & 17.0 \\
Others & 30 & 7.5 \\
Total & 400 & 100.0 \\

Average of Monthly Income

<table>
<thead>
<tr>
<th>Monthly Income Range</th>
<th>Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 1 million</td>
<td>115</td>
</tr>
<tr>
<td>More than 1 million</td>
<td>187</td>
</tr>
<tr>
<td>More than 3 million</td>
<td>61</td>
</tr>
<tr>
<td>More than 5 million</td>
<td>22</td>
</tr>
<tr>
<td>More than 7 million</td>
<td>9</td>
</tr>
<tr>
<td>More than 9 million</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
</tr>
</tbody>
</table>

Table 5 shows that the users are not dominated by any gender for example male customers are 48.5 percent while, women customers are 52.0 percent. Age of the customers also indicates multiplicity rank, starting from those aged 16 to 20 years (8%). Majority of customers were aged between 21 and 30 years (54.5%). The customers were predominantly by married group (54.8%) while unmarried customers were consist of 42.3. the customers were also dominated by those who got young scholars diploma (51.5). An average monthly income of customers was dominated by those with income of more than 1 million to 3 million (46.8%). This is because most customers are from private kingdoms and accomplices. While customers whose income ranges from 0 to 1 million are 28.8 percent. The customers who have income over 3 million to 5 million are 15.2 percent, who work as entrepreneurs. This phenomenon become parallel with the Aceh Government legislation that Provincial Minimum Wage (PMW) of Aceh in 2010 is Rp 1,300,000 per month.

The Level of Perception Customers IBIs to CSR IBIs

The level of the perception about the practice of CSR by IBIs were measured through the minimum amount obtained based on six primary criteria; syari’ah compliance, equality, responsible in work, guarantee of welfare, guarantee of environmental sustainability and charity for preservation of virtue. All these six criteria were used to assess the perception among customers. If formulated simple of any criteria CSR, IBIs, the average minimum of all criteria practice of CSR, IBIs from users show that the perceptions of the users are at a very high level. The minimum score ranges from 4.21 to 6.00 is considered high. This means that Muslim customers in Aceh have good perceptions to CSR, IBIs. This can be shown in Table 6 below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Minimum</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Shariah Compliance (CS)</td>
<td>4.62</td>
<td>High</td>
</tr>
<tr>
<td>2.</td>
<td>Equality (E)</td>
<td>4.86</td>
<td>High</td>
</tr>
<tr>
<td>3.</td>
<td>Responsibility in work (RW)</td>
<td>4.39</td>
<td>High</td>
</tr>
<tr>
<td>4.</td>
<td>Guarantee of Welfare (GW)</td>
<td>4.83</td>
<td>High</td>
</tr>
<tr>
<td>5.</td>
<td>Guarantee of Environmental Sustainability (GES)</td>
<td>4.21</td>
<td>High</td>
</tr>
<tr>
<td>6.</td>
<td>Charity for Preservation of Virtue (CPV)</td>
<td>4.78</td>
<td>High</td>
</tr>
</tbody>
</table>

The above table shows high perceptions of the customers regarding different items CSR using by IBIs. The detail of the items are; Criteria syariah compliance (M= 4.62), criteria equality ( M = 4.86 ), criteria responsible in working ( M = 4.39 ), criteria guarantee of welfare ( M = 4.83 ), criteria guarantee of environmental sustainability ( M = 4.21 ) and charity for preservation of virtue ( M = 4.78 ).

However, natural conservation security is criteria having an average minimum lowest among 5 the other criteria. It is because some customers did not get confidence about IBIs in Aceh in giving any actions of natural conservation. Lack of focus on criteria guarantee of environmental sustainability can be proven by some other customers somewhat agrees that IBIs do not concern with environmental sustainability (M= 3.93). The rate of less agree of customers is on a statement that there is no assistance funds from IBIs that was given to maintain and preserve environment (M = 3.37) of active item in protecting the environment. Perceived level between 2.61 minimum score until 4:20 showed moderate level.

Therefore, IBIs in Aceh has to take more attention in keeping and caring for nature in various IBIs activities. If the stage of customers perceptions are formulated regarding the work of CSR, IBIs in Aceh, the form of questionnaire items proposed in ranking, so it can be formulated as follows:

**Table 5:** Questionnaire Items that Occupy the Highest Ratings from the Customers based on the min value:

<table>
<thead>
<tr>
<th>No</th>
<th>Customers</th>
<th>Min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>The Syariah Compliance Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sharia banking does implement on halal services and products.</td>
<td>5.04</td>
</tr>
<tr>
<td>2</td>
<td>Saving product/deposit of Sharia banking is managed in accordance with the rules of Sharia.</td>
<td>4.99</td>
</tr>
<tr>
<td>3</td>
<td>Sharia banking avoids the profit that is acquired not legally.</td>
<td>4.99</td>
</tr>
<tr>
<td></td>
<td><strong>Equality Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sharia banking employees respect me as a customer</td>
<td>5.00</td>
</tr>
<tr>
<td>2</td>
<td>Sharia banking employees are very helpful in my financial business / activities</td>
<td>4.89</td>
</tr>
<tr>
<td>3</td>
<td>There is no discrimination in Sharia banking service.</td>
<td>4.87</td>
</tr>
<tr>
<td></td>
<td><strong>Responsibility in Working Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sharia banking employees need more education and training to increase their service quality.</td>
<td>5.26</td>
</tr>
<tr>
<td>2</td>
<td>Education and training for Sharia banking employees can increase the efficiency of Sharia banking.</td>
<td>5.24</td>
</tr>
<tr>
<td>3</td>
<td>Sharia banking has good value of accountability.</td>
<td>4.85</td>
</tr>
<tr>
<td></td>
<td><strong>Guarantee of Welfare Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I choose Sharia banking services because I expect fair and equitable business terms and conditions.</td>
<td>4.91</td>
</tr>
<tr>
<td>2</td>
<td>Sharia banking workers work, based on the time that has been specified by their corresponding banks.</td>
<td>4.87</td>
</tr>
<tr>
<td>3</td>
<td>I (as a customer) have a freedom to make choice about Sharia banking products.</td>
<td>4.85</td>
</tr>
<tr>
<td></td>
<td><strong>Guarantee Of Environmental Sustainability Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sharia banking has to educate workers to keep and take care of the environment.</td>
<td>4.83</td>
</tr>
<tr>
<td>2</td>
<td>I choose Sharia banking because Sharia banks have social responsibility to keep the conservation of the environment.</td>
<td>4.63</td>
</tr>
<tr>
<td>3</td>
<td>Each provision of implementation or financing, Sharia regard to the conservation of nature.</td>
<td>4.56</td>
</tr>
<tr>
<td></td>
<td><strong>Charity for Preservation of virtue Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sharia banking supports and helps funds of virtues (such as giving scholarships and helping the socio-religious activities)</td>
<td>4.89</td>
</tr>
<tr>
<td>2</td>
<td>Sharia banking participates in relieving social problems (such as helping the poor, helping disasters’ victims, etc.)</td>
<td>4.89</td>
</tr>
<tr>
<td>3</td>
<td>I choose Sharia banking because Sharia banking has a good social responsibility to the society.</td>
<td>4.86</td>
</tr>
</tbody>
</table>

**Source:** Estimated from the survey data

From Table 5 above it can be observed that the customer perceptions about IBIs towards the selection items of CSR criteria of IBIs is high or agree in assessing CSR operational of IBIs in Aceh. The IBIs in Aceh, thus implement CSR according with CSR criteria of IBIs.

The customers IBIs selection phase of Islamic banking, based on CSR, IBIs criteria show the range of the score from 4.21 to 6.00 is counted high. This indicates that the user selection over Islamic banking also influenced by CSR of Islamic banking in Aceh.

**Table 6:** IPIs Selection Phase by The Islamic Banking User Based on CSR Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mean</th>
<th>Eminent Spouse (Standard Deviation)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Syari’ah Compliance</td>
<td>4.94</td>
<td>0.91</td>
<td>High</td>
</tr>
<tr>
<td>2. Equality</td>
<td>4.85</td>
<td>0.79</td>
<td>High</td>
</tr>
<tr>
<td>3. Responsible in work</td>
<td>4.72</td>
<td>0.84</td>
<td>High</td>
</tr>
<tr>
<td>4. Guarantee of Welfare</td>
<td>4.57</td>
<td>0.98</td>
<td>High</td>
</tr>
</tbody>
</table>
5. Guarantee of Environmental Sustainability  4.63  0.93  High
6. Charity for Preservation of Virtue  4.86  0.93  High

Source: Estimated from the survey data

According to the Table 6 above, all criteria show the high minimum. This shows that the customers’ selection over IPI is influenced by the CSR worship of Islamic banking in Aceh.

Analysis Customers Perception toward CSR Criteria in IBIs Aceh

Perceptions based on gender differences

Analysis of the customers perception based on gender groups shown in Table 7.

Table 7: Independent sample t-test for Sharia Bank Customers Perception Based on Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Min (M)</th>
<th>SD</th>
<th>Score t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>247.48</td>
<td>23.12</td>
<td>-3.73</td>
<td>0.00*</td>
</tr>
<tr>
<td>Female</td>
<td>256.23</td>
<td>23.68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p<0.05

Table 7 shows the mean scores and standard deviations for male (M = 247.48; SD = 23.12) and female (M = 256.23; SD = 23.68). Based on the results of independent samples t-test (t = -3.73, p = 0.00), there is a difference in perception of customers of the IBIs are significant between male and female groups. The finding shows that the perceptions of the women customer is better than men based on mean values score.

Perception differences based on age

In addition to using a t-test to analyze the mean comparison, analysis of variance or ANOVA was applied to investigate whether there is significant difference in the two groups of samples or otherwise. Thus, one way ANOVA applied to examine the affect of age on the perceptions of the customers. The samples were divided into five groups according to age of the customers. Overall finding reported in Table 8 after assuming homogeneity of variances are met.

Table 8: One-way ANOVA Perceptions Based on Age Customers IBIs

<table>
<thead>
<tr>
<th>Ages</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 -20 tahun</td>
<td>246.69</td>
<td>22.61</td>
<td>0.168</td>
<td>0.650</td>
</tr>
<tr>
<td>21- 30 tahun</td>
<td>252.77</td>
<td>24.90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 – 40 tahun</td>
<td>250.52</td>
<td>24.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41 – 50 tahun</td>
<td>254.46</td>
<td>16.62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 tahun ke atas</td>
<td>254.67</td>
<td>21.02</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Estimated from the survey data

Based on the result reported in Table 8 resulted from ANOVA (F = 0.168, p = 0.650), there is no significant difference across the age groups. The above finding demonstrates the level of perceptions among the different age group is the same.

Perception differences based on level of educations

One-way ANOVA was conducted to examine the influence of the level of education on the customers’ perceptions. The samples are divided into seven groups according to the level of educational attainment of the customers, respectively. The finding has been reported in Table 9 after assuming homogeneity of variances met.
Table 9: One-way ANOVA Perceptions Based on Level IBIs Customers Education

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School</td>
<td>267.00</td>
<td>9.89</td>
<td>2.101</td>
<td>0.052</td>
</tr>
<tr>
<td>Junior High School</td>
<td>247.00</td>
<td>14.79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior High School</td>
<td>251.84</td>
<td>23.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>254.73</td>
<td>23.07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>252.98</td>
<td>23.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master</td>
<td>241.97</td>
<td>25.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doktor (PhD)</td>
<td>217.00</td>
<td>16.97</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Estimated from the survey data

Based on Table 9 (F = 2.101, p = 0.052), there is significant difference among the various educational groups. That is, the above finding shows that the level of perceptions among the groups were different.

Perception differences based on income level

One-way ANOVA was conducted to examine the effect of monthly income of the customers on their perceptions. The samples are divided into six groups, according to the highest level of income of the customers. The finding has been reported in Table 10, after assuming homogeneity of variances are met.

Table 10: One-way ANOVA Perception Test Based on the Income Level of IBIs Customer

<table>
<thead>
<tr>
<th>Income</th>
<th>Mean</th>
<th>SD</th>
<th>F Value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 1 million (1)</td>
<td>253.16</td>
<td>24.22</td>
<td>5.731</td>
<td>0.000*</td>
</tr>
<tr>
<td>More than 1 million to 3 million (2)</td>
<td>254.45</td>
<td>20.91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 3 million to 5 million (3)</td>
<td>253.85</td>
<td>24.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 5 million to 7 million (4)</td>
<td>230.95</td>
<td>30.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 7 million to 9 million (5)</td>
<td>236.22</td>
<td>22.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 9 million (6)</td>
<td>234.50</td>
<td>23.41</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Estimated from the survey data

Based on Table 10 (F = 5.731, p = 0.000), which had been reported above show that there is significant difference among each group.

Furthermore, post-hoc comparison using the scheffe test proved that there were significant mean differences in the three pairs of groups, they are the group that has no income to one million (M = 253.16; SD = 24.22) and the group which has income more than 5 million to 7 million (M = 230.95; SD = 30.89). Next, the group which has income more than 1 million to 3 million (M = 254.45; SD = 20.91) and the group whose income is more than 5 million to 7 million (M = 230.95; SD = 30.89) and the last is the group whose income is more than 3 million to 5 million (M = 253.85; SD = 24.36) and group that had income more than 5 million to 7 million (M = 230.95; SD = 30.89). These will be described in table 11 below:

Table 11: Post-Hoc Scheffe: Customers Perception of CSR IBIs Based on Income

<table>
<thead>
<tr>
<th>Variable</th>
<th>(I)</th>
<th>(J)</th>
<th>Different Mean (I-J)</th>
<th>SD</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>User perception Sharia</td>
<td>1</td>
<td>2</td>
<td>-1.29</td>
<td>2.739</td>
<td>0.999</td>
</tr>
<tr>
<td>Banking</td>
<td>1</td>
<td>3</td>
<td>-0.69</td>
<td>3.661</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>22.20</td>
<td>5.379</td>
<td>0.005*</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>5</td>
<td>16.93</td>
<td>8.001</td>
<td>0.484</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td>18.65</td>
<td>9.679</td>
<td>0.592</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>0.60</td>
<td>3.408</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4</td>
<td>23.50</td>
<td>5.210</td>
<td>0.001*</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5</td>
<td>18.23</td>
<td>7.868</td>
<td>0.377</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>6</td>
<td>19.95</td>
<td>9.587</td>
<td>0.504</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
<td>22.89</td>
<td>5.749</td>
<td>0.008*</td>
</tr>
</tbody>
</table>
Multiple Linear regression; the influence of the practices of CSR Criteria IBIs in Aceh

In the study there were six deciding criteria which were chosen as the factors to the election of the IBIs (dependent variable); the Sharia compliance, equality, responsibility in the work, guarantees of welfare, guarantee of environmental sustainaibility and charity for preservation of virtue. Furthermore, the value of $\Delta R^2$ (adjusted $R^2$) are examined to find out how much of the variation in dependent variable (criterion) can be explained by the regression model was significant at the 0.05 level. In addition, ANOVA test was applied. The explanation is described in the exposure Table 12 below.

Table 12: Results of Multiple Linear Regression Analysis of CSR Practices Criteria by Customer IBIs

<table>
<thead>
<tr>
<th>Criteria</th>
<th>R</th>
<th>$R^2$</th>
<th>$\Delta R^2$</th>
<th>F</th>
<th>B</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>0.912</td>
<td>0.831</td>
<td>0.828</td>
<td>322.013</td>
<td>-5.384</td>
<td>-5.018</td>
<td>0.000</td>
</tr>
<tr>
<td>1. Sharia compliance ($X_1$)</td>
<td>0.091</td>
<td></td>
<td></td>
<td></td>
<td>5.025</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>2. Equality ($X_2$)</td>
<td>0.096</td>
<td></td>
<td></td>
<td></td>
<td>3.256</td>
<td>0.001</td>
<td></td>
</tr>
<tr>
<td>3. responsible for the work ($X_3$)</td>
<td>0.079</td>
<td></td>
<td></td>
<td></td>
<td>3.240</td>
<td>0.001</td>
<td></td>
</tr>
<tr>
<td>4. Guarantee of Welfare ($X_4$)</td>
<td>0.457</td>
<td></td>
<td></td>
<td></td>
<td>11.688</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>5. Guarantee of Environmental Sustainability ($X_5$)</td>
<td>0.095</td>
<td></td>
<td></td>
<td></td>
<td>3.647</td>
<td>0.001</td>
<td></td>
</tr>
<tr>
<td>6. Charity for Preservation of Virtue ($X_6$)</td>
<td>0.261</td>
<td></td>
<td></td>
<td></td>
<td>8.346</td>
<td>0.000</td>
<td></td>
</tr>
</tbody>
</table>

Based on the Table 12 above, the results of the analysis show that that compliance of sharia ($X_1$), equality ($X_2$), responsible for the work ($X_3$), guarantee of welfare ($X_4$), Guarantee of Environmental Sustainability ($X_5$) and Charity for Preservation of Virtue ($X_6$) is forecasted to election IBIs. The $\Delta R^2 = 0.828$, meaning that 82.8 % of the variance for the dependent variable (election IBIs) is described by a linear combination of these six criteria. The dominant criteria that influence the selection of IBIs for customers of IBIs was observed with highest Beta coefficient, namely the guarantee of welfare ($\beta = 0.457$). That is a change of 1 standard deviation in guarantee of welfare was associated with changes in the selection of Standard Deviation 0.457 IBIs. The decision analysis results are a guarantee of welfare is the dominant criteria that influence the selection of IBIs for the customers of IBIs.

The Relationship between selections of IBIs with the perceptions of customers.

Table 13: Correlation Analysis Pearson Test between the elections of IBIs with Perception Customers IBIs in Aceh

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
<th>Pearson Correlation(r)</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>User perceptions of Sharia Banks Overall IBIs Selection</td>
<td>251.99</td>
<td>33.49</td>
<td>0.890</td>
<td>0.000*</td>
</tr>
</tbody>
</table>

Source: Estimated from the survey data

Refer to Table 13 above, decision analysis correlation Pearson found the value of $r = 0.890$ with $p < 0.001$. This shows there is a significant relationship between the two variables. In addition, positive values also explained there was a significant positive relationship between score election IBIs with the perception of the practice of CSR criteria. The value
of the correlation \( r = 0.890 \) shows the correlation between the two different variables is very high. Variant of \( r^2 = 0.79222 \) also shows that 79.2% of the overall election IBIs caused by the perceptions of the customers against the practice of CSR criteria executed by IBI. This decision explains that the perception of the customers against the practices of CSR criteria executed IBIs has a relationship with the users of the IBI selection, where the relationship is strong or very high with \( r = 0.890 \).

Conclusion

The four objectives of this paper are to identify the concept of CSR in Islamic perspective; to analysis and develop CSR criteria of IBIs; to analysis the stakeholders' perceptions of the Islamic Banking in Aceh and to assess the relationship between bank selection with perception of stakeholders Syari'ah banking in Aceh about practical criteria CSR of IBIs. The study is divided into two phase. The first phase of the study is theoretical and library researches with used the content analysis method. The second phase is in the form of empirical research. It involved interviews with experts on the accuracy of the concepts, criteria and Islamic CSR items and also survey involving 400 customers of customers.

The findings of the study in the first phase shows verses in the Qur'an and the Sunnah which do not directly explain the concept of CSR, but there are many verses and hadith about individuals obligation to be responsible for social life. CSR concept in Islam is practiced in three areas of responsibility. First is the responsibility to God. Second is the responsibility towards the people, and third, the responsibility to the environment. Three forms of this task are supported by the basic principles of monotheism (tauhid), the caliphate (khilafah), justice, brotherhood (ukhuwwah) and the creation of maslahah. From these five principles, there are six criteria and 34 items established as the instrument to measure CSR performance of the IBIs. The six criterions are: Syariah compliance, equality, working responsibility, the guarantee of prosperity, the guarantee environmental sustainability and charity for preservation of virtue. As the findings of the second phase of the study indicate that the customers perception of the Syari’ah banking CSR practices in Aceh are high. The customers make Syari’ah compliance criteria as the main criteria in the selection of the IBIs. From the presence of satisfaction with the practice of CSR, 72.5% of customers feel satisfied. Findings of the study show that there is significant difference across the gender, education, monthly earning expect the age groups of the customers. In terms of correlation between the selections of the IBIs in customers’ CSR to practices IBIs criteria are positive and significant correlation. While on the other hand, the guarantee of prosperity criterion is the dominant part of CSR criteria that influence the selection of customers. This study has produced a set of criteria that can be used IBIs CSR as a guide in conducting the operations of CSR in IBIs

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22 The interpretation of the strength of the correlation relationship is based on the classification scale Davies (1971). For the correlation between 0.01 to 0.09 is ignored. For the correlation between 0.10 to 0.29 is ignored. For the correlation between 0.30 to 0.49 is simple. For the correlation between 0.50 to 0.69 is high. And for the correlation between 0.70 and 1.00 is very high.


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Physical and psychological violence in high schools, teaching their treatment

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Abstract

During the last two decades, educational reforms have had to do with programs, texts, achieving objectives, the new high school curriculum, M.SH and teaching models. This is a hidden issue, but more disturbing recent violence in Albanian schools. It is clear that violence prevails not only in school, but there is a lack of understanding as to the causes underlying this phenomenon, the impact it has on the lives of children and possible ways to tackle this problem, which affects thousands of students in days. Since the bullying day - the day of cases is increasing, so is the duty of all responsible institutions, to investigate this negative phenomenon. Measures to prevent adding professionalism, sound education and the right professional to advise on the youth and adults. Children do not lose their human rights by overcoming the threshold of the school. Thus, for example, education must be provided in a manner that respects the inherent dignity of the child, giving the child the opportunity to express his views freely and to participate in school life. Education should be provided in a manner that respects the strict limits on discipline and promote a culture of against violence in school. The talent is developed skills in the highest degree. This gifted child born should be supported to enable him to be great in science, art, social life, etc.. Should know the nature of the students and enable them cope with life’s challenges. The choice of profession and career are two of the most important decisions for human life. Inadvertently and unconsciously through violence we enslave drowned talent and great scientist, famous artist, military strategist. I object to violence because when it appears and do good, the good is only temporary, and when it is evil, evil is eternal!

Key - words: Violence, defense system of children, law, education

This study builds on previous findings of many scientific materials and know their values. What I want to do through this study is to go beyond current information, to explore ways to further a comprehensive approach and existing activities. I saw the need to review, gather, to consolidate and update the literature to my knowledge on this issue through group discussions, interviews, discussions with key informants and focus on the issue as it is seen by children reaching a good level of understanding as to the reasons that lie at the basis of school violence, which is an issue that has just begun to be addressed.

Violence against children is the worst form of violence and intolerable to a human being, and this phenomenon affects all societies, systems and countries, whether wafer, developing or developed, and is extended to family, school, road and society.

It is no accident that the United Nations has decided to schedule two consecutive days of remembrance and awareness for the whole world, 19 November - World Day for Prevention of Abuse and Violence against Children and 20 November - International Day for the Rights of Child "

What is the physical and psychological violence?
When exercising national and international laws to protect children?
Where should act Child Protection System, programs, education policy, civil society and the media to physical and psychological violence?
Why can’t stop violence in schools, where we can send humans to the moon?
How much and how to treat physical and psychological violence in schools in teaching?

Definition of search

* Violence is defined by the World Health Organization as the intentional use of physical force or power, threatened or actual use of it against yourself, another person or against a group or community that either results in or is likely to result in injury, death, psychological harm, or bed development power.
* Violence matter of law the recommendations of the Assembly of the Council of Europe can be considered as a violation (violation) of the total of all human rights, the right to life, safety, dignity and physical and mental integrity and can take different forms, or more accurately, materialized in various forms, such as aggression or assault, sexual abuse and rape, and the thrill of deep threat or intimidation and should be considered by the criminal law as a criminal offense.
* Violence is deliberate action to force another physical or psychological means, subject to the interests, goals and desires one. (K.Grillo)
* Violence is verbal expression, mimicry or pantonomi; behavior or action, conscious or not, of one or more individuals, in one or more individuals, to control, oppression, punishment and alienation change to another personality . (A.Deva-Zuna)

Theoretical definitions of violence at school:

* Bullying is aggressive behavior with a view to cause physical or psychological harm to another within educational institutions.
  • Bullying includes:
    - hitting the hallways, calling names, intimidation,
    - food and money hijacking, suicide,
    - forms of sexual harassment,
    - behaviors among children and adolescents,
    - systematic violence.
* David Mayers social psychology researcher points out that because of aggressive behavior that brings reward aggression.
* According to Mayers children whose parents punishment tend to behave aggressively with others. Parents aggression have a way to deal with things.
* Violent behavior in schools dealing with the situation where young people are among the three different cultures or codes of behaviour home-school - way.

General hypothesis:

Violence against children in schools in the last decade Peshkopi is growing and it represents a new challenge not only to the school management, but also a big problem family, ethical, social.

Auxiliary hypothesis

a. In our school there are all ways, types and levels of physical and psychological violence
b. Causes school violence:
  c. physiological, cultural, academic, personality, school climate.

Triangle cooperation between three actors: teachers, students and parents.
He manifests the existing situation.
Dotted lines indicate the current state of cooperation.
Contact is physically and uncooperative
Territory or personal space and unwillingness negligence action
If removed limits established an educational system safe against violence, teaching and learning and promising for the future.
Attitudes and beliefs about physical and psychological violence
First Position: physical and psychological violence, absolutely the most effective means of disciplining children.
The second attitude, physical violence causes many negative consequences on children.
Third position: violence can be positive effects.
The reasons for the use of violence against children
The philosophy of the benefit, which brings violence
Loss of self psychology
The use of violence as an instrument of discipline.
response to: disobedience, unrealized plans, lie, disagreement with one another, violating the rules, love, misunderstanding of the child.

Forms of physical violence

Forms of bullying

About 60 percent of the population are Internet users. Facebook has 1.3 million users, or in other words more than 78% of the online population are active in social networks. If we analyse the data for the age of social networking users, it turns out that most of them are young people under 24, under 18, so 15% are 15-17 years and 6% at age 13-15 years. Increased aggressiveness seen higher in boys aged 14-18 years.
14% engage in "Teen Dating Violence"
Children should be educated in order to protect them.
Internet-violence is to model behavior and way of thinking. It increases the level of verbal and nonverbal aggression, beginning to manifest to other children or young peer ‘
Media treats the phenomenon of violence that is used against children in episodic. It has left without cover more moderate forms of various types of violence against children and is interested in severe forms. In many cases, the print and electronic media has treated this phenomenon without observing professional ethics, so noisy and profit.

SWOT Analysis

Options

Cooperation with associations, lifelong learning, licensed teachers, the school culture, the new high school curriculum .. professional potential, motivation of staff, education reforms, strategic plans, no ethnic discrimination, the school self-evaluation, ...

Limitations

Centralism AEM-RED-school, lack of psychologists, social administrators and security personnel, lack of activities, student government dysfunctional, untransparency , .... Lack of Child Advocate, incongruity traditional teachers, lack of information, lack of students in decision-making, and lack of training misuse their recently untransparency, ...

Achievements

Child code, public agencies reporting, psychological services, security personnel and psychologists, school uniforms, ...

Risks
Lack of facilities, poor success, abandonment, asocial and antisocial personality.

Conclusions
The absence of national legislation, national policies and structures consolidated.
Lack of readiness among professionals to talk about violence against children.
The low level of reported cases of violence due to weaknesses in the child protection system.
Clear differences between sectors in terms of identification, registration, reporting and referral of violence.
Low scores on tests of MH.

Recommendations

Commitment and action to strengthen national and local levels.
Prohibit any kind of violence against children and prioritize prevention.
To promote non-violent values and awareness raising.
To increase the capacity of all those staff who work with children.
Provide social services, psychological and counseling.
Establish reporting systems and services accessible and tailored to children.
Ensure participation of children.
Television is not a "baby sitter" - child care.
Society to be protected and not be influenced by material found in the media and Internet.
Reducing virtual time ektrakurikulare activities for a real product.
Reformation of the school's mission: education and social role.

Have Kills!

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New National Curriculum and the Impact in the Education Sector of Kosovo: Implications for Successful Implementation

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Abstract

In August 2011, the Ministry of Education, Science and Technology (MEST) adopted a new national curriculum. Among other concepts, the Ministry committed to focus on learning outcomes, competencies, differentiated learning, and learner centered education in the new national curriculum. The impact of these changes rippled across the education sector requiring professional capacity building within the Ministry of Education, redesigning teacher pre-service preparation program, re-structuring teacher in-service program, innovating staff development and teacher mentoring for professional capacity building in schools, re-writing textbooks and creating supporting teacher resource materials. It was calculated that it would take ten years to implement fully these curriculum concepts. The purpose of this paper is to analyse the consequences of a Decision to create new national curriculum across the education sector and determine the best approach to implement it.

History of New Curriculum Framework

In 2001, post-conflict Kosovo developed its first national curriculum. It might be best described as subject focused and based upon learning objectives. The emphasis in this original curriculum design was on what teachers would do as they developed learning objectives for their students in each subject area. Curriculum resources necessary for the implementation of the 2001 curriculum were developed over the next six years. However, the 2001 curriculum was never totally implemented. It was after the declaration of independence in 2008 that the Minister of Education announced that MEST would develop and implement a new curriculum that would meet the needs of this new republic.

A new curriculum framework was adopted by MEST in 2011 which focused on student competencies and learning outcomes. Currently, teachers mostly rely upon minimalist strategies of lecturing and assigning desk work to prepare students for final examinations. Teachers would have to revise their strategies. Instead of setting objectives for students to meet, they would create strategic learning activities that were designed to lead to students acquiring specific competencies. They would begin by imagining how learning activities would lead individuals to acquire different levels of competencies. These levels were organized in learning typologies, such as Bloom’s Taxonomy, where children would demonstrate knowing, understanding, applying, analyzing, evaluating and synthesizing. Guided by the Typology, teachers would create an array of learning activities that engaged students in learning through group work, debates, project work, paper writing and designing. This change from setting objectives for students to planning how to engage students in learning would ripple throughout the entire sector.

Implications for the System of Education in Kosovo

Today, the impact of the changes is spreading across all levels of the educational sector in Kosovo. Members of different institutions within the sector are gradually becoming aware of the significance that these changes will have upon them. These changes represent an opportunity for a traditional culture to become a more progressive modern culture characterized by tolerance of diversity and valuing individual achievement. In response to the Minister’s decision to create a new national curriculum, MEST refocused its efforts in all its departments as implications for the curriculum change became clearer.

The authors interpreted changes that were anticipated to be experienced at the different levels in the education sector against two major social science constructs: the perception of locus of control over the change (internal or
external); and source of motivation for the change (intrinsic or extrinsic). These two factors created a 2 by 2 matrix comprising of 4 cells (see Analysis section below). Each change was analyzed and placed in the cell that best described it. The results were then compared and implications were drawn to inform MEST how best to approach the changes.

Educational Sector: Ministry Level

Department of Higher Education: Two years ago, the university was required to respond to an external accreditation decision by the Kosovo Accreditation Agency (KAA) that revoked the accreditation of 8 of the 10 teacher preparation programs in the Faculty of Education. With the new curriculum framework in place, MEST had another reason to require the Faculty of Education to respond to the accreditation report of 2010. The Minister created a Commission to review the current structures and programs for teacher preparation at the university and as a result, he issued a Decision on restructuring teacher preparation programs which was supportive of the implementation of the new curriculum.

Teacher Training Unit: MEST required teachers to upgrade their skills to implement the curriculum as part of teacher licensing. As a result, MEST began to develop a system that recognized teachers' accomplishments. The Teacher Training Unit developed a new Management Information system to track in-service experiences that each teacher successfully completed. MEST began gathering professional and biographical data on 24,000 teachers in Kosovo to track teacher development activities and linked this with salary level and teacher licensing.

Curriculum Development Unit: Curriculum implementation documents and tools had to be developed in the Curriculum Development Unit at MEST. These documents included a Curriculum Framework which described the conceptual framework for the new curriculum; three Core Curriculum operational documents for all grade levels that defined learning outcomes and assessment criteria for each curriculum area and stage level; a Subject Syllabus Template to guide teachers to revise the existing syllabi; an

Table 1.0 Predicted changes at the Ministry of Education, Science and Technology Level

| External Locus of Control by Extrinsic Motivation | • Improve response to KAA accreditation report of 2010  
| • Improve quality of teacher licensing data |
| External Locus of Control by Intrinsic Motivation | • Adopt new AI TCP  
| • Develop curriculum implementation tools  
| • Create new pilots for syllabus development in schools  
| • Develop new Textbooks and Teaching and Learning Materials  
| • Accept Practice Teacher Mentoring activities toward teacher licensing hours |
| Internal Locus of Control by Extrinsic Motivation | • New Decision on Teacher Preparation |
| Internal Locus of Control by Intrinsic Motivation | • Create new Demand-driven process for Teacher Training  
| • Create role for MA (curriculum & teaching) students to be Interns in Curriculum Unit at MEST for their Candidacy Theses  
| • Create new Assessment (Subject and Stage) protocols |

Assessment Framework for monitoring learning and evaluating achievement; an Optional Curriculum document that provided a regulatory path for developing locally-developed curriculum at the school level; and a Monitoring and Evaluation program and Quality Assurance system to ensure the continuity and coherence of the course syllabi that would be developed. In addition, MEST authorized schools and teachers to pilot the Syllabus Template by revising the current course syllabi so they conformed to the assumptions and concepts of the new curriculum. By the end, syllabi for all 215 courses in seven curriculum areas would be developed, piloted, revised and finalized. Recognizing the current lack of capacity within the education system to implement the new curriculum, the Curriculum Development Unit would develop a strategy to invite graduate students in the Faculty of Education to conduct research in the area of curriculum and teacher development studying how teachers revised the course syllabi and piloted the changes in their classrooms. Graduate students the area of educational leadership development would study how school
directors developed learning cultures within their schools and mentored and coached teachers through the syllabus change process.

State Council for Teacher Licensing: MEST needed to address how to acknowledge the work of Mentor teachers who supervised practice teachers and discussed granting contact hours of professional development that would raise their teacher licensing level. The State Council for Teacher Licensing would revise the way it selected professional development training programs for teacher in-service by using a demand-driven model instead of a supply model. Teacher performance standards and minimum teacher competencies were identified for teacher licensing and were linked to the demand-driven process.

Assessment Unit: The Assessment Unit within MEST also had to respond to the Minister’s 2008 Decision to create a new curriculum. In the past, student assessment focused on final examinations and preparation for matura examinations after grade 12. With the new curriculum, the Assessment Unit would restructure assessment to include assessment for learning as well as assessment of learning; formative as well as summative assessment. Teachers would learn assessment criteria for topics (units) covered in classes and whole courses (subjects) as well as for the grade level and stages. They would learn to consistently gather data for learning assessment to guide them in revising their teaching strategies according to appropriate cognitive levels in Bloom’s Taxonomy. Writing tests and exams would no longer be sufficient to assess the levels of learning identified in Bloom’s Taxonomy. The Assessment Unit at MEST had to develop supporting regulations and appropriate strategies to free teachers and school directors from the existing ‘one final exam’ format and instead enable them to create multiple assessment activities to assess learning as required by the new curriculum.

Special Education Unit: The Special Education Unit at MEST responded to the mandate to implement a new curriculum. Underlying outcomes-based, competency learning is inclusion, and teachers would be expected to develop learning activities in their topics that optimize learning for all students with different abilities. Therefore teachers would adopt differentiated strategies to enable learners with a wide range of abilities. The Special Education Unit coordinated with pre-school level learning by developing learning standards and developing implementation guidebooks for pre-school education.

Vocational Education Unit: The Vocational Education Unit at MEST also developed parallel, modular-based curriculum that reflected the new curriculum framework. The Unit supported the development of Centres of Competence designed to meet needs of the labour sector in Kosovo. A Vocational Education Teacher (VET) In-service B Ed degree program would be developed to qualify VET teachers to be granted a teaching license.

Educational Sector: University Level

Rector’s Office: At the university level, actions tended to be reactive rather than proactive. In 2010 an Accreditation Team reported on the B Ed degree programs in the Faculty of Education where multiple programs failed to gain accreditation. In response to many recommendations made by the authors of the report, the Rector promoted closing 8 subject programs for lower secondary teaching and all the upper secondary programs that were offered by four different academic faculties. Instead, MEST agreed to create a new 3+2 consecutive program model for secondary teachers. This model would require aspiring secondary teachers to complete a 3 year academic degree in a teachable area through an academic faculty then apply to the Faculty of Education for a 2 year Master of Education professional degree. The M Ed degree would focus on pedagogy, methodology, assessment, learning theory, education foundations, educational psychology and teaching practice. The Faculty of Education would create this two year M Ed program by 2014. Reacting to MEST’s development of national teacher competencies for beginning teachers, the Faculty of Education would review all the B Ed degree programs and revise them to ensure they covered all the competencies in the national teacher competencies profile.

Table 2.0 Predicted changes at the University of Pristina

| External Locus of Control by Extrinsic Motivation | • Create new academic BA Degrees in two specializations as a route to a new 3+2 consecutive secondary teacher preparation |
| External Locus of Control by Intrinsic Motivation | • Revise B Ed Pre-service degrees to meet TCP standard |
| | • Create new M Ed Degree for Secondary Teachers |
| | • Revise MA (Leadership and Curriculum & Teaching) degrees in readiness for Accreditation |
| | • Create new B Ed In-service degree for VET |
| Internal Locus of Control by Extrinsic Motivation | • Minister’s Decision on Teacher Preparation  
• Consolidate all Teacher Preparation programmes under Faculty of Education  
• Close the B Ed In-service degree (Higher Pedagogical School trained teachers) |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Internal Locus of Control by Intrinsic Motivation | • Redesign the Practice Teaching 22 week programme  
• Revise the Mentor training programme to support the Practice Teaching 22 week programme |

The Minister formally mandated the Rector to implement changes through a Decision signed in July 2012. Most of the terms of the Decision involved changes at the university or the faculty level. The decision focused on increasing quality of performance of new teachers entering the teaching profession. The university was mandated to move all teacher preparation programs into the Faculty of Education. This would bring together people who understood the concepts of the new curriculum and who had capacity to support its implementation.

**Dean’s Office:** The Faculty of Education would review and revise its two MA degree programs in readiness for accreditation in 2013. A major issue that existed with these programs was that while the Faculty could offer 60 ECTS of coursework, they did not possess the capacity to mentor students through 30 ECTS of candidacy which included a research project and thesis writing. There were over 350 students who were ready to move to the candidacy phase but there were less than 10 mentors, professors who could supervise them. The Faculty considered naming co-mentors, young professors without PhD’s, to provide supervisors for these 350 graduate students to complete their degrees successfully. The Faculty was given a mandate to create a VET in-service teacher preparation program by 2014 to ensure that VET teachers have the capacity to implement the new modular VET curriculum.

MEST determined that an existing in-service program would have largely met its goal to provide an opportunity for practicing teachers with 2 year diplomas from Higher Pedagogical Schools to upgrade to a 4 year B Ed degree. This program might be closed, which would have the impact to release a number of professors back into the Faculty of Education so it could better respond to the 2010 Accreditation Report.

MEST required that the Faculty of Education review its practice teaching program. Student teachers were required to successfully complete 22 weeks of practice teaching over a 4 year B Ed degree. Currently too many students were enrolled in the programs and most did not experience more than 16 weeks of practice teaching, and when they did they were most often in groups of up to 10 colleagues who had nowhere to sit so they stood at the back of the classroom observing the teacher. Rarely was a mentor teacher assigned one student. A more effective practice teacher program would build the capacity of teachers to implement the curriculum in the future.

**Educational Sector: Municipal Level**

**Director’s Office:** At the level of Municipal Education Districts (MEDs), officials reacted to the announcement of the new curriculum by changing many regulations which guided the work of school directors and teachers. One of the first changes was to create regulations to give teachers and school directors authority to evaluate student learning using formative and summative processes. School directors would encourage teachers to create innovative ways to assess student learning day to day, consistently and accurately. MED officials would support teachers learning to write deep and rich behavioral descriptions that could be used to evaluate student affective and psychomotor learning by participating in debates or class presentations. Another change for the MED was to authorize school directors to create annual development plans which would enable planning for staff development activities throughout the year.

Municipality officials would emphasize to school directors that they must learn to become an ‘educational leader.’ In addition to the more easily understood and traditional roles of ‘administering’ and ‘managing,’ school directors would learn the art of leading. The MEDs would provide regulations that captured the art of leading and insist on school directors practicing it. Educational leadership might be best described as leading by doing and motivating teachers through trust, caring and morality. School directors would need to shift from traditional monitoring and evaluating roles to that of mentoring and coaching. In order to implement the curriculum throughout the MED, school directors would create learning cultures in schools where teachers experimented with the best way to engage students in learning activities. When experiments did not work, school directors would ensure teachers were praised for their efforts and not only when successful.
### Table 3.0 Predicted changes at the Municipality Level

<table>
<thead>
<tr>
<th>Locus of Control by Intrinsic Motivation</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External</strong></td>
<td>- Create new regulations for formative assessment (subject) and summative assessment (stage)</td>
</tr>
<tr>
<td></td>
<td>- Create regulations for school directors to create an annual school development plan</td>
</tr>
<tr>
<td><strong>Internal</strong></td>
<td>- Create new mentoring and coaching roles for school directors</td>
</tr>
<tr>
<td></td>
<td>- Create new school-based staff development regulations for school directors</td>
</tr>
</tbody>
</table>

It was commonly understood that it was not practical to implement a national curriculum through countless workshops offered throughout the country. Instead, MED officials would create regulations to mandate annual school-based staff development plans. School directors would become leaders, and teachers on staff would become experts to support various aspects of the new curriculum design. The school would become a professional organization where experimentation by teachers was recognized by colleagues and thus teachers would be rewarded. Teachers could gather into groups to share their ideas about learning activities and help each other by collecting materials and engaging in peer-mentoring or peer-coaching.

**Educational Sector: School Level**

**School Director’s Office:** The school level directly functions to support teachers and students. Most communication with parents and the local community occurs at this level. In response to initiatives by the MED, school directors determined professional development training within the school based upon the needs of individuals, groups of teachers and the overall school staff. Using a demand-driven model, the school community would decide what support they required and the director would identify teachers on staff who could provide it or would seek resources through the MED.

### Table 4.0 Predicted changes at the School Level

<table>
<thead>
<tr>
<th>Locus of Control by Intrinsic Motivation</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External</strong></td>
<td>- Revise selection of professional development training to a demand-driven model</td>
</tr>
<tr>
<td></td>
<td>- Develop regulations to authorize promotion meetings that include teachers who discuss the ‘whole’ child</td>
</tr>
<tr>
<td></td>
<td>- Develop storage for teaching materials for each teacher</td>
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<tr>
<td></td>
<td>- Develop strategies for providing space to teachers who are off shift</td>
</tr>
<tr>
<td></td>
<td>- Develop a shift/grade strategy i.e., shift 1 = 0,3,4,7,8, shift 2 = 1,2,5,6,9</td>
</tr>
<tr>
<td><strong>Internal</strong></td>
<td>- Revise formative assessment procedures at the subject level for teachers</td>
</tr>
<tr>
<td></td>
<td>- Develop new mentoring and coaching roles for school directors including expectations to motivate intrinsically, nurture self-worth, interact in authority, use empathy</td>
</tr>
<tr>
<td></td>
<td>- Develop trainings for school directors to build supporting climates and learning cultures</td>
</tr>
<tr>
<td></td>
<td>- Develop expectations to encourage teacher experimentation with new learning activities</td>
</tr>
<tr>
<td></td>
<td>- Create Internships for MA (Leadership) students who are candidates writing theses</td>
</tr>
</tbody>
</table>

A fundamental principle for staff development is to optimize learning conditions for each learner, that is, to consider the whole child. This principle is especially important in summative assessment of learning. The school director would establish protocols for promoting students from one grade to another, one stage to another. Included in this protocol would be promotion meetings which involved all teachers and an educational psychologist who would consider the continuous assessment data of teachers, home situation information, and personal abilities for each student. The school
director would consider students one grade at a time. Once the decision of promoting was recorded for each student in one grade, the school director would then review each student on the roster for the next grade until all students in the school were considered.

Competency-based teaching and student-centered approaches require teachers to develop learning activities that use many different teaching materials. As a consequence, school directors need to find sufficient space for teachers to store their teaching materials. In Kosovo, the fact that many schools were scheduled in shifts made it more difficult to find the necessary space for storage and use of teaching materials in school laboratories cabinets. School directors developed strategies that took account of the time that school facilities were used by various groups and classes. One proposal was to organize schedules in such a way that grades 0, 3, 4, 7 and 8 were in the first shift and grades 1, 2, 5, 6 and 9 were in the second shift. This schedule enabled the school director to schedule science labs for lower secondary classes in both shifts and organize the available space in the school building more efficiently and effectively.

The new Kosovo Curriculum Framework with its new approach based on competences and learning outcomes required teachers to change the way they use formative assessment with students. Teachers would revise their practice to include regular and frequent formative assessment strategies to ensure that students achieved the core competencies. Tests or final exams simply measure the lower levels of the cognitive domain of Bloom's Taxonomy of knowledge and understanding. The new curriculum was competency-based that included learning knowledge, skills, attitudes and values. In addition to the tests and final exams that measured student knowledge and levels of understanding, teachers would use other assessment methods to measure skills, attitudes and values of students. This change of practice was deeply fundamental to how teachers embraced the new curriculum. If teachers failed to adopt multiple assessment practices the new curriculum would not be implemented.

School directors would shift from traditional monitoring and evaluation roles to mentoring and coaching roles to support teachers to understand and apply the concepts in the new curriculum. To shift to mentoring and coaching, school directors would become comfortable being in close, supportive relationships with teachers. They would focus daily on intrinsic motivation, for instance, wanting to make changes because the results would optimize learning for students.

School directors would shift their style from controlling and compliance, to providing teachers with opportunities to change so students could learn better. Teachers who experience self worth during a change event have a potential of achieving sustainable professional development and life-long learning, whereas teachers who are forced to comply will not.

School directors would learn to relate to teachers more empathetically at a human level and less from a traditional status or hierarchical level. As a consequence, teachers would more likely follow the lead of empathetic school directors out of respect for their values and substance of character. School directors play a critical role in determining the type of culture that evolved within schools. Relating with teachers through care and cooperation instead of control and compliance creates school cultures that supported learning, and makes it safe for teachers to take risks and experiment with the new curriculum.

School directors could take advantage of the new curriculum and invite graduate students studying educational leadership at the Master level to come to their school to observe the interactions amongst the school director, teachers and students as they experimented with implementing the new curriculum. As an outside observer, graduate students could provide valuable insight and feedback for the staff to consider.

Educational Sector: Classroom Level

Table 5.0 Predicted changes by Teachers at the Classroom Level

<table>
<thead>
<tr>
<th>External Locus of Control by Intrinsic Motivation</th>
<th>Restructure assessment to meet Core Learning Outcomes for Subject and Stage levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Locus of Control by Intrinsic Motivation</td>
<td>• Develop opportunities for teachers to experiment with different learning activities in their classrooms</td>
</tr>
<tr>
<td></td>
<td>• Develop the expectation that teachers will share with each other</td>
</tr>
<tr>
<td></td>
<td>• Develop the expectation that teachers will seek support of their school directors in developing differentiated learning activities</td>
</tr>
<tr>
<td></td>
<td>• Require teachers to gather new teaching and learning materials to support learning activities</td>
</tr>
<tr>
<td></td>
<td>• Develop expectations for teachers to engage professional development and to be</td>
</tr>
</tbody>
</table>
Teachers are builders of the curriculum. All other professionals in the educational system are architects or suppliers. Those in the MEST Curriculum Development Unit were the architects who designed the curriculum and identified the assumptions and concepts within the design. Others in MEST provided supportive operational guidelines, textbooks or teaching and learning resource materials. The Municipal Education Districts (MEDs) staff and school directors provided direction, mentoring and coaching in support of teachers. But it was the teacher who would use formative assessment to determine not only how well students learned, but to determine how well the learning activity worked. In addition the teacher would learn how to assess summative student learning at the end of the year and at the end of the curriculum stage, to determine whether the student was ready to move to the next level of school.

Teachers share their ideas about possible learning activities with colleagues. In doing so, they would be acting professionally and contributing to a safe, risk-free learning school culture. In Kosovo teachers would respond more positively to their director’s role as mentor and coach, rather than monitor and evaluator. Working in a risk-free school culture, teachers would feel safe to share their failures as well as their successes for they would understand that as professionals they learned from their mistakes.

Teachers would constantly be on the lookout for new materials that might support learning activities and end up collecting many boxes of materials in the process for each of their courses. They would learn to share materials with colleagues and to rotate responsibilities to lead in monthly staff development activities scheduled by the school director.

Finally, teachers could gain experiential knowledge of concepts related to child-centered and outcomes based learning. They would gain a deep understanding of constructivism and related concepts of validity of multiple realities because of their experimentation. Differentiated learning strategies would no longer be just an abstract idea, rather it would be something teachers practiced daily as they considered individual needs of students in their classrooms. Teachers would begin to feel comfortable with giving up control of learning to the learner, and facilitate activities that were designed to achieve learning of specific outcomes and competencies. Teachers would be able to successfully implement the subject syllabus by the end of the year by skillfully guiding students’ learning through planned activities.

Analysis

We considered the impact of the new curriculum framework as it would be felt throughout the educational sector. In each case, implications of the change were placed in a category depending upon type of Locus of Control and type of Motivation. For example, structural changes were placed in a category characterized by an external Locus of Control whereas changes in teaching practice were placed in a category characterized by intrinsic motivation. In the graphic below the changes were approximately equal between external and internal Locus of Control (20/22) whereas the changes were substantially different between extrinsic and intrinsic Motivation (7/35).

This finding suggested that MEST should focus on motivating members of the educational sector using intrinsic means. It could focus on ‘WHY’ the changes were necessary, and urge educators to establish a greater sense of urgency for change by focusing on critical principles like optimizing student learning, conforming with the Bologna Standards and enabling students to study across Europe and the world, and providing learning experiences that lead to graduates possessing high level skills, knowledge and attributes required for Kosovo to take its place amongst the nations of the world. MEST could urge school directors to identify ‘early adopters’ amongst teaching staff to create a coalition of change agents who could coach and mentor their colleagues. School directors could develop a vision for a preferred future state and communicate to teachers and members of the community a strategy to achieve this vision. They could empower teachers to mentor and coach their colleagues to implement the changes. They could create strategies to achieve ‘quick wins’ so community members and teachers can see the benefits of change. Through these actions, educators would shift from centralist control to school-based self-determination. Drawing upon collegial coaching and mentoring, teachers and school directors would emphasize the importance of staff development within safe and caring cultures founded upon the value of cooperation and acceptance of differences. In the end, to implement the curriculum successfully, teachers and school directors would find their own solutions to the change.
process, diminishing reliance upon so-called ‘outside experts’ who would otherwise visit schools and provide trainings and workshops.

Table 6.0 Number of changes predicted by Type of Motivation and Locus of Control

<table>
<thead>
<tr>
<th>TYPE OF MOTIVATION</th>
<th>EXTRINSIC</th>
<th>INTRINSIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXTERNAL LOCUS OF CONTROL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEST</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>University</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>MEDs</td>
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<td>2</td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Teacher</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>FUNCTIONAL PARADIGM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEST</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>University</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>MEDs</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>School</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Teacher</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>INTERNAL LOCUS OF CONTROL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEST</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>University</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>MEDs</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>School</td>
<td>0</td>
<td>5</td>
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<tr>
<td>Teacher</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>EXCHANGE PARADIGM</td>
<td></td>
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</tr>
<tr>
<td>MEST</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>University</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>MEDs</td>
<td>0</td>
<td>2</td>
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<tr>
<td>School</td>
<td>0</td>
<td>5</td>
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<tr>
<td>Teacher</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>SYMBOLIC INTERACTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEST</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>University</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>MEDs</td>
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<tr>
<td>School</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Teacher</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Discussion

Most of the changes that will be made within the educational sector in Kosovo to implement the new curriculum framework are predicted to be based upon intrinsic motivation. That is, educators will be motivated to make the changes because they believe in them and support the final vision. This vision will include an educational system that optimizes learning for all regardless of race, ethnicity, gender, abilities, or socio-economic status. It will include an educational system that is recognized by nations throughout the world enabling graduates to study overseas. And finally, it will include an educational system whose graduates possess needed knowledge, skills and attributes required by Kosovo to take its place with developed nations of the world.

Teachers are the implementers of the new curriculum while all other members in the educational sector are supporters. Teachers will implement changes if they experience self worth, a sense of efficacy, adequacy and security in relationship with their school directors and amongst colleagues in their schools. These experiences are possible if school directors are perceived by teachers to be consistent and principled: to act as mentors and coaches; to care about teachers and students; to consistently demonstrate educational leadership skills; and, to function for the benefit of student learning. School directors who communicate these principles congruently through structural, official and personal actions will influence teachers the most. These teachers will change their practice because they are attracted to the substance of character demonstrated by their educational leaders. The new curriculum will be implemented successfully if teachers are intrinsically motivated.

\footnote{Model-Paradigme}
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Globalizimi dhe Perspektiva e Marrëdhëniesi Ekonomike Turqi-Shqipëri

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Abstrakt


Fjalë kyç.

Inflacion, papunësi, Prodhimi Brendshëm Bruto(PBB, rritje ekonomike, bilanci tregëtar, deficit, politika fiskale, politika monetare, marrëdhënësi ekonomike, ekonomi e hapur, etj.

Hyrje

zënë një peshë të vogël. Turqia qarkullon në Shqipëri një kapital prej 420 milionë $, ndërsa Shqipëria eksporton në Turqi mbi 130 milionë $ vlerë të mirash. Në historinë tonë të përbashkët kanë lënë gjurmë qeveritar, ushtarake, njerëz të letrave, intelektualë dhe artistë shumë të vyer me origjinë shqiptare. Në Perandorinë Osmane ka pasur 28 sadrezemë (kryeministër) dhe 36 vezirë (ministra) me origjinë shqiptare. Mehmet Akifi, autori i himnit për popullinë që në të njëjtën kohë konsiderohet një nga njerëzit më të shquar të letrave në Shqipëri, janë të dy me origjinë shqiptare". Duke parë zhvillimet e sotme të dy vendeve, janë krijuar kushtet dhe mundësitë që marrëdhëniet ekonomike midis tyre të intensifikohen duke fituar kohën e humbur. Është kjo arsye e ndërtuar të dy ekonomive dhe do shikohen perspektivat e mëtejëshme të bashkëpunimit të tyre.

**Metoda**

Për dorë e nëntë material është ajo e pershkrimi, e krahasimit, e analizës dhe e sintezës.

**I. Një vështrim mbi ekonominë turke dhe shqiptare**

**a. Ekonomia Turke**

Republika e Turqisë në vitin 2013 ishte fuqia e parë ekonomike në Lindjen e Mesme duke kaluar edhe shtete të tilla si Irani dhe Arabia Saudite. Është fuqia e gjashtë ekonomike në Europë dhe fuqia e pesëmbëdhjetë në botë, anëtar i G20 dhe i Bashkimit Evropian. Turqia ka nisur zyrtarisht negociatat e së parë të pranimit me BE në tetor 2005. Në vitin 2010, Turqia arriti një rritje të GDP-së prej 9.1 %, shfërë kjo më e lartë se ajo e Brazilit me +7.5 % dhe e Germanisë me 3.7 %. Struktura e prodhimit në Turqi karakterizohet nga një mbipërfaqësim të industrisë dhe bujqësisë dhe një nënpërfaqësim nga shërbimet. Turqia është një vend industrial megjithëse për shkëtuar me origjinën e tyre në bashkëpunim të dy vendeve, janë krijuar kushtet dhe mundësitë që marrëdhëniet ekonomike të intensifikohen duke fituar kohën e humbur.

**Zhvillimi i ekonomisë turke**

- Turqia ka një popullsi rurale më të lartë se ajo europiane. 30.2% e popullsisë së të njerëzit të përdoret edhe shtete të tilla si Irani dhe Arabia Saudite. Shqipëria ishte më të vogël se Turqia, me 10.5% të vendit të dy vendeve, por janë të shtretur me origjinën e tyre në bashkëpunim të dy vendeve. Për këtë arsye janë krijuar kushtet dhe mundësitë që marrëdhëniet ekonomike të intensifikohen duke fituar kohën e humbur.

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Në vitin 2008, toka e ujitur në Turqi përfaqësonte 13,3% të totalit të tokës bujqësore. 

B. Industria

Turqia, në vitin 2012 ka zënë vendin e 16-të në aspektin e prodhimit global industrial. Industria turke është e zhvilluar por ka një shpërndarje të pabarabartë në të gjithë vendin, 22.8 % e popullsisë që jeton duke punuar në industri mbetet e përqendruar në qytetet e mëdha turke.

- Industria e tekstilit është ndër më aktivat.
- Turqia renditet e 10-ta në listën e vendeve për prodhimin e çelikut. Në vitin 2010, prodhimi i përgjithshëm i çeliku ishte 29 milion ton.
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- Industritë kryesore janë; industria e tekstileve, përpunimi i ushqimeve, i automjeteve, i elektronikës, i minierave (qymyr, krom, bakër, bor), industria e çelikut, naftës, ndërtimit, drurit, letrës, ndërtimit të anijeve, etj.

C. Tablo e disa treguesve kryesorë ekonomikë.

- Prodhimi i Brendshëm Bruto (barazi nominale)PBB 1 046 miliardë $ (2012) (OCDE).
- Prodhimi Brendshëm Bruto(PPP) 1 142 miliardë $ (2012).
- Produkut Kombëtar Bruto (GNP) : 671 miliardë € ose 794.5 miliardë $ (sipas PPP) (2012).
- Inflacioni (IÇK) 6,16 % (2012).
- Norma e papunësisë 8,6 % (Prill 2013).
- Borxhi publik 34,5 % i PBB-së (2012).
- Borxhi i jashtëm 350 miliardë $ (2012).
- Të ardhurat publike 178 miliardë $ (2012).
- Shpenzimet publike 189 miliardë $ (2012).
- Déficiti publik 2,1 % i PBB-së (2012).
- Partnerët më të mëdhenj tregtarë: Bashkimi Evropian me 46 %. Turqia është partneri i shtatë tregtar i BE-së. Rusia me 10.9 %, Shtetet e Bashkuara me 4.4 %, etj.
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- Eksportet e Turqisë me BE-në në 2007: 44.2 miliardë €
- Importet e Turqisë me BE-në në 2007: 50.2 miliardë €
Deficitet tregtar me BE-në në 2007: 6 miliardë €
Prodhimi industrial zë 30% të PBB-së, shërbimet zënë 60 % dhe bujqësia 10 %.
Produktet industriale zënë 94.8 % të eksporteve, kryesisht përfaqësohen nga veshje, tekstile, paisje elektrike, pjesë për automjete, çelik, xham, etj.

Ekonomia turke nivel botëror. Turqia;
- Zë vendin e 1 në prodhimin e lajthive, frutave, qershive dhe të thatave (fiq, rrush, kajsi),
- Zë vendin e 6 në prodhimin e çëntimos,
- Zë vendin e 2 në prodhimin e leshit të xhamit,
- Zë vendin e 2 në eksportin e bizhuterive,
- Zë vendin e 6 në eksportin e veshjeve, është më i pasuri në biodiversitet dhe tregu më i madh në zhvillim,
- Për kursete kombëtare bruto zë vendin e 72-të,
- Për përqindjen e rritjes ekonomike zë vendin e 117-të,
- Për GDP/frymë (PPP) zë vendin e 90-të,
- Për madhësinë e GDP(PPP) në botë zë vendin e 17-të.

Ekonomia turke në nivel europian. Turqia;
- Zë vendin e 1 në prodhimin e televizorëve,
- Zë vendin e 4 në prodhimin e pjesëve për automobila,
- Zë vendin e 1 në prodhimin e plehrave kimike,
- Zë vendin e 3 në prodhimin e gelikut,
- Zë vendin e 3 në prodhimet e qeramikës,
- Zë vendin e 6 në fabrikimin e firmorëve,
- Zë vendin e 8 në prodhimin e anijeve.

Në Turqi:
- Flukset hyrëse neto të kapitalit të huaj: 8 miliard € në vitin 2005 (+240 %), 16 € në vitin 2006 (+87.5 %), 16 € në vitin 2007 (+9.8 % në $)
- Veprojnë 18 000 kompani në pronësi të huaj, një e treta e bankave dhe një e katërta e 500 kompanive më të mëdha janë të huaja.
- Investimet turke direkte në 50 vende kanë ardhur vazhdimisht në rritje (7 miliardë € në vitin 2007).
- Norma e taksës është 20% për ndërmarrjet (sa mesatarja OECD).
- Turqia është një shoqëri informacioni me rritje të shpejtë: Turqia ka: 35% rritje në vit në shitjen e kompjuterave. Janë 22 kompani turke ndaj 500 kompanive të NTIC që janë shumë efikase.
65 milionë abonentë GSM.
19 milionë përdores të internetit.
30 kanale televizive në nivel kombëtar.
250 kanale televizive në nivel lokal, etj.
- Privatizimi. Privatizimet në 5 vitet e fundit kanë kapur vlerën 17.9 miliardë €.

D. Dinamika e treguesve kryesorë makroekonomikë.
Në këtë pjesë analizohen treguesit kryesorë makroekonomikë si PBB, norma e inflacionit, norma e papunësisë etj. Jepen të dhëna në shifra absolute, në shifra relative duke i mbështetur edhe me grafikët përkatës.
A. Dinamika e PBB.

Dinamika e PBB në përqindje për vitet 2005-2013 paraqitet si më poshtë:

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<tr>
<td>GDP</td>
<td>8.4</td>
<td>6.9</td>
<td>4.7</td>
<td>0.7</td>
<td>-4.8</td>
<td>9.2</td>
<td>8.5</td>
<td>2.6</td>
<td>3.4 (II)</td>
</tr>
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Nga të dhënat shihet qartë se ekonomia turke ka një qëndrueshmëri në rritjen ekonomike. Edhe në periudhën e recessionit ajo ka pasur tregues pozitivë.

B. Dinamika e Inflacionit në përqindje.

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<tbody>
<tr>
<td>Inflacioni</td>
<td>10.1</td>
<td>10.5</td>
<td>8.8</td>
<td>10.4</td>
<td>6.3</td>
<td>8.6</td>
<td>6.5</td>
<td>8.9</td>
</tr>
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Norma e inflacionit ka qënë e pastabilizuar, megjithëse vërehen tendenca të rënjes së saj. Kjo është e lidhur me shkallën e rritjes ekonomike. Turqia është një vend që ka pranuar të ketë normë të lartë inflacioni në funksion të rritjes së ritmit të Prodhimit të Brendshëm Bruto.

C. Norma e papunësisë

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<tbody>
<tr>
<td>Np%</td>
<td>10.6</td>
<td>10.2</td>
<td>10.2</td>
<td>10.9</td>
<td>14</td>
<td>11.9</td>
<td>9.8</td>
<td>9.2</td>
<td>9.4</td>
</tr>
</tbody>
</table>

Éshtë e stabilizuar me tendenca në rënje. Këta tre tregues kryesorë flasin qartë për qëndrueshmërinë e ekonomisë turke dhe perspektivat pozitive të saj.

Disa nga arsyet e rritjes së ekonomisë turke.

- Prania e një tregu të madh të brendshëm. Turqia ka mbi 75 milionë konsumatorë dhe konsumi privat është mbështetur në shtimin e fuqisë blerëse. Turqia ka një rritje të PBB-së për frymë me 7.8% ndaj 1.4 % që e ka Britania e Madhe.
- Investime të mëdha. Ato përfaqësojnë një pjesë të konsiderueshme të PBB-së. Në vitin 2010 zinin 20 % kundrejt 17.3% që përfaqësonin në Gjermani.
- Turqia ka rritur hapjen e saj ekonomike duke nënshkruar një seri të MTL-ve. Duke vepruar kështu, ajo ka çelur mundësi të reja për kompanitë e eksportit duke favorizuar përjasjen e tyre ndaj lëndëve të para.
- Qeveria turke ka një politikë të heqjes së vizave me vendet e treta për të lehtësuar eksporimin e kryetarëve të kompanive turke. Me rastin e përjetorit të 100-të të Republikës së Turqisë në vitin 2023, objektivi i qeverisë turke është që të arrijë 500 miliardë dollarë eksporte.

E. Marrëdhënie e Turqisë me botën.

Në këtë pjesë na jepet një pasqyrë e përgjithshme e disa vendeve Europiane të ndihmuar e dëını në disa vende të botës. Vendit që jetojnë në disa vende të botës, kështu:

- Turqia është tregu i pesë më i madh i eksportit për BE-në.
- Turqia është i gjashë kështu që në BE-së i eksportue franceze (pas Shteteve të Bashkuara, Zvicrës, Kina, Japonisë dhe Rusisë).
- Turqia është i shtati klient (jo i BE-së) furnizues i Francës (pas Kinës, Shteteve të Bashkuara të Amerikës, Rusisë, Japonisë, Zvicrës dhe Norvegjisë).
- Në Turqi çdo rritje në eksporte me 100$ shoqërohet me një rritje të importeve me rreth 138$.
- Ndërmjet viteve 2002 dhe 2010, Turqia ka tërhequr mbi 130 miliardë $ investime të huaja. 75 % e IHD-ve kanë qënë nga kontinenti evropian.
- Ndërmjet viteve 2000 dhe 2010 kontraktorët turq kanë realizuar mbi 130 miliardë $ investime jashtë vendit. Kontinenti evropian është destinacioni kryesor për investimet turke me rreth 62 %, Azia kap 27% të investimeve të huaja turke, Amerika 7 %, Afrika 3 %. Azerbajxhani është vendi i lehtë për përqëndrimin më të lartë të IHD-ve turke me 21 %, Holanda me 20 %, Gjermania me 20 %, Malta me 8% dhe SHBA me 7 %.
- Ndërmjet viteve 2000 dhe 2010, borxhi i jashtëm i Turqisë është mirë shërbye.
- Në vitin 2010, borxhi i jashtëm i Turqisë arriti në 294 miliardë $. Struktura e borxhit të jashtëm ka evoluar në masë të madhe. Pjesa e borxhit publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publik publi
Shqipëria ka arritje në fushën e legjislacionit, në fushën e ndërëmit të institucioneve, në procesin e privatizimit, në shkatëllën e hapjes me botën e jashtme, në marrëdhënien ndërkombëtare dhe në sektorin financiar.

Në Shqipëri pas viteve 90 u krijua një legjislacion i ri bashkëkohor, përëndimor, në përputhje me parimet e ekonomisë së tregut në të gjitha fushat, në procesin e privatizimit, në marrëdhënien ndërkombëtare dhe në sektorin financiar.

Të gjithë legjislacionet e mbështetë të mënyrë të ndryshme të rëndësishmërisht në fushën e ndërtimit të institucioneve përkatësisht dhe në fushën e procesit të privatizimit, në marrëdhënien ndërkombëtare dhe në sektorin financiar.

Për paraparët e dyshonin flativet e ndërtimit të institucioneve të drejtpërdrejtuar në fushën e fiskalit dhe e të marrëdhënieve të mëtejshme zëvendësueshme që shpallin një rëndësi të ndryshme në ndonjë herë.


c. Dinamika e PBB-së

Shqipëria duke përpashtuar vitin 1997 në të gjithë vitet e tjera ka pasur ndihmë e papërra dhe si pjesë e procesit të privatizimit, në marrëdhënien ndërkombëtare dhe në sektorin financiar. Shqipëria duke përpashtuar vitin 1997 në të gjithë vitet e tjera ka pasur ndihmë e papërra dhe si pjesë e procesit të privatizimit, në marrëdhënien ndërkombëtare dhe në sektorin financiar.
nëntokësore, në sektorin e bujqësisë, infrastructures, etj.

2. Inflacioni

<table>
<thead>
<tr>
<th>Emërtime</th>
<th>2008</th>
<th>2009</th>
<th>210</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norma në %</td>
<td>2.2</td>
<td>3.7</td>
<td>3.4</td>
<td>1.7</td>
<td>1.6</td>
<td>1.6(07)</td>
</tr>
</tbody>
</table>

Norma e inflacionit është një nga treguesit kryesorë që ka qënë vazhdimisht e realizuar sipas parashikimeve të Bankës Qendrore 3+-1%. Arsyje kryesore e realizimit të këtij treguesi është se në përgjithshëm ai varet nga inflacioni i importuar dhe jo nga aspekti monetar.

3. Papunësia

është karakteristikë se numri i të punësuarve nga vitit 2009 nuk ka pasur ndonjë ndryshim por ka qënë 142 mijë. Norma e papunësisë ka ndryshuar për shkak të fluktioneve në zërin "brenda moshës së punës" si dhe për shkak të migracionit. Në përgjithshëm vjen këto ndikime të grupimeve perkatëse.

- Të punësuarit në sektor të shtetëror nuk kanë ndryshuar në numër për të ndikuar në normën e papunësisë.
- Në sektorin privat jo bujqësor kemi këtë rritje të lehtë në vitin e fundit.
- Sektori bujqësor është sektor i pa identifikuar pasi të gjithë ata që janë në fshat konsiderohen si të vetë punësuar por që në fakt askush prej tyre nuk derdh kontribute të sigurimeve shoqërore.

Rritja faktike në Shqipëri për gjykimin tim që gjithë shprehjen e vet në normën e papunësisë, nëse kemi shtim të të punësuarve atëherë kemi edhe rritje ekonomike.

Norma e papunësisë në përqindje sipas viteve:

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Vitet</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Shkalla e papunësisë</td>
<td>12.7</td>
<td>13.6</td>
<td>13.5</td>
<td>13.2</td>
<td>12.8</td>
<td>12.8(II)</td>
</tr>
</tbody>
</table>

II. Marëdhëniet ekzistuese midis Turqisë dhe Shqipërisë.

Recesioni dhe kriza financiare kanë ndikuar që lista e shtetëve që investojnë në Shqipëri të përmbyet dhe për herë të parë Kanadaja të ndihmohej në disa vende të ndihmës për investimet e huaja në Shqipëri. Rieditja e ndikimeve përveç të investimeve në ekonominë shqiptare është: Kanadaja me 566 milionë euro, Greqia me 525 milionë euro, Austria me 472 milionë euro, Italia me 372 milionë euro, Turqia me 282 milionë euro dhe Gjermania 85 milionë euro.

Turqia ka mbetur gjatë këtyre viteve thuajse në të njëjtën pozicion. Investimet Turke zënë 8-9% të totalit të investimeve, ajo ka investuar afërësisht 1.3 miliardë euro në Shqipëri që zënë rreth 10% të investimeve që ajo ka kryer në rajon.

Sa ju përket investimeve të Turqisë në Shqipëri, Kosovë, Malin e Zi, Bosnjë Hercegovinë dhe Sërbi.

Sipas Institutit Statistikor Turk, vëllimi total i eksporteve të Turqisë për vitin 2008 në vendet e Ballkanit, përshkruar Greqinë, Rumaninë, Bulgarinë, Shqipërinë, Kroacinë, Bosnjë dhe Hercegovinë, Kosovën, Maqedoninë, Malin e Zi dhe Sërbi ka mbetur këtë vëllim të ndihmëve për investimet të huaja në Shqipëri që zënë rreth 10% të investimeve që ajo ka kryer në rajon.

Eksportet turke në Shqipëri

Shqipëria renditej në vendin e 70-të sa i përket eksporteve turke për vitin 2012.

Eksportet e mallrave turke në Shqipëri në vitin 2012 ishin 255 milion $, 5.4 % më pak se në vitin 2011.

Kategoritë kryesore të eksportit për vitin 2012 ishin: hekur dhe çeliku, fije tekstili, pëlqura, artikuj, drithërat dhe përgratjet e drithërave, makineri elektrike dhe aparate; artikuj të veshjeve dhe aksesorë të veshjeve.
Importet turke nga Shqipëria.


Bilanci tregtar. Suficiti tregtar i mallrave midis Turqisë dhe Shqipërinë në vitin 2012 ishte 156 milion$. Shqipëria është një treg premtues për kontraktorët turq. Firmat turke kanë mbajtur dhe po mbajnë 19 projekte në Shqipëri deri tani me një vlerë totale prej 717.000.000 dollarë.

Turqia dhe Shqipëria kanë është një që të gjitha fushat e bashkëshme. Kategoritë kryesore të mallrave është: hekuri dhe çeliku; metal, xhiron, ferite dhe skrap metali; lëkurat dhe lëkurat e papërpunura, pajisjet e transportit dhe plastika në formë primare.

III. Perspektiva e marrëdhënieve ekonomike turko-shqiptare

A. Çfarë ofron Shqipëria ndaj botës dhe ekonomisë turke në veçanti?

- Regjistrimi i biznesit: Qysh nga viti 2007, regjistrimi i biznesit bëhet brenda një dite në Qendrën Kombëtare të Regjistrimit (QKR) për më pak se 1 euro dhe numri i hapave për fillimin e një biznesi të rë shkurtuar

- Arsimi i mesëm: 100 %. Në vitin 2011, 97 % e këtij objektivi është arritur.
- Arsimi i mesëm: 100 %. Në vitin 2011, 74 % e këtij objektivi është arritur.
- 36 500 km autostradë të ndarë.
- TGV 10 000 km rrjet.
- Ndërtimin e avionëve kombëtare, për civilë dhe gjyjet.
- Industri Autonome ushtarake.
nga dhjetë në pesë ditë.

- **Procedurat e licensimit:** Procedurat e licensimit në sektorë të ndryshëm të ekonomisë janë thjeshtësuar përmes krijimit të Qendrës së Licensimit të Biznisit, në mua janë të kërkuar, në vitin 2010.

- **Prokurimet publike:** Prokurimet publike janë përmirësuar në rëndësi të mëtejshme, duke u ndihmuar për ndërkombëtarët e që quan gjejmëgraf të disponueshme. Aktualisht, Qendra e Licensimit të Biznesit është krijuar në vitin 2010.

- **Tatimet:** Reformat titimor janë ndikuar në rëndësi të mëtejshme, duke u ndihmuar për ndërkombëtarët e që quan gjejmëgraf të disponueshme. Aktualisht, Qendra e Licensimit të Biznesit është krijuar në vitin 2010.

- **Politika titimor:** Politika titimor është baza për zhvillimin e bashkërisë së kontrollit të titimit dhe të ndryshëm sektorë të ekonomisë. Aktualisht, Qendra e Licensimit të Biznesit është krijuar në vitin 2010.

- **Zhvillimi i infrastrukturës së transportit** në vend është një tërë i njohur, duke u ndihmuar për ndërkombëtarët e që quan gjejmëgraf të disponueshme. Aktualisht, Qendra e Licensimit të Biznesit është krijuar në vitin 2010.

Karakteristikat kryesore të regjimit aktual të investimeve janë:

- **Ekonomia është e hapur.** Ekonomia shqiptare është e hapur për të gjithë investitorët. Nuk kërkohet autorizim perparapër për investimet. Si regull, të gjithë sektorët janë të hapur ndaj investimeve të huaja. Ligji garanton trajmit të barabartë dhe të paanshëm. Investimet nga investitori-të e huaj dhe vendas janë të lejuara në të njëjtar kushte.

- **Mos nacionalizimi investimeve të huaja.** Ligji për investimet e huaja përcakton se investimet e huaja nuk mund të nacionalizohen apo shpronësohen, me përjashtim të rasteve të poqëmjet në ligji dhe kur kjo është në interes të publikut. Në këto raste, investimet duhet të zhvillohen pa diskriminim dhe me kompensim të barabartë me vlerën e tregut.

- **Mosqufizimi i pronësisë.** Ndërmarrjeve të investimeve të huaja të regjistruese në Shqipëri së ndërkombëtarët janë të pronësës kryesorë. Aktualisht, Qendra e Licensimit të Biznesit është krijuar në vitin 2010.

- **Punësimi edhe i shtetasve të huaja.** Kompanitë që investojnë në Shqipëri kanë të drejtën e punës së shtetas të huaj. Aktualisht, Qendra e Licensimit të Biznesit është krijuar në vitin 2010.

- **Transferi i lirë fondesh.** Fondet që lidhen me investimet mund të transferohen jashtë vendit, në raste të mëtejshme për investimet e huaja. Aktualisht, Qendra e Licensimit të Biznesit është krijuar në vitin 2010.

- **Legjislaçion.** Legjislaçionit shqiptar është i njohur, duke u ndihmuar për ndërkombëtarët e që quan gjejmëgraf të disponueshme. Aktualisht, Qendra e Licensimit të Biznesit është krijuar në vitin 2010.

Shqipëria është një vend që përcakton jashtë vendit të përbashkët, duke u ndihmuar për ndërkombëtarët e që quan gjejmëgraf të disponueshme. Aktualisht, Qendra e Licensimit të Biznesit është krijuar në vitin 2010.

**Mundësi të tjera që ofron Shqipëria:**

- Integrimi Europian.
- Integrimi ekonomik rajonal (Cefta).
- Diasporë e gjerë.
- Reforma e Sistemit të Arsimit.
- Rindërtimi i Infrastrukturës.
Pikat e Forta që ofron ekonomia shqiptare.

- Afërsi gjyografike me pjesën më të madhe të rajoneve dhe tregjeve ne Europë.
- Fuqi punëtore e kualifikuar me një kosto relativisht të ulët.
- Kulturë pune.
- Burimet minierare.
- Atraksonet natyrale dhe turistike.
- Një ambjent ligjor i pranueshëm për investim.
- **Miqësia ndaj shtetit dhe biznesit turk.** Edhe pse veç disa problemeve të vogla, që hasen gjetë investimeve, investitorët turq ndihen të kënaqur, çka bëhet shkas për ardhjen e investitorëve të rinj. Përveç kësaj, ka miqësi ndaj biznesit dhe shtetit turk, ndaj firmave turke dhe pa dyshim, mikpritje dhe ngrohtësi që kanë ndaj shtetësve turq. Mbi këtë bazë marrëdheniet tregtare duhet të arrijnë në një dimension më të avancuar.

**Perspektiva**

- Në fushën e mineraleve ka firma serioze që kanë shfaqur interes, duhet që Turqia të jetë më e pranishme në fushën e energjitikës.
- Gjithashtu, Tuqia ka eksperiencë në fushën e infrastrukturës në të cilën do të duhet që të rritë kapacitetet e ekonomisë shqiptare.
- Në lidhje me konfeksionet dhe materialet e ndërtimit duhet në tregun shqiptar të arrijnë në njëdimension më të avancuar.

**Mangësi.**

- Një nga problemet kryesore është se në Shqipëri nuk është e njohur aq sa duhet fuqia konkurruese dhe industriale e Turqisë, duke përshirë këtu edhe imazhin negativ në lidhje me produktet turke.
- Mungesa e informimit të firmave shqiptare në lidhje me fuqinë prodhuese së dhe industrinë e Turqisë. Tani në Turqia mund të prodhohet çdo produkt me kvalitet të bardha që i përshtatet standartet botërore. Turqia tashmë është një nga vendet më të themeluarë të botës dhe në të ti e fillë të rrit, rritja e bashkëpunimit me Shqipërinë do të a silet në një pikë akoma më të mirë konkurencën në vend.
- Informimi dyanshëm. Në të ardhmen besojmë se firmat që do të ndodhen në Shqipëri, do të jepin kontributin e tyre për rritjen e zhvillimit të të dyja vendeve.

**Problemet që hasin biznesmenët turq në Shqipëri:**

Sipas Atasheut të Ambasadës Turke në Tiranë Muharram Xhan problematikat që biznesi turk ka hasur në Shqipëri për të investuar ose pasi ka investuar janë:

1. Legislacioni duhet të bëhet nxitës i investimeve.
2. Problemet me tapitë e tokave.
3. Mosfunkionimi i zonave industriale.
4. Burokracia shfaqet në sistemin e penalizimeve dhe taksave.
5. Çmimet e referencës nuk janë shtetësia transparente. Disa kompani paguajnë çmim të lartë, Kjo përgëzës për konsumatorin shqiptar për të konsumuar me çmim të ulët.
6. Gjatë rrengës hasen probleme që nuk zgjidhen me shpejtësinë e duhur.
7. Dalin probleme në sistemin gjyqësor.

**Konkluzione dhe Rekomandime**

**Konkluzione**

Republika e Turqisë në vitin 2013 është fuqia e parë ekonomike në Lindjen e Mesme duke kaluar edhe shtete të tilla si Irani dhe Arabia Saudite. Është fuqia e gjashtë ekonomike në Europë dhe fuqia e pesëmbëdhjetë në botë, anëtar i G20 dhe i Bashkimit Doganor. Turqia ka nisur zyrtarisht negociatat e saj të pranimit me BE në tetor 2005.
Ecuria e ekonomisë turke shpjegohet me praninë e një tregu të madh të brendshëm. Ka mbi 75 millionë konsumatorë dhe konsumi privat është mbështetur në shtimin e fuqisë blerëse. Turqia regon një rritje të PBB-së për frymë me 7.8% ndaj 1.4 % që e ka Britania e Madhe. Ka investime të mëdha që përfaqësojnë një pjesë të konsiderueme të PBB-së. Në vitin 2010 zinin 20 % kundrejt 17.3% që përfaqësonin në Gjermani.

Ekonomia turke është një ekonomi relativisht e hapur. Turqia ka një nga ekonomitë më të mëdha bujqësore të Lindjes së Mesme dhe orientale. Që nga viti 1950, prodhimi bujqësor është rritur ndërmjet falë futes së mënjuk, shumëlojshmërisë më të mirë të bimëve dhe përdorimit të pleherave kimike.

Turqia ndryshon e 10 në listën e vendet e mëdha për konsumimin. Left e dhëna me praninë e një tregu të madh të brendshëm e konsumat. Turqia mbështeti në shtimin e bujqësisë rreth 75 milionë konsumatorë dhe konsumin privat është mbështetur në shtimin e bujqësisë rreth 75 milionë konsumatorë. Turqia ndryshon mbi 75 milionë konsumatorë dhe konsumi privat është mbështetur në shtimin e fuqisë blerëse. Turqia ndryshon mbi 75 milionë konsumatorë dhe konsumi privat është mbështetur në shtimin e bujqësisë.
industriale për IHD-të të orientuara nga eksporti dhe turizmi.
• Pamjaftueshmëri e shërbymsëve financiare, bankare dhe jobankare.
• Mangësi në kuadrin ligjor dhe në zbatimin e tij.
• Infrastrukturë e dobët financiare.

Në fushën e perspektivës me biznesin turk të kihet në konsideratë:
- Turqia të jetë më e pranishme në fushën e energjitikes, pasi në fushën e mineraleve ka firma serioze që kanë shtuar interes.
- Të shfrytëzohet eksperienca e Turqisë në fushën e infrastrukturës për këtë ajo do ndikojë në rritjen e kapaciteteve të vendit.
- Në lidhje me konfeksonet dhe materialet e ndërtimit në tregun shqiptar të hyjnë marka dhe firma të njohura turke.
- Të bëhet e ditur se Turqia tashmë është një nga vendet më të industrializuara në botë dhe si e tilit, rritja e bashkëpunimit me Shqipërinë do t’a sillte në një pikë akoma më të mirë konkurencën në vend.
- Legjislacioni duhet të bëhet nxitës i investimeve.
- Të zgjidhën problemet me tapitë e tokave.
- Të luftohet burokracia në sistemin e penalizimeve dhe taksave.
- Çmimet e referencës nuk janë mjaftueshëm transparente, prandaj të bëhen transparente.
- Të elimohen problemet që dalin në sistemin gjyqësor.
- Të punohen për tu njohur në Shqipëri fuqia konkurente industriale dhe e Turqisë. Prandaj të punohen në drejtim të reklamimit të fuqisë së biznisit turk dhe mundësive që ai ka për të investuar në Shqipëri.
- Të hiqet imazhi negativ në lidhje me produktet turke.

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Cultural Heritage through Education

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Abstract

“Cultural Heritage” an expression of the way of living, developed into a community, and transmitted from one generation to another, includes practices, places, countries, objects, artistic expression and values. Viewed in this context, cultural heritage is widely recognized as a tool that defines cultural identity. The information people do have, concerning this issue, depends on what has been done for its promotion, on the ability to get introduced to it, moreover, to evaluate the culture, part of which we are. We don’t simply represent it, but also we are introduced to it. Perhaps, this is one of the reasons why cultural heritage should be introduced not only through historical facts and objects, but should be also transmitted through education. Education refers to not only what we do teach to our children but even to the orientation of them towards future. Referring to this, I strongly believe that cultural heritage through education, should be studied as a value, an opportunity for dialogue, a tool that avoids conflicts and not cause them. Based on this, I could say that the importance of “cultural heritage” developed in schools, is of special interdisciplinary character and should be studied as such in the educational curricula. The specific implementation in curricula highlights the criteria of identification and evaluation of national values, which define such purposes as: studying, education and citizenship. Somewhere I have read “People who do not know their past are like babies” (Lucrecius Car. Based on this education in this field should start since childhood, because treating the diversity and beauty of natural, historical and cultural monuments, not only makes children feel emotional but also influences directly on the formation of values and importance of the national identity. “Experiences of humanity, developed during centuries, are here, hidden somewhere in what we call cultural heritage”.

Hyrje

Ckuptojme me “Trashegimi Kulturore”

“Shprehje e menyres se jetes e zhvilluar ne nje komunitet dhe e kaluar prej nje gjenerate ne tjetren perfshire ketu objektet, vendet, praktikat, shprehjen artistike dhe vlerave te trasheguara nga njeri brez ne tjetrin” (ICOMOS, ICT, 2002)

Pare ne kete aspekt trashegjimia shpesh shihet si e paprekshme dhe e prekshme, dhe mund te paraqitet gjithashtu si:

“Njohuri ne sfondin historik dhe kulturor ne te cilat punet e artet jane krijuar , perfshire ketu sferat socio-ekonomike, politike, intelektuale, etnike, religioze apo filozofike”

Ckuptojme me “Edukim “

Ne fakt te flasesh per edukimin do te thote te gjendesh perballe kuptimeve te ndryshmenduke pare qe vete fjala “Edukim” eshte shume kuptimeshe apo ndryshe polisemike.Parennga ky kendveshtrim do te thote te gjendesh ne rafshin e synimeve ne fushen e veprimit vecanerisht kushteve per te realizuar kete veprim,ose ne rafshin e efekteve dhe produktive te ketij veprimi edukativ

Edukim – I ( latinisht- eductio, educare, kultivoj , drejtoj, ndertoj)

Duke pare kuptimin terminologjik, “ kultivoj”,ne kete kontekst trashegjimia kultorore permes edukimit paraqet nje rendesi te vecante jo vetem si mjet i identitetit kulturor por ndihmon fuqimisht formimin dhe edukimin qytetar te brezit te ri,i cili duhet te njohje, te respektoje, dashuroje, mbroje dhe te pasuroje vlerat me te spikatura te natyres „kultures se vendit te vet por dhe te githje vendeshe te botes.pasi secili prej nesh perfaqesin ate qe rihet sot si “Qytetari Global”.

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Perse trashegimia kulturore permes edukimit?

Në botën e sotme me ndryshime të përshpjetuara, ku njohurtë grumbullohen e dyfishtohën brenda pak vitesh dhe profesionet shndërrohen thellesisht, madje zhduken e lindin shumë të tjera brenda një brezi, arrijtet shkollore kanë kuptim vetëm nëse vlejnë për jetën dhe për të nxënët gjatë gjithë jetës.

Shoqëria e sotme ka koavë 100% të cilët të cilët e përmbajnë ndryshmit të përshkrujnë, përshkrujnë ndaj tyre, madje gjenerojnë vetë ndryshime. Janë këta individë që jo vetem do të këne sukses ne te ardhmen me profesionet qe zgjedhin po dhe puna e mesidheneve duhet ti orientoje drejti ketji suksesit. Duke e pare ne kete aspekt atehere mendoj se trashegimia kulturore permes edukimiti luani nje rol te rendesishem, madje duhet te kete perparesi njohja ne kete fushe jo vetem së pemëse formale e kurrikules arsimore, por ne menyen ne si eshte e drejtuar jeta ne shkolle, e cila ndikon ne arrijtet e nxenesit, se sjelljet e tyre, por dhe ne cilesine e vlerave qe kry brez duhet ne trasmetoj e ne te ardhmen. Nxenesit qe ne përgatimis sot duhet te vleresojne diversitetin kulturor te ne cilin abe bejne qe ne neve vëllaimi dhe arrijme ne një kate globale ndryshimi shoqerore, kulturore, e demografige mund te cenonim ne dashje kete vlerë disdikate. Prandaj vlen te theksojme qe edukimi dhe njohja ne kete fushe duhet te filloje qe ne femijeri, pasi mendjet qe vetëm që shihet si lende e dores se dyte. Prandaj ne kete rast ndikimi dhe perfshirja e prindereve ne kete proces jo vetem informues por dhe edukues ka rendesi te kundër tyre.

Pare ne kete kontekst lidhje Trashegimi-Edukim-Prind-Femije, luani nje rol te rendesishem pasi vetëm vetem, e konsideron si njohurite qe vijonin vetëm këto jetë dhe vlera qe vetem e lindin ne kurrikul, identitetit, kulture, shqiptarit, historik, kulturore, e përmbajnë si këto jetë dhe vlera qe jonin e tre shumë formë dhe pasi këto vetem e lindin ne kurrikul kontekstit ne të fetëve dhe vetëm vetem vetem edukues ka vetem ne këtë kontekst. Shihem se këto jetë dhe vlera qe jonin ne këtë kontekst, ne këtë kontekst vitet, ne këtë kontekst lidhje Trashegimi-Edukim-Prind-Femije, luan nje rol te rendesishem. Këto jetë dhe vlera qe jonin vetëm vetem i konsideron si ndryshimi shkëmbor, ndryshimi i materiale dhe shpirtërore e një kombi. Si e tillë, trashegimia kulturore është pasur me vlera. Ajo përfshin vlerë arkeologjike, urbanistike, arkitekturore, historike dhe inxhinierike. Gjithashtu, përshin edhe trashegiminin e luajtshme, objekte arkeologjike, monumentale, libra dhe dokumente, numizmatikë, prodhime artistike e sende edhe më të implementimi dhe

Konkluzioni

Trashegimia kulturore është pasuri e brezave, detyrimi i njohurit të madhur kundrejt së shkuarës dhe së ardhshëm, vijmësia materiale dhe shpirtërore e një kombi. Si e tillë, trashegimia kulturore është një sëdhe e përdorur përballë kushtetëror dhe kombëtarë, për të ruajtur gjurmët e gjeniut krijues mbarëshkullor dhe për të përcjellë atë të drejt ardhshëm. Trashegimia kulturore shqiptare është një trashegimi i pasur i vlerave të ndryshme. Ajo përshfin vlerë arkeologjike, urbanistike, arkitekturore, historike dhe inxhinierike. Gjithashtu, përshin edhe trashegiminin e luajtshme, objekte arkeologjike, monumentale, libra dhe dokumente, numizmatikë, prodhime artistike e sende të ndryshme këto vetem ne këtë kontekst, ne këtë kontekst lidhje Trashegimi-Edukim-Prind-Femije, luan nje rol te rendesishem. Këto jetë dhe vlera qe jonin ne këtë kontekst, ne këtë kontekst lidhje Trashegimi-Edukim-Prind-Femije, luan nje rol te rendesishem. Këto jetë dhe vlera qe jonin ne këtë kontekst, ne këtë kontekst lidhje Trashegimi-Edukim-Prind-Femije, luan nje rol te rendesishem. Këto jetë dhe vlera qe jonin ne këtë kontekst, ne këtë kontekst lidhje Trashegimi-Edukim-Prind-Femije, luan nje rol te rendesishem.
zbatimi me perpikmeri i kurrikules na vendos perpara sfidave, por dhe përgjegjesive te medha. Rendesia dhe njohja qe ne moshen me hershme e transmitet ndër breza ka rendesi pasi lenda synon te integroje ne nje subject te vetem te gjitha konceptet e perfutuara nga lende te tjera. Pra ne kete rast lenda ka karakter ndërdisiplinor ku ndërthurja e njohurive do te sjelle rezultatet qe ne deshironme te arrijme. Gjate ketij studimi padshim me kane lindur pyetje te ndryshme, ku ne radhe te pare përgjigjet duhet te lidhen me pozicionin por dhe vleresimin qe ze trashegimia kulturore ne sistemim tone arsimor. Trashegimia eshte nje term qe gjithmon e gene e veshtire per ta perkufizuar. Trashegimia eshte ngushte e ndërthurur ne mjediset kulturore e natyrore e cilad也在mon m ne percaktimin e ndjenjat se vendit, qellimit dhe identitetit. Duke e pare ne kete kendveshtrim ajo formon nje poisazh te gjere konjtit, duke i dhene keshtu domethenje identitetit te vendit por dhe njerezve qe banojne ne te. Pare ne kete kontekst trashegimia ne vetvete nenkupton ate cfare eshte trasheguar, duke u kuptonin e cilat jane te bartura brez pas brezi. Eksperiencat e njerezimit, te zhvilluara gjate shekujve, jane ketu, te fshehura diku, ne ate qe ne quajme ‘Trashegimi Kulturore’.

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Creativity in Teaching Different Subjects in English through Drama Techniques

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Abstract

This action research examines the basic concept of creativity, theoretical and practical foundations and implications of drama and theatre as a method for creative foreign language teaching, especially for teaching English as a foreign language to Albanian students at Tirana University and other district Universities. Current research has found that participation in meaningful conversations in the drama classroom helps students develop their conceptual understandings of the subject matter and further develop their creative thinking and learning. Learning outcomes and findings are often shown through descriptions of design interventions that have taken place in ordinary classrooms. In this research, attention has been paid to the use of new creative methods, diverse experiences of individual students within FL classes and what they take away from participation in such discourses.

Introduction

Creativity is a basic capacity of human intelligence

Human intelligence is not only creative, but multifaceted. It is for this reason that teachers argue that all young people have creative capacities and they all have them differently. Some of the definitions of ‘creativity’ are like real food to the thought.

The English word ‘creativity’ and its lexeme come from the Latin term *creō* "to create, make". The word "create" appears in English as early as the 14th century, notably in Chaucer[1] (in *The Parson’s Tale* [2]). However, its modern meaning as an act of human creation did not emerge until after the Enlightenment.[1]

According to Cambridge dictionary, creativity as a noun means:

1. the state or quality of being creative.
2. the ability to transcend traditional ideas, rules, patterns, relationships, or the like, and to create meaningful new ideas, forms, methods, interpretations, etc.; originality, progressiveness, or imagination: the need for creativity in modern industry; creativity in the performing arts.
3. the process by which one utilizes creative ability: Extensive reading stimulated his creativity.

Scholarly interest in creativity ranges widely: the mental and neurological processes associated with creative activity; the relationship between personality type and creative ability; the relationship between creativity and intelligence, learning and mental health; and ways of fostering creativity through training and technology.

In a summary of scientific research into creativity Michael Mumford suggested: “Over the course of the last decade, however, we seem to have reached a general agreement that creativity involves the production of novel, useful products” (Mumford, 2003, p. 110).[3] Beyond this general commonality, authors have diverged dramatically in their precise definitions, with Peter Meusburger claiming that over a hundred different versions can be found in the literature.[4]

Education is a vital investment in human capital for the twenty-first century. The main focus of it would be on raising standards in Universities by using drama techniques in any English teaching subject. One of the key questions to be asked are:

1. Are creative Drama in Education techniques and cultural education important to unlock the potential of every young person?

Creativity should be regarded as an urgent need to unlock the potential of every young person. We need the creativity, enterprise and scholarship of all our people.

By creative Drama in Education is meant forms of education that develop young peoples’ capacities for original
ideas and action: by cultural education is meant forms of education that enable them to engage positively with the growing complexity and diversity of social values and ways of life. It has been argued that there are important relationships between creative Drama in Education and cultural education, and significant implications for methods of teaching and assessment.

The concept of creativity must be changed from being something that is added on to education, skills, training and management and make sure it becomes intrinsic to all of these.独立报, 3rd December 2005.

Creative drama can also be defined as:

"An improvisational, non-exhibitional, PROCESS-CENTERED form of drama in which participants are guided by a leader to imagine, enact, and reflect upon human experiences." (Davis and Behm-my emphasis.)

“Creative Drama is not primarily concerned with teaching theatre skills, although this may of course occur. The purpose of Creative Drama is to use the natural dramatic impulse to facilitate learning in an unlimited number of fields and areas. Students naturally act out their perceptions, try out roles, and play "pretend." It is the primary way young people learn about their world. Creative Drama structures this kind of activity so that students can explore topics experientially.

Aristotle said, "Tell me and I will forget. Show me and I will remember. INVOLVE me and I will understand."

Creative Drama can foster personality growth and self-esteem. It can help students learn to work together and to think creatively. It is often a classic problem-solving exercise. It builds language and communication skills better than just about any other activity in teaching English classes. It promotes empathy by letting students step into others' shoes. It can also be used as a tool to teach literally any other subject, if lessons are carefully designed. Whenever I can, I try to support the curriculum of my students in other subjects. What's wonderful about this is that since every Creative Drama lesson necessarily involves subject content of one kind or another, you can usually design a lesson around a non-dramatic curricular topic without compromising the dramatic content of the lesson at all.

Creative Drama is also sometimes called "Creative Dramatics" or "Creative Play" according to Johanna Smith, Arizona State University, 1998

From Aristotle onward, philosophers have described the educational value of the human instinct of mimic play, which I believe is the driving force behind performance.

Drama is concerned with understanding, and expressing, the qualities of human experiences. Through drama, we try to give form to the feelings and perceptions that move us most as human beings: our experiences of love, grief, belonging, and isolation, and all the currents of feeling that constitute our experience of ourselves and of others. It is through the drama that young people experiment with and try to articulate their deepest feelings and their own sense of cultural identity and belonging. A balanced creative and cultural education has essential roles in the creative and cultural development of young people.

The analysis of major traditional foreign language learning theories and teaching methodologies shows many parallels and common principles with drama and theatre methods. The examination of certain linguistic, cultural, psychological, sociological, physical, and neuro-psychological aspects of language learning with regard to drama and theatre demonstrates the positive effect of the method on the creative language learning process and the development of the emotional and social development of the learner.

This research study explores practical applications of drama and theatre in the foreign language classroom. First, some basic drama techniques, such as pantomime, role-playing, improvisation, statues, etc. are examined. These are followed by many suggestions and ideas on how these techniques could be instrumental in developing, practicing, and applying foreign language skills and foster holistic learning. (see appendix. 1)

As Kemmis and McTaggart (1988) have described, this research involves a systematic learning process in which I acted deliberately to improve my educational context and emancipate myself from institutional constraints. I hope my colleagues shall find therefore dimensions of knowledge production and action that make meeting the demands of the new curriculum possible (implementation of Bologna process).

The exercises to be used in the class were created and compiled specifically for the warm-up and language application phase which primarily benefit oral communication skills and the creation of a supportive and relaxed learning environment. Teachers can use them without any previous theatrical training.

The research activity includes participant-observation as well as interviews/ongoing discussions with my two colleagues, reflecting upon, and evaluating my teaching methodology. The action research shall become a way to create a culture of inquiry through my reflection on action with my students and collaboration with two university lecturers.

Role-playing is one of the creative techniques explored in drama classes and carefully managed with students of
English Language at the University. When people play roles consciously, they begin to sharpen their skills of noticing and managing their own thoughts. They are both in role and also a little apart from it, and this kind of reflective thinking can be cultivated and leads to creative learning.

Reading about or even watching a drama lesson is not the same as participating in one. And similarly, participation is not the same as teaching. Teachers benefit from teaching, presenting their work, receiving feedback and also by viewing how their colleagues navigate the unpredictable waters of drama. Here the process can be analysed while peers encourage, applaud and offer additional suggestions within a supportive and non-threatening environment.

A drama classroom remains a strong venue for learning to work in role and confirming its value in the practical sense. The teacher’s role is defined as: helping students to form their ideas; helping students to test their ideas; helping students to communicate their ideas; and helping them to respond to different real-life situations. Teachers can use these skills for specific learning objectives by stepping into the fictional work of the students through using drama strategies, in particular, teacher in role.

Teachers can design the structure of the lesson carefully by taking Stanislavsky’s workshop as a valuable example. In doing so, the teacher may start the class by:

- Triggering previous knowledge
- Each group reads the scene to the class
- **Individually** each student decides on their respective character’s:
  1. Perception of the ‘External given circumstances’.
  2. Destiny (The ideal ‘Super Objective’), the place and time when the character wants to be and is ‘most happy’.
  3. Objectives: what does the character want to achieve during the immediate scene (e.g. Nora in ‘A doll’s house’ by Ibsen)
  4. Alternative objectives
  5. Actions. The active verb. Physicalising and animating the action.
  6. Pace of the scene. Marking the points when the pace is changing.
  7. Inner pace of the character
- Based on this individual research, students rehearse the scene once. During this rehearsal, each student will try to achieve what their characters need/want to achieve and at the same time will try to feel/understand what the other actors/characters want.
- **Individually** each student will review and reassess her/his initial decisions and adjust them if necessary, according to the results of the first rehearsal.
- Second rehearsal.
- Second individual evaluation and adjustment.

As an assignment students rehearse the scene, adding each others’ point of view and get ready to perform it in the next class.

The teacher may gradually move from a traditionally empirical style of teaching to a new synthesis, which is dominated by a more democratic and critical theoretical perspective. I invited my students and colleagues to participate in a Live Drama class and negotiated with them about the process at every stage in the procedure. In doing so, the students have displayed an impressive energy and enthusiasm. Even my colleagues highly estimated the students’ performance.

'It is good to watch and understand a play as a two way means of communication.’ – B.H (personal comments)

It was considered as ‘A thoughtful and passionate performance that fuels the fires of the longstanding process/product debate close to the heart of all drama/theatre practitioners and scholars.’

Validation of findings and Important conclusions

Students discussed and drew conclusions in the end useful to their own creative learning: Keep your decisions to yourself.

Make sure the creation of the character is entirely yours. You will act it therefore you are responsible for its actions.

Lessons learned from the students’ workshop:

- Emotion is a psychophysical response to events. In a drama class emotion will spring from the concentration in the given circumstances and the magic IF
- MPA – The Method of Physical Action is a set of techniques and acting exercises originated by Stanislavsky to help the student achieve wholeness in creating a character. Conscious – Subconscious – Unconscious
Playing games as a means of introducing the system

The need to view Stanislavsky's system as a live adaptable technique that can be used in classroom drama situations

The similarities between the actor's creative mood and the students in play

The purpose of the system is to help the student to empathize with the character and consequently for the spectator to empathize with the character

Empathy generates on involuntary physical response, beyond an intellectual or emotional one.

The 'Here and Now' of the theatrical situation 'Not me, Not here, Not Now' simultaneously with 'Me Here Now'

'The Given Circumstance'; 'The Magic IF'; 'The Physical Action'; 'The Sense and Emotional Recall'; 'Tempo – Rhythm of the character'; 'External adjustment'; The 'Character' is a system of movements

Imagination – As IF - Endowment

Consistently, there is proof of unprecedented improvement in students' writing and speaking skills as a result of the use of drama structures. In the course of my practicum work, I have become a field researcher in my own classrooms, where students can speak with authority (and offer hard data) about what really works for student learning. It is more essential than ever for teachers to take up the role of being researchers, not only for evaluative purposes but so as to expand and explore the complex learning available in the aesthetic moment.

Calling us to focus on "knowing-in-action" Taylor (2000) draws our attention to drama teaching as an artistic process of meaning-making. He proposes that "to ignore reflective practitioner design is to remain ignorant to the kind of artistic processes which are the lifeblood of our work". (p. 27).

Returning to the question of value, drama, perhaps more pointedly than in any other subject area, can not hide that, as a subject discipline and teaching methodology, it is not merely value-laden but value-saturated.

Heathcote once again focuses the role of drama in education. "She (Heathcote) sees drama as the means of rooting all the school curriculum back in a human context where it sprang from, so that knowledge is not an abstract, isolated subject-based discipline, but is based in human action, interaction, commitment and responsibility" (Bolton, 1998:177).

Conclusion

Drama provides myriad ways for students to learn and appreciate language in meaningful, communicative contexts.

Integrated skills can be acquired during drama classes. The various language skills should not be taught separately, for it is rare that we as language users only employ grammar or only speaking or only writing.

Drama is an ideal way to bring the skills of grammar, reading, writing, speaking, listening and pronunciation together in a course where the focus is not on form but rather fluency and meaning for the following main conclusive reasons:

- Drama is used primarily to discover meaning and to come to understandings; it is the vehicle for the learning. Often the drama is serving learning from another area of the curriculum.
- The relation between student and teacher is collaborative.
- The students and the teacher are involved in an enterprise where the children are endowed with power and expertise to enable them shape and develop the work of the enterprise. The work involves making decisions and solving problems, often on behalf of someone else.
- The students are given a role within the drama related to the enterprise. The role gives a point of view or stance from which the class will approach the work. The role also gives them the power to express that point of view. With this in mind, the students don’t enact a character in the conventional sense.
- The students’ role gives them status and expertise not normally accredited or expected of children.
- Because the work is collaborative, the teacher has a role in the drama and ‘teaches’ from within the drama. Like the role for the class, the teacher’s role is carefully selected to enable the work to progress, and to deepen the experience for the children.
- Teaching in this way involves interplay between the cognitive and the affective,
- Involves moving from the universal to the particular and back to the universal.

Creativity can be taught. Especially Drama Teachers can be creative in their own teaching; they can also promote the creative abilities of their students. The roles of Lecturers and Professors are to recognise students’ creative capacities;
and to provide the particular conditions in which they can be realised. Developing creativity involves, amongst other things, deepening young people’s cultural knowledge and understanding. This is essential both in itself and to promote forms of education which are inclusive and sensitive to cultural diversity and change.

In conclusion, creative and cultural education is not subjects in the curriculum: they are general functions of education. They can and should be promoted in all areas of the curriculum and not just through so called creative subjects. Different areas of the curriculum do contribute to creative and cultural education in different ways. The opportunities and the focus in the arts, for example, are not identical with those of the sciences and humanities, or with physical education. Each of these broad areas contributes in different ways to a balanced education.

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Scientific Writing Requirements in University Courses according to a Survey Carried out at “A. Xhuvani” University, Elbasan

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Abstract

Besides major scientific studies such as bachelor, master and PhD studies, short types of texts such as note-taking, protocols, summaries of basic information, essays and course papers, play an important role in the process of scientific writing. These are preparatory texts in the process of scientific writing, which are often forgotten or not treated when talking about scientific writing. The aim of this article is to point out the role played by these types of texts throughout university studies. Through the evaluation and interpretation of a survey results made at University of Elbasan, some scientific writing requirements are outlined and it is stressed the importance of developing a methodology concerning scientific writing as well.

Keyword: scientific study, records, protocols, course paper, methodology of writing.

1. Introduction

Recently, it has been made clearer with every passing day, that the acquired knowledge, abilities and skills related to scientific writing, are essential/substantial prerequisites for a successful study. The fact, that the majority of the students do not master sufficiently these abilities and skills, has already been proved by the reports gathered from teaching practice/school experience at universities, and from the many empirical studies in this field as well. This study has a different view. It does not scrutinize the difficulties of the students related to writing academic texts through student questionnaires in various disciplines, as done previously in some studies; this study does not see the problem through the eyes of the students but through the eyes of the university lecturers.

The present study/research – a teacher survey at “A. Xhuvani” University, Elbasan – is focused on different types of written scientific assignments that the students have to prepare within respective disciplines/courses and on the role that they play for students’ academic formation. The most important results of this survey will be presented in this study. They allow us to find the main issues of writing in various disciplines/courses and they give a modest contribution to the scientific formation of the students in-depth.

2. The survey

For the survey, a questionnaire was prepared, which focused on some practical types of scientific writings, which the students face with in most of their courses. Four types of texts were chosen; each of them belongs to a specific function in terms of knowledge acquisition and assimilation. Within relevant disciplines/courses they play special roles in scientific preparation. It is about note-taking, protocols, summaries and course papers. The lecturers were asked for the frequency of using these types of texts, and their functions in students’ studies as well. At the same time the lecturers were asked for the way they assessed and evaluated their students’ writing.

The prepared questionnaire was given to 120 lecturers of UE, out of which more than half (78 persons) replied to us. The assessment and evaluation was conducted in various courses/disciplines in four faculties. Fig. 1 gives a picture on these groups and their relevant replies. It was noticed that a great number of lecturers accepted the questionnaire. Their personal notes in the questionnaire highlight the importance given to scientific writing.
I have been teaching ‘Scientific Writing’ for six years, and I have noticed that a lot of students have difficulties in linguistic/language way of expressing themselves, which shows that the students have little knowledge about the right form of scientific writings (English and German Languages Department)

3. The results of the survey/ Survey results

3.1 Note-taking

Concerning note-taking, the lecturers have been asked that how many times the students take down notes during their lectures and seminars, and if the students are given instructions how to take down notes. The survey results that most of the lecturers notice that their students take down notes regularly while lecturing. Differences among various disciplines are relatively small/minor. 92% of the students at the Human Sciences Faculty (FSHH), 90% of the students of Natural Sciences Faculty (FSHN), 89% of the students of Faculty of Economy (FE), reply ‘regularly’ (alongside ‘rarely’ and ‘never’), and a little bit less the students of the Faculty of Education Sciences (FSHE) with 83%. (See fig. 1)

Fig.1: Note-taking during the lectures.

As to note-taking during the seminars, its function is less important. Evaluating all the replies, it results that the percentage for ‘regularly’ (50%) and ‘rarely’ (48%) are more or less the same; 2% of the students reply ‘never’. Where as considering the replies according to disciplines/courses the precentages change, from 63% for ‘regularly’ in FSHH, FSHN, FE to 30% in FSHE (see table/fig. 2)
From the responses in the questionnaire, it was noticed that the efforts made by the university lecturers to convey the most necessary skills to the students for note-taking, are limited. Only 2% of the lecturers report for such kind of programs. A very interesting fact is also the evaluation of the responses for the question about the connection existing between scripts given by the lecturers and students’ notes. Nearly one third of all the lecturers (64%) use – ‘always’ or ‘partly’ – scripts designed by the lecturers themselves, which are given to the students.

3.2 Protocol

There was a question about ‘protocols’ in the questionnaire, how often the teachers use this type of text in university studies, and how much the students are able to design scientific protocols.

In university-wide view, it was noticed that protocols were never required during university studies, and there is not a single experience about this type of text.

3.3 Summarizing

There were some questions in the questionnaire for the text-type ‘summarizing’ (the key notes and main information). These questions had to do with the frequency of gathering information and the ability of the students to write this type of text. When lecturers were asked if the students use the technique of summarizing the main information, 24% of the lecturers asked, wrote that their students use this technique ‘regularly’, 59% wrote ‘very rarely’, and 17% wrote ‘never’.

Regarding the quality of writing 11% of the lecturers consider students’ summaries ‘good’, 63% ‘sufficient’ (‘average’-), and 26% consider them ‘poor’.

Concerning the pre-preparation of the students for this type of text, the questionnaire shows that the summarizing technique and drawing the main information is rarely practiced during university studies. Only 11% of the lecturers give positive reply. This is more or less the same with the use of note-taking.
3.4 Course assignment/Course paper

Regarding the text ‘course paper’ the lecturers were asked if the students are required to write ‘course papers’ as a means of evaluation during their studies. They were asked ‘how’ and ‘how much’ the linguistic form influences in the assessment and evaluation of the course paper.

From the overall assessment and evaluation, it was noticed that the course paper type was not required in all disciplines/courses. Not taking into consideration the faculties, 62% of all the lecturers asked the students for submitting a coursepaper as an obligatory requirement for assessing and evaluating the students’ performance in a certain subject/course.

The differences according to various disciplines/courses are of interest. The course papers in human and linguistic (philology) studies are very important and greatly used (93%), in education sciences (92%, and less in natural sciences (86%), in economy sciences (79%)

The linguistic form, generally, plays an important role in the assessment and evaluation of the written works. Among the linguistic factors, included in the questionnaire are: spelling, punctuation, general style and scientific style. In all the faculties/departments the four mentioned criteria are used more or less the same as far as frequency is concerned, and mostly in this combination: more frequently the scientific style (90%), less punctuation (66%), spelling and general style in the same frequency (80%). (Fig. 3)/(Table 3)

The quality of presenting through a scientific high level language, plays a crucial role, especially in natural sciences (100%), this style should be more important as compared to the general style of a certain written work. In human and philology sciences the right use of scientific language receives a high value (86%), but it remains behind the general linguistic style (91%). It gets the same great value in social sciences as well (90%).

Fig.3: Linguistic factors

<table>
<thead>
<tr>
<th>Faculties</th>
<th>Spelling</th>
<th>Punctuation</th>
<th>General Style</th>
<th>Scientific Style</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80%</td>
<td>66%</td>
<td>80%</td>
<td>90%</td>
</tr>
</tbody>
</table>

4. Conclusions

The results of this survey may give a valuable contribution for the development of the methodology/didactics/instructions of writing at university level. The qualification and training of students in these types of writing is necessary.

The form of scientific writing/course papers is a very important issue treated in this article, as well. It is also necessary to mention that this study has not taken into consideration all types of university texts. Other types and the way of teaching and practicing them might be object of another study in this field.

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Italian language curriculum versus labour market challenges

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Abstract

The purpose of this research is to emphasize the issues that arise from the actual application of Italian language curriculum versus nowadays labour market challenges that are met in Albania and abroad, and to offer possible solutions related to it. In this research we are going to present a summarized overview of the Italian language curriculum for both existing studies’ cycles in the Faculty of Foreign Languages, of the development of this language in the Albanian framework, a summarized overview on the Italian or Italian-Albanian enterprises operating in our country and the employment needs they have. It is a well-known fact that the Italian language cannot be considered an instrumental language; therefore, there are encountered difficulties in studying, acknowledging and using it within this framework. From the surveys carried on with first year students in our faculty, there is noticed a lack of motivation from their part in studying Italian, a very significant indicator which emphasizes the difficulties this language faces while functioning as a labour language in a labour market. Of course, this will result in a drastic reduction in the number of students who want to study Italian, and a decrease in the quality of students who will apply in our faculty in the upcoming years. It is true that the average marks of students learning Italian has been that of a decreasing trend. Also, the employment index of graduated students according to the proper study profile is very low, and this highlights the low level of needs and requirements that labour market offers for this students’ profile. Therefore, there arises the necessity of an urgent intervention in the curriculum of this language, to offer programmes which are suitable to the education of people who can find a job in their study field in the future. Also, this intervention is necessary not only in the employment framework, but also in handling the challenges that we face due to globalization; in order to make our faculty and especially the programs offered by the Italian department more attractive, so that they can serve to the requirements and needs of the future, in collaboration with local and foreign institutions. The ways and the forms of this intervention and the proposals will be a very important part of this research. This intervention will be vertical, as well as horizontal, for more efficiency and productivity in the education of people capable to manage future challenges.

Keywords: curriculum, Italian language, labour market, student

Teaching Italian language at the faculty of Foreign Languages, Tirana, is facing more and more problems that are directly connected to its usage as a language able to be used in practice in the labour market in Albania and abroad. This is greatly noticed in those generations which have finished both study cycles in this faculty and who are now facing difficulties finding a job in their specific profile. Not only this, but the majority of them are either employed with no relation to their studies, or, in the best case, in positions that require knowledge of Italian language, such as call centres, but this does not justify long years of studies, cost, efforts and their education. Without any doubts, this depends on many factors:

First of all, Italian language, different from the English one, is not and cannot be considered an instrumental language, and, as Balboni claims, it is considered a “useless” language (Balboni, E. P. 1994) with regards to its instrumental usage, and can be such only in those cases where it can be applied in countries, where political, economic, social and cultural relations and geographical proximity allows it. In fact, the Albanian environment favours such a thing. The relations
between Italy and Albania have been and continue to be of mutual collaborative nature, which favours a positive atmosphere with regards to a multitude of relations between them.

As far as the way Italian is taught in Albania is concerned, let’s refer to statistics. Teaching Italian in high school or elementary is ranked third, after English and French. Recent statistics (M.A.SH) of 2013 show that the number of pupils who study Italian before going to university, as a first or second language, is 65000 (M.A.SH).

Different projects of the Italian government, which are managed and followed up from Italian institutions present in Albania, such as: Italian Embassy through the Education office, Italian Institute of Culture, etc., try to invest, preserve and spread Italian language and culture in Albania. Therefore, projects such as Iliria, initiated years ago and which is present in 19 regions of the country (Alla, 2012), not only has assisted this spreading, but has also offered continuous training of Italian language teachers on the recent developments of global glottodidactics, through a close collaboration with famous local and foreign professors. Initiatives, enterprises and different cultural activities that accompany this process are often done from these institutions, in order not to lose what Italian language used to mean to Albanians: the language of music, movies, of love and future. Actually, in some aspects the Italian language has lost ground, although it has gained in other aspects, but despite this, it has suffered continuous downfall. In a country where 60 % of the population understood and 50% spoke Italian (Italian Embassy, 2014), this number has decreased due to some factors:

1. Italian television is not the only access Albanians have to the rest of the world
2. The need for knowing other languages much more necessary that Italian with regards to studies, employment and emigration, despite the fact that in Italy the presence of regular Albanian immigrants is around 482.627 (ISTAT, 2012) equal to 13.7% of the number of foreigners living in Italy, and which ranks it as the second largest foreign community in Italy (Husha A., 2013). Let’s add to this the number of 11.802 Albanian students in Italian universities, ranking them as the first foreign students’ community in Italy.

Still, requests to study and use this language for employment purposes are declining. This can be noticed from the decreasing number of students that attend studies in this faculty and the declining quotas offered for studying Italian in the same faculty. This number varies from 80-120 students a year, but the number of those who are registered as final students of this language is always decreasing. There are further drops in the upcoming years due to internal factors, such as:

- Lack of will and lack of motivation to study Italian
- Small knowledge of the perspectives this language has to offer
- Difficulties in deeper studies of this language
- Large number of failed exams
- Other study or employment perspectives
- Dropping the studies with no convincing reason
- External factors

Motivation to learn this language in its entire complexity and using it in the future is low and this is clearly shown in the applications of high school students in the acceptance forms, where they have the right to choose ten study fields and then, based on the gained points, the Ministry of Education defines which field they will study. Italian language is ranked nearly at the end of the selections. Actually, from the surveys we have done with freshmen of Italian language on why they chose this language, it results that:

- 75 % of them chose Italian just to fulfil the number of preferred studies and they attended because the Ministry of Education defined it based on their points
- 5.5 % of them, because they like Italian language and have a fair knowledge of it
- 3.5% of them, because they want to attend master studies in Italy
- 3% of them, because they like Italy and what it represents
- 2.5 of them, because they have attended the bilingual lyceum, where Italian has been their primary language
- 1.5 % of them do not know why.
- 0.5% of them, because they want to find a job in Italy.

Definitely, this shows clearly the lack of motivation our students have. Also, the fact that the selected field is ranked at the end, means that these students have fewer points, and as a consequence, it means that the level of students is not good, and if we take into consideration their lack of motivation, we can imagine that their future education in the application of this language will be poor and shallow. Therefore, even if they graduate, are they going to be able to use Italian with the quality the existing labour market demands?
The Faculty of Foreign Languages, especially the Department of Italian language, actually offers three study cycles (F.GJ.H, 2014), based on the Bologna Card System:

- The first three-year Bachelor cycle in three profiles:
  a) Italian Language, Literature and Civilization, where the below subjects are taught in Italian language GjB, while part of the subjects are done in Albanian language GjA (Albanian language and syntax) or Gjh C and Gj D:
    - First year: Practical Language (it), Phonetics (it), Introduction to Linguistics (it), Text Typology 1(it).
    - Second year: Theory of literature (it), Italian Language Morphology, Text Typology 2/3 (it), Medieval / Modern / Contemporary History (it), Italian Literature 1/2, Italian Syntax, Stylistics (it), Lexicology (it), Research Methodology (it), Sociolinguistics (it)
    - Third year: Italian civilisation, Glottodidactics (it), Italian Literature 3 /4, Text Typology 4, Text linguistics (it), Translation (it), Didactics (it), Language History (it), Philology (it), Introduction to Communication theory (it). Thesis (it)
  b) Language and communication, first and second year coincide with the profile of Italian Language, Literature and Civilization, whereas distinct changes in this profile are noticed in the third year,
    - Third year: Italian civilisation 1/2, Introduction to Semiology (it), Basis of Anthropology (it), Italian Literature 3/4, Text Typology 4, Introduction to pragmatics, Text linguistics (it), Translation (it), Didactics (it), Language history(it), Philology (it), Introduction to Communication Theory (it). Thesis (it)
  c) Translation and Interpretation, first and second year coincide with the above-mentioned profiles, whereas distinct changes in this profile are noticed in the third year,
    - Third year: Theory of Translation (it), Consecutive Interpretation ( A-B, B-A), Text Typology 4 (it), Practice of Translation (A-B, B-A) 1/2, Simultaneous Translation, Comparison of Translation, Thesis (it)

- Second two-year cycle, Scientific Master, which profiles in:
  a) Teaching – as follows:
    - First year: Teaching Methods and Critical Thinking (Alb), Development Psychology (Alb), Curriculum Development (Alb), Psycholinguistics and Foreign Language Methodology (it), Foreign Language, Learning and Class Management (Alb), Evaluation (Alb), Applied Linguistics and Intercultural Communication (it), Sources of Information for Teaching a Foreign Language (it)
    - Second year: Foreign Language for specific Purposes (it), Methodology of Scientific Research and Research in the Pedagogic Context of Foreign Language (it), Practical Laboratory for writing the final exam thesis (it). Practice. Thesis (it).
  b) Intercultural and tourist communication
    - First year: Literature Culture B (it), Applied economics (alb), Tourist communication (it), Translation, Interpretation, Literature Culture A (alb), Public relations (alb), Literature Culture C.
    - Second year: Communication strategy (it), Archaeology and Ethnography / tourist enterprise (it), Methodology of scientific research (it), Translation (C-A), Practice, Thesis (it)
  c) Translation
    - First year: Translation, Translation methodology and didactics, foreign language C, Interpretation, Terminology translation, Translation C-A, and a subject of choice
    - Second year: Translation C-A, Methodology of scientific research, Interpretation, Practice, Thesis (it).

- Third cycle, Doctorate School which has the below profiles:
  - Linguistics
  - Didactics and methods
  - Literature
We will deal more with the presentation of subjects that are done during only the first two study cycles, as they include nearly 98% of the students in our faculty.

The first three-year Bachelor cycle aims at a general education of the students with regards to the language, the country of origin with whom it is closely related. These three years serve to make the student understand what he is capable of, for a further profiling and what will be his specialty in the second and third study cycle.

But, analysing the curriculum and based on the continuous feedback from our students, we verify that besides the above-mentioned gaps, the stated subjects are in need of a review with regards to the improvement of, first, learning the Italian language as a communication language in every form, and then, in deepening other aspects related to it.

- What does this mean?

Our students face difficulties in learning the language, especially that of university. Despite the fact that they spend 160 hours learning the language, that is 6 hours/week for 30 weeks during the first year, for the majority of them the level of language remains in mediocre levels. Without any doubts, this brings frustration, emotional and affective barriers, and as a consequence, lack of motivation and no knowledge. This is later accompanied by incapability of understanding theoretical subjects and consequently, leads to low levels of education.

- What can be done?

Of course, there is area for improving the subjects and also the content of specific subjects in order to improve the situation. We have to admit that the blame is ours first, and then we can blame the student. We need to check where our gaps lie and not take for granted the fact that the students must know the language, because we know it. What we can suggest with regards to this issue is:

- Review of content and number of hours in subjects that deal specifically with language learning, such as: practical language, morphology, syntax and lexicology and the way they are presented, in order to make possible an effective and productive language learning for the student, making it possible for them to absorb enough knowledge that will enable them to deepen the learning of this language with the necessary will and passion to achieve a complete education that will serve in the future.

Also, in subjects of choice, students are offered subjects in the Albanian language, such as: Physical training, Human geography, Albanian literature, Economics, International relations, etc. It seems inappropriate for a foreign language student to participate in subjects that are not related to his profile, and especially in Albanian, with no aim to damage the general education of the student, who manages a complete background from high school, or to deteriorate the use of Albanian language. If Albanian subjects have to be organized, let's increase the hours in Albanian morphology and syntax which are reduced in a semester, while our specifics require from the student to be a good acknowledger of his native language first, and then of a foreign one. And actually, our students lack even in this aspect, which is important in knowing and then approaching two languages.

How can a student learn a foreign language when the reference points in the native language are weak and lacking? Even this is an issue that needs to be solved, but actually this needs to find a solution in the high school system, so that when the student studies at the university, he will not have to start learning the native language from the beginning. He must deepen and develop his critical, analytical, and approaching aspect in the university. This needs to be solved.

What can we do? We provided a solution previously: increase the number of hours in the classes of Albanian morphology and syntax. Another suggestion would be to include new subjects that aim at the improvement and development of writing in Albanian and acknowledging different typologies of Albanian text.

The second cycle aims at a true specific acknowledgment, specialization in the respective profile. But if we could look more carefully, we could see that there are issues, such as:

- In the teaching profile, the majority of the subjects are done in Albanian, especially during the first year, which is normally reflected in the linguistic education of the student, who stops at the effective use of the respective foreign language he is studying, despite the fact that the content and the teaching of these subjects are good ones, as they are prepared and taught from specialists, who have few or no knowledge of the Italian language. Still, this does not deny the fact that teaching Albanian from professors of Social Sciences represents a weakness for the Faculty of Foreign Languages. And this is verified not only from us, but also from the students themselves, who often complain on the lack of usage of Italian or for a seldom use in subjects which occupy less hours that the Albanian subjects.
Another fact that can be verified is that the teaching plans between the three profiles do not respect a fair share of subjects. Hours and credits are the same, but there is noticed that, while the teaching profile has a great number of subjects, the profile of communication and translation has a decreasing trend.

Also, in the approach between the two cycles, there are noticed repetitions of subject titles. It is clear that the subjects are aligned to a deepening from one cycle to the other, but there should definitely be a specification to distinguish one module from the other.

However, we should accept the fact that these teaching plans are continuously improving, due to the fact that the Bologna process has been recently implemented and, of course, there will be issues and difficulties during the road, and it is important to identify and work for their improvement.

Still, we should accept the real fact that even with five long years of study, the Italian language students do not find a job in the majority of the cases, or, as we mentioned above, they find a job that has no relation to their education. This arises some questions that require an answer, as our students’ development and the development of our department, as well, depends on them.

1. Has the labour market ever been tested in order to verify the specific needs it represents with regards to the usage of Italian language in terms of employment?
2. How many Italian language students have been employed in their specific profile after graduating?
3. Are our students capable to face the requirements of this market?
4. How valuable and practical has been the knowledge acquired during the study years in the workplace?
5. Is it necessary to review the curriculum of both study cycles, in order to approach more closely to the market requirements and students’ needs for the future?
6. What proposals and suggestions can we offer in order to solve these issues?

Of course, before we start thinking about changing the curriculum and bringing forth other proposals and suggestions from other departments, it is necessary to carry on a more general research, in order to understand what truly is needed in the actual labour market, and not make assumptions based on those design curriculum, subjects and programs, which will not serve to the real employment of students in the future.

If we can make an overview of the Italian presence in Albania, we could verify a large number of investments, enterprises, schools, hospitals, medical labs, institutions: the embassy, the Italian Institute of Culture, The Italian Chamber of Commerce, which, as we explained previously, comes as a result of bilateral relations between our countries, which have been in place for a very long time. All these close collaborative relations in different areas and sections not only of economic, industrial, social and cultural nature, but of political, military and juridical, as well, are a very important indicator that there really exists the need for people with good knowledge and use of the Italian language.

Let’s take a closer look in the areas where the need is stronger and what their nature is.

With reference to data provided from different sources on the Italian presence in Albania, there is noticed that (ICE, 2013):

- Import from Italy: food, beverage, minerals, fuel, energy, chemical and plastic products, leather and similar products, wood and paper products, textile and shoes, building materials and metals, machinery, tools and exchange parts, etc., make a total of 1.211 million Euro = 32% of Albanian import
- Export to Italy: 748 million Euro = 51% of Albanian export.

Italian and Italian-Albanian enterprises – 1460 active enterprises with different nature and forms, starting from commerce, light and heavy industry, telecommunication, agriculture, livestock, education, medical services, banking, television, etc.

Therefore, we can say that there are job positions in every area; it is only needed to find and apply. But that is not so simple:

- The fact that the majority of employees in key positions or the respective administration of these enterprises is Italian and only simple employees are Albanian, because they are paid less than what is paid in Italy.
- What Italian entrepreneurs present as an issue is the fact that, if they accept employing Italian graduates, only a few of them possess enough knowledge of the Italian language needed for a specific position or a few of them are able to use it properly.

So, what is required from us is not only the creation of professionals with linguistics capability, but also to know what kind of professionals we need to form. Therefore, the labour market requires specifics, such as: language users with good knowledge in the economic & industrial, health, administrative, communication and education section. Therefore, the purpose of our job is not to create invalid, theoretical and impractical education, but to make it practical and vital, so that it can serve to our students to achieve what they aspire in the future.
Due to all the above-mentioned reasons, the purpose of this research is to identify what we need to do to change the actual reality.

The required intervention must be deep, vertical, as well as horizontal. What we can do is face the need of the market, so that our students will not be employed in positions that do not justify five years of study.

That’s why, our faculty, and more concretely, our department, besides the review of the existing curriculum of the Italian language, has proposed the opening of professional short-term master studies, whose purpose will be the creation and forming of new professionals that will adapt to the labour market specifics. These proposals, designed from workgroups in our department, are linked to different areas, such as communication, knowing and using Italian for specific reasons, creating multimedia translators. They are presented below:

a) **Professional master in translation – profile audio-visual, with the objective of**: Preparing qualified professionals in the translation of audio-visual texts.
   - **Possible employment areas**
     - Televisions
     - Different agencies that deal with translation and movie dubbing

b) **Professional master in translation – technical profile, with the objective of**: Preparing translators for different specific areas.
   - **Possible employment areas**
     - Freelance translators
     - Employed translators (in translation societies, enterprises, organs, institutions of public and private research, national and international organizations)
     - Translators in press offices
     - Translators and linguistics consultants for information portals

c) **Professional master in Communication – operative profile with the objective of**: forming a professional general image with regards to the public relation area. It aims at enabling the student to intermediate and facilitate the communication between different institutions, between public and private institutions, between institutions and the public or even within the institution he is employed.

   - Subjects: Ethnology of public speech, institutional communication, public speaking, research and analysis of the material used in public communication, organizing and promoting public events, communication through art: music, cinema, pictures, techniques and strategies of online communication (language and culture C), practice, and thesis.
   - **Possible employment areas**
     - In different public or private institutions, as spokesperson in the public relation section
     - As a translator in the public relation section
     - In the administration
     - In different NGOs
     - In newsroom
     - Any kind of administrative assistance
     - Any other institution that deals with public information

As we have noticed, the offered proposals highlight the preparation and formation of professionals in different areas in the use of Italian language, with the sole purpose of enabling our students not only to compete, but also aim a qualitative and adequate employment, which gives them the opportunity for a further development in their career and their future in the respective specific areas of their professional education.
We do not pretend that, through these proposals, we are going to solve everything at once, which cannot be reached, because, in order to achieve this, there is required for both educational policies to play their role in the enforcement and preservation of the Italian language and culture. Also, with regards to the employment policies, it is essential to design and implement the agreement with effective Italian and Italian-Albanian enterprises which are present in Albania, with the purpose of mandatory employment of Albanian professionals.

Besides this, as the institution which prepares these generations of students, we think that it would be very effective if a common agenda should be prepared together with the private Italian enterprises of every sector that are operating in Albania. Such a step would require preliminary meetings in the beginning of the academic year with representatives of such enterprises, where they would present real needs they have for students with the appropriate profile for such job positions. Such a structured and long term (3-5 year) agenda would highlight the areas of improvement in the existing curricula or even introducing new elements in the existing ones. But, normally, this would be most effective in the labour market. In the light of such an organization, we have to add that we need to thoroughly consult the legislation with regards to the design of a common agreement with these foreign private sectors operating in the Albanian territory. This legal “precaution” would avoid any kind of future dissatisfaction or disagreements from both parts.

There is still a lot to be done and more difficult challenges await us in the future, but we will try hard to make it possible for our students to gain enough knowledge and make them ready to handle with success the challenges they will face after graduation.

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Professor Motivation in Albanian Public Universities: The Case of “Aleksandër Xhuvani” University, Elbasan

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Abstract

The public universities’ professors are the main source of the professional knowledge and skills of all students that attend public education system. Workplace motivation of the Albanian public university system is examined in this paper. Public universities’ professors are numerous in size and are considered as a highly professional group; therefore their impact is crucial for accomplishing the demanding goals of Albanian high education system. The main objectives of this research are: (1) to investigate the most relevant dimensions of the workplace motivation in Albanian public universities, and (2) to identify the most prevalent motivation areas that necessitate improvement for enhancing public universities’ professors performance. Workplace motivation based data were collected by both primary and secondary research. Professors from the public university of Elbasan were surveyed and further public universities workplace motivation documents and literature have been considered for the purpose of this topic. Through the analysis of the professors motivation in Albanian public universities are identified the main strengths and weaknesses of workplace motivation in high education institutions. In accordance with the contemporary theories of motivation, suggestions are provided for improving the effectiveness and performance of the Albanian public universities’ professors.

1. Introduction

University’s professors are beyond doubt one of the most meaningful professional group in Albania. Professor’s performance is vital for an improved education and for the future of a country mainly because their capability and performance are the educational basis of the knowledge and competencies that students need for entering the labour market. The purpose of this study was to describe and analyze the motivation dimension of professors in the public university of Elbasan. Motivation is crucial to professors’ performance; therefore the motivation component can be wisely used for encouraging commitment towards university’s objectives. According to Wortman et al. (Muller, 2010, p. 1) motivation is a driving force “that gives impetus to our behaviour by arousing, sustaining and directing it toward the attainment of goals”. Therefore, motivation is the process or mechanism that causes an individual to put efforts and sustain the desired work performance for achieving personal or organizational goals. Professors’ motivation of the public university of Elbasan is examined referring to the contemporary theories of motivation which represent the current thinking in workplace motivation.

Contemporary theories are considered to represent the most updated explanations regarding workplace and employee motivation. According to the cognitive theory, motivation is based in two systems: intrinsic and extrinsic motivators. Intrinsic motivators consist on responsibility, recognition, and employee development and growth. Extrinsic motivators consist on payoffs, verbal rewarding, and promotion. Whereas, Goal-Setting Theory implies that motivation and goal setting are interrelated, it supports the idea that motivation and work performance are directly influenced by clear, smart, and challenging goals. In addition, Self – Efficacy Theory considers a person’s confidence and capability to perform or accomplish a task. The higher the self-efficacy of an individual the more motivated the person will be for achieving goals. Equity Theory is based on the premise of balance. In simple words, a person’s motivation is interrelated with his perceptions about fairness, justice, and equity applied by his superiors. One other theory, one of the most widely applied is the Expectancy Theory. According to Victor Vroom, the probability for one person to act in a specific way depends on the strength of the expectation that this act will drive to the achievement of a desirable outcome. Thus, employees’ work and efforts recognition is imperative for enhancing their motivation. Hereupon, through the analysis of motivation variables in the public university this paper will provide insights on how much motivated are the public university professors, as also the most prevalent areas where improvements are needed for increasing professors' motivation. (Robbins and Judge 2009).
a. Methodology

In this research the methodology that was used to examine professor motivation in the public university of Elbasan consists on questionnaire. The questionnaire is designed referring to the contemporary theories of motivation. Hence, the research questions reflect the main issues of the motivation in the public university in order to gain proper insights of the workplace motivation. This questionnaire was designed in that manner to provide the necessary quantitative data to calculate the participants’ opinions statistically. The number of full time professors in the “A.Xhuvani” University is 219 professors. The questionnaire was sent to 200 professors, a sample size of 135 professors, teaching in the public university “A.Xhuvani in Elbasan, participated in this research, providing a response rate of 75% percent.

2. Results

University ‘A.Xhuvani’ is an important institution of scientific education in Albania, one of the most prominent universities in the country for the preparation of teachers, specialists and young researchers. The story for nearly four decades has seen significant achievements in many areas of the learning process and research. Before representing the motivation – based results of this, it is important to report some important demographic data.

a. Demographics

Referring to the demographic characteristics of age, displayed in Table 1, it is noticed that out of the total number of the sample, 54.1 % of the respondents of this study are female and 45.9 % are male. In fact this is not surprising, but rather a real reflection of professors’ gender composition of the overall educational sector of Albania, where the female presence in education is dominant.

Table 1: Respondents Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>62</td>
<td>45.9</td>
</tr>
<tr>
<td>Female</td>
<td>73</td>
<td>54.1</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100</td>
</tr>
</tbody>
</table>

Regarding the demographic characteristic of age presented in Table 2, results denoted that the prevalent age – group of this study respondents is the one consisting in the age – group of 31 - 39 years old, who made 45.2% of the entire representative sample. While the number of teachers respondents who were between 40-49 years old was the second interval. These demographic aspects of this sample’s age relate to the fact that teaching in the university requires a high degree of abilities and education experience.

Table 2: Professors Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Nr</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 – 30</td>
<td>32</td>
<td>23.7</td>
</tr>
<tr>
<td>31 – 39</td>
<td>61</td>
<td>45.2</td>
</tr>
<tr>
<td>40 – 49</td>
<td>42</td>
<td>31.1</td>
</tr>
<tr>
<td>&gt; 50</td>
<td>32</td>
<td>23.7</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100</td>
</tr>
</tbody>
</table>

Another important demographic facet is professors’ marital status, Table 3. Data show that 65.9% of the study’s participants are married. This evidence can be supported by the fact that 90.7% of the respondents are 31 and above years old, meanwhile Albanian social culture dictates, up to a point, the marriage of people who are above 30 years old. As for the others marital status options the evidences show that the percentage of respondents who were single was 23.7%. While, the percentage i of the participants who were cohabiting, divorced or widowed was at low levels, comprising almost 11% of the total sample.
Table 3: Marital Status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Nr</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>32</td>
<td>23.7</td>
</tr>
<tr>
<td>Co-habiting</td>
<td>4</td>
<td>3.0</td>
</tr>
<tr>
<td>Married</td>
<td>89</td>
<td>65.9</td>
</tr>
<tr>
<td>Divorced</td>
<td>8</td>
<td>5.9</td>
</tr>
<tr>
<td>Widowed</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100</td>
</tr>
</tbody>
</table>

Professors’ parenthood results shown in Table 4, indicates that 75.6% of the professors were parents. Being a parent or not, it is an important variable that both impacts and constrains motivation and performance. Professors who are parents, tend to be more motivated and responsible for their educating job, mainly because they want to maintain their incomes for their family.

Table 4: Parenthood

<table>
<thead>
<tr>
<th>Children</th>
<th>Nr</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>102</td>
<td>75.6</td>
</tr>
<tr>
<td>No</td>
<td>33</td>
<td>24.4</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100</td>
</tr>
</tbody>
</table>

As for the educational level of the professors sample, displayed in Table 5, it is pointed out that 68.1% had a master degree. While, it is pointed that 31.9% of participants had a doctorate degree. This evidence might be rationalized that individuals with a doctorate degree most of the professors tend to have a PhD degree after starting teaching in university in order to have a more clear perspective of their specialization area. Moreover, the persuasion of doctorate degree is reflected in the motivation for benefiting both promotion opportunities and increased salary.

Table 5: Education

<table>
<thead>
<tr>
<th>Highest degree earned</th>
<th>Nr</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>92</td>
<td>68.1</td>
</tr>
<tr>
<td>Doctorate</td>
<td>43</td>
<td>31.9</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100</td>
</tr>
</tbody>
</table>

Another important facet that needs to be noticed is the number of courses professors teach in university. The results displayed in Table 6 indicated that 18.5% of the respondent professors teach only one course per year and 54.8% of them teach two courses per year. While, 17.8% of the respondents teach three courses and only 8.9% teach four courses per year. University education provides focused and critical knowledge through their courses to the students, as such professors should have the appropriate knowledge background and specialized competencies for teaching in university.

Table 6: Number of Courses

<table>
<thead>
<tr>
<th>Number of courses</th>
<th>Nr</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25</td>
<td>18.5</td>
</tr>
<tr>
<td>2</td>
<td>74</td>
<td>54.8</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
<td>17.8</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>8.9</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100</td>
</tr>
</tbody>
</table>

And last but not least important, teaching experience is also investigated in this study. Data displayed in Table 7, revealed that only 18.5% of the respondents had 0 - 2 years of teaching experience and 28.1% of the teachers had 3 – 7 years of experience, while 53.4% of the participants in this study had 8 – 23 and above years of teaching experience.
These results are very good regarding the purpose of this study, because information gathered from more ‘mature’ professors provide deeper insights into motivation dimension. This is mainly because larger experience in teaching provides more reliable knowledge to individuals regarding the workplace environment, their self-capabilities, and helps for professionally growing.

Table 7: Number of years teaching

<table>
<thead>
<tr>
<th>Years teaching</th>
<th>Nr</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 2</td>
<td>25</td>
<td>18.5</td>
</tr>
<tr>
<td>3 – 7</td>
<td>38</td>
<td>28.1</td>
</tr>
<tr>
<td>8 – 12</td>
<td>48</td>
<td>35.6</td>
</tr>
<tr>
<td>13 – 17</td>
<td>12</td>
<td>8.9</td>
</tr>
<tr>
<td>18 – 22</td>
<td>7</td>
<td>5.2</td>
</tr>
<tr>
<td>&gt; 23</td>
<td>5</td>
<td>3.7</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>100</td>
</tr>
</tbody>
</table>

b. Motivational Variable of Objective Specificity

Regarding the motivation-based questions respondents were asked to identify which professors’ objectives are clearly explained and specified to them from university authorities. The responses are summarized in Table 8.

Table 8: Explained and specified objectives

<table>
<thead>
<tr>
<th>Professors’ Objectives Specified by University Authorities</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The positive development of the professor – student relationship</td>
<td>90</td>
</tr>
<tr>
<td>2. Systematic daily preparation of the classes with efficacy and competence</td>
<td>88</td>
</tr>
<tr>
<td>3. Collaborating with colleagues, students and others for the development of effective teaching practices</td>
<td>73</td>
</tr>
<tr>
<td>4. Applying various teaching methods appropriate to enhance the professional knowledge of the students with different capacity levels</td>
<td>89</td>
</tr>
<tr>
<td>5. Personal professional development through self – qualification and advanced qualification agencies</td>
<td>66</td>
</tr>
<tr>
<td>6. Being competent in the respective courses and in the teaching methods</td>
<td>99</td>
</tr>
<tr>
<td>7. Using the adequate techniques of students’ achievement assessment for motivating them to strive for higher – level learning objectives</td>
<td>75</td>
</tr>
</tbody>
</table>

From the results it is demonstrated that teacher’s objectives such as: “Being competent in the respective course and in the teaching methods” specified by 99% of the respondents, “The positive development of the professor-student relationship”, which was assumed to be well – clarified 90% of the respondent professor, “Applying various teaching methods appropriate for the enhancement of the professional knowledge of students with different capacity levels” comprising 89% of the sample, and “Systematic daily preparation of the class with efficacy and competence” specified as well for 88% of the participants it can be assumed that professors’ objectives are well explained and clearly specified. Thereupon, professors are properly informed about what is required by them. It is easily observable that these objectives that are most rated from respondent professors reveal the objectives that tend to increase student knowledge and skills. Besides, other important objectives are also required form professor (gathered through open-ended questions) such as: educational level, professional preparation, students’ final results. Meanwhile the teachers, clearly specified objectives rated at least

c. Motivational Variable of Training

Training variable data in Table 9 displayed that 0% of the respondents stated that training is “always” provided, while 4.4% of the survey’s participators stated “often”, 20.7% of them replied “rare” and 74.8% claimed that training is “never” secured or undertaken. These, training – based data presented here, indicate that training is not considered by university authorities as an important factor for enhancing motivation and teaching performance.
Self – efficacy theory, stresses that self – efficacy increase individual’s confidence for being able to succeed in a task. And one of the most efficient mechanisms that is used for increasing the employee’s self – confidence is training (Robbins and Judge, 2009).

d. Motivational Variable of Intrinsic Rewards

Referring again to Robbins and Judge (2009), Cognitive theory argues that intrinsic motivators are linked with internal locus of control, which makes individuals to believe they have control of their own behaviour. Meanwhile, extrinsic motivators are linked with external locus of control, meaning individuals believe that others or external environment impacts their behaviour. Due to this fact, it is very important that professors should be motivated only by intrinsic motivators for improving their teaching performance. Table 10 represents the data gathered regarding intrinsic motivation dimension of the university. Professors through the questionnaire were asked to give their opinion for five different variables. The variable 1, “Teaching is a challenging work”, was pointed out by 97% of professors, including those who “strongly agreed” and “agreed”. None of the respondents did not “disagree” or “strongly disagree” and only 4% were neutral with that statement. This in fact reflects the reality of Albanian educational system which is continuously changing; therefore changes in curriculum and teaching programs are constant.

Regarding, variable 2 of intrinsic motivation “I spend some of my free time by reading professional books and articles, attending workshop and meeting for being improved professionally”, 82% of participants strongly agreed and 675 agreed, 10% were neutral and again none of them disagreed. Courses in public universities are highly specialized consisting in concepts and topics that require periodic updates.

Intrinsic motivator variable 3, “My students think I’m a good teacher”, results are spread among all the optional answers, and where “agree” dominates with 46%. Recognition as an reward is a very important intrinsic motivators. Hence, we can suggest that respondent professors are moderately motivated referring to recognition motivation dimension. “The average number of students per class that show interest and pay attention during the classes is relatively good” statement revealed that respondents were indifferent 90% were neutral and only 10% agreed. This variable means that students’ interest and attention are at medium levels indicating that professors are not highly stimulated to be more committed and internally motivated during teaching. And last intrinsic motivator consists in the statement “The education system of public university gives me opportunity to grow and develop professionally,” revealed that 50% of the respondents disagreed, while only 3% of the sample agreed. The significant size of disagreement implies that public

Table 10: Intrinsic motivation

<table>
<thead>
<tr>
<th>The extent to which you agree or disagree with the statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>SD</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching is a challenging work</td>
<td>19%</td>
<td>78%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I spend some of my free time by reading professional books and articles, attending workshop and meeting for being improved professionally</td>
<td>82%</td>
<td>67%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. My students think I’m a good professor</td>
<td></td>
<td>15%</td>
<td>46%</td>
<td>21%</td>
<td>10%</td>
</tr>
<tr>
<td>4. The average number of students that show interest and pay attention during the classes is relatively good</td>
<td>10%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The education system of public university gives me opportunity to grow and develop professionally</td>
<td></td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Intrinsic motivator variable 3, “My students think I’m a good teacher”, results are spread among all the optional answers, and where “agree” dominates with 46%. Recognition as an reward is a very important intrinsic motivators. Hence, we can suggest that respondent professors are moderately motivated referring to recognition motivation dimension. “The average number of students per class that show interest and pay attention during the classes is relatively good” statement revealed that respondents were indifferent 90% were neutral and only 10% agreed. This variable means that students’ interest and attention are at medium levels indicating that professors are not highly stimulated to be more committed and internally motivated during teaching. And last intrinsic motivator consists in the statement “The education system of public university gives me opportunity to grow and develop professionally,” revealed that 50% of the respondents disagreed, while only 3% of the sample agreed. The significant size of disagreement implies that public
university system does not ensure opportunities for development and growth, consequently decreasing professors' motivation for contributing and performing better.

3. Conclusions and Recommendations

This project is an analysis of the main dimensions of the professor motivation in the Albanian public university of Elbasan. The research strategy of this study was based in the contemporary theories of motivation.

With regard to the specificity dimension of the teacher’s objectives, it was revealed that not all of the teacher’s objectives were well-specified and explained to the professors of the public university of Elbasan.

Training is not provided consistently.

As the intrinsic rewards are recognized as crucial rewards that cause high employee motivation, it was revealed that Albanian are moderately intrinsically motivated.

To improve their job performance level and to accomplish all of their teacher’s objectives successfully there are necessitated the following motivation-based intervention such as:

- well specifying and clarifying all of the respective teacher’s objectives;
- setting teacher’s objectives that are realistic and reachable;
- securing pertinent teacher training whenever the change affects the teaching activities and/or teacher’s objectives;
- with the teacher training content that enable them to approach to their teacher’s objectives smoothly; increasing the incidence of ensuring ‘training for specific courses’, inasmuch as it is the most effective method of teacher training as well as increasingly using the new methods of teacher training such as ‘training on distance’ and ‘mixed training’;
- provide opportunities for development.

References

Pedagogjia si Instrument i Parandalimit të Braktisjes së Shkollës

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Doi:10.5901/jesr.2014.v4n2p460

Abstract

School abandonment has become now days a phenomenon that affects education, school and public opinion. A large number of children in Albania do not frequent school; it is not registered in it and doesn't have a permanent place of work. Especially these children's doesn't have opportunities for an assured future and professional integration since they don't fit with today market requirements. This study offers some recommendations to organizations or institutions which contribute is in education field or social developments, to compile intervention politics and to be more focused in the process of compiling and reviewing projects in function of actual necessities

Fjalët kyçe : braktisje, punë sociale, parandalim, ndërhyrje, reabilitim.

Dukuria e mungesës së dëshirës për të shkuar në shkollë apo për të mos e vijuar mësimin, që e kanë shumë fëmijë dhe të rinj, është po kaq e hershme sa edhe shkolla vetë. Cilat janë shkaqet e një sjelijeje të tillë? Vërtet nuk kanë fëmijët dëshirë të shkojnë në shkollë? A duhen kërkuar shkaqet e këtij refuzimi tek organizimi i mësimit apo tek vetë institucioni shkollë? Apo nxënësitet i përcjellin problemet e tyre nga familja në shkollë? Sëmund të reagohet në mënyrët të përshkaktim kundër këtyre shkakeve? A duhet reformuar institucioni i shkollës? A mjafton funksionimi i punës sociale në shkollë?

Sot kushtet e jetës së të rinjve kanë ndryshuar ndjeshëm. Për të kuptuar ashtu siç duhet problemet e të rinjve në shkollë, është rëndësishme të shpjegojmë fillimin e tyre në shoqëri. Struktura shoqërore kundër të rinjve është e njohur nga zhvillimi i ngadalshëm i shoqërisë, nga një shoqëri i jetë në një shoqëri moderne që interesohet për dije dhe arsimit. Sot kërkohen individët fleksibël në shoqëri të ndryshme, të gatshëm për të mësuar, për të zhvilluar aftësitë kritike, të punës në grup, kompetenca shoqërore, kulturore dhe kreative.

Strategji dhe masa parandaluese

Ishët e domosdoshme që të reagohet në mënyrë të përshkaktim ndaj shqetësimeve të nxënësve dhe të veprohet në kohën e duhur, duke marrë masa parandaluese ndaj fenomenit të braktisjes së shkollës. Shumë nxënës e braktisin përshkondit shkollën, pasi ata nuk marrin mbështetjet e duhur në kohën e duhur dhe nuk përjetojnë asnjë lloj nxjtjeje prej saj.

Dpjëtë dhe braktisja në shkollë mund të jenë shpesh rrjedhojë e mosnxitjes së nxënësve për të arritur rezultate, për të shpalosur personalitetin e tyre në mjetin rethues. Strategjite që duhen hartuar si dhe masat që duhet të ndërmerren për të parandaluar braktisjen e shkollës duhet të jenë atafqgjata dhe të përhershme, të zbatohen gjatë gjithë periudhës shkollore, përmendrues e rëndësishme. Përmbërisët kryesorë të strategjive për shmangjen e dukurisë së braktisjes janë:

- parashikimi: procesi për identifikimin e hershëm të nxënësve të cilët janë në rrezik për braktisje;
- ndërhyrja: programe dhe nisma për të ndihmuar nxënësit në rrezik, që të kthehen në rrugë të mbarë;
- parandalimi: përfshin mënyrat për organizimin e programeve shkollore, të cilat do të minimizojnë mundësitë që një nxënës të bëhet një kontingjent për braktisje;
- reabilitimi: përfshin mundësi për trajtimin e nxënësve në rrezik në rastet kur ndërhyrjet dhe parandalimet janë të pamjaftueshme.
a) **Parashikimi** përfshin mënyrat e identifikimit të nxënësve të cilët kanë gjasa për braktisje. Shumica e nxënësve braktisës e lënë për arsye të ndryshme që lidhen me shkollën ose për arsye familjare apo vetëvaj. Kjo është e vërtetë për të gjitha nërgrupet demografike. Për të identifikuar nxënësit në rrezik për braktisje, shkollat duhet të marrin në shqyrtim ata nxënës që kanë nota të ulëta në lënët kryesore, që kanë mungesë apo ndryshim në rrezik të ulët dhe që nuk përfshihen në mënyrë aktive në shkollën.

Shefer-i, (Schäfer) mendon se mësuesit mund të identifikojnë me siguri në kohën e duhur fenomenin e braktisjes. Prindërit, mësuesit dhe punonjësit socialë mund të parandalojnë prirjet e hershme të braktisjes së shkollës. Shkolla duhet të identifikojnë nëse nxënësit janë në rrezik për braktisje, shkolla duhet të marrin në shqyrtim ata nxënës që kanë nota të ulëta në lënët kryesore, që kanë mungesë apo ndryshim për të t'i pëshant pastaj grupit shoqëror. Në rast të kundërt ajo duhet të zhvillojë strategjiet përshtatjeta për këta nxënës.

Nëse nxënësit janë në rrezik, ato duhet të marrin në shqyrtim ata nxënës që janë në lënët kryesore, që janë më tepër në rrezik dhe janë në mungesë për të jetojnë në shkollën. Nëse nxënësit janë në rrezik për braktisje, shkolla duhet të zhvillojë strategjiet për të ndihmuar nxënësit si të zgjidhni problemin e tij dhe të zhvillojë strategjiet për të ndihmuar nxënësit si të zgjidhni problemin e tij.

b) **Ndërhyrja.** Pas identifikimit të nxënësve në rrezik, është e domosdoshme të merren masa ndërhyrëse. Vëmendja e vazhdueshme dhe vetëmjet nga mësuesi mund të pakësojë nivelet e braktisjes, edhe për nxënësit që janë më tepër në rrezik. Lind, kështu, nevoja e një punonjësi social, i cili du të vëzhgojë ndikimin në rrezik, du të shërbye politikanët e rreth ndikimit të nxënësve.

Në lidhje me masa ndërhyrëse, një rol shumë të rëndësishëm luan bashkëpunimi midis shkollës dhe familjes. Ky bashkëpunim koniston në faktin që familja duhet të lajmëron nxënësin në rast të ndihmës apo braktisjes së orëve të mësimit nga ana e nxënësve.

Në lidhje me masat ndërhyrëse, një rol shumë të rëndësishëm luan bashkëveprimi midis shkollës dhe familjes. Ky bashkëpunim koniston në faktin që familja duhet të lajmëron nxënësin në rast të ndihmës apo braktisjes së orëve të mësimit nga ana e nxënësve.
c) **Parandalimi** përphin mënyrat se si shkollat mund të minimizojnë faktorët e rrezikut.
- Një përgatitje sa më e mirë e nxënësve në klasat më të ulëta i ndihmon nxënësit të ecin në rrugë të mbarë edhe në klasat më të larta.
- Madhësia e klasave në numrin e nxënësve si dhe cilësia e kurrikulës mësimore në shkollë janë gjithashtu du faktorë të rëndësishëm. Nxënësit që vazhdojnë shkollat e mesme në klasa më të vogla, që kanë marrëdhënien të mira ndërvejetjake me të ruajt, që kanë mësues që i përkrahin dhe i mbështesin, si dhe një kurrikul më të veçantë dhe të dobishëm, kanë më pak gjasa të braktisin shkollën.
- Disa modele ose reforma shkollore në shkolla të mesme mund t’i ndihmojnë nxënësit për të qëndruar në rrugë

d) **Rehabilitimi.** Çfarë duhet të bëhet kur ndërhyrjet dhe parandalimet nuk janë të mjaftueshme?
- Strategjitet e efektive të ndërhyrjes dhe parandalimit mund të redukojnë në mënyrë të konsiderueshme numrin e nxënësve, të cilët barten faktorët e rrezikut dhe bëhen braktisë. Programet rehabilituese mund të ofrojnë një përcaktojë për nxënësit në klasat më të ulëta dhe edhe në klasat më të larta.
- Madhësia e klasave në numrin e nxënësve si dhe cilësia e kurrikulës mësimore në shkollë janë gjithashtu dy faktorë të rëndësishëm. Nxënësit që vazhdojnë shkollat e mesme në klasa më të vogla, që kanë marrëdhënien të mira ndërvejetjake me të rriturit, që kanë mësues që i përkrahin dhe i mbështesin, si dhe një kurrikul më të veçantë dhe të dobishëm, kanë më pak gjasa të braktisin shkollën.
- Disa modele ose reforma shkollore në shkolla të mesme mund t’i ndihmojnë nxënësit për të qëndruar në rrugë

 Duke u bazuar në studimet bashkëkohore mbi dukurin e braktisjes së shkollës, do të thekojnë nëse së mirë për nxënësit temelore, të cilat drejtoria arsimore vendore duhet t’i marrin në konsideratë përpara se ata të investojnë në programe ndaluese, të ndërhyrjes dhe të parandalimit.

Së pari: përvojat mësimore (frekuentimi i shkollës) janë të rëndësishme për më mirë për braktisjet sesa raca, varfëria, mosha, gjinia dhe kushtet vetjake. Megjithëse shpesh mësuesit barten faktorët e rrezikut, që braktisjet lidhen me kushtet familjare dhe vetjake dhe në këtë kohë më kalon në shkollë, shumë braktisë manifestojnë shenja e rrezikut të ndërhyrjes së shkollës. Kjo gjendet në mësojët e më të mirët për nxënësit, si dhe kështu mbërtojnë shumë rregullat e ndërhyrjes së shkollës.

Së dyti: për shumë braktisë manifestojnë shenja të rrezikut në mësimore. Kjo gjendet në mësojët e më të mirët për nxënësit, si dhe shumë braktisë manifestojnë shenja të rrezikut në mësimore. Kjo do të thotë që shkollat dhe drejtoria arsimore mund të identifikojnë shumicën e braktisjeve potenciale, me qëllimin e të kërkuar për të disponuar me programet rehabilituese.

Së treti: mësuesit barten faktorët e rrezikut dhe jashtë kështjellëve, si dhe kështu mbërtojnë shumë rregullat e ndërhyrjes së shkollës.

Së katërti: frekuentimi dhe arritjet mësimore, të cilat janë të rëndësishme për të treguar se cilat janë të mjaftueshme për të mos u diplomuar. Kjo do të thotë që mbërtonin shumë rregullat e ndërhyrjes së shkollës.

E rrethi: mbishtetetet e ndërhyrjes dhe parandalimit janë të rëndësishme për të treguar se cilat janë të mjaftueshme për të mos u diplomuar. Kjo do të thotë që mbërtonin shumë rregullat e ndërhyrjes së shkollës.

nxënës që kanë përfunduar shkollën, pasi ky është një proces që kërkon më pak kohë dhe shpenzime.

Përveç masave të përmendura më lart, një rol mjalt të rëndësishëm për zbutjen apo mënjanimin e fenomenit të braktisjes së shkollës luan institucion i punës sociale në shkollë. Qëllimi kryesor i punës sociale në shkollë është integrimi shoqëror, profesional dhe shkollor. Kjo thekson veçanërisht forcimin e funksionit integrues të shkollës. “Puna sociale në shkollë është e nevojshme në rastet kur janë të domosdoshëm kompetencat pedagogjike së dhe ato sociale, atëherë kur kushtet psiko-sociale dhe rëndesat shpirtërore e bëjnë të pamundur të mësuarin, atëherë kur diskriminimet shoqërore e kërcënojnë personin, atëherë kur duhet mbështetet zhvillimi i kompetencave shoqërore”4

Puna sociale në shkollë

Të rinjtë e shohin përfundimin e shkollës jo vetëm si një kusht për profesion, por edhe si një mundësi për njohjen dhe integrimin social dhe përftimin e përvajave.

Koncepti i shkollës si “një hapësirë përftimi përvoja” është një koncept pedagogjik që ofron perspektiva për ndryshimin e shkollës së sotme. Ky koncept postlon një organizim të ri të shkollës dhe thekson orientimin e saj ndaj jetës së të rinjve, duke u kthyer kështu në një institucion të rëndësishëm pedagogjik, që i ndihmon të rinjtë për të organizuar jetën e tyre të përdishta në mënyrë produktive dhe të dobishme, si dhe për të krijuar dhe zhvilluar kompetencat e domosdoshme për formimin e identitetit dhe personalitetit. “Në shkollë”, “pranë shkollës”, “me shkollën” dhe jashtë saj duhet të grumbullohen me ftohten njohur, duhet të përftohen, të vlerësohen, të përpunohen e interpretohen përvajo.5

Shkolla nuk duhet parë vetëm si një institucion shoqëror për trajnin dhe zhvillimin e aftësive dhe shprehive, të cilat janë të domosdoshëm për të ardhmen e të rinjve, por ajo duhet të kontribuojë në zhvillimin vetjak të nxënësve, t’u ofrojë atyre ndihmë në përballjen me botën shoqërore, të mbështesë kërkesat ndaj jetës, si dhe të përmbushë detyratin e edukimit dhe të zhvillimit. Vetëm në këtë mënyrë mënyrë shoqëra nuk shihet si një institucion “i huaj”, funksioni dhe detyratin e së cilës pranohen dhe zbatohen nga të rinjtë në mënyrë të distancuar dhe me disiplinën e detyrur.6

Prandaj në rekomandojmë si masë tjetër të domosdoshme ofrimin e punës dhe ndihmës shoqërore në institucionin shkollë. Që prej fillimit të shekullit të ri është diskutuar, menduar dhe shkruar shumë mbi temën “Puna dhe ndihmë sociale në shkollë”. Në pjesën më të madhe të botimit dhe referohen përvojat e përftimper detyrave të përvoja të caktuara në këtë fushë.

Ne e shohim punën sociale në shkollë si një mundësi orientimi dhe strukturimi për të rinjtë, që i lidh parimet e punës së të rinjve me format e ndryshme të këshillimit. Qëllimi është të gjendet një mënyrë veprimi midis normave e rregullave të përcaktuara dhe sjelljes së përftimit të të rinjve.

Arsyet për fillimin e punës dhe të ndihmës sociale në shkollë kanë të bëjnë me gjendjen deficitare e ofritave të organizimit të kohës së së së të rinjve dhe të përkuqesjes së fëmijëve dhe të rinjve.

Puna sociale në shkollë nuk duhet të merret me problemet e organizimit të kohës së lirë si dhe me mangësitë pedagogjike, por duhet të realizojë dhe të përmbushë detyrin e ndihmës për të rinjtë. Të tilla janë p.sh. ofrim ndihme për kryqenin e detyrave të stëhpërisë, biseda me prindërtën e tjetrë. Pikësari këto ofrim duhet të përfshin atyre shkollorë të cilët nuk ndihmojnë në zhvillimin e së cilës pranohen nga shkolla.

Detyra parësore e punës sociale është një çiftë pa ndihmë me së nënpike dhe të domosdoshëm për të shërbyeshë e ofrimin e punës sociale në shkollë. Në varësi të shërbyeshëm, ekzistojnë forma të ndryshme organisimi dhe financimi të punës sociale në shkollë. Duke u mbështetet në përvoja botërore si dhe në literaturën bashkëkohore, paraqesim përmbetje të ndikimit të paraqet shfrytëzimin e kësaj koncepte e shëri të domosdoshëm të shkollës dhe punën sociale. Në mënyrë grafike dhe tabelare këto tri modele paraqiten në këtë formë:


**Modeli integrues**

<table>
<thead>
<tr>
<th>Mbartësi kryesor: Shkolla (kontroll profesional mbi punën sociale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karakteristikat:</td>
</tr>
<tr>
<td>- Detyrat e punës sociale u drejtohen nevojave të shkolës.</td>
</tr>
<tr>
<td>- Organizimi social për fëmijët dhe të rinjtë në kohën e lirë.</td>
</tr>
<tr>
<td>- Puna sociale është e integruar nga bratë në mënyrën e sociale administrative me shkolën.</td>
</tr>
<tr>
<td>- Puna sociale duhet të garantojë që të zhvillohej nga të rinjtë në kohën e lirë.</td>
</tr>
<tr>
<td>Përparësitë:</td>
</tr>
<tr>
<td>- Puna sociale bëhet pjesë e shkollës.</td>
</tr>
<tr>
<td>- Mundësohet me lehtë bashkëpunimin nga bratë me personelin mësimor.</td>
</tr>
</tbody>
</table>

**Mangësitë:**
- Kufizohet autonomia e punës sociale.
- Shpesh luon vetëm funksion kontrolluesi e mbiqyrtërisë.
- Ngarkohet vetëm për organizmin e kohës së lirë.
- Puna sociale ndër më plan të dytë.


**Modeli i distancës**

<table>
<thead>
<tr>
<th>Mbartësi kryesor: Shkolla ose puna sociale.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karakteristikat:</td>
</tr>
<tr>
<td>- Mundësi këshillimi, përkuqejet e punës së rinjtë;</td>
</tr>
<tr>
<td>- Puna sociale nuk është e lidhur drejtën e shkollës.</td>
</tr>
<tr>
<td>- Detyrat janë të ndara qartë, por mund të ketë edhe pika takimi;</td>
</tr>
<tr>
<td>- Kontakt i lirë midis personelit mësimor dhe punonjësve sociale.</td>
</tr>
<tr>
<td>Përparësitë:</td>
</tr>
<tr>
<td>- Masë e lartë autonomie për institucionin e punës sociale.</td>
</tr>
</tbody>
</table>

**Mangësitë:**
- Bashkëpunimi i qëllimshëm midis mësimor dhe punonjësve sociale arrihet me vështirësi.
- Ekzistojnë pak mundësi për të ndikuar në proceset e socializimit brenda institucionit shkolës.


**Modeli i bashkëpunimit:**

<table>
<thead>
<tr>
<th>Mbartësi kryesor: Shkolla, puna sociale ose institucione të tjera</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karakteristikat:</td>
</tr>
<tr>
<td>- Bashkëpunimi intensiv midis shkolës dhe punës sociale sipas një strukture të përcaktuar.</td>
</tr>
<tr>
<td>- Detyra të ndara qartë me hapa të përcaktuara qartë.</td>
</tr>
<tr>
<td>Përparësitë:</td>
</tr>
<tr>
<td>- Puna sociale në shkollë mund të ruajë pavarësinë e saj, por ushtron edhe ndikimin e saj në shkollë, si dhe mund të ndryshojë pjesërisht dërcënë në sistem shkolës.</td>
</tr>
<tr>
<td>- Shkolla dhe puna sociale e njohin në mënyrën e ndërsjes në qër të tjetër, respektivisht të detyrat e qërë të tjetrës, janë të dyja njëllë të rëndësishme.</td>
</tr>
<tr>
<td>- Puna sociale mund të vepronë në mënyrën e autonome, por mund të ndikë në bazë të përvëshjes profesionale.</td>
</tr>
</tbody>
</table>

Për një funksionim sa më të mirë të bashkëpunimit midis shkolës dhe institucionit të punës sociale duhen marrë parasysh një sërë kushtesh dhe faktorësh që ndikojnë ndjeshëm këtë bashkëveprim.

**Projekte dhe programe për të rinjtë**

Jo pak nxënësë e përjetoin shkolën si një hapësirë përvëshjen negative shqërbore, ku nuk i gjejnë të pasqyruara interesat
dhe nevojat e tyre. Në mësim nuk ka shumë kohë në dispozicion për secilin nxënës dhe aq më pak kur ai paraqet një sjellje devijuese nga sjelljet e tjera.

Shkolla në këtë rast ofron pak mundësi për të reaguar në mënyrë të përshtatshme. Të mësuarat sot bëhet sipas metodës klasike: të mësuarit frontal. Në të mungojnë situata konkrette dhe reale dhe kjo metodë i bën nxënësât shumë pasivë. Për të shmantgur tendencat e braktisjes së shkollës, është e domosdoshme që të “zbuten” format tradicionale të të mësuarit dhe mësimi të drejtohet më shumë nga projekti dhe praktika.

Shumë ekspertos të arsimit janë të mendimit që ndërmetjasitë i dijeve nuk duhet bërë në mënyrë të izoluar. Njëherazi autorët thekojnë faktin që shkolla nuk mund të reduktohet vetëm si vend i organizimit të proceseve mësimore, por, para së gjithash, ajo është një urë drejt botës. Për të shmangur tendencat e braktisjes së shkollës, është e domosdoshme që të “zbuten” metoden e njohur të mësimit të ndihmuar, duke zhvilluar proceset e komunikimit në këtë strukturë. Për të ndihmuar në këtë proces, duhen vënë në dispozicion, nga ana e shkollës, hapësira e komunitetit të dyshuar dhe të planifikohet.

Të gjitha institucionet e tjerë të lidhura me shkollën mund të ndihmojnë dhe të mbështesin programet e realizuar nga shkolla. Qëllimi është të bikë në shërbim të rinjëve dhe të përparaqikuarmi për organizimin e së ardhshëm. Këto projekte i ndihmojnë të rinjtë kundër një njësive të bashkëvepruara për të vazhduar dhe të përfunduar me sukses shkollën. Një mësimi i ndihmojnë të rinjëve të realizuar, që të punojnë me njëpartnership të ndihmuar për të përparaqikuar gjithë këtë projekt për të përfundojë me sukses.
The Examination of Reliability and Validity of Flirting Styles Inventory Among Turkish Adults

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Abstract

The purpose of this study is to examine the validity and reliability of the Flirting Styles Inventory (FSI) among Turkish adults. 327 participants aged between 18-53 that responded to online questionnaires via links of which had been distributed through several social media (X = 26.1, SD = 4.75). Exploratory factor analysis revealed six factors whose eigenvalues were over 1. Principle component analysis with varimax rotation in which the factor number was set as five showed a similar structure of factors to the original inventory that was developed by Hall et al. (2010). 25 of the 26 items loaded on the expected factors. The remaining item was observed to be loaded on the expected factor (traditional style) in the unrotated principle component analysis. Thus, this item was decided to be added to the traditional style subscale as in the original FSI. All the subscales of FSI (traditional, physical, sincere, playful, and polite) showed several significant correlations with Attitudes Toward Streotypes Related to Romantic Relationships Scale, Future Time Orientation in Romantic Relationships Scale and Love Attitudes Scale (p < .05). Traditional and polite styles positively correlated with the attitudes toward stereotypes related to romantic relationships, future time orientation in romantic relationships, and “pragma” and “mania” love styles (p < .01). Polite style also positively correlated with “agape” and “eros” love styles (p < .05). Physical and playful styles negatively correlated with the attitudes toward stereotypes related to romantic relationships and future time orientation in romantic relationships and positively correlated with “ludus” love style (p < .01). Physical style also positively correlated with “eros” love style while playful style negatively correlated with “agape” love style (p < .05). Finally, sincere style positively correlated with future time orientation in romantic relationships, and “agape”, “eros” and “mania” love styles (p < .05). Women scored higher on traditional and polite styles while men scored higher on playful style (p < .01). No significant difference in relation to gender was observed in physical and sincere styles.

Keywords: Courtship, Flirting, Love, Love Styles, Relationship Initiation, Romantic Relationships, Turkish Adults

ÖZ


Anahtar Sözcükler: Kur Yapma, Flört, Aşk Biçimleri, İlişki Başlatma, Romantik İlişkiler, Türk Yetişkinler
Flört Biçimleri Ölçüğü Geçerlilik ve Güvenirlik Çalışması


Türkiye'de romantik duygular ve romantik ilişkileri değerlendiren çalışmalarla birlikte, bireylerin genel olarak aşk ve ilişkiler hakkındaki inanış ve tutumları ile yaşamaktan okunan ilişkileri hakkındaki görüş, duyu ve deneyimlerini değerlendirilen örneklem sonucunda AİTÖ arkadaşça aşk (storge), mantıklı aşk (pragma) olmak üzere altı farklı aşk biçimini içermektedir (bkz. Ek 2).


Seçkisiz maddeler arası korelasyonlara bakılmış ve aralarında .30'dan düşük korelasyon olan maddeler çıkarılmıştır. Böylece, 13 faktörde yer alan ve yüklenen maddeler seçilmiş (özdeğerler 7.0 ile 1.9 arasında değişmiştir). Saçılma grafiği de bu faktörleri belirgin bir şekilde göstermiştir.

Eğilip döndüren ve temel eksen faktörleme yöntemleri tercih edilmiştir. Özdeğer ve saçılma grafiği analizleri 5 faktörlü yapılandırmayı temel almakta ve tutkulu aşk (eros), özgeci aşk (agape), sahiplenici aşk (mania), sevgi oyuncu (ludus), arkadaşça aşk (storge), mantıklı aşk (pragma) olmak üzere altı farklı aşk biçimini içermektedir (bkz. Ek 2).

Ölçeğin kısa formunun geçerliliği, Hendrick ve arkadaşları (2000a, 200b; Sakallı ve Curun, 2002; Sakallı-Uğurlu, 2003) tarafından AİTÖ kısaltılmış formu olarak standartlaştırılmış olup 24 maddelik, 5 dereceli likert tipi bir ölçuecektir. 

Soruşturmada, iki eşit parçaya bölünmüş olan 327 kişi oluşturmaktadır. Katılımcıların 208'i (% 63,6) kadın ve 119'u (% 36,4) erkek idi. Kadınlardan 197'si (%94,7) çatışan kadınlardan, 10'u (% 4,8) ise evli idi. Erkekler ise 110'u (%92,4) celебi, 9'u (%7,6) ise evli idi. Bu çalışmada, çocukların ve gençlerin de, özellikle de, tek başına, birlikte veya birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birlikte evlenenlerin de, bilinen birli
gibi aşk, arkadaşı aşk, mantıklı aşk olmak üzere altı faktörden oluştuğu bulunmuştur. Ölçeğin iç tutarlılık (Cronbach Alpha) ve iki yarım güvenirlik katsaylarının her biri .70 olarak bulunmuştur. Ölçeğin 5 dereceli (1, kesinlikle yanılt; 5 kesinlikle doğru) likert tipi 24 maddeden oluşmaktadır.

Romantik ilişkilerle İlgili Kalıpyargılarla İlişkin Tutmalar Ölçeği-Kısa Formu


Romantik ilişkileri Gelecek Zaman Yönetimi Ölçeği – Genişletilmiş Form


Romantik ilişkilerle Gelecek Zaman Yönetimi Ölçeği-Kısa Formu (RİGZYÖ-GF) 4 basamaklı Likert tipi 11 maddelik ölçektir. Bir uçta yer alan 1. benim için hiç doğru değil, 4 ise benim için çok doğru anlamanı gerektirmektedir. Ölçekteki 1, 4, 8, 9 ve 11. maddelerin ters puanlanması gerekmektedir. Ölçekten bir toplam puan alınmakta ve yüksek puanlar ilişkilerde gelecek yönünde bir planlama ve düşük puanlar ilişkilerde gelmele bir planlama yapmakla birlikte. Diğer maddelerden oluşmaktadır (Bkz. Ek 3).

Romantik ilişkilerle Gelecek Zaman Yönetimi Ölçeği – Genişletilmiş Form


Romantik ilişkilerle Gelecek Zaman Yönetimi Ölçeği-Kısa Formu (RİGZYÖ-GF) 4 basamaklı Likert tipi 11 maddelik ölçektir. Bir uçta yer alan 1. benim için hiç doğru değil, 4 ise benim için çok doğru anlamanı gerektirmektedir. Ölçekteki 1, 4, 8, 9 ve 11. maddelerin ters puanlanması gerektirektir. Ölçekten bir toplam puan alınmakta ve yüksek puanlar ilişkilerde gelecek yönünde bir planlama ve düşük puanlar ilişkilerde gelmele bir planlama yapmakla birlikte. Diğer maddelerden oluşmaktadır (Bkz. Ek 3).

İşlem


Katılımcılar Flört Biçimleri Ölçeği, AİTÖ ve RİİKTO, daha sonra Sakalli ve Curun (2002) tarafından geliştirilen 12 maddelik Romantik İlişkilerle İlgili Kalıpyargılarla İlişkin Tutmalar Ölçeği (RİİKTO) için yapılan analiz sonucunda, iki faktörü bir yapı elde edilmiştir (Öner, 2000b). Bu faktörler, erkek ve kadın ilişkilerinin tamamen değişikliği odaklanan adlandırılmıştır. Birinci faktörü için (Cronbach Alpha) .85, ikinci faktörü için (Cronbach Alpha) ise .64 olarak bulunmuştur.

Romantik ilişkilerle Gelecek Zaman Yönetimi Ölçeği-Kısa Formu (RİGZYÖ-GF) 4 basamaklı Likert tipi 11 maddelik ölçektir. Bir uçta yer alan 1. benim için hiç doğru değil, 4 ise benim için çok doğru anlamanı gerektirmektedir. Ölçekteki 1, 4, 8, 9 ve 11. maddelerin ters puanlanması gerektirektir. Ölçekten bir toplam puan alınmakta ve yüksek puanlar ilişkilerde gelecek yönünde bir planlama ve düşük puanlar ilişkilerde gelmele bir planlama yapmakla birlikte. Diğer maddelerden oluşmaktadır (Bkz. Ek 3).

Geçerlilik ve Güvenirliğe İlişkin Bulgar

Çalışmada, Flört Biçimleri Ölçeği’nin 5 faktörü yapısının geçerliliğini sınıma amacıyla, ayrıca bu faktörler analizleri yapılmıştır. İlk olarak temel bileşen analizi ile 6 faktörü bir yapı elde edilmiştir. Elde edilen bu yapı varyansın %56’sını açıklmıştır. Daha sonra yapılan varımaks döndürmeli temel bileşen analizi sonucunda özdegeri 1’in üzerinde olan 6 faktörü bir yapı elde edilmiştir. Altı faktörü bir yapı, varyansın %56’sını açıklmıştır.

Özgün formun 5 faktörü bir yapı olmasa ve çapraz grafiğinin 5 faktörü yapıya işin verdiğini görmüş nedeniyle (bkz. Şekil 1), faktör yapıları 5 olarak belirlenerek, yeniden varımaks döndürmeli temel bileşen analizi yapılmıştır. Sonuç olarak, Flört Biçimleri Ölçeği’nin özgün yapısında oldukça yakın bir 5 faktörü yapı elde edilmiştir (Tablo 1). Elde edilen bu beş faktörü yapısı, varyansın %52’sini açıklmıştır. Özgün ölçüde ve yönlendirilen maddelerin yorumu tutarlı bir şekilde, 1. faktör Geleneksel Flört Biçimi, 2. faktör Fiziksel Flört Biçimi, 3. faktör Samimi Flört Biçimi, 4. faktör Nazik Flört Biçimi ve 5. faktör Oyuncu Flört Biçimi olarak isimlendirilmiştir. Bu faktörlerin ölçüdeleri ise sırasıyla 5.4, 3.1, 2.2, 1.6 ve 1.3 olarak bulunmuştur.

Tablo 1’de görülebileceği gibi, beş faktörü yapıda, “geleneksel çıkma biçiminin toplumsal bir kural olduğu günler dönebilmemizi dilerim” maddesi dışındaki tüm maddeler faktörlerle özgün ölçükte belirlidıği gibi dağılmışlardır (tabloda...
bu madde koyu karakterlerle gösterilmiştir). Bu maddein, varımaforsörünmüşdürному işleyip birden adaylanılan temel bileşen analizinde olduğün oketli 양ı taypan olan faktöre (Geleneksel) yükülüdürıp görünür (faktör yükü .48, madde test korelasyonu r = .40). Bu nedenle olücün Türkçe formunda da bu faktör altında yer alması uygun görülmüştür. Bu şekilde, Flört Bcirleri Olüğünin Türkçe formunun olduğun oketeki tüm maddeili aynı faktörler altında içermesine karar verilmştir.


Tablo 3'te görülebilmiştir, Geleneksel Flört Bcirim AİTO’nun Mantıklı Aşk ve Sahiplenici Aşk alt ölçeklerine olumu ilişkilere sahiptir. Bu flört biçiminin ayrıca, hem RİİKKTÖ’nün ilıkide erkeğin baskını gibi ve ilişikeye erkeğin girişkenliği alt ölçekleri ile hem de ilişikeye Gelecek Yönetimi ile olumu yönde ilişkilili olduğu bulunmaktadır.


Olüğün tümü için iç tutasıkча katsayı (Cronbach Alpha) .65 bulunmaktadır. Olüğün beş faktörünün iç tutasıkcha katsayıları (Cronbach Alpha) ise, Geleneksel Flört Bcirim için .86, Fiziksel Flört Bcirim için .79, Samimi Flört Bcirim için .65, Nazik Flört Bcirim için .66 ve Oyuncu Flört Bcirim için .64 bulunmaktadır.

Flört Bcirileri Olüğünin Alt Ölçeklerinin Cinsiyet Yönünün Karşılaştırılması

Tablo 4, Flört Bcirileri Olüğünin alt ölçeklerinin cinsiyet yönünden karşılaştırıldığı t testi sonuçlarını göstermektedir. Bu tabloda görülebileceği gibi, kadınlar, Geleneksel ve Nazik Flört Bcirileri bakımından erkeklerden anlamli olarak daha yüksek puanlar almışlardır (p < .01). Erkekler ise, Oyuncu Flört Bcirimi bakımından kadınlardan anlamli olarak daha yüksek puanlara sahip bulunmuşlardır (p < .01). Samimi ve Fiziksel Flört Bcirileri bakımından ise cinsiyet açısından anlamli farklıklar saptanmamıştır (p > .05).

Tartışma


Flört biçimlerini alt ölçeklerindeki cinsiyet farklılıklarının Hall ve arkadaşlarının (2010) bulgularından kısmen farklı olduğu görünmuştur. Flört biçimlerinin olgünin geliştirilirliği çalışmada oyuncu flört biçiminde erkekler, diğer tüm flört
biçimlerinde ise kadınlar daha yüksek puanlar almışlardır. Şimdiki çalışmada ise önceki çalışmaya benzer şekilde erkeklerin yalnızca oyuncu fırtın büyük puanları alırken kadınlar ise geleneksel ve nazik fırtın büyük puanları almışlardır. İlk çalışmadaki farklı olarak, şimdiki çalışmada fiziksel ve samimi fırtın bicimlerinde cinsiyete bağlı anlamlı bir farklıluk saptanmamıştır.

Kaynaklar


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<td>olduğu günlerinde de nebilmemizi dilerim ***</td>
<td>.52</td>
<td>.57</td>
<td>.57</td>
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<tr>
<td>26 Gönümüz toplumunda, insanlar flörtle ilgili konularla</td>
<td>.55</td>
<td>.72</td>
<td>.72</td>
<td>.55</td>
<td>.72</td>
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<td>.72</td>
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<td>4 Flört sadece eğlence içindir, insanların bu kadar ciddi</td>
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<td>.77</td>
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<td>.77</td>
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</tr>
<tr>
<td>9 Flört zararsız bir eğlence olabilir</td>
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<td>.77</td>
<td>.77</td>
<td>.72</td>
<td>.77</td>
<td></td>
</tr>
<tr>
<td>14 Flört etmenin ilk nedeni, flörtün kendimi iyi</td>
<td>.68</td>
<td>.70</td>
<td>.70</td>
<td>.68</td>
<td>.70</td>
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<tr>
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<td>.68</td>
<td>.70</td>
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</tr>
<tr>
<td>19 İli ilgi doğru madadığım insanlarla flört ederim</td>
<td>.36</td>
<td>.51</td>
<td>.51</td>
<td>.36</td>
<td>.51</td>
<td></td>
</tr>
</tbody>
</table>

* Beş Faktöre Zorlanan Varımkars Döndürmeli Temel Bileşen Analizi Sonucu
** Ters kodlanması gerekli maddeler
*** Bu maddenin ilk faktör altında yer alması karar verilmiştir.
Tablo 3. Flört Biçimleri Ölçeği, Aşka İlişkin Tutumlar Ölçeği (AİTÖ), Romantik İlişkilerle İlgili Kalıpyargılara Karşı Tutumlar Ölçeği (RİİKKTÖ) ve Romantik İlişkilerde Geleceğin Ölçeği (RİGZÖ) Toplam Puanları Arasındaki Korelasyon Yönelimi (N= 327).

<table>
<thead>
<tr>
<th>Cinsiyet</th>
<th>Erkek Eğitimli Birlikli Kalıpyargısı</th>
<th>Erkek Girişkenli Kalıpyargısı</th>
<th>Gelecek Yöneltimi</th>
<th>Arkadaşça Aşk</th>
<th>Özgüçlü Aşk</th>
<th>Tütkülü Aşk</th>
<th>Mantıklı Aşk</th>
<th>Oyun Gibi Aşk</th>
<th>Sahiplenici Aşk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geleneksel Flört Biçimi</td>
<td>0.42**</td>
<td>0.82**</td>
<td>0.30**</td>
<td>-0.02</td>
<td>-0.05</td>
<td>-0.01</td>
<td>0.35**</td>
<td>-0.04**</td>
<td>0.25**</td>
</tr>
<tr>
<td>Fiziksel Flört Biçimi</td>
<td>-0.12**</td>
<td>-0.18**</td>
<td>-0.28**</td>
<td>-0.02</td>
<td>-0.005</td>
<td>0.11</td>
<td>0.002</td>
<td>0.24**</td>
<td>-0.04</td>
</tr>
<tr>
<td>Oyuncu Flört Biçimi</td>
<td>-0.29**</td>
<td>-0.29**</td>
<td>-0.55**</td>
<td>-0.09</td>
<td>-0.11**</td>
<td>-0.03</td>
<td>-0.05</td>
<td>0.36**</td>
<td>-0.05*</td>
</tr>
<tr>
<td>Samimi Flört Biçimi</td>
<td>-0.03</td>
<td>-0.05</td>
<td>0.12</td>
<td>0.01</td>
<td>0.14*</td>
<td>0.13*</td>
<td>0.01*</td>
<td>-0.02*</td>
<td>0.24**</td>
</tr>
<tr>
<td>Nazik Flört Biçimi</td>
<td>0.45**</td>
<td>0.53**</td>
<td>0.37**</td>
<td>0.05</td>
<td>0.17**</td>
<td>0.12*</td>
<td>0.35**</td>
<td>-0.06</td>
<td>0.26**</td>
</tr>
</tbody>
</table>

* Korelasyon 0.05 düzeyinde anlamlıdır.
** Korelasyon 0.01 düzeyinde anlamlıdır.

Tablo 4. Flört Biçimleri Ölçeğinin Alt Ölçeklerinin Ortalamaları, Standart Sapmaları ve t Değerleri (Kadınlar için n = 157, erkekler için n = 127).

<table>
<thead>
<tr>
<th>Cinsiyet</th>
<th>X</th>
<th>s</th>
<th>t</th>
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</thead>
<tbody>
<tr>
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<td>18.81</td>
<td>7.90</td>
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<td>erkek</td>
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<td>Fiziksel Flört Biçimi</td>
<td>21.53</td>
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<td>-1.14**</td>
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<td>erkek</td>
<td>22.35</td>
<td>5.96</td>
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<td>Oyuncu Flört Biçimi</td>
<td>13.23</td>
<td>4.81</td>
<td>-3.17**</td>
</tr>
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<td>Oyuncu Flört Biçimi</td>
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<td>5.06</td>
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<td>30.25</td>
<td>3.81</td>
<td>1.47</td>
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<td>Samimi Flört Biçimi</td>
<td>erkek</td>
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<td>31.63</td>
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<td>Nazik Flört Biçimi</td>
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<td>29.57</td>
<td>6.28</td>
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</tbody>
</table>

** Korelasyon 0.01 düzeyinde anlamlıdır.
Şekiller

Şekil 1. Varimaks Döndürmeli Temel Bileşen Analizi Saçılma Grafiği
Preferred Strategies for Female and Male Initiators in Romantic Relationship Initiation: The Role of Stereotypes Related to Romantic Relationships, Rejection Sensitivity and Relationship Anxiety

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Abstract
The aim of this study is to evaluate the associations between preferences about which strategy (e.g. direct, indirect or passive strategies) should be used by women and men in order to initiate relationship, attitudes toward stereotypes related to romantic relationships, rejection sensitivity and relationship anxiety. It is also aimed to evaluate to what extent rejection sensitivity and relationship anxiety determine the stereotypical attitudes concerning men’s initiation in relationships. The sample of the study included 373 participants (228 women - 145 men) between the ages of 18 - 37 (X = 22.08, SD = 2.18). The questionnaire that consisted of demographic information form, Relationship Fear/Anxiety Subscale of Multidimensional Relationship Scale, Attitudes Toward Stereotypes Related to Romantic Relationships Scale and Rejection Sensitivity Scale were administered to the participants in person as printed forms or by internet as online forms. Findings showed that both female and male participants mostly supported indirect strategy for female initiators, and direct strategy for male ones. Female participants’ support for direct strategy was found to be greater than male participants’ support for direct strategy where the initiator was male (p < .05). Conversely males’ support for direct strategy was greater than female participants’ support for direct strategy where the initiator was female (p < .05). Relationship anxiety, attitudes toward stereotypes related to romantic relationships and rejection sensitivity were found to be differed in the basis of different strategy preferences for female and male initiators. Female participants who supported indirect strategy for female initiators were more in favor of stereotypes concerning men’s initiation and men’s dominance in relationships than female participants who supported direct strategy for female initiators (p < .01). These participants were also found to have more rejection sensitivity than the other female participants group by a marginal significance level (p = .051). Male participants who supported direct strategy for female initiators were found to have more relationship anxiety than male participants who supported indirect strategy for female initiators (p < .01). Male participants who supported indirect strategy for male initiators were observed as more supportive of stereotypes concerning men's dominance in relationships (p < .01). In women sample, supporting stereotypes concerning men’s initiation was explained by the number of individual’s own initiations and rejection sensitivity. Findings of the research were discussed within the framework of gender roles, stereotypes related to romantic relationships and rejection sensitivity theory.

Keywords: Romantic Relationship, Relationship Initiation, Rejection Sensitivity, Stereotypes, Gender Roles

The beginning of a relation in which couples get to know each other is a duration that is of paramount importance in the development of the relationship (Berscheid & Garizano, 1979; Snyder, Berscheid & Glick, 1985). As Clark, Shaver and Abrahams (1999) suggested, even though many studies concerning maintainance of relationships are carried out, the number of studies, in which the initiation of these relationships are of concern, are very limited This study aims to investigate the associations between the views about the strategies that men and women are supposed to follow and the stereotypes involving romantic relationships, rejection sensitivity and relationship anxiety In addition, an investigation into the extent to which rejection sensitivity and relationship anxiety predicts the stereotypical attitudes associated with men being supposed to be active and initiative is aimed. The expression relationship initiation refers to the beginning stage of close relationships (Sprecher & Guynn, 2009). According to Clark and colleagues (1999), during the realtionship initiation period, individuals employ different strategies to interact or deepen their interaction with people they like or are attracted to. These are:
(a) becoming emotionally involved (revealing personal information), (b) directly initiating a relationship (making physical contact, directly asking a potential partner to start a relationship), (c) signaling indirectly (hinting, talking generally about romance), (d) manipulating the situation (making the setting romantic, maintaining close physical contact), (e) joking
(teasing, playfully insulting), (f) demonstrating resources (gift-giving, showing off possessions), (g) using third parties to initiate a relationship (getting friends or family members to assist), and (h) acting passively (waiting for the other person to make the first move) (p. 712).

These strategies might be both direct or indirect and the person might even choose to remain completely inactive and wait. (Clark et. al. 1999, Vorauer & Ratner 1996)

When the studies involving relationship initiation periods are analysed, it is possible to see that the main focus of attention has been on gender. In studies by Clark and colleagues (1999) it has been observed that while men are more active, employing direct strategies, women tend to be more passive, employing indirect strategies. Findings suggesting that men are more active initiative than women while woman employ more indirect ways have been observed in some other studies as well (i.e., Berger, 1987; Kelley & Rolker-Dolinsky, 1987; MacGregor & Cavall, 2011). The expectation that men are supposed to initiate the relationship and exhibit dominance while women employ coyness and inhibition to sex, can be commonly observed in Turkey as well as many western cultures (Eaton & Rose, 2011; Sakalli & Curun, 2001; Sakalli-Uğurlu, 2003; Schleicher & Gilbert, 2005). Even when couples define themselves as equilitarian they tend to follow more traditional methods (Ganong & Coleman, 1992). These findings point to the extent to which these stereotypes involving relationship initiation and other periods are effective. In addition, Sakalli and Curun (2001) claim that stereotypes concerning relationships involve two dimensions, male dominance and male assertiveness, and that women are more in favour of male assertiveness when it comes to relationship initiation. In studies conducted in Western cultures, the view that men should be assertive has been found to be more favoured among women (Schleicher & Gilbert, 2005).

Sensitivities regarding rejection may be of influence on why the stereotypes about the man being the initiator has been embraced more by women. Both men and women may prefer the opposite side to be more assertive in order to avoid the threat and anxiety of rejection. Therefore, the stereotypes that suggest men should be initiators may find more support among women. Even though it is known that sensitivities about rejection may inhibit individuals from being initiators (Vorauer & Ratner, 1996), no research investigating how these sensitivities support the stereotype of the man being assertive has been done.

Some claim that sensitivities about rejection form based on the relationship with primary caregivers (Downey, Bonica & Rincon, 1999; Feldman & Downey, 1994). According to the rejection sensitivity theory (Downey et. al.,1999; Feldman & Downey, 1994) that includes this view, the experiences of rejection and neglect in interactions with the primary caregiver may cause the individual to be over sensitive to clues of rejection as well as being in a nervous expectation concerning rejection in their later relationships. On the other hand London, Downey, Bonica & Paltin (2007) suggested that rejection sensitivity is related to social anxiety and withdrawal. This function of rejection sensitivity may cause the individual to prefer the opposite sex to be assertive in initiation of a romantic relationship. Therefore, women’s being highly in favour of the stereotypes involving men’s initiation assertiveness may be due to their rejection sensitivities.

In addition to rejection sensitivity, anxieties and fears towards developing an intimate relationship may also affect relationship initiation assertiveness. These anxieties concerning relationship initiation have been studied in terms of attachment styles in attachment theory studies (Hazan & Shaver, 1987; Bartholomew & Horowitz, 1991). According to this theory, secure attachment style is when a positive and consistent relationship has formed during infancy with the primary caregiver which in turn reflects in adulthood as forming and maintaining positive relationships. Insecure attachment styles such as anxious-avoidant attachment (Hazan & Shaver, 1987) and fearful attachment (Bartholomew & Horowitz, 1991) suggest negative and inconsistent relationships with the primary caregiver in infancy and maintaining these fears and anxieties about relationships in adulthood. Individuals with secure attachment style may be expected to be more assertive in intimate relationships (Hazan & Shaver, 1987). In that case, relationship anxiety which is a reflection of insecure attachment style, might be expected to negatively affect assertiveness in initiating the romantic relationship. However, findings are required to validate this expectation.

Towards the elimination of these shortcomings mentioned earlier in relationship initiation studies, this study aims to investigate the romantic relationship initiation strategies that are deemed appropriate for male and female initiators in terms of stereotypes, rejection sensitivity and relationship anxiety. In addition, an investigation into whether some demographic variables, attitudes towards stereotypes suggesting men are to be dominant, rejection sensitivity and relationship anxiety predict the stereotypes that suggest men are to be assertive, is aimed. This way, the reasons why women are more in favour of the stereotype that men are supposed to be more assertive in relationship initiation, has been investigated.

Method

Participants

The sample included 373 university students from different public and private universities in Turkey between the ages of 18-37 of which 61.1% were women (n = 228), and 38.9% were men(n = 145). The mean age was 22.08.
Materials

Personal Information Form: This form was consisted of questions about age, university, and educational levels of the parents, the number of previous romantic relationships and the number of romantic relationships which participant himself/herself initiated. Additionally, this form included questions concerning preferred strategies for male and female initiators (direct, indirect or passive strategies).

The Relationship Fear/Anxiety Subscale of The Multi-Dimensional Relationship Questionaire: This questionnaire was developed to assess several psychological experiences related to intimate relationships by Snell, Schicke and Arbeiter (2002). Turkish adaptation of this questionnaire was conducted by Buyuksaahir (2005). The Relationship Fear/Anxiety Dimension is a subscale of this questionnaire and includes ten items which can be scored from 1 to 5.

Attitudes Toward Stereotypes Related To Romantic Relationships Scale: First form of this scale which had 12 items was developed by Sakalli and Curun (2002). The scale was shortened to 10 items by Sakalli in 2003. The short form assesses the supportive attitudes toward stereotypes relevant to male assertiveness and male dominance in romantic relationships. In this study, both dimensions (male assertiveness and male dominance) were used. Items of the scale can be scored from 1 to 7.

Rejection Sensitivity Questionaire: This questionaire was developed to measure individuals' levels of rejection sensitivity by Downey and Feldman (1996). Erözkan (2004) adapted this questionaire to Turkish culture. The questionaire has 18 items that can be scored from 1 to 8. Total score of the questionaire provides the rejection sensitivity level.

Procedure

Firstly, Ethical Committee Approval was obtained from Ankara University and then the questionaires were distributed via internet or by hand. Printed questionaire forms were administered in Ankara University Language-History and Geography Campus and in a elective psychology course at Aydin University. The participants who took the printed questionaire forms were presented with an Informed Consent Form and requested to sign it after reading. The link of the website which lead participants to online form was announced through a social medium (facebook). In order to prevent repeated participations the users which had the same IP numbers were removed from the data. It took 10-15 minutes to fill in the whole research questionaire.

Results

The main aim of this study was to evaluate the preferred strategies for female and male romantic relationship initiators. For this purpose, firstly, most preferred initiation strategies for females and males were investigated. Secondly, it was examined whether these preferences differentiated in terms of gender. Finally, the variables which predict the supportive attitudes toward stereotypes relevant to male dominance in romantic relationships were explored through a stepwise regression analysis because of the main concern of the study.

Findings of Demographic Variables

Gender comparisons of parental educational levels were performed through a Mann-Whitney U test because the independent variable is ordinal. Findings showed no gender difference concerning educational level of the participants mothers (U = 15397, p < .05, r = -.98). Similarly, male and female participants did not differ in educational levels of the fathers (U = 16052, p < .05, r = -.08).

The female (X = 3,43) and the male participants (X = 3,92) were found to not have significantly different number of previous romantic relationships [t (366) = -1,1, p < .05]. However, the number of the relationships which was initiated by participant himself/herself was found to be greater in males (X = 2,73) than females (X = 0,66) [t (159,58) = -6,95, p < .001]. Additionally, female participants (X = 23.56) were found to be more supportive of male initiation than male participants (X = 21.79) [t (369) = 3.17, p < .01]; while male participants (X = 25.06) were more supportive of male dominance in romantic relationships than female participants (X = 17.29) [t (365) = -10.66, p < .01]. No significant difference was found in terms of rejection sensitivity between female (X = 54.84) and male participants (X = 52.72) [t (361) = 1.24, p > .05]. However, marginally significant gender difference was observed in relationships anxiety variable [t (362) = 1.83, p = .07]. That is, female participants (X = 23.03) scored higher than male ones (X = 21.54).

Finding of Preferred Strategies For Female and Male Initiators
It was shown that indirect strategy (e.g. “to stimulate desired potential partner to make the first move”) was mostly preferred for female initiators both by female and male participants. Eighty-one percent of females and 62.1% of males agreed that women should stimulate men to make the first move. Least preferred initiation strategy was found to be passive strategy (e.g. “just to wait doing nothing”) for women initiators (5.3% in females and 5.5% in males).

For male initiators, direct strategy (to make the first move asking out) was the most preferred strategy by both female and male participants. Ninety-four percent of the female participants and 81.4% of the male participants supported the idea of making the first move to initiate a relationship with the desired potential partner. Passive strategy was the least preferred way of initiation for male initiators among both female (0.4%) and male participants (4.1%). It was also found that the preference of direct strategy for female initiators was more common in male participants ($z[371]= -4.09$, $p < .05$), while the preference of direct strategy for male initiators was more common in female participants ($z[371]= 3.47$, $p < .05$).

Data of the participants who preferred the passive strategy for male or female initiators was not included in the comparisons of rejection sensitivity, attitudes toward stereotypes related to romantic relationships and relationship anxiety in terms of preferred strategies for both female and male initiators because of the insufficient sample size to perform the necessary analyses. So, the data which belonged to 12 females and 8 males was removed in the comparison of these variables in terms of preferences for male initiators; and the data which belong to 1 female and 6 males was removed in the comparison of these variables in terms of preferences for female initiators. The data of the rest of the participants who preferred indirect or direct strategies was used to evaluate associations between different strategy preferences and rejection sensitivity, attitudes toward stereotypes related to romantic relationships and relationship anxiety variables.

The female participants who preferred the indirect strategy for female initiators were found to be more supportive of both stereotypes of male assertiveness ($U = 2026.50$, $p < .01$, $r = -2.75$) and male dominance ($U = 1147$, $p < .01$, $r = -5.50$) in romantic relationships than the other female participants who preferred the direct strategy for female initiators. These participants were also found to be more sensitive to rejection in a marginal level of significance ($U = 2256$, $p = .051$, $r = -.2198$) than the ones who preferred direct strategy for female initiators. No significant difference was found in relationship anxiety between the females who preferred the direct and indirect strategies ($U = 2552$, $p > .05$, $r = -1.07$).

Male participants who preferred the indirect strategy for female initiators scored lower in relationship anxiety than those who preferred the direct strategy for female initiators ($U = 1954.50$, $p < .05$, $r = -2.10$). Male participants showed no significant difference in rejection sensitivity ($U = 1995.50$, $p > .05$, $r = -1.15$), attitudes toward male assertiveness ($U = 1947.50$, $p > .05$, $r = -.36$) and male dominance ($U = 1818.50$, $p > .05$, $r = -.125$) in romantic relationships in terms of preferences of the direct or indirect strategies for male initiators.

No significant difference was found in the women sample in relationship anxiety ($U = 1204$, $p > .05$, $r = -1.66$), rejection sensitivity ($U = 1172$, $p > .05$, $r = -.81$), attitudes toward male assertiveness ($U = 1039.50$, $p > .05$, $r = -1.51$) and dominance ($U = 1189.50$, $p > .05$, $r = -.80$) in romantic relationships in terms of preferences of the direct or indirect strategies for male initiators. The male participants who preferred the direct or indirect strategies for male initiators did not show any significant difference in relationship anxiety ($U = 1017.50$, $p > .05$, $r = -1.15$), rejection sensitivity ($U = 1098.50$, $p > .05$, $r = -.66$) and attitudes toward male assertiveness ($U = 1000.50$, $p > .05$, $r = -1.36$) in romantic relationships. However, male participants who preferred the indirect strategy for male initiators were found to be less supportive of attitudes toward male dominance ($U = 1594.50$, $p < .01$, $r = -2.198$) than those who preferred the direct strategy.

**Findings of Regression Analyses**

For exploration of the predictors of attitudes toward stereotype concerning male assertiveness in romantic relationships, stepwise hierarchical regression analyses were performed both for all participants together and males and females separately. On these analyses, age, educational level of the mother and father, the number of previous romantic relationships and the number of previous romantic relationships which was initiated by the participant himself/herself were entered in the regression first. Relationship anxiety and rejection sensitivity variables were entered in the second block.

The results of the regression analysis which were performed for all of the participants regardless of their gender are presented in Table 1. As can be seen in Table 1, the number of previous romantic relationships which was initiated by the participant were found to be a significant predictor of the dependent variable ($F[1, 343] = 13.22; R^2 = .04$, $\beta = -.19$, $t [343] = -3.64$; $p < .01$). In the second block, rejection sensitivity significantly predicted the dependent variable ($F[1, 342] = 9.93; R^2 = .06$, $\beta = .14$, $t [342] = 2.54$; $p < .01$). The number of previous romantic relationships which was initiated by the participant explained 4% of the variance and the addition of rejection sensitivity variable raised explained variance to 6%.

The results of the regression analysis which was performed for only the female participants are presented in Table 2. As seen in Table 2, the number of previous romantic relationships which were initiated by the participant were found to be a significant predictor of the dependent variable ($F[1, 208] = 9.41; R^2 = .04$, $\beta = -.21$, $t [208] = -3.07$; $p < .01$). In the second
block, rejection sensitivity significantly predicted the dependent variable ($F[1, 207] = 22.62; R^2 = .07, \beta = .16, t [207] = 2.38; p < .01$). The number of previous romantic relationships which were initiated by the participant explained 4% of the variance and with the addition of rejection sensitivity variable explained variance rose to 7%. In the regression analysis which was performed only for the male participants, none of the first and second block variables had a significant predictive role in attitudes toward men’s assertiveness in relationships.

**Discussion**

Findings involving the demographic variables investigated in the study show that the number of relationships in which men are initiators are more than those that women initiate. This shows that the stereotypes (Eaton & Rose, 2011; Sakalli & Curun, 2001) which suggest men are to be initiators in romantic relationships, affect actual dating behaviours. Moreover, the finding that the male assertiveness stereotype which involves the view that men are supposed to be initiators finds more favour among women is consistent with prior studies (Sakalli & Curun, 2001; Sakalli-Uğurlu 2003).

In literature concerning intimate relationships, findings which suggest females have higher rejection sensitivity have been observed while there were no differences between genders involving relationship anxiety (Buyukşahin, 2005; Erözkan 2004). In this study, however, different results about rejection sensitivity and relationship anxiety have been found. Rejection sensitivity not changing among genders while relationship anxiety is observed to be more among women in a marginally significant manner point to a possibility that the relation between these variables and gender may change over time.

In the study, both men and women have supported the view that when women like someone, they should enable the opposite sex to make the first move. The view that men should make the first move in initiation period was the most preferred strategy for male initiators among both men and women. In other words, there is a consensus that women should act indirectly and men have to act directly. This shows that, as stated in Eaton and Rose (2011), traditional gender roles which put the active role in initiation to men is still widely accepted in our time. Furthermore, while the view that women should be more direct in initiation has found favour more among men, the view that men should be more direct in initiation has found more favour among women. This can be interpreted as both men and women want the opposite sex to be more assertive in relationship initiation. As mentioned earlier, the stereotype involving male assertiveness to be more favourable among women also points out to this.

Analyses concerning the roles of relationship anxiety, attitudes towards stereotypes related to romantic relationships and rejection sensitivity in preferred initiation strategies for men and women have resulted differently among men and women.

For women who prefer indirect strategies for other women, supporting male assertiveness and dominance in romantic relationships is in relation with the negative views of stereotypical attitudes involving relationships towards a woman making the first move. In addition to stereotypical attitudes, rejection sensitivity has been observed to be lower with women who support a more direct strategy for other women. This finding suggests that women’s not supporting other women to make the first move is influenced by the fear of rejection. Fear of rejection may stop the individual from disclosing to the person they like or from taking the first step (Vorauer & Ratner, 1996). The view that men should take the first step not women could be due to women’s fear of rejection. As McDaniel (2005) mentioned earlier, women more advocate traditional role of men in initiating relationships because this allows them to esses the risk of rejection. Accordingly, the results of the stepwise regression analysis predicts that the rejection sensitivity in women supports the male assertiveness stereotype in relationships.

For men who had different preferences involving female initiation strategies, no significant difference has been noted on their attitudes towards stereotypes involving relationships or on rejection sensitivity. On the other hand, men who think women should employ a more direct strategy for initiation are found to have higher relationship anxiety compared to the men who believe women should employ a more indirect strategy. These findings show that for men, seeing it appropriate for a woman to take the first step is related to the fears and anxieties related to having a relationship. This is not surprising, however, when it is considered that individuals with secure attachment are more assertive in intimate relationships compared to those who have insecure attachment and that relationship anxiety is a reflection of insecure attachment. Supporting assertiveness in the opposite sex could be considered an indicator of the persons own lacking in assertiveness and this lacking could be a reflection of the attachment style.

The initiation strategies that men prefer for other males is found to be in relation with only supporting the stereotypes which suggest men are to be dominant. Accordingly, more support for the stereotype which suggests men are to be dominant is observed among males who believe other males should employ direct strategies, compared to those who believe other males should employ indirect strategies. Attitudes towards stereotypes that suggest man should be assertive,
rejection sensitivity and relationship anxiety were found to have no relation to the strategies preferred by men for other males.

Although the stereotype that suggests men are supposed to be assertive in a relationship includes the view that men are supposed to take the first step, interestingly, the values obtained from this variable is not higher in men who prefer a direct strategy for other. This shows that the attitudes towards male assertiveness in a relationship and the attitudes towards whether a man takes the first step when he likes someone or not are not the same. The first represents a must for a romantic relationship while the latter is an expression of attitudes on what must be done when someone is liked. The individual might believe it to be a good idea to take the first step when someone is liked, although, he may at the same time not support the idea that its a man’s duty to initiate. In literature, a man wanting a woman to be more assertive has been interpreted as a wish to reduce their burden in the relationship (Scharlott & Christ, 1995; Sakalli & Curun, 2001). The findings of this study show that, this wish of men doesn’t necessarily mean that they will avoid taking the first step when they like someone.

As it is known, the well established gender roles in society encourage men in romantic relationships to be sexually active while making it known, comfortably approach the person they like and show dominant behaviour in the relationship (Eaton & Rose, 2011; Schleicher & Gilbert, 2005). In romantic relationships, supporting male dominance and preferring direct strategies for other males can be related to each other in terms of the courage that the gender roles provide men with. Keeping this in mind, this courage does not stop men from wanting the opposite sex to be more assertive and share the burdens of the relationship (Scharlott & Christ, 1995; Sakalli & Curun, 2001).

References

### Tables

**Table 1. Results of The Stepwise Hierarchical Regression Analysis For The Predictors of Attitudes Toward Stereotypes Related To Male Assertiveness in Romantic Relationships (All Participants)**

<table>
<thead>
<tr>
<th>Variables (According to enterance order)</th>
<th>R²</th>
<th>s.d.</th>
<th>F</th>
<th>B</th>
<th>Standard Error</th>
<th>β</th>
<th>t</th>
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<td>Step I (Demographic Variables)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Personally initiated relationships</td>
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<td>1-343</td>
<td>13.22</td>
<td>-.40</td>
<td>.11</td>
<td>-.19</td>
<td>-3.64</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Rejection sensitivity</td>
<td>.06</td>
<td>1-342</td>
<td>9.93</td>
<td>.05</td>
<td>.02</td>
<td>.14</td>
<td>2.56</td>
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**Table 2. Results of The Stepwise Hierarchical Regression Analysis For The Predictors of Attitudes Toward Stereotypes Related To Male Assertiveness in Romantic Relationships (Female Participants)**

<table>
<thead>
<tr>
<th>Variables (According to enterance order)</th>
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<th>s.d.</th>
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<th>Standard Error</th>
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<td>Step I (Demographic Variables)</td>
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<td></td>
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<tr>
<td>Personally initiated relationships</td>
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<td>Rejection sensitivity</td>
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A Thematic Overview of the Proceedings of ICES 2014 – A Multidisciplinary Approach

Ahmet Ecirli, PhD
Tidita Abdurrahmani, PhD

Abstract
The paper is a thematic review of the contributions to the 3rd International Conference in Educational Sciences, organized by Hëna e Plotë Bedër University on 24-25 April 2014. The International Conference on Educational Sciences is an Interdisciplinary Conference which aims to bring together scholars, researchers and graduate students to exchange and share their experiences and research work and discuss the practical challenges encountered and the solutions adopted in this field. Topics of interest to the conference include Pedagogical Innovations in Education, International Projects, General Issues, Pedagogy, curriculum and instruction, Higher Education, Information and Communication Technology, Arts & Culture, Social Sciences, Philology and Research. The contributions fall into thematic sessions and in their overall they show the complexity and the multidisciplinary of research in the domains of education sciences, social sciences and philology and call for exchange and dissemination of scholarly contributions in the name of sustainability, interregional and international research and interuniversity cooperation.

Keywords: Educational Sciences, Research, Multidisciplinary, Overview, ICES Conference

1-INTRODUCTION

The International Conference on Educational Sciences brings together scholars academicians, teachers, administrators, professional development designers, teacher educators, science consultants, researchers, curriculum developers, policy experts, authors, representatives of state departments of education, and professionals.

The goals of the conference are

- to provide an opportunity for contributors in the field;
- to explore critical issues facing the field of education, social science studies, language and literature studies, and ICT in education research;
- to discuss and share work about classrooms and other settings, in research on teaching and learning, and in the domain of professional development for teachers;
- to serve as a platform for knowledge sharing on best practices in promoting effective learning, to achieve excellent outcomes in higher education;
- to create awareness in effective use of technology for effective teaching and learning;
- to set a culture for the discussion of teaching/learning issues and the conceptual understanding of theories in education that can promote excellent pedagogical practices in pre-university education and higher education;
- to become an important platform for intellectual information-sharing among academicians, researchers, policy makers, educators, and other professional practitioners in the education industry, as well as for the social science corpus of research and language and literature studies;
- to set an agenda for moving the fields of research forward.

2-BRIEFINGS ON THE THEMATIC SESSIONS OF THE CONFERENCE

2.1. Pre-University Education. Pedagogy and Innovation in Education

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Methodical aspects and activities for pre-university education, challenging educational situations and settings, approaches to foreign language learning and the impact of curriculum on student's learning as well as student motivation incentives and performance assessment; all form the scenery of the sessions on Education, Pedagogy and Innovation in Education. Pre-university teachers, specialists, educators and scholars were invited to attend these sessions so as to get a wider and updated glimpse of the status of education in the pre-university educational institutions in Albania and in Europe and could benefit from the contributions of some of the most renowned scholars in Finland, Turkey, America etc.

In this section the topics mainly discussed included: Preschool activities and attachment styles, teenage psychological development and in-school motivational incentives, teaching English as a foreign language, communicative grammar and making use of collaborative activities, the status of the teaching profession, pre-service and in-service trainings, interdependence of reading attitudes, reading skills and self-esteem, school curriculum content, reform and school performance indicators.

From the distinguished scholars of the Ohio State University Jason A. Hedrick, Mark Light, Greg Homan, and Jeff Dick comes the contribution on the way demographic factors and community perceptions impact young adult retention trends in rural areas. The researchers in this study explore the influences that lead this subset choosing to stay or return in rural communities spread throughout Northwest Ohio. Their report summarizes the responses given in a young adult retention survey written and distributed by an extension research team from The Ohio State University and Wright State University to participants within rural Northwest Ohio.

From the University of Turku, Finland comes the scholarly contribution of T. Merisuo-Storm & M. Soininen. Their study on the interdependence between young students’ reading attitudes, reading skills, and self-esteem, aims at finding out what kind of self-esteem, reading skills and attitudes children show towards the tasks of reading and studying during their first two school years. The researchers will come up with the conclusion that students’ self-esteem has a strong effect on the children's learning and attitudes. Awareness of the presence of this interconnection and support by the teachers of this idea is essential to the increase of the sense of self-esteem among students enrolled in the early classes of primary schools.

Immanuel Kant's conceptualization of good will versus duty comes again as a reference for the authors W. Amukowa and M. Kariuki Nderitu of Mount Kenya University, as a way of understanding and making better use of the status of the teaching profession and as a way of proposing new interventions to the improvement of the status of the teaching profession for policy makers.

The performance of Turkish students in PISA 2012 mathematics, science and reading literacy, as compared to the international performance of the other countries in this exam is at the focus of the paper of E. Bozpolat, H. Gonca Usta with special attention being dedicated to variables such as learning activities, sense of belonging to school, index of economic, social and cultural status of the students, home educational resources, highest educational level of parents etc.

The necessity of an education for gifted students starting from the preschool age comes through Cetinlaya, Caglar et al’s contribution. The authors claim that as the education of preschool aged gifted students appear in the legislation of Science and Art Centers, upcoming studies could be performed and focusing on the curriculum, educational materials and training needed for educating this target group.

Preschool age education is also at the center of the presentations of Z. Seçer, and H. Şimşek. They approach the child performance in preschool education by relating it to the obese state of health of the children and also to the degree to which this target group fall victims of peer victimization in the kindergarten settings. According to the results of the study, it is recommended that programs aimed at preventing peer victimization primarily in preschool institutions should be organized and measures should be undertaken in dealing with obese children in particular.

Reviewing on the previous research/literature concentrating on attachment styles of mothers of preschool children and their impact on the effectiveness of preschool teaching, is at the focus of the attention of S. Ata and B. Akman, Hacettepe University. Through a thorough analysis of behaviors of secure mothers and concerned mothers, the paper comes to the conclusion that secure mothers, are able to be consistent, reliable, and available to their infants and children, effectively attuning to and regulating both negative and positive states of arousal, while mothers with a preoccupied state of mind related to attachment are inconsistent and unreliable, sometimes over attuning and hyper-activating in response to their infants' negative arousal.
E. A. Damar's paper “Task-based video use: the improvement of English stress and intonation in a stress-free environment” aims at examining the effects of videos on the development of English stress and intonation skills of first grade EFL learners in an ELT Department at a public university in Turkey. With 44 EFL learners participating in the study, the contribution indicates that videos turn out to be more effective in improving the EFL learners’ ability to produce and perceive different stress and intonation patterns in words, phrases and sentences than through the use of online tutoring programs.

The research carried out by E. Gürsoy and P. Salli, Uludağ University aims at investigating ELT teacher trainees’ expectations from a GILE-based course (Global Issues in Language Education) conducted in a large state university in Turkey. The preliminary data analysis indicates that the participants in general have positive attitudes towards the inclusion of environmental issues in foreign language learning and teaching. However, only a minority of teacher trainees consider GILE as essential for language teacher training and this call for further interventions being undertaken in this area.

Foreign language teaching is also at the center of Irena Papa Sevdaraj’s contribution on foreign language and culture. By delving deeper into the specificities of communicative language teaching, the author concludes that teachers who perceive the objectives of foreign language education also in terms of teaching intercultural competence will be more willing to interculturalize foreign language education than teachers who perceive the objectives in terms of the acquisition of communicative competence only.

The challenges to media education come through B. Zeler’s contribution. By focusing on the way traditional understanding of teaching has changed its value from transferring knowledge from generation to generation to the target of youth better understanding social processes even if they can’t put them into the correct axiology, the contribution raises up the need to educate new competency in media users.

High school teaching and High school leadership is brought forth in the contribution of U. Tosun, Fatih University, Turkey; and B. Ayyun, Education Management Specialist, Turkey in their paper “The awareness of high school teachers on their instructional leadership roles”. The aim of this study is to examine the level of high school teachers’ awareness on instructional leadership roles. The sample of this study was composed of high school teachers in Beylikduzu and Buyukcek districts in Istanbul and the results show that high school teachers’ awareness on instructional leadership roles are of a high level in all sub-dimensions.

International perspectives from public and private education institutions come from Cyprus and Mrs. O. Pilli. Considering that the success of a school is dependent on how a principal manages the curriculum, the purpose of this study is to compare the private and public secondary school principals’ approaches to curriculum management and the behaviors of these leaders as efficient curriculum developers.

A. Shingjerji, addresses teaching motoric activities during the physical education classes as an important methodical aspect of the teacher’s work, relying on the didactic principle of adjusting the teaching materials and as a means of meeting the standards of the physical, intellectual and motoric abilities in children of different ages and genders, thereby bringing forth a new perspective on the methodology of teaching physical education.

The contribution of D. Tamo casts a glance at the barriers coming in front of teachers during their teaching and learning process for then concretely coming up with examples of how collaborative learning can efficiently contribute to the overcoming of these barriers. A similar idea of promoting creative and interactive teaching through the use of drama in English teaching classes is brought forth by A. Dervisaj and R. Xhillari who find out that that participation in meaningful conversations in the drama classrooms helps students develop their conceptual understandings of the subject matter and further develop their creative thinking and learning skills.

B. Gerbeshi presents in her contribution a study on the way how Kosovo’s schools are becoming a serious effort to educate young people about the rights and responsibilities of different groups in society, developing the consideration of students as agents of change. The scholar also extends an invitation to the policymakers in Kosovo to consider the priority the democratic formation of the future citizens of Kosovo and to enable the expansion of this change in the other districts of this newly established state.

N. Hasani, and F. Agaj’s study on the organization of the learning process and their motivation for being converted into promoters of this process reflects on the attitudes of students towards this task they are charged and calls for teachers motivating them to be active and interested throughout the learning process. The study compares estimates of the attitudes of high school students regarding this process in two different municipalities. The data obtained from this study
will probably urge scholars to raise the awareness of teachers to encourage student's development of their independent work skills, their development of critical thinking skills and their promotion of a sense of self-confidence by creating cooperation, respect, and stimulation.

In B. Osmovi-Bibe's paper, education is regarded as the best way to the integration of the socially excluded children in the socio cultural context of Tirana. Thus, what the scholars interestingly brings forth as a contribution to the educational context is that progress in education affects the growth of the level of emancipation of society, contributes to the perfection of the powers of the active population, to the reduction of morbidity, mortality, and the lowering of the infertility reduction coefficient.

Going through a thorough study of the alter texts and demonstrating the difficulties encountered by students during the laboratory classes of the subject of Chemistry in pre-university education in Albania, the paper of F. Cane, B. Hoxha, and A. Andoni calls for a standardization in the application of the laboratory works in the chemistry classes in pre-university education.

J. Sota casts a glance at the content changes in pre-university education, namely curricular changes taking place in the years 1992 to 2013 for attempting to track the way lesson plans, programs and consequently the relevant texts have developed over the last 20 years alongside the significant changes in political and social-economic and the contingent historical context in Albania.

A similar approach is adopted by D. Kadriu counselor to the Minister of Education of Kosovo, T Gougeon, University of Calgary, Canada who address the new pre-university curriculum approved in Kosovo, the one shifting the emphasis of education from a subject-based or objectives-based system to a competency or outcomes-based system, in which teachers must conceptualize the content through strategic learning activities that scaffold learning for students. The scholars critically look at the way the new national curriculum in Kosova sets the wheels in motion for the reconstruction of the entire educational system and makes and expose of the systemic changes to be undertaken.

2.2. Information and Communication Technology and Education

The development of Information and Communication technology, its impact in the education system and in the traditional ways of conceiving and organizing education, the impact of the social media in the learning process and in the teaching methodologies adopted by educators, the expansion of platforms like Moodle and Cloud; all give you a clue on the way how pre-university education pedagogy and higher education pedagogy come together through technology and social media, and no medium can find a faster way of influencing student and teacher performance than technology can.

This section’s contributions mainly revolve around topics such as educational technology in school settings, the development of a web-based homework system, technological innovation in higher education systems, achievement analysis of students using Moodle through data mining, pre-service teacher praxis or practicums and movie critiques.

Information society and the evolution of new habits as they are transferred from generation to generation with the advancement of new communication technologies are treated in the scholarly contribution of M. Akdağ, and M. Cingi, Erciyes University. People get into communication, share ideas and information via internet and social media instruments, and get active via play games on the cyber space and this is also changing the mindset and the educational methodology adopted by the teaching staffs nowadays. The use of educational technology in school settings is also brought forth by S. Hayat Akhtar and A. Walli from Pakistan, who come to the conclusion that teachers do not make effective use of educational technology in rural areas, while educational technology is not available for technical subjects both in rural as well as urban areas.

A. Ariffin, et.al. address the development of a web-based homework system (WBH) via TCexam. The pilot study has been done to study the perception, i.e usability, user friendly, accessibility and suitability with the syllabus of the users. Results show that the users have a positive perception on the system and authors have an anticipation that they can contribute to the schools and students by presenting them with quality educational materials (WBH) based on school curriculum and syllabus. The incorporation of technology in education is also addressed through the paper of W. Mokhtar et al. who focus on the usage of pc sound cards in teaching physics as enriched teaching tools in the Malaysian context.

E. De Nardis, Roma Tre University, comes with the contribution "Technological innovation in higher education systems". While technologies are considered to facilitate various forms of collaboration by enabling people to share knowledge and opportunities useful for the development of new social skills: different forms of activities in online communities can
prompt processes of knowledge construction based on social and situated learning approach. The diffused emergence of non linear Web-based text, on the other hand, has fostered shared new forms of document generation.

Y. Ünal and R. Çakir bring a new perspective in this conference while dealing with the achievement analysis of students using Moodle through data mining. The authors introduce in front of the audience the idea that extracting meaningful results from educational data and using these results in reorganizing education are especially efficient in university settings. In this study, students who study at Amasya University a portion of whose undergraduate courses are instructed in accordance with the moodle system, have been analyzed by means of data mining.

A. Memeti, B. Çiço University - Tetovo, Macedonia, present the adoption of a decentralized e-Learning environment using Cloud Computing Models. Their contribution presents a cloud computing based solution for building a decentralized learning environment for universities with their existing infrastructure, or not by providing better: Mobile, decentralized and just in time learning; cost effective; speed of implementation and updating; virtualization; easy to monitor data access; latest dependency on IT department.

Special attention is dedicated to pre-service teacher praxis or practicums through the contribution of A. Salli and Ü. Osam. The presentation of these scholars aims at sharing the results of a case study attempting to discover how pre-service teachers negotiate their identities and reflect their teacher selves and possible future selves through the use of movie critiques in a blog environment. The preliminary findings indicate that pre-service teachers have various possible selves. They perceive personal features of teachers in the movies as aspects of their future professional identities and attempt to adapt these qualities as their positive possible selves. Also, these teachers report gaining awareness of other teacher qualities they would like to avoid to exhibit as future teachers.

Media education, cyber-libertarianism, and cyber-paternalism are at the focus of the paper presented by T. Miczka, , Uniwersyty Śląski w Katowicach. In this contribution the author claims that the new media have become both constant elements of contemporary man’s everyday life and signs of civilization progress. Therefore, the new media has to play a more and more important role in the processes of learning, school education and extracurricular education, a role which significantly exceeds the meaning of didactic help known in these processes so far. The author proves that the dominating direction of media education is indicated by communicational practice, which shows that the new media, more than traditional ones, limit freedom of an individual and broaden the range and possibility of authority influence (mainly political and economic) in every aspect of private and social life.

2.3. Higher Education Research

Quality assurance as a national and an international challenge and target, lecturer and student motivational factors as influencing on student performance, provision of quality research and service in both public and private higher education institutions; all of these comprise the scholarly contributions by the renowned speakers in the session on higher education research.

In this section the papers deal mainly with differences between what was expected and what was achieved in higher education. Some of the contributions to this session include hopelessness as a predictor variable of resiliency for university students, class level and department variables in the higher education system, the need for a multidimensional reform in quality assurance mechanisms, the effectiveness of teachers' evaluation on performance and teacher professional improvement, and workplace motivation in the Albanian public universities.

From the National Council of Scientific Research (CONICET) Argentina, Dr. M. Aparicio comes with the study on "Postgraduate Level and its Impact on Academic Studies and Professional Careers, Social and Job Mobility and Identity". Through a quantitative research and with a sample of postgraduate students, the authors of the study attempt to acquire knowledge on the central issues concerning each course of study in particular (contextualized scenarios), the relation to the labor market (share representations) and the differences between what was expected and what was achieved, i.e. between the prescriptive world and the real world of the educational actors.

S. Sezer F. Kezer Ankara University present a paper on the relationship between resiliency and hopelessness of university students in terms of some variables. The purpose of this study is to consider whether hopelessness is a predictor variable of resiliency for university students and whether the levels of hopelessness and resiliency differ based on gender, class level and department variables. The correlational research model is used in this study. Data of the research is obtained from 513 first and fourth-year undergraduate students studying in seven different departments of Ankara University. Resiliency Scale and Beck Hopelessness Scale are used as data collection tools. After the research, it
was found out that hopelessness scores were a significant predictor of resiliency scores, and the research results were generally in conformity with the literature.

University of Russia, I. Novikova, A. Novikov, on ethnic stereotypes and personality traits in multinational university students. The purpose of this study is to consider personality traits as the factors of social perception determining the characteristics of ethnic stereotypes and prejudices in multinational university students. The authors come up to the conclusion that the characteristics of the ethnic stereotypes and prejudices of the Russian students are more associated with the degree of self-confidence they have, rather than aggressiveness.

Higher education research is also addressed through the contributions of A. Gerdeci. In her "Quality assurance in higher education: The case of Albania", the author argues that there is a need for a multidimensional reform in this context, involving all levels and stakeholders, establishing efficient and transparent quality assurance mechanisms, connected to the country specific higher education priorities and labor market and societal needs. The scholar comes up with recommendations on how to use the potential of quality assurance to support and succeed in the reforms on an institutional level and to enhance the trust across systems.

A closer look at the reality of higher education institutions in Albania is brought forth by E. Kristo who focuses on the different types of written scientific assignments that the students have to prepare within respective disciplines/courses and on the role that they play for students' academic formation, and brings a new perspective of seeing the student papers through the eyes of the lecturers rather than through the eyes of the students themselves.

Another look into the assessment process in second level diploma of teaching at Tirana university, is provided through the scholarly contribution of L. Kashahu, who through the study of a sample of 237 students attempts to discover the effect of evaluation practice in the final marks of the students in the subject of teaching methodology, in the Teacher Training MND at the University of Tirana Faculty of Foreign Languages for the branches of English and Italian.

A similar topic, but approached from the point of view of teacher performance assessment, is addressed even by K. Leka & K. Sotirofski who try to assess the effectiveness of teachers' evaluation on performance and as a consequence on their professional improvement. According to this research there is evidence that a quality classroom-observation-based evaluation and performance measures can improve teacher performance both during the early period of evaluation, consistent with the traditional predictions; and in subsequent years, consistent with human capital investment.

The experiences and the motivation of lecturers in the Higher Education arena are brought forth by the contribution of PhD. Nada Krypa and Matilda Lopari whose contribution aims at investigating the most relevant dimensions of the workplace motivation in Albanian public universities, and identifying the most prevalent motivation areas that necessitate improvement for enhancing public universities' professors performance.

### 2.4. Social Science Research

The role of social assistants, social counselors and schools psychologists in the school's performance and standard achievement, the demographic and the social factors impacting on education, peer victimization, psychological violence and its impact on the school settings and the teacher anxiety scale, all are brought together through the social and psychological approaches of this session to both pre-university and higher education. The professional expertise of sociologists, psychologists, educators and academicians brings a multidimensional and functional approach to the sociological and psychological variables of education nowadays and calls for a multidisciplinary collaboration in between the higher education faculties forming, qualifying and training these professionals. This section's articles include topics such as social assistant, mediator and school psychologist efficiency, interest and motivation for physical activity and a healthy life style, social disparities caused by poverty, reliability and validity of flirting styles inventory among Turkish adults, exclusivism, inclusivism and pluralism in approaching the theology of religion, exclusion and the authoritarian role of teachers, and the link between adolescent attitudes and psychosocial stress.

A European perspective on social sciences and social services is presented by the contribution of A. Costa whose work centers on the dynamics of identity and the professional development of two socio-professional groups; namely, Social Assistants and Mediators. The phenomenological and ethno-methodological research strategies allow to the author access to both the socio-historical processes and the subjective experiences of the participants with respect to their dynamics of professionalization, thereby leading to the realization of the singularity of each one of these socio-professional groups with regards to the origins, the socio-historical processes and the theoretical and ethical assumptions that have structured their identities.
Through a qualitative study on the lifestyle of young Albanians in the Republic of Macedonia, A. Sinani, University of Tetovo, brings in front of us the idea that the Albanian youngsters show high scale of interest and motivation for physical activity and healthy lifestyle.

Social disparities caused by poverty in the Albanian context are considered in the paper of A. Spaho, and her scholarly contribution comes as a recommendation for the governmental structures to shift the attention to the manufacturing sector, and to the promotion of agriculture and tourism, as factors benefiting the Albanian economy.

The study carried out and presented in this conference by M. Omur-Barhana and A. Buyuksahtin-Sunal, of Ankara University undertakes to evaluate the associations between preferences about which strategy (e.g. direct, indirect or passive strategies) should be used by women and men in order to initiate relationship. Based on a sample of 372 participants, the study reveals that relationship anxiety, attitudes toward stereotypes related to romantic relationships and rejection sensitivity were found to differ on the basis of strategy preferences for female and male initiators. Almost the same methodology is then used by the author Barhana in the examination of reliability and validity of flirting styles inventory among Turkish adults.

From Malaysia, comes the contribution of N. Ghafar, on "Reflection on doing qualitative research: interviewing silent women". This paper describes the researcher’s experience in collecting data for his doctoral dissertation on work-family balance experience of professional Omani women, in the Sultanate of Oman. The author borrows ethnographic strategy and chooses interviews as primary data collection tools for considering and measuring cultural influence of the experience.

Youth’s attitudes towards other religions in Turkey are brought forth by A. Çekin. As the author presents in his contribution, within the theological literature, especially in the field known as theology of religions, three such views or models are commonly distinguished: exclusivism, inclusivism and pluralism. The author handles each of these models and attempts to analyze the university students’ attitudes towards other religions with special reference to Kastamonu University.

Risk behaviors, and violence in adolescents are at the focus of the study of A. Uka. The aim of her paper is to contribute towards exploration of the relationship between adolescent risk behaviors and the occurrence of violent behaviors among adolescents in educational settings. Links between such behaviors in adolescence are discussed and investigated in light of a psychosocial stress model and from a developmental perspective.

The effectiveness of the counselling services in schools both in the Albanian pre-university and higher education system and in the Anglo Saxon school system are brought forth in two separate contributions of R. Gokaj, and S. von Sommaruga, Sussex England. What both papers conclude is that pressure and stress have grown in school settings as a way of trying to manage difficult situations. Teachers have taken up an authoritarian role that has generated a more punishing culture. The result is that students in trouble receive negative attention instead of understanding and support resulting in many of them being excluded.

Numerous empirical studies suggest that psychological difficulties of children and adolescents are negatively correlated with academic achievement. The main purpose of the study of N. Krasniqi is measuring the correlation between the level of emotional problems-anxiety and depression to academic achievement of students in Kosovo. A sample of school population (219 children aged from 10 years to 18), 38.8% boys and 61.2% girls have been considered making use of: Revised Children Manifest Anxiety Scale (RCMAS) and Depression Self-Rating Scale for children. 15% of cases have resulted in anxiety and 22.1% with depression. Results show that anxiety and depression have no significant correlation with success at school while having significant positive correlation between then (r = .56, p < .00) with great force report.

2.5 Linguistic Studies

From the idiomacity of the Albanian language and the English language, to the challenges and the cultural considerations that a translator has to be faced with, to the discourse markers in political discourse, to the common Indo European origin of the Albanian and German languages; this selection of papers will present you with the most generic and at the same time more domain-specific challenges and the most ardent debates on linguistic studies by also enabling one to draw conclusions regarding the methodological approaches to teaching language and carrying out linguistic research. This section mainly deals with topics such as politicians use of language as a way of achieving socio-political goals, dilemmas of being uncompromisingly loyal to the original in translation or betraying a little for the sake of beauty in reading, affinity between linguistic features in different languages as a facilitation of translation from one language into the other, chronological overview of the Islamic vocabulary in the dictionaries of Albanian language.
In her contribution A.Deda(Ndoja)et.al delves into the structures of the comparative degrees unspecified in Grammar I of the Albanian Academy of Sciences, and by exploring the gaps in the pragmatic and semantic studies of this grammatical structure, provides a scholarly contribution to the field of Albanian language studies.

In her "The function and importance of discourse markers in political discourse". A. Dylgjeri, takes a close look at the way discourse markers play an important role as a cohesive device in conveying the intended message in political texts. Focusing on the Albanian context of political discourse, the author highlights the politician’s use of language as a way of achieving socio-political goals.

The impact of Bilingualism in the Child psychology, and the advantages of making use of this approach since early childhood are addressed in the paper of A.Vögeli, and a special call is extended to teachers, parents and educators for taking advantage of this approach.

A contribution centering on two Indo-European languages such as German and Albanian, B. Vërçani’s paper looks at the way the Participle I of the German Language is approached in the Albanian language, and tracks down the similarities and differences in between the two linguistic systems that enable a more successful application of this form in one language or in the other.

Regarding the translation task and the translator’s status as that of a servant serving two masters at the same time, the scholarly contribution of D. Kastrati, poses the question whether the translation should aim at serving the source language in all of its aspects or rather committing yourself to the deprovincialization of the native language. The author of this paper also addresses the dilemma of being uncompromisingly loyal to the original or betraying a little for the sake of beauty in reading. Based on the theories of authors like Ricoeur, Berman, Dettienne, Eco, etc., and the personal experience gained in the process of translating writers like Umberto Eco, Nicolò Machiavelli, Andrea Camilleri, the scholar sheds light from a multidimensional point of view on the translation task.

The idiomaticity of the English language, and the contribution of the utilization of such a feature in teaching English as a foreign language is brought forth through the paper of L. Robo whose contribution aims at dealing with the history of the proverbs, analyzing them, pointing out the differences between proverbs and sayings and even researching the structural type of English and Albanian proverbs.

Analyzing the use of similes in Tess D’Urbervilles L.Rapi and H.Miçoni present the way it has often been stated in translation theory that affinity between linguistic features in different languages may facilitate their translation from one into the other. Similes are one of these features. As the scholars claim, apart from the fact that they usually comprise a tripartite structure, the comparison markers establishing the relationship between the other two constituents happen to be quite close semantically.

The contributions in the field of philology and translation studies continue with the paper of O. Xhina. This paper treats problems that occur during the translation process in the derived words formed by means of prefixation from English into the Albanian language. The study focuses on the literary relativity occurrences in terms of prefixation in both languages, as well as the linguistic tools which the translator uses in the Albanian language to transfer the source language text into the target language text.

The relationship between linguistic studies and literature studies is bridged in the contributions of L. Xhanari and K. Satka. The authors present their contribution on the chronological overview of the occurrence of Islamic vocabulary words in the dictionaries of Albanian language. The Islamic terminology in the Albanian language has its origins very early, since about 500 years ago, a time that coincides with the start of the process of Islamization of the Balkans. Islam, Islamic culture and traditions brought by the Ottomans, brought a new style of living and were accepted by most of the Albanians, in all their lands. This process was accompanied by borrowing the Islamic terminology, which five centuries by now has turned to a natural ingredient of the Albanian language. In this paper, the authors attempt to give a complete picture of the use and misuse of this terminology in a chronological sequence.

2.6. Literature Studies

From the isotropy of Martin Camaj’s fiction, to the paradoxes of the Albanian writer Kasem Trebeshina, to the feminist movement in literature and the female autograph in autobiography, to the renegades of war literature and fiction and truth in Nabokov; this session brings a patchwork of Albanian, English and Turkish Literature to show that literary expression and creativity go beyond national borders and literary trends and penetrate canonical, mainstream and local literature writings. This section includes topics such as feminisms’ relation to literature and comes to conclusions such as that
renegades have existed since the antiquity up to postmodern times, and imagination is a form of memory a constructive perspective of memory.

In "Renegades of War Literature: From Homer To Heller" A. Neziri will be focused on the war principles and its consequences in the literature from Homer up to Heller. Concluding that renegades have existed since the antiquity up to postmodern times, Neziri states that a renegade can be a rebel who breaks the conventional rules, a coward, a recreant that quits from a cause or a principle.

In her paper "Dreaming from the margins: feminist theory and its quilting of a common dream" A. Bakar of the University Sains Malaysia explores the language of instruction is concerned, the relationship between historical discourse, historical facts and historical text and the way history is reflected in this relationship, and the contemporary perspectives presented by the educational policies adopted in Malaysia. The objective of his paper is to analyze the link between education and socio-economic factors which have made education an issue in ethnically divided Malaysian society.

2.7. Arts, History and Culture

From the meeting of cultures and the introduction of the intercultural competence in education and upbringing, to the consideration of the Western education as a historical injustice in Africa and the call for compensation for this injustice, to the Albanian history and cultural heritage, and to the idealization of discourse on Albania history, in this session you will enjoy the multi-perspective, multinational scholarly contributions of historians, renowned linguists and cultural heritage specialists who emphasize the fact that the more global our society becomes, the more glocal and nationalistic its arts and cultural heritage is likely to become.

The contributions in this session address the call for the education of the new generation and the human resources with a respect for tourism as a means of long term enhancing regional economic cooperation, the link between education and socio-economic factors, particularly where the language of instruction is concerned, the relationship between historical discourse, historical facts and historical text and the way history is reflected in this relationship, and the contemporary teaching of history and the modernization of the methodology and methods of teaching history to students of unhistorical specialties.

In her paper A. Aytac addresses the special place that the Novruz Holiday holds in the moral value system of Azerbaijan, and tracking its historical and cultural roots the author develops a case study of the Kelbajar region. A. Dino in his paper, on the other hand, regards education on tourism as a strategic promoter of the regional economic cooperation in the process of globalization, thereby calling for the education of the new generation and the human resources with a respect for tourism as a means of long term enhancing regional economic cooperation.

M. Bakar of the University Sains Malaysia in his "Education policy and ethnic relations in Malaysia: the socio-economic perspectives" presents a contextual study of the educational policies adopted in Malaysia. The objective of his paper is to determine and to analyze the link between education and socio-economic factors which have made education an 'emotional and contentious' issue in ethnically divided Malaysian society.

The contribution of Prof. As. Dr. M. Marku "The Ideologization of Discourse on Albania's History" considers the way historical events have become part of the ideological and political identity of Albanian political organizations, and of certain social groups and individuals directly involved in the interpretation of historical events. The paper deals with the study of the relationship between historical discourse, historical facts and historical text and the way history is reflected in this relationship.

W. Amukowa, and J. Kirimi School of Education Mount Kenya University delve into the idea of leveraging philosophical methods in educational research. Arguing that the demands of the social science methodologies have dominated education research thereby putting philosophical methods on the periphery, the scholar calls for a new way of leveraging philosophical methods in educational research.

U. Żydek-Bednarczuk, University of Silesia in Katowice, approaches cultures from the point of view of education. The author considers that sociology and culture of everyday life in today education and upbringing complement didactics.
That is why the author proposes that activities should aim at tolerance, but it does not mean a resignation of diversity and distinctness.

The values and the problems of the natural heritage of the region of Elbasan are brought forth by Dr. V. Tavanxhi has the object of her study the natural heritage of the region of Elbasan, concentrating mostly on the natural monuments of this region. This article makes evident this valuable asset, emphasizing in this way the scientific, ecological, cultural, spiritual and touristic values of its sites. Delving into the many problems of the protected areas and concentrating on their analyses, the paper proposes the application of better models in the management with the purpose the protection and regeneration of the values, their return in a source of scientific information, in didactic laboratories and ecological and patriotic education notably in attractive touristic objects with the intention of the stable development of the region.

The contemporary teaching of history and the modernization of the methodology of teaching history to students of unhistorical specialties comes out through the paper of I. Larionova Through a thorough analysis of the approaches proposed to be adopted for teaching Russian history to engineers, the author comes to the conclusion that the most constructive approach to history is a synthesis approach.

2.8. Multidisciplinary Research

From challenges to the implementation of the Albanian governmental policies, to factors impacting the performance of business studies students, to the efficiency of the social insurance system in Albania, and to the transoceanic experience of the American security scenarios and the gender politics in Nepal; the papers in this session aim at showing that education's roots lie deep in the social and economic context of a country, and one has to delve into each of these factors in order to find out the best ways of contributing in education. The research topics of this session include the importance of gender role in politics, the training of civil servants, the interrelation between journalism reports and Albanian audience, digital media networks etc.

K. Mohamed, Université Kasdi Merbah Ouargla, Algérie comes with his scholarly contribution on "The American Environment Security Scenarios Of 2035: Content Analysis Of Quadrennial Defenses Review Of 2014". Making use of content analysis as a central methodological tool, and noting that scenario-based planning literature is the theoretical background of this study, the author shows how The Quadrennial Defense Review represents an important official document to draw the multiple scenarios of America’s future security environment, and highlight the main shifts that rebalance the urgent demands of today and the most likely threats of the future.

M. Malile, and I. Petrela, bring forth a diachronic study of the "Legal and institutional framework on training of civil servants in Albania". The paper presents a historical overview of developments in civil service in Albania by focusing on the training element of civil servants, its achievements over the years, but also problematic issues observed. The authors also analyze the legal, sub legal and institutional framework in place and present their conclusions by making reference to the regulation of training activities for civil servants in some European countries legislation with a longer legacy in civil service.

In his paper R. Lami presents the findings of a study on how social media has changed the interrelation between journalism reports and Albanian audience. The author brings forward the way passing from the era of broadcasting media to the era of digital media networks has essentially transformed the flow of information. This reality has brought about the need to reassess the system which offers different meanings for collection, communication, dissemination of news and information from professional and non-professional sources. This paper explains this new context, where the nature of the news in terms of the development of digital media networks has changed the interrelation between journalism reports and Albanian audience.

3. CONCLUSIONS

The rationale for this conference may be summarized as follows:

The meeting of the cultural, historical and civic discourse calls for new methodologies of teaching history and arts, and implies a need for regarding education as a means for long term enhancing of regional cooperation. In the field of Philology studies, the increasing idiomaticity of the Albanian language, the English language and some of the languages of the Indo-European family of languages, calls for new methodological approaches to teaching native language and foreign languages to students and new techniques for getting involved in linguistic and literature research. Literary expression and creativity go beyond national borders and literary trends and penetrate canonical, mainstream and local literature writings by at the same time blurring differences in between genres and literary period.
Pre-university education is undergoing a period of thorough reforms regarding the status of the teaching profession, pre-service and in-service trainings, school curriculum content, and school performance assessment indicators, and a well-established system of accreditation and quality assurance mechanisms should be set in place for both public and private educational institutions. School motivational incentives should be foreseen starting from early childhood to adolescence, to adulthood. Education investment starts from early childhood and this is the most appropriate time for starting fostering inclusion rather than exclusion in education.

The Information and Communication Technology in Education in general, and the social media in particular have paved a new way of approaching pedagogy and instruction in both pre-university education and higher education, and they should be used to shape our way of assessing student performance as well.

The Bologna process set in motion a series of actions needed to make European higher education more competitive and more attractive for students and academics from other continents. More should be done to strengthen the European position in the global arena, continue attracting talent and connecting with the rest of the world. The strengthened intra EU cooperation, including in the area of quality assurance and mutual recognition of qualifications and diplomas is needed in order to increase attractiveness. It is easy to fasten in our habits. The outsiders’ voice – both from other sectors than education and from other parts of the world than Europe, gives us new and perhaps unexpected perspectives on what we are doing, and contributes to the involvement of the stakeholders.

A multidimensional and functional approach to the sociological and psychological variables of education should be adopted and this calls for a multidisciplinary collaboration in between the higher education faculties forming qualifying and training professionals, the pre-university education institutions training them in service and the society expectant of their contributions. The improvement of the quality of the education system starts from a more serious consideration of the factors impacting teacher performance, and student motivation.

Migrants are an important resource for a country. They contribute to demographic and economic growth. The healthier they are, and the more we contribute to their education, the easier the intercultural dialogue, more feasible the integration and also the larger their contribution to economic growth. Education’s roots lie deep in the social and economic context of a country, and one has to delve into each of these factors in order to find out the best ways of contributing in education.

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Use of Securities Adjectival Idioms in Albanian and English

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Abstract

Do this work in order to understand the adjectival phraseological units are an important part of the language and as such, express emotions or mental state. Impact of adjectival phraseological units in language comes from numerous options and features that allow the outstanding use of phraseological units in different texts as a means of enriching the language inexhaustible. Starting from these data that are the fruit of experience in teaching I noticed that adjectival phraseological units play an important role in understanding as well as their use in discourse. Proposing a theoretical model interlingual piercing within the scope of phraseology and a model përjasës between English and Albanian languages conclude that are as similar as they are different. Bringing examples could observe how phraseological units are an integral part of the language and as such occupy a special place and in different texts as a means of enriching the language inexhaustible. Interaction between two objects is the relationship that exists between the real world and physiology, and sensory organs mark meanings associated with the operation that senses. Overall connection between bodies and their semantic referent is determined by cultural differences. Phraseological units are motivated by different conceptual metaphors and a way to discover knowledge metaphorically through close study of mental images that people create for phraseological units. Access and study of phraseological units worth adjectival is important to find ways of perceiving the relationship between language and thinking. I noticed the differences and similarities in phraseology in Albanian and English culture times reflect the different nature of these languages and times similar developments in the course of time.

Keywords: adjectival phraseological units, enrichment tool, teaching, lecture

1. Njësitë frazeologjike dhe përdorimi i tyre

Në ketë punim duke përjasur njësitë frazeologjike me vlerë mbiemërore në anglishtë dhe në shqipë do të përpiqem të zbuloj disa tipare të përbashkëtë dhe të veçanta të këtyre dy gjuhëve jo vetem në drejtimin teorik, por edhe në lidhje me praktikën e mësimit të gjithë qoftë dhe angleze. Edhe në praktikë vërehet se këto njësi frazeologjike zënen një vend të veçantë, por edhe në tekstet letare gjithashtu. Nëpërmjet ndërriturje së formës me përmbajtjen realizohen skema të figurshme të cilat paraqesin koncepte të ngulitura në kulturë dhe lidhen me njësi të veçanta leksikore. Kjo përjasë e është me interes dhe në plan teorik dhe në plan praktik sidomos për të kuptuar sesi pasqyrohet nëpërmjet njësive frazeologjike kultura dhe psikologjia kombëtare. Përdorimi i njësive frazeologjike është mjaft i rëndësishëm për bashkëveprimin shoqëror, sepse individ pasqyron në situata të caktuara shprehjet e duhura duke treguar identitetin e një grupi të caktuar. Njësitë frazeologjike janë pjesë e rëndësishëm gjuhës së figurshme të cilat bëjnë të mundur bashkëveprimin shoqëror dhe reflektojnë mojet kryesore të mendimit rëndëzor. Këto njësi frazeologjike janë të zbërthyeshme në shkalë të ndryshme dhe lidhen me struktura konceptuale metaforike dhe metonimike. Për këtë arsy në procesin e të kuptuarit dhe të përjasësimit të tyre merren parasysh të dy aspektet ai gjuhësor dhe ai konjivit. Në aspektin gjuhësor mund të përfshijë elementet semantike dhe ato morfosintaksore, kurse në përbërjen semantike të njësive frazeologjike shprehin gjendje ose emocione. Gjatë procesit të të mësuarit të një gjurve qoftë kjo gjurta amant apo gjurta e huaj mbetet gjithnjë një sëndë përvetësimi i gjuhës së figurshme. Megjithëse mund të duket një fenomen pak i rëndësishëm në zhvillimin gjuhësor procesi mësimor edhe përktimor janë pjesë e rëndësishme e zhvillimit gjuhësor. Aftësia për të kuptuar njësitë e figurshme gjuhësor shpejtë dhe krijujnë njësitë frazeologjike lëviz paralelisht nga një aftësi e kuftuar gjuhësore e të shprehurit në të cilën shkon gjurta konkretë e karakterizuar nga realizimi formal, në një aftësi të plotë gjuhësore në të cilën përdorimi gjuhësor mbështetet në aftësi të tjerë përtjej atyre gjuhësore. Edhe pse figurat letare janë pjesë e rëndësishme në procesin e të kuptuarit të gjuhës ato janë mjaft komplekse në natyrën e tyre.
Njësitë frazeologjike janë togfjalëshe që mbartin një koncept të vetëm. "Te njësia frazeologjike, sikurse te fjala e përbërë ose e përngjitur nuk duket lidhja e brendshme e gjymtryrëve, sepse gjithë togu frazeologjik shënon një koncept të vetëm"¹. Nisur nga ky tipar njësitë frazeologjike afrojë me fjalan dhe kanë njësim kuptimor. Njësitë frazeologjike janë kombinime fjalësh ndaj në ndryshim nga fjala u mungon njësimi strukturore. Ka studues që për të dalluar njësitë frazeologjike nga toqjet e lira, marrin ne konsiderate kriterin semantik. Po kështu ka përkuftime të cilat na sugërjojnë që shkalla e ndryshimit semantik tek një njësi frazeologjike mund të ndryshoje si: "Njësia frazeologjike është një toq i qëndrueshëm fjalësh që karakterohet nga kuptimi të rërishtisht ose pjesërisht i transferuar"². Ndrryshimi semantik ose ndikon në një prej gjymtryrëve ose ne të têrë togun e fjalëve. Shpeshherë njësitë frazeologjike përkuftizon si togfjalësba të ngurtësuar që gjatë ligjërimit hyjnë si njësi të gatshme. Nëse komponentet e togfjalësheve të lirë mund të ndryshojnë sipas nevojave të komunikimit, gjymtryrë të përberëse të njësive frazeologjike përdoren si togfjalëshe të pandryshueshëm. Kriteri i qëndrueshmërisë është vlerësuar si jo i besueshëm në dallimin e njësive frazeologjike nga togfjalëshat e lirë, sepse në disa njësi frazeologjike mund të zëvendësojnë për të paktën një nga komponentet leksikore. Psh. "qitur" me "nxjerrë", "me buzët varur" dhe me "plasur" (i mërzitur, i zemëruar) ose "e bardhë" me "e zezë", me zemër e zezë "e bardhë" dhe me "e zezë" (blozë), për të qitur sytë dhe për të nxjerrë sytë; (i shkathët, çapkën), e prishi zemrën dhe e prish gjën. Gaz si atëherë s’ka pasur kurri në shtëpinë tonë. E morsë më vonë, se këto të gjitha m‘i kish kurdisur vetë xhaxhaxi – hej, zot që je një – që të mos e prish zemrën në më mori në luftë; (Mitrush Kuteli, Tregime të zgjedhura, fq.23). Njësi frazeologjike janë togfjalëshe që mbarten një koncept të vetëm. "Te njësia frazeologjike, sikurse te fjala e përbërë ose e përngjitur nuk duket lidhja e brendshme e gjymtryrëve, sepse gjithë togu frazeologjik shënon një koncept të vetëm"¹. Nisur nga ky tipar njësitë frazeologjike afrojë me fjalan dhe kanë njësim kuptimor. Njësitë frazeologjike janë kombinime fjalësh ndaj në ndryshim nga fjala u mungon njësimi strukturore. Ka studues që për të dalluar njësitë frazeologjike nga toqjet e lira, marrin ne konsiderate kriterin semantik. Po kështu ka përkuftime të cilat na sugërjojnë që shkalla e ndryshimit semantik tek një njësi frazeologjike mund të ndryshoje si: "Njësia frazeologjike është një toq i qëndrueshëm fjalësh që karakterohet nga kuptimi të rërishtisht ose pjesërisht i transferuar"². Ndrryshimi semantik ose ndikon në një prej gjymtryrëve ose ne të têrë togun e fjalëve. Shpeshherë njësitë frazeologjike përkuftizon si togfjalësba të ngurtësuar që gjatë ligjërimit hyjnë si njësi të gatshme. Nëse komponentet e togfjalësheve të lirë mund të ndryshoijnë sipas nevojave të komunikimit, gjymtryrë të përberëse të njësive frazeologjike përdoren si togfjalëshe të pandryshueshëm. Kriteri i qëndrueshmërisë është vlerësuar si jo i besueshëm në dallimin e njësive frazeologjike nga togfjalëshat e lirë, sepse në disa njësi frazeologjike mund të zëvendësojnë për të paktën një nga komponentet leksikore. Psh. "qitur" me "nxjerrë", "me buzët varur" dhe me "plasur" (i mërzitur, i zemëruar) ose "e bardhë" me "e zezë", me zemër e zezë "e bardhë" dhe me "e zezë" (blozë), për të qitur sytë dhe për të nxjerrë sytë; (i shkathët, çapkën), e prishi zemrën dhe e prish gjën. Gaz si atëherë s’ka pasur kurri në shtëpinë tonë. E morsë më vonë, se këto të gjitha m‘i kish kurdisur vetë xhaxhaxi – hej, zot që je një – që të mos e prish zemrën në më mori në luftë; (Mitrush Kuteli, Tregime të zgjedhura, fq.23). Vërshme të veçanta në gjuhë, dhe vetëm çështje

¹ Thomai , J. (2001): Leksikologjia e gjuhes shqipe, Tirane, Botimet Toena ,ff. 207
² Ginzbourg, R.S./Khideforan, S.S./Knyazeva, Sankin,A.A(1999):English Lexikology, Moscow,ff. 231
te gjihës, të shkëputura nga sistemi konceptor që kanë njërisë, shprehje, kuptimi i të cilave nuk nxirret nga gjymtyrët përbërëse, të cilat kanë të tipare të veçanta sintaksore. Dhe po sipas kësaj pikëpamjeje të gjuhësisë konjitive: "Njësia frazeologjike nuk është thjesht një shprehje, kuptimi i së cilës thjesht lidhet me kuptimin e gjymtyrëve përbërëse, por kuptimi tërësor i saj nxirret nga njohurët tona të përgjithshme për botën ( të ngulitur në sistemin konceptor)".  

3. Përdorimi i njësive frazeologjike mbiemërore në tekstet letrare

Në jetën e përditshme secili pres nesh i bën krahasimet e sendeve ose të veprimeve gjithnjë duke pasur një konceptim të përgjithshëm për botën, që është e ngulitur në sistemin konceptor. Në mjaft shembuj të shkëputura nga letërsia artistike do ta vërtetoja këtë, sepse në situatë të caktuara ligjërimore personazhet kanë përqëndruar duke shërbaqësuar ose nëpërjmjet krahasimit si figurë letrare) njohurët e tyre për botën. Shumë pres koncepteve tona lidhen me ndjenjet ose vlerësimet tona. Ato mund të mos përaktohen nga një metaforë e vetme por organizohen në skicë metaforike lidhur me përvojat apo këndvështrimet e githseclit ps. "e ka zemrën florë", "e ka zemrën det", "e ka zemrën hazine", "e ka zemrën hambër", "e ka zemrën e bardhë", "ka zemër të artë", "e ka zemrën e gjërë" etj. Meqë nëse metaforë mbyllët në përvojat njerëzore, mund të gjejmë edhe shumë ngjashmërisë ndërkulturore. Ky është një argument që jepet studiuesit e gjihësisë konjitive të cilët pohojnë që gjyama motivohet pjesërisht edhe nga skemat konsceptor. Karakteri metaforik i njësise frazeologjike mbi të lidhet edhe njohurët për botën ( të ngulitur në sistemin konceptor).  

Në qenka puna kaq trashë, haj! Edhe ne, dyfeqet mbi sup e oburra! Për në Kozicë, ku janë përmëshkruar nga nga shërbaqësuar me florinj, sa mëna që thua të jëtë edhe. ( Mitrush Kuteli, Tregime të zgjedhura, fq. 24)

U guros agai nga dhembja, kur e sollën të birë nga lëmi, në tirë. U guros më fort kur i pa fëryrën si qiri i bardhë, që s’i ngjant asfere të gjallë – po tjetër bote. ( Mitrush Kuteli, Tregime të zgjedhura, fq. 53)

…Edhe si foli këto, burri ndër të bardha u ngrit përpjetë, lart e lart, edhe u tret si një re e bardhë. ( Mitrush Kuteli, Tregime të zgjedhura, fq. 58)

Kjo më ngushëlloi pak. Po jo së gjithash, sa kisha pasur natën një grusht me pare të bardha nëpër duar e m’i kish tretur mëngjesi.( Mitrush Kuteli, Tregime të zgjedhura, fq.73)

Asohere në kohën e foshnjërisë sime, perëndia ish një plak i lashtë, i plotë nga shtati, që rinte diku, atje lart kembëkryq, e qepte me gjilpërë u shajik të bardhë, për të veshur botën. ( Mitrush Kuteli, Tregime të zgjedhura, fq. 74)

Ne rinim këtej, me të mëdhenjtë. Edhe Marina ish atje tej: më e bardhë se nishteja e turkave e se pëlhura e kaurkave. Këtë ma panë sytë e mil! ( Mitrush Kuteli, Tregime të zgjedhura, fq. 173)

…Bridhte era nëpër qiell edhe çonte e përçonte larg’ e bardhëza si vela lundre. Aq shumë e desh Kirolloi Katerinëzën, sa desh ta bënte mollë e ta mbante në gji. ( Mitrush Kuteli, Tregime të zgjedhura, fq. 208)

Edhe sa për verë, gjer aty sa e ktheu prapë, se butet ishin në dera edhe plloskat në goja: me trëndelënë, me borzilok – e lehtë a e rëndë – s’i të ta desh e bardha zemër. E sa për të ngërënë s’ka si bëhet më mirë…( Mitrush Kuteli, Tregime të zgjedhura, fq. 227-228)
Shpirtrat e lumtur që silleshin mbi të ishin të bardhë si argjendi i larë, e gjithë të bardhë ishin edhe ata që shkuan nëpër ujë. Qëndruan që të dy anës e vështruan bukurinë që buronte atje ku zoti ka stisur fronë e tj.( Mitrush Kuteli, Tregime të zgjedhura, fq. 233)

Balli i Marinës sime rrihte të ngrysej e nuk ngrysej dot. Ishte i sheshtë, i bardhë si mermeri. Tamam si Mali ynë i Thätë kur vishet me déborë, që e bën të shndrëtë dielli i janarit të mirë. ( Mitrush Kuteli, Tregime të zgjedhura, fq. 247)

Njësitë frazeologjike motivohen edhe nga metafora të ndryshme konceptore dhe një mënynë për të zbuluar njohuritë metaforike është nëpërmjet studimit të ngushëtë të imazhheve mendore që krijojnë njëTurning për për të njësitë frazeologjike. Mund të formohen imazhe për një njësi të caktuar frazeologjike, kuptimi i cili është bazë metaforike. Kështu, njësia frazeologjike "chichen as the wet" -"si pulë e lagur" është një prej tyre. Për të krijuar një imazh mendor të saj u përplasjet disa pyetjeve:

- Përse e krahason me pulën?
- Ku ishte pula kur u lag?
- Kush e lagu pulën?
- Si më pula kur laget?
- A fajtori si pula e lagur?

Duke iu përgjigjet këtyre pyetjeve arrijmë të kuptojmë lidhjen e shprehjes frazeologjike me vlerë mbiemërre, me trajtën krahasimore dhe me bazë metaforike, pra kuptimi i së cilës ka bazë metaforike. Në këtë mënyrë, kuptimi i njësive frazeologjike mund të gërmohet në bazë të ngjashmërisë së njësive frazeologjike p.sh. "si gjelat e detit" dhe "cut and mouse game".

Joli ktheu vështrimin nga Skënderi që kishte futur grushtin në mollëz dhe përpiante çdo fjalë të pedagoges ruse. Joli nxori stilografin dhe shkroi më poshtë: "I shkreti Majakovsk! Po e përdorin si gjelat e detit për Vitin e Ri!". (Kiço Blushi, Pajtoni i fundit, fq.234)

Oh, God! How had she ever lived without these gorgeous red dolls! She played the cat-and-mouse game with Tony for two more days. (Jacqueline Susann, Valley of the Dolls, fq.211)

Mjaft prej njësive frazeologjike kanë edhe histori që mund të shpjegojë origjinën e kuptimit dhe të përforimit të tyre dhe të gjejmë kuptimin metaforik të një njësie frazeologjike nuk e kemi të vështirë po të njohim ecurinë e zhvillimit të saj. Ndër figurat letrare më të përmendura në qëlljen e origjinës së njësive frazeologjike me vlerë mbiemërre janë krahasimi dhe metafora. Duke mbështet pikëpamjen konjitive disa metafora depërtën në ligjërim që sa edhe të gjurmë në mënyrën sesi e konceptojmë botën rreth nesh. Për të gjetur kuptimin e njësive frazeologjike, veçanërisht ato të motivueshmë duhet të bazohemi në metaforat konceptore. Metaforat konceptore lidhin botën e jashtë të eshtë njësi konceptore që mund të shërë në njësi konceptore dhe njësi konceptore që më të vështirë edhe metaforës konceptore. Karakteri metaforik i njësise frazeologjike mund të lidhet edhe mes krahasimit të gjyqtarëve të njësise frazeologjike. Meqenëse metafora mbështetet në përvojat njerëzore, mund të gjejmë edhe shumë njëshëm ndërkulutore. Ky është një argument që japat studuesve që gjihet nëse konjitive të cilët pohojnë që gjuha motivohet pjesërisht edhe nga skemat konceptore.

Lëre, lëre! Dil pak jashtë! – tha Duroja.
- Po dal, po me mend …

\[4\] Bilkova, I. (2000) : Czech and English idioms of body parts, vep. e cituar, fq. 3
Duroja turfulloi si kalë i lodhur duke i ardhur rrotull bustit qërinte aty mbi qilim, i plogët e shpërfillës për gjithçka.

(Teodor Laço, Zemërimi i një njeriu të urtë, fq 179)

The was enraged. ‘where have you been!’ ‘I want to a movie between shows’. She deliberately made it sound like a lie. ‘Oh sure! And tonight? You sure must have lit out of there fast!’ ‘ I was there. The doorman must have made a mistake’ (Jacqueline Susann, Valley of the Dolls, fq.210)

Lidhja mes dy objekteve është lidhja që ekziston mes botës reale dhe fiziologjisë, ndërsa organet e shqisave shënojnë kuptimet që lidhen me funksionimin që kanë shqsisat . Përgjithësisht lidhja mes organeve dhe referentin kuptimor të tyre përcaktohet nga ndryshimet kulturore. Kjo sipas Moon bazohet në metonimitë që përftijnë sende dhe vende dhe janë njësi të të lidhura me kulturën e një vendi. Njësia frazeologjike në gjihun shqipe “ frikë nga hija e tyre ” dhe “afraid of their shadows ” shpreh një lidhje të natyrshme si në anglishtë dhe në gjihun shqipe.

‘… A couple of kids from up North. Just couldn’t wait to visit death row and flash their badges and meet a real live Klan terrorist. They were so damned scared they were afraid of their shadows. They asked me stupid questions for hour, then left. Never heard from anybody again.’ (John Grisham, The Chamber, fq. 171)

Edhe metonimia ashtu si metafora, është konsideruar nga mjaft gjuhëtarë si thyerje e rregullave gjuhësore dhe të dy mekanizmat janë studuar të ndarë. Zëvendësimi i njësës frazeologjike dhe të kuptimit të tyre frazeologjik edhe kur origina e njësës frazeologjike është paqartë.Në mjaft raste ne ndeshim edhe njësi frazeologjike me bazë metoniminë psh. “me djersën e ballit” ose “ mbështet e mbi ( krahët e mi)” . Metonimia është zëvendësimi i njësës termit , që ka me të parin lidhje vazhdimëse. Ajo mbështet në gjuhën shqipe “ frikë nga hija e tyre - tha. Murat Stojkut i erdhi t'i vërviste ndonjë nga ato shprehjet që i mbante në majë të gjuhës… (Teodor Laco, Zemërimi i një njeriu të urtë , fq 301)

Nëpërmjet krahasimit realizohen më tepër njësi frazeologjike me vlerë mbiemërore. Ideja e krahasimit për formimin e njësive frazeologjike të tilla është baza semantike .Njësité frazeologjike që shprehjen me anë të krahasimit janë të lehta për t’u kuptuar, sepse ideja e krahasimit është më e qartë për shkak se ngrihet mbi bazën e njësive. P.sh: “ si telajo e vjetër”, “ si re me breshër”, “ si ujku plak”.

Njësia frazeologjike që mbëshhtet në idënë e krahasimit, nuk parakupton që në gjihun të ketë qenë patjetër më parë një strukturë me lidhëzën krahasuese të shprehur materialisht. Në togfjalëshat e tillë që janë shtyrë më tepër si frazeologizma dhe janë ngurosur, kanë fituar një karakter idiomatik dhe kanë si pikënisje të temës së tyre një tipar edhe më të abstraguar të sendit, që shërben për të bërë krahasimin.

E pushtoi ai dyshim që e pati edhe në zyrë. Bëri mbledhjen e asamblese për ta shkarkuar. Nuroja bëri autokritikë. “Do t’i laj gabimet me djersën e ballit” - tha. Murat Stojkut i erdhi t’i vërviste ndonjë nga ato shprehjet që i mbante në majë të gjuhës... (Teodor Laco, Zemërimi i një njeriu të urtë , fq 301)

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Në mjaft raste njësitë frazeologjike përdoren për të emërtuar veprime të njerëzve me ato të kafshëve ose shpendëve, në bazë krahasimore ose jo. P.sh:

Kështu me Kiton, unë, kështu. E po dhe atij bruiz i shkonte puna, megjithëse e kobisja. Kot e kanë që thonë ku kubit njeriu, shpifet miu... Kish plot, shqyrr, krahë pune, bagëti, miqësi dhe vetë ish i fortë si kau. E po, për bëkë gojën do rrija unë te djali, de, se s'ishta shërbëtore, si ato të parat. (Jakov Xoxa, Juga e bardhë, fq. 406)

... Ishte Shpresa ajo që filloi të thëllonte sytë. - S’jam lepurak, që të kërkoj vrimë në qytet! Unë e shikoj jetën në dritë të syrit. (Jakov Xoxa, Juga e bardhë, fq. 180)

Ai e dinte: po të kishte ikur nga fshati, nën presionin e sulmit dhe të ndërsimeve të kryetarit, kishte për ta humbur krejt besimin e xha Likos dhe të përganases. Shpeshherë njerëzit e këqinj janë si qentë e dobët: po ike të sulen më keq; po sulmove ia krisin me vrap. Ai kishte qëndruar... (Jakov Xoxa, Juga e bardhë, fq. 364)

Mbase ty të kujtohet një thënie e të madhit Hegel për imituesin: “Natyra me madhështinë e saj i ngjan njëtët, imituesi i saj është si një krimb që zvarritet prej elefantit.” Kjo thënie ka një kuptim të madh. Tregimi im ndofta nuk kishte vlera universale. Por imituesi im ka bërë një shkrim mjaft të rëndomtë. (Dritëro Agolli, Vepra letrare 6, fq. 54)

Ngandonjëherë, ndajnatave, hipte njeri mbështet të të tjerëve edhe i trokiste në dritarja. Po Shkurta nuk nxirrte zë as që shkelte te pragu i derës. Rrinte brenda si miu, se macet ishin jashtë... (Mitrush Kuteli, Tregime të zgjedhura, fq. 111)

... U shtri në shтрат me sytë dhelprëkë, të Papagjonit nëpër mure. Sy të shpèilarë, kokërrdhokë të dalë si vezë syza, surrat miu. I kám rautur spiruqëoset e tua për të gjithë ata që m’i ke shokë dhe do t’i botoj. Me emër tjetër, me pseudonim; do t’i dërgoj me zarf anonim, por do t’i botoj. Do të shërkallmoj. (Diana Culi, Dhe nata u nda në mes... fq. 278)

Ish kaq i tretur ky Kapllan aga sa mezi i nga jante agos tonë të parë, që e dinim sa një lis të plotë. I bardhë si sheleg: me flokë, me vetull, me mustaqe. Po i gjëzuar, i gjëzuar si s’kish tjetër në botë! (Mitrush Kuteli, Tregime të zgjedhura, fq. 9)

Një kohë i pari i pijanikut të fshatit ka qenë Kamber Kollozheku, - një që gjatë sa një plep, i zeshkët si hoshaf e me hundë me sqep si të shqiponjës. - Pse i thoshin Kollozhe? - Ke për të pyetur ti. - Prit se ta them: kish dale asaj kohe kënga e Kollozhekut dhe Kamberi e këndonte ditë e natë, se pinte ditë e natë. (Mitrush Kuteli, Tregime të zgjedhura, fq. 285)

- Dale të pyesim këtë shokun, - tha një grua e thatë, që kishte një fshesë në dorë. – Kur e si do të mbarojë kjo luftë? - Ama ç’pyetje i bëre, - tha një ushtar i shkurtër, me fytyrë të rrumbullakët, me sy si të kaut dhe me një palë mustaqe të trasha e të zeza. (Petro Marko, Vepra letrare 3, fq. 175)

- Lërre, lërre! Dil edhe pak jaqshët! – tha Duroja.
- Po dal, po me mend...
Duroja tufulloi si kalë i lodhur duke i ardhur rrotull busit që rinte aty mbi qilim, i plogët e shpërfillës për gjithçka. (Teodor Laço, Zemërimi i njëriu të urtë, fq. 179)
In the strength of his misfortune, and energy of his distress, he fired for the moment like a proud man. In another moment, he stood as he had stood all the time – his usual stoop upon him; his pondering face addressed to Mr. Bounderby, with a curious expression on it, half perplexed, as if his mind were set upon unravelling something very difficult; ...(Charles Dickens, Hard Times, fq. 80)

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E vërteta është se maçoku i Shamshallos që deshëm ta dhëndërojmë, i kish mustaqet si rrënj' e preshit, po ç'ti bësh këngës e ç'ti bësh krushkës Magalinë ? (Mitrush Kuteli, Tregime të zgjedhura, fq. 168)

Njësitë frazeologjike nuk krijohen gjatë ligjërimit, ato janë njësi të gatshme dhe ndonjëherë edhe në trajtë të ngurosur, prandaj elementi ‘përmbajtje’ kushtezohet nga ai ‘formë’. Uniteti i tyre semantik dhe përdorimi si njësi të gatshme i bën njësitë frazeologjike unike si nga forma ashtu edhe nga përmbajtja. Në sajë të kësaj veçarie njësitë frazeologjike lidhen me fjalë të tjera, por pa u zberthyet vetë. Kjo do të thotë që shpeshherë njësia frazeologjike hyn në fjall si një fjalë e vetme dhe kryen funksionin e fjalës. Studime të ndryshme janë të bërë në lidhje me identitetin e njësive frazeologjike nga ana gjuhësore edhe nga ana psikolinguistike.

4. Përfundime

Duke përqasur njësi frazeologjike në anglishte dhe në gjuhën shqipe vumë re tipare bashkuar dhe veçuese në të njëjtat njësia frazeologjike ose fjalë, tofgjallësha...Vumë re se njësitë frazeologjike edhe në anglishte edhe në shqipse bazohen në të njëjtat mekanizma kjo realizohet në sajë te pranisë së kësaj metaforike. Një tregues i rëndësishëm në përqasjen e njësive frazeologjike në anglishte dhe në shqipse është që të çon edhe në ndryshimet semantike të këtyre njësive. Ajo që bashkon njësitë frazeologjike në anglishte dhe në shqipse është thelbë funksional. Njësitë frazeologjike kanë njësi të pandarë të tyren qëllimin e funksionimit në ligjërim dhe ngjyrimin emocional.

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